

A PLAN FOR BUILDING EVALUATION AND ASSESSMENT
OF SCHOOLS IN MARION COUNTY

by

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AUTHOR'S BACKGROUND

Rahim Borhani was born in Shiraz, a city in the southern part of Iran. The oldest of seven children, he completed his formal education in the public schools in Shiraz. At the age of seventeen, he was awarded first place in a musical contest by the Iranian government. Then he was granted a scholarship in music to study in Europe.

Arriving in the United States in 1965, he enrolled in a junior college in Parsons, Kansas. During the summers of 1964 through 1969, he worked as a construction worker, carpenter, machinist, welder, mechanic, waiter, bus boy, and dishwasher. Later, he completed his bachelor's and master's degrees in Building Design and Construction at Pittsburg State University in May, 1970.

After graduating from college, he accepted a position as an architect with the office of Mies Van Der Rohe in Chicago, Illinois. During his employment with Mies Van Der Rohe, he served as a designer and project architect on several building projects, including two high schools. New Tuley High School Building, Chicago, Illinois, was designed to accommodate 3,750 students, and New Orr High School Building, Chicago, Illinois, was designed to house 2,500 students.

In 1972, he left the Office of Meis Van Der Rohe to pursue a doctorate degree. He received his Ph.D. in Occupational Education in 1974 from Kansas State University.

Since graduation, he has been employed by the Kansas State Department of Education in research and development.

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Chapter 1

INTRODUCTION

BACKGROUND AND DESCRIPTION

Marion County, named for an American Revolutionary War hero Francis Marion, is in the east central portion of Kansas (see Figure 1). The elevations, in this county, range from approximately 1,225 feet above sea level along the eastern border, to approximately 1,590 feet in the west central area. The topography varies from nearly level land to areas of low hills, with moderate inclines. As a result of gradual erosion, the Flint Hills in the eastern half of the county are rolling hills, marked with occasional rock outcroppings. Indeed, three-fourths of the county has slightly hilly terrain.

The soil on the hills, especially the Flint Hills, tends to be thin and rocky. Because of the soil composition, much of this area is suitable for grazing only. In the 1875 Kansas State Board of Agriculture Report, the land of Marion County was described as prairie, 98 percent; forest, 2 percent. (The reason for so few trees was that prairie fires periodically swept through the tall, dry prairie grass burning any trees in their paths.) The report said further that 16 percent of the acreage was in bottom land and 84 percent upland. Today, of the total 610,560 acres in the county, 503,475 acres are suitable for agriculture, while 55,600 acres have soil unsuitable for agriculture. However, not all of the

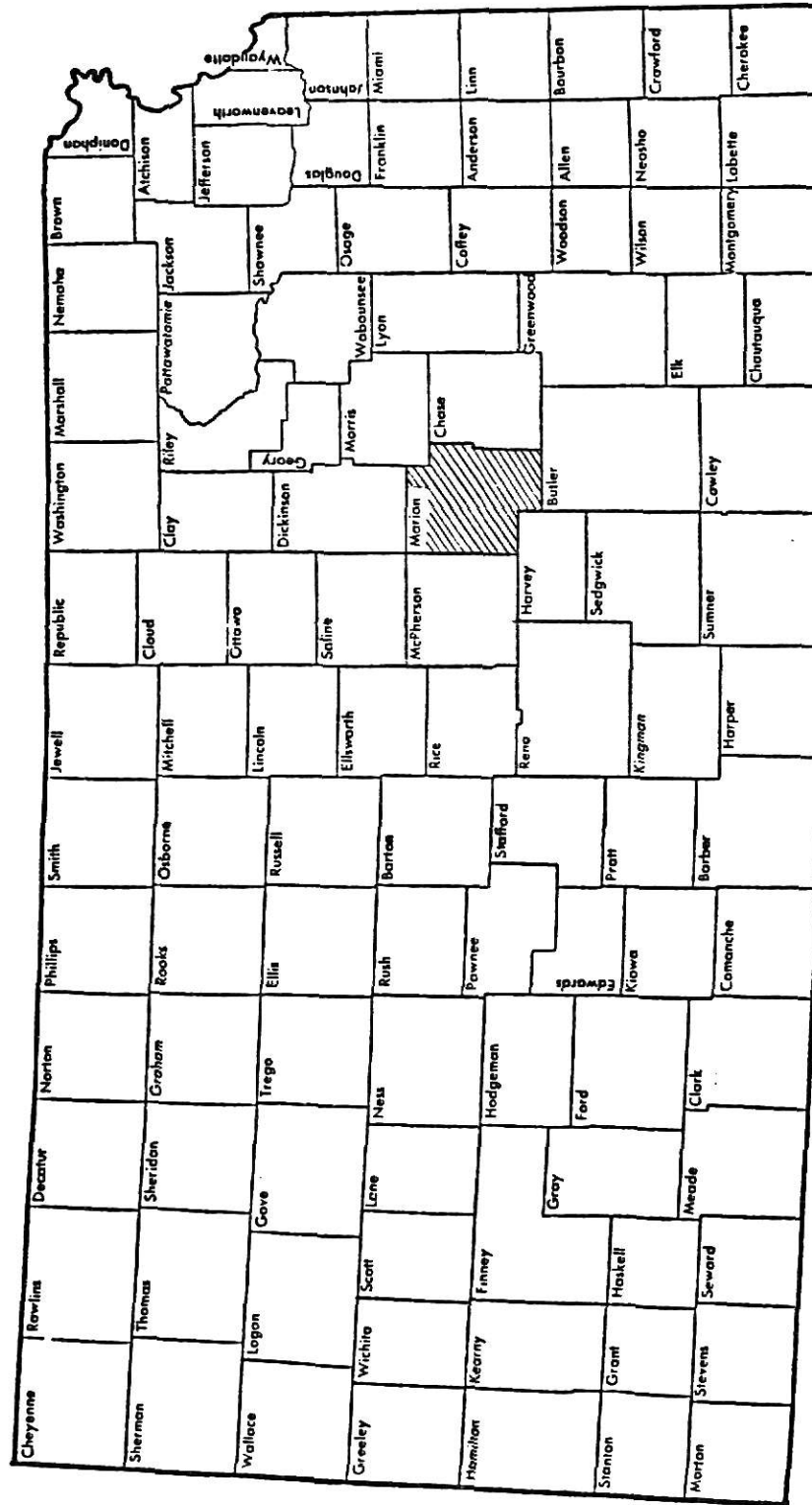


Figure 1. Marion County in Relation to the State of Kansas

tillable acres are equally productive because of the slope of the land and the type of soil.¹ "Agriculture is by far the most important single industry in Marion County's economic base."²

Although there are a number of small streams in Marion County, the most important stream is the Cottonwood River, which flows in a southeasterly direction through the county. Marion County does not have large underground storage areas of water. Much of the water is of poor quality, containing large amounts of minerals. Marion County, however, does have Marion Dam and Reservoir located between Marion and Hillsboro on the north branch of the Cottonwood River.³ Fortunately for Marion County, the average rainfall is 30.1 inches as compared with the state average of 26.8 inches. Thus in normal years, the rainfall, plus a limited amount of underground and surface water, is sufficient to supply agricultural needs.⁴

HISTORY

Early Development

Trails through the area, which later became Marion County, were an important part of its history. The earliest trails were made by Indians who traveled through this land on their way to hunting grounds in the west or south, or by the Indians from the west, such as the plains Apaches, who came to seek flint for their hand-crafted weapons.⁵

Later, both the Chisholm Cattle Trail and the Santa Fe Trail passed

through this area. However, the Santa Fe Trail was of paramount importance since it was the most heavily traveled for the longest period of time. This trail was opened in 1821 by William Becknell, a merchant from Missouri, who led a wagon train to Santa Fe. Word of his profitable venture was circulated, and soon other traders made the trip. To serve the weary travelers, three stops or stations were established in the area of Marion County. "From between April to September 8, 1859, over 2,170 wagons and 8,000 tons of freight passed westward through Marion County over the Trail."⁶ A few of the travelers stayed in Marion County.

Though the territory of Kansas was created in 1854, Marion County was not surveyed and the boundaries set until 1859. However, the boundaries were changed within a few years. Hence, during the years 1865 and 1866, Marion County's boundaries extended west to the Colorado border and south to what is now Oklahoma. The present boundaries were established in 1872.⁷

By August 1865, Marion County had established a county government with elected officials. Marion Centre, the only town in the county, was chosen as the county seat. Two years later, a two-story, stone county courthouse was built in Marion Centre.⁸

In the 1870's, a trail of iron rails was laid through Marion County by the Santa Fe Railroad. The railroad brought rapid development. One year before the railroad was built, the population of the county was 767. Ten years after the railroad, which ran from Topeka to Santa Fe was finished, the population was 12,471. This railroad was responsible for the importation of large groups of

immigrants, "especially the Dutch-German-Russian Mennonites."⁹

Development of Schools

Though there were settlers in Marion from 1860 through 1863, there were no schools. The first school was established in 1864, before Marion was organized as a county. Neighboring farmers built the school house of logs and covered the structure with a sod roof. The students sat on split logs, and Miss Shreve, the teacher, used a sturdy drygoods box for her desk. After the county was organized, school district #1 had the same boundaries as Marion County.

Later, 130 school districts were established from the 1870's through the 1890's. Within these districts, there were many one-teacher schools as well as some Catholic, Lutheran, and Mennonite parochial schools. Though the number of school districts was reduced between the 1890's and the 1940's, a 1945 Kansas law forced Marion County to begin a concerted effort to consolidate the school districts. In 1947, the Kansas legislation covering school unification was declared unconstitutional, but Marion County continued to reorganize its schools. Thus, from 1951 to 1961, 70 districts were narrowed to 21, although there were still six one-teacher schools and two parochial schools. Since the Kansas Legislature abolished the office of County Superintendent of Schools, after July 1969 the state office in Topeka supervised the county schools through the district superintendents. By July 1969, the 21 districts were further consolidated into the present 5 districts, with a school superintendent for each district. The one-teacher schools have disappeared.¹⁰

COMPOSITION OF SCHOOL DISTRICTS

Unified School District #397

Junior-Senior High School

1. Centre (East on Highway 56 and 77 north of Lincolnville) Grades 7-12

Elementary Schools

- | | |
|--------------------------|-------------|
| 2. Centre (Lost Springs) | K-6 |
| 3. Pilsen (Pilsen) | Special Ed. |

Unified School District #398

Senior High School

- | | |
|----------------------|------|
| 4. Peabody (Peabody) | 9-12 |
|----------------------|------|

Elementary Schools

- | | |
|----------------------------|-----|
| 5. Peabody Lower (Peabody) | K-6 |
| 6. Peabody Upper (Peabody) | 7-8 |
| 7. Burns (Burns) | K-8 |

Unified School District #408

High School

- | | |
|--------------------|------|
| 8. Marion (Marion) | 9-12 |
|--------------------|------|

Junior High School

- | | |
|------------------------|-----|
| 9. Florence (Florence) | 7-8 |
|------------------------|-----|

Elementary Schools

- | | |
|---------------------------|-----|
| 10. Bown Corby (Marion) | K-2 |
| 11. Florence (Florence) | K-6 |
| 12. Marion Grade (Marion) | 3-6 |

Unified School District #410

High School

- | | |
|---------------------------|-------------|
| 13. Hillsboro (Hillsboro) | Grades 9-12 |
|---------------------------|-------------|

Junior High School

- | | |
|---------------------|-----|
| 14. Lehigh (Lehigh) | 7-8 |
|---------------------|-----|

Elementary Schools

- | | |
|---|--------|
| 15. Durham (Durham) | 4-5-6 |
| 16. Hillsboro (Hillsboro) | K-3 |
| 17. Suncrest (East of K-15, 7 miles north of Hillsboro) | 4 only |

Unified School District #411

High School

- | | |
|-----------------------|------|
| 18. Goessel (Goessel) | 9-12 |
|-----------------------|------|

Elementary Schools

- | | |
|-----------------------|-----|
| 19. Goessel (Goessel) | K-8 |
|-----------------------|-----|

NEED FOR A STUDY

There are problems within Marion County school districts that would seem to point out the need for a comprehensive study of present conditions and a well-conceived plan for the years ahead. These problems are decreasing county population, dwindling student enrollments, rising per pupil costs, aging schools, and changing geographical needs.

STATEMENT OF PROBLEM

To help solve the problems of the school system in Marion County, this study attempts to find answers to the following questions:

1. Will the population of Marion County continue its present trend?
2. What are the future prospects for student enrollments?
3. What are the trends in per pupil costs?
4. What are the conditions of the school buildings at the present time?

The study speculates on the following questions:

1. What changes in the school districts of Marion County would bring about greater efficiency?
2. How can Marion County meet future school needs with buildings that are in the most advantageous locations?

ASSUMPTIONS

The study is subject to the following assumptions:

1. The United States will not be engaged in a major war during the next 20 years.
2. The population will follow the same general pattern that it has since 1940.
3. Economic trends will continue in a pattern similar to the economic trends from 1949 through 1976.
4. Death, retirement and population rates estimated by the U.S. Census

of population, Kansas, and cohort population projection computed for Marion County by Population Research Laboratory at Kansas State University, can be projected to the year 2000.

LIMITATIONS

This study is subject to the following limitations:

1. This investigation is concerned primarily with the condition of the school buildings and their geographical location.
2. Though other figures are available, the cohort projection used in this study was taken from the cohort population projection computed for Marion County by Population Research Laboratory at Kansas State University.
3. The study is cross-sectional in nature and is studying a longitudinal topic. This means that the study tries to estimate happenings in the past and future based on a single point in time.
4. This study investigated and examined school buildings and their geographical locations; no attempt has been made to evaluate teachers or curricula.
5. It was not possible to investigate all parts of the school buildings. For example, the attic areas were not open to the investigator.
6. Evaluation of the building conditions are subject to researcher assessments. All assessments were made by the author.

DEFINITION OF TERMS

The following terminology is defined as it applies to this investigation.

Busing is the act of transporting pupils to and from school by bus.

Lab-Rooms are spaces within a school equipped to facilitate the instruction of a given subject.

Per Pupil Costs are the total expenditures, direct and indirect, for a school system divided by the number of pupils to determine the share for each pupil.

Pupil Enrollment is the list or number of officially registered persons attending a school or schools.

School Consolidation is the process of joining two or more school districts into one large system.

School Reorganization is the formation of a new school district(s) as the result of alteration or dissolution of existing districts.

SUMMARY

Marion County is in the east-central portion of Kansas. Trails through the area, which later became Marion County, were an important part of its history. The earliest trails were made by Indians who traveled through this land on their way to hunting grounds. Later, the Santa Fe Trail, which passed through this area, played an important role in the growth of the county.

During the 1870's and 1890's, 130 school districts existed in Marion County. Since the 1890's, the 130 districts have undergone some changes and consolidation. From 1930 to 1951, 70 districts were narrowed to 21, although there were still six one-teacher schools and two parochial schools. By July 1961, the

21 districts were further consolidated into the present 5 districts, with a school superintendent for each district.

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5. What changes in the school districts of Marion County would bring about greater efficiency?
6. How can Marion County meet future school needs with buildings that are in the most advantageous locations?

ENDNOTES

¹Sondra Van Meter, Marion County Kansas Past and Present (Hillsboro, Kansas: MP Publishing House, 1970), pp. 1-2.

²Oblinger and Smith, General Development Plan for Marion County (Marion, Kansas: Marion County Commission, 1972), p. 11.

³Oblinger and Smith, Marion County Kansas Water and Sewer Plan (Wichita: Marion County Regional Planning Commission, 1971), p. 4.

⁴Oblinger and Smith, Flint Hills Region Waste Management Plan (Kansas City: Kansas Planning Division, 1972), p. 7.

⁵Sondra Van Meter, Marion County Kansas Past and Present, op. cit., p. 16.

⁶Ibid., p. 23.

⁷Ibid., p. 25.

⁸Ibid., pp. 29-31.

⁹Ibid., p. 39.

¹⁰Ibid., pp. 95-101.

Chapter 2

RELATED LITERATURE

The purpose of this chapter is to provide summarized findings, methods, knowledge, and understandings from similar related studies.

Norman Deeb made a study of the schools in Garrard County, Kentucky, to determine the effect of school consolidation.¹ This necessitated an analysis of the various components of the schools before and after consolidation. Those factors included: (1) the differences in the organizational structure, (2) the differences in the purposes of the schools, (3) the changes in facilities as the result of consolidation, (4) the changes in curriculum and content, (5) the differences in the instructional materials, and (6) the effect on the professional staff. As a result of his investigation, Deeb concluded that all the components were related to each other and to the whole.

More students were brought into the consolidation when two districts merged. The Garrard County Board of Education and the Lancaster Independent Board of Education became a single board guiding a single district. The newly formed Garrard County Board of Education determined to provide an instructional program that would better meet student needs than the previous one.

Many changes were made under the supervision of the new Garrard Board of Education. After consolidation, two schools, which had originally handled

handled grades 1-12, were converted into elementary schools. The most important step taken was that all the high school students from the entire county were placed in a new Consolidated Garrard High School.

Unlike the 5 former high schools, the new school plant was rated superior in all areas: site, sanitation, structural characteristics, lighting, heating, and ventilation, restrooms, faculty offices, lunchrooms. Examples of other changes are worth noting, also. Overly large classes (over 35 students) were reduced in size. Laboratory areas were available for 8 subjects; whereas laboratories were available in 4 subjects previously. In the new school, there were special purpose rooms to serve math, art, music, industrial arts, etc., plus a well equipped language lab; whereas, the former high school had few special purpose rooms. The new school provided for 5 units of science; formerly 2 or 3 units were possible in the old schools. In fact, the new Garrard High School provided 20 courses that had not been taught in any of the previous schools.

Understandably, a change in any one component in the schools called for modification in others since all were interrelated. Therefore, the changes in instructional program and materials, facilities and organizational structure, established the conditions for new procedures by the staff. Without this, school instruction would be much the same as it had been formerly. All components of the schools needed to "mesh together" for the desired higher student achievement to be realized.²

Ronald D. Henderson and J. J. Gomez reviewed the histories of rural schools and the consolidation movement. Beginning with the first school established

in Massachusetts, in 1647, the authors traced the development of rural schools in the United States.³ There were noticeable differences between the rural and urban schools. Often rural schools were housed in old, poorly constructed buildings that were impossible to heat evenly and were poorly lighted. Extra rooms for workrooms, libraries, etc., as well as built-in features, such as bookcases and lunch cupboards, were non-existent. Restroom facilities were often unsanitary, and the drinking water was not safe in all cases.

Finally, there came a movement for school consolidation as a means of improving rural schools. Consolidation made possible comfortable buildings with large capacity. The buildings had efficient heating plants, proper lighting, sanitary restrooms, laboratories, and libraries. Students benefited from the variety of activities, such as music clubs, drama clubs, academic clubs, athletics, etc. In addition, the academic environment was more challenging, and the health conditions were improved.

As with any change, there were some disadvantages. First, children had to leave their neighborhoods to attend school. Second, as more children were grouped together, they were exposed to more infectious diseases.

In the last portion of the article, Henderson and Gomez discussed the implications of their material. They suggested the interests of the community should be consulted before any consolidation. There should be programs for disadvantaged students. Above all, rural students need an education adapted to the differences between rural and urban societies. Further, they should be prepared to live in a world that is "changing and diversified."⁴

Burton W. Kreitlow recorded the results of a Long-Term Study of Educational Effectiveness of Newly Formed Centralized School Districts in Rural Areas.⁵ The study, which began in 1949, attempted to ascertain whether or not newly reorganized school districts were more effective than those smaller districts they replaced. Chosen for the study were 5 experimental and 5 controlled communities. The "longitudinal" study examined groups of subjects from their first year in school until 5 years after their high school graduation.

The results of the study showed that students from reorganized schools have higher achievement scores, and they finish high school with a greater degree of mental maturity. Although boys from non-reorganized schools scored higher on social adjustment, the girls from reorganized and non-reorganized schools registered little difference in personal and social adjustment. School reorganization made no appreciable difference in attitudes toward adult education once the students were adults, nor did it affect their migration patterns. However, those who had attended reorganized school systems, were more likely to seek further education beyond high school. Despite arguments to the contrary, there is no significant difference in cost of education when reorganized communities are compared.

To summarize, the long study of subjects from grade 1 to 5 years after high school, showed a consistent pattern over the 17 years. The results of this study make it possible to uphold the value of school reorganization as a way of increasing academic achievement and intellectual development.⁶

John R. Hurnard studied the problems of a school district whose decision

makers needed solutions for reorganizing school attendance boundaries. The district had poorly-defined and often over-lapping attendance areas for its schools. The goal of the problem-solver was to develop possible alternatives, rather than to provide final answers. The time-consuming pin-map method was discarded in favor of a computer program developed to fit the specific need. Hence, an interactive computer program was deemed a quick and desirable means of obtaining a solution by permitting alternatives to be examined easily. The author discussed the various considerations in the development of a data base, an interactive program, and a school district model, based on U. S. Census blocks. However, one must remember the census data and blocks are useful shortly after a census year, but the census model loses viability with time. Therefore, what was needed was a procedure attuned to, but not completely dependent on, the census model. Yearly updating of enrollment and change of the model district, as new housing areas are built, together with an interactive program to handle the data, would enable a district to examine possible boundary changes. Therefore, the procedure that was devised, would be a future planning tool, as well as a method for solving present problems.⁷

William Stewart Woehr investigated the elements and procedures used when school sites were selected and developed in Bucks and Montgomery Counties, Pennsylvania.⁸ Further, the author investigated the amount these sites were used by school and community groups. To gather this information, two questionnaires were used. They were devised to learn to what extent (1) educational specifications for choosing sites are written and used, (2) local citizens participate in the

site selection, (3) plans are written for site development, (4) available funds for initial site development are used, and (5) the sites are used by the school and community for various purposes. Answers to the questionnaires revealed that the site selection factors judged to be most important were: location, accessibility, availability, size, educational availability, accessibility of utilities, cost of land, site development, public services, and topography. All other considerations were rated somewhat less significant.

Based on the research and findings of this investigation, various recommendations were made. Some of these were:

1. Specifications for future student and community use of the outdoor facilities should be written down before a site is chosen.
2. Master planning should be developed in conjunction with local, county, and state agencies.
3. The expertise of local persons should be used.
4. The twenty-five site selection elements should be ranked by those involved in planning.
5. State standardized acreage requirements should be reviewed before each site is purchased.⁹

Kent Stewart directed an investigation into the Unified School District #395, which includes LaCrosse, Kansas. The investigator pointed out that the population of Rush County, in which LaCrosse is situated, declined 16.9 percent from 1960 to 1970, and then it declined another 2.7 percent between 1970 and 1975. Naturally, the school enrollment followed the population trend by dropping from 811 pupils in

1970 to 627 in 1976. The projected enrollment figures predict a further decline to 540 pupils by 1981.

A particularly important part of the investigation was the presentation of profile charts for each building in the district. For each building the site size, building age, structural characteristics, number of classrooms, capacity of classrooms, student enrollment were given. This was followed by an analysis of the strengths and weaknesses of each building in relation to the classes it was expected to serve. The limitation of a small high school such as McCracken High School, with 48 students, were enumerated in a special section. In general, very small high schools can not be justified in view of their high operational costs, extremely narrow programs of instruction, and few extra curricular activities. The investigator believes that students in very small high schools receive less than their fair share of education.¹⁰

SUMMARY

Similar studies related to the school problems in Marion County were cited. In one study, Norman Deeb attempted to determine the effect of consolidation on the schools in Garrard County, Kentucky. Deeb's study found that by merging two districts, the schools were greatly improved. In particular, the new consolidated high school, which replaced 5 former schools, offered improved equipment, more pleasant surroundings, additional special purpose rooms, and a better rounded curriculum. In another study, Ronald D. Henderson and J. J. Gomez reviewed the histories of rural schools and the Consolidation Movement. The authors pointed

out that consolidation grew from the need to improve rural schools. The pupils from consolidated schools were better prepared to live in either a rural or urban environment. Burton W. Kreitlow recorded the results of a longitudinal study of newly consolidated school districts. The results of this study showed that the students being graduated from the reorganized schools have higher achievement scores and attain a higher degree of maturity than those from non-consolidated schools. Also, John R. Hurnard studied possibilities for reorganizing school attendance boundaries. His solution was an interactive computer program in permitting alternatives to be examined easily. In another study, William Stewart Woehr investigated the elements and procedures for choosing school sites. Although he listed twenty-five criteria, the five ranked most important by those filling out a questionnaire were location, accessibility, availability, size, and educational availability. In a Kansas study, Kent Stewart concentrated on USD #395, LaCrosse, Kansas. This county had a declining population, a decreasing student enrollment, and a need for a change. Each building in the district was investigated and rated on its strengths and weaknesses.

ENDNOTES

¹Norman Deeb, School Consolidation A Case Study (Lexington: University of Kentucky, 1967), p. 1.

²*Ibid.*, pp. 2-11.

³Ronald D. Henderson and J. J. Gomez, The Consolidation of Rural Schools (Gainesville: University of Florida, 1975), p. 1.

⁴*Ibid.*, pp. 2-23.

⁵Burton W. Kreitlow, Long-Term Study of Educational Effectiveness of Newly Formed Centralized School Districts in Rural Areas (Madison: University of Wisconsin, 1971), p. 1.

⁶*Ibid.*, pp. 2-40.

