TOPEKA SCHOOLS' PLAN

A STUDY OF SCHOOL BUILDING AND SITE NEEDS

A Report
Prepared for the Board of Education
Topeka Public Schools, Topeka, Kansas
April, 1958

By

The Bureau of Educational Research

University of Denver School of Education

Denver 10, Colorado

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INTRODUCTION

At the request of the Board of Education and administration of the Topeka Public Schools, the Bureau of Educational Research of the University of Denver, in cooperation with the citizens and staff of Topeka, has completed a study of school building needs. This is the report of that study.

The report has four major sections.

1. Community Growth
2. Buildings for Learning
3. Financing Education for our Community
4. Recommendations - Buildings, Sites, Financing.

Both the School Board and the school administration have constantly engaged in action programs designed to carry out pertinent phases of this study as data and recommendations have been made. In our opinion both the administration and Board have shown the kind of community leadership in moving forward the interests of public education that is highly commendable. As a result of this continuous program of action in acquiring sites, renovating buildings, and beginning construction based upon information developed as a result of this cooperative study, this report is partly a record of actions taken and partly a look to the future, with recommendations for actions to be taken.

A report of this type can become a valuable basis for a program of action to meet the impact of the rising tide of school enrollment, although it will require periodic review. The need for review might be occasioned by the sudden announcement of a big block of new homes being located adjacent to a proposed site that at present appears to be in an area that may not develop for some time

or the cancellation of a housing development could have the opposite effect on a situation that now appears to be developing rapidly. This does not lessen the importance of long-range planning, since a point of reference is a must in a program of progress.

A report such as this, embodying long-range plans, must be supplemented by continuous study and review in relation to the planning of specific buildings or the selection of specific sites. Such study and planning can best be accomplished by the Topeka School administration with necessary consultant service.

The recommendations made in the study represent the professional judgment of the staff of the Bureau of Educational Research. Since the intent is to identify areas of weakness as a basis for making improvements, this report has a critical tone. All criticisms, suggestions, and recommendations are intended as constructive. The Survey Staff wishes to acknowledge the fine cooperation and contributions made by a great many individuals and groups within the community. Interviews, discussions, and meetings have been held with groups and individuals so numerous it is difficult to list them by name. Their contributions were made freely in the interest of improved educational opportunities for the children of Topeka, Kansas. A listing of the various committees, work groups, and individuals follows.

COMMUNITY COOPERATION WITH THE 1956 BOND PROGRAM AND THE STUDY

This project has been a cooperative endeavor between school people and laymen to do some long-range planning which will be beneficial to the children of this community as well as the taxpayers. Many people have participated in this project. It would be impossible to name all of the persons who have helped with this project. However, some of the committee members will be mentioned as a matter of record. Someone has said, "What the wisest and best parent wants for his child, that should the entire community want for all of its children." It is in this spirit that all of the committees have given of their time and energy. To them we are deeply grateful.

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Special thanks are due to Mr. Raymond Tilzey, Director of Accounting and Research, for the many hours of work done by him before and during this study. His advice and counsel has been invaluable to those of us making the survey.

It has been a pleasure to associate with all of the above mentioned persons both professionally and personally. Each of them has made a distinct contribution to the total over-all study. Without their help this study would have been impossible.

The Survey Staff

SECTION I

COMMUNITY GROWTH

The consideration of school problems, particularly those related to school buildings must be viewed in the light of the total community pattern in which they are set. Too frequently we see our problems with reference to the immediate future or a particular building.

Public schools and their problems grow out of our democratic concept of providing schools for the children of all of the people, schools of the type and extent that will serve the widely varying needs of each community's children. Let us look at this problem as it relates to Topeka.

Topeka Metropolitan Growth

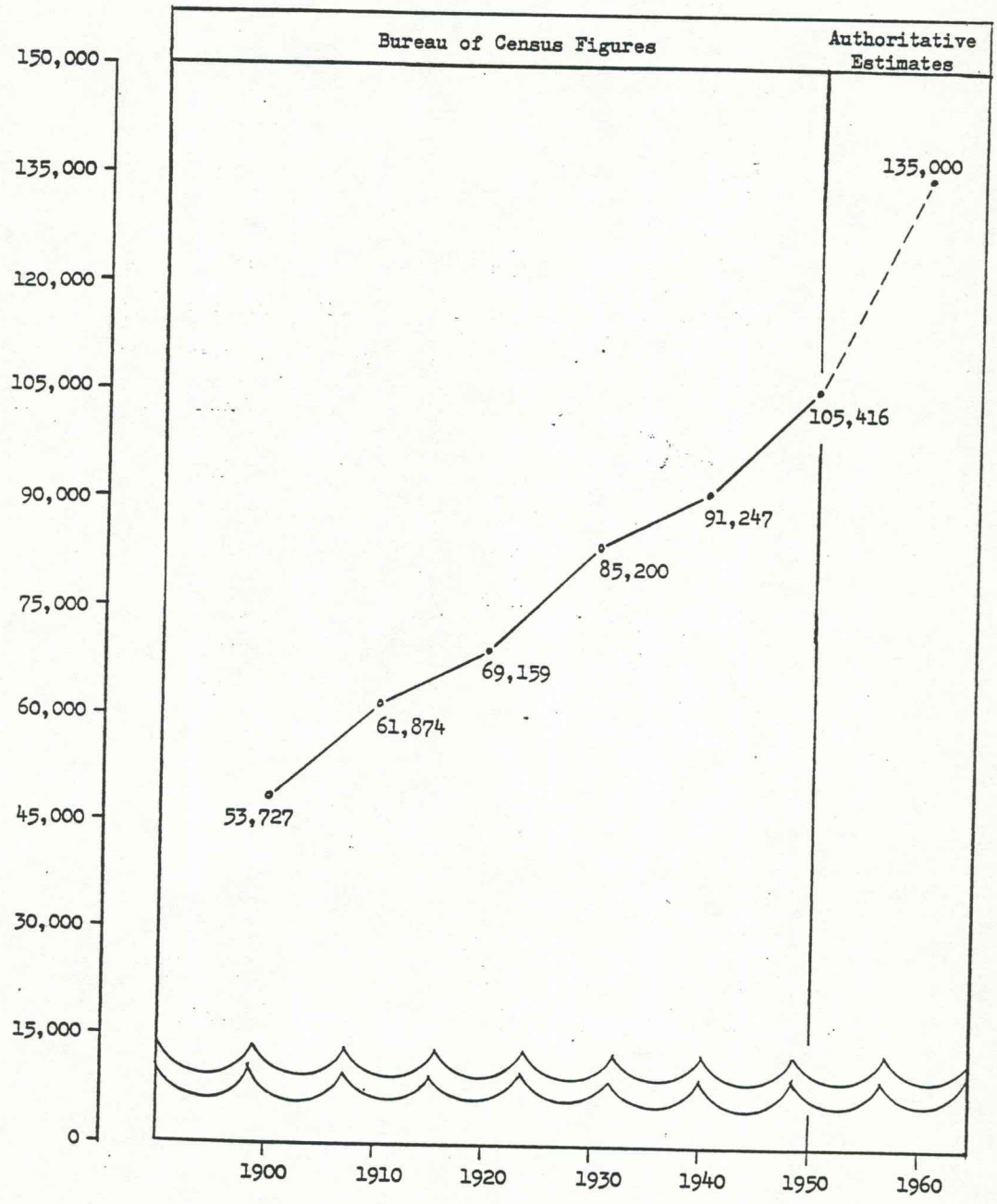
School population is related to general population and there is every evidence that Topeka will continue to grow. No two authoritative reports or estimates on its rate of growth or the size that it will reach by a given date are exactly alike but there is agreement that it will continue to grow rapidly.

The persistent upward surge in population of the Topeka metropolitan area is represented in Table I, showing growth from 53,727 persons in 1900 to an estimated 135,000 in 1960.

The Topeka State Journal in the fall of 1955 quoted L. M. Van Doren of Servis, Van Doren and Hazard as saying that the metropolitan area population would number 135,000 to 140,000 persons by 1970. This compares with an estimated population of 106,976 in 1955. Certain utilities, although their service areas

TABLE I

POPULATION INCREASE TOPEKA
METROPOLITAN AREA
1900 - 1960



are not quite the same as referred to in the Van Doren report, indicate that the 135,000 figure will be reached by 1961 and that by 1966 the number will be 150,000. The birth and death rates when extended and considered with the current in-migration pattern yield figures comparable to the Van Doren estimate.

We are likely to think that this growth pattern of the post-war years cannot continue and that there will not be the hundreds of new homes from which thousands of children come. The following, although not proof of what will happen in a particular situation, pictures the general national population trend. Quoted from Kiplinger Washington Letter, December 24, 1955:

> A big building boom in the 60's is absolutely assured... You can project it from births and marriages, plus trends in income.
>
> Marriages are the major factor in the demand for new houses. Marriages in the 50's, average 1.5 million, justify 1.2 million homes a year. Marriages in the 60's, rate of 2.1 million, mean 1.7 million homes a year. Marriages in the 70's, rate of 2.4 million, mean plus-2 million homes a year.
>
> Add the facts of income, family undoubling, shift to suburbs. They are all on the plus side, and they all indicate unprecedented boom.

It seems certain that the Topeka area is representative of one of the more prosperous areas of the country and that its growth will be at least typical of the nation.

This is the kind of climate in which we work. It is difficult for those of us who have lived through a less dynamic period in our history to believe that these things are happening, things that rapidly change the face of the neighborhood, or city in which we live.

Pupil Population

Effective planning for the acquisition of school sites and school buildings must be based upon sound estimates of future pupil population to be served. Experience indicates that we prove to be conservative in such estimates.

The complex of factors that influences the growth of a city tends to provide stability to growth trends. Table II shows the enrollment history for Topeka and areas annexed in 1957 (Avondale and Highland Park). The years 1952-53 to 1957-58 are used because complete enrollment data was available. There was a total enrollment of 13,767 in 1952, which had increased to 18,547 in 1957. The yearly per cent of pupils gained had fluctuated only sightly between a low of 5.40 per cent and a high of 7.32 per cent.

The enrollments have been estimated through the school year 1962-63. The estimates are based upon ratios of advancement between grades shown in the history from 1952 to 1957. The estimates have been compared with other estimates based upon various methods of prediction and found to be accurate for building and site planning purposes. Such a projection takes into account factors such as births, deaths, in- and out-migration, failures and advancement between grades. The enrollment estimates are conservative in the light of authoritative population estimates for the Topeka area.

TABLE II

TOPEKA PUBLIC SCHOOLS ACTUAL ENROLLMENTS
AND ESTIMATED ENROLLMENTS*

	School Year	Kinder-garten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Per cent of Gain
Actual Enrollment	1952-53	1,842	7,457	2,649	1,819	13,767	7.32
	1953-54	1,760	8,230	2,852	1,933	14,775	6.28
	1954-55	1,930	8,736	3,019	2,018	15,703	5.40
	1955-56	1,984	9,238	3,298	2,032	16,552	5.58
	1956-57	2,109	9,728	3,420	2,219	17,476	6.12
	1957-58	2,252	10,250	3,482	2,563	18,547	5.85
Estimated Enrollment	1958-59	2,310	10,741	3,785	2,796	19,632	3.65
	1959-60	2,103	11,143	4,285	2,818	20,349	3.86
	1960-61	2,236	11,352	4,734	2,813	21,135	4.32
	1961-62	2,433	11,660	4,881	3,076	22,050	5.76
	1962-63	2,777	12,147	4,908	3,489	23,321	5.45
	1963-64	2,884	12,757	5,224	3,728	24,593	5.45
	1964-65	2,994	13,397	5,560	3,983	25,934	5.46
	1965-66	3,108	14,070	5,918	4,256	27,352	

*This table includes Avondale and Highland Park.

Kindergarten Enrollments

Kindergarten enrollments increased from 1,842 pupils in the school year 1952-53 to 2,252 pupils in 1957-58 or a gain of 410 pupils. The next five years to 1962 is estimated at a gain of 425 pupils. Table III indicates the history of kindergarten enrollments and the estimated enrollments through the school year 1965-66.

Elementary School Enrollments

Enrollments in grades 1-6 are shown in Table IV. Grades 1-6 enrollments increased from 7,457 pupils in the school year 1952-53 to 10,250 pupils in 1957-58 for a gain of 2,793 pupils. An estimated gain of 2,897 pupils is shown for the five years from 1957 to 1962.

Junior High School Enrollments

Enrollments in grades 7-9 increased from 2,649 pupils in the school year 1952-53 to 3,482 pupils in 1957-58 or a gain of 833 pupils. The estimated gain for grades 7-9 is 1,426 pupils for the five-year period from 1957 to 1962. This reflects the movement through the grades of the large age groups that have been causing the rapid growth in the elementary grades. Table V indicates both history and estimation of future enrollments.

The junior high grades have experienced little of the stress on capacity that the elementary grades have during the past ten years. The increased enrollments in grades 7-9 will call for an increasing amount of attention to junior high facilities.

TABLE III

TOPEKA PUBLIC SCHOOLS KINDERGARTEN ENROLLMENTS

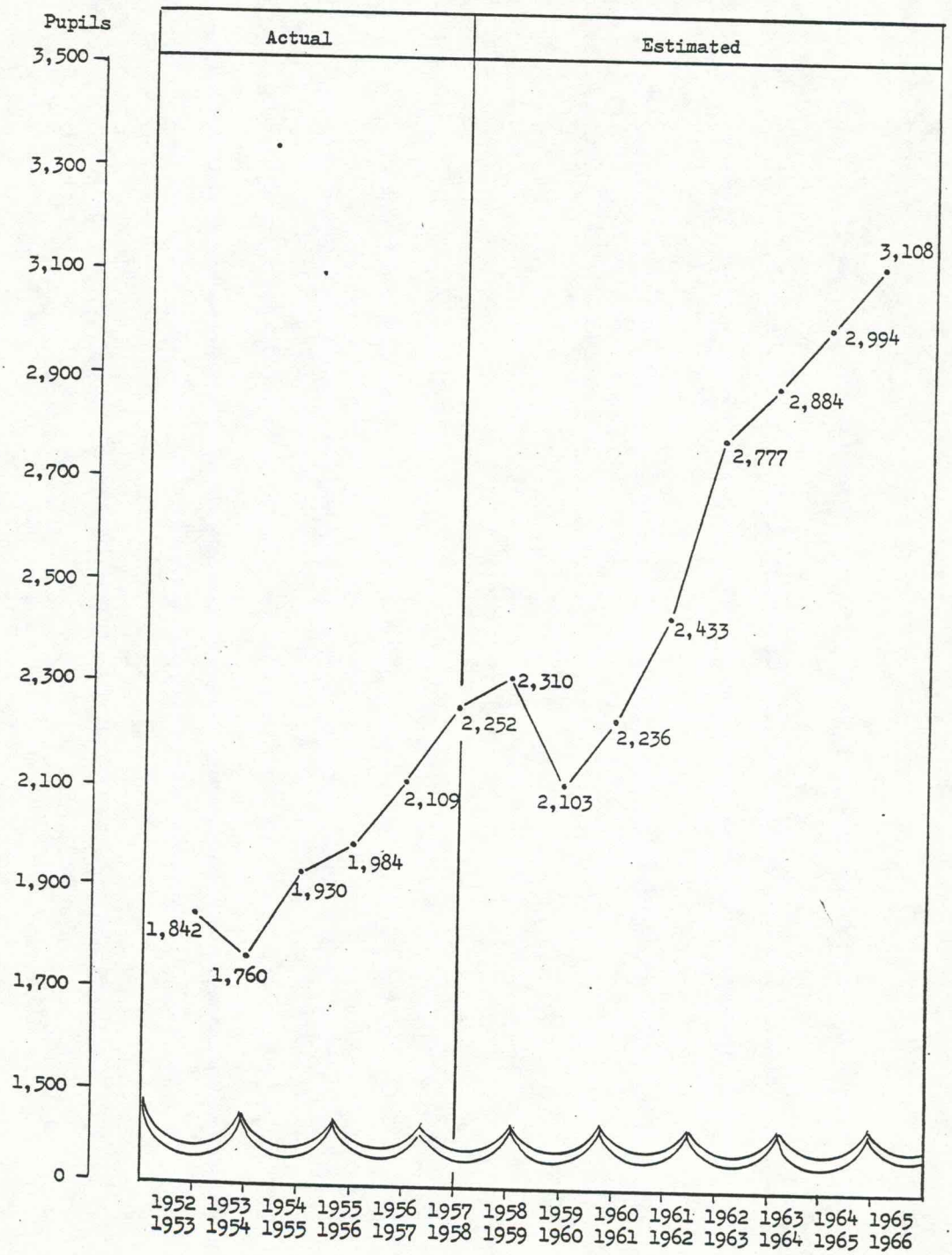


TABLE IV

TOPEKA PUBLIC SCHOOLS GRADES 1-6 ENROLLMENTS

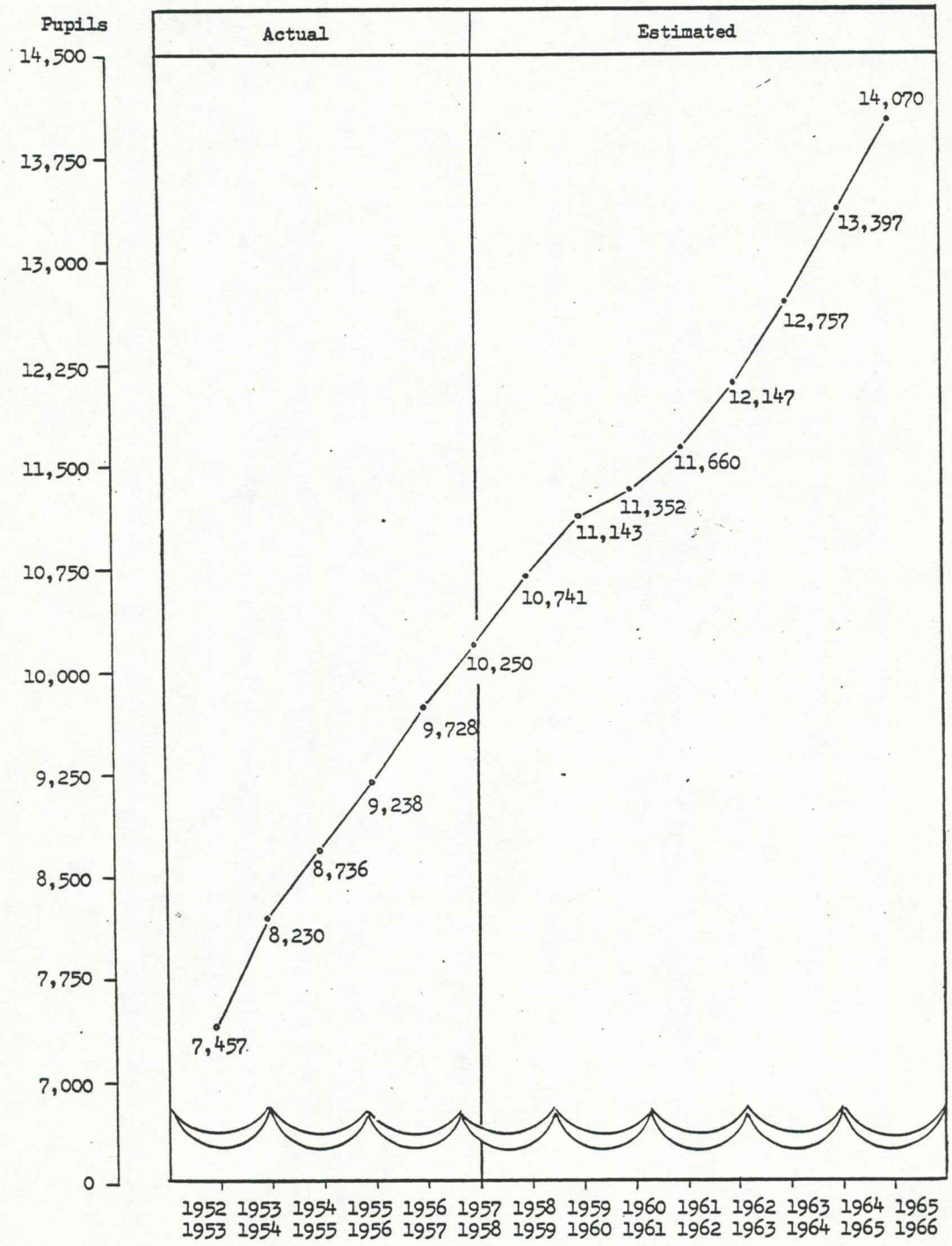
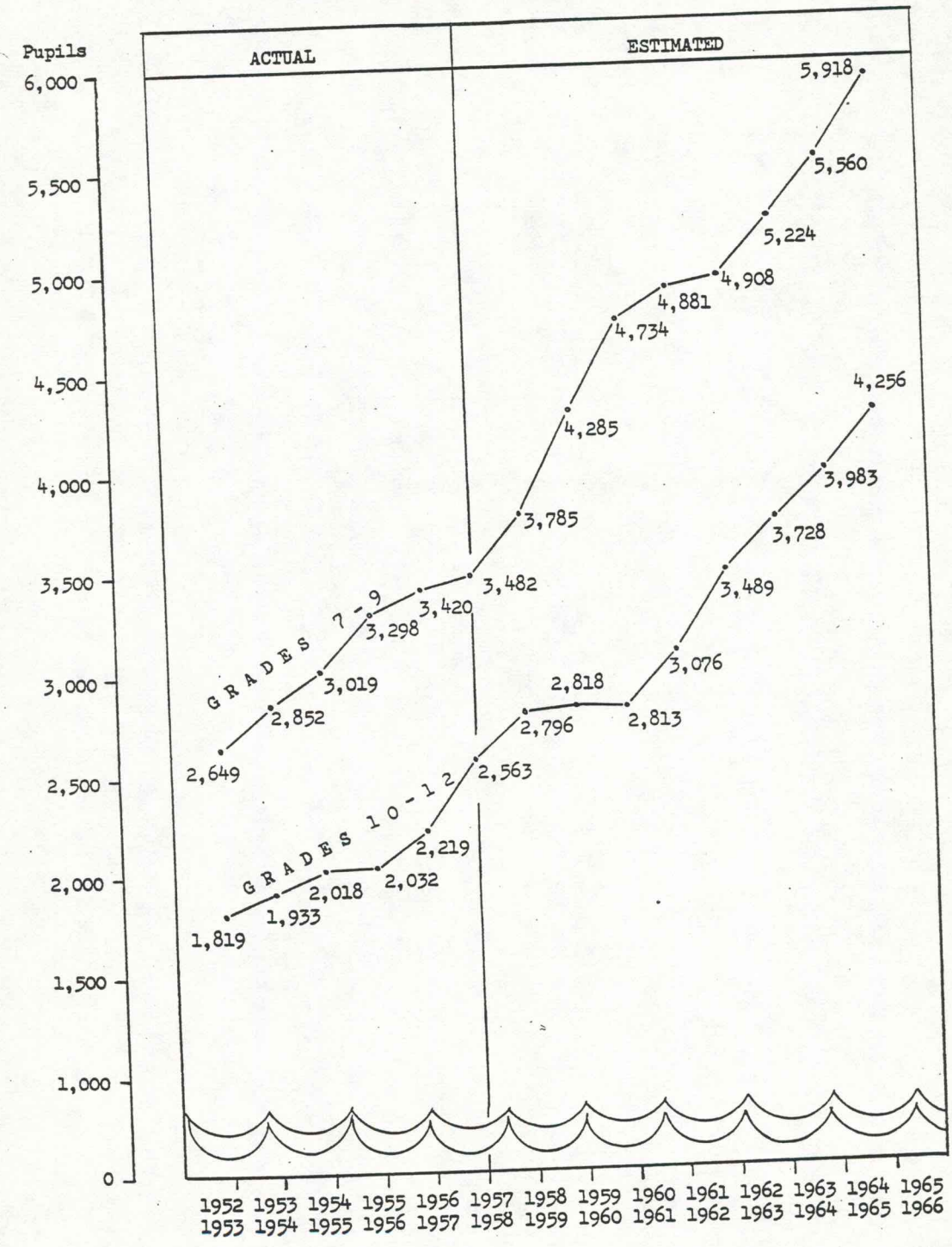


TABLE V

TOPEKA PUBLIC SCHOOLS GRADES 7-9
AND GRADES 10-12 ENROLLMENTS



High School Enrollments

Enrollments in Grades 10-12 increased from 1,819 pupils in the school year 1952-53 to 2,563 pupils in the school year 1957-58 or a gain of 744 pupils. The estimated gain for the five years from 1957 to 1962 is 926 pupils. This represents primarily pupils already in the Topeka schools who will move forward into high school.

Table V indicates the history of enrollments in grades 10-12 from 1952-53 to 1957-58 and estimates through 1965-66.

Total Estimated Growth 1957 to 1965

The estimates, based upon Topeka's own history, indicates a total increase of 8,805 pupils from 1957 to 1965. The remainder of this report is concerned with the problem of providing sound and economical school buildings for these children.

SECTION II

BUILDINGS FOR LEARNING

Introduction

The development of school buildings and facilities, placed to serve the pupils most effectively, and provided with the greatest economy to the community, calls for the most careful planning and intelligent decision making of any school problems. It is essential to the sound development of any community to have school sites properly located to serve the children. Sound planning and acquisition of sites before land values sky-rocket with developments represents one of the large economies that can be effected in providing needed educational facilities.

The planning of school buildings must be closely related to community development and must keep pace with the increasing pupil-population. Sound school building planning is based upon a broad picture of the entire community's educational facilities as well as study of the immediate area to be served by the school.

Studies of long range school site and building needs provide a framework within which the School Board and administration can meet the school building needs and serve the community with the greatest overall efficiency and economy. This report can serve as such a framework.

This section is presented in three major parts.

1. School Site Needs
2. Building Construction and Finances
3. Renovation and Remodeling of Existing Plant.

School Site Needs

The school site needs must be determined in relation to existing school buildings and the kind of community development that is possible within a given area.

A map is provided in the envelope at the end of this report locating existing schools and identifying the sites referred to throughout this report.

Elementary School Site Needs

Careful study of the potential development of areas not now served by elementary schools indicated a need for school sites in the areas described in this section. A number of factors must be taken into consideration in locating school sites.

The following principles were kept in mind in shaping the proposed long-range elementary school areas.

1. The schools should be placed to serve as walking-distance schools in the long-range plan for economy of operation and to serve as community centers
2. It is preferable to increase walking distances rather than have elementary school children cross main thoroughfares or railroads.
3. Acquisition of sites well in advance of housing development saves large sums of money for the school district.

Extensions of Existing Elementary Sites

Additions to some of the existing schools will require the expansion of sites to accommodate the new classrooms and increased pupil load. Sound educational programs require ample playground space for organized activities.

Studies of the elementary school sites have indicated a need for extension of the schools indicated in the following section.

Oakland School occupies a very limited site of 2.6 acres. Since this school serves almost 500 children, the site is entirely inadequate for a sound program. This site and school will serve a considerable pupil population and it is imperative that the site be expanded. It is the recommendation of the Survey Group that all of the remaining property in the block where the school is located be acquired.

Sumner School occupies a very small site of 1.8 acres with residences infringing upon two corners of the site. The additional playground space which could be provided by acquiring all of the residences on the block with the school is urgently needed. It is recommended by the Survey Group that all of the property on the block with the school be acquired.

Grant School with an estimated capacity of 450 pupils is on a site of 2.6 acres. This site is too small to accommodate such a large student body. At present the enrollment of 422 pupils crowds the site, and its effective use in the future would be limited by the small site. The Survey Group recommends that all of the residences on this block be acquired to get a more adequate school site.

Potwin School occupies a site of 2.2 acres with one residence infringing on the half-block. Although a much larger site would be desirable, the only solution seems to be to acquire the residences on the half-block shared by Potwin. This still leaves a site too small to accommodate the estimated capacity of 438 pupils, but no other solution seems economically feasible.

Lowman Hill School was built on a new site at Eleventh and Mulvane. The combined old and new site would equal about 3 acres. Upon the recommendations of the Survey Group this site was extended by acquiring seven properties.

Sheldon School site of approximatley 2.5 acres is extremely limited. Since this school will have to provide both for its own immediate area and possibly provide some relief for Crestview it is recommended that the site be expanded to

provide the space that will be needed for the long-range additions to the school.

Highland Park North Elementary School, on a site of approximately 4.5 acres, serves one of the rapidly growing new areas of Topeka. As the capacity of the present building is increased, additional land will be urgently needed. It is recommended that 3 to 4 acres be acquired north of the present building.

Highland Park South Elementary School, on a site of 4.5 acres, also serves a rapidly growing new area of the city. Since the building will require expansion to meet future enrollment needs, it is recommended that 3 to 4 acres be acquired directly east of the present site.

Avondale Southwest Site may in the long run serve a large pupil-population extending as far southward as the highway by-pass. It is recommended that Avondale Southwest Site be extended to 7½ or 8 acres.

New Sites for Elementary Schools

Elementary Site No. 1. The area north and west of Gage Park is being developed in moderate density residential housing. Children in this area now attend Gage School. A school site is needed to serve the areas of Prospect Park, West Hills, Highland Terrace and Sunset Terrace. Upon the recommendation of the Survey Group a site has been acquired at Eighth and Morningside.

Elementary Site No. 2. The development of the area west of Fairlawn between Tenth and Huntoon is not yet entirely predictable. It seems probable that there will be a limited amount of commercial development in the area. It is recommended that an elementary school site be acquired approximately three-fourths of a mile directly north of McCarter School. This site might be considered in combination with a junior high school site. (Junior High School Site No. 2)

Elementary Site No. 3. This site is recommended to serve the area west of

the highway by-pass between Twenty-first and Huntoon. The development of this area undoubtedly is some time away; however the acquisition of sites well ahead of development will save money for the School District.

Elementary Site No. 4. This site would serve the northeast quarter section of the area bounded by Twenty-first Street, Fairlawn, Twenty-ninth Street, and the highway by-pass. This site should be large for two purposes.

1. To serve the area designated
2. To provide some possible relief for Crestview.

Elementary Site No. 5. This is also an area which will be developed sometime in the future. The area west of the highway by-pass between Twenty-first and Twenty-ninth Streets will require an elementary site.

Elementary Site No. 6. This site would serve a rapidly developing area between Fairlawn and Gage Boulevard and between Shunganunga Creek on the north and the highway by-pass on the south. This school will undoubtedly be a large one in the long run, possibly serve as some relief for Crestview and for the area just east of Gage Boulevard. (Note: This property has been acquired and the McEcheron School is being planned.)

Elementary Site No. 7. The rapidly developing Knollwood area is the area south of Twenty-ninth Street and west of Burlingame Road and needs a large elementary school site. This represents one of the immediate growth problems. Therefore, it is recommended that a site be acquired in the vicinity of the area approximately 1,500 feet south of Twenty-ninth Street and 2,200 feet west of Burlingame Road. (Note: This site has been acquired in combination with Junior High Site No. 2.)

Elementary Site No. 8. A site is needed for the area bounded on the south by the Turnpike, on the west by the railroad and on the north by Thirty-seventh

Street and on the southeast by the Turnpike. This site would provide relief for the Avondale East Elementary School and accommodate the potential housing within the area described. No specific suggestion can be made as to an exact location at this time. A location in terms of the development should be determined.

Elementary Site No. 9. A site is recommended for the area bounded by the Turnpike on the northwest, Adams Street on the west, and California on the east. The rate of development in this area is difficult to predict but the long-range need for a full-sized elementary school is foreseen.

Elementary Site No. 10. A site is needed in the area bounded by the Turnpike on the northwest, California on the west, Thirty-seventh Street on the south, and Lake Shawnee on the east. Of all the areas southeast of the Turnpike, this promises to experience the most rapid development and requires an elementary site for a full-size school.

Elementary Site No. 11. A site is needed in the area bounded by the Turnpike on the northwest and by Twenty-ninth Street on the south. The rate of development in this area is difficult to predict, but the need for an elementary school in the long run is apparent.

Elementary Site No. 12. An elementary school site is needed in the area bounded on the south by Twenty-ninth Street, on the west by California, on the north by Twenty-first Street and on the east by Deer Creek. A rather rapid development may be expected in this area; therefore, a large elementary site should be acquired approximately in the center of the area described. (This might be related to Junior High School Site No. 4.)

Elementary Site No. 13. An elementary site is needed to serve the area bounded on the north by U. S. 40, on the west by California, on the south by Twenty-first Street and on the east by the connecting road between U. S. 40 and

the Turnpike. This includes the present Belvoir School. Continued development in this area indicates that the area west of the present Belvoir School should be acquired to provide a 7½ to 9 acre site. This would be in the area west of the present Belvoir School, north of Twelfth and west of Long Street. Long Street should be closed between Eleventh and Twelfth. It was also recommended that the one old house and vacant lot south of the school be acquired.

Elementary Site No. 14. Careful consideration has been given to the relative advantages and disadvantages of attempting to use the present Quincy School site for a new school. The following are listed as the advantages of obtaining a new site near the park for this school. No advantages in retaining the present site were seen.

1. The new school plant must be considered within the prospective life of 50 years. (Compare the location of the first Quincy School with that of the New Quincy School, the existing building.)
2. The present site is virtually surrounded by business and commercial buildings.
3. The prospects for the area surrounding the present site seem to be
   a. Complete absorption by business and commercial enterprises
   b. Further deterioration as a residential area.
4. The location of the present building causes the children to move from residential areas southward into the dense traffic of the business area. If the school were located on a new site near the park the flow of pupil traffic would be reversed and move northward. The majority of children would have a shorter distance to travel and would be moving toward an area with lighter traffic.
5. In considering the relationship between Quincy School and Grant School

the proposed location near the park provides greater flexibility in handling the pupil load in North Topeka.

6. The present site is small and would not allow for the construction of a good modern building and an adequate playground.

7. If the present site were used, the present building could not be used during construction, and provision would have to be made for the children during the construction period.

8. Land values to extend the present site are evidently greater than land values adjacent to the park. The disposal value of the present property should approximately provide for the pruchase of a new site.

9. A new school near the park could provide a focus for community redeveloping and sound community planning.

The following sites should be investigated for possible purchase.

1. The entire block (9 houses plus vacant land) southeast of Soldier and Monroe Street.

2. The entire block (16 houses and vacant land) northeast of Kansas and Paramore.

Elementary Site No. 15. Extend the site to provide for a full-sized elementary site of 7 to 9 acres.

New Junior High School Sites

Junior High School Site No. 1. The site should be located immediately north or south of Tenth Street and east of Security Benefit. This junior high school would serve the same areas as Elementary School Site No. 1, Sheldon School, part of McCarter Elementary School and Elementary Site No. 2. It might be considered in combination with Elementary Site No. 2.

Junior High School Site No. 2. This school would serve the area described for Elementary Sites No. 6 and 7 and Avondale West. (Note: This site has been acquired in combination with Elementary Site No. 7.)

Junior High School Site No. 3. It is recommended that a junior high school site be acquired adjacent to the present Highland Park South Elementary School. This school would serve Avondale East, Elementary Site No. 8, Highland Park South, a part of Highland Park Central, and possibly Elementary Site No. 9.

Junior High School Site. No. 4. It is recommended that site be acquired in the area behind the existing Highland Park High School. This site would serve Elementary Site No. 12, Elementary Site No. 13, a part of Highland Park North and Highland Park Central, and possibly Elementary Site No. 10.

Extension of Existing Junior High School Sites

Curtis Junior High School. This school occupies a site of 1.8 acres. In addition it has a 3-acre athletic field at Central Avenue and Paramore Streets. Since the school has a capacity of 450 pupils, additional school grounds are urgently needed. It is recommended that the residential property adjacent to the school be acquired, enlarging the site to approximately 3½ acres. It is also recommended that the athletic field be improved by extending the site to Soldier Creek and closing Avalon Street and Catherine Street.

It was recommended that the street in front of the building be paved to reduce school maintenance cost.

