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United States Department of the Interior
National Park Service
National Register of Historic Places
Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

__X_ New Submission ____ Amended Submission

A. Name of Multiple Property Listing

HISTORIC PUBLIC SCHOOLS OF KANSAS

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

THE AMERICAN EDUCATION SYSTEM (1700 – 1955)
THE EVOLUTION OF THE PUBLIC SCHOOL SYSTEM IN KANSAS (1854 – 1955)
THE PUBLIC SCHOOL BUILDINGS OF KANSAS (1854 – 1955)

C. Form Prepared by

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D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (___ See continuation sheet for additional comments.)

Christy Davis 4/22/05

Signature and title of certifying official Date

State or Federal Agency or Tribal government

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Signature of the Keeper Date of Action

Table of Contents for Written Narrative

	Page Numbers
E. Statement of Historic Contexts	
THE AMERICAN EDUCATION SYSTEM (1700-1955)	3
THE EVOLUTION OF THE PUBLIC SCHOOL SYSTEM IN KANSAS (1854-1955)	6
The Territorial Period	
The Early Years of Statehood (1861-1880)	
The Next Sixty Years (1880-WWII)	
The Modern Era of the Kansas Educational System (WWII-present)	
School Segregation	
THE PUBLIC SCHOOL BUILDINGS OF KANSAS (1854-1955)	15
Early Schools of Kansas (pre-1900)	
The Progressive Era (1900-1930)	
The New Deal Era (1930-WWII)	
Emergence of the Modern School System (WWII-present)	
The Designers of Kansas Schools	
F. Associated Property Types	
COUNTRY SCHOOLS	29
One-Room Schoolhouse	
Two- (or more) Teacher Schoolhouse	
Architectural Styles and Alterations	
CITY SCHOOLS	31
City Graded Schools	
City High Schools	
Education-Related Structures	
Architectural Styles and Alterations	
TOWN SCHOOLS	35
Town Graded Schools	
Town High Schools	
Education-Related Structures	
Architectural Styles and Alterations	
PROPERTY TYPE SIGNIFICANCE AND REGISTRATION REQUIREMENTS	37
G. Geographical Data	40
H. Summary of Identification and Evaluation Methods	40
I. Major Bibliographical References	41
Appendix A – Federal and State Standards for School Design	45
Appendix B – New Deal Era Schools	49
Appendix C – Additional Information on Architects of Kansas Schools	56

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E. Associated Historic Contexts:
The American Education System (1700-1955)
The Evolution of the Public School System in Kansas (1854-1955)
The Public School Buildings of Kansas (1854-1955)

THE AMERICAN EDUCATION SYSTEM (1700 – 1955)
Free education for all citizens is the noble, founding premise of the American education system. A free, non-sectarian public education was a uniquely American concept dating to the Colonial period.[1] The church and family were the center of educational efforts in the Colonial period. Formal education developed out of the desire for children to be taught to read the Bible and learn democratic ideals. Following the American Revolution, European influences combined with the ideals of Benjamin Franklin and Thomas Jefferson led to the realistic movement in education. Jefferson's plan for allocating land for public education purposes was the basis of the Land Ordinance of 1784 through which new states were allotted one section in every township for support of common schools.[2] America's educational system as we know it took hold during the 19th century. The industrialization of America resulted in a shift from the agrarian foundation of the Colonies to a more productive, urbanized society that recognized the importance of public education.

The concept of free education was not popular initially. Early statesmen including Horace Mann and Henry Bernard are credited with popularizing the idea of free public education. In the 1830s local factions in Pennsylvania and New York were attempting to establish public school systems. Horace Mann led the effort in Massachusetts and finally prevailed when the legislature passed the public school law of 1837 that created the first state board of education.[3] Mann became the first Secretary of the Massachusetts Board of Education and widely promoted the concept of free public schools. Mann's Seventh Annual Report is frequently quoted as a significant influence in the early education structure (credited with the emergence of the graded elementary school).[4] As a member of the Connecticut legislature, Henry Barnard worked to create a state board of education in 1838 and then served as Secretary to the Board, later serving in the same role in Rhode Island.[5] Barnard influenced the design of schools with his books on school architecture (first published in 1842) and as the first United States Commissioner of Education (1867-70). His greatest contribution was said to be the publication of the *American Journal of Education,* as educational magazines and journals were an effective means for promoting the cause of education for all citizens.[6] By 1860 the question of free public education had largely been settled and the concept established as an American ideal.[7] The standard structure of eastern states' educational systems included a State Board of Education and State Superintendent of Public Instruction with primary authority over local schools given to county superintendents, establishing the premise of local control.

The first graded elementary school in the United States was the Quincy Grammar School in Boston (1848).[8] The English Classical School, also in Boston (1821), was the first American public high school (renamed the English High School in 1824). The founders recognized the Latin School that trained boys for college failed to meet the needs of those intending to become merchants and mechanics.[9] Massachusetts passed a law in 1827 requiring the establishment of a high school in towns of 500 or more families; but the concept of the public high school spread slowly. In 1860 there were 321 high schools in the country, 167 of which were in Massachusetts, New York and Ohio. The first public high schools in the Midwest were established in the mid-1800s, St. Louis in 1853, Chicago in 1856, and Burlington, Iowa in 1863.[10]

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[1] Andrew Gulliford. America's Country Schools. (Washington, D.C: The Preservation Press, 1984), 36.
[2] Ibid., 38.
[3] William E. Drake, The American School in Transition. (New York: Prentice-Hall, Inc., 1955), 202.
[4] Ibid., 227.
[5] Ibid, 221.
[6] Ibid.
[7] Gulliford, 40.
[8] Drake, 225.
[9] Ibid., 232.
[10] Ibid., 232.

The question of a community's right to levy taxes for secondary education was firmly established by the Michigan Supreme Court with the Kalamazoo case in 1874.[11] By 1900, there were more than 20,000 public high schools in the nation. The first junior high school was established in Columbus, Ohio in 1908.[12] The first curriculum expansion in most schools was the addition of manual and domestic training courses. The Smith-Hughes Act of 1917 provided federal support for vocational training including agriculture, industrial and domestic courses.

The Progressive Era is credited for the standardization movement which attempted to equalize schools regardless of location. In *The American School in Transition*, William Drake noted, "the graded elementary school and public high school movements were centered in the urban and industrial areas, while schools in the rural areas making some progress, remained backward, poorly financed, and poorly taught."[13] The challenge of equalizing educational opportunities in rural and urban areas was recognized and addressed by a number of eastern states in the early 20th century. Part of the impetus for school consolidation came from the federal government. President Theodore Roosevelt formed the National Commission on Country Life in 1908 to find solutions for rural problems, including specifically, the rural school problem.[14] The U.S. Bureau of Education's 1919 bulletin *Rural Education* (by H.W. Foght) cited the disadvantages of the rural school and encouraged consolidation, noting that 19 states had already reorganized along county lines.[15] Consolidation of rural districts remained a national issue for decades, ultimately resolved in most states in the 1960s and 70s.[16]

During the twentieth century two primary forces, changes in school-age populations and economic conditions, were responsible for significant transitions in the country's educational system. An increase in the number of school-age children following WWI resulted in a building boom of Progressive Era schools during the 1920s. Although school expansion was brought to a halt by the Great Depression, New Deal Era programs provided a significant boost to education across the nation through the provision of federal funds for the construction and improvement of school facilities. World War II resulted in another temporary downturn in school construction as the nation's efforts were focused on war-time industry. The post- WWII baby boom spurred a large increase in the number of school-age children, again creating an immediate need to build additional and larger schools. The book *Planning America's School Buildings* provided a chart of the capital outlay on school buildings in the period between the two World Wars.[17] The Public Works Administration's *Aids to Education* charts the number of school children as compared to the expenditures for school construction from 1918 to 1936.[18] These charts clearly illustrate the two periods of the greatest school construction in the nation's history. [*Figure* 1]

In 1950 Congress became concerned with the status of educational facilities and the responsibilities of the federal government in addressing the growing need for school facilities to educate an increasing number of school-age children. Title 1 of Public Law 815 provided for a nation-wide study of school facilities, making funds available to assist states in the survey of existing facilities and identification of current and future needs.[19] The results of this survey, completed in 1951-53 in most states, led to conclusive consolidation attempts in many states and illustrated a significant shortage of school facilities across the nation. The modern school facility as we know it dates to the period of school construction that began in response to the post-WWII baby boom.

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[11] Ibid., 234.
[12] Ibid., 461.
[13] Ibid., 225.
[14] Gulliford, 41.
[15] Ibid, 44.
[16] A modern consolidation movement mainly impacting small town schools has emerged in the last twenty years, due primarily to shifting populations and declining numbers of school-age children.
[17] American Association of School Administrators, Planning America's School Buildings. Washington D.C.: American Association of School Administrators, 1960, 17.
[18] Federal Emergency Administration of Public Works, Public Works Administration Aids to Education, By the Research Section of the Projects Division. Washington D.C.: United States Government Printing Office, 1937, 5.
[19] Department of Public Instruction, Kansas Study of School Building Facilities An Inventory of Existing Public School Facilities, Needs, and Resources as Reported by 3,568 School Districts, Conducted by the Department of Public Instruction, Adel F. Throckmorton, State Superintendent. Topeka, 1952.

Capital Outlay per Pupil in Public Elementary and Secondary Schools of the United States 1919-20—1954-55

School year	Capital outlay per pupil [a]
1919-20	$ 23
1921-22	41
1923-24	47
1925-26	48
1927-28	46
1929-30	44
1931-32	28
1933-34	8
1935-36	21
1937-38	25
1939-40	27
1941-42	14
1943-44	5
1945-46	10
1947-48	26
1949-50	53
1951-52	65
1953-54	65
1954-55	70

Source:
U. S. Department of Health, Education, and Welfare, Office of Education. *Report of the Long-Range Planning Phase of the School Facilities Survey.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1955. p. 13.
[a] Adjusted to 1954 cost level.

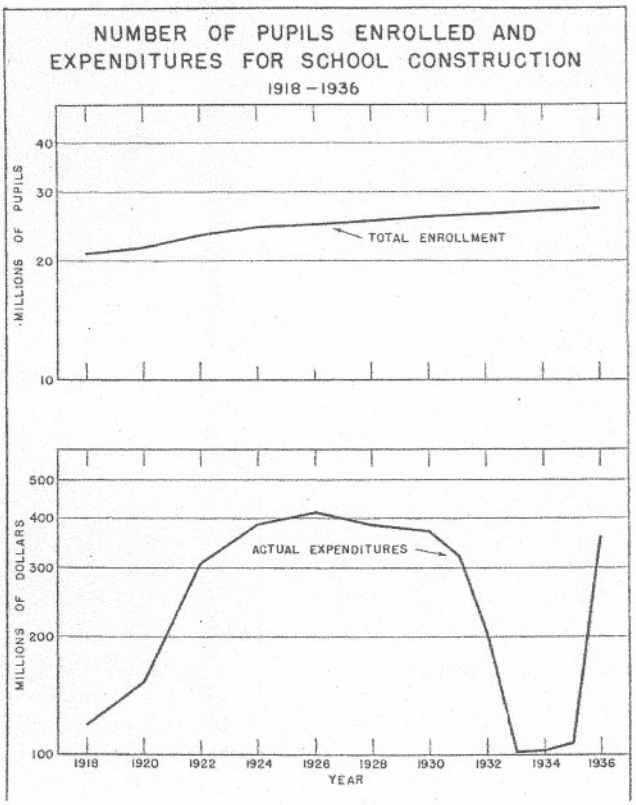

Figure 1 – Charts illustrating expenditures on school construction
Source: Planning America's School Buildings (right)
PWA Aids to Education (left)

Clearly, the basic components and organizational structure of the public school system in Kansas were influenced heavily by evolution of the American educational system that developed in the cities and states along the eastern seaboard. Kansas indeed, experienced similar challenges in regards to the equalization of rural and city schools, magnified by dispersed settlement patterns in a predominantly rural state. By the late nineteenth and early twentieth century, state leaders were citing examples of lessons learned in other states in the earliest consolidation attempts and in the development of legislation to support secondary schools. It took a full century for Kansas to develop the comprehensive educational system we know today. The preponderance of permissive (versus mandatory) legislation regarding the establishment of public schools and the consolidation of rural districts is the primary reason for the protracted evolution of the school system in Kansas.

THE EVOLUTION OF THE PUBLIC SCHOOL SYSTEM IN KANSAS (1854 – 1955)

The Territorial Period

The roots of free education in Kansas date to before establishment of the Kansas territory. Prior to the passage of the Kansas Nebraska Act in 1854, settlements in the area were confined primarily to military posts, Indian Missions, and area trading posts. It was during this time that the first schools were established in the lands that became the State of Kansas. J.M Armstrong, in the employ the Wyandotte Indian Nation, built and taught the first school in Wyandotte City (now, Kansas City, Kansas); the school was opened July 1, 1844 and admitted white children free of charge.[20] The school at the Kaw Mission in Council Grove is also recognized as one of the first schools in Kansas. The Methodist Episcopal Church established a mission on the Kaw Reservation after the reservation was created in 1847. A stone mission school was erected in 1850 and T.S. Huffaker was hired to teach. He organized a school for white children in 1851 and taught them, with the Indians, at the Mission.[21]

These early schools, the first documented to educate white children, were the forerunners of the territorial schools spurred by the wave of settlement resulting from passage of the Kansas Nebraska Act in 1854. Early settlers were unified in their desire for schools. Schools were established in Leavenworth and Lawrence in 1855. Local papers took up the cause advocating free schools in the new territory and few issues seem to have had the level of unanimous support as the importance of a free education. The first Kansas school law was established by the first territorial legislature. Article II of the Statues of the Territory of Kansas in 1855 provided for the establishment of common schools in each county, open free of charge to children between ages 5 and 21.[22] The Continental Congress (1785) set aside lot No. 16 of each township for public schools of the township and in 1848 Congress adopted the policy of granting two sections (No 16 & 36) in each township to the schools of a new state.[23] The sale of these lands (in addition to others granted to state institutions (totaling approximately 2,900,000 acres of land statewide) provided the basis for a permanent endowment fund for the support of the common schools of the state.[24]

The position of Territorial Superintendent of Common Schools was created in 1858 introducing the concept of a school system for the territory. James H. Noteware of Leavenworth was appointed the first Territorial Superintendent of Common Schools. He visited eastern states to consult with state superintendents and published the first school laws.[25] Noteware was a great early advocate for education, reflecting the importance of education to early settlers, "Let Kansas, from the first, take rank among the best educated of the states. Whatever else is neglected let not the education of our children be neglected."[26] The legislature established the position of the county superintendent to oversee the educational needs and school districts in each county and provided for the establishment of a public school board with the responsibility for managing their schools, independent of the city council. The early laws established the basic structure of the Kansas educational system that remained in effect for over 100 years.[27]

School finance was a major challenge in the territorial days because the permanent school fund did not result in immediate disbursements. The border conflict, drought, and lack of market for the new settlers' produce resulted in a dire economic situation that presented a serious challenge to the concept of free common schools for all.[28] Despite the economic challenges, the school laws of the Kansas territory were effective in the establishment of territorial common schools. Public schools were organized by the governments in local cities, as well as in rural areas. The first graded school system in Kansas was established in Lawrence in 1857, followed shortly by Leavenworth. Private tuition and

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[20] Lloyd C. Smith, "A Historical Outline of the Territorial Common Schools in the State of Kansas," Kansas State Teachers College of Emporia Bulletin of Information 22 no. 2 (February 1942), 55.
[21] Kansas Historical Collections, 9-10 (1905-06), 231.
[22] William C. Cutler, "Schools of Kansas – Era of Peace, Part 19" History of the State of Kansas (accessed on-line).
[23] Cecil Howes "The Birth of a State – This Month in Kansas History" The Kansas Teacher 53 no.2 (October 1944): 80.
[24] Ibid.
[25] Robert Taft, "A Century of Kansas History – Early Schools of the Territory," The Kansas Teacher 62 no.9 (May 1954): 40.
[26] J.H. Noteware, "To the Public," Common School Law of Kansas Territory (Topeka, State Printer, 1858), 16.
[27] Taft, 40.
[28] Smith, 53.

subscription schools were popular among the wealthier settlers. In his 1860 report, Superintendent Samuel Greer estimated that there were as many private schools as public schools in the Territory.[29] *A Historical Outline of the Territorial Common School in the State of Kansas* by Lloyd C. Smith provides an extensive listing of early schools by county. These schools included subscription schools, those taught in residences, log cabins, the earliest frame and stone schoolhouses, religious academies, and early city schools in Lawrence, Leavenworth, Emporia, Lecompton, Topeka, Fort Scott, Atchison, and Valley Falls.

