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TITLE	A Long Range Plan for Improving Education and Urban Life in St. Paul Minnesota.
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ABSTRACT

Recommendations for overhauling the educational facilities in St. Paul, Minnesota, envision an overhauling of the structure of the community itself. Of the 200 recommendations made, two stand out. One calls for the establishment of a nerve center for the school system in the downtown area, and the second calls for a long-range (30-year) plan to replace the present schools as they become obsolete with approximately eight school clusters each serving 6,000 to 8,000 students in all grade levels. The educational planning would be coordinated interdependently with the complex city and metropolitan network of physical development and human activities, both existing and proposed. All these plans are expounded in detail and illustrated with maps, charts and photographs. (Author/GO)

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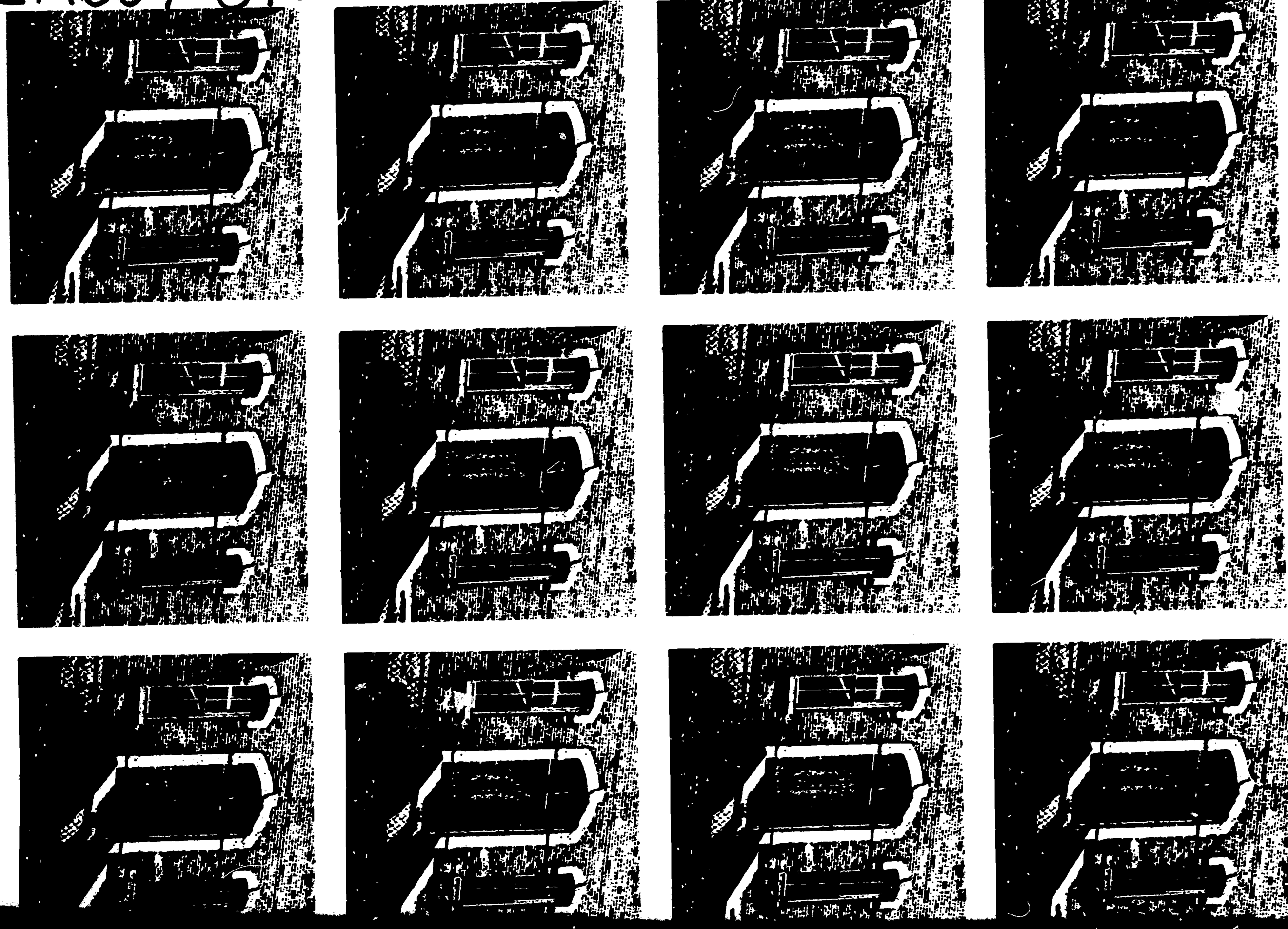





A LONG RANGE PLAN FOR IMPROVING EDUCATION AND URBAN LIFE IN ST. PAUL MINNESOTA




I was born not too far from Syracuse in a very small rural community. And back then it was the desire of every teacher, everybody to somehow head for Syracuse . . . it was the hallmark of achievement to be selected to teach in Syracuse.

The tax base was expanding and growing, industry was moving into the city . . . and then somehow . . . everything has gotten old in the city and tarnished a bit. The sewers are old, the streets are old, I don't believe that . . . a school that looks like a suburban school is going to keep people in the city . . . . but inside would be the best bang-up programs in education in the United States of America.

Franklyn S. Barry

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In a school district's struggle for quality, an important battle for the soul of the country is taking place. It may seem absurd to think that one institution, "school" has any chance against the powerful forces which threaten the foundations of our society. Yet, if children find no institution at all in their world which embodies the values we profess, there can be little hope for the future.

Sausalito Schools

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n S. Barry

Everything we build must inject the affirmative values human beings need as much as food...the pleasure of tactile and visual things, assurance of physical security and freedom, variety of stimulating impressions and experience...

Benjamin Thompson

...with these

Tomorrow's school will be a school without walls - a school built of doors which open to the entire community.

Tomorrow's school will reach out to the places that enrich the human spirit - to the museums, the theaters, the art galleries, to the parks and rivers and mountains.

It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories - so that the world of work does not seem an alien place for the student.

Tomorrow's school will be the center of community life, for grownups as well as children - "A shopping center of human services."

Lyndon Baines Johnson

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ST. PAUL PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT No. 625

615 City Hall - St. Paul, Minnesota

Superintendent: Dr. Donald W. Dunnan

Board of Education: Charles L. Rafferty
Mrs. G. Theodore Mitau
Dr. George O. Berry
Albert D. Sandberg
Gordon W. Christenson
Howard M. Guthmann
Arthur E. Turnquist

CITY CENTER FOR LEARNING PROJECT

ESEA TITLE III FUNDED

Suite 210 - Union Depot Building - St. Paul

Director: Dr. Gerald Boicourt

Associate Director: Dr. Kenneth Osvold

Comprehensive Planning: Dr. Wayne Jennings
John Baymiller

June.1969

PUBLICATION NO. 344

ON JULY 1, 1969
MR. JOHN T. LACKNER BECAME THE ACTING
SUPERINTENDENT of the ST. PAUL PUBLIC SCHOOLS

foreword

Creativity requires the freedom to consider "unthinkable" alternatives, to doubt the worth of cherished practices.

Every organization, every society, is under the spell of assumptions so familiar that they are never questioned -- least of all by those most intimately involved.

There is a certain perspective on any social enterprise that can be had only from the outside. That is why De Tocqueville was able to see our country as no American of the time could see it. That is why corporation presidents seek the advice of outside management consultants. That is why anthropologists can be objective about other cultures but not about their own.

People at the heart of an enterprise are striving with all their energy to accomplish certain objectives. They haven't time to doubt and speculate, and even if they did, it would be a risky form of self-indulgence.

That is why it is so essential that there be people who have time and the detachment to think not of the moment but of the past and the future, not only of how to solve the problem but whether it's worth solving, not only of what is but what might be.

John W. Gardner

Over the years a large number of study
ports have been made for improving educat
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that the average citizen and educator is familiar with. One calls for the establishment of a great headquarters or nerve center for the school system in the downtown area. Here would be provided opportunities for staff training, curriculum revision, and diagnostic services second to none in the nation. This building would be known as the City Center for Learning. The second recommendation calls for a long range plan for the replacement of present schools as they become obsolete with approximately 8 school clusters each serving 6,000 to 8,000 students in all grade levels. Each of these clusters or Consolidated Community Schools would contain the first rate facilities necessary to a quality educational program, such as a great library, a little theater, and a planetarium. These kinds of expensive facilities would be fully utilized with this number of students and their per student cost would be spread to a point of economic feasibility. The Consolidated Community Schools would make use of some existing school buildings in St. Paul but eventually would phase out the present 85 scattered schools. The result could be the best educational system in the nation.

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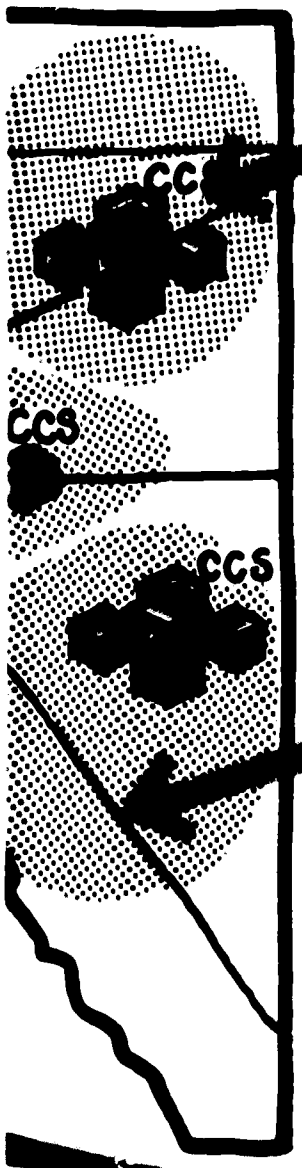
1 CITY CENTER FOR LEARNING.....7

THE 'NERVE CENTER' OF THE DISTRICT, CONTAINING CENTRALIZED ADMINISTRATIVE AND SUPPORT SERVICES, FACILITIES FOR DEVELOPMENT AND EVALUATION OF CURRICULUM, TEACHERS, RESOURCES, STUDENTS, COMMUNITY SERVICES, AND A SPECIAL SCHOOL FOR ALL GRADE LEVELS



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85 EXISTING SCATTERED SCHOOLS EVENTUALLY REPLACED BY A SYSTEM OF CONSOLIDATED CLUSTERS OF SCHOOLS ON 9 SITES, EACH ENROLLING 8000 STUDENTS IN ALL GRADE LEVELS AND SHARING EXTRAORDINARY STAFF, FACILITIES, AND PROGRAMS WITH THE COMMUNITY FOR HIGH QUALITY, ECONOMICAL EDUCATION

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THE COMPLEX CITY AND METROPOLITAN NETWORK OF PHYSICAL DEVELOPMENT AND HUMAN ACTIVITIES, BOTH EXISTING AND PROPOSED, WITH WHICH EDUCATIONAL PLANNING SHOULD COORDINATE INTERDEPENDENTLY

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THE C.C.L., C.C.S. SYSTEM AND COMMUNITY STRUCTURE COMBINED DURING THE NEXT 30 YEARS IN A DETAILED, STAGED, FLEXIBLE BUILDING PROGRAM WHICH IS ECONOMICALLY AND PHYSICALLY FEASIBLE

introduction

St. Paul is an upper middle west cit
315,000 population in a metropolitan are
1.7 million people ranking 15th in siz
the United States. The city is on the h
banks of the Mississippi River near the
of navigation and has a high level indust
base of publishing, electronics, comput
and diversified manufacturing. It is
seat of state, county and city governme
offices. There are 12 colleges in St.
including a branch of the University of
esota, the 4th largest university in th
tion. The majority of people in this
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streams are of mixed European origins, N
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place in the downtown area to create
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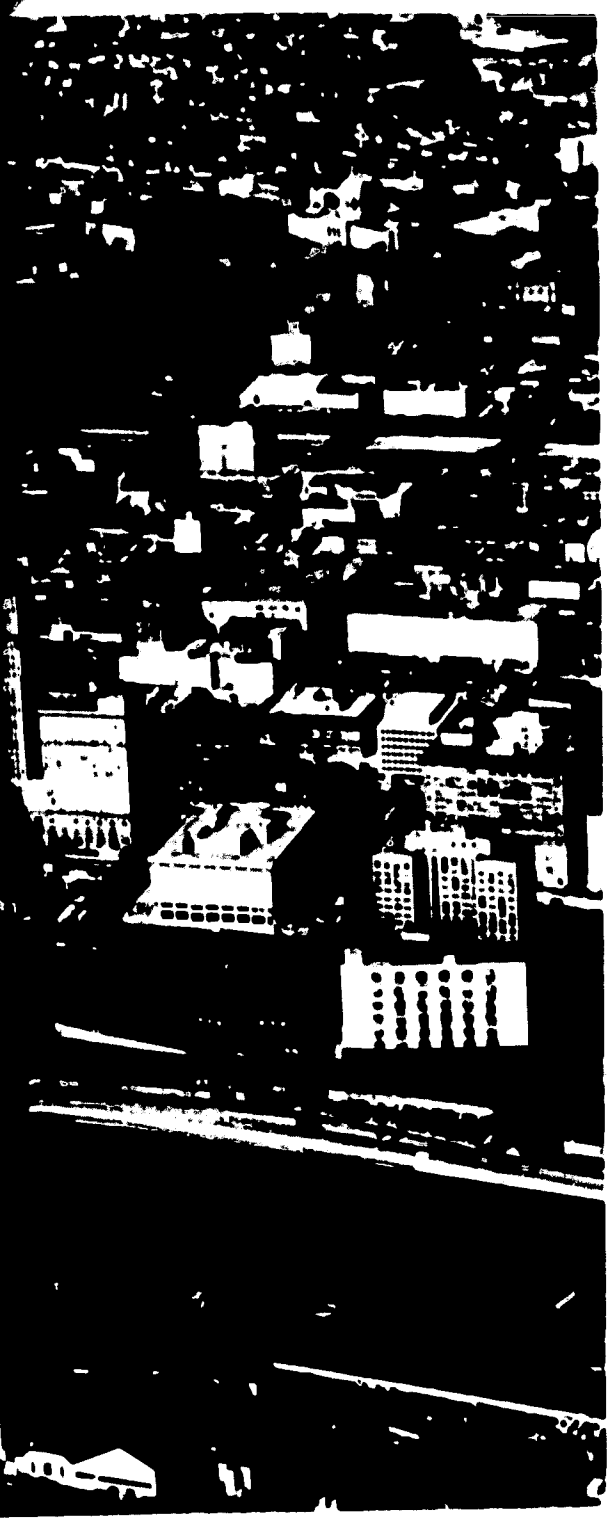
buildings.



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In the schools of St. Paul an inventory of problems is painful to face and represents, as in many cities, a backlog of major tasks to be done.

- 40% of the school buildings are more than fifty years old.
- there are too many schools (85) considering the enrollment of 50,000 -- 19 schools have fewer than 300 students.
- overcrowding to the extent of 4,000 students exists -- 61 portable classrooms already and 20 more ordered.
- 47 elementary schools do not have libraries.
- 37% of the elementary students are in parochial schools where financial problems may continue to close schools.
- defacto segregation exists for racial, ethnic, economic, and religious groups.
- the city and the school district are in a financial crisis -- both are at or near the ceiling of bonded indebtedness.
- student unrest and community dissatisfactions have rocked some schools.
- the curriculum and the teaching methods employed are being increasingly questioned.
- there are serious proportions of difficult-to-teach children.

Today the spotlight shinning on bo
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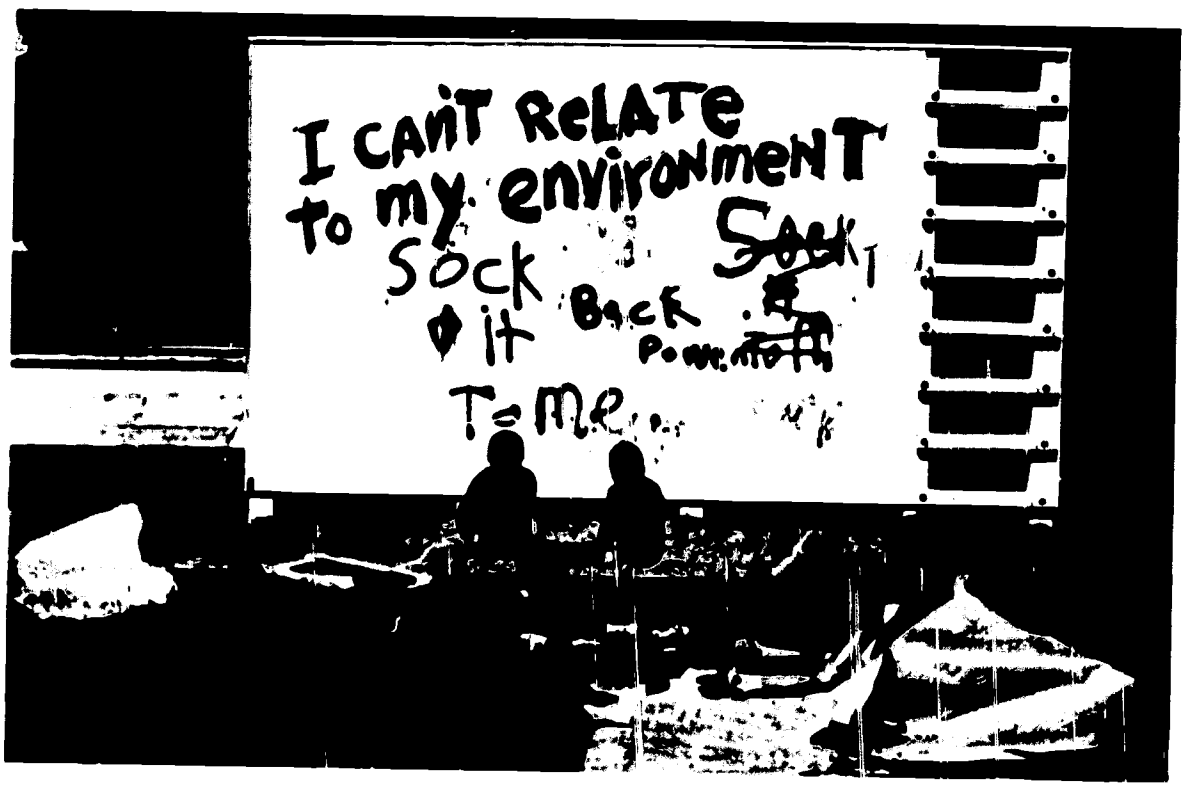
Yet the task of educating youngsters in this age has become so complex that 50 per cent of people trained for teaching abandon the profession within 5 years and often in deep frustration. Whether we like it or not, many of those that remain are plagued by a sense of failure. Too many high school graduates are far behind in reading and other skills. Employers complain that workers do not perform in a workmanlike manner. In addition the world has become crowded and complex -- tomorrow's citizens, indeed today's, carry burdensome personal and societal problems.



City after city in the United States is experiencing a crisis in education. Teachers strike, parents picket and students revolt -- there is extraordinary dissatisfaction. Six communities in Ohio simply shut down the schools this mid-year for 6 weeks because the citizens would not vote further expenditures.

St. Paul can become a "major league"
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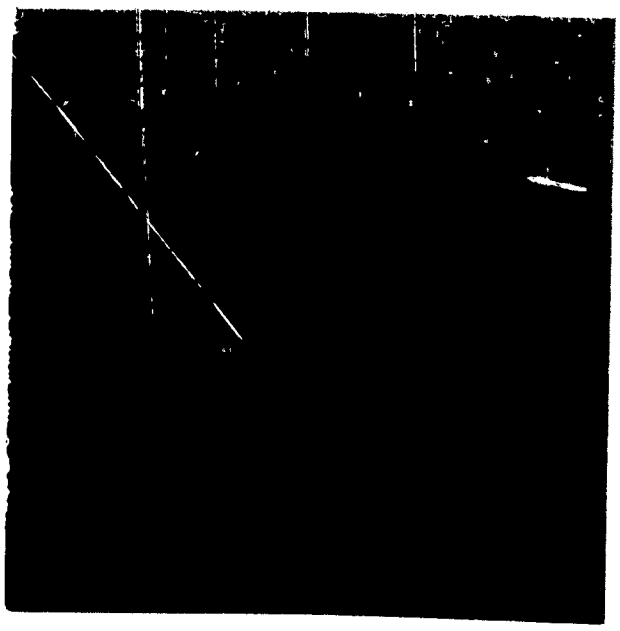

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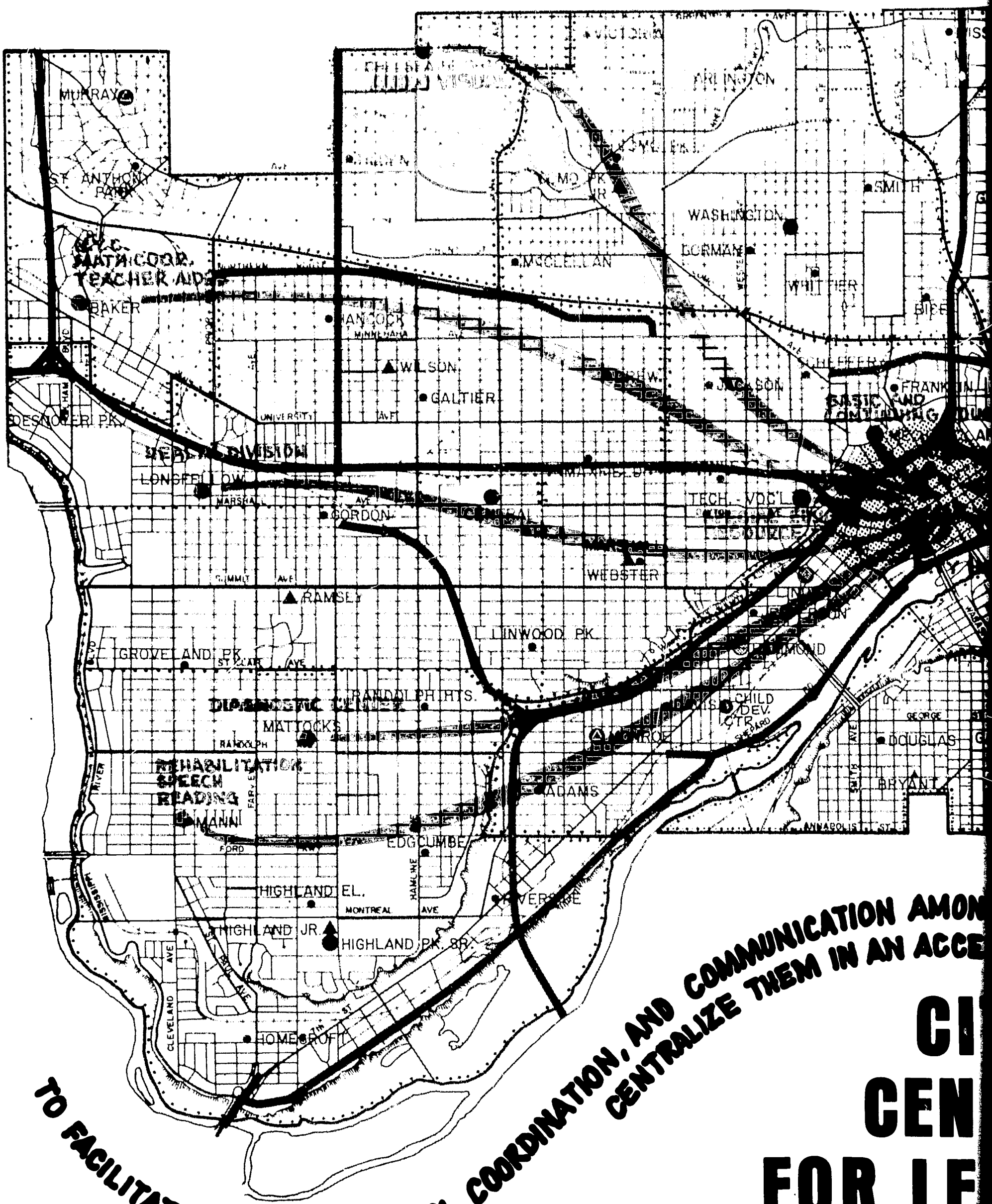
Paul can become a "major league" city in cation. Its great school system might be- e a mecca attracting the admiration of ed- tors across the nation. But such a dream come true only through creative planning careful study.

While other cities are planning educational parks of up to 38,000 students a more modest approach could still yield all the advantages of such designs. The Advisory Council recommended a City Center for Learning and about 8 Consolidated Community Schools enrolling about 7,000 students each in all grade levels.

The concepts of a City Center for Learning and Consolidated Community Schools were boldly outlined in *New Directions for Education in St. Paul*. However, that document did not delineate costs nor make specific site recommendations. This present study elaborates upon the basic concepts and provides enrollment projections, site considerations, design alternatives and cost estimates. Hopefully this information will provide material for careful thought, discussion, and study.

THIS BOOK IS A STUDY DOCUMENT. COMMENTS AND SUGGESTIONS ARE WELCOME. THE ASSUMPTIONS, THE SPACE ESTIMATES, THE RELATIONSHIPS, THE COST, OR OTHER DATA ARE OPEN TO QUESTION AND MODIFICATION. THE GOAL IN ST. PAUL IS CLEAR: HIGH QUALITY EDUCATION. THE PRECISE ROUTE TO THAT GOAL NEEDS TO BE CAREFULLY EXAMINED. *NEW DIRECTIONS FOR EDUCATION IN ST. PAUL* AND THIS BOOK DETAILING THE LONG RANGE PLAN SUGGEST A ROUTE.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SMITH
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GORMAN
McCLELLAN
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BAKER
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GALTIER
JACKSON
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DESCHERI PK.
UNIVERSITY
LONGFELLOW
MARSHALL
GORDON
WEBSTER
RAMSEY
LINWOOD PK.
GROVELAND PK.
RANDALL HTS.
MATTOCKS
CHILD DEV. CTR
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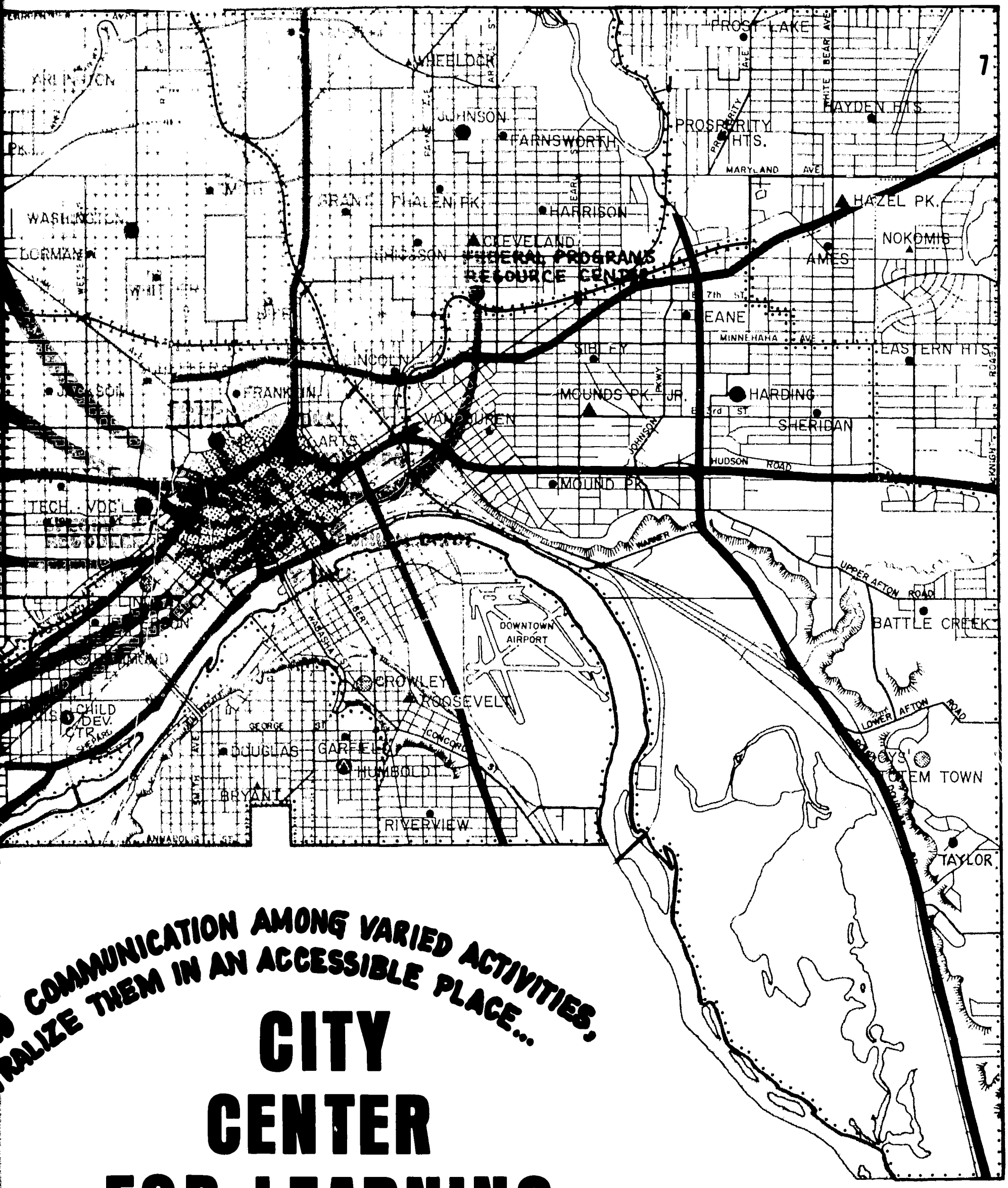

COMMUNICATION AMONG VARIED ACTIVITIES,
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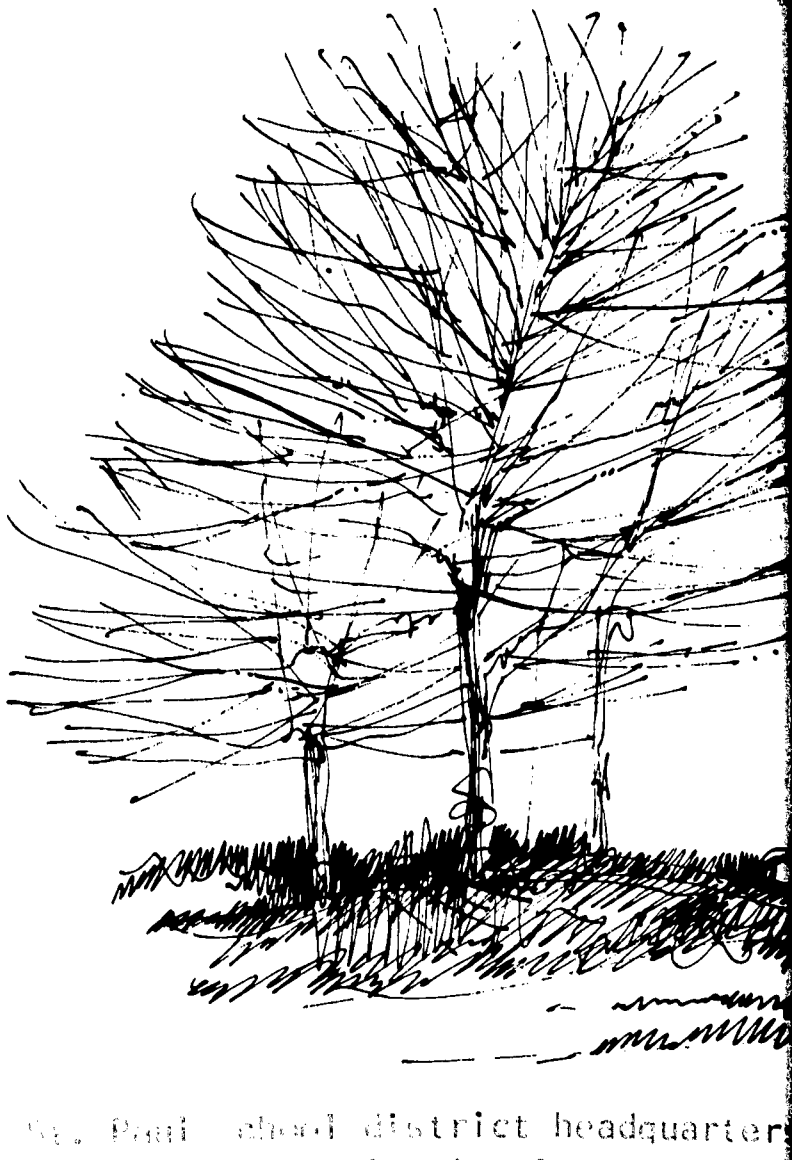
CITY CENTER FOR LEARNING

PART ONE



The St. Paul school district headquarter
scattered in nine locations.
of the offices are in City Hall, some in
Courthouse Building, Chelsea Heights and B
elementary schools, at 740 York, and in
other locations. For the best coordina
effort, staff members have hoped f
true headquarters building for over two
ades. Now the issue is coming to a h
The school district has been notified by
government to vacate City Hall.

Even more important is the lack of proper
cilities for upgrading staff skills and
riculum modifications. The complexity
learning and the difficulty of effecti
reaching all children is a serious proble
the nation. What is clearly needed
first rate professional library, more s
training programs and facilities, greater
forts to make the curriculum relevant,
increased employment of educational techn
gy and all types of resources, and incre
diagnostic and remediation services in a
of educational "Mayo Clinic".

A school containing all grades would b
important component of the City Center
Learning. All school staff people, not
teachers, need more contact with pupils
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CITY CENTER FOR LEARNING

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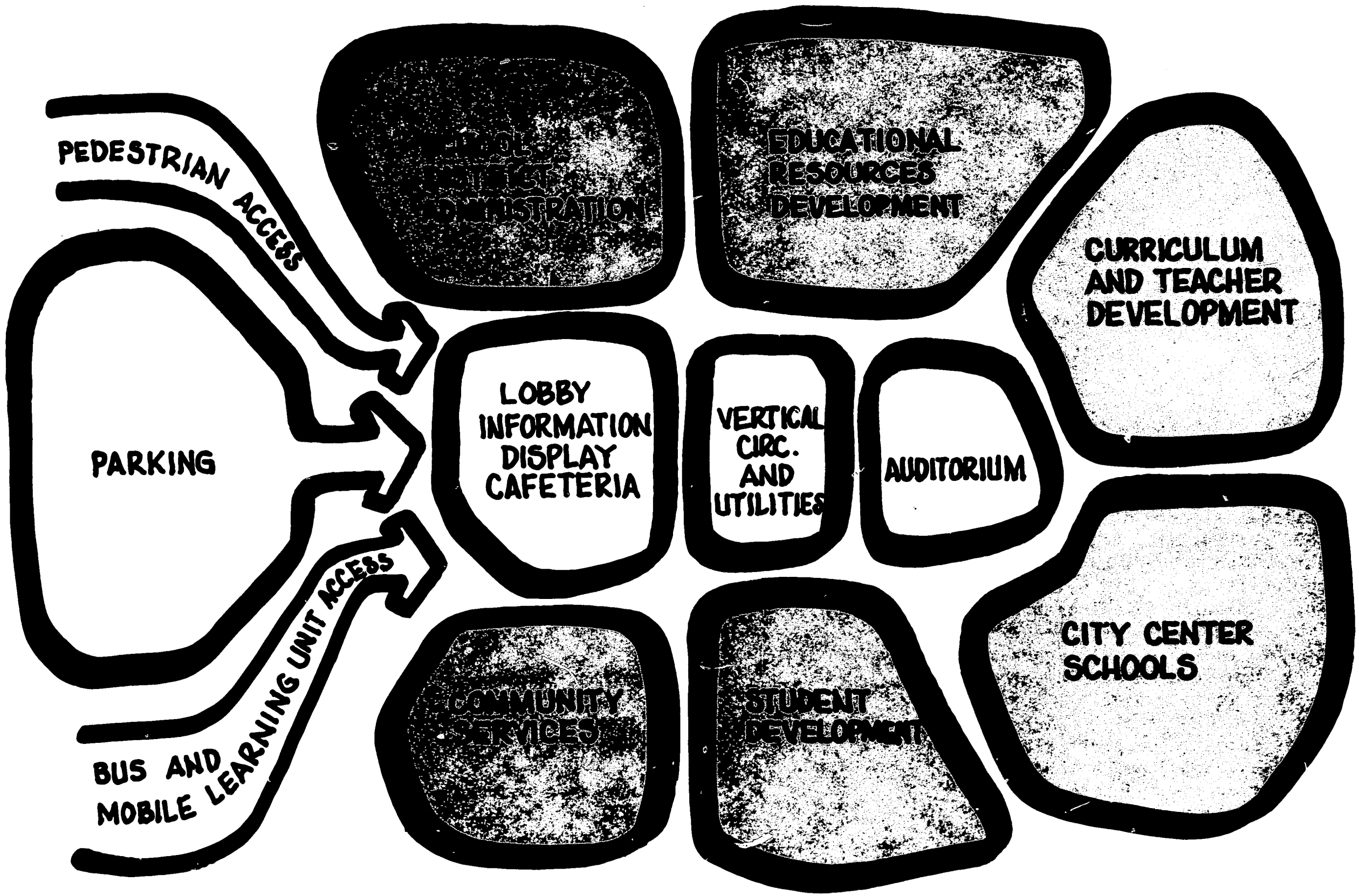
CCL components



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curriculum and teacher development component

It suggested that each of the subject matter coordinators be officed in a specialized resource area for each field (listed under the Educational Resources component) near a first rate professional library of at least 20,000 volumes, 300 periodicals, plus other appropriate materials. The library and other in-service training facilities should be open as much as possible, including evenings and weekends for maximum professional growth and development. For this reason a small snack and lounge area is suggested to supplement the main cafeteria, when it is closed.

Some of the facilities such as the auditorium will serve many uses, including a School Board meeting with an overflow audience or a visiting specialist who might speak, for example, to all English teachers in St. Paul.

A.	Offices	
	33 Professi	
	1 Assistan	
	2 Director	
	2 Director	
	1 Director	
	8 Supervis	
	3 Resource	
	5 Teacher	
	1 Utility	
	1 Coordina	
	1 Project	
	25 + 8 to b	
	curri	
	langu	
	20 Clerical	
	16 Present	
	Secretarial	
	Storage . .	
B.	Professiona	
	Check out d	
	Reading roo	
	microfilm,	
	Stacks, boo	
	textbooks .	
	Divisible c	
C.	Meeting, De	
	2 demonstra	
	2,000 sq. f	
	3 workshop	
	1,500 sq. f	
	Auditorium	
	Snack area	
D.	Curriculum	
	Materials P	
	Workrooms .	
TOTAL -	Curricu	
	Compone	

A. Offices

33 Professionals, 100 sq. ft. @ . . . . 3,300 sq. ft.

1 Assistant Superintendent of Instruction
2 Directors of Elementary Education
2 Directors of Secondary Education
1 Director of Vocational and Adult Education
8 Supervisors
3 Resource teachers
5 Teacher helpers
1 Utility teacher
1 Coordinator
1 Project director (libraries)
25 + 8 to be added eventually, e.g. curriculum research, foreign language, etc.

20 Clerical, 100 sq. ft. @. . . . . 2,000 sq. ft.
16 Present - 4 to be added

Secretarial work room . . . . . 800 sq. ft.
Storage . . . . . 600 sq. ft.
6,700 sq. ft.

B. Professional Library

Check out desk, information, phone. . . 500 sq. ft.

Reading room, study carrels, microfilm, typewriters, etc.. . . . . 4,000 sq. ft.

Stacks, books, periodicals, textbooks . . . . . 3,000 sq. ft.

Divisible conference room . . . . . 1,000 sq. ft.
8,500 sq. ft.

C. Meeting, Demonstration, Workshop and Conference Areas

2 demonstration classrooms
2,000 sq. ft. @ . . . . . 4,000 sq. ft.

3 workshop rooms divisible
1,500 sq. ft. @ . . . . . 4,500 sq. ft.

Auditorium for 350 people . . . . . 5,000 sq. ft.

Snack area and lounge . . . . . 1,500 sq. ft.
15,000 sq. ft.

D. Curriculum Materials and Teaching Materials Preparation Studio and Workrooms . . . . . 5,000 sq. ft.

TOTAL - Curriculum and Teacher Development Component 35,200 sq. ft.

TO TV STUDIO

TO EDUC. TECH. EVAL. AND DEMO. AND SPECIALIZED RESOURCE AREAS

AUDITORIUM

CURRICULUM AND TEACHING MATERIALS PREPARATION AND WORKROOMS

STACKS

PROFESSIONAL LIBRARY

CHECK OUT

ACCESS

READING

CONFERENCE

SNACK LOUNGE

WORK SHOP

WORK SHOP

WORK SHOP

CLERICAL

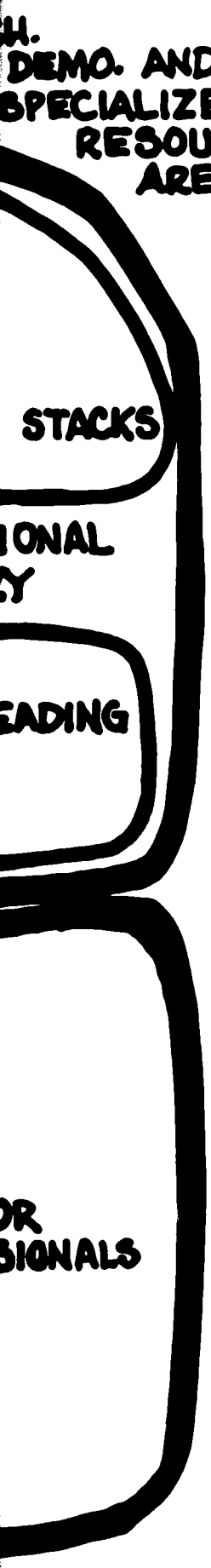
OFFICES FOR 33 PROFESSIONALS

DEMO. C.R.

DEMO CR.

OBSERVATION

TO CITY CENTER SCHOOLS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DEMO. AND
SPECIALIZED
RESOURCE
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EADING
OR
SIONALS
OOLS


MISS HENDRIX
EBONY

12

educational resources component

Many audio-visual devices, electronic and mechanical aides, printed resources, realia, and community resources exist to enhance learning. These need to be acquired, evaluated, stored, distributed and courses need to be provided in their use. The use of ineffective and inefficient materials will be avoided with proper examination and evaluation.

Each of the major subject area divisions of the curriculum would have its own resource area. These twelve areas are math, science, English, social studies, physical education, industrial arts, home economics, art, music, foreign language, special education, and business education. Additional areas or additional space in the above areas may be necessary so square footage allotments must be flexible.

A. Offices

10 Professio

1 Director
2 Supervis
4 Resource
7 + 3 to be

10 Clerical
6 - 4 to be

Secretarial

B. Multi-Media

Specialized
each subject
12 fields, 1

Audio visual
film handlin

Repair and s

Radio and te

(NOTE: Prof
mate
unde
ment

C. Educational
and Demonstr

D. Mobile Unit

TOTAL - Educatio

A. Offices

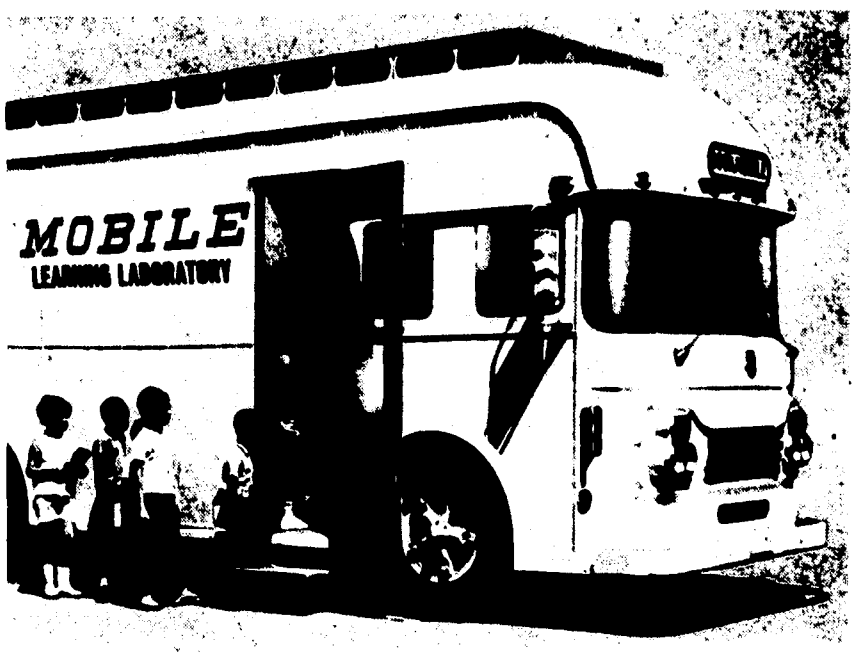
10 Professionals	1,000 sq. ft.
1 Director 2 Supervisors 4 Resource teachers 7 + 3 to be added	
10 Clerical 6 - 4 to be added	1,000 sq. ft.
Secretarial workroom and storage	1,000 sq. ft.
	3,000 sq. ft.

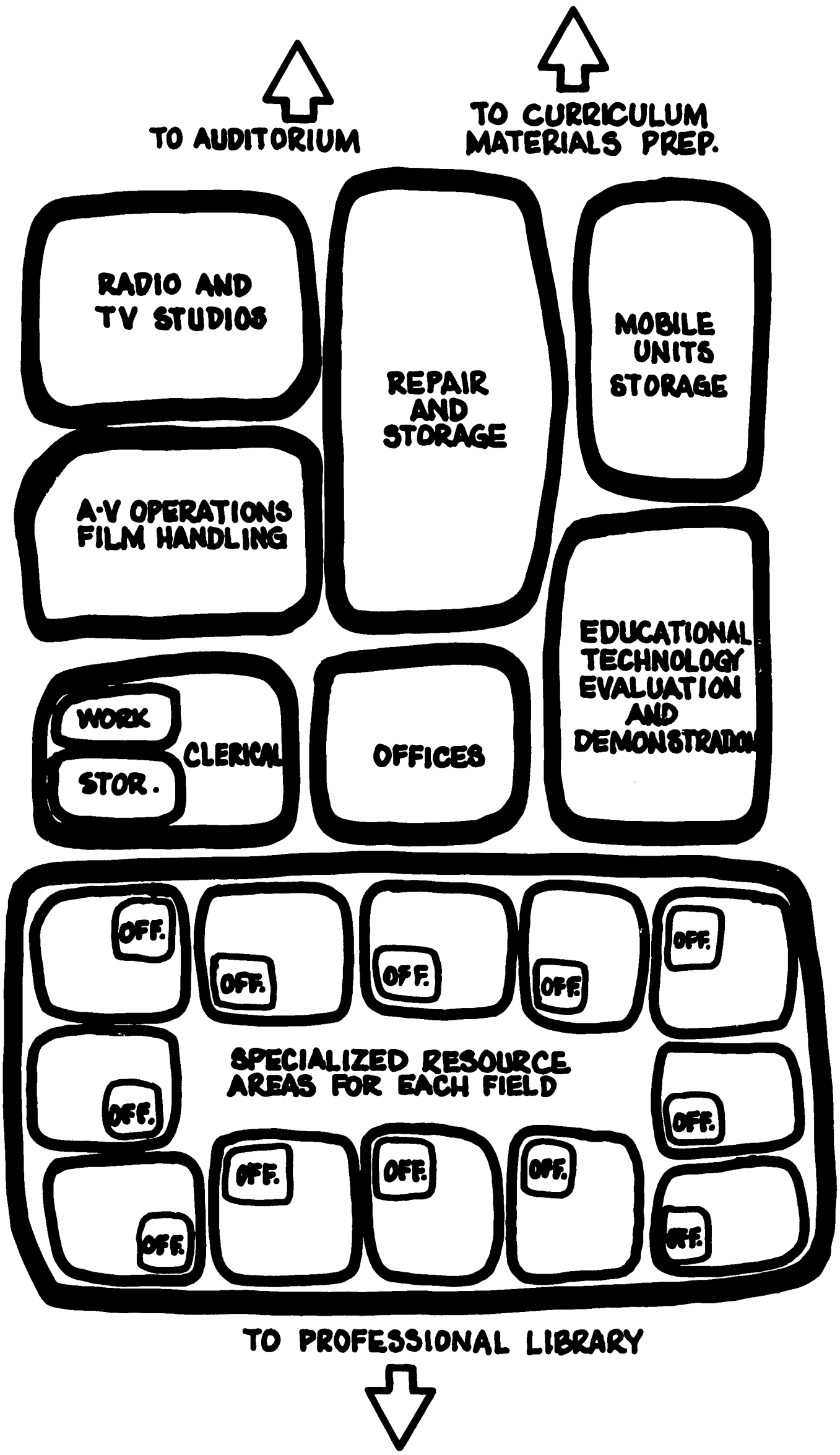
B. Multi-Media Center

Specialized resource areas for each subject field 12 fields, 1,000 sq. ft.	12,000 sq. ft.
Audio visual operations and film handling.	2,400 sq. ft.
Repair and storage	5,000 sq. ft.
Radio and television studios	3,000 sq. ft.
	22,400 sq. ft.

(NOTE: Professional library and teaching materials preparation are listed under Curriculum-Teacher Development component)

C. Educational Technology: Evaluation and Demonstration	5,000 sq. ft.
D. Mobile Units Storage	4,000 sq. ft.
TOTAL - Educational Resources Component	34,400 sq. ft.




TO AUDITORIUM
TO CURRICULUM MATERIALS PREP.
RADIO AND TV STUDIOS
A-V OPERATIONS FILM HANDLING
REPAIR AND STORAGE
MOBILE UNITS STORAGE
EDUCATIONAL TECHNOLOGY EVALUATION AND DEMONSTRATION
WORK
STOR.
CLERICAL
OFFICES
OFF.
SPECIALIZED RESOURCE AREAS FOR EACH FIELD
TO PROFESSIONAL LIBRARY


I am a big cat.
cap

14

student development component

Not only would students with "problems" receive diagnostic services but all students would benefit. Gifted students could have special programs designed, talents and special abilities would be identified in seeming average youngsters, and early identification and treatment of learning impediments would provide a boost for increased achievement both in an out of school. Not all work would be carried on in the CCL but this would provide the headquarters, coordination and planning areas, as well as being an actual case handling facility. Placing various specialists in close juxtaposition increases opportunities for a team approach - an approach successful and recommended for this field.

A. Offices

23 Profess

1 Directo
3 Assistan
3 Supervis
2 Assistan
3 Consulta
5 Health s
17 presentl

26 Clerical
21 presentl

Secretarial
Storage. .

B. Meeting Roo
Conference

C. Dental Clini

D. Health Clini

E. Diagnostic S

F. Diagnostic-L
Mattocks, I-

G. Guidance and
(now at Ross
present siz

H. School Socia

I. Home Instruc

J. Speech Thera

K. Rehabilitati
quarters . .

L. Itinerant Su
Teachers Hea

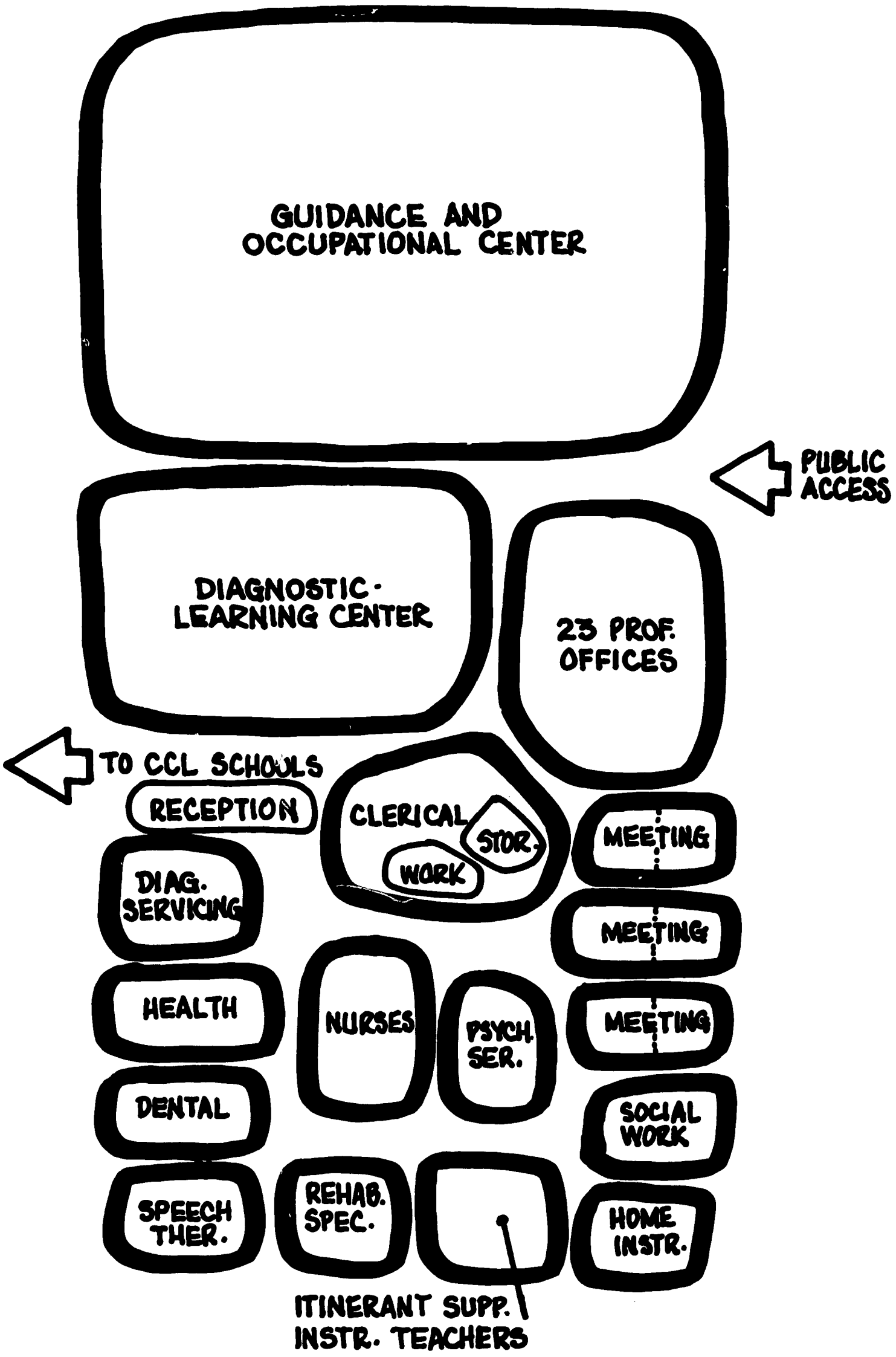
M. School Nurse

N. Psychologica

TOTAL - Student

A. Offices

23 Professionals	2,300 sq. ft.	
1 Director		
3 Assistant directors		
3 Supervisors		
2 Assistant supervisors		
3 Consultants		
5 Health specialists		
17 presently + 6 to be added		
26 Clerical		
21 presently + 5 to be added	2,600 sq. ft.	
Secretarial workroom	700 sq. ft.	
Storage	2,000 sq. ft.	
		7,600 sq. ft.
B. Meeting Rooms, Staff Training, Conference - 3 (divisible)		4,500 sq. ft.
C. Dental Clinic (5 chairs)		2,000 sq. ft.
D. Health Clinic		3,000 sq. ft.
E. Diagnostic Servicing		2,000 sq. ft.
F. Diagnostic-Learning Center (now at Mattocks, 1-1/2 X present size)		10,000 sq. ft.
G. Guidance and Occupational Center (now at Rossmor Building, triple present size)		23,100 sq. ft.
H. School Social Workers Headquarters		2,000 sq. ft.
I. Home Instructors Headquarters		2,000 sq. ft.
J. Speech Therapists Headquarters		1,000 sq. ft.
K. Rehabilitation Specialists Headquarters		3,000 sq. ft.
L. Itinerant Supplemental Instruction Teachers Headquarters		1,000 sq. ft.
M. School Nurses Headquarters		4,000 sq. ft.
N. Psychological Services		1,000 sq. ft.
		58,600 sq. ft.
TOTAL - Student Development Component		66,200 sq. ft.


GUIDANCE AND
OCCUPATIONAL CENTER
PUBLIC
ACCESS
DIAGNOSTIC·
LEARNING CENTER
23 PROF.
OFFICES
TO CCL SCHOOLS
RECEPTION
CLERICAL
STOR.
WORK
MEETING
DIAG.
SERVICING
MEETING
HEALTH
NURSES
PSYCH.
SER.
MEETING
DENTAL
SOCIAL
WORK
SPEECH
THER.
REHAB.
SPEC.
HOME
INSTR.
ITINERANT SUPP.
INSTR. TEACHERS

PUBLIC ACCESS

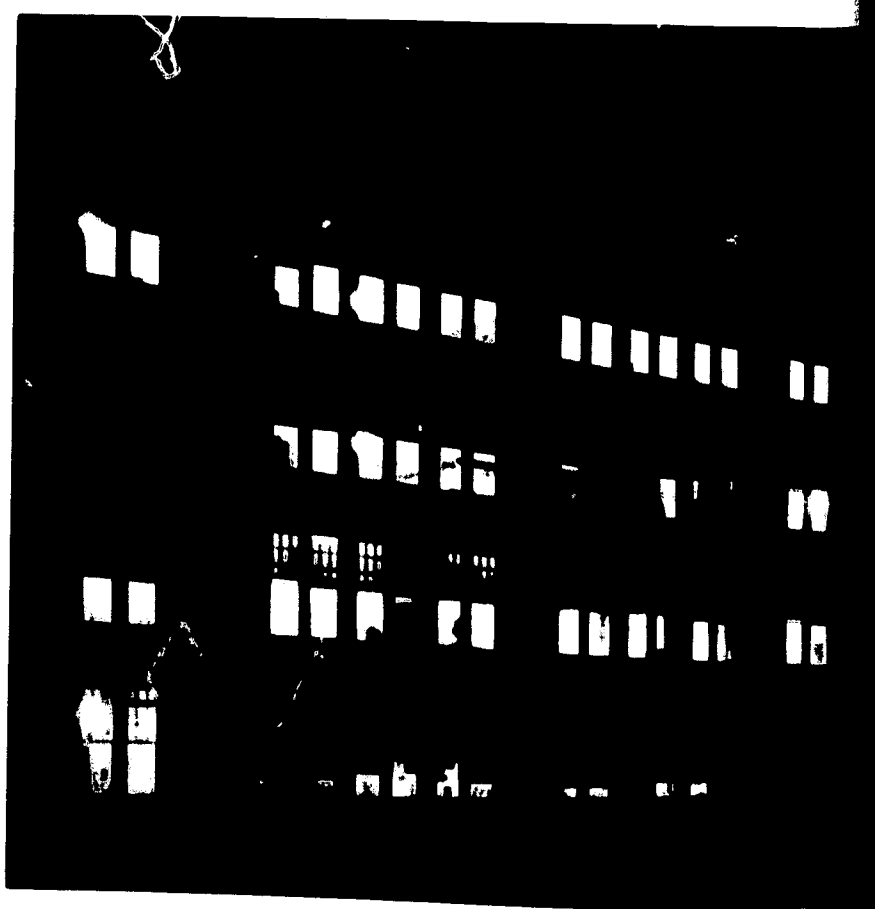
16

community services component

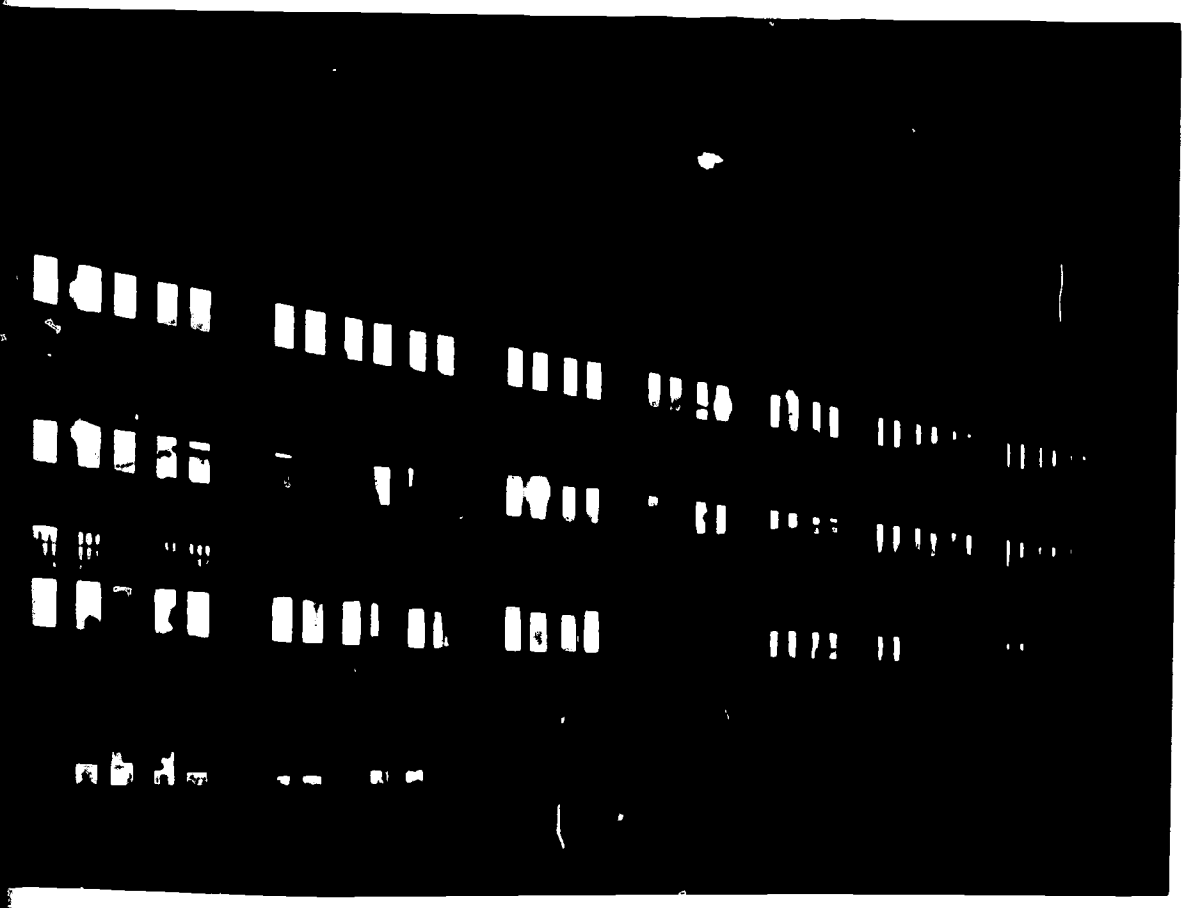
The Adult Basic and Continuing Education Program provides instruction and guidance to adults who have not finished elementary or secondary school and lack fundamental knowledge and skills. The downtown location will be convenient because of public transportation. Classrooms and a small lounge away from others will help with this group's problems of self-consciousness.

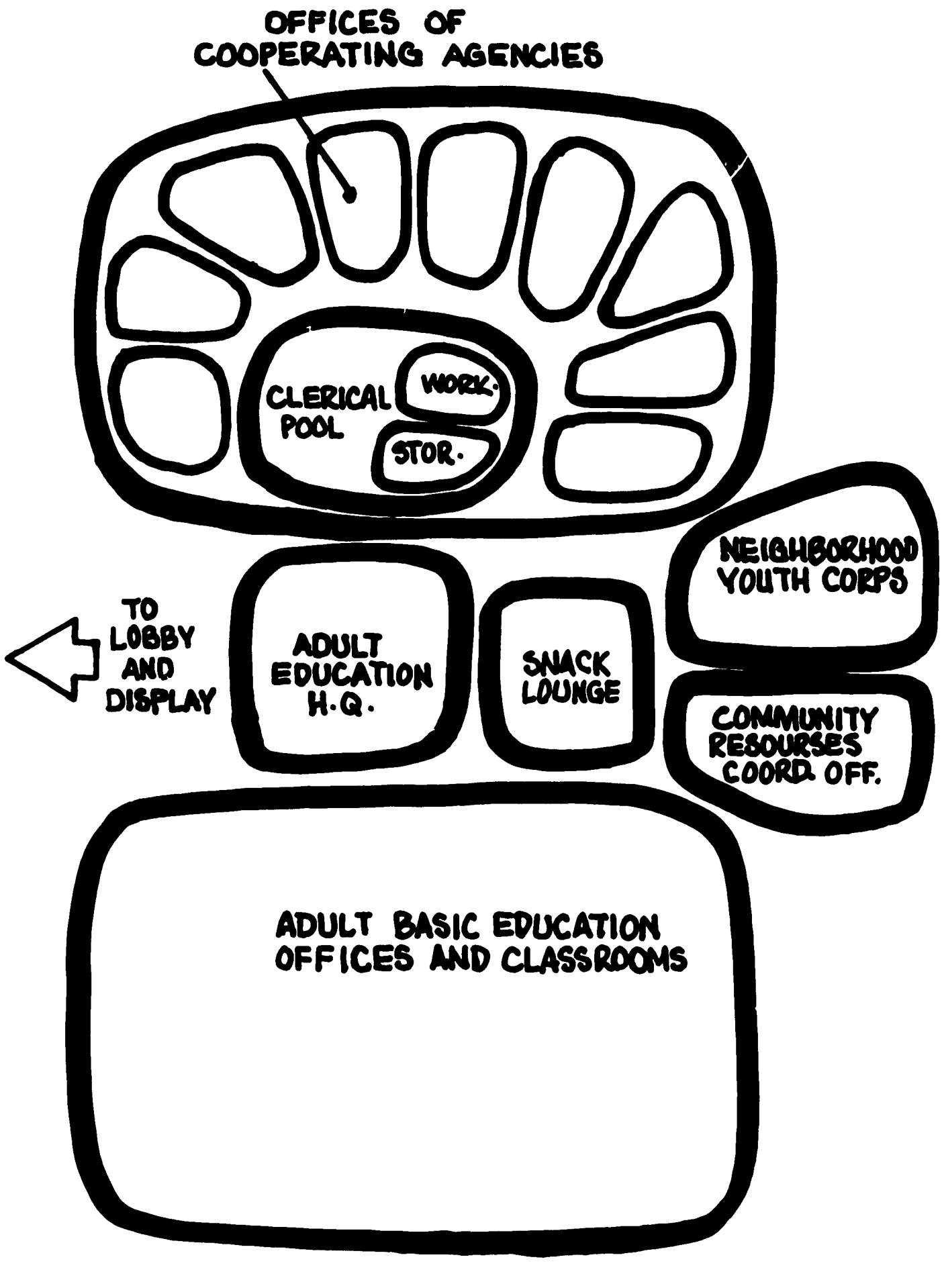
The current adult education program operates in many schools with recreational, cultural and educational courses. The CCL would provide a central headquarters location and the school facilities at the CCL would make available another location for evening courses.

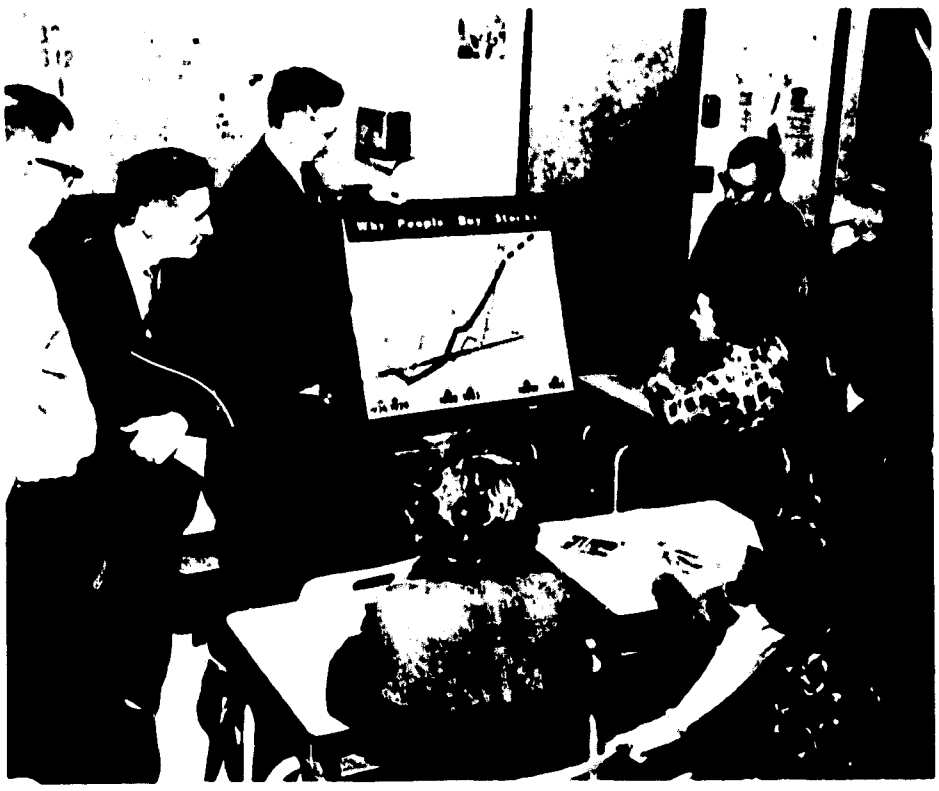
A.	Adult Educa
B.	Adult Basic and classro
	Classrooms
	Office . .
	Snack bar a
C.	Community R ordinating C Volunteers
D.	Neighborhood
E.	Cooperating
	Big Brothers
	Junior Leagu
	Ramsey Count
	St. Paul Cou
	St. Paul Pol Juvenile
	St. Paul Off Opportun
	Bremer House
	Wilder Child
	Conference r
	Secretarial workroom
TOTAL - Communit	



A.	Adult Education Headquarters	2,000 sq. ft.
B.	Adult Basic Education (offices and classrooms)	
	Classrooms	10,000 sq. ft.
	Office	1,000 sq. ft.
	Snack bar and lounge	1,000 sq. ft.
		12,000 sq. ft.
C.	Community Resources Co-ordinating Office and Volunteers	1,000 sq. ft.
D.	Neighborhood Youth Corps	1,600 sq. ft.
E.	Cooperating Agencies	
	Big Brothers	100 sq. ft.
	Junior League	100 sq. ft.
	Ramsey County Probation	100 sq. ft.
	St. Paul Council of P.T.A.	100 sq. ft.
	St. Paul Police Department and Juvenile Division.	100 sq. ft.
	St. Paul Office of Twin City Youth Opportunity	700 sq. ft.
	Bremer House Office	100 sq. ft.
	Wilder Child Guidance Clinic	100 sq. ft.
	Conference room (divisible)	1,500 sq. ft.
	Secretarial pool area workroom and storage	2,000 sq. ft.
		5,300 sq. ft.
TOTAL - Community Services Component		21,900 sq. ft.

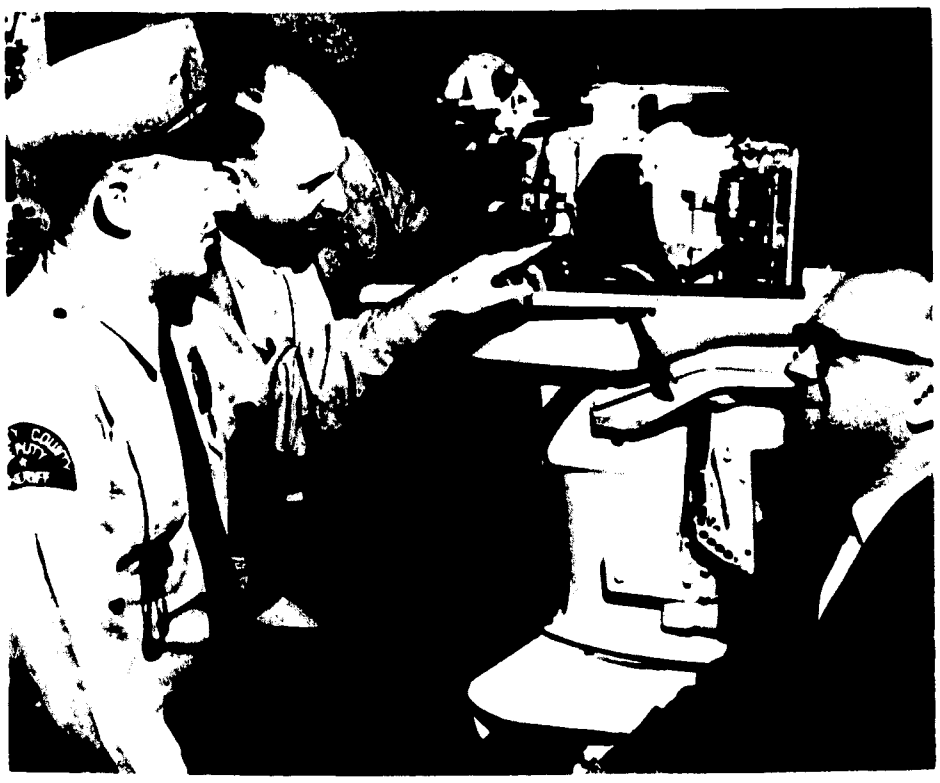



OFFICES OF
COOPERATING AGENCIES
CLERICAL
POOL
WORK.
STOR.
NEIGHBORHOOD
YOUTH CORPS
TO
LOBBY
AND
DISPLAY
ADULT
EDUCATION
H.Q.
SNACK
LOUNGE
COMMUNITY
RESOURSES
COORD. OFF.
ADULT BASIC EDUCATION
OFFICES AND CLASSROOMS



IGHBORHOOD
UTH CORPS

MMUNITY
OURSES
ORD. OFF.



school district administration headquarters

Attention should be provided to an atmosphere of accessibility for the public, a proper lobby space with displays and school publications available, and a public information center serviced perhaps by the publications office so that the citizens of St. Paul truly feel the schools an existing part of their community. The high level of professional competence in the CCL should make the center exemplary of the proper functioning of a public body.

A. Offices

4 Superintende
20 Professional
10 Business adm
5 Requisitions
30 Clerical (ex
and busin
3 Secretarial
800 sq. f
5 Storage room
600 sq. f

B. Duplicating Roo

C. Publications Of

D. Data Processing

E. Conference Room
(divisible 1,5

F. Cafeteria for C

G. Board of Educati
seating 100

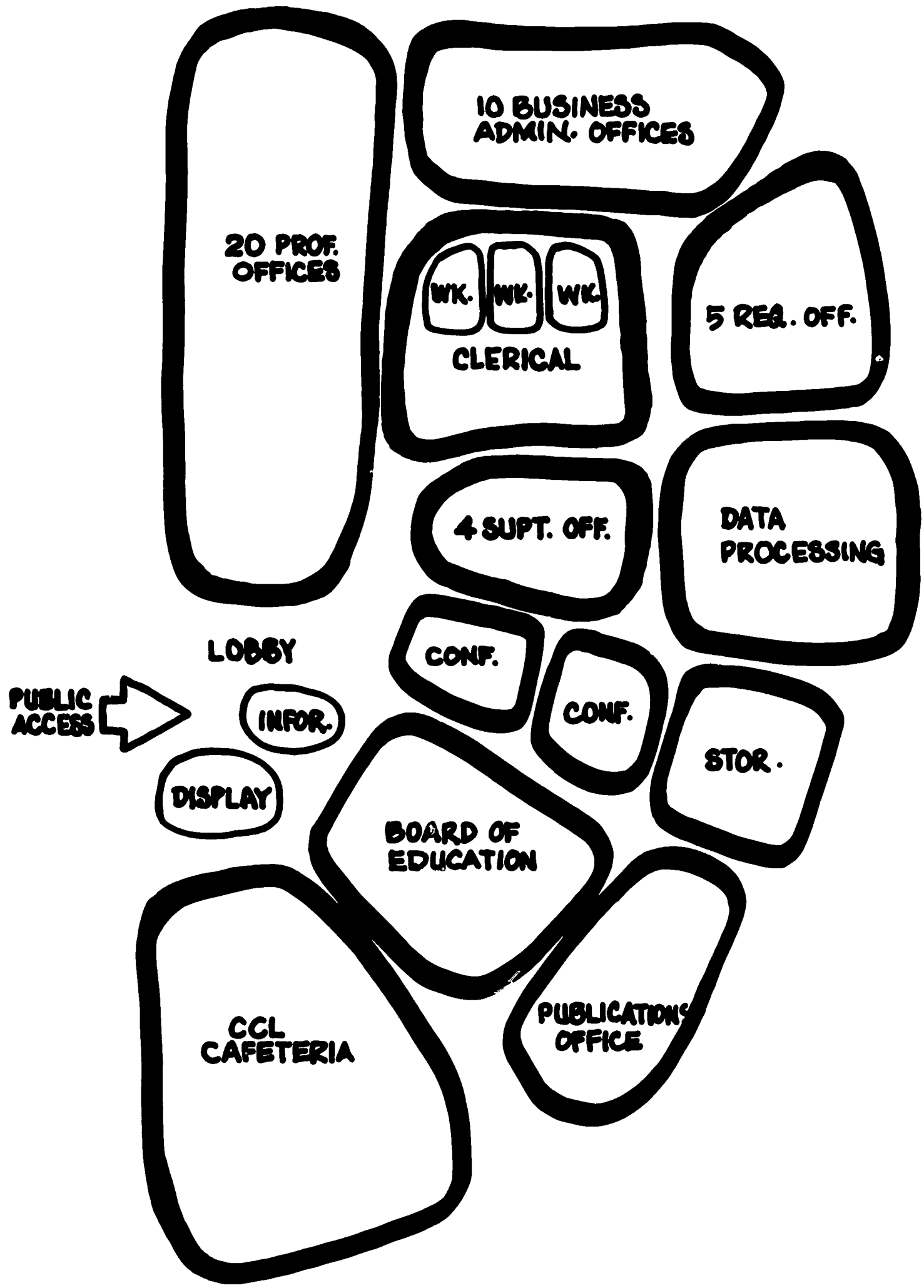
TOTAL - School Distr
Headquarters

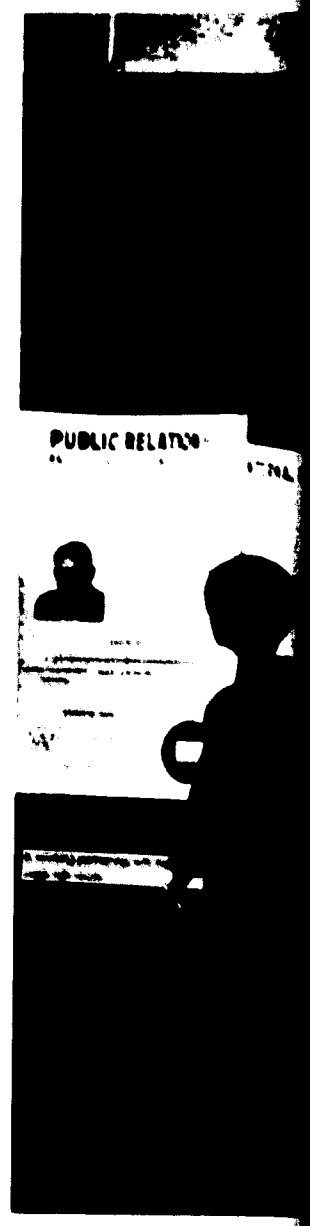
A. Offices

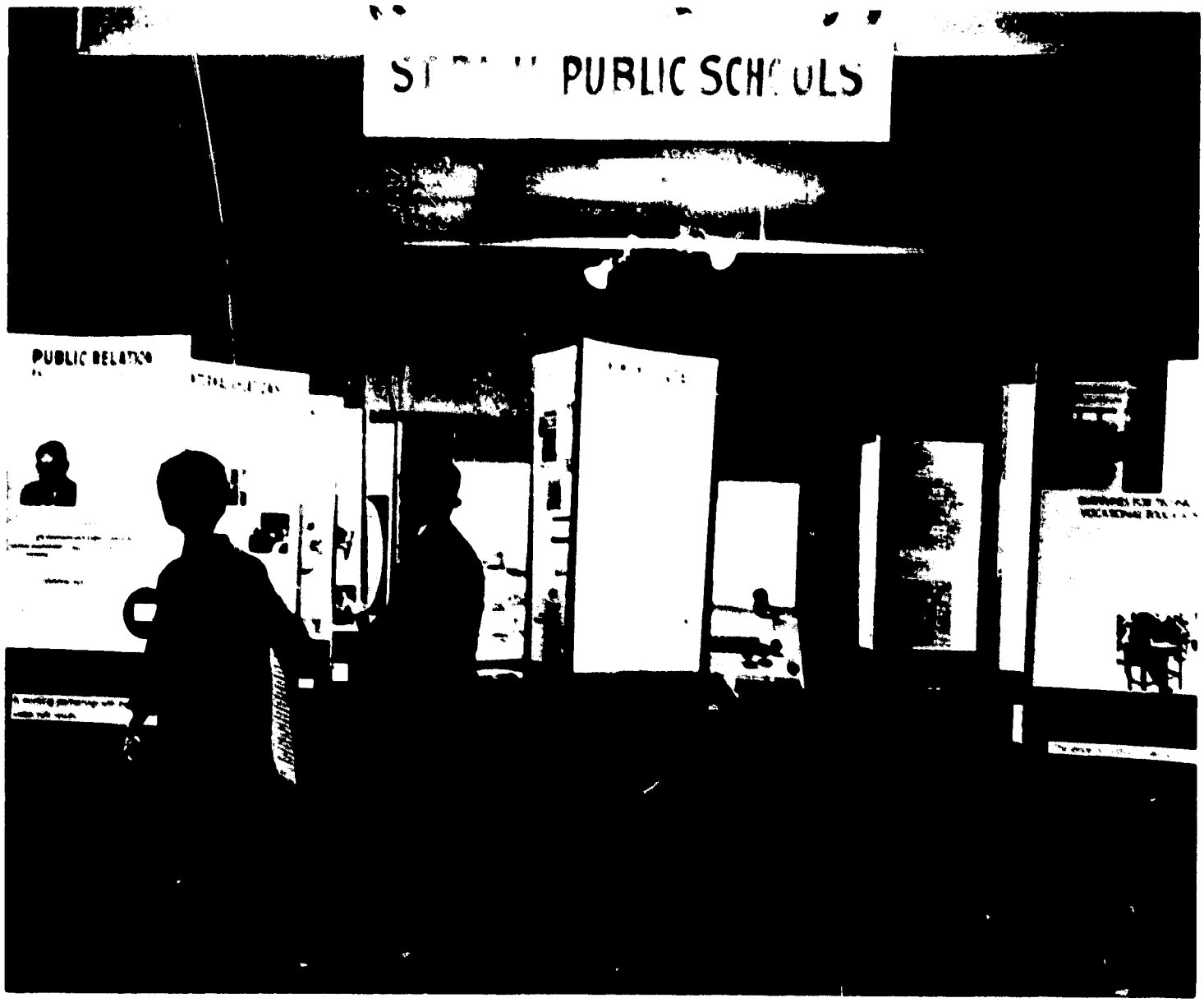
4	Superintendents	800 sq. ft.
20	Professionals	2,000 sq. ft.
10	Business administration	1,000 sq. ft.
5	Pequisitions	500 sq. ft.
30	Clerical (except requisition and business admin.)	3,000 sq. ft.
3	Secretarial workrooms 800 sq. ft. @	2,400 sq. ft.
5	Storage rooms 600 sq. ft. @	3,000 sq. ft.
		12,700 sq. ft.

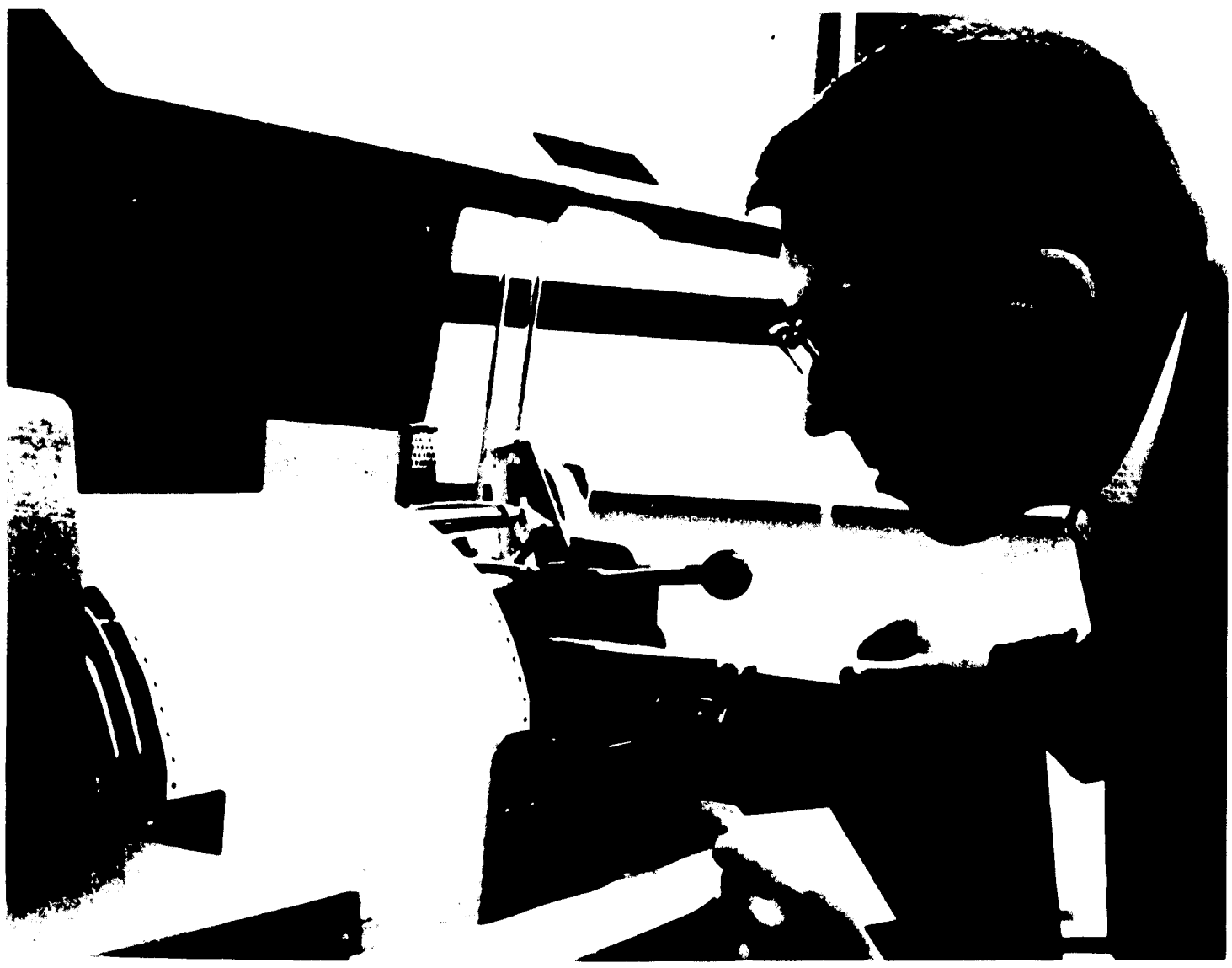
B.	Duplicating Room	2,300 sq. ft.
C.	Publications Office	1,500 sq. ft.
D.	Data Processing	4,000 sq. ft.
E.	Conference Rooms -2- (divisible 1,500 sq. ft. @, ...	3,000 sq. ft.
F.	Cafeteria for CCL	4,500 sq. ft.
G.	Board of Education Room - seating 100	3,300 sq. ft.

TOTAL - School District Administration Headquarters 31,300 sq. ft.


20 PROF. OFFICES
10 BUSINESS ADMIN. OFFICES
WK.
WK.
WK.
CLERICAL
5 REG. OFF.
4 SUPT. OFF.
DATA PROCESSING
LOBBY
PUBLIC ACCESS
INFOR.
DISPLAY
CONF.
CONF.
STOR.
BOARD OF EDUCATION
CCL CAFETERIA
PUBLICATIONS OFFICE




PUBLIC SCHOOLS
PUBLIC RELATIONS



city center schools

This figure is subject to site limitations and other factors. The students might be allocated as 1,800 students in full time enrollment with 200 students on a "tourist" basis. The tourist students would come in from Consolidated Community Schools or non-public schools and take special courses, attend a lecture or use resources of the downtown area.

The 2,000 number is a minimum in order to provide for a complete program of studies and may include a heavier assortment of secondary school students, for example, 75 per cent secondary and 25 percent elementary students.

Another reason for a school at the City Center for Learning is that various specialists need opportunities immediately at hand to try out ideas. Each of the Consolidated Schools will try out new ideas and practices but occasionally a central office staff person may wish to keep immediate daily tabs on a new development or take a hand himself in developing a new practice.

Students at the City Center for Learning provide observation opportunities for staff workshops and meetings. Their use in demonstration classes, micro-teaching or for student reactions concerning certain practices will be valuable.

Organization of the City Center for Learn schools will probably be along the lines conventional school practices in the distr or similar to the CCS's, hence further scription is omitted here.

Another series of reasons for a school at City Center for Learning lies in the sources of the downtown area. Maximum should be made of these resources. Prov ing a school at the City Center for Learn will encourage and help all teachers throu out the district learn how to make better of these resources. The learning potenti of city-wide resources can be boldly explo ed by the students themselves at the C Center for Learning.

S

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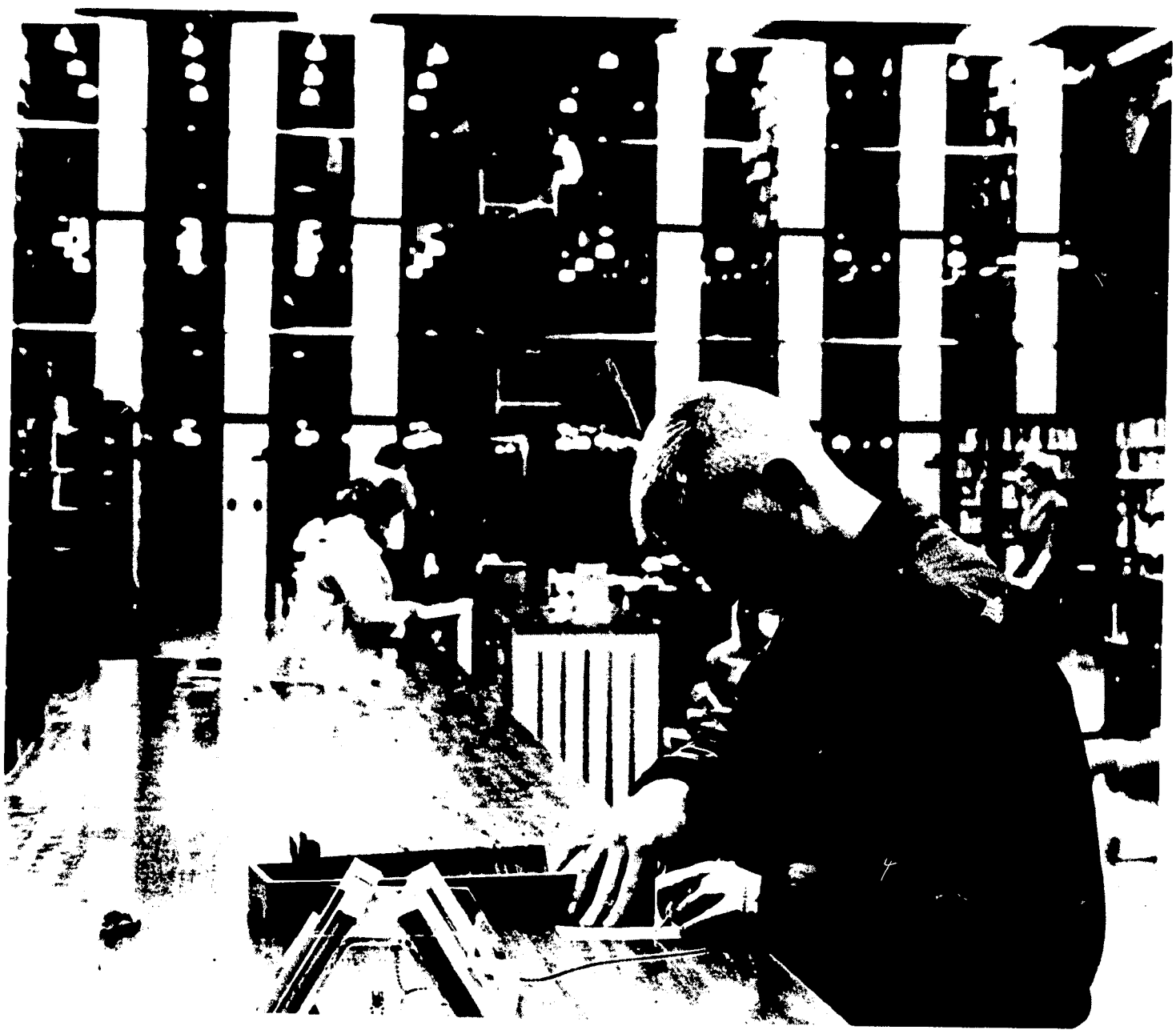
series of reasons for a school at the nter for Learning lies in the re- of the downtown area. Maximum use be made of these resources. Provid- hool at the City Center for Learning courage and help all teachers through- district learn how to make better use e resources. The learning potential wide resources can be boldly exploit- he students themselves at the City or Learning.