⁷John R. Hurnard, The Development of a Procedure for Improving Decisions About School Attendance Areas (Eugene: Oregon University, 1972), pp. 1-22.

⁸William S. Woehr, A Study of the Factors and Procedures Used for School Site Selection, Site Development, and Site Utilization (Philadelphia: Temple University, 1973), p. 1.

⁹*Ibid.*, pp. 2-34.

¹⁰Kent Stewart, Operation Costs and Long Range Facility Organization Plan for USD #395 (Manhattan: Kansas State University, 1976), pp. 1.1-4.7.

Chapter 3

POPULATION

The first census in Marion County was taken in 1860 by the Board of Agriculture of Kansas. There were 74 persons living in the county. Five years later, there were 162. Most of these persons established their homes in or near the present city of Marion. In 1870, the population grew to 768, a 374 percent increase. Part of the growing population moved to Doyle township, where Florence was becoming a town.¹ Because of the railroad, the 1870's and 1880's became the decades of great increase in immigration. The population of Marion County increased to 20,137 persons by 1890. From 1890 to 1920, there was a steady growth in county population. The oil boom of the 1920's increased the population to its highest peak of 25,958 in 1921, recorded by the state Board of Agriculture.² This marked the county's growth of economic base, due to the peak of oil production.

After the decline of oil production, a great number of people moved away to other parts of the country. Thus, there was a steady decrease in population, which has continued to the present time (see Table 1 and Figure 2).

According to United States Census, from 1940 to 1970, Marion County population decreased from 18,951 to 13,935.³ During this period, the city of Hillsboro had gained 72.8 percent in population. Goessel, the fastest growing

community in the county, showed a 24 percent increase in population from 1960 to 1969. Other towns, such as Marion, Florence and Peabody, showed a small increase in population, but Burns, Lehigh and Lost Spring, changed very little. The greatest decline in population can be attributed to the rural area which followed the trends of farm consolidation in the State of Kansas from 1940 to 1970.⁴

Decrease in population is also due to the county's declining economic base. Agriculture, the main base for the county's economy, employed 460 fewer persons in 1970 than it did in 1960. Also, the total work force decreased by 523 in the period from 1960 to 1970.⁵

The population pyramid of Marion County in 1950 could best be described as having the largest segment of the population falling between the ages of 0-4 years for that year. Also, it is notable that the greatest differences between adjacent age brackets occur between the ages 0-4, 5-9 and 10-14 years of age. Perhaps these large differences are due to the "baby boom" during the war years, which immediately followed the reduced birth rates of the 1930's depression years.

In 1970, a decreased Marion County population in the ages 0-4 and 5-9 is very noticeable when compared to the charts of 1960 and 1950. The declining county population, out-migration, and the social changes in accepting less children per family are the most probable causes of this phenomenon. (See Tables 2, 3, 4 and Figures 3, 4, 5.)⁶

Table 1
Marion County Population 1860-1970

Year	Population	Percentage of Increase and Decrease in Popu- lation
1860	74	---
1870	768	---
1880	12,457	---
1890	20,137	+ 61.65
1900	20,893	+ 3.75
1910	22,415	+ 7.28
1920	22,923	+ 2.27
1930	20,676	- 9.80
1940	18,951	- 8.34
1950	16,307	- 13.95
1960	15,143	- 7.14
1970	13,935	- 7.98

U.S. Census, 1940-1970 Census of Population, Number of Inhabitants: Kansas (Washington, D.C.: Bureau of Census, 1940-1970).

State of Kansas, Annal Population Census (Topeka: Kansas State Board of Agriculture, 1860-1930).

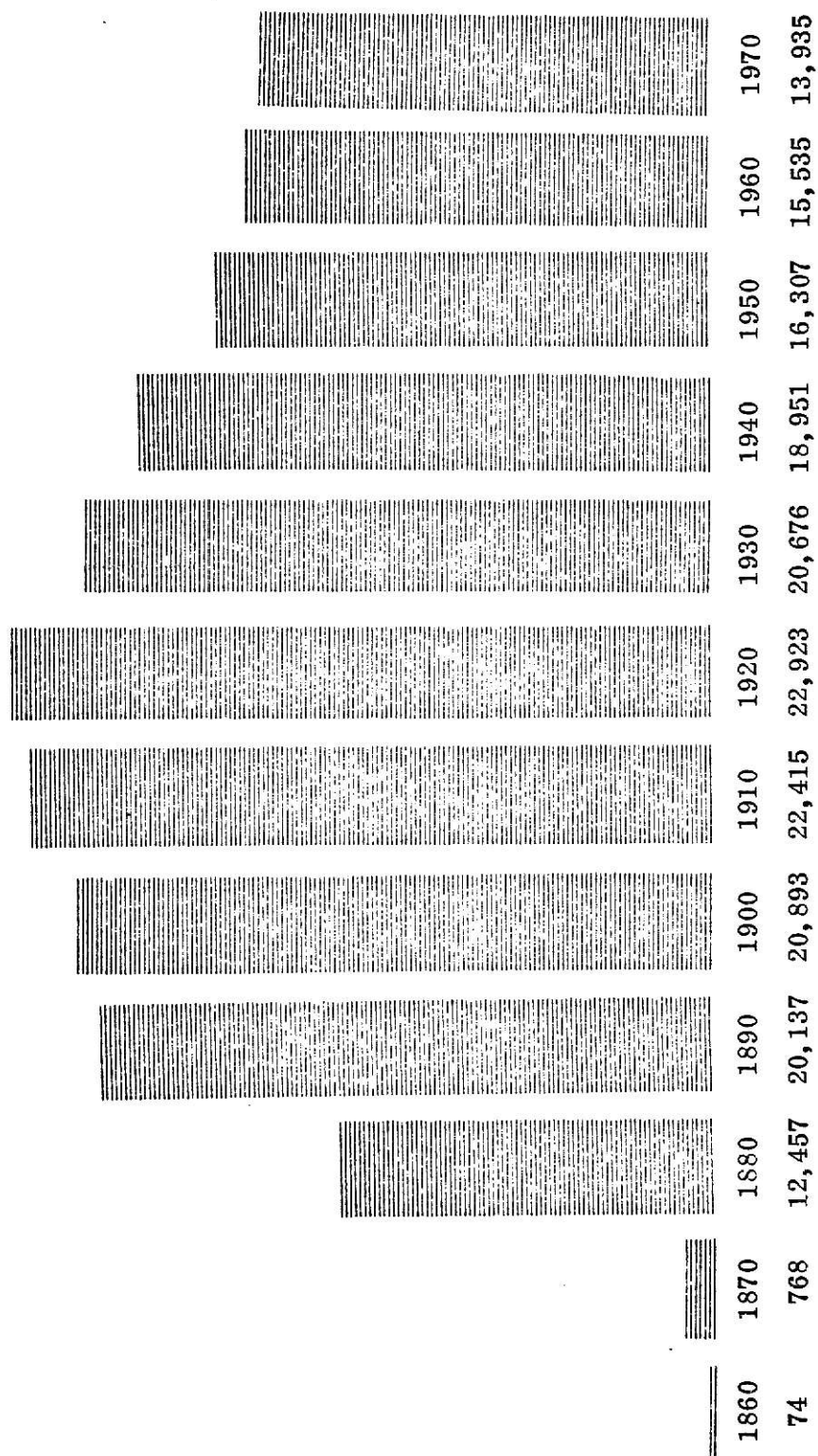


Figure 2. Marion County Population 1860-1970

Table 2

Marion County Population by Age and Sex 1950

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	845	5.2	790	4.8
5- 9	774	4.7	683	4.2
10-14	700	4.3	657	4.0
15-19	641	3.9	599	3.7
20-24	476	2.9	523	3.2
25-29	503	3.1	492	3.0
30-34	509	3.1	508	3.1
35-39	511	3.1	560	3.4
40-44	532	3.3	528	3.2
45-49	471	2.9	486	3.0
50-54	456	2.9	508	3.1
55-59	448	2.7	469	3.0
60-64	408	2.5	394	2.4
65-69	311	1.9	334	2.0
70-74	254	1.6	271	1.7
75-79	179	1.1	161	1.0
80-84	114	.7	117	.7
85-over	52	.3	52	.3

U.S. Census, 1950 Census of Population, Number of Inhabitants: Kansas
(Washington, D.C.: Bureau of Census, 1950).

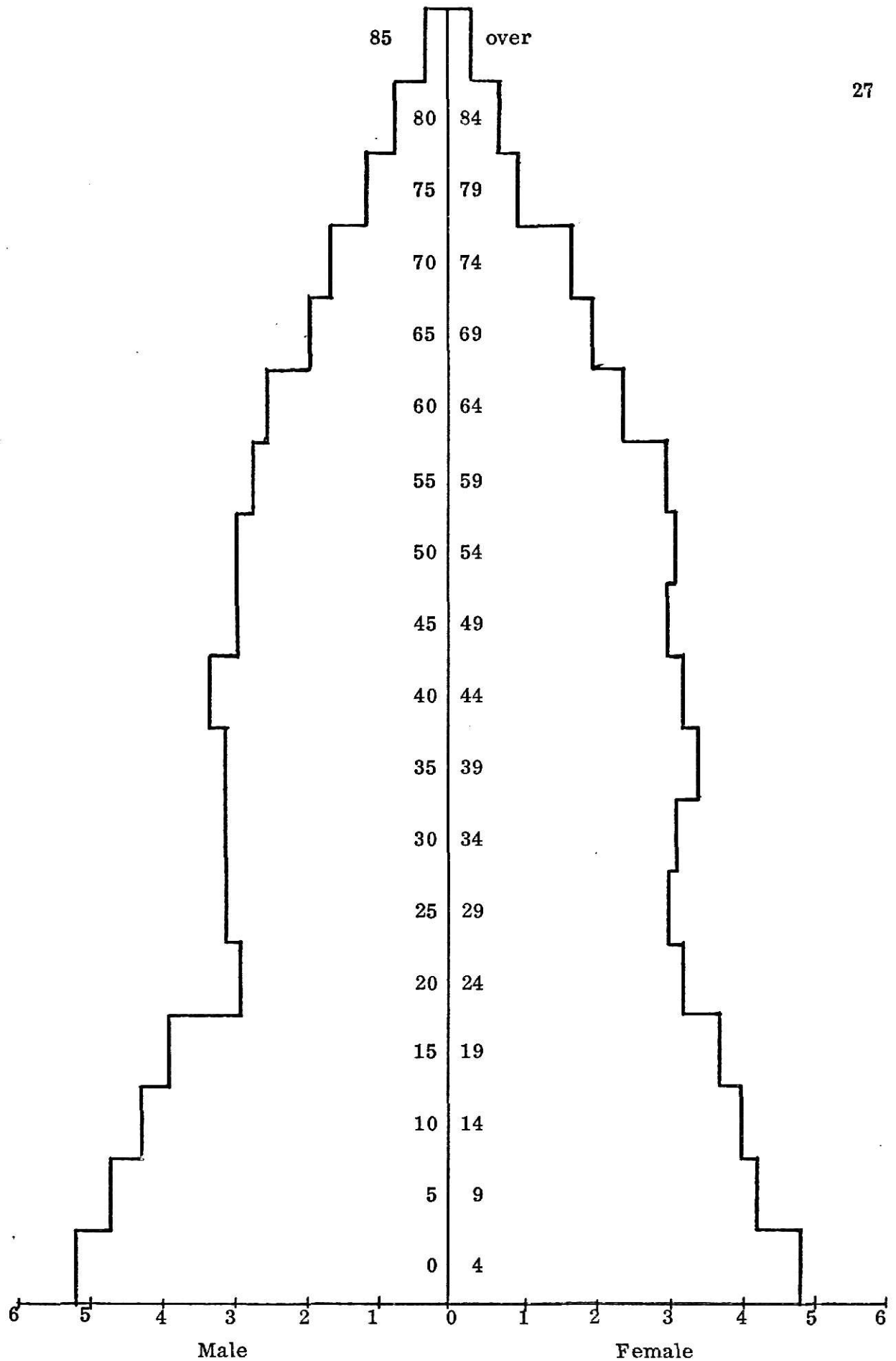


Figure 3. Marion County Population Percentage by Age and Sex 1950

Table 3

Marion County Population by Age and Sex 1960

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	736	4.7	684	4.5
5- 9	773	5.1	753	5.0
10-14	713	4.7	653	4.3
15-19	633	4.2	542	3.6
20-24	352	2.3	365	2.4
25-29	342	2.3	363	2.4
30-34	410	2.7	414	2.7
35-39	421	2.8	403	2.7
40-44	377	2.5	412	2.7
45-49	440	2.9	482	3.2
50-54	437	2.9	455	3.0
55-59	408	2.7	432	2.9
60-64	404	2.7	487	3.2
65-69	374	2.5	389	2.6
70-74	323	2.1	320	2.1
75-79	175	1.2	263	1.7
80-84	127	.8	144	.9
85-over	68	.4	69	.5

U.S. Census, 1960 Census of Population, Number of Inhabitants: Kansas
(Washington, D. C.: Bureau of Census, 1962).

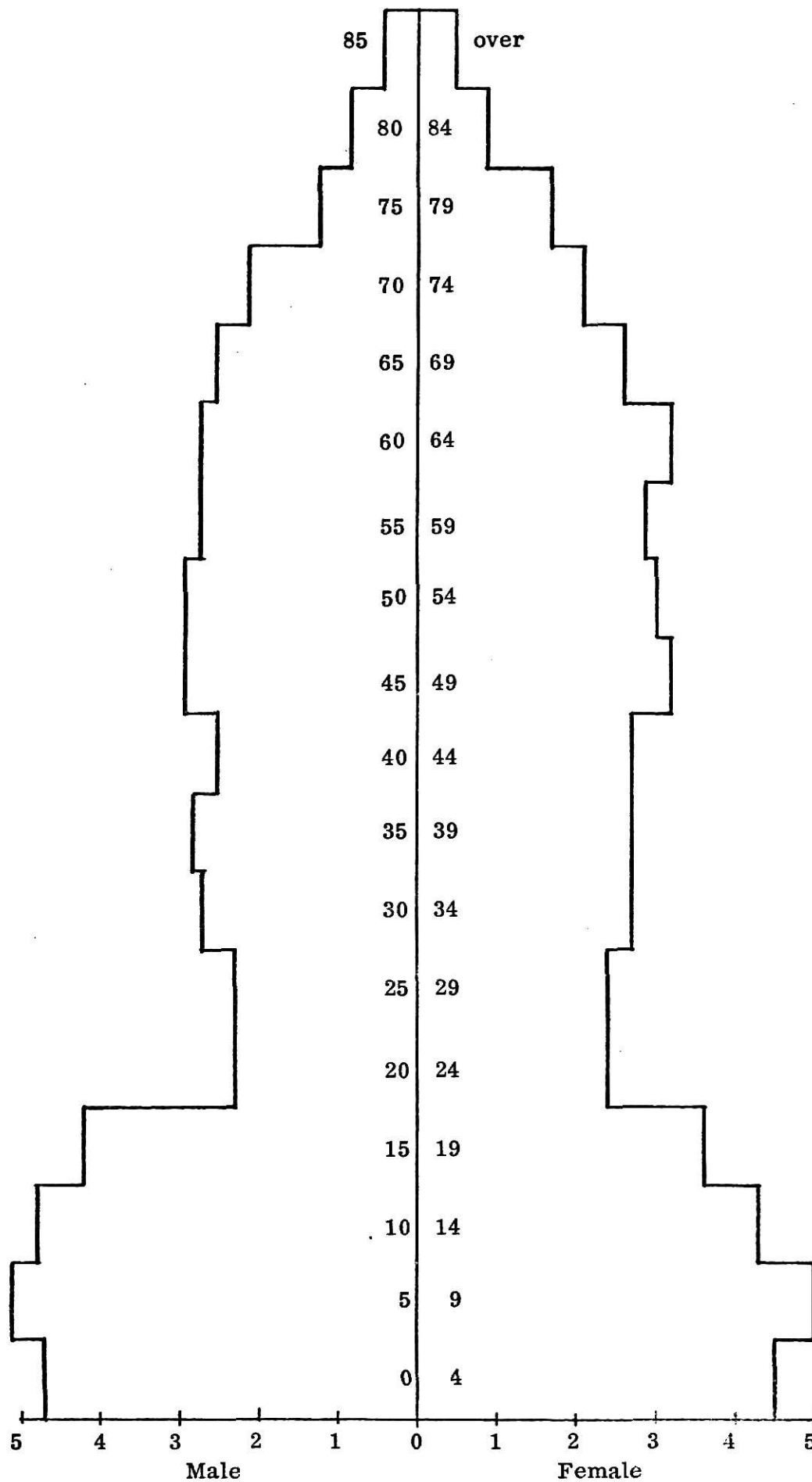


Figure 4. Marion County Population Percentage by Age and Sex 1960

Table 4

Marion County Population by Age and Sex 1970

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	459	3.3	420	3.0
5- 9	559	4.0	554	4.0
10-14	698	5.0	658	4.8
15-19	695	5.0	660	4.8
20-24	374	2.7	358	2.6
25-29	301	2.2	306	2.2
30-34	301	2.2	294	2.1
35-39	281	2.0	341	2.5
40-44	391	2.8	404	2.9
45-49	404	2.9	374	2.7
50-54	382	2.8	398	2.9
55-59	406	2.9	436	3.1
60-64	395	2.8	442	3.2
65-69	327	2.3	407	2.9
70-74	326	2.3	429	3.1
75-79	238	1.7	332	2.4
80-84	151	1.1	212	1.5
85-over	82	.6	140	1.0

U.S. Census, 1970 Census of Population, Number of Inhabitants: Kansas
(Washington, D.C.: Bureau of Census, 1973).

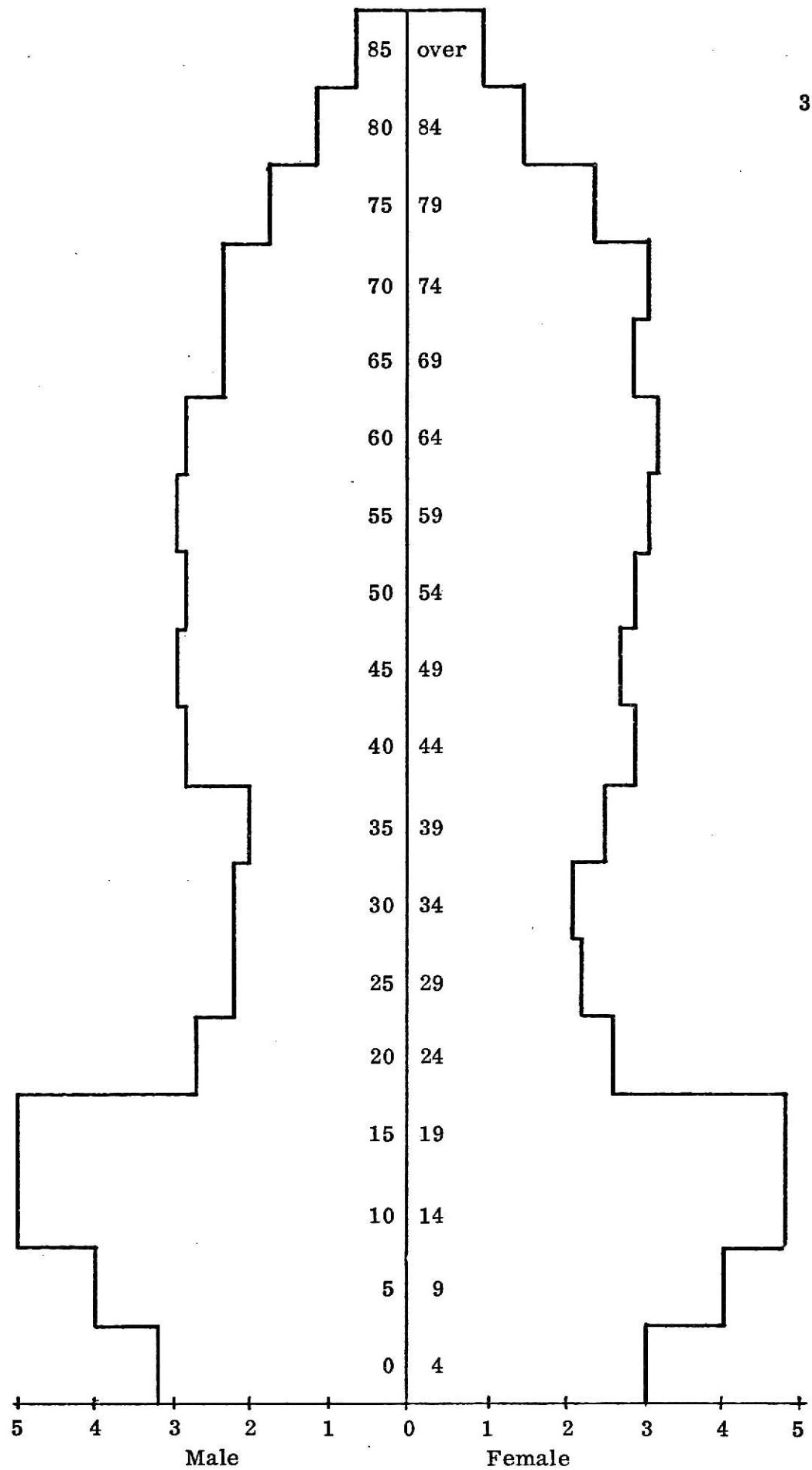


Figure 5. Marion County Population Percentage by Age and Sex 1970

POPULATION PROJECTION

A population projection is a useful and necessary tool for the planning of any community, because future public needs are largely based upon the predictions of population.

Some of the hazards and limitations of anticipating future population should not be overlooked. The population growth is dependent upon birth rate, death rate, and migration of people into or out of the total population. These factors are closely related to social and economic forces which are not simply susceptible to definitive quantitative analysis. Even the United States Census Bureau, with its large staff and sophisticated computers and a great supply of data, is unable to make a very accurate long-range prediction.

The architects, planners, and statisticians are not only to analyze population projections and graphs concerning today, but also to project the future population of their projects.

The cohort survival method of projecting the population is often thought to be the most accurate and useful of all the projection methods. This is because of the disaggregation by sex and age. The use of disaggregation allows for better planning of schools and other community facilities, since the planner is able to project the number of people in the particular age-sex groups that will use these facilities. Disaggregation means conceivably greater accuracy since the different variables affecting each different group are studied in their own context and projected separately.

The cohort population projection used in this study was obtained from Dr. Cornelia Flora, director of Population Research Laboratory at Kansas State University.⁷ These projections were computerized and employed the cohort population projection for some counties in Kansas, including Marion County. The cohort projection method used by the Population Research Laboratory is similar to projection used by the planners. Therefore, it was appropriate to adopt and use the cohort population projection prepared by the Kansas State University Population Research Laboratory.

By looking at population pyramid, it is apparent that migration is the largest factor in Marion County population. The 1970 figures indicate the greatest portion of the population is moving to a 10-14 and 15-19 age groups, and there is a declining trend in younger ages for 0-4 and 5-9, as opposed to 1950 and 1960 populations.

By looking at population projection pyramid, it is obvious that the Marion County population will decline as a whole, in the years 1970-2000 projections.

With regard to declining population, the age groups of 5-9, 10-14 and 15-19 are representing the largest segment of the population. On the contrary, there is no indication of that large group being continued to 20-24 age groups in future projections. Hence, the substantial decline in ages 20-24 is due to out-migration of high school graduates and younger people. (See Tables 5, 6, 7, and 8.)⁸

In 1970, the population of Marion County was 13,935, a drop of 1,851 from 1960. Further, the tables of population projection indicate a steady decline in county population by year 2000. In turn it is established that by the year 2000,

there will be fewer children for the school system if the current trend continues. This establishes that the population of Marion County will probably follow the trend predicted for Kansas and the nation of a much larger percentage of elderly persons in the total population. Also, because of the changing society, economics and birth control devices, fewer families are likely to have more than two children.

Table 5

Cohort Population Projection Marion County 1975

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	423	3.23	397	3.03
5- 9	493	3.81	386	2.95
10-14	487	3.72	579	4.42
15-19	719	5.49	551	4.21
20-24	353	2.70	431	3.30
25-29	349	2.67	308	2.36
30-34	275	2.10	285	2.10
35-39	270	2.06	295	2.26
40-44	298	2.28	330	2.52
45-49	353	2.69	386	2.95
50-54	453	3.46	377	2.88
55-59	314	2.40	356	2.72
60-64	446	3.41	472	3.61
65-69	288	2.20	384	2.93
70-74	361	2.76	412	3.15
75-over	469	3.58	781	5.97
Total	6,362	48.56	6,739	51.44

Population Research Laboratory, Cohort Population Projection for Marion County 1975 (Manhattan: Population Research Laboratory, Kansas State University, 1976).

Table 6

Cohort Population Projection for Marion County 1980

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	409	3.37	383	3.16
5- 9	460	3.79	365	3.01
10-14	435	3.59	404	3.33
15-19	502	4.14	485	4.00
20-24	366	3.02	360	2.97
25-29	330	2.72	372	3.07
30-34	319	2.63	288	2.36
35-39	247	2.04	287	2.37
40-44	287	2.37	286	2.36
45-49	269	2.22	316	2.61
50-54	396	3.26	390	3.21
55-59	372	3.07	338	2.79
60-64	345	2.84	386	3.18
65-69	325	2.68	410	3.38
70-74	318	2.63	389	3.21
75-over	468	3.86	819	6.75
Total	5,854	48.22	6,286	51.78

Population Research Laboratory, Cohort Population Projection for Marion County 1980 (Manhattan: Population Research Laboratory, Kansas State University, 1976).