The territorial period laid the foundation for the education of Kansans for years to come. Although laws were refined and the educational system grew tremendously after statehood in 1861, the basic premise of free education for all residents, state aid for education, and the concept of local school districts, were all rooted in the early settlement period.

The Early Years of Statehood (1861 – 1880)

Kansas achieved statehood and was admitted to the Union in 1861. The State Constitution of 1861 (Article 6, Section 2) clearly established public education as a responsibility of the state, "The Legislature shall encourage the promotion of intellectual, moral, scientific and agricultural improvements, by establishing a uniform system of common schools, and school of higher grade, embracing normal, preparatory, collegiate, and university departments."[30] The territorial model was carried over in the state's constitution. The 1861 education legislation provided equal opportunity for all boys and girls of the new state. It formed the office of State Superintendent of Public Instruction, to be elected by popular vote in even years for two-year terms. Recognizing that there must be some state aid for the common schools in addition to the permanent school fund, the first legislature levied a one-mill tax on all property for the support of public schools to be distributed twice a year to every school district according to its population.[31] As the state became more stable, taxes were used to build and support schools and the system of free education spread across the state.

Early education legislation required that the state superintendents submit reports to the legislature. The reports were annual from 1861 – 1876 and biennial reports were established in 1877. The first annual report to the legislature, by Superintendent Griffith in 1861, reflected data from county superintendents in twelve counties and reported a total school population of 4,901 with 2,310 attending school.[32]

Schools reflected the growth of the state during the first twenty years of statehood. Legislation dating to the territorial period distinguished between the common schools and city schools and the bulk of early educational legislation pertained to the common school system. The local school district plan was the subject of much discussion and controversy for the first one hundred years of Kansas' history. The district system was not deliberately planned but rather developed as a product of the times. With the establishment of the office of the county superintendent in 1858, the law charged the superintendent to divide the county into a convenient number of school districts. Rural schools and school districts grew with the state's early population as pioneers settled the state. Districts were formed for each school constructed, generally built at two mile intervals in populated areas, reflecting the walking distance of children. It soon became clear that the establishment of school districts was growing out of control. Concern arose that there were too many districts and that districts were too small to provide an adequate base of local support. State leaders advocated the county or township systems used by some states. In 1871, State Superintendent H.D. McCarty recommended one county board of education with no district smaller than a township.[33] These early warnings and recommendations were not heeded and rapid expansion in the number of districts continued for over thirty years.

As in rural areas, schools were established in cities and towns during the territorial period and this trend continued with statehood. Historically, in addition to the criticisms of legislation regarding the slow progress in the consolidation effort of common schools, state leaders were blamed for the gap between the common schools and state institutions of high

[29] Ibid, 53 and 56.
[30] C.O. Wright, 100 Years of Kansas Education, (Topeka: The State Teachers Association, 1963), 65.
[31] Howes, 80-81.
[32] William R. Griffith, Report of Superintendent of Public Instruction, (Topeka, 1861), 28-30.
[33] Ibid., 8.

learning. The first public high school was Quincy High School in Lawrence, established in March of 1857; the school was supported by private subscription but open for public use.[34] Leavenworth High School was established in 1864.[35] The early need for advanced learning was addressed by private schools. High school instruction began as one or two year additions to the graded schools. The legislature of 1863 made provisions for the establishment of the State Normal School at Emporia, the State Agricultural College at Manhattan and the State University at Lawrence. Colleges provided normal training out of necessity because many students wanting to attend college had at best, equivalent of an 8th grade education (many were graduates of a common school). Typically one to two years of preparatory courses were necessary prior to college acceptance. In 1873, the State University established preparatory standards for high schools that eventually lead to the elimination of preparatory departments at colleges.[36] High schools were accredited by the State University from the 1870s until 1915 when the newly formed State Department of Education took over accreditation. Students graduating from an accredited high school were eligible to enter the State University without examination.[37]

An 1864 law authorized the issue of district bonds for the purpose of building schools, a contributing force in the number of new schools being constructed. In addition to rapid growth in the number of public schools, there were other significant educational developments in the early years of statehood. The state teachers' association was formed in 1863 at a meeting of educators in Leavenworth with Isaac Goodnow elected president and The Board of Education was organized in 1873, primarily to certify teachers.

Figure 2 - Schools featured in the Third Biennial Report (1881-1882), State Supt. of Public Instruction - Atchison High School (1870)

Superintendent H.D. McCarty recommended a law for compulsory education in 1871 and a law was passed in 1874 requiring that every child between the ages of 8 and 14 attend school for a period of at least 12 weeks a year (the law was revised in 1903 to between 8 and 15 years of age or having completed the eighth grade). The compulsory attendance law resulted in continued growth in the construction of new schools to house the state's school-age population, now required to attend school. Rural areas and cities and towns all experienced substantial increase in the number of public schools. The emergence of the public high school was gradual, a response to the wants and desires of the population rather than legislative mandate. Graded schools were well established in most population centers. In 1876, the legislature passed a general school law that gave the boards of education in cities of the first and second class the power "to establish a high school whenever their opinion of educational interests in the cities demand it."[38]

In the Third Biennial Report (1881-82), Superintendent Speer provided a thorough accounting of the state's schools, with 81 reporting counties, there were 357,920 children of school age, 269,945 of whom attended school and there were 5,555 schoolhouses valued at $4,796,368 (buildings and grounds). This report was one of the first to recognize specific schoolhouses noting that permanent brick and stone schools were being constructed.[39]

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[34] Charles Hanford Landrum, "A History of the Public School System," (Unpublished manuscript copied by the Kansas State Historical Society, 1914), 166.
[35] "KSTA Milestones," The Kansas Teacher 72, no.1 (September 1963): 22.
[36] Ibid, 175.
[37] "New State Put Priority on Schools," Topeka Capital Journal (Topeka at 150 – First Days of School Special Insert, May 2, 2004): 5.
[38] Landrum, 170.
[39] Third Biennial Report of the State Board of Agriculture to the Legislature of the State of Kansas for the Years 1881-82, 2nd ed., (Topeka: Kansas Publishing House, 1883), 630-631.

The first twenty years of statehood were not without obstacles. Despite substantial growth in the number of schools and the number of school-age children attending school, financial challenges persisted. The issue of school funding became intertwined with Indian affairs, the constitutional land grants, and perhaps most significantly, the railroad. Superintendent Peter McVicar was successful in his efforts to thwart the sale of Indian lands to railroads without the provision for the public school lands (originally granted by Congress) but failed in an effort to prevent the state from giving vast tracts of land to railroads.[40] Lands granted to the state for school purposes were given to four railroads, a small portion of which was later recovered through default. The ultimate blow to state aid to schools was the repeal of the one mill levy established by the constitution in 1861. The history of the repeal is unclear. Wright summarized the influences behind the action and first among them were the railroads. Railroads were major contributors to the tax fund. Their influence in the legislature was significant and some reports note that the Kansas Pacific Railroad Company was behind the repeal of the mill levy for schools. The second issue was that of regionalism. The east was increasingly unhappy with subsidizing the west (poorer, sparsely inhabited districts in the west did not generate sufficient tax dollars comparable to the east). Finally, the widely reported reason for the repeal of the school mill levy was to pay for the completion of the west wing of the state capital (a one half mill levy for the construction proved to be insufficient for its completion).[41]

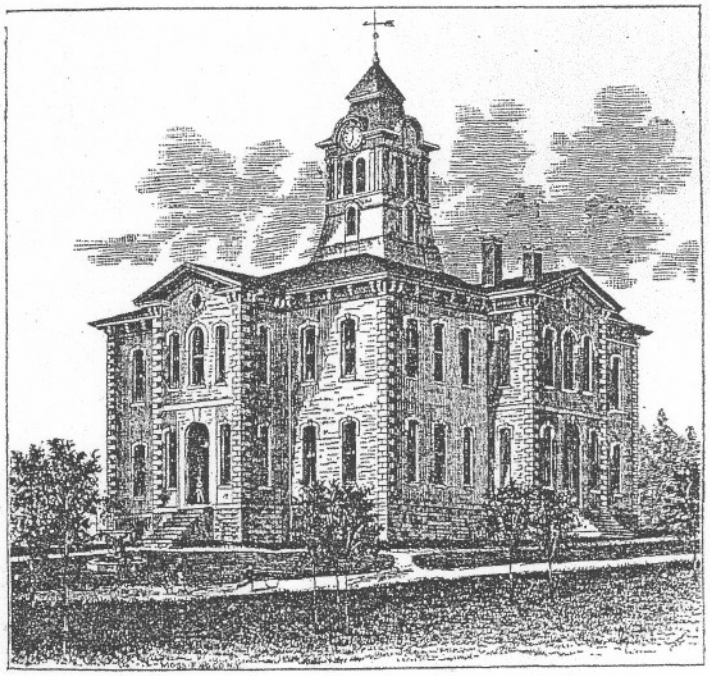

Figure 2b – Clay Center School built in 1882

The Next Sixty Years (1880 – World War II)

Following the 1879 repeal, Kansas schools received no state aid, except the proceeds from the permanent endowment, for nearly sixty years. Wright termed this time, the "dry years" in Kansas education, beginning with the loss of state support and accompanying poverty in school finance with similar poverty in educational leadership.[42] Local school systems did experience significant growth between 1880 and the Second World War despite the absence of state support. It was during this period that most of our existing "historic" schools were built.

There were 217 school districts in 1861, the first year of statehood. The number of districts grew rapidly with the new state, reaching a peak of 9,284 school districts in 1896. The first movement toward consolidation of school districts began before the end of the nineteenth century. While new districts were still being organized in the western half of the state, efforts to consolidate were being made in the east.[43] Early attempts at legislating consolidation proved to be ineffective. The first consolidation legislation was passed in 1897 and another in 1901 permitting the establishment of central graded schools in rural communities but both were permissive, not regulatory in nature. The laws identified the process for consolidation which involved approval or petition by voters of the district. During this period, the population base

[40] Wright, 100 Years, 59-63.
[41] Ibid., 70-71.
[42] Ibid., 77.
[43] W.A. Stacey, "Your State Department – Pioneer Conditions Determined Early Day School District Pattern," The Kansas Teacher 61 no. 6 (February 1953): 22.

continued to shift from rural areas to cities and towns; combined with transportation developments, the pressures on small districts continued. The first consolidated school in Kansas was the Lorraine School in Ellsworth County. Steps were initiated in 1896 and four school districts in Green Garden Township were consolidated into a single district with a graded and high school opening in 1898.[44]

The state advocated the consolidation of rural schools as the way for rural communities to have the benefit of a graded-school system. A major consolidation issue was that of transportation. Frank Nelson, the State Superintendent of Public Instruction issued a circular of information in 1902 titled, *Consolidation of Rural Schools*. Nelson stated that, "While the cities have been perfecting the organization of their graded school systems, the villages and rural districts have been unable to make much advancement in this direction."[45] The pamphlet recommended districts hire someone with a wagon to transport children to and from school and listed standard requirements for the wagons including lap robes, curtains, and soapstones (for heat). The emergence of creameries, requiring daily transport of cream, was credited with the development of reliable roads in rural areas and therefore, the lack of quality roads was no longer a reason for not transporting students. Although the consolidation movement originally emerged as an issue of economy, the advantages promoted were primarily that of a quality education, comparable to the city schools.[46]

Between 1908 and 1910, the enrollment in one-teacher schools dropped from 187,893 to 181,737.[47] In the Sixteenth Biennial Report (1908), E.T. Fairchild, State Superintendent of Public Instruction further made the case for the consolidation of rural schools by reporting that 2917 of the 8603 school districts in the state had an enrollment of fewer than twenty students.[48] By 1920, enrollment in one-teacher schools was 139,000, a drop of over 40,000 students in ten years.[49] Although the enrollment in one-teacher schools was declining at a rapid pace, the number of organized school districts was still well over 8,000 in the 1930s. The persistent challenge of consolidation is traced to two primary factors. First and foremost was the absence of legislation mandating consolidation and second was public opinion against consolidation. Just as small towns fight against the loss of their schools today, most communities ignored attempts at consolidation in the late nineteenth and early twentieth centuries. The rural school was often the center of the community, used for social and political gatherings as well as the education of local children. Communities fought to protect their freedom from government intervention. They feared the consequences of losing control of their local district, of domination by populous districts, high taxes, and long transportation for small children.[50]

It was not until 1963 that the legislature mandated district consolidation, removing the option from local districts. The permissive nature of the legislation may have been tied to the fact that there was no state aid to schools throughout this period. Thus, the common schools of the state endured the first three to four decades of the twentieth century much like they did the last two decades of the nineteenth century; with no state aid, they maintained local control and experienced little change or advancement for more than fifty years. By 1939, over eighty percent of the operating school districts were one-teacher districts yet those schools educated less than twenty percent of the student population. There really were two educational realities in our state during this period and that dichotomy is illustrated by a summary of districts and enrollment for the 1938-39 school year (see the following table).

There were significant strides in the educational opportunities and facilities in cities and towns across the state between 1880 and 1940. The demand for quality educational opportunities was strongest in the population centers. Cities set the standard by which smaller towns measured their own schools and thus can be credited for the emergence of new trends such as the rural and community high schools after the turn of the century.

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[44] Frank Nelson, Circular of Information Regarding Consolidation of Rural Schools, Issued by Superintendent of Public Instruction of Kansas, 2nd ed., (Topeka: Press of the State Printer, March, 1902), 13.
[45] Ibid., 6-11.
[46] Ibid, 11-12.
[47] Stacey, "Pioneer Conditions," 22.
[48] E.T. Fairchild, Bulletin of Information Regarding Consolidation of Rural Schools, Issue by State Superintendent of Public Instruction, (Topeka, State Printing Office, 1908), 94.
[49] Stacey, "Pioneer Conditions," 22.
[50] Ghazal Abbas Husain, "Consolidation of School Districts in Kansas" (PhD diss., University of Kansas, 1966), 40.