CCL

I. Distric
Support

A. Cur
Com

B. Educ
Comp

C. Stud
Comp

D. Comm
Comp

E. Scho
Head

Plus
main
per

II. City Cen
2,000 st
($25,00

III. Parking

300 spac
100 teac
Lear
100 visi
pers
100 stud
600 auto
@ $1

City Cen

* Cost estimat

CCL totals

I. District Headquarters and Support Services

A.	Curriculum and Teacher Component	35,200 sq. ft.
B.	Educational Resources Component	34,400 sq. ft.
C.	Student Development Component	66.200 sq. ft.
D.	Community Services Component	21,900 sq. ft.
E.	School District Headquarters	31,300 sq. ft.
		189,000 sq. ft.
	Plus 33-1/3 for halls, maintenance, etc. (at $25.00 per sq. ft.)	63,000 sq. ft.
		252,000 sq. ft.
		$6,300,000

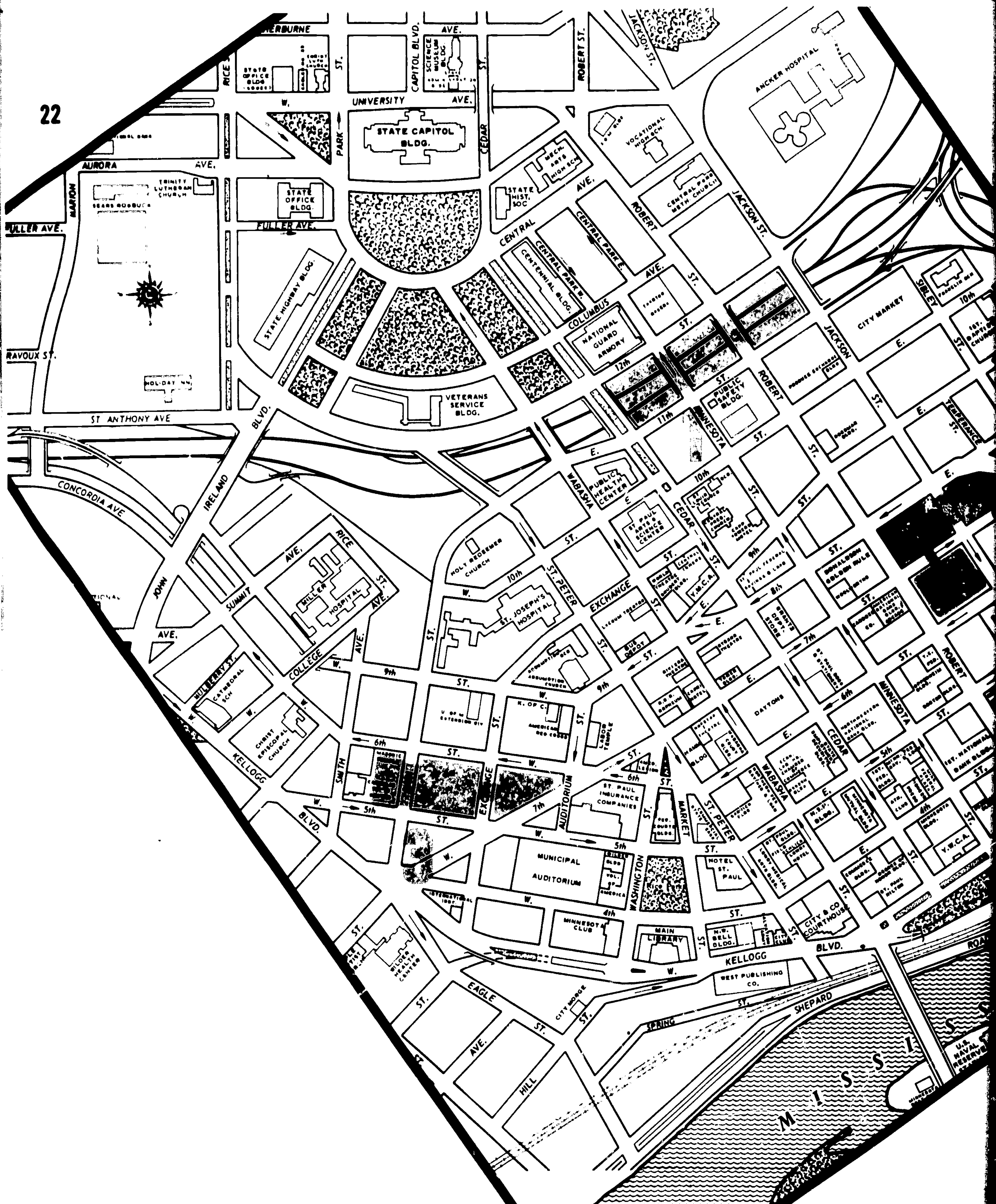
II. City Center for Learning schools
2,000 students at 150 sq. ft. @ ($25,00 per sq. ft.). . . . . 300,000 sq. ft.
$7,500,000

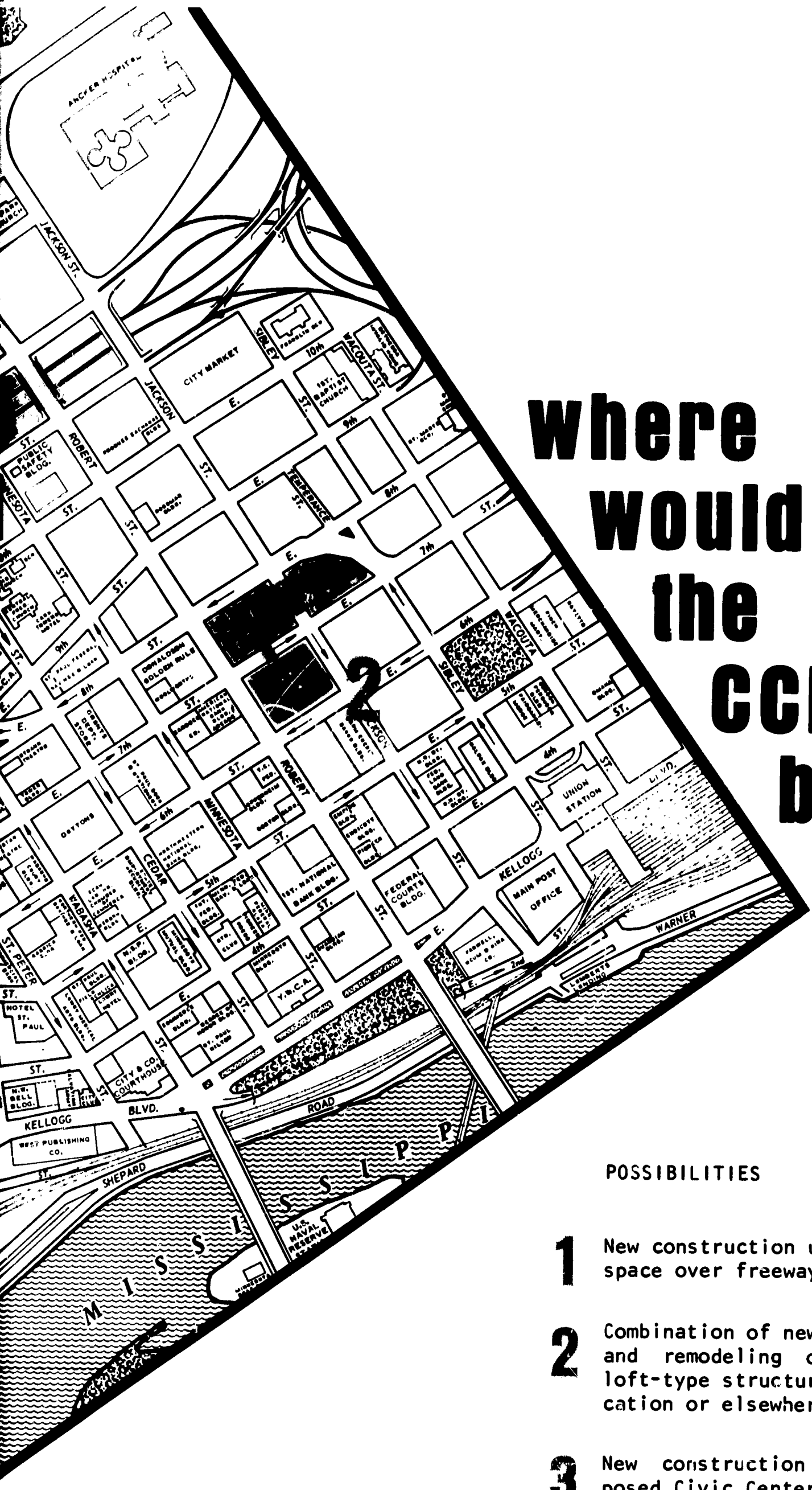
III. Parking Structure

300 spaces for central staff
100 teachers in City Center for Learning school
100 visitors and staff project personnel
100 students
600 automobiles (360 sq. ft. each) @ $1800.00 per auto . . . . . 216,000 sq. ft.
$1,080,000

City Center for Learning Totals . . . . 768,000 sq. ft.
$14,880,000*

* Cost estimates do not include site.


SHERBURNE
AVE.
RICE
ST.
CAPITOL BLVD.
SCIENCE MUSEUM BLDG.
ROBERT ST.
JACKSON ST.
ANCKER HOSPITAL
STATE OFFICE BLDG.
UNIVERSITY
AVE.
PARK
CEDAR
STATE CAPITOL BLDG.
VOCATIONAL HIGH SCH.
MECH. ARTS HIGH SCH.
AURORA
AVE.
MARION
TRINITY LUTHERAN CHURCH
SEARS ROEBUCK
STATE OFFICE BLDG.
STATE HIST. SOC
CENTRAL
AVE.
CENTRAL PARK E.
CENTRAL PARK METH. CHURCH
FULLER AVE.
FULLER AVE.
STATE HIGHWAY BLDG.
CENTRAL PARK W.
CENTENNIAL BLDG.
COLUMBUS
NATIONAL GUARD ARMORY
CITY MARKET
SIBLEY
10th
RAVOUX ST.
12th
11th
PUBLIC SAFETY BLDG.
MINNESOTA
HOLIDAY INN
VETERANS SERVICE BLDG.
ST. ANTHONY AVE
BLVD.
TEMPERANCE
PUBLIC HEALTH CENTER
WABASHA
10th
CEDAR
ST. PAUL ARTS & SCIENCE CENTER
CONCORDIA AVE
IRELAND
JOHN
SUMMIT
AVE.
MILLER HOSPITAL
HOLY REDEEMER CHURCH
ST. PETER
ST. JOSEPH'S HOSPITAL
EXCHANGE
Y.M.C.A.
DONALDSON GOLDEN RULE
9th
8th
7th
AVE.
COLLEGE
MULBERRY ST.
CATHEDRAL SCH.
ASSUMPTION CHURCH
9th
ST.
U. OF M. EXTENSION DIV.
K. OF C.
AMERICAN RED CROSS
LABOR TEMPLE
DAYTONS
6th
5th
4th
CHRIST EPISCOPAL CHURCH
KELLOGG
SMITH
6th
ST.
W.
5th
7th
AUDITORIUM
ST. PAUL INSURANCE COMPANIES
MARKET
ST. PETER
WASHINGTON
MUNICIPAL AUDITORIUM
HOTEL ST. PAUL
Y.W.C.A.
MINNESOTA CLUB
MAIN LIBRARY
N.W. BELL BLDG.
CITY & CO. COURTHOUSE
KELLOGG
BLVD.
WEST PUBLISHING CO.
EAGLE
ST.
CITY MORGUE
SPRING
SHEPARD
HILL
AVE.
U.S. NAVAL RESERVE
M I S S I S S



where would the CCL be located?

POSSIBILITIES

1 New construction utilizing air-space over freeway 94.

2 Combination of new construction and remodeling of an existing loft-type structure at this location or elsewhere.

3 New construction near the proposed Civic Center.

..... DOWNTOWN...where the ACT

The idea of a downtown location for the City Center for Learning may seem strange at first but a number of reasons make this a feasible and sensible site.

The City Center for Learning will relate to the entire city and can be used by all students, teachers, and citizens. In a sense it belongs to the entire city. A downtown location will put it on "neutral turf" rather than being associated or attached to any particular neighborhood.

An important consideration is the close association with city, state, and federal governmental departments, and the numerous social, health, welfare, and recreational agencies that are located principally in the downtown area. Actual physical contact isn't essential, but it would help promote coordinated effort and cooperative planning. Those cities who have located their central headquarters with less regard to convenience have lived to regret this decision, because distance factors have discouraged full staff participation in the activities of the headquarters unit.

The resources of the downtown area represent a rich repository of learning experiences that are largely untapped at present. The Arts and Science Center could be used by science, art, and dramatic groups for visitation and other purposes. The central library and the Hill Reference Library have large collections useful to any school. Courtrooms and numerous governmental departments would be helpful to social studies, home economics and other classes. Business and commercial activities could be a source of study for field trips, occupational exploration and interviews.

It is apparent that tomorrow's tea make far more extensive use of the The community needs to be an extens classroom. For far too long we walls around schools and isolate from activities in the community an study of problems and situations will encounter. The City Center fo would be a base of operations for the most vibrant and vital area of t downtown.

One question about the downtown concerns traffic. Urban planners in have analyzed this and say traffic c would not be a problem at all. The generate traffic during the whole evening and not much during rush hou

Some might question whether an ed facility would be welcome by comme business interests of the downtown a downtown area is undergoing extensi alization, and a new spirit pervades ditional activities of as high a cal central headquarters for the school would be welcome and add life and the downtown area both during th during the evening when the schoo for community and adult use.

The City Center for Learning is tution that would be unique in th States and would attract many visito Paul. It could be the focus of a important conventions that are held in education. Hence, not only will be known for its attractive, re downtown and upper level all-weat course, but also for its major leag tional facilities and programs at th

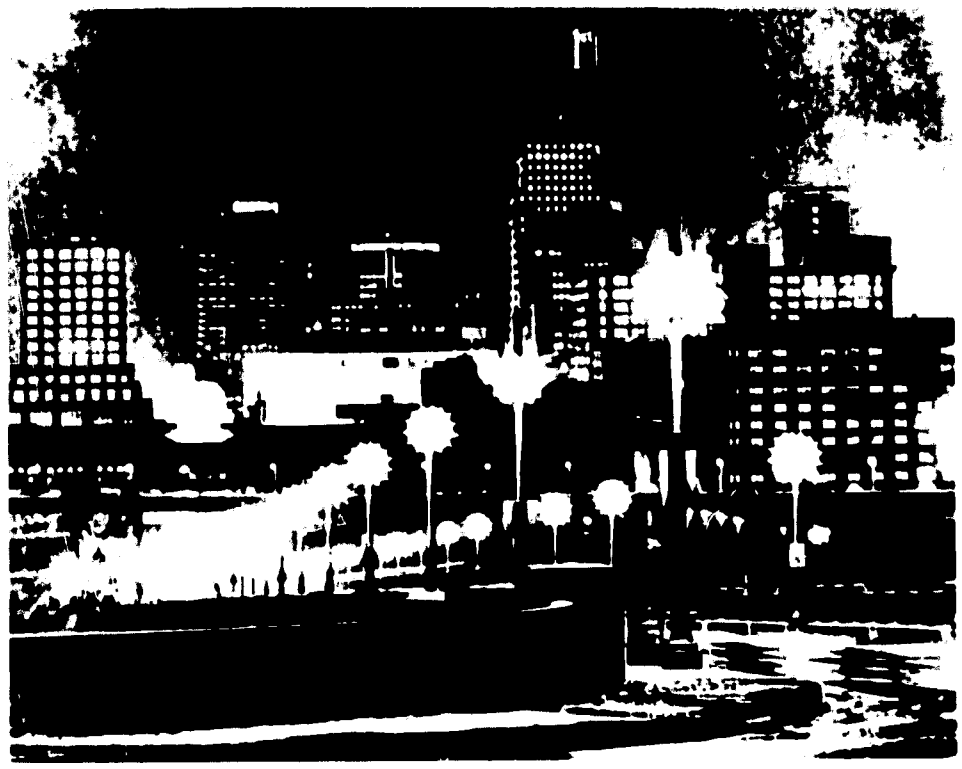
The use of airspace is now a new id receiving considerable attention no freeways slice through urban areas.

apparent that tomorrow's teachers must far more extensive use of the community. ommunity needs to be an extension of the room. For far too long we have built around schools and isolated students activities in the community and a proper of problems and situations that they encounter. The City Center for Learning be a base of operations for exploring ost vibrant and vital area of the city - own.

question about the downtown location rns traffic. Urban planners in St. Paul analyzed this and say traffic congestion not be a problem at all. The CCL would ate traffic during the whole day and ng and not much during rush hours.

might question whether an educational ity would be welcome by commercial and ess interests of the downtown area. The own area is undergoing extensive revit- tion, and a new spirit pervades it. Ad- nal activities of as high a caliber as a al headquarters for the school district be welcome and add life and spirit to downtown area both during the day and g the evening when the school is open

resents an attempt to regain lost land to preserve valuable taxable property. The use of an older building for many kinds of activities has numerous precedents nation-wide. These two ideas, the use of airspace and the reclamation of a sound existing building, are illustrated on the following pages.



re the ACTION is!

community and adult use.

City Center for Learning is an institon that would be unique in the United es and would attract many visitors to St. . It could be the focus of a number of rtant conventions that are held annually ducation. Hence, not only will St. Paul known for its attractive, revitalized town and upper level all-weather conse, but also for its major league educaal facilities and programs at the CCL.

use of airspace is now a new idea but is iving considerable attention nowadays as ways slice through urban areas. It rep-

alternate 1

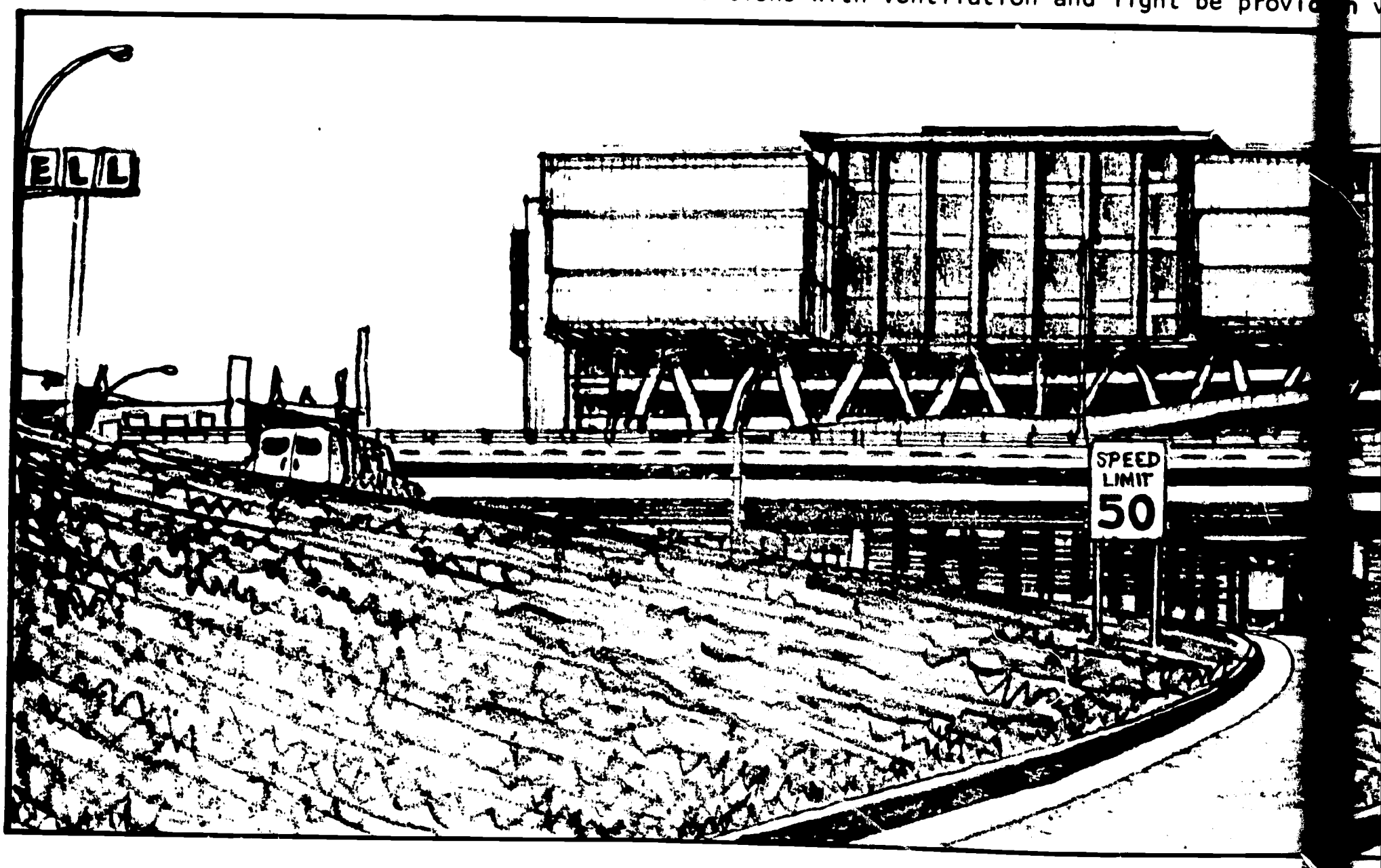
utilize freeway air rights between Cedar and Jackson Streets

Freeways cut enormous swathes through t city and take tax property off the rolls. number of cities in the United States ha built structures over highways and railyar to take advantage of this space, and quite number are considering doing more in this d rection. Minneapolis, for example, is havi an engineering study done concerning the co struction of an elementary school over fre way 35-W, near the University of Minnesot A hospital parking ramp structure is plann in St. Paul over a freeway.

The space is available and if feasible, cou be used. Such a structure would serve meld areas cut apart by the freeway, and a visually stimulating structure for the ci and drivers on the road beneath it.

Recent federal regulations permit the buil ing of a platform over a freeway for the con struction of public facilities and provid some funds. The blocks selected are leve and straight and do not interfere with a vie of the Capital approach.

Federal regulations require that tunnel con ditions with ventilation and light be provid



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cut apart by the freeway, and is
timulating structure for the city
on the road beneath it.

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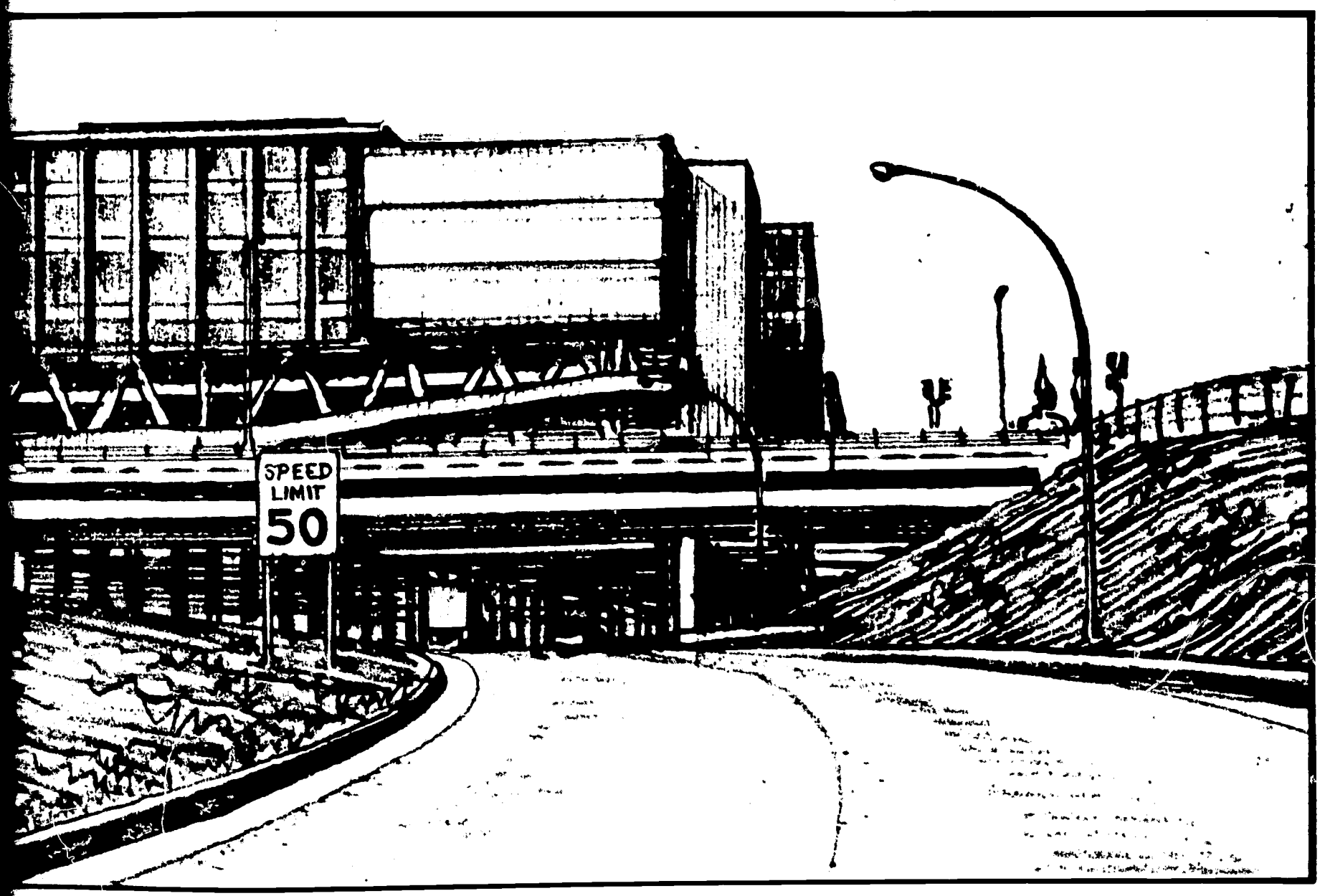
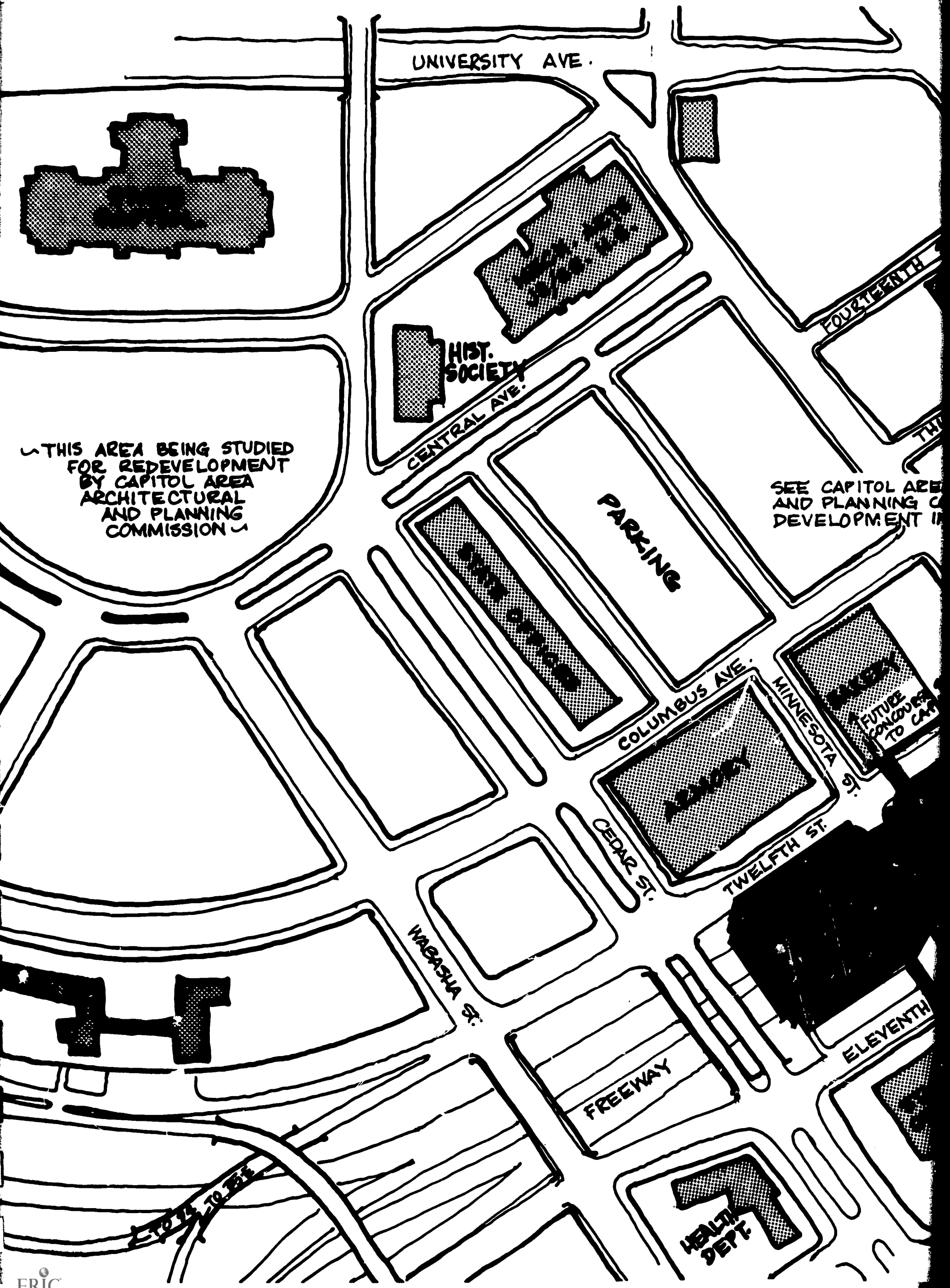
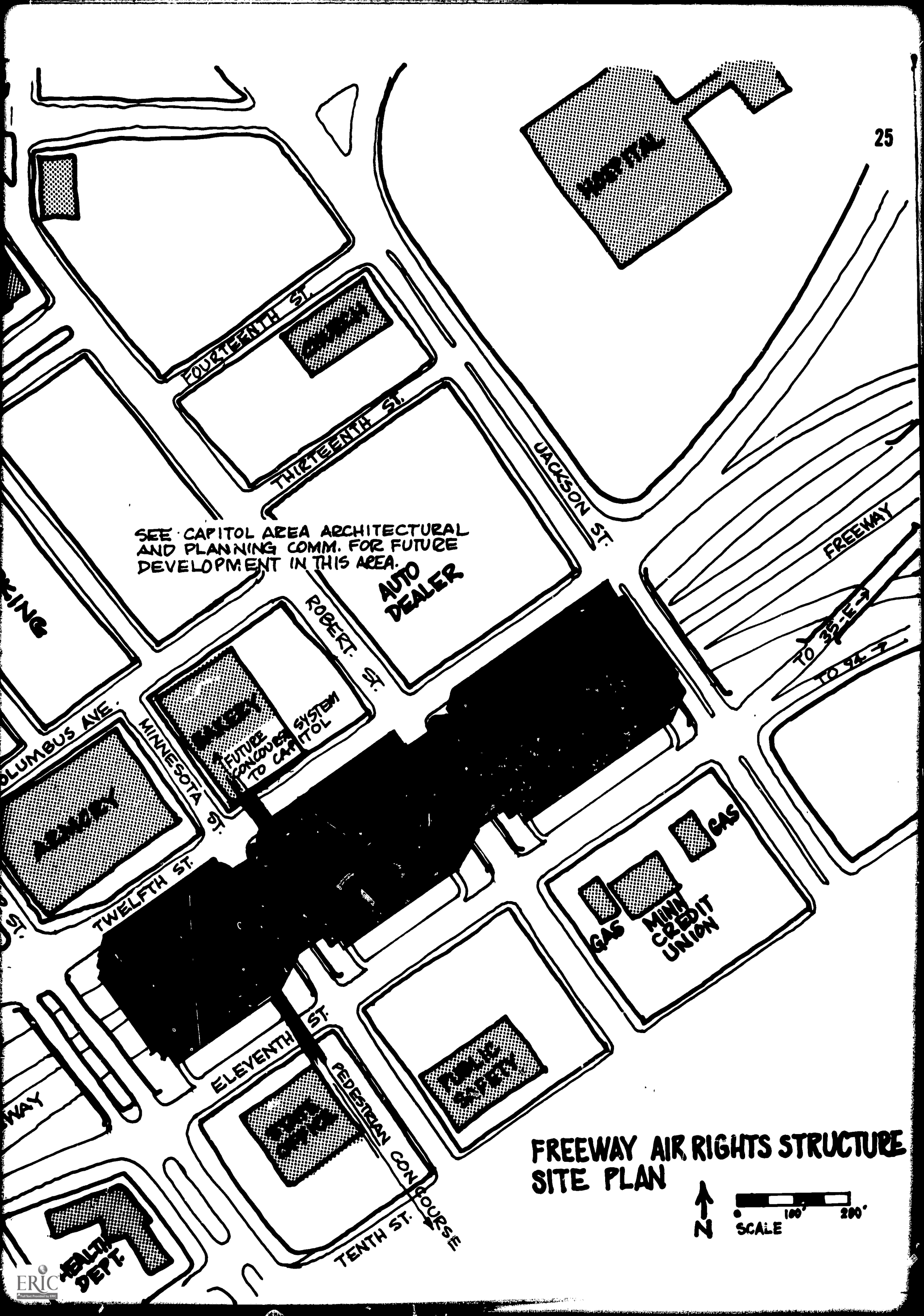
tform over a freeway for the con-
public facilities and provide
The blocks selected are level
and do not interfere with a view
al approach.

ulations require that tunnel con-
ventilation and light be provid-
ed if more than 300 lineal feet are covered at one stretch. This plan avoids these conditions by providing natural light and ventilation at the sides. Several layers of parking provide an insulation barrier to reduce sound and vibration from heavy traffic. Present access ramps to the freeway would make this an unexcelled location for convenience.

The plans in this section indicate how the estimated amount of space in the City Center for Learning will fit on a multi-level structure over Highway 94 in the downtown area. In addition it may be possible to utilize other adjacent blocks for expansion.



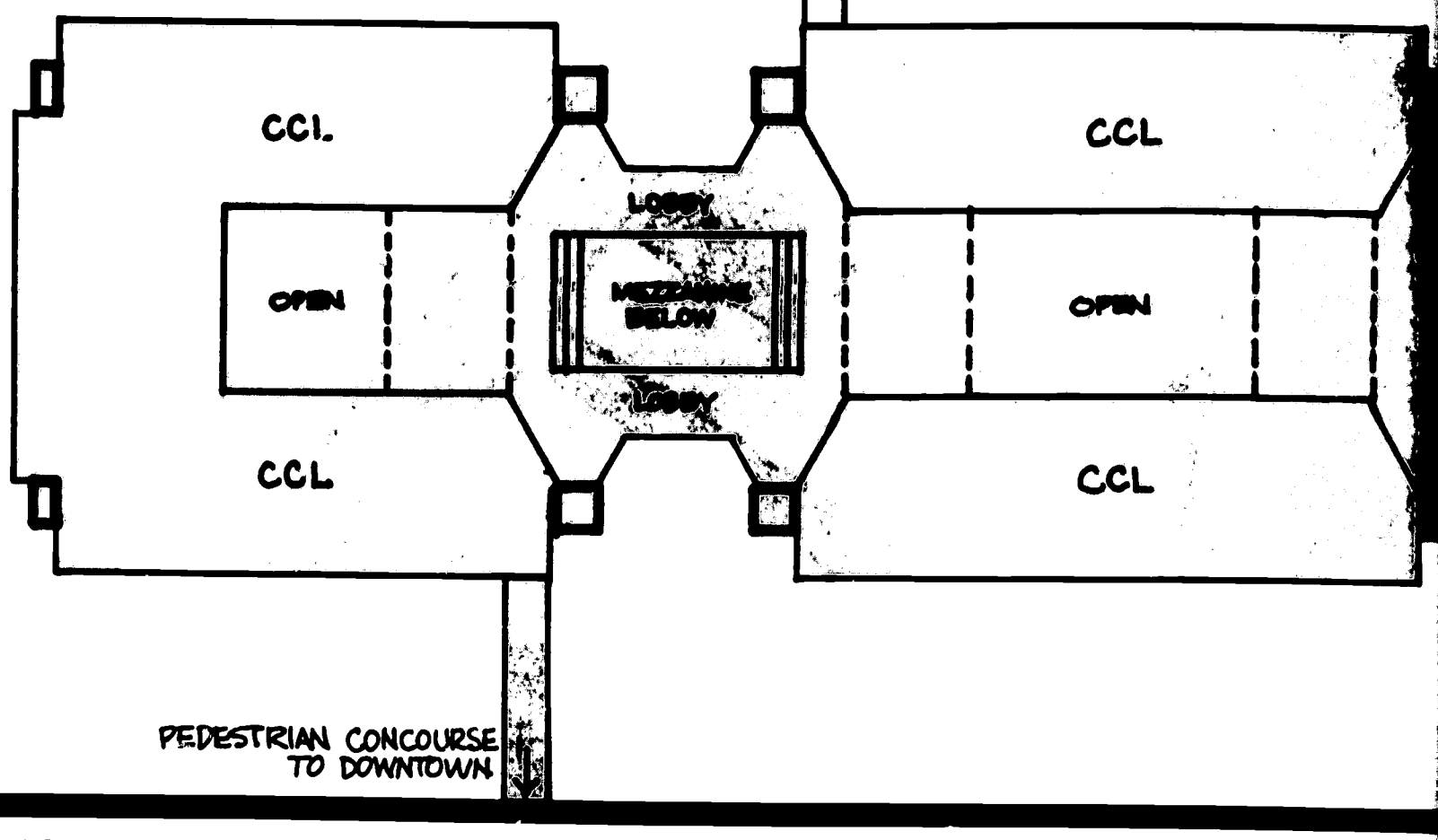

UNIVERSITY AVE.
HIST. SOCIETY
CENTRAL AVE.
FOURTEENTH
THIS AREA BEING STUDIED FOR REDEVELOPMENT BY CAPITOL AREA ARCHITECTURAL AND PLANNING COMMISSION
PARKING
SEE CAPITOL ARE
AND PLANNING C
DEVELOPMENT I
COLUMBUS AVE.
MINNESOTA ST.
FUTURE CONCOURSE TO CAP
CEDAR ST.
TWELFTH ST.
WABASHA ST.
ELEVENTH
FREEWAY
HEALTH DEPT.



FREEWAY AIR RIGHTS STRUCTURE
SITE PLAN

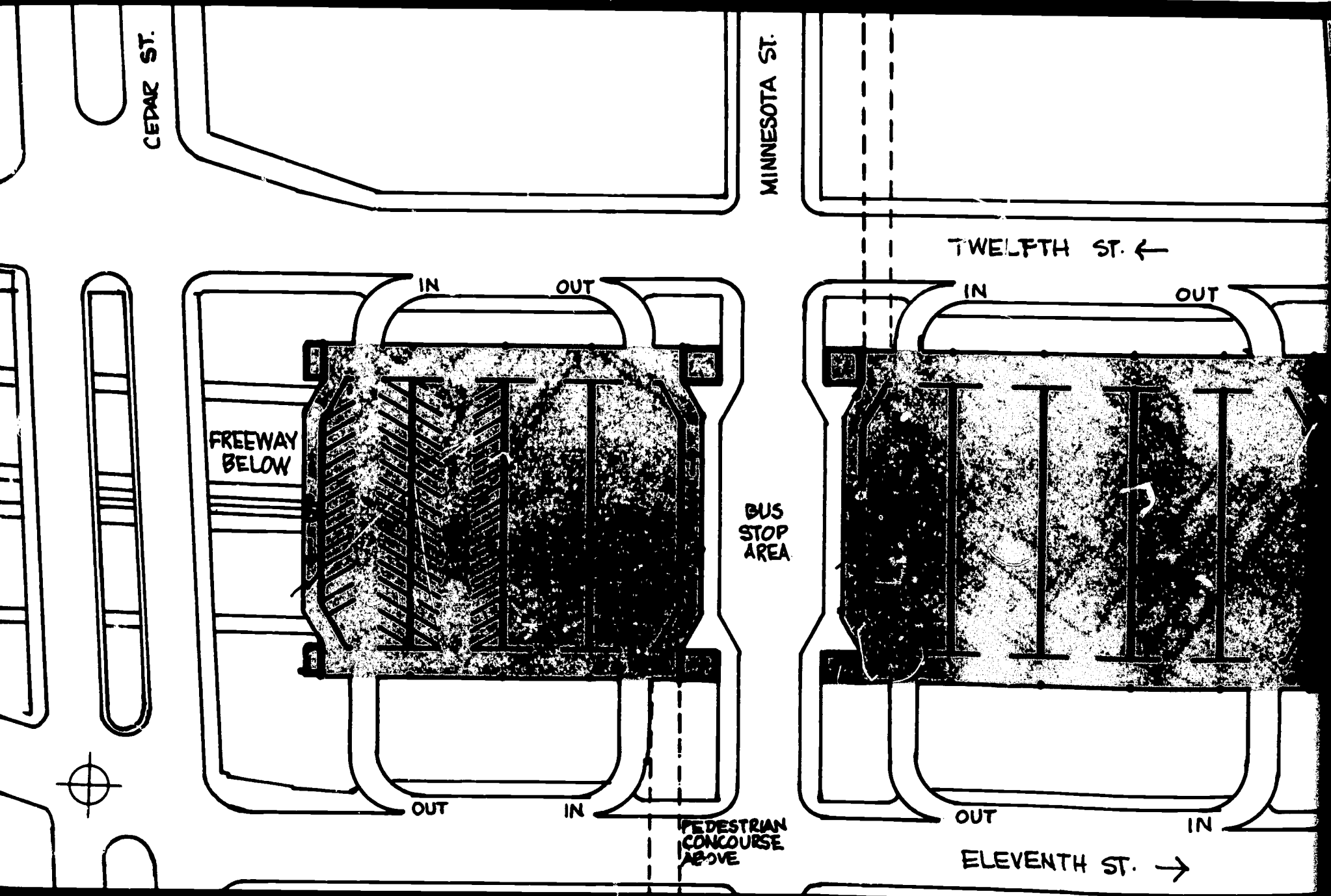
N

100' 200'
SCALE

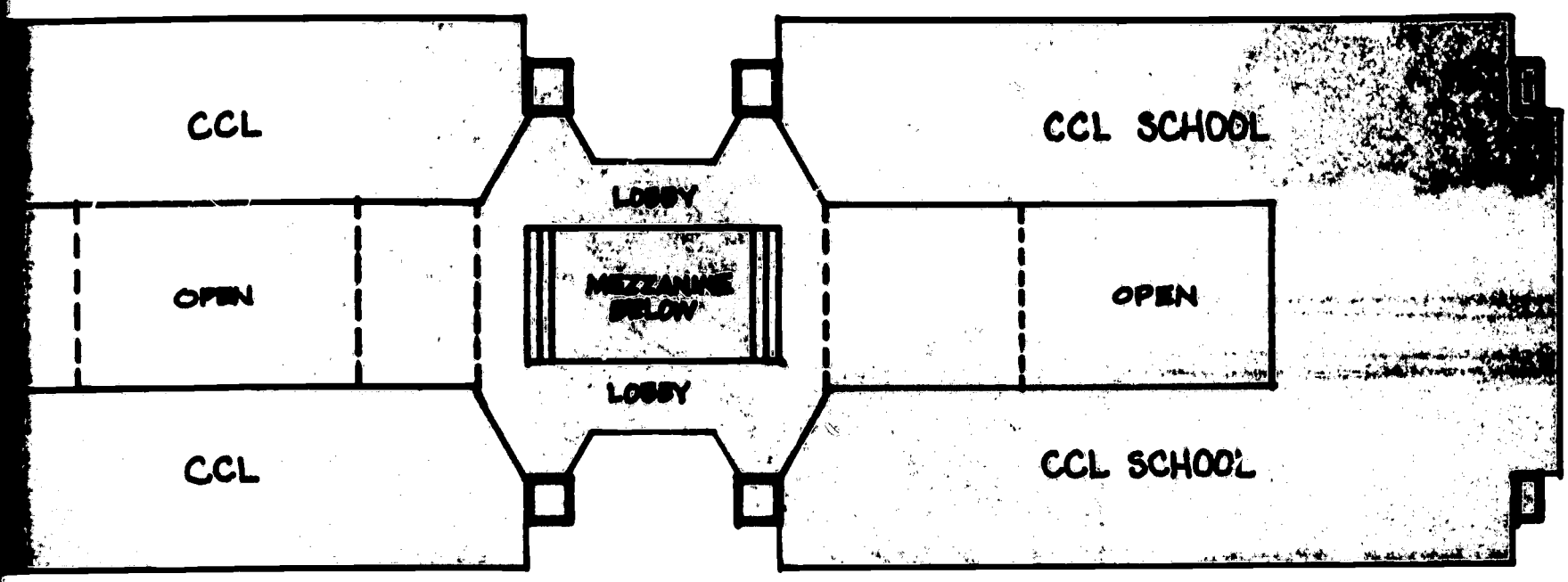


FREEWAY AIRRIGHTS STRUCTURE PLANS

↓ PARKING FIRST 3 LEVELS ↑

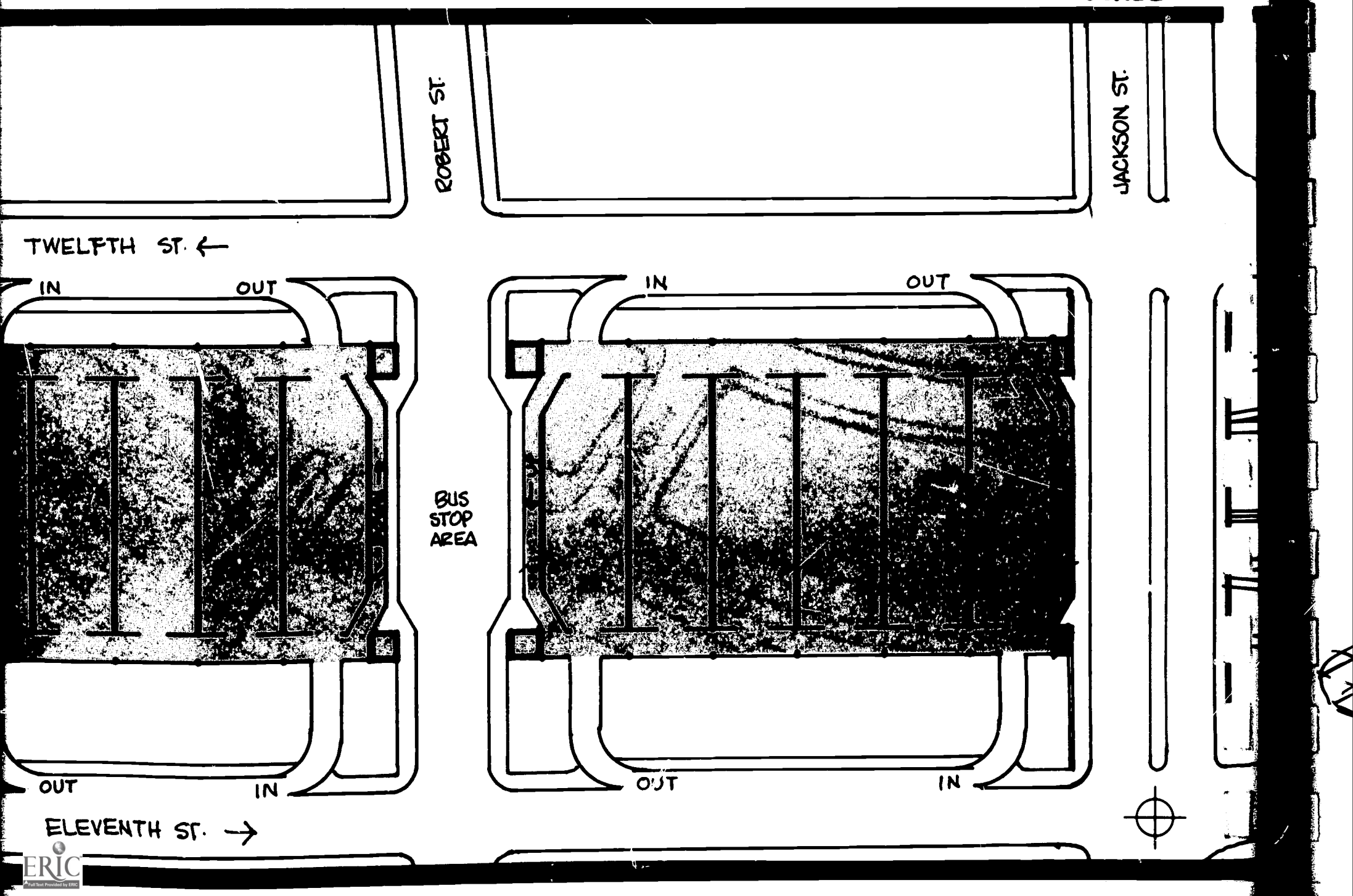


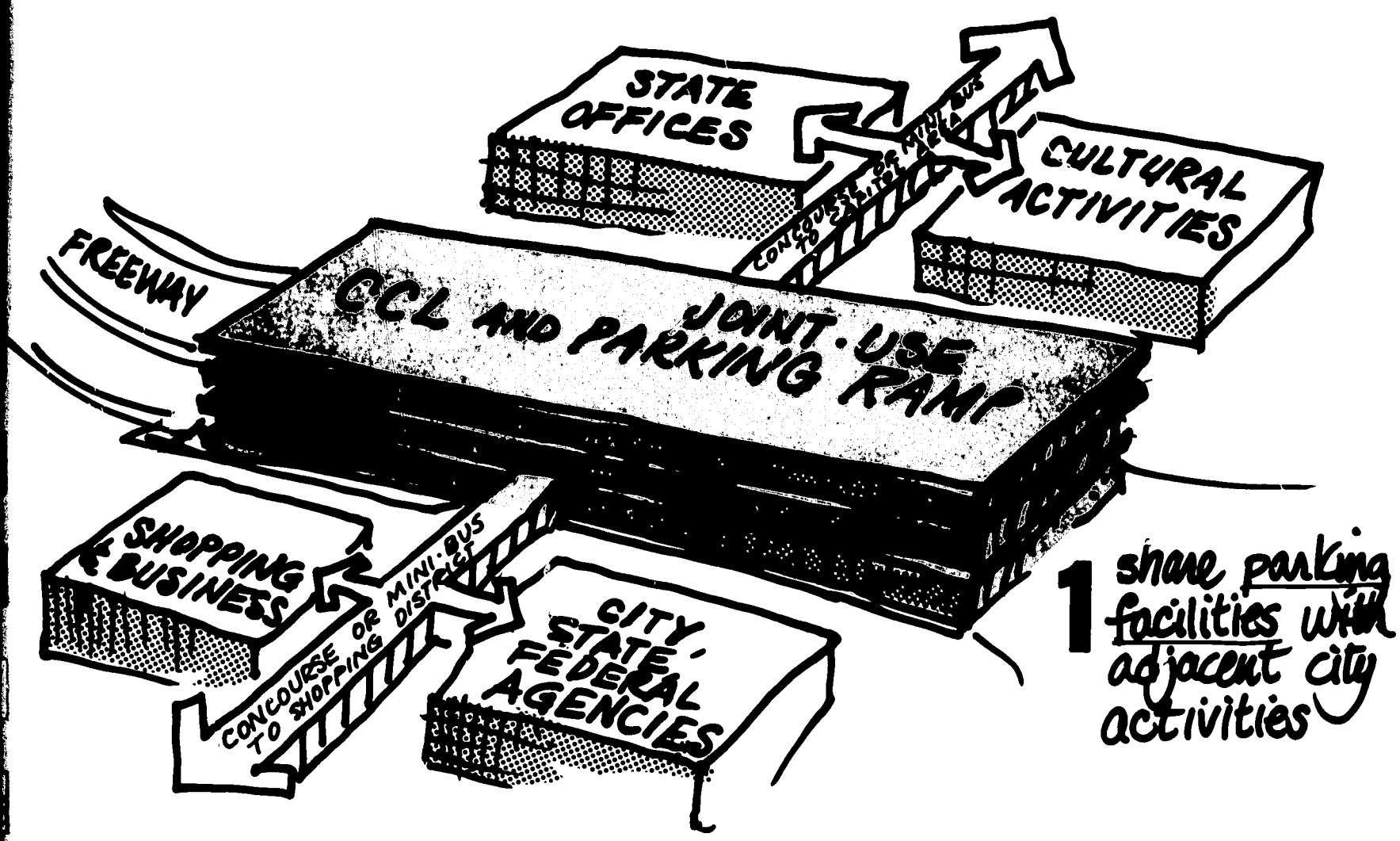
DESTRIAN CONCOURSE
CAPITOL AREA



NG. FIRST 3 LEVELS ↑CCL ACTIVITIES NEXT 3 LEVELS

SCALE 100'



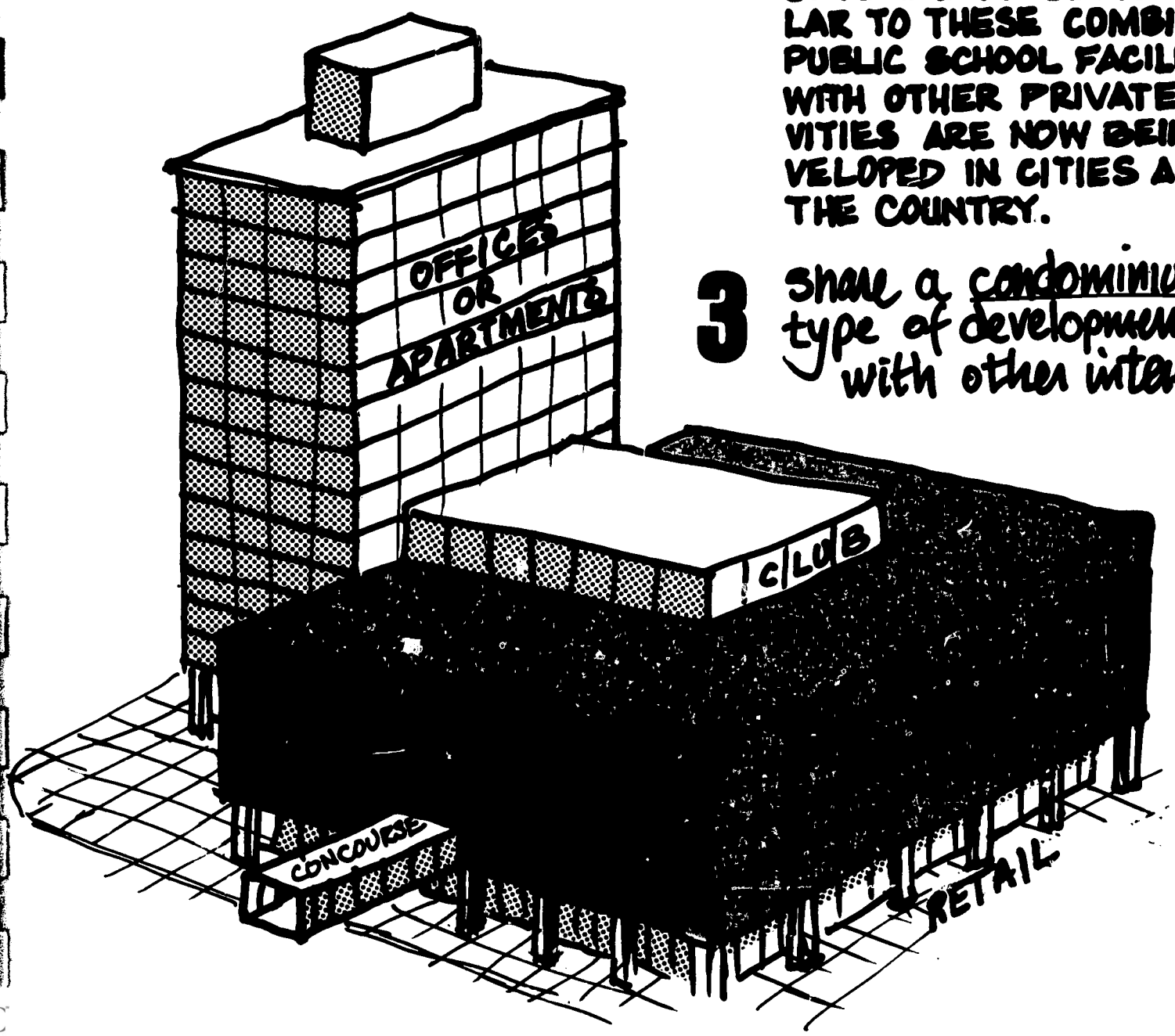


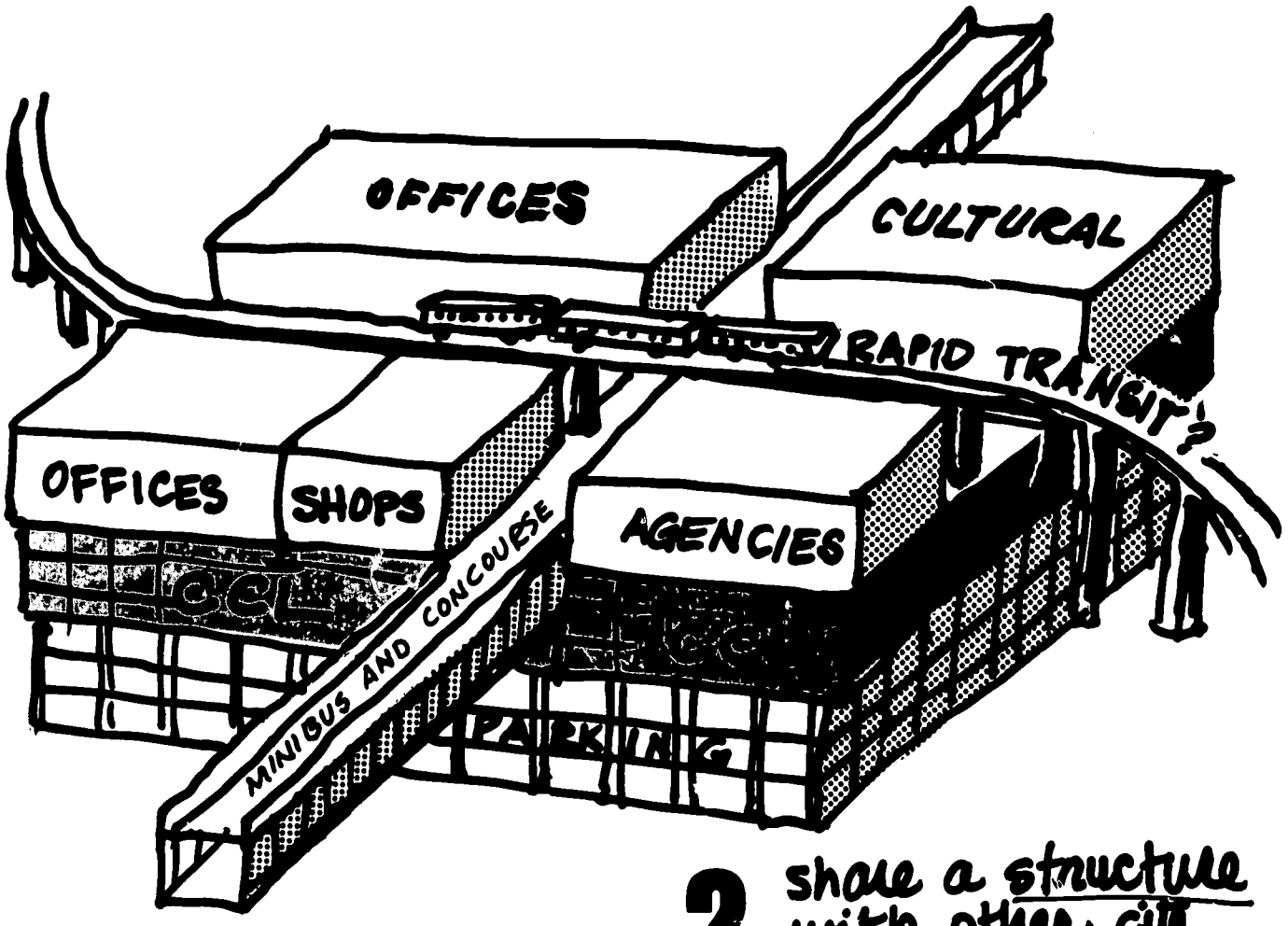
1 share parking facilities with adjacent city activities

other ideas: JOINT USE

SEVERAL PROJECTS SIMILAR TO THESE COMBINING PUBLIC SCHOOL FACILITIES WITH OTHER PRIVATE ACTIVITIES ARE NOW BEING DEVELOPED IN CITIES AROUND THE COUNTRY.

3 share a condominium type of development with other interests





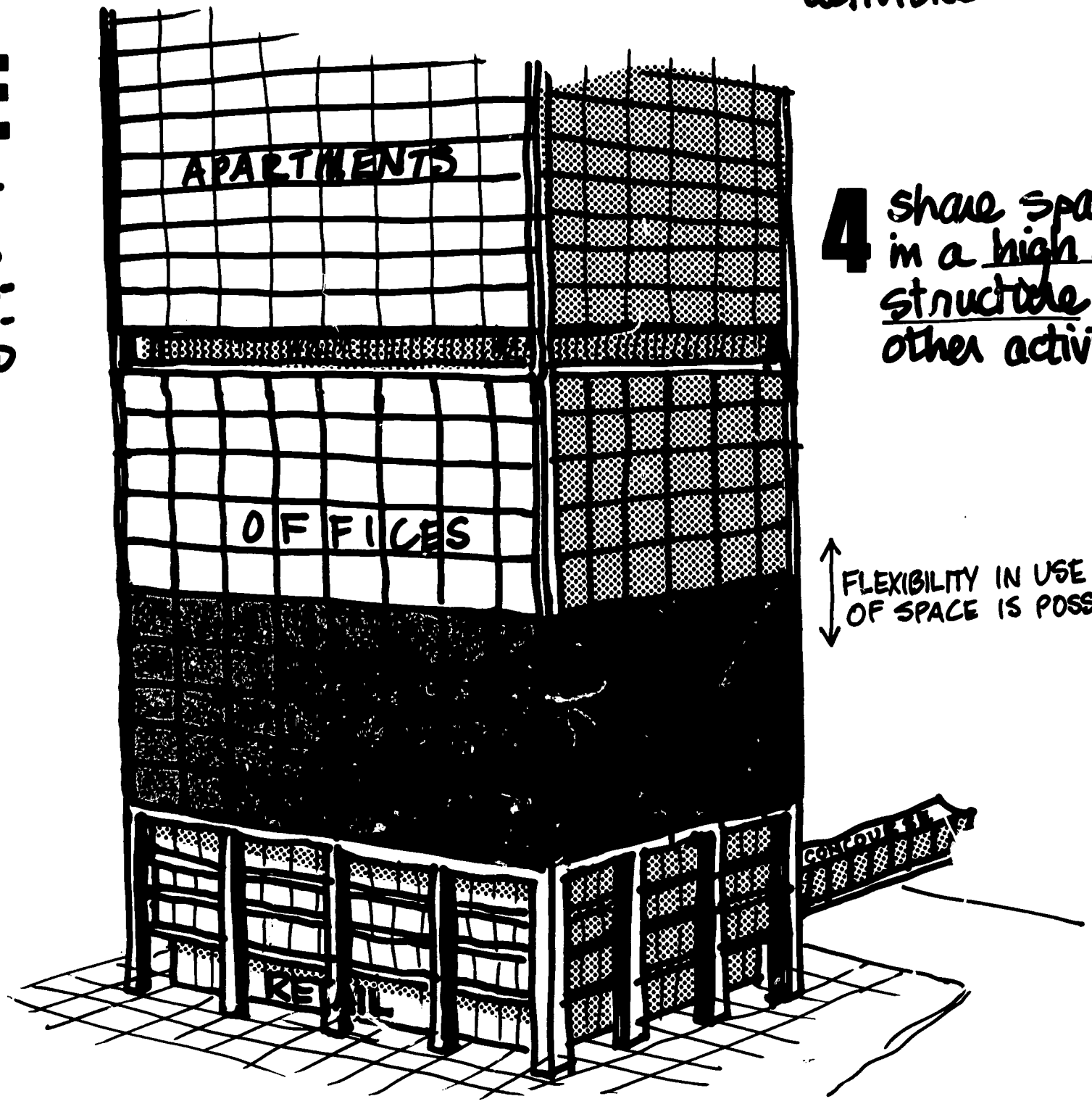
share parking facilities with adjacent city activities

2 share a structure with other city activities

USE

CTS SIMI-
OMBINING
FACILITIES
VATE ACTI-
BEING DE-
ES AROUND

minimum
pment
interests



4 share space in a high rise structure with other activities

FLEXIBILITY IN USE OF SPACE IS POSSIBLE

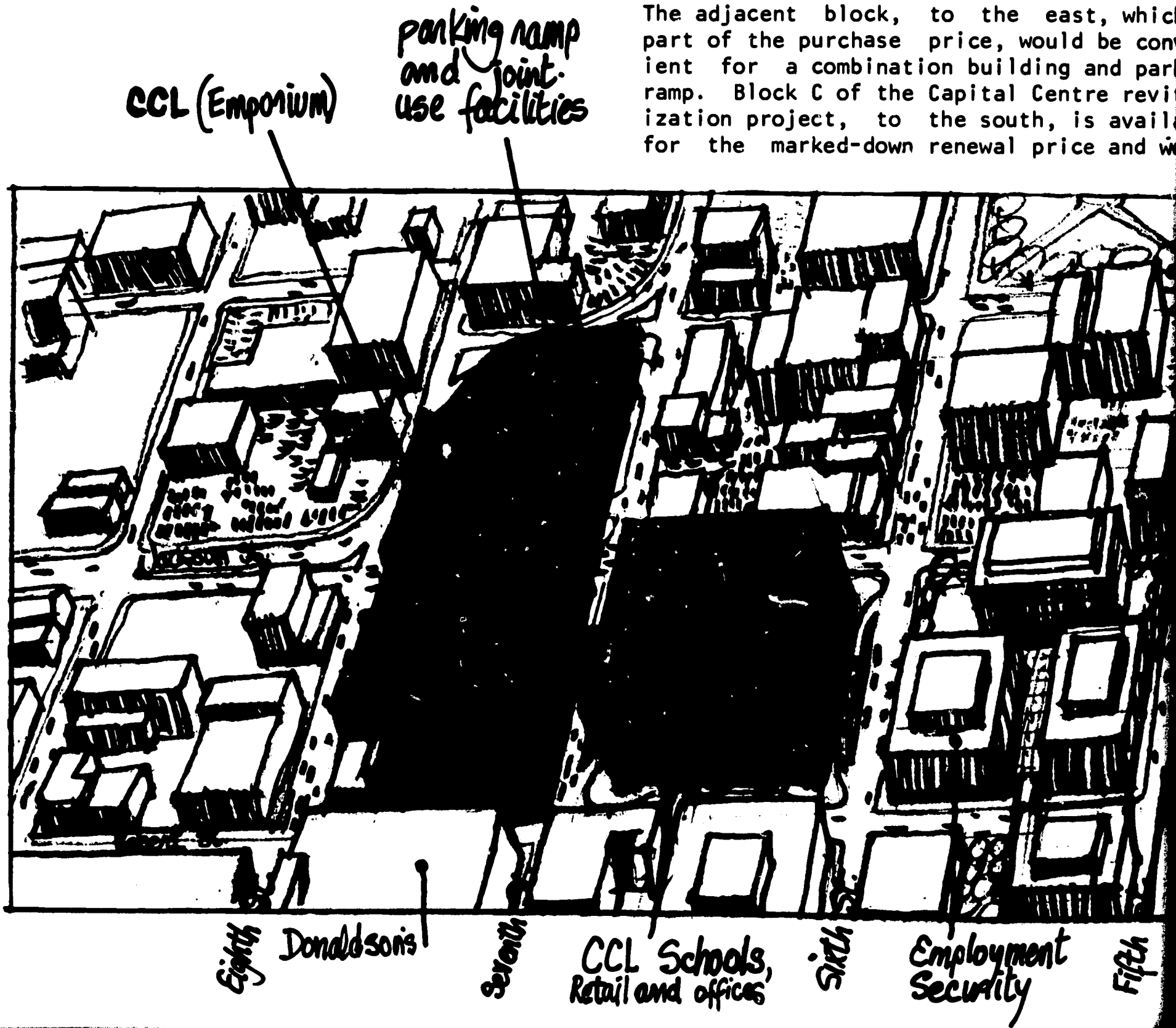
alternate 2

utilize an existing loft-type structure and two adjacent blocks

One alternative to the City Center for L ing is to utilize an existing appropr building rather than building from scr The Emporium is such a possibility. It h vast amount of space (350,000 square f an excellent location, and its cost is than new construction. Its location a cent to the second level concourse sy would make almost the entire downtown extension of the classroom - simply down corridor.

Each of the six floors has about 64 square feet of open space that can be di ed in any fashion. Existing escalators w move traffic easily. There are also pas ger and freight elevators. Any new buil would be constructed with the same princ of open space that could be flexibly div and re-divided at some future date u changing needs.

The adjacent block, to the east, whic part of the purchase price, would be con ient for a combination building and par ramp. Block C of the Capital Centre revi ization project, to the south, is avail for the marked-down renewal price and w



ve to the City Center for Learn-
ilize an existing appropriate
her than building from scratch.
is such a possibility. It has a
f space (350,000 square feet),
location, and its cost is less
truction. Its location adja-
second level concourse system
lmost the entire downtown an
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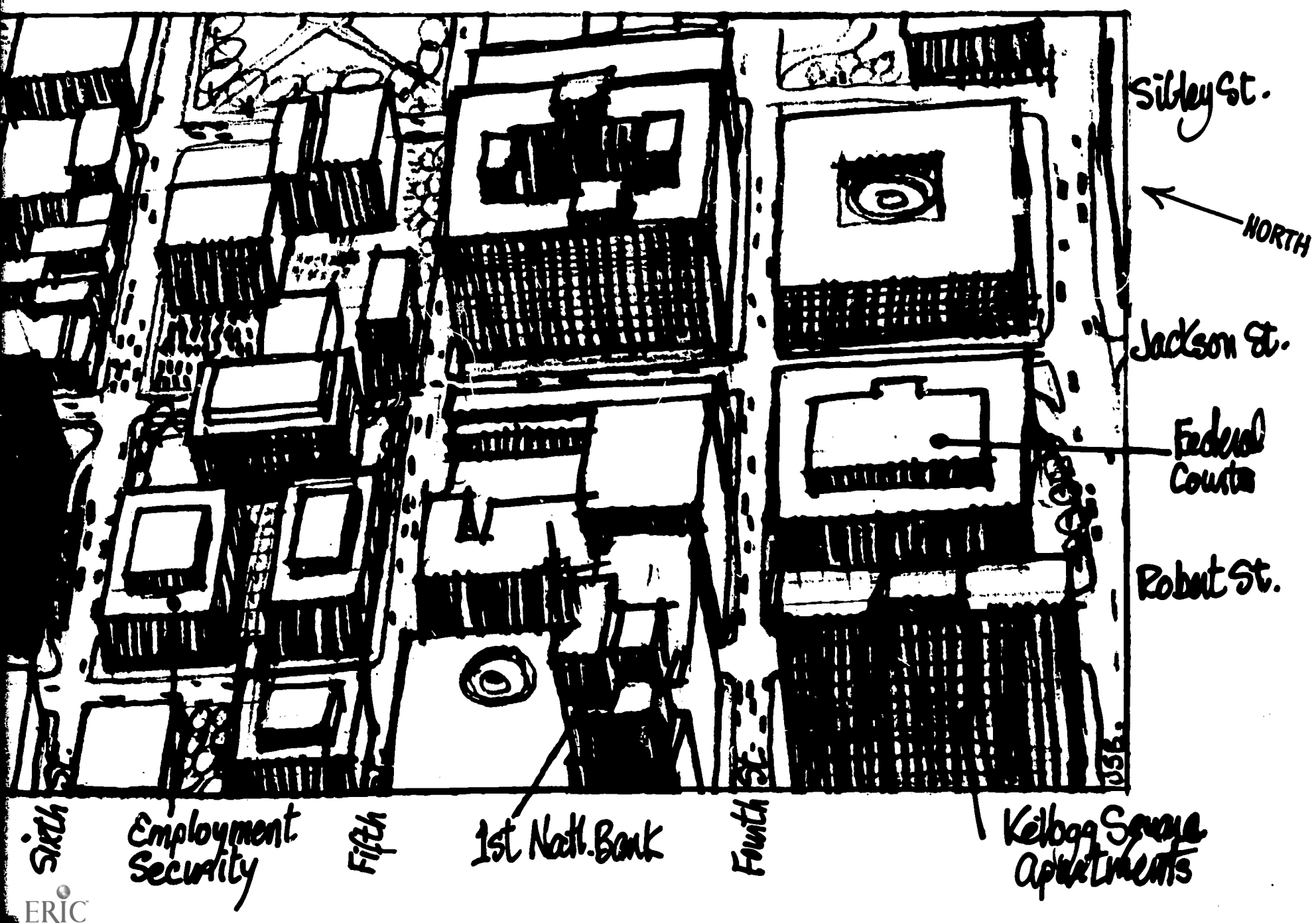
ded at some future date under
ds.

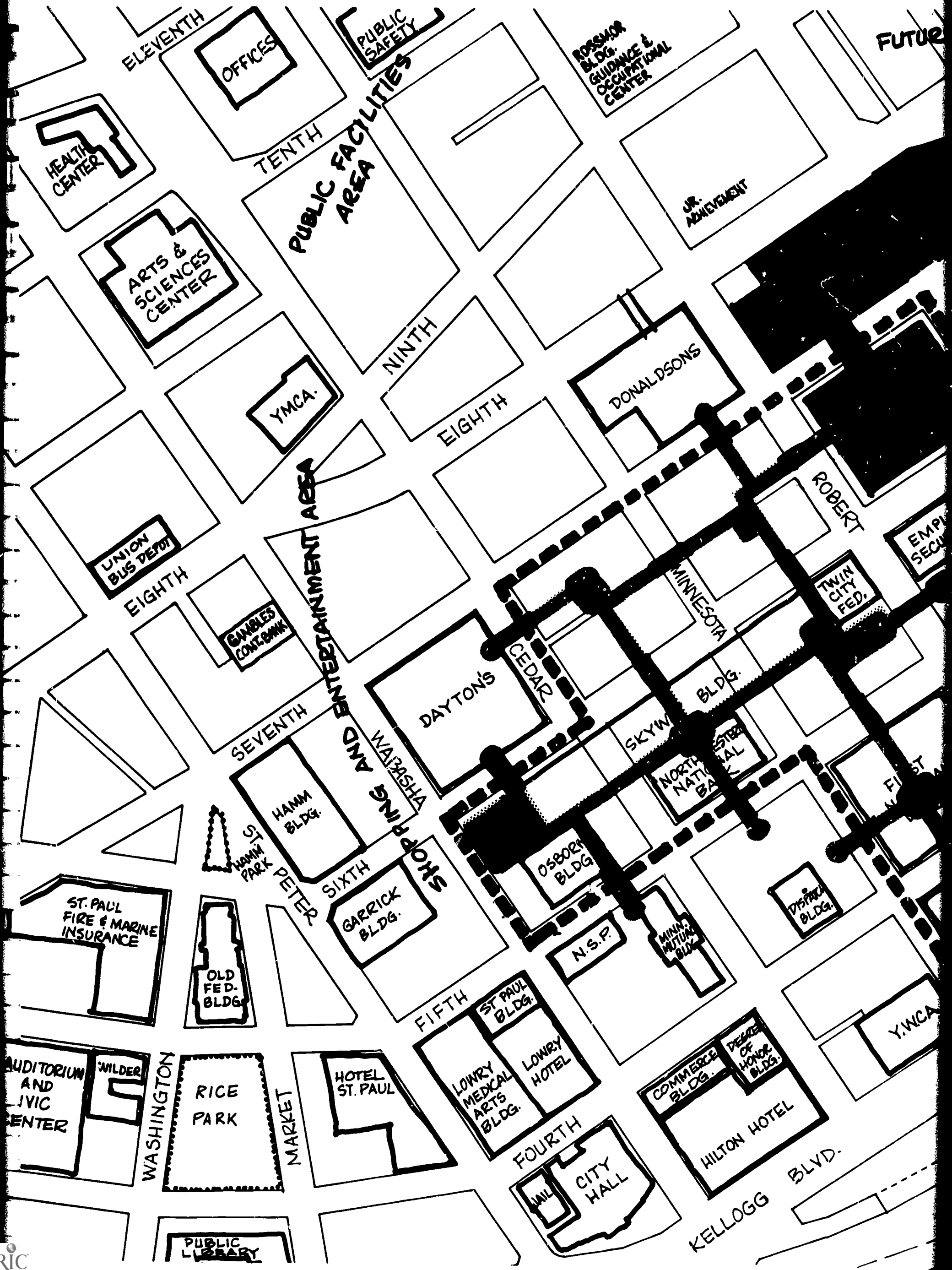
block, to the east, which is
purchase price, would be conven-
combination building and parking
C of the Capital Centre revital-
ect, to the south, is available
rked-down renewal price and would

also tie in with the upper level walkways throughout the downtown. These three blocks would make adequate provision for the estimated space requirements of the CCL, and would be an exciting addition to downtown.

The Emporium and the adjacent block bounded by Jackson, Seventh and Eighth streets is available for around $2,000,000. Block C bounded by Seventh, Jackson, Sixth and Robert, would cost around $600,000 from the Housing and Redevelopment Authority. The Emporium as it exists would require remodeling, perhaps at a cost of $3,000,000. The earlier cost estimates for the CCL did not include site. Because the acquisition costs of the Emporium and its remodeling would be less than new construction and includes a 2 block site, the original estimates of about $15,000,000 might be between 10-20 percent high for this development.

If Block C is not available by the time a decision is made to proceed with the City Center for Learning a third block could be acquired on Eighth or Jackson. The following pages indicate the development of the recommended three blocks.




ELEVENTH
OFFICES
PUBLIC SAFETY
TENTH
HEALTH CENTER
PUBLIC FACILITIES AREA
ROSSMOR BLDG. GUIDANCE & OCCUPATIONAL CENTER
FUTURE
JR. ACHIEVEMENT
ARTS & SCIENCES CENTER
NINTH
DONALDSONS
YMCA.
EIGHTH
ENTERTAINMENT AREA
UNION BUS DEPOT
EIGHTH
GAMBLES CONT. BANK
ROBERT
MINNESOTA
TWIN CITY FED.
BLDG.
SEVENTH
DAYTON'S
SKYWAY
NORTHWESTERN NATIONAL BANK
WABASHA
HAMM BLDG.
ST. HAMM PARK
PETER
SIXTH
GARRICK BLDG.
SHOPPING
OSBORN BLDG
DISPATCH BLDG.
ST. PAUL FIRE & MARINE INSURANCE
OLD FED. BLDG.
N.S.P.
MINN. MUTUAL BLDG.
FIFTH
ST PAUL BLDG.
LOWRY MEDICAL ARTS BLDG.
LOWRY HOTEL
Y.W.C.A.
AUDITORIUM AND CIVIC CENTER
WILDER
WASHINGTON
RICE PARK
MARKET
HOTEL ST. PAUL
COMMERCE BLDG.
DEGREE OF HONOR BLDG.
HILTON HOTEL
FOURTH
CITY HALL
KELLOGG BLVD.
PUBLIC LIBRARY


FUTURE RESIDENTIAL AREA
JR. ACHIEVEMENT
AUTO ASS'N.
SIBLEY
WACOUTA
ROSABEL
SMITH PARK
WAREHOUSING AND MANUFACTURING AREA
JACKSON
ROBERT
EMPLOY. SECURITY
FARM. CREDIT BANKS
NALPAK BLDG.
NORTHERN PACIFIC BLDG.
UNION DEPOT
PARKING RAMP
EMPIRE BLDG.
PIONEER BLDG
FEDERAL COURTS BLDG.
POST OFFICE
DISPATCH BLDG.
KELLOGG SQUARE APARTMENTS
MINN. MUTUAL BLDG.
Y.W.C.A.
COMMERCE BLDG.
DEGREE OF HONOR BLDG.
HILTON HOTEL
KELLOGG BLVD.
PARK
RAILROAD
SHEPARD ROAD
RIVER
N
site
0' 100' 200'
CONCOURSE AND CCL

EIGHTH STREET

ROBERT STREET

GOODWILL BLDG.

MECHANICAL

UNEXCAVATED

DATA PROC.

PUBLICATIONS

T T

SUPT.

OFFICES

ADULT EDUCATION

DISTRICT ADMINISTRATION OFFICES

CLASS SPACES

CONF.

SEVENTH STREET

COMMERCIAL PARKING RAMP
TWO LEVELS BELOW GRADE

PAY

DOWN

UP

UP

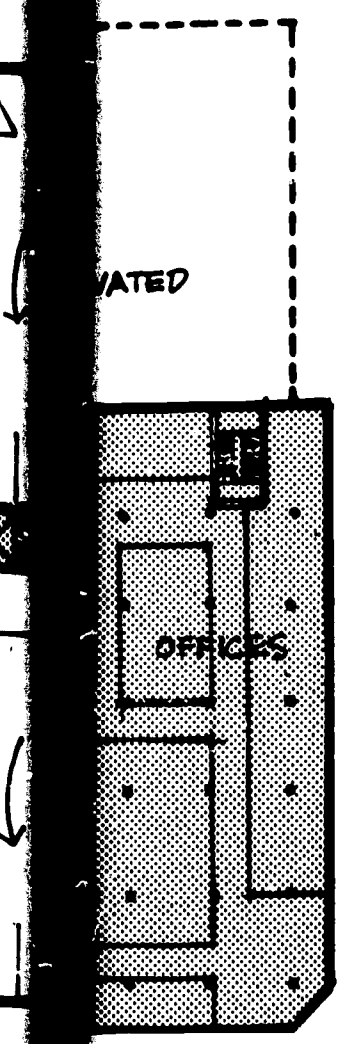
DOWN

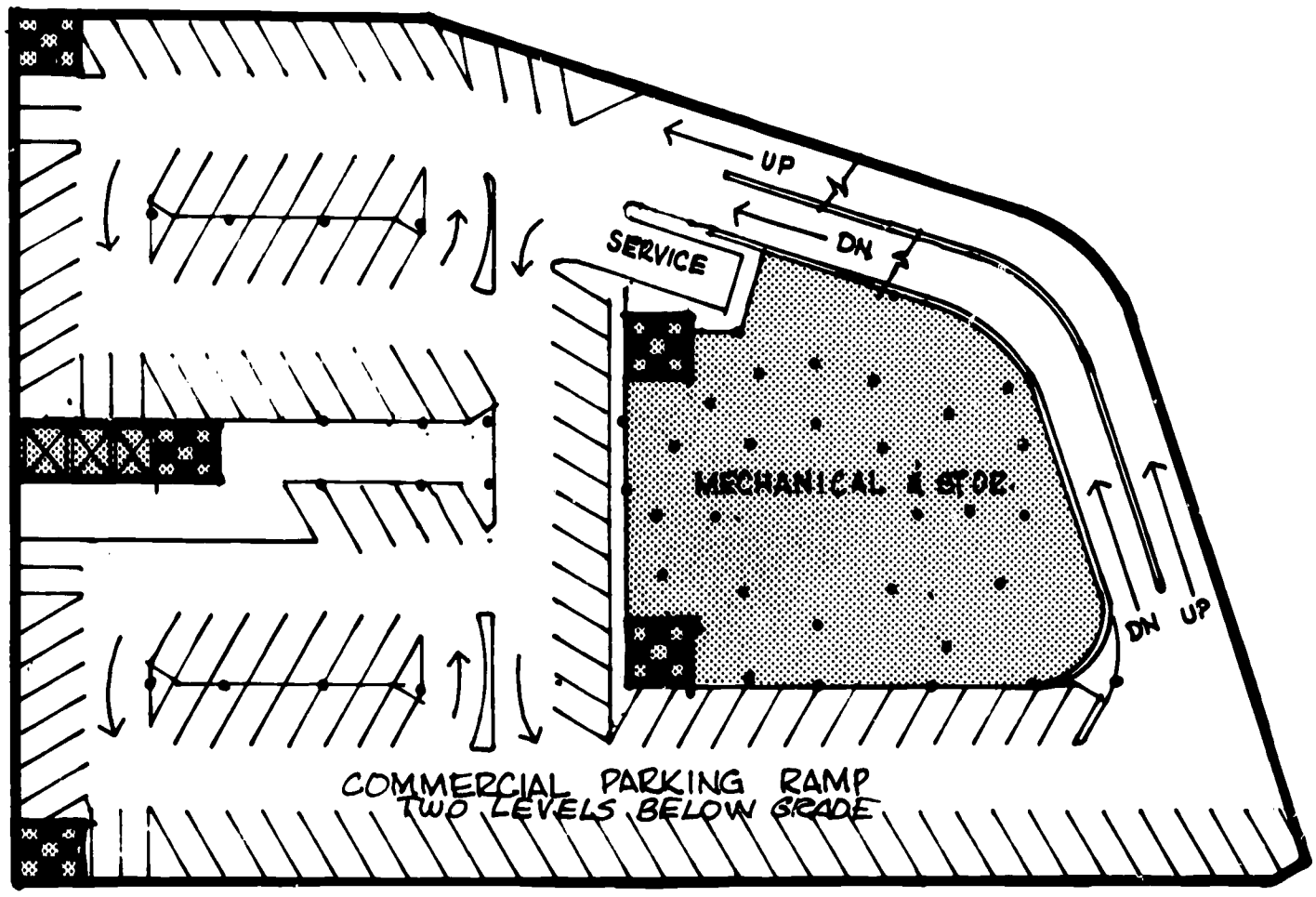
PAY

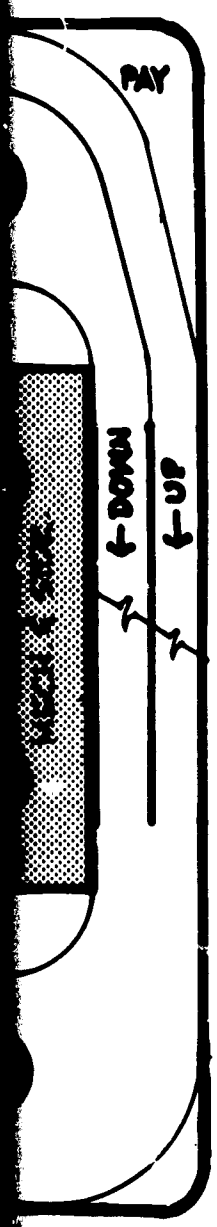
SIXTH STREET

JACKSON STREET

INTAKE







JACKSON STREET

IMPORTANT:

THIS ALTERNATIVE ILLUSTRATES ONE OF A NUMBER OF POSSIBILITIES FOR CONVERTING A LOFT-TYPE STRUCTURE TO EDUCATIONAL USE. IT IS NOT A RECOMMENDATION THAT ONLY THIS PARTICULAR BUILDING OR THESE THREE BLOCKS BE USED AS SHOWN. AS A DETAILED ILLUSTRATION, IT CAN BE THE BASIS FOR DISCUSSION OF A WIDELY UTILIZED ARCHITECTURAL IDEA.

B

EIGHTH STREET

ROBERT STREET

GOODWILL BLDG.

RECEIVING

LOADING

MOBILE UNIT PARKING

BD. OF EDUC.

T

T

BOOK SHOP

IN

INFORMATION

COMMUNITY SERVICES

EXHIBIT-LOUNGE

CAFETERIA

SEVENTH STREET

BUS LOAD-UNLOAD

UP

RENTAL

CONCOURSE

UP

RENTAL

DOWN

UP

PLAZA

UP

DOWN

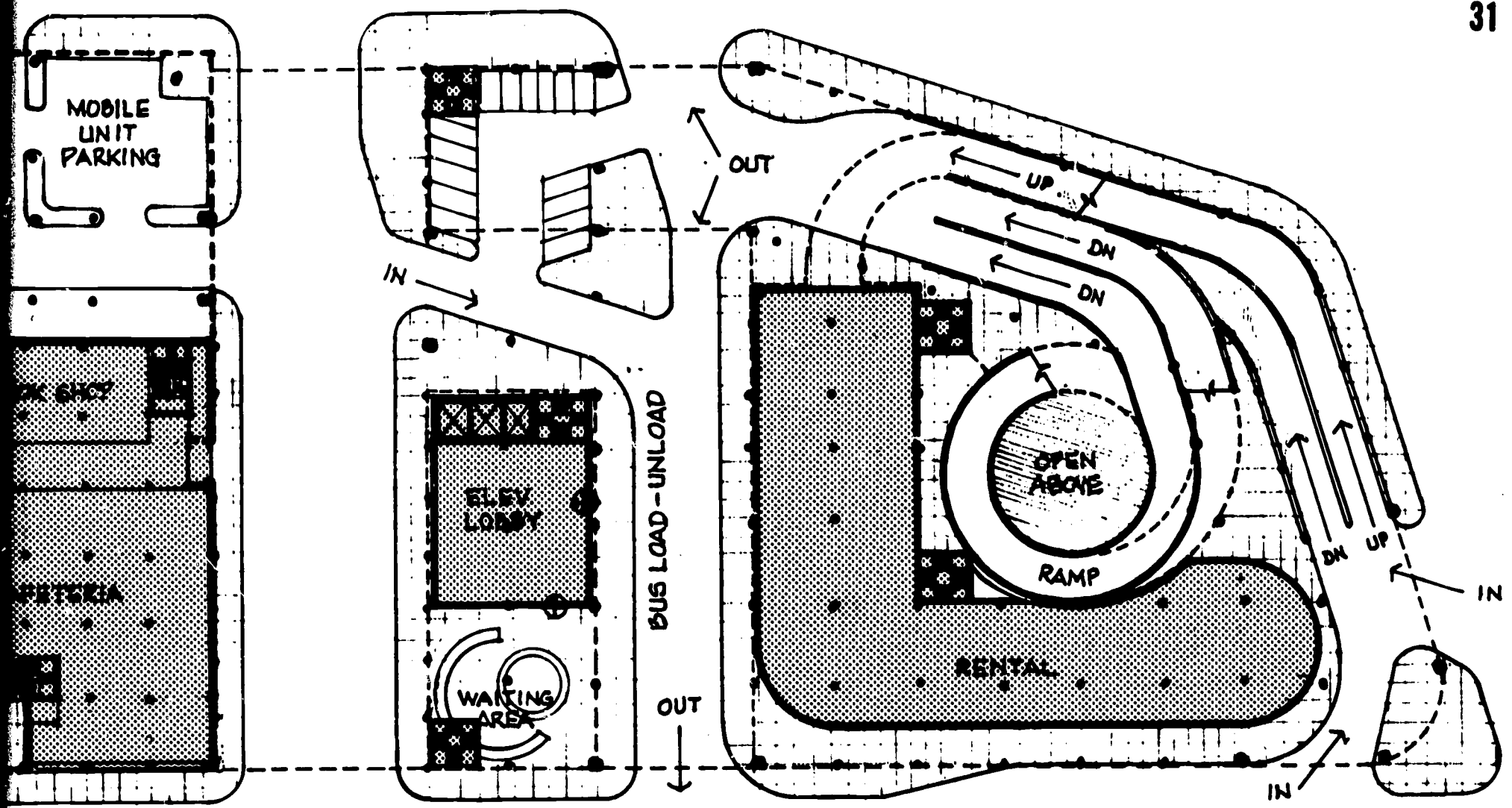
RENTAL

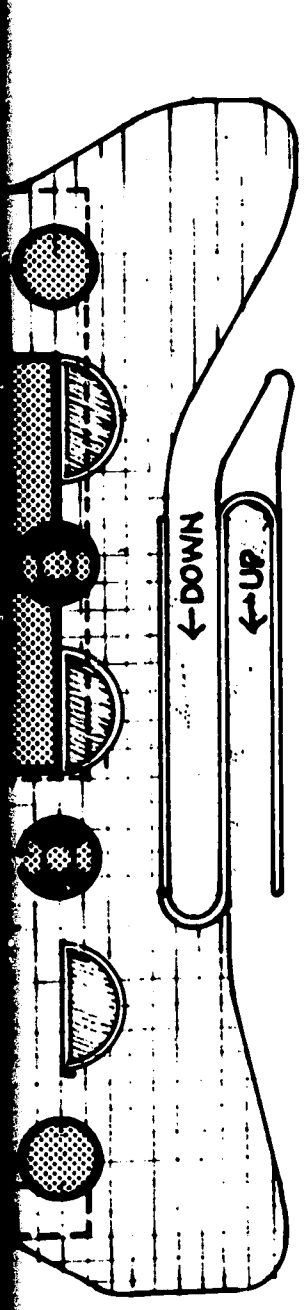
RENTAL

BUS LOAD-UNLOAD

SIXTH STREET

JACKSON STREET





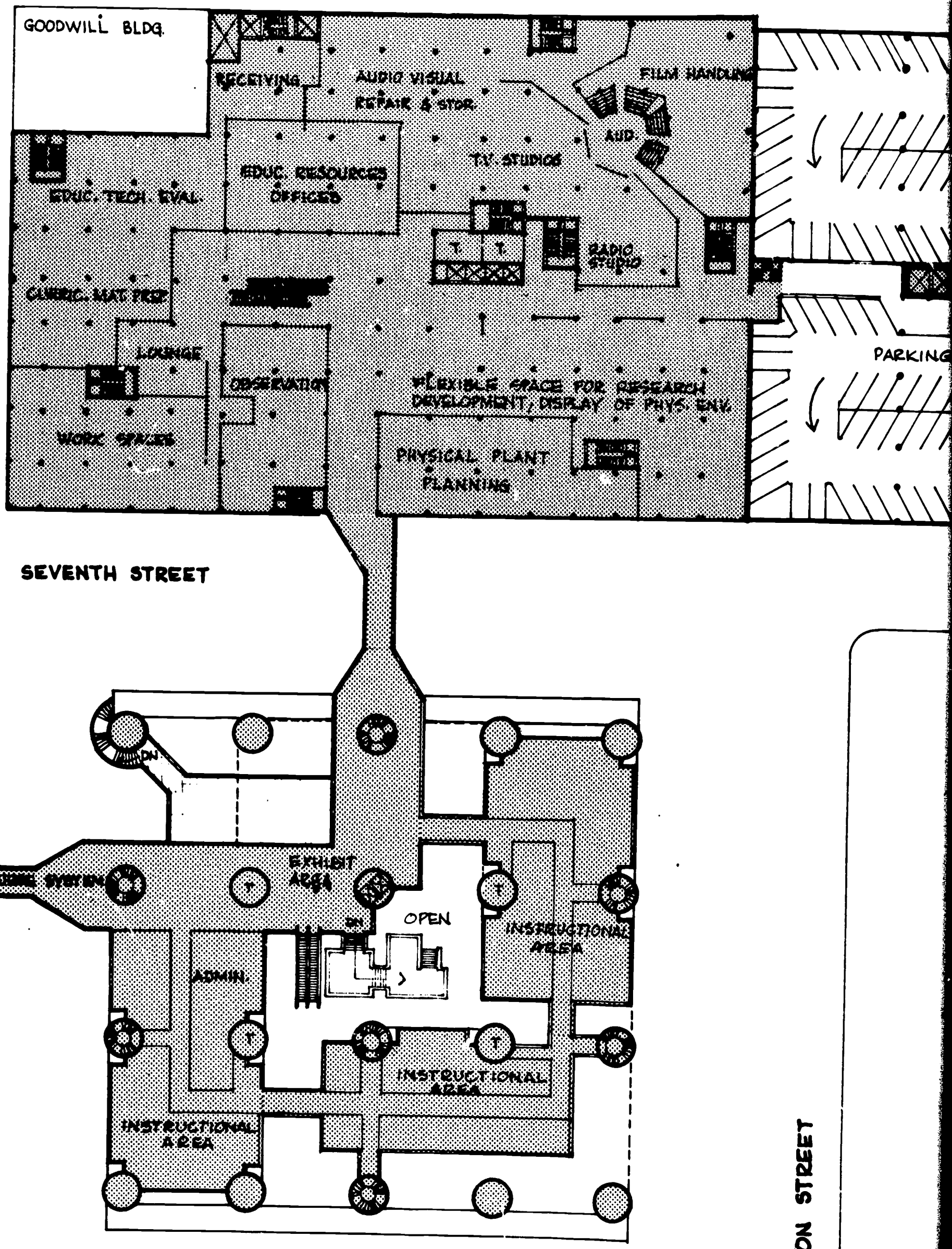
The District Administrative Headquarters and Community Services component could occupy the basement and street levels because they are most concerned with the public. In addition rental space and commerical parking would provide income to the school district and taxes to the city. More space could be alloted to rental uses, especially in the schools' building. An alternative to the plan for the schools' building would be rental space for the first 3 floors, then school space for the next 5 floors, then offices for the next 12 floors -- a joint-use structure built by one developer and leased to the various tenants. The parking structure could have greater multiple occupancy also.