Crane Junior High School. This school occupies a site of approximately 2.2 acres which is entirely too small for the estimated capacity of 525 pupils. It is the recommendation of the Survey Group that the residences on the remainder of the block be acquired, enlarging the site to approximately 3½ acres. (Note: Action has been taken on this recommendation.)

Holliday Junior High School. This school occupies a site of 3 acres which

is too small to accommodate the ultimate enrollment of 450 pupils. It is recommended that the three residences located in the same block with the school be acquired and that consideration be given to closing the street south of Holliday to provide safe access to the playground.

Capper Junior High School. This school occupies a site of approximately 8 acres. The pupil enrollment at this school undoubtedly will always be very heavy in relation to the school capacity. This points to the need of acquiring additional land, both for present needs and for possible future expansion. The recommendation is that the site be expanded to include the entire block if economically feasible.

Boswell Junior High School. Boswell Junior High School occupies a site of 2.7 acres. It was the recommendation of the Survey Group that the lots and houses adjacent to the school be acquired and the temporary building be removed. This has been accomplished since the survey recommendations were made.

Roosevelt Junior High School. The reader is referred to the extensive discussion of the Roosevelt problem in the section under Building Evaluations. Since the survey began the site has been enlarged and the building improved.

Highland Park Central Junior High School. This school shares a crowded site with Highland Park Central Elementary. The building will house approximately 250 pupils during the next few years. In the interest of the education of these children, this site should be expanded to include the entire block where the building is located. In the long-range school plan this site may be used for elementary purposes.

New Senior High School Sites

The Site at Twenty-first and Fairlawn. The development of a modern high school program for 1,500 to 1,800 students requires a minimum of 40 to 45 acres. It was the recommendation of the Survey Group that the new west high school site be enlarged while land is still available. (Note: This has been done since the survey recommendations were made.)

While the need for additional high schools beyond the one being planned at Twenty-first and Fairlawn may seem remote, the time for site selection for areas as large as 40 acres is well in advance of residential development. It is, therefore, recommended that studies be continued of the future needs for high schools in two areas.

1. The area in the northeast part of the present school district
2. The area immediately north of the river.

Other Site Problems

The need for a Central Services Building has been considered and it is the recommendation of the Survey Group that it be located on District-owned land at Twenty-third and Topeka. This site is centrally located to serve all of the schools in the District, is of adequate size to accommodate the facilities needed and to provide the necessary parking and transportation space.

In the light of the difficulty of anticipating, at the present time, what the effect of Urban Renewal upon school site needs will be, it is recommended that the Ripley Park Site be retained until there is an adequate solution to the Lincoln Elementary School problem in relation to Urban Renewal.

Renovation and Remodeling of Existing Plant

It is equally important to modernize the existing plant as it is to provide new buildings. Examination of the recommendations with respect to the evaluation of individual buildings in this report indicates there is much to be done in this area. Over the past few years a systematic program of improving artificial lighting, heating and ventilation systems, roofs, sanitary facilities and grounds has been in progress. The improvements have been limited because current budgets have been inadequate. It is believed that monies from the capital program will be necessary to bring the buildings up to their maximum efficiency.

Some of the areas that will require substantial expenditures and which in many instances will provide too heavy a drain on current budgets are

1. Heating and ventilation systems
2. Artificial lighting
3. Acoustical treatment
4. Modernization of toilets, shower facilities, and other sanitary installations
5. New floors in classrooms and corridors
6. Surfacing and fencing of play areas
7. Provision of such auxiliary facilities as guidance and counseling rooms, adequate offices, etc.
8. Modernization of furniture and equipment.

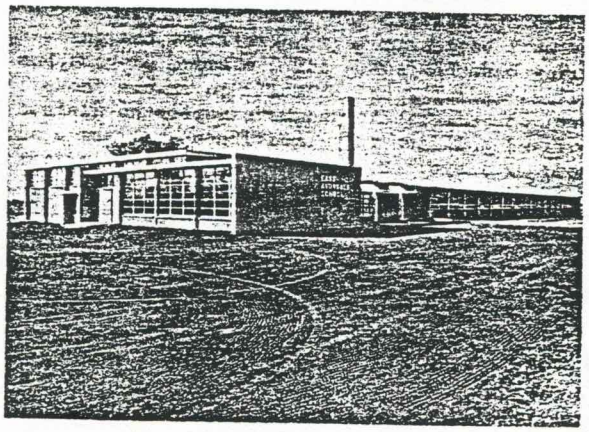
An examination of the building evaluations indicate that the junior high schools especially need this kind of attention. A policy should be determined as to the nature and size of jobs that are carried in the annual operating

budget and the type of jobs financed from capital funds. At the present time this differentiation is not clear and is frequently on an expedient basis. Even though funds are provided from capital sources, the current budgeting for renovation and remodeling should be carried in substantial amounts.

It is difficult to determine just what amount should be recommended from capital funds but it is recommended that no less than $2,500,000 be provided for a ten-year period.

AVONDALE EAST ELEMENTARY SCHOOL

The Avondale East Elementary School, a one-story brick structure, was erected beginning in 1954. Two new additions have been added since that date. The school occupies a site of approximately 8 acres at Dupont Street and Park Boulevard. The building contains the following basic spaces.



19 general classrooms

1 general purpose room

1 kindergarten room

1 health clinic suite

1 administrative office suite

1 auditorium

AVONDALE EAST

Estimated Capacity and Enrollment

The estimated capacity of the Avondale East Elementary School is 630 pupils. The actual enrollment for the 1957-58 school year was 635 pupils.

Evaluation of the School Building

The Avondale East Elementary School scored 795 points out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the building is satisfactory as a facility for an educational program.

The school site. The school site has been rated as excellent in reference to desirable location, environment, and physical features. Elevation and drainage, while not entirely satisfactory, constitute only minor problems of the general features.

Building design and structure. The gross structure of the building is good although there is evidence of incompetent workmanship and the use of some

inferior materials in construction. This is particularly true in reference to the floors and interior walls. The roof is in good condition and the ceilings are strong, safe, and attractive. Generally, the condition and appearance of the building are excellent. The building was designed as a functional facility for a modern educational program because of its flexibility. However, there is some evidence of wasted space in the corridors and plan of utilization.

Service systems. The service systems are generally in good condition. The heating and ventilating system is free from all hazards and is efficient, flexible, and easy to operate. The glare and shadows in some classrooms indicate an insufficient amount of illumination. Toilet facilities are conveniently located and contain an adequate number of urinals and lavatories. It is apparent that all are in a sanitary condition. The building is fire resistant but both horizontal and vertical travel passages are deficient in providing maximum fire protection. The fire-alarm system is not entirely positive and fool-proof. The bell, clock, telephone, and public address system are satisfactory to serve the needs of the pupils and the personnel.

Classrooms. The typical classroom of Avondale East Elementary School contains approximately 870 square feet of which approximately 270 square feet is cloak and storage space. It is of adequate size to permit a reasonable amount of classroom activities. Adequate storage space has been provided in each classroom. Most classrooms are well equipped with movable furniture to facilitate their educational usefulness. All of the classrooms are attractively decorated. However, some of the classrooms are inconveniently located in reference to spatial relationships. Other classrooms are of irregular shape which detracts from efficiency in use. The absence of light control devices permits excessive light intensity and increases brightness contrast.

The only special classroom is the kindergarten room; it is well designed and equipped for its purpose. There are no special rooms for art, music, science, or remedial instruction.

Special rooms. The general purpose room is adequate in size and well equipped to meet the needs of its purpose. The general purpose room is also fully adequate in size and contains the proper equipment for the physical education and play activities of all pupils in terms of a well developed program. One major shortcoming is the lack of a library suite with an attractive and properly furnished reading room. The custodian has ample storage, work space, and toilet facilities. The administrative office suite is adequate in size and suitably equipped and furnished.

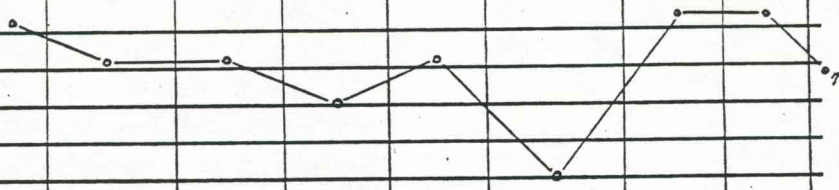
Recommendations

1. Light control devices for classrooms
2. Improved fire-alarm system

3. Library suite
4. Additional special classrooms

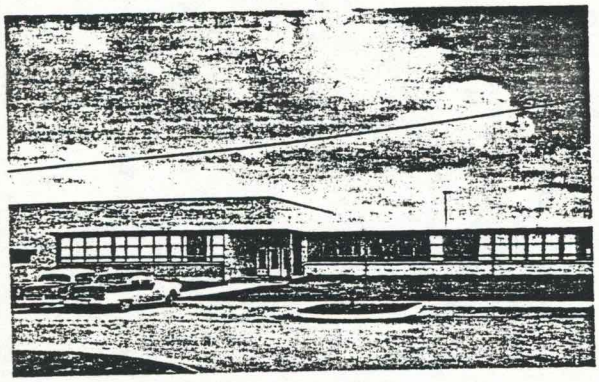
AVONDALE EAST BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



AVONDALE SOUTHWEST ELEMENTARY SCHOOL

The Avondale Southwest Elementary School, a one-story brick structure, was erected in 1957. It occupies a site of approximately 4 acres at Glencoe and Westview Streets. The site is limited for even a small school. The building contains the following basic spaces.



AVONDALE SOUTHWEST

8 general classrooms

1 multi-purpose room

1 cafeteria

1 teachers' lounge

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the Avondale Southwest Elementary School is 240 pupils. The actual enrollment for the 1957-58 school year was 171 pupils.

Evaluation of the School Building

On the Building Evaluation Chart, the Avondale Southwest Elementary School scored 600 out of a possible 1,000 points. This score indicates that the building is not a satisfactory facility for an educational program. It is recognized that the building is in reality a part of a building and was rated as such.

The school site. The site is located in a newly developed residential area of the medium-price range. It is well located in relation to the direction of continuous residential development although it is much too close to Avondale West. The general environment is conducive to an educational program. The site is readily accessible to mechanized transportation involving a minimum of traffic

hazards to pupils. The physical features of the site are satisfactory. It is of inadequate size for the outdoor activities of a standard size school.

Building design and structure. The form and architecture of the building is attractive and well suited to its locale. The gross structure is strong and stable as evidenced by quality materials and competent workmanship. The interior walls are durable and are located to minimize irregular jogs in corridors and classrooms. The building is reasonably flexible and was designed for ease in expansion. It is both operationally and educationally practical and efficient.

Service systems. The heating and ventilating units are free from hazards and provide heat of the proper degree and clean air of the proper humidity. The units are flexible, economical, and efficient.

The artificial lighting system provides adequate illumination with minimum glares and shadows. There is an excessive amount of direct natural light in some classrooms. Toilets are conveniently located and well lighted and ventilated. The entrance and exit system was designed to facilitate rapid evacuation of the building.

Classrooms. The classrooms are large enough to permit a reasonable amount of educational activity in the rooms. Its present use as a seventh and eighth grade school is temporary. There is a sufficient number of classrooms to accommodate the present enrollment. The walls are durable and decorative in appearance. The rooms contain adequate storage space, chalkboards, and tackboards.

The multi-purpose room was designed with consideration to a well developed physical education program. The room contains only a limited amount of equipment and furnishings. It is only average in terms of acoustics.

Special rooms. The teachers' lounge is attractive in appearance but contains only limited furnishings for rest and comfort. There is adequate storage space for custodial supplies and equipment. Only limited space is available for the storage of audio-visual materials and equipment. The administrative office suite is suitably equipped and furnished but contains only a limited amount of auxiliary space.

Recommendations

It is recommended that this building be used only for the seventh and eighth grades until Avondale and Topeka have been fully consolidated. After that

it should be used as an elementary school. The junior high school pupils from the Avondale West area will then attend the new junior high school being planned for Site 2 near Twenty-ninth Street and Burlingame Road. Study the possibility of enlarging the Avondale Southwest site to bring it to a standard size for an elementary school.

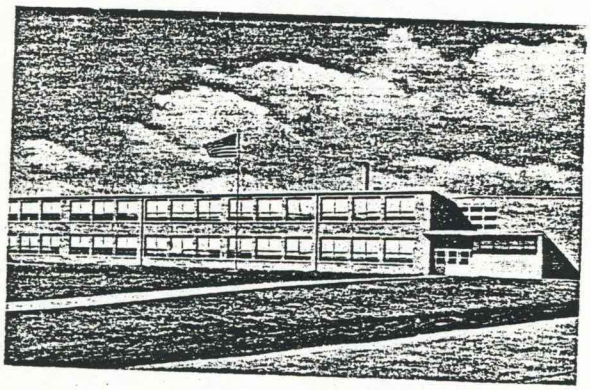
AVONDALE SOUTHWEST BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								600* 6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

* This is an incomplete building, therefore, no detailed scoring is given.

AVONDALE WEST ELEMENTARY SCHOOL

The Avondale West Elementary School, a two-story brick structure, was erected in 1954. Two new additions have been added since that date. The school occupies a site of approximately 10 acres at Clontarf and Lomond Streets. The building contains the following basic spaces.



AVONDALE WEST

17 general classrooms

1 kindergarten room

1 general purpose room

1 health clinic suite

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the Avondale West Elementary School is 570 pupils. The actual enrollment for the 1957-58 school year was 674 pupils.

Evaluation of the School Plant

On the Building Evaluation Chart, the Avondale West Elementary School scored 841 out of a possible 1,000 points. The score indicates that the building is quite satisfactory as a functional facility for the modern educational program.

The school site. The school site is good from the standpoint of accessibility, environment, and physical features. It is near the center of population to be served and within a moderate residential area. The size is in accord with desirable functions which offsets the disadvantages of its irregular shape. Time will allow trees and shrubs to add to its aesthetic appearance.

Building design and structure. The gross structure of the building is sound although there is evidence of incompetent workmanship and the use of some inferior materials. This is true in reference to the construction of the walls which are not entirely airtight and the floors which are not entirely smooth. The form and architecture are attractive, pleasing, and well suited to its locale. The building is practical and efficient, both operationally and educationally; it is flexible and readily expansible.

The service systems. The service systems are generally in good condition to serve the needs of the pupils and personnel. The heating system will provide continuous and automatically controlled heat of a proper degree as required by the conditions of the climate.

The artificial lighting system is in a safe condition and is easily maintained. It provides a sufficient amount of illumination, permits flexibility of control, and is efficient and economical in use. Toilet facilities are conveniently located and of sufficient number to adequately serve the school enrollment and personnel.

The building provides only limited fire protection for the pupils because some of the materials used in construction are actually not fire resistant. The exit system is adequate and permits emptying the building in less than three minutes. The fire apparatus is conveniently located to permit personnel to quickly gain control of fires but the fire alarm system is not positive and foolproof. The clocks, bell, telephone, and public address systems are adequate to satisfactorily serve the needs of the student body and the personnel.

Classrooms. The typical classroom of the Avondale West Elementary School contains approximately 660 square feet. There are not sufficient classrooms to accommodate the present pupil enrollment and that anticipated for the near future. The classrooms are somewhat smaller than those which meet present day educational standards. Awkward jogs in some detract from efficiency in use and constitute wasted cubage space. Generally, the classrooms are harmonious, bright, attractive, and decorative in appearance. Light control devices are needed in several classrooms in order to distribute natural illumination in average weather without glare. There is inadequate storage space in most classrooms.

The kindergarten room is suitably located, clean, attractive, and of sufficient size to support its function. There is no special classroom for science, art, music, or remedial instruction.

Special rooms. The general purpose room is suitably located for efficient use and properly equipped to meet the needs of a modern educational program. It is of adequate size for the physical education and play activities of all pupils in terms of a well-developed program. One notable shortcoming is the absence of

an easily accessible, attractive, and properly furnished library suite. The special service rooms are generally of sufficient size and number and properly equipped. The administrative offices are of adequate size and suitably equipped and furnished.

Recommendations

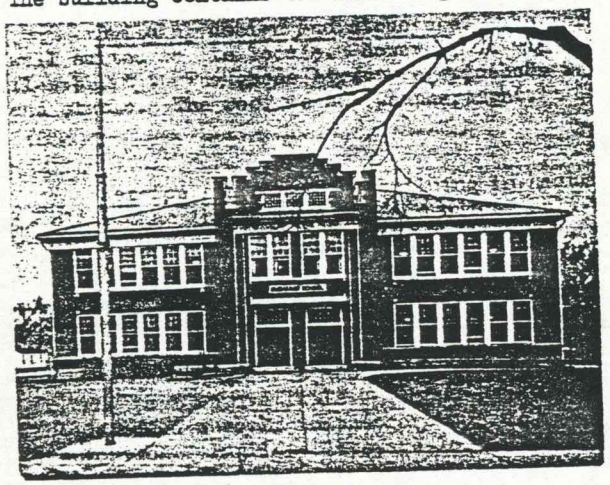
1. Improved fire alarm system
2. Additional special classrooms
3. Light control devices for classrooms.

AVONDALE WEST BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

BUCHANAN ELEMENTARY SCHOOL

The Buchanan Elementary School, a two-story brick structure, was erected in 1921. It occupies a site of approximately 1.2 acres at Twelfth and Buchanan Streets. The building contains the following basic spaces.



BUCHANAN

5 general classrooms

1 kindergarten room

1 auditorium

1 administrative office

Estimated Capacity and Enrollment

The estimated capacity of the Buchanan Elementary School is 210 pupils. The actual enrollment for the 1957-58 school year was 104 pupils. The estimated enrollments for the school years 1958 to 1960 are 135, 143, and 145 pupils respectively.

Evaluation of the School Building

On the Building Evaluation Chart, the Buchanan Elementary School scored 400 out of a possible 1,000 points. This score indicates that the building is generally poor as a facility for a sound educational program. Scores on each of the major features of the building are shown on the Evaluation Chart.

The school site. The school is located in a low economic level residential area. Nevertheless, the school is remote from places having an undesirable influence on youth. The community changes in the central part of the city will continue to affect its environment. It is readily accessible to mechanized transportation and

pupils become involved in a minimum of traffic hazards, except possibly on Twelfth Street. The site is very small and an alley dissects the playground area to limit its functionality and increase safety hazards. There are also some hazardous rocky ledges. An old foundation is also hazardous to the safety of the pupils.

Building design and structure. The form and architecture of the building are well suited to its locale. However, it was not designed for ease in expansion or flexibility. The gross structure evidences weaknesses. The foundation is not strong and stable. The roof is not weathertight.

Service systems. The building is heated by a hand-fired Bromich Boiler that is older than the building. It provides only a minimum amount of heat. There is evidence of various leaks in the boiler room. The heating system is obsolete and no longer efficient to operate.

The artificial lighting system does not provide adequate illumination at the task level. Glares and shadows are prevalent throughout the classrooms. The vertical and horizontal passages are not well lighted. The stairways are very wide and no center hand rail is available. The fire alarm system consists of a red hand bell which is located on a shelf in the corridor. The fire extinguisher is the only means of fire control. Pupil toilets are located only on the lower floor.

Classrooms. The typical classroom contains approximately 650 square feet. This is ample space for the reduced class sizes. There are sufficient classrooms for the present enrollment and that which may be anticipated in the immediate future.

The walls and ceilings are in good condition but the cement floor has numerous large cracks. There is an excessive amount of uncontrolled natural light. The classrooms contain only a minimum of tackboard and display area. Storage space for books, instructional supplies, and class projects is very limited. The furniture is movable but in poor condition. The kindergarten room was not designed or equipped for a variety of educational activities appropriate to this age-level group.

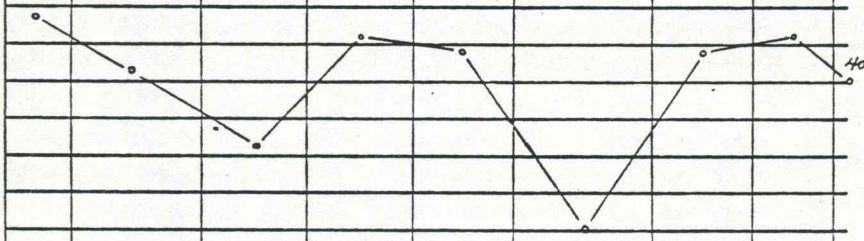
Special rooms. The auditorium was not designed for public use and contains very little auxiliary space and facilities. It is now also used as a classroom. There are no library or other special rooms. A small frame addition to the building is used primarily for custodial supplies and equipment. One large room on the lower level is used as a storeroom. The administrative office is small with very limited auxiliary space or facilities. It is not suitably furnished and equipped.

Recommendations

1. The only expenditures that should be made on this building are those necessary to keep it safe and sanitary during occupancy.
2. Both the site and building should be disposed of when the facilities of Lowman Hill can accommodate its enrollment.
3. The temporary use of the building for a more specialized purpose, such as stores and services, is not precluded by our recommendation for its elimination as a classroom building.

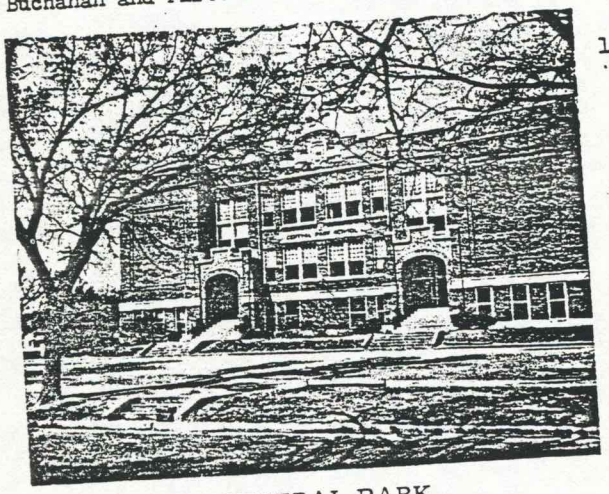
BUCHANAN BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



CENTRAL PARK ELEMENTARY SCHOOL

The Central Park Elementary School, a three-story brick structure, was erected in 1906. It occupies a site of approximately 1.5 acres, at the corner of Buchanan and Fifteenth Streets. The building contains the following basic spaces.



CENTRAL PARK

13 general classrooms

1 kindergarten room

1 music room

1 auditorium

1 administrative office suite

1 health room

1 teachers' lounge

Estimated Capacity and Enrollment

The Central Park Elementary School building has an estimated capacity of 450 pupils. The actual enrollment for the 1957-58 school year was 411 pupils. The estimated enrollments for the 1958 to 1960 school years are 476, 486, and 499 respectively.

Evaluation of the School Plant

On the Building Evaluation Chart, the Central Park Elementary School scored 322 out of a possible 1,000 points. This score indicates that the school plant is a very poor facility for a modern educational program. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The school is located in a pleasing environment near Central Park and Washburn College in a residential area of older and moderately priced homes. There are a few undesirable influences in nearby business establishments. Many pupils must become involved in the heavy traffic on Seventeenth or Lincoln Streets in order to reach the school. The site is extremely small and cannot adequately accommodate the pupils in terms of playground area. No parking

pace is available to personnel. A fence on the west side would be highly desirable rom a safety standpoint. The nature of the soil is non-erosive but the northwest corner of the site is not properly drained.

Building design and structure. The gross structure of the building is in fairly good condition although the southeast corner of the foundation shows signs of deterioration. The exterior walls appear to be strong and weatherproof. The bonded roof installed in 1944 is still in good condition. Generally, the floors are in a satisfactory condition. The architectural form and design were well advanced for its era; the building is still attractive, pleasing, and suited to its locale. However, the interior design is obsolete for the modern educational program. It is no longer practical and efficient in terms of an educational program. The building is highly inflexible which restricts utilization. The auditorium, which is located on the third level, cannot be effectively utilized for the community activities or pupil play activities. The basement area is not satisfactory for classroom work or special activities.

The service systems. The building is heated by an automatic gas-fired unit but is not zoned to permit separate heating of the auditorium. There is not an adequate supply of clean and dust-free air of the proper humidity. Generally, the heating and ventilating system is not satisfactory; there is evidence of needed repairs. The artificial lighting system does not provide adequate illumination at the task level; glares and shadows are prevalent in many classrooms.*

The only toilet facilities available to pupils are located in the basement. Each contains only two washbasins. The facilities are not properly lighted and ventilated.

The building is fire resistant but the exit system from the upper floors is not entirely satisfactory. Corridors contain blind ends and the fire escapes are inconveniently located. The clock and bell systems are accurate and reliable. There is no intercommunication system and incinerators consist of two metal barrels.

Classrooms. The typical classroom of Central Park Elementary School contains approximately 759 square feet. These rooms were undoubtedly considered to be quite spacious during the early years of this century and still meets minimum standards today. Some vacant classroom space is available now for anticipated enrollment increases. The walls and ceilings are generally in good condition with few exceptions. The rooms are harmonious and attractive. The floors are in need of repair to eliminate excessive noises. Natural light is not controlled and distributed. The artificial lighting is sub-standard. Most classrooms contain an adequate number of chalkboards but insufficient number of tackboards. Fixed furniture unduly restricts effective use of the classroom space. Only two rooms are equipped with movable furniture. Few classrooms have adequate storage space.

The kindergarten room is located in the basement. This location is not desirable for children working close to the floor. It is well equipped with movable furniture but poorly lighted and ventilated. A small health room is also located in the basement and not suitably equipped for its function. The music room

*An improved lighting system was scheduled to be completed in September, 1957.

contains the exposed hot water tank. There is no home economics, art, or visual-
lucation room.

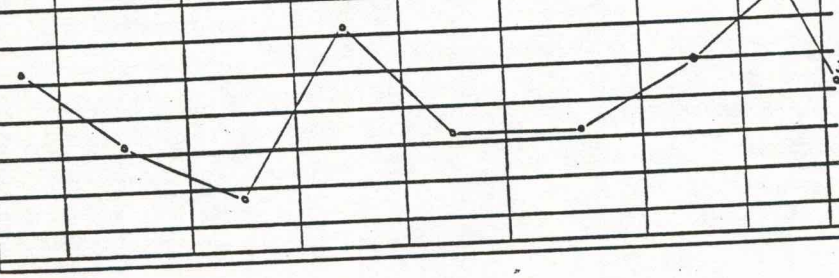
Special rooms. The auditorium has a seating capacity of approximately 145 and is equipped with adult-size chairs. The stage is extremely small and ill-equipped. It is not properly ventilated and has practically no auxiliary facilities such as dressing rooms, toilets, cloakrooms, and suitable storage space. No library facilities are available. The teachers' lounge contains ample space for seclusion and rest but is equipped with only a minimum amount of comfortable and attractive furniture. The administrative office suite has toilet facilities and is attractive and dignified in appearance. There is ample waiting space for pupils and parents. A limited amount of space is available for storage of records but there is no school vault.

Recommended Plant Improvements

1. Modernize the artificial lighting system
2. Eliminate use of basement for school activities by redistricting if at all possible
3. Provide additional toilet facilities
4. This building may possibly be used for another 10 years but is the next (after Quincy) building that should be replaced. Consequently its pupil load should be lightened as much as possible by using adjoining schools and only those improvements that will make Central Park safe and sanitary and educationally defensible should be undertaken. A new site must be found or the present one extended when the building is replaced.

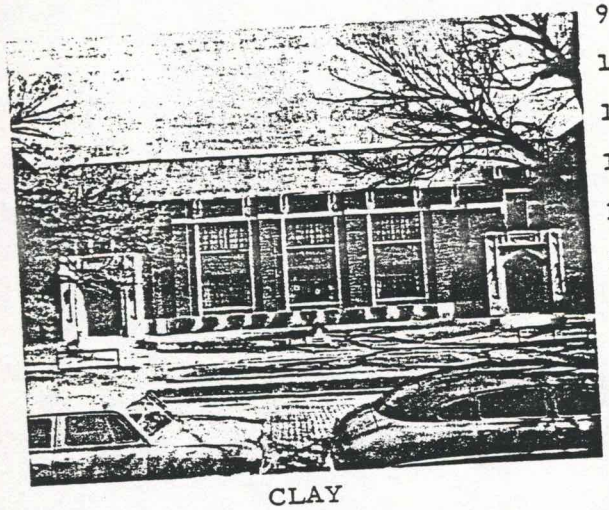
CENTRAL PARK BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



CLAY ELEMENTARY SCHOOL

The Clay Elementary School, a two-story brick structure, was erected in 1926. The school occupies a site of approximately 1.7 acres at the corner of Seventh and Clay Streets. The building contains the following basic spaces.



CLAY

9 general classrooms

1 kindergarten room

1 visual-education room

1 home economics room

1 general purpose room

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the Clay Elementary School is 330 pupils. The actual enrollment for the 1957-58 school year was 257 pupils. The estimated enrollments for the school years 1958 to 1960 are 233, 238, and 244 respectively.

Evaluation of the School Plant

The Clay Elementary School scored 492 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school is generally poor as a facility for modern educational program. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The location of the school site is excellent since it is located near the center of the population to be served and is readily accessible by good streets and sidewalks. There are a minimum number of traffic hazards. Being located in a moderate income residential area, the environment is conducive to a desirable educational program. The physical features of the site are below standard. Its size is very small and its shape is irregular. The

nearby residences restrict playground activities; there is an inadequate amount of space for playground and athletic fields in the area behind the building. During cold weather, excessive ice accumulates in this area which becomes quite hazardous to the safety of the children.

Building design and structure. The Clay Elementary School building is structurally sound and will endure for many years with the proper kind of repairs and maintenance. Both the foundation and exterior walls and ceilings are strong, durable, and attractive. Some of the floors evidence worn spots and are quite squeaky and in need of refinishing. The roof is durable and weatherproof.

The building plan does not permit maximum utilization. Most of the classrooms are of approximately the same size and located at opposite ends of the buildings. This makes the building highly inflexible. Movement and control of the flow of traffic is extremely difficult. The corridors are poorly designed and are evidence of wasted space.

The service systems. The service systems of the school plant are entirely inadequate. The heating and ventilation system will not provide continuous heat of the proper degree and an adequate supply of air of the proper humidity. Air ducts and ventilating units are built of combustible materials and not equipped with thermostatically controlled dampers. The system is not efficient, flexible, or capable of meeting all possible loads.

The artificial lighting system does not provide sufficient illumination at the task level. The corridors are extremely dark and glares and shadows are prevalent in most classrooms. Water service is inadequate; no hot water is available and the drinking fountains are not recessed. Toilets are conveniently located on each floor but are not well-lighted and ventilated. There is evidence of unsanitary conditions.

The building is fire resistant but the upper floor level has an inadequate exit system. Too much dependence has been placed upon the availability of fire extinguishers. The fire alarm system is not positive and fool-proof. The stations are not conveniently located and not connected to the municipal system with the proper cutoff for tests and drills. There is no centralized intercommunication system. The clock and bell system is adequate. There is no incinerator and the public address system is unsatisfactory.

Classrooms. The typical classroom of Clay Elementary School contains approximately 800 square feet. The classrooms are not spacious but are of sufficient size to permit a reasonable amount of classroom activities. There are a sufficient number of classrooms available to accommodate the present enrollment and that anticipated for the near future. Some classrooms are in need of light control devices since the brightness contrast is relatively high. Most classroom walls and ceilings are decorative in appearance and in good condition. However, almost all of the classroom floors are unsatisfactory. The noise is extremely distracting. Most classrooms have an excessive amount of chalkboards and an inadequate amount of tackboard space. There is only limited storage facilities. The fixed chairs restrict their educational usefulness.

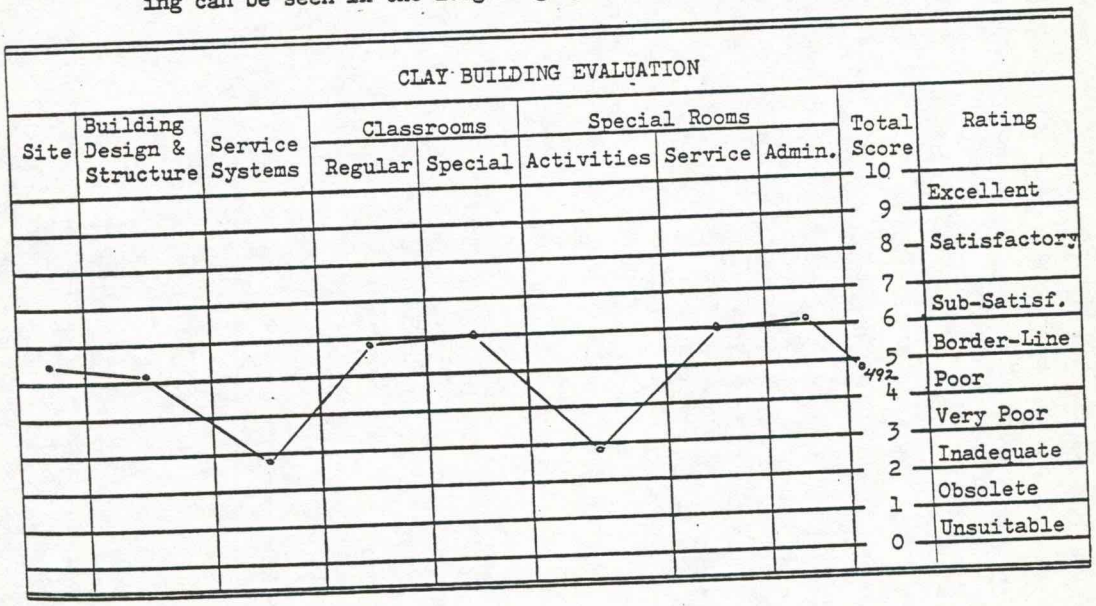
Special rooms. The general purpose room is of inadequate size and not properly equipped and furnished in terms of a well-developed activity program. There is no gymnasium or library suite. The auditorium has ample seating capacity. The heating and acoustics are not satisfactory. Only limited space is available for dressing rooms. Toilet facilities are conveniently available during community use of the auditorium.

There is an adequate amount of storage space on each floor available for custodial supplies and storage. The teachers' lounge is conveniently located, comfortable, and attractively furnished. The principal's office is suitably equipped and furnished. However, auxiliary facilities are not available. Space has not been provided for other specialized personnel.

Recommended Plant Improvements

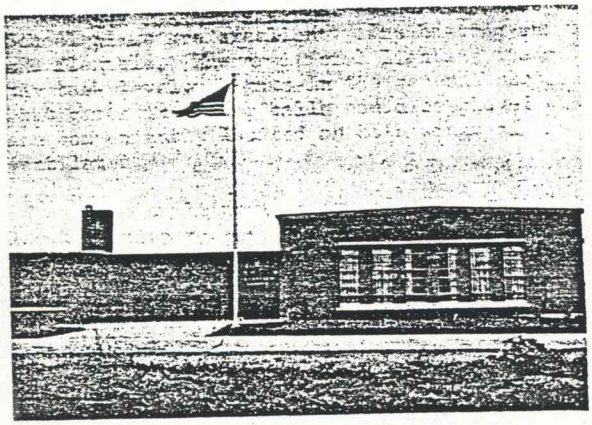
1. Provide movable furniture for the classrooms
2. Improve the acoustics of the auditorium
3. Repair classroom floors
4. There is some question as to the fire control-(alarm, prevention, etc.) aspects of the building. It should be brought up to an acceptable standard.
5. The continued encroachment of business on the attendance area of this school and the nearness to extensive parochial facilities makes its long time use as an elementary attendance unit extremely doubtful. The planning goal (possibly 10 years) should be to have Lowman Hill, Potwin, and Sumner absorb the enrollment. This will have to be accomplished gradually. A look at the central area of the District readily shows that too many small schools (Polk, Buchanan, Van Buren, Monroe, Washington, and Parkdale) are being operated. No immediate major use for the Clay building can be seen in the long-range plant program.

CLAY BUILDING EVALUATION



CRESTVIEW ELEMENTARY SCHOOL

The Crestview Elementary School, a one-story masonry structure, was erected in 1954. The school occupies an 8 acre site at the corner of Twenty-third and Eveningside Streets. The building contains the following basic spaces.