Table 7

Cohort Population Projection for Marion County 1990

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	335	3.19	314	2.99
5- 9	415	3.95	330	3.14
10-14	388	3.69	369	3.51
15-19	413	3.93	320	3.04
20-24	228	2.17	221	2.11
25-29	238	2.27	274	2.61
30-34	313	2.98	290	2.76
35-39	271	2.58	350	3.33
40-44	304	2.90	281	2.67
45-49	237	2.26	266	2.54
50-54	290	2.76	277	2.63
55-59	248	2.36	286	2.72
60-64	358	3.40	379	3.60
65-69	298	2.84	318	3.03
70-74	278	2.65	340	3.24
75-over	455	4.33	822	7.82
Total	5,077	48.26	5,443	51.74

Population Research Laboratory, Cohort Population Projection for Marion County 1990 (Manhattan: Population Research Laboratory, Kansas State University, 1976).

Table 8

Cohort Population Projection for Marion County 2000

Age	<u>Male</u>		<u>Female</u>	
	Population	Percentage	Population	Percentage
0- 4	233	2.64	219	2.48
5- 9	299	3.39	237	2.69
10-14	317	3.60	302	3.42
15-19	373	4.23	289	3.27
20-24	203	2.30	202	2.29
25-29	196	2.22	180	2.04
30-34	195	2.21	178	2.02
35-39	196	2.22	257	2.91
40-44	298	3.38	283	3.21
45-49	260	2.95	324	3.67
50-54	309	3.49	271	3.07
55-59	218	2.48	241	2.75
60-64	262	2.97	269	3.04
65-69	199	2.25	269	3.05
70-74	288	3.27	333	3.78
75-over	418	4.73	708	8.01
Total	4,273	48.32	4,570	51.68

Population Research Laboratory, Cohort Population Projection for Marion County 2000 (Manhattan: Population Research Laboratory, Kansas State University, 1976).

STUDENT ENROLLMENTS

Current figures indicate a decline in student enrollments in each of the five unified school districts within Marion County. This decline is apparent in the five year period from 1971-1975 (as illustrated in Table 9). The over-all loss for the county was 574 students. This indicates that in five years, the student population declined 17 percent.⁹

Table 9

Marion County Student Enrollment from 1970-1976

USD	Location	70-71	71-72	72-73	73-74	74-75	75-76
#397	Centre	517	504	533	503	487	454
#398	Peabody-Burns	676	680	661	667	671	559
#408	Marion	880	844	791	761	733	713
#410	Durham	1,103	931	885	881	842	747
#411	Goessel	422	399	382	350	330	311
Total		3,508	3,358	3,252	3,162	3,076	2,784

State of Kansas, Kansas Educational Directory 1970-1977 (Topeka: Kansas State Department of Education, 1970-1977).

Another group of statistics should be considered in future student enrollments. In the breakdown of census figures by age groups for the years 1950, 1960, 1970, there are noticeable changes in the numbers of people in the group from 25-34 years of age. This group, which formed 13.7 percent of the population in 1950, had shrunk to 8.6 percent in 1970.¹⁰ Since the death rate for this age group is negligible, this means there was an out-migration of families with young children and of young people who would be starting families. This decrease

of young adults in Marion County will, of course, affect school enrollments, especially if out-migration continues.

A study of student enrollments in the twelfth grade was prepared for the 11 regions of Kansas by the Kansas Master Planning Commission. This study predicts that students in the twelfth grade, in all of Kansas, will decrease from 33,861 in the year 1969-1970 to 20,963 in 1990-1991, a loss of 9,763 in 15 years. The Commission also prepared projections for individual regions of Kansas. Region 3, the Flint Hills Region, which includes all of Marion County had a twelfth grade enrollment of 2,464 for the year 1974-1975. By 1979-1980, the enrollment is expected to be 2,446 and by 1985-1986, the projected enrollment is 2,064. Thus, the projection shows a drop of 400 students in 11 years.¹¹ Unfortunately, there is no projection for Region 3 in 1990-1991, but it might be assumed that there would be a further drop. (See K. E. Anderson Projection Table 10.)

Therefore, if the actual and projected figures are examined realistically, one can foresee a drastic downward trend in student enrollments for the next 15 years. Without a plan to cope with this change in enrollments, Marion County could be caught in a financial squeeze.

Table 10

**Projected Twelfth Grade Enrollments for Region 3 and for the
State of Kansas As a Whole Using Cohort Survival Method**

School Year	Region 3	State Total
1974-75	2,464	31,395
1975-76	2,484	30,723
1976-77	2,558	31,316
1977-78	2,538	31,074
1978-79	2,498	29,936
1979-80	2,446	29,213
1980-81	2,387	27,753
1981-82	2,256	26,347
1982-83	2,225	26,052
1983-84	2,113	23,965
1984-85	2,020	23,310
1985-86	2,064	22,680

Kenneth E. Anderson, Projection: Grade Twelve Enrollments in Kansas Public High Schools (Lawrence: University of Kansas, 1975).

PER PUPIL COSTS

With general inflation and a rise in costs versus a drop in students, there is a noticeable gap. Per pupil cost has risen dramatically (as illustrated in Table 11). For example, in USD #411, the per pupil cost was \$552.87 more in 1976-77 than it was in 1971-72.¹² Also, all other districts are showing an increase in costs. Naturally, these costs per pupil tend to accelerate as the numbers of students decline. If costs are allowed to rise without a plan for producing more efficiency and greater economy, the financial burden on the taxpayers, will be unbelievably heavy.

Table 11
Budget Per Pupil in Dollars for Marion County
from 1971-1976

USD	71-72	72-73	73-74	74-75	75-76	76-77
#397	931.19	832.66	879.68	989.02	1,173.28	1,241.57
#398	828.81	795.46	873.54	966.29	1,178.94	1,370.24
#408	758.24	761.06	861.44	1,000.88	1,098.88	1,271.25
#410	787.24	797.11	854.16	989.59	1,193.26	1,320.00
#411	826.25	824.53	993.20	1,133.46	1,277.39	1,379.12
Total	4,131.73	4,003.02	4,462.02	5,079.24	5,921.75	6,582.18

State of Kansas, School Budget for Unified School Districts 1971-1977 (Topeka: Kansas Department of Education, 1971-1977).

BUSING

In a county in which 1,944 of the 3,076 students were transported in 59 buses for a total yearly mileage figure of 741,836, busing is an important part of school costs. For example, in 1975-76, USD #397 used buses to transport 457 of its 486 students a total of 141,536 miles.¹³ (See Table 12 for figures in other districts.) It is possible that an investigation may show that some buses are traveling with only a partial load, or because of the location of buildings, may not be able to drive the shortest routes. Certainly, this needs careful analysis.

Table 12

District Busing in Marion County for 1975-76

USD	Buses	Total Mileage (all buses)	No. Students Bus
#397	13	141,536	457
#398	9	162,590	298
#408	13	139,014	349
#410	15	234,900	516
#411	9	63,846	324
Total	59	741,836	1,944

State of Kansas, School Budget for Unified School Districts 1975-76 (Topeka: Kansas State Department of Education, 1976).

SUMMARY

The first census in Marion County was taken in 1860 by the Kansas State Board of Agriculture. There were 74 persons living in the County. Because of the railroad, the 1870's and 1880's became the decades of great increases in immigration. The population of Marion County increased to 20,137 persons by 1890. The oil boom of the 1920's increased the population to its highest peak of 25,958 in 1921.

After the decline of oil production, a great number of the people moved away to other parts of the country. Thus, there was a steady decrease in population, which has continued to the present time. According to United States Census from 1940 to 1970, Marion County population decreased from 18,951 to 13,935.

In the 1970's the population of Marion County was 13,935, a decrease of 1,851 from 1960. Tables of cohort population projection for Kansas estimated

that the population of Marion County will decline to 12,140 by 1980, and to 10,520 by 1990. The school enrollments will tend to follow any future decline in population because young adults (20-25 years of age) who would have children are leaving the county at an abnormal rate.

Rising per pupil costs are the result of many different factors such as higher wages, increased maintenance and operation expenses, and additional busing costs. In USD #411, the per pupil cost increased from \$826.25 in 1971-72 to \$1,379.12 in 1976-77.

ENDNOTES

¹Sondra Van Meter, Marion County Kansas Past and Present (Hillsboro, Kansas: MP Publishing House, 1970), p. 34.

²Ibid., p. 34.

³U.S. Census, 1970 Census of Population, Number of Inhabitants: Kansas (Washington, D.C.: Bureau of Census, Department of Commerce, 1973).

⁴Rahim Borhani, Projected On-Farm Manpower Needs in Kansas (Topeka: Kansas State Department of Education, 1974), pp. 74-80.

⁵Oblinger and Smith, Flint Hills Region Solid Waste Management Plan (Kansas City: Kansas Planning Division, 1972), p. 16.

⁶U.S. Census, 1950-70 Census of Population, Number of Inhabitants: Kansas (Washington, D.C.: Bureau of Census, Department of Commerce, 1970).

⁷"Cohort Population Projection for Marion County, 1975-2000," obtained from Dr. Flora, November 1976, Population Research Laboratory, Kansas State University.

⁸Population Research Laboratory, Cohort Population Projection for Marion County 1975-2000 (Manhattan: Population Research Laboratory, Kansas State University, 1976).

⁹State of Kansas, Kansas Educational Directory 1970-1977 (Topeka: Kansas Department of Education, 1976).

¹⁰Oblinger and Smith, General Development Plan for Marion County (Kansas City: Marion County Commission, 1971), p. 14.

¹¹Kenneth E. Anderson, Projection: Grade Twelve Enrollments in Kansas Public High School, 1975-1976 to 1990-91 (Lawrence: University of Kansas, 1975), pp. 2-3.

¹²State of Kansas, USD Reports on Enrollment and General Fund Budget Per Pupil 1971-77 (Topeka: Kansas Department of Education, 1977).

¹³State of Kansas, "School Budget for Unified School Districts, 1975-76," (Topeka: Kansas Department of Education, 1976).

Chapter 4

BUILDING ANALYSIS

INTRODUCTION

Evaluation of the buildings were conducted by the investigator, who also has knowledge of architecture. Personal visits were made to each of the 19 schools in the 5 Unified School Districts of Marion County.¹ Each school was visually inspected and photographs were taken. The principal of each school was interviewed to obtain additional information. (See Appendix A for instruments used for obtaining information.) The analysis of school buildings consisted of an evaluation of the school's physical elements, a photograph of the school's exterior, and a chart rating the building's functional characteristics.

These charts of the buildings show in profile form the strengths and weaknesses of each facility and provide a quick overview of the salient points of each building. A scale for rating is used that ranges from a low of "0" to a high of "5." The criteria for the various points on the scale follows.

1. Rating "0 - unacceptable conditions." This classification indicates that a particular feature presents potential danger for the student's health or safety, because it is unsanitary, deteriorated, or hazardous.

2. Rating "1 - lacking or poor." This classification signifies that the feature does not present an immediate danger to the students' health or safety,

but that it should be improved or replaced. For example, a building 30 to 40 years old may need replacement of original mechanical or electrical equipment and improvement for fire safety.

3. Rating "2 - somewhat inadequate." This classification was given to a particular feature that is usable, but that does not entirely measure up to current standards. For example, a building 20 to 30 years old may need to have out-moded equipment replaced in the future.

4. Rating "3 - meets standards." This classification provides the fulcrum for judging other classifications. That is, it adequately meets the standards for average features. For instance, the building is structurally sound; the classrooms are large enough for the students they must house; the lighting provides adequate illumination for reading, and there are enough windows and has a good ventilation system. In addition, the building's electrical and mechanical system are in fair operating condition.

5. Rating "4 - generally adequate." This classification signifies that a feature rated slightly above the average of what is recommended for an educational structure.

6. Rating "5 - good to excellent." This classification rates a feature as far above what is suggested for an average educational institution, and features other innovating ideas such as open and large classrooms, carpeted floors, acoustics ceilings and well equipped facilities.

The comparison of building's architectural styles was made according to its time. For example, the architecture of schools from the early 1900's to the

1940's have the same general appearance. The 1950's to mid-1960's are dominated by Frank Lloyd Wright's design concepts. From late 1960's to present, two types of buildings were used: (1) a modern style of architecture and (2) prefabricated metal sheeting structures sometimes with no windows.

In the analysis of the schools in Marion County, it is important to consider the following:

1. Any school with far fewer students than it was originally designed to accommodate is expensive to operate.
2. A school that rates low in such factors as sanitation, lighting, ventilation, electrical and mechanical systems is not the most healthful environment for the children who study there for many hours each day, five days a week.
3. In many cases the geographical location of a school is such that unnecessarily high busing costs are incurred.
4. A high school with 300 students should be the minimum size according to experts in educational planning. A high school that is smaller has relatively high operational costs and, at the same time, offers a limited program of instruction.²
5. Many school districts have not corrected the problems within their borders because they do not have the financial resources.

UNIFIED SCHOOL DISTRICT #397

Unified School District #397 - Centre, is located in the northeastern part of Marion County. It also serves part of southwestern Morris County. (See Figure 6.)

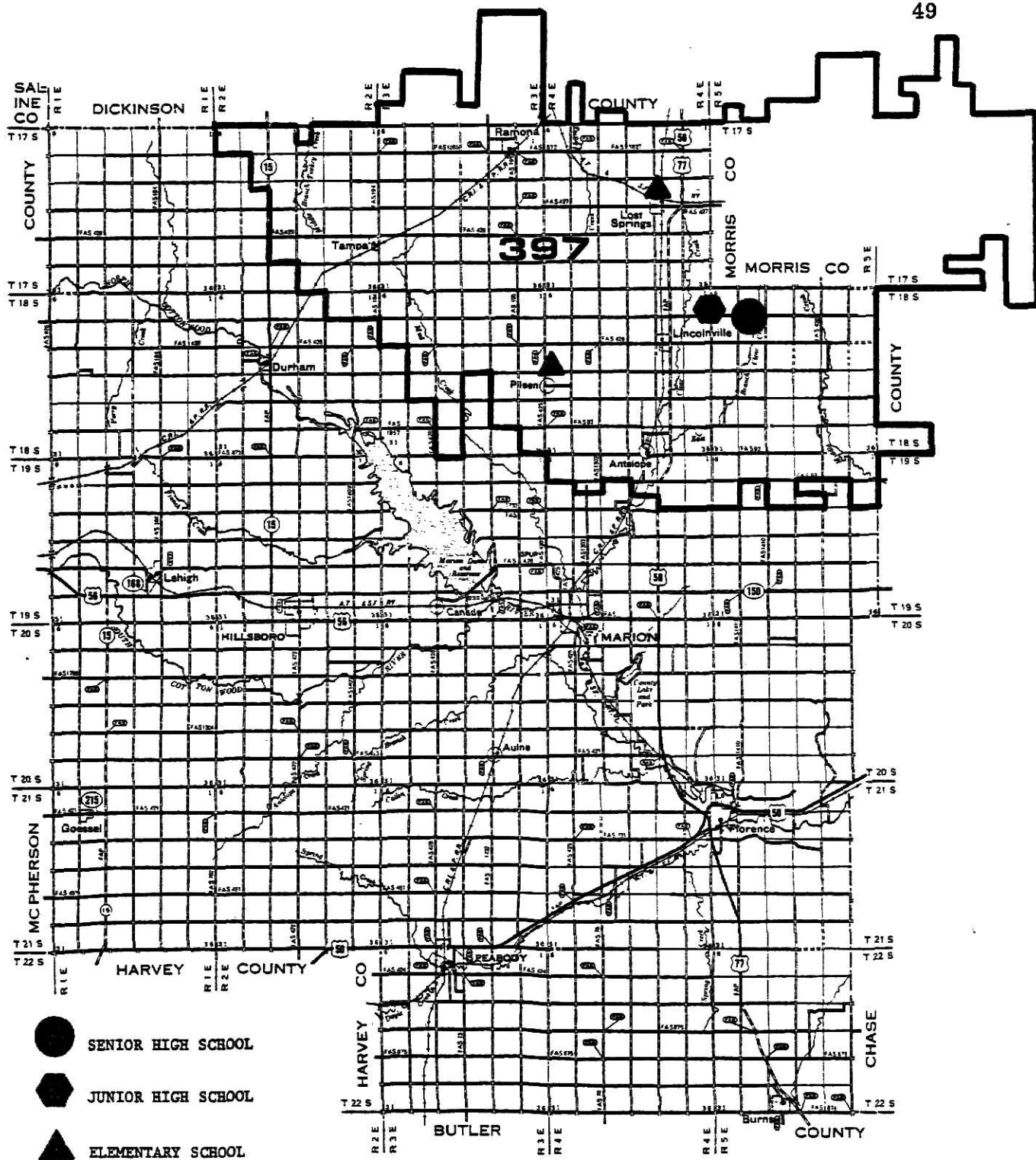


Figure 6. Unified School District #397 Boundaries

Within its borders the following schools are located:

<u>Junior-Senior High School</u>	Centre (Lost Springs)
<u>Elementary Schools</u>	Centre (Lost Springs)
	Pilsen (Pilsen)

CENTRE JUNIOR AND SENIOR HIGH SCHOOL

Centre Junior and Senior High School is located two miles north of Lincolnville and east of U. S. Highway 77 and 56. This school houses 71 junior high students and 174 high school students.

Site: 18 acres, part of which has a well-lighted football field

Number of buildings: 3

Age of building(s): Main building and shop - 1958; addition to shop - 1971;
custodial building - 1971

Number of Classrooms: 15

Capacity of Classrooms: 30

Student Enrollment: 245

Structural Characteristics: The main building, constructed of red brick in 1958 is a fine looking building with windows forming glass walls. Inside, the building is spacious. The shop building to the east of the main building is an adequate structure of pre-fabricated metal. Custodial and consortium building is located east of the main building.

Evaluation: This school seems to be well planned to fit modern middle and high school needs. The gymnasium and other physical education facilities are

good. The commons and lunch-room areas are roomy and pleasant. The library is adequate and in good condition. For special classes, there are lab-rooms: science, industrial arts, music and art. Overall the Centre Junior and Senior High School has excellent buildings and it is well equipped (see Chart and Figure 7).

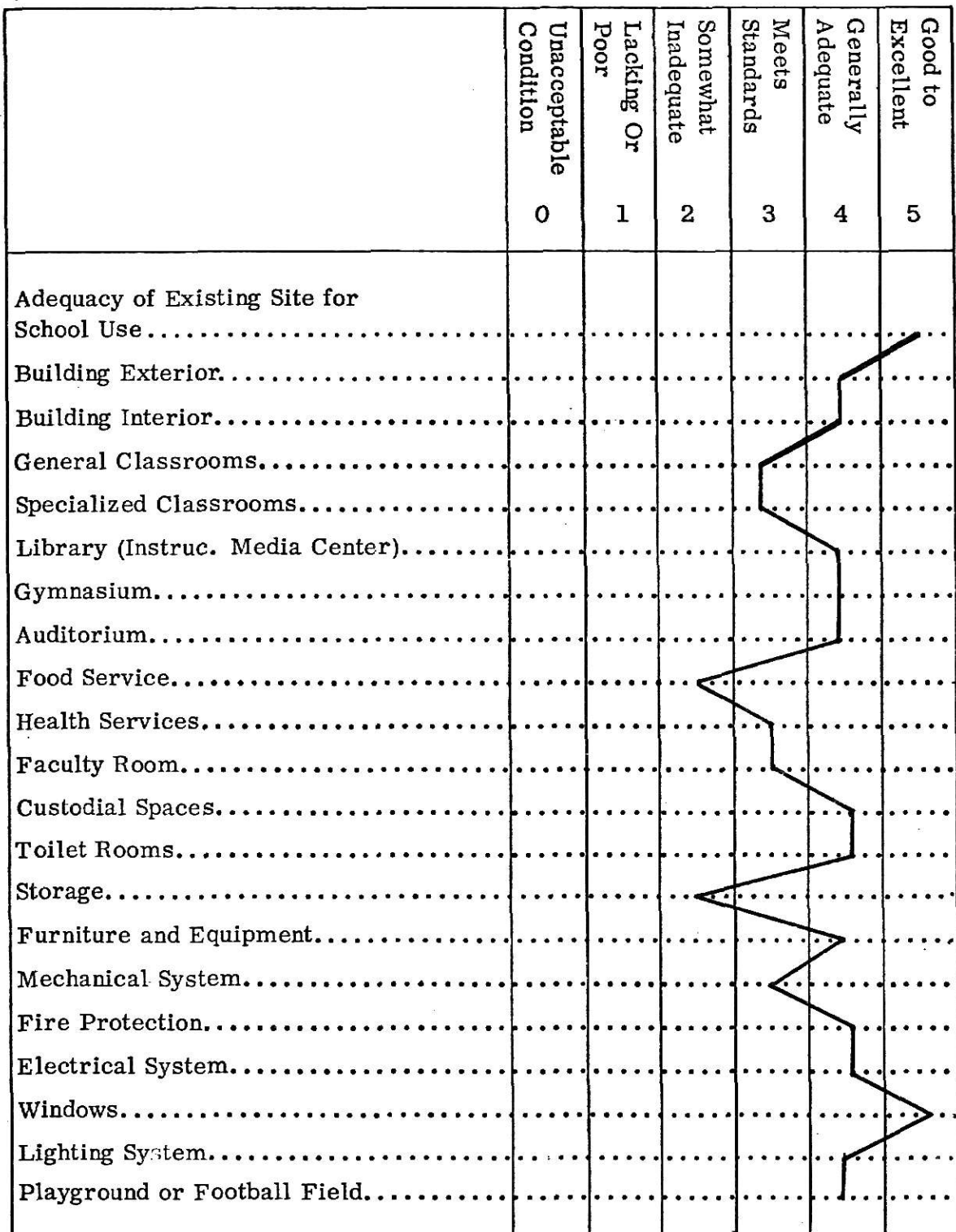


Chart 1. Centre Junior and Senior High School

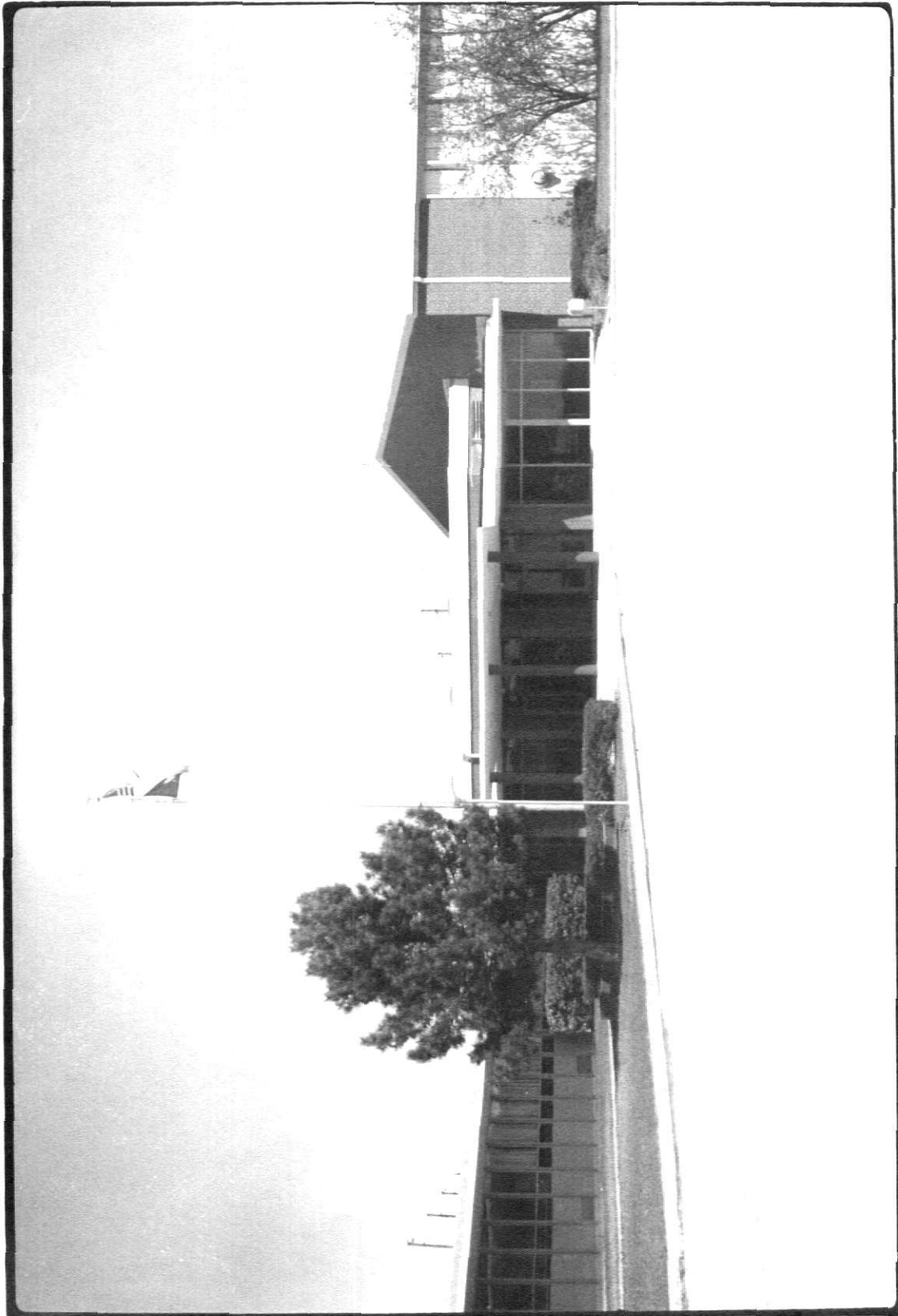


Figure 7. Centre Junior and Senior High School

CENTRE ELEMENTARY SCHOOL

Centre Elementary School is located on a very small site in the center of Lost Springs. This school houses all elementary grades, kindergarten through sixth, plus a special education class.