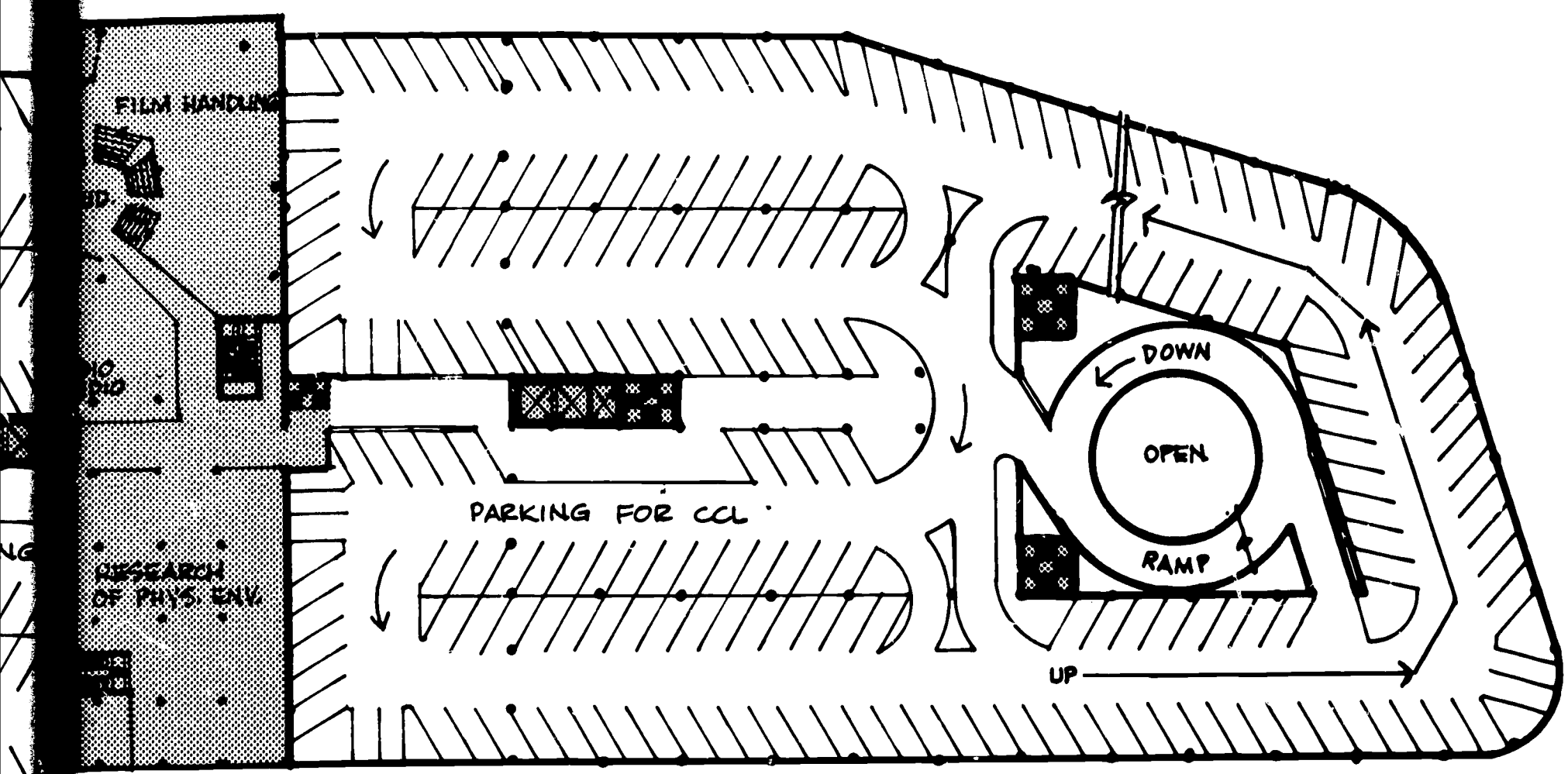
1

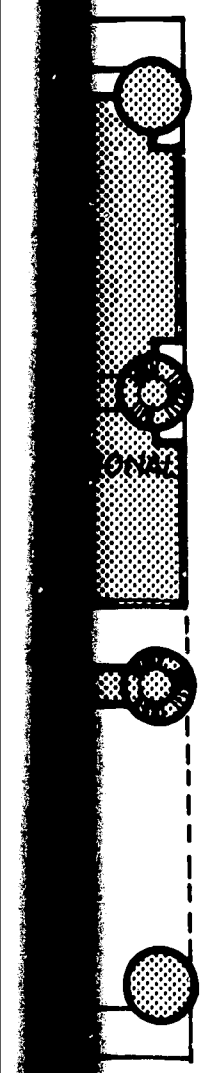
EIGHTH STREET

ROBERT STREET

32







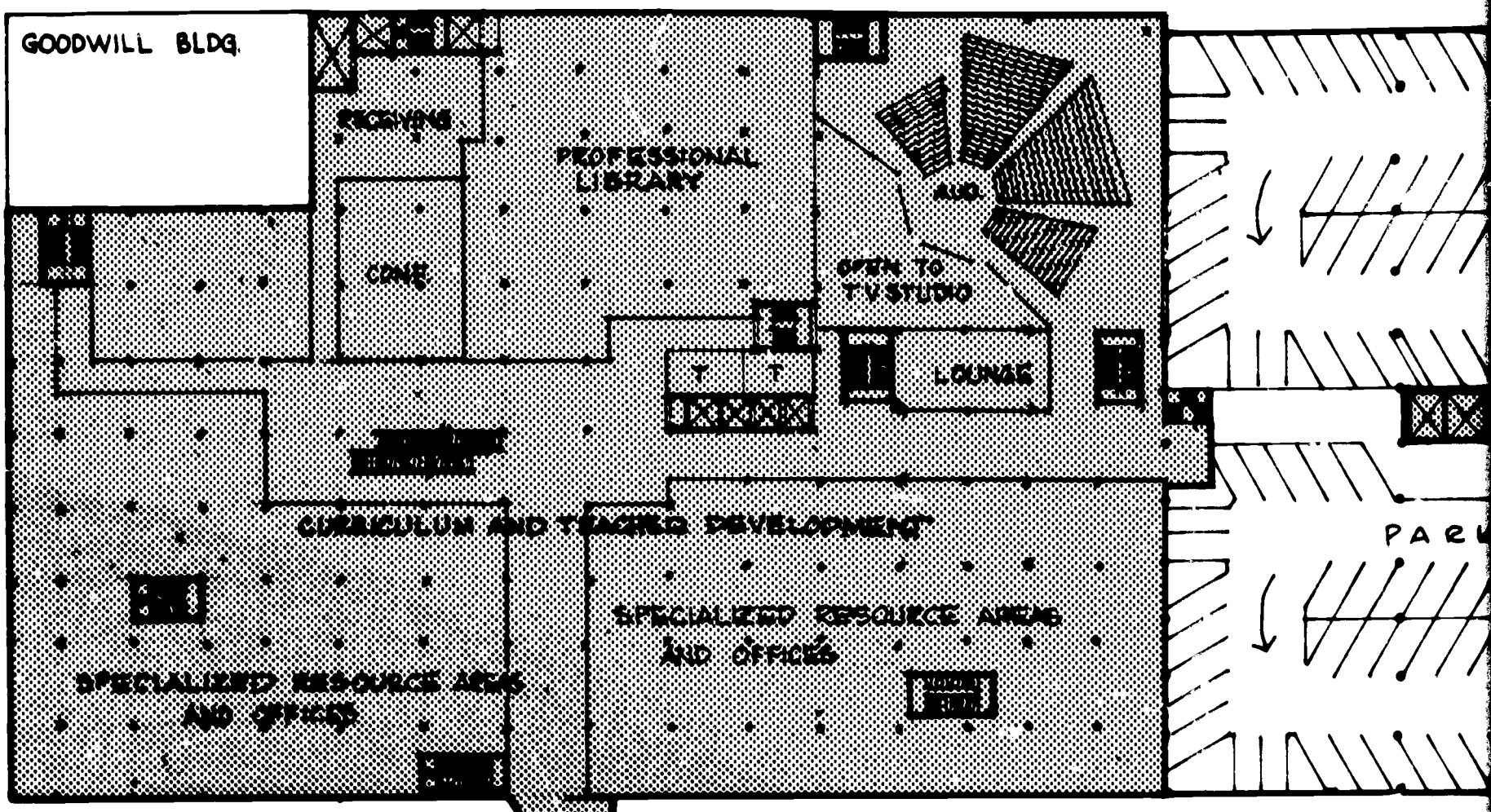
JACKSON STREET

At this level the Capitol Centre concourse system would connect the CCL to the resources of the downtown. Offices for the Educational Resources component as well as television and radio studios, spaces for work, evaluation, and display of resources and equipment would occupy this level. The parking structure could bridge Jackson Street.

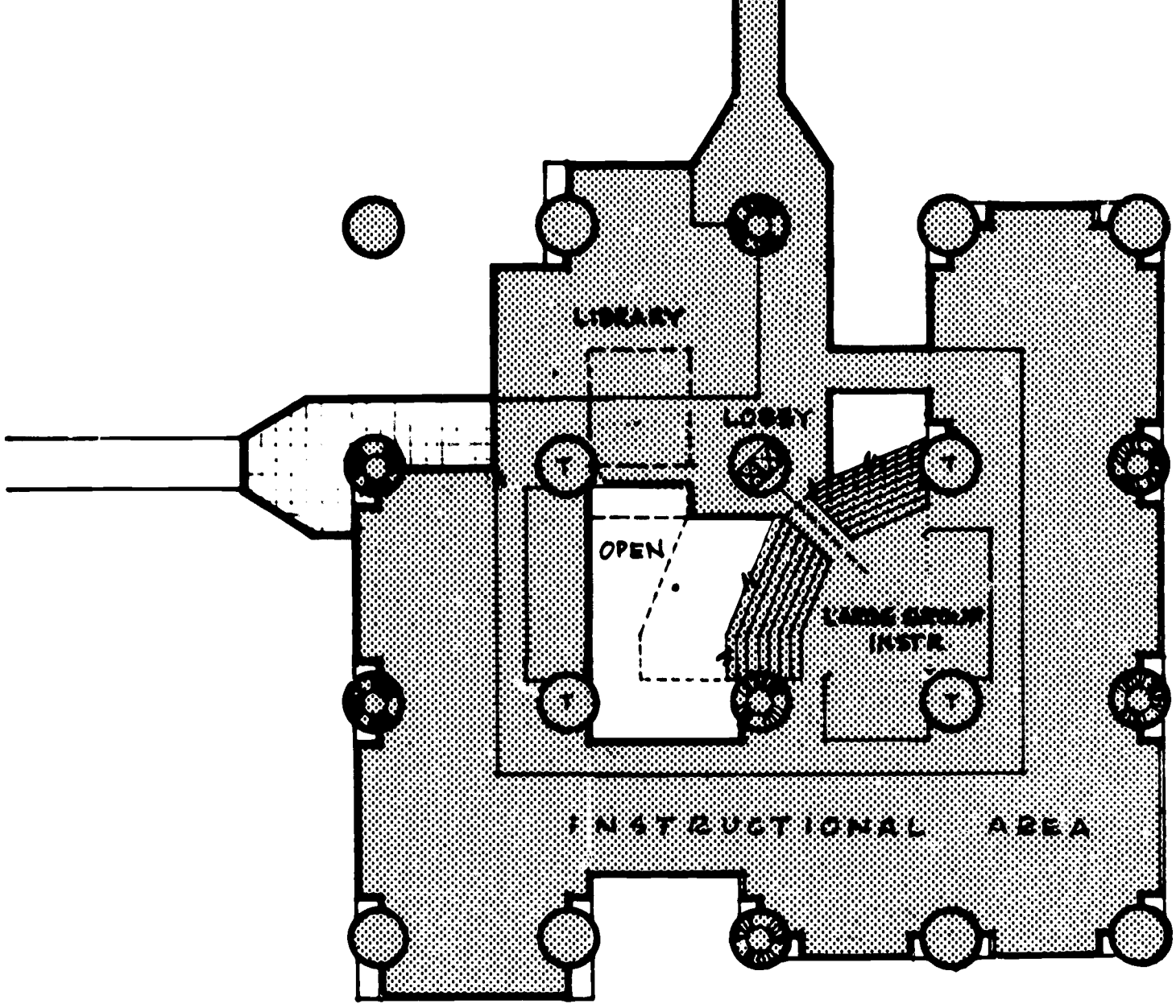
2

EIGHTH STREET

ROBERT STREET

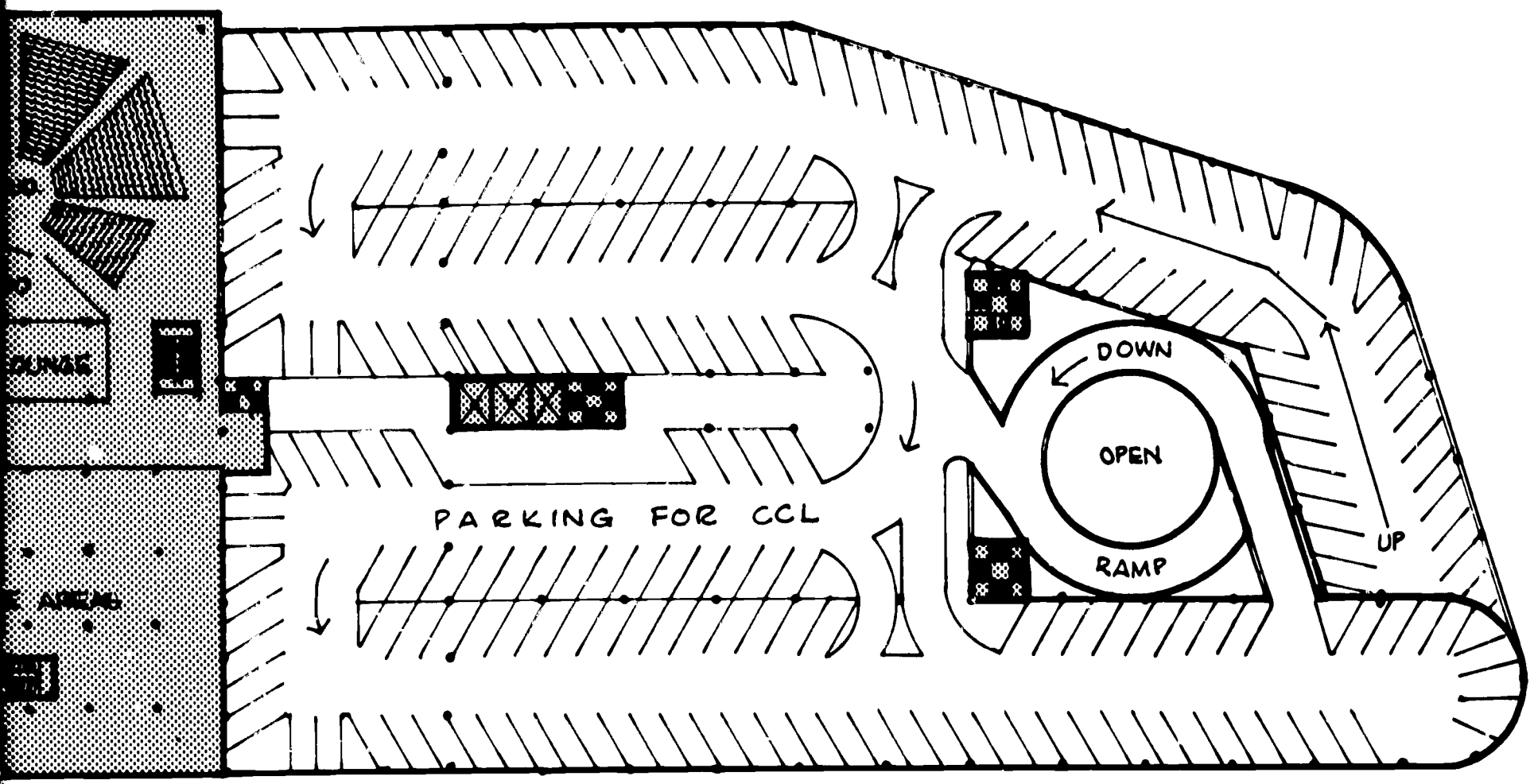


SEVENTH STREET



SIXTH STREET

JACKSON STREET



JACKSON STREET

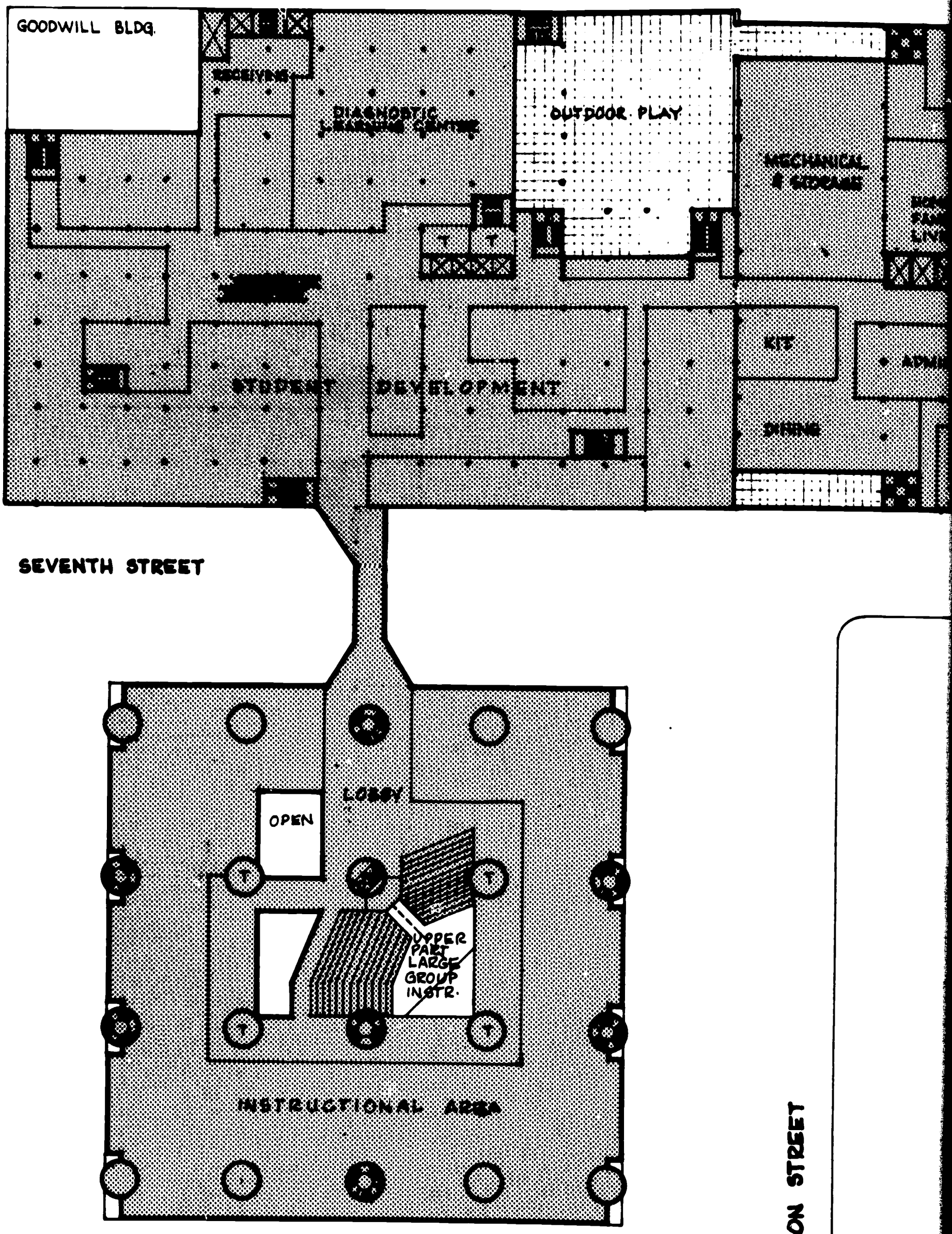
Students, teachers, curriculum and the public come together at this level in the Curriculum and Teacher Development component including a professional library, specialized resource areas, auditoriums and a library and instructional areas for the school.

3

EIGHTH STREET

ROBERT STREET

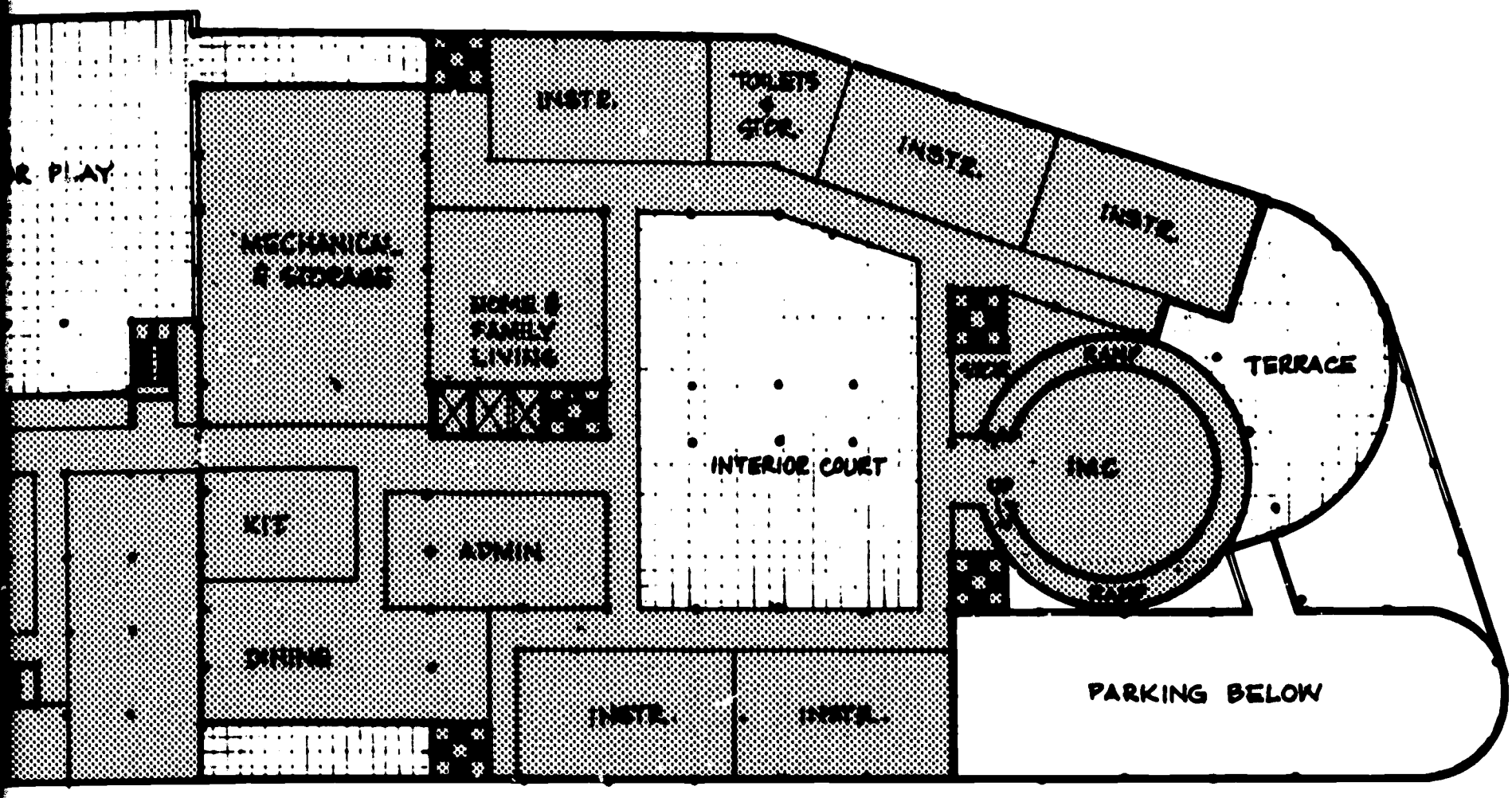
34



SEVENTH STREET

SIXTH STREET

JACKSON STREET



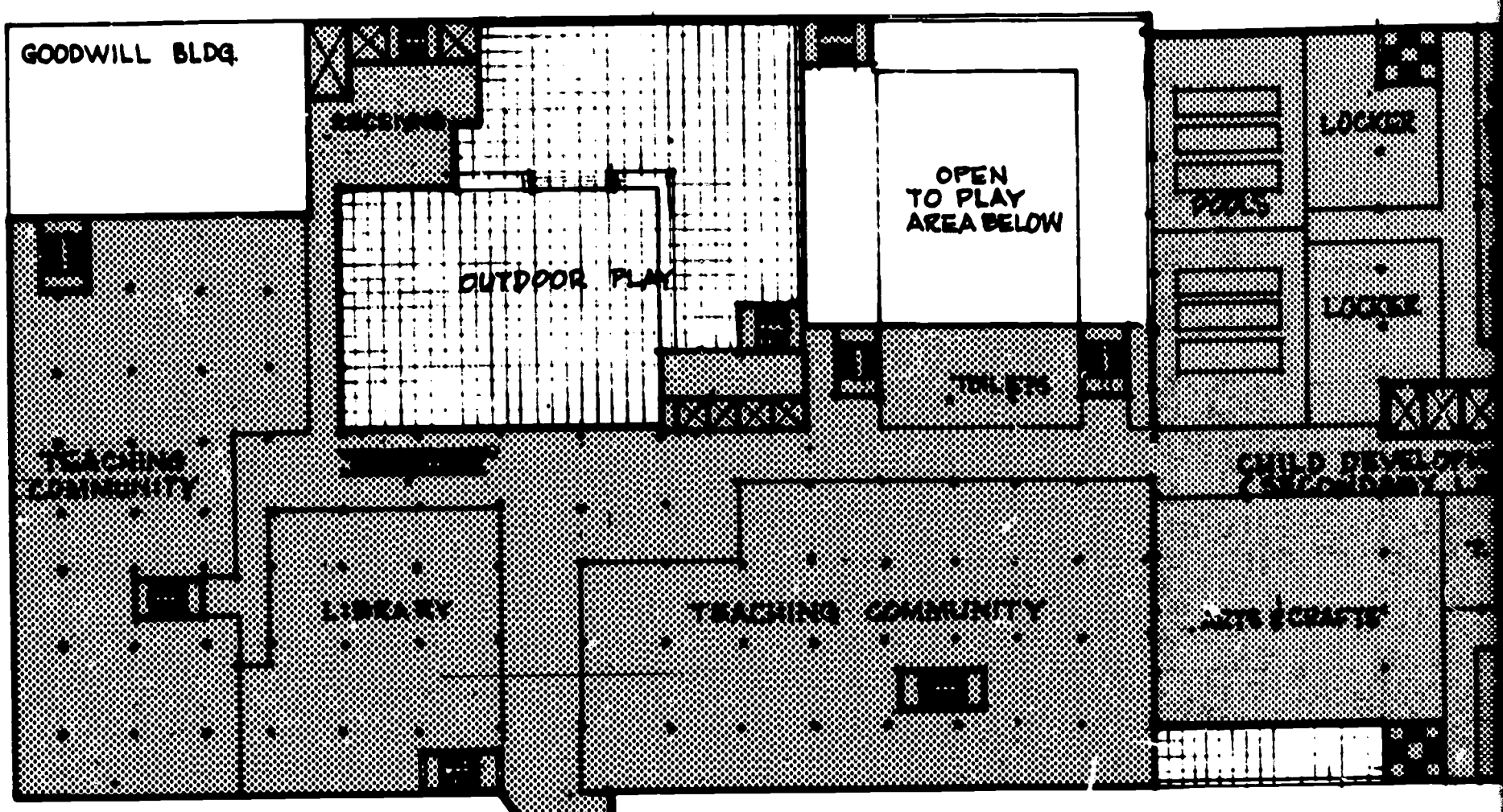
This level is for students and their problems, gifts and handicaps. An "educational Mayo Clinic" would provide diagnostic and remediation services to all students in the district. Sharing the clinical facilities of the Student Development component could be a school for handicapped secondary students located above the parking ramp. Outdoor playspaces would be available at this level and on the 5th level.

JACKSON STREET

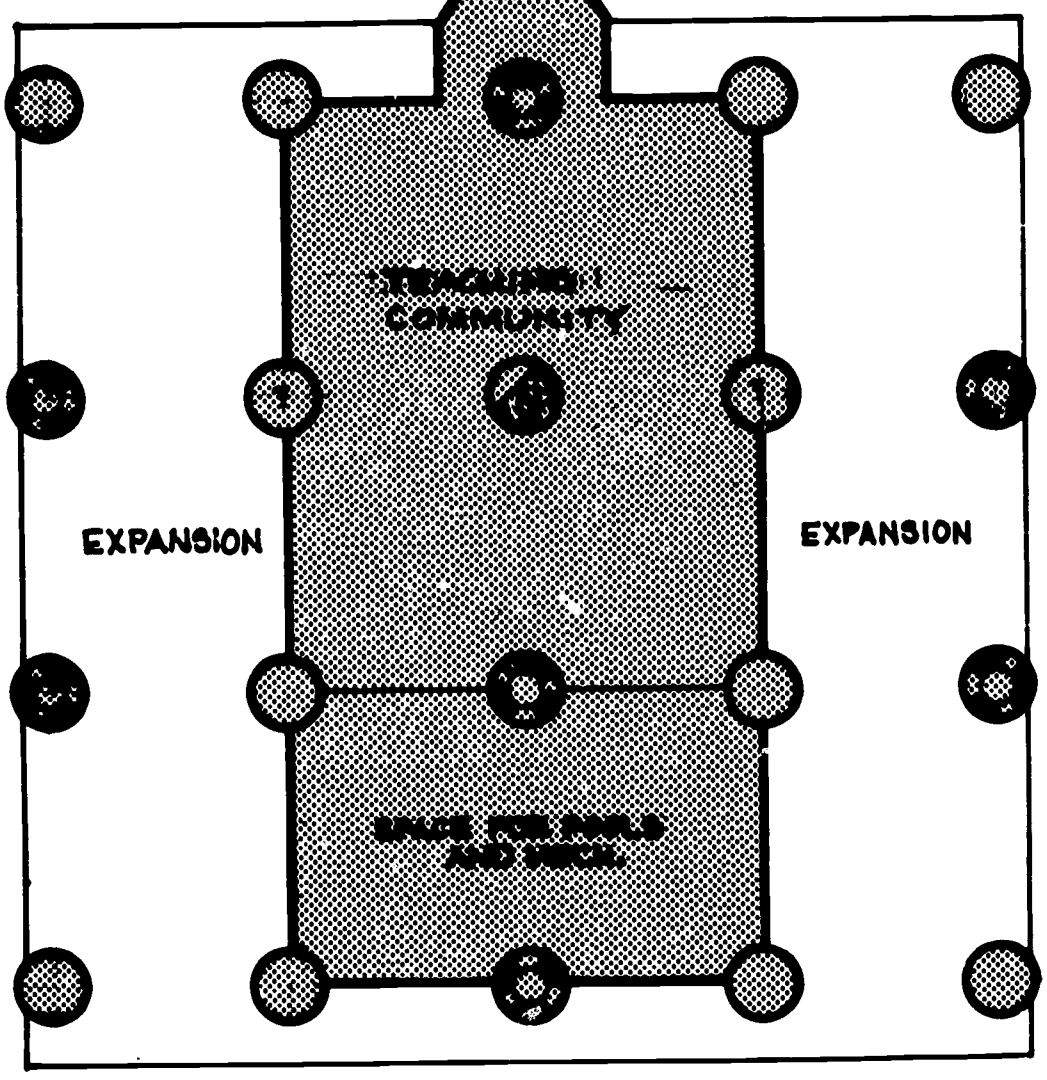
4

EIGHTH STREET

ROBERT STREET

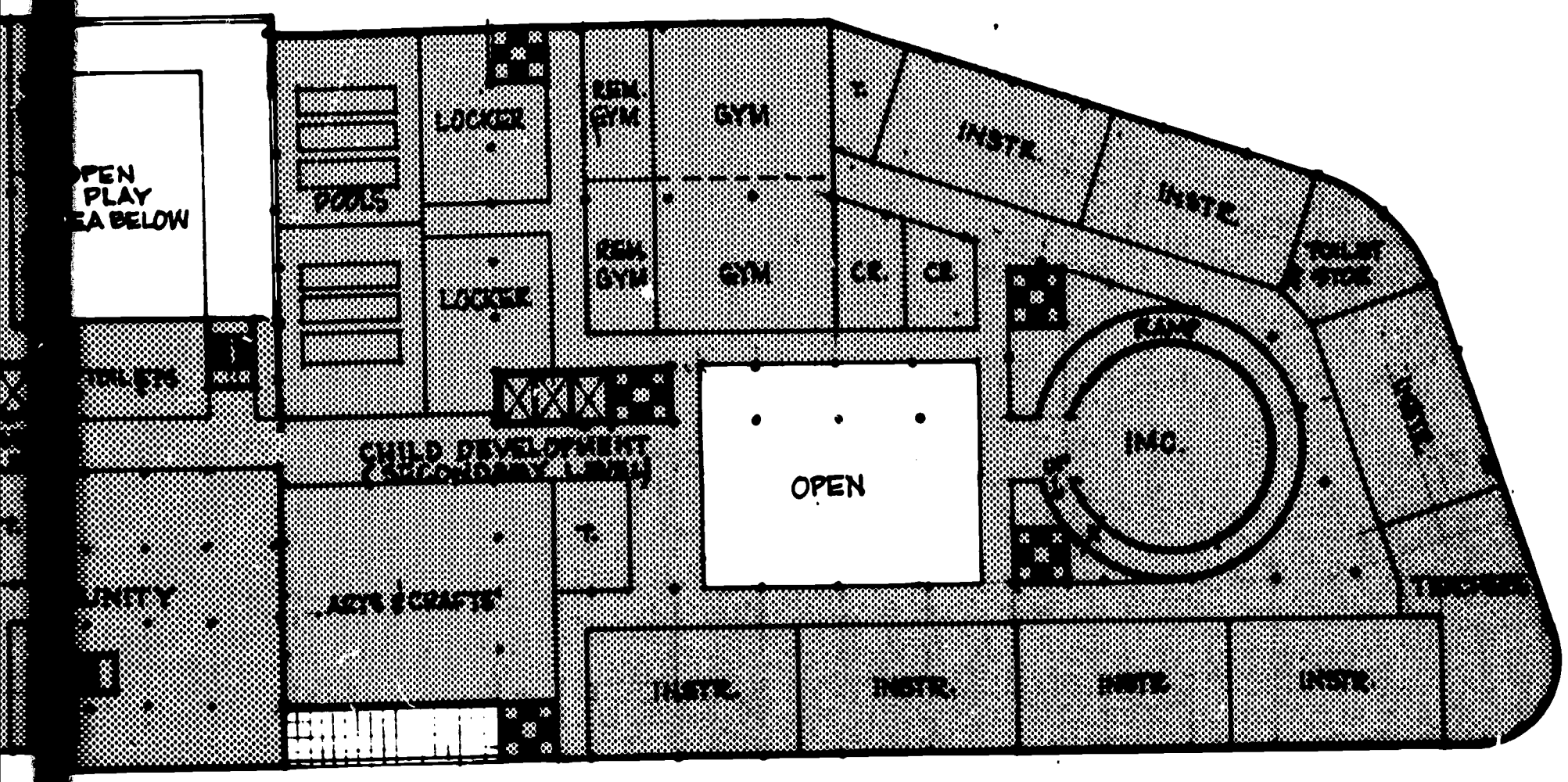


SEVENTH STREET



SIXTH STREET

JACKSON STREET



JACKSON STREET

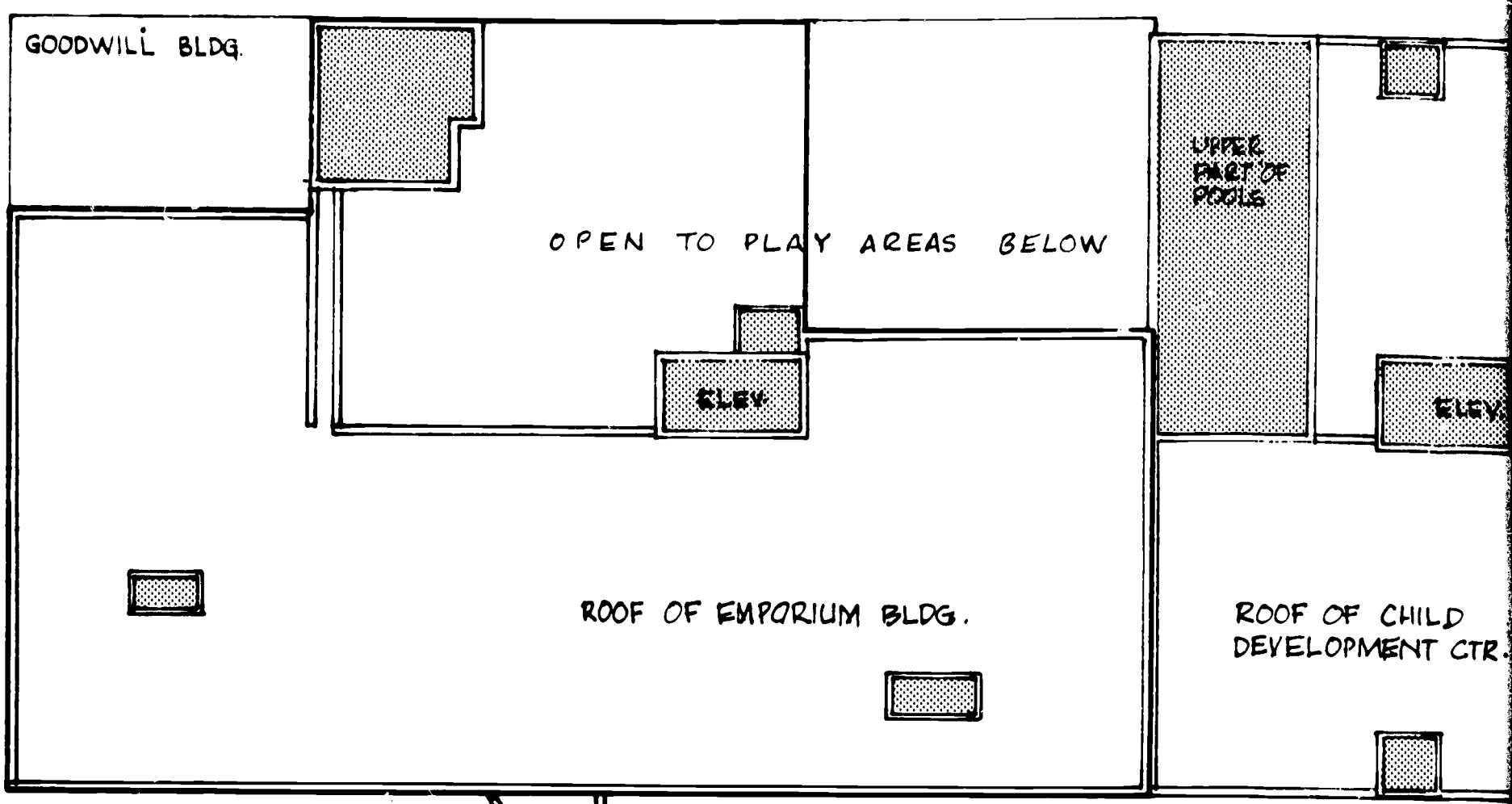
The low ceiling height on the 5th floor of the Emporium would provide an intimate place for elementary units of the City Center for Learning School, though this space could be also used by the Guidance and Occupational Center, or some other function. To the right is the second level of the facility for handicapped secondary students and its athletic areas. In the school unit, expansion space is provided for future change or outdoor play.

5

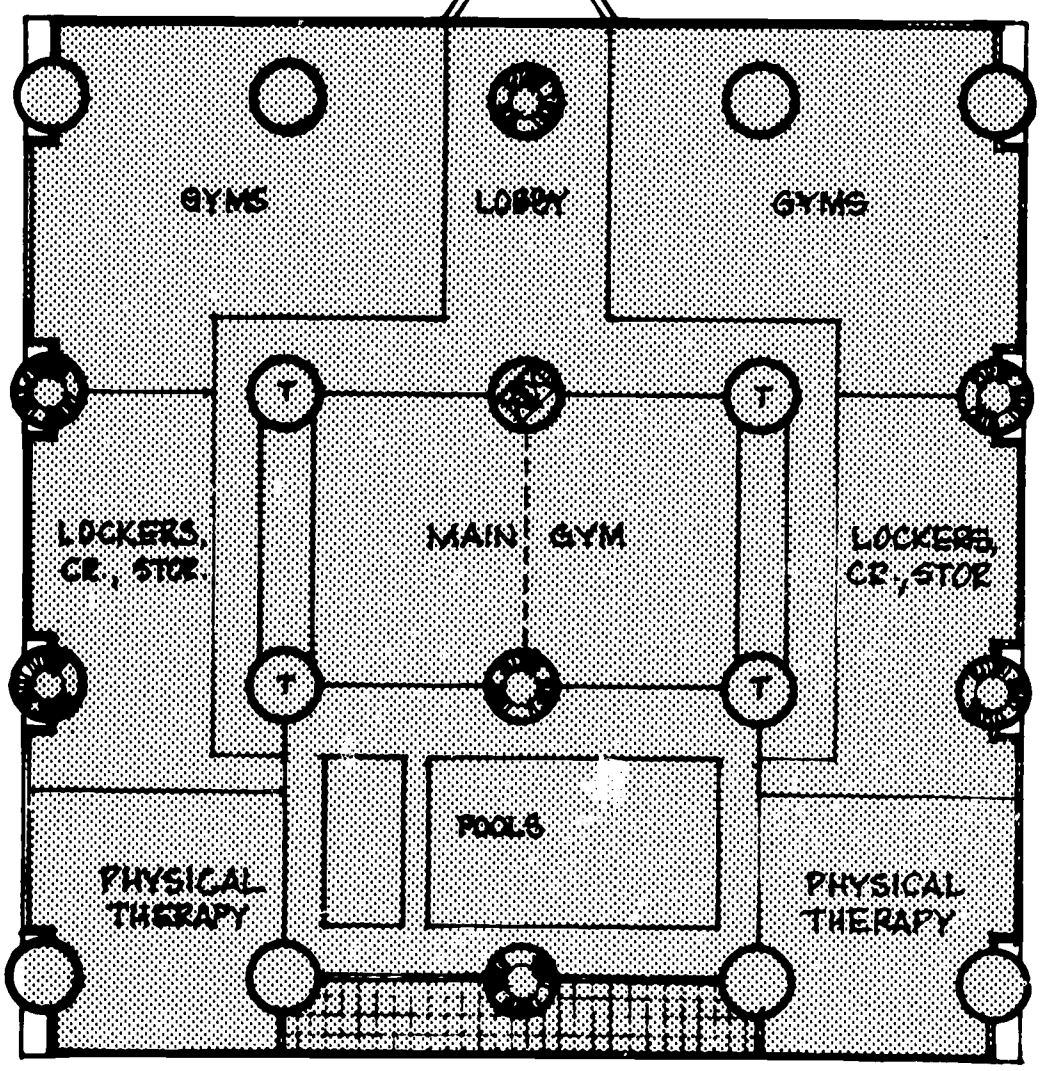
EIGHTH STREET

ROBERT STREET

36

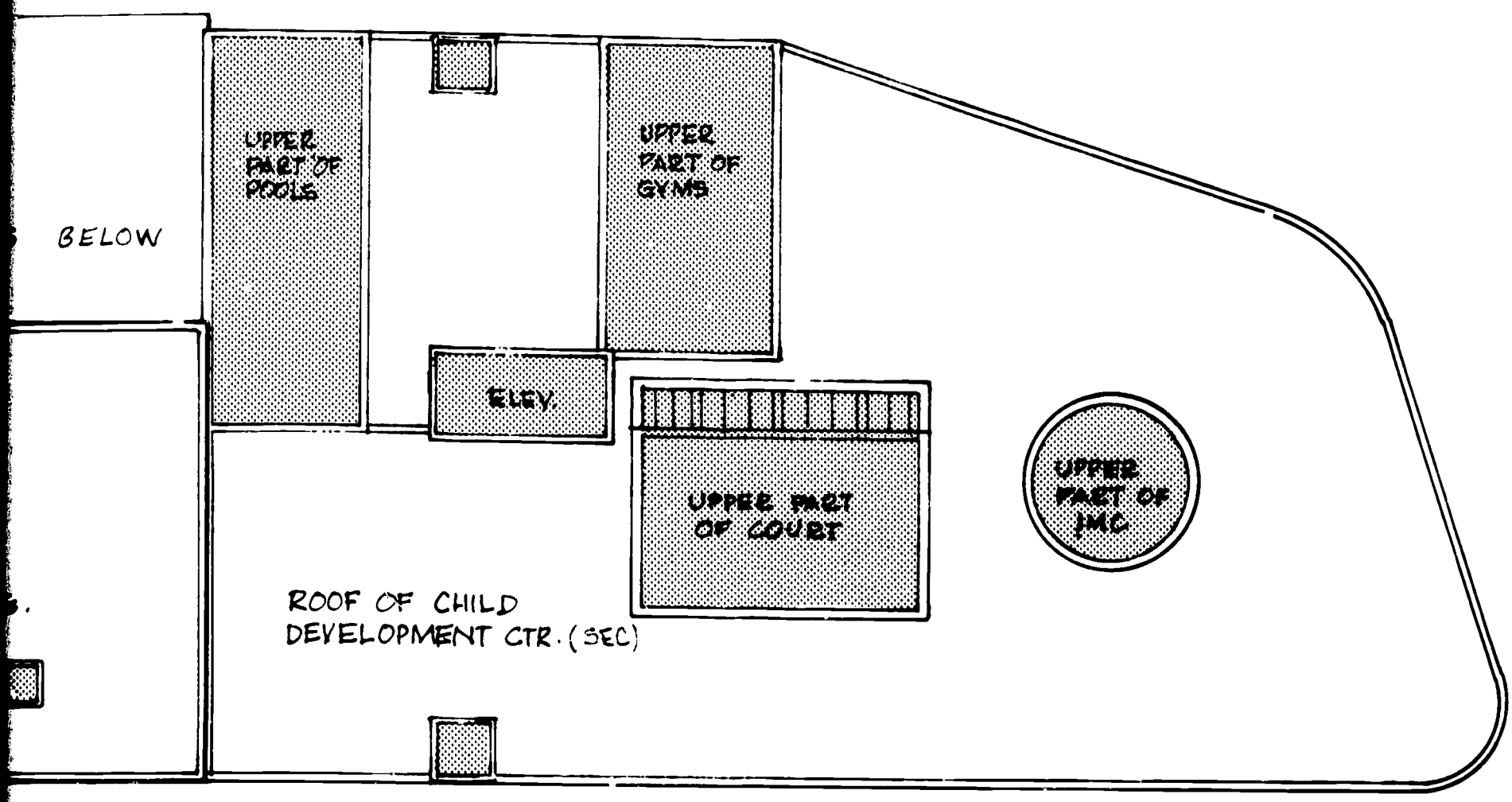


SEVENTH STREET



SIXTH STREET

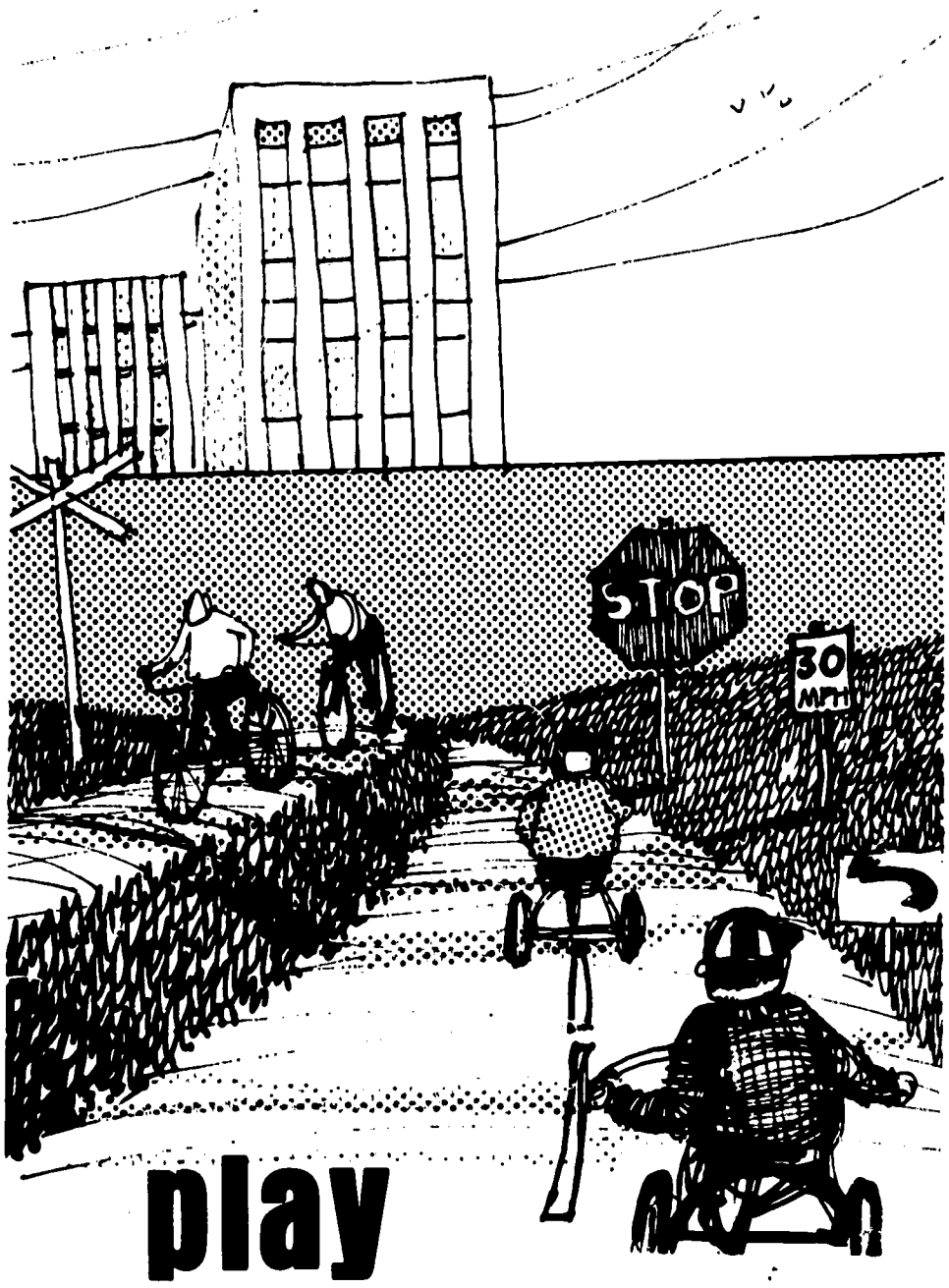
JACKSON STREET



JACKSON STREET

In the school unit only, this level would handle recreational activities in special gymnasiums and pools. The gyms are at the top because of their large roof spans. Though the pools could be built more economically at ground level, they are located here to be closer to all students and other physical education facilities.

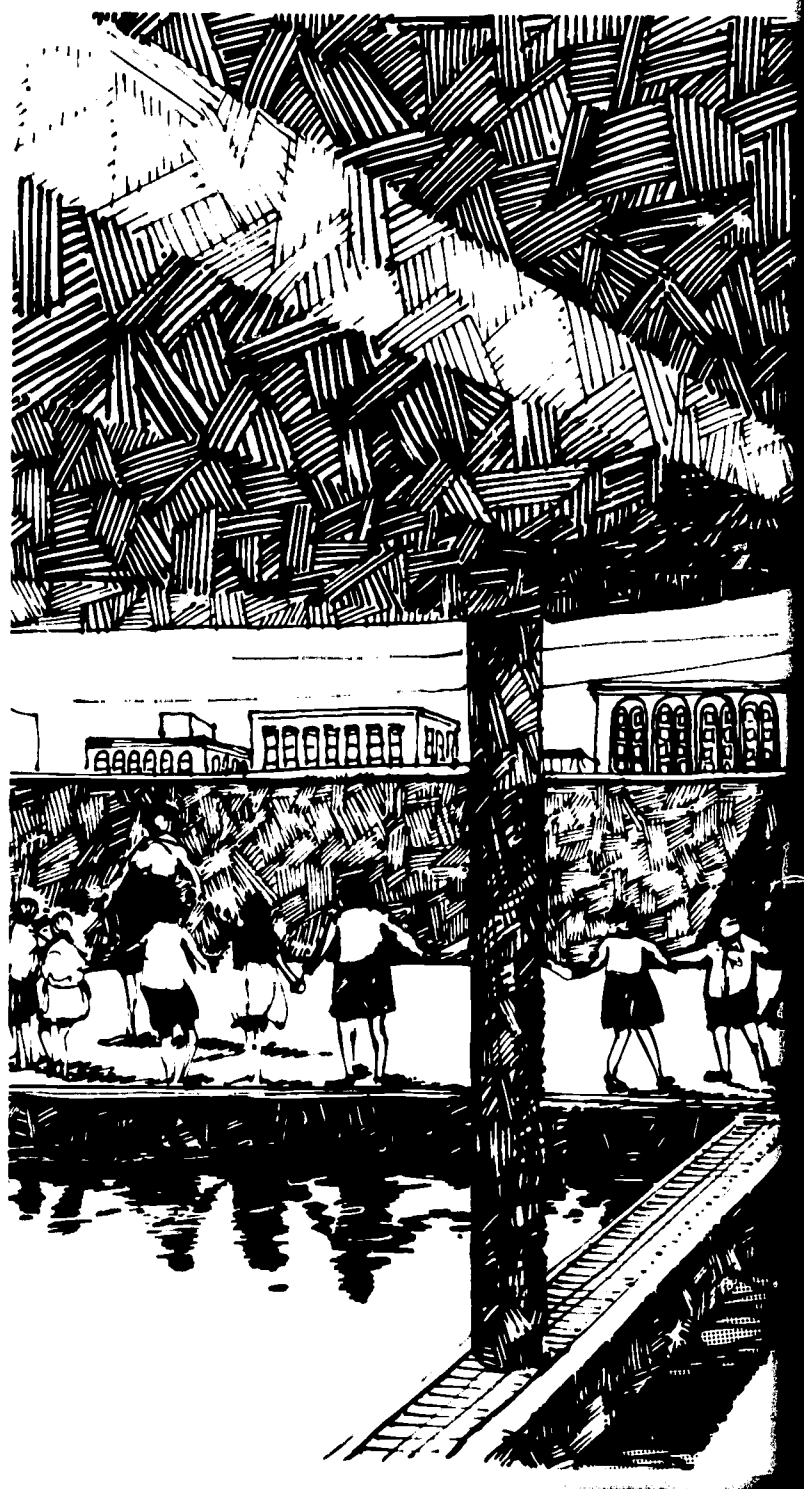
6

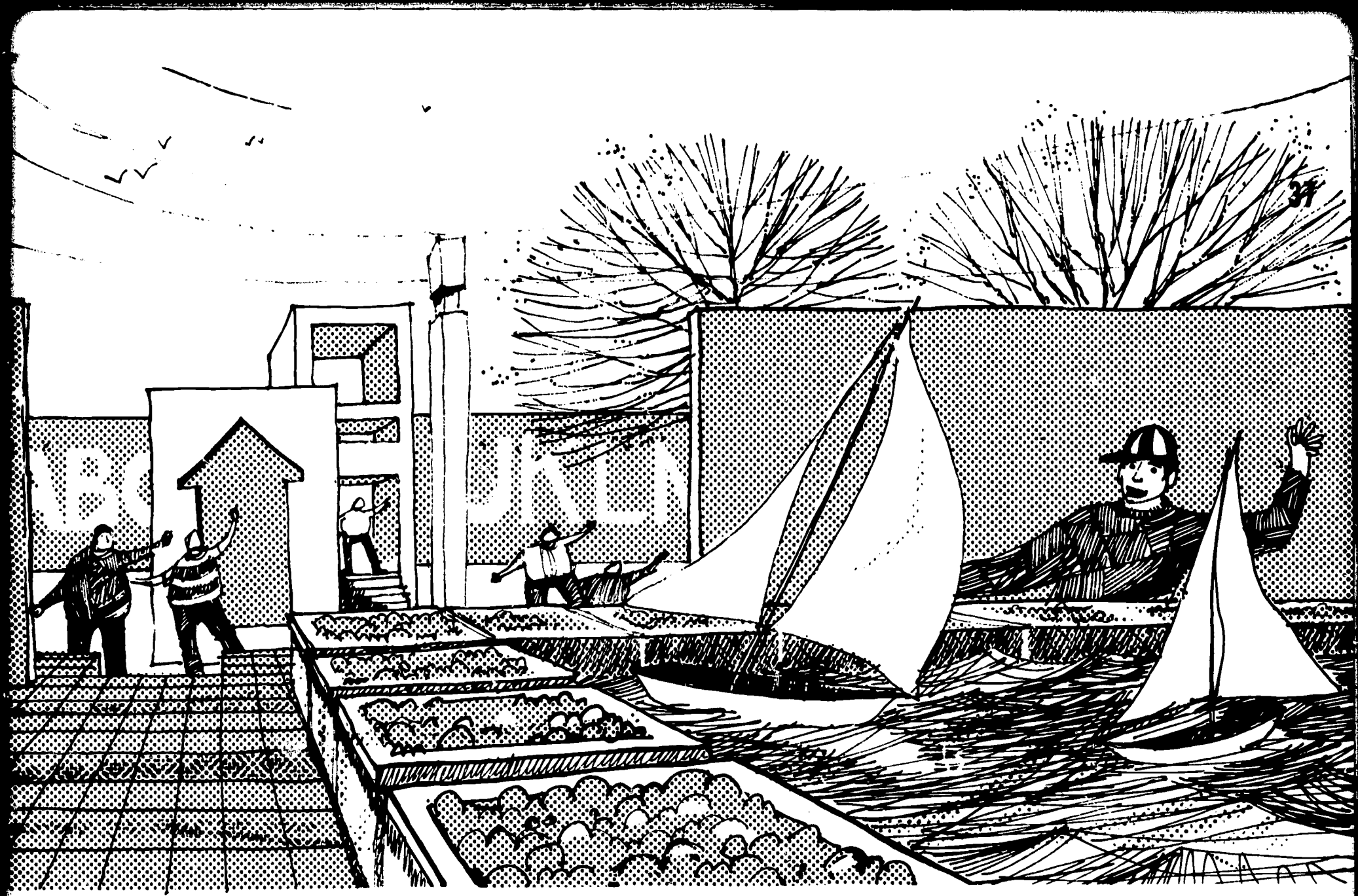


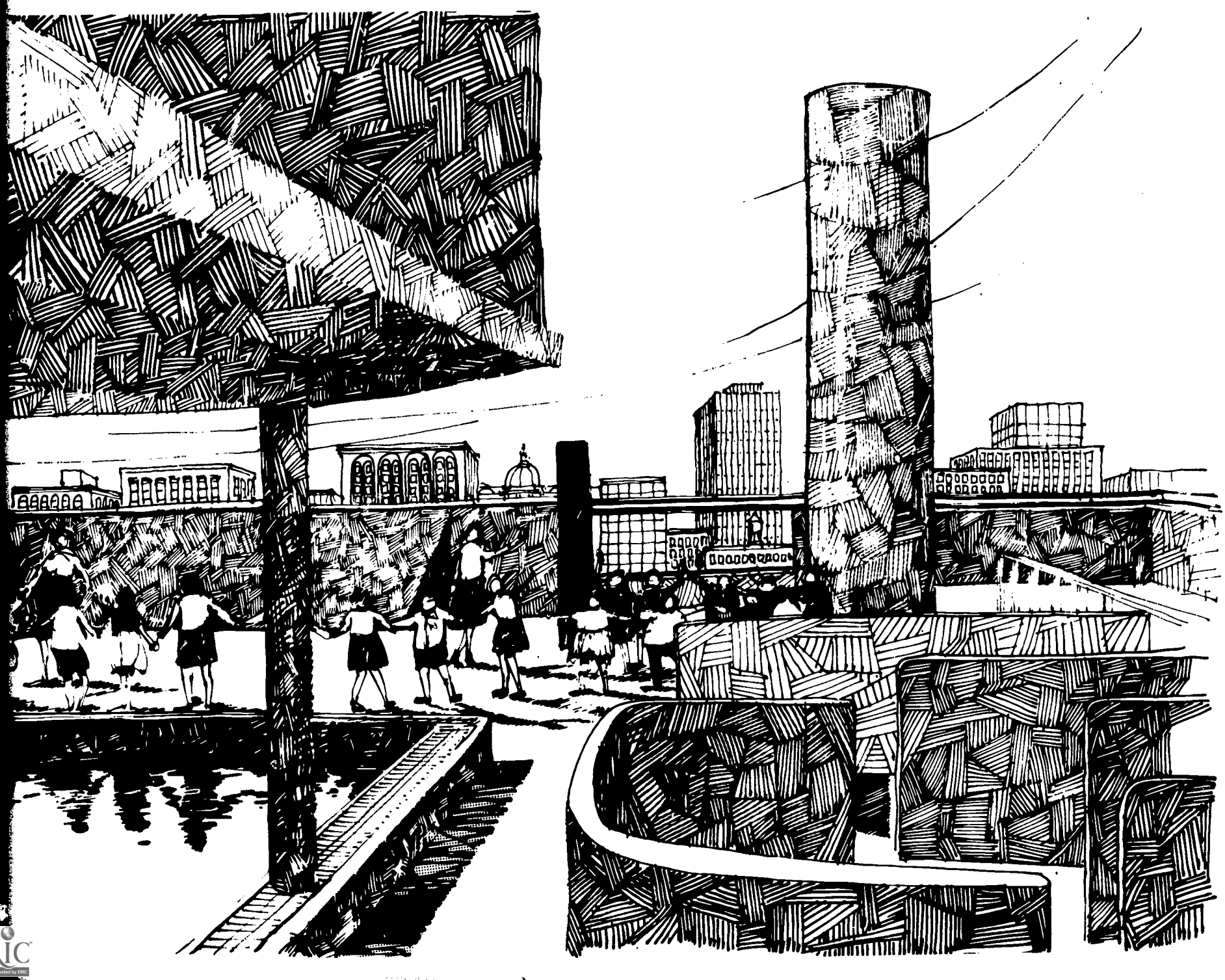
play

Play and recreation space in a downtown location is almost non-existent. Efficient use would have to be made of available space. The school in the City Center for Learning would contain gymnasiums and appropriate indoor athletic and recreational spaces. Some outdoor space could be provided by using the rooftops of buildings. This is being done in a number of other schools in other cities. Sketches are provided to illustrate this concept. Large athletic fields could not be provided in the downtown location. Football could be handled either by joining one of the other school teams, a playground team in the student's own neighborhood or by traveling to a nearby playground or athletic field as several other high schools now do. A number of the schools in St. Paul either do not have space or share it with the Parks and Playgrounds Department.

In Minnesota more consideration could be given to a complete indoor recreational program. Because of climate, it is not unusual for large playground spaces surrounding schools to stand idle 70 per cent of the school year. The CCL school is programmed for a complete physical education program, but some further use of partially idle facilities at the Armory or use of the YMCA, YWCA and the proposed Civic Center may be possible.

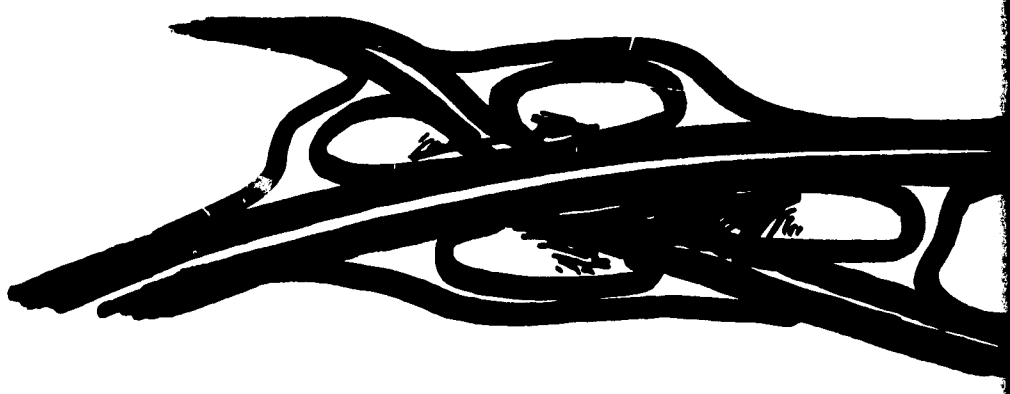






URBAN RENEWAL

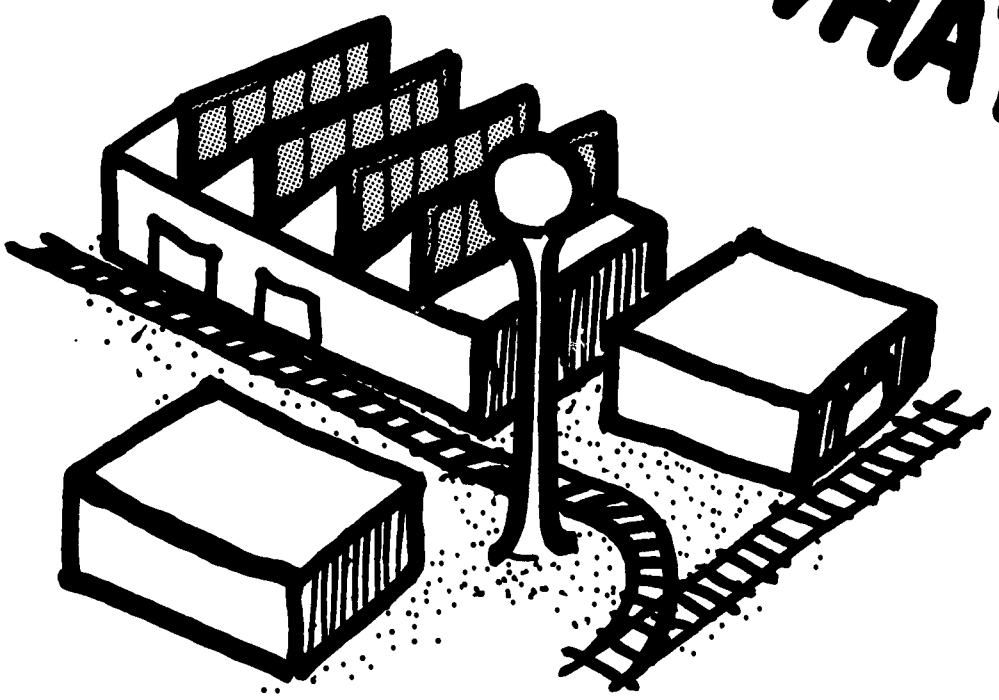
SUPER HIGHWAYS



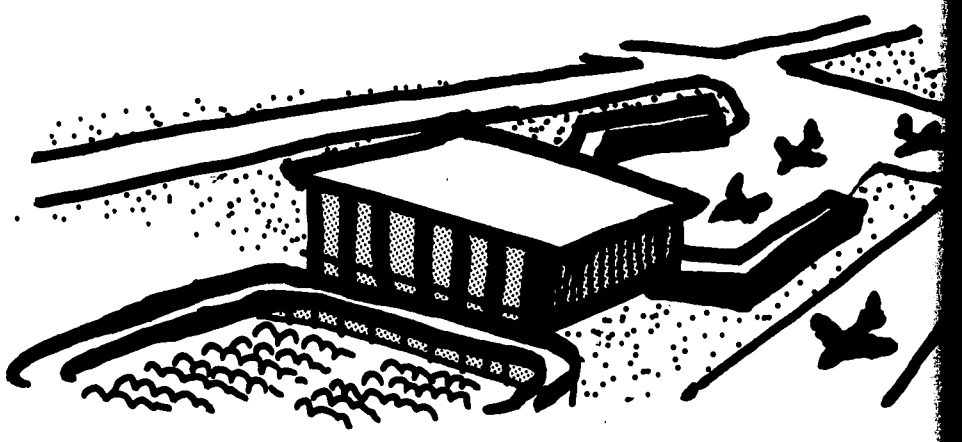
CONSOLIDATION IS BECOMING

VINTAGE: PRE-1900
MODEL: EGGCRATE

... WHAT HAPPENED TO

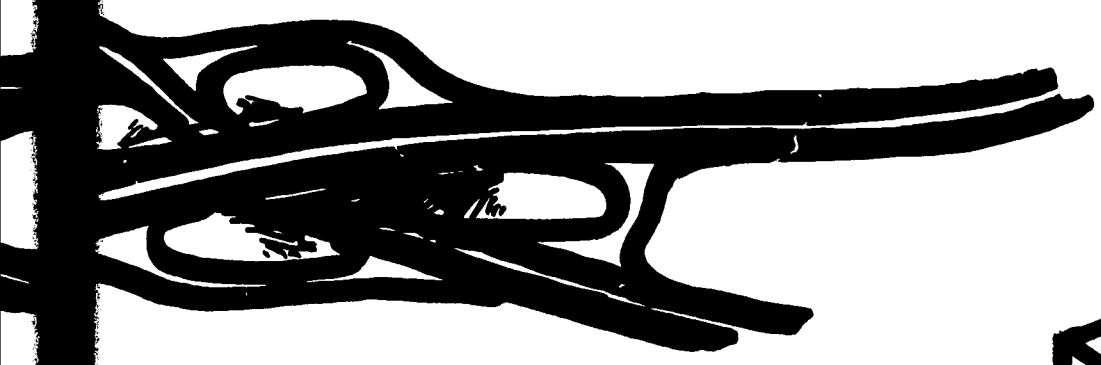


INDUSTRIAL PARKS

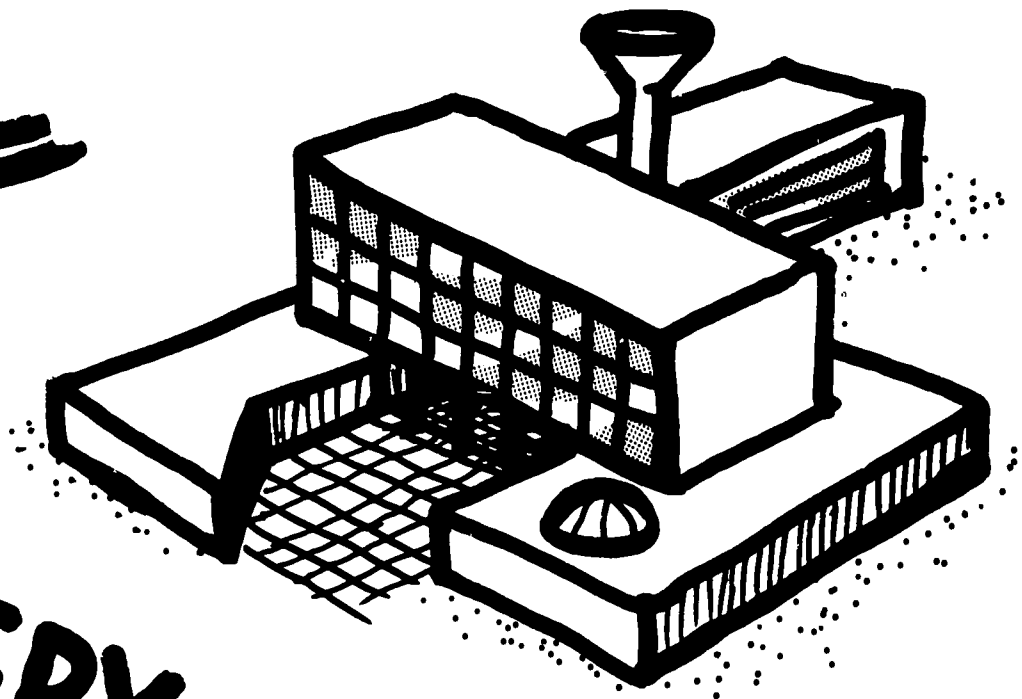


METRO AIRPORTS

ER HIGHWAYS



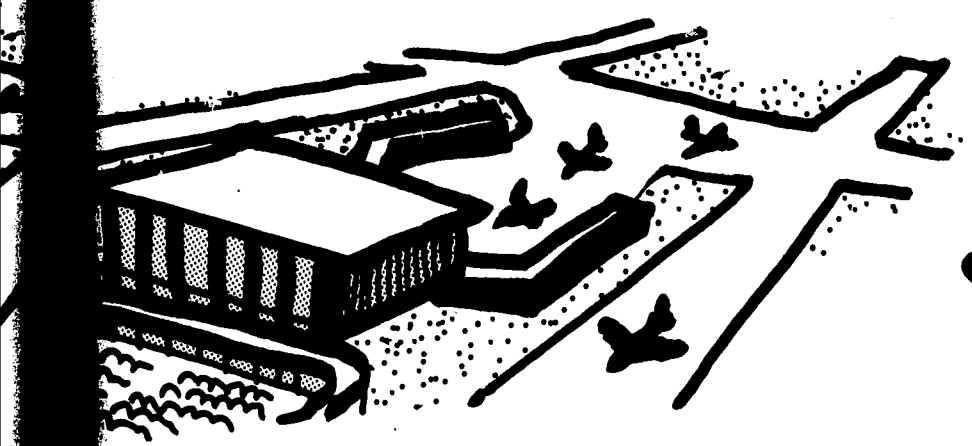
RESEARCH CENTERS

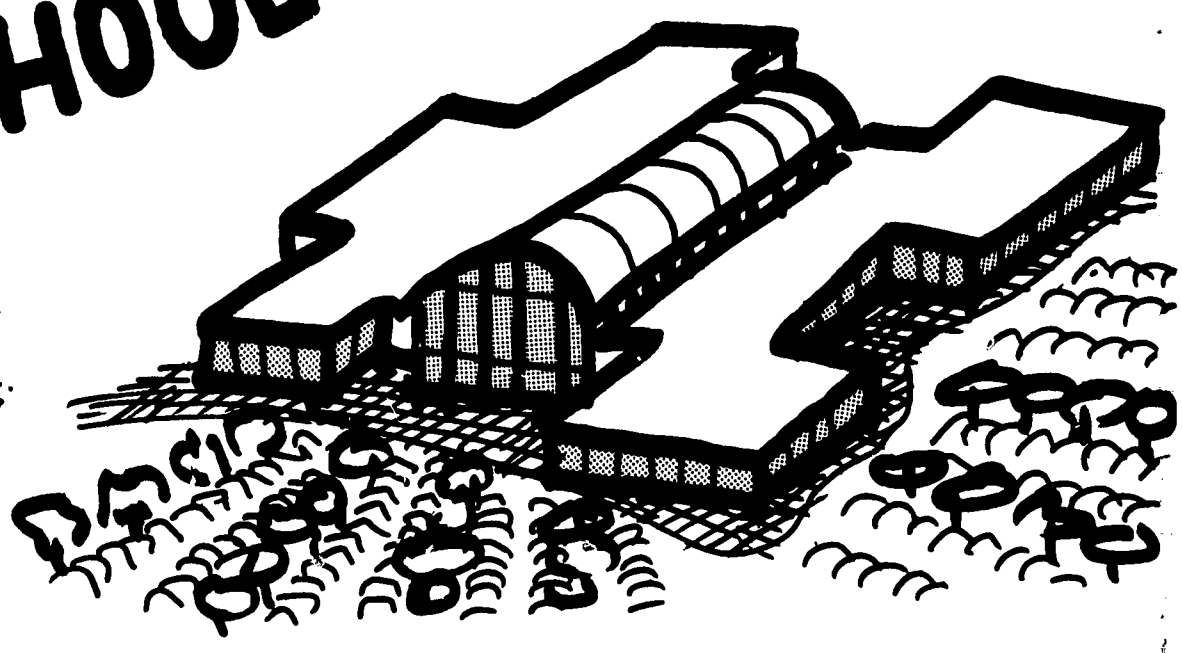


BECOMING VERY COMMON...

ENVIRONMENT: SEA OF TAR
IMAGE: ANACHRONISM

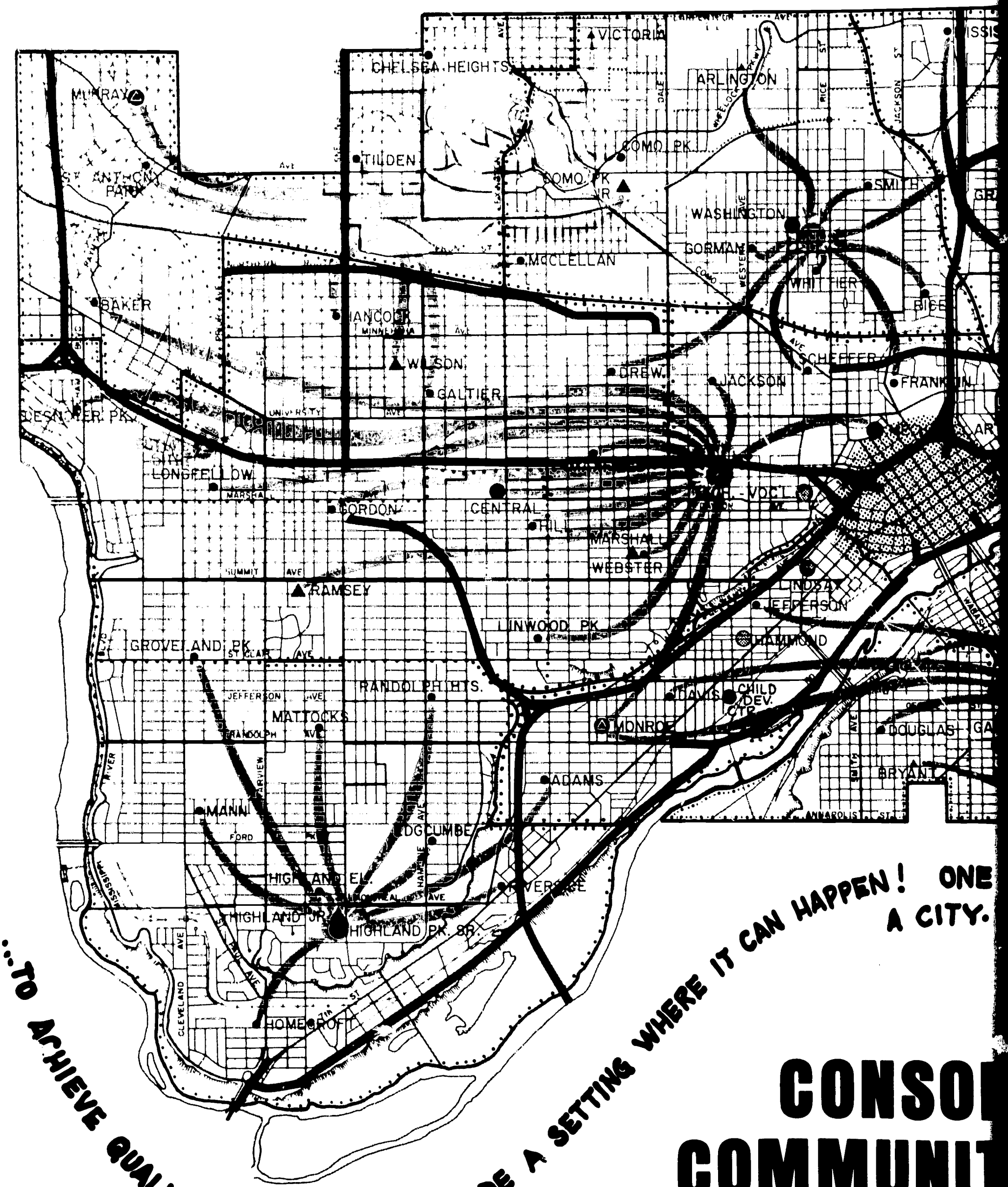
PENED TO SCHOOLS?

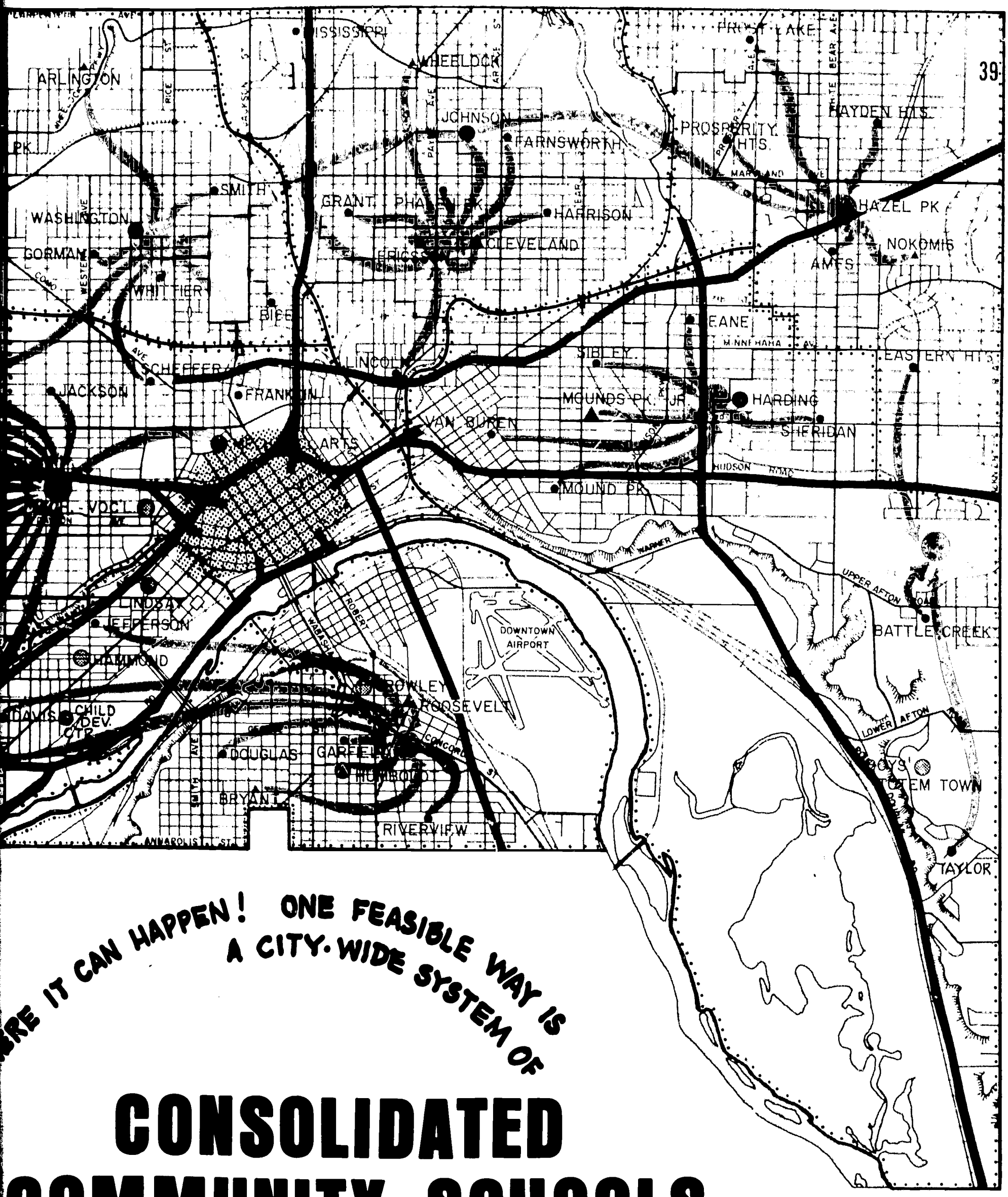




TRO AIRPORTS

SHOPPING CENTERS


VICTORIA
CHELSEA HEIGHTS
ARLINGTON
MURRAY
TILDEN
COMO PK
COMO PK
WASHINGTON
GORMAN
McCLELLAN
BAKER
WHITTIER
SCHEFFER
WILSON
DREW
JACKSON
GALTIER
LONGFELLOW
MARSHA
GORDON
CENTRAL
MARSHALL
WEBSTER
RAMSEY
LINWOOD PK
GROVELAND PK
ST CLAIR AVE
RANDOLPH HTS.
JEFFERSON AVE
MATTOCKS
RANDOLPH AVE
DAVIS CHILD DEV. CTR
MONROE
DOUGLAS
BRYANT
ADAMS
MANN
FORD
EDGCUMBE
HIGHLAND EL.
HIGHLAND JR.
HIGHLAND PK. SR.
RIVERVIEW
HOMECROFT
CLEVELAND AVE
ANNAPOLIS ST
...TO ACHIEVE QUALITY EDUCATION... PROVIDE A SETTING WHERE IT CAN HAPPEN! ONE
A CITY.
CONSO
COMMUNIT



ERE IT CAN HAPPEN! ONE FEASIBLE WAY IS A CITY-WIDE SYSTEM OF

CONSOLIDATED COMMUNITY SCHOOLS

PART TWO

EVERY MAJOR CITY IN THE UNITED STATES ACKNOWLEDGES A CRISIS IN URBAN EDUCAT

In St. Paul nearly half of the schoo more than 50 years old. A considerably er percentage of St. Paul students, tha urban students, present severe learning lems. These youngsters are hard to hard to motivate and hard to teach problem may be that the child is s years behind in reading or has emo problems which require far more effo teaching creativity than in the past.

These children are partially disorien city life and a complex technological s If education does not succeed with all ren, society pays a heavier price late question becomes, how can a high quali cation be provided for <u>every</u> child and basic, what is high quality education?

IS IN URBAN EDUCATION!

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quality education

The basic ingredients of education are staff, programs and facilities. The section on the City Center for Learning described components of this central resource that would increasingly help teachers and administrators learn new skills, research and modify the curriculum, utilize technology and other learning tools and resources, and provide excellent diagnostic and remediation services for children. The City Center for Learning as a central resource would serve to improve all 3 ingredients of educational excellence: staff, programs and facilities.

While the City Center for Learning would be a "nerve center" for the district in coordinating and improving education, an even greater concern must be given to the day-to-day activities of teachers, the programs offered students and the facilities throughout the district in which teaching and learning occur.

Q: IS QUALITY EDUCATION ECONOMICALLY AND PHYSICALLY FEASIBLE AT 85 SMALL, SCATTERED SCHOOLS?

Excellent teachers are the guides diters of learning. Attracting and an excellent staff depends on severa It shouldn't surprise us that sala the most important in spite of the given this topic. Good teachers wa mate of freedom to teach and functio fessionals.

Teachers want equipment and facili enable them to be effective. For the social studies and English tea pecially need an excellent library. mentary teacher hoping to develop a tencies and appreciations needs pap ons, paints, wood, clay, metal, wir potters wheels, band saws, tools other items. To ask a teacher to dents gain science concepts withou water, gas, air, work benches, an realia is to reduce the effectivene instruction.

The experience at Evanston Towns School (Evanston, Illinois) is that sistently hire teachers from distr higher salaries because their pro facilities are among the best in th and these are highly important to The experience of other cities an torical growth of the consolidati provide clues for obtaining new excellence in urban education. seen that staff and facilities a related.

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social studies and English teachers es-
ially need an excellent library. The ele-
tary teacher hoping to develop art compe-
cies and appreciations needs paper, cray-
, paints, wood, clay, metal, wire, kilns,
ters wheels, band saws, tools and many
er items. To ask a teacher to help stu-
ts gain science concepts without running
er, gas, air, work benches, and various
lia is to reduce the effectiveness of the
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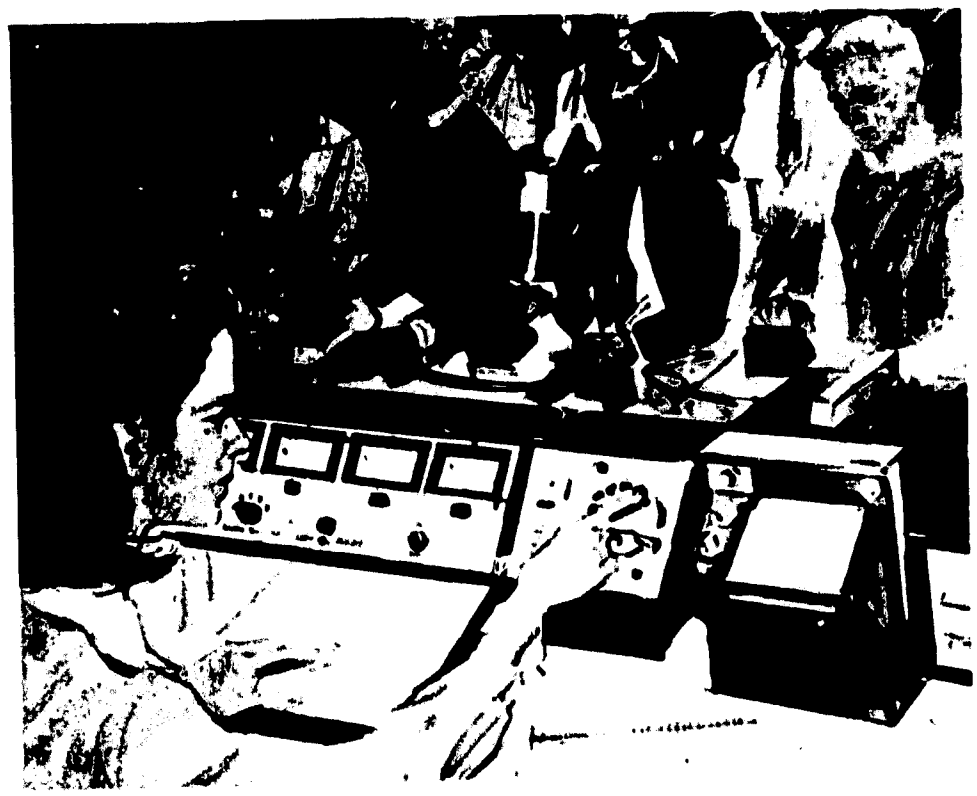
ical growth of the consolidation concept
vide clues for obtaining new levels of
ellence in urban education. It can be
n that staff and facilities are closely
ated.

The third element of quality education, programs, is more complex. Ideally each child should have a tailor made program. There would be many options, courses and staff people providing just the mixture of experiences to correct a child's weaknesses, capitalize on his talents and abilities, and yield the broad general education needed by all. This is difficult to accomplish in a small school. One child wants advanced courses in foreign language, another in photography, automotive mechanics, or botany. Some pupils need help with speech defects, posture or coordination skills, reading deficiencies or emotional problems. These and many other kinds of programs and specialized help should be available in a quality educational program.



NEXT: AN ANALYSIS OF SEVERAL CONCEPT PLANS AIMED AT ACHIEVEMENT OF QUALITY EDUCATION FOR ALL STUDENTS

The Citizens Advisory Council for the City Center for Learning considered a number of alternatives as solutions to school problems and the achievement of new levels of quality education. Several of the alternatives are examined in the accompanying chart.

The alternatives represent considerably different organizational schemes. They may appear to cover only bricks and mortar. However, their implementation would have far reaching consequences in staffing, curriculum and programs available to students.

The alternative solutions include:

1 The replacement of schools along conventional lines -- when a school wears out it is replaced. Included in this category is a mild amount of consolidation such as combining 2 or 3 small schools into a larger unit, perhaps, providing enrollments of up to 1,500 for elementary, 2,000 for junior high and 3,000 for senior high. This alternative would continue school patterns that most people are familiar with.

2 Total consolidation of all St. Paul schools and the 50,000 students on 1 site. This represents the other extreme from #1 above and has been proposed in some communities. (Some may question whether Paul Goodman's "mini school" concept would not properly be the extreme to this alternative. Careful consideration was given the mini school idea. Its pure form was judged as impractical as an organizational proposition (except for very young children) but that as a curricular plan each classroom within each of the other alternatives could operate as a mini school.)

3 A compromise level of school clustering based on just the number of students needed to achieve almost all of the advantages of consolidation. This figure appears to fall in the 6,000 - 8,000 student range according to several studies. All grade levels would be represented and St. Paul would need 8-10 such centers.

Each of these alternatives was examined for its strengths and weaknesses in overcoming current school problems and achieving the goals of educational excellence.