Type of School	Organized Districts	Districts Operating	Enrollment Grades 1-8	Enrollment High School	Total Enrollment
One Teacher	7,261	6,193	72,014	---	72,014
Two or More Teacher, Elementary	700	699	48,550	---	48,550
Two or More Teacher, Elementary and High	261	261	31,603	24,159	55,762
Rural High School	314	311	---	23,271	23,271
Community High School	23	23	---	6,422	6,422
Cities of the First Class	11	11	56,223	15,875	72,098
Cities of the Second Class	77	77	54,837	39,539	94,376
Totals	8,647	7,575	263,227	109,266	373,493

The materialization of the high school was not strictly a phenomenon of the larger cities. In the First Biennial Report (1878), Superintendent Fraser recommended at least one high school for every four counties and the 1884 Superintendent Report advocated a plan for one high school in every county with at least 6,000 population. The Canfield County High School Act was passed by the legislature in 1886 providing for petition by one third of the legal voters in a county, presented to the county commission for the establishment of a county high school open and free to all. The law was less than successful; ten years after the law was passed, only three schools had been established under the law.[51] Communities in the county battled to have the high school located in their town (similar to the battles over county seat locations). The first county high school opened in Chapman (Dickinson County) in 1889.[52] One of the most effective pieces of educational legislation in the first quarter of the twentieth century was the Barnes Act of 1905. Named for Representative J.S. Barnes of Pratt who was chairman of the Education Committee, the law applied to all counties not having a county high school and all cities except those cities of the first class. The law allowed the levy of a tax to establish a high school free of tuition and by 1906, forty-three counties had adopted the law.[53] The Barnes Act was repeatedly challenged by railroads, businesses and individuals, but it was upheld. In 1890 there were 19 fully accredited high schools and 36 others (55 total) and by 1913, 38,775 students were enrolled in 370 high schools in Kansas.[54]

The Rural High School Act was passed in 1915 allowing larger districts to cross county lines. In a 1918 report, Superintendent W.D. Ross reported that high schools had begun to flourish under the recent rural high school laws, "In the past six years, the number enrolled in Kansas high schools had more than doubled while the total enrolled in school remained stable. Public high schools numbered 598 (including those offering one, two, three, and four-year courses), 365 high schools were accredited and over 200 smaller high schools offered high school courses of less than four years."[55]

Advancements in curriculum primarily grew out of the high school movement. State legislation contributed to curricula expansion with the Manual Training Act of 1903 and the Normal and Industrial Training Acts of 1909 and 1911.[56] High schools eventually took over the 'normal training' (preparatory training) allowing those departments to be dropped from the colleges and universities. The addition of manual training and industrial arts developed in part, to combat the reputation that high schools were merely the poor man's college. By the first decade of the this century, city high schools had evolved into four-year schools, the predecessor of today's high schools. A next step was the emergence of junior high schools, originally designed as a means to bridge the gap between the grades and the high school, in preparation for more extensive courses of study. The first junior high school in Kansas opened in Neodesha in 1913.

In his *100 Years In Kansas Education*, (in reference to the period of 1912 – 1936) Wright noted that "...the child-centered school, vocational education, the junior high, and secondary education for all youth – even the junior college – came with small resistance; but while urban education gained in quality, rural schooling at best stood still."[57]

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[51] Charles Hanford Landrum, "A History of the Public School System," (Unpublished manuscript copied by the Kansas State Historical Society, 1914), 178-180.
[52] Ibid.
[53] Ibid., 185-186.
[54] Seventh Biennial Report of the State Superintendent of Public Instruction, (Topeka, State Printer, 1889), 97-98.
[55] Wright, 100 Years, 95.
[56] Landrum, 245.
[57] Wright, 100 Years, 84.

The growth and expansion of high schools fueled the debate regarding teacher qualifications, certification, and pay, as well as the continued discussion of text books and standardized curriculum. Despite the lack of state funding, the legislature did seem to recognize the need for improvements in the state's educational system shortly after the turn of the century. One of the first victories for the Kansas State Teachers' Association was 1920 legislation that raised school local levy limits by 50% and raised the limits of school's bonded indebtedness. The 1920 laws led to significant construction of new school facilities, many of which remain in use today. Although earlier attempts had failed, the 1933 legislature passed a tax limitation law that limited local mill levies, resulting in a 15% assessed valuation drop statewide that further strained school budgets.[58] The Dust Bowl and the Great Depression contributed to the lack of progress despite growing recognition that something needed to be done to address the problems facing education across the state.

It was not until the late 1930s that significant advancements in the state's educational system would be realized. The year of 1937 must be considered the beginning of the modern era of Kansas education. Although just prior to the start of World War II, which introduced a new set of complications in social and economic realms, 1937 saw the return of state aid to the schools of Kansas. The groundwork for improvements to the state's educational system had been established over a period of over thirty years, yet public pressure is credited for providing the impetus for the 1937 legislation. W.T. Markham was the only Democrat to serve as State Superintendent for Public Instruction, appointed by Democratic Governor Woodring in 1931 after Superintendent George Allen was killed in an accident while in office. Governor Woodring lost his bid for a second term, defeated by Alf Landon. Landon then ran for President of the United States in 1936 which served to bring national attention on the dire state of the Kansas education system (ranked 48th - last in state aid).[59] Landon was, of course, defeated in his bid for President by Franklin D. Roosevelt, not carrying even his home state. However, the campaign did result in both Democratic and Republican state parties adopting platforms for educational reform that led to the passage of the 1937 legislation establishing state aid for schools.

Kansas was one of the last states to adopt a plan for state money.[60] The 1937 legislative session resulted in three major educational laws, most significant among them was the State Aid Act. Educational Leadership had long been advocating some type of consistent formula for rural schools and the 1937 State Aid Act was called the School Equalization Act. The legislature established the state's first sales tax and a portion of the two-cent tax was apportioned for state aid to schools, designed to aid the weaker school districts and provide funding for elementary schools.[61] The only shortfall of the 1937 legislation was its failure to address equalization of high schools. The difficulty was developing an acceptable formula because the organization of Kansas high schools varied widely – tuition counties, Barnes Law counties, rural high schools and community high schools.[62] In order to pass the legislation in 1937, high schools were eliminated from the aid provisions, with the intent of including them the following year. High school aid did not become a reality until eighteen years later.

In spite of the lack of state support for schools, a large number of schools were constructed in the 1920s to house the increasing number of school-age children resulting from the WWI baby boom. The construction of new schools was stalled by the onset of the Depression but the downturn was short-lived. The New Deal Era brought forth one of the greatest periods of school construction that this country had seen. Federal funds were made available for the construction of schools in an effort to create jobs for the working class. This period of substantial growth in the number of school facilities that began in the 1920s, continued to the start of WWII. When the country went to war, education again entered a period in which world happenings significantly influenced local and state progress.

[58] "Milestones," 23.
[59] Wright "1937 Legislation," 17.
[60] Wright, 100 Years, 146.
[61] Ibid.
[62] Wright, 100 Years, 148.

The Modern Era of the Kansas Education System

The beginning of World War II not only brought a halt to the construction of school buildings but created an economic boom that was in direct contrast to the preceding Depression years. Aside from the predictable effects of war, a number of interesting side effects impacted the country's schools for years to come. A significant number of school-age children left school to work in office and factory jobs, and returning to school after the war was unacceptable to many. Qualifications for teachers were lowered in an effort to fill teaching positions vacated by men going off to war and emergency sub-standard teaching certificates were issued in an attempt to keep schools open. Although some schools did close during the war due to lack of teachers, some schools were actually used to aid the war effort. School shops were used to train nine million workers in specific manufacturing skills. Over 2 million men were rejected for military service for physical defects that reportedly could have been corrected or prevented through health education in public schools.[63] Post-war America saw the loss of teachers to higher-paid occupations. The war led to the development of physical education programs in public schools, and high school standards were raised in attempt to meet the demands of soldiers resuming their education that was interrupted by the war (influenced in large part by the G.I. Bill of Rights). A low birth rate from 1930 to 1945 resulted in fewer children entering school but by the early 1950s, Kansas like the rest of the nation would experience an incredible expansion of the educational system in attempt to meet the needs of the baby boom that took place after WWII.

While the 1937 school aid legislation provided aid to the weak school districts, the post-war movement emphasized the need for equal educational opportunities in all schools, regardless of locale. The previous failed attempt to develop a formula for high school aid resulted in passage of the Uniform High School Measure in 1945 which extended the principles of the 1905 Barnes Law statewide, establishing a common denominator for all Kansas high schools.[64] State aid did not accompany the 1945 legislation (a high school aid package was finally passed into law in 1955).

With adequate state funding finally secured for public schools, serious attention turned once again to the issue of district reorganization. Consolidation of rural school districts had been an issue for more than fifty years. The Table on page 11 summarizing the number of schools and districts in the 1938-39 school year clearly illustrates the problem – 84% of the total school districts in the state were one-teacher schools and those schools were educating only 19% of the state's school children. It was recognized that no amount of state aid could provide equal educational opportunities to all school children without extensive reorganization. The next twenty years brought about the elimination and reorganization of a number of districts due in part to the emerging reliance on the automobile and the improvement of roads and highways.

Despite increased funding and attempts at equalization and reorganization, overlapping districts, separate treatment of elementary and high schools, and continued inequalities of rural schools as compared to their city counterparts ultimately led to the most comprehensive school legislation in the history of the state. In 1961, the Legislature passed a law for the creation of unified school districts but the law was declared unconstitutional in 1962.[65] By 1963, the number of school districts had dropped to 2,023; but the districts still represented eleven different types of district organization with elementary and high school districts remaining separate.[66] Legislation was passed in 1963 which divided the entire state into school districts that provided education for grades 1-12. House Bill 377, as amended by the Senate, provided the procedure to create unified school districts. The state was divided into 106 units (by county with the exception of Johnson County which was divided into two units) and each was to formulate the boundaries for one or more unified districts. Following review and approval by the State Superintendent, the proposal was placed before voters in each district. The act was the first legislation to unify elementary and high school districts. Additionally, after October of 1964, cities of the first and second class and rural high school districts could petition the State Superintendent to establish a unified district incorporating all schools within the proposed district. All new districts were to be operational in 1966.[67]

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[63] F.L. Schlagle, "The Teacher and the Post-War Child," The Kansas Teacher 53, no. 3, (November, 1944): 5.
[64] "New School Laws Most Progressive in History of Kansas," The Kansas Teacher 53, no. 9 (May 1945): 3.
[65] Michael R. Heim, "History and Function of School Districts," Guidebook to Kansas Local Governments, (Topeka: Kansas Legislative Research Department, 1979), 99.
[66] Legislature Makes Another Attempt to Unify School Districts," The Kansas Teacher 71, no. 10 (May 1963): 27.
[67] Ibid., 27-29.

The Kansas Supreme Court upheld the constitutionality of the school district unification with a ruling in 1965.[68] As a result of the 1963 legislation 794 non-unified districts were disorganized and 139 unified districts were established. Additionally, 138 petitions were approved that disorganized 799 districts. Two additional unification laws were passed in 1965 and the last of the non-unified rural school districts were disbanded by the end of the decade (1969).[69] The same decade that saw consolidation of rural schools also brought a constitutional revision that altered the basic system of state and local education that had been in place since the territorial period. The constitutional amendment (Article 6 of the state constitution) was approved by Kansas voters, eliminating the election of county superintendents and the State Superintendent of Public Education and transferring the duties of those positions to a State Commissioner of Education to be appointed by an elected State Board of Education.[70] The 1963 legislation (with revisions/expansions in 1965) established the basic school district pattern that remains in use today with unified districts in charge of all schools in a given district (there are currently 304 unified school districts). The 1966 constitutional amendment established the organizational structure for the Kansas Board of Education that remains in effect today.

School Segregation

A review of the educational system of Kansas would not be complete without visiting the issue of segregation of schools. The first schools in the area (pre-dating the Territorial period) were schools in which white students were taught along side Indian children at missions in Wyandotte and Council Grove. Although pro-slavery factions fought against the use of tax dollars to support free education for the Negroes, early settlers spoke with near unanimous voice, demanding free education for all.[71] The laws of the First Territorial Legislature in 1855 established "...schools...free for every class of white citizen....; the laws of 1858 provided no exclusion because of color ...school districts established shall be free...to all children...."[72] In the early years of statehood integration was an issue; in 1867 it was made an offense for school officers to exclude colored children and in 1868, State Superintendent McVicar called for school integration, "the only course worthy of a free people."[73] Despite the intentions of the state's forefathers, segregation became the norm. Later legislation actually allow for segregation in larger cities. Cities built neighborhood schools and therefore most cities had schools specifically for black children, located in black neighborhoods. The issue of school segregation gained national attention and was ultimately resolved by the Brown v. Topeka Board of Education case in 1954. The following summary is excerpted from the National Register Nomination for the Sumner and Monroe Elementary Schools in Topeka, Kansas.[74]

> The doctrine of separate but equal was established in regards to the use of public transportation facilities in the U.S. Supreme Court case of Plessy v. Ferguson, (1896) Although the case did not involve the issue of schools, the principle was established – the segregation of whites and blacks was valid if the facilities were equal, since it is the "equal" protection of the laws that is guaranteed by the Fourteenth Amendment. The separate but equal doctrine was followed by the Court and not reexamined initially. In the period from 1914 to 1954, the Court applied more rigid standards of equality. By 1952 the Supreme Court had on its docket cases from four states challenging the constitutionality of racial segregation in public schools. The cases were re-argued after the appointment of Earl Warren as Chief Justice (following the death of Chief Justice Vinson). On May 17, 1954, the Court issued its historic decision in which it concluded that "separate but equal educational facilities are inherently unequal." The decision was unanimous with only a single opinion of the Court and the issue of legal separation of the races was settled. By denying Linda Brown the right to enroll in the neighborhood Sumner Elementary School and forcing her to attend the colored Monroe Elementary School several blocks away, the Topeka Board of Education, started a chain of events that led to the Supreme Court's momentous decision.

Although it took over two decades for desegregation to be implemented on a local level, the Brown v. Topeka Board of Education case remains one of the most significant decisions impacting the modern education system today.

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[68] "Kansas Supreme Court Upholds Constitutionality of Unification," Kansas City Times, March 19, 1965.
[69] Heim, 100.
[70] Heim, 101.
[71] Smith, 49.
[72] Cutler.
[73] "Milestones," 22.
[74] National Register Nominations for Sumner and Monroe Elementary Schools , prepared by Dr. Harry A. Butowsky, National Park Service, 1991.

THE PUBLIC SCHOOL BUILDINGS OF KANSAS (1854 – 1955)

Society, economics politics, and trends in educational philosophies are among the factors that influence the design and construction of public school facilities. Having traced the evolution of the educational system in Kansas, the focus is shifted to public school buildings.

The design of Kansas' schools, like other building types, followed architectural developments across the nation. Ben Graves, author of the book *School Ways – The Planning and Design of America's Schools* notes that despite local autonomy in school matters, schools are startling in their nationwide similarity.[75] The earliest public school buildings in Kansas included both one-room country schoolhouses and large city schools. The design of rural schools was heavily influenced by available materials and early settlers, while schools in the populated areas tended to reflect traditional design influences. Kansas experienced its first major building boom in the 1880s, a time that saw the construction of numerous school buildings. Prominent stylistic influences during this period included the Victorian high styles-Queen Anne, Italianate and Richardsonian Romanesque. By the turn of the century, classical influences were dominant. Prominent early Kansas architects included John G. Haskell of Lawrence, James C. Holland of Topeka, George P. Washburn of Ottawa, William T. Proudfoot and George W. Bird of Wichita.[76] In the first quarter of the twentieth century, Charles Shaver of Salina, Arthur R. Mann of Hutchinson, Henry W. Brinkman of Emporia, Thomas W. Williamson of Topeka, and Lorentz Schmidt of Wichita joined the ranks of established architects in the state.[77] *Guide to Kansas Architecture* notes that local architects tended to design a variety of building types in their home town with work focused on a specific building type spread across a wider geographic area.[78] All of these prominent Kansas architects designed public school buildings; some did so primarily in their home towns but others like Williamson, Shaver, and Mann built a career on the design of educational facilities.