CRESTVIEW

18 general classrooms

2 kindergarten rooms

1 general purpose room

1 library

1 health room

1 teachers' work room

1 administrative office suite

Estimated Capacity and Enrollment

The Crestview Elementary School has a capacity of 660. The actual enrollment for the 1957-58 school year was 761 pupils. Estimated enrollments for the school years 1958 to 1960 are 874, 966, and 995 respectively.

Evaluation of the School Plant

The Crestview Elementary School scored 928 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the Crestview School is an excellent facility for the modern educational program. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The location of the Crestview School is satisfactory although it does not have excellent accessibility. Some pupils must travel one and one-half miles in order to reach it and the nearest public transportation is approximately eight blocks. The school is located in a moderate income residential area and may be reached with a minimum number of traffic hazards. The size, form, and elevation are excellent. Hard surfaced playground and parking areas would be desirable. Additional fence is needed on the south and east.

Building design and structure. The design and structure of the Crestview School building is excellent. The gross structure is sound with good materials and competent workmanship. The building was economically planned to permit maximum utilization. Corridors and lobbies are well designed to facilitate and control the flow of traffic. The building was designed and constructed for maximum comfort and safety of the children. It is truly an excellent facility for the functional educational program.

The service systems. Generally, the service systems of the Crestview School plant are excellent. The heating and ventilating system is modern, efficient, and flexible. The artificial lighting system provides sufficient illumination at the task level. Lights in the general purpose room should have been recessed so that games involving balls could be played without damage to the fixtures. Toilets are conveniently located on both wings of the floor and are well-lighted and ventilated.

The building is extremely fire resistant with an adequate number of well-located exits to permit emptying the building quickly. The building has a positive and fool-proof fire alarm system and fire apparatus is conveniently located. The clock, bell, and public address systems are good. The only telephone is located in the principal's office.

Classrooms. The classrooms are not spacious but are of adequate size for a reasonable amount of classroom activity. The school is already overloaded in capacity even though it is relatively new. The classrooms are attractive, durable, and well-lighted. They contain ample chalkboard and tackboard space. Movable furniture increases their educational usefulness.

The kindergarten rooms contain ample space for a functional program. The rooms are well-equipped and furnished with the minor exception of needed tackboard space. An excessive amount of light and heat penetrates from the south.

The health room contains only a single cot and some minor equipment. No shower or toilet facilities are easily accessible.

Special rooms. The general purpose room is equipped with folding chairs and tables. There is a shortage of storage. It can be used for either pupil or community activities. A well-equipped kitchen is adjacent to it. The stage is satisfactorily equipped although the facilities for dressing and storage of equipment are not ample. The library is also used as a music room; this is a restriction upon the function of the library.

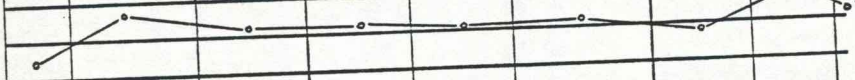
The main storage room is well located adjacent to the boiler room in the center of the building. The teachers' room is attractively furnished but somewhat small for a staff of approximately seventeen teachers. The principal's office is suitably equipped and furnished; it is attractive and dignified in appearance.

Recommended Plant Improvements

Provide additional classrooms in light of policy with respect to new buildings on Bennett and Veal sites. Regardless of relief that can be obtained from new buildings on the new sites previously referred to, at least a four-room addition will be needed. The area that lies between the normal attendance areas of McCarter, Sheldon, Southwest and Crestview will continue to plague attendance area planners. Part of the problem is related to how soon the Bennett property across Fairlawn is developed. The more delay there is, the greater will be the need for an addition to Crestview.

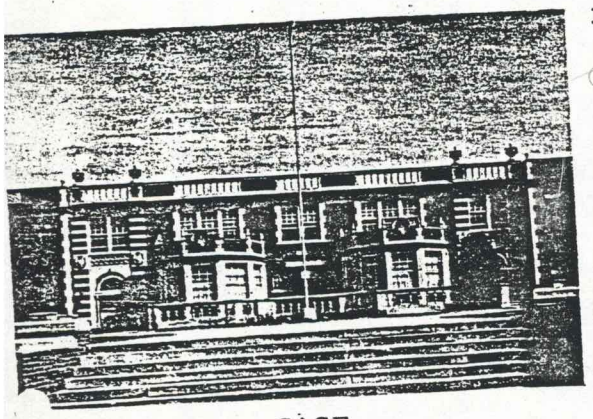
CRESTVIEW ELEMENTARY SCHOOL

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



GAGE ELEMENTARY SCHOOL

The Gage Elementary School, a two-story brick structure, was erected in 1928. Four prefabricated buildings serve as temporary additions to the school. The school occupies a 5 acre site at the corner of Eighth and Oakley Streets. The building contains the following basic spaces.



GAGE

14 general classrooms

4 temporary general classrooms

2 kindergarten rooms

1 auditorium

1 administrative office suite

Estimated Capacity and Enrollment

The regular building has an estimated capacity of 524 pupils and the temporary buildings have an estimated capacity of 132 pupils. The total estimated pupil capacity of the plant is 656. The actual enrollment for the 1957-58 school year was 518 pupils. The enrollment in this building will be relieved somewhat by two new schools to the west.

Evaluation of the Plant

On the Building Evaluation Chart, the Gage Elementary School scored 367 out of a possible 1,000 points. This figure indicates that it is a very poor school plant. The scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The school site is not easily accessible which requires that some students travel excessive distances. It is located too far north of the population center and many pupils are subjected to traffic hazards. The environment is desirable but not of sufficient elevation for proper drainage during periods of heavy precipitation.

Design and structure. The regular building is structurally sound and with the proper repairs and maintenance, it may be utilized for educational purposes for many years. The temporary buildings are not of satisfactory structure and design for the educational program to warrant the continued expense of repair and maintenance over an extended period.

The regular building is somewhat inflexible for the modern educational program. It cannot be easily expanded without distorting its balance. The design does not facilitate proper administration and supervision. The corridors will not accommodate a rapid flow of traffic and there is definitely an insufficient number of exits from the second floor. The blind corridors on the second floor and the steep, long, and narrow stairways leading from it could prove disastrous in the event of a fire.

The service systems. All of the service systems are overloaded to some extent due to the overload in pupil capacity. A new automatic stoker provides continuous heat for the regular building and the temporary buildings are heated from within the individual unit. The system is not zoned to heat and ventilate the auditorium separately. The floors of the temporary buildings are cold and the heat circulation within these units is not satisfactory. Generally, the heating and ventilating systems for both the regular and temporary units may be classified as satisfactory except possibly during prolonged cold weather.

The incandescent lighting of the regular building is entirely inadequate to provide the desired illumination at the task level.* Most classrooms have only two globes which are offset toward the window area. Glares and shadows are evident in most of the classrooms. These are intensified to some extent by the dark trim of the woodwork. The fluorescent lighting in the temporary buildings provides sufficient illumination.

There are only six lavatories for girls and four for boys. This is obviously an insufficient number for almost 700 pupils. These facilities are not properly located for maximum convenience. There are no separate toilet facilities available for the kindergarten pupils, administrative personnel, or the custodian.

The fire extinguishers are conveniently located and appear to be serviceable. Both the regular and temporary buildings have an insufficient number of emergency exits. Neither the horizontal or vertical passages of the regular building were designed to accommodate a rapid flow of traffic. Open classroom doors protrude into the corridors and impede the flow of traffic. The fire alarm system has not been connected to the temporary buildings.

The classrooms. The typical classroom of the regular building contains approximately 700 square feet and that of the temporary building contains approximately 720 square feet. This is smaller than a minimum of 900 square feet considered desirable by present educational standards. This limited space is a restriction upon the classroom activities of a modern educational program. The restriction is particularly harmful to the kindergarten program in which adequate space is even more essential to the educational purpose. Otherwise, the educational usefulness of most classrooms may be improved with proper facilities and equipment.

*An improved lighting system was scheduled to be completed in September, 1957.

Special rooms. There are no special classrooms available for art, music, or remedial instruction. Neither the size of the auditorium or its equipment is satisfactory for the physical education and play activities for all the pupils in terms of a well-developed program. The hallway space allocated for health services is indicative of the extent of health services rendered to the pupils. The facilities are not adequate to support desirable diagnostic services and emergency treatment of pupils. There are no auxiliary conference rooms available to administrative personnel. The congestion in the vicinity of the principal's office may be partly attributed to the absence of these facilities.

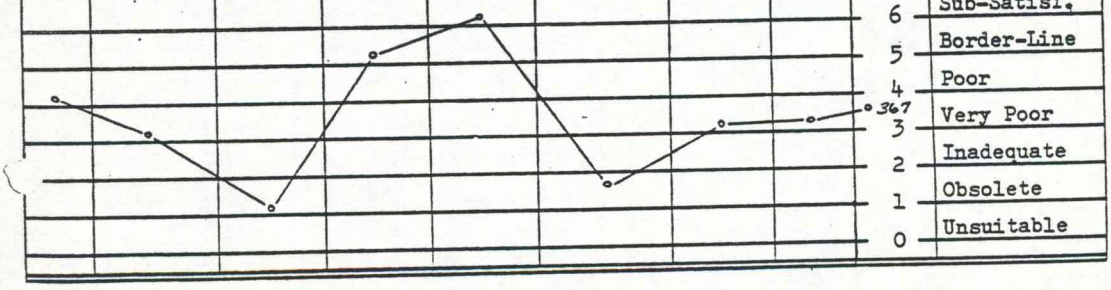
Recommended Plant Improvements

1. Replace the artificial lighting system in the permanent building
2. Eliminate the temporary buildings
3. Emergency exits are needed from the second floor of the permanent building
4. Improve the landscaping and drainage of the site, particularly the northern portion.
5. Special rooms for pupil activities, service, and administrative personnel are badly needed.
6. Provide additional toilet facilities for pupils and specialized personnel
7. Provide an intercommunication system to facilitate administration and supervision
8. Provide movable furniture for classrooms
9. Additional storage space is badly needed.

While it is undesirable to do so because of the condition of this building, an addition may be necessary. It could be a separate classroom unit with a multi-purpose room, thus remedying basic weaknesses in the school. Decision on this should be made after the adjustments and policy have been made in terms of the new Sheldon School and its (Sheldon) site and capacity determined. Gage can also be relieved when the new northwest elementary school (north of Mt. Calvary) is built. Certainly continued use of the temporaries should not be tolerated.

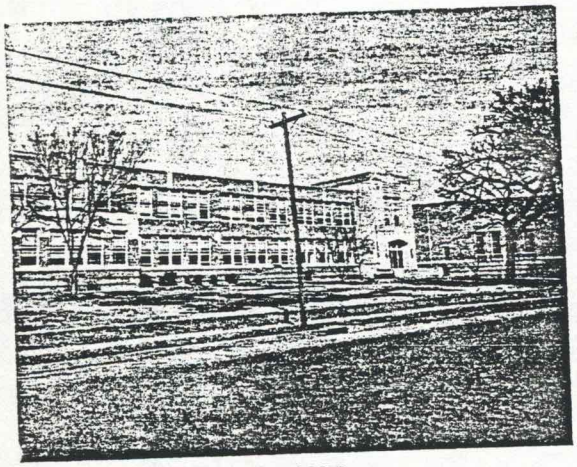
GAGE ELEMENTARY SCHOOL

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



GRANT ELEMENTARY SCHOOL

The Grant Elementary School, a two-story brick structure, was erected in 1937. The school occupies a site of approximately 2.7 acres at the corner of Grant and Eugene Streets. The building contains the following basic spaces.



GRANT

13 general classrooms

1 kindergarten room

1 health room

1 home economics room

1 visual education - library

1 general purpose room

1 auditorium

1 administrative office suite

Estimated Capacity and Enrollment

The school building has an estimated capacity of 450 pupils. The actual enrollment for the 1957-58 school year was 422 pupils. The estimated enrollments for the years 1958 to 1960 are 445, 437, and 449 respectively. Since the capacity exceeds the anticipated enrollment in this school, some relief might be found for Quincy provided the attendance area can be adjusted in terms of the traffic problems.

Evaluation of the School Plant

The Grant Elementary School scored 562 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is an average facility for a modern educational program. Scores on the major features of the school plant are shown on the Evaluation Chart.

The school site. Grant Elementary School is located in a low income residential area. Children must become involved in traffic hazards in order to reach the school from any direction. The school site is small for the enrollment of over 400 pupils. Unsightly houses are adjacent to the playground. No parking space is available. The school is located in the area which was heavily flooded in 1951. The nature of the soil is non-erosive and site drainage is good.

Building design and structure. The building is located very near the street, particularly the wing which contains the auditorium. It is structurally sound and enduring as evidenced by its withstanding almost eleven feet of flood waters in 1951 without serious damage. The foundation is strong and stable; it is properly waterproofed and drained. The floors are in good condition except those on the first level. Large cracks in these floors have become the source of insanitation. The original bonded roof is still in good condition. Both exterior and interior walls are strong and durable. The basement area is used only for tornado protection.

The building design permits a substantial amount of flexibility in its use. Its room arrangement is satisfactory and the special rooms are conveniently located. The corridors are well lighted, safe, quiet, and attractive.

The service systems. The service systems are not as satisfactory as are many other major features of the school plant. The plant is heated by an automatic gas fired Kewanee unit. It is in fair repair but not capable of meeting maximum load requirements in prolonged cold weather. The artificial lighting system provides only a bare minimum of illumination. Some glares and shadows are evident in the classrooms. Water service is good with an adequate supply of hot and cold water to all points of use and pure cold water for drinking purposes. Toilets are conveniently located but contain only a limited number of water closets, urinals, and lavatories for the number of pupils enrolled. There is some evidence of insanitation in the toilets.

The building is fire resistant but construction has provided only a minimum of fire protection around the heating plant. The basement area would be extremely hazardous in the event of a fire. The fire alarm system is not connected to the municipal system. There is no centralized intercommunication system among classrooms, service rooms, and offices. Only a limited amount of audio-visual equipment is available.

Classrooms. The typical classroom of Grant Elementary School contains 650 square feet. This is rather small according to present day standards but it contains ample space for those classroom activities which are basic to the educational program. Walls and ceilings are durable and attractive. Brightness contrast is extremely high in most classrooms. There are sufficient chalkboards but only a limited number of tackboards. Most classrooms are equipped with movable fixtures for increased flexibility. Only a limited amount of storage space is available in the classrooms for books, supplies, teaching equipment, and pupils' project materials.

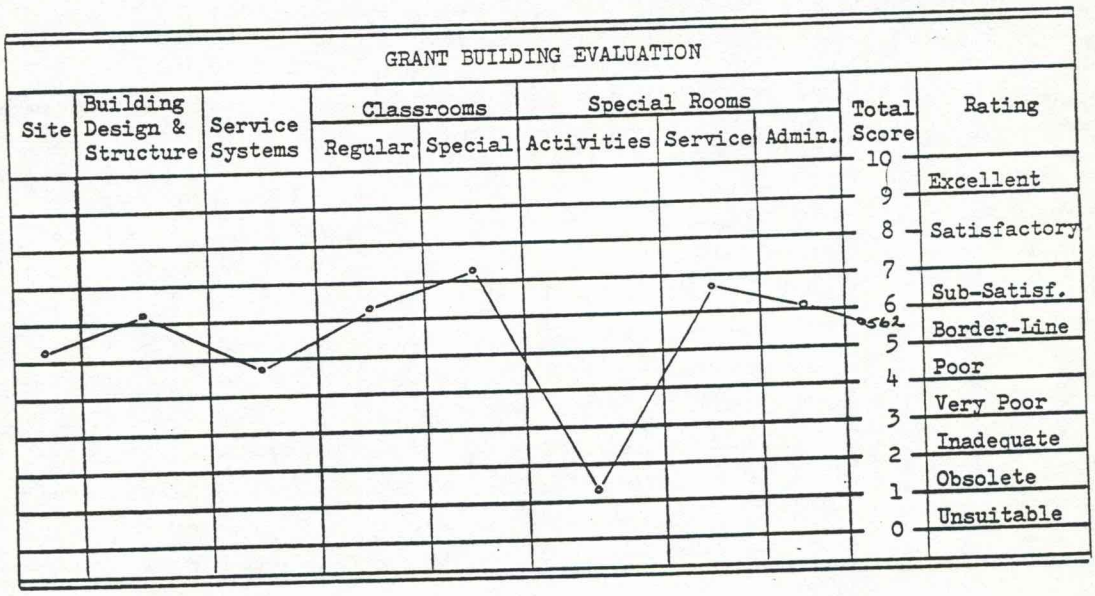
The special classrooms are larger and better equipped. The kindergarten room is conveniently located for children of pre-school years and contains over 900 square feet. It is light, clean, and attractive. The special rooms on both levels of the southwest corner are not accessible from the hallways. The home economics room is still equipped although seldom used. The library facilities are totally inadequate; the room is also used as a visual-education center.

Special rooms. The general purpose room is in very poor condition. The floor is entirely unsatisfactory and it is not properly ventilated or lighted. Lockers and showers are located in the basement and are poorly equipped, ventilated, and lighted. There is evidence of unsanitary conditions. The auditorium provides ample seating for school and community uses and is adequately equipped. It needs improved ventilation. Otherwise, the auxiliary facilities are satisfactory and may be effectively utilized in the educational program for many years.

The custodian has ample storage space for materials and equipment on each level. The health room is properly equipped for desirable health services. The principal's office suite has only limited auxiliary facilities for conferences and storage. The suite is suitably equipped, attractive, and dignified in appearance.

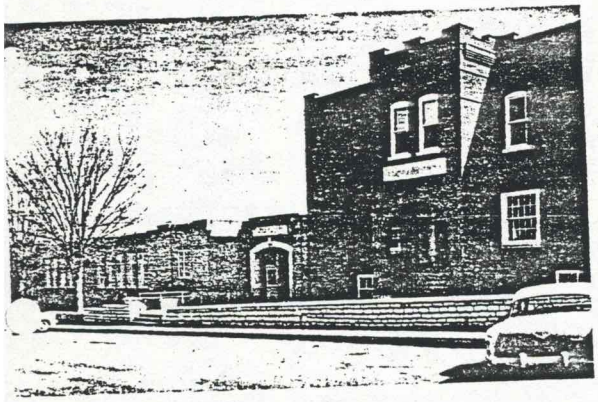
Recommended Plant Improvements

1. Expand the site by acquiring all the property in the block
2. Provide parking facilities
3. Floor repairs on first level and general purpose room are needed.
4. Improve the ventilation in the auditorium and general purpose room
5. Improve the artificial lighting system
6. Make more effective utilization of the home economics room
7. Provide library facilities
8. Improve fire resistance around heating plant
9. A school of this size should have an intercommunication system.



HIGHLAND PARK CENTRAL ELEMENTARY SCHOOL

The Highland Park Central Elementary School consists of three buildings located on a site of approximately 3 acres at Burgess and Indiana Avenues. These include the Primary Building, Intermediate Building, and the old Elementary Building. The Primary Building is a single story structure erected in 1952. The Intermediate Building is a single story structure erected in 1956. The old Elementary Building is a two-story structure erected in 1916. The buildings contain the following basic spaces.



HIGHLAND PARK CENTRAL

Primary:

8 general classrooms
1 music room
1 special education room

Intermediate:

7 general classrooms
1 music room

Elementary:

5 general classrooms
2 special education rooms
1 art room

Estimated Capacity and Enrollment

The estimated capacity for the Highland Park Central Elementary School is approximately 510 pupils. This figure was determined upon the basis of only two of the buildings because of the obsolescence and hazards to the safety of pupils in the old Elementary Building. The actual enrollment for the 1957-58 school year was 784 pupils.

Evaluation of the School Buildings

No attempt was made to evaluate the buildings in terms of a score because of the diversified range from old to new. It is estimated that the Primary Building would score approximately 500 points, the Intermediate Building about 650 points, and the old Elementary Building about 200 points.

The school site. The Highland Park Central Elementary School is located in a medium-economic residential area with some commercial enterprises. The size of

the site is wholly inadequate, in terms of outdoor activities, for a sound educational program. There is only a very limited amount of parking space and the traffic is hazardous to the safety of the pupils. The location of the junior high school across the street causes the problem of congestion to be even more serious.

Building design and structure. The form and architecture of the Intermediate Building is attractive and suited to its locale. It was designed for efficient educational operation but has few special facilities for an enriched program. The gross structure is sound and durable.

The form and architecture of the Primary Building is attractive, but the interior plan has definite limitations in terms of flexibility. The gross structure has already begun to evidence limited durability.

The old Elementary Building is obsolete as a functional facility for any educational program. Cracks in the walls and ceilings indicate substantial deterioration. There is evidence that the building is no longer weathertight. It is a fire and safety hazard to those it must accommodate.

Service systems. The service systems for both the Primary and Intermediate Buildings are adequate for the comfort and safety of the pupils. Both buildings are adequately heated and ventilated. Some classrooms have an excessive amount of natural light. Both buildings contain a sufficient number of toilets which are conveniently located, except those in the southwest wing of the Primary Building.

The service systems of the old Elementary Building are obsolete in terms of pupil comfort and safety. Heating and ventilating units contain combustible material. The units are not capable of providing heat and free air of the proper degree and humidity. Toilets are not well lighted and ventilated. The vertical and horizontal passages would be hazardous to the safety of pupils in the event of an emergency.

Classrooms. The classrooms of both the Primary and Intermediate Buildings are of sufficient size for a reasonable amount of educational activity in the rooms. Most of the classrooms have some built-in storage cabinets and clothes hanging facilities have been provided. The floors, walls, and ceilings are durable and decorative in appearance. Tackboard, chalkboard, and display areas have been provided.

The classrooms of the old Elementary Building are sub-standard. Floors, walls, and ceilings contain cracks and weather marks as evidence of deterioration. The rooms and corridors are not properly illuminated or ventilated. The rooms are not properly equipped for an educational program. The rooms are not acoustically treated.

Special rooms. Neither the Primary nor the Intermediate Building contains adequate storage space for school equipment and custodial supplies. There are no library or other special facilities, except the music rooms. Neither building contains flexible facilities for pupil activities, such as a multi-purpose room.

There are no administrative facilities.

The old Elementary Building does contain storage space but only because it is not suitable for other uses. Otherwise, the building does not contain special rooms which are properly furnished and equipped, including administrative offices, library, and clinics.

Recommendations

The old Elementary Building should be abandoned at the earliest possible date since it constitutes a fire and safety hazard of serious order. This would alleviate some of the pupil congestion in the area and eliminate the use of sub-standard classrooms. It is possible that the pupils could be dispersed to Highland Park North and Highland Park South.

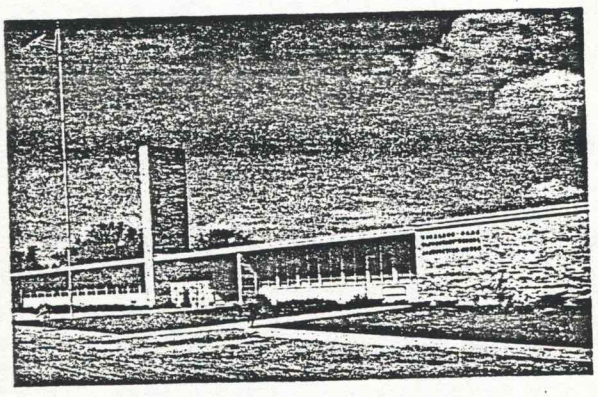
HIGHLAND PARK CENTRAL BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								500 * 5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

* No attempt was made to score separate items because of the diversity between, old and new sections.

HIGHLAND PARK NORTH ELEMENTARY SCHOOL

Highland Park North Elementary School, a single story brick structure, was erected in 1955. It occupies a site of approximately 4.5 acres at Twentieth Street and Indiana Avenue. The building contains the following basic spaces.



HIGHLAND PARK NORTH

12 general classrooms

1 kindergarten room

1 multi-purpose room

1 teachers' lounge

1 clinic

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the building is 420 pupils. The actual enrollment for the 1957-58 school year was 412 pupils.

Evaluation of the School Building

On the Building Evaluation Chart, the Highland Park North Elementary School scored 740 out of a possible 1,000 points. This score indicates that it is a satisfactory facility for a sound educational program.

The school site. The Highland Park North Elementary School is located in a medium economic level residential area. There are few business establishments in the vicinity. It is located near the center of population in a newly developed residential area. It is easily reached by mechanized transportation and pupils are subjected to minimum traffic hazards. The site is of adequate size to support

the outdoor activities of its present enrollment. Additional site will be required as the capacity of the building is increased. The soil appears to be non-erosive with no signs of faulty drainage. Acquire 2-3 acres east of the present building.

Building design and structure. The form and architecture of the building is attractive and well suited to its locale. The gross structure is sound and durable as evidenced by a good quality of materials and competent workmanship. The building contains a good entrance and exit system.

Service systems. The service systems of the building are adequate, flexible, efficient, and capable of meeting increased loads. Water fountains were designed for convenience and sanitation. Toilet facilities are adequate and conveniently located in both wings of the building, also convenient for public use of the multi-purpose room. Construction is of fireproof and extremely fire resistant materials. The entrance and exit system is of excellent design.

Classrooms. The classrooms are of adequate size for a reasonable amount of educational activity in the rooms. There is a sufficient number of classrooms to accommodate the present enrollment. In view of the continued development in the area, additional classrooms will be needed. The classrooms are well located in reference to related educational activities.

The classrooms are adequately illuminated with good artificial lighting. Some classrooms are in need of natural light control devices. The floors, walls, and ceilings are durable and attractive. The color scheme is bright and harmonious. Classrooms contain a sufficient number of chalkboards and tackboards. The kindergarten is properly separated from other grade levels. It is well equipped and suitably furnished.

Special rooms. The multi-purpose room is large enough for many physical education activities. Its community use may become limited in view of continued population growth and increased enrollments. The room is well lighted and ventilated. It is suitably equipped and furnished. There is not adequate auxiliary space for dressing. A room for chair and table storage has been provided.

The teachers' lounge is well furnished and attractive. The clinic has only a limited amount of equipment and furnishings. The kitchen has a rather limited serving capacity in terms of equipment. The administrative office is of adequate size, suitably equipped and furnished, and attractive in appearance.

Recommendations

It is recommended that Highland Park North Elementary School site be enlarged with an additional 3 to 4 acres and six classrooms be added. The additional classrooms would increase its capacity to an estimated 600 pupils.

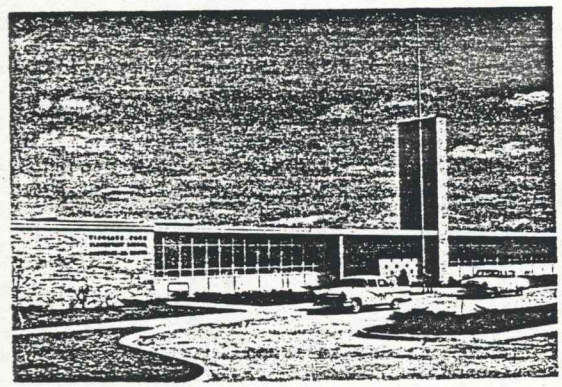
HIGHLAND PARK NORTH BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								.740 7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

* A detailed evaluation was not possible on this school as on the others.

HIGHLAND PARK SOUTH ELEMENTARY SCHOOL

Highland Park South Elementary School, a single story brick structure, was erected in 1955. It occupies a site of approximately 4.5 acres at Twenty-seventh Street and Indiana Avenue. The building contains the following basic spaces.



HIGHLAND PARK SOUTH

12 general classrooms
1 kindergarten room
1 multi-purpose room
1 teachers' lounge
1 clinic
1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the building is 420 pupils. The actual enrollment for the 1957-58 school year was 381 pupils.

Evaluation of the School Building

On the Building Evaluation Chart, the Highland Park South Elementary School scored 780 out of a possible 1,000 points. This score indicates that it is a satisfactory facility for a sound educational program.

The school site. The Highland Park South Elementary School is located in a medium economic level residential area near the Shawnee Country Club. The surrounding residential area is now developing toward the turnpike to the southeast. The extension of its attendance area boundaries to the southeast is limited because of the traffic hazard. The site is adequate in terms of size for its present

capacity, but must be extended as the capacity of the building is increased. The soil appears to be non-erosive with no signs of faulty drainage.

Building design and structure. The form and architecture of the building is attractive and well suited to its locale. The gross structure is sound and durable. The building is a functional facility for a sound educational program. The corridors were designed to accommodate and control traffic flow.

Service systems. The service systems of the building are adequate, flexible, efficient, and capable of meeting increased loads. Classrooms are well heated and ventilated. Rooms and corridors are well illuminated with good artificial lighting. Some classrooms need natural light control devices. The entrance and exit systems minimizes safety hazards in emergency situations. Toilets are conveniently located for both wings of the building and contain a sufficient number of water closets, urinals, and lavatories to accommodate its capacity enrollment.

Classrooms. The classrooms are of adequate size for a reasonable amount of educational activities in the rooms. There is a sufficient number of classrooms for the present enrollment. Additional classrooms will be needed to accommodate ıticipated enrollments as the sub-standard building on the Central site is abandoned.

The floors, walls, and ceilings are durable, safe, and attractive. The color scheme is bright and harmonious with some reflection by glare instead of diffusion. The rooms contain ample chalkboards, tackboards, and storage space. The kindergarten room contains separate toilet facilities. It is suitably equipped and furnished for a variety of educational activities.

Special rooms. The multi-purpose room is well lighted and ventilated. There is ample space for physical activities. A minor shortcoming of the room is its acoustics. Chair and table storage space is available. The room does not contain proper dressing facilities.

The teachers' lounge is attractively furnished for comfort. The administrative office has only a limited amount of auxiliary space. It is suitably equipped and furnished.

Recommendations

It is recommended that the Highland Park South Elementary School site be enlarged with an additional 3 to 4 acres and six classrooms be added. The additional classrooms would increase its capacity to approximately 600 pupils.

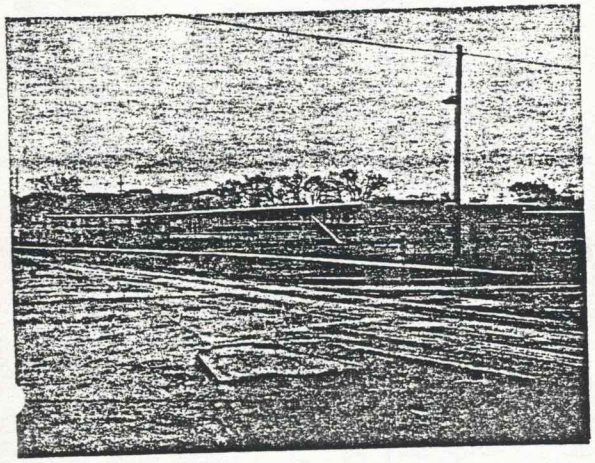
HIGHLAND PARK SOUTH BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7&0	
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

* A detailed evaluation was not possible on this school as on the others.

LAFAYETTE ELEMENTARY SCHOOL

The Lafayette Elementary School was in the process of being constructed at the time the building surveys were completed. The school was completed in 1957. It is located at California and Fifth Streets on a site of approximately 5.8 acres. The building contains the following basic spaces.



NEW LAFAYETTE ELEMENTARY SCHOOL

10 general classrooms

1 kindergarten room

1 multi-purpose room

1 health room

1 administrative office suite

Estimated Capacity and Enrollment

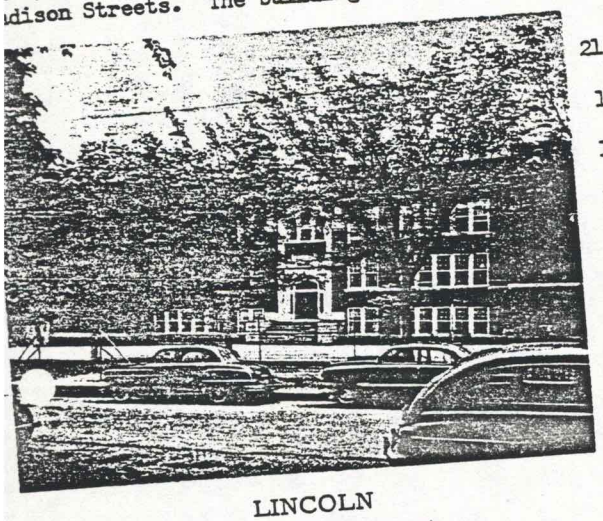
The building has an estimated capacity of 360 pupils. The actual enrollment for the 1957-58 school year was 457 pupils. The estimated enrollments for the 1958 to 1960 school years are 445, 437, and 449 respectively.

Recommendations

None.

LINCOLN ELEMENTARY SCHOOL

The Lincoln Elementary School, a three-story brick structure, was erected 1916. It occupies a site of approximately 1.3 acres at the corner of Fifth and Madison Streets. The building contains the following basic spaces.



LINCOLN

21 general classrooms

1 kindergarten room

1 industrial arts room

1 home economics room

3 speech clinic rooms

1 gymnasium

1 auditorium

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the Lincoln Elementary School is 720 pupils. The actual enrollment for the 1957-58 school year was 538 pupils. The estimated enrollments for the school years 1958 to 1960 are 578,591, and 607 pupils respectively.

Evaluation of the School Plant

On the Building Evaluation Chart, the Lincoln Elementary School scored 367 out of a possible 1,000 points. This score indicates that it is a very poor school plant for a sound educational program. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school chart. The Lincoln Elementary School is located in a very low economic level area. The environment is not conducive to a modern educational program. Undesirable business establishments are in the nearby vicinity. The site is too small in terms of a well-developed playground program. Traffic is hazardous to the safety of the pupils. The school is located in the nearest unrestricted parking area to the city. The alley which parallels Madison and Jefferson Streets

is extremely hazardous to the safety of children. This is intensified by the lack of adequate parking space.

Building design and structure. The building is a very poor facility for the modern educational program. The gross structure of the building is good as evidenced by the use of durable materials and competent workmanship. The design defeats its purpose for the educational program. A number of pupil activities are in the basement area. The southeast classrooms are relatively inaccessible. The outside fire escapes lead to the top of the heating plant; none lead to the ground.

Service systems. The service systems of the school plant are obsolete. The plant is heated by an automatic gas-fired boiler. It is not capable of meeting load requirements for prolonged cold weather. The system is not zoned to permit separate heating of the gymnasium and auditorium.

The artificial lighting system does not provide a sufficient amount of illumination at the task level. Water fountains are not recessed and appear to be unsanitary. Toilet facilities were not designed for ease of supervision; these facilities are not properly lighted and ventilated.

The general plan does not facilitate emptying the building rapidly in the event of fire. Some of the upper level corridors are blind and there is an insufficient number of exits for the enrollment which the building will accommodate. There is no centralized intercommunication system or public address system.

Classrooms. The typical classroom of Lincoln Elementary School contains approximately 720 square feet. This is somewhat small under present educational standards but adequate for the program. There are a sufficient number of classrooms for the present enrollment and that anticipated for the near future. The walls and ceilings of most classrooms are durable and decorative in appearance. There is a shortage of storage space. The rooms contain an excessive number of chalkboards and inadequate tackboards. Movable furniture would make the classrooms more functional.

The kindergarten room is located on the basement level; it is of adequate size, attractive, and properly equipped for a good kindergarten program. The industrial arts room could be used more effectively in the program to meet community needs. The science and home economics laboratories are poorly equipped. The activity room, which is located on the basement level, is not properly equipped for flexibility. The third floor auditorium is not conveniently accessible for community use.