Site: 1 acre with a small inadequate playground

Number of Building(s): 1 two-story building

Age of Building: 1927

Number of Classrooms: 9

Capacity of Classrooms: 20

Student Enrollment: 198

Structural Characteristics: From the outside, this beige brick building, with an armory architectural look, appears clean in structure; but, the inside of the building is woefully inadequate. In fact, all wood interior does not meet fire safety standards. Further, lighting and sanitation are inadequate.

Evaluation: This school has many serious weaknesses. The playground is much too small for 198 pupils. The small, crowded classrooms do not have adequate windows, nor do the rooms have proper ventilation. The only lab-room is the music room, although other lab-rooms, such as art and science rooms, would be desirable. Also, the library needs improvement. Considering all these facts, plus the lack of fire safety, poor electrical and mechanical systems, the building and the playground should be rated poor and undesirable for a school.

(See Chart and Figure 8.)

	Unacceptable Condition 0	Lacking Or Poor 1	Somewhat Inadequate 2	Meets Standards 3	Generally Adequate 4	Good to Excellent 5
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 2. Centre Elementary School



Figure 8. Centre Elementary School

PILSEN GRADE SCHOOL

Pilsen Grade School is a small modern building in the middle of the town of Pilsen. This school houses the special education classes. One classroom holds grades 1 and 2, a total of 12 students; another classroom holds grades 3 and 4, a total of 14. In the remaining two classrooms, a total of 10 students are accommodated, an average of five students per room.

Site: 6 acres with an adequate playground

Number of Building(s): 1

Age of Building(s): 1956

Number of Classrooms: 4

Capacity of Classrooms: 20

Student Enrollment: 36

Structural Characteristics: The small building of 1950's architectural design has an exterior of red brick. The building is structurally sound.

Evaluation: This building, which has a capacity for 80 pupils, is not being fully used with only 36 pupils enrolled. The use of this school would seem to be unnecessarily costly. First, the building must be heated and other utilities provided. Second, a cook and custodian must be employed. Third, the building must be kept in repair. Fourth, at the present, two full-time teachers, 2 part-time teachers, and a part-time principal are employed to handle the few students. Although it is true that special education classes should be smaller than regular classes, it is wasteful, for example, to provide two classrooms for only 10 pupils. (See Chart and Figure 9.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use						
Building Exterior						
Building Interior						
General Classrooms						
Specialized Classrooms						
Library (Instruc. Media Center)						
Gymnasium						
Auditorium						
Food Service						
Health Services						
Faculty Room						
Custodial Spaces						
Toilet Rooms						
Storage						
Furniture and Equipment						
Mechanical System						
Fire Protection						
Electrical System						
Windows						
Lighting System						
Playground or Football Field						

Chart 3. Pilsen Grade School



Figure 9. Pilsen Grade School

UNIFIED SCHOOL DISTRICT #398

Unified School District #398 - Peabody-Burns, is located in the southeast portion of Marion County. It also serves part of the Butler and Chase Counties.

(See Figure 10.) It has jurisdiction over the following schools.

Senior High School**Peabody (Peabody)****Elementary Schools****Peabody Lower (Peabody)****Peabody Upper (Peabody)****Burns (Burns)**

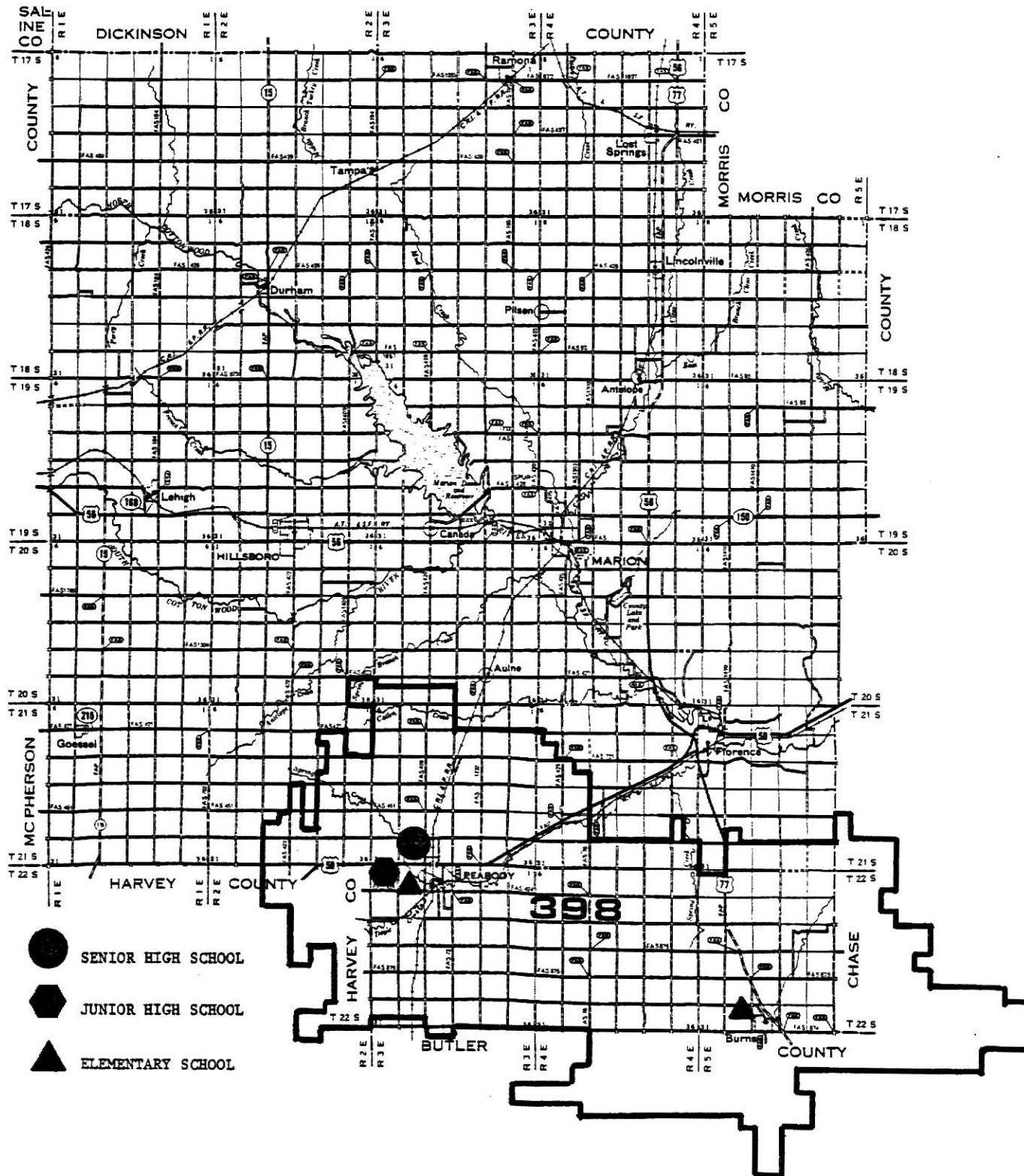


Figure 10. Unified School District #398 Boundaries

PEABODY SENIOR HIGH SCHOOL

Peabody Senior High School is located in the center of the town of Peabody on the same site as Peabody Junior High School. It houses students for grades nine through twelve, plus a class of special education students.

Site: 4 acres - shared with Peabody Junior High

Number of Buildings: 1

Age of Building(s): Main building - 1954; addition - 1975

Number of Classrooms: 18

Capacity of Classrooms: 30

Student Enrollment: 171

Structural Characteristics: This school was constructed of beige brick in 1954. It is typical of the architecture of the 1950's. The addition is a well built structure as is the original building.

Evaluation: Although there are disadvantages in having two schools share the same site, in this case they have the advantage of sharing some facilities and rooms. One of these is the well-lighted football field located in back of the school buildings. The building has a large gymnasium and a good vocational training area. Further, it has many lab-rooms: music, art, language, and science. Both the gymnasium and auditorium are spacious. Though classrooms are large and well kept, the lighting needs improvement. Over all, this building provides good educational facilities for the high school students in the district. (See Chart and Figure 11.)

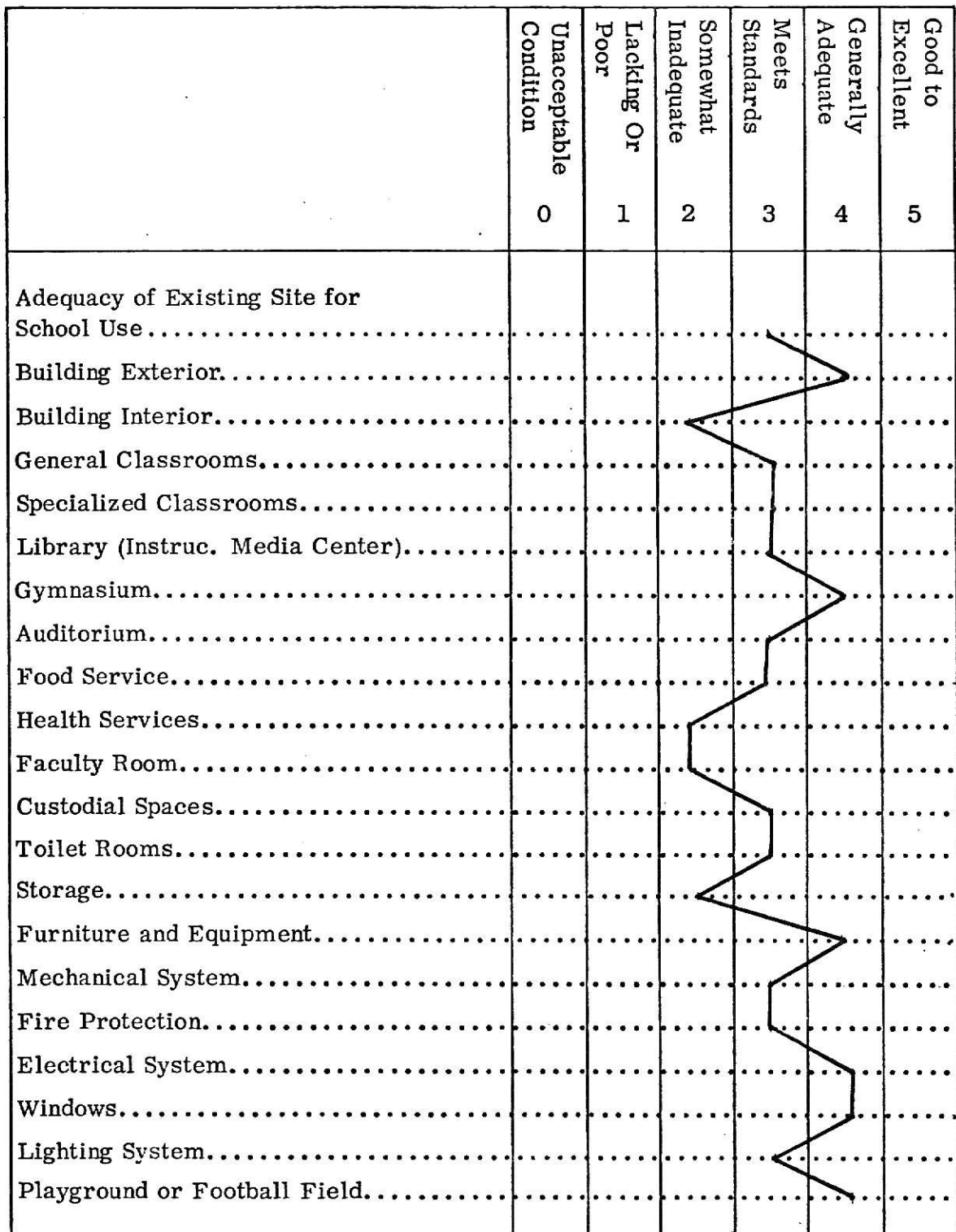


Chart 4. Peabody Senior High School

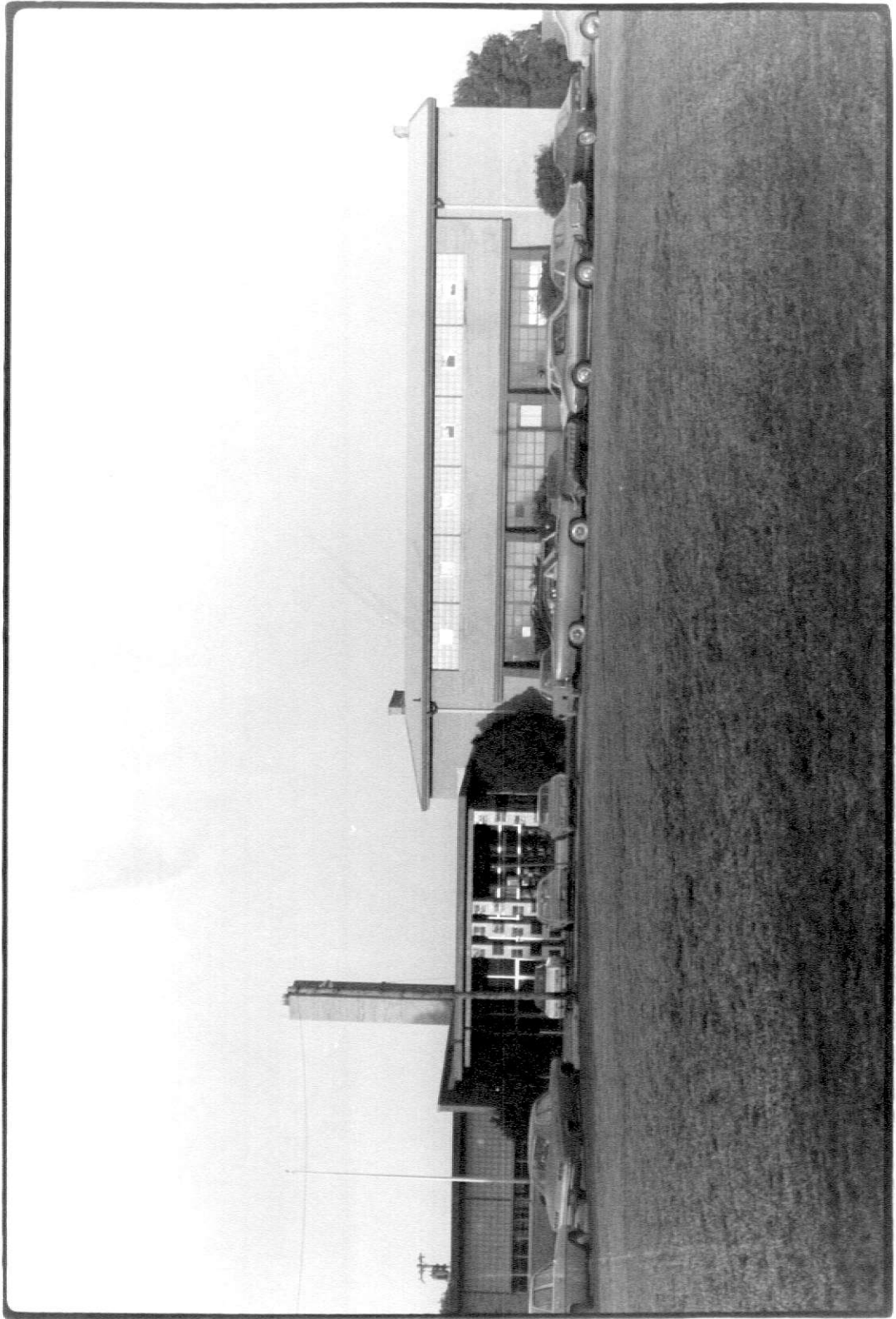


Figure 11. Peabody Senior High School

PEABODY JUNIOR HIGH SCHOOL

Peabody Junior High School, or Peabody Upper, is located in the center of Peabody on the same site as the Senior High School. Peabody Upper houses students in the seventh and eighth grades.

Site: 4 acres shared with Peabody Senior High School

Number of Buildings: 1

Age of Building(s): 1925

Number of Classrooms: 11

Capacity of Classrooms: 30

Student Enrollment: 78

Structural Characteristics: This 1925 vintage, two-story, dark red brick and stone building is in good condition and is structurally sound. But, the wood used for the interior presents a threat to safety in case of fire.

Evaluation: Although this is an older building with an interior that is not as pleasant as modern ones, the facilities are at least adequate. There are laboratories such as science, music and art rooms. The older type auditorium is large, and the gymnasium and physical education facilities are moderately good. The library is used by both the Senior High School and the Junior High School. Also, the Senior High School uses some of the rooms in the Junior High School. A brief summary of this school would be "adequate, but not ideal." (See Chart and Figure 12.)

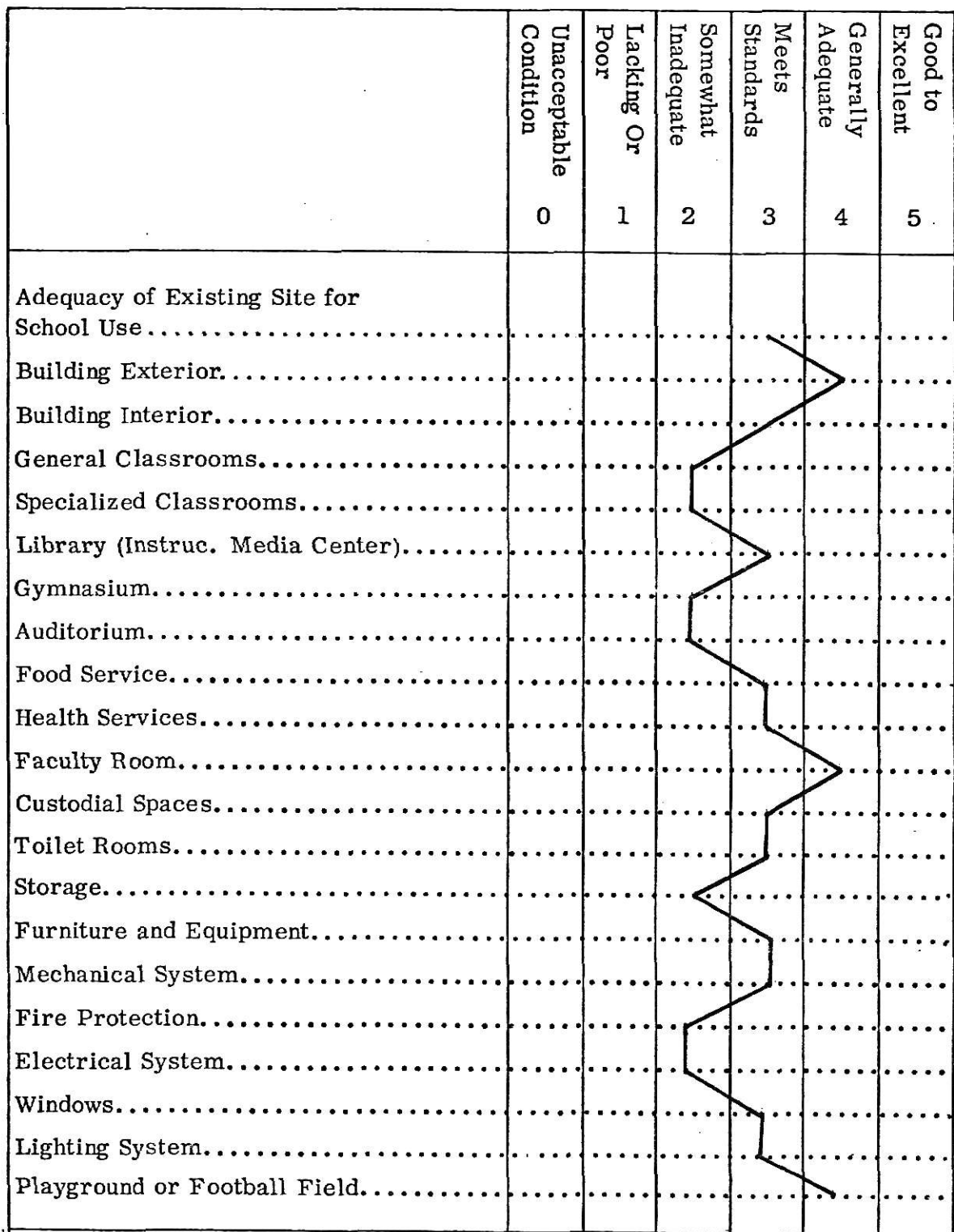


Chart 5. Peabody Junior High School



Figure 12. Peabody Junior High School

PEABODY ELEMENTARY SCHOOL

Peabody Elementary, or Peabody Lower, is a handsome new school located on the east side of the city of Peabody. Students in grades kindergarten through six are accommodated there.

Site: 5 acres - good playground area

Number of Buildings: 1

Age of Building(s): 1973

Number of Classrooms: 12

Capacity of Classrooms: 20

Student Enrollment: 230

Structural Characteristics: This building of dark red brick is one of the best in Marion County with an excellent design for a school.

Evaluation: This school incorporates the newest and best innovations for elementary school buildings: carpeting to deaden noise, open classrooms for a flexible arrangement, and an inter-com system for providing background music and announcements. In this new building, all the classrooms are pleasant, roomy and well-lighted. The lab-rooms for music and art are excellent as are the library, gymnasium, auditorium, lunchroom and acoustics, electrical and mechanical systems are outstanding. In short, this building is well designed, well built, and ideal for elementary school. (See Chart and Figure 13.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 6. Peabody Elementary School

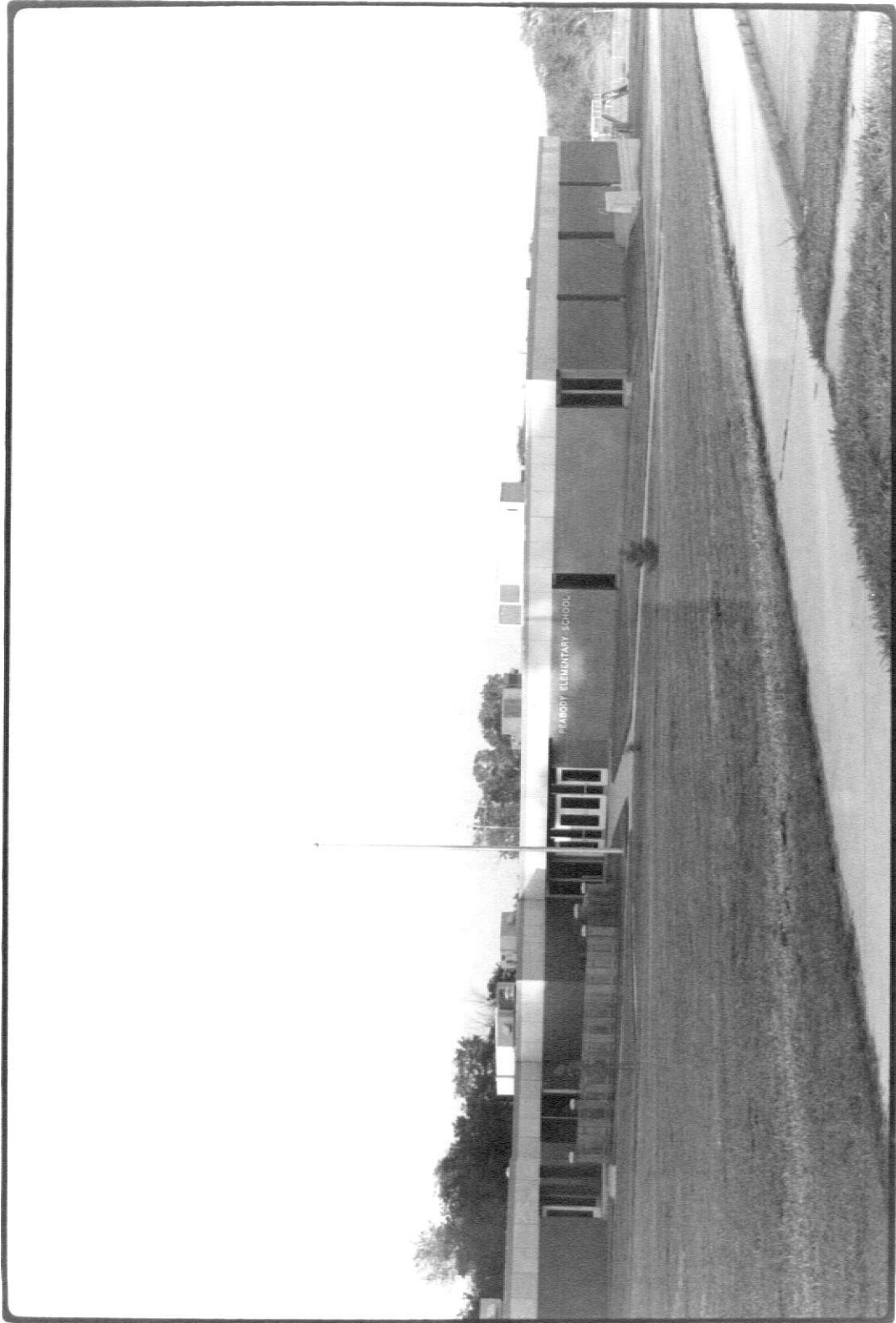


Figure 13. Peabody Elementary School

BURNS ELEMENTARY SCHOOL

Burns Elementary School has a total of three buildings on a site west of the town of Burns. It houses students for the grades kindergarten through eighth.