The design of public schools was influenced by a variety of factors including locale, available materials, economics, federal and state legislation, educational advancements, architectural and educational journals, design standards, as well as established architectural trends. Guidebooks for school design and the later school building standards impacted all types of public school buildings from country schools to the largest city schools. A summary of federal and state standards for schools design is provided in Appendix A. A review of these standards illustrates the emergence of common building types and the simultaneous evolution of the various types of school buildings - country schools and graded and high schools in towns and cities.

The development of public school buildings does not follow a clear chronological progression. The one-room schoolhouse is undeniably the original public school building; however, about the same time, graded schools and public high schools emerged in population centers across Kansas. These new educational icons of the cities and towns did not replace the country school in rural areas. New rural schoolhouses were built through the middle of the twentieth century.

Early legislation distinguished between the common schools and the city schools and between schools in cities of the first, second, and third class. Cities of the first class are those with populations over 15,000; cities of the second class have a population between 2,000 and 15,000; and cities of the third class have a population between 250 and 2,000.
Most legislation of city schools pertained to cities of the first and second class. The schools in Kansas are best classified by their location. The categories of country schools, town schools and city schools will be used to discuss the Kansas public school buildings. Although the term "common school" initially applied to those schools in small towns and communities, as well as country schools, it is generally synonymous with the descriptive term - country school. The term country school is fairly self-explanatory, referring to one-, and two-room schools in rural areas. Town schools are not as clearly defined. They are generally located in third-class cities with populations of 250 – 2000. The category of town schools is not defined strictly by population but rather by the types of schools. The communities of this size generally had

[75] Ben E. Graves, School Ways – The Planning and Design of America's Schools. (New York: McGraw Hill, Inc., 1993) 25.
[76] David H. Sachs and George Ehrlich. Guide to Kansas Architecture. (Lawrence: University of Kansas Press, 1996), 20-21.
[77] Ibid., 21-22.
[78] Ibid., 22.

one school, or sometimes, one grade school and one high school. The category of city schools generally applies to those schools in first- and second-class cities. These cities typically had multiple grade schools and at least one separate high school. Most large cities also had one or more junior high schools.

Early Kansas Schools (pre 1900)

The country or rural school was also called the one- (or two-) room schoolhouse or one- (and two-) teacher schoolhouse. All of these terms are appropriate descriptions of the early schoolhouse. Kansas' first documented schools were established in the 1840s and schoolhouses were built across the state by the end of the nineteenth century. Between 1870 and 1890, 58 new counties in Kansas were settled with recent arrivals from the eastern states and foreign shores.[79] Settlers in the new state influenced the school buildings in a number of ways. The federal government was issuing educational publications by this time and it is documented that early Kansas leaders looked to other states for examples but the influence of early settlers should not be overlooked. In addition to eastern settlers, immigrants, many of whom were craftsmen such as stone masons, helped to shape Kansas schoolhouses. The earliest country schools in Kansas were built by local settlers with the available materials. These buildings are classified as vernacular in style. The schoolhouse was typically among the first community buildings constructed, along with a church. The schoolhouse symbolized permanence and was prominently located to entice new settlers as they passed early settlements. The most common early schoolhouse in Kansas was a frame building with wood clapboard siding. However, immigrants settled throughout Kansas, many in areas with an abundance of native limestone and sandstone. In these areas, even the earliest schoolhouses were constructed of native stone. The term vernacular applies to the design as well as to the materials. The earliest schoolhouses were built by the settlers according to their view of what a school should look like and therefore, the influence of the east coast and immigrants was significant.

In a 1981 article in *History News* entitled "Schoolhouse Reading: What You Can Learn from Your Rural School," Fred Schroeder developed two basic stylistic categories for the country school, each with two sub-classifications – vernacular and architect-designed. The vernacular category is divided into two classes, the "folk vernacular" and "mass vernacular." Folk vernacular is traditional and native in design and materials, likely to resemble an agriculture outbuilding or primitive dwelling. Mass vernacular is identified by the use of commercial machine made materials such as dimensional lumber or brick and likely to 'look more like a schoolhouse', resembling rural civic buildings such as a town hall or church.[80] The second classification, "architect designed," included schools based on plan books and rare, commissioned designs. Although architectural plans for school buildings were available nationally as early as 1832, settlers continued to use the resources at hand with little inclination or ability to follow published plans for school buildings.[81]

The simple form of the country school reflected its function. Even before the standardization period, a common plan emerged for the country school and is still distinguishable in the remaining schoolhouses that dot the landscape today. This basic form is attributed to a combination of factors including the early guidebooks and the influence of the early settlers. The basic plan was a simple rectangular form, typically with three windows on each side and a single door (sometimes flanked by windows) on one end (the front). The frame or stone buildings were one story with a stone foundation and a gable roof. A brick or stone chimney was in the center or rear of the building depending on the location of the stove inside. The front entrance was typically covered by a small hip or gable roof extension and there was typically a cupola or bell tower at the front gable end. Exterior style varied with local taste. The most common architectural stylistic influences (in Kansas) included Gothic Revival, Queen Anne and Romanesque. Stylistic influences were manifested in the details of windows and doors, and the bell tower.

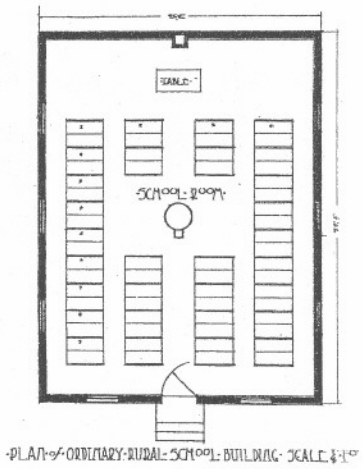


Figure 3 – "Typical" plan
One-room schoolhouse

[79] Gulliford, 91.
[80] Ibid, 164.
[81] Ibid., 165.

The earliest school sites were typically one acre, located in the corner of a section. In addition to the federal government setting aside Section 16 (and later 36) for the use of common schools, farmers often sold or donated land for the community school. If and when the school was closed, the land reverted to the farmer.

Shortly after statehood, the Kansas Department of Public Instruction was offering suggestions on schoolhouse design. One of the earliest documented architect-designed schoolhouses in Kansas was constructed near Lawrence in the late 1870s (later Sunnyside Community Center). The design, by Topeka architects Haskell and Wood, was published in the 1879-80 Second Biennial Report of the State Superintendent.[82] This design was also used for the construction of White Chapel School in Pottawatomie County (now located at the Wamego City Park/Historical Society complex).

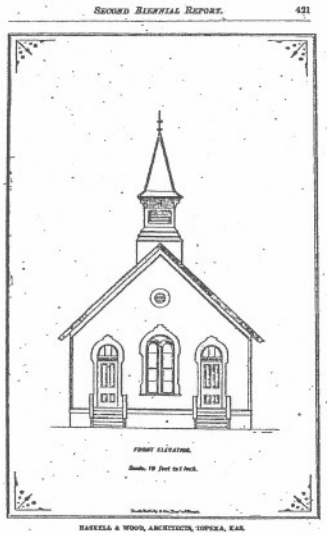


Figure 4 – 1879 design by Haskell & Wood (Second Biennial Report 1879-1880) – left
Sunnyside School near Lawrence (center) and White Chapel School in Pottawatomie County (left), 2004

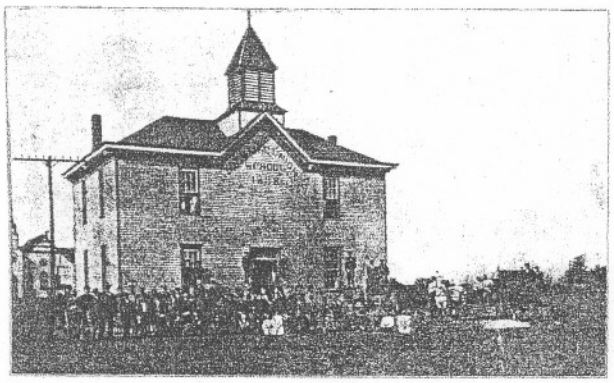
The first schools in most towns were typical one-room schoolhouses, much like the country schools. As small communities developed, the number of local children was the primary impetus for growth beyond the one-room schoolhouse. Most communities with "town schools" would now be categorized as rural but in the early years of statehood there was a clear distinction between rural areas and small towns. The towns (and town schools) were seen as a threat to the agrarian way of life. Many farmers saw little need for any schooling beyond the three R's. The emergence of the town graded school further distinguished small communities from rural areas.

With the repeal of state aid for schools in 1879, schools were forced to rely solely on local funds to operate their schools and thus the population of a school district was important in terms of the ability to support a school. By the turn of the century, state educational leaders were advocating the consolidation of rural schools and the earliest consolidated schools were often the first town graded schools. The first consolidated school was Lorraine School in Ellsworth County, followed by Burns Union School in Marion County, and the Milton school in Sumner County. All of these schools were located in small towns (cities of the third class). In each of these cases, multiple one-teacher schools were consolidated into a single graded school, some even offering high school courses. The consolidation movement was the driving force behind the emergence of the graded school in towns and communities across Kansas and the graded school evolved as the foundation of small-town education.

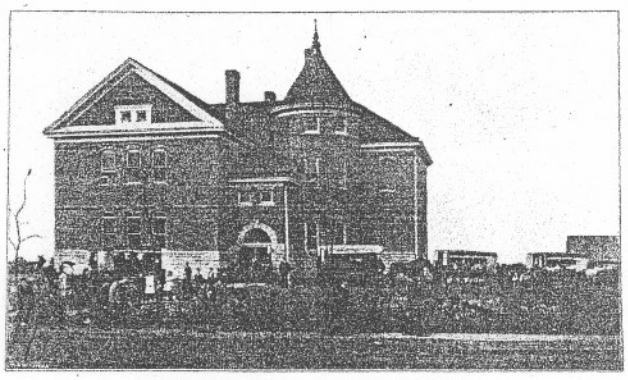
Early town schools were similar in design to the country schools. They were rectangular in form, usually wood frame with a gable roof and bell tower. The early consolidated schools (the first graded schools) were improvements over the original one-room structures.

[82] Gulliford, 169.

Some schools, like the Burns Union School (1904) were ornate brick structures with decorative features including a round turret. Most however, were frame structures, two stories or one story with a basement. The L or T shaped plans were common but the simple rectangular also remained in favor. Stylistic influences were primarily Gothic Revival and Victorian styles including Queen Anne, Italianate, and Romanesque.



LORRAINE UNION SCHOOL.



CONSOLIDATED SCHOOL, BURNS, MARION COUNTY, KANSAS.

Figure 5 – Early Consolidated Schools in Lorraine and Burns (Sixth Biennial Report, State Superintendent of Public Instruction, 1908.

The first city schools were constructed simultaneously with the first country schoolhouses. Lawrence was the site of the first graded school and the first high school in the state of Kansas, both in 1857. The first schools were constructed in response to the rapid growth of cities. In many cities schools were outgrown often before they were completed, and classes were frequently held in buildings that were not designed as schools (residences, churches, and even commercial and civic buildings). The one-teacher school was rarely a component of city schools, primarily due to the vast number of school children to be educated. The exceptions were early subscription schools for wealthy early residents. The early graded schools in cities were typically four-, six-, or eight-room schools, often with rectangular and central-tower plans. Greek Revival, Italianate, and Romanesque were the prominent architectural styles among the early city schools.

Like the first consolidated schools, many town graded schools offered 1, 2, 3, or 4 years of high school courses. When high school districts were established, they overlapped graded school districts and affected residents were taxed for two school districts. The separate high school was slow to emerge as a standard component of small town school systems due in part to the issue of double taxation.

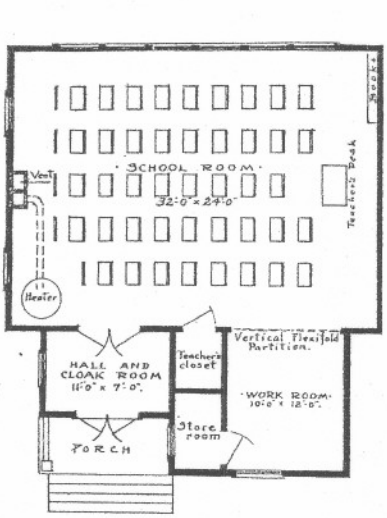
Legislative provisions were made for the formation of high schools before the turn of the nineteenth century. The Canfield County High School Act was passed in 1886 but only three schools were established under this law - the first county high school opened in Chapman (Dickinson County) in 1889. The first high schools were constructed during the second half of the nineteenth century in the larger population centers but the first high school courses were in a graded school (often on the upper floor) in many cities. The state legislature passed a law in 1876 that gave the boards of education in cities of the first and second class the authority to establish a high school and within fifteen years there were over seventy high schools in the state. The first city high schools were similar in size, plan form, and style to the city graded schools.

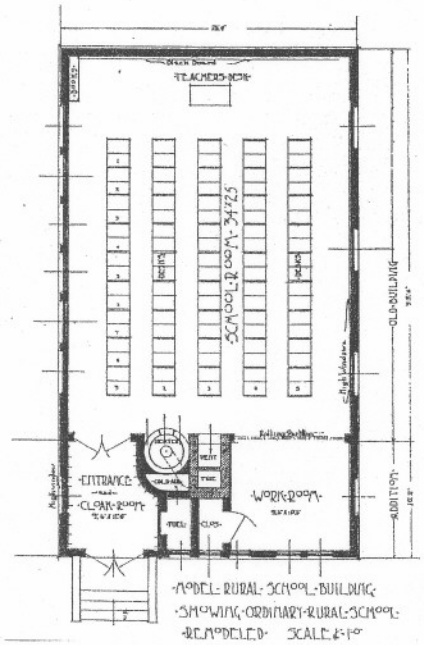
The Progressive Era (1900–1930)

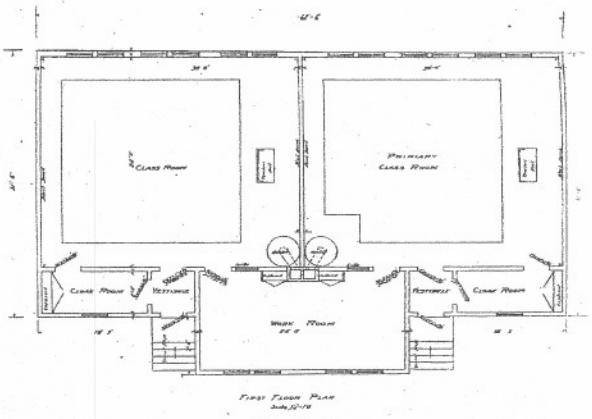
The Progressive Era is typically defined as the period from 1900–1920, but in Kansas, the influence extended to the Depression. It was in this period that the standardization movement emerged, significantly impacting numerous aspects of the education system. The standardization movement is defined by an attempt to equalize teacher qualifications, text books, and schools. Its influence was seen in all schools, regardless of locale.