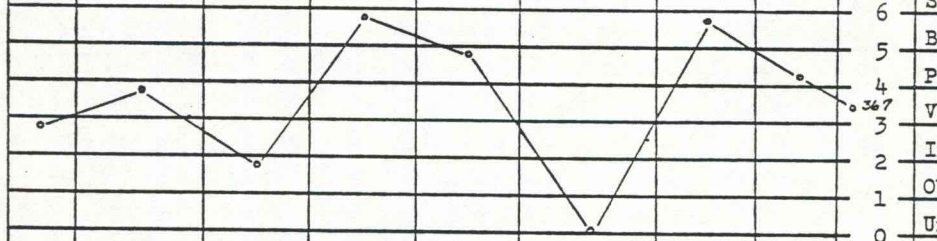
Special rooms. The services and facilities of an easily accessible, attractive and properly furnished library suite would enrich the educational program. Other vacant rooms may be utilized more effectively for the specialized personnel. Shower and locker rooms are in an entirely unsatisfactory condition. The principal's office is not suitably equipped, attractive, and dignified in appearance. It contains a very limited amount of auxiliary space for waiting, conferences, and storage.

Recommended Plant Improvements

This building is located on a very unsatisfactory and inadequate site and is, as the score indicates, an inadequate elementary school building. Fortunately it figures in the Urban Renewal Area and promises to become surplus as a school building. Only those things that will keep it safe and sanitary should be carried out until the Renewal program is effective. The effect of the abandonment of this school is hard to predict since it is anticipated the adjacent population will be dispersed. Certain groups such as those that come across the railroad overpass and those from further south will have to be accommodated in other schools. This would certainly involve Washington, Parkdale, and Lafayette. It also suggests that the Ripley Park site be retained by the District against the possibility that a primary school might be built.

LINCOLN BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



LOWMAN HILL ELEMENTARY SCHOOL

The Lowman Hill Elementary School was scheduled to be abandoned and replaced with a new school building at the time of this report. The new school is to be located on the same site at Eleventh and Mulvane Streets. The following basic spaces are planned.

14 general classrooms

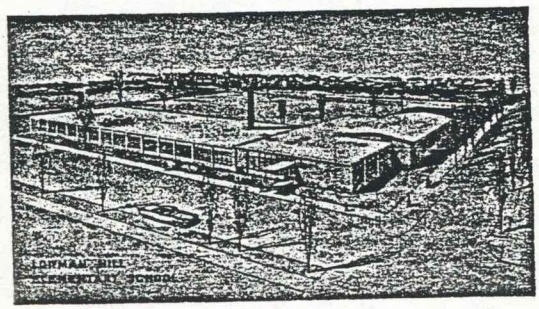
1 kindergarten room

1 multi-purpose room

1 health room

1 library

1 administrative office suite



LOWMAN HILL

Estimated Capacity and Enrollment

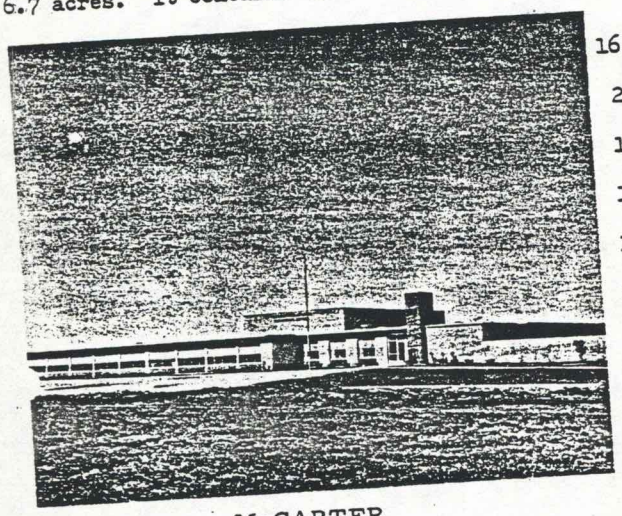
The new school building will have an estimated capacity of 480 pupils. The actual enrollment at the old school for the 1957-58 school year was 330 pupils. Estimated enrollments for the 1958 to 1960 school years are 322, 332, and 341 respectively.

Recommendations

The site should be extended to include as much of the entire block as possible. (See recommendations of March 1, 1956.)

McCARTER ELEMENTARY SCHOOL

The McCarter Elementary School was in the process of being constructed at the time the building surveys were made. The building was completed in 1957. The school is located at Sixteenth Street and Kent Place on a site of approximately 6.7 acres. It contains the following basic spaces.



McCARTER

16 general classrooms

2 kindergarten rooms

1 multi-purpose room

1 library

1 health room

1 administrative office suite

Estimated Capacity and Enrollment

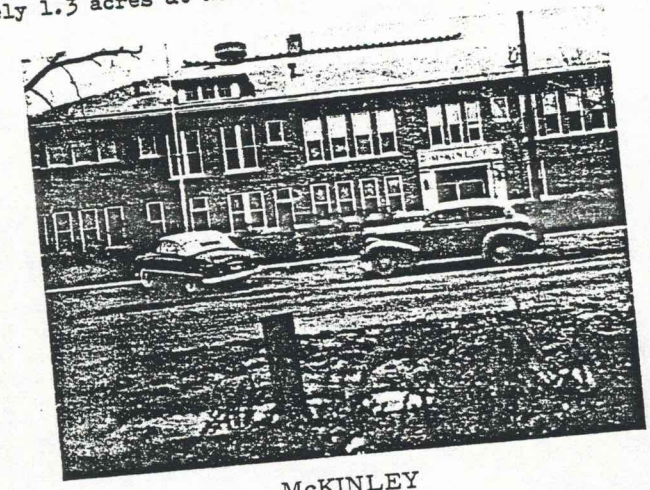
The building has an estimated capacity of 600 pupils. The actual enrollment for the 1957-58 school year was 410 pupils.

Recommendations

None.

McKINLEY ELEMENTARY SCHOOL

The McKinley Elementary School was erected in 1907. It occupies a site approximately 1.3 acres at Northwestern and Laurent Streets.



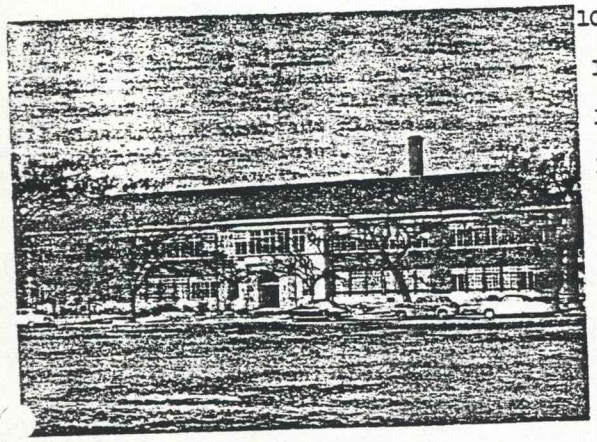
McKINLEY

The school is separated from the eastern section of North Topeka by a heavy traffic artery. The railroad tracks and river on the south separate the school from the main section of the city. It is not well located for use as a classroom unit. There is not any apparent growth of a substantial nature in the area which may cause it to be needed as a classroom unit west of the traffic artery.

The building already has been abandoned as a classroom unit and is now being used as a storage unit for the district. There is no apparent reason why it cannot continue to be used for that purpose since storage is not closely integrated with other services.

MONROE ELEMENTARY SCHOOL

The Monroe Elementary School, a two-story brick structure, was erected in 1927. It occupies a site of approximately 2 acres at the corner of East Fifteenth and Monroe Streets. The building contains the following basic spaces.



MONROE

10 general classrooms
1 kindergarten room
1 industrial arts room
1 home economics room
1 health room
1 auditorium
1 teachers' lounge
1 administrative office suite

Estimated Capacity and Enrollment

The Monroe Elementary School has an estimated capacity of 420 pupils. The actual enrollment for the 1957-58 school year was 148 pupils. The estimated enrollments for the school years 1958 to 1960 are 172, 170, and 174 respectively.

Evaluation of the School Plant

The Monroe Elementary School plant scored 498 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is generally poor as a facility for the modern educational program. Scores on the major features of the school plant are shown on the Evaluation Chart.

The school site. The Monroe Elementary School is located on a site of approximately 2 acres, one block east of an industrial and warehouse area. Railroad tracks run adjacent to the athletic field on the east side. The noise, smoke, and odors are unpleasant and distracting. The school serves the surrounding low-income residential area. There are a few nearby business establishments with undesirable atmosphere. Many pupils must cross high-traffic streets in order to reach the school. A street separates the play field from the school site proper.

The site is of adequate size in terms of present and anticipated enrollment. There are a few signs of faulty drainage. Fencing is needed in order to afford a higher degree of safety with reference to the railroad tracks. Only a very limited amount of playground area is hard-surfaced and adequate parking facilities are not available to personnel.

Building design and structure. The gross structure of the building is in goo condition. The foundation is strong, stable, and properly drained. The exterior walls are strong and apparently weatherproof. The tile roof is in good condition. The terrazzo floors in the corridors are in need of attention.

The service systems. The school plant is heated by a hand-fired unit which does not provide continuous heat of the proper degree. Ventilation is sub-standard throughout the building. The artificial lighting system does not provide adequate illumination; shadows and glares are prevalent in the classrooms.* Corridors are no well lighted or ventilated. Toilet facilities are conveniently located on each lev and contain an adequate number of urinals and lavatories. However, two of them are not properly ventilated and all evidence unsanitary conditions.

The building is extremely fire-resistant and all passageways, vertical and horizontal, appear to be in a safe condition. Construction has provided only a limited amount of protection around the furnace and boiler room. The fire alarm stations are inconveniently located. The bell system is operated manually and the few classroom clocks are not synchronized with the master clock. There is no inter communication system and the incinerators consist of two metal barrels.

Classrooms. The typical classroom of Monroe Elementary School contains approximately 700 square feet. This is of insufficient size to permit effective group activities within the classroom except for small numbers. Additional class-room space is available to adequately accommodate the anticipated enrollments of the near future.

Generally, the classrooms are in a satisfactory condition. Walls and ceili are durable and attractive. Some repainting would increase the amount of light reflected by diffusion. The floors are not entirely satisfactory, but will withst many additional years of wear with proper repairs and maintenance. Some classroom are not acoustically treated and contain no tackboards. Only a very limited amoun of storage space is available in each classroom. Some rooms are equipped with fixed furniture.

The kindergarten is equipped with movable furniture and adjacent toilet facilities. It is attractive but poorly lighted and ventilated. The industrial a room is now being used for the lunch room and the home economics room is vacant. Two classrooms have been converted into music and visual-education rooms with very limited facilities. No library facilities are available.

Special rooms. The auditorium is also used as an activity room for youth clubs. It has poor acoustics and is not properly lighted and ventilated. The sta has very little depth and the curtains are worn out. There is only a limited amou of space for storage and dressing. The balcony cannot be used effectively because

*The artifical lighting system was scheduled for improvement in September,

of the lack of a proper exit system. The custodian's room has a sink but no hot water or shelves for storage. The health room is practically non-existent and the teachers' lounge is not suitably furnished. The principal's office contains adequate space but has very few auxiliary facilities. It is not properly equipped and furnished to be dignified in appearance.

Recommended Plant Improvements

The use of this school building is related to the Van Buren School which is close by. It has sufficient capacity to care for the enrollment in both schools. Two alternatives are presented since it is highly uneconomical to operate both schools. They are

1. Combine the enrollment, Monroe and Van Buren Schools, into the Monroe School.
2. Seek a new site in the area and plan ultimately to rehouse the pupils from both schools in a new building. This latter plan is the more desirable, but the expense of such an approach is recognized.

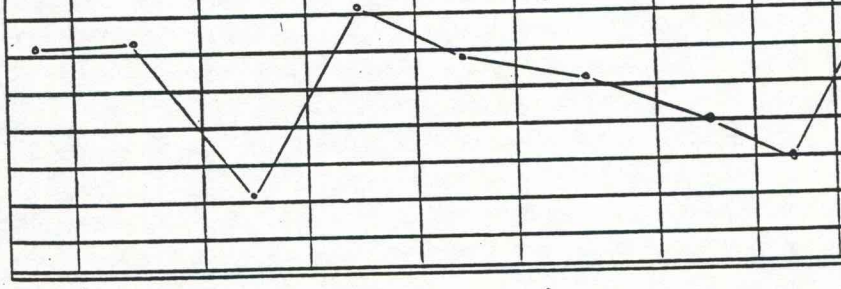
Considering that the Monroe building will be used for some time regardless of the solution chosen, the following improvements are recommended.

1. Improve and extend the site. Vaçate the street separating the site and play field if possible
2. Fence the play field for safety
3. Improve the artificial lighting
4. Improve the clock and bell system.

See the general recommendation with regard to the Van Buren and Monroe buildings.

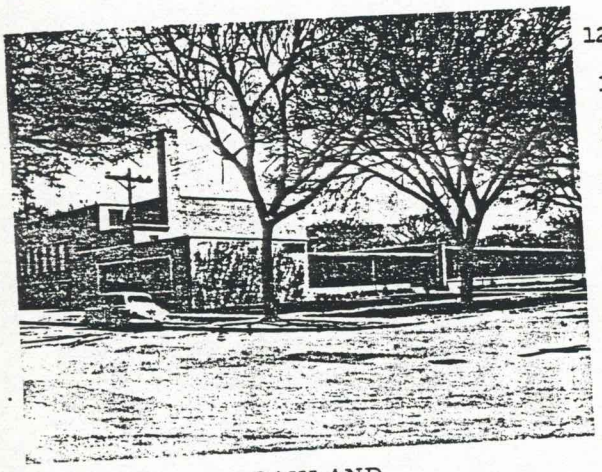
MONROE BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



OAKLAND ELEMENTARY SCHOOL

The Oakland Elementary School, a one-story brick structure, was erected in 1950. It occupies a site of approximately 2.6 acres at the corner of Forest Avenue and Iowa Street. The building contains the following basic spaces.



OAKLAND

12 general classrooms
1 kindergarten room
1 general purpose room
1 health room
1 teachers' lounge
1 administrative office suite

Estimated Capacity and Enrollment

The Oakland Elementary School has an estimated capacity of 420 pupils. The actual enrollment for the 1957-58 school year was 490 pupils. The estimated enrollments for the school years 1958 to 1960 are 498, 496, and 508 respectively.

Evaluation of the School Plant

On the Building Evaluation Chart, the Oakland Elementary School plant scored 819 out of a possible 1,000 points. This score indicates that the school plant is highly satisfactory as a facility for a modern educational program. Scores on the major features of the school plant are shown on the Evaluation Chart.

The school site. The school site is located near the center of the population to be served and is readily accessible with a minimum number of traffic hazards involved. It is situated in an excellent environment of a moderate-income residential area. The major shortcoming in reference to the site is its limited size. Expansion of the building is possible but would only diminish the already small playground area. The nature of the soil is non-erosive and the site is well drained. There is no parking space available.

Building design and structure. Building design and structure are generally quite satisfactory. The foundation is strong, stable, and properly drained. The exterior walls are constructed of good materials and competent workmanship. The floors and ceilings appear to be in excellent condition although the roof has begun to evidence the need for repairs in the near future.

The building is well placed for convenience, expansibility, and attractiveness except as limited by its small site. The building was economically planned to permit maximum utilization because it is highly flexible. It contains an excellent entrance and exit system. The corridors and lobbies were designed to accommodate and control traffic flow. Vertical passageways are fireproof and designed for safety in all respects.

The service systems. The plant is heated by an automatic gas-fired Pacific unit. All areas, except the basement, are properly heated and ventilated. The basement is not properly ventilated. The artificial lighting system provides adequate illumination without glares or shadows.

Toilets are conveniently located for pupils, personnel, and community use. Each contains an adequate number of stalls and urinals. However, there is some evidence of unsanitary conditions.

The building is extremely fire resistant and construction has provided protection around spaces involving special fire hazards. The building is equipped with a positive and fool-proof alarm system supported by conveniently located fire apparatus. However, the alarm system is not connected to the municipal system. The clock, bell, and public address systems are excellent. The intercommunication system permits only one way transmission and is not conducive to the transmission of matters confidential in nature.

Classrooms. The typical classroom of Oakland Elementary School contains approximately 690 square feet. It is evident that the classrooms are smaller in size than the average post-war classroom. The shortage of classroom space has already been indicated by the conversion of the community room into two classrooms.

Both artificial and natural light are well distributed in the classrooms for effective illumination. The floors, walls, and ceilings are durable and attractive. Evidence of moisture on the ceilings indicates the need for roof repairs in the immediate future. All classrooms contain adequate chalkboards and tackboards. However, only a limited amount of storage space is available for books, supplies, and teaching equipment. All classrooms are equipped with modern movable furniture for flexibility.

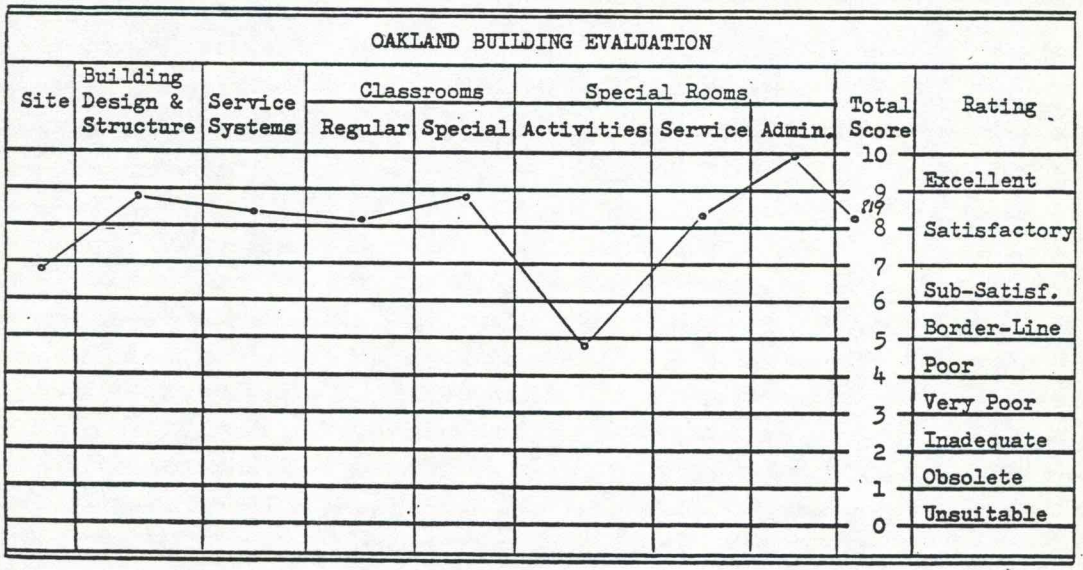
The kindergarten room is spacious, attractive, and well equipped for a functional program. There is no science, home economics, art, music, or visual-education room.

Special rooms. The general purpose room is spacious and well equipped. It has excellent seating facilities and is properly heated and ventilated. However, dressing space is inadequate and the shower area is sub-satisfactory. No library facilities are available. The custodian has ample space for work and storage. The teachers' lounge is attractive although somewhat small. The health room is furnished as needed to fulfill its necessary function. The administrative office suite is of adequate size, suitably equipped and furnished, and contains excellent auxiliary facilities.

Recommended Plant Improvements

1. Expand the site by acquiring all property in the block where school is located
2. Make roof repairs to preserve the building.

The enrollment is pressing the building capacity and will probably continue to do so. After making the possible readjustments in attendance areas to fully utilize both State Street and Oakland Schools, consider adding classrooms to the school as required. This must be related to site expansion as recommended.



PARKDALE ELEMENTARY SCHOOL

The Parkdale Elementary School, a two-story tile-stucco structure, was ected in 1924. It occupies a site of approximately 4 acres at the corner of th and Chandler Streets. The building contains the following basic spaces.

8 general classrooms

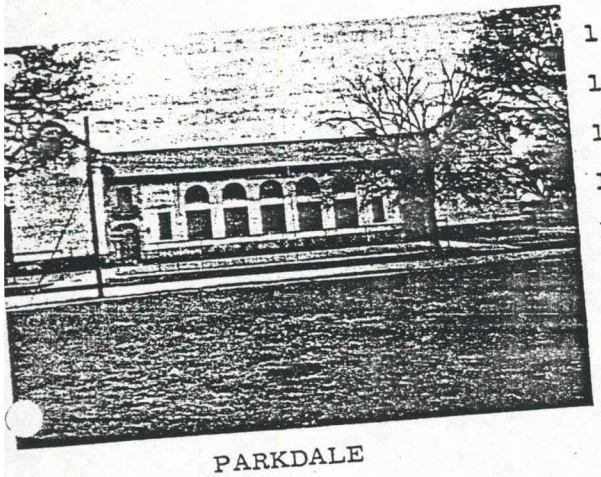
1 kindergarten room

1 home economics room

1 music room

1 general purpose room

1 administrative office suite



PARKDALE

Estimated Capacity and Enrollment

The Parkdale Elementary School has an estimated capacity of 360 pupils. The actual enrollment for the 1957-58 school year was 281 pupils. The estimated enrollments for the school years 1958 to 1960 are 344, 351, and 363 respectively.

Evaluation of the School Plant

The Parkdale Elementary School plant scored 530 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the plant is an average facility for the educational program. Scores on the major features of the plant are shown in the Evaluation Chart.

The school site. The Parkdale Elementary School is located on a 4 acre site in the northwest corner of its attendance area; it is situated in a medium income residential area remote from undesirable influences. It is readily accessible by good streets and walks but most pupils must become involved in traffic hazards to reach it. The outstanding feature of the school site is its adequacy in size. Space is available for playgrounds, athletic fields, and parking. The site is well drained and landscaped for an aesthetic appearance.

Building design and structure. Building design and structure is comparable other schools erected during the early 1920's. The gross structure is generally g[illegible] condition. The foundation appears to be strong and stable. The exterior ls are safe and still weatherproof. The roof is in fair condition but shows ne hailstone damage. The floors are only in fair condition since cracks and rn spots are clearly visible; the basement area shows signs of some seepage.

The form and architecture are attractive, pleasing and suited to its locale. e building was undoubtedly highly practical and efficient, both operationally and ucationally, during its early life span. However, it is somewhat outmoded for ne modern educational program although it may still be utilized effectively. Fenestration and acoustics are generally poor. Corridors were not designed to accommodate ximum flow of traffic, and contain blind-ends on the upper level. The combination uditorium-gymnasium is located on the upper level and was not designed to serve ither purpose effectively. The seating and stage arrangements are of questionable alue for effective use.

The service systems. The plant is heated by a hand-fired unit. It does not rovide continuous heat of the proper degree for all parts of the plant; the amount of heat available varies considerably in various areas in the building. Ventilation is not entirely satisfactory. The system would not be easily expansible since it is now operating at maximum capacity.

The new flourescent lighting system provides adequate illumination and adds to the interior attractiveness. There are not a sufficient number of toilets to adequately serve pupils and personnel. They are not conveniently located and do not contain a sufficient number of water closets, urinals, and lavatories. Toilet e[illegible]ipment and fixtures are only in fair condition. Signs of seepage in the base[illegible] may be indicative of improper sewage drainage.

The building is fire-resistant but the blind corridors would be hazardous in the event of a fire. Vertical passageways are strong and safe. However, the plant does not contain a fire alarm system and the fire apparatus is not located to facilitate quick control of fires without hazard to personnel. The clock and bell systems are accurate and reliable.

Classrooms. The typical classroom of Parkdale Elementary School contains approximately 650 square feet. This is comparable in size to classrooms constructed during the 1920's although small for the classroom activities of the present-day program. Very little classroom space is available for future enrollment increases. All classrooms are well-lighted and are decorative in appearance. Walls and ceilings appear to be in good condition and the rooms contain adequate chalkboards. Most classrooms contain only a limited number of tackboards. Very little space is available for storage of books, equipment, and supplies. Only two rooms have been equipped with movable furniture.

The kindergarten room has only limited facilities for the functional program but is clean and attractive in appearance. The music room is of adequate size to permit effective group work and is properly equipped. The home economics room is now used as a general classroom. There is no library or art room.

Special rooms. The general purpose room cannot be effectively utilized as mnasium or an auditorium. Its floor is in need of repair and it is not properly ed or ventilated. It is inconveniently located for effective community use its auxiliary facilities are very limited. The shower and locker room is in i of remodeling.

There is only a very limited amount of storage space available to the todian for supplies and utensils; there is no space available to him on the per level. The administrative office is a converted classroom. It is suitably lipped and furnished but does not contain adequate auxiliary facilities such as conference room, storage space for records, or ample waiting space for pupils d parents.

ecommended Plant Improvements

1. Install a fire alarm system
2. Use movable furniture to provide flexibility in classrooms
3. Install acoustical treatment of general purpose room
4. Remodel the shower and locker room
5. Improve the outside maintenance
6. Improve the sewerage; a backup problem exists.

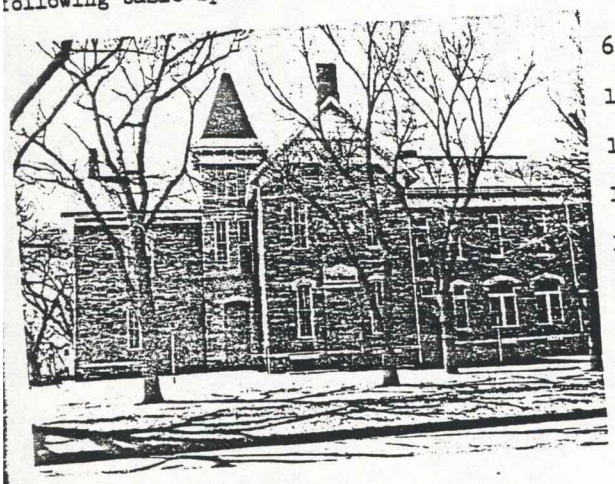
PARKDALE BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms: Regular	Classrooms: Special	Special Rooms: Activities	Special Rooms: Service	Special Rooms: Admin.	Total Score	Rating
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

5.30

POLK ELEMENTARY SCHOOL

Polk Elementary School, a two-story structure, was erected in 1880. It is the oldest school building now in use within the district. It occupies a site of approximately 1.3 acres at Polk and Twelfth Streets. The building contains the following basic spaces.



POLK

- 6 general classrooms
- 1 kindergarten room
- 1 pupil activity room
- 1 music room
- 1 auditorium
- 1 teachers' lounge
- 1 health office
- 1 administrative office

Estimated Capacity and Enrollment

The estimated capacity of Polk Elementary School is 270 pupils. The actual enrollment for the 1957-58 school year was 232 pupils. The estimated enrollments for the school years 1958 to 1960 are 255, 254, and 261 pupils respectively.

Evaluation of the School Building

On the Building Evaluation Chart, the Polk Elementary School scored 264 out of a possible 1,000 points. This score indicates that the building is entirely inadequate for a sound educational program. Scores of each of the major features of the building are shown on the Evaluation Chart.

The school site. The school is located in an area in which business and apartment units continue to encroach. Although the site was highly desirable during earlier years, it is believed that the continuous change will eventually totally limit its use as a classroom unit. The site is very small in terms of outdoor activities for the educational program of today. Traffic continues to become more hazardous to the safety of pupils. The one-way eastbound traffic on

lfth Street is very heavy in the mornings and the one-way westbound traffic on
t is very heavy in the afternoons.

Building design and structure. This building was a good facility for its
pose in terms of its original design and structure. There is undoubtedly a
eat deal of sentiment connected with the building because many of the community
aders obtained their formal education in the building. However, its design does
t permit maximum utilization and flexibility in terms of a sound educational
ogram of today.

The foundation still seems to be strong and stable, but the gross structure
idences material weaknesses. The roof was in need of repair. It was scheduled to
e replaced by a new asphalt shingle roof at the time of the evaluation study.

Service systems. The building is heated by a hand-fired Kewanee unit. It
s in need of repair. The system does not provide a sufficient amount of heat,
articularly to the upper level. It is not easy to operate, economical, or capable
of meeting increased loads.

The artificial lighting system is generally satisfactory. Toilets are
inconveniently located in the basement area. The toilets are not adequately ven-
tilated and evidence signs of unsanitary conditions. Vertical passages would be
hazardous to the safety of pupils in the event of an emergency.

Classrooms. The typical classroom contains approximately 650 square feet.
This is somewhat small in terms of present day standards but reduced classroom size
will permit a reasonable amount of educational activities in the rooms. There are
sufficient classrooms for the present enrollment and the enrollments anticipated
for the immediate future.

Most of the classrooms have corner locations and natural light control
devices are needed. The floors, walls, and ceilings are not in good condition and,
therefore, somewhat hazardous. Classrooms have only a very limited number of tack-
boards and display area. There is not adequate storage space for books, instruc-
tional supplies, and work projects. Most of the furnishings and equipment are
obsolete in terms of a flexible program. The kindergarten room is not equipped
and furnished for an enriched program.

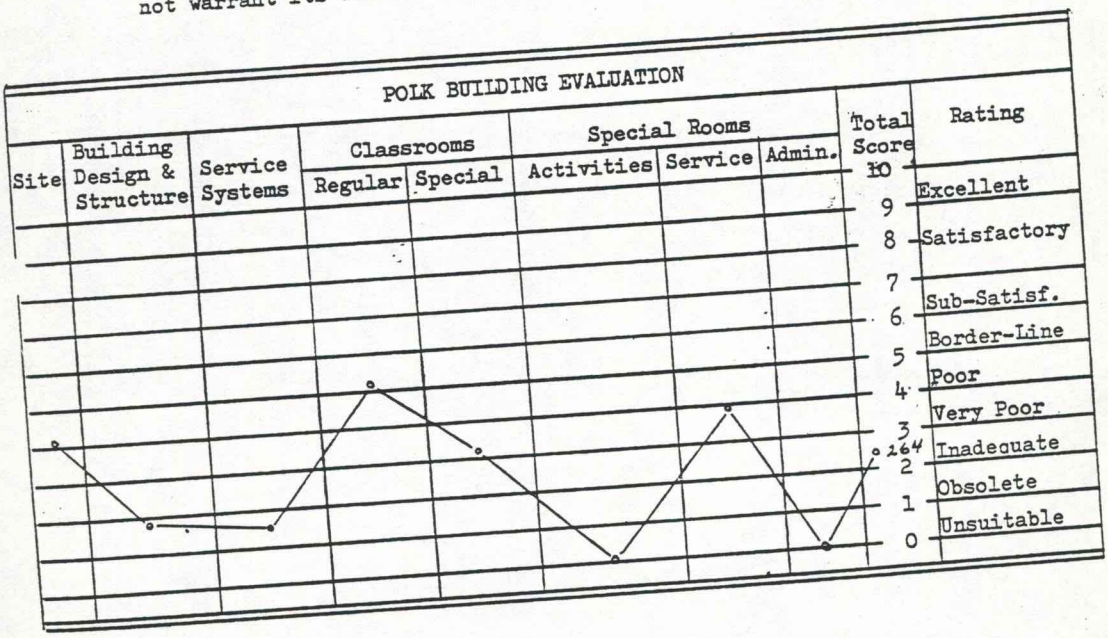
Special rooms. The auditorium has ample seating capacity in terms of the
school's limited enrollment. It has only a limited amount of auxiliary space.
The auditorium could prove to be quite hazardous in the event of an emergency. All
of the exits are located to the front and lead to an outside fire escape or stair-
ways of questionable safety.

Both the pupil-activity and the music rooms are located in the basement.
Neither is well equipped and furnished. The custodian's room is adjacent to the
boiler room. It has a very limited amount of storage space and facilities. The
health office contains only minimum furnishings and equipment. The administrative

office does not contain a sufficient amount of auxiliary space.

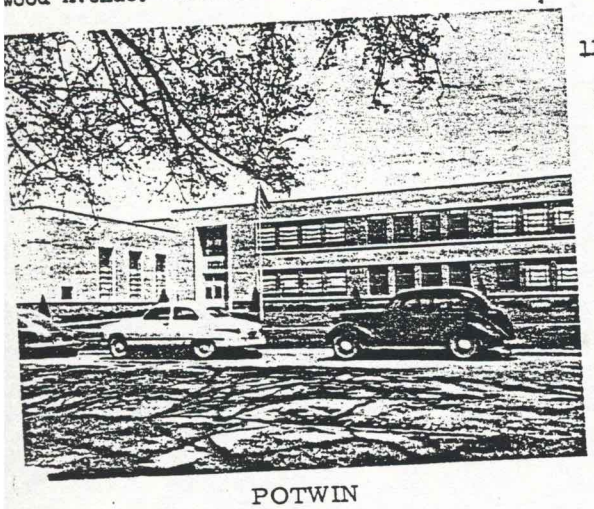
Recommendations

1. It is recommended that only those expenditures be made which are necessary to keep the building safe and sanitary during the time it is occupied.
2. It is recommended that use of the second floor and basement area be discontinued at the earliest possible date.
3. As soon as all the pupils can be accommodated by the use of other facilities, such as Lowman Hill and Van Buren Schools, it is recommended that the school be abandoned as a classroom unit.
4. The nature of the building and maintenance expenditures would probably not warrant its use as a school museum or similar purposes.



POTWIN ELEMENTARY SCHOOL

The Potwin Elementary School, a two-story brick structure, was erected in 1949. It occupies a 2.2 acre site located at the corner of Second Street and Elmwood Avenue. The building contains the following basic spaces.



POTWIN

11 general classrooms

1 music room

1 kindergarten room

1 health room

1 auditorium

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the Potwin Elementary School building is 420. The actual enrollment for the 1957-58 school year was 489 pupils. The predicted enrollment for the school years 1958 to 1960 is 476, 483, and 496 respectively.

Evaluation of the School Plant

On the Building Evaluation Chart, the Potwin Elementary School scored 605 out of a possible 1,000 points. This indicates that the building, even though a post-war structure, is only reasonably satisfactory as a facility for the modern educational program. The scores of the major features have been shown on the Evaluation Chart.

The school site. The location of the school site is satisfactory since it is near the center of the population to be served and is readily accessible to the greater portion of the pupils. It may be reached by most pupils with a minimum number of traffic hazards. The environment is most desirable but the physical features are sub-satisfactory. The site is entirely too small and the playground is on three levels. The playground area has not been satisfactorily developed

fenced. This makes playground supervision extremely difficult. The unfenced
ound is hazardous to pupils.

The design and structure. The Potwin Elementary School building is structurally sound and with proper repairs and maintenance may be utilized for educational purposes for many years. Generally, the building evidences a good quality of materials and workmanship. The original bonded roof is still in good repair. The design makes the building somewhat inflexible for maximum utilization as a functional educational facility. The internal structure is not entirely satisfactory. The walls show some weakness of construction and the stairways are not designed to accommodate a rapid flow of traffic. The corridors are not designed for ease in maintenance and are poorly lighted.

The service systems. Generally, the service systems are unsatisfactory for the comfort, convenience, and safety of the pupils. The building is satisfactorily heated with an automatically gas-fired heating unit. However, the air ducts are not equipped with thermostatically controlled dampers and the system is not zoned to permit the heating of the auditorium separately.

The artificial lighting system does not provide adequate illumination in the classroom at the task level. Glares and shadows are prevalent in many classrooms and the corridors are extremely dark. It is apparent that the wiring is in a good and safe condition. The system permits flexibility of control with efficiency and economy in use.

Toilet facilities for both boys and girls are conveniently located on each floor of the building. The facilities are also conveniently located for use by the public during community activities in the auditorium. However, there is an insufficient number of urinals and lavatories; there is evidence of unsanitary conditions in all the toilets.

Building construction is extremely fire-resistant with adequate protection around the areas involving special fire hazards. The exit system provides a satisfactory means of egress from the areas where pupils are likely to gather. There would be some hazard to personnel in gaining quick control of certain fires due to the inconvenient location of the fire apparatus. The telephone, clock, bell, and public address systems will satisfactorily serve the needs of the pupils and the personnel.

The classrooms. The typical classroom of Potwin Elementary School contains approximately 660 square feet. This is too small for desirable classroom activities. There is an insufficient number of both general and special classrooms for the enrollment. Only a limited amount of storage space is available in most classrooms. Lack of a library suite intensifies the need for additional space for storage of books. Otherwise, most classrooms are attractively decorated and contain equipment of a satisfactory nature.