			1 PHYS
CRITERIA, GOALS, NEEDS →		**a**	REPLACE OLD OR OBSOLETE SCHOOL BLDG. WITH HIGHER QUALITY FACILITIES
IMPLICATIONS ↓			
	+		PRESENT SITES CAN BE USED IF EXPANDED
	−		PHYSICALLY AND ECONOMICALLY DIFFICULT TO PROVIDE FIRST RATE FACILITIES AT MANY SITES
	+		WOULD REPLACE ALL SCHOOLS AND COULD HAVE THE VERY BEST OF FACILITIES
	−		WOULD REQUIRE ENORMOUS SITE (200-300 ACRES). NEEDS SELF RENEWAL OR WOULD GET OLD ALL AT ONCE.
	+		USE SOME EXISTING SITES IF EXPANDED. PROVIDES HIGH QUALITY FACILITIES AT REASONABLE COST PER STUDENT
	−		WOULD REQUIRE MODERATELY LARGE SITES (25-40 ACRES) COULD BE COSTLY WITHOUT HELP FROM URBAN RENEWAL

comparison of

ERIA, S, NEEDS ➡ / ICATIONS ⬇	1 PHYSICAL CRITERIA - THE PLAN SHOULD:				
	a REPLACE OLD OR OBSOLETE SCHOOL BLDG. WITH HIGHER QUALITY FACILITIES	**b** RELIEVE OVER-CROWDING IN PRESENT SCHOOLS	**c** PROVIDE FOR FUTURE GROWTH AND CHANGING ENROLLMENTS	**d** MAKE SCHOOLS ACCESSIBLE TO CITY-WIDE TRANSPORTA-TION	**e** COOPERATE AND COORDIN-ATE SCHOOL BUILDING WITH OTHER PLANNING IN CITY AND METRO AREA
+	PRESENT SITES CAN BE USED IF EXPANDED	CAN TAKE CARE OF NEEDS AS THEY APPEAR	SCHOOLS CAN BE BUILT IN SMALL INCREMENTS	CONVENIENT TO HOMES FOR WALKING FROM IMMEDIATE AREA	OFTEN ADJACENT TO CITY PLAY-GROUNDS
−	PHYSICALLY AND ECONOMI-CALLY DIFFICULT TO PROVIDE FIRST RATE FACILITIES AT MANY SITES	USUALLY NEEDS GO LONG OVER-DUE BEFORE ACTION IS FORMULATED	SCHOOL OFTEN AFFECTED NEGA-TIVELY BY CHANGE IN SURROUNDINGS. OVER AND UNDER UTILIZATION QUITE COMMON.	SITES USUALLY OFF MAIN ROUTES OF TRANSIT. MUCH BUSSING NEEDED TO ACCOMPLISH INTEGRATION.	SCATTERED, ISOLATED, NUMEROUS SCHOOLS VERY DIFFICULT TO COORDINATE ON PIECEMEAL BASIS
+	WOULD REPLACE ALL SCHOOLS AND COULD HAVE THE VERY BEST OF FACILITIES	NEW BUILDINGS COULD CATCH UP TO NEEDS	MAXIMUM FLEXI-BILITY - NO AREA OF CITY AFFECTED BY ENROLLMENT CHANGE. HIGH QUALITY IS INDEPENDENT		
−	WOULD REQUIRE ENORMOUS SITE (200-300 ACRES). NEEDS SELF RENEWAL OR WOULD GET OLD ALL AT ONCE.	SEVERE PROBLEMS OF LOGISTICS AND BIGNESS		STUDENTS WOULD HAVE TO TRAVEL LONG DISTANCE WOULD OVERLOAD TRANSIT SYSTEM AND CAUSE CONGESTION AT ONE POINT.	DRAINS COM-MUNITIES OF NEEDED PLACE FOR ACTIVITY. CANNOT EASILY COORDINATE WITH LOCAL SERVICES
+	USE SOME EXIST-ING SITES IF EXPANDED. PROVIDES HIGH QUALITY FACILI-TIES AT REASON-ABLE COST PER STUDENT	NEW CONSTRUCTION COULD ALLEVIATE CONDITIONS	OVER AND UNDER UTILIZATION OF BUILDINGS AVOIDED TO CONSIDERABLE DEGREE BY ENROLLMENT BOUNDARY ALTERATIONS	LITTLE DIFFERENT FROM PRESENT AT SECONDARY. SITES ON MAIN ROUTES. LESS BUSSING REQ'D THAN WITH #1 FOR INTEGRATION	SCHOOL IS LARGE ENOUGH TO BE-COME IMPORTANT ELEMENT IN COMMUNITY. FEASIBLE NUM-BER OF PROJECTS TO COORDINATE.
−	WOULD REQUIRE MODERATELY LARGE SITES (25-40 ACRES) COULD BE COSTLY WITHOUT HELP FROM URBAN RENEWAL	SCALE AND COMPOSITION OF ENROLLMENT COULD CAUSE PROBLEMS IF NOT CAREFULLY PLANNED		ELEMENTARY WOULD REQUIRE BUSSING	REQUIRES CAREFUL COORDINATION TO BE TRULY EFFECTIVE - (PLAN IS VERY SOPHISTICATED)

planning concepts

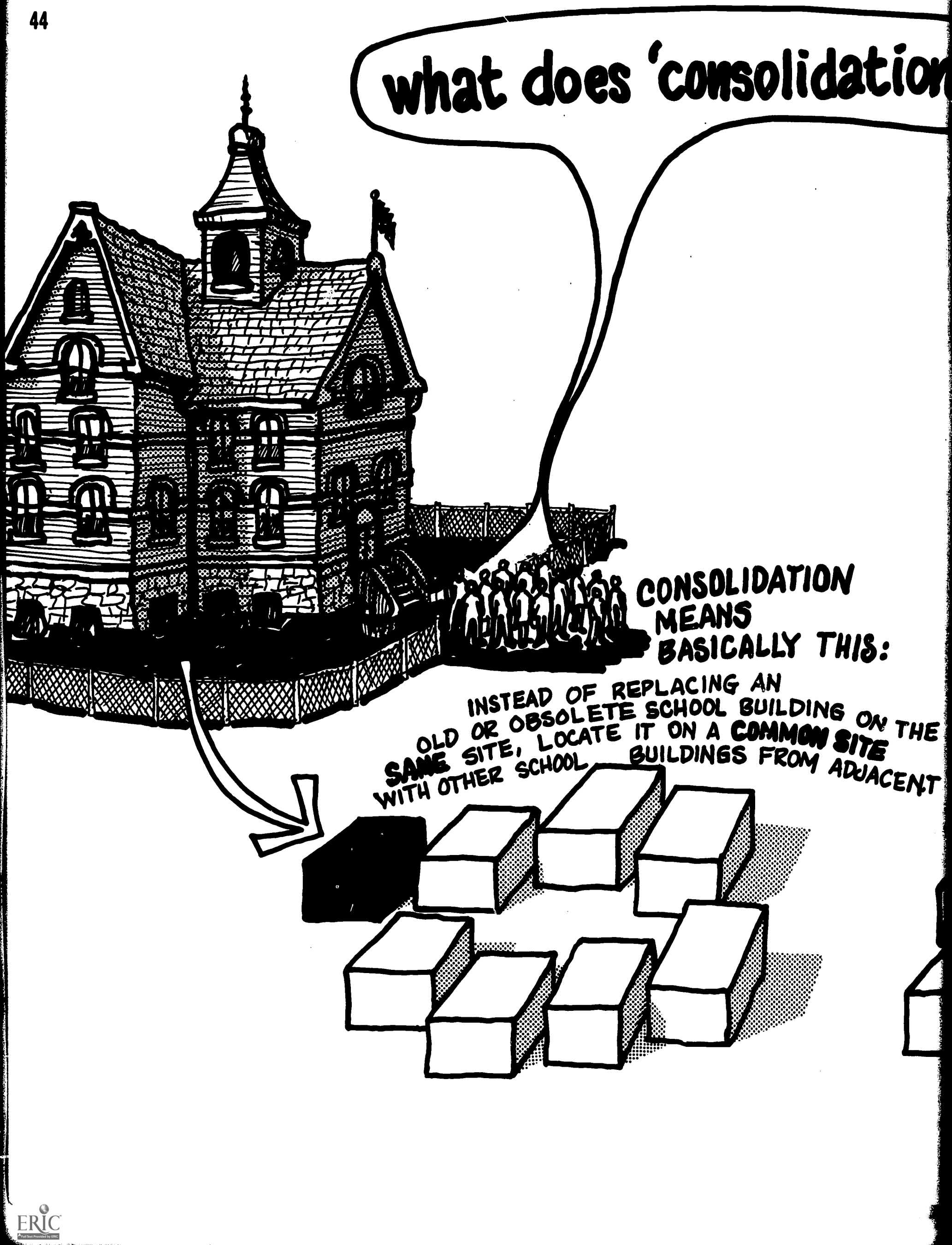
2 OTHER CRITERIA - THE PLAN SHOULD:					SUMM
a KEEP BUILDING PROGRAM AS ECONOMICAL AS POSSIBLE	**b*** PROVIDE WIDE VARIETY OF TEACHERS, SPECIALISTS FACILITIES AND PROGRAMS	**c*** ACHIEVE INTEGRATION TO GREATEST EXTENT POSSIBLE -RACIAL, ETHNIC, ECONOMIC, ETC.	**d*** ALLOW BOTH COMMUNITY USE OF PROGRAMS AND FACILITIES AND STUDENT USE OF COMMUNITY.	**e** MAKE PLAN PRACTICAL AND SALEABLE TO PUBLIC	* IN TERMS QUALITY #2-b,c,d IMPORTANT
			CLOSE TO HOMES	FAMILIAR ACCEPTED	THIS USUAL COULD GO ON UPSETTING PR CAUSING CONT BUT ITS INA PROVIDE TH WITHAL (ST GRAMS, FACI FOR A MOD QUALITY ED RAISES SER QUESTIONS CONTINUATIO THIS PATTE
EXTREMELY EXPENSIVE PER STUDENT IF VERY HIGH QUALITY EDUCATION IS TO BE PROVIDED.	NEARLY IMPOSSIBLE IN SMALL SCHOOLS	PROVINCIAL, PROMOTES SEGREGATION. INTEGRATION NOT ACHIEVED EXCEPT THRU EXTENSIVE BUSSING	USUALLY ISOLATED FROM HUB OF COMMUNITY ACTIVITY. LIMITED CHOICE OF PROGRAMS AND FACILITIES	DIFFICULT TO SELL THE NEED TO UPGRADE EVEN THE NEWEST BUILDINGS	
LOWEST COST PER STUDENT	MAXIMUM OPPORTUNITIES AND ALTERNATIVES	TOTAL INTEGRATION OF ALL KINDS POSSIBLE		BOLD PLAN MAY APPEAL TO SOME	THIS PLAN THE GREATES TIAL FOR HI EDUCATION DOESN'T A REMOTELY F POLITICALLY EXTENSIVE SYSTEM IS DRAWBACK, LOSS OF SCH FACILITIES COMMUNITI CITY.
REQUIRES HIGH INITIAL EXPENSE. TRANSPORTATION WOULD BE CONTINUING ANNUAL EXPENSE.		GREAT AMOUNT OF MOVEMENT NEEDED	NOT ACCESSIBLE FOR LOCAL COMMUNITY USE STUDENTS WOULD HAVE TO TRAVEL LONG DISTANCES TO USE COMMUNITY.	DIFFICULT TO SELL SUCH A RADICAL DEPARTURE - FEW PRECEDENTS	
GOOD ECONOMY PER STUDENT FOR HIGH QUALITY EDUCATION. PLANNED, STAGED DEVELOPMENT SAVES MONEY IN LONG RUN.	GREAT AMOUNT OF CHOICES AVAILABLE	GOOD INTEGRATION POSSIBLE BY EXPANDING ENROLLMENT AREA AND BY FLEXIBILITY	GOOD PROGRAMS AND FACILITIES WOULD DRAW PEOPLE INTO SCHOOLS. CLOSE RELATIONSHIP AND INTERDEPENDENCE WITH COMMUNITY.	HAS PRECEDENTS WHICH ARE AMONG BEST SCHOOLS IN COUNTRY.	THIS PLAN W PROVIDE EXC IN EDUCATION COSTS. IT CO THE PATTERN BORHOOD O ITY SCHOOLS THESE WILL ADDITIONAL TATION IS NE THIS WOULD REASONABL WITH GREAT ATTEMPTS A HETERDGEN
CONTINUING COST OF TRANSPORTATION		STILL REQUIRES SOME BUSSING	SOME LOSS OF NEIGHBORHOOD FACILITIES.	WILL REQUIRE EXTENSIVE RE-EDUCATION OF PUBLIC AND EDUCATORS.	

D :	SUMMARY
8 MAKE PLAN PRACTICAL AND SALEABLE TO PUBLIC	* IN TERMS OF HIGH QUALITY EDUCATION #2-b,c,d ARE VERY IMPORTANT CRITERIA.
FAMILIAR ACCEPTED	THIS USUAL PATTERN COULD GO ON WITHOUT UPSETTING PEOPLE OR CAUSING CONTROVERSY BUT ITS INABILITY TO PROVIDE THE WHEREWITHAL (STAFF, PROGRAMS, FACILITIES) FOR A MODERN HIGH QUALITY EDUCATION RAISES SERIOUS QUESTIONS ABOUT CONTINUATION OF THIS PATTERN.
DIFFICULT TO SELL THE NEED TO UPGRADE EVEN THE NEWEST BUILDINGS	
BOLD PLAN MAY APPEAL TO SOME	THIS PLAN OFFERS THE GREATEST POTENTIAL FOR HIGH QUALITY EDUCATION BUT DOESN'T APPEAR EVEN REMOTELY FEASIBLE, POLITICALLY. THE EXTENSIVE TRANSIT SYSTEM IS A MAJOR DRAWBACK, AS IS THE LOSS OF SCHOOL FACILITIES IN VARIOUS COMMUNITIES IN THE CITY.
DIFFICULT TO SELL SUCH A RADICAL DEPARTURE - FEW PRECEDENTS	
HAS PRECEDENTS WHICH ARE AMONG BEST SCHOOLS IN COUNTRY.	THIS PLAN WOULD PROVIDE EXCELLENCE IN EDUCATION AT FEASIBLE COSTS. IT CONTINUES THE PATTERN OF NEIGHBORHOOD OR COMMUNITY SCHOOLS ALTHOUGH THESE WILL BE LARGER. ADDITIONAL TRANSPORTATION IS NEEDED, BUT THIS WOULD REMAIN REASONABLE EVEN WITH GREATER ATTEMPTS AT STUDENT HETERDGENEITY.
WILL REQUIRE EXTENSIVE RE-EDUCATION OF PUBLIC AND EDUCATORS.	

It is difficult to objectively quantify a number of subjective judgments. It would appear from the chart that a 50,000 student center (alternative #2) would be very difficult to sell especially as no large communities have such a plan. The inability of the conventional schools plan (alternative #1) to provide higher quality education at an economical level is its chief weakness and is probably the basis on which it is being questioned all over the country.

The consolidation into 8-10 centers (alternative #3) appears as a reasonable position with many strengths and fewer serious weaknesses. The fact that this approach has been successful (so successful that several such school consolidations have been labeled the outstanding schools in the nation) elsewhere led the Citizens Advisory Council to recommend this plan for St. Paul. The attraction for this concept is strong -- some 100 communities in the United States are considering this degree of consolidation or have extensive projects underway.

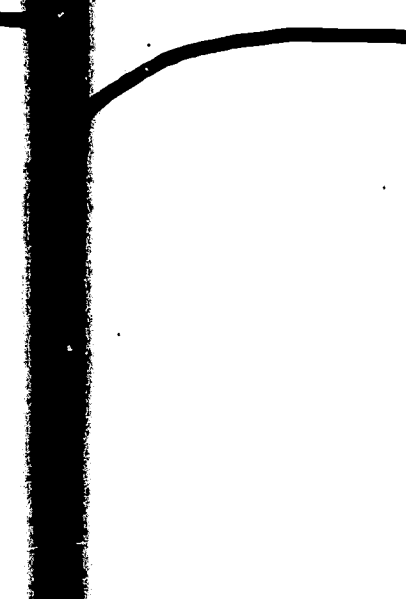
NEXT: THIS CONCEPT PLAN FOR CONSOLIDATION EXAMINED IN GREATER DETAIL →


what does 'consolidation
CONSOLIDATION MEANS BASICALLY THIS:
INSTEAD OF REPLACING AN OLD OR OBSOLETE SCHOOL BUILDING ON THE SAME SITE, LOCATE IT ON A COMMON SITE WITH OTHER SCHOOL BUILDINGS FROM ADJACENT

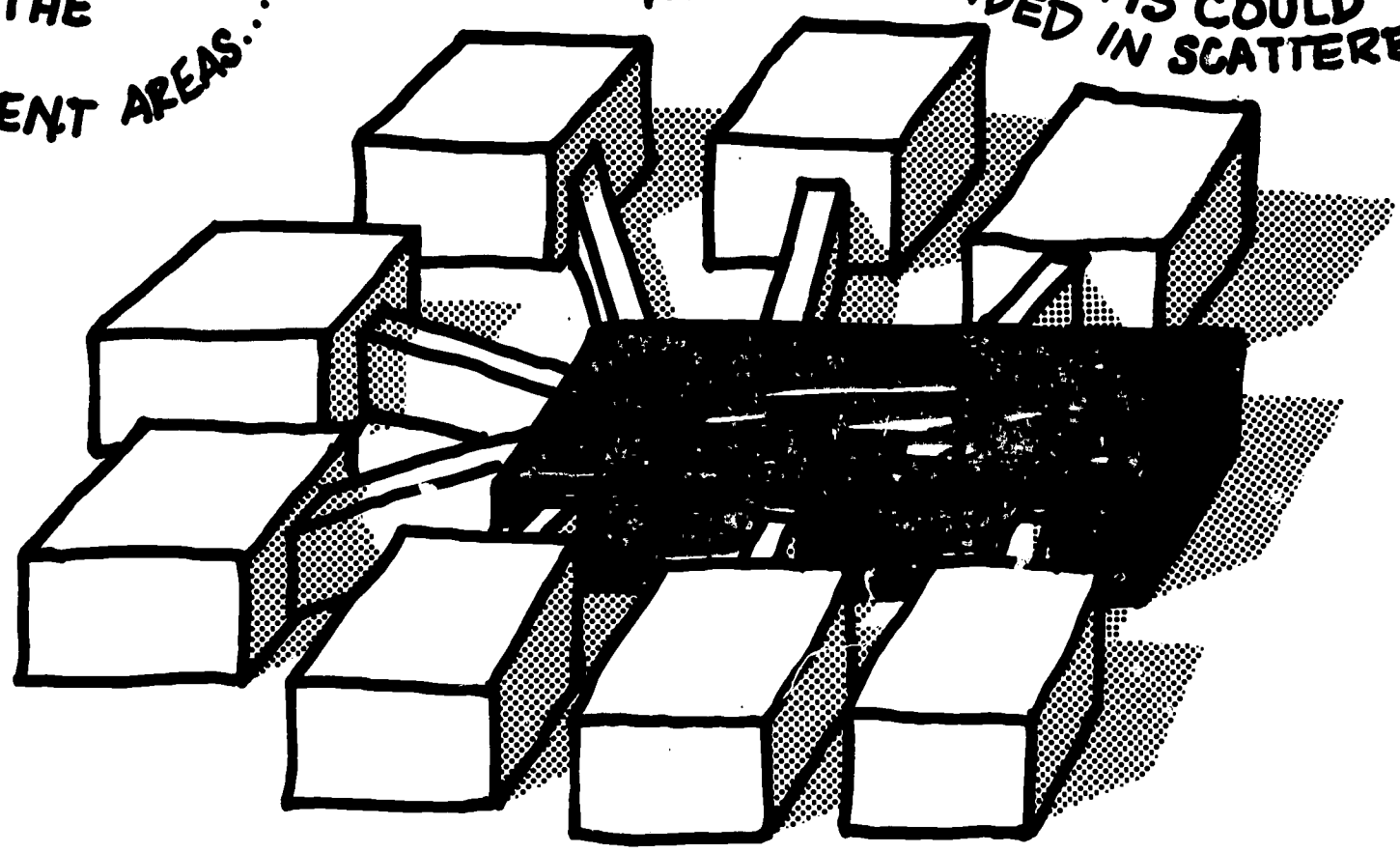
...consolidation' mean?

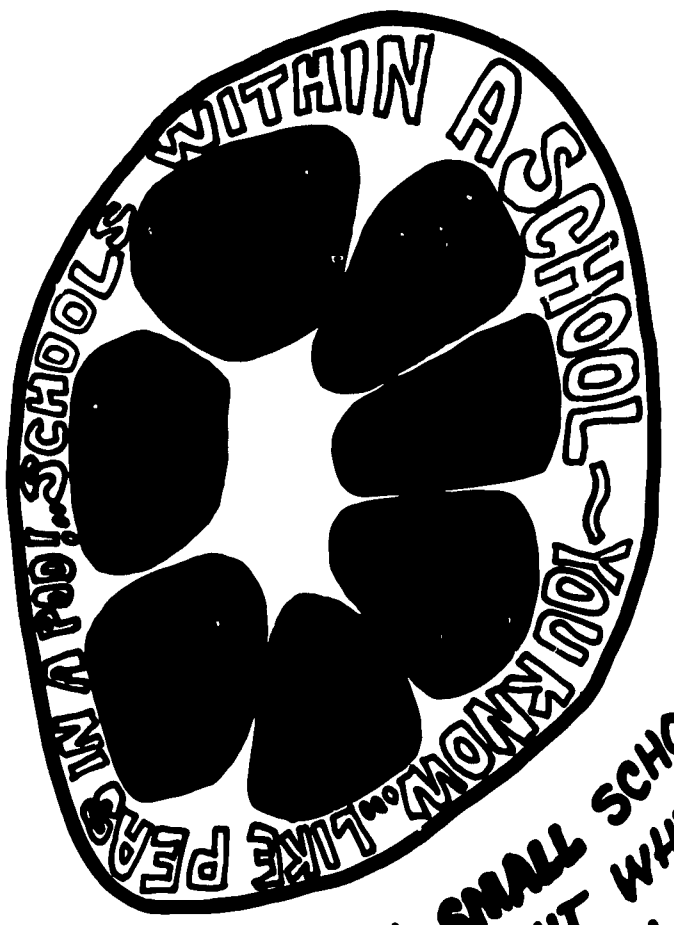
...NSOLIDATION
...EANS
...ASICALLY THIS:

...ACING AN
...HOOL BUILDING ON THE
...ON A **COMMON SITE**
...LDINGS FROM ADJACENT AREAS...

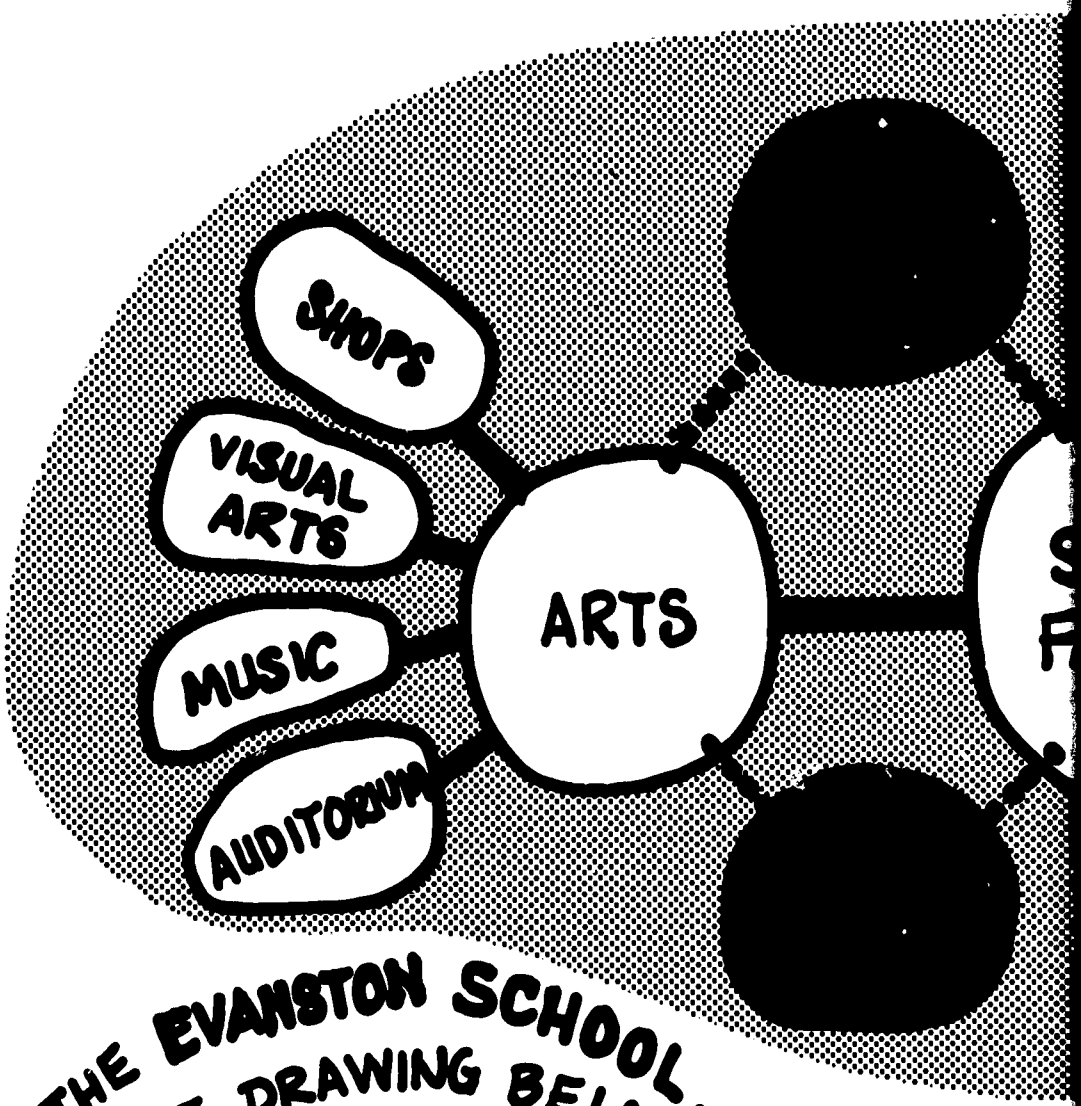


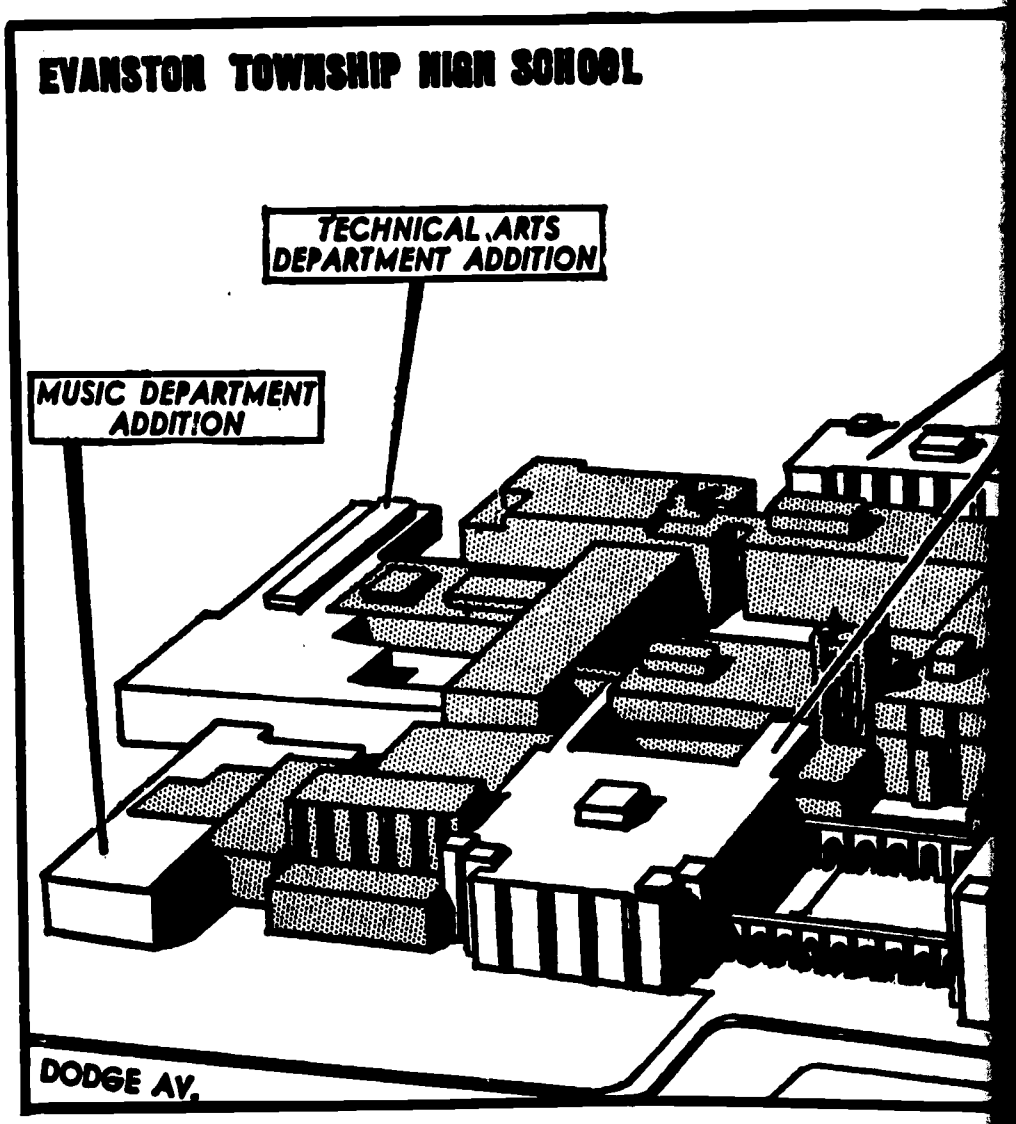
...THEN ORGANIZE THE **INDIVIDUAL** SMALL SCHOOLS AROUND SPECIAL FACILITIES WHICH ALL SCHOOLS SHARE. THESE **EXTRAORDINARY FACILITIES**, STAFF AND PROGRAMS COULD NOT BE PROVIDED IN SCATTERED

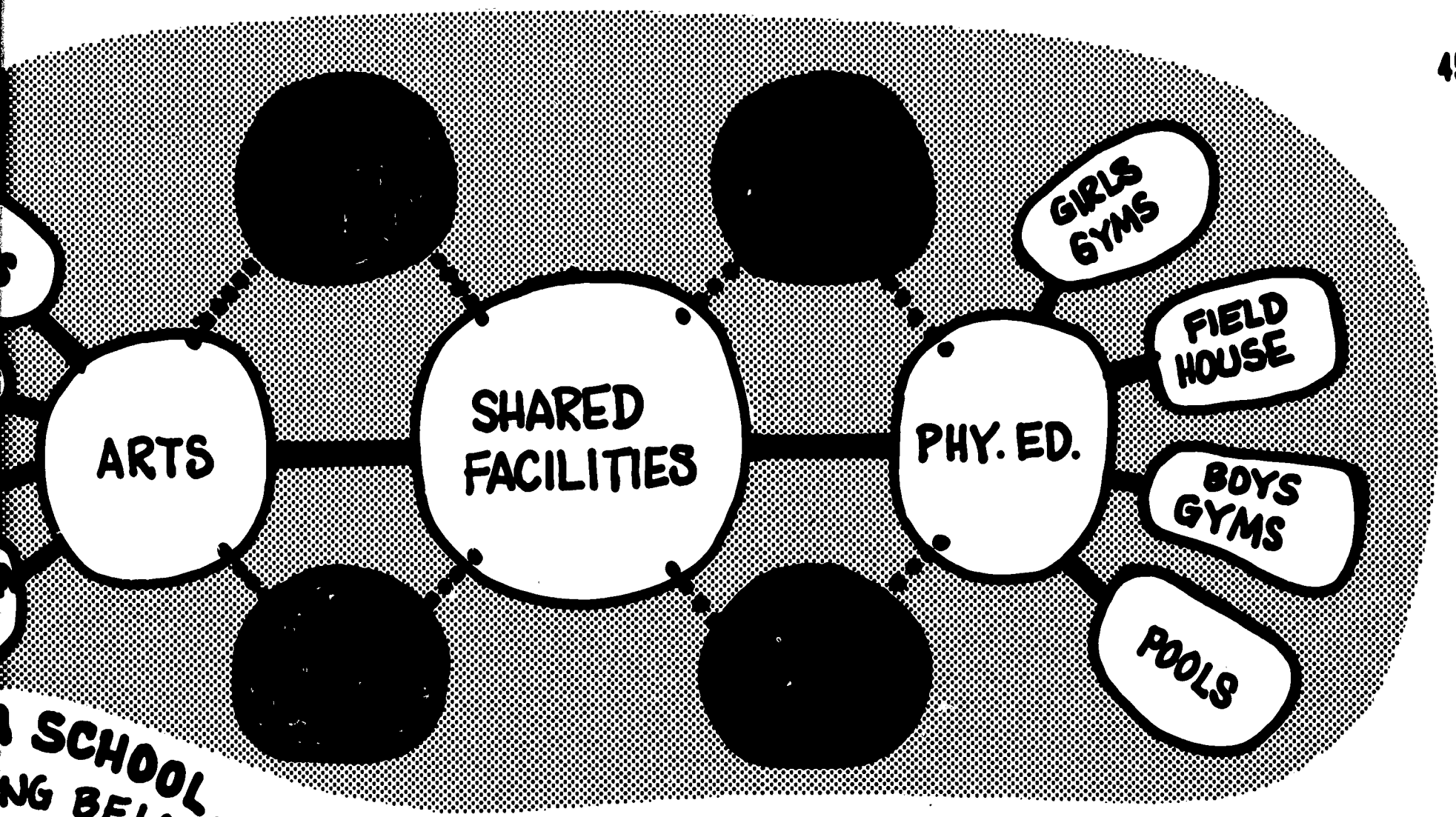




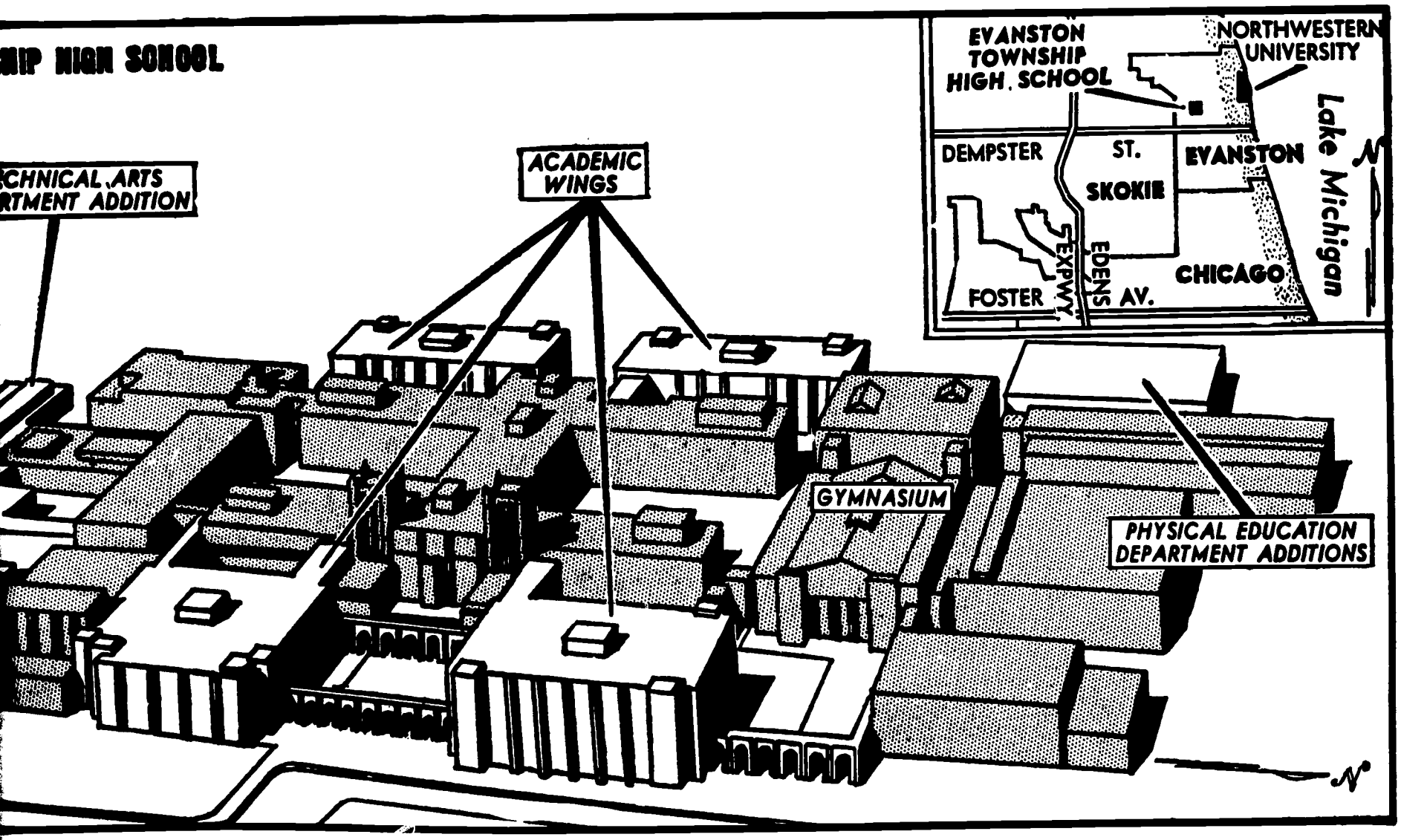
SCHOOLS. EACH SMALL SCHOOL IS A 'HOME BASE' UNIT WHERE STUDENTS CAN LEARN AS INDIVIDUALS, YET RICH RESOURCES ARE IMMEDIATELY AVAILABLE TO ALL STUDENTS AND STAFF. THIS CONCEPT IS ILLUSTRATED BY THE EVANSTON SCHOOL. THE DRAWING BELOW... SHOWS HOW AN EXISTING HIGH CAN BE EXPANDED WITH T AND CONVERTED TO U







A SCHOOL
NG BELOW.
OW AN EXISTING HIGH SCHOOL (IN GRAY)
BE EXPANDED WITH THE ADDITION OF SCHOOL UNITS,
AND CONVERTED TO USE AS A SHARED FACILITY (BY THE
TOTAL ENROLLMENT OF 6000).



consolidation as an answer

The goal of assembling a comprehensive educational program, good teachers and superior facilities has been handled in rural areas through consolidation. A high school cannot hope to offer a broad range of courses if its student population and number of teachers aren't large enough to sustain the program. Consolidation into larger units has enabled rural areas to improve the quality and scope of their school programs.

Consolidation in an urban setting, while not a new idea, has not been utilized to its potential. The density of a city provides an opportunity to vastly increase the scope of educational opportunities. A school library is a good example of how consolidation can improve a school. A library with its collection of books, periodicals, pamphlets, records, tapes, filmstrips, films of all sorts, microfiche and other new media is a great resource for every subject in the curriculum.

The chart illustrates that a conventional library, although still the standard in schools that have a library at all (50 schools in St. Paul don't) is seriously inadequate in terms of quality education standards as suggested by the American Library Association, the Department of Audio-Visual Instruction and maintained by outstanding schools in the nation.

MATERIALS FOR A SCHOOL LIBRARY, RESOU

ITEM	PRESENT 1,000 STUDENT CONVENTIONAL SCHOOL LIBRARY	
	QUANTITY	COST
BOOKS	7,000	$35,000.
PERIODICALS	40	$ 400.
RECORDS AND TAPES	100	$ 400.
FILMSTRIPS	200	$ 1,400.
FILMS, CARTRIDGE LOOPS	Almost non-existent	
RELIA, PAMPHLETS, SLIDES, ETC.	Almost non-existent	
TOTALS		
COST PER STUDENT		

Shaded figures are

OBVIOUSLY ST PAUL'S PRESENT 85 SCHOOLS COULD NOT EACH HAVE A $300,000. LIBRARY THAT COULD BE CONSIDERED AN EXCELLENT INSTRUCTIONAL MATERIALS OR RESOURCE CENTER. THE COST FOR THIS ONE ASPECT OF QUALITY EDUCATION WOULD BE PROHIBITIVE IF SUGGESTED FOR 85 SCHOOLS.

an answer

ATERIALS FOR A SCHOOL LIBRARY, RESOURCE CENTER OR INSTRUCTIONAL MATERIALS CENTER

	PRESENT 1,000 STUDENT CONVENTIONAL SCHOOL LIBRARY		IDEAL LIBRARY FACILITIES			
			1,000 STUDENT SCHOOL		6,000 STUDENT SCHOOL	
	QUANTITY	COST	QUANTITY	1 school COST / 6 schools COST	QUANTITY	COST
KS	7,000	$35,000.	30,000	$150,000. / $900,000.	80,000	$400,000.
ODICALS	40	$ 400.	200	$ 2,000. / $ 12,000.	600	$ 6,000.
ORDS AND ES	100	$ 400.	3,000	$ 8,000. / $ 48,000.	8,000	$ 16,000.
STRIPS	200	$ 1,400.	4,000	$ 28,000. / $168,000.	10,000	$ 70,000.
S, TRIDGE S	Almost non-existent		1,500	$ 75,000. / $600,000.	4,000	$200,000.
A, HLETS, ES, ETC.	Almost non-existent			$ 40,000. / $240,000.		$ 80,000.
LS				$303,000. / $1,818,000.		$772,000.
PER ENT				$303.00 / $303.00		$128.00

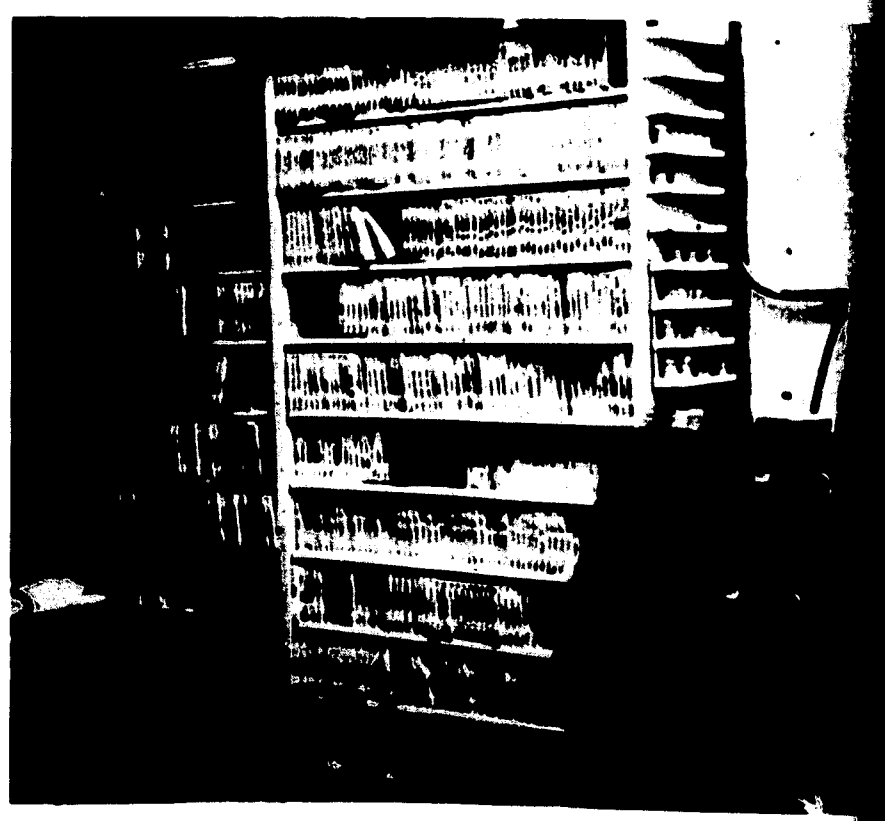
Shaded figures are comparable.

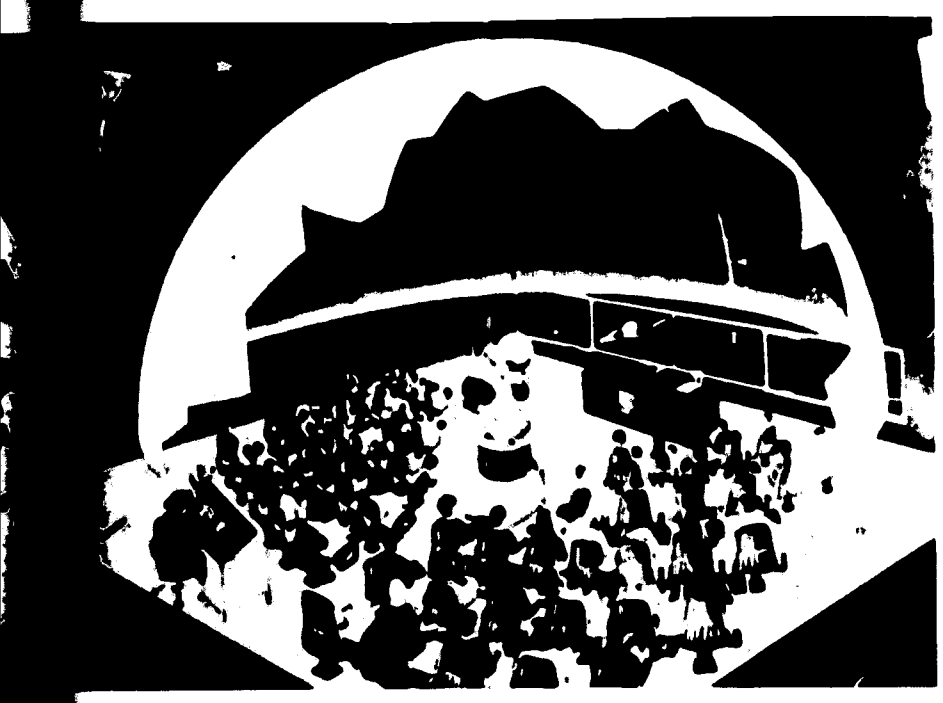
That such a library is necessary is reinforced by educational specialists who say that students need a great variety of materials for maximum learning. A library built principally around books, and a small collection of books at that, cannot possibly hope to reach youngsters with different learning styles, and their varied interests and knowledge about the world.

Some experts say that high school students are graduating with the same information and knowledge that college graduates had 30 years ago; therefore, it takes a tremendous selection of books and other materials to provide resources for the students of today's society.

The school system that spends over $2,000 per student building new facilities and then skimps on stocking the library makes a serious mistake in terms of learning. The ideal facilities charted indicate that in the 6,000 student school a vast collection can be provided in addition to duplicating the most important basic collection.

COST PER STUDENT IS DRAMATICALLY REDUCED BY CONSOLIDATION.





While the library presents a clear cut case for consolidation, it is the same in every aspect of the school-facilities, programs and staff.

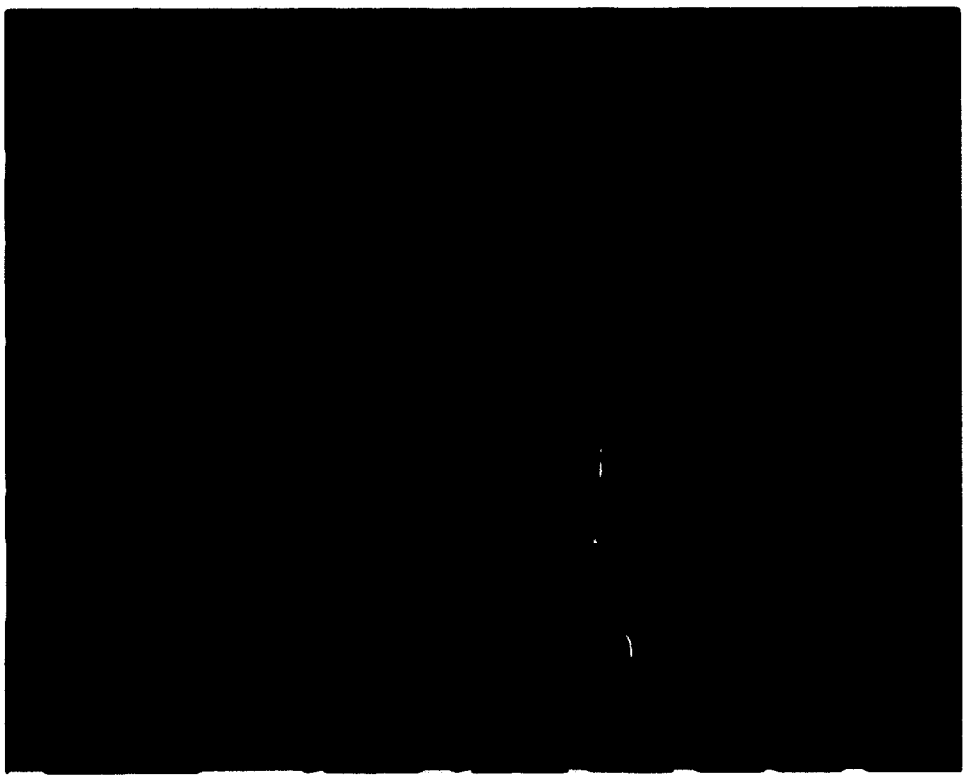
The ordinary school has at the secondary level 2 or 3 kinds of science rooms and these must do for whatever kind of science is taught.

In a consolidated school with a larger enrollment of students the science rooms could be highly specialized. Furthermore, extraordinary equipment can be provided that normally would be too expensive (cost per student) to provide such as a vivarium, a reasonably large sized aquarium and other expensive science hardware. Science teachers (and other teachers) could make excellent use of a planetarium. The planetarium could serve 6,000 to 8,000 students; after this point it would be overloaded if properly utilized.

COST PER STUDENT IS DRAMATICALLY REDUCED BY CONSOLIDATION.

THROUGH CONSOLIDATION, EACH STUDENT CAN WORK AND LEARN AS AN INDIVIDUAL, YET EACH HAS IMMEDIATE ACCESS TO EXCELLENT SHARED RESOURCES.

An auditorium is another case in point. In a school of 1,000 an auditorium seating 700 - 1,000 is typically used 2 or 3 hours a week for assemblies. It may also be used for play practice by a small group, but this would be primarily confined to the stage area. However, for film viewing or lecture-demonstration a more economical use of space would be to provide a lecture-demonstration room with improved visual and auditory qualities just for large group instructional purposes.



For these reasons some schools feel an auditorium is not justified and eliminate it or use some combination of a cafeteria, auditorium and gymnasium. The economics of the situation are improved, but the joint use of a facility usually represents a bad compromise.

By consolidating a number of schools on a shared site, a first rate auditorium can be provided with the assurance that it will be used for full-sized groups frequently enough to justify the expenditure. Additional use by the school for presentations to the community, use by the PTA and other neighborhood groups would keep the facility in use during evening hours and weekends.

A small school might provide a single room, a larger school might provide sev general purpose art classrooms. In a con idated school, of the proportions reason in an urban setting, the art classes coul divided into specialties including paint drawing, ceramics, jewelry, crafts, sculp and the like. Rather than working in a eral classroom with a few scattered bits equipment, each of the specialized classr could have the latest and best of equipm and on an economical basis.

In a consolidated facility specialized gy siums could exist for teaching tumbl wrestling, gymnastics, dance, and other tivities.

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larger school might provide several
purpose art classrooms. In a consol-
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n economical basis.

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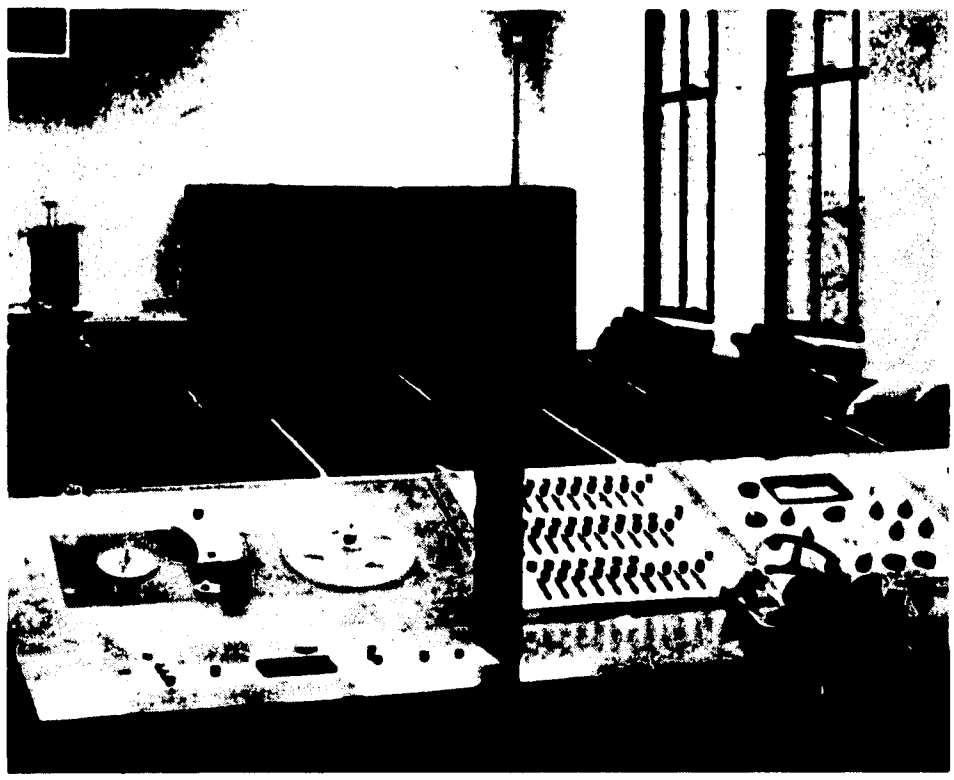
could exist for teaching tumbling,
g, gymnastics, dance, and other ac-
.

Special services can be improved by consolidating schools. A small school is likely to have a nurse on duty 2 or 3 days a week. A moderate sized school might have a full time nurse, a part time social worker, and a psychologist who visits 3 times a month. A consolidated school could provide a sufficient enrollment so that the psychologist could be assigned full time, a dental clinic could operate full time, and several nurses could be provided in an excellent health suite.

In music, specialized rooms and individual practice rooms could be provided so that private music teachers could give children instruction at the school during the day while the student is on unscheduled time.



Foreign language frequently presents the problem of not enough students remaining in the program to offer a third, fourth or fifth year level. It takes a large enrollment for this, especially if several languages are provided. Evanston Township High School is able to offer advanced levels of 7 languages because they have 5,000 students in the school.

IN EVERY SUBJECT AREA MUCH BETTER STAFF, FACILITIES AND PROGRAMS FOR TEACHING AND LEARNING CAN BE PROVIDED WITH CONSOLIDATION.

STUDENT'S SCHEDULE

(Module)	Time	Monday	Tuesday	
1	8:30	attendance	attendance	
2	8:45	* free	* free	
3	9:05	* free	* free	
4	9:25	English	* free	
5		English	* free	
6	10:05	Italian	Italian	
7	10:25	Italian	Italian	
8	10:45	Home Economics	Home Economics	
9	11:05	Home Economics	Home Economics	
10	11:25	* free	* free	
11	11:45	* free	* free	
12	12:05	Algebra	Algebra	
13	12:25	Algebra	Algebra	
14	12:45	Algebra	Algebra	
15	1:05	* free	* free	
16	1:25	U.S. History	Physical Education	
17	1:45	U.S. History	Physical Education	
18	2:05	U.S. History	Education Physical	
19	2:25	* free	* free	
20	2:45	Driver's Education	Driver's Education	
21	3:05	Driver's Education	Driver's Education	
22	3:25	Attendance	Attendance	

* Free time refers to unscheduled time wh
the following places: cafeteria, stude
open laboratories, or Resource Centers.

Scheduling of courses is another problem area in the typical secondary school. For example, a student may wish to enroll in a second year of art and a second year of German. Both courses may happen to be offered only during the first period of the day because there aren't enough students available to offer more than one class of each subject. Consequently, the student has to cut down his program or take a second choice, rather than having the opportunity to enroll in a pattern of courses that best fit his interests.

The heterogeneity of the school population in an urban consolidated school would mean the integration of black and white students, rich and poor, all ethnic and religious groups represented in the city's population. The urban school would allow students from a wide variety of family backgrounds to come together so that respect for others could be learned in a natural setting and one's values would be subjected to competing ideas. The small planet on which we live and the increasingly crowded urban scene means that the ability to work cooperatively in a genuinely trustful relationship is essential to survival.

Today 1 in 5 families moves each year. The child attending a large consolidated school may not have to change schools at all when the family moves. Thus, the school's pop
tion characteristics will be more stable
this is an important concern in city scho

The rationale for providing a Consolid
Community School of some 6,000 or 8,000
dents is based on providing excellent

uie)	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:30	attendance	attendance	attendance	attendance	attendance
	8:45	* free	* free	Physical Education	English	Physical Education
	9:05	* free	* free	Physical Education	English	Physical Education
	9:25	English	* free	English	English	Group Counseling
		English	* free	English	* free	Group Counseling
	10:05	Italian	Italian	Italian	Italian	Italian
	10:25	Italian	Italian	Italian	Italian	Italian
	10:45	Home Economics	Home Economics	Home Economics	Home Economics	Home Economics
	11:05	Home Economics	Home Economics	Home Economics	Home Economics	Home Economics
0	11:25	* free	* free	Home Economics	* free	Home Economics
1	11:45	* free	* free	Home Economics	* free	Home Economics
2	12:05	Algebra	Algebra	* free	Algebra	* free
3	12:25	Algebra	Algebra	* free	Algebra	* free
4	12:45	Algebra	Algebra	* free	English	* free
5	1:05	* free	* free	* free	English	* free
6	1:25	U.S. History	Physical Education	U.S. History	Physical Education	U.S. History
7	1:45	U.S. History	Physical Education	U.S. History	Physical Education	U.S. History
8	2:05	U.S. History	Education Physical	U.S. History	Physical Education	U.S. History
9	2:25	* free	* free	* free	* free	* free
0	2:45	Driver's Education	Driver's Education	Driver's Education	Driver's Education	Driver's Education
1	3:05	Driver's Education	Driver's Education	Driver's Education	Driver's Education	Driver's Education
2	3:25	Attendance	Attendance	Attendance	Attendance	Attendance

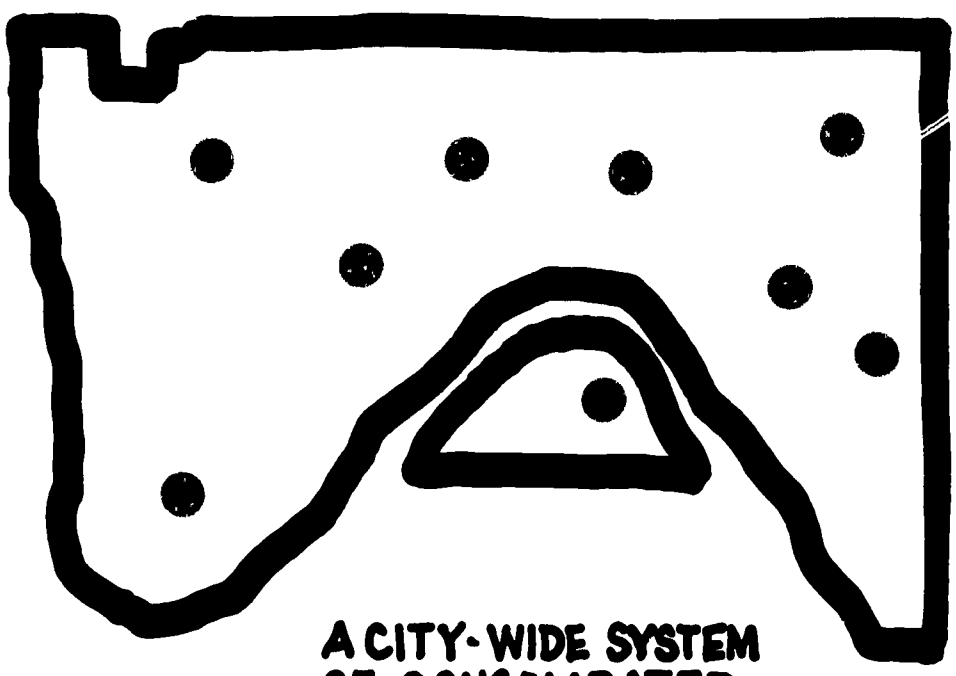
ee time refers to unscheduled time where students may be in any of
e following places: cafeteria, student lounge, Central Library,
en laboratories, or Resource Centers.

family moves. Thus, the school's popula-
characteristics will be more stable and
is an important concern in city schools.

rationale for providing a Consolidated
unity School of some 6,000 or 8,000 stu-
s is based on providing excellent edu-
cational facilities, programs and staff at an enrollment point where fewer students would reduce the quality of the program, and greater numbers of students would not contribute any further benefits of consolidation. Such a school would be economically feasible.

Consolidation appears to provide the only viable approach to quality educational program, staff and facilities. The next section describes how a Consolidated Community School for 8,000 students with all grade levels would be organized and operate. The final section in this part deals with the issues of transportation, bigness and other questions.

a program for a consolidated community school

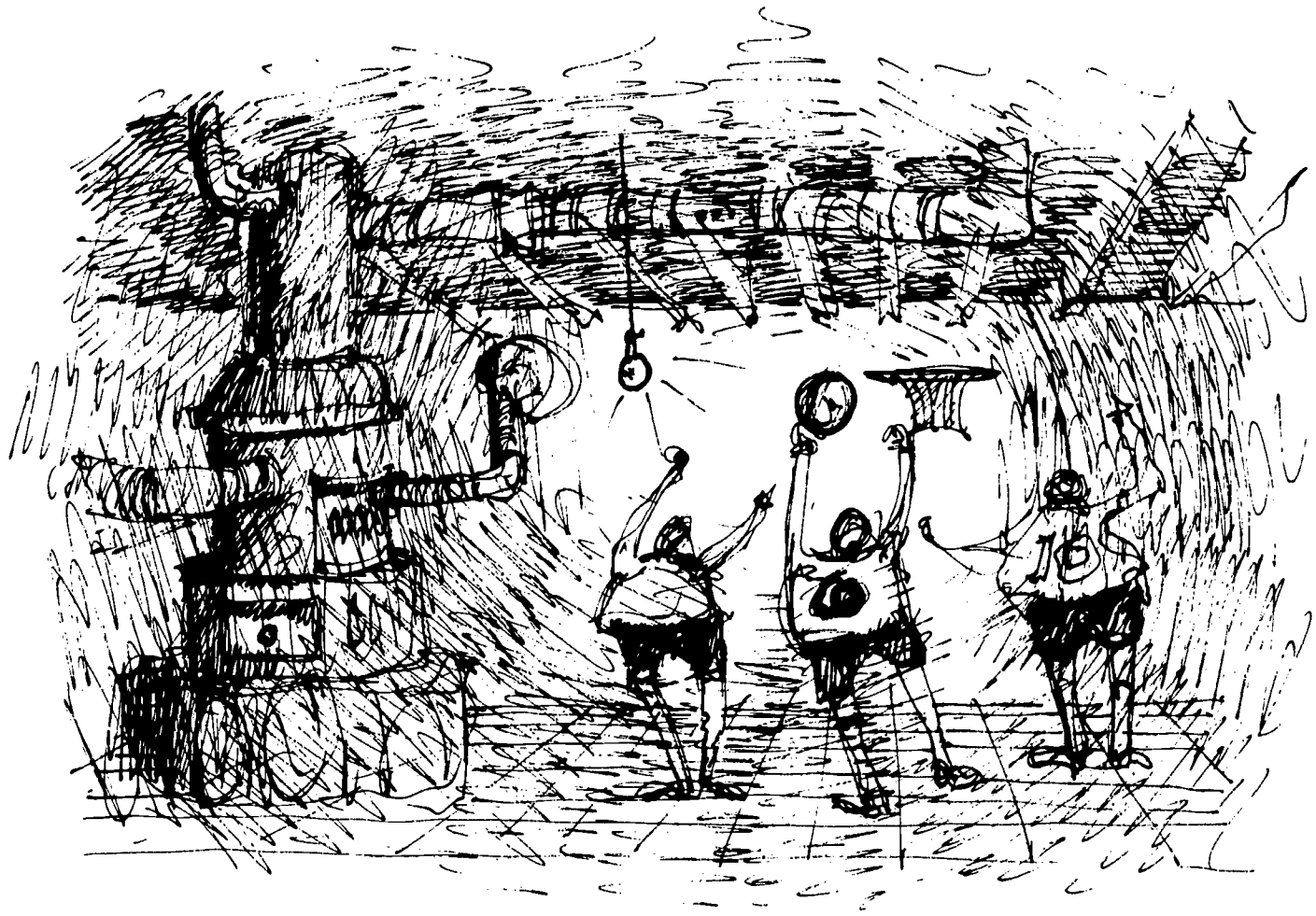


A CITY-WIDE SYSTEM OF CONSOLIDATED SCHOOLS ON 9 SITES TO REPLACE SCATTERED SCHOOLS ON 85 SITES.

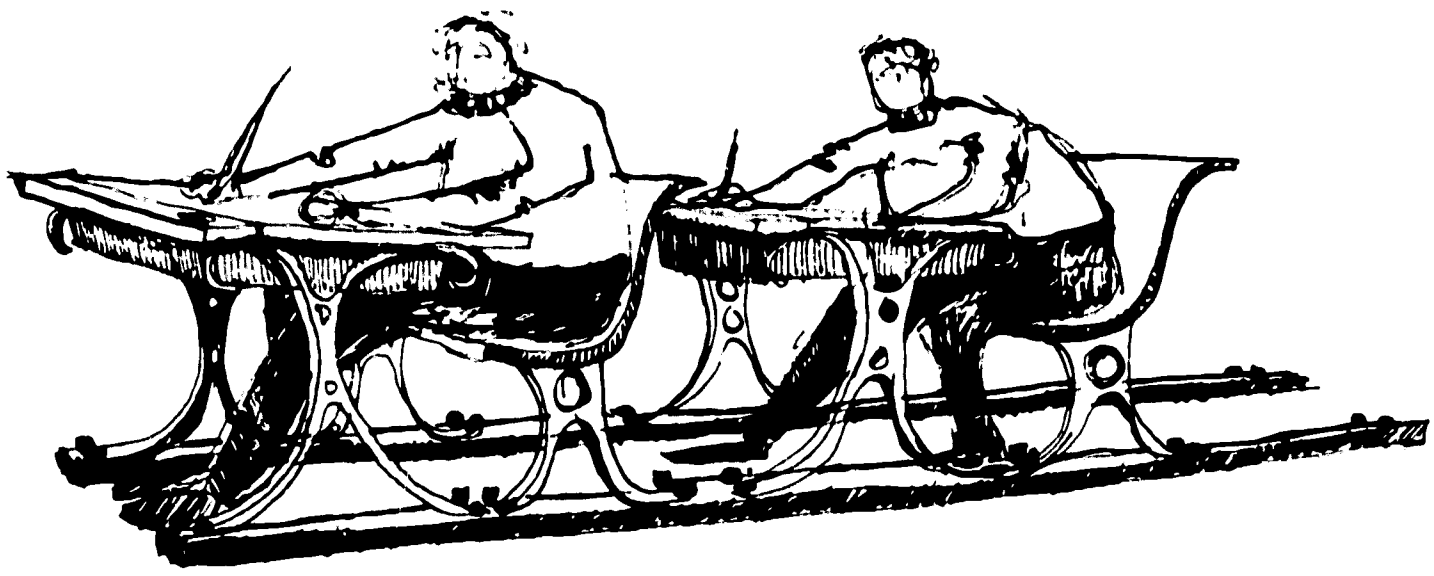
THIS SECTION DESCRIBES A PROTOTYPE CONSOLIDATED COMMUNITY SCHOOL FOR 8000 STUDENTS IN GRADES KINDERGARTEN TO 12.

THE DESIGN PROBLEMS AND SOLUTIONS INCLUDE:

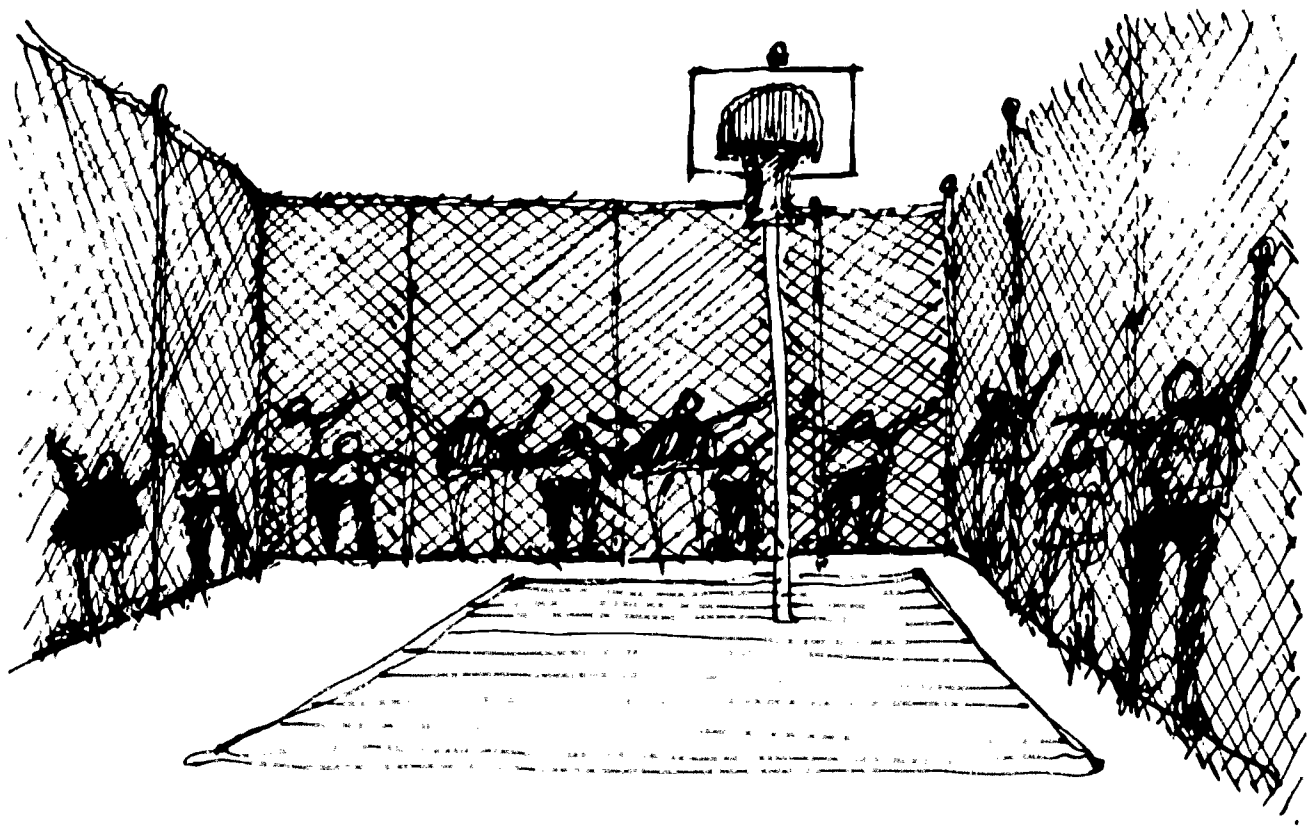
- planning every school unit or home base school so that each child receives at least as much and perhaps more attention than most existing schools provide. The student would be part of an "intentional community" where he can come to know and be known by all of the pupils and teachers. He identifies with the home base unit and feels an essential part of it.



- the provision of immediately available and more extensive facilities, programs and specialized staff than can be provided in conventional schools.



- building schools that are flexible and can be adapted to changes in educational practice and organization.



- opening schools to public view so they are inviting, accessible and exciting places to visit and use on an around the clock, year 'round basis for all ages.

lexible and can
ucational prac-

iew so they are
iting places to
the clock, year

The design that follows for a Consolidated Community School is suggestive only. Its final form and organization would be the subject of intensive study and the best thinking available at the moment of execution. Furthermore, each neighborhood presents unique situations requiring an individualized solution. The use of existing buildings, the availability of land and the needs of the residents are some of the variables.

The schematic relationships, space estimates and costs offer guides as to what Consolidated Community Schools will look like, how they might operate and what they could cost. The estimates are based on data from similar schools with outstanding programs and facilities in other parts of the country. Acknowledgement is due many unnamed planning agencies, school systems and individuals who have influenced the thinking that went into these designs.

Again, this book offers opportunities for concerned individuals and educators to "second guess" in order to improve what lies herein. The children of this city and its citizens will be the beneficiaries of careful, thorough planning for the future.

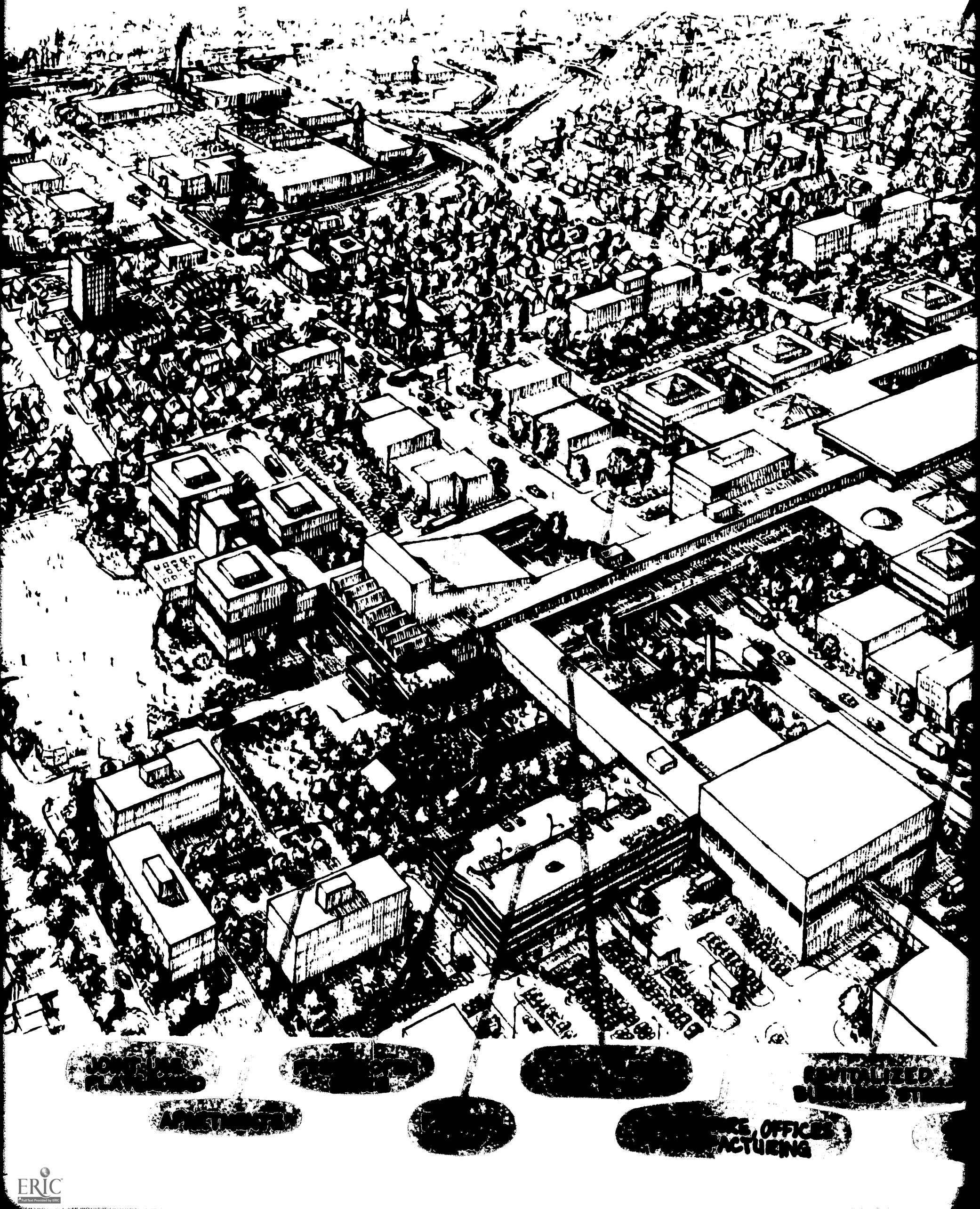
ELEMENTARY SCHOOLS AND SHARED FACILITIES FOR 2000 STUDENTS (OTHER ELEM. COMPLEX NOT SHOWN)

COMMUNITY AUDITORIUM AND ARTS FACILITIES

VOCATIONAL, INDUSTRIAL ARTS SHOPS

COMMUNITY SERVICES, PUBLIC LIBRARY

AP



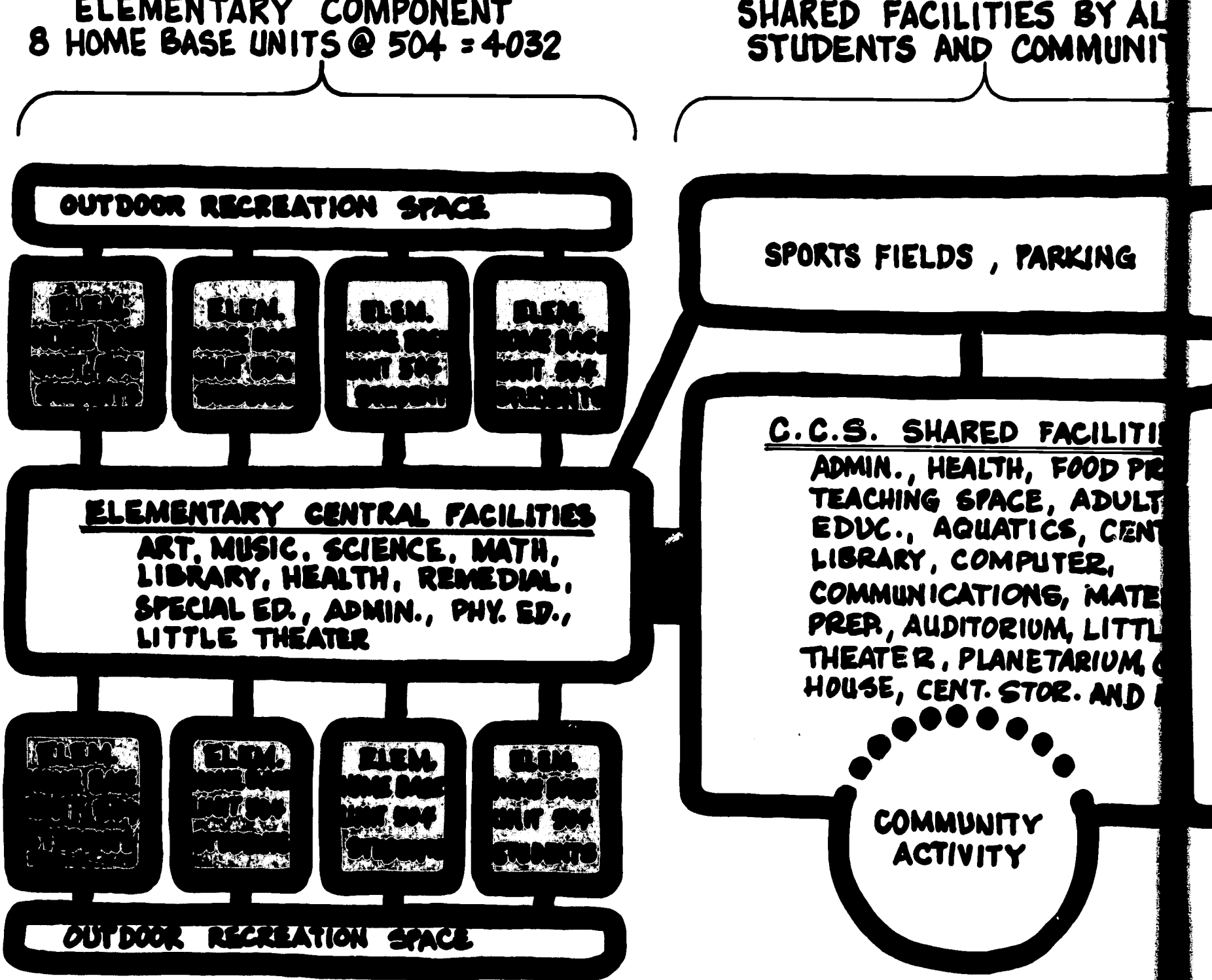

TIONAL,
STRIAL
SHOPS
COMMUNITY
SERVICES,
PUBLIC
LIBRARY
APARTMENTS
JUNIOR HIGH SCHOOLS
FOR 2000 STUDENTS
GYMS, POOLS
SHARED FACILITIES
COVERED
SPORTS AREA
REVITALIZED
RESOURCE CENTER
AND SHARED FACILITIES
SENIOR HIGH SCHOOLS
FOR 2000 STUDENTS

A PROTOTYPE CONSOLIDATED COMMUNITY SC
EDUCATIONAL, SOCIAL, RECREATIONAL AND PH
PLANNED IN COORDINATION TO PRODUCE A

The major elements in such a consolidation are:

Small separate *home base schools* at each level: elementary, junior and senior high.

Central facilities for element
base schools and *central facil*
secondary home base schools.

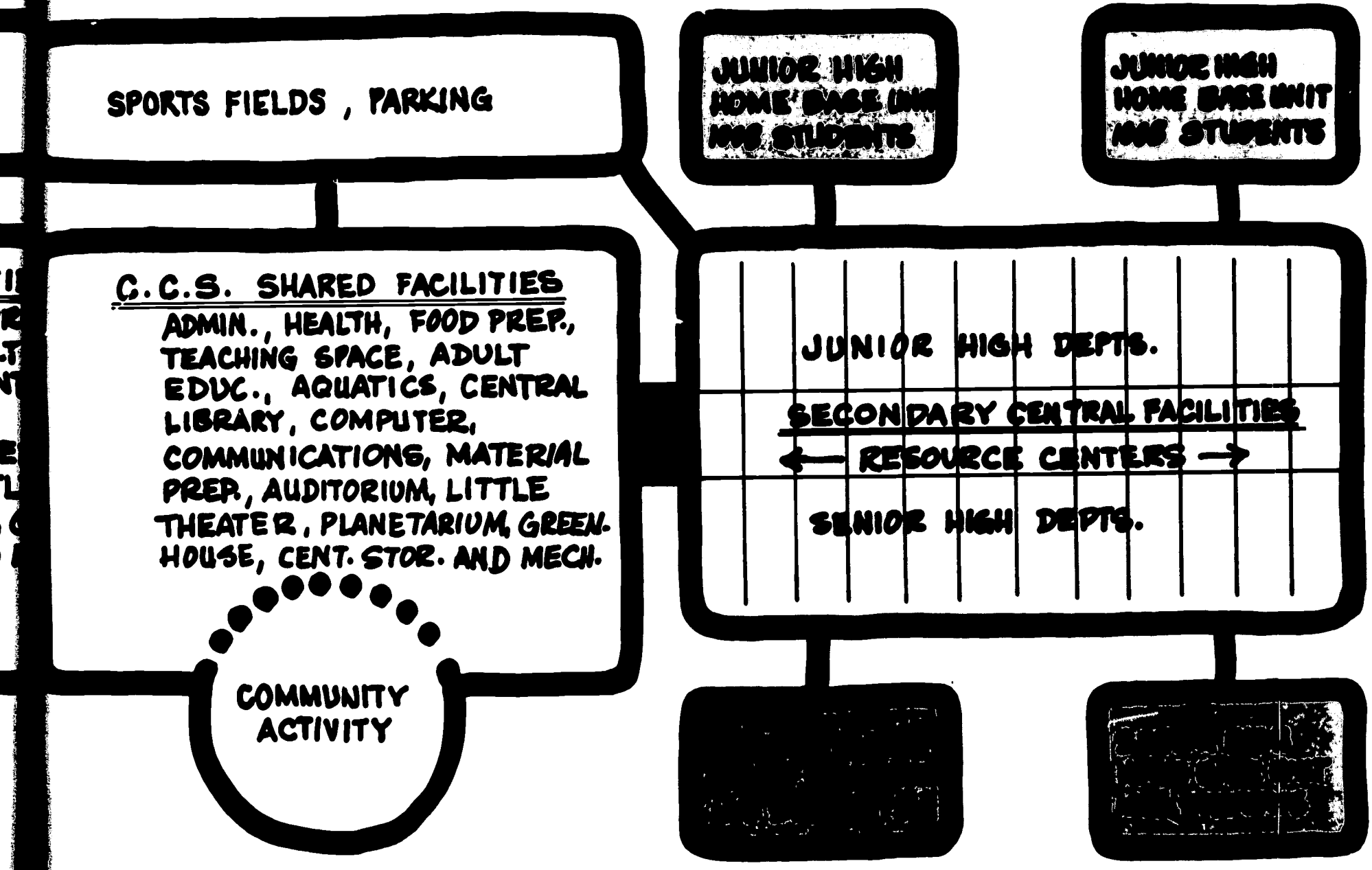


COMPONENTS OF A CONSOLIDATED

ED COMMUNITY SCHOOL FOR 8064 STUDENTS — EATIONAL AND PHYSICAL REDEVELOPMENT TO PRODUCE A BALANCED, STABLE COMMUNITY

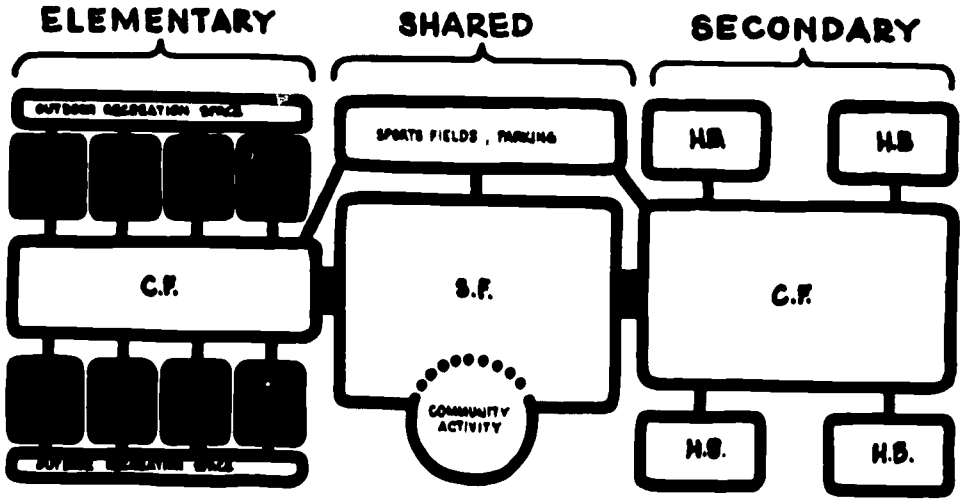
ntral facilities for elementary home se schools and *central facilities* for condary home base schools.

Shared facilities for all students at the Consolidated Community Schools site.



CONSOLIDATED COMMUNITY SCHOOL

elementary home base units



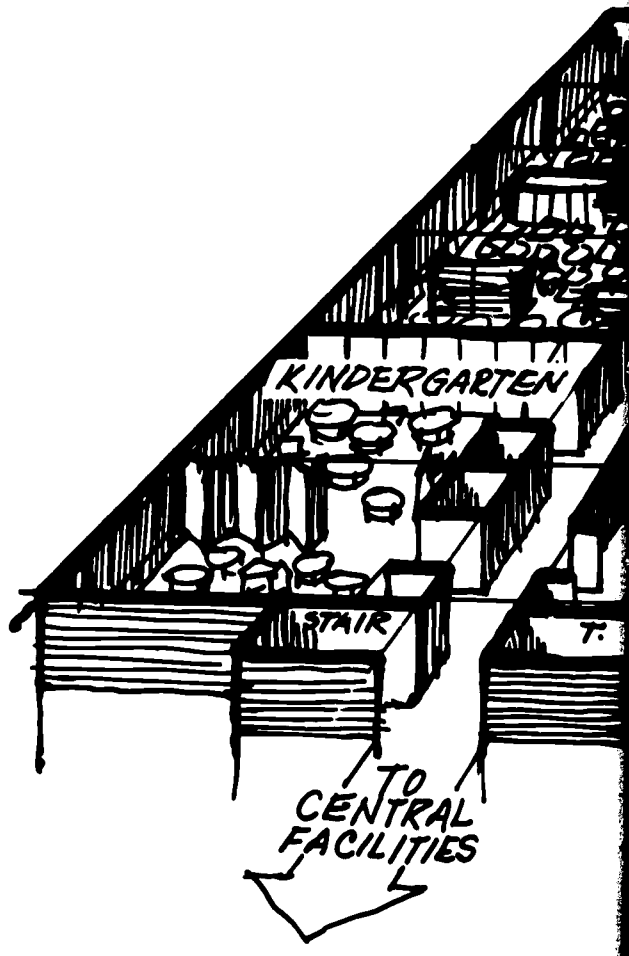
COMPONENTS OF A CONSOLIDATED COMMUNITY SCHOOL

These schools would include kindergarten, the first 6 grades and serve an enrollment of 4,000. Each of the 8 home base schools would house 500 pupils. Experience has shown that pupils feel "at home" in schools of this size and have ample opportunities to participate in all school activities.

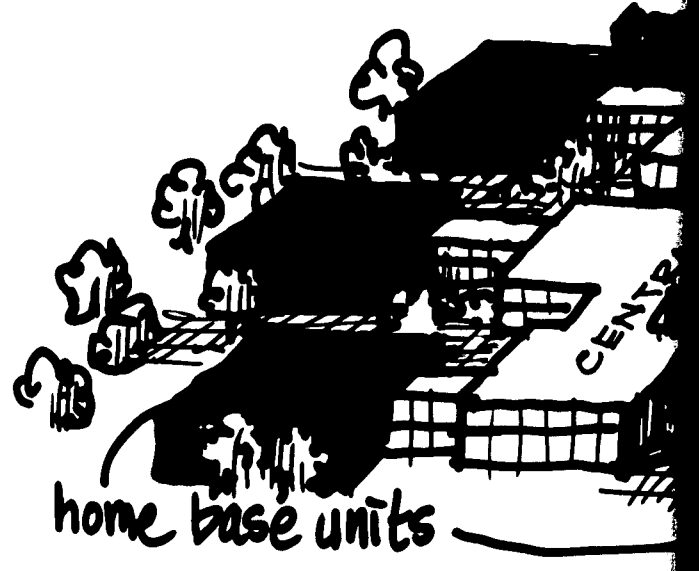
The elementary home base units would contain regular classrooms centered about resource areas, a dining area used also as an activity room and an administration office.

...INDIVIDUALITY IN A FLEXIBLE SETTING...

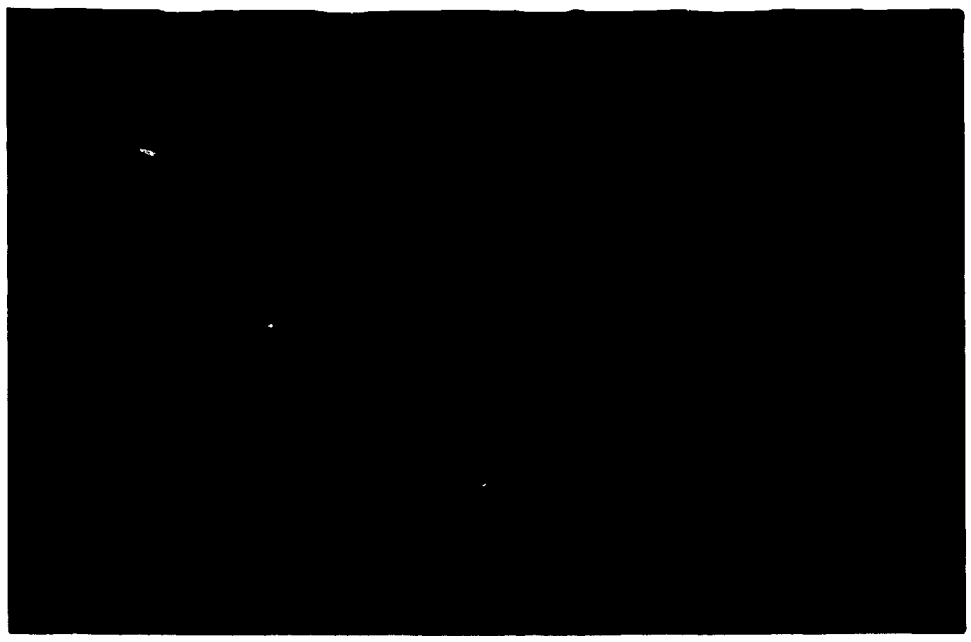
A 500 pupil unit



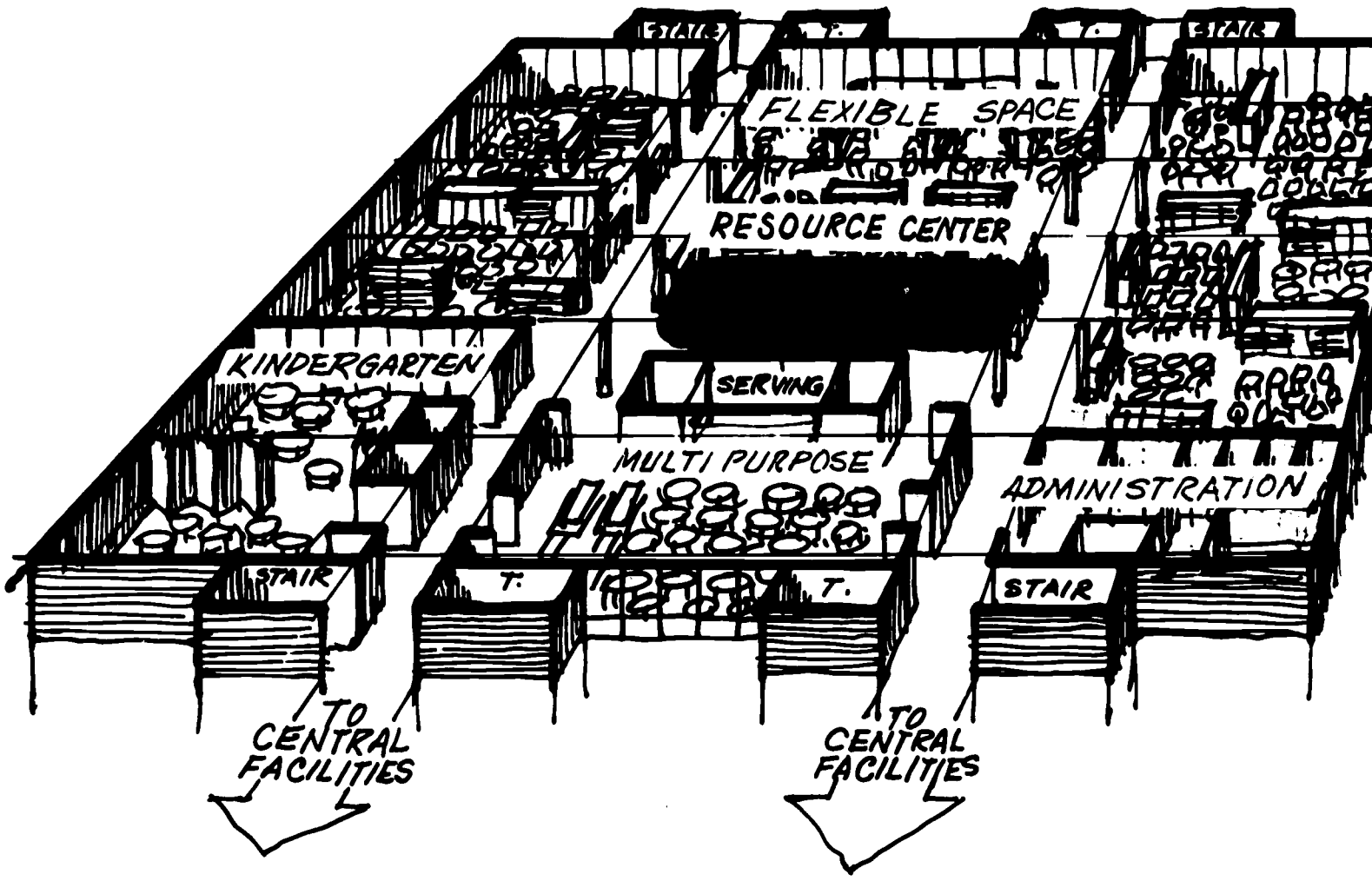
The home base uni
SPREAD OUT...



ase units



A 500 pupil unit

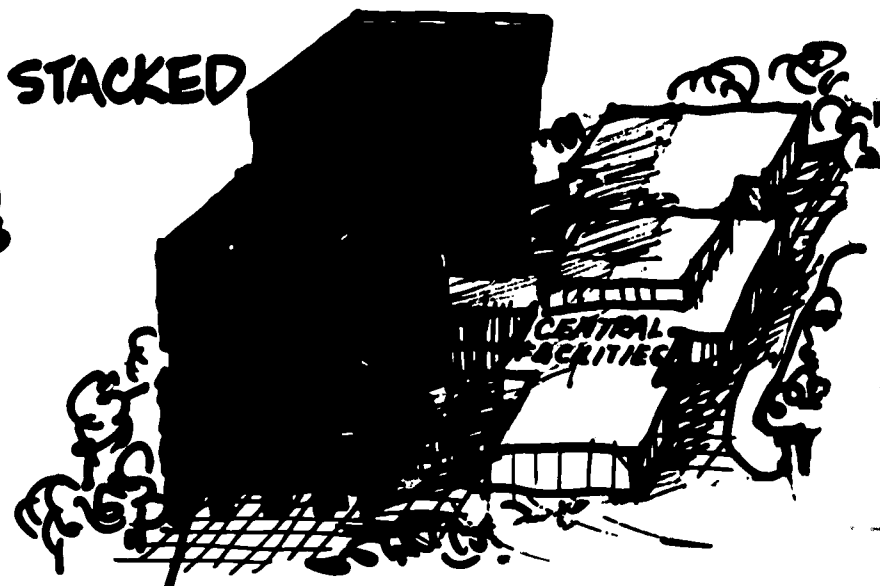


The home base units can be-

SPREAD OUT...