Site: 5 acres - playground inadequate

Number of Buildings: 3

Age of Buildings: Main Building - 1921; Lunchroom Building - 1950;
West Building - 1916, not in use

Number of Classrooms: 12

Capacity of Classrooms: 25

Student Enrollment: 106

Structural Characteristics: The four-story Main Building was constructed of dark red brick in 1921. The interior is wood which, of course, presents a fire hazard. The one-story lunchroom is made of red brick, also. Ventilation in the building is not good, because there are too few windows. However, the Lunchroom Building serves its purpose adequately.

Evaluation: This older school falls short of current standards in many respects. The gymnasium is small. The older classrooms do not furnish the best setting. While there are science and music lab-rooms, there is no art room. On the other hand, the school has been maintained well. The lighting is adequate as is the heating. There is a large library room. The site is not too crowded for a relatively small school. However, the fire hazard of the main building, due to its interior, makes the school undesirable. (See Chart and Figure 14.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 7. Burns Elementary School

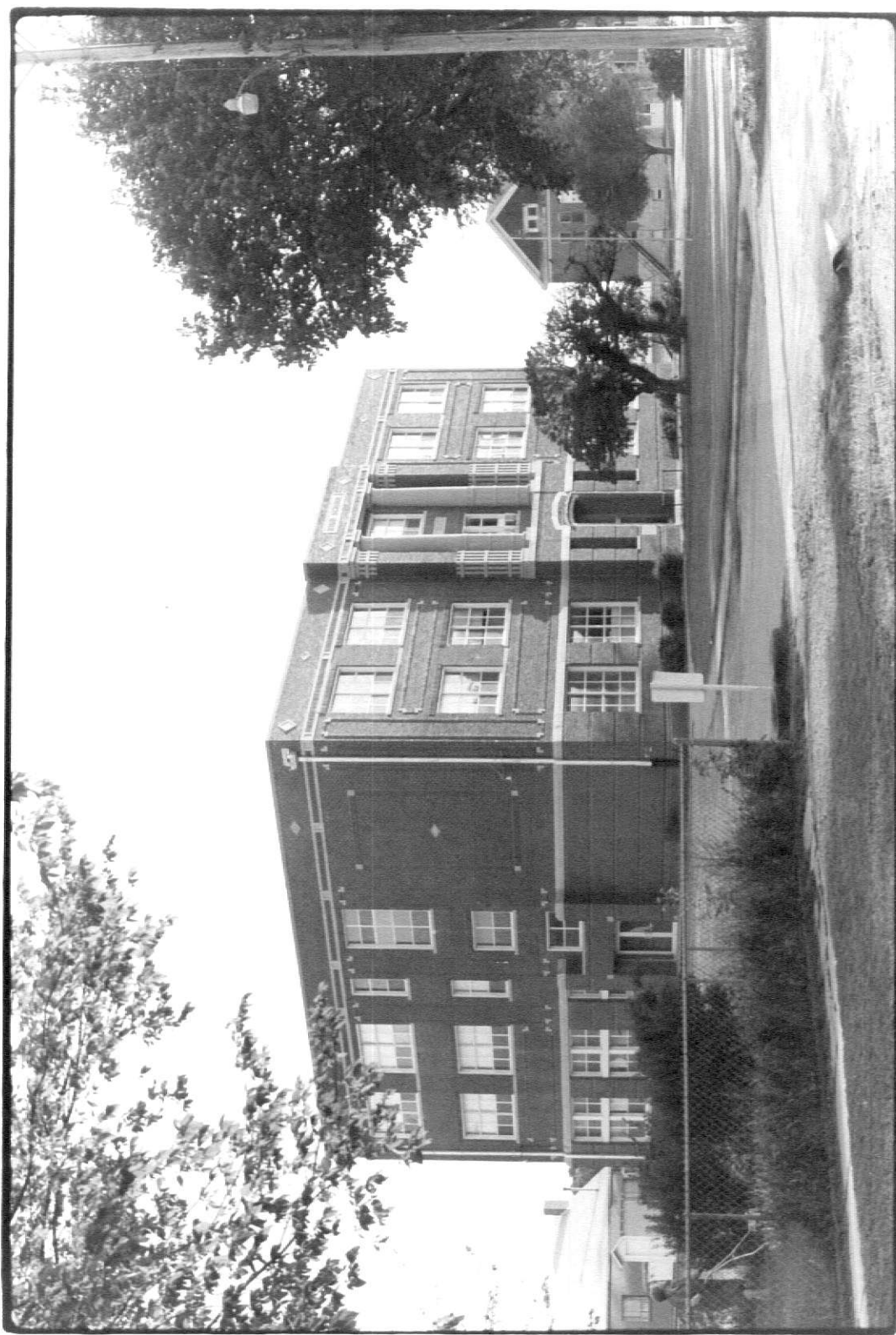


Figure 14. Burns Elementary School

UNIFIED SCHOOL DISTRICT #408

Unified School District #408 - Marion, extends from the central part of Marion County to the east central boundary (see Figure 15). It has the following schools within its boundaries:

Senior High School**Marion (Marion)****Junior High School****Florence (Florence)****Elementary Schools****Marion (Marion)****Bown Corby (Marion)****Florence (Florence)**

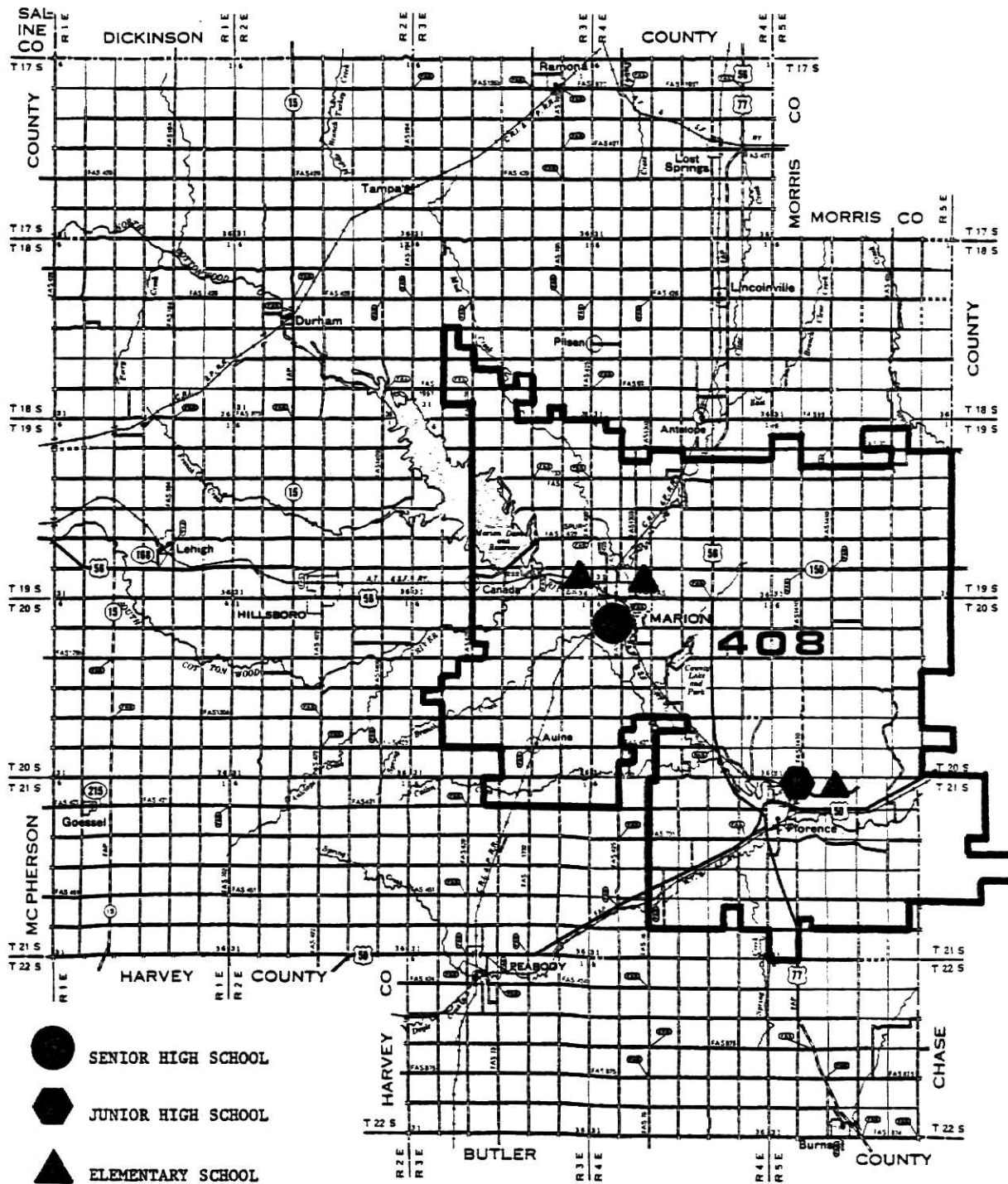


Figure 15. Unified School District #408 Boundaries

MARION HIGH SCHOOL

Marion High School is composed of four buildings, which are in the center of Marion. It houses students of grades 10 through 12.

Site: 8 acres with no football field

Number of Buildings: 4

Age of Buildings: Hill Building - 1873; East Building 1921; Gymnasium - 1950; Vocational Building - 1976

Number of Classrooms: 25

Capacity of Classrooms: 25

Student Enrollment: 187

Structural Characteristics: (1) The Hill Building was constructed of native stone in 1873. This old, three-story edifice has a "courthouse" architectural style. (2) The East Building, of 1921 vintage, is a three-story, red brick structure which needs repair. (3) The Gymnasium Building was constructed in 1950 of dark red brick. (4) The Vocational Building was constructed of pre-fabricated metal in 1976. Although the outside appearance, with its absence of windows, is nondescript, the inside serves its purpose very well.

Evaluation: This school has many weak points. Both the older buildings have classrooms that are old and inadequate. Also, these buildings need improved fire safety protection for the pupils. Although the gymnasium is large, it needs better lighting. There is no football field on the site. Instead, the Marion High School uses the city's public field. The one bright point in this evaluation is the Vocational Building, which is spacious and well planned for the classes held there.

In short, the Vocational Building rates well and the large gymnasium could be improved with better lighting. But, it is doubtful that classes should be scheduled in the two older buildings. (See Chart and Figure 16.)

	Unacceptable Condition 0	Lacking Or Poor 1	Somewhat Inadequate 2	Meets Standards 3	Generally Adequate 4	Good to Excellent 5
Adequacy of Existing Site for School Use						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 8. Marion High School



Figure 16. Marion High School

FLORENCE JUNIOR HIGH SCHOOL

Florence Junior High School, which is actually a complex of four buildings, shares a 5 and 1/2 acre site with the Florence Elementary School. The Junior High houses students for grades 7 through 9.

Site: 5 1/2 acres on which are five buildings

Number of Buildings: 4

Age of Building(s): Central Building - 1920; Home Economics Building - 1920; Gymnasium - 1955; Lunchroom Building - 1976

Number of Classrooms: 19

Capacity of Classrooms: 25

Student Enrollment: 169

Structural Characteristics: The Central Building and the Home Economics Building were both built in 1920 of dark red brick. Neither building is in good condition. On the other hand, the Gymnasium Building is a worthy structure with large windows and a spacious gymnasium. The Lunchroom Building was constructed in 1975 of pre-fabricated metal. This building is adequate for the purpose it serves.

Evaluation: The central building is in a very undesirable condition. The interior is not well planned for modern educational needs. Further the mechanical, lighting and electrical systems are inadequate. Fire safety is questionable. The site is overcrowded with many buildings. There should be more playground area for the junior high pupils. Considering the poor quality of the two older buildings and the lack of playground area, it is reasonable to believe that drastic changes are needed for Florence Junior High School. (See Chart and Figure 17.)

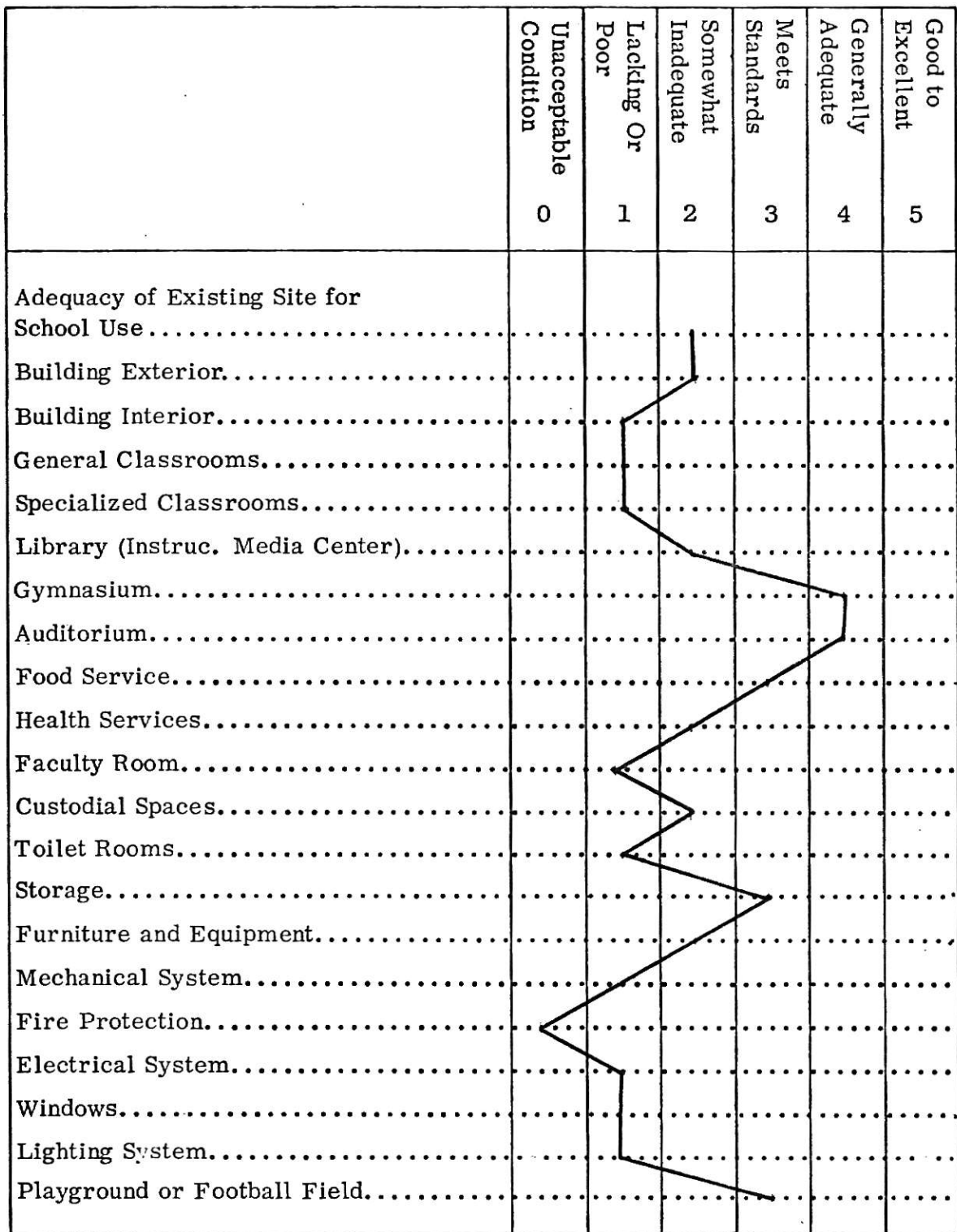


Chart 9. Florence Junior High School



Figure 17. Florence Junior High School

MARION ELEMENTARY SCHOOL

Marion Elementary School is located on the east side of town. It houses pupils who attend grades three through six, plus 6 pupils who are in special education.

Site: 8 acres with a good playground area

Number of Buildings: 1

Age of Building(s): 1960

Number of Classrooms: 12

Capacity of Classrooms: 30

Student Enrollment: 174

Structural Characteristics: This school is a red brick building of 1950 design. The interior is well designed with large windows to aid in lighting and ventilation.

Evaluation: This school has the capacity to accommodate more pupils than it has presently, since there are many large classrooms. The school has many strong points. Among these are a special education room and a good gymnasium that is used also as an auditorium and lunchroom, and an audio-visual room, which many schools do not have. Marion Elementary School is a well designed building with walls of glass windows. It has a very good lighting, ventilation, electrical and mechanical system. Over all, the building is in excellent condition for housing elementary students. (See Chart and Figure 18.)

	Unacceptable Condition 0	Lacking Or Poor 1	Somewhat Inadequate 2	Meets Standards 3	Generally Adequate 4	Good to Excellent 5
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 10. Marion Elementary School



Figure 18. Marion Elementary School

BOWN CORBY ELEMENTARY SCHOOL

Bown Corby Elementary School is located on the west side of Marion. It houses pupils for kindergarten, first, and second grades plus two special education students.

Site: 1 acre

Number of Building(s): 1

Age of Building(s): 1929

Number of Classrooms: 5

Capacity of Classrooms: 28

Student Enrollment: 100

Structural Characteristics: This school is an old two-story building of red brick. The inside is of wood, which makes the building something of a fire hazard. The lighting, ventilation, electrical and mechanical systems are inadequate.

Evaluation: This elementary school is ill-equipped to meet the needs of its pupils. First, the one acre site is much too small. As a result, there is a very small playground space behind the building. Second, since there is no gymnasium, there is no place for the children to exercise in bad weather. Third, there is neither a music room nor an auditorium. Fourth, there are no lunchroom facilities. This necessitates the pupils being bussed to Marion Elementary School, on the east side of Marion, for lunch. Obviously, this procedure is time consuming and expensive. (See Chart and Figure 19.)

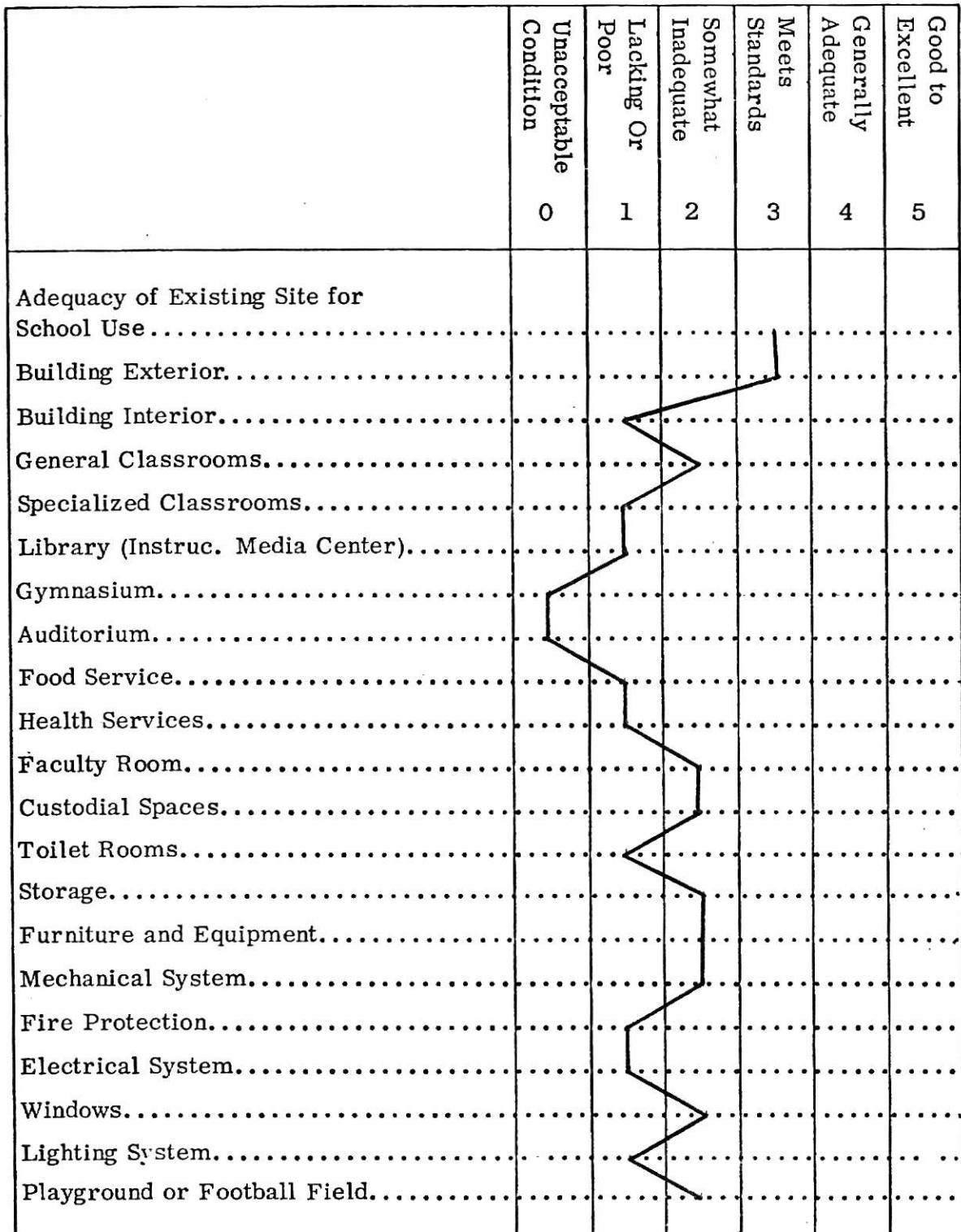


Chart 11. Bown Corby Elementary School

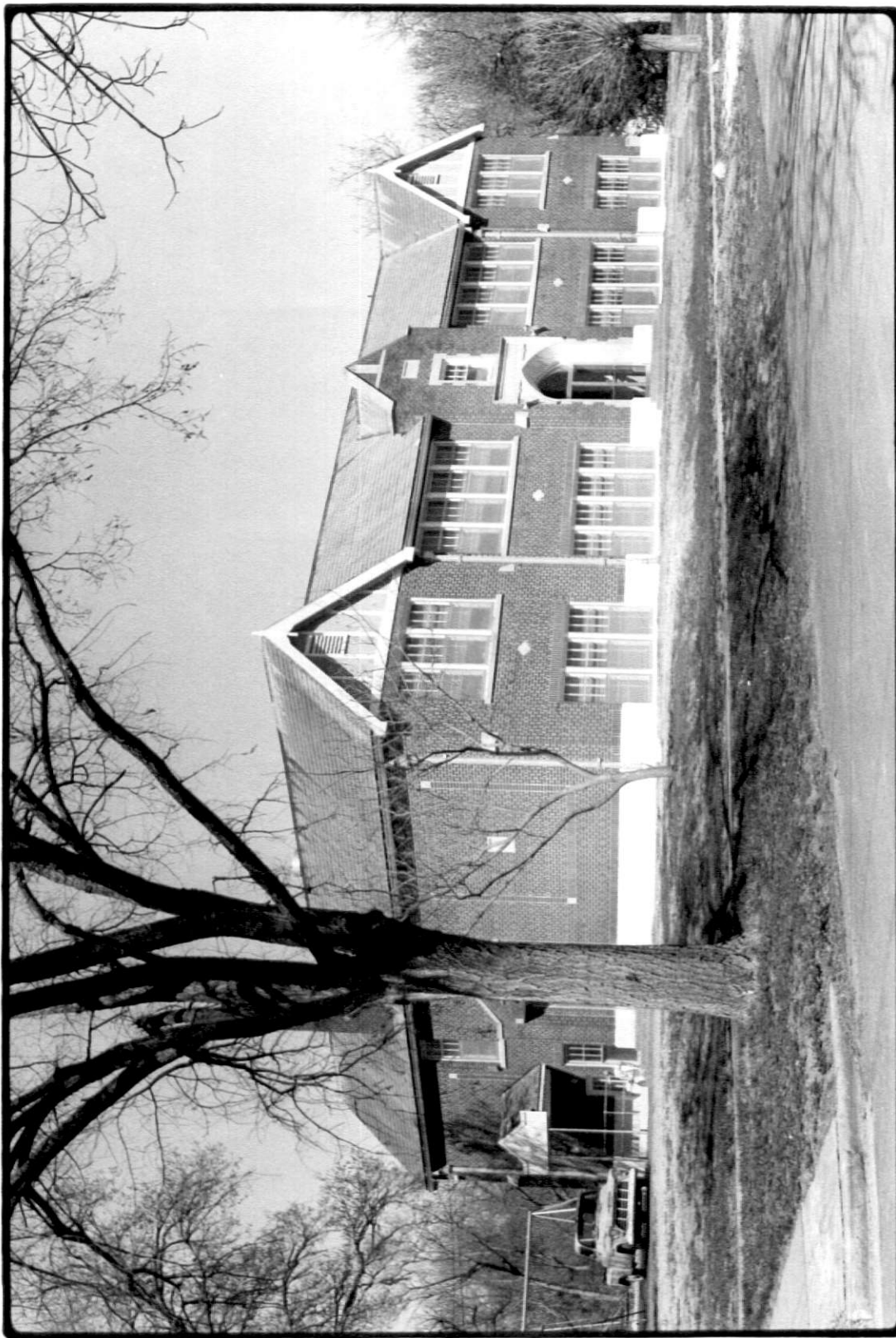


Figure 19. Bown Corby Elementary School

FLORENCE ELEMENTARY SCHOOL

The Florence Elementary School is located northwest of the town of Florence on the same site as the Florence Junior High School. The school houses students in the grades kindergarten through sixth grade.