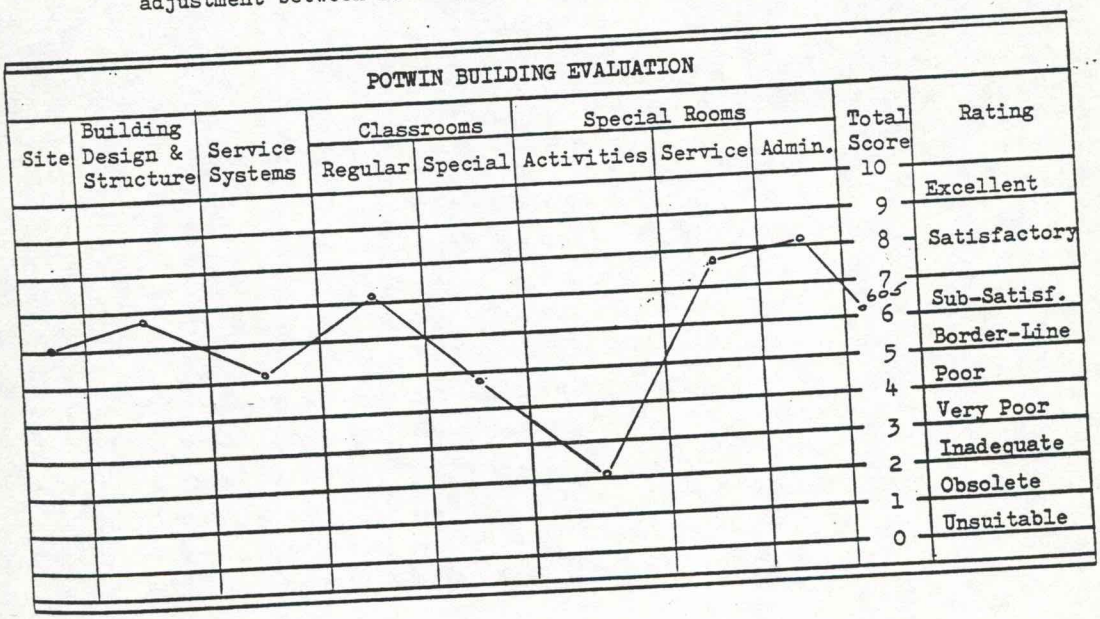
There is an insufficient number of special classrooms for an enrollment of approximately 450 pupils. The music room is also used for visual education. The general purpose room has been divided into two sub-standard classrooms. The kitchen no longer serves a useful purpose. The single kindergarten room is well located and

ontains adequate space for a large group. There are no special classrooms for art, ci ce, or remedial instruction.

Special rooms. One of the major shortcomings of the school plant is the inadequate facilities for pupil activities. There is no gymnasium for physical education and play activities. The absence of a library suite unduly restricts the educational program. The auditorium is the only facility available for pupil activities and the fixed seating restricts its use. There are no dressing rooms readily accessible. Special service rooms are provided but inconveniently located on the second floor. Limited office space is available for the specialized personnel. There is adequate space in the principal's office suite for pupil and parent conferences, clerical assistance, and storage of supplies and records.

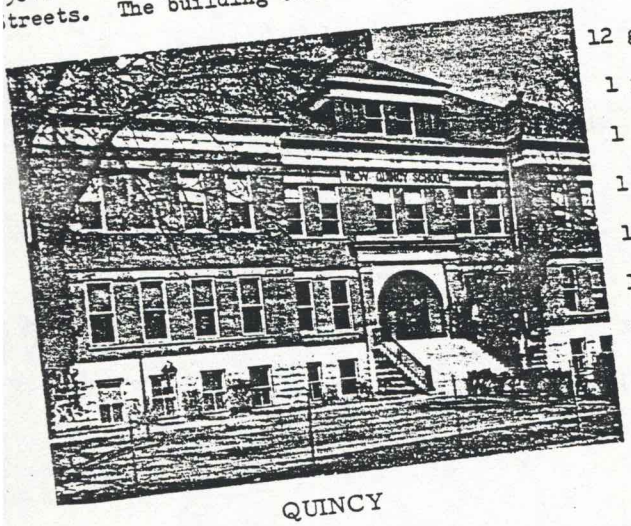
Recommended Plant Improvements

1. Expand the site by acquiring the residence adjacent to the school
2. Re-study the artificial lighting and correct where necessary
3. The school is crowded and promises to continue so. Special classrooms, such as a library, gymnasium, and pupil activity areas are badly needed. Study the building to see if a small addition can be economically provided that will be educationally sound. The disadvantage of an addition is, of course, the small site. This can be partially remedied by following the suggestion on site expansion. This may be the way to provide for the ultimate abandonment of the Clay attendance area. An adjustment between Potwin, Sumner, and Clay would be involved.



QUINCY ELEMENTARY SCHOOL

The Quincy Elementary School, a three-story masonry structure, was erected in 904. The school occupies a 2.4 acre site at the corner of Quincy and Fairchild treets. The building contains the following basic spaces.



QUINCY

12 general classrooms
1 music room
1 kindergarten room
1 health room
1 lunch room
1 auditorium
1 administrative office suite

Estimated Capacity and Enrollment

The Quincy Elementary School has an estimated capacity of 450 pupils. The actual enrollment for the 1957-58 school year was 466 pupils. The estimated enrollment for the school years 1958 to 1960 is 491, 502, and 515 respectively.

Evaluation of the School Plant

On the Building Evaluation Chart, the Quincy Elementary School scored only 218 out of a possible 1,000 points. The score indicates that the school plant is a wholly inadequate facility for the modern educational program and should be replaced. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The school site in general is very inadequate for a functional educational program for an enrollment in excess of 450 pupils. The site is entirely too small, and is not readily accessible. Some students must travel excessive distances under hazardous traffic conditions in order to reach the school. The school is located in a low-income area where several undesirable business establishments are within the immediate vicinity. The playground is too small and evidences lack of proper development and maintenance.

Building design and structure. The foundation of the building is strong and stable but the gross structure is no longer sound and free from hazards. The building is no longer practical and efficient, either operationally or educationally. It is highly inflexible and cannot be readily expanded. Walls, floors, and ceilings are not air and water tight. The roof is in good repair. The internal structure is thoroughly unsuitable for the educational program. Numerous hazardous conditions imperil the safety of the children. Some of the exits do not open with the direction of travel. The stairways are not properly located and of suitable design; they are not sturdy and safe for emergency use. The corridors are not designed to accommodate a rapid flow of traffic; the basement corridors have posts located in them. Other corridors are excessively noisy and dark. Classrooms are adjacent to the furnace room which is not adequately fire-proofed. Kindergarten pupils must use the basement area and pupils' toilets are located in the basement. The auditorium is located on the third floor; this location is extremely inconvenient for both pupil and community use. There is an insufficient number of exits from the auditorium. The building was not designed to facilitate administration and supervision.

The service systems. The service systems of Quincy Elementary School are woefully inadequate to meet the needs of the pupils and the personnel. The heating and ventilating system is obsolete. It does not provide continuous and automatically controlled heat of the proper degree or an adequate supply of clean air of the proper humidity. The air ducts and ventilating units are made of combustible material and are not equipped with thermostatically controlled dampers. The artificial lighting system does not provide sufficient illumination at the task level. The boys' and girls' toilets are located in the basement adjacent to each other. There are not enough toilets for the enrollment. There are no toilets on the second and third floors except those for teachers. The toilets are not located for convenience in reference to community use of the auditorium. The basement toilets do not contain an adequate number of urinals and lavatories and show signs of insanitation. They are not properly ventilated and lighted, and were not designed for ease in maintenance and supervision.

There is inadequate fire protection for the pupils and personnel of the school. The building is not fire-resistant and the travel passages, both horizontal and vertical, are hazardous. The clock and bell system is satisfactory but the fire alarm system is obsolete. There is no intercommunication system within the building.

Classrooms. The typical classroom of Quincy Elementary School contains approximately 600 square feet. This is too small for the desirable classroom activities of the modern educational program. There is an insufficient number of classrooms to accommodate the present pupil population without the use of those rooms which are clearly substandard. The kindergarten room is located in the basement and is not satisfactorily equipped and furnished. The floors are cold and classroom lighting is substandard.

The condition of all classrooms is generally poor. They are not attractive, safe, and in good condition. There is insufficient illumination and the brightness contrast is extremely high in the classrooms on the east side of the building. Most classrooms do not have enough tackboard and storage space. Much of the equipment is obsolete and in need of repair. There are no special classrooms except the kindergarten room.

Special rooms. There is no gymnasium, library, or general purpose room. The auditorium is inconveniently located on the third floor and does not have adequate ventilation, acoustical treatment, or safety provisions. There is a limited amount of storage space and equipment. It was not designed for public use since it does not have suitable auxiliary offices, cloakrooms, and adjacent toilets. The heating and ventilating system is not zoned for separate use.

The custodian has very limited storage and workspace conveniently located. There is no storage room for books, instructional supplies, and school equipment. The teachers' lounges are satisfactory but the health clinic is located in the basement and poorly equipped. The administrative office suite does not have auxiliary rooms for conferences and is not properly furnished to be attractive and dignified in appearance.

Recommendations for Plant Improvements

It would be uneconomical and educationally unsound to spend money on this building. It should be replaced at the earliest possible time on a new and adequate site adjoining Garfield Park. The infringement of business and industry on the present site is quite apparent. Until the building is replaced do only those things which will keep it safe and sanitary.

QUINCY BUILDING EVALUATION

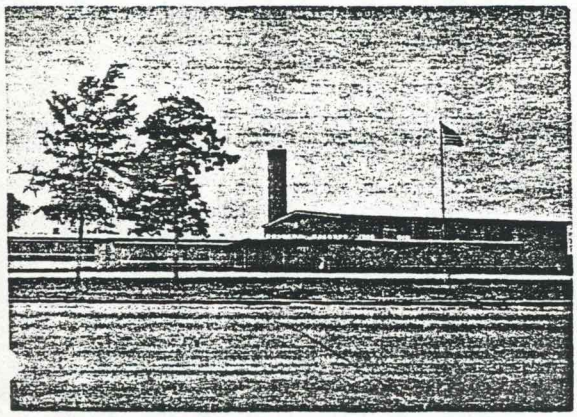
Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

2.18

0.264
0.218

QUINTON HEIGHTS ELEMENTARY SCHOOL

The Quinton Heights Elementary School, a one-story brick structure, was erected in 1954. The school occupies a site of approximately 4.8 acres at the corner of Twenty-fourth Street and Topeka Avenue. The building contains the following basic spaces.



QUINTON HEIGHTS

- 9 general classrooms
- 1 kindergarten room
- 1 library
- 1 general purpose room
- 1 teachers' lounge
- 1 health room
- 1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the building is 330 pupils. The actual enrollment for the 1957-58 school year was 359 pupils. The estimated enrollments for the school years 1958 to 1960 are 385, 375, and 385 respectively.

Evaluation of the School Plant

The Quinton Heights Elementary School scored 876 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is a highly satisfactory facility for the modern educational program. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The school site is located in a pleasing environment of a moderate income residential area. Many pupils must become involved in a definite traffic hazard on Topeka Boulevard, which could be eliminated by an overpass or an underpass. However, the special driveway from the Boulevard to the school has increased the degree of safety to those persons using mechanized transportation.

The site provides adequate space for a well-developed playground program. Its terrain is hilly but proper drainage has increased its usefulness. The retaining wall on the north side constitutes a minor hazard. Otherwise, the site is well-developed and provides adequate parking and playground space.

Building design and structure. The building design and structure of the Quinton Heights Elementary School is generally excellent. The foundation is strong and stable; it is properly waterproofed and drained. The construction is of reinforced concrete and masonry which makes the exterior walls also strong and stable. The bonded roof is still in excellent condition. The asphalt tile floors evidence competent workmanship except in the rest rooms and corridors. The floors in the rest rooms show humps and those in the corridors are slightly inclined. All rooms have fiber glass tile ceilings, which are easily damaged, except in the rest rooms. The plaster and tile-faced interior walls are durable and attractive. The west corridor ceiling height is below a desirable standard.

The building design is highly functional for the elementary program. The kindergarten room and patio are located at the end of the south wing of the building. Primary classrooms are adjacent to the kindergarten area. The general purpose room is located at the end of the east building wing and readily accessible for community use. The entrance and exit system was designed for maximum safety.

The service systems. The service systems were generally in excellent condition and provide maximum comfort, convenience, and safety to pupils and personnel. The building is properly heated and ventilated by an automatic gas and oil Kewanee unit. Artificial lighting is excellent and supplemented by bilateral lighting in the classrooms. The bilateral lighting is not distributed and creates some discomfort during particular periods of the day. Sky-domes are provided in the library to supplement artificial lighting.

The toilets are conveniently located and contain adequate fixtures. The sewer drains were not constructed to permit ease in accessibility for repairs and maintenance. The building is fireproof with a good fire alarm system. The fire apparatus is properly located to facilitate quick control of fires. The clock, bell, and telephone systems adequately serve the needs of pupils and personnel.

Classrooms. The typical classroom of Quinton Heights Elementary School contains over 900 square feet. This is a most desirable size according to present day educational standards. There are two small classrooms which contain approximately 700 square feet. All classrooms are in good condition and very attractive. Lack of control devices for the natural light constitutes the only major shortcoming. Ceilings are acoustically treated and the floors are durable and attractive. All classrooms are equipped with modern furniture for maximum flexibility.

The kindergarten room is quite spacious and contains excellent facilities for a functional program. It has toilet facilities, sinks, work counters, maximum window area, and an adjacent patio. There is no art, music, or science

room. Classrooms were not designed to permit effective use of visual education materials, and no visual education room is available.

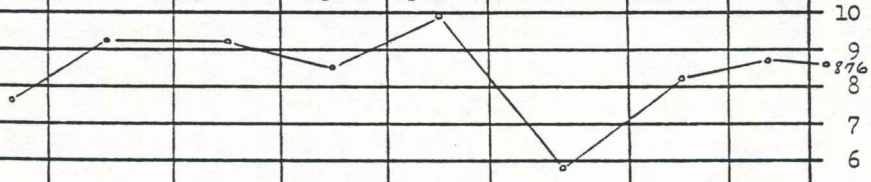
Special rooms. The general purpose room is of adequate size for a well-developed activity program and normal community uses. The floor is not entirely satisfactory but it is suitably equipped, heated, ventilated, and lighted. The library has adequate auxiliary facilities but is not used for library purposes at the present time. Generally, there is a sufficient amount of storage space for all purposes. The teachers' lounge is well-lighted and attractive. The health room is suitably equipped for emergency treatment. The principal's office is conveniently located and contains adequate auxiliary facilities except a school vault.

Recommended Plant Improvements

1. Minimize the traffic hazard on Topeka Boulevard as much as possible.
2. Provide better control of natural lighting.
3. Grade and improve the site with fills in lower areas.
4. Give careful attention to the possible need for an addition to this new school to accommodate the growing enrollment.

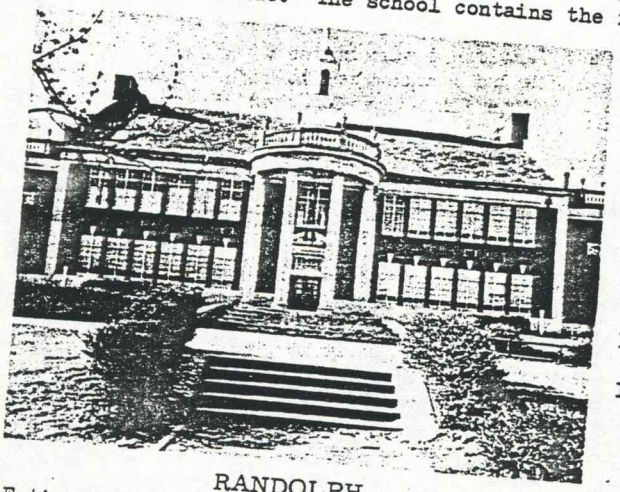
QUINTON HEIGHTS BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



RANDOLPH ELEMENTARY SCHOOL

The Randolph Elementary School, a two-story brick structure of Colonial d
was erected in 1927. A small frame annex is located south of the building. The
school occupies a site of approximately 4.1 acres at the corner of Thirteenth St
and Randolph Avenue. The school contains the following basic spaces.



14 general classrooms

1 frame annex

1 kindergarten room

1 health room

1 teachers' lounge

1 auditorium

1 administrative office suite

RANDOLPH

Estimated Capacity and Enrollment

The estimated capacity of Randolph Elementary School is 480 pupils. The actual enrollment for the 1957-58 school year was 524 pupils. The estimated enrollments for the school years 1958 to 1960 are 573, 555, and 570 respectively. Randolph must have relief from Lowman Hill, Southwest and Sheldon by a modification of its attendance area.

Evaluation of the School Plant

The Randolph Elementary School scored 452 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is an average facility in comparison with others of similar age. Scores on the major features of the plant are shown on the Evaluation Chart.

The school site. The school is located in a pleasing environment in a moderate income residential area. It is readily accessible to the pupils by good streets and sidewalks although a few minor traffic hazards are involved. The site is of adequate size but would be more functional if it were extended to include the residences located adjacent to the south side. The drainage is also poor on the side of the site. Both the south and west sides should be properly fenced. No off-street parking space is available as now developed.

Building design and structure. The building is structurally sound, and with proper maintenance, should endure for many years. The foundation is strong and stable although damp spots in the basement indicate that it is not waterproofed. Exterior walls are weathertight and very stable. The roof is in good condition but the wood floors are in an unsatisfactory condition.

The building is not highly functional for the modern elementary program but this is characteristic of many school buildings constructed at a similar time. Blind corridors exist on the top level and the stairways are narrow and steep. A small auditorium is located on the top level.

Service systems. The building is heated by two hand-fired Pacific units.* These units are not efficient, flexible, and easy to operate. (An automatic gas burner was installed in 1957.) The boiler room was in a very unsanitary condition. The auditorium was not zoned for separate heating and ventilation is not satisfactory throughout the building. Adequate illumination is provided by the recently installed modern artificial lighting system. Some of the rest rooms do not have hot water service; only a forty-gallon supply of hot water is available to the entire plant. The rest rooms are conveniently located but poorly ventilated; there is evidence of unsanitary conditions. The fixtures are secured to the walls.

The incinerator systems consist of two metal barrels and the smoke is annoying to pupils and personnel. The building is fire resistant but vertical and horizontal passageways are not designed for ease in flow of traffic. Most classrooms have only one exit. The frame annex is heated by a gas heater and constitutes a fire hazard. The clock, bell, and telephone systems are adequate to serve the needs of pupils and personnel.

Classrooms. The typical classroom contains approximately 660 square feet. This is somewhat small according to present day standards, but permits a reasonable amount of group work within the classroom. Walls are durable, safe, and attractive. Floors are not in a satisfactory condition; the ceilings of a few rooms have been acoustically treated. Most classrooms contain adequate chalkboards; a few contain an excessive number of chalkboards and tackboards. Storage space is very limited. Only a few rooms are equipped with movable furniture.

The kindergarten room is small but well equipped and attractive. There is no science, music, or visual-education room.

Special rooms. The auditorium is not properly located for effective use and is rather small in size. It does not have adequate auxiliary facilities such as dressing rooms, cloakrooms, or storage space. There is no library or general purpose room. The custodian has only a very limited amount of space on each floor for storage of supplies and equipment. The health room and principal's office are not suitably equipped and furnished.

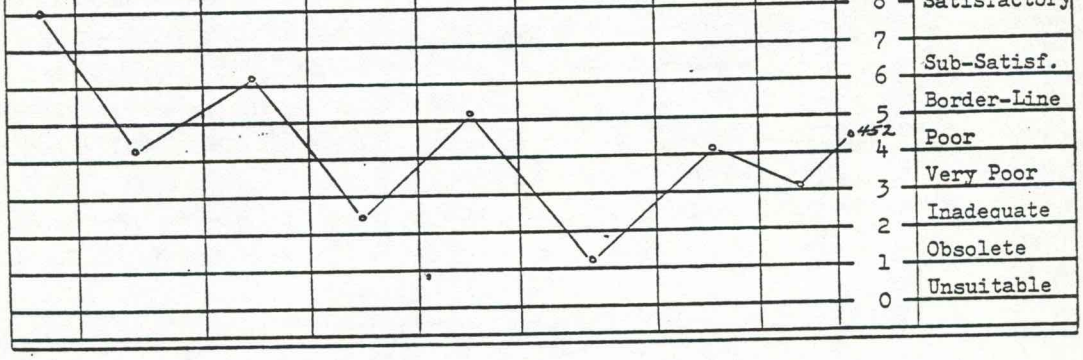
*An automatic gas burner was installed which replaced one of the coal boilers in 1957.

Recommended Plant Improvements

1. Site expansion for off-street parking is needed.
2. Movable furniture should be provided in the classrooms.
3. Remodel and expand the health room and principal's office.
4. Install acoustical ceilings when needed.
5. Remove the frame annex as relief can be found in buildings in adjoining attendance areas.

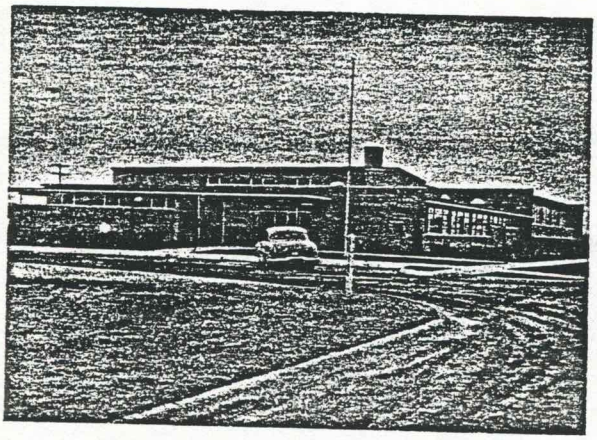
RANDOLPH BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		



SHELDON ELEMENTARY SCHOOL

The Sheldon Elementary School was in the process of being constructed at the time the building surveys were completed. The school was completed in 1957. It is located at Seabrook and Munson Avenues on a site of approximately 2.5 acres. The building contains the following basic spaces.



SHELDON ELEMENTARY

9 general classrooms

1 kindergarten room

1 multi-purpose

1 health room

1 administrative office suite

Estimated Capacity and Enrollments

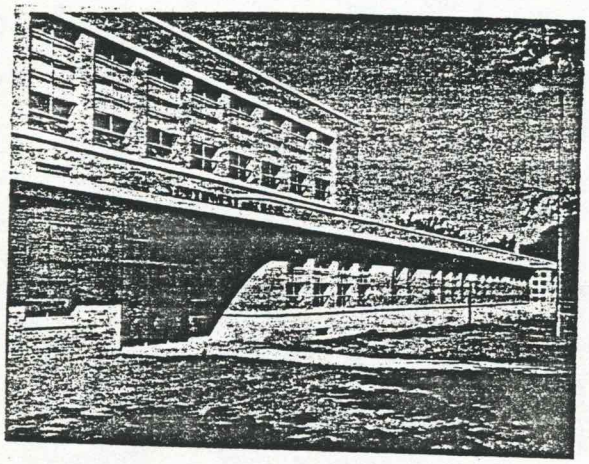
The estimated capacity of the Sheldon School is 330 pupils. The actual enrollment for the 1957-58 school year was 274 pupils.

Recommendations

While vacant land is still available, the site should be extended to bring the present sub-standard site to as near a standard elementary school site as possible. (See recommendations of May 29, 1956; also see recommendations of May 29, 1956 with respect to relationship.) Sheldon site extension would accommodate part of the area north of Capper Junior High School and south and east of Mount Hope Cemetery not adequately served by McCarter and Crestview.

SOUTHWEST ELEMENTARY SCHOOL

The Southwest Elementary School, a two-story brick structure, was erected in 1954. The school occupies a 6.3 acre site at the corner of Seventeenth Street and Arnold Avenue. The building contains the following basic spaces.



SOUTHWEST

18 general classrooms
3 kindergarten rooms
1 audio-visual room
1 music room
1 gymnasium
1 auditorium
1 health room
1 library
1 administrative office suite

Estimated Capacity and Enrollment

The Southwest Elementary School has an estimated capacity of 750 pupils. The actual enrollment for the 1957-58 school year was 646 pupils. Certain pupil groups will undoubtedly go to new schools in the west and southwest part of the district, so the projected enrollments are not firm.

Evaluation of the School Plant

The Southwest Elementary School plant scored 859 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is highly satisfactory as a facility for the modern educational program. The plant was originally designed and constructed as a combination elementary and junior high school. It is now used solely for elementary school purposes. Scores on the major features of the plant are shown on the Evaluation Chart.

The school site. The school site is large and well landscaped. There is poor drainage on the east side of the building; the street is almost two feet higher in elevation than the east side of the school site. Drainage tile would substantially improve the condition. There is a shortage of parking space and sidewalks on the south side would make the building more easily accessible.

Building design and structure. Generally, the design and structure of the building is excellent. It was constructed of good materials and evidences competent workmanship. The major shortcoming of the structure is the excessive number of large cracks in the walls due to settling. The roof leaks in the kindergarten area and the building entrance steps may need additional support. The floors are durable and attractive.

Building design is excellent for the modern educational program. The room arrangement is satisfactory and the passageways were designed for ease in flow of traffic. The exit system is adequate and acoustics are excellent.

Service systems. Generally, the service systems are adequate and in a satisfactory condition. Two automatic gas and oil fired Kewanee boilers provide continuous and automatically controlled heat. The units are efficient, flexible, and easy to operate, and capable of meeting heavy load requirements. The artificial lighting system is excellent. There are not enough water fountains to adequately serve the enrollment. Toilet facilities are conveniently located, durable, and well lighted and ventilated. Maximum fire protection has been afforded the children by a good exit system and a positive alarm system. The clock, bell, and telephone systems are satisfactory. The incinerator is hazardous to playground activities.

Classrooms. The typical classroom of Southwest Elementary School contains approximately 750 square feet. This amount of space is ample for most classroom activities although small according to present day educational standards. The enrollment is rapidly increasing and there may be an insufficient number to accommodate that anticipated for the near future. The walls are durable and safe except for the cracks previously indicated. Classroom floors are attractive and in good condition. All classrooms are bright and decorative in appearance. The chalkboards are not satisfactory since they are extremely difficult to clean. There are no tackboards in the first grade room. Most classrooms have ample storage space.

The kindergarten rooms are spacious and well equipped. The music room is extremely small in size. There are no science and home economics laboratories. The audio-visual room is large and well equipped.

Special rooms. The gymnasium is large, well equipped, and properly lighted and ventilated. There are no library facilities as classrooms are self-contained. The auditorium is conveniently located for community use with good auxiliary facilities. It has a seating capacity of approximately 370. The stage is small and inaccessible from the front but is adequately equipped. Dressing rooms are not accessible to the rest of the building without passing through auditorium space. There is ample storage space conveniently located for the custodian. The teachers' lounge is attractive but small for the number it must accommodate. The principal's office is well located for ease in administration and supervision. It has adequate auxiliary facilities and is suitably furnished.

Recommended Plant Improvements

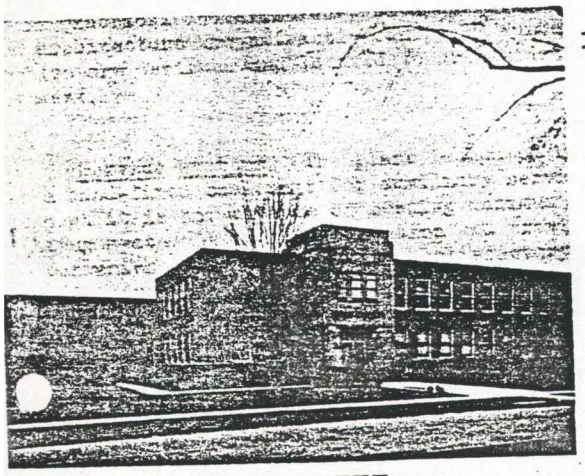
1. Improve the drainage on the east side of the site.
2. Provide engineering inspection amd make appropriate repairs of structural defects as required.

SOUTHWEST BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

STATE STREET ELEMENTARY SCHOOL

The State Street Elementary School, a two-story brick structure, was erected n 1941. The school occupies a site of approximately 3.7 acres at the corner of ummer and Division Streets. The building contains the following basic spaces.



STATE STREET

- 14 general classrooms
- 1 music-library room
- 1 kindergarten room
- 1 general purpose room
- 1 health room
- 1 auditorium
- 1 administrative office suite

Estimated Capacity and Enrollment

The school building has an estimated capacity of 510 pupils. The actual enrollment for the 1957-58 school year was 549 pupils. The estimated enrollment for the school years 1958 to 1960 are 567, 570, and 585 respectively.

Evaluation of the School Plant

The State Street Elementary School scored 735 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is a satisfactory facility for the modern educational program. Scores on each of the major features of the plant are shown on the Evaluation Chart.

The school site. The school is located in a moderate income residential area slightly to the east of the center of the attendance unit. There are some traffic hazards to the south and west in reaching the school. Adequate play-ground space is available for a well-developed program. Some of the hard surface

as -e in need of repair and the vacated alley area needs grading. The athletic ld was not been fenced and there are signs of erosion near the front walks.

Building design and structure. The building is structurally sound and uring, with best possible materials and workmanship. The foundation is strong l properly drained. The bonded roof of 1940 is in fairly good condition except the library area which is not weatherproof. Wall and floor construction is erally satisfactory. Maintenance expense will be somewhat high for the wooden dow frames. The building is flexible and planned to permit maximum utilization. is practical and efficient, both operationally and educationally. The form d architecture are attractive and well suited to its locale. The corridors and bbies are designed and located to accommodate and facilitate control of traffic vement.

Service systems. The plant is heated by an automatic gas fired boiler; it s a hand-fired coal unit for auxiliary service. The heating unit is satisfactory though it is not capable of meeting maximum load requirements. The artificial ghting system is in good condition and provides adequate illumination. Toilets e conveniently located and in a satisfactory condition. The upper walls are in ed of paint. The building is extremely fire resistant and contains a good exit stem. However, the boiler room was constructed directly below a classroom. Fire pparatus is conveniently located to permit immediate control of fires. The coal rnace is used as an incinerator.

Classrooms. The typical classroom of State Street Elementary School con- ains approximately 660 square feet. This is somewhat small in terms of present day tandards. There is an insufficient number of classrooms for the present enrollment nd that anticipated for the near future. Ceilings and floors are in good condition nd decorative in appearance. Most classrooms have only very limited storage and ackboard space. All rooms still contain fixed furniture.

The building was planned for a K-8 program and the home economics and industrial arts rooms have been converted to general classroom use. For this reason, one classroom contains only approximately 480 square feet. The library is also used for a music room and the health room is extremely small. The kindergarten rooms are spacious and well-equipped.

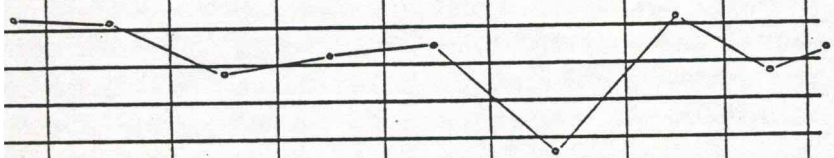
Special rooms. The general purpose room is satisfactory in size but poorly equipped. The auditorium is an excellent facility and has a seating capacity of 476. It is well-decorated, equipped, ventilated, and lighted. The acoustics are good and the two dressing rooms provide ample space. The teachers' lounge is suitably furnished and attractive. The principal's office is conveniently located and suitably furnished to be dignified in appearance. However, it has only very limited auxiliary space for conferences and storage.

commended Plant Improvements

1. Provide movable furniture for the classrooms.
2. Roof repairs should be made to preserve the building.
3. Grade and landscape the vacated alley area.

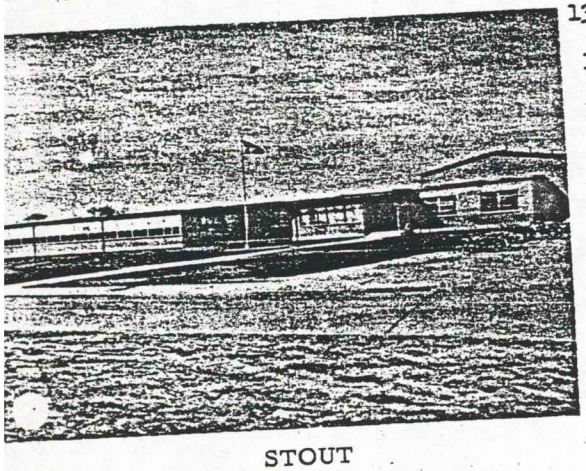
STATE STREET BUILDING EVALUATION

ite	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



STOUT ELEMENTARY SCHOOL

The Stout Elementary School, a one-story brick structure, was erected in 55. The school occupies a site of approximately 6.6 acres at the corner of enty-Fourth Street and College Avenue. The building contains the following sic spaces.



STOUT

13 general classrooms

1 general purpose room

1 library

1 kindergarten room

1 health room

1 teachers' lounge

1 teachers' work room

1 administrative office suite

Estimated Capacity and Enrollment

The building has an estimated capacity of 510 pupils. The actual enrollment for the 1957-58 school year was 440 pupils.

Evaluation of the School Plant

On the Building Evaluation Chart, the Stout Elementary School scored 849 out of a possible 1,000 points. This score indicates that the school is highly satisfactory for a modern educational program. Scores on each of the major features of the building are shown on the evaluation chart.

The school site. The school site of 6.6 acres is located in a good environment and is readily accessible by mechanized transportation. It is situated in the northern portion of the attendance area. The traffic is fairly heavy on 24th Street. The airplanes from the nearby airfield are somewhat distracting. The site had not been fully improved and landscaped at the time of inspection. The northwest corner of the site is swampy and the parking area was not hard-surfaced. Fencing would be desirable on the southeast corner and additional hard

urface would be desirable in the kindergarten area. When fully developed, the ite will become a facility of which the community will be proud.

Building design and structure. The building is structurally sound without ıny serious defects or omissions. Good materials and competent workmanship were ısed in construction. The structure includes self-supporting concrete floors ınd roof and the exterior walls were constructed of face brick backed up with light-veight masonry units. The foundation and exterior walls are strong and stable. The floors are finished with pleasing color schemes of asphalt tile.

The building is well-placed to permit maximum utilization of the site and expansion. The corridors are somewhat narrow in comparison to present day standards but are properly designed, durable and attractive. The school plant will adequately serve the needs of the community for many years.

The service systems. Generally, the service systems of the school are excellent. Most rooms are served with filtered and temperature conditioned fresh air automatically introduced from the outside. Heat and ventilation in the teachers' lounge are manually controlled and the custodian's room is not heated and ventilated. The flush-mounted incandescent lighting fixtures provide a sufficient amount of illumination. Natural light cannot be easily controlled and distributed because the windows open inwardly. Toilets are conveniently located and contain a ficient number of water closets, urinals, and lavatories. However, separate toilet facilities are not available to the custodian.

The building is fire resistant and corridors were designed for maximum safety. The clock, bell, and telephone systems will adequately serve the needs of pupils and personnel. There is no public address system. The incinerator is located outside the building.

Classrooms. The typical classroom of Stout Elementary School contains approximately 750 square feet. Although somewhat small in size, classroom groups may work effectively within this space. There are sufficient classrooms for the present enrollment and that anticipated for the near future. At the present time, five classrooms are vacant.

All classrooms are equipped with modern fixtures for maximum flexibility. The metal strips used to secure sections of chalkboards unduly restrict their usefulness. The walls, ceilings, and floors are strong and durable. All rooms are attractive and decorative in appearance.

The two kindergarten rooms are located at the north end of the building and are well-equipped and quite spacious, each containing over 1,150 square feet. One kindergarten is vacant and used as a music and playroom for the first and second grades. The library is now used for music.