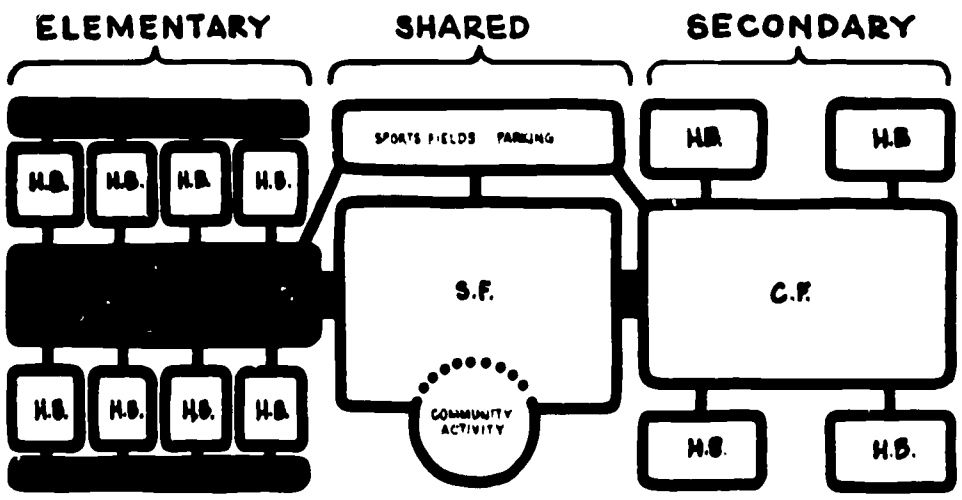
home base units

..OR STACKED



home base units

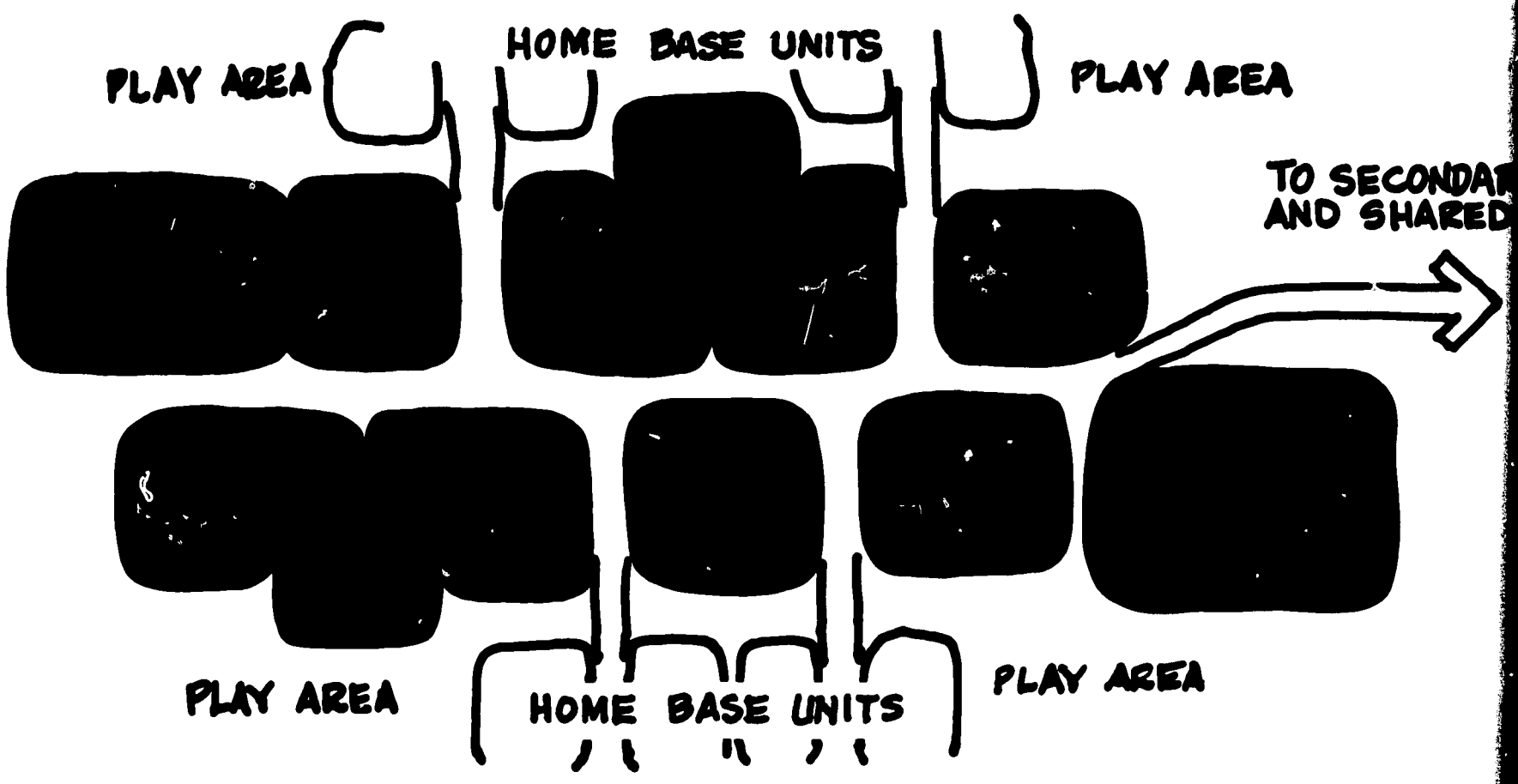
elementary central faciliti



COMPONENTS OF A CONSOLIDATED COMMUNITY SCHOOL

The elementary central facilities would be adjacent to the home base units or within easy walking distance. Here would be found equipment, staff and programs not ordinarily available in present scattered schools or in regular classrooms. An excellent art room could include such media as paints, wax, clay, metal, wood, yarn; tools like potters wheels, kilns, band saws, soldering sets; and teachers skilled in developing art talents and appreciations in young children. A science area could include a weather station, an animal area, an aquarium, a small greenhouse, a garden, lab equipment, self-tutorial carrels and teachers gifted in sustaining curiosity and scientific thinking. A music area would provide band experience, vocal areas, possibly individual practice rooms where private teachers can give lessons, stereo music appreciation listening areas for gr individual headsets in carrels w record and tape library. Similarly, ized areas for math, physical educa medial and special education would b ed. These central facilities would clude a library, health center, ad tive offices (in addition to the adm tion in each school) and a little lecture area.

The very young child in kindergarten grade would spend most of his time i contained classroom with one teache sionally the group may visit anoth room, the elementary library, or t tarium that would be available on solidated Community Schools site.



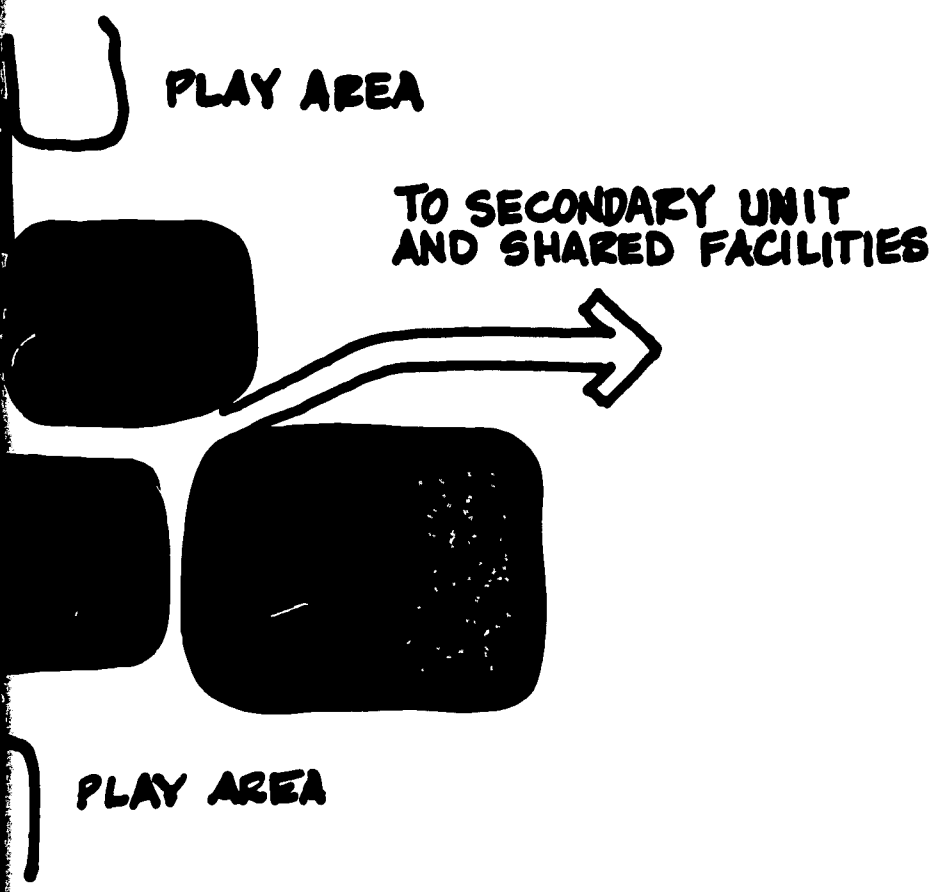
al facilities

eciation listening areas for groups, and vidual headsets in carrels wired to a rd and tape library. Similarly, special- areas for math, physical education, re- al and special education would be provid- These central facilities would also in- e a library, health center, administra- offices (in addition to the administra- in each school) and a little theater ure area.

very young child in kindergarten or first e would spend most of his time in a self- ained classroom with one teacher. Occa- ally the group may visit another class- , the elementary library, or the plane- um that would be available on the Con- dated Community Schools site.

Students in third and fourth grade would make greater use of the elementary central facilities such as the special art room, science room and music facilities. Third and fourth grade trips to such special facilities would be more frequent and for longer periods of time. Occasionally these older pupils might use central facilities individually, or in small groups.

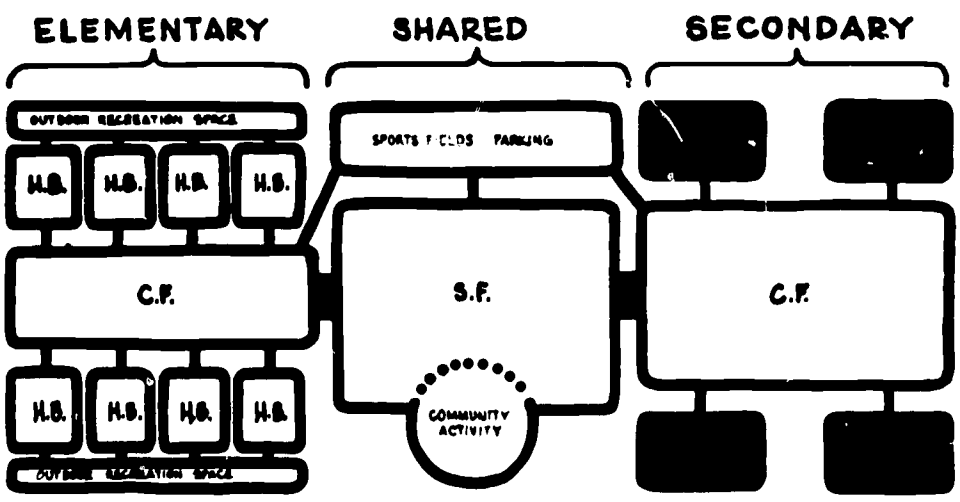
In fifth and sixth grades the elementary complex could begin to resemble secondary organization because the scheduling of classes could be flexibly designed with students on more individualized programs. They would need more advanced equipment than that available in the self-contained classrooms of first and second graders. Occasionally an exceptional child with special talents would venture into the secondary complex at the junior high school level to use special facilities such as the science laboratory.



secondary home base units

The prototype described in this section is a secondary school for an enrollment of 4,000 consisting of:

- two junior high home base schools enrolling 1,000 pupils each for grades 7-9.
- two senior high home base schools enrolling 1,000 pupils each for grades 10-12.
- central facilities shared by all secondary students but providing physical separation of junior - senior high age groups.

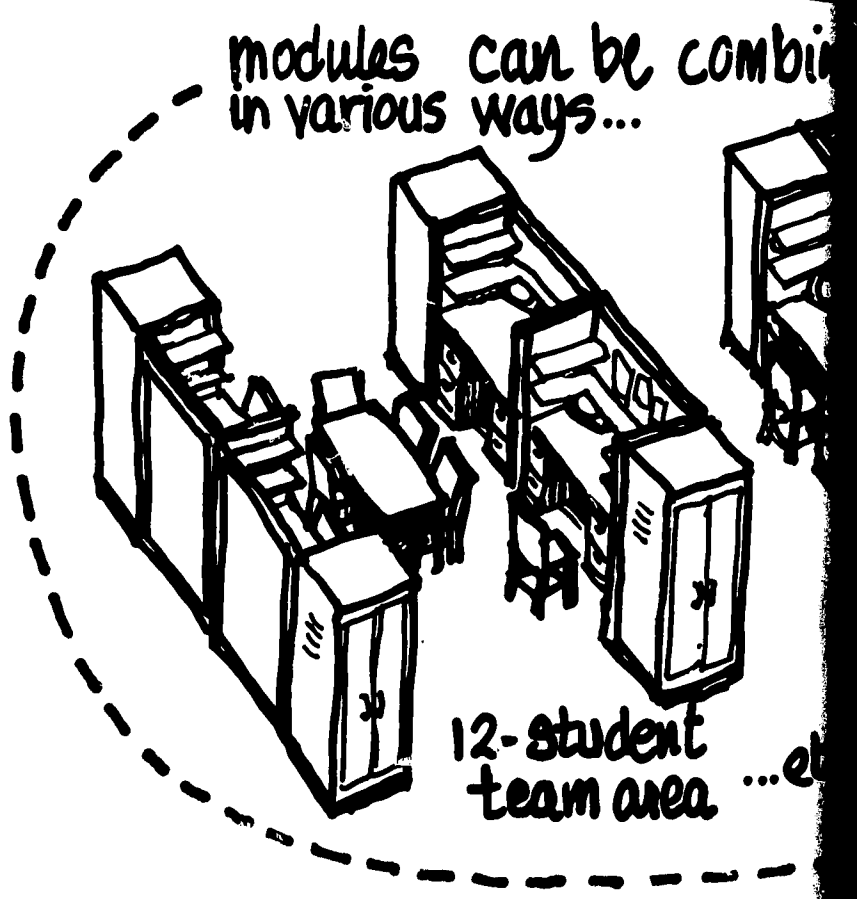


COMPONENTS OF A CONSOLIDATED COMMUNITY SCHOOL

The home base school would be organized about a large resource center containing library materials, a private area for every student in which he keeps personal belongings, replacing the cramped institutional locker scene so noisy and impersonal in most schools. This private area for the student would provide a desk and chair. Several students would share these spaces which could be arranged with a variety of movable furniture to suit individual tastes and create a personal retreat or private "turf" for the teenager. The resource area is large enough to contain about 1/3 of the home school enrollment at one time; hence the students' private study area is shared by two others. The resource area of the school unit would be truly home base and individualized.

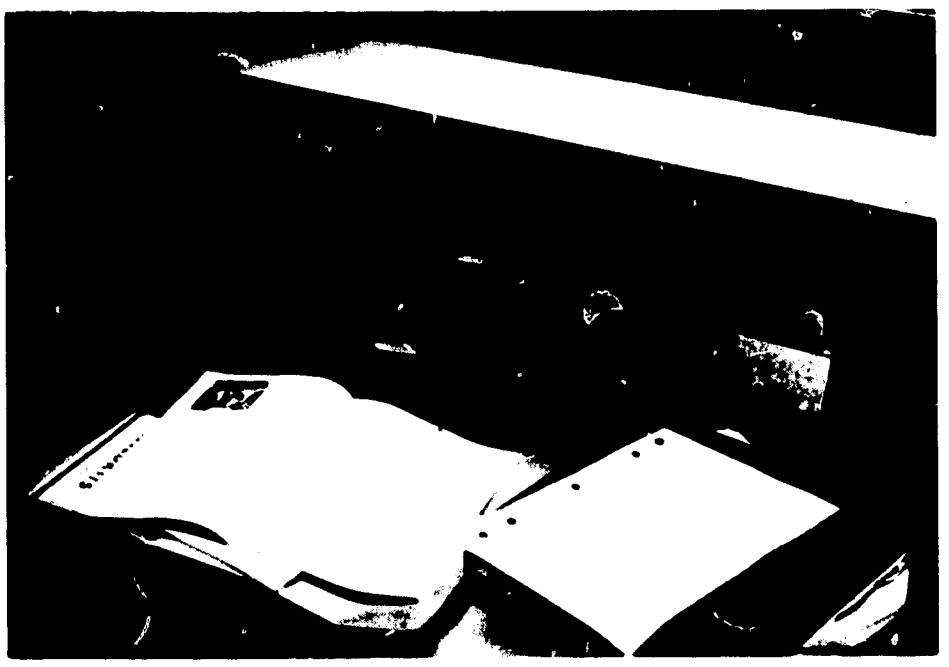
The Resource Center

COMBINE 24 COAT LOCKER AN
STUDY SPACE MODULES TO
CREATE A 72 STUDENT
ADVISORY GROUP.



COMBINE 14 ADV
GROUP CLUSTER
CREATE A 1008
RESOURCE CENT

ase units



e Resource Center

coat locker

study space shared by 3 students

BINE 24 COAT LOCKER AND DY SPACE MODULES TO ATE A 72 STUDENT VISORY GROUP.

The basic modules

modules can be combined in various ways...

6-student area

12-student team area

...etc.

COMBINE 14 ADVISORY GROUP CLUSTERS TO CREATE A 1008 STUDENT RESOURCE CENTER.

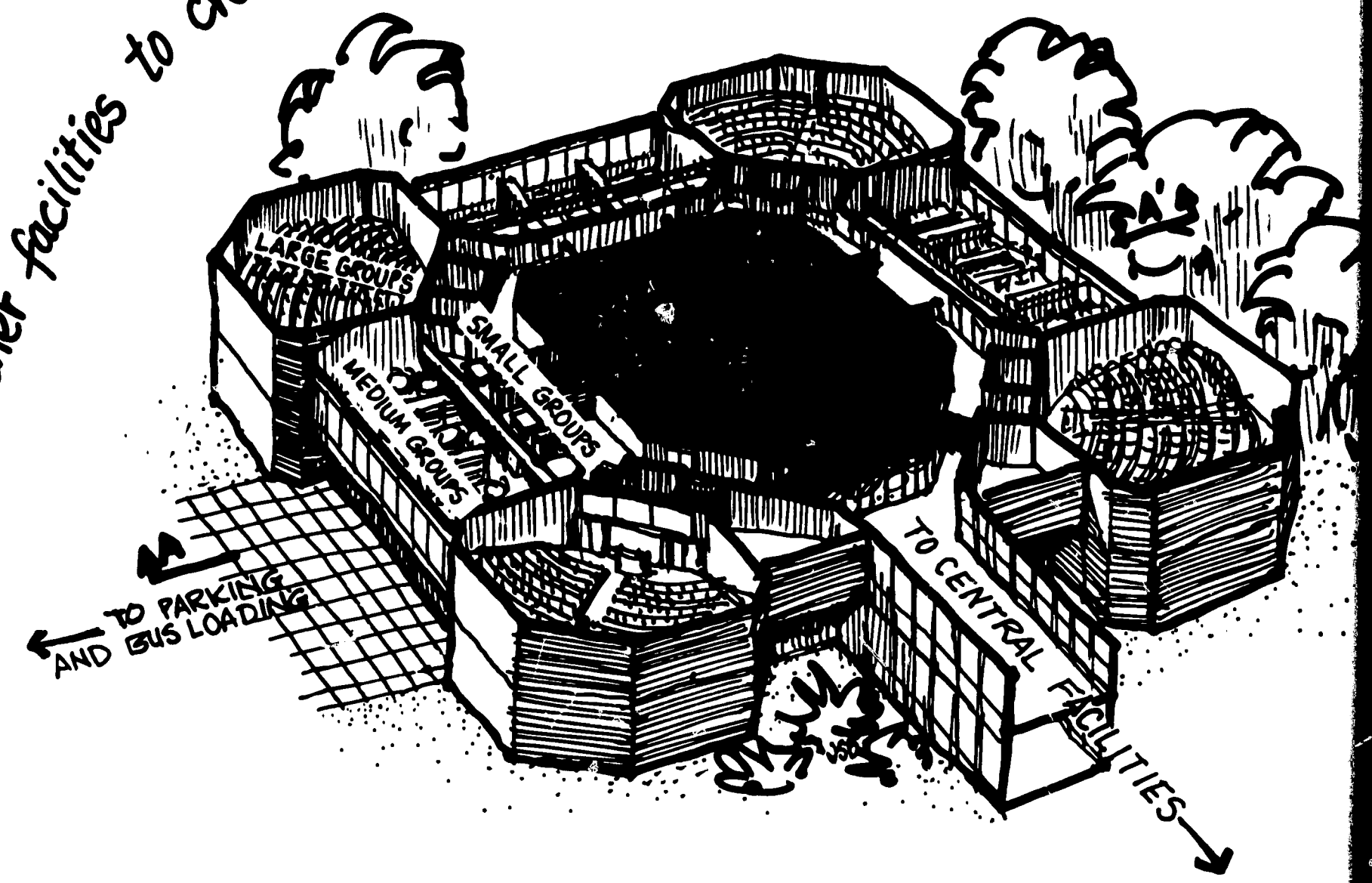
desk/locker module

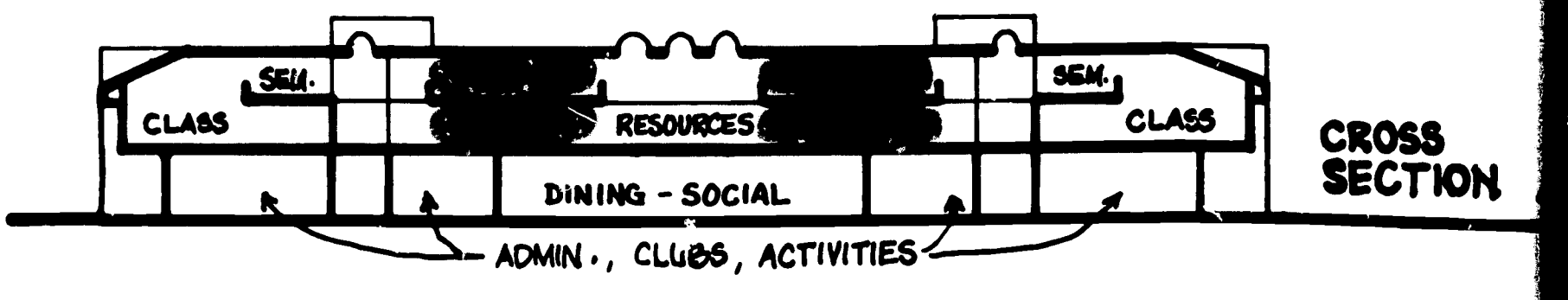
advisory group cluster-72 st.

teacher/advisor office

These clusters would be on two or more levels

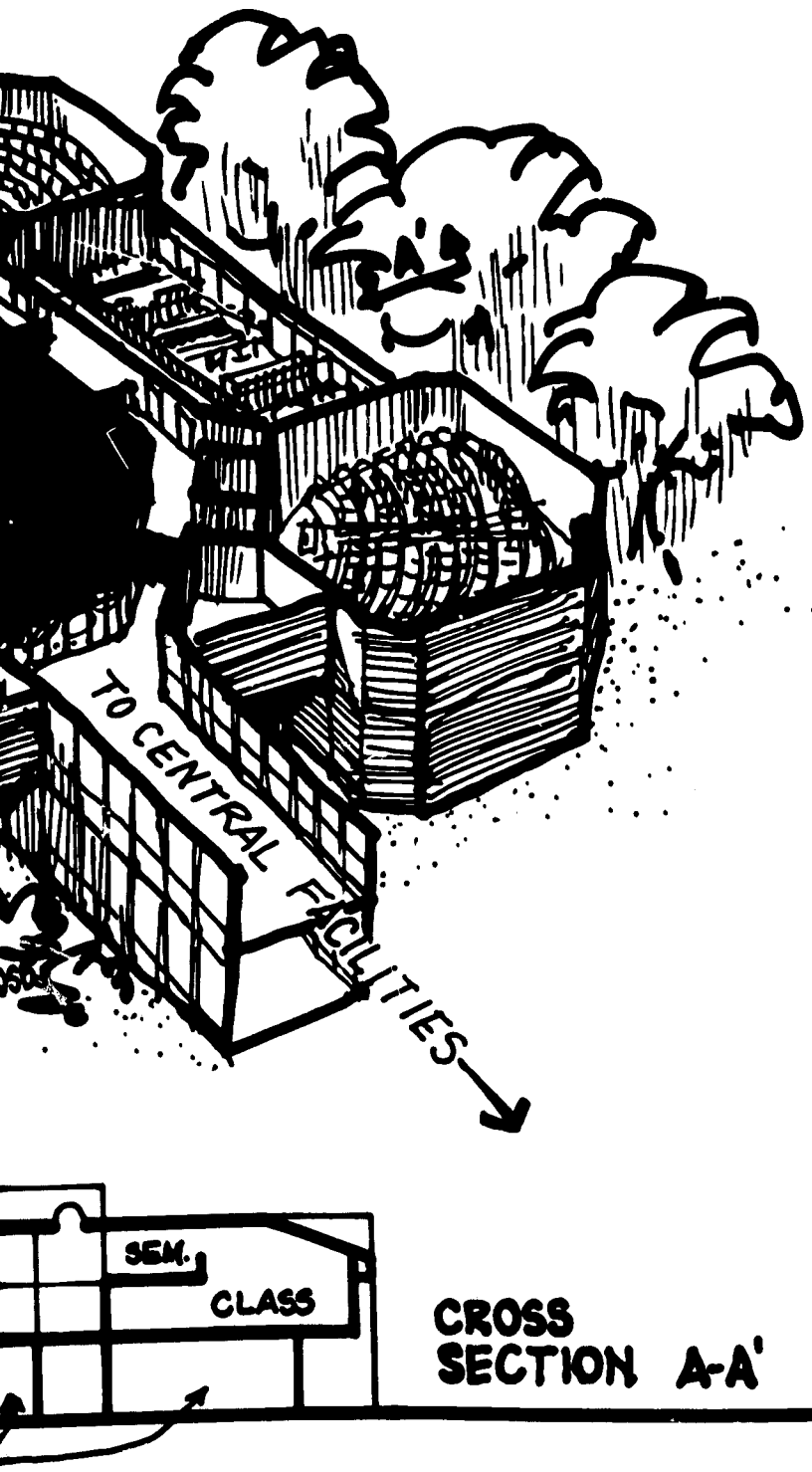
Combined with other facilities to create the complete home base unit.





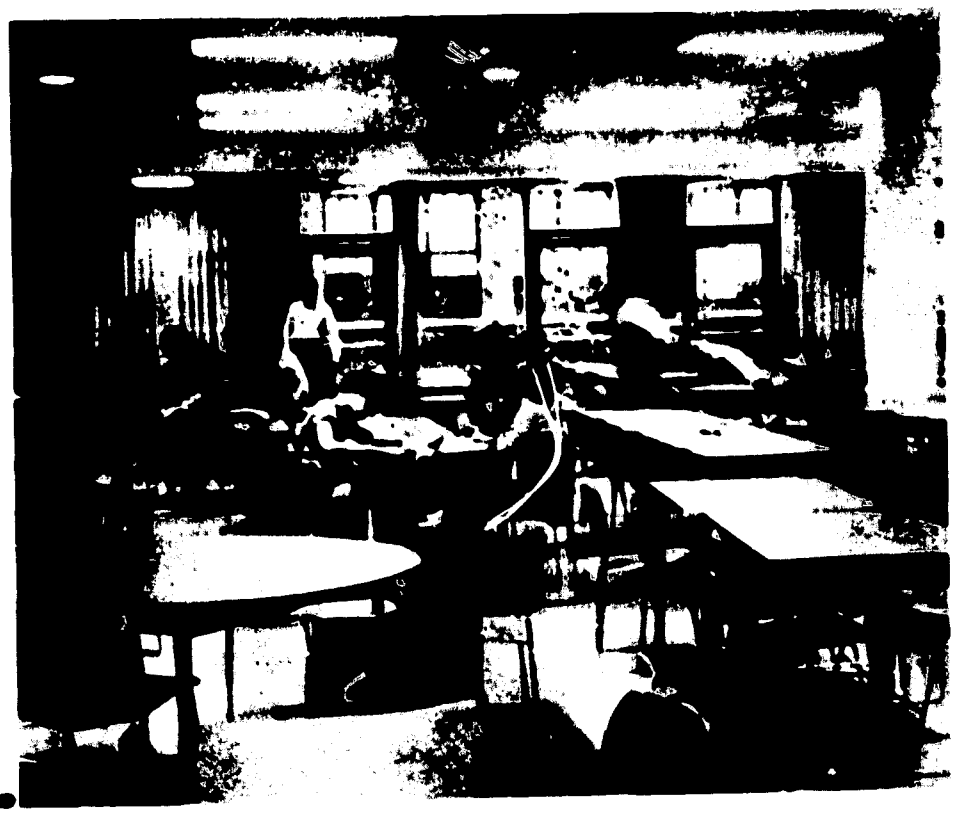
CROSS SECTION

se unit.

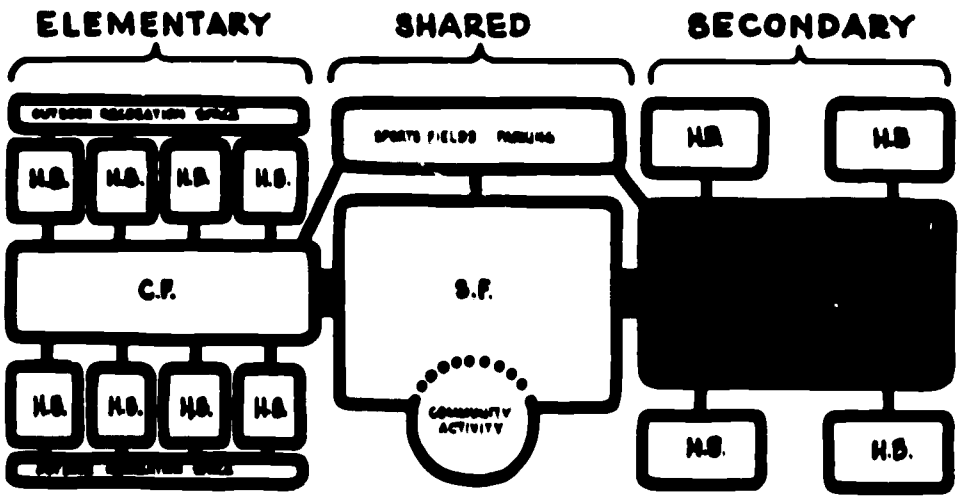


The resource center also contains teachers' offices for English and social studies staff who provide the basic academic courses or solids taken by all students in grades 7-12. These teachers are responsible for 2 or 3 advisory groups -- each containing about 24 students. The advisory groups are the basic unit (beyond the individual student) of the home base school. In addition to the teaching of English and social studies each advisory group is provided counseling, personal guidance, occupational planning and is a unit of the school's student council. Representatives from each advisory group would appear at the school's governing council with petitions, resolutions and ideas, thus providing training in representative government for the advisory group. The English and social studies teachers would be reinforced by counselors and aides in these functions.

Each home base school in addition to the resource center would need instructional spaces of various sizes for the English and social studies classes and advisory groups to meet in. Other areas in the home base school include administrative offices, a student activities area (school newspaper, student council, clubs, etc.) and a dining area which can be also used as a social area for relaxation, committee meetings, projects, and overflow study area.

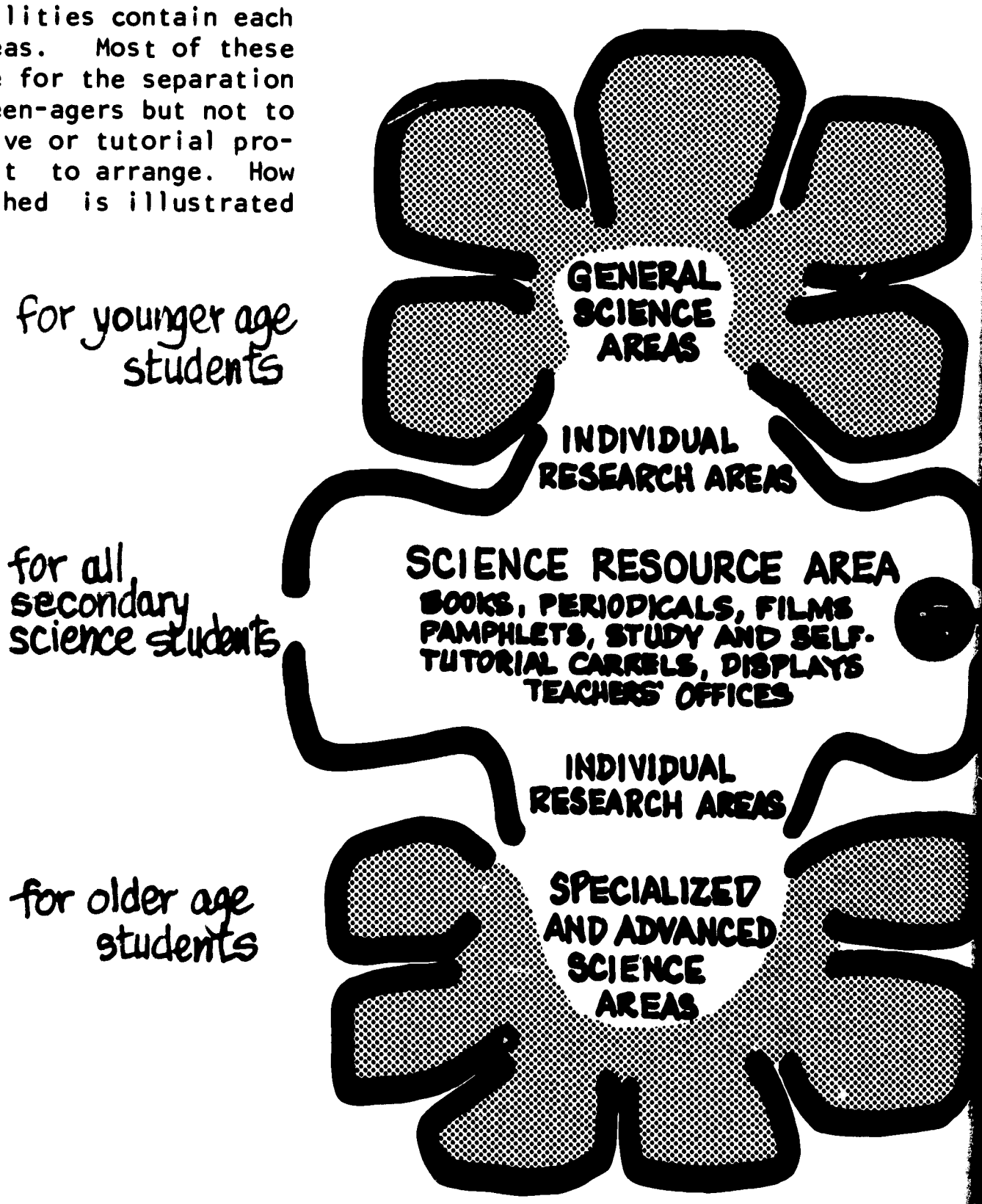


secondary central facilities



COMPONENTS OF A CONSOLIDATED COMMUNITY SCHOOL

The secondary central facilities contain each of the major subject areas. Most of these are organized to provide for the separation of older and younger teen-agers but not to the extent that cooperative or tutorial programs would be difficult to arrange. How this might be accomplished is illustrated with science.



facilities

The science department serves all secondary students but is divided into areas:

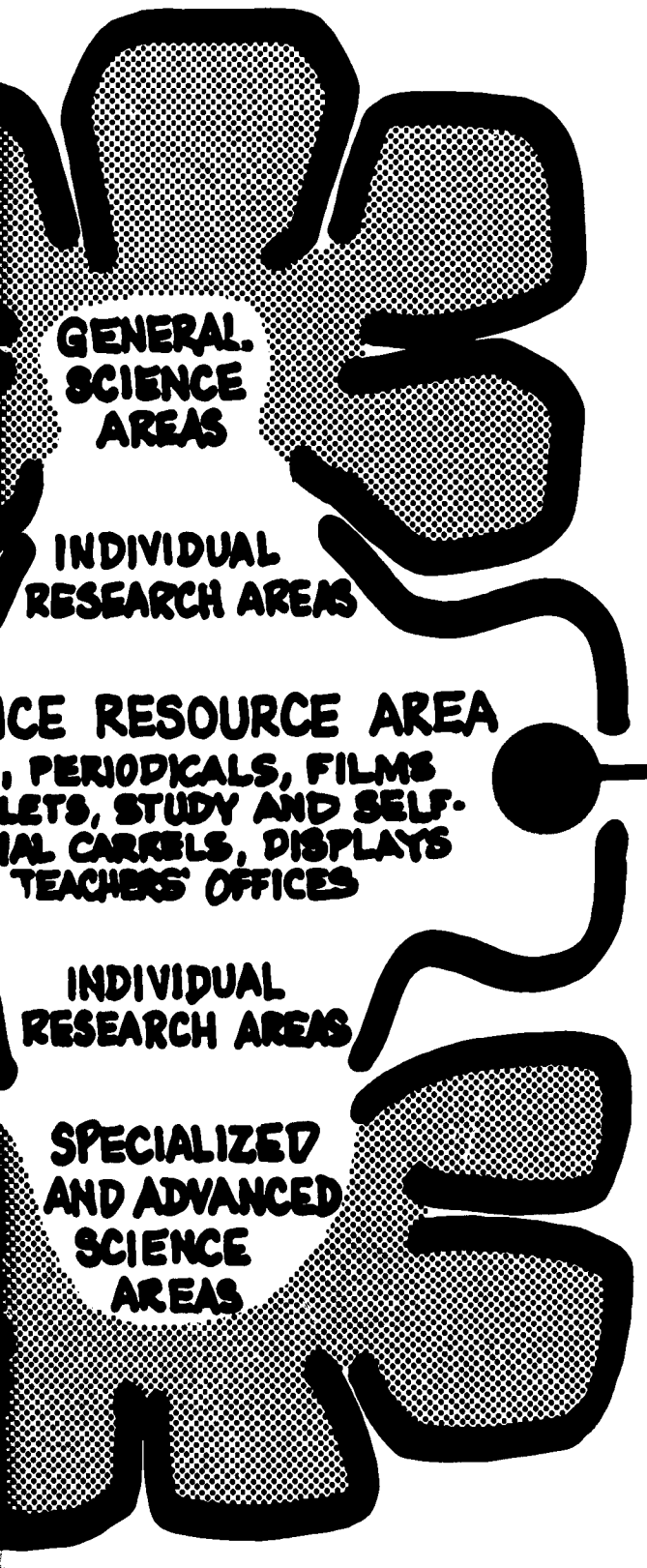
1. general science for younger or less advanced students.

2. more specialized science areas such as geology or physics for older and more advanced students.

3. a resource area serving all science rooms and students.

4. individual research or special project areas for talented youth.

The sketch provides physical separation of age groups which many educators feel is important. Especially able students could cross barriers where appropriate. Even an elementary child, gifted in science, could use the less advanced equipment for junior high students, the resource center, and for extraordinary occasions the most advanced areas. Older, advanced students could help younger students following the dictum, "You really don't know a subject until you teach it".

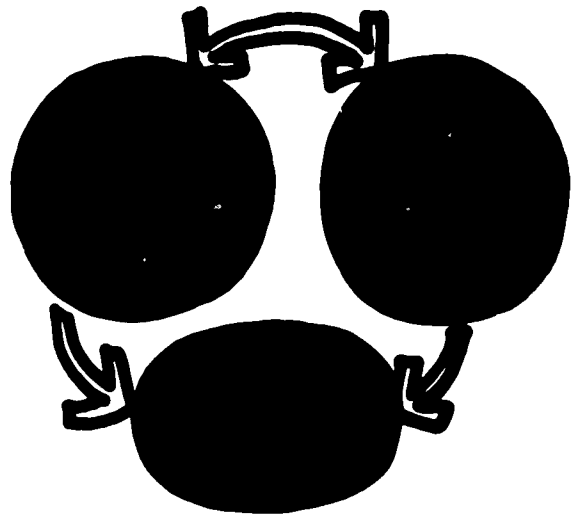


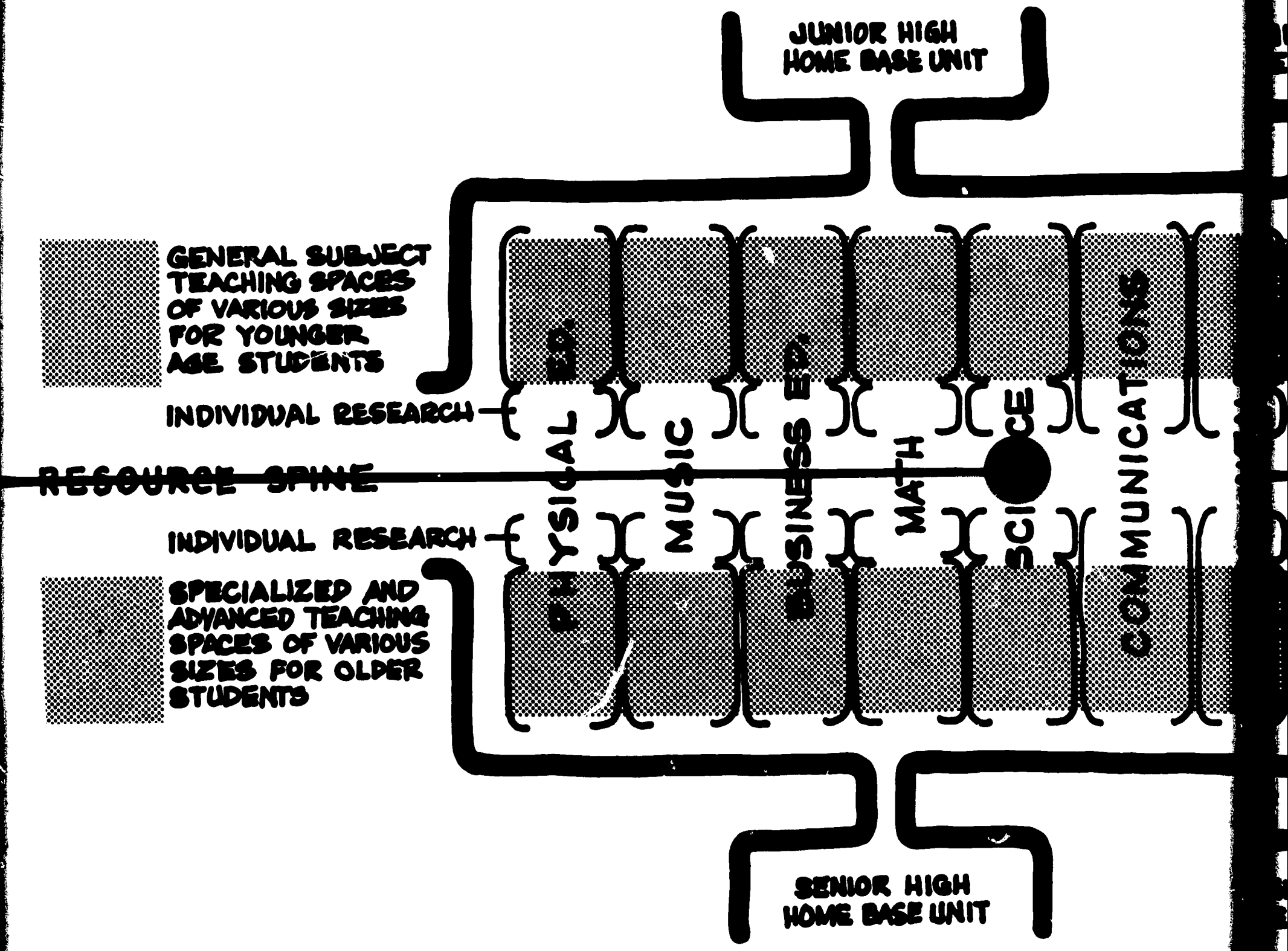
Because each of the subject departments can be oriented as the science department is (see sketch), there would be a minimal crossing of senior and junior high school pupils in halls or classes. Still, rich facilities and opportunities for profitable mingling would remain.

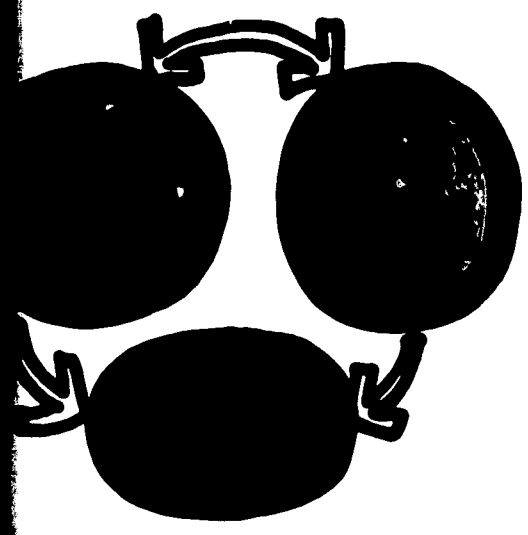
New developments in curriculum may de-emphasize departmentalization of subject areas in favor of interdisciplinary approaches. All spaces must be capable of change or restructuring to accomodate future patterns in education.

The basic ideas of organization:

1. **MOBILITY** of students
2. **PROXIMITY** to resources







IOR HIGH
E BASE UNIT

JUNIOR HIGH
HOME BASE UNIT

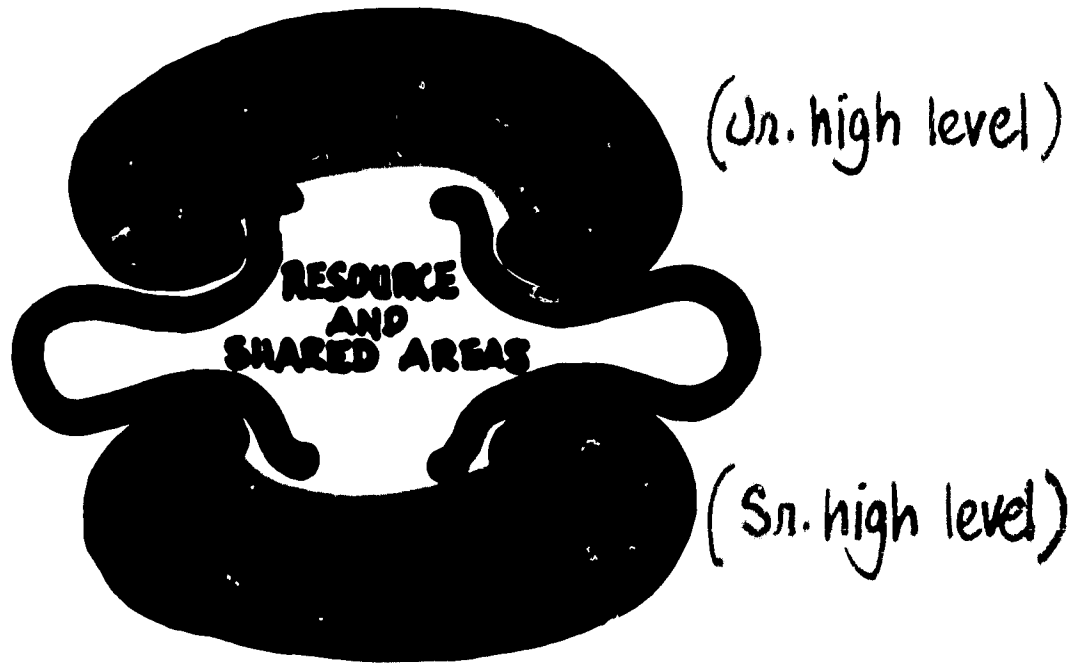
MATH
SCIENCE
COMMUNICATIONS
ADMIN. - HEALTH
ART
INDUSTRIAL ARTS
FOREIGN LANGUAGE
HOME ECONOMICS
SPECIAL ED.

IOR HIGH
E BASE UNIT

SENIOR HIGH
HOME BASE UNIT

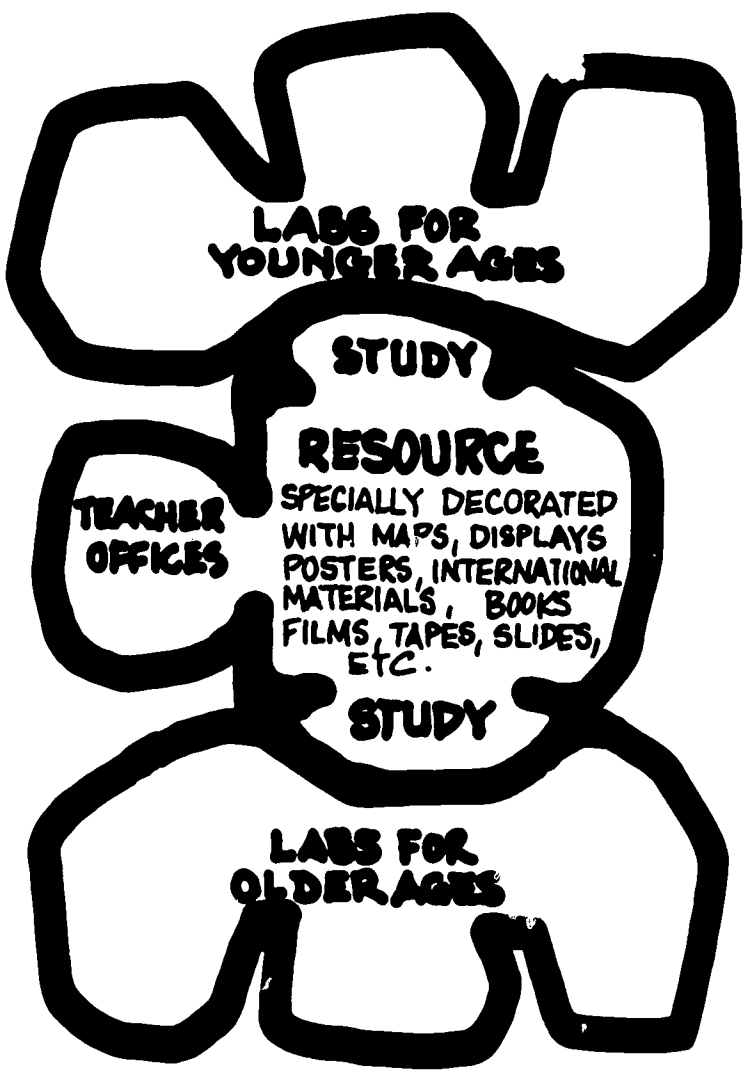
SECONDARY CENTRAL FACILITIES
CONCEPTUAL DIAGRAMS OF DEPARTMENTS

The basic idea of spatial relationships

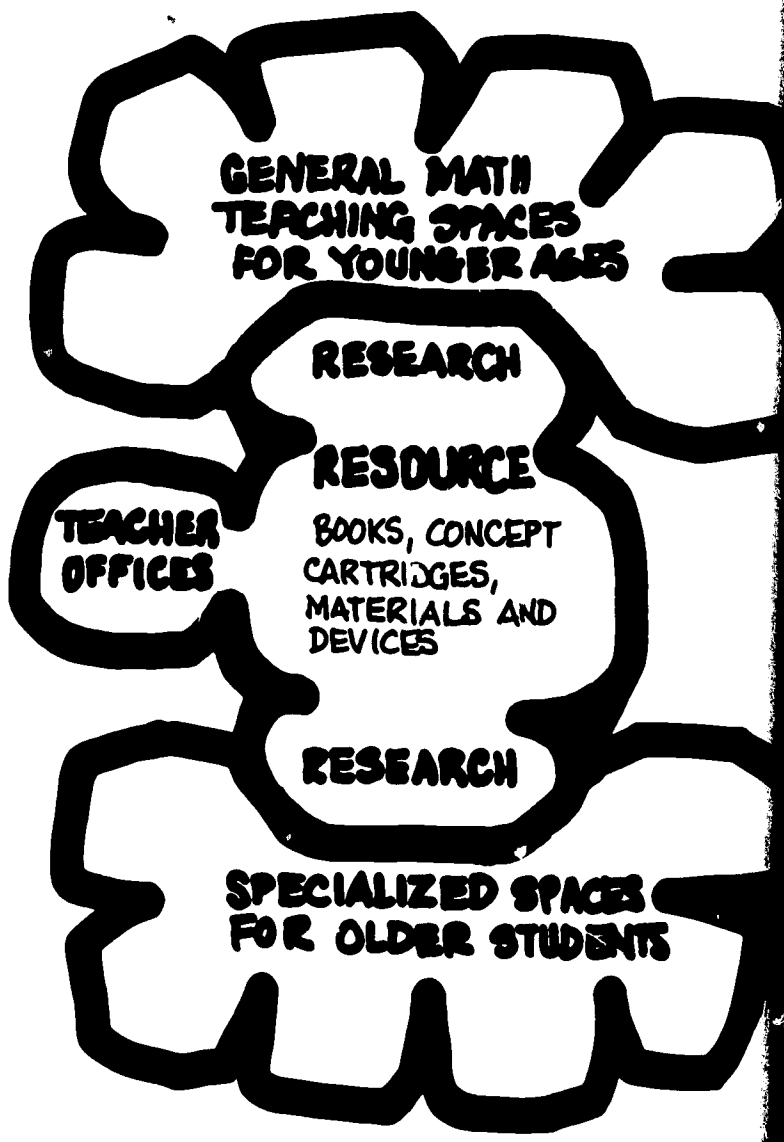


(SCIENCE SHOWN ON PAGE 58)

FOREIGN LANGUAGE



MATH

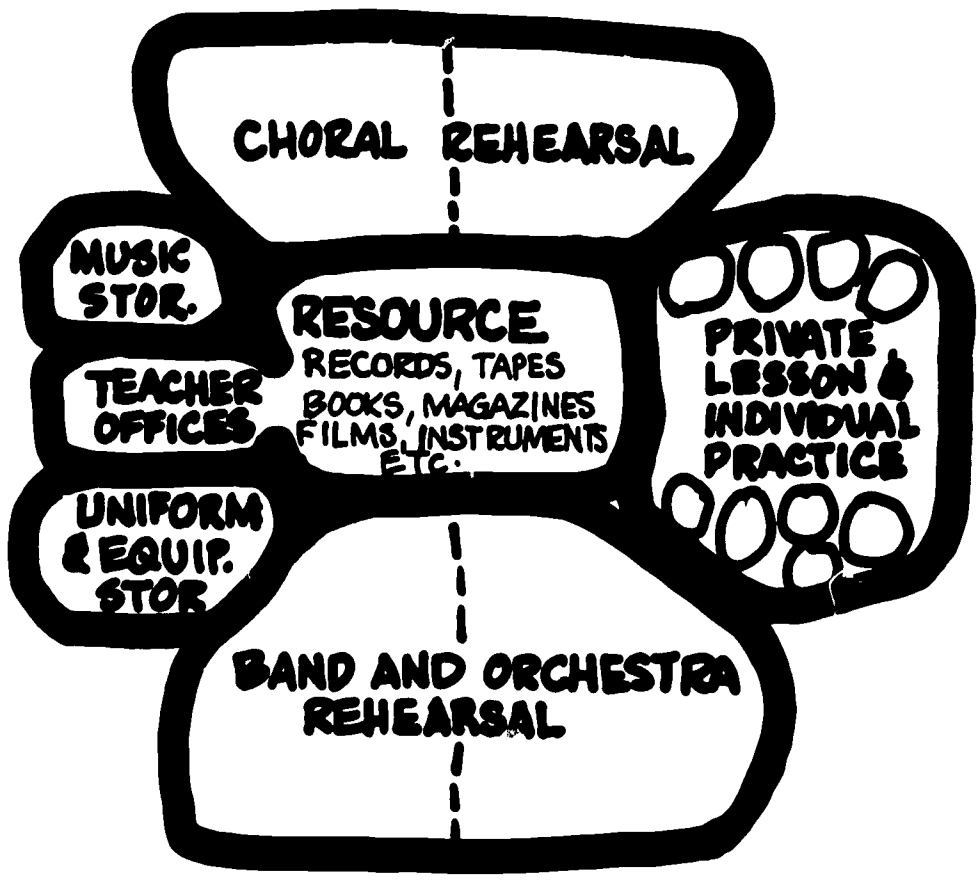


LITIES
TMENTS

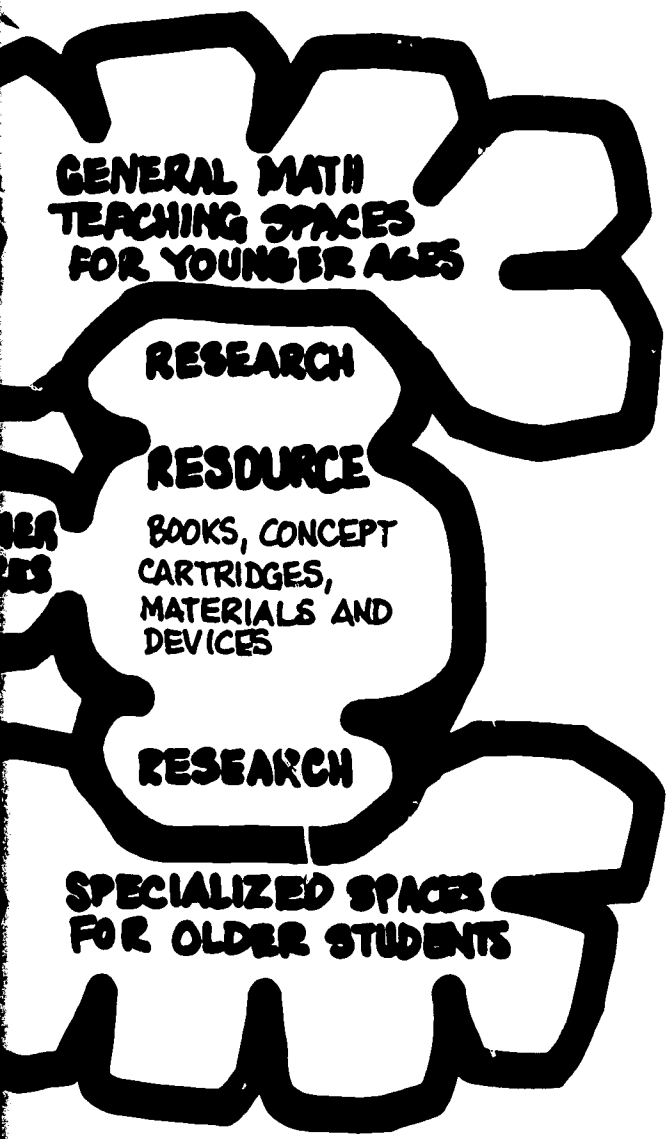
(Jr. high level)

(Sr. high level)

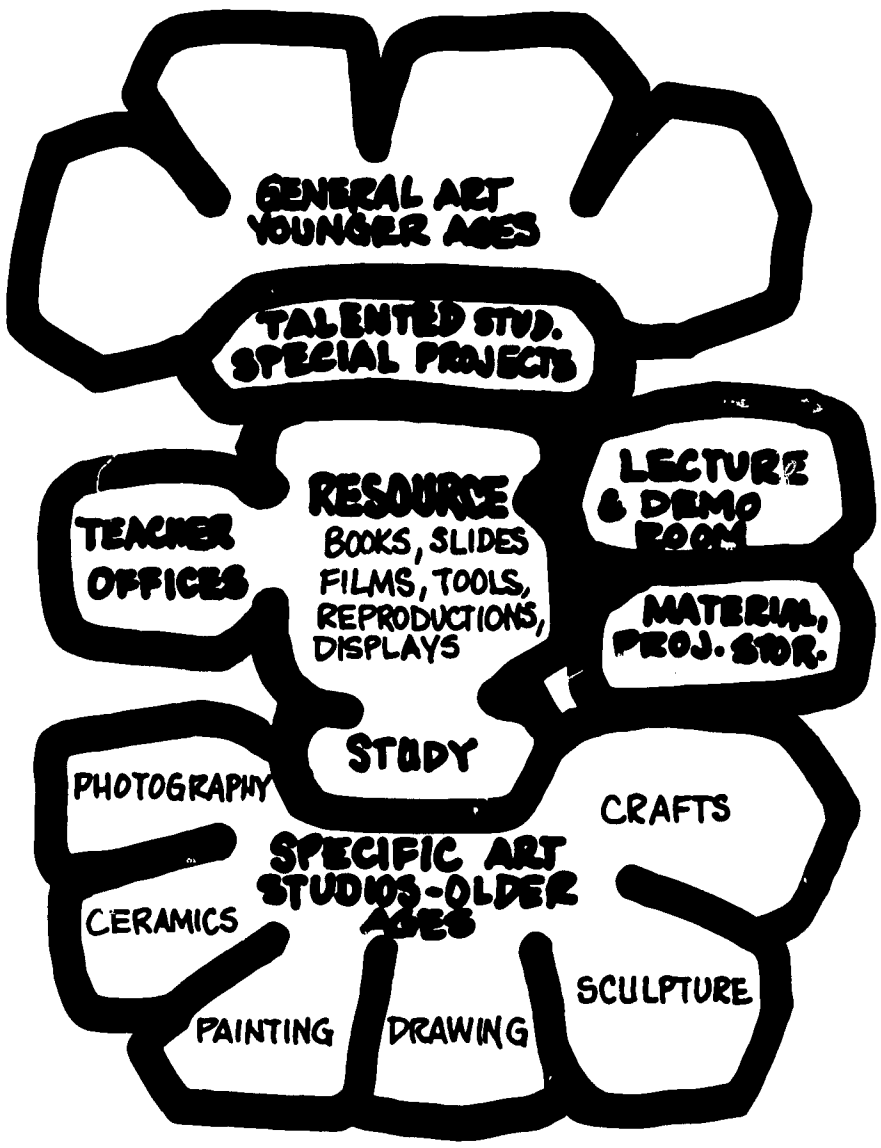
MUSIC



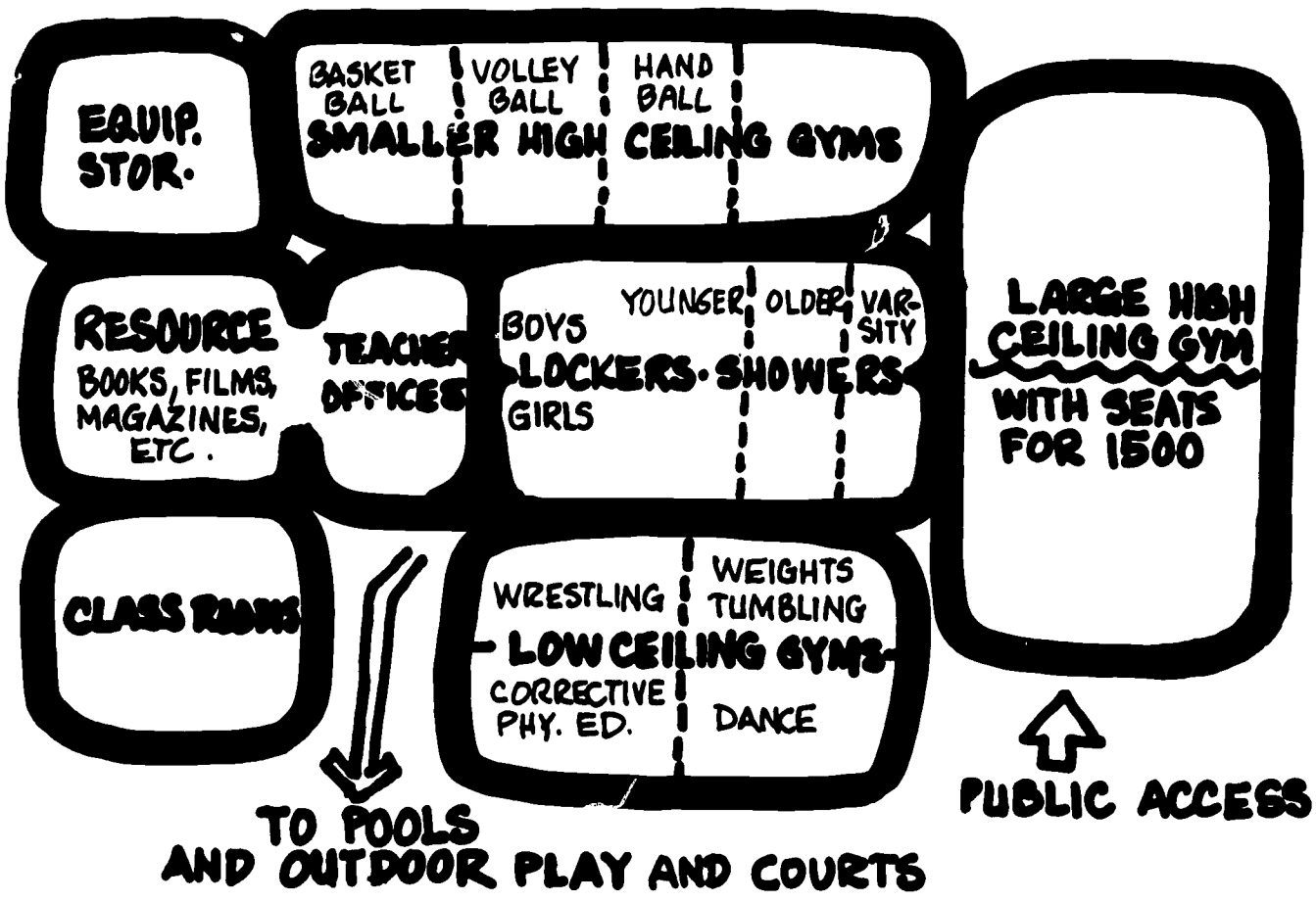
MATH



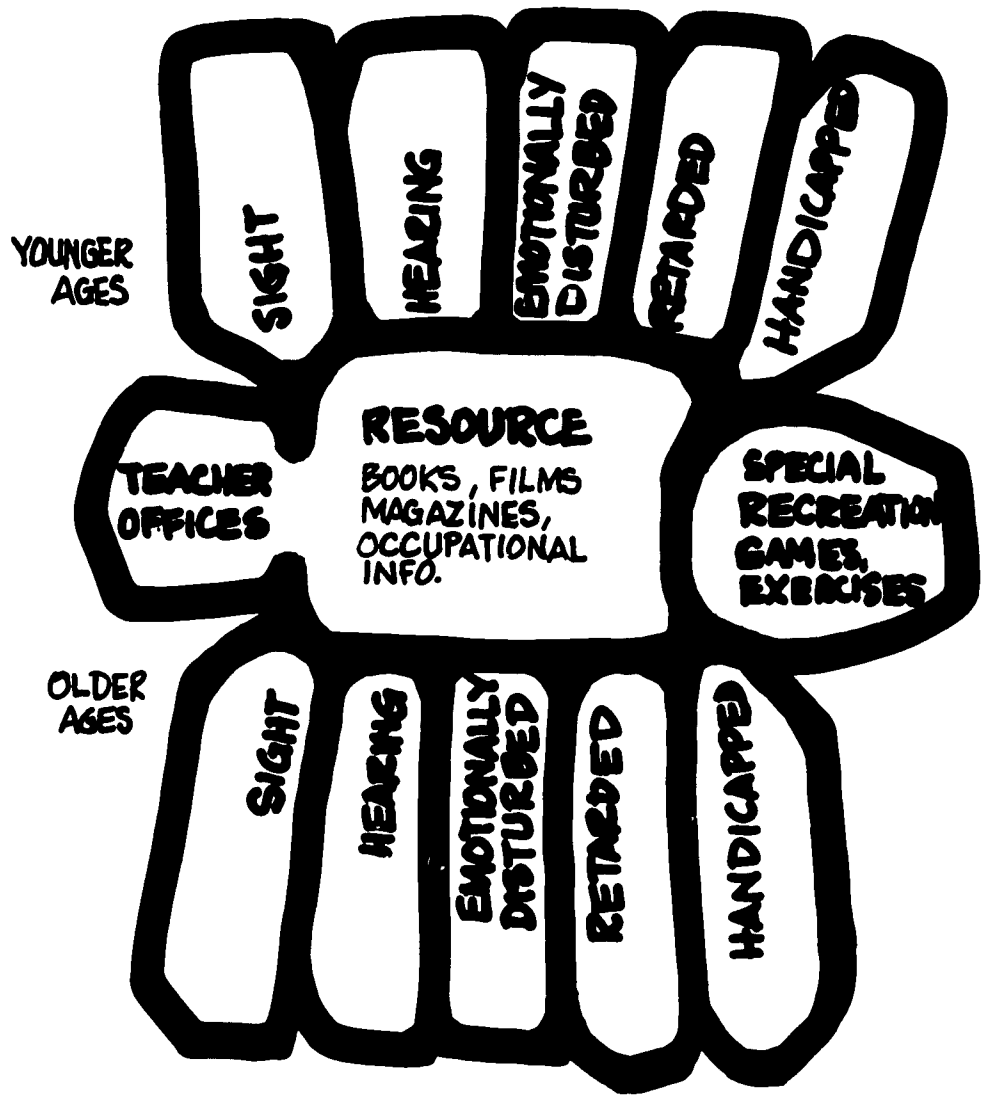
ART



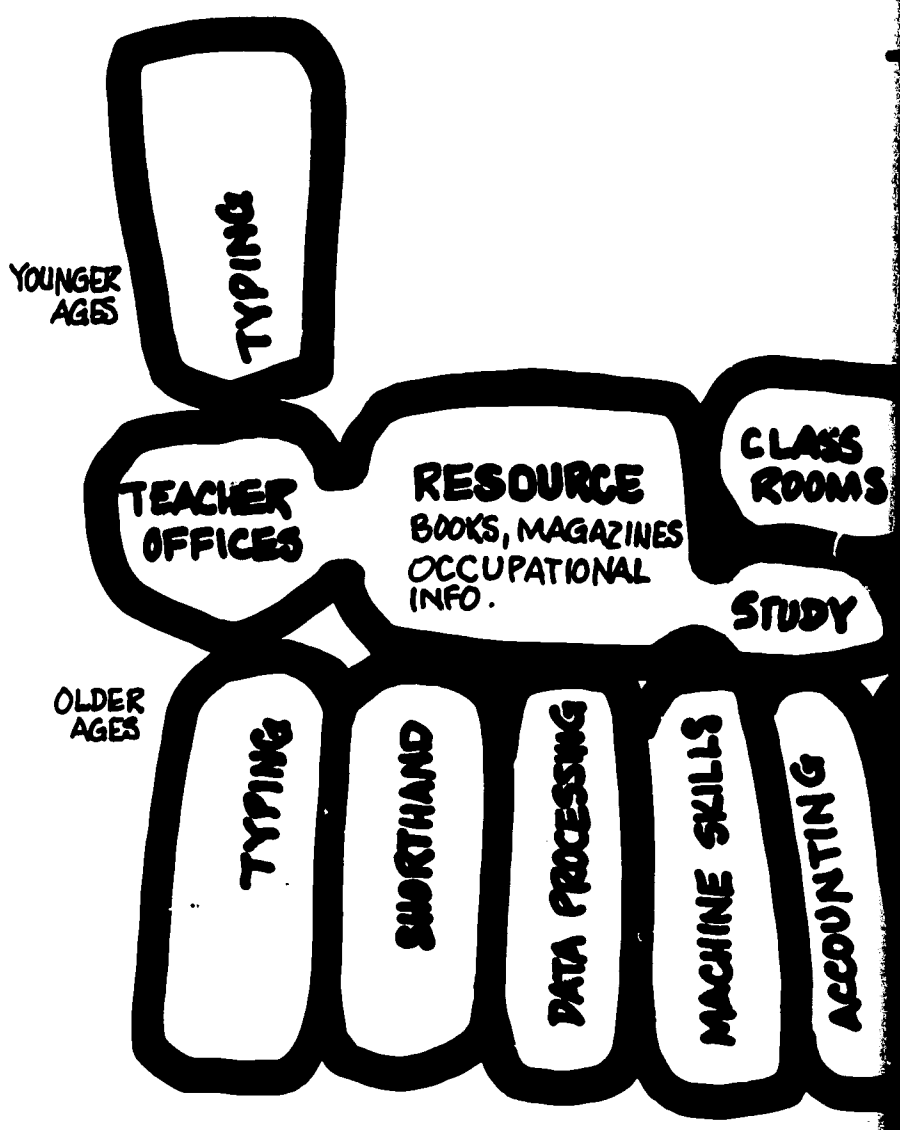
PHYSICAL EDUCATION



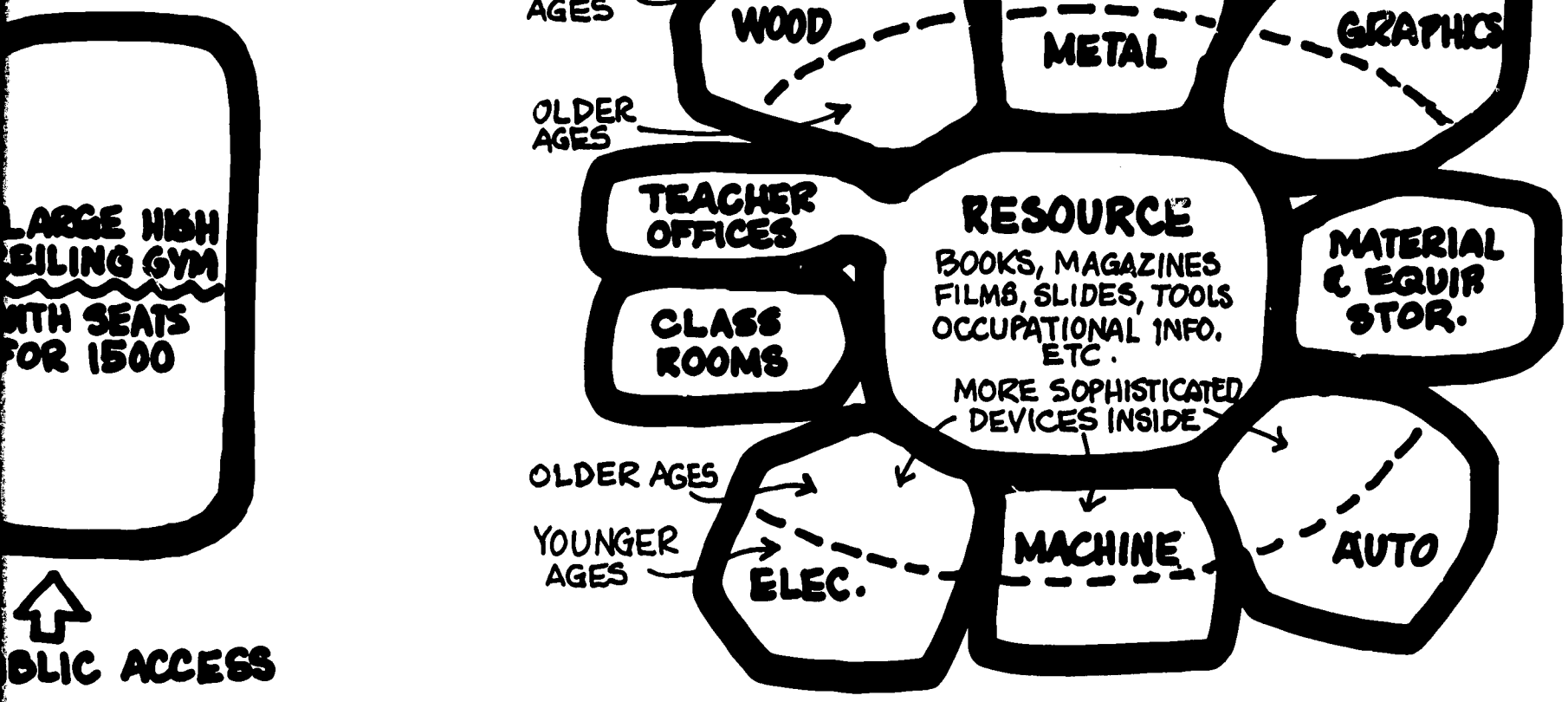
SPECIAL EDUCATION



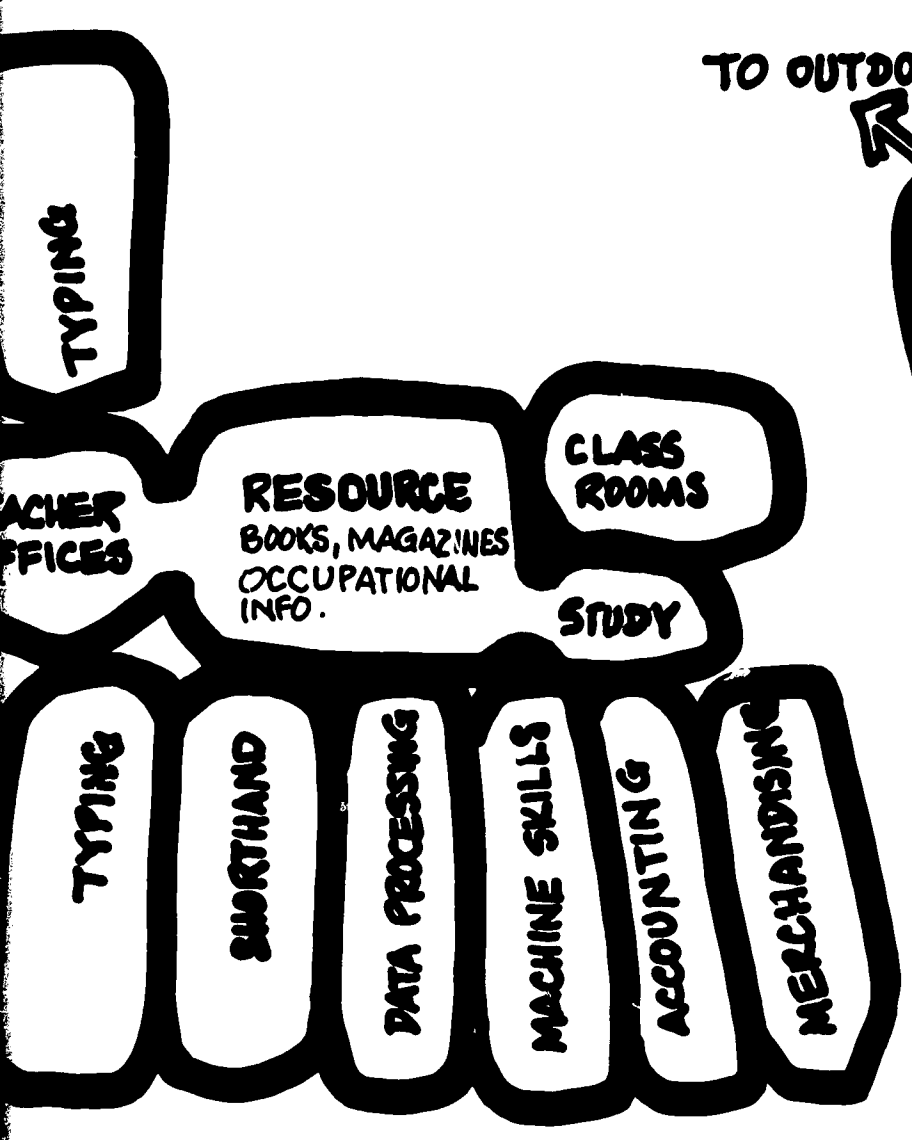
BUSINESS EDUCATION



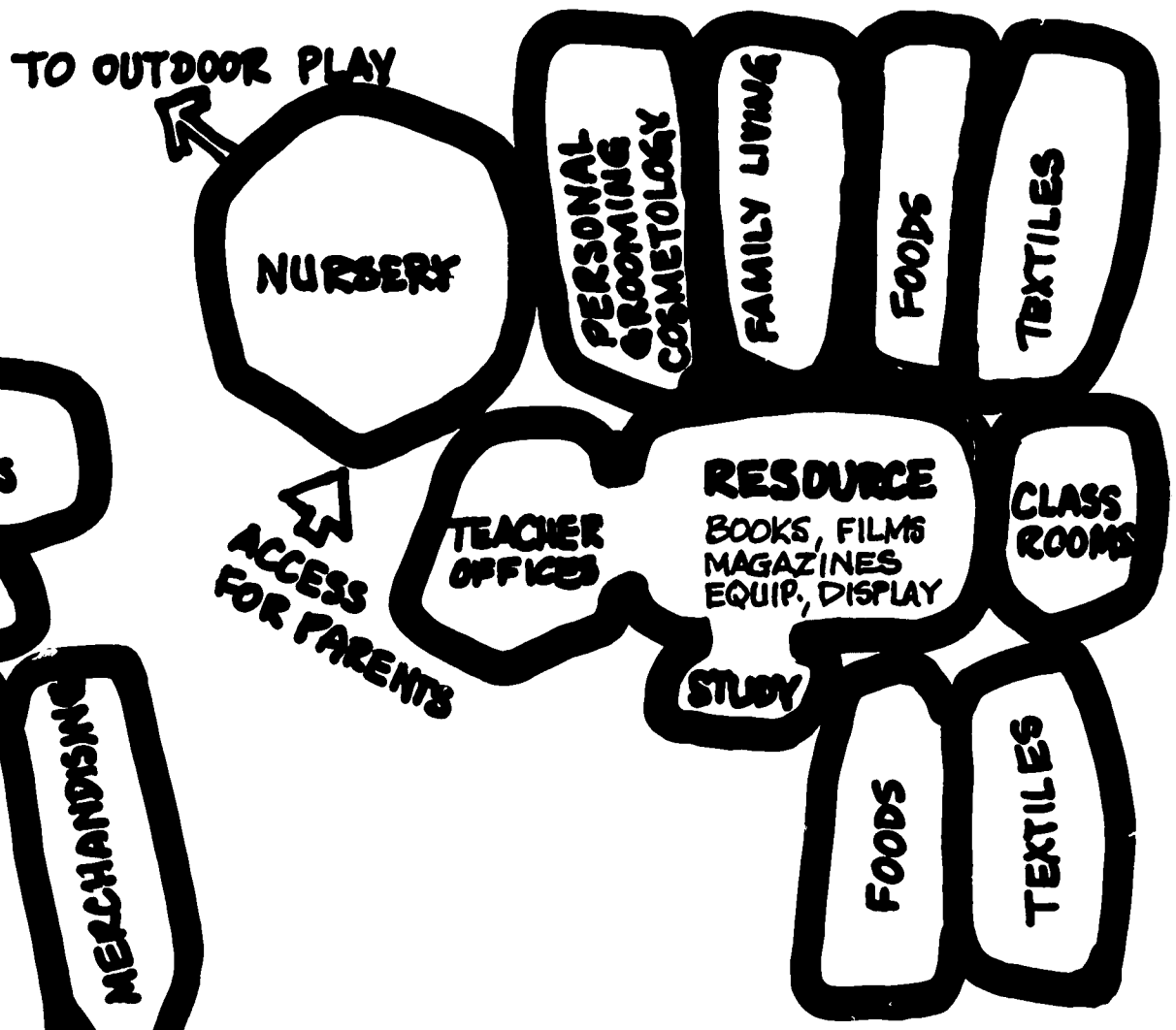
INDUSTRIAL ARTS



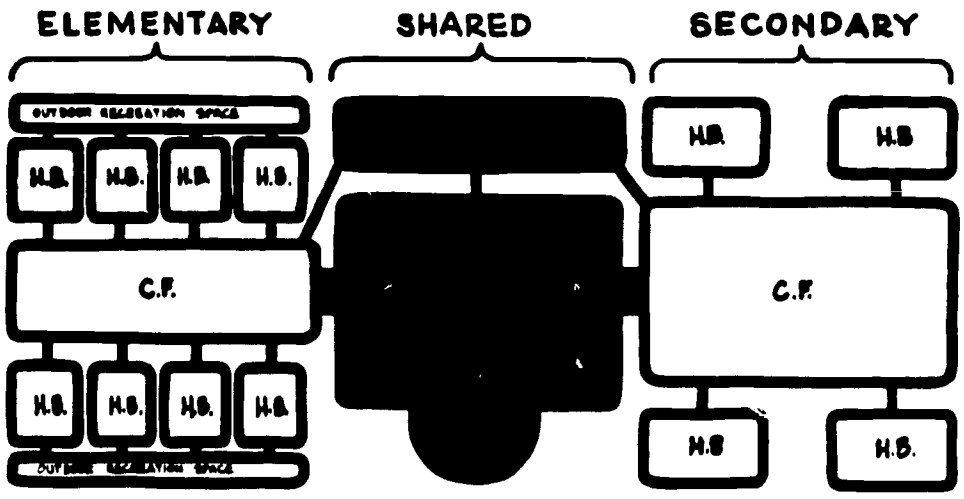
BUSINESS EDUCATION



HOME ECONOMICS



shared facilities for the entire consolidated school and the community

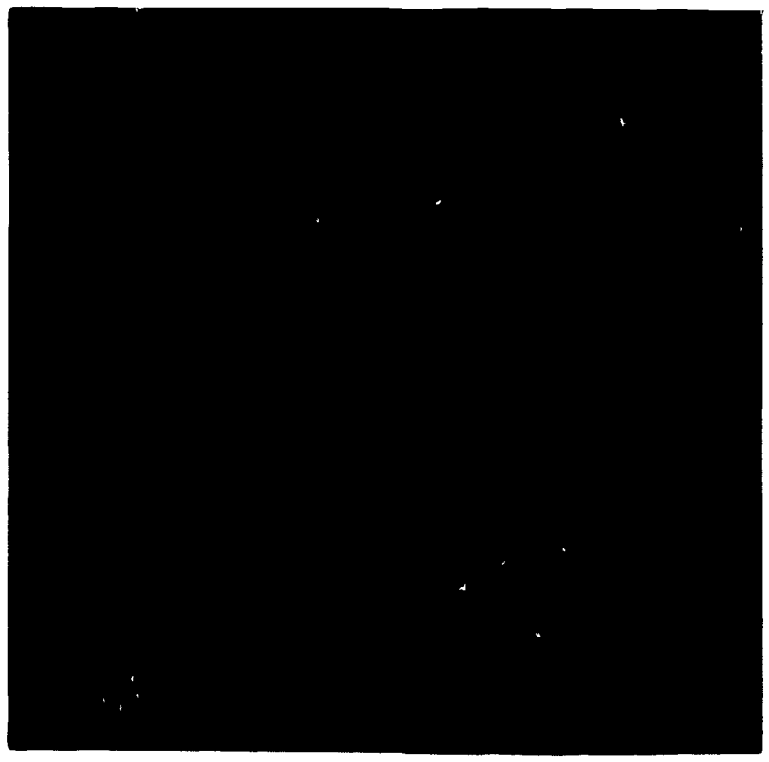


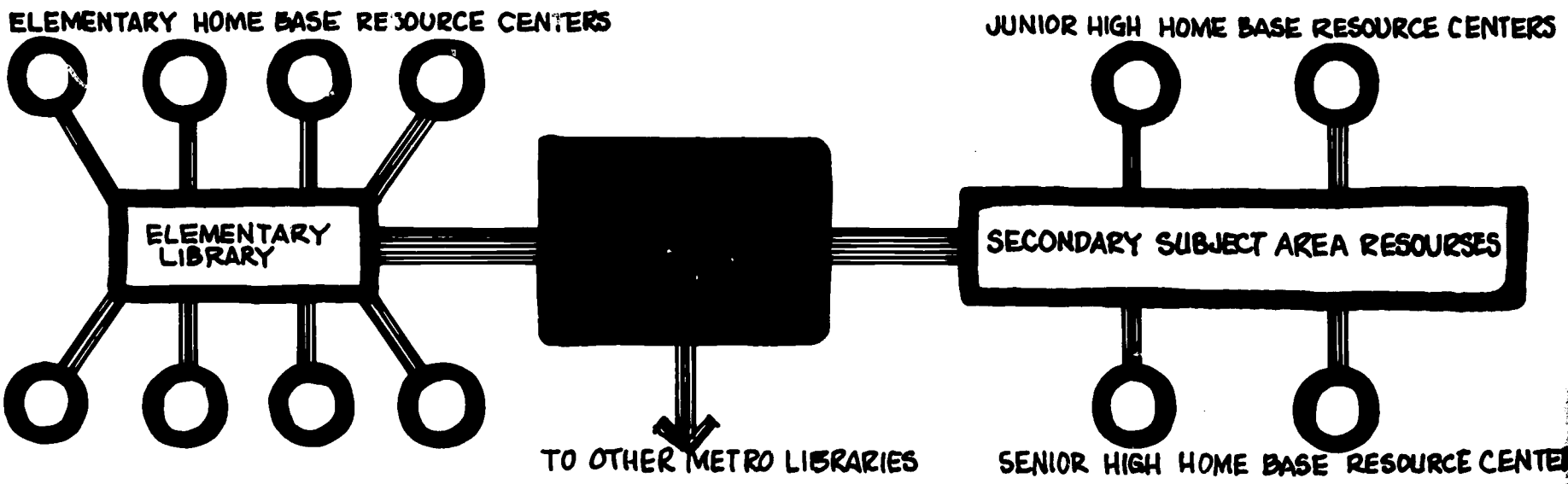
COMPONENTS OF A CONSOLIDATED COMMUNITY SCHOOL

The shared facilities would serve the entire enrollment at Consolidated Community Schools and would contain facilities used less extensively, or costly programs that cannot be duplicated economically.

The central library or resource center would contain a large collection of materials. Other more commonly used materials and a basic collection would be located in the elementary central facility library and in each of the home base school resource centers at elementary and secondary grade levels. Materials would flow between the Consolidated Community Schools library and the resource centers. Students could come to the Consolidated Community Schools library, order materials or utilize a dial access data retrieval system.

Thus a collection of 80,000 books and materials would be decentralized for immediate and uncrowded access on a scal propriate for every age group. Study topic in depth or materials for genera ploration of interests would be avai nearby. Related activities for duplic preparation of curriculum materials, munication, audio-visual, radio, and vision would harmonize with activities o Consolidated Community Schools library a closely coordinated. Community use o library would be provided.





or the
d school

llection of 80,000 books and other would be decentralized for easy, and uncrowded access on a scale ap- for every age group. Study of a depth or materials for general ex- of interests would be available Related activities for duplication, n of curriculum materials, com-, audio-visual, radio, and tele- ld harmonize with activities of the ed Community Schools library and be coordinated. Community use of the uld be provided.

An assembly area containing a 1,200 seat auditorium and a little theater for 300, plus practice, scenery, dressing rooms, and related areas would be part of the Consolidated Community Schools shared facilities available to all schools on the site and the community.

Additional shared facilities include:

- a complete health suite staffed with specialists operating programs for children with community health services available.