Site: 5 1/2 acres for the elementary and junior high school - inadequate playground

Age of Building(s): 1885

Number of Classrooms: 8

Capacity of Classrooms: 28

Student Enrollment: 107

Structural Characteristics: The two-story building was constructed of native stone in 1885. The interior is wood and a potential fire hazard.

Evaluation: Such an old building, naturally has many weak points. In addition to the quantity of wood used inside the building, the plumbing pipes and electrical system are exposed. Since the building has neither a lunchroom nor an auditorium, the school must use the facilities of Florence Junior High School. Although the school has a music room, there is no art room, or more important, there is no library. Since this grade school and the four buildings of the Middle School are crowded together on a 5 1/2 acre site, the grade school has very little space for a playground. Over all, this building is not suitable for instructing young children. (See Chart and Figure 20.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 12. Florence Elementary School

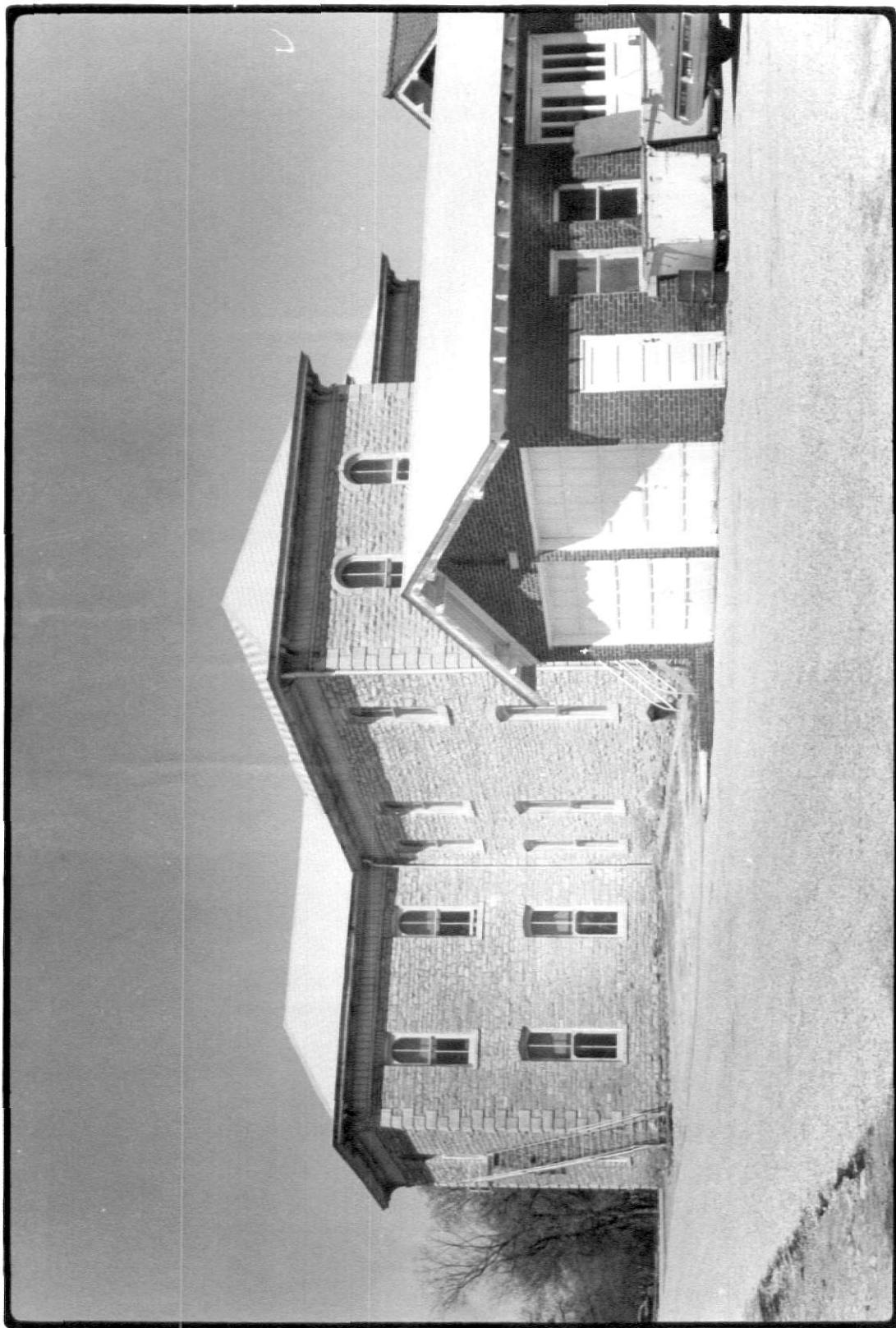


Figure 20. Florence Elementary School

UNIFIED SCHOOL DISTRICT #410

Unified School District #410 - Hillsboro is located in the northwest and central portion of Marion County (see Figure 21). Within its borders the following schools are located.

Senior High School**Hillsboro (Hillsboro)****Junior High School****Lehigh (Lehigh)****Elementary Schools****Durham (Durham)****Hillsboro (Hillsboro)****Suncrest (East of highway K-15, 7 miles
north of Hillsboro)**

Note: Alexanderfield, a small Mennonite school, operates in this area and draws pupils from the public schools of USD #410.

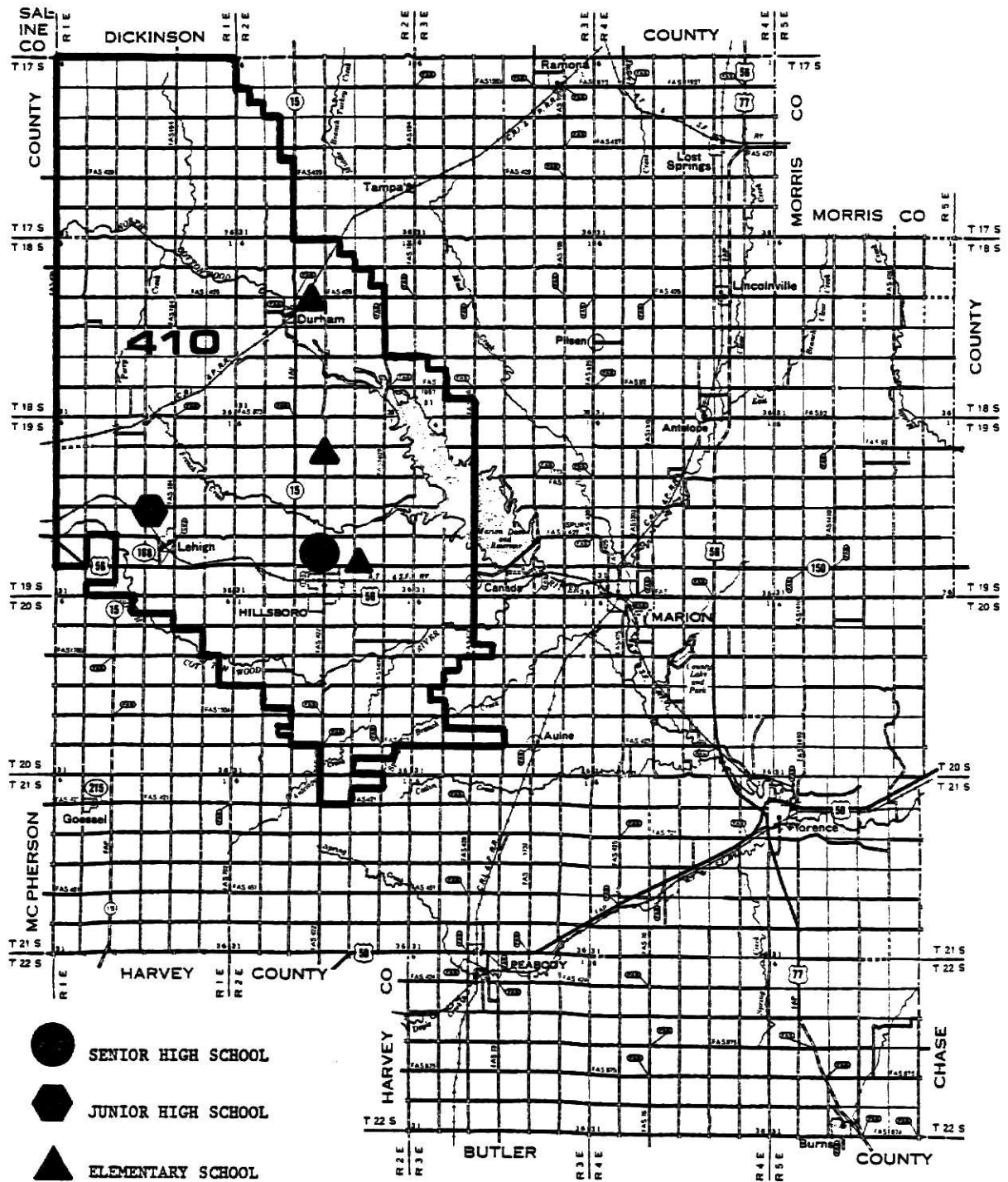


Figure 21. Unified School District #410 Boundaries

HILLSBORO SENIOR HIGH SCHOOL

Hillsboro Senior High School is actually a complex of five buildings located in Hillsboro. It houses grades nine through twelve.

Site: 3 acres (football games are played on the Tabor College facility)

Number of Building(s): 5

Age of Building(s): Main building - 1936; addition - 1948; West building - 1916; shop and custodial building - 1936; vocational building - 1976; auditorium - 1977

Number of Classrooms: 30

Capacity of Classrooms: 28

Student Enrollment: 274

Structural Characteristics: First, the main building of red brick looks old inside, but it seems to be serviceable. In 1948, an addition was added to the main building. It blends well with the original building. Second, the West building, of 1916 vintage, is depressingly dark inside. The lighting, ventilation, and mechanical system need improvement. Third, the old shop building is a white wooden structure that is totally inadequate. Fourth, the new vocational building, constructed of brick and steel in 1976, is a well designed and well constructed building. Fifth, the new auditorium building of brick and steel is under construction and expected use of the building is set for fall of 1977. The vocational and auditorium buildings should be rated excellent.

Evaluation: The Hillsboro High School has the capacity to handle more than the 274 students it has at the present time. Some of the classrooms are vacant.

Although some of the lab-rooms are in older buildings, they are roomy and suited to the purposes for which they are being used. Only the science room seems crowded. The industrial arts classes, of course, are well provided for in a new building. The new auditorium will be a fine addition for the school. On the whole, Hillsboro High School is well equipped. (See Chart and Figure 22.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 13. Hillsboro Senior High School

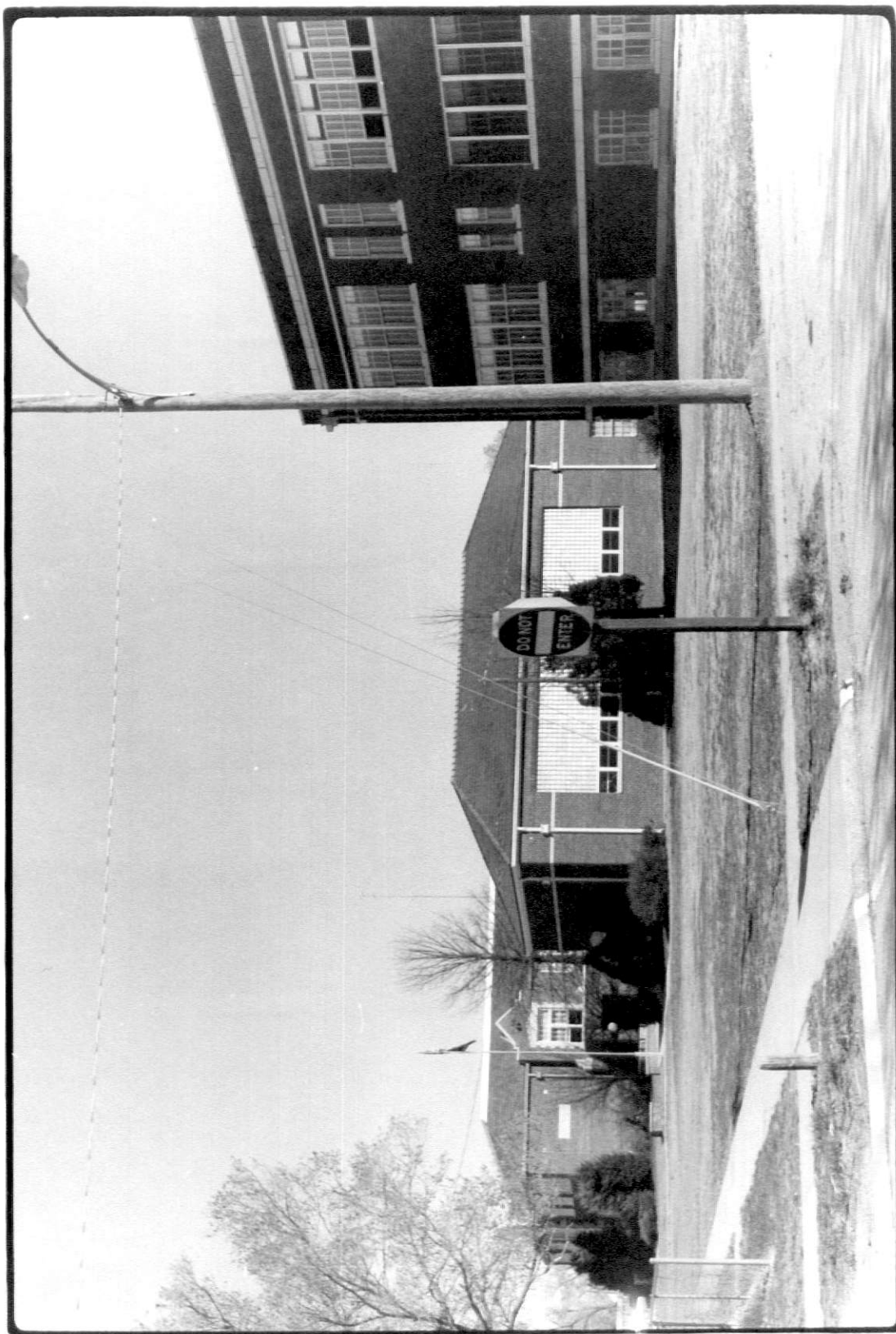


Figure 22. Hillsboro Senior High School

LEHIGH JUNIOR HIGH SCHOOL

Lehigh Junior High School is composed of two buildings. The school is located on the east side of the town of Lehigh. Seventh and eighth grade students are housed in this school.

Site: 3 acres with no room for a football field

Number of Building(s): 2

Age of Building(s): Original building 1920; Addition built 1956

Number of Classrooms: 8

Capacity of Classrooms: 20

Student Enrollment: 110

Structural Characteristics: The old three-story building is of red brick construction. It is badly deteriorated both inside and outside. In addition to being structurally unsound, the building is a fire hazard. However, the newer building, that was constructed in 1956 of beige brick, is structurally sound in all respects.

Evaluation: The older building on the site should not be used at all. In fact, the gymnasium in this building has been condemned by the fire inspectors. Even though the newer building is adequate in all respects, it is not large enough to house all the rooms needed. Hence, if the older building is abandoned as it should be, there would be no gymnasium, auditorium, art room, or industrial arts areas. A dilemma of this kind sometimes presents itself to a relatively small school district with limited funds. (See Chart and Figure 23.)

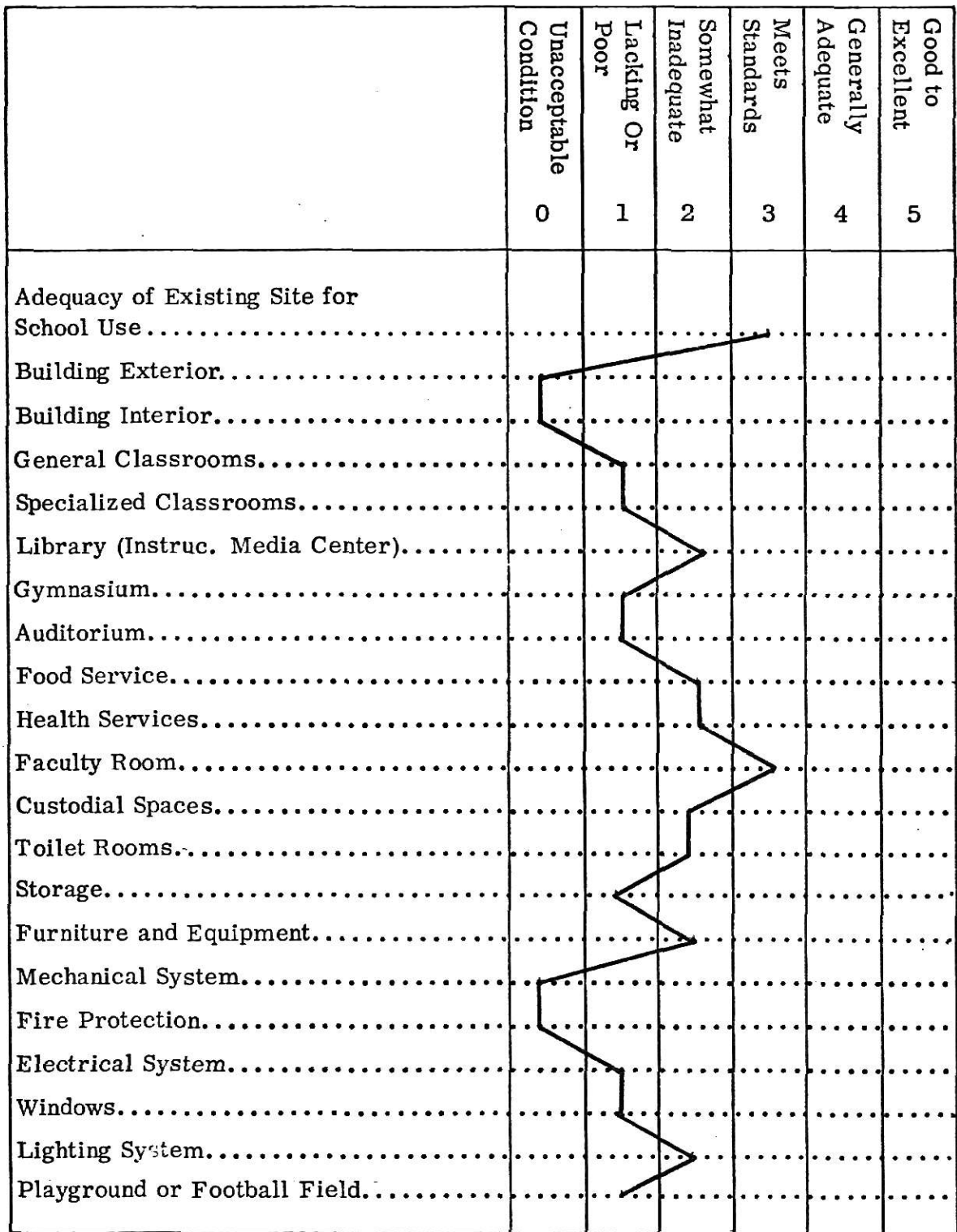


Chart 14. Lehigh Junior High School

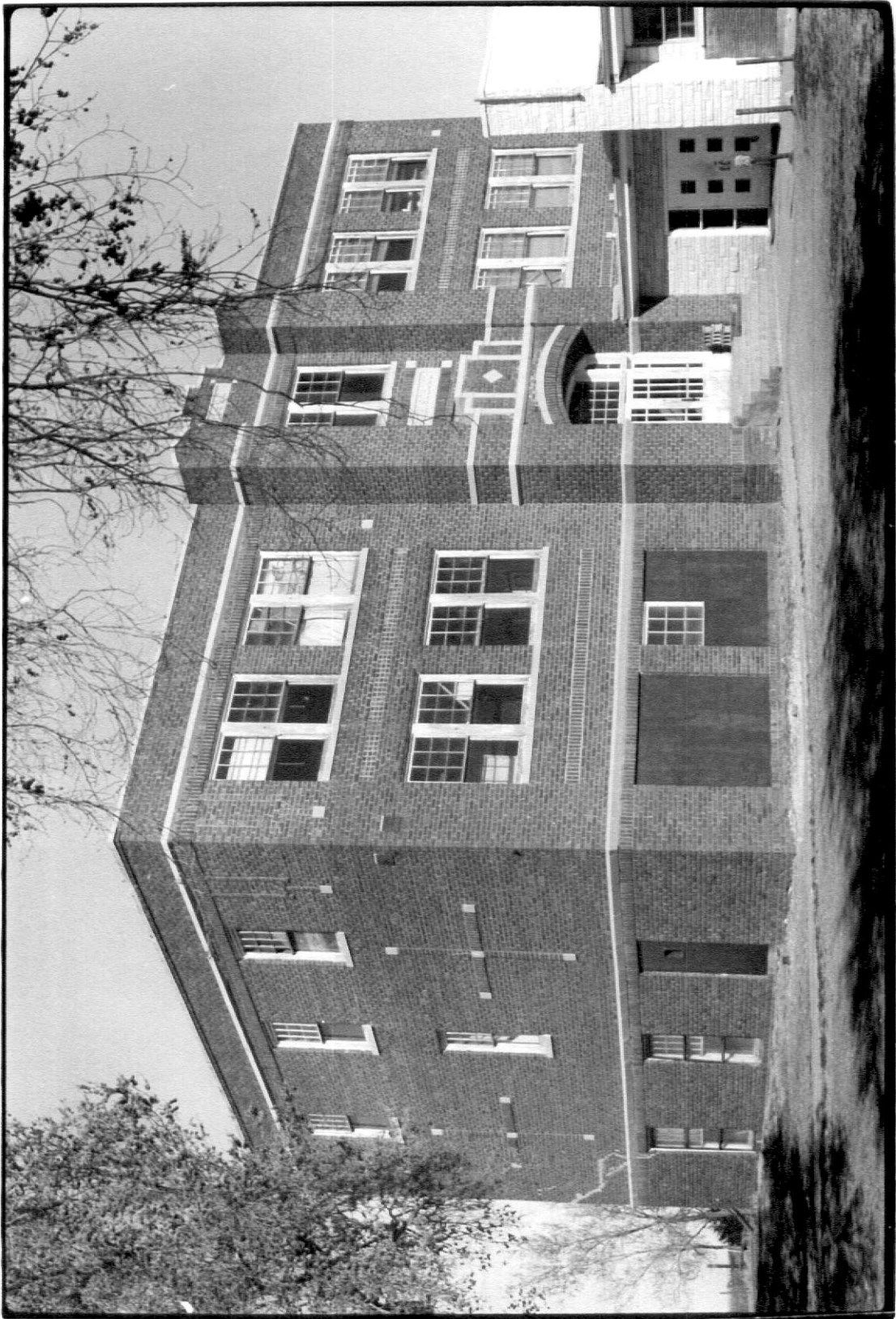


Figure 23. Lehigh Junior High School

DURHAM ELEMENTARY SCHOOL

The Durham Elementary School is located on a pleasant site at the north edge of Durham near Highway 15. The school houses 19 fourth grade pupils, 49 fifth grade pupils, and 60 sixth grade pupils.

Site: 7 acres with a large playground

Number of Building(s): 3

Ages of Building(s): main building - 1955; gymnasium - 1971; older building - date of construction unknown

Number of Classrooms: 6

Capacity of Classrooms: 22

Student Enrollment: 128

Structural Characteristics: The main building of this school has an exterior of beige brick. The architectural design is typical of the fifties with large windows in the classrooms and a central corridor dividing the inside space. The gymnasium building of prefabricated metal is connected to the main building. The gymnasium also serves as the auditorium. An older building made of concrete blocks stands to the west of the main building.

Evaluation: On the whole, this school rates well. It can be ranked either good or adequate in all areas: sanitation, lighting, heating, ventilation, etc. The building is pleasant in appearance, and the classrooms are in good condition. Further, the school is being fully utilized. Lab-rooms are available for instruction in music, art and science. Possibly the school's weakness is that the music room serves as the lunchroom also, which could be a handicap. (See Chart and Figure 24.)

	Unacceptable Condition 0	Lacking Or Poor 1	Somewhat Inadequate 2	Meets Standards 3	Generally Adequate 4	Good to Excellent 5
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 15. Durham Elementary School



Figure 24. Durham Elementary School

HILLSBORO ELEMENTARY SCHOOL

Hillsboro Elementary School is located on the east side of Hillsboro. It houses classes for kindergarten through the third grade.

Site: 10 acres with a good playground

Number of Building(s): 1

Age of Building: 1960

Number of Classrooms: 10

Capacity of Classrooms: 20

Student Enrollment: 191

Structural Characteristics: This one-story building of red brick has a handsome, clean appearance. The interior is of concrete blocks. In the classrooms, there are many windows for lighting and ventilation. Over all, this is an excellent building.

