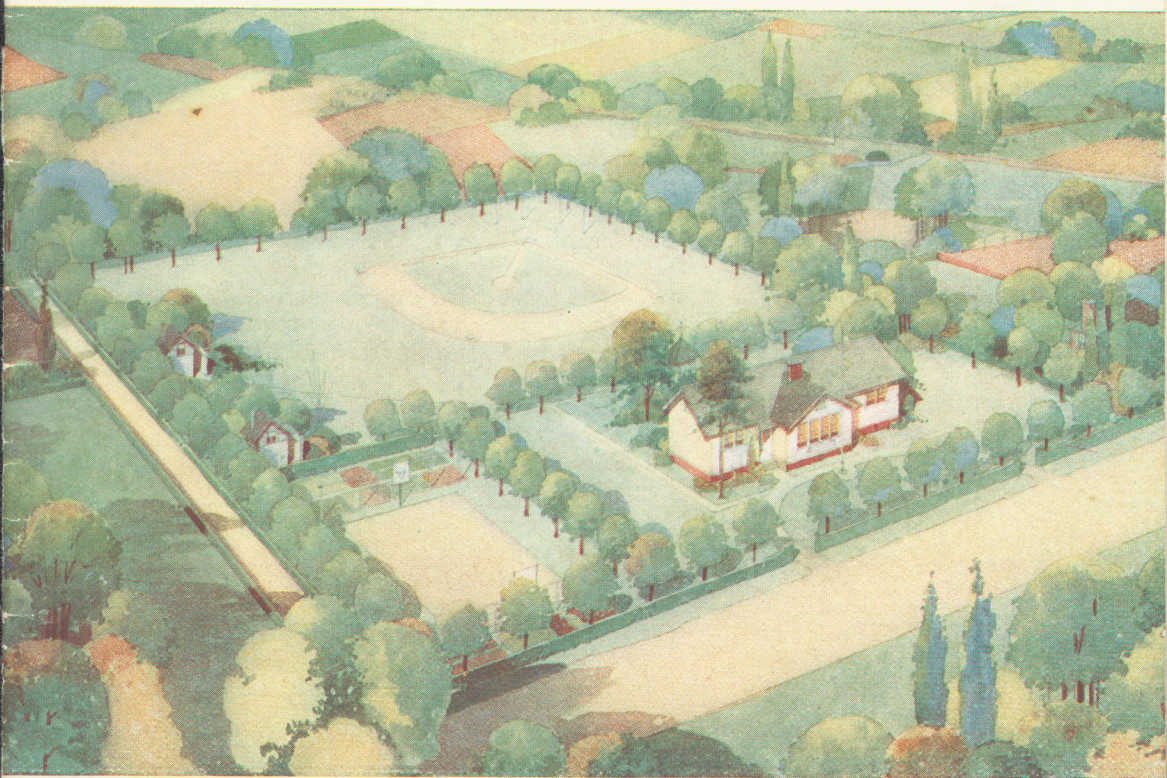


Community School Plans

Bulletin No. 3



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Foreword

The demands for full sets of COMMUNITY SCHOOL plans, pamphlets 1 to 17, have been so great that it was decided best to issue Bulletin No. 3, which includes all the COMMUNITY SCHOOL plans prepared to July 1, 1924, specifications worked out in more detail than those in the four-page pamphlets, and in addition general directions for selecting school grounds, determining the size of the house, where it should be located, what plan to use, and a bird's eye view of the lay out of a two-teacher school located on a two acre rectangular plot, with a reprint of Leaflet No. 2 on Beautifying School Grounds.

Much time has been spent in planning these buildings with a view to furnishing modern schoolhouses meeting all the requirements for lighting, sanitation, classroom conveniences, etc. Great care has been taken to provide a maximum space for instruction at a minimum cost. In order to do this it was necessary to omit corridors in several of the plans. Wherever there is ample money to provide these we suggest that it be done. Plans will be furnished with these added conveniences on request. The candle of ratios of the National Education Association Committee on Schoolhouse Planning and Construction, comparing the area used for instruction with the total floor area, has been applied to each of these plans. While 50 per cent for instruction was set as a minimum by the N. E. A. Committee, it was found that not one of the COMMUNITY SCHOOL plans falls below 65 per cent; most of them are above 75 per cent.