The evolution of the country schoolhouse resulted from advancements in educational philosophies. As city schools became the norm in population centers, the Progressive Movement advocated standardization of school instruction. This effort compared the country school to its city counterparts and during the first quarter of the twentieth century, led to the standardization of schoolhouses as well as school instruction.

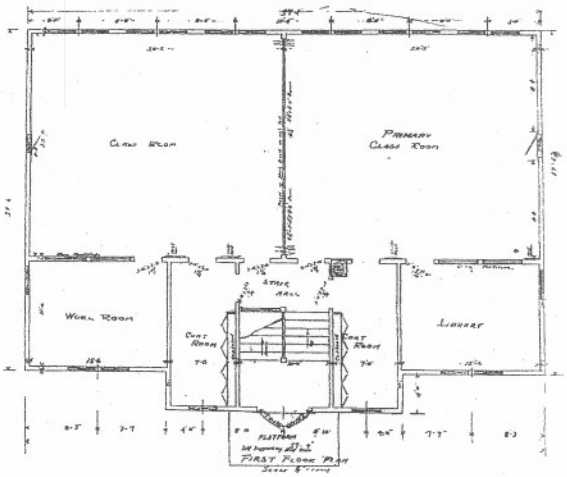
The mass vernacular style, with machine-produced materials, is the architectural classification for the common, recognizable form of the country schoolhouse. The evolution of this typical form resulted in loss of some of the local distinction that characterized the earliest pioneer schools. Common alterations of the basic rectangular plan (and later model plans) included an enclosed entry foyer with cloakroom, workroom and/or library added to one end or one side of the simple rectangular form. These plans reflected changing trends in school design such as windows on one side of the room only. The modern schoolhouse of later decades was still predominantly one- or two-room and relatively simple in design, based on the plans distributed by the State Department of Public Instruction. Plan forms were generally rectangular, square or L- or T-shaped and some included basements for use as manual/domestic training or a community room. Hip roofs became popular by the early 1900s. Wood frame and stone schools were still the norm in Kansas, but a number of brick schoolhouses were constructed throughout the state. Victorian and Revival influences generally gave way to the Arts and Crafts and Bungalow styles, reflected by the hip roofs. It was the interior equipment that portrayed the prosperity of the district; many schools had built-in book shelves for a library, student and teacher's desks, and even a piano or organ.







Plan No. 4.

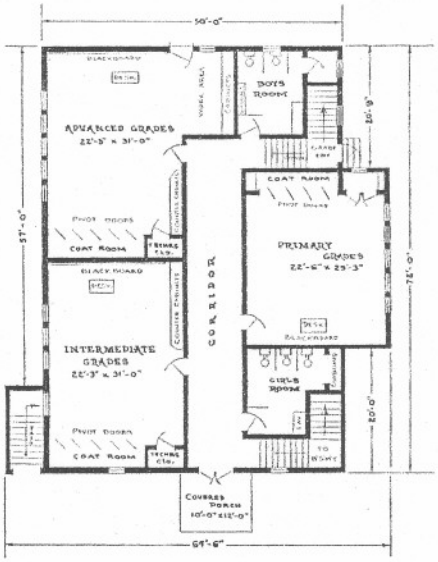


Plan No. 5.

Figure 6 – Standard Plans for one- and two-room schoolhouses
Above – "Typical" remodeled or later one-room schoolhouses
Right – Standard plans for two-room schoolhouses

The Progressive Era resulted in the appearance of areas of specialized study (science, home economics, agricultural, industrial, and manual training shops) which influenced the design of schools in cities and towns. The emergence of vocational and industrial education and enforcement of mandatory attendance laws contributed to the increased popularity of the high school. The Barnes Act of 1905 applied to all counties not having a county high school and all cities except those cities of the first class, allowing the levy of a tax to establish a free high school. This law was the driving force behind the emergence of the free high school. By shedding their image of strictly college preparatory institutions, high schools gained favor in cities and towns in the 1920s. The accreditation effort, another result of the Progressive Era, led to standardization of curriculum and teacher qualifications, further equalizing educational opportunities in cities and towns.

A significant number of the existing town schools were constructed in the 1920s. Leading architects and educators developed school design books and standard plans that resulted in a consistent image of town schools, just like with country schools. Although the standard plans did accommodate variation in exterior ornament, there was far less variation in the appearance of the town school than seen in the city schools of the same period. The typical floor plans were T, I, L or U shaped with a double loaded corridor and central gymnasium. Although the town schools were influenced by the emergence of specialized instruction, it was to a far lesser degree than in the cities. Town schools were generally designed with standard classrooms, with the exception of home economics and art. Vocational and industrial training class rooms (and some times, home economics) were often added as separate buildings in the rear of the school or across the street. The practice of providing separate auditorium and gymnasium spaces or separate gymnasiums for boys and girls was rare in the design of town graded schools. Despite advancements in curriculum resulting from the standardization movements, the designs of town schools were relatively simple with classrooms and common spaces designed to be flexible. For example, most gymnasiums were designed with bleachers on two or three sides and a stage on one end - to function as both gym and auditorium. The gym also functioned as the cafeteria in many of these schools.



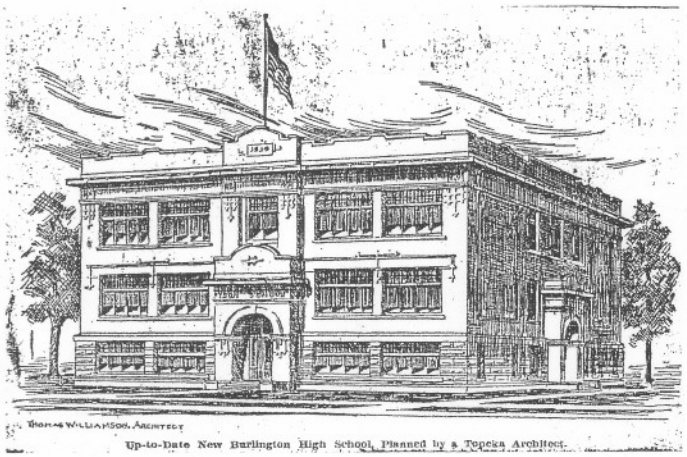
PLAN 7.—Three-room Community School, With Basement. First-floor Plan.

Figure 7 – "Typical" Small Graded School
Source: School Buildings, Grounds and Equipment, Kansas State Teachers College Bulletin, May, 1948

The typical town schools were symmetrical in design with a central entrance that was usually the architectural focal point of the building. The schools were typically two stories with a basement, although one- and three-story examples can be found. Stylistically, these buildings are classified as Progressive Era or Commercial Style. Most are red brick, although tan, blond brick, and stone examples are found. The roofs were flat or low-pitched with parapets. The most common stylistic influence in Kansas was Collegiate Gothic; other popular influences included Classical, Colonial and Mission/Spanish Revivals and Beaux Arts. In describing schools of this era, Graves wrote "Whether architects applied Gothic, Spanish Colonial, Greek Revival or Victorian faces to these schools, they were essentially clusters of one-room schools, stacked up for two or three stories, to which a cavernous gymnasium and auditorium were often added along with a few other specialized spaces such as library, office, and cafeteria."[83]

The city schools tended to embody the planning principles of the Progressive Era but were generally more elaborate in their ornamentation. The first two decades of the twentieth century brought a transition in stylistic influences. Classical references were common with Classical Revival, Beaux-Arts, Colonial, and Mission/Spanish Revival styles dominant among the designs of city schools. By the end of the First World War, Collegiate Gothic emerged as a dominate style for city schools. This period resulted in the first attempts to develop an architectural expression for schools, Monumentalism became the norm as growing communities designed schools as a testament to their devotion to education.

[83] Graves, 25.



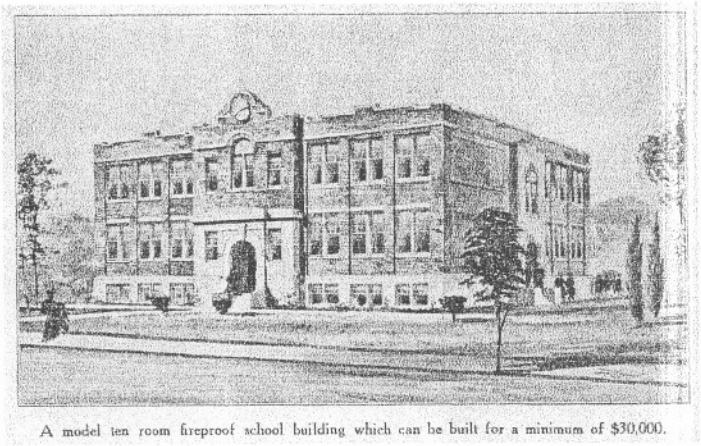
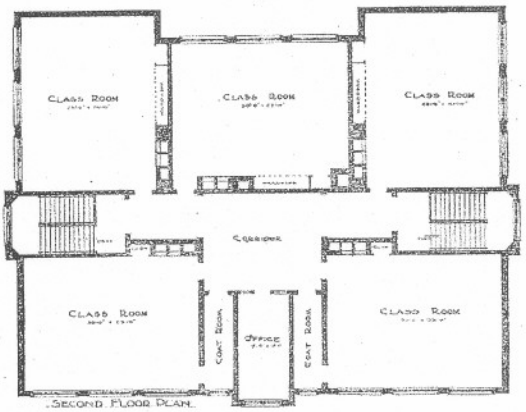
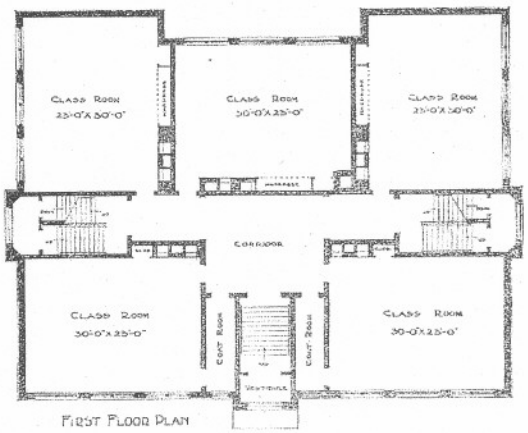


Figure 8 – "Typical" Progressive Era Schools
Above- Burlington High School by Thos. Williamson
Topeka State Journal, January, 1915
Right – Standard Progressive Era School Design
American School Building Standards, 1915

Plan forms reflected the expanded functions of schools; H, T, I and U shaped plans became the norm and double-loaded corridors emerged. The buildings typically featured symmetrical facades with grand entrances. Entry foyers and lobbies became more ornate. The flat or low-pitched roof emerged with ornate parapets. The gymnasium, auditorium, and cafeteria became common features in the city schools. These varied new functions had a significant impact on school design. Auditoriums were to be located for ease of public access and many schools were built with two gymnasiums, one for boys and one for girls. This period in school design is recognized for the development of the academic classroom and an emphasis on safety and sanitation. The Progressive Movement influenced the design of grade schools and high schools alike and led to the emergence of the junior high school and the addition of kindergarten to the grade school curriculum. There were few obvious distinctions between the appearance of grade school, junior high, and high school buildings, although city high schools did tend to be designed on a grander scale. City high schools were usually centrally located because they served an entire city while grade schools and junior high schools were located to serve neighborhoods. Most city grade schools were designed with both auditoriums and gymnasiums. Kindergarten rooms were frequently distinguished by special treatment or forms and were embellished with interior features such as fireplaces and tiled drinking fountains. Grade schools typically had standard classrooms, seldom customized for specific use with the exception of art and music rooms. Junior high schools were essentially smaller versions of city high schools with classrooms designed to reflect specialized uses.





$30,000. Fireproof School Building.

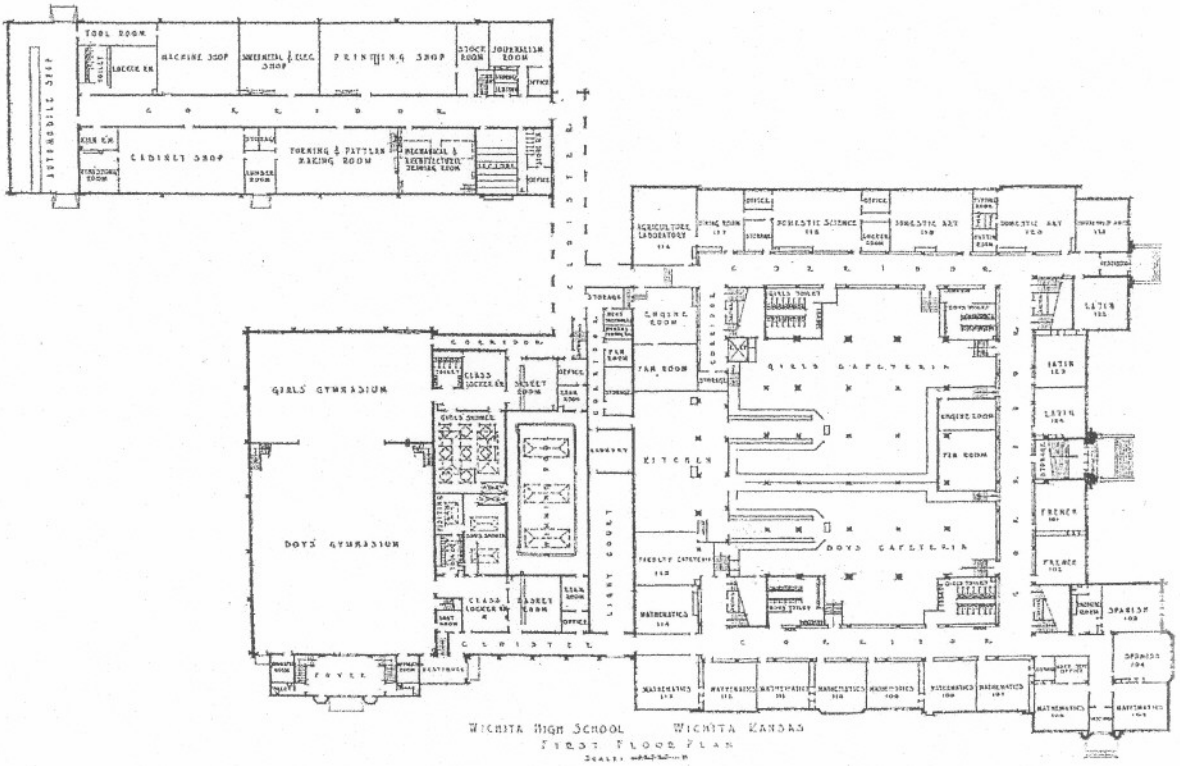


Figure 9 –
Wichita (East) High School by Lorentz Schmidt
City Manager Magazine, December, 1923

Wichita architect Lorentz Schmidt's designs for Wichita (East) High School was featured in *City Manager Magazine* in 1923 as an example of the modern high school.[84] The plan incorporated separate girls' and boys' gymnasiums and cafeterias and a cluster of specialized manual training spaces. The building was a three story brick structure with a simple form and décor highlighted by an ornate Collegiate Gothic tower at the entrance.

The New Deal Era (1930-WWII)

The stock market crash of October, 1929 and ensuing Great Depression brought local school construction to a halt; however, there are a number of exemplary schools that were under construction at the time of the crash. The high schools in Belleville, Concordia, Grinnell, Paradise, Holton, Tecumseh, Wathena, Lyndon, Oxford, Lyons, and Protection were among Kansas schools completed in 1930. Robinson Middle School and Longfellow, Hyde, and Stanley elementary schools in the city of Wichita and perhaps most notable, Topeka's new high school, were also completed in 1930.