Evaluation: This school has many good points. The classrooms are large and comfortably furnished. Especially fine are the classrooms for kindergarten and first grade. These are designed to meet the needs of small children. One part of the building has an open classroom with a library. The spacious gymnasium is used as an auditorium and lunchroom, also. The school building incorporates some of the modern innovations for elementary buildings. (See Chart and Figure 25.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 16. Hillsboro Elementary School

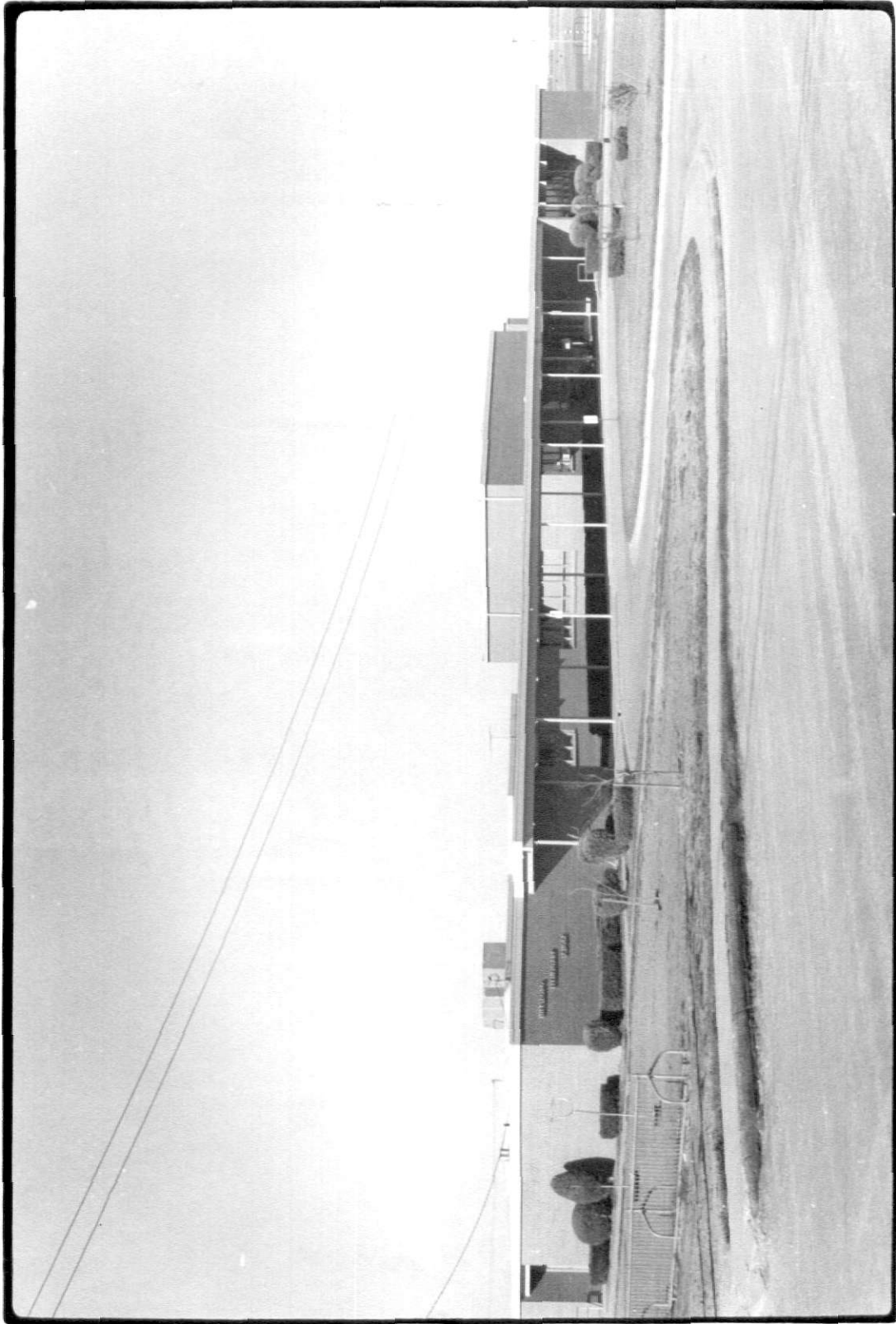


Figure 25. Hillsboro Elementary School

SUNCREST ELEMENTARY SCHOOL

Suncrest Elementary School is a small building, located 7 miles north of Hillsboro, east of Highway K15. Suncrest is not near an urban center. This school houses only fourth grade pupils.

Site: 3 acres with a playground

Number of Buildings: 1

Capacity of Classrooms: 25

Student Enrollment: 39

Structural Characteristics: The small red brick building of 1950's architectural design is structurally sound. The interior is constructed of concrete blocks.

Evaluation: This building is sturdy, but it is very small. The classrooms are well lighted and properly ventilated. One room serves as both a gymnasium and an auditorium. Though there is a small lunchroom, the building lacks library and music rooms.

Despite the sturdy building, it is difficult to perceive how this school can be justified economically. The busing is expensive because the bus must pick up fourth grade pupils from the most of the district. In addition, the services of a cook and a custodian are required for the 39 pupils. Also, there are utilities and maintenance costs for the building. Over all, it would seem doubtful that this school should be in use. (See Chart and Figure 26.)

	Unacceptable Condition 0	Lacking Or Poor 1	Somewhat Inadequate 2	Meets Standards 3	Generally Adequate 4	Good to Excellent 5
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 17. Suncrest Elementary School



Figure 26. Suncrest Elementary School

UNIFIED SCHOOL DISTRICT #411

Unified School District #411 - Goessel is in the southwestern part of Marion County. It also serves portions of McPherson County (see Figure 27).

It supervises the following schools:

Senior High School

Goessel (Goessel)

Elementary School

Goessel (Goessel)

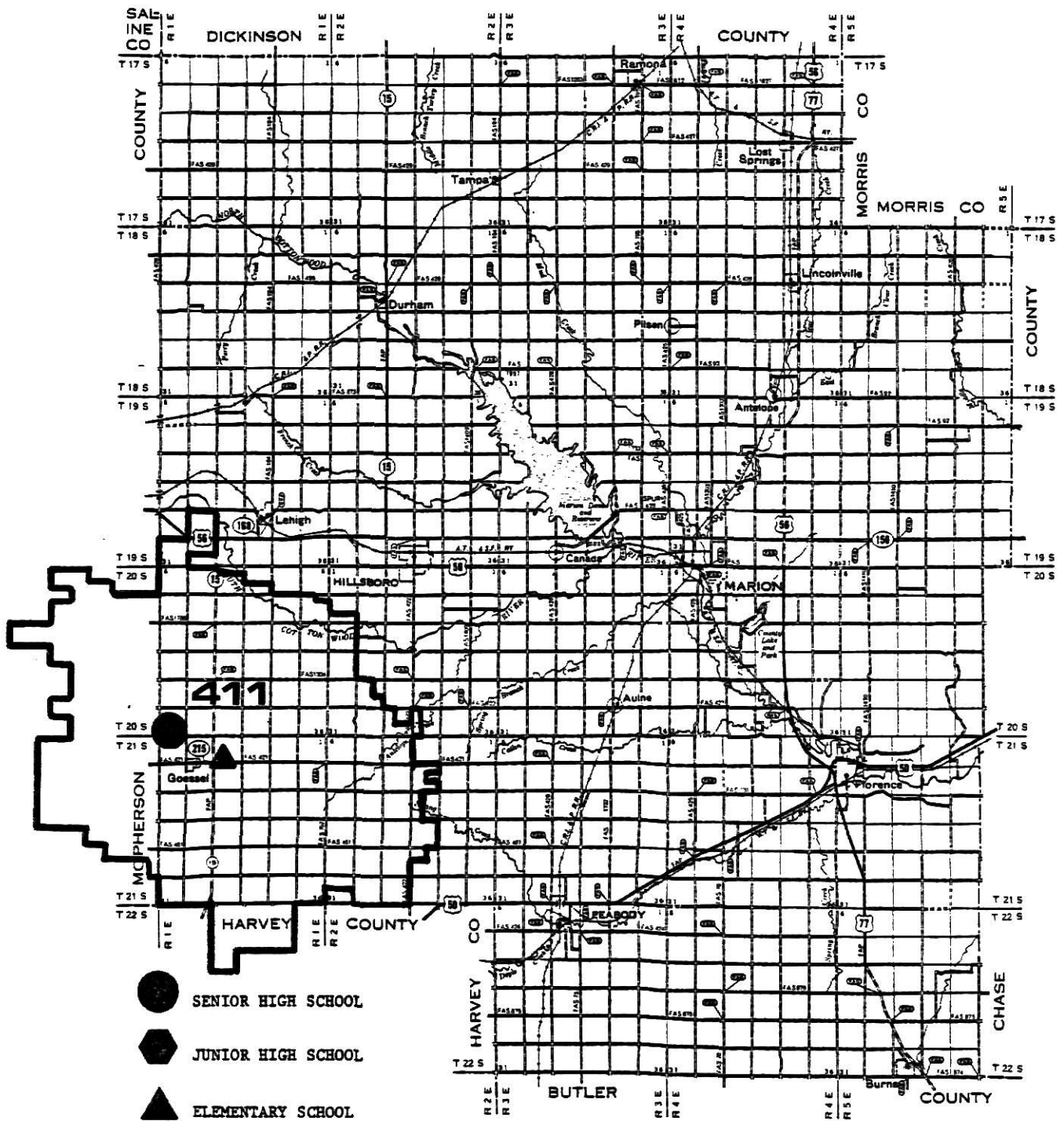


Figure 27. Unified School District #411 Boundaries

GOESSEL HIGH SCHOOL

Goessel High School is located on a roomy site in the middle of the town of Goessel. It houses students for grades 9 through 12.

Site: 9 acres with a lighted football field

Number of Buildings: 2

Age of Building(s): Main building - 1936, Addition - 1970; prefabricated metal building - 1970

Number of Classrooms: 12

Capacity of Classrooms: 25-30

Student Enrollment: 121

Structural Characteristics: This one-story school and the recent addition are constructed of light red brick. The interior of the addition is concrete block. Although the older part of the building could use more windows, the structure is sturdy and has been well maintained. The relatively new metal building is used for industrial arts classes.

Evaluation: In this school, the lab-rooms are very good facilities. Although there is no language lab, there are science, music, and art rooms. Further, the library is a fine, new learning center. There are two gymnasiums. One of these, in the older portion of the building serves as an auditorium, also. The other one is large enough for three basketball courts. In short, though a portion of the school is old, it is well equipped for the instruction of students. (See Chart and Figure 28.)

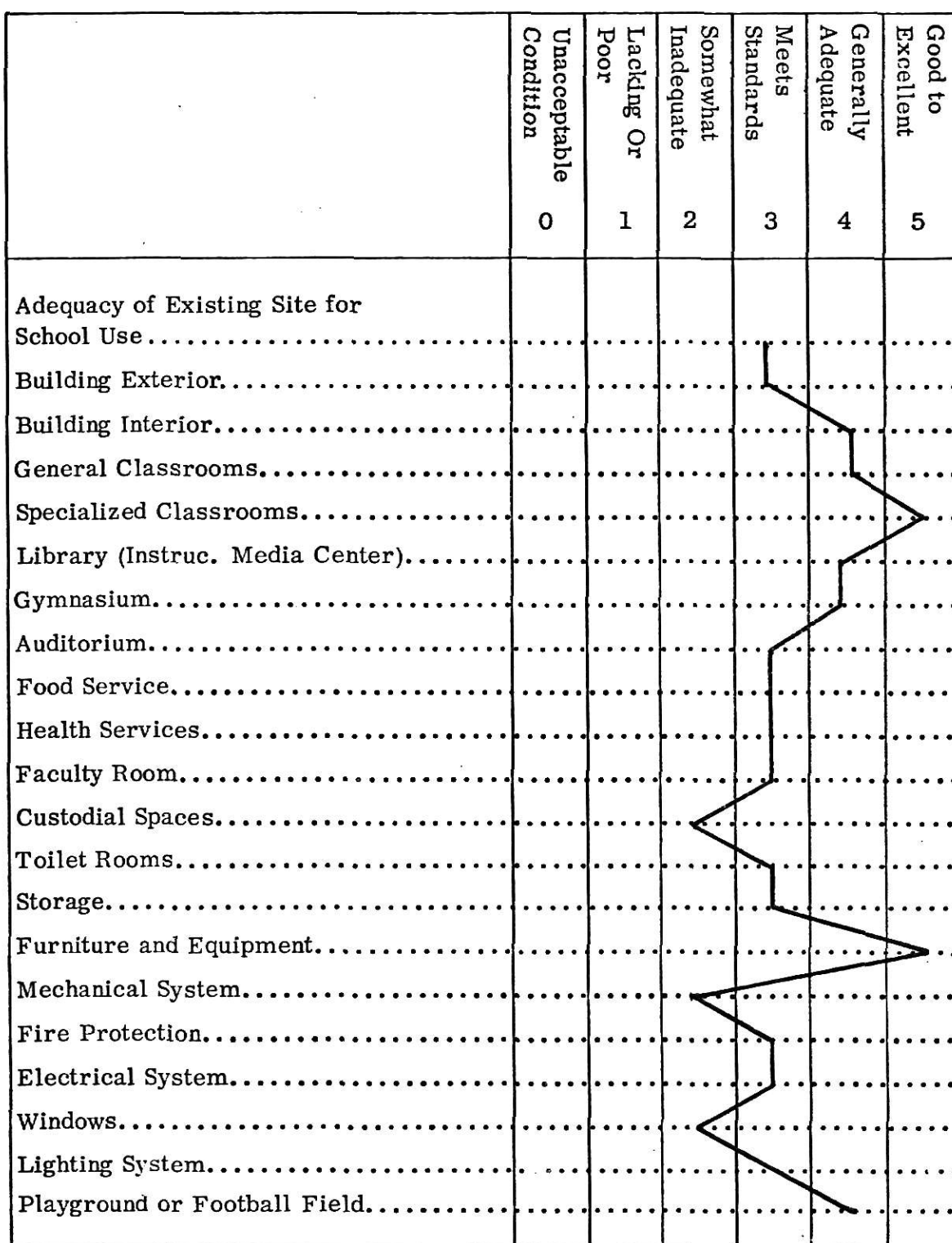


Chart 18. Goessel High School



Figure 28. Goessel High School

GOESSEL ELEMENTARY SCHOOL

Goessel Elementary School is located on the east side of Goessel. It houses students for grades kindergarten through eighth.

Site: 10 acres with a large, well-equipped playground

Number of Buildings: 2

Age of Buildings: Main building - 1959; mobile classroom building
recently acquired

Number of Classrooms: 16

Capacity of Classrooms: 24

Student Enrollment: 204

Structural Characteristics: The main building is constructed of beige brick with a concrete block interior. This is a well built structure. On the other hand, the mobile classroom building would have to be considered a temporary arrangement.

Evaluation: This school has unusually good fire protection with its seven escape exits. It is adequately equipped as an elementary school since it has music, art, and special education rooms as well as a large gymnasium and a spacious library. But, there is little provision for pupils in the seventh and eighth grades who are middle school level. The school is not equipped for instruction in home economics, industrial arts, or science. On the whole, one can say that the school has good facilities for those pupils in elementary grades and not so good for those in the seventh and eighth grades. (See Chart and Figure 29.)

	Good to Excellent 5	Generally Adequate 4	Meets Standards 3	Somewhat Inadequate 2	Lacking Or Poor 1	Unacceptable Condition 0
Adequacy of Existing Site for School Use.....						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						

Chart 19. Goessel Elementary School



Figure 29. Goessel Elementary School

OVERALL ANALYSIS

Based on the preceding evaluation of building conditions and of building locations, these inferences would follow.

A. These buildings are in good condition and could be used for additional community purposes.

1. Suncrest Elementary School Building
2. Pilsen Elementary School Building (Pilsen)
3. New addition to Lehigh Junior High School (Lehigh)

B. These buildings, not all of which are highly rated, are in a condition to be retained for the present time because of their location.

1. Centre Junior and Senior High School (2 miles north of the city of Lincolntonville)
2. Centre Elementary School (Lost Springs)
3. Peabody Senior High School (Peabody)
4. Peabody Junior High School (Peabody)
5. Peabody Elementary School (Peabody)
6. Marion High School (Marion)
7. Florence Junior High School (Florence)
8. Florence Elementary School (Florence)
9. Marion Elementary School (Marion)
10. Hillsboro High School (Hillsboro)
11. Durham Elementary School (Durham)
12. Hillsboro Elementary School (Hillsboro)

13. Goessel High School (Goessel)

14. Goessel Elementary School (Goessel)

C. These buildings with some renovation are worthy of being retained after a period of 5 years.

1. Centre Junior and Senior High School (2 miles north of Lincolnville)

2. Peabody Senior High School

3. Peabody Junior High School

4. Peabody Elementary School

5. Marion High School

6. Florence Elementary School

7. Marion Elementary School

8. Hillsboro High School

9. Durham Elementary School

10. Hillsboro Elementary School

11. Goessel High School

12. Goessel Elementary School

D. These buildings on building sites are worthy of being retained after a period of 11 years. It must be emphasized that many of these sites will require new buildings or a substantial renovation of existing structures.

1. Centre Junior and Senior High School

2. Florence Elementary School

3. Durham Elementary School

4. Hillsboro Elementary School
5. Peabody Elementary School
6. Goessel Elementary School
7. Marion Elementary School

E. Eleven years from now, these buildings would be in good condition and could be used for community purposes.

1. The newest buildings in Hillsboro Senior High School (Hillsboro)
2. Peabody High School (Peabody)
3. Goessel High School (Goessel)
4. The gymnasium of Marion Senior High School (Marion)

SUMMARY

The investigator made personal inspections of each of the 19 schools in the 5 unified school districts of Marion County. The analysis of each school includes an evaluation of the school's physical elements, a graph rating the building's functional characteristics, and a photograph of the school's exterior. In the analysis of the schools, it is important to consider the following:

1. A partially filled school is expensive to operate.
2. A school with poor sanitation, lighting, ventilation, etc., is not a suitable environment for children.
3. A poorly located school results in higher busing costs.
4. A high school with fewer than 300 students has high operational costs and a limited program of instruction.

5. Many small school districts are unable to remedy their own problems because of limited financial resources.

In USD #397, Pilsen Elementary School has a sturdy building, but it is small and not fully utilized. Centre Junior-Senior High School is a well designed and suitable school. Centre Elementary School is inadequate and is in poor condition.

In USD #398 there are Peabody Senior and Junior High Schools, which are located on the same site. At the present, these schools are adequate. Peabody Elementary is an excellent modern school. Burns Elementary, an older school, fails to meet modern standards and has a poor geographical location.

In USD #408, there are Marion High School and Florence Junior High School, both of which have many weaknesses. Florence Elementary School is in deteriorating condition, but Marion Elementary School has an excellent and well designed building. Bown Corby, in Marion, is not an adequate building and is expensive to maintain.

USD #410 has five schools. Hillsboro High School has 5 buildings of various ages. It has two newly constructed buildings and others that are aging structures. Lehigh Junior High School's older portion is totally unfit for students and has been condemned. Both Durham and Hillsboro Elementary are worthy buildings. Suncrest Elementary is a sturdily built, very small school that is expensive to operate for fourth grade pupils only.

USD #411 has only two schools--a high school and an elementary school. Both schools are adequate and in good condition.

ENDNOTES

¹State of Kansas, Kansas Educational Directory 1976-77 (Topeka: Kansas State Department of Education, 1976).

²Rodney Marvin Schadt, "The Independent Rural High School District in Kansas" (Doctoral dissertation, Evanston: Northwestern University, 1956), p. 23.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter contains a summary of the study, a conclusion based on the findings, and recommendations based on the conclusions.

SUMMARY

At the present time some counties in Kansas are faced with dwindling school enrollments, rising per pupil costs, and a need for educational planning for the future. Marion County, Kansas, is one of these counties. Therefore, this study offers to help alleviate the educational problems in Marion County by an in-depth study and recommendations based on that study.

In solving these problems the study has attempted to answer the following questions:

1. Will the population of Marion County continue its present trend?
2. What are the future prospects for student enrollments?
3. What are the trends in per pupil costs?
4. What are the conditions of the school buildings at the present time?
5. What changes in the school districts of Marion County would bring about greater efficiency?

6. How can Marion County meet future school needs with buildings that are in the most advantageous locations?

During the 1870's to 1890's, 130 school districts existed in Marion County.¹ But, the 130 districts have undergone some changes and consolidation. Today, the county has 5 districts. These districts have 19 schools, and these schools sometimes consist of as many as 5 buildings. The present school districts are composed of:

1. Unified School District #397 - Centre. A junior high and high school are located in Centre; elementary schools are in Lost Springs and Pilsen.
2. Unified School District #398 - Peabody-Burns. A high school and a junior high in Peabody; elementary schools are in Burns and Peabody.
3. Unified School District #408 - Marion. Grades K through 6 and 9 through 12 attend school in Marion. Grades 7 and 8 attend school in Florence and grades K-6 at Florence Elementary.
4. Unified School District #410 - Hillsboro. A high school is located in Hillsboro, junior high school in Lehigh and elementary schools in Durham and Suncrest.
5. Unified School District #411 - Goessel. An elementary school and a high school are located in Goessel.

In 1970, the population of Marion County was 13,935,² a decrease of 1,851 from 1960. Further, a table of population projections for Kansas estimates that the population of Marion County will decline to 12,140 by 1980 and to 10,520 by 1990.³ Thus from 1970 to 1990, Marion County may lose 3,415 people (see Tables

5, 6, 7, and 8).

In turn, this establishes that by 2000 there will be fewer taxpayers to support the school system. Further, the population of Kansas will probably follow the trend predicted for the nation of a much larger percentage of elderly persons in the total population. Also, many young people are leaving the rural areas and small towns to look for better opportunities elsewhere. Hence, by 1990, Marion County may very well have a large proportion of elderly people.

The school enrollments will tend to follow any future decline in population. For example, the young adults (20-25 years of age) who would have children are leaving the county at an abnormal rate. Also, the children from 10-19 years who form the largest group will be graduated to the young adult group soon. The children from 1-9 years form a much smaller group. With the present trend toward smaller families, it is probable that succeeding groups will be even smaller. Therefore, the decrease in student enrollment seems likely to continue (see Table 10).

Rising per pupil costs are the result of many different factors such as higher wages, increased maintenance and operating expenses, and additional busing costs. This study, however, examines another factor - the school buildings. Many of these buildings are in undesirable condition, are partially filled, or are poorly located. (Obviously, busing costs are closely tied to the geographical location of the schools.) Also, 19 schools to house the 3,076 pupils of Marion County would seem to be an excessive number.

CONCLUSION

The solution for the complicated problem of the schools in Marion County is to develop a plan that would reduce the number of schools by eliminating those which are least desirable and would retain the best schools. It would provide alternate attendance centers where they are needed. Under this plan there would be further consolidation of schools.

The word "consolidation" is a controversial one that inspires "for" and "against" arguments. There are valid arguments against consolidation, some of which are summarized below. One, there are more feelings of comradeship in a small non-consolidated school. Two, in smaller high schools there is a better chance for the individual student to take part in school activities and to become a leader. Three, the consolidation of schools brings new costs while it eliminates old costs.

On the other side of the argument, consolidated schools in Marion County would not be so large that students would have trouble knowing each other. In 1970 the total population of the county was less than 14,000, the size of a small city. The total number of students was 3,076 in the 1976-77 school year. If the number of schools were reduced to 9, for example, the average number per school would be approximately 360 students, or less. For this reason, there should be no problem with the students knowing one another. In addition, the student in a moderate size school has the advantage of knowing more kinds of people. This is a learning experience in itself.

A school of at least 300 students is particularly important for high school persons. First, there are more extra-curricular activities in a school of this size because there are more teachers to act as sponsors and more students who are interested in different kinds of activities. There will be a need for leaders in each of the activities. Second, the consolidated, larger school can afford and is equipped to offer a wider range of subjects than the smaller school. Thus, a student entering college will not find himself handicapped because certain courses were not offered in his high school.

Consolidation would incur some new costs but at the same time it eliminates many old costs. At the present time there is no way to compare costs and savings for the future. Farmers and businessmen find it necessary to modernize the production operations, a school system needs to follow the same procedure.

In the text of this study, the researcher used statistics from other sources to support trends in population, student enrollment and per pupil costs. Therefore, each of the following statements should be noted.

1. Although population trends were reviewed, this investigation made no attempt to form a population distribution projection.
2. Student enrollments for the future were given, but this study did not make these projections.
3. Although this study presented the trend in per pupil costs, no cost benefit analysis was made.
4. Despite the discussion of student busing, this study made no attempt in presenting a computerized optimum busing route for the county.

The conclusion and recommendations in this study are based primarily on the visual inspection and analysis of the investigator and interviews with school principals noted in Chapter 4. Several options for remedying the school problems of Marion County are possible, but the recommendation in this study presents one option--a four-phase planning procedure. Although any of the phases of the plan could be changed or dropped as could any element within a phase according to the shift in trends, each phase has a suggested completion date. When it is recommended that one school be built and another closed in the same area during a phase, the new one should be finished before the old one is closed. Suggestions were not made as to which schools could best absorb the pupils from schools that close. This would be a decision for the various school boards.