The Foot-Candle Meter has been used to measure the amount of day light illumination in a sufficient number of schools built on these plans to demonstrate clearly that they have ample light at all times of the year, provided the windows are constructed according to plans, the interior painted in keeping with directions, and the high sky light not shut out by dark green roll shades fastened at the tops of the windows or by trees or other obstructions too near the windows.

Blue prints worked out in detail for each of the plans shown in this bulletin together with specifications and bills of material will be furnished through the State Department of Education after a community has carefully selected the plan to be used in accordance with directions given in this bulletin.

S. L. SMITH,
General Field Agent for Rural Schools.

September, 1924.

Community School Plans

THE SCHOOL GROUNDS

The school should be erected as near the center of population as is possible, provided there can be found at this point a good site large enough and well drained, where satisfactory arrangements can be made for an ample supply of pure water on the school grounds. It is necessary, too, that the school be located near the public highway, even if by so doing it is removed somewhat from the center of population.

The site must contain at least two acres of land for a one-teacher or two-teacher school. Larger schools should have more. This will give ample space for the schoolhouse, two sanitary privies, a teachers' home, playgrounds for the boys and girls, a plot for agricultural demonstrations, and proper landscaping. Wherever a two acre site is selected it would be well to have it 210 feet wide and 420 feet deep, or if more convenient and suitable, 420 feet wide and 210 feet deep. This proportion seems more desirable than a square or a triangular site. The same proportion would be satisfactory for a larger plot. In a consolidated school community where they expect to have a four-teacher building or larger, a teachers' home, hitching stalls or parking sheds, playgrounds, agricultural plots, trees, shrubs, vines, and flowers, FIVE ACRES would make a very desirable school site.

THE BUILDING

1. Service to Community

In planning the schoolhouse it should be kept in mind that the best modern school is one which is designed to serve the entire community for twelve months in the year. Hence in all larger buildings at least a room for industries and for the use of the adult members of the community is important. Wherever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium, two adjoining classrooms with a movable partition may be made to serve this purpose. While movable partitions are not always satisfactory, they are much preferred to no assembly facilities.

2. Size of the Schoolhouse

Most buildings are made too small to accommodate the additional pupils that a new, modern school is sure to attract and hold. This should be considered in selecting the plans. A plan that may be added to without affecting the sanitary conditions or marring the beauty of the building is much preferred over one offering no such opportunity for enlargement. In determining the number of rooms necessary for a particular locality, officials should take into consideration the total number of children of school age in the community and grades to be served rather than the number attending the old school. The new school will generally attract larger numbers than the old. A one-teacher community school will accommodate not more than 45 pupils, a two-teacher not more than 90, a three-teacher about 115 to 125, etc.

3. Location on the Plot

The building should be so located on the plot as to give the maximum space for playgrounds, gardens, etc., and with due regard for their accessibility. Generally, if the plot is rectangular, it is best to locate the school-house near one corner at a distance of sixty to seventy-five feet from the front road, and about forty feet from one side of the lot, depending on which side is the most desirable from the standpoint of drainage and convenience. This location will furnish a maximum proportion for ball grounds and other major games in the rear, and for minor games at one side of the building. THE BUILDING SHOULD ALWAYS BE SET WITH THE POINTS OF THE COMPASS, AND THE PLAN SO DESIGNED THAT EVERY CLASS ROOM WILL RECEIVE EAST OR WEST LIGHT. A PLAN DRAWN TO FACE EAST OR WEST COULD NOT PROPERLY BE USED TO FACE NORTH OR SOUTH, AND VICE VERSA. In the larger buildings it is generally best to employ a competent school architect, to adapt the plan to the location and particular needs of the community. (See elsewhere in this bulletin a "bird's eye" view of the lay-out for a two acre plot and also the article on beautifying the school grounds.)