- a planetarium, observatory and greenhouse. The planetarium could be of the new automated type so that when students or any teacher enters and selects a topic, the projectors, sound and other effects are controlled automatically by a program. Programs are available on hundreds of subjects including weather, tides, rainfall, moon shots, land of the midnight sun, mythology, trigonometry and poetry. Such topics become more real and exciting to children (and adults) when viewed in a planetarium. It is expected that students would use a planetarium 4 to 5 hours a year, every year they are in school. A greenhouse would be another great teaching tool considering weather conditions in Minnesota and the essentially concrete and asphalt setting the urban child is raised in.

- an aquatic area with swimming pools sufficient in quantity to provide the degree of instruction and recreation that St. Paul deems appropriate or can afford. The clustering of several pools would reduce servicing equipment and maintenance costs.

- a computer center to serve instructional and administrative needs.

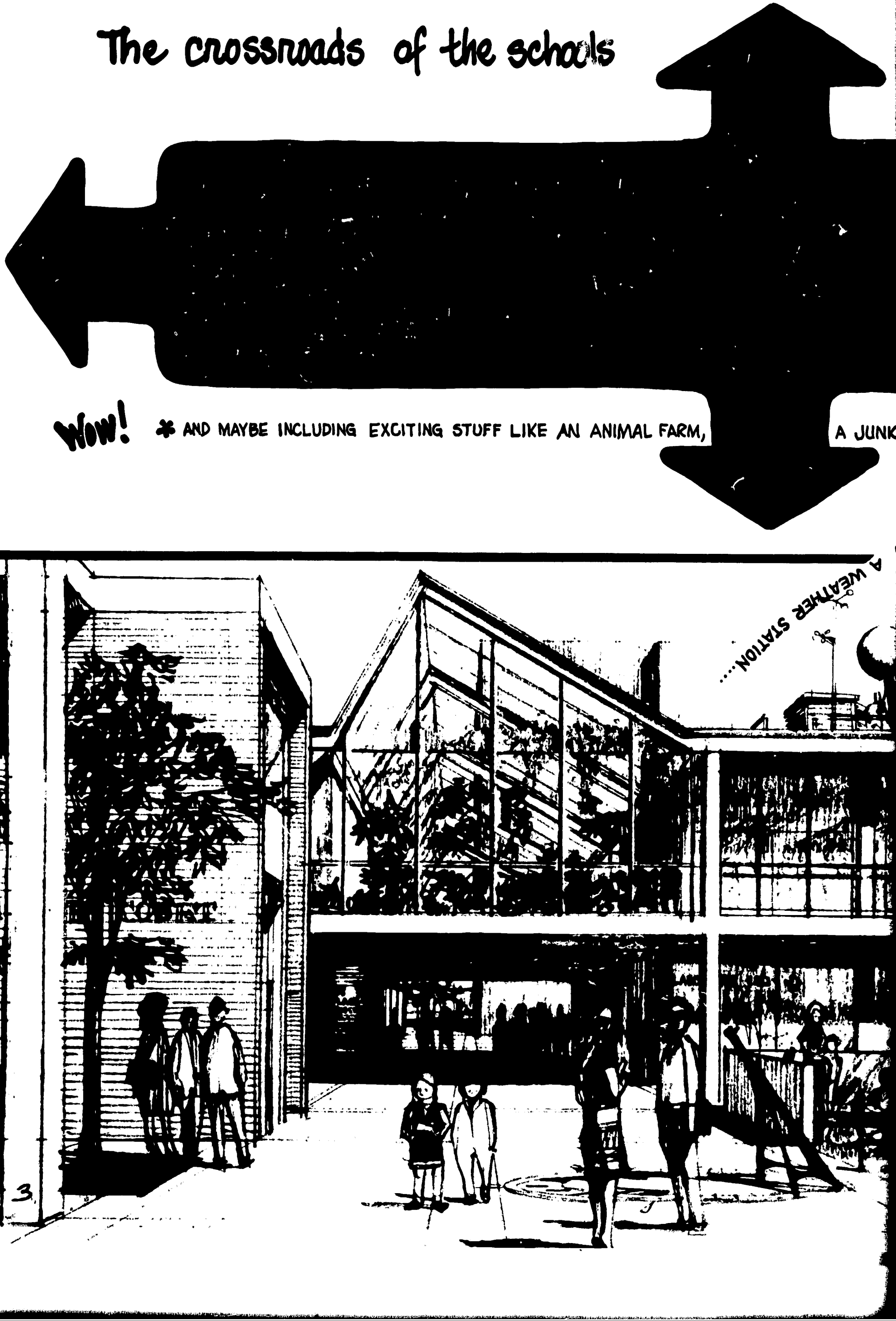
- an administration and records division.

- an adult education center coordinating various community services.

- various sizes of teaching spaces for school and community use.

- a food preparation unit servicing all satellite dining areas in the Consolidated Community Schools.

The crossroads of the schools



and the surrounding community*

ANIMAL FARM, A JUNKYARD, SOME STORES, A FLOWER & VEGETABLE GARDEN, CULTURAL DISPLAYS, SCULPTURE COURTS, AN ICE RINK, SITTING AREAS, A WEATHER STATION....

64

space requirements cost estimate for an 8,000 student CCS

summary

CONSOLIDATED COMMUNITY SCHOOLS
TOTAL SPACE REQUIREMENTS AND COST ESTIMATES

Elementary	[a]	290,000 sq. ft.
Secondary	[b]	393,000 sq. ft.
Consolidated Community Schools Shared Central Facilities	[c]	134,000 sq. ft.
TOTAL		817,000 sq. ft.
+ 40% for circulation, mechanical, service, storage, maintenance		326,800 sq. ft.

Total gross area of Consolidated Community Schools for 8,000 students	**1,143,800 sq. ft.**
Total Prototype Consolidated Community Schools Estimated Cost (Construction costs at $20.00 per sq. ft.)	**$ 22,876,000.**

elementary

1 HOME BASE UNITS (500 pupils each)

A.	Instructional spaces, administration, resource center, 50 sq. ft. ea.	25,000 sq. ft.
		X8 units
		200,000 sq. ft.
B.	Dining (170 students at time) 13 sq. ft. each and activity room.	2,200 sq. ft.
		X8 units
		17,600 sq. ft.
		217,600 sq. ft.

2 CENTRAL FACILITIES

A.	Art and project area with kilns, potters wheels, wood tools, crafts, cooking, etc.	10,000 sq. ft.
B.	Music (choral, band, individual practice)	10,000 sq. ft.
C.	Science, laboratory, weather station, small greenhouse, animals, aquarium, garden	6,000 sq. ft.
D.	Math measuring devices, adding machines, drafting table	1,500 sq. ft.
E.	Library, media center 15,000 volumes, films, tapes, slides, records, etc.	8,000 sq. ft.
F.	Health center - nurses, dental	3,000 sq. ft.
G.	Remedial, diagnostic - speech, reading, etc.	4,000 sq. ft.
H.	Special education	4,000 sq. ft.
I.	Administration	1,400 sq. ft.
J.	Physical education - gyms, locker rooms, showers	20,000 sq. ft.
K.	Little theater - lecture hall	4,500 sq. ft.
		72,400 sq. ft.

TOTAL ELEMENTARY SPACE REQUIREMENTS . . . .
(40% circ., maint., etc. not incl.) **a 290,000 sq. ft.**

secondary

1 HOME BASE UNITS (1,000 pupils each)

A.	Basic resource center, individual study area with English, social studies, teachers offices, counseling	10,000 sq. ft.
B.	Dining area, social center	4,000 sq. ft.
C.	Administrative area, secretarial, conference	2,000 sq. ft.
D.	Large groups, lab size classrooms and seminar rooms	20,000 sq. ft.
E.	Student activity center	2,000 sq. ft.
		38,000 sq. ft.
		X4 units
		152,000 sq. ft.

2 CENTRAL FACILITIES

A.	Special education	6,000 sq. ft.
B.	Physical education	60,000 sq. ft.
C.	Business education	15,000 sq. ft.
D.	Home economics	20,000 sq. ft.
E.	Industrial arts	45,000 sq. ft.
F.	Music	12,000 sq. ft.
G.	Art	12,000 sq. ft.
H.	Foreign language	6,000 sq. ft.
I.	Science	50,000 sq. ft.
J.	Mathematics	15,000 sq. ft.
		241,000 sq. ft.

TOTAL SECONDARY FACILITIES . . . . . b 393,000 sq. ft.
(40% circ., maint., etc. not incl.)

sha

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shared

I.	Administrative center	2,000 sq. ft.
II.	Health center	5,000 sq. ft.
III.	Food preparation.	9,000 sq. ft.
IV.	Teaching spaces (also for community use)	30,000 sq. ft.
V.	Adult education center	2,000 sq. ft.
VI.	Aquatic area	25,000 sq. ft.
VII.	Central library, resource center	20,000 sq. ft.
VIII.	Computer center	3,000 sq. ft.
IX.	Materials preparation, duplication, communication, A-V	10,000 sq. ft.
X.	Assembly area	
	A. Auditorium, seats 1,200, with stage, practice rooms, set storage, scenery shop, dressing rooms,	20,000 sq. ft.
	B. Little theater, seats 300	3,000 sq. ft. 23,000 sq. ft.
XI.	Planetarium, observatory.	2,000 sq. ft.
XII.	Greenhouse.	3,000 sq. ft.

TOTAL CONSOLIDATED COMMUNITY SCHOOL SHARED FACILITIES (40% circ., maint., etc. not incl.) C 134,000 sq. ft.

major issues

DISCUSSION OF QUESTIONS COMMONLY ASKED CONCERNING CONSOLIDATED COMMUNITY SCHOOLS

PROXI

1 school organization

Other institutions in our society are stantly changing as purposes, products, t nologies and human wants evolve. Thi seen in almost overnight re-organizatio branches of the armed services, and in sw ing re-alignments of responsibilities duties as transportation becomes computer and industry becomes increasingly automat

School organization for instruction, howe is remarkably resistant to change. Since mid-1800's most children have been place grades according to age and schools organ according to grades. Evidence is beco overwhelming that such organization actu impedes learning. During the past 10 y more and more educational leaders have dorsed significant school re-organizatio the ways children are grouped and taught.

In spite of such developments, plans pres ed here are designed for conventional s contained classrooms organized into ele tary schools of kindergartens and 6 gra junior high schools which include grades and 9; senior high schools for grades 10, and 12.

This disparity between the real and the sible can only be explained by the fa nearly all St. Paul schools are organize above; any extensive re-organization come in the future. However, such possib ties as team teaching, non-graded scho flexible scheduling or individually presc ed instruction could more easily be put practice in one or more schools in the solidation. If this were done, evalua of such re-organization and adoption in o schools on the same site of the consolida would be easier and faster.

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anization

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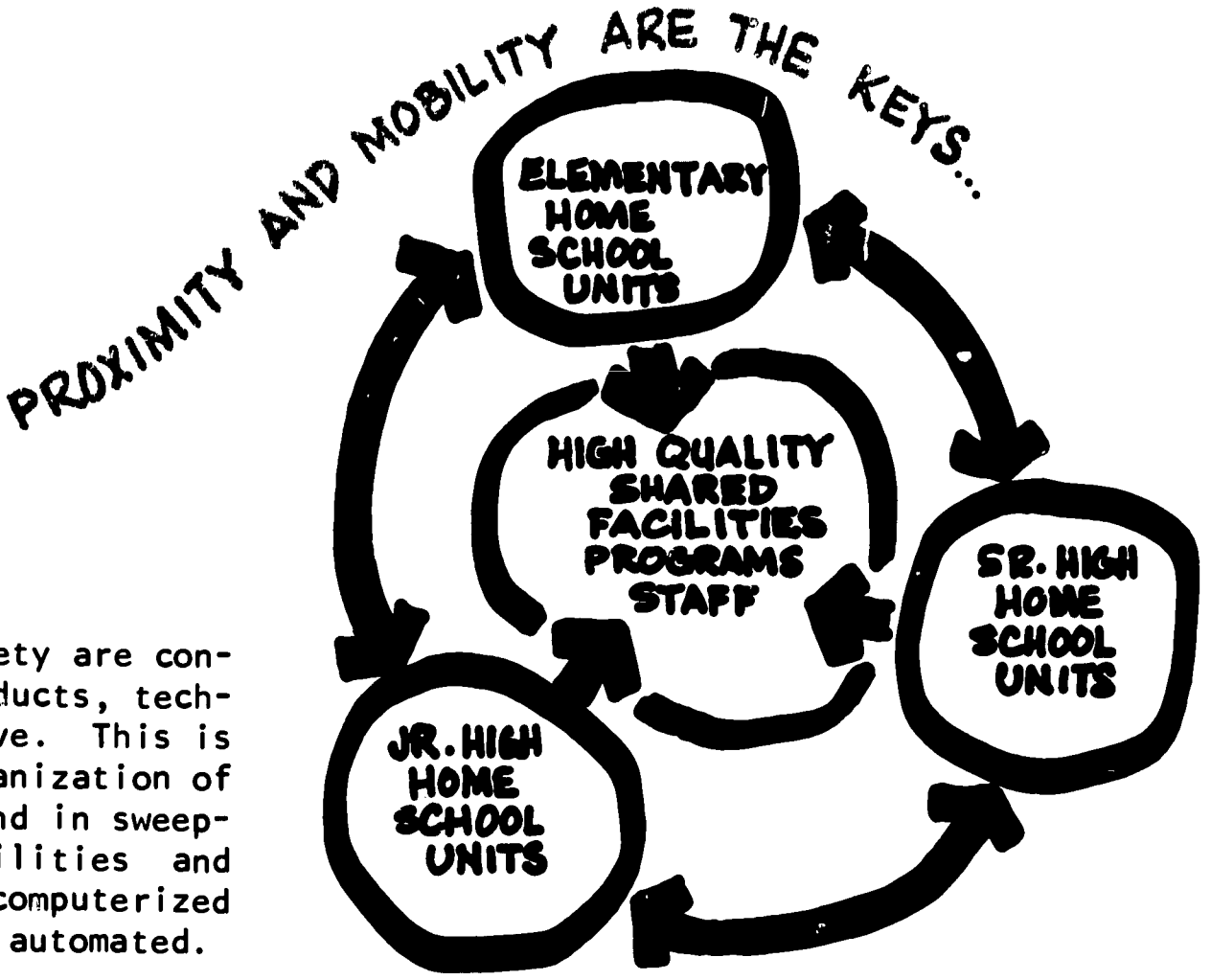


...TO OPPORTUNITIES AVAILABLE TO SUIT THE NEEDS AND LEARNING RATE OF EVERY STUDENT

In addition to this, including all school age children on one site would offer the following advantages:

- better continuity in learning experiences of all children.
- better opportunities for more staff planning for "continuous progress" programs.
- better opportunities for teachers at all levels to work and plan together.
- the availability of the tremendous resources ordinarily provided only at secondary levels.
- the availability to secondary teachers and students of the highly special skills and competencies of elementary teachers.
- better opportunities for the occasional mixing of older and younger students, as in tutorial programs. (Research indicates such programs are highly profitable to both the older and younger child.)

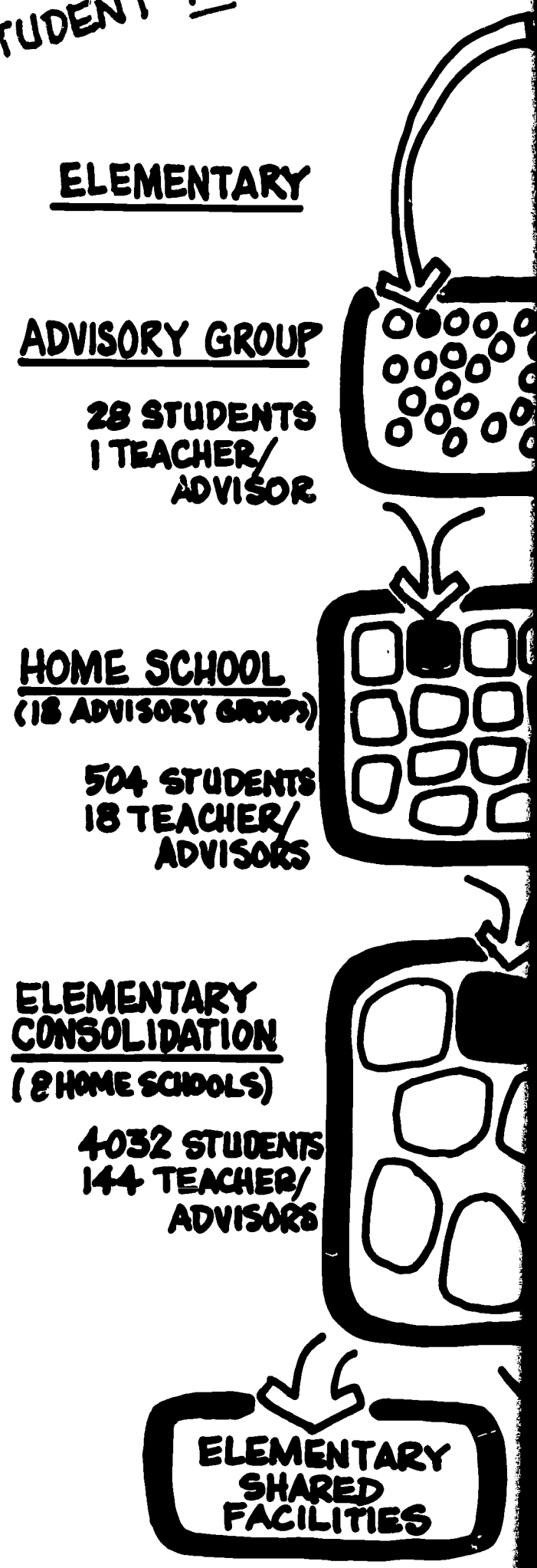
2 bigness

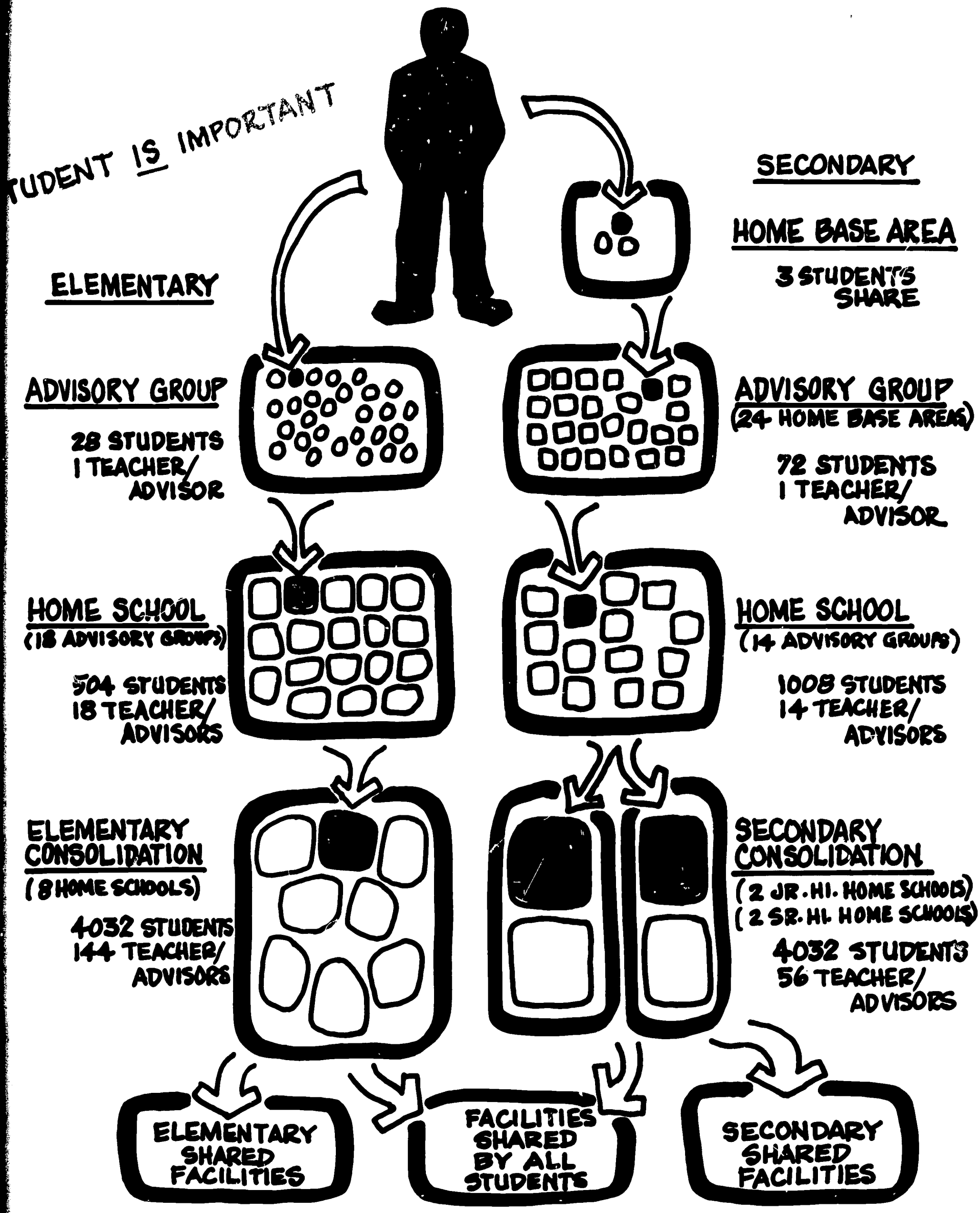
THE INDIVIDUAL STUDENT IS IMPORTANT

The danger that a large number of students on a single site will result in an institutional setting and a loss of identity can be reduced by the school within a school idea. Each student has a small home base school somewhat like present sizes. This is the unit where a pupil spends most of his time and is able to participate on teams, clubs and councils.

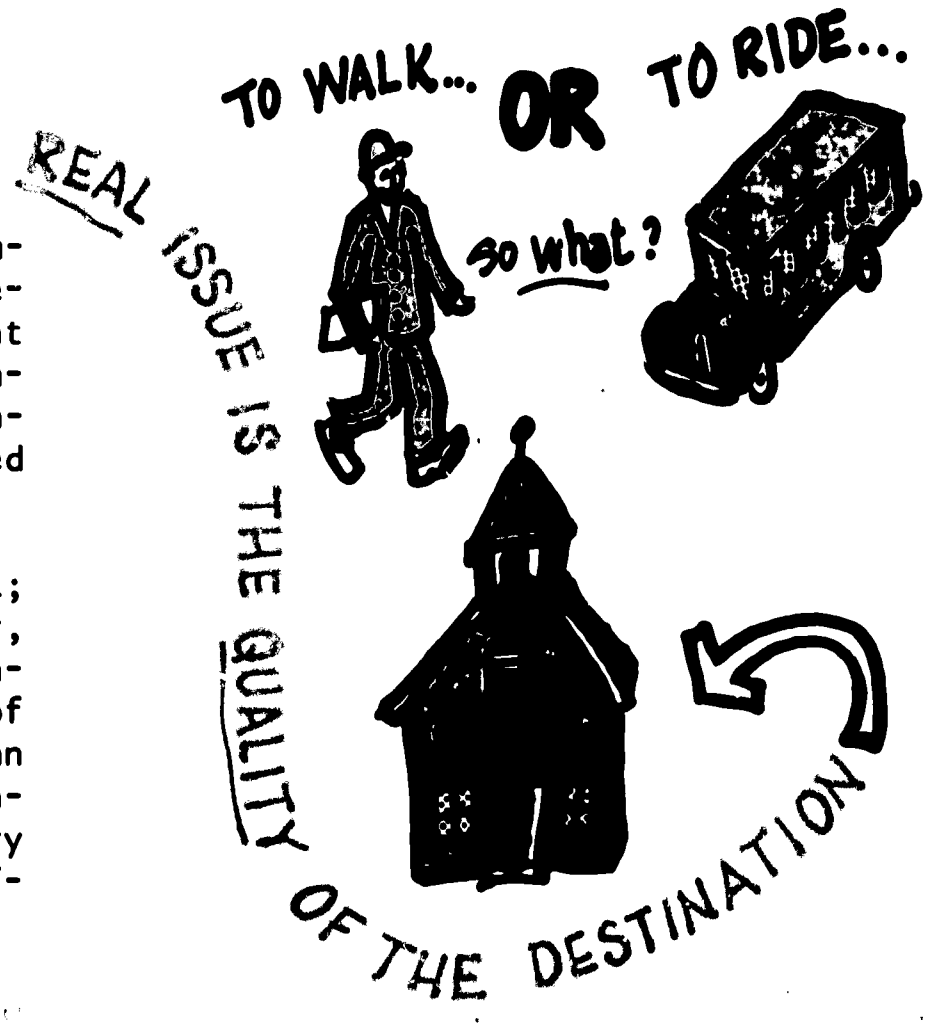
The school within a school concept has worked well in outstanding schools in the nation. Each student can have a close feeling of identity in a carefully planned school, and yet have available a rich assortment of educational programs, a large staff with many competencies, and extraordinary facilities. The actual workings of the small home base schools and their relationship to the larger complex is explained in the earlier section describing elements of the Consolidated Community Schools.

Finally, there is no guarantee that any organizational plan will eliminate alienation or assure participation. Even ordinary size schools of today grapple with the problem of student apathy and involvement. Encouragement and ample opportunities to participate in many kinds of activities and programs are needed in order for students to feel a real stake in *their* school.




STUDENT IS IMPORTANT
ELEMENTARY
SECONDARY
HOME BASE AREA
3 STUDENTS SHARE
ADVISORY GROUP
28 STUDENTS
1 TEACHER/ ADVISOR
ADVISORY GROUP
(24 HOME BASE AREAS)
72 STUDENTS
1 TEACHER/ ADVISOR
HOME SCHOOL
(18 ADVISORY GROUPS)
504 STUDENTS
18 TEACHER/ ADVISORS
HOME SCHOOL
(14 ADVISORY GROUPS)
1008 STUDENTS
14 TEACHER/ ADVISORS
ELEMENTARY CONSOLIDATION
(8 HOME SCHOOLS)
4032 STUDENTS
144 TEACHER/ ADVISORS
SECONDARY CONSOLIDATION
(2 JR. HI. HOME SCHOOLS)
(2 SR. HI. HOME SCHOOLS)
4032 STUDENTS
56 TEACHER/ ADVISORS
ELEMENTARY SHARED FACILITIES
FACILITIES SHARED BY ALL STUDENTS
SECONDARY SHARED FACILITIES

3 transportation



The 9 sites recommended for Consolidated Community Schools correspond closely to the present 9 senior and junior high schools so that little is changed at the secondary level concerning distance to school. At the elementary level the neighborhood or community served would be larger and require transportation.

Some students will live close enough to walk; others will have to be transported. However, transporting students to school is not unusual. Suburban districts transport most of the children to school. Sometimes suburban students who live very close to one elementary school are bussed to another elementary school in order to utilize buildings more efficiently.

The question of increased traffic on the city streets by school buses probably would not be a serious matter since the hours schools operate vary from heavy traffic patterns. School bus transportation in the city would be more efficient than in suburban or rural areas where the children are spread over wider regions.

The matter of after school activities is handled in rural and suburban areas with activity busses leaving at various times. This same solution can apply in the city, but even better is the urban transit system operating regularly at all hours, which is an important consideration in the location of each Consolidated Community School.

Students who attend private schools like St. Thomas Academy, Summit School, or University High School are bussed to school. The reason is that the parents choose to pay the costs and the inconvenience of bussing because believe their children will receive a be education. The question is not about tr portation itself but what is at the en the bus ride. Consolidated school distr all over the state transport nearly al their students to school.

A survey done in the St. Paul Public Sch about a year ago found that 44 of second school students were using some form transportation to school. That is, they w using school bus routes that were set up at taxi buses, regular city routes, or th parents were bringing them -- in all case their own expense.

The school bus costs for transporting sc children in Minnesota run between $40 and a year for the 1968-69 figures. The su of Roseville furnishes an example of expenses could run for St. Paul. Rosev does not own its own busses but seems to a very efficient, effective schedule. C for the 1968-69 year are $41 per child year. State aid reimbursement for bussin the lesser of two formulas --

(a) not to exceed $60 a year
(b) 80% of the actual cost.

For Roseville the state will pay $32.80 the school district costs are $8.20 per dent per year.

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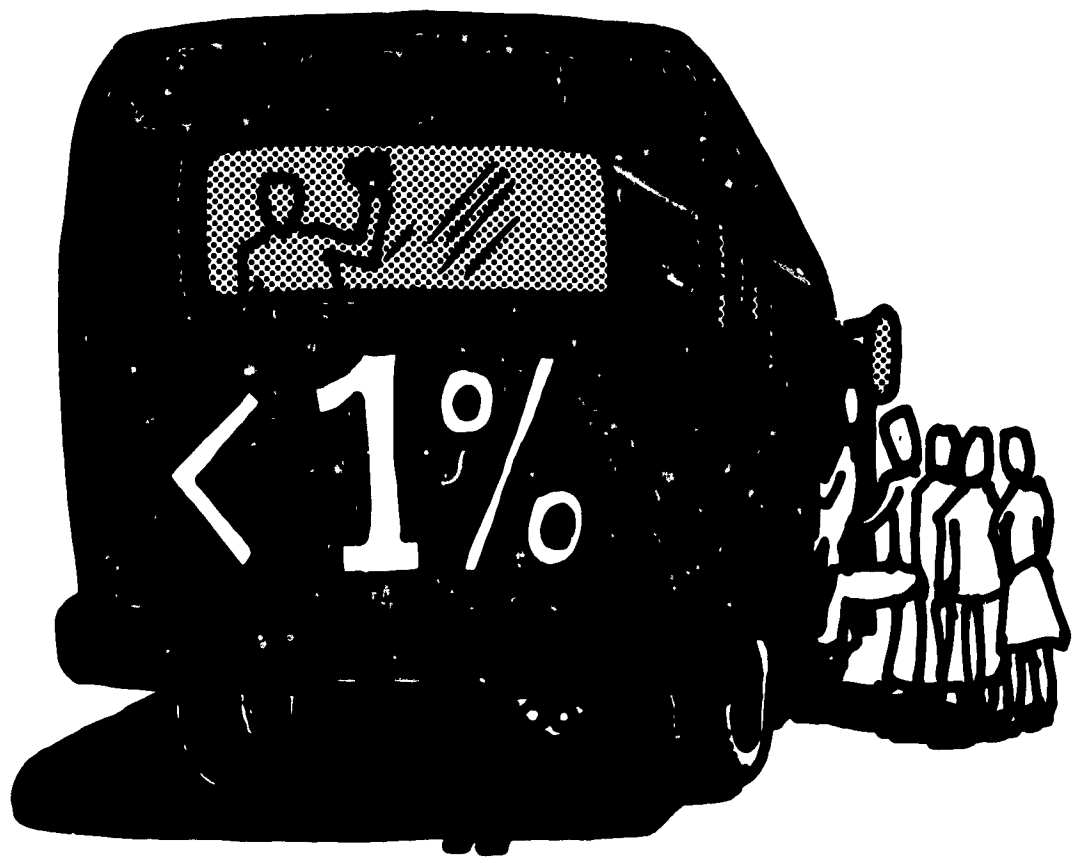
State aid for bussing for St. Paul is not currently available although an effort is being made in the legislature to provide the same school transportation aids as exist in most other school districts in the state.

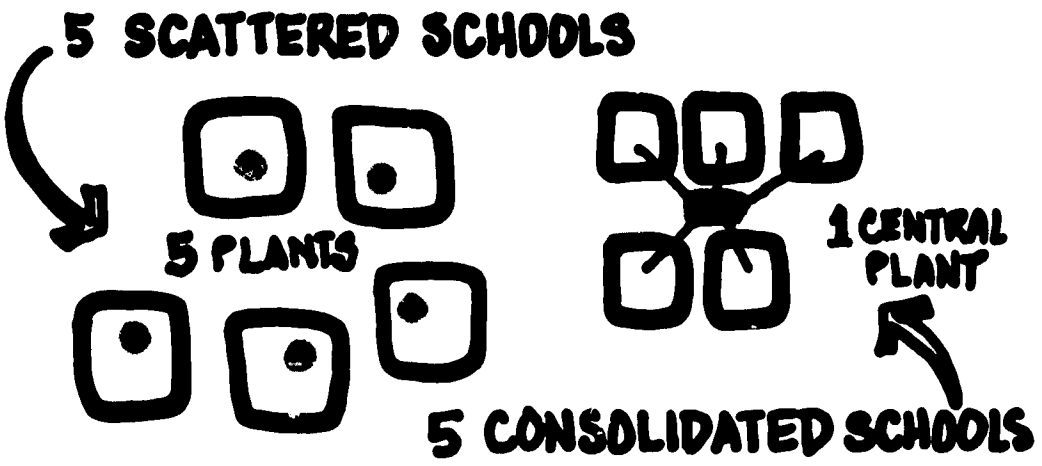
A final consideration involves providing a diversity of children at each of the Consolidated Community Schools. Even the larger attendance areas served may not reflect the same heterogeneity in each school as exists for the total city. Achievement of a full variety would mean the abandonment of conventional enrollment districts and a larger scale bussing operation. However, this goal would be far more complicated to achieve under the ordinary pattern of many small scattered and isolated schools. Consolidated Community Schools will aid when and if heterogeneity becomes a major consideration.



4 cost

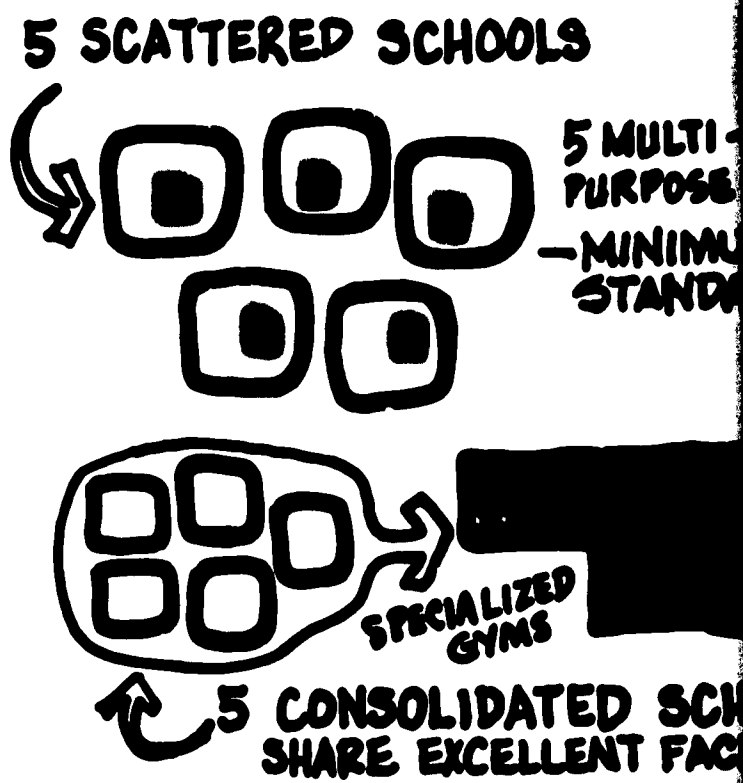
The University of Minnesota Bureau of Field Studies report determined that it would take something like 25-1/2 million dollars to bring the school plant up to a *minimum basic level*. That was in 1965 and did not include site acquisitions. Obviously it is going to cost a lot of money to modernize school buildings and provide *a higher quality program*. We are stuck with this fact whether we centralize facilities or not.

Studies in other areas of the country indicate that construction costs of building a Consolidated Community School run about 10% less than the cost of building for the same enrollment at scattered sites. The savings occur because the costs of construction are less at one site than at numerous sites and some duplication is avoided; for example, 5 schools located at the same site would use the same heating plant rather than 5 separate heating plants.



However, this comparison is not entirely fair. The Consolidated Community Schools provide a better level of facilities and programs. If each of the scattered schools were to contain the same kinds of high quality facilities and advantages available at the Consolidated Community Schools, the cost differential would be very great, perhaps on the order of 100%.

A second feature of cost considerations works to the disadvantage of Consolidated Community Schools. It involves transportation. While Consolidated Community Schools will mean a lower *capital* outlay for construction, it also means a continued *annual* outlay for transporting students. Such transportation would not be as necessary in smaller neighborhood units.



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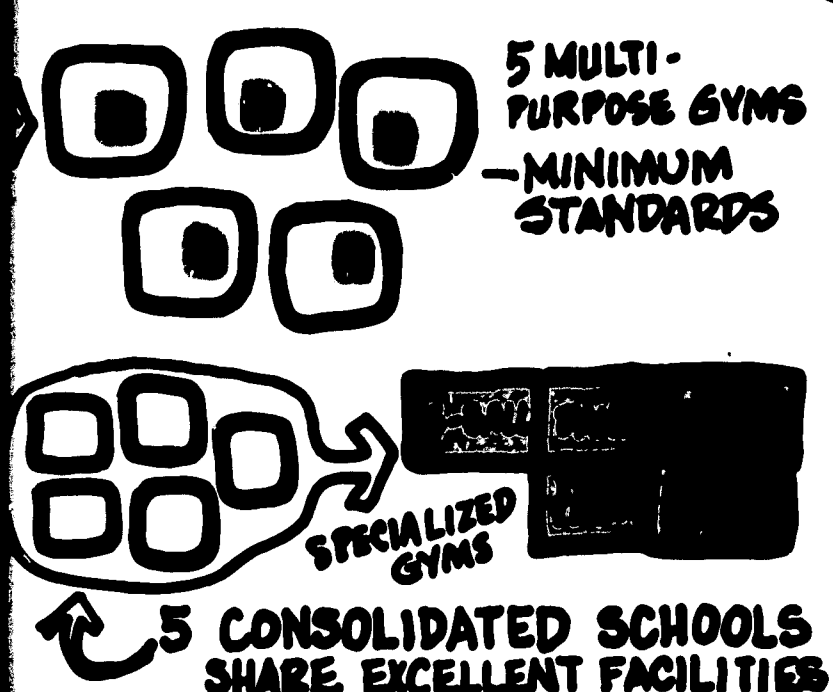
5 consolidation VS decentralization



matter of costs has to be put within the ext of what kind of an educational pro- is the result. If the costs are not too erent and the program is vastly improved, citizens and professionals would choose pay somewhat higher costs for a better ram. It is only fair to recognize that -all costs, including transportation, are ly to run more for Consolidated Community ols than present schools because the l of education provided is of a vastly oved type.

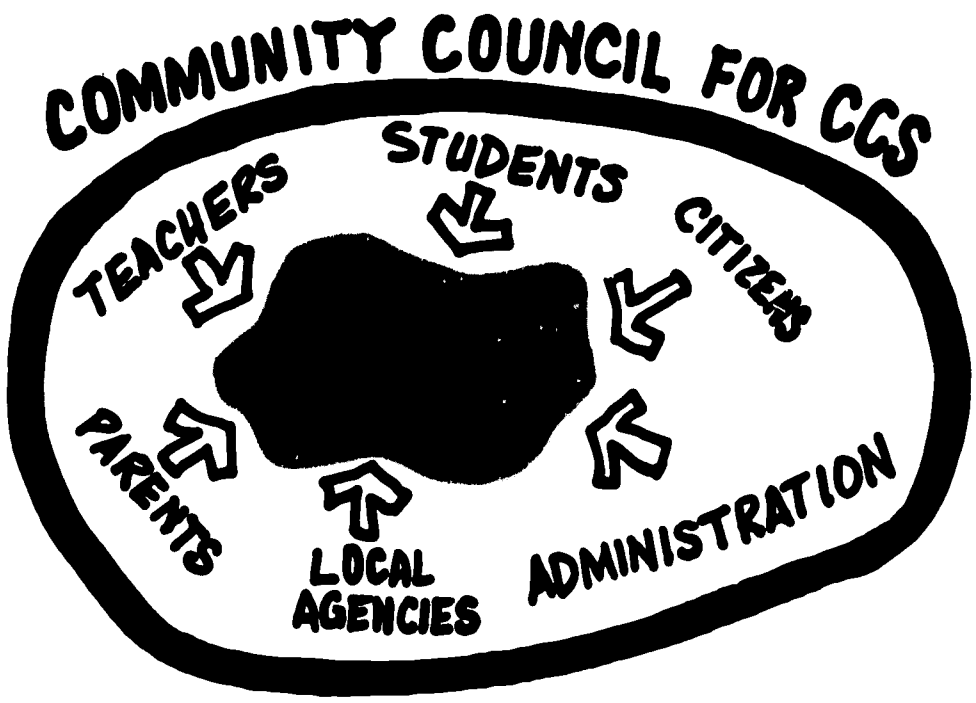
old Gores of Educational Facilities Labo- ries points out that capital costs are than 6 percent of a school's budget. The of staffing a school will equal the to- cost of the building in 3 years. Gores s that to skimp on facilities is extreme- foolish and wasteful because the educa- al program and the effectiveness of ching is reduced during the entire 60 to year period that the building is used.

t. Paul plans the centralized facilities are an imaginative forward-looking solu- to urban education, it is far more like- o receive state, federal and foundation stance. If it plans a standard kind of ol system it is less likely to receive tional assistance and may have to pay the cost at the local level. Those cities devise great new plans will be among the t to receive the promised "massive" fed- aid when it becomes available.

It might appear that the plans for Consolidated Community Schools in St. Paul conflict with the present movement toward decentralization. They do not.

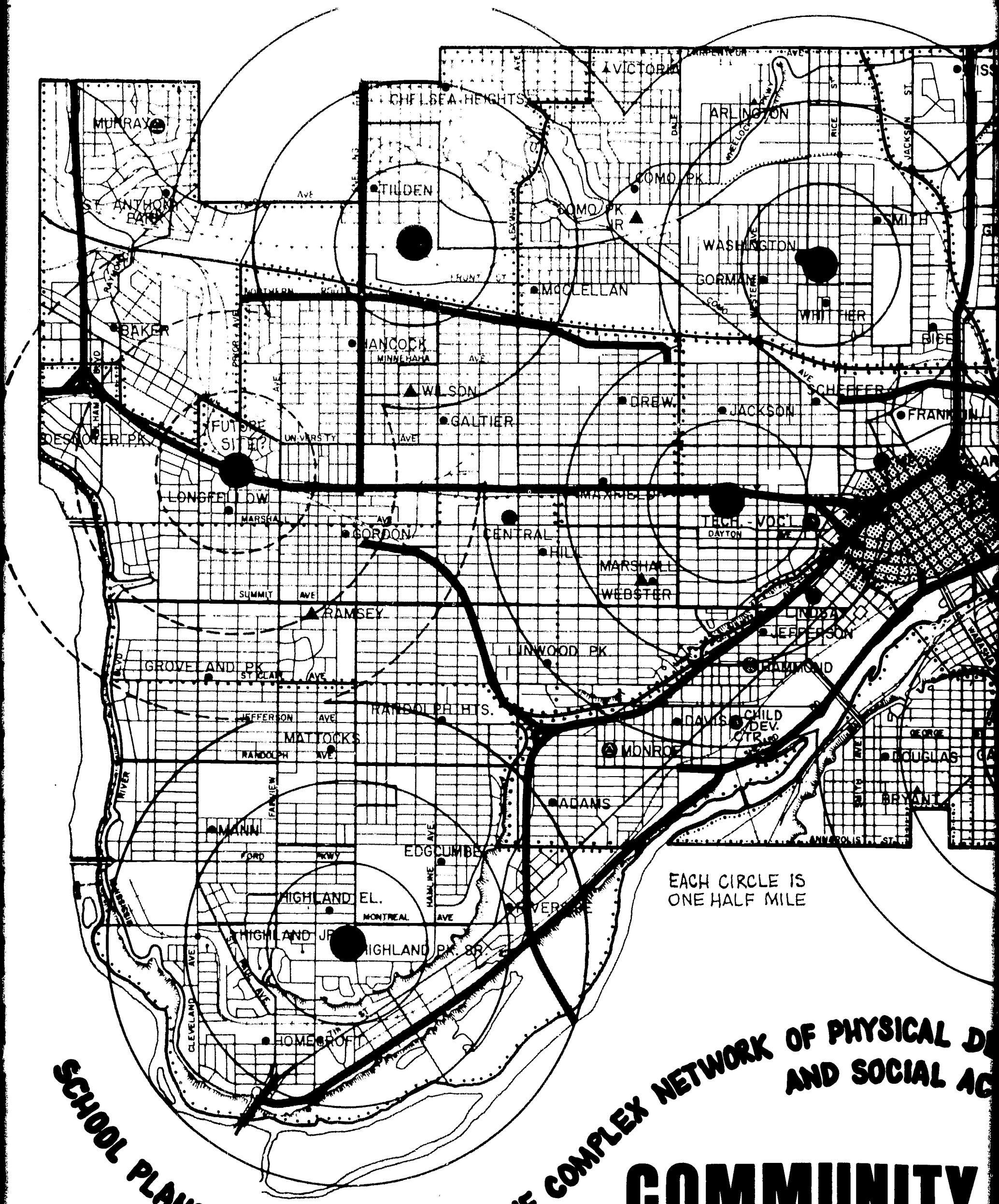
Some large cities are considering plans for dividing large school districts into nearly autonomous, decentralized districts. In New York, for example, such districts would enroll about 30,000 pupils and the residents of the area would have a direct voice in decisions about their schools. Obviously a district of 30,000 is huge, in fact, approaches the size of St. Paul's entire enrollment of 50,000.

The Consolidated Community Schools recommended for St. Paul would enroll 6,000-8,000 students. Under such a plan community councils could be formed around each of the Consolidated Community Schools and thus residents would have close control over a very manageable slice of school activities. Such a district would be about one-fifth the size of New York's decentralized districts.



It may be that Consolidated Community Schools at a single site present the only defensible plans for decentralization in view of the fractionalization of efforts that occurs when residents attempt to apply coordinated, cooperative planning and thinking to numerous scattered schools in a large region of a city.


WHAT IS
'MODEL CITIES?'
YOU ARE
'MODEL CITIES!'



SCHOOL PLANS SHOULD RELATE TO THE COMPLEX NETWORK OF PHYSICAL D
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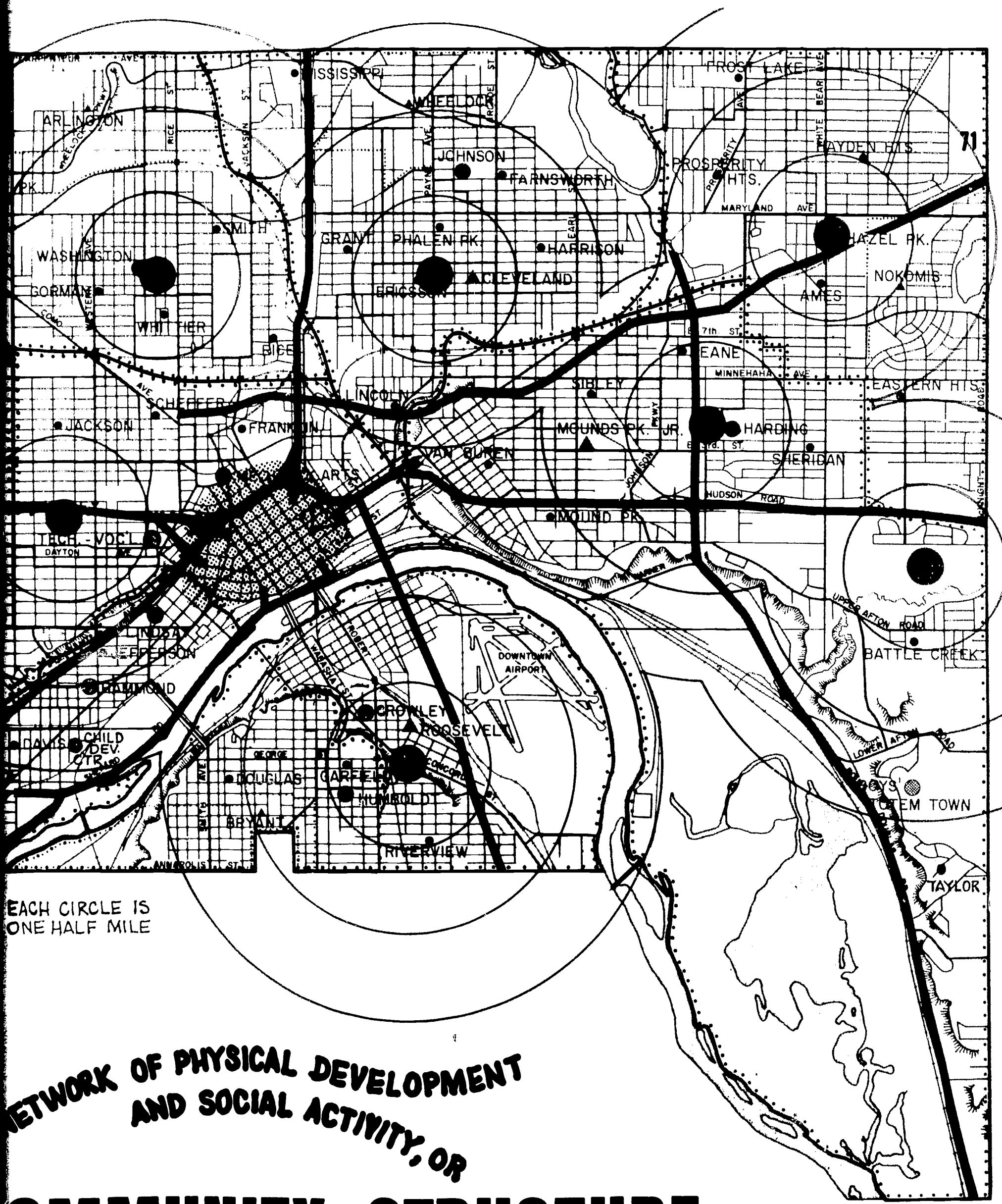
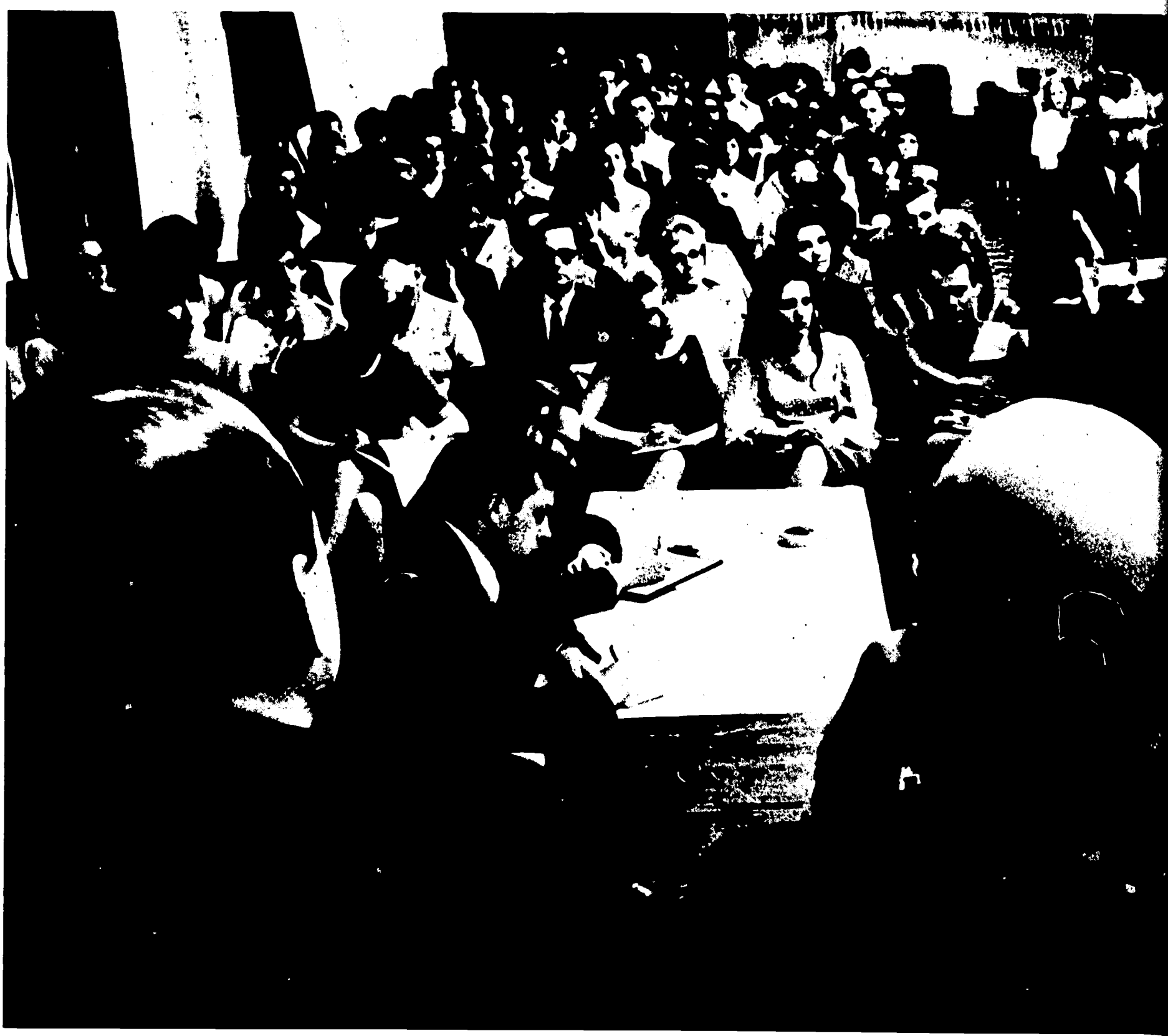


EACH CIRCLE IS ONE HALF MILE

ETWORK OF PHYSICAL DEVELOPMENT AND SOCIAL ACTIVITY, OR

OMMUNITY STRUCTURE

PART THREE

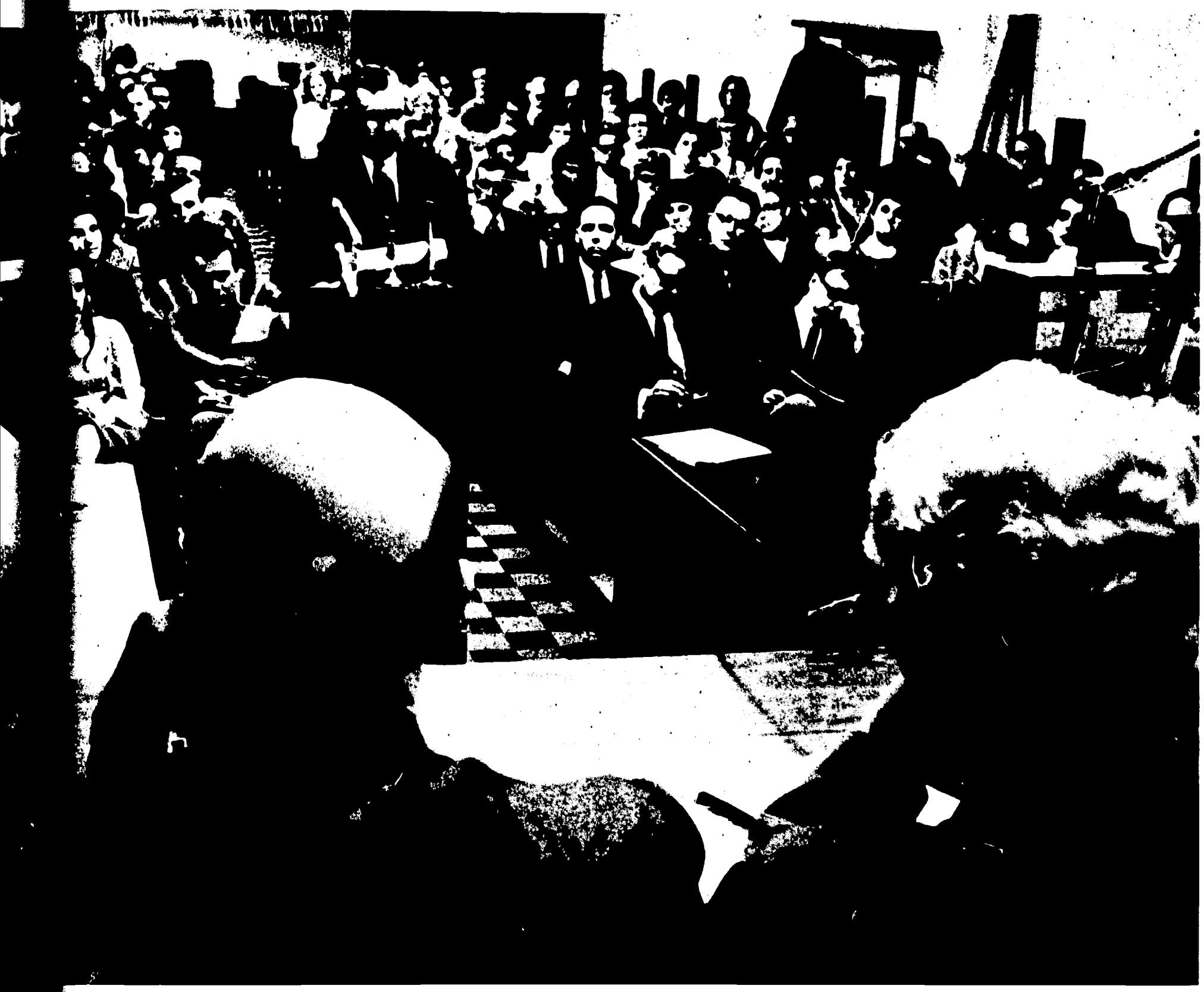


This section places the City Center for Learning and the system of Consolidated Community Schools within the context of the physical structure and the many human activities in the City of St. Paul and the metropolitan area.

The Citizens Advisory Council for the City Center for Learning felt strongly that:

- education is a key to the good life.
- education is more than schooling for ages 5-18.
- schools must operate day and night, year around.
- great schools can help to regenerat community.
- cooperation and coordinated planning tween schools and other agencies is a lutely essential and must be greatly creased.

These concerns were expressed repeatedl resource people who appeared at numerous visory Council committee meetings. The r ing, study and experience of many of the people who served on the Advisory Council such that an exciting and impressive e in education could be the key to saving city from following other urban centers paths of decay.



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COMMUNITY STRUCTURE

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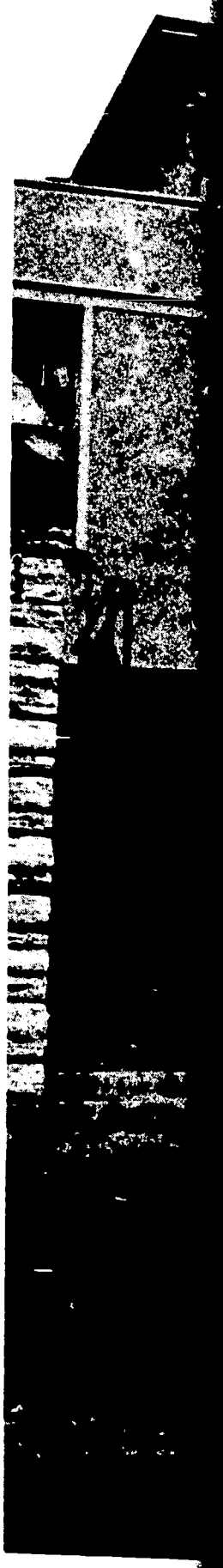
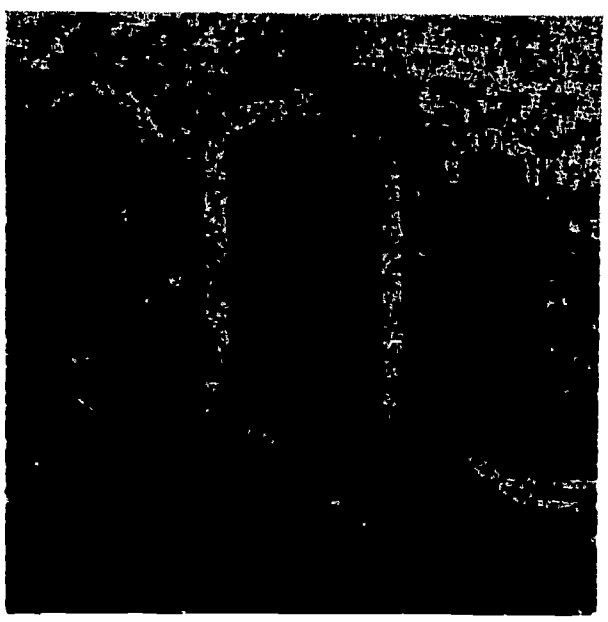
in the beginning...

St. Paul grew rapidly and needed schools as people settled in enclaves on the roads to Minneapolis. Many small schools were built when and where needed, and designed as though extracted from a pattern book. Set on a sea of blacktop like a ceramic fortress, the egg-crate—like box of classrooms was a place to which its small enrollment could walk and spend the day in a textbookish instructional setting. The school would be locked up tightly when the children left. It remained locked during the summer. It was rarely thought of as anything different than a building full of classrooms.



Times changed. People flocked to urban areas to live. Cities were exciting and lively places. As the density of the city increased, civilization became complex. Then, almost suddenly, the city seemed old. The suburbs came to be the place to live. An engineer moving to St. Paul today would probably choose to buy a home in one of the communities surrounding the city -- the odds are 5 to 1, he would not choose the city. But a poor farmer, who finally gives up, is more likely to join the other poor in the core of the city.



As a result the neighborhood around the small city school grew and changed. As the fringe of the city moved beyond the old neighborhood, those who had the opportunity to do so generally followed it, seeking a newer neighborhood and a newer school. A different, usually poorer, group of people moved into the old neighborhood and attended the old, small school. This new group had different problems from those of the previous inhabitants.

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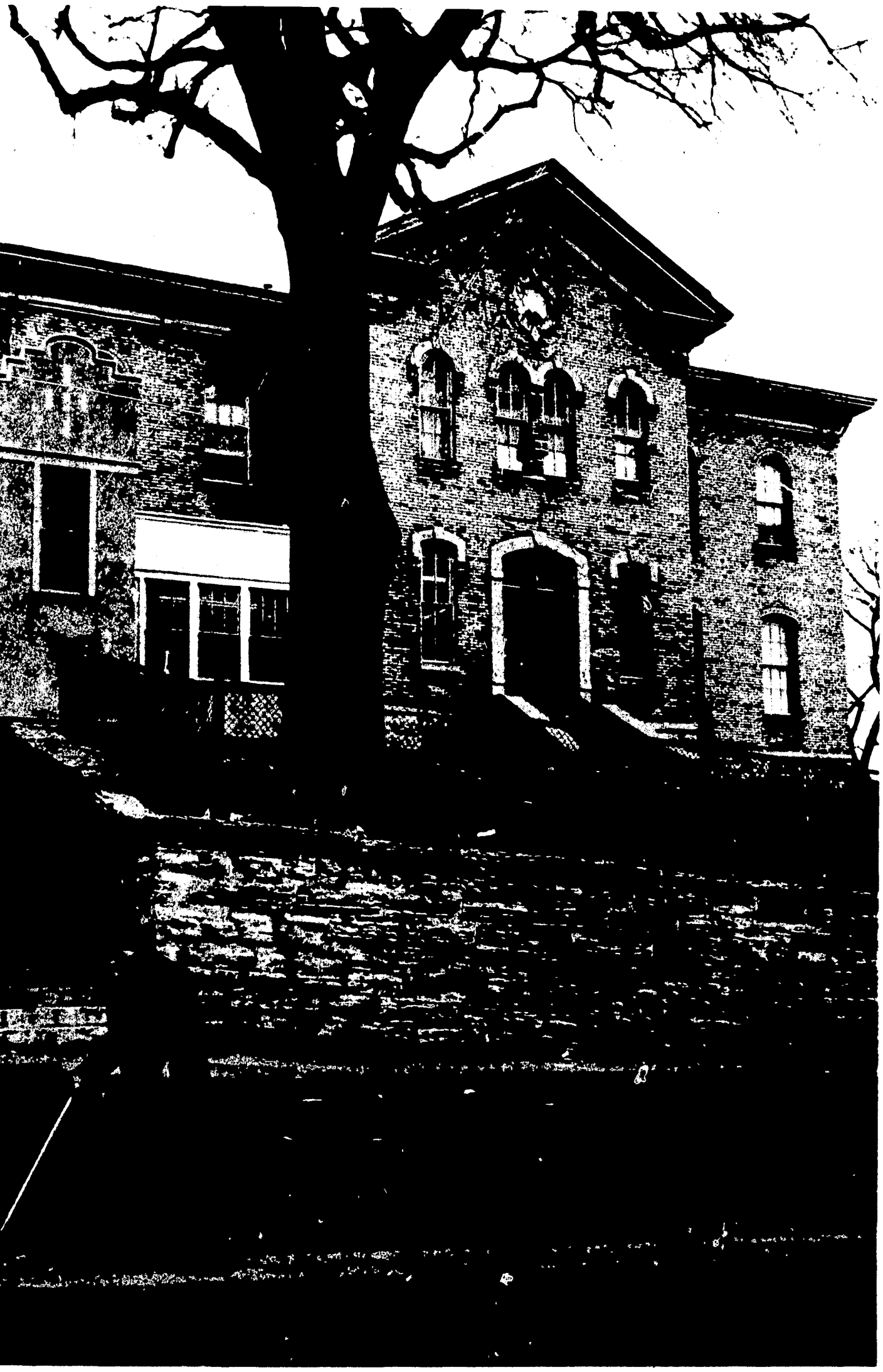
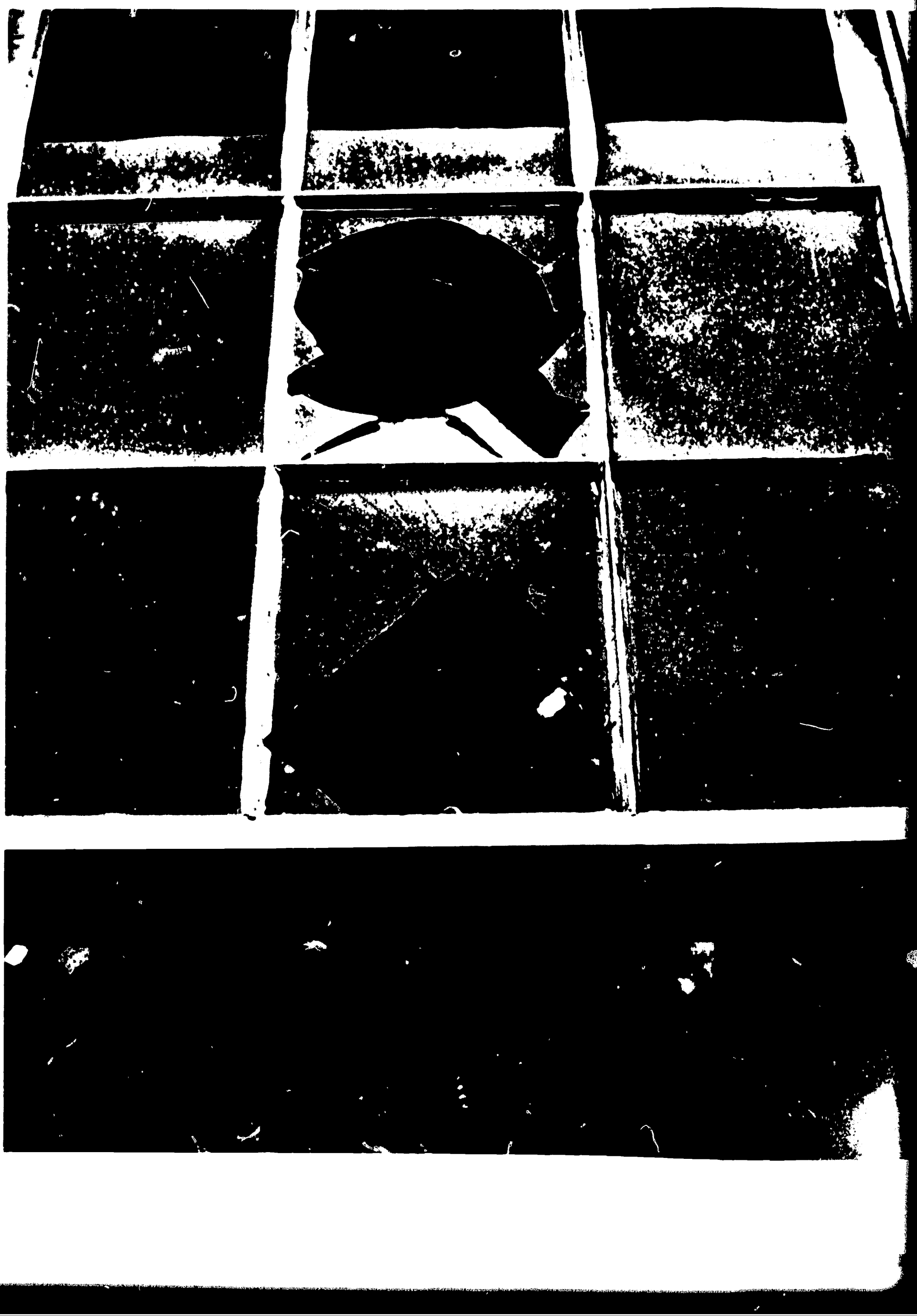


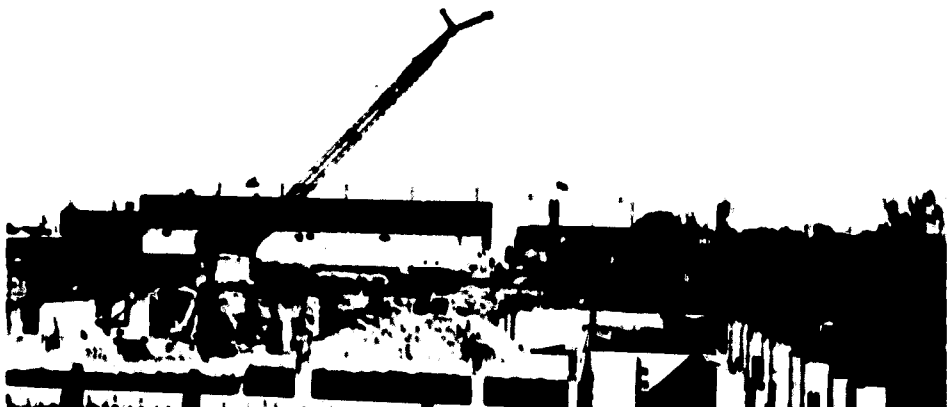


While these changes were occurring in society. schools continued as before. The schools of the 1800's and 1900's were responsible for teaching children the 3-R's, and little more. This was thought sufficient for facing the challenges of that era. Much was being discovered about the learning process and the kind of education needed to nurture it, but school buildings continued to be built for the knowledge and technology of 1900, with rarely a thought given to changing the traditional forms of schooling.

THE TRADITIONAL SCHOOL HOUSE BECAME LESS ABLE TO SERVE ITS CHANGING COMMUNITY, AND THUS LESS WANTED.

The growing complexity of society demanded better programs and preparation for adult responsibilities. The school lacked the kinds of facilities, staff, and programs which its students needed; and it sat there on its sea of blacktop, a hostile, powerless sentinal to the blight beginning to creep through the neighborhood around it. Vandals were more attracted to breaking its windows at night than were good teachers to teach in its poorly equipped classrooms. Its students easily became "turned off" to learning when they could no longer find enough answers to their needs.

Even today, parents are reluctant to visit schools. Most adults shy away from schools. When enticed into a school building, their whole experience of childhood in dry-as-dust schools with their straight rows of desks and textbook lessons in sterile, insulated classrooms overwhelms and frightens them. The ordinary citizen can hardly be dragged into a school. He feels he doesn't belong and finds nothing there for him unless he has children; he comes into the school only when requested -- sometimes.



New schools to replace old ones will not be enough to reverse city decay. Large cities in the East whose history is older than St. Paul's are experiencing difficulty in convincing many citizens of the value of traditional schools. Policemen are common in school corridors. Vandalism and malicious damage are an everyday occurrence. The dropout rate among inner city youth is high. Everywhere novel solutions are seized upon in a desperate attempt to make education important. Storefront schools, street academies, centers for dropouts and dozens of school experiments are tried. Unrest and rebellion in even middle income and suburban area schools is commonplace; the 1969 National Association of Secondary School Principals convention reported 59% of high schools and 52% of junior high schools experiencing student uprisings.

The irrelevance of school programs is an oft spoken complaint. It has been a national phenomenon for years. It is happening in St. Paul. And it will continue to reinforce a blighted life style unless school planning is given a breath of fresh air, unless school and urban planning begin together to face the challenges of life in 1970 and thereafter.

To do a good job of educating the city youngsters and to change people's perception of urban education, it will be necessary to leapfrog ahead of simply providing new schools to a position of high quality facilities. It won't be enough to merely provide new educational facilities and programs so as to bring them up to "minimum basic standards", or to standards of suburban schools. This will not save the city.

Look at schools as a microcosm
city. They are the most crucial
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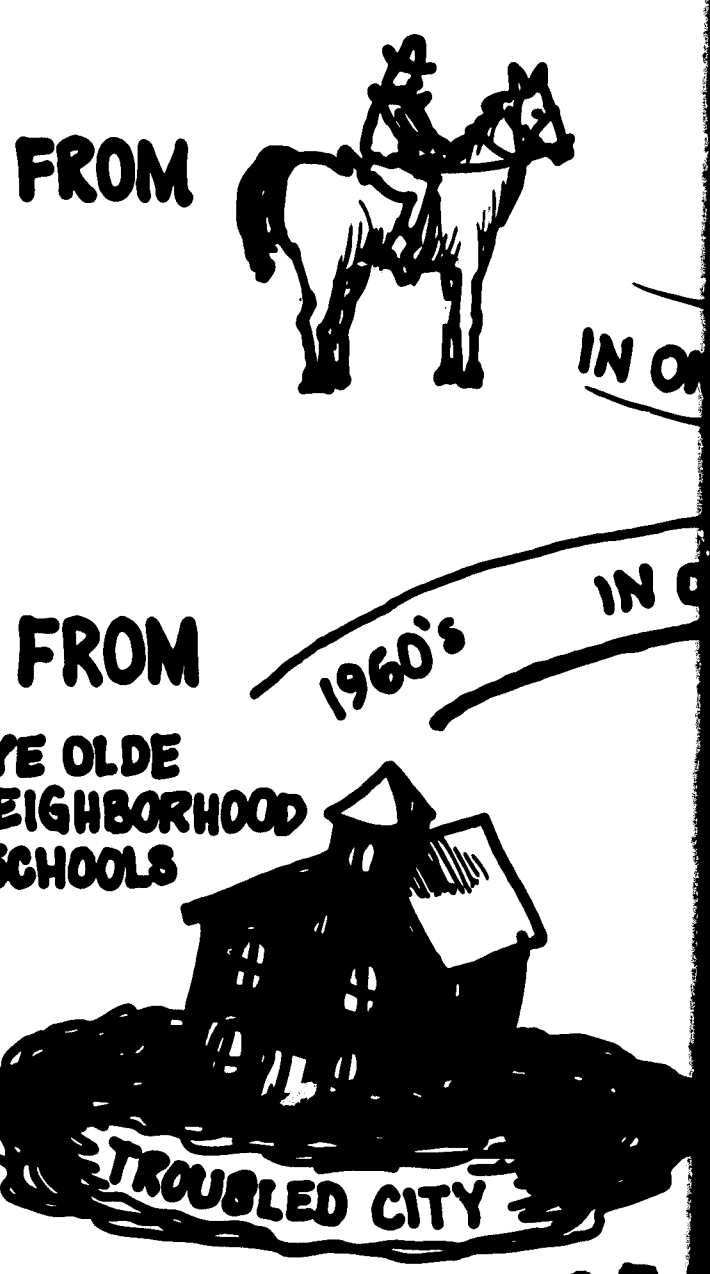
Benjamin Th



WHAT IS NEEDED IS A QUA

WHAT IS NEEDED IS SCHOOLS THAT GREATLY E

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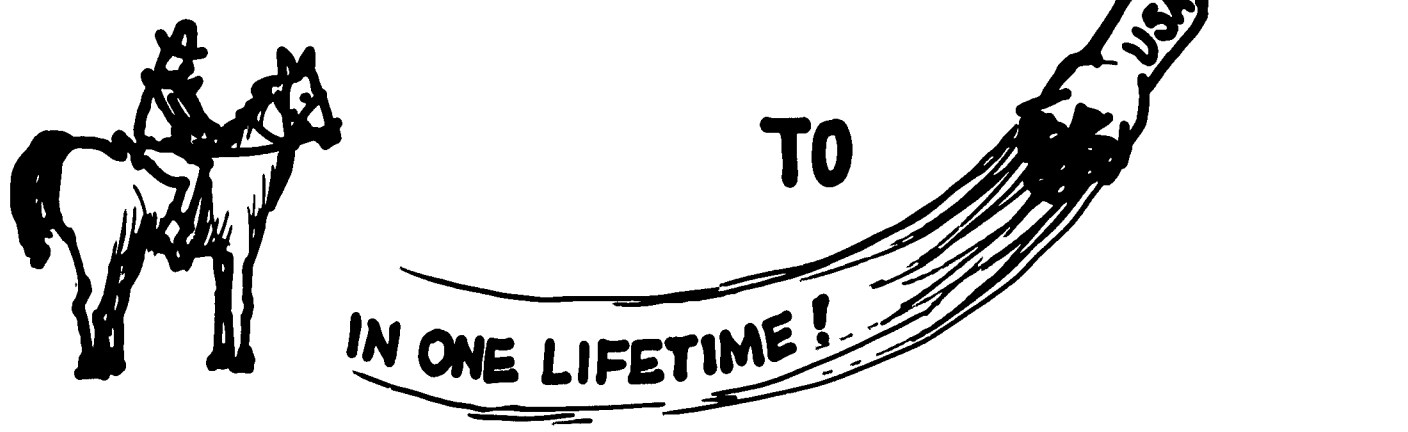
Benjamin Thompson



EDED IS A **QUANTUM LEAP** IN EDUCATION..
S THAT GREATLY ENRICH THE LIVES OF ALL CITIZENS!

School must be as exciting as edu
is exciting, and what comes fi
chicken or egg -- is really unimpo
The building can be as varied and
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all, it must have intimate scale
sense of freedom -- to look outsi
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whether school, city or home.

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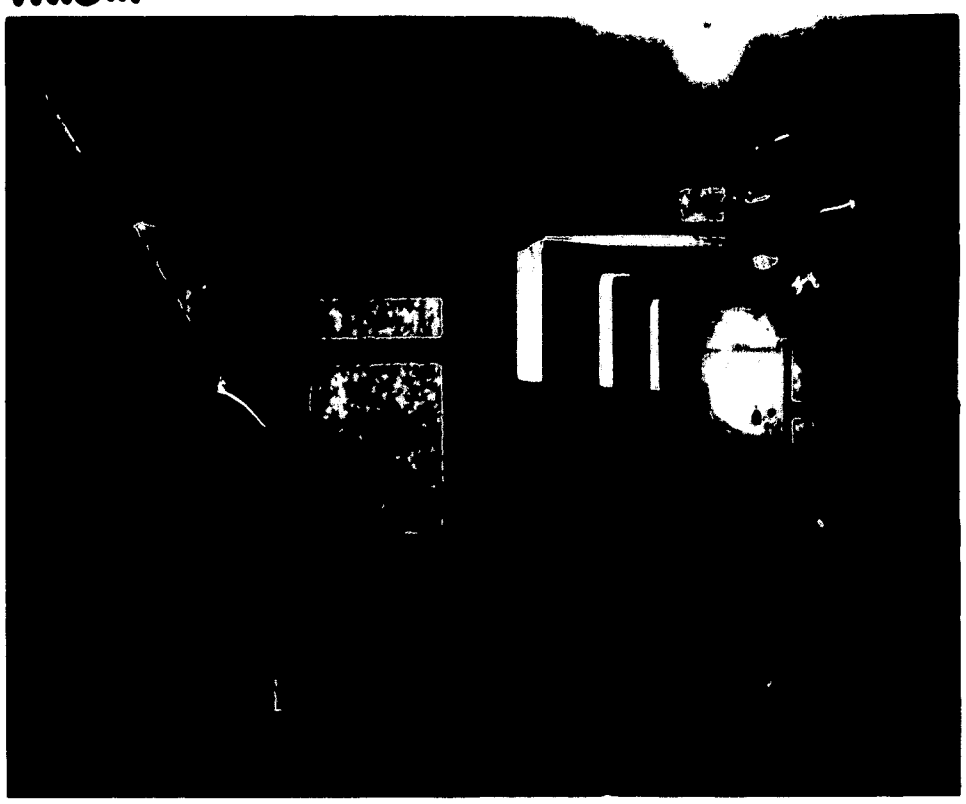

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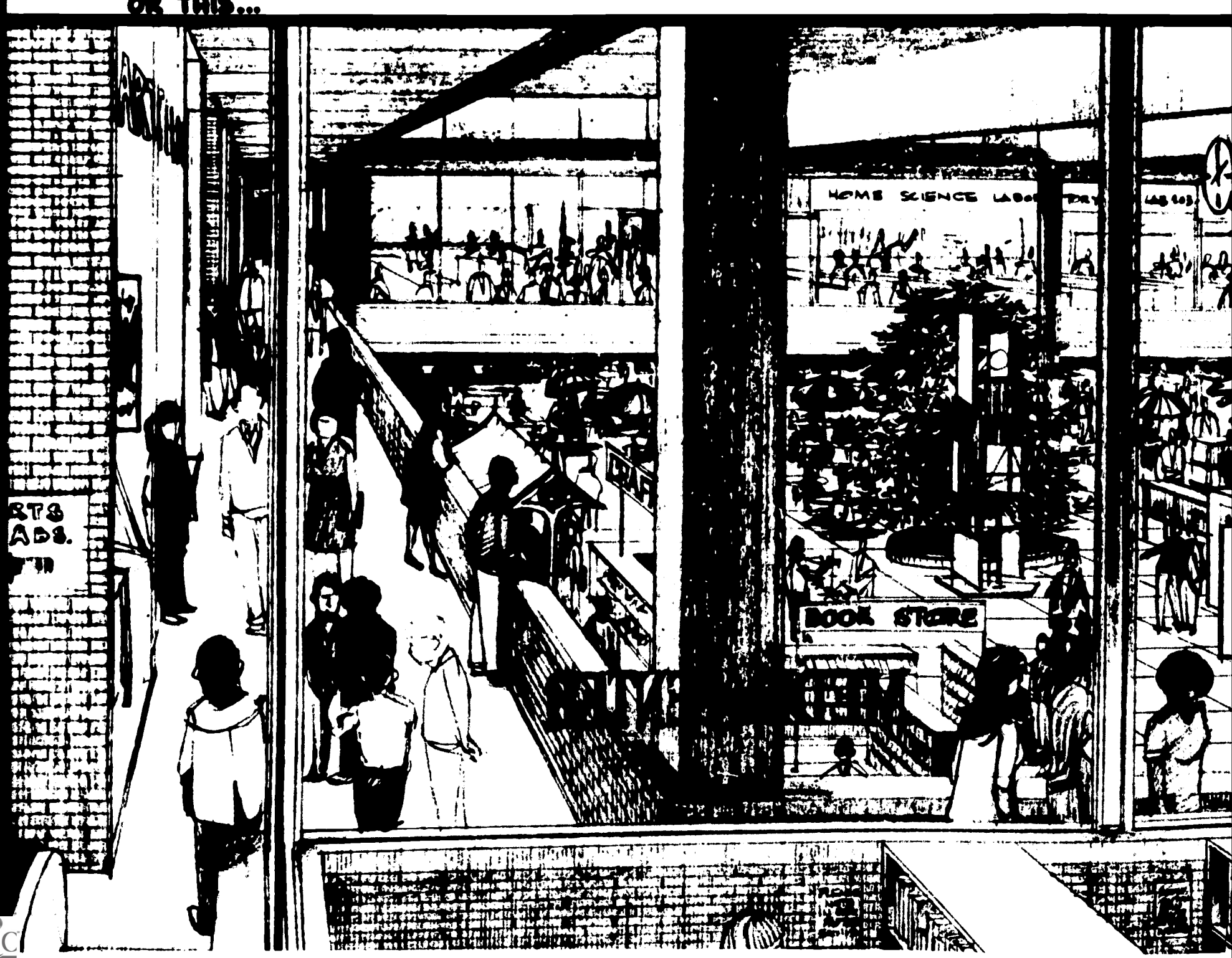

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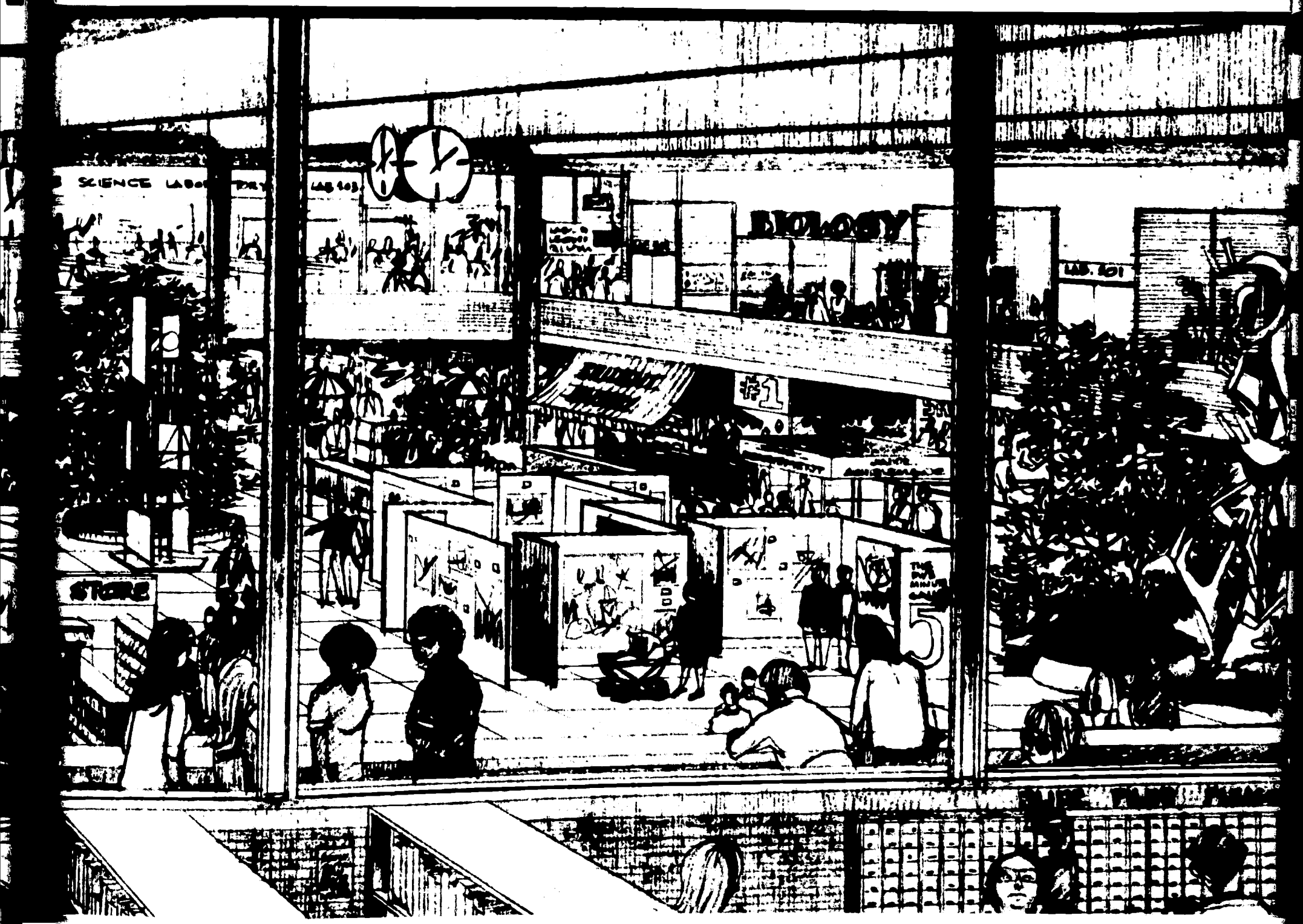
f freedom -- to look outside, to
out, to choose where and when to
to think independently, to find
pecial meaning and involvement in
where life is really lived --
school, city or home.

Benjamin Thompson

he school tomorrow

But this is not all. The school should be seen not merely as a place for traditional educational experiences, but also as a shopping center of cultural, recreational, and social services. The auditorium and the theater in the school provide excellent settings for neighborhood and community groups to gather for presentations, debates, town meetings, and the like.

Business and industry will find the facilities convenient and excellent for meetings and instruction. A father and his son will build a project together in the shops in the evening. The libraries will be coordinated with the city library system to supplement each other for superior resources to every citizen. Older folks will find the community theater and meeting rooms useful for social functions; and the school can use the patience, sensitivity and the long experience an older person can bring to many learning situations. Because these great schools will be located on major transportation routes, they will be accessible to all. Air condi-



tioned for year around use, they will be "the peoples college, their town hall, their cultural center, their country club, their school". (Harold Gores)

THESE THINGS WILL NOT HAPPEN EASILY, NOR WILL THEY OCCUR IF EDUCATION "GOES IT ALONE." A LARGE SCALE EFFORT AT COORDINATION AND COOPERATION IS ESSENTIAL.

The Consolidated Community Schools will be such schools. They will operate day and night, year around. They will be open in the evening, weekends, holidays and all summer. The "openness" will extend beyond being merely available. The multitude of fascinating projects that go on in schools will be made visible -- walls eliminated, glass substituted for brick, galleries built through shops, kitchens and choirs -- with the public walking through comfortable corridors containing displays and students at work.

The music facilities in a school
many happy hours of appreciati
development for all from the v
the elderly. Groups of young
like to organize their own band c
Music classrooms would be an
which to practice, tape, listen,
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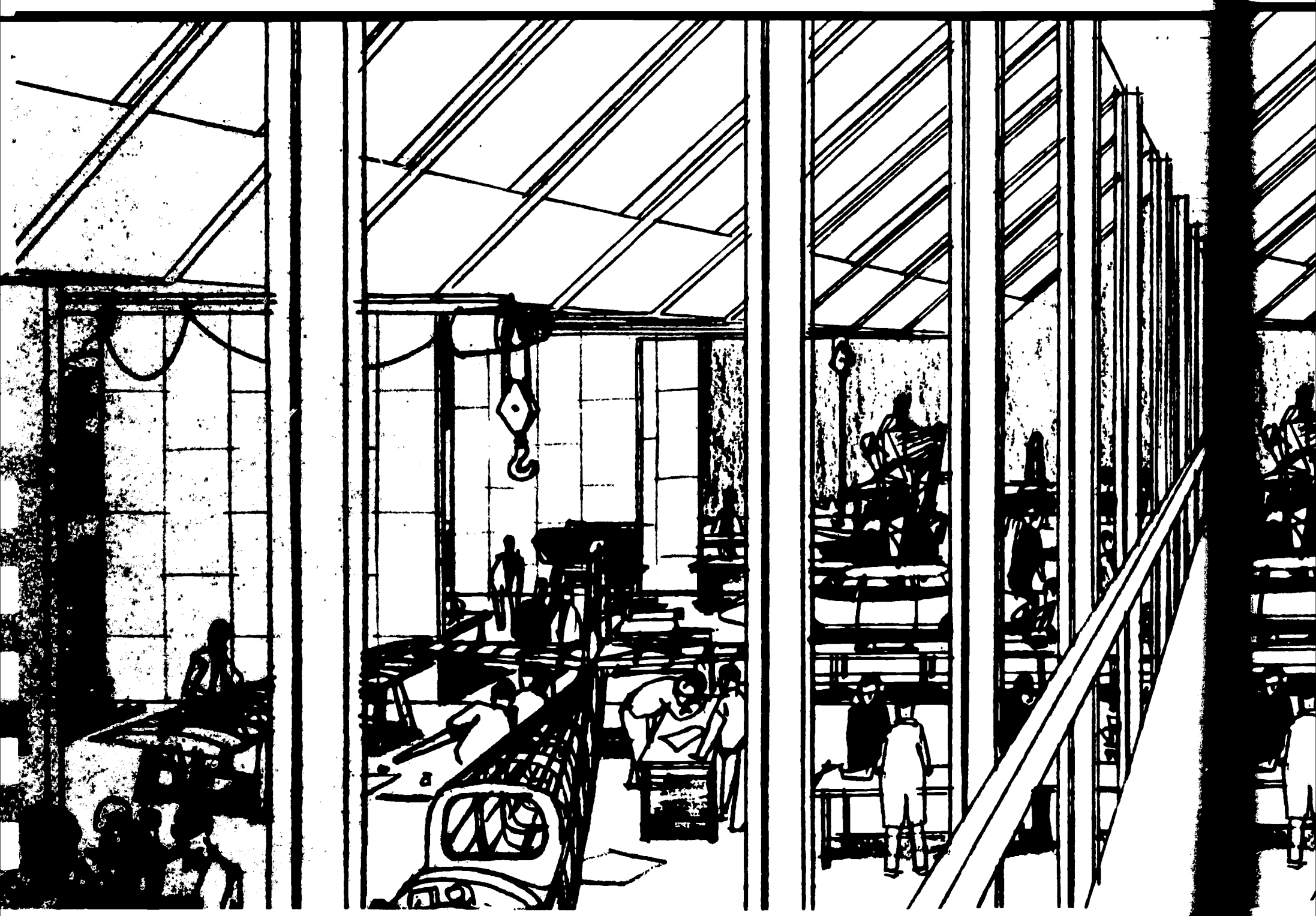

usic facilities in a school can provide happy hours of appreciation and skill opment for all from the very young to lderly. Groups of young people often to organize their own band combinations. classrooms would be an ideal spot in to practice, tape, listen, and evaluate progress. The art facilities, the home mics rooms, science, mathematics and areas all provide many fine opportuni- for the ordinary citizen to learn more his environment and to develop talents interests or simply to explore.