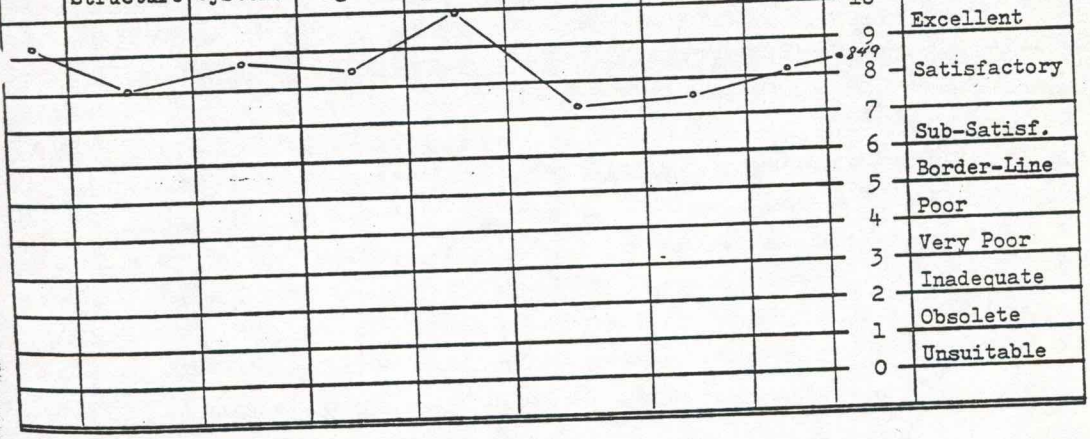
Special rooms. The general purpose room is also well-equipped and spacious. The asphalt tile floor is of light color which makes it extremely difficult to maintain the attractive appearance. The noise from the fans is distracting and the stage is poorly lighted. Only a limited amount of space is available for the storage of over 400 chairs. Otherwise, the storage facilities for all services is adequate. The teachers' lounge is not properly heated and ventilated. Only a limited amount of space is available in the administrative office suite. However, it is suitably furnished and equipped for convenience and dignified in appearance.

Recommended Plant Improvements

No improvements seem immediately necessary.

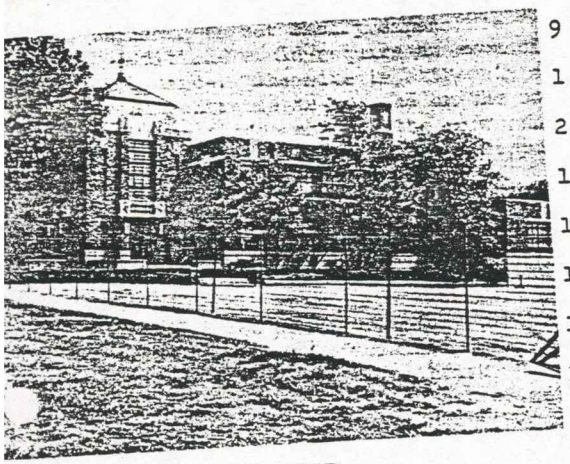
STOUT BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms: Regular	Classrooms: Special	Special Rooms: Activities	Special Rooms: Service	Special Rooms: Admin.	Total Score	Rating
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



SUMNER ELEMENTARY SCHOOL

The Sumner Elementary School, a two-story brick structure, was erected in . The building occupies a site of approximately 1.8 acres at the corner of th Street and Western Avenue. It contains the following basic spaces.



SUMNER

9 general classrooms

1 kindergarten room

2 home economics rooms

1 general purpose room

1 boys' club room

1 community room

1 auditorium

1 administrative office suite

stimated Capacity and Enrollment

The building has an estimated capacity of 390 pupils. The actual enrollment or the 1957-58 school year was 325 pupils. The estimated enrollments for the school ears 1958 to 1960 are 374, 378, and 387 respectively.

Evaluation of the School Plant

The Sumner Elementary School scored 459 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is a generally poor facility for the modern educational program. Scores of the major features of the school plant are shown on the Evaluation Chart.

The school site. The school is located on a site of 1.8 acres and is in a moderate income residential area with scattered business establishments. Some of the nearby business establishments are unsightly and industrial odors are prevalent. An adjacent thoroughfare constitutes a hazard to the safety of the pupils. There is very little playground area since the site is extremely small in size. A serious ainage problem exists because adjacent land is of higher elevation. Some of the ledges appear to be hazardous.

Building design and structure. The Sumner Elementary School building was a lic Works Administration project and is not as sound structurally as other properly structed school buildings of similar age. The foundation is weak and not properly terproofed and drained. There is evidence of an excessive amount of settlement and e exterior walls appear to have breached. There are also major cracks in the terior walls in almost every classroom. It is apparent that competent workmanship s absent in construction. The bonded roof of 1936 is in fair condition.

The building is not easily expansible from either an operational or educational andpoint. Additions would require an excessive amount of space in order to preserve chitectural balance. The site is extremely small and the building is not well-aced. The main entrance is located on the southwest corner but vertical passageways e located at the extreme ends of the north and east wings of the building. The asement is used for play activities; the support posts and its odd shape make it nfunctional for play activities.

The service systems. Generally, the service systems of the school plant are ot satisfactory. The plant is heated by an automatic gas-fired unit. Drafts from he univents in some classrooms are extremely heavy. This results in a large amount f unused space near the univents. Many classroom windows cannot be opened due to uilding settlement. The artificial lighting system does not provide adequate llumination at the task level. The brick and tile intensify glares and shadows. Toilets do not contain an adequate number of water closets, urinals, or lavatories. Th are poorly lighted and ventilated.

The building is fire-resistant but the boiler room is located almost directly below the vertical passage in the southeast wing of the building. There is no vertical passage in the center of the building. The clock, bell, and telephone systems are adequate for the pupils and personnel.

Classrooms. The typical classroom of Sumner Elementary School contains approximately 660 square feet. This is small in comparison to present day educational standards and the poor heating and ventilating system further restricts the use of the classroom space. There is a sufficient number of classrooms for the present enrollment and that anticipated for the near future.

Classrooms for grades 1-6 contain fixed furniture which makes the rooms inflexible. Walls and ceilings do not reflect light adequately without glare. The floors appear to be in need of repair. Most classrooms contain an adequate number of chalkboards but few tackboards. There is only a very limited amount of storage space for teaching materials, equipment, and pupils' projects.

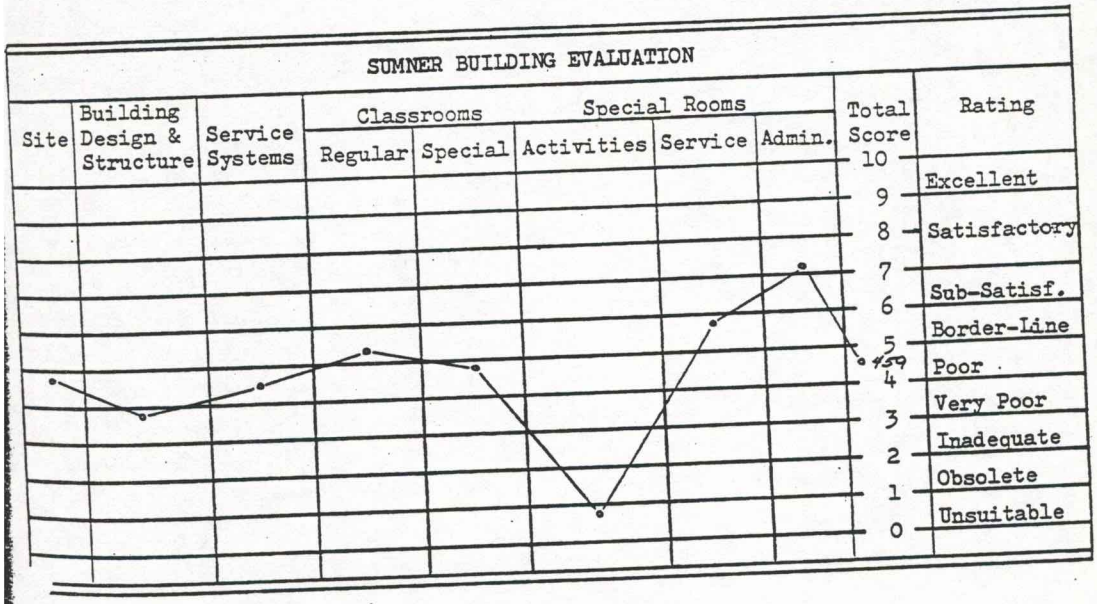
There are only a few special classrooms. The industrial arts room has been converted to a classroom. The home economics room is used only a few hours each week by the parochial schools. The kindergarten room is suitably located, well-equipped, and of adequate size. It is flexible and decorative in appearance.

Special rooms. The general purpose room is located in the basement; it cannot used effectively because of the exposed steel beams, the support posts, and its regular design. The shower and locker room has only one entrance. The boys' club om is also located in the basement adjacent to the boiler room. The community om is inconveniently located in the tower and used primarily for PTA meetings.

The auditorium has adequate seating capacity but no dressing rooms. It has ly hallway entrances. The stage is entirely inadequate and poorly equipped. ntilation and lighting are not satisfactory. The auditorium is also used as the sual-education room. It contains ample storage space. There is no library although ace is available. The teachers' room is very small but well furnished. The admin- strative office suite contains an adequate amount of space and is suitably equipped id furnished.

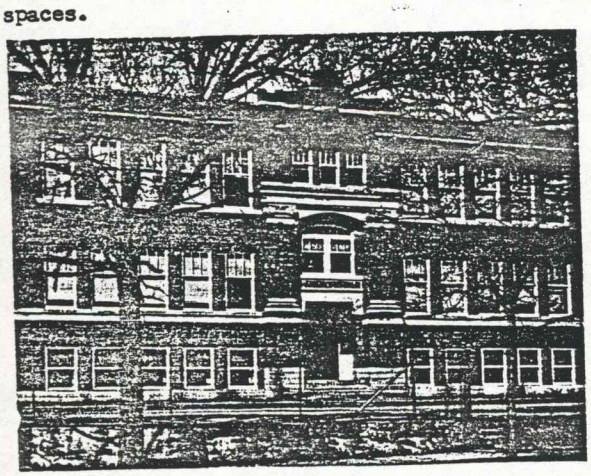
ecommended Plant Improvements

1. Expand the site by acquiring all the property in the block.
2. Use movable furniture for greater flexibility.
3. Improve the artificial lighting.
4. Use the general purpose room only for emergency shelter.
5. Improve the ventilation system.
6. Inspect and repair the exterior and interior walls.
7. Make more effective use of the home-economics room.
8. Check need for additional emergency exits from the upper level.
9. Check the foundation and strengthen if necessary.



VAN BUREN ELEMENTARY SCHOOL

The Van Buren Elementary School, a three-story masonry structure, was erected in 1910. The school occupies an approximate 1 acre site at the corner of Sixteenth and Van Buren Streets. The building contains the following basic spaces.



VAN BUREN

- 7 general classrooms
- 1 kindergarten room
- 1 health room
- 1 lunch room
- 1 auditorium
- 1 administrative office

Estimated Capacity and Enrollment

The building has an estimated capacity of 270 pupils. The actual enrollment of the 1957-58 school year was 207 pupils. The estimated enrollment for the school years 1958 to 1960 is 273, 274, and 281 respectively.

Evaluation of the School Building

The Van Buren Elementary School scored 359 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the building is very poor as a functional plant for the modern educational program. Scores on the major features of the plant are shown on Evaluation Chart.

The school site. The school site, .93 acre, is very poor for educational purposes. It is too small to properly accommodate the enrollment in terms of a well-developed program. It is, however readily accessible to the pupils in the attendance area. Pupils are required to travel only a short distance by

good streets and sidewalks in order to reach the site, however the traffic on Seventeenth Street is quite hazardous. The environment is not wholesome because undesirable businesses are located in the immediate vicinity. Except for limited size, its physical features are satisfactory. The fence around the site is in need of major repairs. No parking space is available.

Building design and structure. The gross structure of the building is sound and enduring. There is some evidence that the foundation is not properly waterproofed and drained. Exterior walls appear to be strong and weathertight. Interior walls and floors are in good condition. The roof is in excellent condition.

The design of the building is obsolete. It is not readily expansible without destroying its balance. The three-story structure makes the building highly inflexible. The location and design of the auditorium is entirely unsatisfactory. The building was designed for pupil activities in the basement area. Corridors and lobbies are not designed to accommodate and control traffic flow.

Service systems. Generally, the service systems of the building are obsolete. The hand fired coal furnace does not permit a continuous and automatically controlled supply of heat of the proper degree. It is extremely difficult to keep the furnace room clean. The air ducts are not equipped with thermostatically controlled dampers. The unit is not efficient, flexible, or easy to rate. The artificial lighting system seems to provide an adequate amount of illumination.

There are an insufficient number of toilets for the pupils and they are improperly located. The only toilets for the pupils are located in the basement. They contain an insufficient number of urinals and lavatories. These toilets are not properly lighted and ventilated; there is evidence of unsanitary conditions. Teachers have been provided separate toilet facilities which appear to be adequate and sanitary.

The building is extremely fire resistant but adequate fire protection has not been provided for those rooms adjacent to the furnace. The exit system from the auditorium is not satisfactory. The building does contain a positive and fool-proof fire alarm system. However, some emergency exits are provided through the windows to outside fire escapes. The clock, bell and intercommunication systems seem to be satisfactory.

Classrooms. The typical classroom of the Van Buren Elementary School contains approximately 713 square feet. The classrooms are small in comparison to a desirable size under present educational standards. Most classrooms have corner locations. Brightness contrast is extremely high which indicates the need for light control devices. Generally, the walls and ceilings are durable and in good condition; they are decorative in appearance and reflect light by diffusion with a minimum of glare. Classroom floors are generally in an unsatisfactory condition. Most classrooms have an excessive number of chalkboards and insufficient tackboard space. Fixed furniture is a limitation upon educational usefulness of the classrooms.

The kindergarten room is of adequate size and is well equipped. However, the basement is not satisfactory for its location. There are no special classrooms for art, music, visual-education, or remedial instruction.

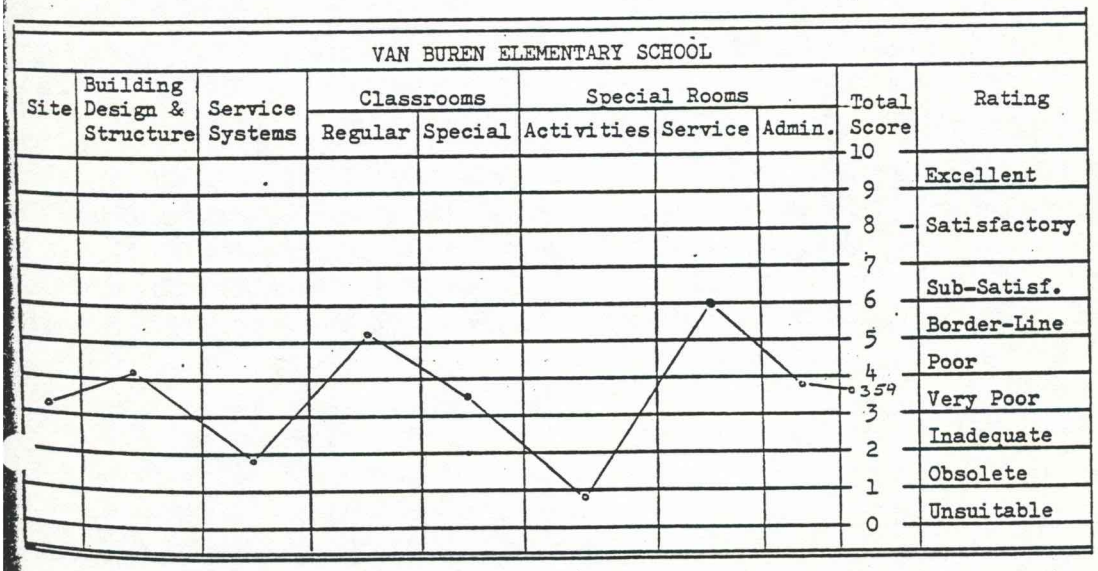
Special rooms. The Van Buren Elementary School does not contain a gymnasium or library suite. The lunchroom, which is located in the basement, is also used for an activity room. Its location is undesirable and it is poorly equipped and furnished. The auditorium is located on the third floor and is definitely sub-standard. It is long and narrow with poor acoustics. It is not zoned for separate heating and ventilation.

The custodian has ample storage facilities in the basement but only limited space on the other floors. The teachers' lounge is quite satisfactory since it is conveniently located and comfortably furnished. The health room is located adjacent to the principal's office on the main floor but is too small and not properly equipped. The principal's office is very small, and only limited space is available for storage and files.

Recommended Plant Improvements

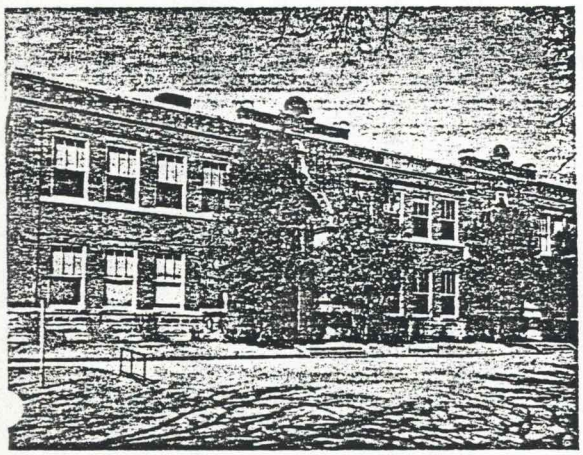
This building should not be considered a part of the long-range building requirements for the school district. Only those improvements having to do with health and sanitation and such educational adaptations as can be made without major expense should be undertaken. See the recommendations for reference to this school and the Monroe School only a short distance away. Some of the improvements that should be made regardless of its ultimate abandonment are

1. Modernization of heating and ventilating system
2. Improve the control of natural and artificial light
3. Relocation of kindergarten if space and enrollment will permit
4. Make more adequate provision for a health room and the administrative offices
5. Improve the sanitation in the pupil toilets.



WASHINGTON ELEMENTARY SCHOOL

The Washington Elementary School, a two-story brick structure, was erected in 1910. The school occupies a 1 acre site at the corner of Eleventh and Washington Streets. The building contains the following basic spaces.



WASHINGTON

- 8 general classrooms
- 1 gymnasium
- 1 kindergarten room
- 1 industrial arts room
- 1 home economics room
- 1 administrative office suite
- 1 music room

Estimated Capacity and Enrollment

The building has an estimated capacity of 330 pupils. The actual enrollment for the 1957-58 school year was 187 pupils. The estimated enrollment for the school years 1958 to 1960 is 241, 255, and 266 respectively.

Evaluation of the School Plant

On the Building Evaluation Chart, the Washington Elementary School scored 529 out of a possible 1,000 points. This score indicates that the school plant is rated borderline as a facility for the modern educational program. Scores of each of the major features of the plant are shown on the Evaluation Chart.

The school site. Although the site is small (1 acre), it has been well developed, and serves the needs of the enrollment satisfactorily. It is not easily accessible and pupils are subjected to traffic hazards in order to reach it. The environment is satisfactory with the exception of nearby establishments. A railroad traverses the near vicinity and a nearby elevator burns chaff from wheat at all hours. This is quite disagreeable and has become a nuisance to the pupils and personnel.

Building design and structure. The building is structurally sound and will endure for many years with proper repairs and maintenance. The foundation is strong and stable and the roof is in good repair. Generally, the walls are strong and weathertight. A few ceilings evidence cracks and water spots. The building evidences excellent maintenance for an extended period. It is safe, attractive, and generally in good condition.

The design of the building is its major limitation upon its usefulness for the educational purpose. There are outside fire escapes and the corridors are extremely narrow.

The service systems. Generally, the service systems of the plant are very poor. The toilets and gymnasium, in particular, are not properly ventilated. The heating unit is in good repair but will not provide sufficient heat of the proper degree. The air ducts are built of combustible material and are not equipped with thermostatically controlled dampers. The unit is not efficient, flexible, easy to operate, or capable of meeting needed requirements in prolonged cold weather.

The artificial lighting system leaves much to be desired. Glares and shadows are prevalent in many classrooms and the brightness contrast is extremely high. Toilets are conveniently located but those on the second floor are not properly ventilated. There are a sufficient number of lavatories for the enrollment. Some of the lavatories are not in good condition and, therefore, appear to be unsanitary. There are no separate toilet facilities for the teachers or the custodian.

Building construction is fire-resistant but narrow travel passages and outside exits constitute hazards in the event of fire. The fire alarm system is obsolete. Classrooms do not have clocks but the bell system operates quite satisfactorily. There is no centralized inter-communication system among classrooms, service rooms, and offices. There is only a limited provision for the use of audio-visual equipment.

Classrooms. The typical classroom of the Washington Elementary School contains approximately 670 square feet. The rooms are smaller than the desirable space according to present educational standards. However, there are a sufficient number of classrooms available and the class size may be reduced if necessary to provide additional space for classroom activities. Generally, the classroom walls and ceilings are attractive, durable, and in good condition. The color scheme for the classrooms is excellent. Most classrooms lack adequate tackboard and storage space. Neither the artificial lights or the control of natural light is satisfactory.

There are only two special classrooms. the kindergarten room and the music room. The kindergarten room is like any other general classroom; it lacks proper equipment and space for a functional program. The music room is located on the second floor adjacent to the administrative office. It is poorly equipped and has not been acoustically treated. The storage facilities for the

ic room are inadequate. There are not special classrooms for art, visual
ic .on, or remedial instruction. The home economics and industrial arts
oms are vacant.

Special rooms. The gymnasium is of adequate size for physical education
d play activities of all pupils in terms of a well-developed program. How-
er, it is not well equipped and the floor is not in good condition. Heating
d ventilation in the gymnasium is unsatisfactory. There is only a single
essing room and no other auxiliary rooms. The locker rooms are not properly
ghted and ventilated; they are in an unsanitary condition. There is no
ibrary although suitable space is available. The custodian has adequate storage
pace. There is no health clinic. The administrative office is very small and
ot properly located for ease in administration. However, it is very neat,
ttractive, and auxiliary storage space is available.

ecommendations for Plant Improvements

1. Replace the artificial lighting system
2. Install light control devices
3. Develop the parking space into playground area
4. Improve the heating and ventilation, particularly for the gymnasium
5. Relocate administrative office to first floor
6. Install acoustical treatment for music room.

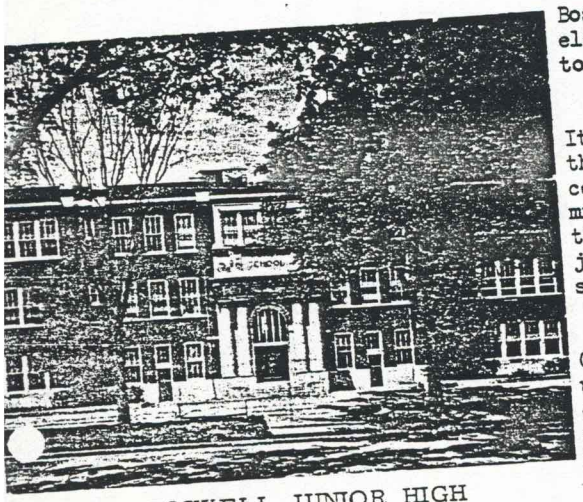
The use of this building is related to the Parkdale School. It differs
f.. the Monroe-Van Buren situation since Parkdale and Washington are both
better school buildings, more desirably located and operating, and promise to
operate for some time, at near capacity in both instances. These schools will
probably need to be operated for several years and should be thought of as part
of the long-range program. Obviously the ages of both buildings limit the inter-
pretation of "long-range" in this instance.

WASHINGTON BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms: Regular	Classrooms: Special	Special Rooms: Activities	Special Rooms: Service	Special Rooms: Admin.	Total Score	Rating
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5 29	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

BOSWELL JUNIOR HIGH SCHOOL

The Boswell Junior High School, built in 1922, is located at Thirteenth reet and Boswell Avenue on a one-block site, less two lots, upon which houses re located. A wooden temporary building houses the library.



BOSWELL JUNIOR HIGH

Boswell was originally built for an elementary school and is ill-adapted to junior high school use.

It is a three-story building although the lower floor was probably conceived as a "ground" floor. It is misleading to list the facilities in this building as related to good junior high school use since all special facilities are inadequate.

On the basis of junior high school use the building scored 246 points on a 1,000 point scale. The distribution is shown on the Building Evaluation Chart.

During the course of this study this school has been added to and remodeled to the point where its facilities are at least "average" to "good for junior high school use. In the course of this remodeling improved facilities were provided for library, music, administrative and guidance offices, and sanitary and heating facilities.

An addition has provided for shops, homemaking, arts and crafts, a combined gymnasium and multi-purpose room. The artificial lighting has also been modernized and numerous safety factors improved.

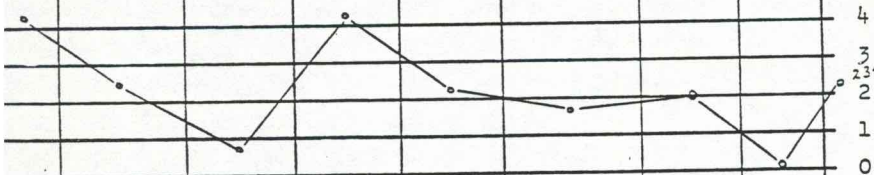
The capacity of the remodeled unit is approximately 750 pupils in 26 teacher stations. (Note: The lots and houses adjacent to the school have been acquired and the temporary building removed since the survey began.)

ec mendations

1. The original recommendations for remodeling and an addition to this school have been carried out.
2. Modernize all furniture and equipment throughout.
3. Surface enough of the play area to provide for outdoor physical education activities and thereby help overcome the small site.

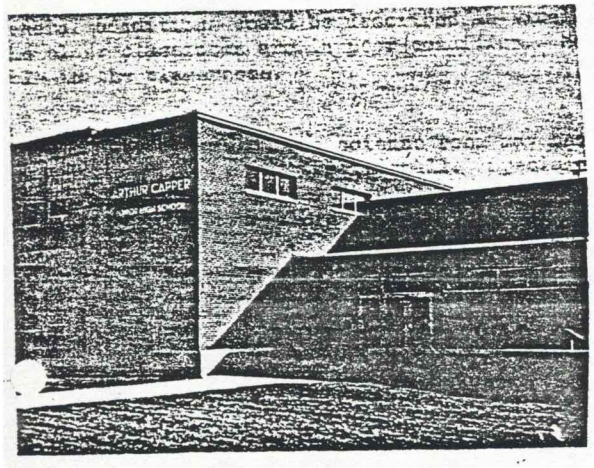
BOSWELL BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



CAPPER JUNIOR HIGH SCHOOL

The Arthur Capper Junior High School is a modern two-story structure located at Nineteenth and Hope Streets. The original building was Washburn Rural High School. In 1955, a two-story reinforced concrete building was completed. The building contains the following basic spaces.



CAPPER JUNIOR HIGH

17 regular classrooms
1 art room
1 music room
1 cafeteria
1 library - study hall
1 auditorium
2 homemaking rooms
1 science room
2 industrial arts rooms
1 gymnasium
1 office
1 health room

Estimated Capacity and Enrollment

The estimated capacity of the Capper Junior High School is 600 pupils. The actual enrollment for 1957-58 was 491 pupils. The estimated enrollments for the school years 1958 to 1960 are 524, 636, and 706 respectively.

Evaluation of the School Plant

The 1955 addition succeeded in providing a building that is satisfactory for a modern junior high school program. Capper scored 691 out of a possible 1,000 points on the Building Evaluation Chart. Scores on the major features of the plant are shown on the Evaluation Chart.

The school site. The school is located strategically to serve its pupil population. Access is difficult because of lack of walks. The site of approxitely 8.5 acres is too small to allow for the development of adequate outdoor tivities for 600 pupils.

Building design and structure. Excellent planning went into the addition. The overall effect is good. The older structure housing gymnasium and shop may hamper those programs when the full enrollment of 600 is reached.

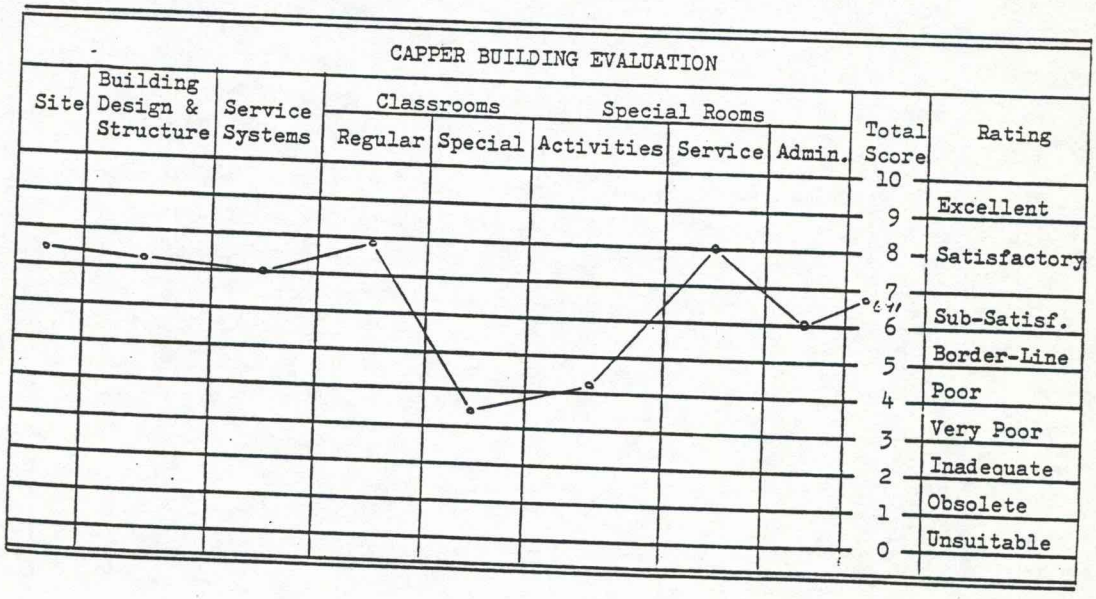
Service systems. The heating system is excellent. Special ventilation is needed in the shop. Lighting in the new structure is good. Improvement could be made in the old part of the building, particularly the shop. The old building is less fire resistant than the new. Special precaution against fire hazards should be exercised and plans made for quick detection and alarm.

Classrooms. The typical classroom contains about 750 square feet. All general conditions could be described as excellent or satisfactory. Chalkboards in the older classrooms are in poor condition. More storage and shelf space is desirable in the classrooms.

Special rooms. One science room may handicap the program when enrollment reaches 600. The gymnasium is small. Special effort should be made to develop a varied program for physical education outside the gymnasium to relieve it. No office space for counselors is available.

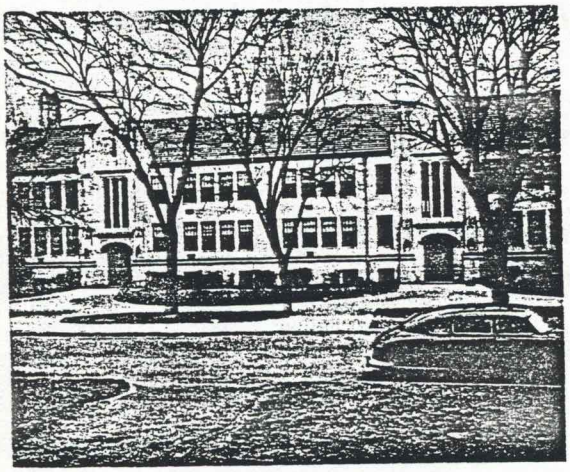
Recommended Plant Improvements

1. If it becomes economically possible in the future, expand the site.
2. Provide play areas for volley ball and other outdoor games, preferably surfaced.
3. Consider development of parking along street to conserve site for pupils.
4. Improve the lighting in the shop area and older classrooms.
5. Improve sanitation in boys' locker room.



CRANE JUNIOR HIGH SCHOOL

The Crane Junior High School, a three-story structure of concrete and brick, was constructed in 1929. The school occupies a site of approximately 2.2 acres at Sixteenth and Tyler Streets. The school contains the following basic spaces.



CRANE JUNIOR HIGH

- 11 regular classrooms
- 2 shops
- 1 gymnasium
- 1 library
- 1 music room
- 1 clinic
- 1 teachers' room
- 1 office
- 1 art room
- 2 home economics rooms
- 1 auditorium

Estimated Capacity and Enrollment

The estimated capacity of Crane Junior High School is 525 pupils. The actual enrollment for the 1957-58 school year was 340 pupils. The estimated enrollments for the school years 1958 to 1960 are 437, 502, and 608 respectively.

Evaluation of the School Plant

Crane Junior High School scored 284 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is an inadequate facility for a sound educational program.

The school site. The attendance area extends from the Kansas River on the north to Twenty-ninth Street on the south, making a long and rather narrow attendance area. It is located on Topeka Avenue, one of the principal through highways. The residential area in which it is located has many older, large residences that have been converted into multi-family dwellings. Traffic noises are the main distraction.

The site is very small to accommodate the 380 to 400 pupils. The site is broken by one residence on the southeast corner, and by three on the northeast corner The football field is several blocks south across the creek. The playgrounds are well fenced. Parking space is being provided in one area that is not accessible or large enough for play space. If the residences that infringe on the site could be obtained, it would improve the site considerably.

Building design and structure. Crane Junior High School was built in 1929 as a semi-basement, three-storied structure. The gymnasium is in the basement area under the auditorium.

In the regular classrooms, no ceilings have been installed. The open concrete beams and ceiling are unattractive and make teaching difficult because of acoustical problems. The unfinished ceilings in the corridors produce a high noise level. Outside doors have deteriorated and are difficult to operate from the inside using the panic bars, and are unattractive.

Service systems. The entire building needs to have more adequate artificial lighting. The principal and the janitor reported some problems with the sewerage system in the cooking room. Ceiling damage was apparent.

In a building of this size and U-shape, there would seem to be some question about the adequacy of the fire warning system. Some of the fire doors in the corridors seem to block passage from certain rooms.

Classrooms. The regular classrooms are equipped with fixed seats. This inflexible arrangment is a distinct handicap to effective utilization of the space. Considerable flexibility in utilization of the space would be possible if movable furniture were provided. The rooms are somewhat smaller than would be desirable for a modern program.

Along with improved artificial illumination, effectively used color could improve both attractiveness and learning conditions. The halls are particularly in need of attention.

Framing around many of the chalkboards is in poor condition. Some are splintery, and most needs replacement.

The noise level in the halls is high because of the lockers and lack of acoustical controls. Principal and teachers feel that this is a problem in the school.

Special rooms. The shops are small, equipment is obsolete, and electrical outlets are improperly located to service the equipment. Lighting is very poor for the tasks to be carried on in this area.

The science laboratory should challenge the best minds to creative thinking and experimenting. Space seems adequate, but equipment, display and storage facilities are not.

The home economics rooms seem to have ample space and the equipment is in good condition. Consideration might be given to providing a modern arrangement of home economics equipment to insure a more active program than the present arrangement provides for. The "apartment" is small, poorly equipped. Consideration should be given to making this room into an office for the teacher, improving it and re-equipping it for an apartment, or for possibly providing a stairway to the second floor.

No cafeteria is provided. Many of the students travel some distance to school because of the shape of the attendance area.

Facilities for school staff should be considered in any program of improvement undertaken on the building.

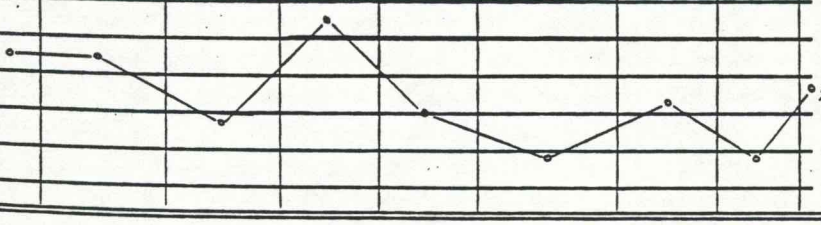
Administrative offices need space for waiting room, workroom, storage, or records. Some provision needs to be made for guidance and counseling under private conditions.