[84] Lorentz Schmidt, "Planning a High School Building," City Manager Magazine 5 (December, 1923): 20-23.

Designed by the Topeka firm of Thomas Williamson, Topeka High School is recognized as one of the state's outstanding examples of the Collegiate Gothic style. Williamson later wrote, "Up to that time, most school buildings were just a square box-type building, with big banks of windows in each classroom and very little architecture. Millions of dough-boys had just returned from the war, and they had seen in Europe, many beautifully designed buildings that had lasted for centuries and, even though some of them were war-torn, their beauty still showed through, and the boys were insisting that American public buildings should show more beauty in their architectural design."[85] The schools constructed in cities and towns across the state after the stock market crash and prior to the establishment of Roosevelt's New Deal programs reflect the culmination of the school building boom of the Progressive Era.

Roosevelt's New Deal Programs established the Public Works Administration and Work Progress Agency to increase employment which resulted in one of the greatest periods of school construction, comparable to the period following WWI. The National Register Multiple Property Nomination, "New Deal Era Resources," developed by Elizabeth Rosin and approved by the National Park Service in 2002, provides a thorough summary of the various New Deal Programs and their impact in Kansas. A summary and listing of New Deal Era schools is provided in Appendix B.

The WPA (Work Progress Administration and later Works Projects Administration) and the PWA (Public Works Administration, original the Federal Emergency Administration of Public Works), had a significant and unprecedented impact on public schools across the nation. Educational buildings represented the majority of projects funded through both programs. The New Deal programs funded improvements to public schools as well as the construction of new schools and school facilities raising the expenditure level to that of the mid-1920s.

Schools constructed between the Depression and WWII reflected a change in architectural styles. Just as the Progressive Era introduced the modern high school in terms of school facilities, the New Deal Era introduced modern architectural styles. The Art Moderne and Art Deco styles emerged as the dominant influences during this period. These schools are considered the first "modern" school buildings, more simplistic in form with flat roofs and limited ornamentation.

PWA logo from America Builds: The Record of PWA. 1939

Although the New Deal Era is credited with the emergence of the modern movement in design of schools, some schools designed through WPA and PWA programs maintained the architectural tenets of the Progressive Era. Varying architectural references included Collegiate Gothic, Colonial Revival, and Mission/Spanish Revival. Nationally, the architecture of PWA was mocked by architectural critics. Noted critic, Frederick A. Gutheim wrote that 'the entire PWA program has not produced one architectural masterpiece."[86] Criticisms focused on the continuing trend of architects to borrow from the past. However, the authors of the original *Public Buildings* (1939) noted that, "The trend toward modern design is found, particularly in the Middle West where the traditions of the architecture of west Europe are not so deeply rooted."[87] The book goes on to claim that a closer inspection of the PWA buildings illustrates "less copying of old buildings and details…a move away from traditional design toward something new."[88] That theory characterizes architecture of the New Deal Era in Kansas – a move toward something new.

Where city schools often fully embraced these emerging new styles, many of the town schools were often Progressive Era schools with Art Deco or Art Moderne stylistic details. The roofs were flat (the parapet disappeared), and ornament was

[85] Barbara Hollingsworth, "Schools Shared Space in Early Years", Topeka Capital Journal Topeka At 150 Supplement. 2 May, 2004, 3. (original source of quotation not provided)
[86] Wilson, ix.
[87] Public Buildings, 11.
[88] Ibid.

used more sparingly. The town high school gained popularity toward the end of the Progressive Era and many were constructed through the PWA and WPA programs in the 1930s. The county, rural, and community high schools did vary stylistically from the typical town graded school, reflecting a transition from the Progressive Era to the Modern Era. The plans reflected the Progressive Era doctrine, many including specialized spaces like science laboratories and separate gymnasiums and auditoriums. These high schools typically had flat roofs with ornamentation limited to entrances and sometimes simple cornice bands.

The WPA was responsible for the construction of some country schools and gymnasiums in rural areas. New country schools were constructed in Kansas through the middle of the twentieth century. Architect-designed country schools, primarily through plan books versus direct commissions, continued to be the norm.

Crow Island Elementary School in Winnetka, Illinois, designed by Eliel Saarinen in 1939, is recognized as the single most influential building in modern school design. The small school organized the classrooms into separate wings, each with a separate identity and access to outdoor spaces. The design initiated a transformation in the approach to designing schools of all types and sizes that led to the ever-changing form of school plans through current day.

Emergence of the Modern School System (WWII-present)

Just as the Industrial Revolution led to the emergence of the public education system as a national priority and the Progressive Era led to the standardization of school design, the years following WWII are the period in which our modern education system took form.

The post-war baby boom dictated prompt construction of larger schools. Significant new dollars were invested in school construction but excessive ornament was seen as a waste of money. Following WWII school design focused again on plan forms rather than architectural style; new varieties included the finger or wing plans, open and flexible plans and the campus plans with multiple connected buildings. School design continued to be curriculum-based but rather than public monuments, the schools became more community-centered.

In response to Congressional action in 1950 mandating study of the nation's schools, the Kansas Department of Education led by State Superintendent Adel F. Throckmorton, implemented a survey with the assistance of country supervisors, administrators, and local school board members. Questionnaires were returned from 3,568 school districts, approximately 95% of the operating districts in the state. The State Superintendent of Public Instruction's reports to the legislature provided a summary of operating school districts and data on school buildings since statehood, but the 1951 survey provided the first comprehensive analysis of the state's school facilities. The survey documented numerous characteristics including age of buildings, number of stories, size, safety standards (fire-resistance, sanitation, lighting, heating), population, value of buildings, improvements completed, planned and needed, each by type of schools (common, elementary, high schools, combined, etc.). Following is a summary of some of the report's conclusions.

- Common school districts comprised 82% of all school buildings reported, 75.6% used strictly for elementary purposes;
- 58.2% of all schools were one-room schools (serving less than 9% of all school children), the majority of those schools used a hand pump on school grounds for water and had outdoor privies;
- 45% of the buildings of common school districts were built before 1900, only 10% of one-teacher schools were built since 1930;
- Common school districts operating schools for grades 1-12 included 259 buildings, two-thirds of which were built between 1900 and 1929;
- Two or more teacher elementary schools in common school districts (grades 1-8) made up 20% of the school buildings and housed 18.6% of pupils;
- 55% of all buildings were rated as combustible (housing only 16.9% of the children)
- The average number of pupils per school in the common school districts were: one-teacher schools 13, two or more teacher elementary schools 72.5, and schools for grades 1-12, 165;
- 47.5% of the rural high schools were built between 1920-1929, the rural high school averaged 71 pupils;

- 21 community high schools averaged 203 pupils;
- The schools in cities of the first and second class comprised 11.2% of the school facilities yet accommodated 50.7% of the children;
- Of the total schools reporting, 32% were built prior to 1900, 97% of which were elementary schools;
- 191 school plants were built between 1945 and 1951;
- 12% of the schools reported were rated as unsatisfactory;
- Within 15 years, 58% of Kansas schools were expected to be replaced or extensively remodeled.[89]

The survey obviously portrays the strained resources of the public schools as they were forced to embrace the post-war baby boom. The 1950s saw extensive construction of new schools to meet the need for additional facilities. However, just as significant is the clear portrayal of the distinction between the rural (common) schools and the city schools. Over 80% of the school facilities in 1952 were common schools, with over 50% being one-room schoolhouse that served less than 9% of the state's school children. Although school standards of the past thirty years may have equalized facilities within types of school facilities, a large disparity remained between city and rural facilities. The passage of mandatory consolidation in the 1960s had a significant impact on country, town and city schools. It brought an end to a century of rural education in country schoolhouses. Town and city schools experienced varying affects of consolidation.

In the 1950s and 1960s, city schools began to be located near homes and neighborhood rather than in city centers. The growth in city schools was due primarily to the post-war baby boom, but also reflected increased student populations from annexation and consolidation. The advent of the suburban school brought not only a change in the location of schools, but also a drastic change in the appearance of schools. New construction materials and techniques provided inexpensive, lightweight construction that featured wide flexibility for interior spaces. Sprawling one-story facilities became the norm. This new style of buildings dictated larger sites and most new schools were built on the outskirts of cities or in rural areas, and that pattern remains the norm. Today's schools continue to be distinguished not by architectural style but by plan designs. This trend in school design is found in all types of schools, elementary, junior high and high schools in towns and cities.

As population shifted from towns to the larger cities, town schools succumbed to consolidation pressures. With the mandatory consolidation of the 1960s, many town schools were closed. In some towns, the consolidation movement led to one town retaining its elementary school while high school, or even junior high school students attended school in neighboring towns. Ironically, the modern school consolidation movement resulted in a return to rural schools. Many consolidated schools were built in rural areas, centrally located between several small communities. Like suburban city schools, the modern consolidated rural schools are generally lacking in architectural distinction. When new consolidated high schools have been built, some former rural high schools and graded schools continue to be used as elementary schools or junior high schools. Other new consolidated rural schools serve all grades K-12 at one centrally located site (although often in separate buildings or wings).

Schools have always been an integral part of community life and loss of a school through consolidation results in a severe economical and psychological blow to communities. Declining populations are the primary force behind consolidation however, the desire for modern school facilities ranks high among proponents of construction of new rural consolidated schools. As populations continue to decline and to shift, many city and town schools that survived the consolidation of the 1960s are now facing closure. While abandoned city schools are often torn down or sold for adaptive use, many of the abandoned town schools stand vacant or used for storage, and are in various stages of disrepair. There are several examples of town schools being converted to private uses including residential, churches or church schools, and commercial. A recent trend is the use of e-bay to market closed schools. At least two schools, located in small Kansas towns (Bazine in Ness County and McCracken in Rush County) have been sold to eastern companies who plan to use the schools for distribution centers.

[89] Kansas Study of School Building Facilities.

As of the 2002-2003 school year, there were a total of 1408 school attendance centers in the state of Kansas including 357 high schools, 42 junior high schools, 174 middle schools, and 835 elementary schools. Of these existing school facilities, 46% (643 schools) were built prior to 1955; 340 existing schools were built before WWII and 303 were built in the period 1942-1955. All 105 Kansas counties have at least one existing school that was constructed before 1955; 94 of the counties have at least one pre-WWII school.[90]

The Designers of Kansas Schools

A number of Kansas architects emerged as leaders in the design of educational facilities in the state and throughout the Midwest. The most prominent firms including Mann & Co., Thomas Williamson, and Lorentz Schmidt are credited with nurturing numerous associates who emerged themselves as school designers. Following are brief biographies of prominent school architects in Kansas. Additional biographical data on architects of Kansas schools is provided in Appendix C. A reconnaissance survey of five hundred historic Kansas schools was completed in 2004; a listing of the schools surveyed that were designed by the prominent school architects is included in Appendix C.

Mann & Co., Hutchinson

Mann and Company, Architects and Engineers, in Hutchinson have been in business since 1924 and are one of the most widely known architectural firms in the region. Mann and Company designed their first school in 1916 and have literally designed dozens of schools each decade since. Arthur R. Mann was born in Sheffield, England in 1877 and moved to Reno County with his parents at the age of two. He received an engineering degree from the University of Kansas in 1906. After several years of working for railroads, municipalities, and as a partner in other engineering firms, Arthur Mann started Mann & Co. in 1924 in Hutchinson. The firm has continually been in business since that time. Arthur's son Robert E. graduated from University of Kansas School of Architecture in 1932 and joined his father's firm as a draftsman. He was made a partner in 1937. In 1948, Arthur Mann was recognized as one of the oldest practicing architects in the state; at that time, he with his son Robert, had already designed over 200 schools.[91] The firm's school buildings span the western half of the state including numerous schools in Hutchinson and the high schools in Dodge City, Lyons, Fowler, and Scott City.

Thomas W. Williamson (Williamson-Loebsack), Topeka

Thomas Wilson Williamson was born in 1886 in Hiawatha, Kansas. He graduated from Topeka High School in 1907, attended the University of Pennsylvania, and returned to Topeka in 1911. He worked in the state architect's office for a short time and spent one year working for Topeka architect, John F. Stanton before opening his own firm in 1912.

Williamson was called the "grand daddy of Kansas architects" in a 1952 *Topeka Capital* article. The article referred to Williamson's firm, with a staff of 46 architects, draftsmen and engineers, as "one of the best-known and most successful architectural firms in the mid-west;" at that time, the firm was the oldest established architectural practice in Topeka and the second oldest in the state.[92] From the beginning, Williamson specialized in designing school buildings. A 1915 newspaper article documented his school projects of the past year: a two-story brick high school at Burlington, a stone high school in Toronto, Buffville School and auditorium, township high schools in Westphalia and Delia, a high school at Caney and in Greeley, and a high school/grade school in Tonovay. Topeka schools designed by Williamson include Sumner, Clay, Monroe, Randolph and State Street Elementary Schools and Curtis Junior High. The firm is perhaps best known for their design of Topeka High School, built in 1930. Topeka High School is recognized as one of Kansas' best examples of the Collegiate Gothic style of architecture. The school was selected by the National Education Association as the second best high school physical plant in the United States shortly after it was completed. A 1928 article credited the firm with design of 175 school buildings across the state and the 1952 *Topeka Capital* biography stated that more than 61,500 Kansas children attended classes in buildings designed by Williamson.

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[90] Statistics including building dates of construction for all schools in the state by district and building, are provided in the Principal's Building Report, available on-line through the Kansas State Department of Education's web site.
[91] Catalog – Arts and Crafts of Kansas: An Exhibition Held in Lawrence, February 18-22, 1948, 81-83.
[92] Topeka Capital, September 21, 1952.

Numerous architects worked as associates for Thomas Williamson and Company. Williamson's associates, distinguished independently in the design of public schools, included Louis Spencer, Carl Ossman, and Ted Griest. Victor Loebsack joined the firm, later married Williamson's daughter and became a partner in the firm in 1950. Information on these individuals is provided in Appendix C.

Lorentz Schmidt (Schmidt, Boucher & Overend & Schmidt, McVay & Peddie), Wichita

Lorentz Schmidt was born in Clyde, Kansas in 1884. Following a farming accident that resulted in the loss of his leg, Schmidt learned the barber trade to earn money for school. He completed high school and attended one year of normal training in Emporia. At the age of 24, he decided he wanted to be an architect. Schmidt graduated with a degree in architecture from the University of Illinois in 1913 and worked in Chicago for two years. In 1915, he moved to Wichita and opened his own architectural firm. It was in his third year of practice that he designed his first building for the Wichita school system. Throughout his career, Schmidt designed a number of Wichita landmarks, specializing in schools, churches and hospitals. He designed the Allis Hotel, the Brown Building, Hillcrest Apartments, the First Christian and St. James Episcopal Churches in Wichita. His work around the state included the administration buildings of Kansas Wesleyan University at Salina and St. John's College in Winfield, the Science Hall at Bethel College in Newton, St. Anthony's Hospital in Dodge City, Chanute Memorial Building, and the Winfield City Building. In 1923 Schmidt designed Wichita East High School, referred to as "the million dollar high school." His reputation was established locally by this school and he designed numerous other Wichita schools throughout his career including Fabrique and W.H. Isley Grade Schools and Roosevelt, Horace Mann, Alexander Hamilton, and James Allison Junior High Schools. Schmidt also designed schools in Iola, Junction City, McPherson, Newton and Great Bend.