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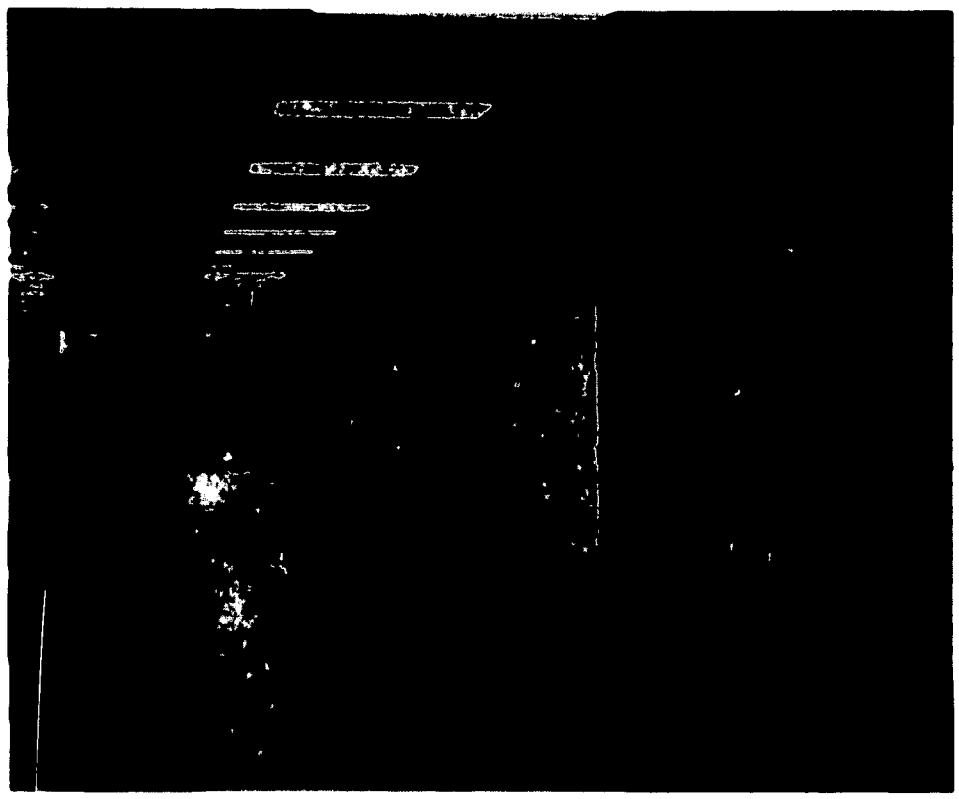
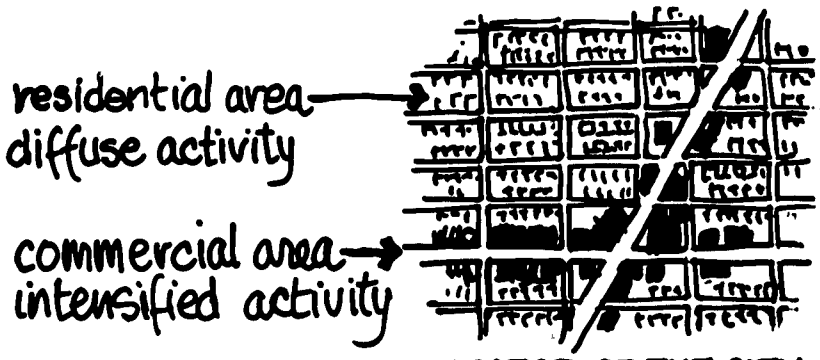


OR THIS...

city structure and school location

Where should Consolidated Community Schools be located in order to achieve a strong relationship with the activities in the sector of the city each serves?

Community activity (people doing things in close proximity) doesn't occur in equal frequency throughout the city -- some areas are quiet; some are very busy, according to the kind of activity. If a school is to be a bustling community of activity in itself, then it seems logical that the school would benefit by being in the busiest area in its part of the city.



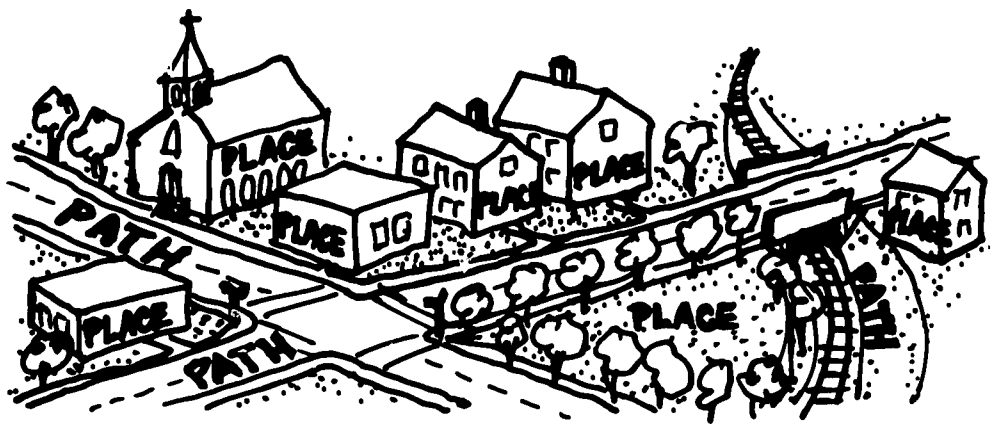
A SECTOR OF THE CITY

Better understanding of this concept is possible upon further analysis of the physical structure of the city. The complexity of a city structure can be reduced by examining several important factors in its organization.

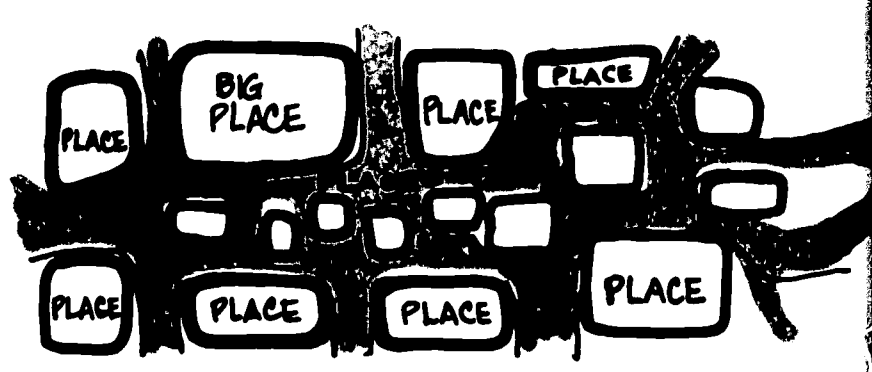
PLACES and PATHS are the two basic physical elements in the city.

PLACES are areas of activity such as houses, offices, shopping centers, schools and parks.

Places are connected by PATHS such as streets, railroads, and corridors.



Sometimes places and paths are so cl connected that one can hardly tell whi which, such as a shopping mall, where p are moving through a shopping place b and selling goods. The path becomes place; the place becomes the path.



A BUSY SHOPPING CENTER...

It is at the junctures of paths and p that urbanity reaches a high level. The a path becomes a place, the more often v ty, excitement, interaction, spontaneity tensity and a great range of choices are sible and thus the more truly urban a tion in the city becomes.

Schools can be exciting urban places in selves and in their community.

The school that operates day and nig year around with a good deal of traffi all ages of people plays an extraor role in the community. In cities like Michigan, where the concept of the com school has strong roots, the school is an effective tool for increasing comm tion in the city and building a sense o munity.

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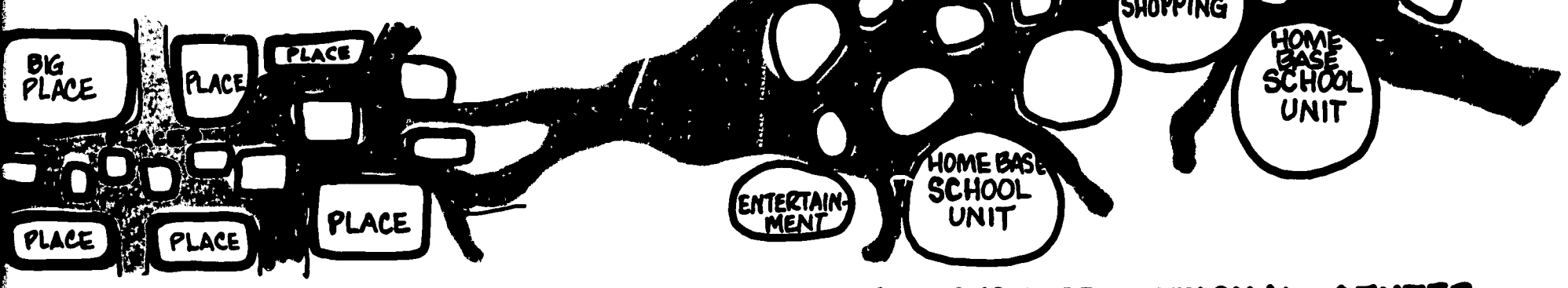
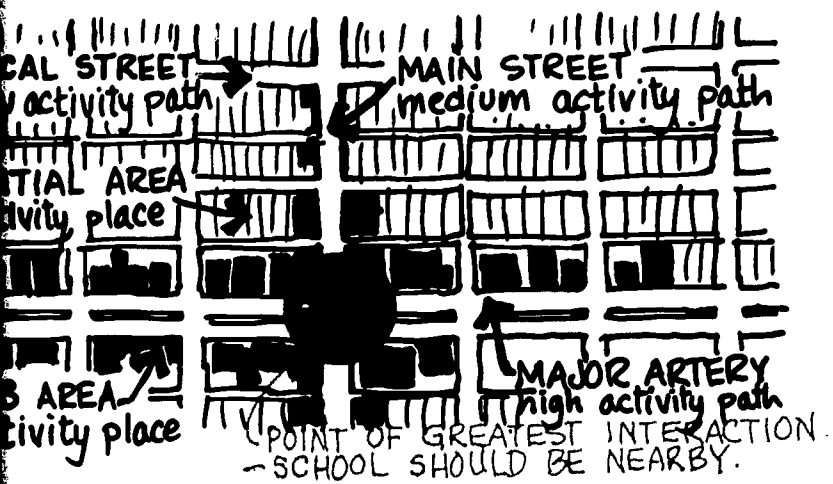
s places and paths are so closely d that one can hardly tell which is such as a shopping mall, where people ng through a shopping place buying ing goods. The path becomes the the place becomes the path.



BUSY SHOPPING CENTER...

...COULD BE A BUSY EDUCATIONAL CENTER...

t the junctures of paths and places anity reaches a high level. The more becomes a place, the more often varie- tement, interaction, spontaneity, in- and a great range of choices are pos- nd thus the more truly urban a func- the city becomes.



can be exciting urban places in them- and in their community.

ool that operates day and night all ound with a good deal of traffic from s of people plays an extraordinary the community. In cities like Flint, n, where the concept of the community has strong roots, the school is indeed ctive tool for increasing communica- the city and building a sense of com-

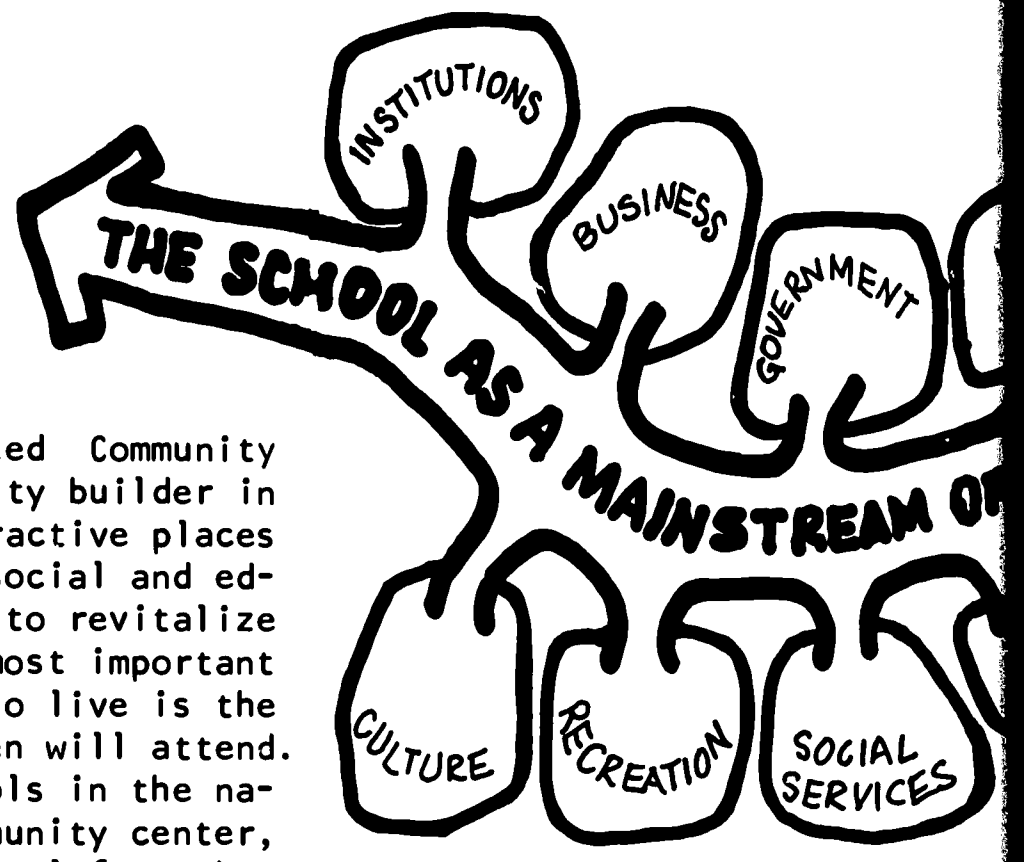
THE SCHOOL AS A 'PATH/PLACE'

Perhaps the school could be even more effective in its community by being more than just an exciting PLACE within its walls. If the school were located along a busy PATH through its community, such as the main business street full of public activities both day and night, then the school could become more urban, both inside and out, to wit:

1. **It would be highly accessible to public transportation as well as to the automobile and the pedestrian.**

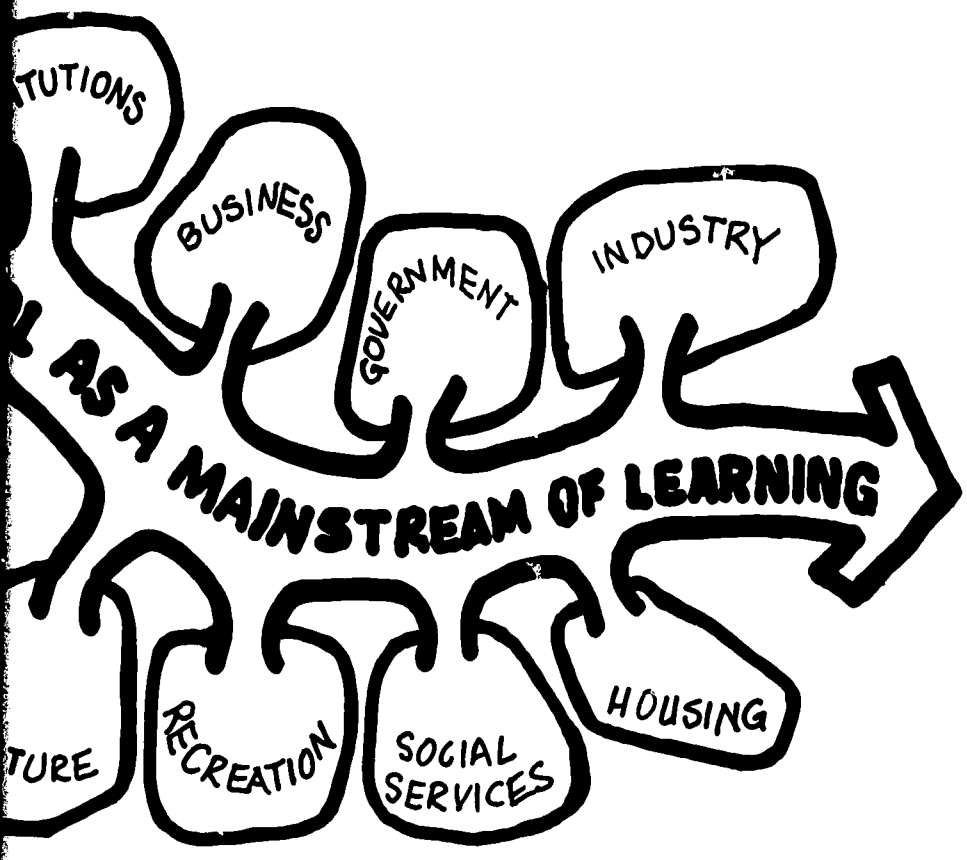
2. **By being a physical part of the activity center, the school could be more visible and open both day and night. Those using the shopping street would use the school; those using the school would use the shopping street. The school will reflect the pride of the people using it through its bustling activity.**

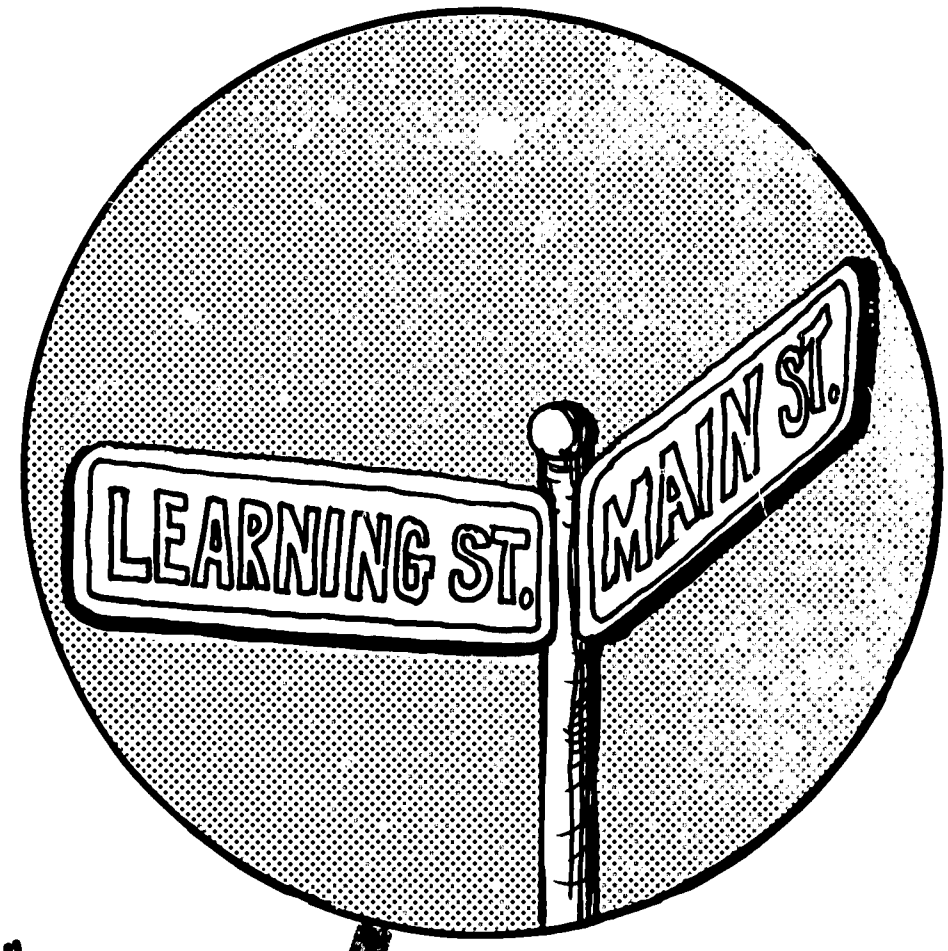
3. **The location of Consolidated Community Schools in "target" areas of the city could effectively reduce or alleviate the high incidence of social problems. The community which feels it is a working part of the school will strive to protect it, rather than break its windows.**



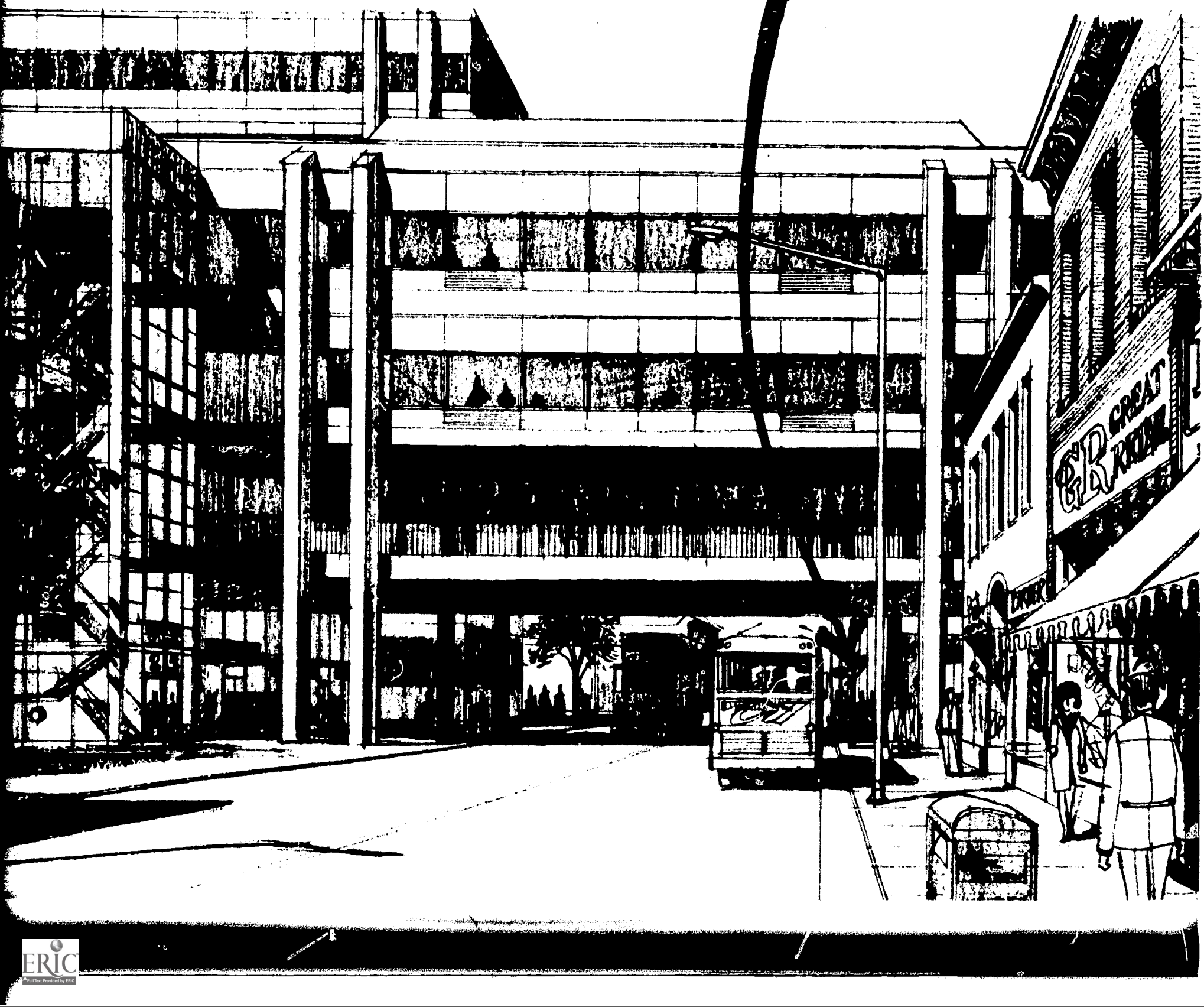
The net effect of Consolidated Community Schools would be that of a city builder in making neighborhoods more attractive places to live. The school becomes a social and educational tool used by planners to revitalize the city. One of the single most important factors in choosing a place to live is the school that the family's children will attend. If it is one of the great schools in the nation and further is a true community center, the school can be a powerful tool for urban progress.

... OR AN "EDUCATIONAL COMMUNITY"... ..."A SHOPPING CENTER OF H





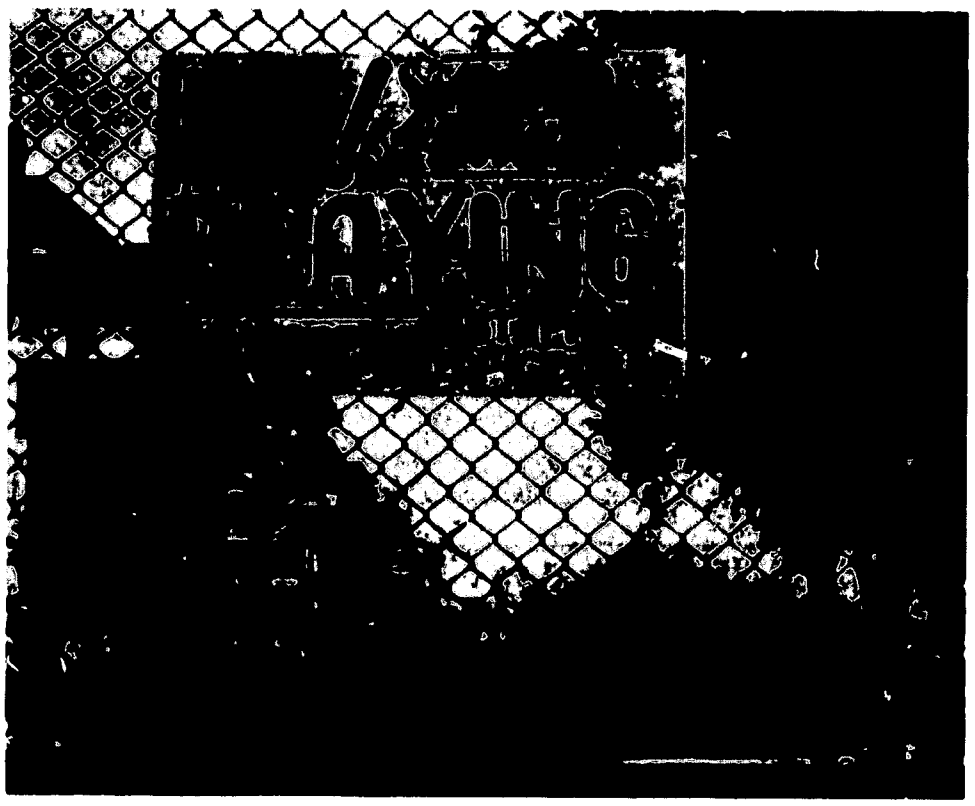
SHOPPING CENTER OF HUMAN SERVICES"...



the total picture: school and city

Our democracy enables us to conduct our affairs as individuals, to build our buildings as individuals. People and institutions seem to be most secure in what sociologists call "defensible space" -- carving out one's own space and putting a wall or a fence around it.

But this characteristic is often abused, usually for the worse in the city. Institutions and agencies much prefer planning separately to planning jointly; building in isolation from one another rather than building jointly; and, conducting their affairs repetitiously rather than in a coordinated effort.



Such is the plight of the city environment. Public and private efforts often become non-coordinated, misdirected, misused, and inefficient, frequently negating the very purpose for which the efforts were initiated, much to the innocent ignorance of their creators! Thus, it is vital to the quality of life in the city that its planners and builders become more conscious of the city infrastructure, its need for coordinated development, and its effect upon the well balanced operation of the city.

A number of community agencies and de
ments of government are concerned wit
quality of life in the city. These incl

City Planning Board
Housing and Redevelopment Authority
Association of St. Paul Communities
Other neighborhood organizations
Health Department
Parks and Recreation
Library System
St. Paul Public Schools
Non-public schools
Ramsey County Welfare
Community Health and Welfare Planning Co
Private health, welfare and recreation
gencies
and many others

If a single trend stands out most clearly as a development of present times, it is probably the condition which someone has characterized as 'calculated interdependence.' No agency or individual operates alone or independently any longer. The keynote in social progress lies, in fact, in successfully related individual efforts to mutual or overlapping interests.

University of the State of New York
"Emerging Library Systems"

community agencies and departvernment are concerned with the ife in the city. These include:

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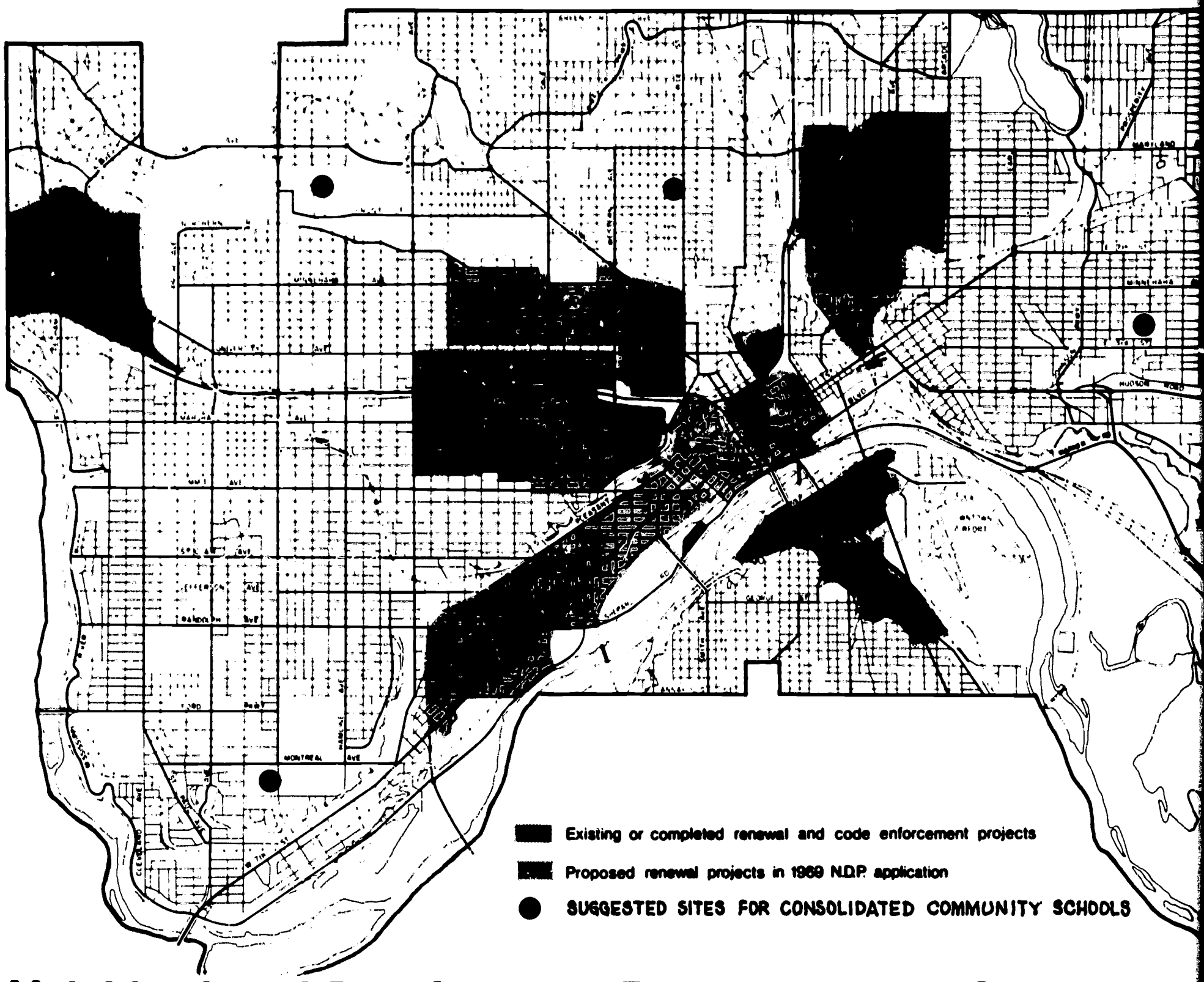
The Metropolitan Council and the Metropolitan Transit Commission cannot be overlooked. All of these organizations are busy planning in the various areas for which they have responsibility. Few of these organizations have an overall responsibility for planning. Those who do are fully aware of the frustrations in a coordinated cooperative approach.

The need for good planning is important. When public funds and private investments are made in facilities, it is in the best interests of all to avoid duplication in providing a full range of services. This cannot be done without coordinated planning. Because schools work with great numbers of people, represent the largest public expenditures, and have many kinds of facilities, they must take the initiative.



Existing or completed renewal and code enforcement projects

Proposed renewal projects in 1969 N.D.P. application

SUGGESTED SITES FOR CONSOLIDATED COMMUNITY SCHOOLS

Neighborhood Development Program 1969/1970

Housing and Redevelopment Authority of the City of Saint Paul, Minnesota, March, 1969

A new birth of participatory democracy is now under way in many urban centers. Residents of renewal areas and neighborhood groups are not content to be told what will happen to their portion of the city. They demand to be consulted, and this is highly desirable. They can and should aid in this process. The result will be more satisfying to the citizenry and the solutions more creative. Community councils formed about Consolidated Community Schools could bring schools and policies right to the people for direct involvement and participation.

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to empty our cities of pare
children, the city schoolhou
is a masonry fortress aflo
sea of blacktop bounded b
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ball hoops, is the ideal ins
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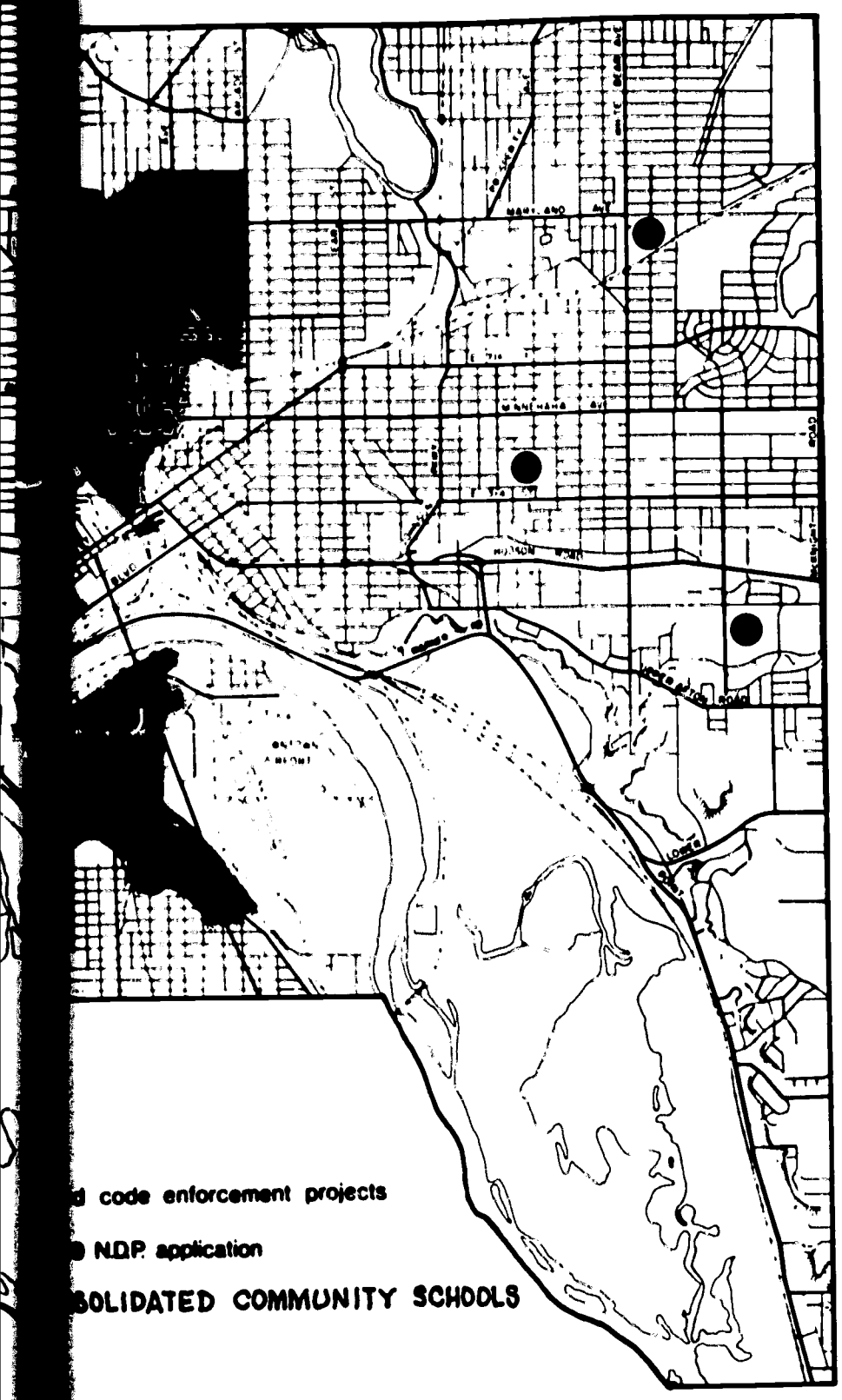
of town as soon as you can a
if you have children.

Harold



d code enforcement projects

N.D.P. application

SOLIDATED COMMUNITY SCHOOLS

1969 / 1970

nnesota, March, 1969

If it were the national intention to empty our cities of parents and children, the city schoolhouse that is a masonry fortress afloat on a sea of blacktop bounded by a cyclone wire fence with two basketball hoops, is the ideal instrument. Add to the hostile schoolhouse, the mounting danger in the streets, and you have the best combination of the worlds best reasons for getting out of town as soon as you can afford it if you have children.

Harold B. Gores

summary

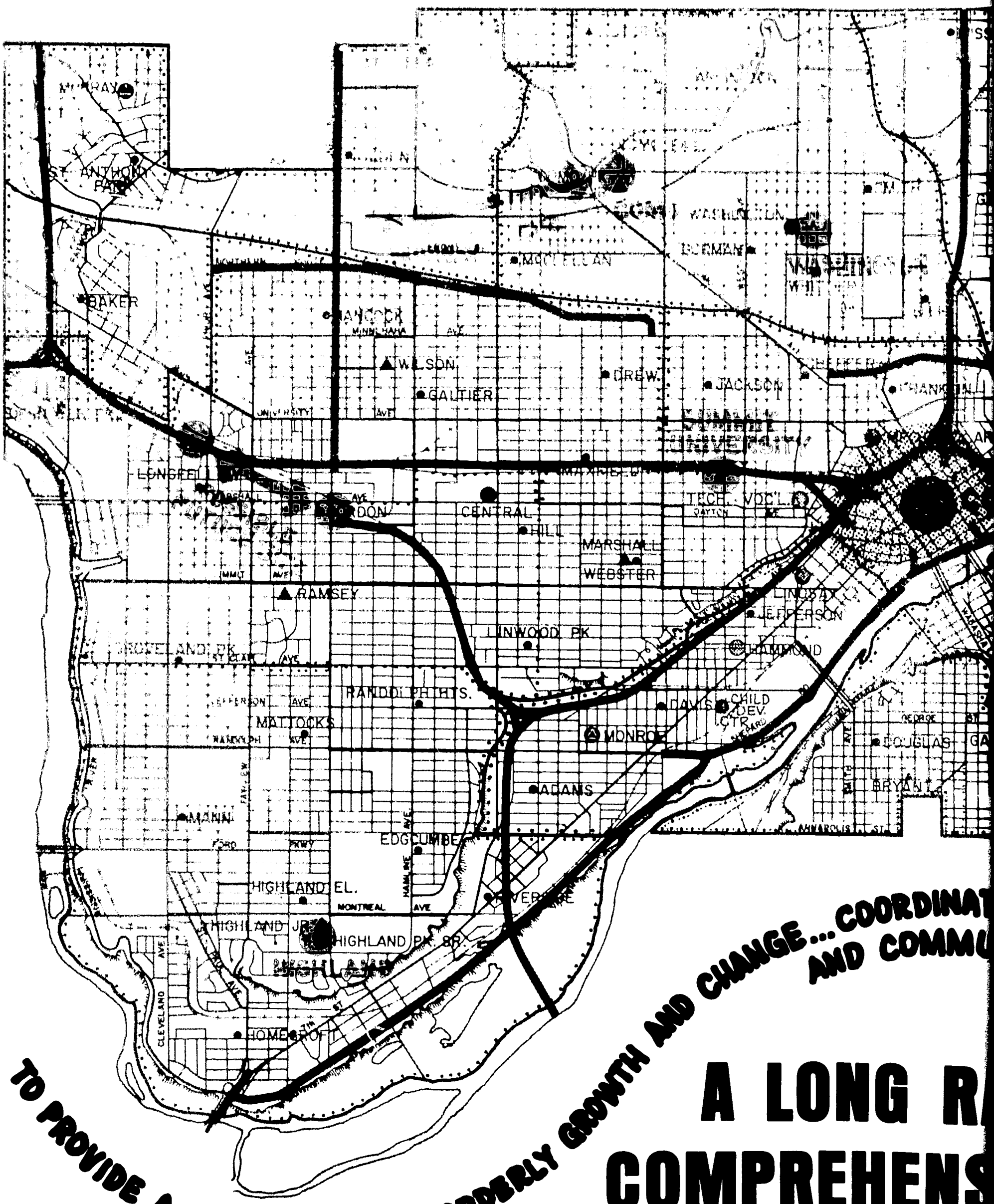
Today the spotlight is on both education and the city. There is a vision of the city and the school lifting themselves in a cooperative venture to new levels that make urban areas a desired and stimulating place in which to live. And it's already happening in some cities.

Presently people are shunning the city for the suburbs. St. Paul can avoid the route of other large cities. It has some lead time and its problems are of a manageable nature.

Education is a lifelong undertaking. At every age people need information, retraining and cultural experiences. Senior citizens, parents, and the working man can enjoy the programs and facilities that schools make available.

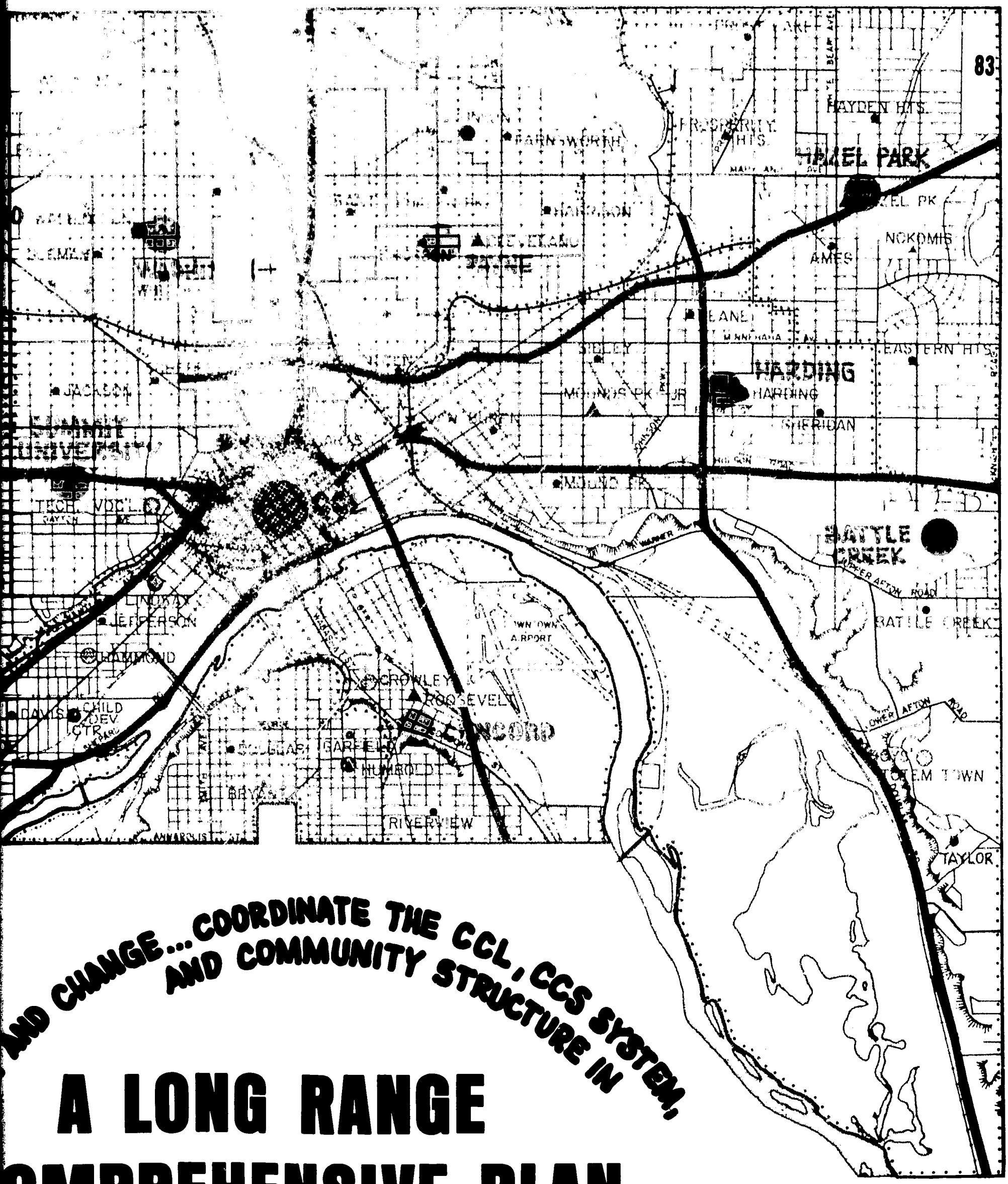
The schools described in these plans will be a powerful force in their communities in attracting people because the scope of their programs will act as magnets. People will move simply to get their children into such a school and to participate in the around the year use. Consolidated Community Schools will be lit up at night and be a focus of activity for all ages. As such they could help to stabilize neighborhoods.

The success of the city is measured by the desire of people to live in it. Schools are deeply involved in the urban age. The narrow concept of school as a collection of classrooms with high walls remote from the people will be replaced by Consolidated Community Schools that truly aid the search by men and communities for integrity and humanness.



TO PROVIDE A FRAMEWORK FOR ORDERLY GROWTH AND CHANGE...COORDINAT
AND COMMU

A LONG R
COMPREHENS



AND CHANGE...COORDINATE THE CCL, CCS SYSTEM, AND COMMUNITY STRUCTURE IN

A LONG RANGE COMPREHENSIVE PLAN

PART FOUR

Reform of the environment is undertaken to defrustrate man's innate capabilities, whether the frustration be by the inadequacies of the physical environment or by the coordinated reflexes of other humans, induced by the inadequacies of the environment.

R. Buckminster Fuller

Previous sections have discussed the rationale and workings of a City Center for Learning and Consolidated Community Schools. This last section introduces a comprehensive long range plan for improving both education and the larger spectrum of urban life in St. Paul Such a plan recognizes the needs of St. Paul and states how, when and where these are to be attained.

A major element in planning to meet urban and educational needs is the requirement that those who are affected by plans should take part in decisions. The St. Paul Citizens Advisory Council for the City Center for Learning began this process. This group listed goals, needs and alternative solutions in the report, *NEW DIRECTIONS FOR EDUCATION IN ST. PAUL*. This present volume provides specific enlargements upon the major recommendations.

A long range plan meets current needs provides alternates to forseeable as wel unforseen developments. In this case plan projects to the year 2000 and prov for enrollment changes, nonpublic school icy shifts, curricular changes and new te ing - learning processes. An on-going evaluation of the plan for societal and ucational views is written into the pha of the overall design.

Enrollment projections to the year 2000 pear in this section, as well as recomme sites for Consolidated Community Schools.

The final portion contains a comprehen plan outlining the eventual phasing of Paul's present 85 schools to 9 Consolid Community Schools and a City Center Learning.

Schools that become great assets to t communities with high quality programs services for all ages are the goal. needs of these times indicate that the solidated schools existing or being cons ted in other cities can provide the leve educational excellence desired at economi ly feasible costs. However, it is diff in 1969 to determine needs for the year with any degree of precision. The compr sive plan must be periodically evaluate modified. Finally, as strongly as it c stated, this plan represents the future cational system only if it is the wish o Paul citizens.

A response form at the

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vironment or by the
ted reflexes of other
induced by the inad-
of the environment.*

R. Buckminster Fuller

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THE LONG RANGE COMPREHENSIVE PLAN

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nge plan meets current needs and lternates to forseeable as well as developments. In this case the cts to the year 2000 and provides ent changes, nonpublic school pol- curricular changes and new teach- ing processes. An on-going re- of the plan for societal and ed- iews is written into the phasing all design.

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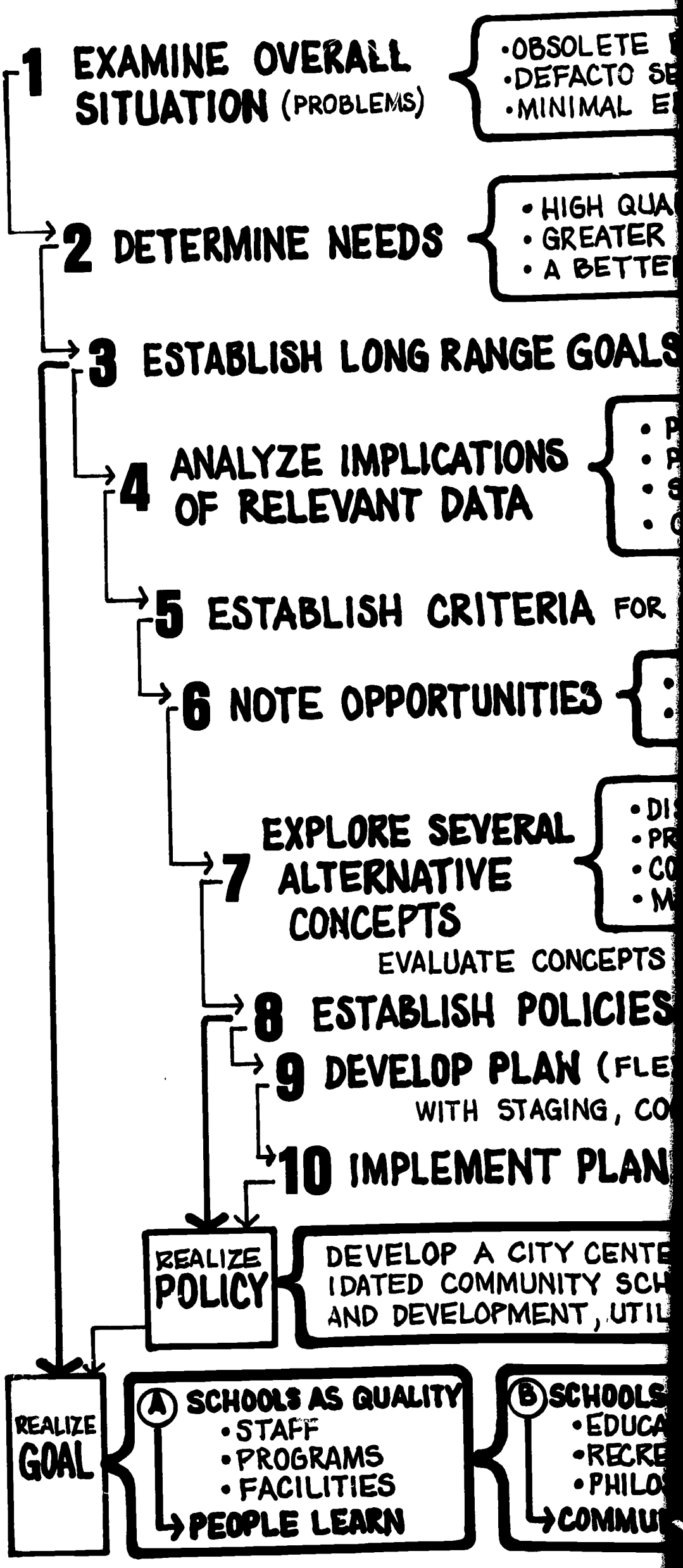
esponse form at the end of this section may be used to indicate your feelings...

Alfred North Whitehead said there must be "change amid order" -- a framework of order within which disorder, freedom, and the unexpected can occur. Such a framework is the master plan. It is, according to Charles M. Haar, (1) A source of information (2) A program of correction (3) An estimate of the future (4) An indicator of goals (5) A technique for coordination and (6) A device for stimulating public interest and responsibility -- it is imperative for rational and orderly growth.

Caudill-Rowlett-Scott
Architects

a continuous planning process



OVERALL
N (PROBLEMS)

- OBSOLETE BUILDINGS
- DEFACTO SEGREGATION
- MINIMAL EDUCATION
- DISSATISFACTION, UNREST
- ALIENATION
- DECAY AND BLIGHT

MINE NEEDS

- HIGH QUALITY EDUCATION: STAFF, PROGRAMS, FACILITIES
- GREATER INTEREST AND SUPPORT FOR EDUCATION
- A BETTER URBAN ENVIRONMENT FOR LEARNING, LIVING

LISH LONG RANGE GOALS (GENERAL)

LYZE IMPLICATIONS RELEVANT DATA

- PREVIOUS REPORTS, RECOMMENDATIONS
- POPULATION, ENROLLMENT STUDIES
- SCHOOL BUILDING CONDITIONS
- OTHER PLANNING IN CITY AND METRO AREA

STABLISH CRITERIA FOR DEVELOPMENT OF STAFF, PROGRAMS, FACILITIES

OTE OPPORTUNITIES

- COMMUNITY STRUCTURE, RESOURCES
- PHYSICAL AND SOCIAL PLANNING

EXPLORE SEVERAL ALTERNATIVE CONCEPTS

- DISPERSED 'MINI-SCHOOLS'
- PRESENT SCHOOLS IMPROVED + MODEST CONSOLIDATION
- CONSOLIDATED COMMUNITY SCHOOLS + CCL
- MASSIVE CONSOLIDATION

EVALUATE CONCEPTS USING ALL PREVIOUS INPUT AND CRITERIA

8 ESTABLISH POLICIES (GENERAL) WITH BEST ALTERNATIVE

9 DEVELOP PLAN (FLEXIBLE AND COMPREHENSIVE)
WITH STAGING, COORDINATION, AND ALTERNATIVES BUILT-IN

10 IMPLEMENT PLAN INCREMENTALLY, WITH OPERATIONAL POLICIES

CONTINUAL FEEDBACK, ANALYSIS, EVALUATION, MODIFICATION

DEVELOP A CITY CENTER FOR LEARNING AND A SYSTEM OF CONSOLIDATED COMMUNITY SCHOOLS COORDINATED WITH OTHER PLANNING AND DEVELOPMENT, UTILIZING ALL POSSIBLE INPUT AND TALENT.

OLS AS QUALITY
TAFF
ROGRAMS
ACILITIES
LE LEARN

(B) SCHOOLS AS COMMUNITY
- EDUCATIONAL • CULTURAL
- RECREATIONAL • SOCIAL
- PHILOSOPHICAL

→ **COMMUNITY RELATES**

(C) SCHOOLS AS BUILDERS
- COMMUNITY PRIDE
- CITY STABILITY
- HUMAN POTENTIAL

→ **CITY, NATION THRIVE**

school population projections

The location of school buildings and their size depend on how many children will be in attendance. While this statement may seem obvious it is an oversimplification and somewhat misleading in a discussion of Consolidated Community Schools. Altho changing enrollments in areas of the city cause conventional schools to become overcrowded or in some cases under-utilized, this is less likely to occur with Consolidated Community Schools because the area served is so much greater. A slight shift in a major boundary between adjacent Consolidated Community Schools would provide a considerable adjustment in enrollment.

A second factor in reducing the effect of changing school enrollments concerns transportation. Some of the students will be bussed. Once on buses it would not matter greatly if they rode 5 minutes further to another Consolidated Community School. Adjustments could be easily arranged by altering bus routes because St. Paul is reasonably compact and has freeways bisecting the city in both directions.

Finally, if or when St. Paul decides to establish in every school the same heterogeneity of people as exists for the city as a whole, many students will ride buses which could be adjusted to fit available facilities.

In spite of the previous considerations it is still important to have data on likely future enrollments in various areas of St. Paul. Sources for these projections include: census data, birth figures, estimates by planners, trends, and the policies of non-public schools. The age of the city's population provides some indication of how many ar the family rearing group. The number o partments, and in and out migration of y families bear on projections. In exami the St. Paul school projections that been made by various experts in the past haps a dart board would have been help Population projections are not easy.

The present birth rate has been dropping parently the result of the pill) and is at an all time low. As seen in the accom ing chart the birth rate per 1,000 pop tion (Ramsey County) the total live leg mate births (St. Paul), and the ferti rates for women ages 15-44 per 1,000 (Ra County) have dropped considerably during 1960's.

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Population experts suggest that these fig are reaching a bottom point and will begi rise now that the great wave of post-W War II babies are reaching maturity and tering the family rearing age. Unfortuna the picture is complicated by one o schools of thought in population project either family size is diminishing or co are postponing having a family, perhaps

In five years the figure for live b should approximate the kindergarten en ments. The figure for live births has increased somewhat as it does not includ

me indication of how many are in earing group. The number of a- and in and out migration of young r on projections. In examining school projections that have various experts in the past per- board would have been helpful! projections are rot easy.

birth rate has been dropping (ap- result of the pill) and is now me low. As seen in the accompany- the birth rate per 1,000 popula- County) the total live legiti- (St. Paul), and the fertility women ages 15-44 per 1,000 (Ramsey dropped considerably during the

legitimate births or residents who have children in hospitals outside the city. The enrollment figure at the kindergarten level in the public schools is decreased somewhat because 5 of the 34 parochial elementary schools have kindergarten students. In first grade public school enrollments drop considerably as many children attend nonpublic schools. In ninth grade, enrollments increase as parents move some of their children from the 8 year elementary nonpublic schools into public junior highs. The accompanying chart indicates that parochial enrollments have been dropping in recent years and this may continue because of financial burdens, changing philosophy and an increased satisfaction with public school education on the part of Catholic parents.

	5136		
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The holding power of the schools has increased considerably in recent decades. Presently the dropout rate is about 10 percent. This can be expected to fall even lower in the future. The stress on the importance of completing high school seems to have been successful. The legislature has considered bills to raise the mandatory attendance age from 16 to 17 or high school completion and this may come to fruition. The result would be increased high school enrollments.

The enrollments based on resident live births during the next 5 years have been projected

by the school research department for grades K-12:

Not much change is seen here. Decreasing the present dropout rate of 10% to 0 could boost enrollments about 1,200 students at a minimum. The trend of decreasing parochial school enrollments could stop, continue, accelerate or even reverse.

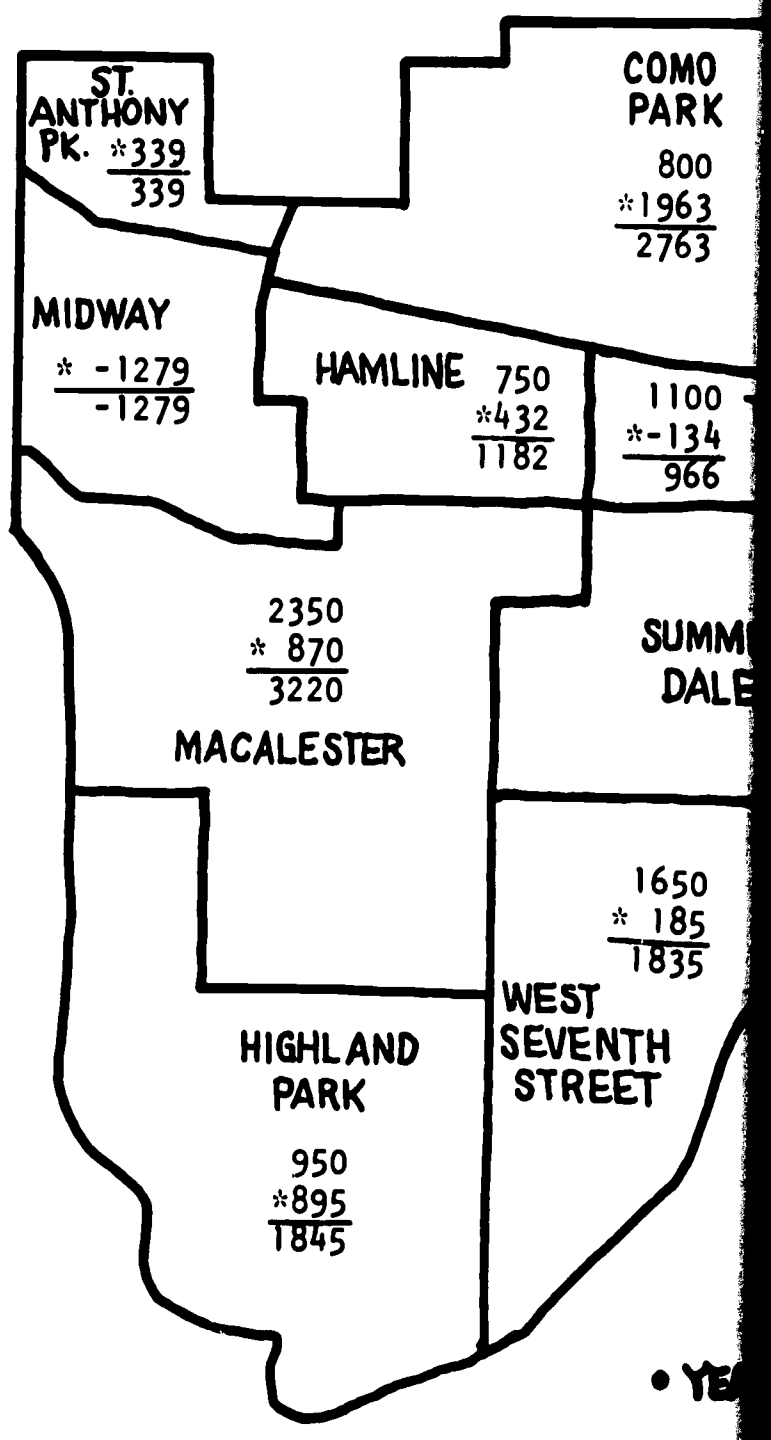
If every St. Paul parochial school were closed (something of a possibility) enrollments in 1973 could go from 49,435 to an approximate ultimate figure of 72,000 including the 0 dropout calculation. A more likely occurance would be a continued decrease in elementary nonpublic enrollments with secondary remaining about the same. This has been the trend nationally and in St. Paul. Should this occur it would reduce the ultimate enrollment figure by some 6,000 to 8,000. The uncertainty of this possibility makes planning difficult but it is an eventuality that may have to be faced.

Just as important as previous considerations, are population projections for the City of St. Paul. These follow:

The earlier ultimate calculation of 66,000 students should hold until the late 1970's. By the end of the century (31 years from now) St. Paul will have picked up about 53,000 more people. Of these, roughly 26 percent will be of school age or about an extra 14,000 students.

The planning and construction of Consolidated Community Schools would probably extend over 2 or 3 decades. Hence it is important to determine where the extra 14,000 students are expected to occur as well as the l present elementary parochial school

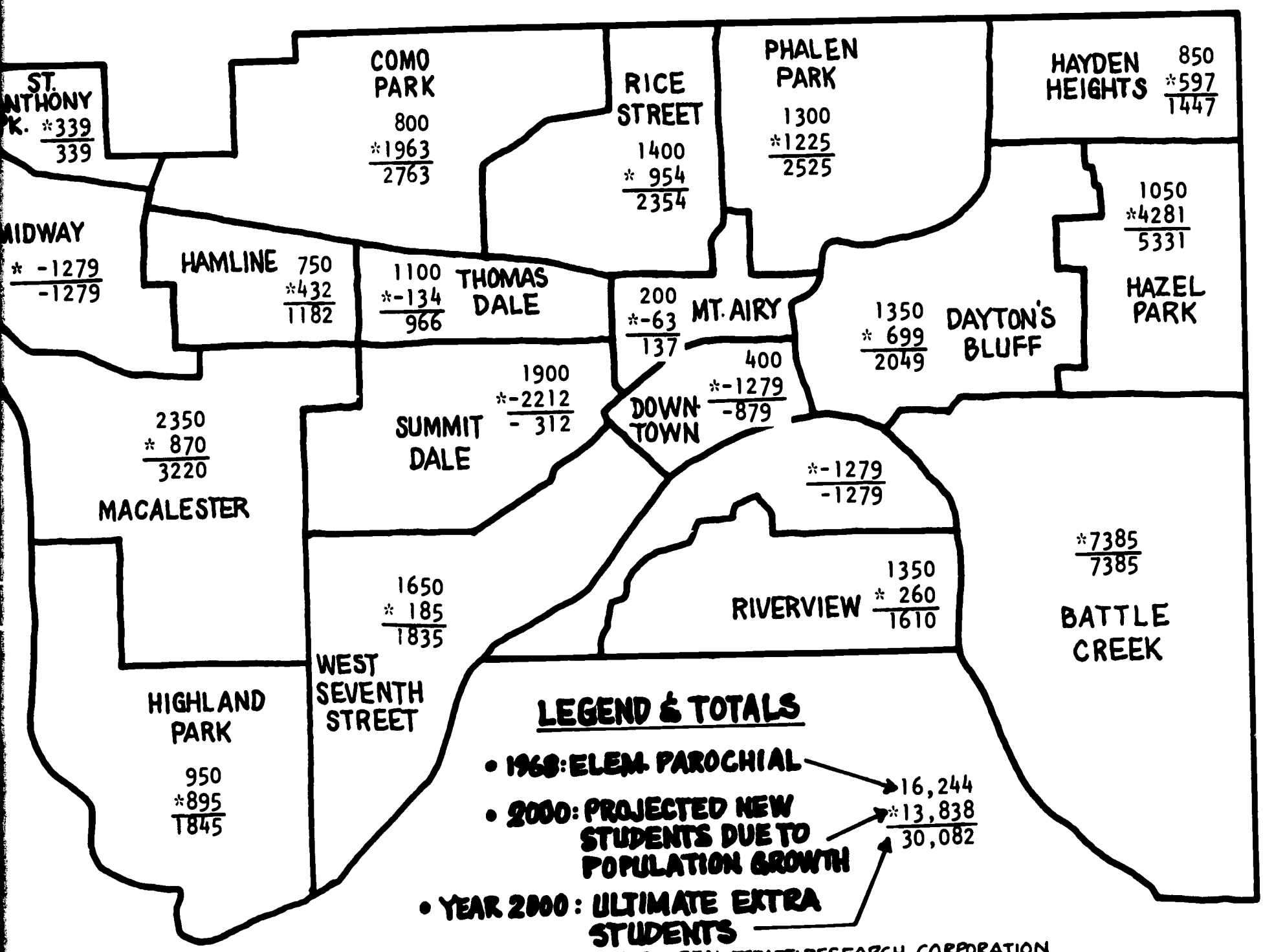
The accompanying map of St. Paul approximate present elementary school enrollments by St. Paul c and the circled figure is projecte dents by the year 2000. Shown i the possible projected additiona enrollment for the year 2000 arr adding parochial to expected new st ulation growth. New population g year 2000 is calculated from the fur Paul community projections (1980). jections provide a rough guide t future school enrollments. The these estimates have been studies jections by the St. Paul Planning the Metropolitan Council.



cted to occur as well as the location of ent elementary parochial school students.

accompanying map of St. Paul indicates oximate present elementary parochial ol enrollments by St. Paul communities the circled figure is projected new stus by the year 2000. Shown in color is possible projected additional ultimate llment for the year 2000 arrived at by ng parochial to expected new student popion growth. New population growth to 2000 is calculated from the furthest St. community projections (1980). Such protions provide a rough guide to possible ure school enrollments. The basis of se estimates have been studies and protions by the St. Paul Planning Board and Metropolitan Council.

As has been indicated earlier, population projections are very "iffy". Ultimate school projections of 80,000 assume a number of things will happen that may not actually happen. The average age of St. Paul citizens may increase and thus reduce the number of families of child rearing age; this would mean fewer children. Nonpublic schools may undergo a renaissance. On the other hand, public schools constructed on the model of the Consolidated Community School prototype may speed the trend of decreasing parochial enrollments both at elementary and secondary levels. In this report some effort has been made to state what could or seems likely to happen from this point in time. More sophisticated demographic studies on a periodic basis are an essential to reviewing and revising the long range plans of this section.



SITES

Consolidated Community Schools for 6,000 to 8,000 students will require sites of approximately forty acres. State of Minnesota site size recommendations call for much larger dimensions but these are probably unrealistic for an urban area. Present school sites in St. Paul are far below state standards. Some cities develop sites much more intensively utilizing joint use or high rise structures; New York, for example, will place 10,400 students on a 28 acre site in grades K-12. Creative solutions regarding the use of urban land and space should be striven for in developing Consolidated Community Schools. This applies particularly to parking, recreational and lawn space which often inefficiently consume much of the land around a school. The selection of ties for Consolidated Community Schools rests upon the criteria of the following section.

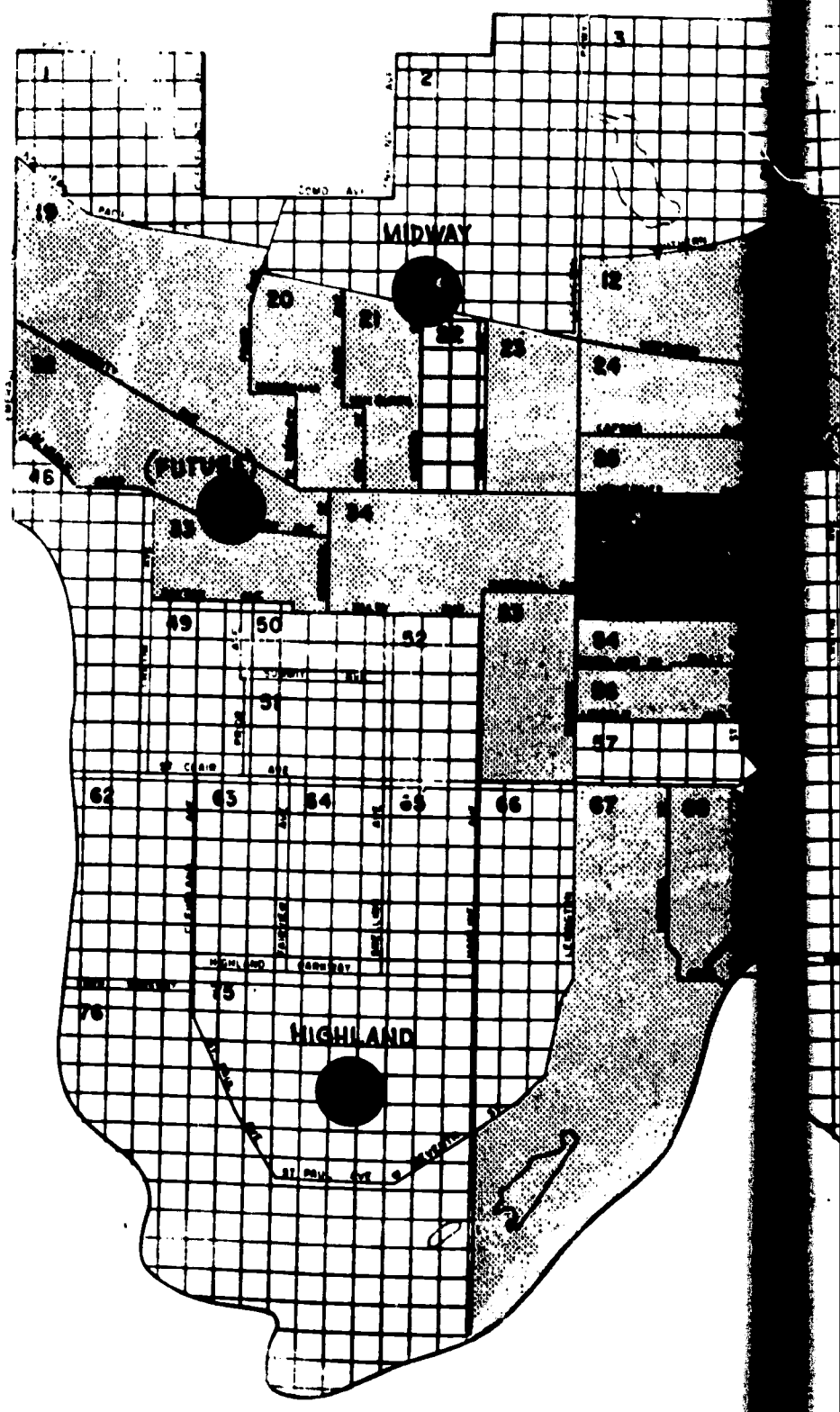
criteria

1 **SCHOOLS SHOULD BE LOCATED IN AREAS OF THE CITY WHICH CAN ADEQUATELY SUPPORT FULL UTILIZATION OF FACILITIES BASED ON ENROLLMENT PROJECTIONS AND THE POPULATION DENSITY OF THE AREA.**

Projections are hazardous to make in St. Paul at present. The birth rate has been dropping for many years and is at an all time low. Yet school enrollments continue to rise. The University of Minnesota's projections of 4 years ago are now considerably out of kilter. Parochial enrollments have been dropping dramatically and these students have been entering the public schools. Since over 35 per cent of St. Paul's elementary students are in parochial schools, a shift in policy will have an important impact. The revitalization of St. Paul could increase population density and make the city more attractive for young couples with families. Present trends as analyzed elsewhere in this document, would seem to indicate that public school enrollments in St. Paul will continue to rise.

2 **SCHOOLS SHOULD TAKE ADVANTAGE OF POSSIBLE USE OF RECENTLY CONSTRUCTED SCHOOLS REPRESENTING IMPORTANT PUBLIC INVESTMENTS WHICH SHOULD NOT UNREASONABLY BE ABANDONED.**

Large senior and junior high schools have been built in the last fifteen y should not be slated for abandonment if can possibly be used. For example, to place the Highland Junior-Senior com would cost about $8,000,000 in new fac ties. Obviously this factor suggests current modern facilities be utilized w ever this is consistent with other impor criteria.



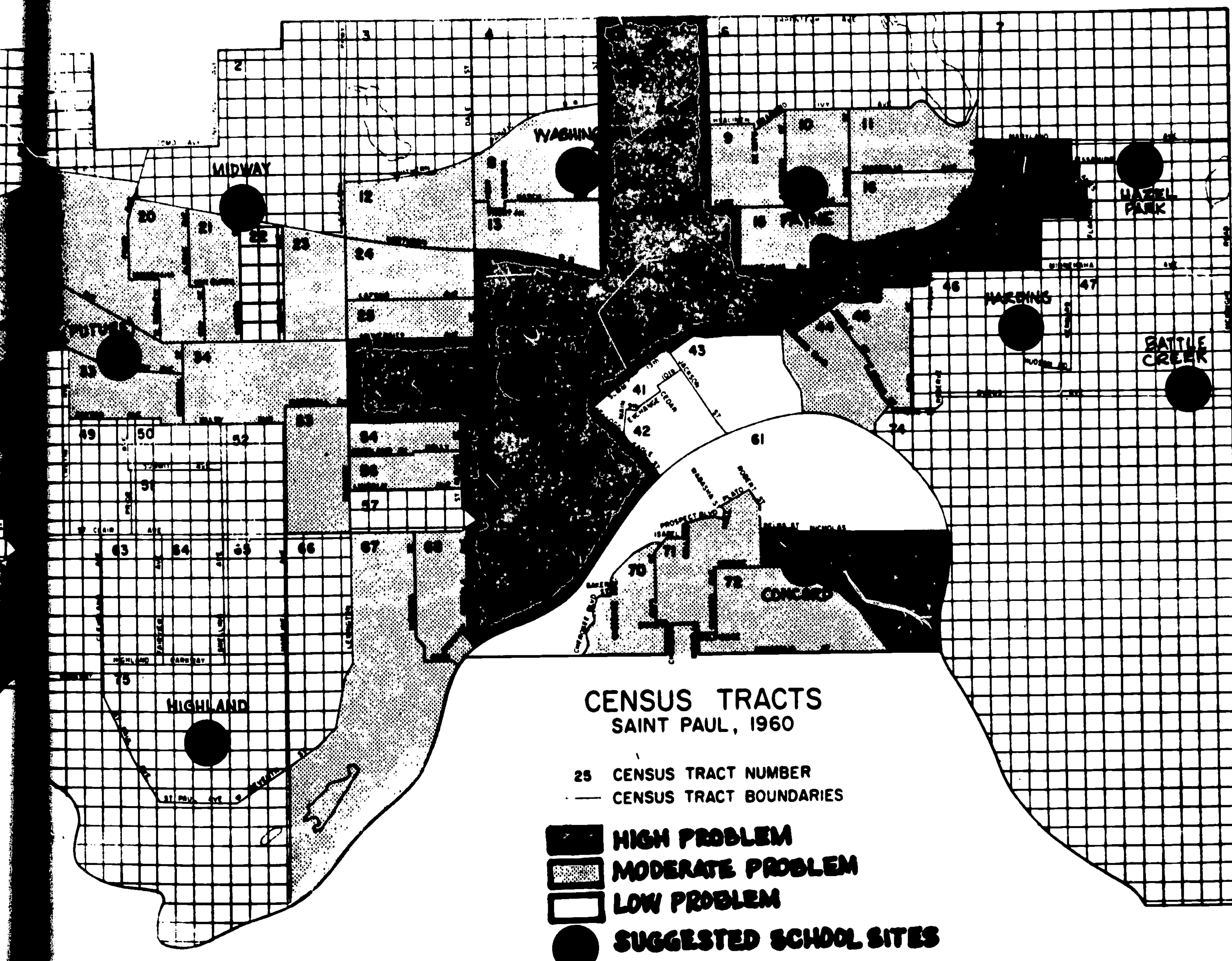
3

... BE LOCATED IN OR ... A HIGH INCIDENCE ... TO ACT AS A SHOP- ... SERVICES.

...ior and junior high schools that ...n built in the last fifteen years ...t be slated for abandonment if they ...bly be used. For example, to re- ...e Highland Junior-Senior complex ...st about $8,000,000 in new facili- ...viously this factor suggests that ... modern facilities be utilized when- ...s is consistent with other important ....

The Community Health and Welfare Planning Council has prepared a booklet, ST. PAUL SOCIAL PROBLEM - SERVICE PROFILE (November 1968) which outlines those areas with high, moderate and low indices of; 1) juvenile delinquency; 2) illegitimacy; 3) family dependency; 4) deteriorated housing; 5) unemployment; 6) aged population; 7) low income. The presence of a great community school, convenient and inviting to those people in need of social services, could have a dramatic impact on the hopes, aspirations and lives for all ages in the area in which it is located.

ST. PAUL PROBLEM AREAS · OCT. 68



4

Each school should have enough student enrollment and adult population to adequately support its high quality facilities, and each school should be easily identified as a focal point in its particular area of the city.

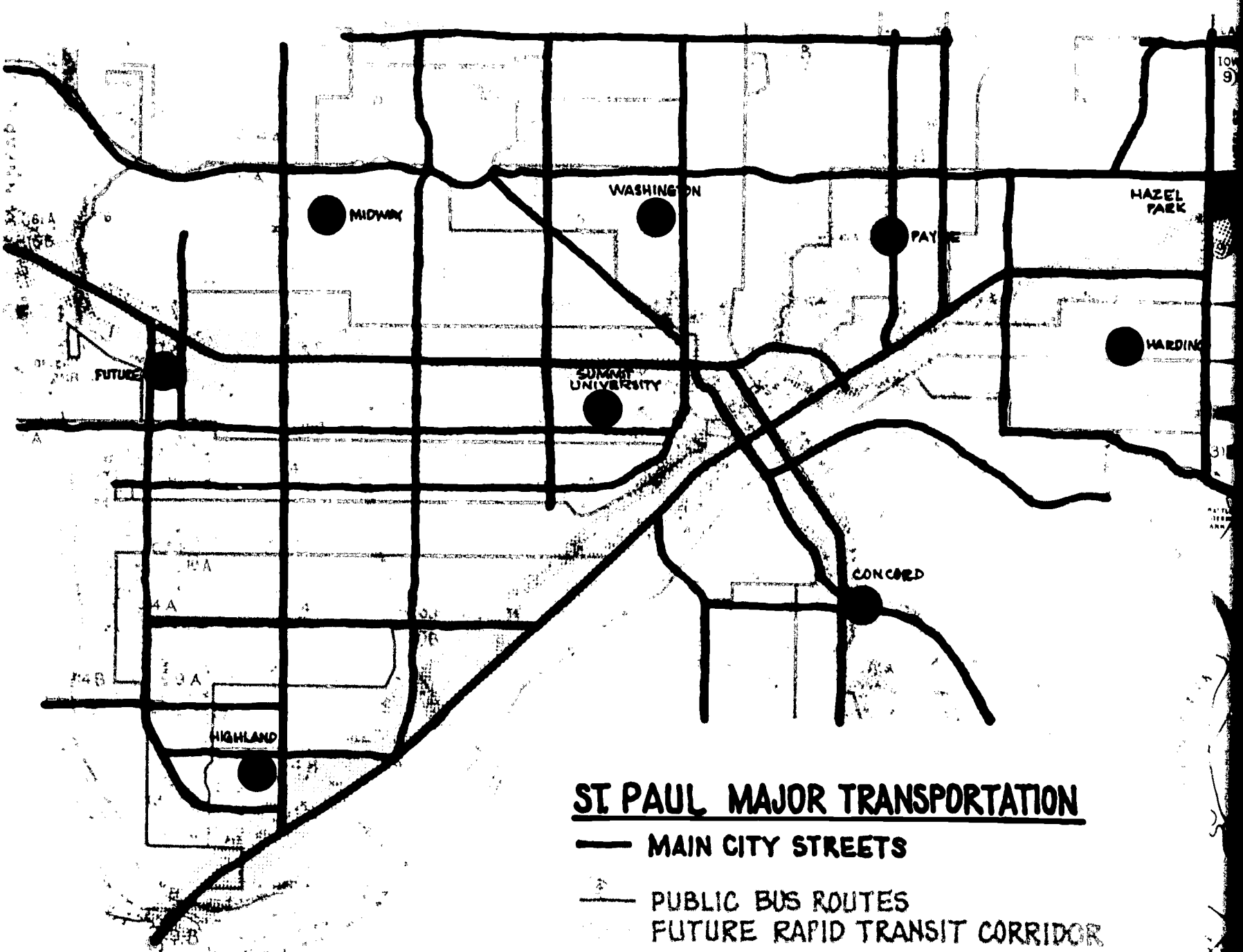
5

Some school sites are large and might support more construction. Some areas have vacant land that could be acquired more reasonably than occupied areas. Some sections of the city will undergo revitalization in which

case cleared land from the Housin development Authority might cost t board $20,000 an acre rather than th an acre a recently acquired site some areas of the city, land costs prohibitively high because of the ac costs of fairly new or expensive other buildings. Land costs in good tial areas could run over $200,000 Locating schools where land is eith able now or might be economically later through renewal should be g priority.

6

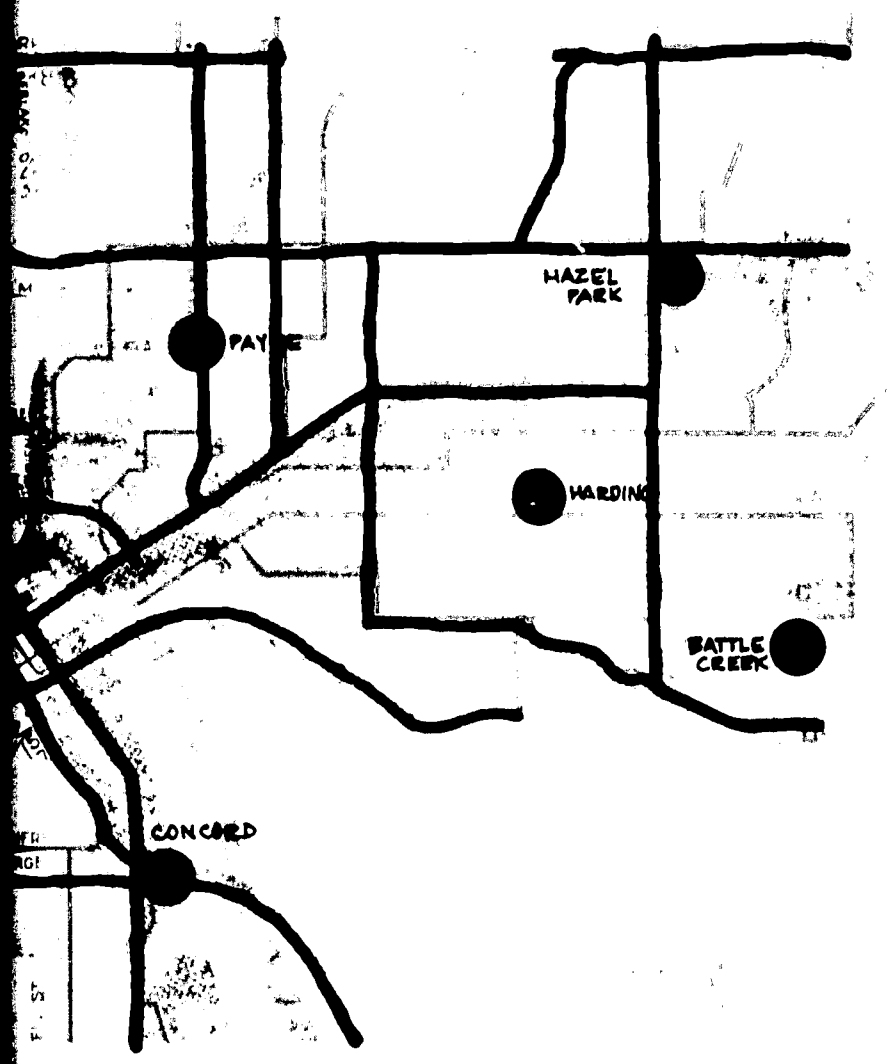
Consolidated Community Schools wi large areas, hence some of the chil need bussing. New highways are s the city and the radiating pattern highways and of railroad tracks a



cleared land from the Housing and Re-opment Authority might cost the school $20,000 an acre rather than the $75,000 re a recently acquired site did. In areas of the city, land costs would be bitively high because of the acquisition of fairly new or expensive homes and buildings. Land costs in good residen-areas could run over $200,000 an acre. ing schools where land is either avail-now or might be economically available through renewal should he given high ity.

SCHOOLS SHOULD [illegible]
[illegible]

olidated Community Schools will serve areas, hence some of the children will bussing. New highways are slated for city and the radiating pattern of these ways and of railroad tracks are likely



AJOR TRANSPORTATION
Y STREETS
YS
BUS ROUTES
RAPID TRANSIT CORRIDOR
TED SCHOOL SITES

routes for some form of rapid transit in the future. Furthermore the adoption of new attendance areas to increase heterogeneity of school's population could mean many more bussed children as is happening in a number of other cities. Locating schools along major auto and rail transportation routes will increase their accessibility and allow for an efficient and flexible movement of students.

7 [illegible] WHERE [illegible] CAN BE EASILY [illegible]

One of the factors in quality education concerns the development of respect and understanding for people different in values and life styles from our own. Such affective learning outcomes are not only essential to a world rapidly becoming one community but are an important contributing factor to the development of creativity and the genius that is America's heritage. The diversity of student types should include not only racial characteristics but also economic, ethnic social, religious and other factors. Given a good transportation system, heterogeneity could be achieved no matter where the schools are located. But since the transit issue is still unresolved, consideration should be given to placing schools in areas where they can conveniently draw upon many types of people.

8 SCHOOLS SHOULD BE LOCATED CLOSE TO THE HUB OF OTHER ACTIVITIES AND RESOURCES IN EACH SECTOR OF THE CITY.

If the adult community is to be more interested and intimately involved in schooling and education, schools must be inviting, open and above all, accessible. Hence the placement of schools near other community traffic generators will increase the casual and informal exposure to school programs by people of all ages. The tie between school and other community developments benefits the school program because it makes the community a laboratory for learning. The community will profit from this interdependence with the school by being stimulated by the rich and stable quality of the school environment and the large enrollment which will use the community as it uses the school.

discussion of sites

The sites selected for Consolidated Community Schools will have a significant effect upon the role of the schools in the city. In the past criteria for site selection were not much more than the distance a 6 year old could walk, plus the availability of a site.

The criteria on the preceeding pages indicate that site selection is now a much more important proceedure than it used to be, with much greater consequences to both the schools and the community. Schools have significant physical and social implications that go far beyond the limits of their sites. The development of school sites should be a physical expression of the interdependence of school and community.

It is necessary to examine each site carefully. Aerial photography of each of these sites and others has been conducted. These slides are available for viewing. Visits to every area of the city plus the judgments of those familiar with the city and its communities have been relied upon. A knowledge of urban renewal, code enforcement and other revitalization plans has been helpful in an analysis of possible Consolidated Community School sites.

[illegible] sites are discussed (with the site criteria in mind) on these pages. Other sites may be suggested, but the twelve selected for analysis appear to be the most viable. On page 92 a chart compares the good and bad aspects of each site in relation to the site selection criteria.

1 Midway Stadium-Fair Grounds. This area the city contains some fine resident neighborhoods, but the school populat is limited because of the large amount industrial property. Much vacant land ists along the Northern Pacific and Gr Northern tracks but is of a commercial industrial character. Yet some future velopment could take place here when ne become more pressing. The stadium faci ties might be shared by the school thus put to more active use.

2 Merriam Park-Longfellow. This site centrally located on the western port of the city and would have good acc from all directions via the freew Marshall, Prior, and Cleveland Aves. Si the Longfellow Elementary site is sm (1.9 acres) and surrounded, a more fea ble location might be to the north Merriam Park bridging the freeway and lated to the community center there. sideration should also be given to Gordon site since it has a good relat ship to the community activity at Snel Ave.

3 Highland. This site of 32 acres for the junior and senior high contains fa ities for 2,600 students at an orig investment of $5 million. It is adja to Highland Park (264 acres), St. Grego Elementary (Parochial) and within 2 bl of Highland Elementary (400 students, years old, 4 acres). Expansion could tend across Snelling Ave. into the sch owned property near the park.

Stadium-Fair Grounds. This area of
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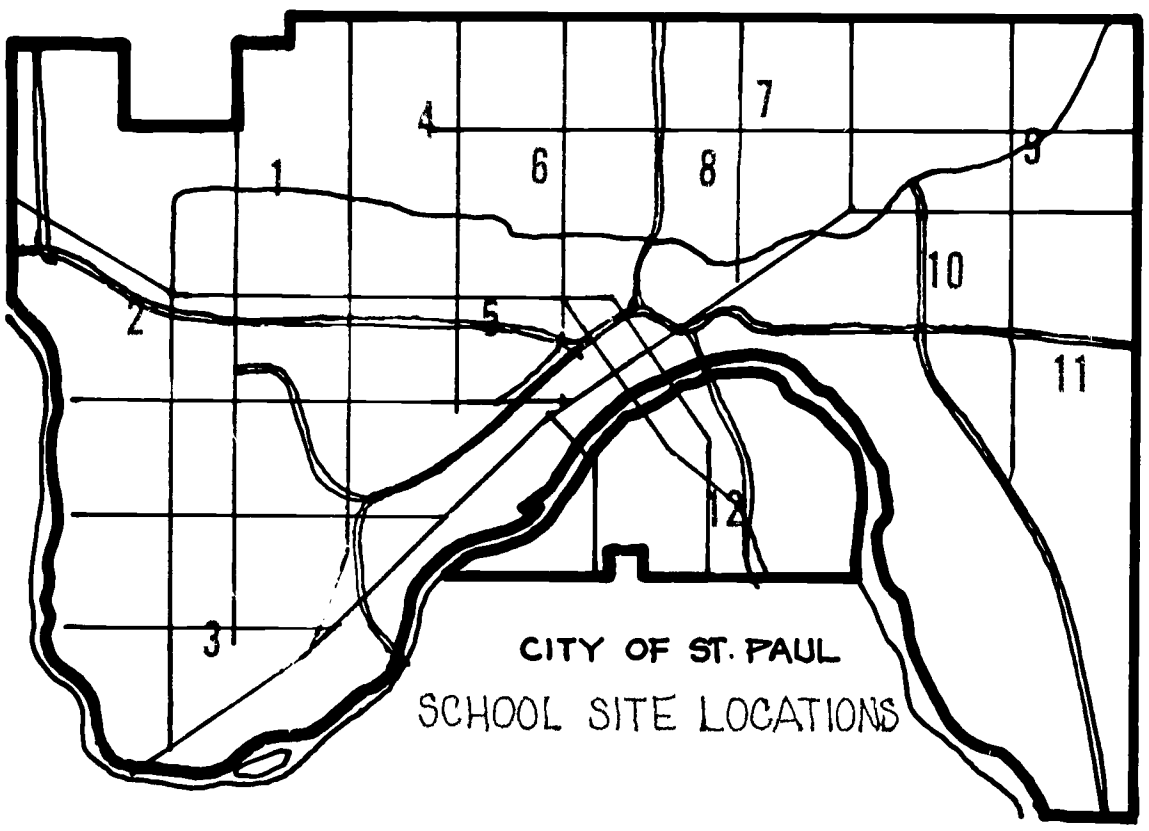
property near the park.

4 Como Junior High. This modern school services 1,000 students in a 12 year old building costing $2 million on a 21 acre site. Across the street is Como elementary with a 7 acre site. Further expansion beyond these 28 acres would be expensive because of the character of the homes. The Como site could be rounded off by acquiring a row of homes along Maryland Ave. which would yield 3 or 4 acres. The facility could bridge Maryland Avenue and tie the Junior High and elementary schools together. The school serves a heterogeneous population presently.

5 Summit-University. This area is undergoing major renewal activities and is in its first year of Model Cities planning. Except for Maxfield Elementary School most of the existing schools in this area and the surrounding area are old. The opportunity for the residents to participate in the planning of a great new school now exists. Central High School is located in this area and could be considered as a possible site. However, the site is not large (12 acres) and cannot easily be expanded due to an adjacent park, freeway interchange, and the fact that it lies outside of the renewal area. Land could be acquired reasonably through renewal and building part of the structure over Freeway 94 could like 2 neighborhoods. Since a high proportion of the Black population lives here, care is needed to avoid construction of a school which would be segregated. This area has other social needs that a true community school could alleviate.

6 Washington. While 43 years old it will have an addition costing over $1 million and is situated on a 5 acre site. The 5 acre Rice playground is adjacent to the school. Further expansion of the site would be feasible because much of the residential property in this area could be part of a renewal project. The consolidation of Rice and Smith Schools on the Smith site would be 5 blocks away. Future development would be toward Smith or toward Whittier School, tying into activity along Rice Street.

7 Johnson. This 2,000 student school w built in 1963 at a cost of $4 million do lars and has a limited site of 17 acre Across Arcade Street, Farnsworth element ry school serves 500 children on a 3-1 acre site in a 46 year old building. Th site possibility would be difficult expand because of the quality of t homes surrounding the schools. It wou be expensive to acquire about 15 to acres more. The location if extend over Arcade Street could be an attracti community focal point and Phalen Pa nearby would be an asset to the scho center.