Recommended Plant Improvements

1. Enlarge site by acquiring residences that infringe on the site. (Note: This has been done.)
2. Install acoustical ceilings in classrooms and corridors.
3. Replace outside doors for safety.
4. Equip classrooms with modern movable seats.
5. Redecorate throughout.
6. Replace splintered and broken framing on chalkboards.
7. Modernize equipment in shops and provide proper, safe electrical outlets.
8. Science equipment and display facilities should be modernized.
9. Seek to provide appropriate space and facilities for teachers' room, principal and counselors.
10. (Note: Lighting has been improved since the study.)

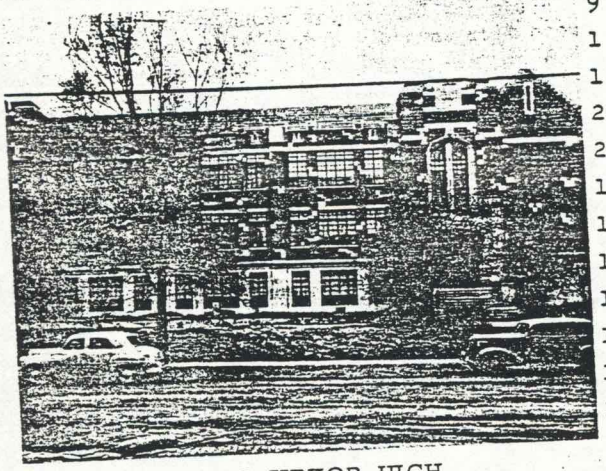
CRANE BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



CURTIS JUNIOR HIGH SCHOOL

The Curtis Junior High School is a semi-basement, three-story building completed in 1927. The school occupies a site of 1.8 acres. It has a 3-acre athletic field at Central Avenue and Paramore Street. The school contains the following basic spaces.



- 9 regular classrooms
- 1 science room
- 1 music room
- 2 homemaking rooms
- 2 industrial arts rooms
- 1 art room
- 1 auditorium
- 1 gymnasium
- 1 library and office
- 1 teachers' room
- 1 administrative office
- 1 clinic

CURTIS JUNIOR HIGH

Estimated Capacity and Enrollment

The estimated capacity of Curtis Junior High School is 450 pupils. The actual enrollment for the 1957-58 school year was 284. The estimated enrollments for the school years 1958 to 1960 are 344, 355, and 395 respectively.

Evaluation of the School Plant

Curtis Junior High School scored 372 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is very poor for a sound educational program.

The school site. Rectangular shape is broken by one residence on the northwest part of the site. Grounds are strewn with glass and other broken objects. Unpaved street in front of the building is unsightly and increases maintenance costs. Terrace and landscaping at the front of the building are potentially attractive. However, erosion of the terrace needs to be controlled. The football field is two blocks away. Traffic hazards should be recognized in this arrangement.

Building design and structure. An exit from the gymnasium to the outside is needed from a safety standpoint. From an educational standpoint, an exit to the playground would encourage getting the physical education classes outside. An exit from the dead-end hall on the second floor science room is needed for safety. Roof flashing and drainage has caused damage to walls. Acoustics are poor in all of the building except the music room and auditorium. Acoustical tile in halls and classrooms would improve the situation.

French windows in all classrooms create serious problems of light control and ventilation. If windows are opened the shades cannot be drawn to control light. Venetian blinds would probably be the most economical solution to this serious problem in the classroom.

Service systems. Traps on radiators are rusted, preventing proper operation of the heating system. Shop classroom needs ventilation. Storage room for paints has an opening for a vent fan and needs one installed. Artificial lighting is entirely inadequate. The Board has plans for the drawing of lighting specifications for the building. (Has been accomplished.)

The water supply does not provide sufficient pressure for either drinking or flushing toilets. The Principal reports this is due to the adjustment made by the janitor. More toilets and washbasins are needed. Principal reports that many children come to school and use the toilets because there are many outdoor privies in the area.

There is no fire alarm station near the boiler room, and no connection to the city alarm system.

Classrooms. The regular classrooms are somewhat small for a modern educational program. French windows with drawn shades create difficult teaching conditions because windows must be closed if shades are to control light. Acoustical tile has not been used. Installation of acoustical tile, venetian blinds, and flourescent lights would improve these classrooms considerably.

Special rooms. From a safety standpoint, the gas hotplates in the art room are not installed far enough from the wall. (Paper and curtains were within a few inches of the flame.)

An exit from the gymnasium to playground seems desirable to encourage use of playground and to insure safety of crowds in case of fire at the front corridor.

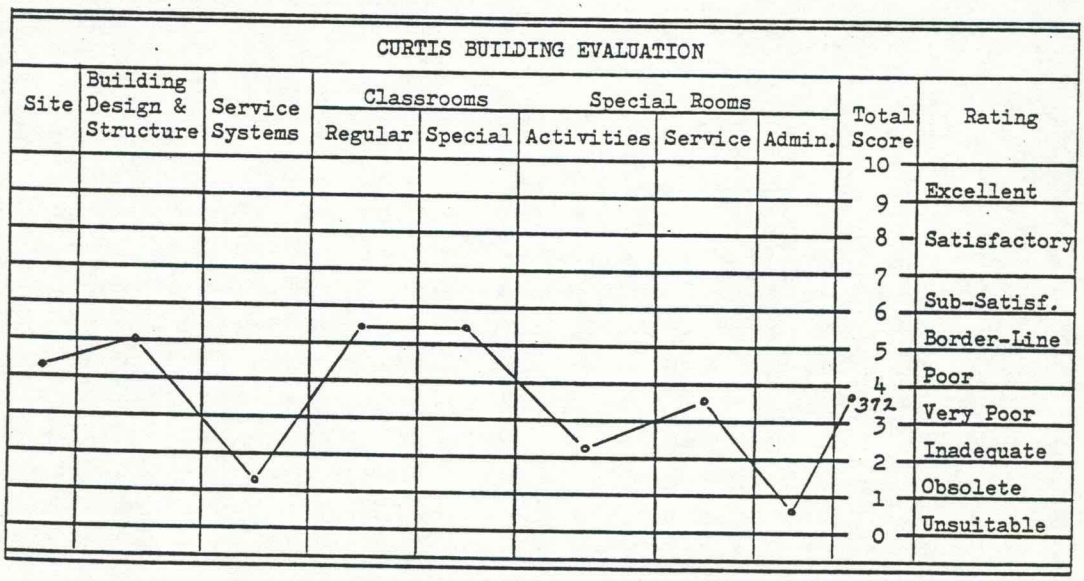
Toilet and shower rooms are unsanitary and unsafe. Rusted shower stalls are a real safety hazard. They need ventilation and complete renovation. There is no provision for men teachers' room.

A small vacant room on the first floor is being used for a health room. It is poorly decorated, distant from office supervision, and inadequately equipped.

The principal's office lacks ventilation and privacy, needs additional space for workroom and the waiting room. A vault for record storage is needed.

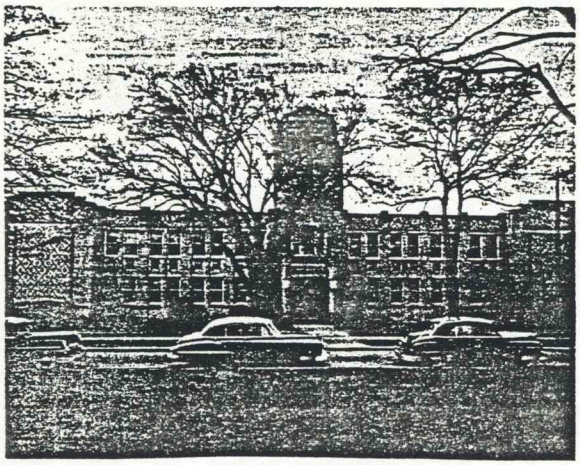
Recommended Plant Improvements

1. Enlarge the site by acquiring residential properties adjacent.
2. Improve athletic field by extending to Soldier Creek and closing Evelyn Street and Catherine Street.
3. Pave the street in front of the building. This will cut maintenance cost and improve atmosphere of school building.
4. Control the erosion of the terrace. Clean up glass and other debris on grounds.
5. Provide new exit from gymnasium to outdoors for safety and educational improvement.
6. Provide an exit from the dead-end hall near the science room on the second floor.
7. Repair roof leakage.
8. Improve acoustics in classrooms and halls.
9. Install venetian blinds to control severe sunlight problem.
10. Replace worn traps on radiators.
11. Install vent fan in place provided in paint room or shop.
12. Administration should see that water pressure is not reduced below need by custodian's adjustments.
13. Provide proper safeguards or remove hotplates in art room.
14. Improve floor in music room.
15. Completely renovate showers and toilet rooms.
16. Note: Classroom lighting has been improved since the survey.



EAST TOPEKA JUNIOR HIGH SCHOOL

The East Topeka Junior High School, a two-story brick and concrete structure, was erected in 1936. The school occupies a site of 3.2 acres at the corner of Eighth and Lake Streets. The school contains the following basic spaces.



EAST TOPEKA JUNIOR HIGH

17 regular classrooms
4 industrial arts rooms
4 homemaking
2 art rooms
1 music room
1 gymnasium
1 auditorium
1 office
1 health room
1 teachers' room
1 library

Estimated Capacity and Enrollment

The estimated capacity of East Topeka Junior High School is 800 pupils. The estimated enrollments for the school years 1958 to 1960 are difficult because of possible inclusion of pupils from the annexed areas. A very rough estimate for the years 1958 to 1960 are 571, 610, and 653 respectively.

Evaluation of the School Plant

This is basically a good building needing some renovation. The East Topeka Junior High School scored 526 out of a possible 1,000 points on the Building Evaluation Chart. This score indicates that the school plant is border-line for accommodation of a modern educational program.

The school site. The school site does not provide adequate playground for all of the activities to be carried on. The school uses a portion of Chandler Field which is some distance from the school site. The school is located in a residential area and there are no particular traffic hazards involved in reaching the school. This school seems to be thought of by the principals as much more of a "trade" school than the other junior high schools are.

Building design and structure. Some of the floors are in unsatisfactory condition. Some of the wooden floors have wide cracks and loose boards. Entrances and exits to this structure are well located and are of good fire-proof construction. However, the outside doors almost without exception were very difficult to operate and constituted something of a safety hazard. Even with heavy weight on the panic bars some of the doors would not give readily.

No particular acoustical problem exists except in the science room. This is a long room with no acoustical tile to control the sound.

Service systems. The heating and ventilation seem to be satisfactory in so far as service is concerned. Notable exceptions to this would be the ventilation in the boys' dressing room, the shop storeroom, the girls' dressing room, and the music room. Humidity in both the boys' and girls' dressing rooms is contributing to a very unsatisfactory condition in both of these rooms.

Artificial lighting in general needs to be improved. Particular attention should of course be given to those areas where the task calls for more light, such as industrial arts, science, and sewing rooms.

In general, the construction in this building seems to provide for fire protection. The forge installation in the shop, placed as it is on a wooden floor in a room with a flamable ceiling seems to pose a fire hazard. At the time of our visit, fine coal dust was spread in a circle of some six to seven feet around the forge, and sacks of coal in gunny sacks were leaning against the forge.

The paint room had a wooden storage bin and was unventilated. A large barrel containing flamable refuse and paint rags was standing in the shop room.

Shop storage was inadequate and the storage shelves were wood and were overloaded to the point of being dangerous. Some items of equipment and supplies were suspended in precarious positions over the exits of the shop room. A careful survey of the shop layout from a safety standpoint should be conducted.

Classrooms. Much of the equipment is fixed to the floor and not adequate to meet the needs of the modern program of education. The space available in some of the classrooms cannot be used because of fixed rows of seats, even though class size is small enough to be accommodated in the room if movable furniture were available.

Special rooms. Dressing rooms for both boys and girls need a thorough renovation. They are improperly ventilated and this has contributed to the deterioration of the plastered walls. Metal shower stalls have rusted completely away at the floor and are extremely hazardous. These rooms are inadequately lighted and are definitely not conducive to cleanliness under present conditions.

The library does not have sufficient light for reading tasks.

No provision has been made for taking care of the need of the staff for a place for some leisure and privacy. Conversion of a room for this purpose is recommended.

The principal's office needs conference facilities, waiting room, and storage vault.

Recommended Plant Improvements

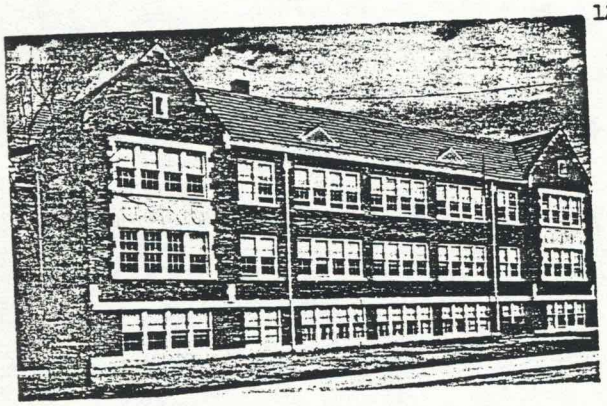
1. Outside doors should be replaced or repaired to insure safety of exit.
2. The science room should have acoustical problem solved by installation of tile.
3. Improve ventilation in boys' and girls' dressing rooms, shop storeroom, and the music room.
4. Design safer shop lumber storage.
5. Replace classroom furniture with movable type equipment.
6. Renovate boys' and girls' dressing rooms.
7. Convert and redecorate a classroom for teachers' room.

EAST TOPEKA BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

HIGHLAND PARK CENTRAL JUNIOR HIGH SCHOOL

The Highland Park Central Junior High School, a two-story brick structure, was erected in 1935. It occupies a site of approximately 2.5 acres across the street from three elementary school buildings at the corner of Burgess and Indiana Avenues. The building contains the following basic spaces.



HIGHLAND PARK CENTRAL

12 general classrooms

1 music room

1 band room

1 auditorium

1 gymnasium

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the building is 275 pupils. The actual enrollment for the 1957-58 school year was 331 pupils. Only grades seven and eight were accommodated in this building.

Evaluation of the School Building

On the Building Evaluation Chart, the Highland Park Central Junior High School building scored 450 out of a possible 1,000 points. This score indicates that the building is generally poor as a facility for a sound educational program.

The school site. The school is located in a medium economic level environment among scattered commercial areas. The size of the site is wholly inadequate for pupil activities of a sound educational program; a very limited amount of space is available for playgrounds and athletic fields. It is readily accessible to mechanized transportation but pupil congestion intensifies traffic hazards

during peak hours. Parking space is very limited. There are few signs of erosion which indicate faulty drainage.

Building design and structure. The form and architecture of the building are attractive and well suited to its locale. The building was formerly the Highland Park High School. It is wholly inadequate in terms of its functionality for either a sound elementary or junior high school program. The building is not flexible to permit maximum utilization of space or to facilitate coordinated activities. It is not practical or efficient to operate from the educational standpoint.

The gross structure of the building is sound and durable. The foundation is strong and stable. There is evidence of substantial deterioration in the interior walls and floors. Both the stairways and corridors constitute safety and fire hazards. Neither was designed to accommodate a smooth flow of traffic. Neither is well lighted, safe, quiet, attractive, nor easily maintained. The basement area is not suitable for pupil activities.

Service systems. The service systems of the building are inadequate for the comfort and safety of the pupils. The heating unit does not provide continuous and automatically controlled heat of the proper degree. There is not an adequate supply of clean dust-free air of the proper humidity. The air ducts and ventilating units are not equipped with thermostatically controlled dampers. The units are not flexible or capable of meeting increased loads.

The artificial lighting system does not provide adequate illumination for the rooms, corridors, or stairways. There is some glare and shadows in the classrooms. There is an insufficient number of toilets to accommodate its capacity. The toilets are not conveniently located and do not contain an adequate number of water closets, urinals, and lavatories. Toilet equipment and fixtures are not durable or sanitary. Vertical and horizontal passages are hazardous to safety in the event of a fire.

Classrooms. The typical classroom of Highland Park Central Junior High School contains approximately 700 square feet. There is not a sufficient number of classrooms to accommodate the present enrollment. The basement area is not satisfactory for classrooms.

The color scheme in most classrooms is not bright, attractive, or decorative in appearance. Light is reflected by glare rather than diffusion. Generally, the floors are in fair condition.

Special rooms. The gymnasium is of inadequate size and only reasonably well equipped. There are numerous indications of needed maintenance. The lockers and

shower rooms are not properly lighted and ventilated. The library is of inadequate size in terms of primary space but could be more functional with auxiliary space. Likewise, auxiliary space is needed for the administrative office. The custodian's facilities are very limited.

Recommendations

1. Expenditures for maintenance and improvement should be minimized to the greatest possible extent without jeopardizing the safety of the pupils.
2. The building should be retained for a small junior high school, to accommodate approximately 250 pupils, only until a junior high school can be completed on the site located at Twenty-fifth and Golden Avenues.
3. Add to the site by expansion into the entire block where building is located. The site would temporarily assist in connection with the use of the present building for junior high purposes but should be considered in the long run as an elementary attendance center. Ten properties are involved. (See recommendation dated March 22, 1957.)

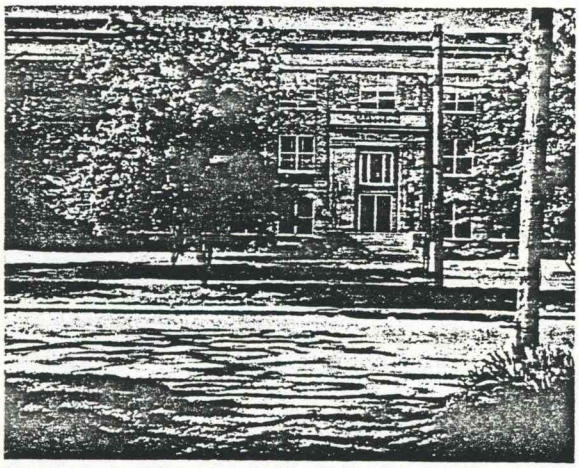
HIGHLAND PARK CENTRAL JUNIOR HIGH BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								.450 4 *	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable

* No attempt was made to score separate items because of the diversity between, old and new sections.

HOLLIDAY JUNIOR HIGH SCHOOL

The Holliday Junior High School is a two-story brick building completed in 1928. The school occupies a site of 3.0 acres at Grant Street and Pennsylvania Avenue. The school contains the following basic spaces.



HOLLIDAY JUNIOR HIGH

- 12 regular classrooms
- 2 industrial arts rooms
- 2 homemaking rooms
- 1 art room
- 1 music room
- 1 gymnasium
- 1 auditorium
- 1 office
- 1 health room
- 1 library
- 1 teachers' room

Estimated Capacity and Enrollment

The estimated capacity of Holliday Junior High School is 450 pupils. The actual enrollment for the 1957-58 school year was 318 pupils. The estimated enrollments for the school years 1958 to 1960 are 367, 396, and 444 respectively.

Evaluation of the School Plant

Holliday Junior High School scored 269 out of a possible 1,000 points on the Building Evaluation Chart. This indicates the building in inadequate for a sound educational program. Scores on the major features of the plant are shown on the Building Evaluation Chart.

The school site. This school serves the area north of the Kansas River and receives students from Oakland and State Street Elementary Schools. The area is noted for the high percentage of home ownership, reported as being 90 per cent. The residents take considerable pride in their homes. The school is well placed to serve the population. There are no major traffic problems except that involved in

having the football field and part of the junior high school playground across the street on the State Street Elementary School ground.

The school site could be considerably improved by acquiring the three residences that are located in the same block, and by joining the campus to the State Street School campus. In long-range planning, consideration of the development of these two areas in relation to community park needs should be considered. There is no fence protection to prevent children from running into the street. Principal and parents reported two accidents in recent years in the area around the school.

Building design and structure. This is a three-story structure with a general "U" shape. Placement of the stairways in the building causes some real hazards from two stairways in particular. The first is in regard to the third floor. Two narrow stairways provide for the entire third floor including the balcony of the auditorium. This is a particular problem, it would appear, for the east wing of the building. The second major hazard is in regard to the auditorium. Three large double doors lead out of the auditorium and to a narrow stairway at the front of the building which could not possibly accommodate a large crowd.

The design of the corridors and exits is extremely poor and the installation of the fire doors in the corridor has in some instances created an additional hazard. In the light of the fact that this is a three-story structure with narrow, poorly placed stairways, with several places where there is only one exit from a room (such as the wood and metal shop, orchestra room and home economics), careful study should be made of fire warning needs and fire calling equipment.

Service systems. The heating system is a coal fired boiler with univent outlets. The teachers seem to find these less than satisfactory. Artificial lighting in the entire structure is extremely poor and a complete lighting program is needed. Water service in the building is poor, with improperly designed drinking fountains still in use. The sewerage system has caused damage in the floor of the home economics room. The electrical system is not adequate to handle the loads placed on it in the school shop and is not designed for safety.

In view of the hazard involved in the basic design of the building, telephone service or some connection with the Topeka Fire Department would seem to be needed at a station other than the principal's office.

Classrooms. The classrooms are small and furnished with fixed equipment. The lack of movable furniture emphasizes smallness of the rooms. Some of the classrooms have doors that open into other doors in such a way that passage out of rooms would be blocked in case of fire. Some consideration needs to be given to providing safe exits from all classrooms and corridors in this building.

The equipment and space in the metal shop are questionable from the standpoint of serving the needs of a junior high school program. The science room equipment and storage facilities could be improved.

Special rooms. The gymnasium is small, poorly lighted and floors are in

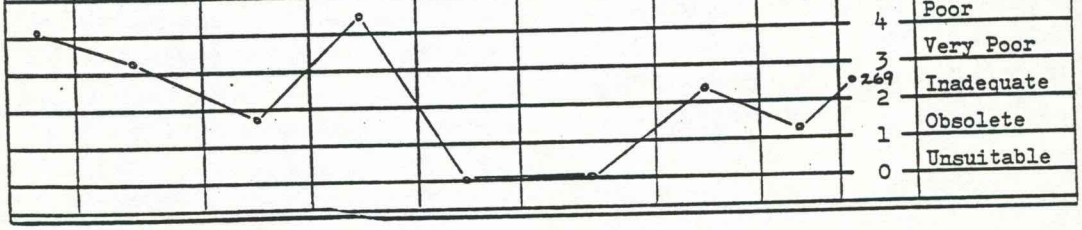
poor condition. There are no provisions for special heating. Showers and locker rooms are small, and in poor condition. The library suite is located too near the wood and metal shop and gymnasium to provide conditions conducive to effective learning. No special library work room is available. The auditorium, which burned about 1944, was rebuilt. As has been indicated before, this area constitutes a fire hazard for large audiences. The exits from the floor lead to a narrow stairway. The small exit on the southeast side of the room by the stage leads to a dead-end corridor. The stage has no storage room for properties and at the time of our visit, the electrical control panel had a plate missing which was a hazard. The administrative offices were lacking in waiting room space, office work space, and storage vaults. No real facilities were available for conferences with parents or students in privacy.

Recommended Plant Improvements

1. Acquire the three residences located in the same block. Consideration might be given to closing Division St. to join the two school playgrounds and reduce the traffic hazard.
2. Playground fence is needed to keep children from running into the street.
3. Make a careful study of fire warning systems and fire protection. Practice evacuation with various exits closed should be conducted regularly.
4. Improve equipment in the shop and the science room.
5. Replace classroom furniture with modern movable unit to allow the small classrooms to be used most effectively.
6. Improve gymnasium floor.
7. (Note: Classroom lighting has been improved since the survey.)

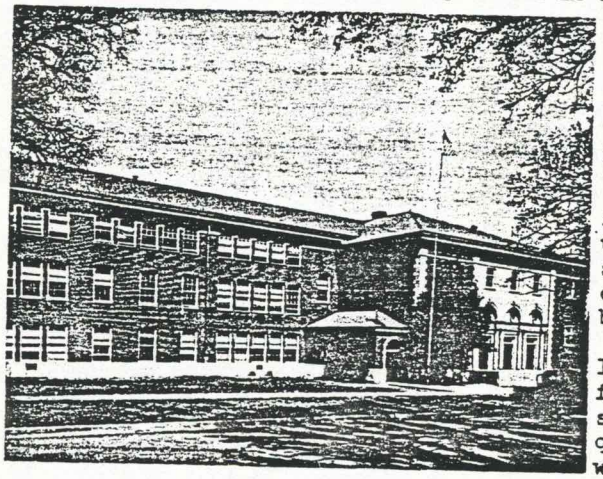
HOLLIDAY BUILDING EVALUATION

Site	Building Design & Structure	Service Systems	Classrooms		Special Rooms			Total Score	Rating
			Regular	Special	Activities	Service	Admin.		
								10	
								9	Excellent
								8	Satisfactory
								7	
								6	Sub-Satisf.
								5	Border-Line
								4	Poor
								3	Very Poor
								2	Inadequate
								1	Obsolete
								0	Unsuitable



ROOSEVELT JUNIOR HIGH SCHOOL

The Roosevelt Junior High School, built in 1926, is located at Third and Buchanan Streets on a 1.2 acre site. It is regarded by the Survey Staff as presenting one of the most difficult problems in the study.



ROOSEVELT JUNIOR HIGH

The small site, the inflexibility of the building itself, and the problems involving the attendance area that it serves indicate the complexity of the situation. The building was certainly over-crowded (507) pupils) and all of the special facilities showed its over-capacity use. Not more than 400 pupils should be accommodated in the existing facilities and they should be modernized.

It would be misleading to list the facilities in the building since several were makeshift and inadequate. Eighteen teacher stations were in use, three of these were definitely sub-standard.

The building scored only 232 points on a 1,000 point scale. The distribution of the score is shown on the Building Evaluation Chart.

During the course of the study Roosevelt has been renovated and remodeled and four teacher stations added to bring its capacity to about 500 pupils. It was also recommended to modernize the equipment and furniture and this has been partially done. A major expenditure has been made to enlarge the site. A half-block across Buchanan Streets was added and the street closed, more than doubling the site. Approximately $300,000 was spent on the remodeling, the addition, and the site enlargement.

Recommendations

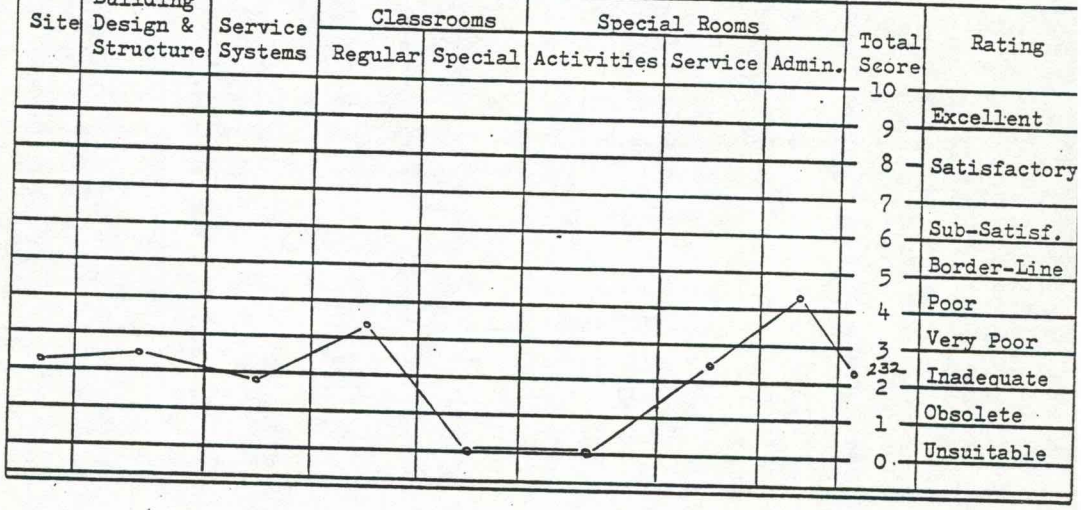
As was noted earlier in this report, the Survey Staff recommended a minimum of expenditure (about $100,000) on this school. Suggestions were made that only things that were reasonably possible within the gross structure of the building be done and that the capacity of the building be held at about 400 pupils

to more nearly fit the various accommodations. This recommendation looked forward to the use of the school for such a period as was required to build and get into operation a new northwest junior high school (Junior High School Site No. 1), and to locate a more adequate site for Roosevelt if it proved necessary to replace it in the years ahead.

As has been noted, the action was taken enlarging the school and site, bringing the capacity to approximately 500 pupils. The net effect of the action has been to materially increase the cost of improving the building without materially lengthening its life as a functional unit. The one good result of the action has been to put off the building of a northwest junior high school and perhaps permit a more satisfactory solution of the site problem involving the new school.

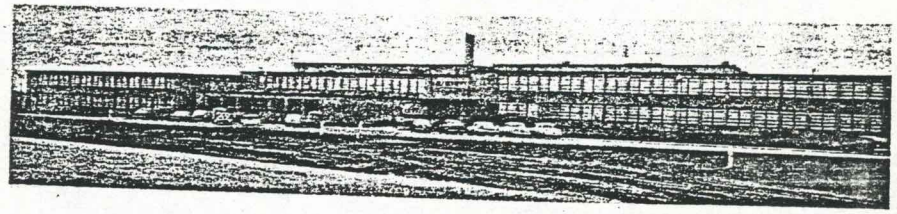
The modernization of furniture and equipment should be continued and the new site area should be fully developed. Surfacing of an area adequate for outdoor physical education activities is strongly recommended.

ROOSEVELT BUILDING EVALUATION



HIGHLAND PARK HIGH SCHOOL

Highland Park High School is a relatively new two-story brick structure. It occupies a site of approximately 40 acres at the corner of California and Twenty-fifth Streets.



HIGHLAND PARK HIGH SCHOOL

The building contains the following basic spaces.

28 general classrooms	1 gymnasium
18 laboratory rooms	1 auditorium
1 Little Theatre	1 teachers' lounge
1 cafeteria	1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of the Highland Park High School is 1,210 pupils. The actual enrollment for the 1957-58 school year was 904 pupils. However, approximately 271 of the pupils in attendance resided outside the district. The estimated enrollments for both high schools for the 1958 to 1961 school years are 2,796, 2,818, 2,813, and 3,076 pupils respectively. At this time, the two schools will have reached maximum capacity.

Evaluation of the School Building

On the Building Evaluation Chart, the Highland Park High School scored 840 out of a possible 1,000 points. This score indicates that the building is highly satisfactory for a sound educational program.

The school site. The Highland Park High School is located in a medium economic level of environment. The site is adequate in terms of size and readily accessible to mechanized transportation. It is well located in relation to the junior high schools it must serve and the center of population after anticipated development. There are some signs of erosion which indicate faulty drainage.

Building design and structure. The design of the building is attractive, pleasing and well-suited to its locale. It is practical and efficient, both operationally and educationally. The building is sound and enduring with good materials and competent workmanship. The foundation is strong, stable, and properly waterproofed and drained. It is highly functional as a facility for a sound educational program.

The service systems. The service systems of the building appear to be hazard-free under all conditions. The heating unit provides a continuous and automatically controlled heat of the proper degree. Special ventilation has been provided for the kitchen shops, and laboratories. The heating and ventilating units are efficient, flexible, easy to operate, and capable of meeting heavy loads.

The artificial lighting system provides adequate illumination for most areas without glare or shadows. Drinking fountains are conveniently located throughout the building. Toilets are conveniently located on each floor for each sex, and for public use as needed. The toilets contain an adequate number of water closets, urinals, and lavatories.

Classrooms. The typical classroom contains approximately 720 square feet. The walls and ceilings are durable and decorative in appearance. There is a sufficient number of classrooms to accommodate the present enrollment. The number of classrooms that will be needed to accommodate the enrollments anticipated in the future depends largely upon whether or not the district will continue to accommodate those pupils residing outside the district.

Special rooms. These are one of the outstanding features of the school building. It contains a suitable gymnasium, auditorium, library, and Little Theatre. All are well equipped and designed for particular purposes, except the Little Theatre which is a remodeled classroom. Nevertheless, it is quite adequate for its purpose.

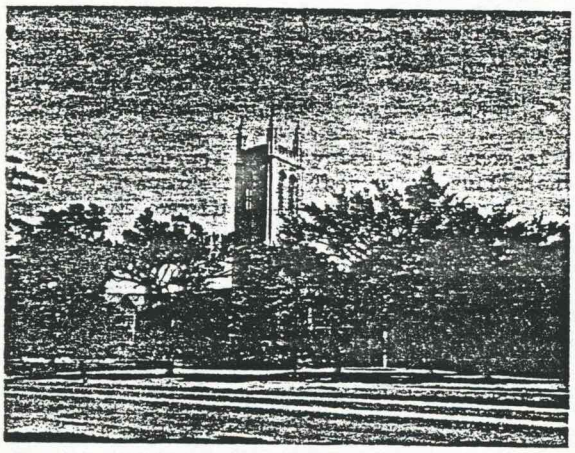
The service rooms are also well equipped and furnished. The custodian has ample storage and work space. The building contains numerous storage rooms for books, instructional supplies, and school equipment. The teachers' lounge is well lighted and comfortably and attractively furnished. The administrative suite is located to facilitate administration and supervision of the program. It is suitably equipped and furnished and contains adequate auxiliary space.

Recommended Building Improvement

It is believed that this building will ultimately need a pupil capacity of 1,500 to 1,600 to accommodate the students from the surrounding junior high schools and new housing developments in the southern and eastern sectors of the district. The building is easily expansible. The desirable location of the present site and its adequacy in terms of size indicate expansion of the present building to be the more economical approach to providing facilities for the anticipated ultimate enrollments.

TOPEKA HIGH SCHOOL

Topeka High School, a three-story brick structure, was erected in 1931. It occupies a site of approximately 12.3 acres at the corner of Tenth and Taylor Streets. The building contains the following basic spaces.



TOPEKA HIGH SCHOOL

39 general classrooms

38 laboratory rooms

1 cafeteria

2 gymnasiums

1 health room

1 auditorium

1 teachers' lounge

1 administrative office suite

Estimated Capacity and Enrollment

The estimated capacity of Topeka High School is 2,100 pupils. The actual enrollment for the 1957-58 school year was 2,136 pupils. The survey team believes that this enrollment is approximately 300 pupils in excess of a desirable enrollment. This would permit certain plant modifications which are highly recommended.

The school site. The school site is located in an environment of mixed residential and commercial. It is easily accessible to mechanized transportation. The site is too small in terms of playground facilities for the number of pupils the building will accommodate. Traffic is hazardous to the safety of pupils. There is only a very limited amount of parking space available. There are some business establishments of undesirable environment in the nearby vicinity.

Building design and structure. The form and architecture of the building are very attractive and well suited to its locale. The gross structure is amazingly sound and enduring with consideration to its age. The foundation remains strong and stable. Throughout the building, there is evidence of high quality materials and competent workmanship. The interior plan and design make the building flexible in terms of the educational program maximizing utilization. The building is practical and efficient, both operationally and educationally.

Service systems. The service systems constitute one of the shortcomings of the school building. The heating and ventilating units do not provide heat of the proper degree or clean air of the proper humidity to those facilities requiring increased loads. Ventilation in the auditorium, shower rooms, and dressing rooms is inadequate.

The artificial lighting system does not provide adequate illumination for the comfort and safety of the pupils. Glare and shadows are prevalent in the classrooms. The corridors and lobbies are not adequately illuminated. Toilet facilities are not properly lighted and ventilated. The building does not have a public address system.

Classrooms. The typical classroom of Topeka High School contains approximately 720 square feet. There is a sufficient number of classrooms to accommodate the present enrollment on a crowded basis. The walls and ceilings are durable and decorative in appearance. A different color scheme in some of the classrooms would minimize the glare and shadows so that illumination would be reflected by diffusion. Audio-visual facilities are extremely limited. The noise from the shop area is distracting in the corridors and adjacent classrooms. There is an insufficient amount of tackboard and display area for the classrooms. The equipment in the science laboratories, commercial, and home economics rooms show age and excessive wear and should be modernized.