Glen H. Thomas, Wichita

Glen Herbert Thomas was born in Waterville, Kansas in 1889 and learned the construction trade as a boy. After working as a carpenter in California, he attended the school of architecture at the University of Illinois. Thomas met Lorentz Schmidt while in college and went to Wichita to work in Schmidt's firm in 1916. Thomas left Schmidt's employ to enter WWI. Thomas returned to Wichita and began his own firm in 1919. In 1928, Arthur B. Harris joined the firm. In 1957, Thomas was honored as a fellow of the American Institute of Architects. The only Wichitan previously to earn this honor was Thomas' first employer, Lorentz Schmidt. Thomas' son Glen C. joined his father's practice, as did Roy E. Calvin, Jr. Upon Thomas Sr.'s death in 1965, the firm was renamed Thomas, Harris and Calvin.

Glen Thomas is best known for his designs of Wichita North (1929) and West (1951) High Schools, the Administration Building at McConnell Air Force Base, the auditorium and commons buildings at Wichita State University, the Kansas Gas & Electric Building, and the Sedgwick County Courthouse (1959). In addition to these prominent local buildings, Thomas designed high schools in Coffeyville, Fort Scoot, Pratt, Jetmore, Otis, and Mantor and the Clark and Nemaha county courthouses. Thomas is known for introduction of a new modern American style with his design of Wichita North High School. The design featured colorful bas-relief stones depicting Kansas themes incorporated at entrances and along the cornice. The use of bas-relief stone detailing was a distinguishing feature of a number of his schools and courthouses.[93]

W.E. Glover (Glover and Newcomb), Topeka

Walter Earl Glover was born in 1889 at Terre Haute, Indiana, and moved to Topeka at the age of 14. He received his Bachelor of Science in Architecture from University of Illinois. He served in the architectural department of the U.S. Navy, stationed in Washington, D.C. in World War I. He opened his architectural practice in Topeka in 1919. E.E. Newcomb, a native Kansas who had been practicing in New York, came to Topeka and became a partner with Glover in 1946.

Glover was known for his design of public buildings; prominent commissions included the Charles M Sheldon Community House, Stormont Hospital, Security Benefit Building (1930), Menninger Foundation West Campus, the Wabaunsee (1932), and Johnson (1946) county courthouses, and the Marion Municipal building (1938). He also designed the Westboro suburban shopping center and many residences in Topeka.

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[93] Jodee Johnson, "'All I Know is Building:' A biography of Glen H. Thomas. (Paper for Historic Preservation Course, taught by Kathy Morgan), 2000.

Glover designed a number of public schools in Topeka and northeast Kansas including Valley Park School, Disney School, and East Topeka Junior High School (1936 with Cuthbert & Suehrk).

Joseph Radotinsky (Radotinsky, Meyn & Deardorff), Kansas City

Joseph W. Radotinsky was born in Kirkwood, Missouri, in 1902 and came to Kansas City, Kansas, at the age of 7. He attended the old Kansas City, Kansas, high school and graduated with a degree in architecture from the University of Kansas in 1924. Radotinsky later went to New York and worked for the firm of Thomas W. Lamb, one of the largest architectural firms in the nation at that time. Radotinsky won the gold medal in the Ecole-des-Beaux Arts New York City Municipal Arts Competition. He returned to Kansas City in 1928 and worked for Archer & Gloyd. In 1930 he accepted the position of State Architect and had just been appointed to his second term when his old high school burned.

The Kansas City Kansas Board of Education asked Radotinsky, a former student, to return to design the new school – Wyandotte High School. The project was the first of countless schools that Radotinsky would design throughout his career. Kansas City area schools to his credit include Argentine and Sumner high schools, Turner and Washington schools, and West, Northeast and Northwest junior high schools. Radotinsky's designs in the 1930s and 40s were ahead of their time, establishing the trend toward modern school facilities in function and appearance. He received numerous commissions through the Public Works Administration including several schools in northwest Kansas and the Jewell County Courthouse in Mankato. During WWII, Radotinsky designed Forbes Air Force Base in Topeka, the airbase in Herington, and O'Reilly General Hospital in Springfield, Missouri. Some of his best-known designs were modern, post-war buildings. Notable projects in the Kansas City area include the American Hereford Building, the Federal Building, Kansas City Public Library and the Board of Education Building. Radotinsky partnered with Raymond E. Meyn and Fred M. Deardorff forming the firm, Radotinsky, Meyn & Deardorff in 1957. Joseph Radotinsky died in 1983.[94]

S.S. Voigt, Wichita

Samuel Siegfried Voight was born in Leipzig, Germany in 1885 and came to Wichita as a small child. Early in his career, Voight was chief draftsman for F.G. McCune credited for the Bitting Building, Southwestern Osteopathic Hospital, and the Shrine Temple in Wichita. Voigt began his own practice in Wichita and was widely known for his design of schools and churches over the state. His obituary said that he had drawn plans for more than 400 school buildings in the state and approximately 200 churches. Notable projects included high schools in Chase, Derby, Lakin, Lost Springs, and Leroy, and the Hotel Roberts (no longer extant) in Pratt. Voight died unexpectedly at age 52, following an operation in 1937.

Smith & English, Hutchinson

Harold Thomas English was born in Hutchinson in 1891. He graduated in 1915 with a BS degree in architecture from Kansas State College in Manhattan and returned to Hutchinson to work for architect W.E. Hulse. In 1920, he became a partner in the Hutchinson firm Smith and English where he practiced until WWII. Following the war, he returned to Hutchinson, and from 1945 until his death in 1956, he was a senior partner of the firm, English, Miller & Hockett. He designed numerous prominent buildings in Hutchinson and Southwest Kansas including the Hutchinson Public Library, First Federal Savings & Loan, the First Presbyterian and First Baptist Churches, the Employees Building at the State Hospital in Osawatomie, and the courthouses in Stanton, Grant, and Haskell counties. Smith and English designed a number of school buildings including high schools in Jennings, Wilson, Lenora, Rexford, and Macksville, the Lincoln, Grandview and Ward schools in Hutchinson, and the high school gymnasium in Kingman.

Local and Regional Architects

In addition to the architects who rose to prominence on a state level, there were numerous local and regional architects who specialized in school design. Notable firms include Shaver and Associates of Salina, Washburn & Stookey of Ottawa, Routledge & Hertz and Hibbs & Robinson of Hutchinson, Brinkman & Hagen of Emporia, Henry Winter of Manhattan, and Ed Forsblom of Wichita. Appendix B includes biographical data and schools surveyed for these firms.

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[94] The majority of biographical information on Joseph Radotinsky was taken from the article: Lucille Doores, "Architect Turns Farmer to Relax," Kansas City Kansan. August 16, 1959.

F. Associated Property Types

A recent reconnaissance survey of five hundred historic Kansas schools provided a comprehensive review of the variety of existing, historic public schools in the state. The survey included an inventory of all public school buildings constructed prior to 1950 (and a number of schools constructed 1951-55) that continue to function as schools and had not been previously documented by KSHS. The survey clearly illustrated the variety of public school facilities, characterized primarily by their location.

As established by the historic contexts above, the public schools of Kansas did not evolve in a strictly chronological progression. Rural one-room schoolhouses were the first schools in the state and yet they continued to be constructed through the mid-twentieth century. Schools in the cities emerged simultaneously with rural schools in the population centers across the state. The earliest schools in smaller communities were similar in style and design to rural schools but these schools later reflected the trends of schools in the cities. With the exception of some city schools, Kansas schools tend not to be exemplary representatives of specific architectural styles; however, the schools do reflect national trends in school planning and design. For these reasons, the most appropriate classification of school buildings is by locale rather than date of construction, use, or architectural style. The public schools of Kansas are classified based on associative qualities and physical characteristics within three basic property types: country schools, city schools, and town schools.[95] The property type significance and registration requirements are the same for all property types and are identified at the end of this section.

COUNTRY SCHOOLS

Property Type Description

Country or rural schools are known by a variety of terms including one- (and two-) teacher schools, one- (and two-) room schools, and common schools. Country schools literally dot the landscape in every county of the state. Schools were built by early settlers beginning in the territorial period (1854). They were typically located on section corners at two mile intervals, reflecting the walking distance of school children. By the end of the nineteenth century, there were more than a hundred schoolhouses in many counties. In 1896, the number of school districts in Kansas reached its peak, totaling over 9,000. These schools were often located on Sections 16 and 36 of a Township, sections that had been appropriated by the federal government for the use of common schools in new states. School sites were also sold or donated by farmers; they were typically one-acre in size and fenced off from the surrounding land, often with trees along the fence line. The school sites traditionally included playground equipment, a hand water pump, and one or two out houses. Some sites also had a flag pole and coal-storage shed. There are two sub-types of the country school property type – the one-room schoolhouse and the two- (or more) teacher schoolhouse.

One-Room Schoolhouse

A common, universal form emerged; the earliest buildings were typically a rectangular plan with one open room. The wood-frame schoolhouse with wood clapboard siding and stone foundation is most common, although in areas blessed with native stone, early schools were built of local limestone and sandstone. The schoolhouses typically had a simple gable roof with wood shingles and a brick or stone chimney located at the center or rear of the gable peak. The majority had a cupola or bell tower on the front gable. The common schoolhouse had three windows on each side and a single central door on the front, sometimes flanked by two windows. The interior of the schoolhouse was utilitarian with wood floors, plaster walls (sometimes with wood wainscoting), and plaster or wood ceilings. The schools were heated with a wood or coal stove and furnishings were limited to students' desks, the teacher's desk, and typically a slate chalkboard.

The traditional country school evolved, primarily as a result of two factors – population growth and the standardization movement that emerged in the Progressive Era. Both factors resulted in the expansion of existing schoolhouses to

95 This classification was defined by The Louis Berger Group, Inc., through reports on the schools of Iowa funded by the National Park Service through the State Historical Society of Iowa.

include features like libraries and teacher workrooms. The standardization movement not only resulted in an attempt to "equalize" educational opportunities and teacher qualifications in rural areas and cities but also led to a focus on safety and sanitation. Designs were distributed for 'sanitary' out houses, cloak rooms were recommended, and standards were developed for adequate ventilation and proper lighting. The prevailing theory that windows should be located on only one side of a classroom (the left side of students) to prevent eye strain, resulted in modification of many schoolhouses. Some early schoolhouses were built with gable enclosures at the entry. The most common alterations were the addition of a gable or hip enclosure on the front or side of original schoolhouse. These additions provided for an enclosed entry foyer and typically included a cloak room(s) and library and/or teacher work room.

Two- (or more) Teacher Schoolhouse
This property sub-type is a direct evolution of the one-room schoolhouse. Although some early one-room schoolhouses were expanded to accommodate emerging trends in school design and educational philosophies, school districts often built new schools to accommodate a growing population. These schools reflected the latest trends in school design. As the consolidated graded school gained favor with educational leaders, some country schools were consolidated. New, larger schools were built to accommodate two teachers typically with two classrooms. In some areas, three- and four-room country schools were built, although one- and two-room schools remained the norm. These schoolhouses typically included an enclosed entry with cloakroom(s), library, and/or workroom, in addition to two or more classrooms. These schoolhouses often included full basements to accommodate manual/domestic training and/or kitchen and cafeteria spaces. The schools typically had T or L shaped plans. Hip roofs gained favor over the traditional gable roofs and the cupola/bell tower was eliminated as a common feature.

Consolidated two- (or more) teacher schools were found in rural communities in addition to the country. These schools were traditionally a town's first move toward a graded school system and even included high school courses in many locations. The schools were located in small towns, typically on large sites. The sites were landscaped with trees and shrubs and included play grounds and sometimes a ball field. There are no known examples of two- (or more) teacher common school in operation as public schools. There are however, some existing structures serving alternative uses. Examples include the Union School in Burns used as the local historical society and museum, and the Sitka school in Clark County that had been used as a restaurant and now stands vacant.

Architectural Styles
Fred Schroeder developed four general stylistic categories for the country school: folk vernacular, mass vernacular, architect-designed through plan books, and the rare, commissioned design. Folk vernacular relied on the expertise of local settlers and available materials while mass vernacular utilized machine-produced materials – dimensional lumber and brick. The architect-designed/plan book category encompasses the majority of existing schoolhouses in Kansas. By the 1880s, the national trend toward standard school designs took hold in Kansas and school designs were distributed by the State Superintendent of Public Instruction. The standardization movement led to certification of country schools further contributing to common school designs. State publications featured designs for schoolhouses through the 1940s. The architect-designed/direct commission classification is rare in Kansas. Most two- (or more) teacher schoolhouses fall under the architect-designed/plan book classification although some early two-room schoolhouses would be classified under the vernacular categories. One-room schoolhouses include vernacular and architect-designed classifications with no clear distinction by date of construction. Plan books were available nationally in the 1830s and were distributed in Kansas by the 1880s. Yet some schoolhouses built after the turn of the century continued to rely on local expertise rather than published plans for their school designs.

Early stylistic influences included Greek Revival, Gothic Revival, and Queen Anne. Ornamentation was generally limited to window hoods and door openings. Masonry structures typically had an inscribed date stone and some included the name of the school. As plan forms evolved to meet new standards in school design, Arts and Crafts and Bungalow styles were the dominant influences. The Victorian high style and classical references generally fell from favor. Throughout, the physical characteristics of country schools were typically defined by plan configuration and materials rather than architectural style.

Alterations
The consolidation of rural schools was a dominant issue among educators for decades. Mandatory legislation was passed in 1963 that ultimately led to the unified school district system of today. By 1970, the remaining one-room schools were closed in Kansas. There are no known operating country schools in Kansas. Hundreds of schoolhouses have been lost through neglect and many stand vacant in pastures and fields. There are three common uses of former schoolhouses: agricultural storage (typically hay barns), township halls/community centers/club houses and local museums. Many vacant schoolhouses are open air with deteriorated/missing roofs, and missing glass, if the windows and doors exist at all. Use for agricultural storage requires a weather tight structure and therefore has resulted in new roofs and often boarded up windows and doors. School houses that are used as community centers are probably the best maintained. However, these buildings have typically seen contemporary alterations with the addition of masonite or vinyl siding, aluminum or vinyl windows and solid doors. A common modification is the installation of a ramp to address accessibility requirements. A third use, also common in many communities is the schoolhouse as a museum. Too often the only way to save some schoolhouses is to move them. The structures are frequently moved to the museum complex or city park, placed on a new concrete foundation and presented as an interpretation of the country school. The majority of these 'museums' have been restored and the schools retain their original windows and interior finishes.

The schools that are still in use have been maintained and typically have undergone interior alteration to accommodate new uses. The schools that stand vacant are typically suffering from neglect and their continued existence is threatened. Regardless of use, the most common modification of one-room schoolhouses is removal of the cupola/bell tower and installation of a composition shingle roof.

CITY SCHOOLS

Property Type Description
City schools are generally schools in cities of the first and second class (over 2,000 population); however, population is not the sole criterion for the property type. The distinguishing factor for this property type is the type of schools. City schools almost always include a separate high school (or multiple high schools) to serve the residents of the city. The graded school is also a distinguishing factor between the city schools and town schools. In cities, the graded school evolved into grade schools and later, the modern elementary school with separate high schools as early as the 1860s. There are three sub-types of the city school property type: city graded schools, city high schools, and education-related structures.