12 West Side. Riverview, Bryant or Concord. The strong community spirit of the west side suggests that a Consolidated Community School be established in spite of the fact that present population data for the support of such a center falls short of optimum enrollments. Some additional population growth may occur through residential construction on existing vacant land and decreasing parochial enrollments. The Riverview elementary school serves 550 students on a 2 acre site in a 16 year old building adjacent to the 6-1/2 acre Belvidere playground. Additional land could be acquired at a moderate cost as adjacent housing density patterns are low. Expansion of this site toward the activity on Concord Street could be an attractive possibility. Concord Street offers possibility for an exciting multi-use structure going up the hillside. It could be integrated with the commercial and community activity on this major artery. The Bryant site of 2-1/3 acres will also house the new consolidation replacing Douglas and Garfield for a total enrollment of over 800. A swimming pool is planned for this site and the adjacent Baker playground of 5-1/2 acres bring this total site to 8 acres. Further expansion would be expensive due to the good housing in the area. No other sites on the West Side appear to offer better possibilities that these three.

This 2,000 student school was 1963 at a cost of $4 million dol- has a limited site of 17 acres. rcade Street, Farnsworth elementa- l serves 500 children on a 3-1/2 e in a 46 year old building. This ssibility would be difficult to because of the quality of the rrounding the schools. It would sive to acquire about 15 to 20 ore. The location if extended ade Street could be an attractive y focal point and Phalen Park would be an asset to the school

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8 Grant-Lincoln-Ericcson. This 8 acre site will contain an elementary school for 1200 students. It is bounded by Case, Lawson, Arkwright and Desoto Streets. Further expansion of this site would be possible and economical because it is in an area of the Neighborhood Development Program in which land can be cleared and resold to the school board at a fraction of acquisition costs by the Housing and Redevelopment Authority because of the marginal nature of some of the existing housing. This area needs schools and services for revitalization. One future development could move toward Ericcson school and the Payne Avenue activity area, thus linking Cleveland Junior High into this center.

9 Hazel Park Junior. This 13 year old building has a 21 acre site and cost $1.5 million. Its replacement value would be about twice the figure today. Expansion land is available across the railroad tracks to the east. The new route for highway 212 would pass thru the site thus providing access.

10 Harding. This is the largest school site with 39 acres. Much vacant land is available for expansion. It is expected that the extension of highway 61 will pass through a possible expansion of the site thus providing excellent access. The school is 6 years old and cost $4 million. A large school center at this location could serve a considerable attendance area.

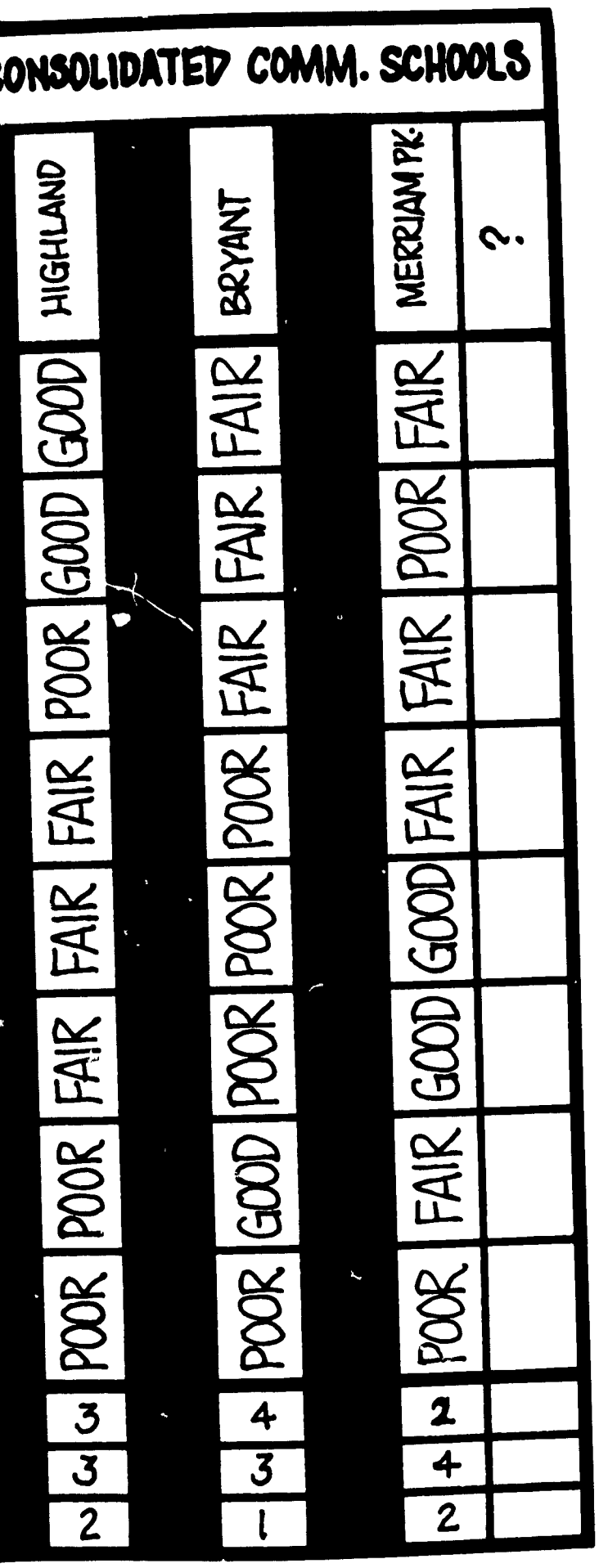
11 Battle Creek. The School board owns 26 acres on which the new junior high will be built. About 3-4 blocks south is an almost new (1965) elementary school for 950 pupils on 9 acres. Much vacant land is available in this largely undeveloped area of St. Paul. Enrollments can be expected to rise as new homes are built. A serious problem is that this attendance area serves principally a high socio-economic population; but freeway 94 nearby could effectively increase heterogeneity.

recommended sites

It is difficult to objectively quantify a site selection procedure. Each of the criteria are of different values. The placing of a high or average value within one of the cells in the site analysis chart sometimes rests on a borderline decision, often subjective in nature.

SITES CONSIDERED FOR DEVELOPMENT OF CONSOLIDATED COMM. SCHOOLS

SITE SELECTION CRITERIA	HAZEL PK.	JOHNSON	WASHINGTON	MIDWAY	HIGHLAND	BRYANT	MERRIAM PK.	?
1. SUFFICIENT ENROLLMENT FOR SUPPORT	GOOD	GOOD	GOOD	GOOD	GOOD	FAIR	FAIR	
2. USE OF EXISTING BUILDING	GOOD	GOOD	FAIR	POOR	GOOD	FAIR	POOR	
3. SERVICE TO AREA OF SOCIAL NEEDS	FAIR	POOR	GOOD	FAIR	POOR	FAIR	FAIR	
4. FOCAL POINT OF ACTIVITY IN COMMUNITY	POOR	POOR	GOOD	POOR	FAIR	POOR	FAIR	
5. AVAILABLE LAND FOR FACILITIES	GOOD	POOR	GOOD	GOOD	FAIR	POOR	GOOD	
6. NEAR MAJOR TRANSPORTATION ROUTES.	GOOD	FAIR	FAIR	FAIR	FAIR	POOR	GOOD	
7. HETEROGENEOUS STUDENT POPULATION	FAIR	FAIR	GOOD	FAIR	POOR	GOOD	FAIR	
8. NEARNESS TO OTHER RESOURCES	POOR	FAIR	GOOD	POOR	POOR	POOR	POOR	
SUMMARY #P	2	3	0	3	3	4	2	
SUMMARY #F	2	3	2	3	3	3	4	
SUMMARY #G	4	2	6	2	2	1	2	



Concord is favored over Bryant and Riverview on the West Side because land possibilities are more favorable. Contemplated construction at Bryant can serve for many years during the phased program of abandoning isolated schools in each sector of St. Paul. Riverview is a short distance away from Concord and could be considered a unit of the Consolidated Community Schools.

The Johnson High School site is limited and land is so expensive that this site is recommended for review during later staging of the plan. It may be necessary to utilize the site or convert this fine school to another use such as a junior college.

Because Washington and the Summit-University area are recommended a more westward site than Como Junior may be advisable. It is hard to give up this good site and modern school. This decision can wait until a latter staging of the project. Either the Como site or a more westerly location near the Midway Stadium could be chosen.

These nine sites could each handle 6,000 to 9,000 students or from 54,0000 to 80,000 students in all. This range represents approximate present enrollments to near ultimate enrollments depending upon birth rates, St. Paul growth and parochial trends during the forseeable future.

A final additional site in the west Midway sector (perhaps over #94) may be necessary in the future. A determination can be made later after St. Paul has more experience with Consolidated Community Schools.

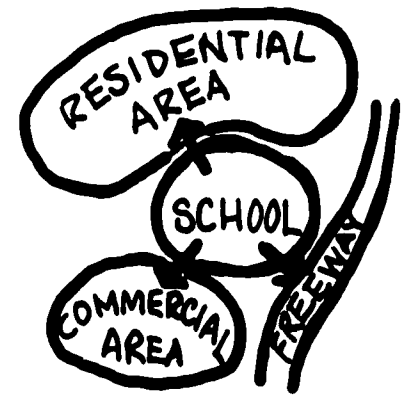
how should these sites be planned?

....in the traditional manner?

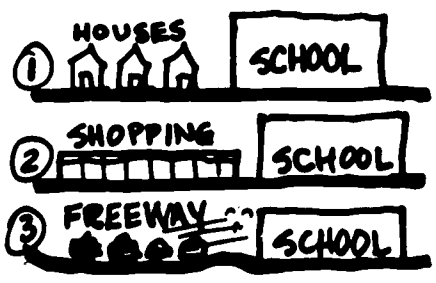
1. PAVE MOST
2. PUT BUILDIN
3. FENCE PER
4. DON'T WALK

OTHER CONSIDERATIONS ARE NEC
TOMORROW'S URBAN SCHOOLS... HE

1 LOCATION... IS IT COMPATIBLE?

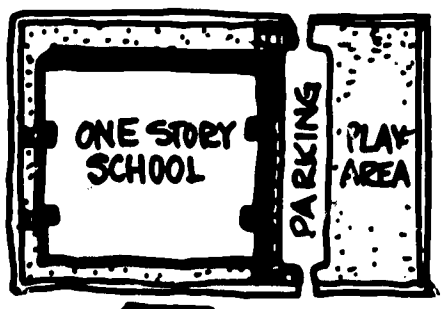


A SCHOOL DOESN'T RELATE TO EVERY ADJACENT ACTIVITY IN THE SAME WAY:

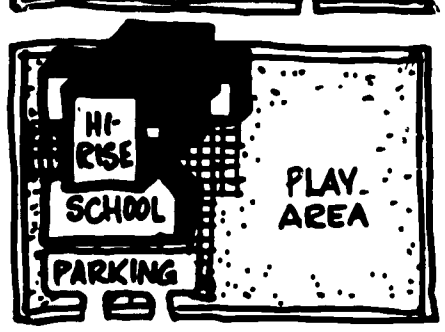


① ITS LARGE SCALE SHOULD NOT OVER-POWER SMALL HOUSES
② ACTIVITIES SHOULD BE ZONED WHERE NECESSARY.
③ NOISE MAY HAVE TO BE BUFFERED.

2 LAND USE... IS IT EFFICIENT?



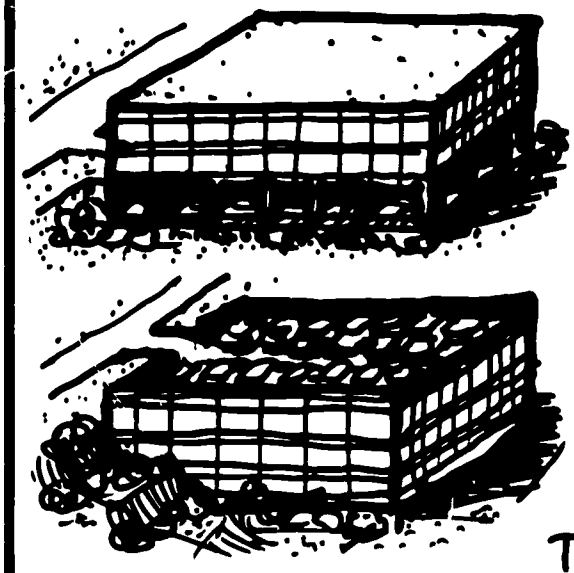
SPRAWLING, SUBURBAN-TYPE SCHOOLS TAKE TOO MUCH LAND IN THE CITY - LEAVES SMALL PLAY AREA.



IF THE SMALL HOME SCHOOL UNITS WERE STACKED, WITH THE SHARED FACILITIES AT THE BASE, MORE SPACE WOULD BE LEFT FOR PLAY.

FLEXIBILITY DOES NOT HAVE TO BE LOST!

3 PARKING... MUST IT USE UP



PARKING
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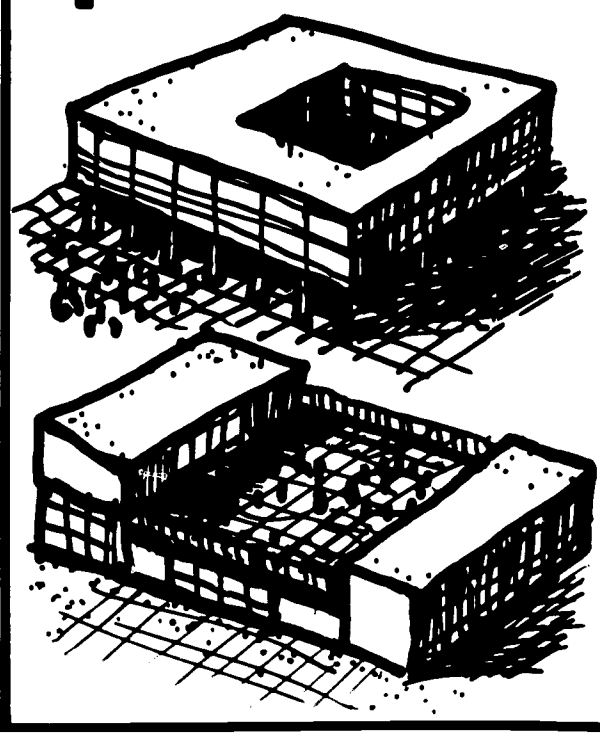
4 PLAY SPACE... IS IT ADAPT



IN ST. PA
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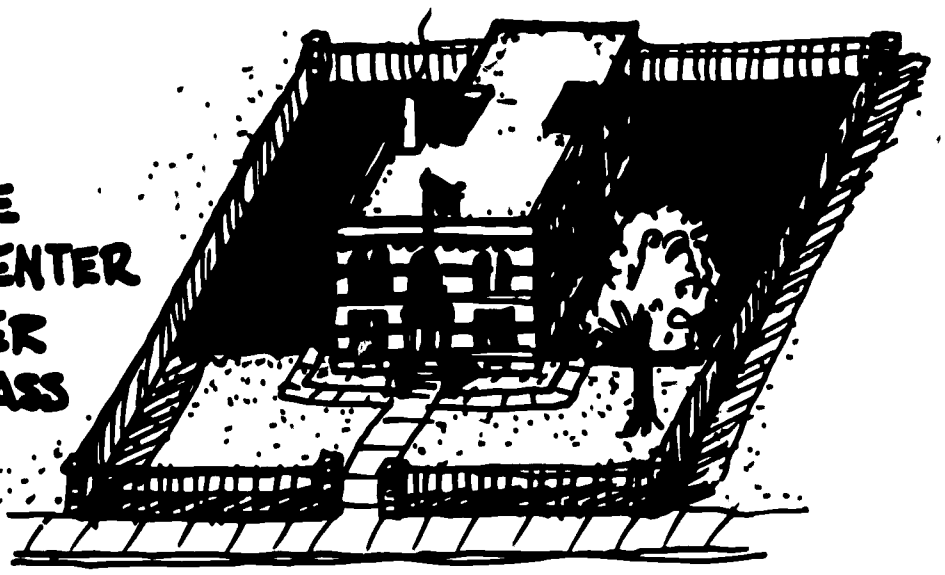
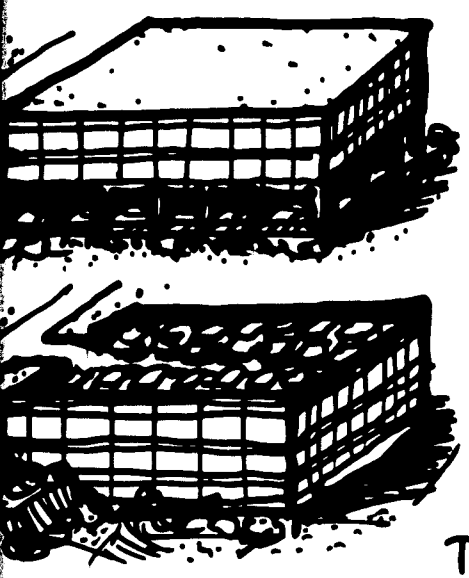
the traditional manner?

1. PAVE MOST OF SITE
2. PUT BUILDING IN CENTER
3. FENCE PERIMETER
4. DON'T WALK ON GRASS



ONSIDERATIONS ARE NECESSARY FOR
WS URBAN SCHOOLS... HERE ARE A FEW:

PARKING... MUST IT USE UP LAND?

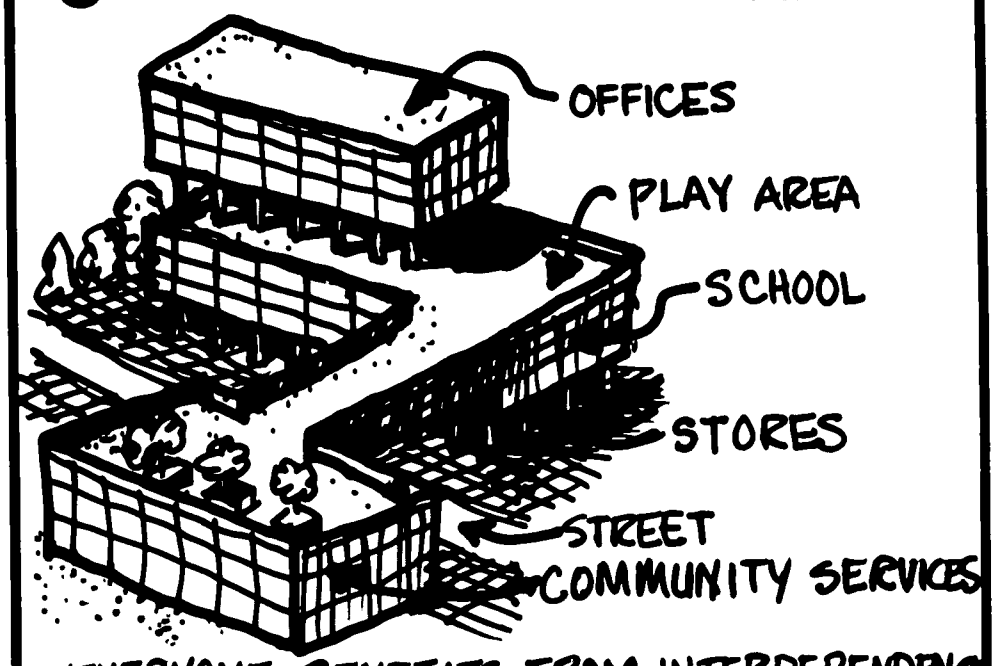


PARKING BELOW THE BUILDING IS COVERED AND AT OR BELOW ST. LEVEL.

PARKING ON THE ROOF COULD WORK WELL IN A HILLY SITUATION.

THOUGH CONSTRUCTION COSTS ARE HIGHER, THEY CAN BE JUSTIFIED.

5 MULTI-USE... DOES A SCHOOL NEED ITS OWN SITE?



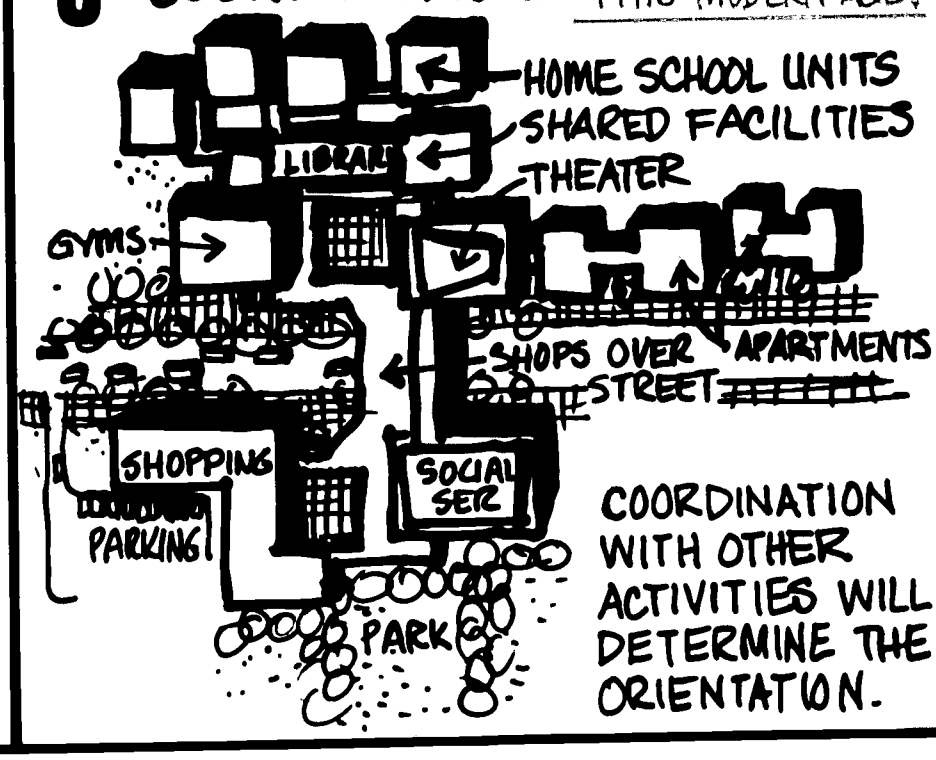
EVERYONE BENEFITS FROM INTERDEPENDENCE

PLAY SPACE... IS IT ADAPTABLE?

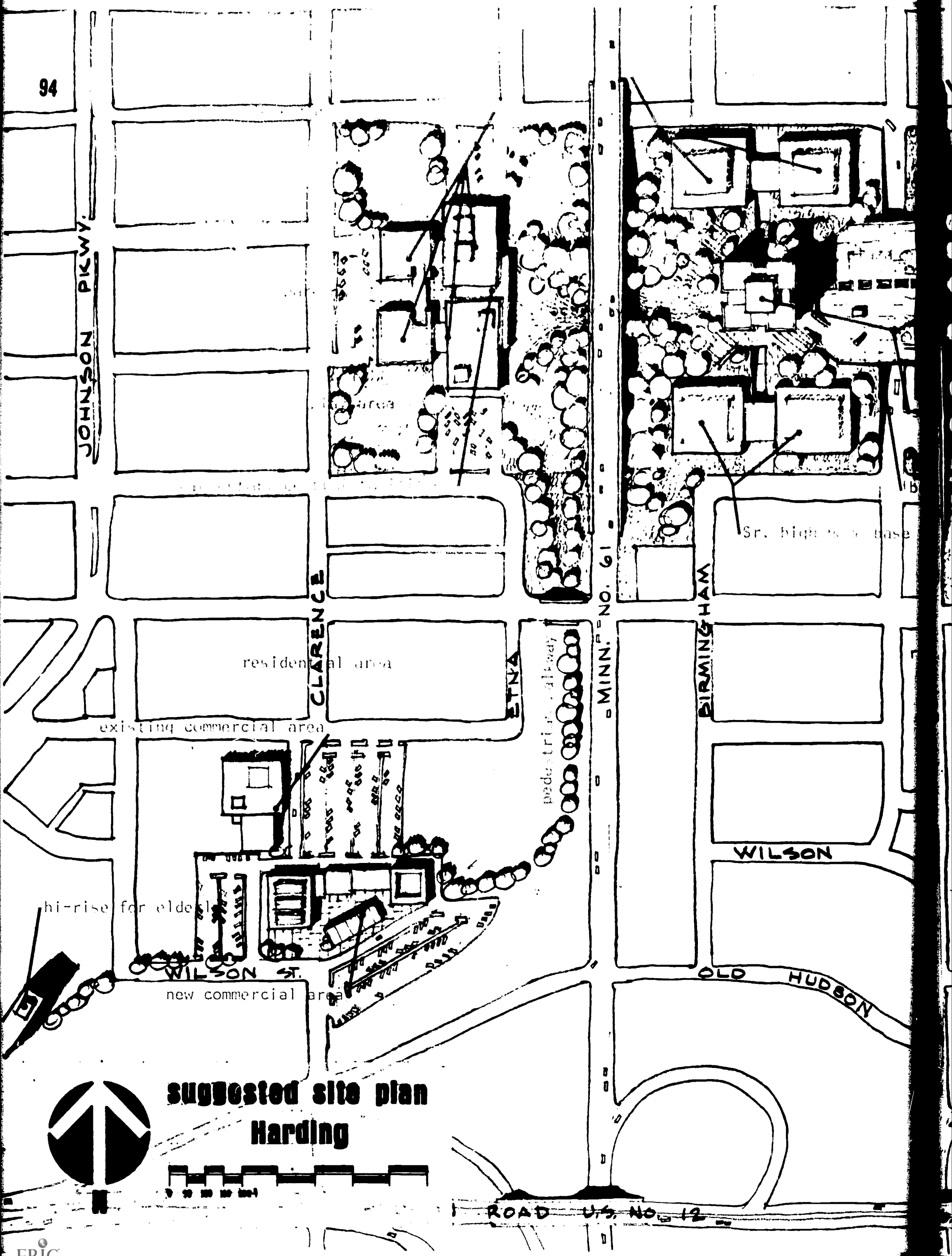
IN ST. PAUL'S CLIMATE, PLAY AREA BELOW THE BLDG. COULD BE USED YEAR AROUND.

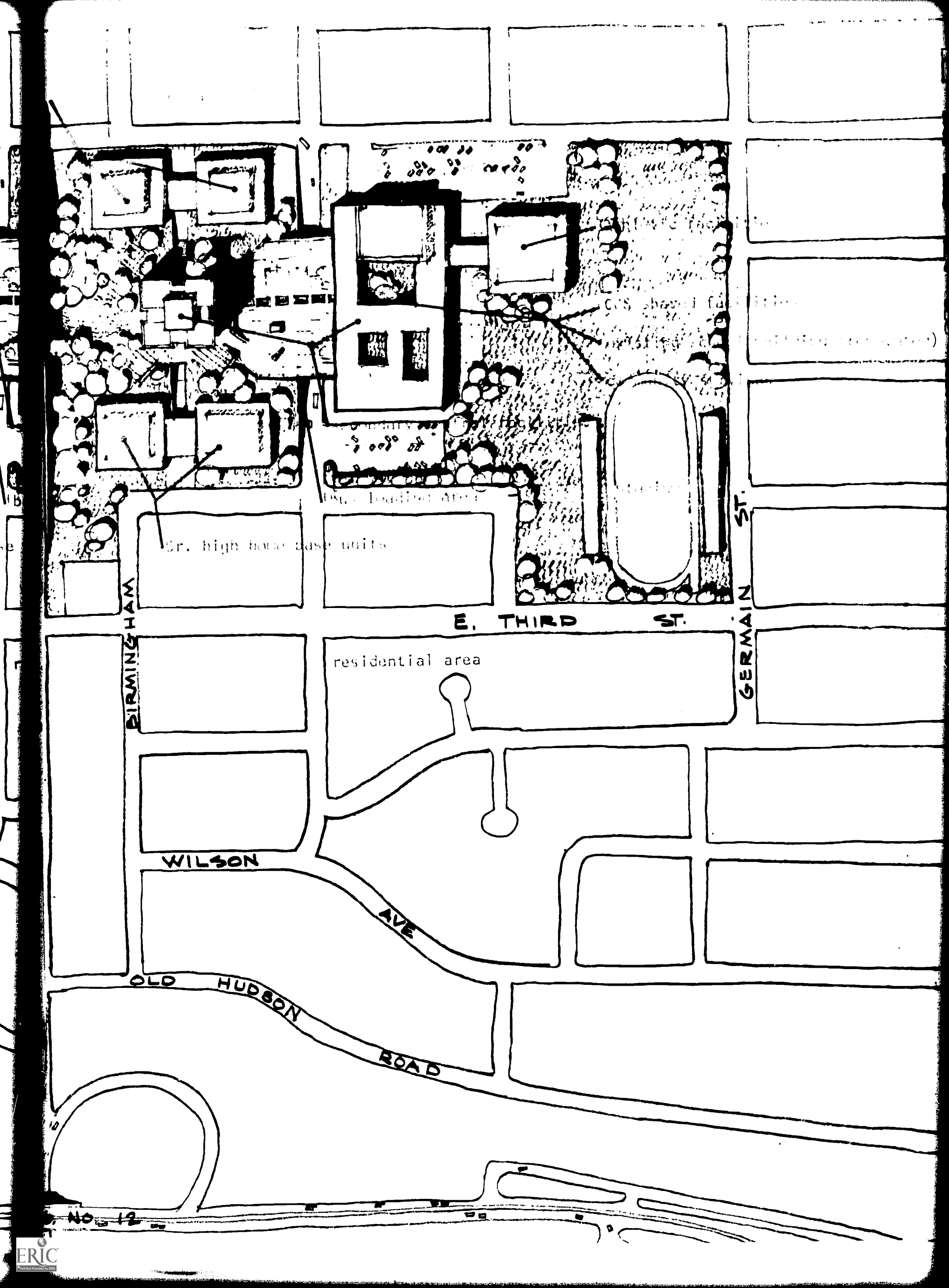
A ROOFTOP IS HANDY, PROTECTED FROM TRAFFIC, AND A GREAT LOOK-OUT SPOT!

6 COORDINATION... A NECESSITY IN THIS MODERN AGE!



COORDINATION WITH OTHER ACTIVITIES WILL DETERMINE THE ORIENTATION.


94
JOHNSON PKWY.
residential area
existing commercial area
hi-rise for elderly
WILSON ST.
new commercial area
CLARENDON
ETNA
pedestrian - alleyway
MINNESOTA
BIRMINGHAM
WILSON
OLD HUDSON
ROAD U.S. NO. 12
Suggested site plan
Harding


Cr. high house base units
E. THIRD ST.
residential area
WILSON
AVE
OLD HUDSON
ROAD
NO 12

HAWTHORNE AVE

MARYLAND AVE.

existing school building (renovated)

CCS shared facilities

community services

S. high home base units

MINN. - ST. PAUL - MPLS - OMAHA R.R.

CHICAGO - 212 freeway

railroad

parking

MECHANIC AVE.

residential area

industrial a

AMES AVE.

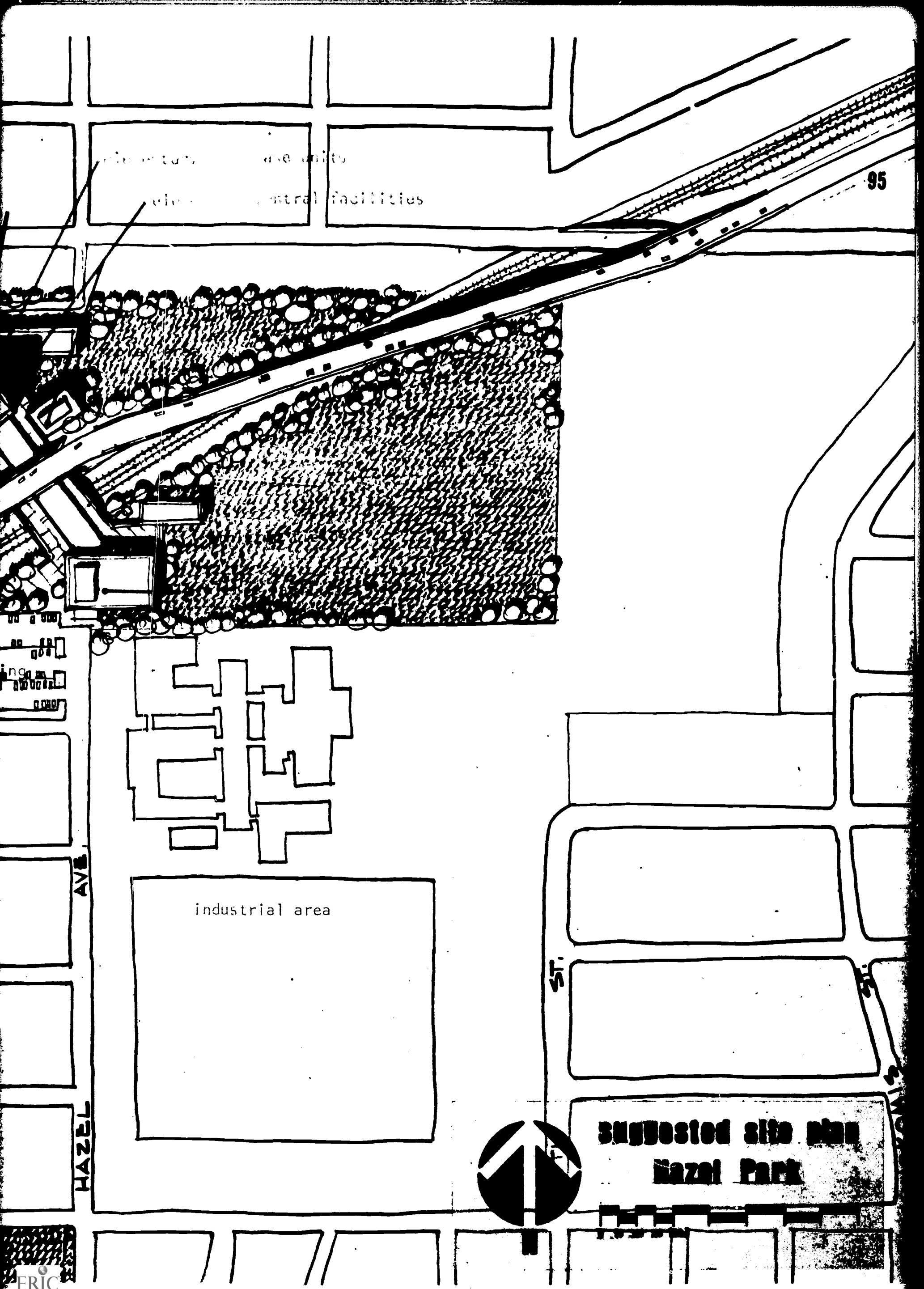
BEAR AVE.

LA CROSSE AVE.

WHITE AVE.

HAZEL AVE.

CASE AVE.


industrial area
HAZEL AVE.
ST.
ST.
Suggested Site Plan
Hazel Park

MAGNOLIA AVE.

COOK AVE.

LAWSON AVE.

JENKS AVE.

CASE AVE.

YORK AVE.

ARKWRIGHT ST.

ST.

ST.

ST.

ST.

BRADLEY

JESSIE

EDGERTON

WELLS

community services

new housing

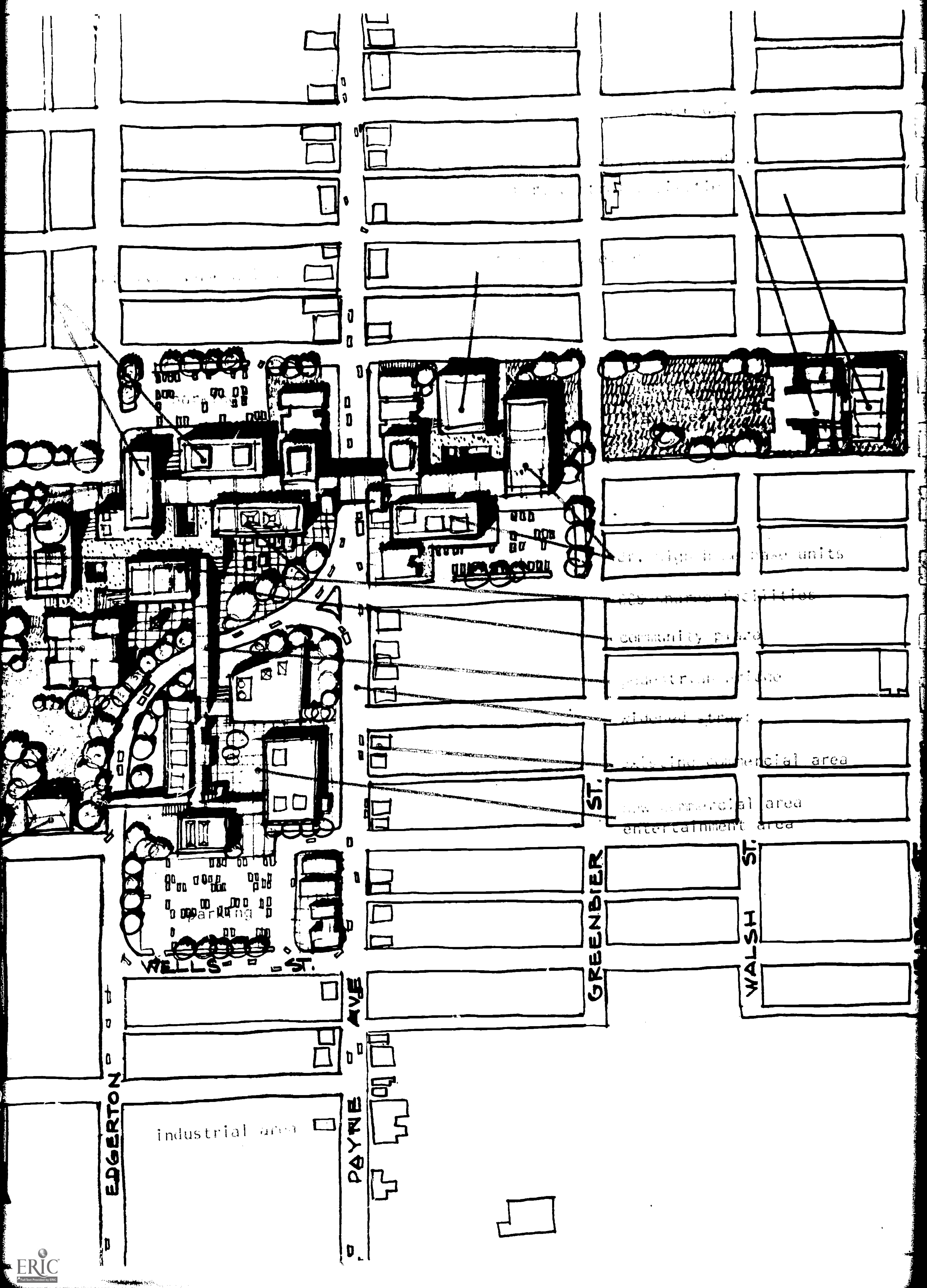
parking

industrial are

N

suggested site plan

Payne



parking
WELLS ST.
EDGERTON
PAYNE AVE
GREENBIER ST.
WALSH ST.
entertainment area
industrial area

JESSAMINE AVE.

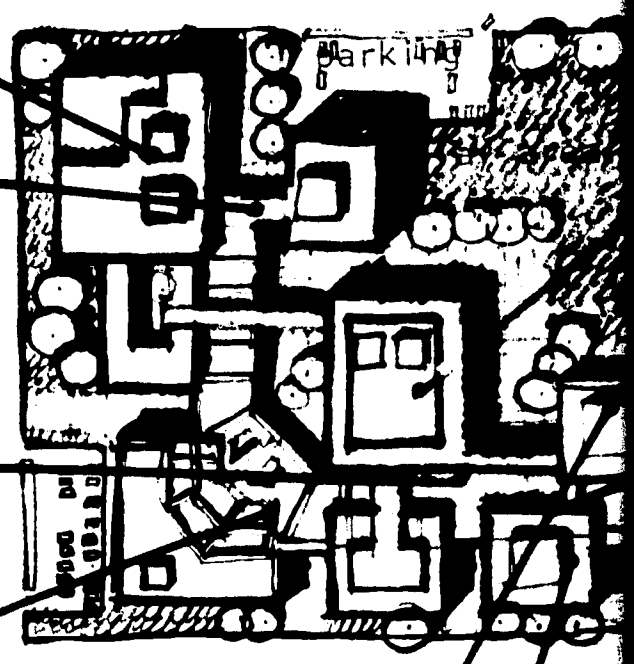
residential area

existing school building (renovated)

COOK AVE.

elementary home base units

elementary central facilities



ST.

LAWSON AVE.

secondary central facilities

resource spine

HATCH AVE.

CCS shared facilities

parking ramp

MATILDA ST.

Jr. high home base units

FRONT AVE.

Sr. high home base units

STINSON AVE

WAYZATA

MARION ST.

WOODBRIDGE ST.

BURGESS ST.

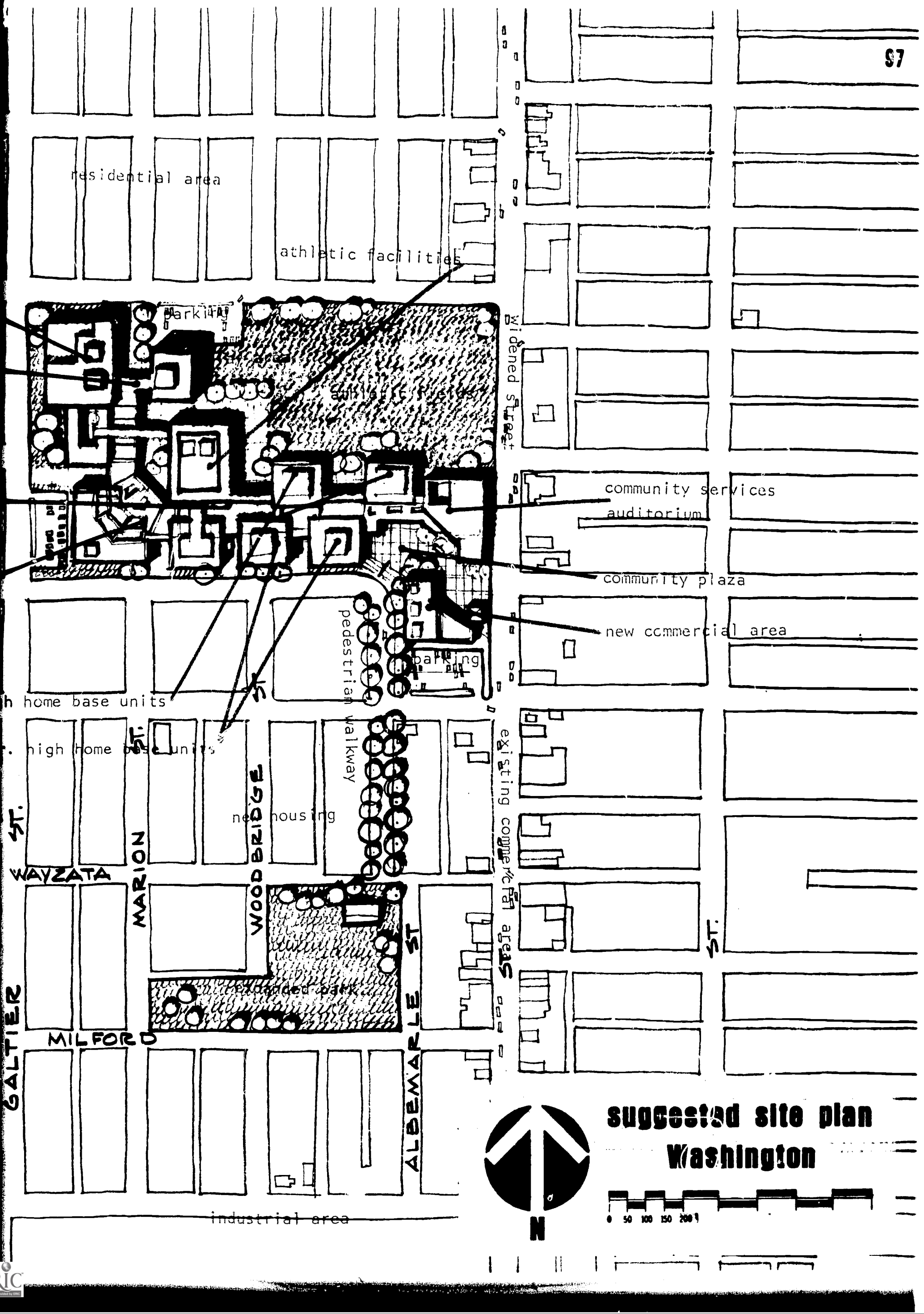
FARRINGTON ST.

GALTIER ST.

MILFORD

TOPPING ST.

ATWATER ST.



suggested site plan
Washington

ROME AVE.

residential area

MONTREAL AVE.

Sr. high home base units

YORKSHIRE AVE.

secondary central facilities

Jr. high home base units

CCS shared facilities

HAMPSHIRE AVE.

play area

elementary home base units

existing school building (renovated)

elementary central facilities

DAVEN

parking

EDGCUMBE ROAD

HILLTOP LANE

residential area

UPPER ST. DENNIS ROAD

ST. DENNIS ROAD

4

N

suggested site plan Highland

residential area

pedestrian bridge

parking

y area

parking

SNELLING AVE.

stadium

residential area

DENNIS ROAD

UPPER ST. DENNIS ROAD

WOOLSEY ST.

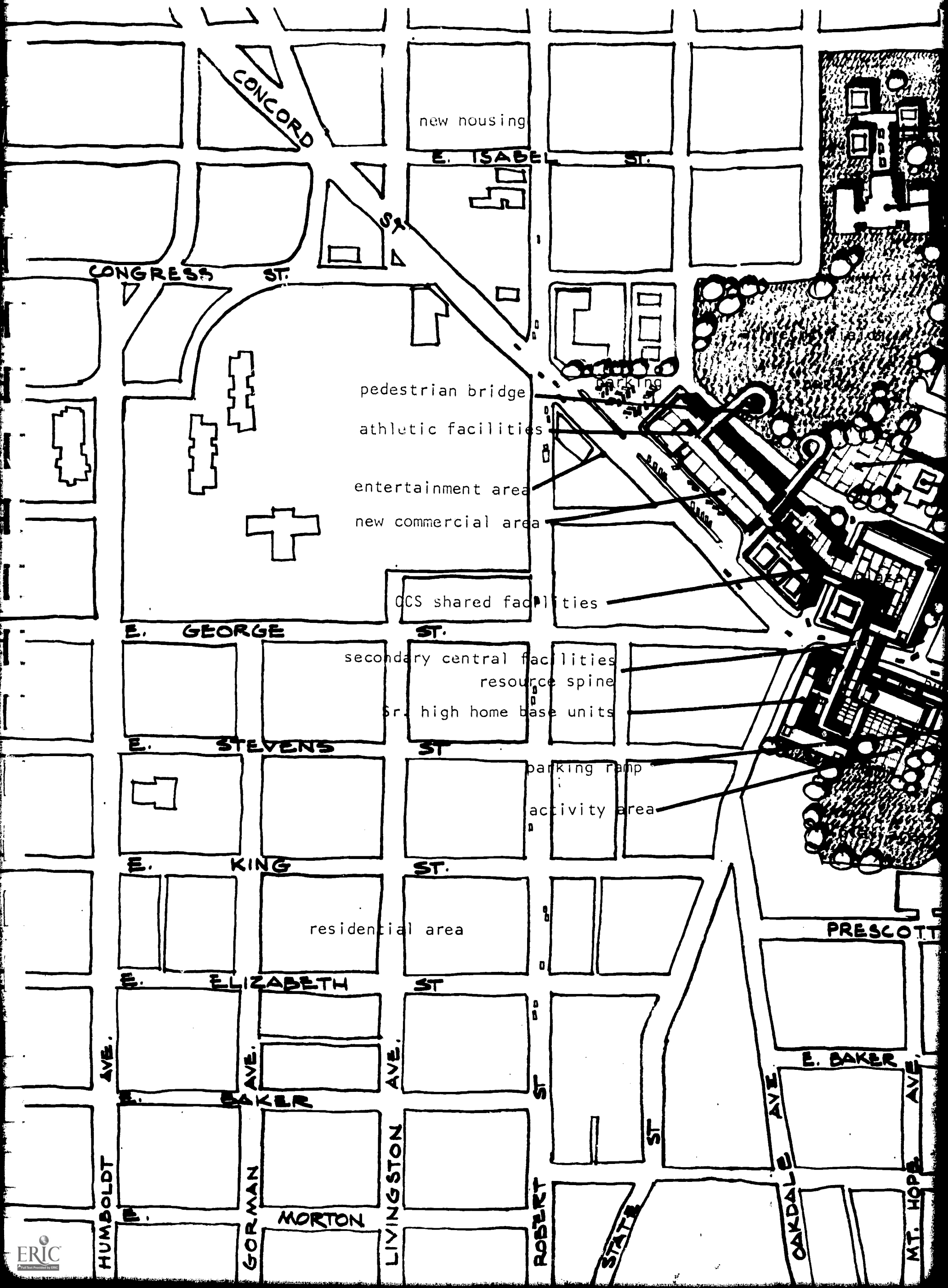
LOWER ST. DENNIS

DENNIS

ROAD

SNELLING AVE.

W. SEVENTH ST.


CONCORD
new housing
E. ISABEL ST.
CONGRESS ST.
parking
pedestrian bridge
athletic facilities
entertainment area
new commercial area
OCS shared facilities
E. GEORGE ST.
secondary central facilities
resource spine
Sr. high home base units
E. STEVENS ST
parking ramp
activity area
E. KING ST.
residential area
PRESCOTT
E. ELIZABETH ST
E. BAKER AVE.
HUMBOLDT AVE.
GORMAN AVE.
LIVINGSTON AVE.
ROBERT ST
E. MORTON
STATE
OAKDALE AVE
MT. HOPE AVE.

industrial area

elementary home base units

existing school building (renovated)

elementary central facilities

apartments

hi-rise for elderly

community plaza

Neighborhood House

high home base units

new housing

apartments

parking

elementary central facilities

elementary home base units

WINIFRED

ANITA

ROBIE

CONCORD ST

PRESCOTT

E. BAKER ST

E. MORTON

OAKDALE AVE

MT. HOPE AVE

HARVARD ST

pedestrian walkway

freeway

N

suggested site plan

Concord

BURNS AVE.

freeway

100

new housing

Sr. high home base units

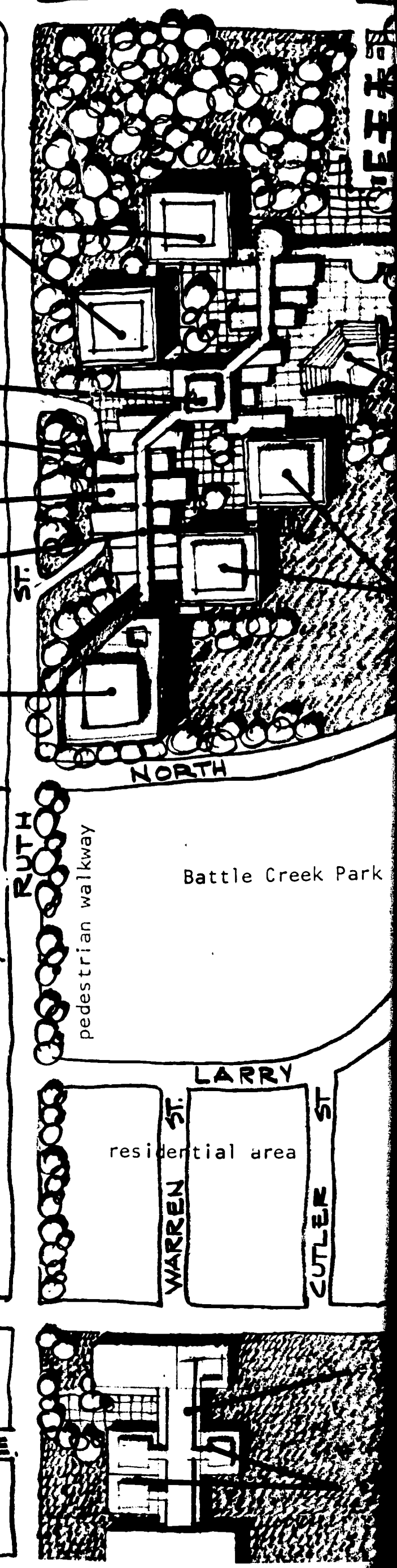
CCS shared facilities

secondary central facilities

bus loading area

resource spine

athletic facilities



Battle Creek Park

Battle Creek Park

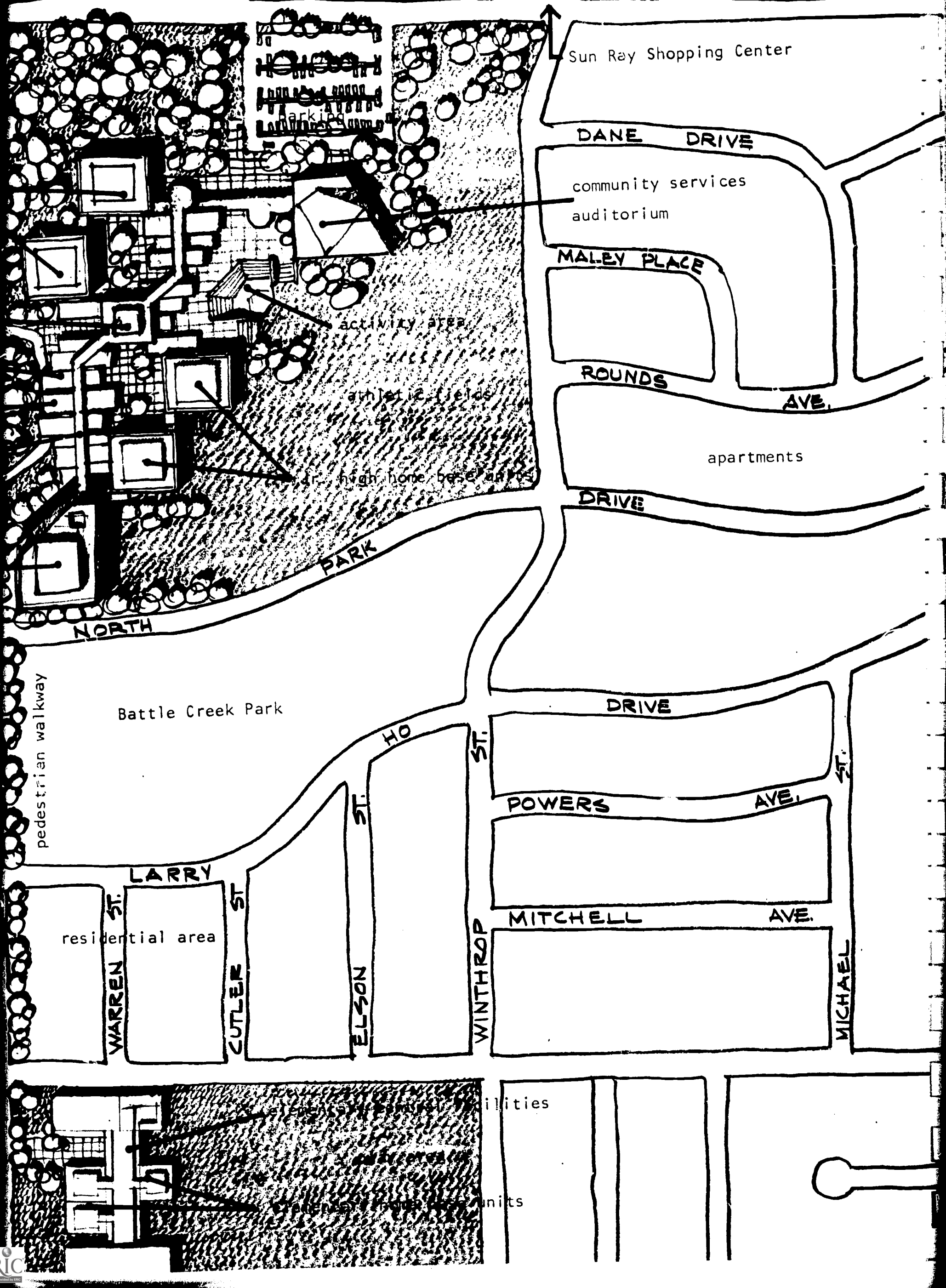
UPPER AFTON ROAD

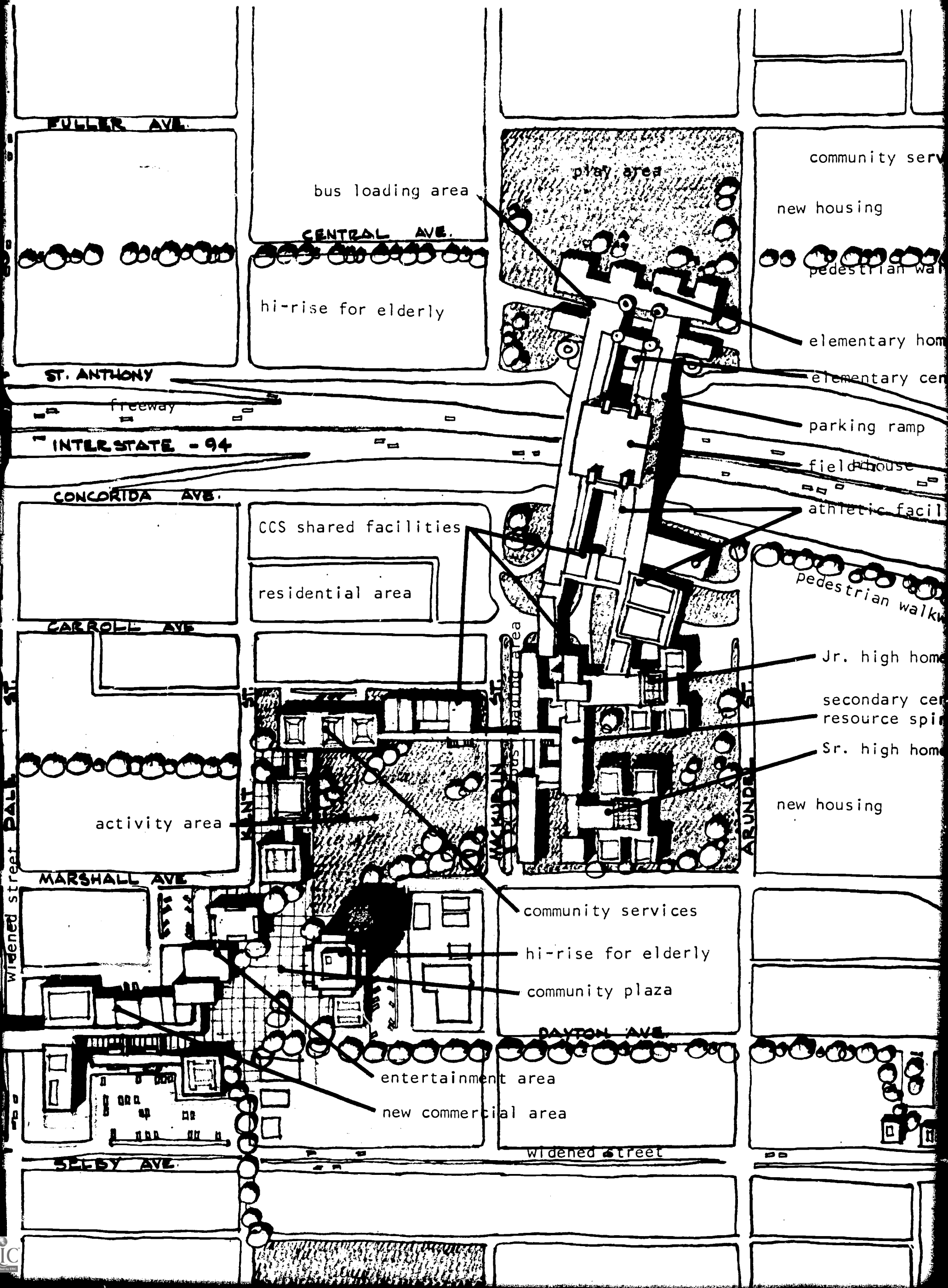
SANDRALEE DR.

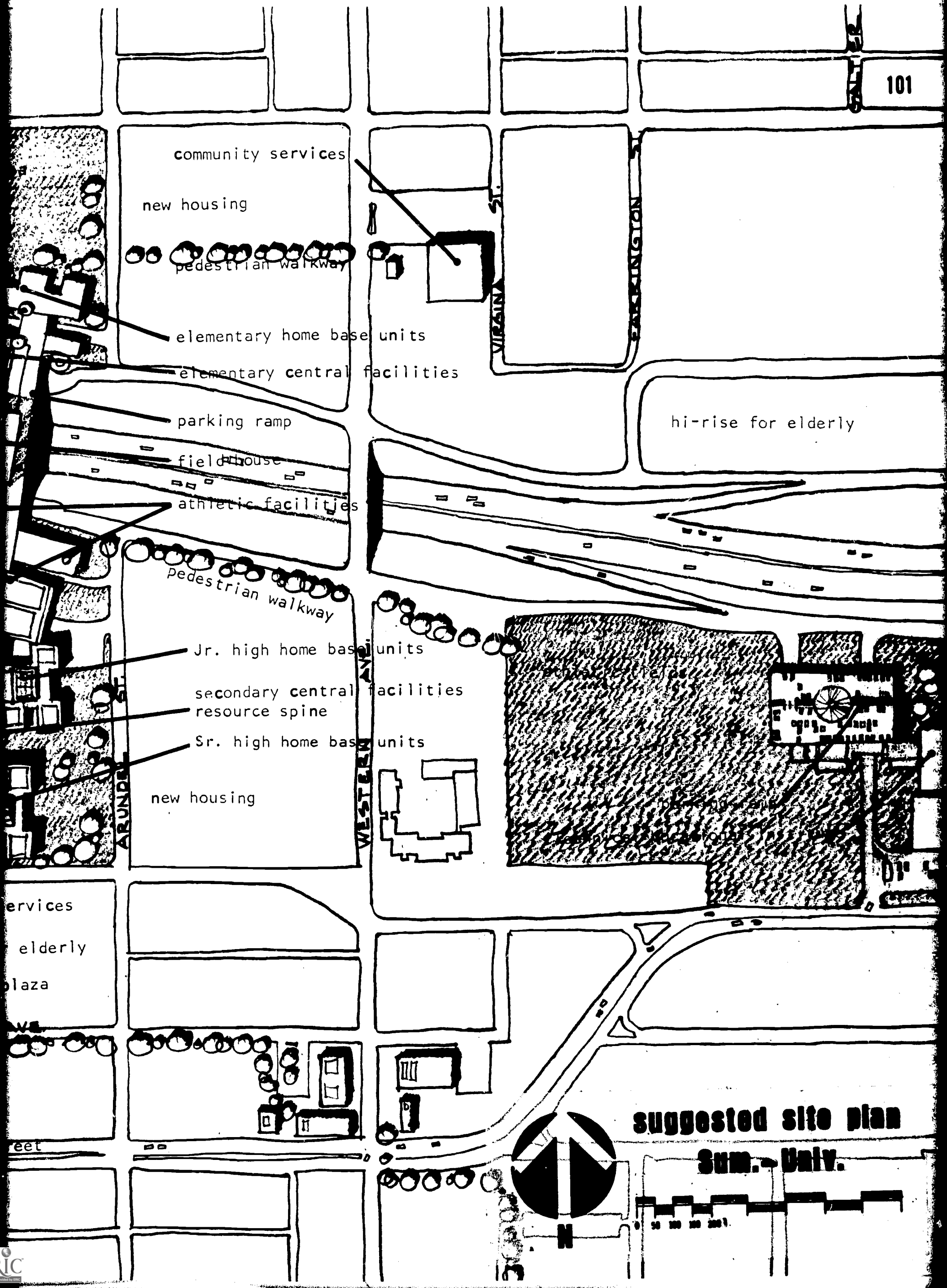
HILDING AVE.

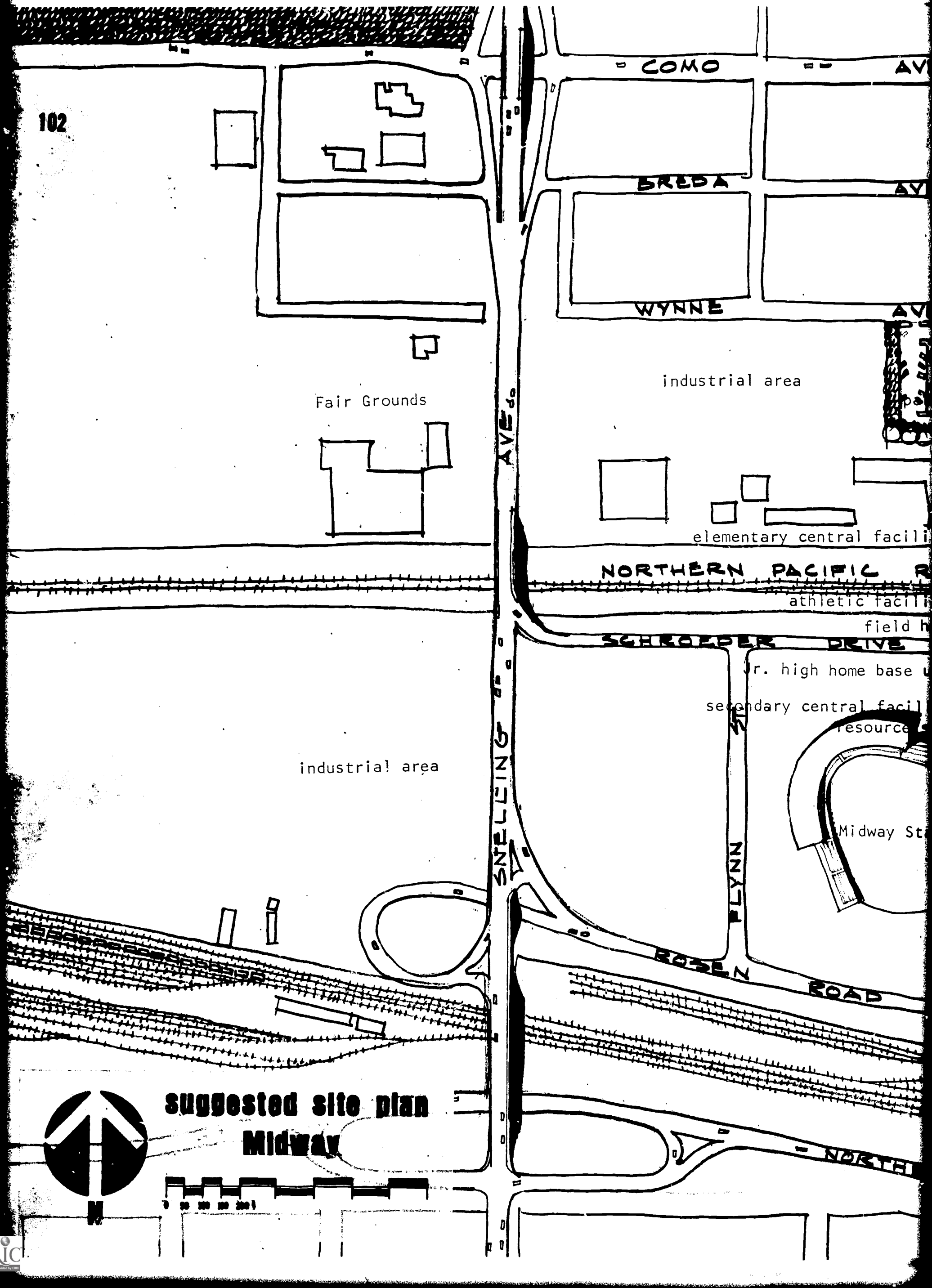
suggested site plan
Battle Creek

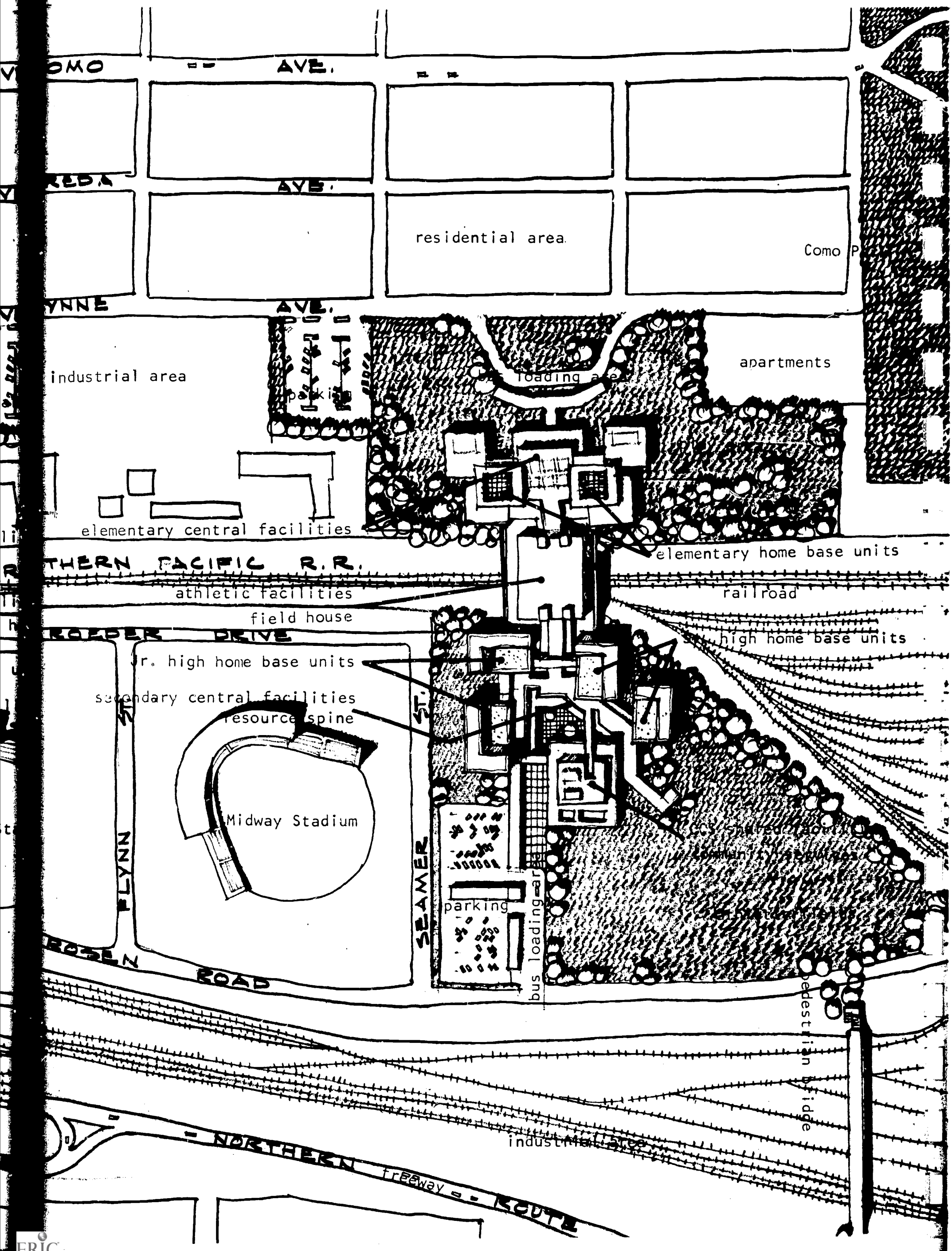
N

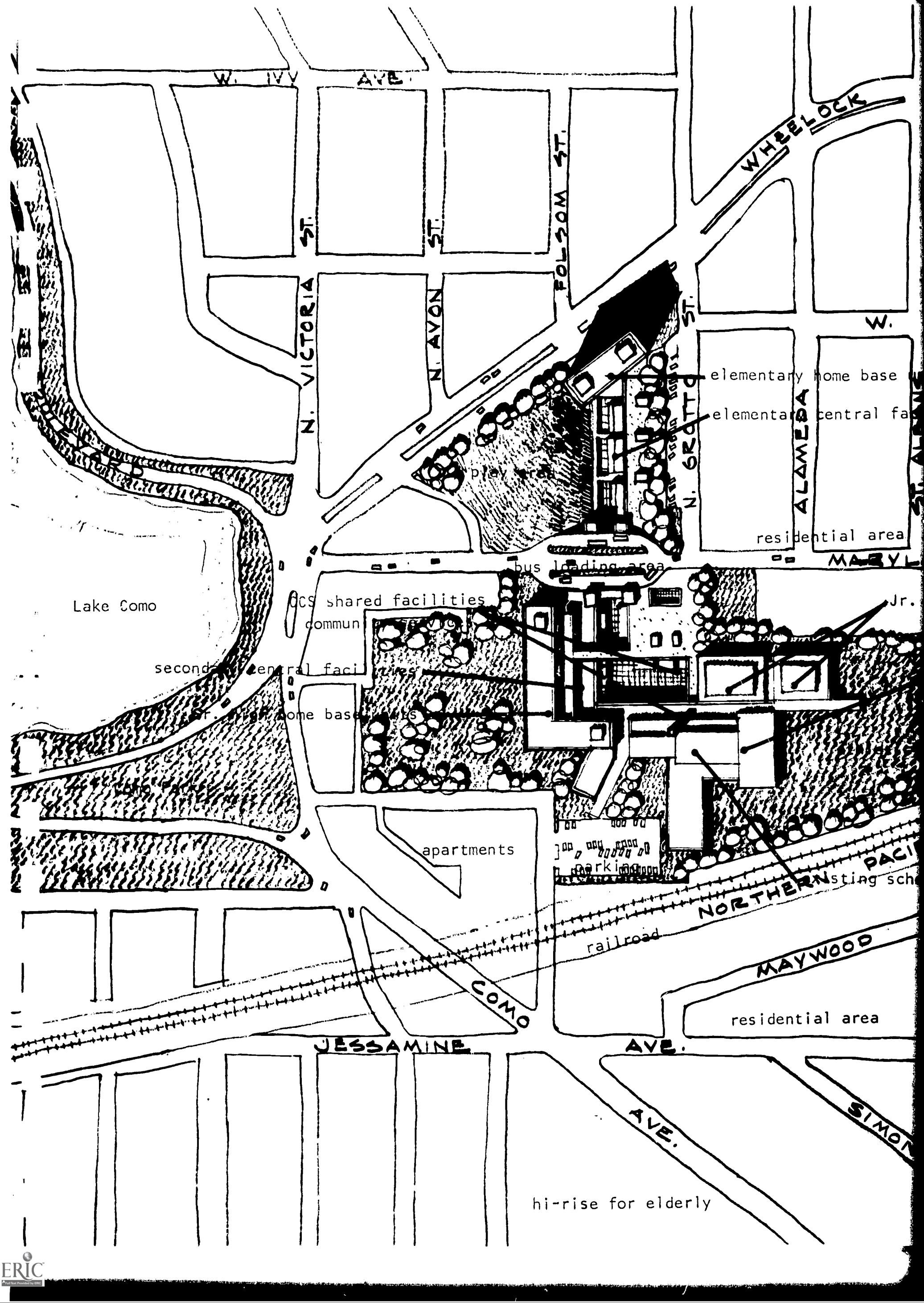

Sun Ray Shopping Center
DANE DRIVE
community services
auditorium
MALEY PLACE
activity area
athletic fields
ROUNDS AVE.
apartments
DRIVE
PARK
NORTH
Battle Creek Park
pedestrian walkway
DRIVE
POWERS AVE.
LARRY
residential area
MITCHELL AVE.
WARREN ST.
CUTLER ST
ELSON ST.
WINTHROP ST.
MICHAEL ST.


FULLER AVE.
bus loading area
play area
community serv
new housing
CENTRAL AVE.
pedestrian wal
hi-rise for elderly
elementary hom
ST. ANTHONY
elementary cen
freeway
parking ramp
INTERSTATE - 94
field house
CONCORDIA AVE.
athletic facil
CCS shared facilities
residential area
Pedestrian walkw
CARROLL AVE
Jr. high hom
secondary cer
resource spi
Sr. high hom
new housing
activity area
MARSHALL AVE
widened street
community services
hi-rise for elderly
community plaza
DAYTON AVE.
entertainment area
new commercial area
SELBY AVE.
widened street


101
community services
new housing
pedestrian walkway
elementary home base units
elementary central facilities
parking ramp
field house
athletic facilities
pedestrian walkway
Jr. high home base units
secondary central facilities
resource spine
Sr. high home base units
new housing
hi-rise for elderly
ervices
elderly
laza
eet
suggested site plan
Sum. - Univ.
N


102
COMO
AV
BREDA
AV
WYNNE
AV
Fair Grounds
industrial area
AVE
elementary central facili
NORTHERN PACIFIC R
athletic facili
field h
SCHROEDER DRIVE
Jr. high home base
secondary central facil
resource
Midway St
industrial area
SNELLING
FLYNN ST
ROSEN ROAD
NORTH
Suggested site plan
Midway
N


OMO AVE.
RED A AVE.
YNNE AVE.
residential area
Como P
industrial area
parki
loading a
apartments
elementary central facilities
elementary home base units
THERN PACIFIC R.R.
athletic facilities
railroad
field house
ROSEDALE DRIVE
Jr. high home base units
high home base units
secondary central facilities
resource spine
Midway Stadium
FLYNN
SEAMER
parking
bus loading ar
ROSEN ROAD
pedestrian bridge
industrial area
NORTHERN freeway - ROUTE


W. IVY AVE.
ST.
ST.
FOLSOM ST.
WHEELOCK
N. VICTORIA
N. AVON
N. GRANT
ST.
W.
ALAMEDA
elementary home base
elementary central fa
play area
residential area
bus loading area
MARYL
Lake Como
OCS shared facilities
commun
Jr.
second
central faci
home base
apartments
parking
PACI
NORTHERN
sting sch
railroad
MAYWOOD
COMO
residential area
JESSAMINE
AVE.
AVE.
SIMON
hi-rise for elderly

PARKWAY

WHEELOCK

103

N. GRATTO ST.

W. ORANGE AVE.

elementary home base units

elementary central facilities

ALAMEDA

ST. ALBANS

MAYWOOD

residential area

MARYLAND AVE

Jr. high home base units

NORTHERN PACIFIC R.R.

existing school building (renovated)

MAYWOOD

residential area

DALE RD ST.

EDGAR

SIMON

AVE

derly

N

Suggested Site Plan

Como

THE LONG RANGE PLAN

A STAGED PROGRAM
OUTLINING ELIMINATION
OF EXISTING PUBLIC SCHOOLS
AS THEY BECOME OBSOLETE
AND CONCURRENT DEVELOPMENT
OF NINE CONSOLIDATED
COMMUNITY SCHOOLS AND
A CITY CENTER FOR LEARNING.

C.C.S. SITES → STAGE GOAL		HARDIN	
		ELEM.	JR.H.S.
1	CURRENT BOND PROGRAM CONSTRUCTION		
2	2-4 YEARS - ELIMINATE OBSOLETE BLDGS, OVERCROWDING	•VAN BUREN •SIBLEY •MOUND PK	NEW UNIT
			EVA
3 +CCL	5-8 YEARS - ELIMINATE DEFACTO SEGREGATION		
			EVA
4	9-15 YEARS - PHASE OUT SCHOOL BLDGS 1900-1930±	• DEANE	• MOUND PARK
			EVA
5	15+ YEARS - PHASE OUT SCHOOL BLDGS. 1930→	SHERIDA	
TOTAL ENROLLMENT ELEM, JHS, SHS.		367	2
PROJECTED NEW ENROLL. BY YEAR 2000		349	
TOTAL PRESENT + PROJECTED ENROLL.		2[illegible]	
POSSIBLE NON-PUBLIC ENROLL. (ELEM. ONLY)			
YEAR 2000 ESTIMATE TOTALS		2[illegible]	

SITES →	HARDING			HAZEL PARK			PAYNE AVE.			WASHINGTON		
GOAL	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.
...RRENT BOND ...OGRAM ...NSTRUCTION			HARDING		HAZEL		•LINCOLN •GRANT •ERICSSON			•SMITH •RICE		WASH. NEW ADD'N.
...-4 YEARS- ...LIMINATE OB-...OLETE BLDGS, ...VERCROWDING	•VAN-BUREN •SIBLEY •MOUND PK	NEW UNIT					•PHALEN PARK •OLD/NEW HARRISON			•WHITTIER •GORMAN •SCHEFFER •DREW		
EVALUATION AND MODIFICATION OF												
...-8 YEARS- ...LIMINATE ...EFACTO ...EGREGATION												
EVALUATION AND MODIFICATION OF												
...-15 YEARS- ...HASE OUT ...CHOOL BLDGS ...900-1930±	•DEANE	•MOUNDS PARK		•AMES •HAYDEN HTS.			•FARNSWORTH	•CLEVELAND				
EVALUATION AND MODIFICATION OF												
...5+ YEARS- ...HASE OUT ...CHOOL BLDGS. ...930→	SHERIDAN			•FROST LA... •PROSPERITY HTS. •NOKOMIS		•JOHNSON	•MISSISSIPPI •WHEELOCK		•JOHNSON	•FRANKLIN •ARLINGTON		
...NROLLMENT ...HS, SHS.	2675	2125	2075	3010	1390	800	3681	1373	1000	[illegible]	[illegible]	[illegible]
...TED NEW ...BY YEAR 2000	349	175	175	2439	1220	1219	612	300	307	[illegible]	[illegible]	[illegible]
	699			4878			1225			[illegible]		
...PRESENT & ...TED ENROLL.	2322	2300±	1800±	5449	1710±	1620±	4293	1679	1753	[illegible]	[illegible]	[illegible]
	6922			8779			7725			[illegible]		
...NON-PUBLIC (ELEM. ONLY)	1350±			1900			[illegible]			[illegible]		
...TOTALS	9801±			9130±			[illegible]			[illegible]		

HIGHLAND			CONCORD			BATTLE CREEK			SUMMIT/UNIV.			MIDWAY/COM		
ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.
	HIGH-LAND NEW ADD'N.	HIGH-LAND NEW ADD'N.				BATTLE CREEK	NEW BLDG.					COMO	COMO	
									•WEBSTER •LONG-FELLOW •GORDON •HILL •DESNOY-ER PARK •BAKER	•MECH ARTS •MARSHA	•MECH. ARTS •CENTRAL	•TILDEN •McCLEL-LAN •HANCOCK •GALTIER		
			•RIVER-VIEW •DAVIS •ROOSE-VELT •JEFFER-SON	•HUMBOLDT •ROOSE-VELT •MONROE	•HUMBOLDT •MONROE			NEW UNIT	•MAXFIELD •JACKSON •LINWOOD	•MONROE •RAMSEY	•MONRO			
•GROVE LAND •RANDOLPH •RIVERSIDE •ADAMS •MATTOCKS												•COMO •CHELSEA HTS.	•WILSON	
•EDGCUMBE •MAHN •HIGHLAND •HOMECROFT	NEW UNIT.	NEW UNIT.	•BRYANT DOUGLAS GARFIELD									•ST. ANTHONY PK. •VICTORIA	•MURRAY	•MO
4017	1163	1606	2562	855	1026	1642	1200	1842	4048	1958	2570	3427	2184	
447	224	224	-417	-417	-	3692	1842	1842	-1377	-689	-689	727	364	
895			-834			7385			-2755			1455		
4464	1387	1830	2154	1838[j]	1026	5334	1642[k]	1842	2771	.469	1881	4154	1548[m]	
7681			5009			8818			5921			6978		
950			3000			—			4162			1982		
8631			8009			8818			9083[l]			8960		

MIT/UNIV.		MIDWAY/COMO			
JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	
		COMO	COMO		
•MECH ARTS •MARSHAL	•MECH. ARTS •CENTRAL	•TILDEN •McCLELLAN •HANCOCK •GALTIER			
E PLAN					
•MONROE •RAMSEY	•MONROE				
E PLAN					
		•COMO •CHELSEA HTS.	•WILSON		
E PLAN					
		•ST. ANTHONY PK. •VICTORIA	•MURRAY	•MURRAY	
1958	2570	3427	2184	613	50,000*
-689	-689	727	364	364	
-2755		1455			14,000*
1269	1881	4154	1548[m]	1276[n]	
5921		6978			64,000*
4162		1982			16,000*
9083[l]		8960			80,000*

NOTES

a. 900 J.H.S. FROM HAZEL
b. 450 S.H.S. TO PAYNE
c. 1579 ELEM. FROM HAZEL
d. 900 J.H.S. TO HARDING
e. 400 S.H.S. TO WASHINGTON
f. 1579 ELEM. TO HARDING.
g. 450 S.H.S. FROM HARDING
h. 400 S.H.S. FROM HAZEL
   299 S.H.S. TO COMO
i. 100 ELEM. FROM SUM/UNIV.
J. 1400 J.H.S. FROM BATTLE CREEK.
K. 1400 J.H.S. TO CONCORD
l. 1000 ELEM. TO WASHINGTON
m. 1000 J.H.S. TO WASHINGTON
n. 299 S.H.S. FROM WASHINGTON

* FIGURES ROUNDED TO 1000's AND APPROXIMATED BECAUSE OF SPECIAL STUDENT ENROLLMENTS AND DIFFERENCES IN ENTRY OF NEW POPULATION GROWTH.

● COST IN 1969 DOLLARS. CHANGES MAY OCCUR IN AMOUNT OF FEDERAL AND STATE AID TO EDUCATION, IN NEW LEGISLATION FOR SCHOOL CONSTRUCTION, OR THROUGH CHANGING MODEL CITIES AND NEIGHBORHOOD DEVELOPMENT PROGRAMS.

DISCUSSION OF THIS PLAN IS ENCOURAGED. THIS PLAN IS ONLY A SUGGESTION FOR A ROUTE TOWARD QUALITY EDUCATION. MODIFICATIONS WILL NECESSARILY BE A WORKING PART OF THE PLAN.

summary "... BUILDING COSTS ARE CHICKEN FEED IN THE E

While the comprehensive plan is very specific, schools and enrollment areas don't fit quite so neatly into the cells of the chart as they may appear. Some schools span one or more Consolidated Community Schools in their attendance areas. Old schools with recent additions may serve longer in some cases. The chart is only a rough guide to when specific schools could be phased out. Periodic evaluation and modification are essential and might better be thought of as continuous.

Cost estimates ($107,000,000) are calculated at $2,500 per pupil. As much use of existing facilities as possible is planned. The costs of new land for sites has not been estimated. In most cases it should be reasonable since land availability was a site criterion. The school system can sell abandoned sites and usable buildings. In renewal areas the Housing Authority will pay current market prices for school properties.

An estimate for the facilities to meet new population growth and possible shifts of non-public students can be made at $2,500 per pupil. This could add $75,000,000 in further expenses. The estimate of $107,000,000 for a City Center for Learning and 9 Consolidated Community Schools to take care of today's enrollments was reduced by $10,000,000 -- a guess at the Model Cities contribution.

To achieve quality education for 50,000 public school students and a possible 30,000 more by the year 2000, St. Paul must spend between $100,000,000 and $200,000,000 in the next 30 years or $3,000,000 to $6,000,000 per year. By decades the costs might run $30,000,000 to $60,000,000. These are staggering sums for a community to face.

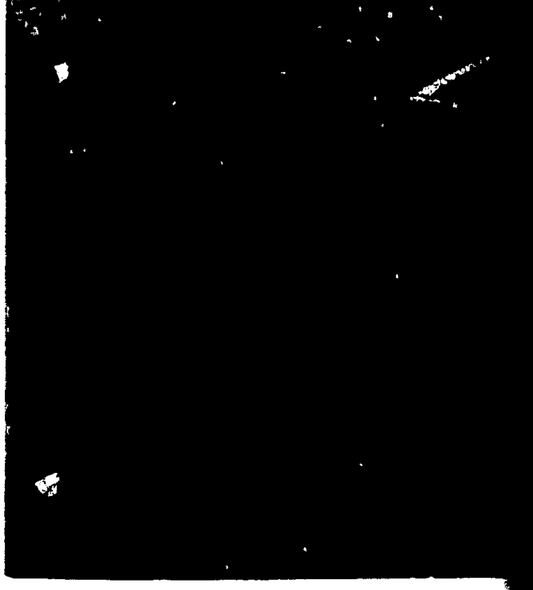
Some perspective may be helpful. The new Civic Center is estimated at over $20,000,000; the planned Civic Center for Minneapolis at $55,000,000; a new airport at $300,000,000 by 1980. High quality sewers - separated storm and regular lines -- will cost $225,000,000 in St. Paul. Bringing all St. Paul streets and roads (but not freeways) up to modern standards will cost $370,000,000.

Freeways to date in St. Paul have [illegible] $120,000,000. Because of financial prob[illegible] state and local areas did not make the ne[illegible] expressway improvements although most of [illegible] designs existed in the 1930's. Freeways [illegible] built when the federal government provide[illegible] per cent of the funds.

Where does education fit into these l[illegible] scale improvements? What priority are [illegible] willing to assign it? Every authority in [illegible] ucation expects that massive federal aid [illegible] come -- and soon. It has to as the costs [illegible] not providing a thorough education are [illegible] greater: crime, absenteeism, don't care [illegible] titudes, poor workmanship, alienation, [illegible] the other diseases of a crowded urban nat[illegible]

It [illegible] earlier [illegible] St. [illegible] made to edu[illegible] The [illegible] gram the 1920's [illegible] $50,000,000 [illegible] fewer people [illegible] mitted were [illegible] St. Paul in [illegible] The schools [illegible] built [illegible] They [illegible] built of [illegible] durable material[illegible] so strong that [illegible] buildings [illegible] in today. The [illegible] the [illegible] schools could.

CAN OUR COMMITMENT TO PRESENT AN[illegible] FUTURE GENERATIONS BE ANY LESS ?



CHICKEN FEED IN THE EDUCATION SCHEME OF THINGS..."

o date in St. Paul have cost . Because of financial problems cal areas did not make the needed mprovements although most of the ted in the 1930's. Freeways were he federal government provided 90 the funds.

education fit into these large ements? What priority are we ssign it? Every authority in ed- cts that massive federal aid will soon. It has to as the costs of g a thorough education are even rime, absenteeism, don't care at- r workmanship, alienation, and seases of a crowded urban nation.

If you build a million-dollar high school, its operations budget will be about a million dollars every three years. Ober a life of 60 years, the cost of the building will be only about 6 per cent of the total cost of fulfilling the purposes for which the building was built in the first place. Or to put it another way, when you add two teachers to your staff their salaries and fringe benefits for 30 years equal the cost of one million dollars worth of building. Think of the number of city school boards which discuss 5 minutes the consequence of adding 2 teachers and then argue into the dawn for expenditures of 1 million dollars for buildings. In short, building costs are chicken feed in the education scheme of things. People are more important --and more expensive --than bricks.

Harold B. Gores

OMMITMENT TO PRESENT AND NERATIONS BE ANY LESS ?? ?

Education is an investment rather that a cost; it is a mortgage payment rather than rent. It is not a matter of how much cost we can afford; it is rather a matter of how much we are willing to invest in the future lives of our children.

John Gardner

RESPONSE

PLEASE FEEL FREE TO COMMENT ANY WAY YOU WISH ABOUT:

I. A. THE CITY CENTER FOR LEARNING (PART I)

B. THE CONSOLIDATED COMMUNITY SCHOOLS (PART II)

C. THE COORDINATION OF EDUCATION WITH OTHER COMMUNITY ACTIVITY (PART III)

D. THE LONG RANGE COMPREHENSIVE PLAN (PART IV)

E. THIS REPORT IN GENERAL... DID IT HELP YOU BETTER UNDERSTAND THE CONCEPTS ?

YOU MAY USE OTHER SIDE OF THIS SHEET TOO!

CUT OR TEAR HERE

ONSE FORM

PLEASE FEEL FREE TO COMMENT ANY WAY YOU WISH ABOUT:

RNING (PART I)

NITY SCHOOLS (PART II)

CATION WITH
TIVITY (PART III)

HENSIVE PLAN (PART IV)

. DID IT HELP YOU
THE CONCEPTS ?

II. I WOULD LIKE :

- ☐ MORE INFORMATION.
- ☐ A SPEAKER.
- ☐ TO BE INVITED TO A PUBLIC INFORMATION AND QUESTION PERIOD.

III. I FAVOR ☐ DO NOT FAVOR ☐ CONTINUED PUBLIC DIALOGUE AND PARTICIPATION IN ST. PAUL'S EDUCATIONAL PLANNING.

Call 223-4801 FOR INFORMATION OR ARRANGEMENTS.

NAME _____

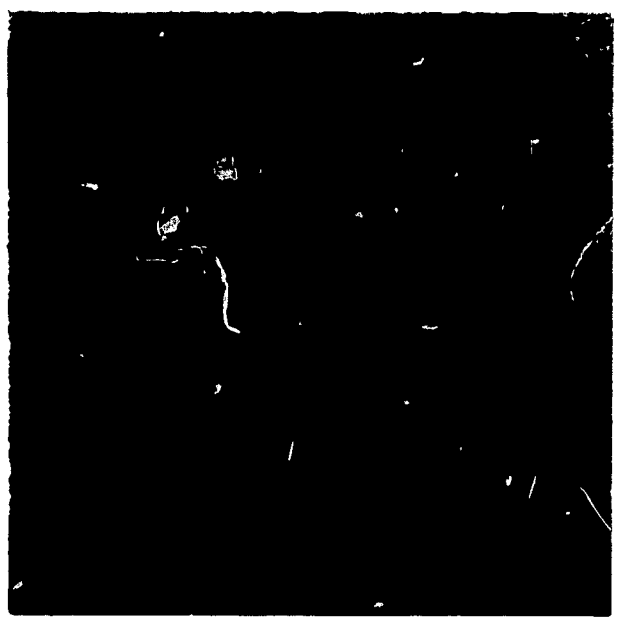
ADDRESS _____

Please send this form to :

CITY CENTER FOR LEARNING
UNION DEPOT BLDG.
ST. PAUL, MINN. 55101

Thank you

ADDITIONAL COMMENTS



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SPECIAL PHOTOS:
P. 6 by Ernest Brauer.
P. 23 by Eugene Schwope.
P. 16, 72, 73, rear cover, by St. Paul Dispatch, Pioneer Press.
P. 49 Sausilito Schools.

ERRATA

p.62 bottom diagram: resources, not resourses.

p.87 col. 2: starred, not circled; total NOT shown in color. [Map legend is correct.]

p.88 first paragraph: sites, not ties.

p.90 ¶5: link, not like.

p.91 ¶12: than, not that.

p.106 Gore's quote: Over, not Ober.