In Phase 1, the plan is to eliminate those schools which are no longer feasible to retain. These schools fall into several categories: (1) those that are sturdy structures but too small; (2) those that are deteriorating; (3) those that have poor geographical location. Some schools would fit into more than one category. Examples of the first category are Pilsen in USD #397 and Suncrest in USD #410. Both these schools have good buildings. But Pilsen is expensive to operate since it is accommodating only 36 students in a building designed for 80. Suncrest is so small that it can house only two sections of fourth grade students. Since the bus for Suncrest must cover a major part of the district this increased the busing cost. In the second category are Lehigh Junior High School in USD #410 and Bown Corby Elementary School in USD #408. These schools are unfit for students, because they are in poor condition and are not fire-safe. The older portion of the

Lehigh building has been condemned. Bown Corby lacks an art room, a gymnasium, and a lunchroom. The absence of a lunchroom means the children must be bused to Marion Elementary at noon--an expensive operation. Burns Elementary School has two strikes against it in that it is an old school, and it is poorly situated geographically on the southern border of Marion County.

In Phase 2, two older schools that do not meet current school standards should cease operations. These are Centre Elementary School in USD #397 and Florence Junior High School in USD # 408. In particular, Florence Junior High School has poor lab-rooms and an inadequate library. The condition of the classrooms is undesirable. In addition to its not being in good condition, Centre is poorly located in the northeast corner of the county. During Phase 2, Centre Elementary should be replaced by a new more centrally located school at Lincolnville called New Center Elementary School. This school could take pupils from neighboring districts.

Phase 3 has a number of changes. The 5 unified school districts would be consolidated into 2 districts--a northern and a southern. (See "Recommendation" for a full explanation.) Through this consolidation, the old busing schedules for 5 districts could be scrapped for two efficient schedules.

Both of the new districts would retain the good schools in their areas. For example, in the northern district, the Centre High School would serve as a junior-senior high school for the entire district. The elementary schools would be Marion, Florence, Durham and New Center. Marion Elementary, which is a fine, well designed school, has more capacity than it is using at the present time.

Florence Elementary would use the best of the buildings that formerly belonged to Florence Junior High which would save constructing a new school. Durham Elementary, also, is a good school with a new gymnasium-auditorium building constructed in 1971.

In the southern district, more drastic changes would take place, but the best schools would be retained. In order to reduce the number of small high schools, those at Hillsboro, Goessel, and the Junior-Senior High School at Peabody would be closed. In their places, a new area high school would be built in Liberty Township.

The outstanding elementary schools at Hillsboro, Goessel, and Peabody would be retained. Hillsboro has an excellent facility for grade school youngsters. The Peabody Elementary is one of the best in the county with such innovations as background music and open classrooms.

For Phase 4, which is optional, the two consolidated districts become one large, consolidated, county-wide district. The fact that the population of Marion County is decreasing would make this plan a logical fourth step.

RECOMMENDATIONS

Although this study has reviewed other problems besides the building conditions in Marion County schools, it should be emphasized that the research findings were based on the physical quality of the individual buildings. Therefore, the following recommendations are primarily based on intelligent researcher judgment, but not on the study of citizen preference, bus route efficiency, tax

rates, or the relationship to other government boundaries.

PHASE I

USD #397: Close Pilsen Grade School which has only 36 pupils and is expensive to operate.

USD #398: Eliminate Burns Elementary School which is an older school, inconveniently located on the southern boundary of Marion County.

USD #408: Terminate Bown Corby Elementary School, an old school on a crowded site. Since it is expensive to operate, its pupils could be combined with those at Marion Elementary School which has sufficient capacity to house all pupils.

USD #410: (A) Cease operation of Suncrest Elementary School which is small and accommodates only fourth grade students. The busing is unnecessarily expensive for this school, contributing to the 234,900 miles traveled in USD #410 in 1975 as compared with the next highest mileage of 162,590 in USD #398.

(B) Cease operation of Lehigh Junior High School. The older building has already been condemned.

USD #411: Maintain schools as they are.

Suggested date for the completion of phase 1 is 1979. (See Figure 30.)

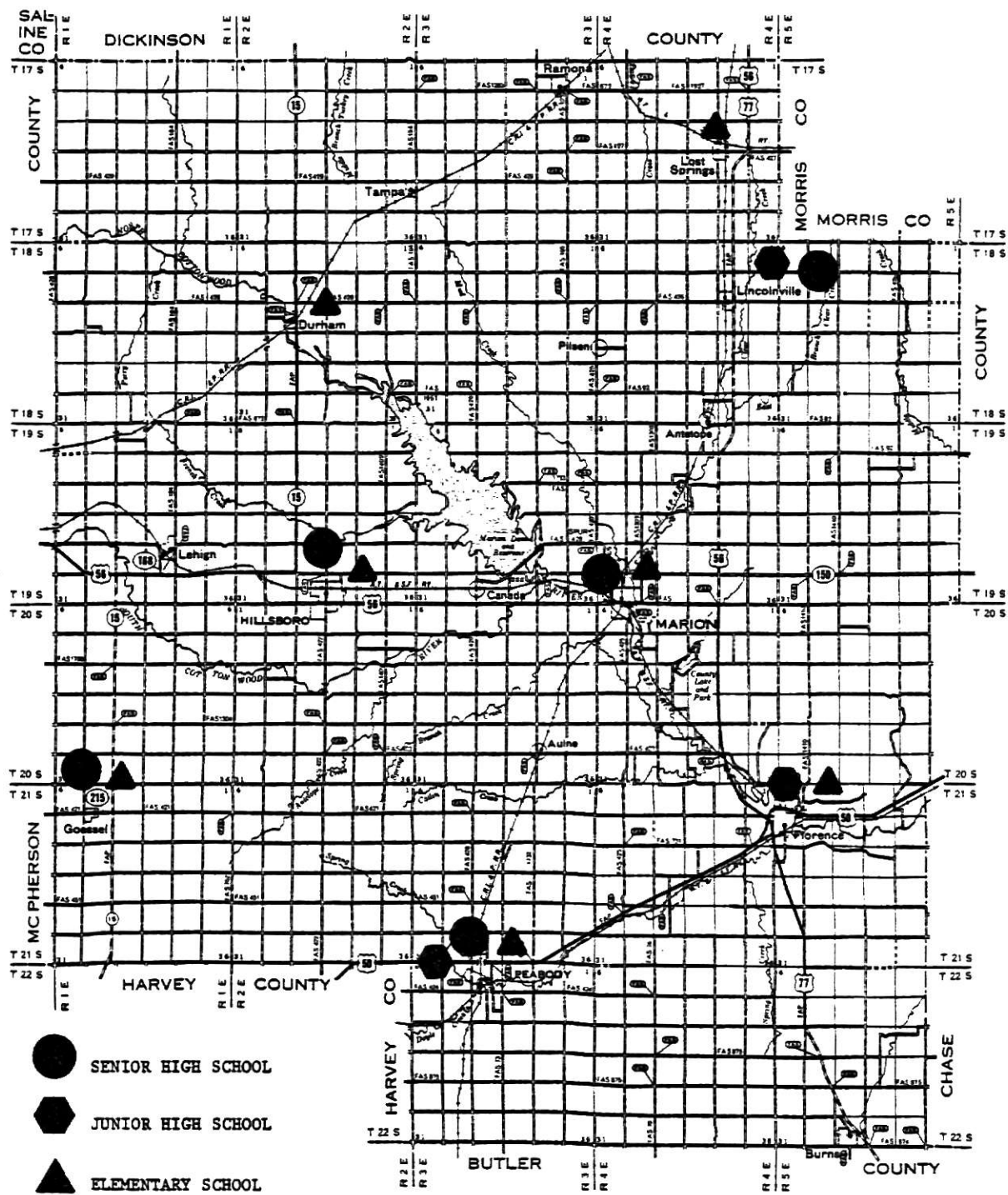


Figure 30. Schools in Phase 1

PHASE 2

USD #397: (A) Close Centre Elementary School at Lost Springs. This school does not measure up to current standards for fire safety, ventilation, lighting, etc. In addition, it is not centrally located for busing.

(B) Build a new centrally located school at Lincolnville to accommodate pupils from Centre Elementary School. (Furnishings from Centre Elementary might be used for the new school.)

USD #398: Maintain schools as they are.

USD #408: Close Florence Junior High School. The main part of the school is in an old building that is not in good condition and is not fire-safe. Further, the school is on a crowded site. (The best of the buildings could be used for the Florence Elementary School on the same site.)

USD # 410: Maintain schools as they are.

USD # 411: Maintain schools as they are.

Suggested date for completion of phase 2 is 1982. (See Figure 31.)

PHASE 3

The 5 unified school districts would be consolidated into 2 unified school districts by dividing Marion County diagonally from northwest to southeast. Starting at the northwest corner, the dividing line would run in a southeasterly direction through the center of Marion Reservoir and would continue to a point 1 1/2 miles south of Florence. From that point, it would go east to the Chase County

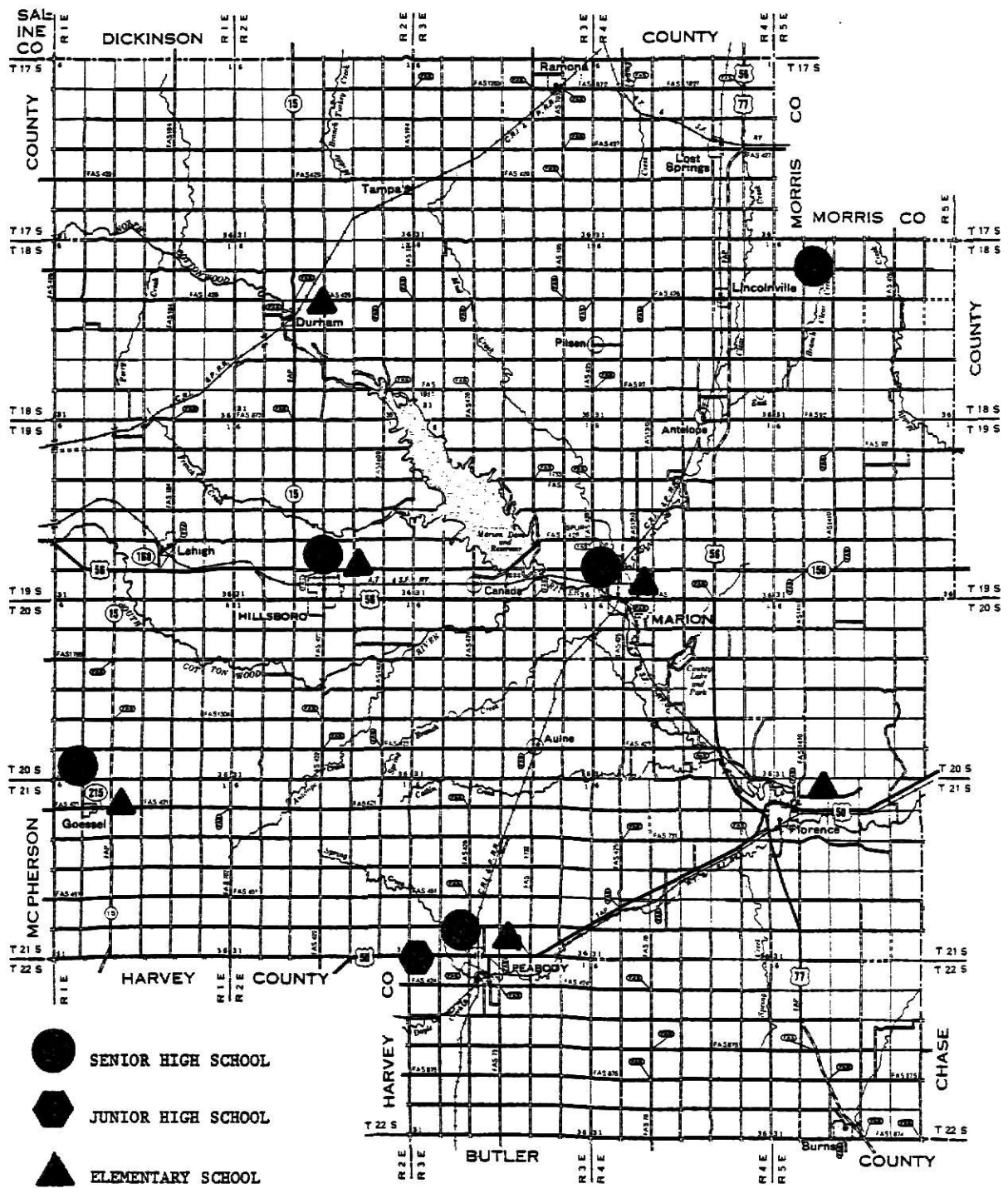


Figure 31. Schools in Phase 2

line, 9 miles above the southeast corner of Marion County.

The newly consolidated district administering the northern part of Marion County would be known as USD #408; the newly consolidated district for the southern part would be known as USD #410. (See Figure 32.)

USD #408: Marion Senior High School would be closed. Northern Marion County would have the following schools:

Junior-Senior High School

Centre (1 1/2 miles north and 1/2 mile east of
Lincolnvillle)

Elementary Schools

New Center (Lincolnvillle)

Florence (Florence)

Durham (Durham)

USD #410: Southern portion of Marion County.

(A) These schools would be closed:

Hillsboro High School

Peabody Junior and Senior High Schools

Goessel High School

(B) A centrally located school would be built to serve all USD #410 junior and senior high school students:

Liberty Area High School - suggested site is 3 miles west of Aulne and 5 miles south of Highway 56 or the southeast corner of Liberty Township.

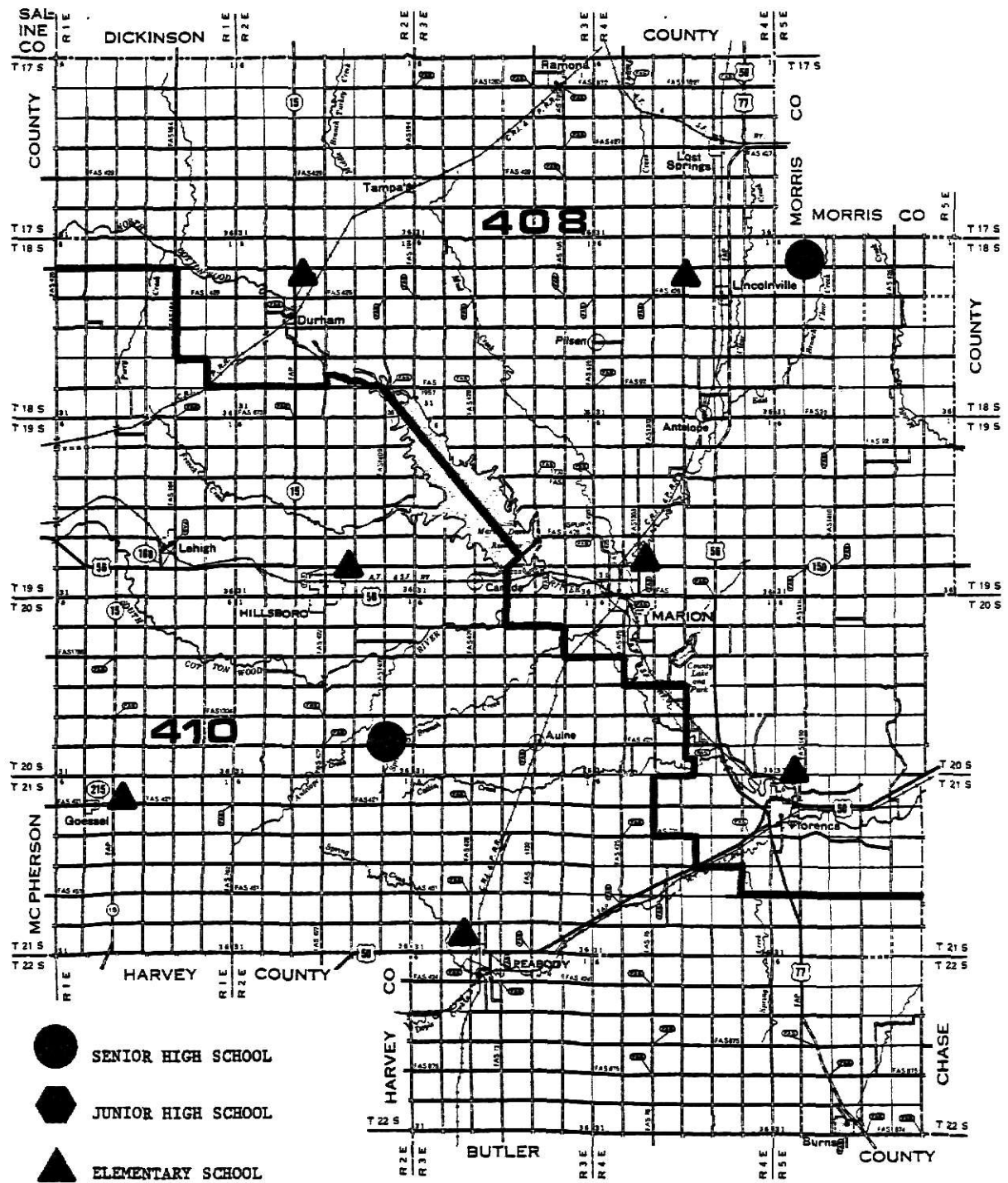


Figure 32. New Boundaries for Unified School Districts #408 and #410

(C) The USD #410 would have the following schools:

Junior-Senior High School

Liberty Area High School (new school in Liberty
Township)

Elementary Schools

Hillsboro (Hillsboro)

Peabody (Peabody)

Goessel (Goessel)

Suggested completion date for Phase 3 is 1988.

PHASE 4

Optional, depending on population and enrollments.

(A) USD #408 and USD #410 would be combined into one district
for all of Marion County.

(B) Schools would be maintained as in Phase 3.

Suggested completion date for Phase 4 is 1995.

It is also recommended that the trends in this study be checked after the
completion of each phase to identify any major shifts in trends.

ENDNOTES

¹Sondra Van Meter, Marion County Kansas Past and Present (Hillsboro, Kansas: MP Publishing House, 1970), pp. 95-106.

²U.S. Census, 1970 Census of Population, Number of Inhabitants: Kansas (Washington, D.C.: Bureau of Census, Department of Commerce, 1970).

³Population Research Laboratory, Cohort Population Projection for Marion County 1975-2000 (Manhattan: Population Research Laboratory, 1976).

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APPENDIX

Name of School _____ USD # _____

Address _____

Total Number of Students:

Number of Students Per Grade:

I. School Plant

Site:

Age of Building:

Number of Classrooms:

Capacity of Classrooms:

Structural Characteristics:

Lighting:

Heating:

Ventilation and Windows:

Sanitation:

Outside Appearance:

II. Educational Evaluation

Condition of Rooms:

Lab-Classrooms:

Science:

Languages:

Industrial Arts:

Music:

Art:

Library:

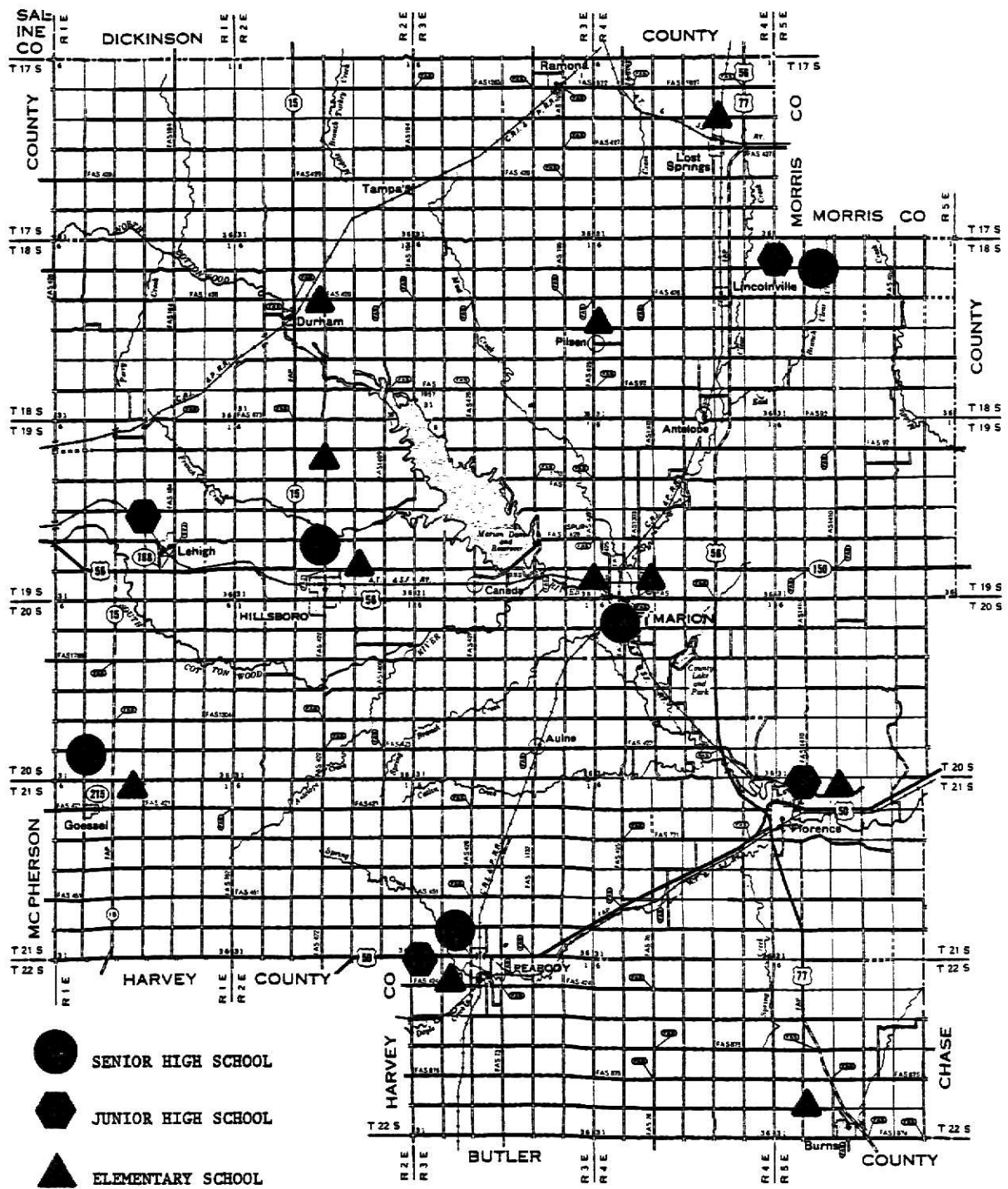
Auditorium:

Gym and Physical Education Facilities:

Lunchroom and Related Facilities:

Faculty Offices:

	Unacceptable Condition 0	Lacking Or Poor 1	Somewhat Inadequate 2	Meets Standards 3	Generally Adequate 4	Good to Excellent 5
Adequacy of Existing Site for School Use						
Building Exterior.....						
Building Interior.....						
General Classrooms.....						
Specialized Classrooms.....						
Library (Instruc. Media Center).....						
Gymnasium.....						
Auditorium.....						
Food Service.....						
Health Services.....						
Faculty Room.....						
Custodial Spaces.....						
Toilet Rooms.....						
Storage.....						
Furniture and Equipment.....						
Mechanical System.....						
Fire Protection.....						
Electrical System.....						
Windows.....						
Lighting System.....						
Playground or Football Field.....						



Map of Schools Surveyed

A PLAN FOR BUILDING EVALUATION AND ASSESSMENT
OF SCHOOLS IN MARION COUNTY

by

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ABSTRACT

At the present time some counties in Kansas are faced with declining population, decreasing school enrollments, rising per pupil costs, need for building evaluation, and change in some of the schools geographical location. Marion County, Kansas, is one of these counties.

During the 1870's and 1890's, 130 districts existed in Marion County. Since the 1890's, the 130 districts have undergone some changes and consolidation. Today, the county has 5 districts. These districts have 19 schools, and some schools consist of as many as 5 buildings.

In the 1970's, the population of Marion County was 13,935, a decrease of 1,851 from 1960. A table of cohort population projection for Kansas estimates that the population of Marion County will decline to 12,140 by 1980, and to 10,520 by 1990. The school enrollments will tend to follow any future decline in population because young adults (20-25 years of age) who would have children are leaving the county at an abnormal rate.

Rising per pupil costs are the result of many different factors such as higher wages, increased maintenance and operation expenses, and additional busing costs. This study, however, examines another factor--the school buildings. Many of these buildings are in undesirable condition, are only partially filled, or are poorly located. Busing costs are closely tied to the geographical location of the schools. There are only 3,076 pupils enrolled in 19 schools in the county.

Based on the careful analysis and evaluation of the physical characteristics

of the school buildings and their locations, this study has recommended a four phase planning procedure for the 19 schools in Marion County to provide a guide for the future. Each phase has a suggested completion date. When a new school is built, it should be finished before the old schools are closed.

In phase 1, the plan is to eliminate those schools which are no longer feasible to retain. These schools fall into three categories: (1) those that have good structure but are too small; (2) those that are deteriorating; (3) those with poor geographical locations. Schools to be closed on these bases are two schools in USD #410, one school in USD #397, one school in USD #398, and one school in USD #408.

In phase 2, it is again recommended that one school in USD #397 be closed, one school in USD #408, and that one new school be built in Lincolnville.

In phase 3, the 5 unified school districts are to be consolidated into 2 unified school districts, USD #408 would serve the northeast, and USD #410 would serve the southwest part of Marion County with a total of 9 schools for both districts.

Phase 4, is an optional measure, implemented on the basis of population trends. This would involve combining the two districts into one district for all of Marion County. Suggested completion date for phase 4 is 1995.