Special rooms. The gymnasium is of adequate size to support a well-balanced health, athletic, and physical education program. Some of the equipment evidences excessive wear. The gymnasium floor is in only fair condition. The swimming pool, which is now under construction, will improve the health and physical education program.

The library is easily accessible, attractively furnished and equipped, and adequate in size if used only for that purpose. The auditorium is an excellent facility in both design and space. The auxiliary facilities are adequate to accommodate public gatherings. The administrative offices are limited in terms of auxiliary space for conferences and convenient storage space for office supplies. Guidance facilities are especially limited.

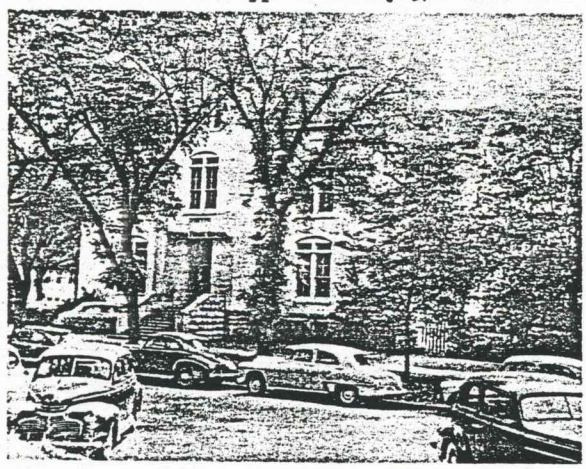
Recommendations

1. Installation of public address system
2. Acoustical treatment for the shop areas
3. Complete renovation of the artificial lighting system
4. Renovation of ventilating units to provide adequate ventilation to the auditorium and physical education dressing rooms.
5. A regular replacement program for the equipment in special classrooms
6. Additional space to be allocated to the audio-visual program
7. Some classroom space should be sacrificed for additional administrative and guidance offices as the number of pupils in attendance is reduced.

8. The industrial arts and shops are inadequate for the present enrollment in terms of space. It is recognized that this program is closely associated with the Trade School. However, there should be a policy determination of the nature of the practical arts and vocational program, subject to adjustments when a new trade and vocational school is located so that it may serve all of the high schools in the district. Some classroom space may have to be sacrificed in providing these facilities and this is related to our recommendation of a desirable capacity of 1,800 pupils.

TRADE AND VOCATIONAL SCHOOL

The present Trade and Vocational School is located in the old Harrison School at 620 Harrison Street in the near downtown district. The area is congested and the land value of the approximately 3/4 acre site is high.



TRADE SCHOOL

The school is associated with Topeka High School in its operation although it also operates an extensive adult and older youth education program. Presently policy and philosophy have not been clarified as to what should be the nature of the school or its program in future years. Partly, this grows out of the fact that there will soon be three high schools instead of one to serve and it cannot have the same sort of relationship that has existed with the single high school. A careful study that will evolve policy and planning should be undertaken at an early date.

Another unsolved problem is whether or not the school might serve a region considerably larger than the school district, perhaps Shawnee County or even a part of the state. Consideration must also be given to adult use in planning. These unsolved problems make recommendations extremely difficult. Two possible approaches are evident: (1) Work out a solution of the problem as it relates only to the District, and (2) Solve the problem by state or regional cooperation.

Should the first approach be undertaken it is suggested that a new school be located on the District-owned land at Twenty-first Street and Topeka Avenue. This location is accessible, has sufficient centrality in the District and enough area for the building, parking, and other requirements.

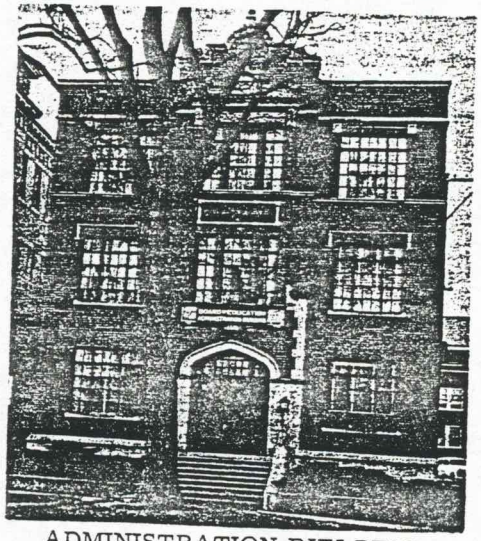
It is extremely nebulous to attempt to estimate the cost of such a school considering the indefiniteness involved, but for planning purposes $750,000 has been suggested in the recommendations.

Should the regional relationship develop, there would be state and federal participation in planning, financing, and operation, and such factors do not allow for an estimate of the cost of the facilities that would be required. The possibility of using state-owned land and facilities should be explored if the regional relationship should develop.

When a solution has been found to the Trade and Vocational School problem, the present Harrison Street site should be disposed of to the best interest of the District. Its sale value should provide a substantial part of the cost of the new building.

THE ADMINISTRATION BUILDING

The administration building is located at 415 West Eighth Street in a congested and high land value area. The building is inadequate in size and facilities and various administrative functions are scattered in other buildings throughout the city. Such conditions do not promote efficient and economical service and further study should be given to a solution of the problem. One of the most difficult problems with respect to the present building is the parkir problem. This is one that greatly affects the convenience and efficienc of the personnel in the administratic building and those members of the staff that must have daily contact with administrative offices.



ADMINISTRATION BUILDING

It is the recommendation of the survey staff that a new administration building be constructed on the Twenty-first Street and Topeka Avenue site owned by the District. It should be planned in conjunction with, but would not have to be an integral part of the School Services Building.

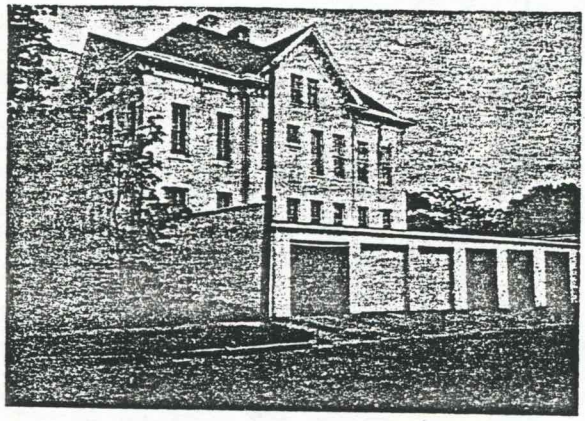
Estimating the cost of an administrative building unit is difficult because its construction varies somewhat from either standard business office construction of school building construction. A conservative estimate for the building is believed to be about $250,000.

The cost of a new building could be partly covered by disposing of the land and building where the administrative offices are now located. No foreseeable use of this unit as a part of the school plant can be seen if a new administrative building is located elsewhere.

SCHOOL SERVICES BUILDING

One of the indispensable parts of a large school district plant is its school services building. It is economically sound and a matter of efficiency of operation to plan well in this area.

Presently these services are lodged in the old Garfield School located at Thirteenth and Quincy. The building is located on about a half-acre site and both site and building are quite inadequate. The need with respect to a service building can only be visualized in terms of the functions it serves. District wide activities that should center in such a unit are



SCHOOL SERVICE BUILDING

- General stockroom
- Furniture storage
- Shops for carpentry, paint, electrical service, heating and plumbing, keys and locks, grounds and landscaping, and others
- Textbook storage
- Garage for truck storage and repairs
- Office area
- Laundry unit.

These functions will conservatively require about 45,000 square feet of floor area. The area will vary from finished office area to warehouse and garage type construction. Considerable outside area is also needed for parking and storage of certain types of supplies and equipment.

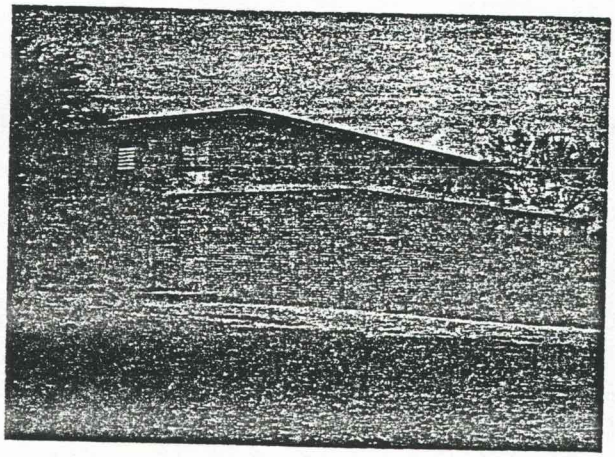
The location of such a unit should, therefore, be on an adequate site and located as strategically as possible to serve the entire district.

The recommendation for the location of this unit is on School District owned land at Twenty-first Street and Topeka Avenue. It should be located in conjunction with, but does not need to be under the same roof, as the Administration Building. It is somewhat difficult to estimate the cost of such a unit because of the variety of construction involved, but it is believed that it would cost about $500,000.

Part of the cost of such a unit can be recovered from the sale of the land upon which the present services unit is located. It would not appear that this land will figure in the long time needs of the District.

CHANDLER FIELD AND ATHLETIC BUILDING

The Chandler Field and Athletic Building occupy a site of approximately 8.3 acres at Chandler and Twelfth Streets. The building contains dressing, shower, and incidental athletic rooms. The field and building were established as facilities for Topeka High School athletic program. The site of Topeka High School is not of adequate size for these facilities.



CHANDLER ATHLETIC BUILDING

Some of the usefulness of this athletic plant will be lost as similar facilities are developed on the new high school site in the southwestern area and as it becomes possible to use the Highland Park athletic facilities. It is recommended that the athletic plant be retained because of its present usefulness and, in addition, because of its value as a potential school site in the distant future when Parkdale and Washington might be combined into a single unit.

SECTION III

FINANCING EDUCATION IN TOPEKA

Any projection of school expenditures must be based upon three basic factors.

1. The number of pupils to be educated
2. The cost per pupil for current expenses
3. The costs of principal and interest for authorized bonded debt.

This section of the study treats these basic factors in the light of certain assumptions to arrive at an estimate of the total costs involved in the next few years.

School Population

The superintendent and his staff have analyzed attendance data for Topeka and the areas to be annexed. A summary of these data as projected through 1962 is presented in Table I.

TABLE I

ESTIMATED SCHOOL ENROLLMENTS
TOPEKA AND ANNEXED AREAS
1956-57 THROUGH 1961-62*

School Year	Grades K-6	Grades 7-8-9	Grades 10-11-12	Estimated Enrollment
1956-57**	11,837	3,419	2,219	17,475
1957-58	12,645	3,417	2,383	18,445
1958-59	13,196	3,765	2,506	19,467
1959-60	13,297	4,300	2,589	20,186
1960-61	13,638	4,676	2,607	20,921
1961-62	14,127	4,812	2,821	21,760

*From May, 1957 estimates of Raymond F. Tilzey
**Actual 1956-57

The Bureau has reviewed these data very carefully and, based upon experience particularly in suburban areas, suggests certain revisions in these estimates. The Bureau's projection is shown in Table II.

An analysis of the pupil population trend reveals some very interesting facts.

1. Topeka itself is a relatively "old" city, that within existing Boundaries, evidences rather gradual increases. In this respect it is typical of older established cities.
2. Population growth is a matter which includes the "ring" or suburban areas in which the rate of growth is typically much greater than within the parent city itself.
3. The "ring" area containing many new, added housing units tends to be younger and to have a larger proportion of younger children. Eventually, of course, this population tends to have a normal distribution of age groups.
4. In-migration is a much greater factor of growth in suburban areas than in older cities. This fact is demonstrated in some school districts where the sixth grade is as large, or larger, than the first. Some of the areas of Topeka to the south and west exhibit many of the characteristics of "suburbia".

With these facts in mind enrollment data were projected to 1962. In 1961-62 the Bureau estimates 22,050 pupils for the Topeka metropolitan area. This is thought to be an extremely conservative estimate.

Improvement of the total educational program should result in greater holding power and increased costs, as well as numbers, because the greater holding power will be reflected in the secondary schools where the cost per pupil is greatest.

TABLE II

ESTIMATED SCHOOL ENROLLMENTS OF THE TOPEKA AREA
1952-53 THROUGH 1962-63*

	Actual Enrollment						Projected Enrollment				
Grade	1952 1953	1953 1954	1954 1955	1955 1956	1956 1957	1957 1958	1958 1959	1959 1960	1960 1961	1961 1962	1962 1963
K	1,842	1,760	1,930	1,984	2,109	2,252	2,310	2,103	2,236	2,433	2,777
1-6	7,457	8,230	8,736	9,238	9,728	10,250	10,741	11,143	11,352	11,660	12,147
7-9	2,649	2,852	3,019	3,298	3,420	3,482	3,785	4,285	4,734	4,881	4,908
10-12	1,814	1,933	2,018	2,032	2,219	2,563	2,796	2,818	2,813	3,076	3,489
Total	13,767	14,775	15,703	16,552	17,476	18,547	19,632	20,349	21,135	22,050	23,321

*From Bureau of Educational Research estimates.

Current Expenditures

While it is difficult to project populations accurately, it is even more difficult to estimate costs. This is true because school costs are subject to local, state, national, and even international social and economic conditions. These complex conditions are subject to rapid changes that may be entirely beyond the control of a local school district.

The cost projection is based upon three fundamental assumptions.

1. That the district will continue to improve the quality and extent of its educational programs
2. That the district will provide essentially the same quality of service throughout the area
3. That the cost per pupil will continue to increase through 1962 at approximately the same rate as it did in Topeka from 1946 through 1956.

Based upon the financial reports of the school district the following per pupil costs from 1946 and 1956 were found.

	1946-47	1956-57	Annual Change Factor
Kindergarten	$ 77.01	$137.65	5.92%
Elementary (1-6)	102.91	211.67	11.03%
Junior High (7-9)	127.81	265.36	12.87%
Senior High (10-12)	146.86	320.72	17.38%
Average of all Schools	114.75	229.90	11.51%

Applying this "change factor" to each grade level, the estimated costs from 1956 to 1962 are shown in Table III. The total estimated cost for current operating expenses is found by multiplying the estimated number of pupils in Table I by the estimated cost per pupil in Table III.

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TABLE III

ANNUAL ESTIMATED PER PUPIL COSTS 1956-1962

School Year	Kinder-garten	Grades 1-6	Grades 7-9	Grades 10-12	All Grades
1956-57	$137.55	$211.67	$265.36	$320.72	$220.90
1957-58	143.57	222.70	278.23	338.10	241.41
1958-59	149.49	233.73	291.10	355.48	252.92
1959-60	155.41	244.76	303.97	372.86	264.43
1960-61	161.33	255.79	316.84	390.24	275.94
1961-62	167.25	266.82	329.71	407.62	287.45
1962-63	173.17	277.85	342.58	425.00	298.96

Note: The cost figures for 1956 to 1958 are taken from a letter and reports provided by Mr. Kerr dated August 7, 1956, are based on A. D. A. Figures for 1958 to 1962, are based on estimated enrollments.

Table IV indicates the results of extending the per pupil costs against estimated enrollments.

TABLE IV

PROJECTION OF EXPENSE BASED ON PER PUPIL COSTS AND ENROLLMENTS

School Year	Cost Per Pupil	Estimated Enrollment	Estimated Cost
1957-58	$241.41	17,475	$4,218,639
1958-59	252.92	18,445	4,665,109
1959-60	264.43	19,467	5,146,458
1960-61	275.94	20,186	5,570,125
1961-62	287.45	20,921	6,013,741
1962-63	298.96	21,760	6,505,369

Bond and Interest Costs

As of this date the Topeka School District has three principal bond obligations, totals as shown in Table V. The issue dated July 15, 1939, at 2.5 per cent interest will be paid off in 1959 and is not of major concern for this study. The remaining serial bonds are

October 1, 1952 at 2.0 per cent

November 1, 1953, at 1.5 and 2.0 per cent

February 1, 1957, at 2.875 per cent.

The last issue of two million dollars is, of course, only one-third of the total obligation approved by the school district by election in 1956. As the remaining bonds are sold to provide funds for projected building responsibilities for payment will be increased. It should be noted that the cost of debt service reaches a maximum in 1958 when $361,012 will be required.

The districts to be annexed all have existing bonded indebtedness that must be assumed as soon as annexation action is completed. The total indebtedness is shown in Table V.

The inclusion of the debt requirements of annexed areas would make a total requirement of $571,984 in 1958 and $562,602 in 1959. To provide for the financing of existing bonded debt more than $500,000 must be budgeted each year until 1965. Assuming that the Board will sell an additional $4,000,000 in bonds (already authorized) within the next four years the actual cost after 1960 will probably be substantially higher when current rates of interest are considered.

Total Fund Requirements

The total fund requirements are found by adding the estimate of costs for Current Expenditures to the Bond and Interest costs for the total school district.

TABLE V

BONDED DEBT TOPEKA AND ANNEXED AREAS
(AS OF JULY 1)

Year	Topeka			Other Districts*			Total Remaining Debt
	Bonded Debt	Principal Payment	Remaining Debt	Bonded Debt	Principal Payment	Remaining Debt	
1958	$8,309,000	$245,500	$8,154,500	$2,749,000	$149,000	$2,600,000	$10,754,500
1959	8,154,500	454,500	7,700,000	2,600,000	176,450	2,423,550	10,123,550
1960	7,700,000	450,000	7,250,000	2,423,550	177,450	2,246,100	9,496,100
1961	7,250,000	450,000	6,800,000	2,246,100	177,450	2,068,650	8,868,650
1962	6,800,000	450,000	6,350,000	2,068,650	178,450	1,890,200	8,240,200
1963	6,350,000	450,000	5,900,000	1,890,200	174,450	1,715,750	7,615,750
1964	5,900,000	450,000	5,450,000	1,715,750	175,450	1,540,300	6,990,300
1965	5,450,000	450,000	5,000,000	1,540,300	176,450	1,363,850	6,363,850
1966	5,000,000	450,000	4,550,000	1,363,850	177,450	1,186,400	5,736,400
1967	4,550,000	450,000	4,100,000	1,186,400	161,450	1,024,950	5,124,950
1968	4,100,000	450,000	3,650,000	1,024,950	161,450	863,500	4,513,500
1969	3,650,000	450,000	3,200,000	863,500	160,450	703,050	3,903.050
1970	3,200,000	450,000	2,750,000	703,050	116,450	586,600	3,336,600

* Includes Highland Park, Avondale, and Pierce

Note: Total remaining debt = column 3 + column 6. Column 5 includes $4,000,000 of 1956 issue sold May, 1958, District #97 bonds of $228,000 sold January 1, 1958, and District #35 bonds sold March 15, 1958, both to be paid in twenty years with first payment after July 1, 1959.

TABLE VI

ESTIMATED BONDING CAPACITY 1958 TO 1966
(AS OF JULY 1)

Year	Estimated Valuation	Bonding Capacity	Outstanding Debt	Remaining Capacity
1958	$123,638,491	$14,836,618	$10,754,500	$4,082,118
1959	128,463,502	15,415,620	10,123,550	5,292,070
1960	133,529,029	16,023,483	9,496,100	6,527,383
1961	138,851,414	16,662,169	8,868,650	7,793,519
1962	144,448,394	17,333,807	8,240,200	9,093,607
1963	150,339,234	18,040,708	7,615,750	10,424,958
1964	156,544,871	18,785,384	6,990,300	11,795,084
*1965	163,088,077	19,570,569	6,363,850	13,206,719
1966	166,000,000	19,920,000	5,736,400	14,183,600

* Note: Experience would indicate that the increase in growth (valuation) will not continue indefinitely at the same rate. Beginning in 1965, a smaller per cent of increase is projected.

Assessed Valuations

The valuation of property within the school district constitutes the principal base for school support. The tax rate (mill levy), as all taxpayers know, is affected by

1. The number of children to be educated
2. The total cost of the educational program including the current costs per child and the cost of amortizing the bonded debt
3. The amount of money derived from state, federal, and other funds
4. The total values of the property within the district against which the mill levy is applied. It is essential, therefore, to make some estimate of assessed property valuations that may be anticipated.

Table VII represents a projection of property values based upon the record from 1947 through 1956 for Topeka, Avondale, and Highland Park. It should be noted

TABLE VII

ESTIMATE OF VALUE OF ASSESSED PROPERTY
1946 TO 1965

	Topeka #23			Avondale #97			Highland Park #35			
	Valuation	Change	Per Cent Change	Valuation	Change	Per Cent Change	Valuation	Change	Per Cent Change	Total Valuation
1946	$73,897,332	$1,057,355	1.43	$ 799,264	$ (12,924)	-	$2,082,862	$ 26,017	12.5	$ 76,779,458
1947	77,698,238	3,800,906	4.89	874,674	74,810	8.5	2,231,636	148,774	6.8	80,804,548
1948	80,509,146	2,810,908	3.49	1,043,706	169,932	16.2	2,508,719	277,083	11.5	84,061,571
1949	85,187,802	4,678,656	5.48	1,183,463	139,751	11.9	2,743,375	234,656	8.2	89,114,640
1950	87,587,008	2,399,206	2.74	1,165,755	(17,708)	-	3,376,215	632,840	10.8	92,128,978
1951	92,971,362	5,384,354	5.78	1,289,819	124,064	9.6	3,702,942	326,727	8.9	97,964,123
1952	95,252,779	2,281,417	2.45	1,446,309	156,490	9.3	3,999,348	296,406	7.4	100,698,436
1953	97,548,679	2,295,900	2.34	3,134,601	1,688,292	53.8	5,015,006	1,015,658	20.2	105,698,286
1954	100,432,526	2,883,847	2.87	3,413,586	278,985	8.1	5,449,789	434,783	7.9	109,295,901
1955	101,281,886	849,360	.84	3,705,321	291,735	7.9	5,811,160	361,371	6.2	110,798,367
Yearly Average		$2,824,190	3.22		$ 290,605	10.2		$ 300,829	10.04	
1956										$114,651,506
1957										119,038,927
1958										123,638,491
1959										128,463,502
1960										133,529,029
1961										138,851,414
1962										144,448,394
1963										150,339,234
1964										156,544,871
1965										163,088,077

that the projection of property valuations is subject to many of the same factors that affect the area's population trends. The continuing economy of the nation and community, urban planning, industrial and housing development, policies concerned with the ratio of real and assessed values all affect the trend of the tax base available for public school support.

In the table it should be noted that the rate of increase has been much higher in Avondale and Highland Park than it has been in Topeka. This is principally due to the fact that, since the total valuation within Topeka is much higher, a much greater increment is required to result in a continuing rate of change. The total valuation of the three districts was $76,779,458 in 1947. This had grown to $110,798,367 in 1956. Topeka valuation represented about 96 per cent of the total value in 1947 and 91 per cent in 1956, demonstrating this shift to the suburban districts.

Assuming that the trends referred to will continue, the total assessed value of the reorganized district will be about $138,851,414 in 1962, a gain of more than 28 millions in five years.

Other Sources of Revenue - Tax Rates

In addition to funds derived from the tax levies applied to property valuations within the district, funds are secured from two other major sources, (1) the state and (2) the Federal Government.

Both of these sources may continue to supply funds in approximately the same proportion in the future as they have in the past. There are, however, so many factors unknown to the Bureau staff that it has seemed unwise to make estimates of income from these sources. The local administrative staff is undoubtedly much better informed of existing legislation and, especially, of possible changes. It appears to be wiser, therefore, that estimates of funds from these sources be made by them.

SECTION IV

RECOMMENDATIONS

TEN-YEAR PROGRAM OF SCHOOL BUILDING AND SITE NEEDS 1956-57 TO 1965-66

The program set forth below has been developed from the following considerations.

1. Current and projected general and school population
2. An analysis of the existing school plant
3. Factors related to the changes in the character of the city and school district
4. Incorporation of the needs of the newly annexed areas
5. Observations with respect to the nature of the educational program in the District
6. Wide consultation with the Board, the educational staff and community groups.

For purposes of the recommendations, the site and building activities of the Board beginning with 1956 have been integrated into this report, since many of the actions were related to recommendations made by the survey group.

SITE RECOMMENDATIONS

Site recommendations were made to cover anticipated developments to 1965. Constant study of peripheral areas to keep well ahead of developments is also recommended.

Extensions of Existing Elementary School Sites

1. Oakland. Consider acquiring all additional property in the block.
2. Sumner. Consider acquiring all additional property in the block.
3. Grant. Consider acquiring all additional property in the block.
4. Potwin. Acquire residence in the half block occupied by this school.
5. Lowman Hill. The site should be extended to include as much of the entire block as possible. (See March 1, 1956 recommendations.) (Note: Seven properties have been acquired.)
6. Sheldon. While vacant land is still available, the site should be extended to bring the present sub-standard area to as near a standard elementary school site as is possible. (See May 29, 1956 recommendations; see also recommendations dated May 29, 1956, with respect to relationship.) Sheldon site extension to accommodate the area north of Capper and south and east of Mount Hope Cemetery not adequately served by McCarter, Crestview and Sheldon.
7. Highland Park South. Add 2-3 acres directly east of present building. (See recommendations dated March 22, 1957.)
8. Highland Park North. Add 2-3 acres directly north of present site. (See recommendations dated March 22, 1957.)
9. Avondale Southwest. Extend site to 7½ to 8 acres.

New Elementary Sites

Site 1. Site for the northwest section of the city (originally designated as near Sixth and Fairlawn), finally located and acquired north of Mount Calvary Cemetery at Westchester and Eighth Street. (See May 29, 1956 recommendations.)

Site 2. Elementary site for area west of Fairlawn and bounded on the north and south by Tenth Street and Huntoon. Consider in relation to recommendations for the northwest junior high school site. (See recommendations dated March 1, 1956, and memo to Superintendent dated December 12, 1956.)

Site 3. Elementary site for an area west of Highway By-pass, north of Twenty-first Street, east of Wannamaker, and south of Seventeenth Street.

Site 4. New site in northeast quarter section bounded by Twenty-first and Fairlawn, Twenty-ninth Street and Wannamaker Road. (See recommendations dated May 29, 1956, and supplementary memo to Superintendent dated August 22, 1957.) (Note: Has been acquired.)

Site 5. Elementary site near center of southwest quarter section bounded on south by Twenty-ninth, on the west by Wannamaker, and on the north by Twenty-first Street, and on the east by the Highway By-pass.

Site 6. Site to serve new developments south of the Shunganunga Creek finally located and acquired south of Twenty-ninth Street and west of Gage Boulevard. (See May 29, 1956 recommendations.)

Site 7. Elementary site near Twenty-ninth Street and approximately one-fourth mile on MacVicar extended south (west of Burlingame Road); planned in combination with a junior high school site No. 2. (See recommendations dated March 1, 1956, and May 29, 1956.) (Note: Has been acquired.)

Site 8. An elementary site for the area bounded on the south by the Turnpike, on the west by the railroad, on the north by Thirty-seventh Street, and on the southeast by the Turnpike for relief of Avondale East, Highland Park South and housing within the area described.

Site 9. The area bounded by the Turnpike on the northwest, Adams on the west, and California on the east. (See recommendation dated March 22, 1957.)

Site 10. The area bounded by the Turnpike on the northwest, California on the west, Thirty-seventh Street on the south, and Lake Shawnee on the east. (See recommendations dated March 22, 1957.)

Site 11. The area bounded by the Turnpike on the northwest, by Twenty-ninth Street on the south. (See recommendations dated March 22, 1957.)

Site 12. An elementary site (in combination with a junior high school site) in an area bounded on the southeast by the Turnpike, on the west by California, on the north by Twenty-first, on the south by Twenty-ninth Street. (See recommendations dated March 22, 1957.) (Note: Action has been taken on this.)

Site 13. An elementary site to serve the area bounded on the north by Washington Street, on the east by the Highway By-pass, on the south by Twenty-first Street, and on the west by California. (See recommendations dated March 22, 1957, and memorandum to Superintendent August 22, 1957.)

Site 14. New site for Quincy School. Relocate the Quincy site in a full block adjacent to the Garfield Park.

Site 15. Extend the site to provide for a full-sized elementary school of 7 to 9 acres.

New Junior High School Sites

Site 1. Northwest junior high school site west of Fairlawn and immediately north or south of Tenth Street. (It could be associated with elementary Site No. 2.) (See recommendations dated March 1, 1956, May 29, 1956, and final recommendations in memo dated December 12, 1956.)

Site 2. Junior high school site in vicinity of Twenty-ninth Street and approximately one-fourth mile on MacVicar extended south. (Combined with elementary Site No. 7.) (See recommendations dated March 1, 1957, and May 26, 1956.) (Note: Has been acquired.)

Site 3. Junior High school site adjacent to Highland Park South. Acquire a large site (25 acres) fronting on Indiana Street.

Site 4. Junior high school site (possibly combined with elementary Site No. 12) east of present Highland Park High School. (See recommendations dated March 1, 1956, and March 29, 1957.)

Extension of Existing Junior High School Sites

1. Curtis. Possibility of extending Curtis Athletic Field to Soldier Creek and Evelyn Street and closing Catherine Street.
2. Crane. Obtain residences, one on southeast corner and three on northeast corner.
3. Holliday. Obtain three residences in same block with school and if possible join the Holliday with the State Street School site.
4. Capper. Consider addition of the 161' x 255' area in the southeast corner of the site.
5. Boswell. Complete the acquisition of the two properties in the block where the present school is located. (See recommendations dated March 1, 1956, and May 29, 1956.) (Note: Has been acquired.)

6. Roosevelt. (See recommendations dated March 1, 1956, and special memo dated December 12, 1956.) See Section of this report covering Roosevelt.

7. Highland Park Central. Add to Central site by expansion into entire block where junior high is located. The site would temporarily assist in connection with the use of the present building for junior high school purposes but should be considered in the long run as an elementary attendance center. Ten properties are involved. (See recommendations dated March 22, 1957.)

Senior High School Sites

Site 1. Extension of the Twenty-first and Fairlawn site. Add acreage to minimum of forty and square up to provide access and functional use. (See recommendations dated July 16, 1956.) (Note: This has been done.)

Other areas of study for future high school.

a. Long-range need for a senior high school site in the northeast part of the district.

b. The area immediately north of the river.

Other Site Problems

1. It is recommended that the property at Twenty-third and Topeka be kept for a Central Services Building, an Administration Building, and possibly for a Trade and Vocational School.

2. Ripley Park site should be retained until there is an adequate solution to the Lincoln School problem in relation to Urban Renewal.

3. Start a study at an early date with respect to long-range problems of combining and relocating Monroe and Van Buren Schools. (See recommendation involving these buildings.)

4. Start a study at an early date to locate a site for the ultimate replacement of Central Park School. The present site is entirely too small. (See recommendations on Central Park.)

BUILDING RECOMMENDATIONS

Elementary School Buildings

Reference to Table II in Section I will show the anticipated elementary enrollments as follows:

	1957-58	1965-66
Kindergarten	2,252	3,108
Grades 1-6	10,250	14,070

Further analysis indicates that housing for 856 additional kindergarten and 3,820 additional for grades 1-6 pupils will be required. Using 30 pupils to a classroom for grades 1-6 and 60 pupils to a room (2 sessions) in the kindergarten, 141 classrooms will be required. The reference date of 1957-58 has been chosen because all pupils were housed in that year. Regardless of this, the listing below includes all facilities financed from the 1956 ($6,000,000) bond program and the needs that are anticipated for future financing until 1965-66, or to meet the enrollment that has been estimated for 1965-66.

New Elementary Buildings

Name or Location of School	Estimated Cost
McCarter (Part cost)	$ 100,000
Sheldon (Part cost)	350,000
Lowman Hill Replacement	475,000
*McEachron	425,000
Quincy Replacement	475,000
*School for Site #1	425,000
*School for Site #4	475,000
*School for Site #12	475,000
*School for Site #7	475,000
*Rooms and other facilities on other sites equivalent to a standard elementary school	475,000
Estimated Total for new Elementary Schools	$4,150,000

14.3
12.3
14.1.C

Additions to Existing Elementary Schools

Crestview	Potwin
McCarter	Quinton Heights
Sheldon	Gage
Highland Park South	Oakland
Highland Park North	Avondale Southwest

Estimated Total for Elementary School Additions $1,000,000

Most of these schools are certain to have to be added to during the period. It is estimated that 40 classrooms, distributed as to need in the above listed schools, will be required in the period at the estimated cost of $1,000,000 shown above. The starred items indicate the schools, along with the additions to the above schools, that will provide the estimated 141 classroom-need which was indicated above. The other new schools are either now occupied or are replacements that will not provide for additional enrollment.

Abandonment and Replacement

The recommendations cover the ultimate abandonment of Polk, Buchanan, McKinley, and the old Intermediate Building of Highland Park Central Elementary constructed in 1916. Specific recommendations are included in the body of the study relating to each of the schools.

An early replacement of Quincy on a new site is also recommended. Details are carried in the body of the study relating to this school.

The factors related to costs and sites involving these schools have been covered in the recommendations on elementary schools.

Estimated Total for Elementary Schools $ 5,150,000

Junior High School Buildings

Reference to Table II of Section I will show the anticipated junior high school enrollments as follows:

	1957-58	1965-66
Grades 7-9	3,482	5,918

Further analysis indicates that housing for 2,436 additional junior high school pupils will be required.

The following additions and new buildings are recommended to house the approximately 2,400 pupils.

Name or Location of School	Additional Capacity	Estimated Cost	
Boswell Junior High addition	240	$ 400,000	
Roosevelt Junior High addition	100	200,000	
New Junior High School Site 3	750	1,100,000	
New Junior High School Site 2	750	1,100,000	
First unit of Northwest Junior High School Site 1	600	750,000	
Estimated Total for Junior High Schools	2,440		$ 3,550,000

Senior High School Buildings

Reference to Table II of Section I will show the anticipated senior high school enrollments as follows:

	1957-58	1965-66
Grades 10-12	2,563	4,256

Further analysis indicates that housing for 1,693 additional senior high school pupils will be required. The problem is complicated by the fact that Topeka High School is now operating at above a desirable capacity and Highland Park High School is housing the 9th grade as well as grades 10-12. It is anticipated that both of these matters will be readjusted

and that the following grades 10-12 needs will result.

Location of School	Capacity	Estimated Cost
New Southwest High School	900	$ 2,263,000
Topeka High School	1,800	
Addition to Highland Park to bring capacity to	1,500	500,000
Estimated Total for Senior High Schools	4,200	

	$ 2,763,000
Sites, Estimated Cost	600,000
*Remodeling and Renovation of Existing Plant	2,500,000
*Trade and Vocational School	750,000
*Administration Building	250,000
*School Services Building	500,000
Total Estimated Capital Needs for Sites, Buildings, and Remodeling	$16,063,000

Financing Building Needs

The recommended program includes the facilities that will be provided from the 1956 ($6,000,000) bond program. Subtracting this amount from the recommended $16,000,000 program, additional bond authorizations will be necessary in the amount of $10,000,000. It should be noted here that this amount, and all the estimates for that matter, has been related to the current school building cost pattern in Topeka. Adjustment of the amount will be necessary as the general economy changes.

Tables V and VI in Section III show estimated dollar needs to pay current

*See the discussion and recommendations with respect to these units in the body of the study referring to each.

costs and the required principal to retire present bonded debt. In calculating the annual costs, the payments required must be increased to provide for any additional bonded indebtedness authorized either by sale of the $4,000,000 now authorized or by additional authorization.

Table VI in Section III indicates that the scheduled retirement of existing debt plus the anticipated increases of assessed valuations make it possible to finance the proposed program entirely within the legal debt limit. It may be noted in Table VI that there is an estimated capacity of $5,000,000 in 1959 and $10,000,000 in 1963. The ability to finance this program is indicated by the fact that 12 per cent (the legal bonding limit) of the estimated total assessed valuation in 1965 is $16,000,000. (See Table VII in Section III.) Since bond retirements during the intervening period before 1965 will be substantial, there appears to be a sufficient margin of safety.