The City Graded Schools
This property sub-type includes the early city graded schools, the city grade schools and modern elementary schools. The first graded school opened in Lawrence in 1857. Early city schools were constructed in response to the rapid growth in cities following the Kansas-Nebraska Act of 1854 and statehood in 1861. The one- and two-room schools were a rarity in the cities. Most early graded schools were two-story, four-, six-, or eight-room schools, typically with rectangular or central tower plans. Italianate was the dominant architectural style. These first city schools were called graded schools because, unlike the country school, they incorporated separate grades from the earliest days. The schools typically included courses for grades one through eight and the first high school instruction was through one to four years of high school courses within the graded school. The sheer number of students had as much to do with the emergence of separate high school buildings as educational doctrine. The size of buildings was somewhat limited by early construction techniques. The largest of the early graded schools were eight rooms and therefore, could serve a limited number of students. In larger cities, the pattern of neighborhood schools was established from the beginning as a means to serve the children throughout the city. Even in smaller cities, it was common to have east and west or north and south graded schools to serve residents of specific areas of the city. The graded school site was typically an entire city block. The sites were landscaped with trees and shrubs, and playgrounds and/or ball fields were generally located in the rear of the school building.

As high schools became the norm, the early city graded schools became grade schools serving grades 1-8. By the 1880s in larger cities, new schools were constructed as grade schools. One of the most significant factors in the

evolution of city schools was the standardization movement that emerged from the Progressive Era. The Progressive Era is recognized for the advancements in standardization of text books and teacher qualifications. The development of specialized curriculum had a significant impact on the design of school buildings. A distinction between city and town grade schools was not only the number of schools in a single community, but the degree of specialized spaces within the graded (or grade) school. City grade schools were typically one- or two-story masonry structures. They tended to have more customized spaces than town schools, often with at least a gymnasium and sometimes both a gymnasium and auditorium, and specialized classrooms for at least art and music. Expansions in curriculum led to the emergence of the junior high school and the kindergarten. By the 1920s, junior high schools were a common component of city school systems therefore, grade schools generally became K-6 (with the addition of kindergarten). The distribution of grades between grade school, junior high/middle schools, and high schools included the common variations of K-6/7-8/9-12, K-5/6-8/9-12 and K-6/7-9/10-12. The introduction of kindergarten was manifested in the design of city grade schools with the addition of distinguished features. The kindergarten room was often a unique shape – a curved end room or projecting bay, and included special features like fireplaces, built-in lockers or cubicles, and drinking fountains/sinks and/or restrooms.

The city grade schools were susceptible to shifting populations within a city. Growth in one area of the city often resulted in the addition of a new classroom or classroom wing, or freestanding modular classrooms. A decline in a neighborhood's population often resulted in the closing of older schools. These schools were often torn down or sold to private owners. City school districts typically dispose of closed schools. In order to accommodate growing populations, some city grade schools are limited to two or three grades with elementary grades divided among several older schools.

The property type dates from the territorial period through the post-WWII period. Modern elementary schools, constructed since WWII, were designed and are used specifically for grades K-6 or lower (some schools serve K-5, or K-3). Physically, these schools reflect the modern emphasis on plan form with little architectural distinction.

City High Schools
This property sub-type includes the typical city high schools, junior high (or middle schools) and high schools in smaller cities called rural, county, or community high schools (reflecting the legislation under which they were created).
The first high school courses in many cities were located within a city graded school. High schools were originally viewed as college preparatory institutions, synonymous with normal training. In fact it was the standardization of high schools that led to normal training and preparatory departments being dropped from the state's colleges and universities. The emergence of manual and industrial training around the turn of the century was a primary factor in the emergence of secondary education as a widely accepted institution – the high school. The first city high schools were similar in size and plan configuration to the city graded schools. The Progressive Era resulted in the establishment of specialized courses including physical education, science laboratories, and home economics, in addition to manual, vocational and industrial training. These expanded and varied functions resulted in a significant expansion in the average high school. By the second decade of the twentieth century, city high schools generally featured at least one gymnasium, many with separate gyms for boys and girls. Some schools were even designed with a swimming pool illustrating the increased emphasis on physical education. Other standard features included a separate auditorium, kitchen, and one or two cafeterias. These spaces were all located for public access. Specialized classrooms such as the manual arts, fine arts, science, and domestic courses, were often clustered together in separate areas or wings of the building. City high schools were typically centrally located to serve the entire city. School sites often occupied at least one city block and included baseball diamonds and football fields.

Following the Progressive Era, the emphasis in school design shifted from the plan configuration to the exterior design; many of the grand city high schools were built from the mid-twenties to WWII. Architecturally, the first schools designed in the Modern Movement, emerged in the Depression years and were constructed primarily through New Deal programs. The modern school plan emerged in the period following WWII. The post-war period saw a return to emphasis on the plan configuration in the design of all school types. Modern construction materials and techniques led to a new style of building - the sprawling one-story school plant. High schools were viewed as campus plans, often designed with multiple buildings. This new trend in school design dictated larger sites. Many cities built additional high schools in the 1950s, 60s

and 70s as the populations shifted from the city center to suburban areas. Even some smaller cities built new high schools during this period and the old high schools were often converted to junior high or elementary schools. The suburban high school has little resemblance to the central city high schools of the 1920s and 1930s. The older schools that are still in use typically have multiple additions, the most common of which is one or two new gymnasiums, commons areas and additional classroom space.

The various names or types of high schools (rural, county, and community high schools) have less to do with their location than the legislation and funding mechanism that provided for their original establishment. Rural, county, and community high schools are included in the city high school sub-type because a number of these high schools were built in cities of the second class throughout the state. Other than size (and original funding mechanism), there were few distinctions between these high schools and the city high schools. In smaller cities, junior high schools wee often incorporated as a separate wing or floor of the high school. Additionally, the smaller cities rarely experienced population growth requiring the construction of suburban high schools. Most of these cities maintain a single high school to serve the entire city. If the city did experience significant growth, the high school was more likely to be expanded than in some of the larger cities, due in part to the density of development in urban areas, preventing the acquisition of adjacent land for school expansion.

The high school property sub-type also includes junior high schools and middle schools. By the 1920s, most first-class cities had constructed as least one junior high school. Many larger cities, like Topeka, Wichita, and Kansas City, built multiple junior high schools in the 1920s and 1930s. The emergence of the junior high school occurred with the wide acceptance of the high school. The junior high developed out of the perceived necessity to prepare grade school students for the specialized study of high school. Much as they are today, junior high schools were originally built as small high schools, influenced by the same educational standards. There is little distinction between junior high and high school facilities other than size. The distinction between junior high schools and middle schools is not clear cut. Generally, junior high schools refer to schools with grades 7 and 8 or 7 through 9 while the term middle schools is used for schools that incorporate grade 6 (and sometimes 5) with the grades 7 and 8. Regardless of the name, there is little physical distinction between junior high schools and middle schools.

Originally, junior high schools were generally located to serve neighborhoods within larger cities, much like the grade schools. Smaller cities had one junior high if any. A significant number of small cities maintained the junior high in a separate wing or building at the grade school or high school. The junior high schools in larger cities were the most susceptible to shifting populations. With the post-war shift to the suburbs, many neighborhood junior high schools in larger cities were closed. Some of these schools were converted to grade schools while others were torn down or sold for private use. Junior high schools account for a small portion of the post-war school construction. Elementary schools were built to accommodate the post-war baby boom, and high schools were typically the highest priority for modern or improved facilities.

Education-Related Structures
This property sub-type is inclusive of all support structures used for education-related purposes that were not constructed as schools. The distinguishing characteristic is the original use. The category includes primarily gymnasiums and vocational agricultural buildings. Other examples include domestic science buildings, kindergartens, shops or garages, stadiums, and district offices. The style of these buildings is varied although the majority were Progressive Era or New Deal structures. The education-related structures are typically in close proximity to the school, on the school site or immediately adjacent.

Architectural Styles
There is not wide variation in architectural style among the various sub-types of city schools. The design of city schools, more than other school property types, followed established architectural trends. The earliest city schools typically embodied Greek Revival, Italianate, and Romanesque styles. By the early 1900s, classical references gained favor. Classical Revival, Colonial Revival, Beaux Arts, and Mission/Spanish Revival were the popular stylistic influences. By the end of the First World War, Collegiate Gothic emerged as the dominant style for city schools. Architectural expression

was a guiding force in school design. Schools were designed as monuments – a statement of community pride and the emphasis a community placed on education as an institution. The Progressive Era primarily influenced the plan configuration of schools, but also resulted in a more subdued approach to architectural ornament. Progressive Era schools are classified stylistically as Commercial Style Buildings, typically described as brick boxes with symmetrical facades and a formal central entry as the only real architectural expression. These schools embodied a variety of architectural references including Collegiate Gothic, Classical Revival, Beaux Arts, and Mission/Spanish Revival. The Depression Era saw the emergence of the Modern Movement in architecture with Art Deco and Art Moderne being the prominent styles. These buildings were often blond or tan brick or concrete structures with glass block and metal and concrete detailing. These styles were distinguished by clean forms and sparing use of ornament. The post-war (WWI) era brought the modern school plant – school design focused again on plan form rather than architectural style and reflected modern construction materials and techniques.

Alterations
The most common changes in use and additions/expansions were identified under each property sub-type. City school districts are typically characterized as those with the money, often supported by a broader tax base than schools in towns and rural areas. Despite current trends to the contrary, this characterization is probably true for the period in question (pre-1955) and districts with sufficient funds tend to spend it on their buildings. The city schools, as a rule, have experienced substantial alterations. The most visible alteration is the replacement of original windows, a change made as early as the 1960s in some schools. The degree to which the replacement windows are compatible with the historic character of the building varies widely. Dark reflective glass and downsized openings are common window treatments. In addition to windows, most schools have replacement doors, some with downsized or altered sidelights and transoms. Roofs have been replaced on the majority of buildings. This change is visible on pre-1920 schools with intersecting gable and hip roofs. The original roofs were typically clay tile or slate and the most common replacement material is composition shingles. Since the Progressive Era, the flat roof, or low-pitched roof with parapet has been the norm. These roofs have typically been replaced but are rarely visible from the ground. Aside from replacement of windows, doors and roofs, the most common alteration of city schools is additions or expansions including gymnasiums, weight rooms, locker rooms, cafeterias/common areas, and/or classrooms. Gymnasiums were built both as an addition to original schools and as free standing buildings. Vocational agricultural shops were also frequently added as separate free-standing structures. Additions were sometimes designed to be compatible with the original building, and sometimes built with complete disregard for the historic character of the building. The typical school site is altered with school additions but the original sites are sometimes intact at city schools as a result of space limitations.

The interior of almost all schools have undergone modernization. The most common change is the installation of suspended ceilings. Suspended ceilings are frequently installed when mechanical systems are upgraded and result in replacement of all light fixtures. The schools have original plaster walls, many with glazed block or tile wainscoting. Some schools have installed contemporary wainscoting ranging from carpet to colorful ceramic tile. Original terrazzo floors remain in many schools. Concrete floors have typically been covered with replacement VCT tile or carpet. A common interior modification is the conversion of the original gymnasium to a new use such as the cafeteria, library or classrooms. Most schools retain the original corridor configuration although the overall form may be drastically altered with multiple additions.

TOWN SCHOOLS

Property Type Description
Town schools are generally those schools located in cities of the third class (between 250 and 2,000 population) but these schools are not classified based solely on population. The town schools are characterized by the fact that typically, one school (or one grade school and one high school) served the entire town. The town graded school did not necessarily evolve into the modern elementary school as it did in the cities. There are three sub-types of the town school property type: town graded schools, town high schools, and education-related structures.

Town Graded Schools
This category is inclusive of the vast majority of town schools. The only schools excluded are those schools built as high schools. The town graded school is also one of the most flexible in terms of student population. Schools were built to serve only the elementary grades, others served K-8 and some served the entire school- age population, grades K-12.

The town school is an evolution of the common school, traditionally built as the first school in a town that was designed for graded instruction. The graded school emerged in towns across Kansas after 1900. The majority of these schools are Progressive Era Schools - Commercial Style, one- and two-story brick structures with a variety of stylistic influences. The plan forms included rectangular and T, I, and U shaped plans typically, with a central gymnasium. The graded schools typically had standard classrooms with few specialized spaces. Most graded schools have formal landscape lawns on the front and sides of the school, with playgrounds and ball fields in the rear.

In towns without separate high schools, the graded school continues to serve the entire school-age population. In towns that built rural and community high schools, the town graded schools became K-6 or K-8 grade schools. A significant number of graded schools continue to be used as schools today. The town graded school property type includes schools built as grade schools (in communities with separate high schools) and modern (post-WWII) elementary schools. The modern elementary schools comprise a small segment of this classification. Most towns experienced declining populations and the construction of modern schools is less common than in the cities. A significant number of graded schools remain in use as schools. However, the modern consolidation movement has resulted in closing of some of these schools. In some instances, pupils are transported to neighboring towns to attend school in existing facilities, but the most common scenario is the construction of large consolidated schools that are centrally located between towns.

Town High Schools
The town high school property sub-type includes only those schools built as high schools. The category includes high schools built as rural high schools, county high schools, and community high schools. These schools gained favor in the 1920s and 1930s. The majority were constructed through New Deal Era programs and are modern in design. The high schools traditionally have more specialized classroom spaces and include separate gymnasiums and auditoriums. Like city high schools, these schools have also been remodeled or updated and typically have experienced multiple additions.

There are post-war, modern high schools located in small towns. These schools were typically constructed in the late 1940s and 1950s. Stylistically, these schools reflect a lagging transition to the modern school plant characterized by most post-war city schools. The post-war town schools tend toward modern in architectural style but the plan configuration often reflects Progressive Era tenets. By the 1960s, few high schools were constructed in small communities. Following consolidation, the rural consolidated high school (or K-12 school) was the norm. These schools were typically located in rural areas to serve a number of area towns.

Education-Related Structures
Like the town high school sub-type, this property sub-type is distinguished from the same sub-type under City Schools solely by the size of community. This property sub-type is inclusive of all support structures used for education-related purposes that were not constructed as schools. The distinguishing characteristic is the original use. The category includes primarily gymnasiums and vocational agricultural buildings. Other uses include domestic science buildings, kindergartens, shops or garages, stadiums, and district offices, etc. The style of buildings is all inclusive although the majority was Progressive Era or New Deal structures. The education-related structures are typically in close proximity to the school, on the school site or immediately adjacent

Architectural Style
The majority of graded schools was built during the Progressive Era and reflected established stylistic trends. These schools are symmetrical in facade composition with a central entrance as the dominant architectural expression. In addition to the traditional Collegiate Gothic, Colonial Revival and Classical Revival references, a number of town schools embodied the Mission/Spanish Revival Style. Most schools built through the Depression represented a transition to the Modern Movement in architecture. The most popular styles were Art Deco and Art Moderne. The town schools were less

likely to be textbook representations of architectural styles. As a rule, the town schools were less ornate and stylistic references were more subtle, typically limited to the building's entrance.

Alterations

Like other property types, the most common alterations are new roofs and replacement windows and doors. A recent trend in roof replacement involves the installation of metal, low-pitched gable or shed roofs on Progressive Era buildings that were designed with flat roofs and a parapet. These new metal roofs extend above the parapet and adversely impact the original character of the building. The modification of original window openings is also common. In addition to the installation of replacement windows, window openings are sometimes downsized or covered completely. The schools have usually been remodeled with contemporary finishes and fixtures. A common interior alteration is the conversion of the original gymnasium to the library or cafeteria, particularly in the graded school. The most common additions are gymnasiums, cafeterias and/or lunchrooms, and classrooms. Graded schools that serve the all grades often have the addition of classroom wings for specific grades. Schools that continue to serve all grades are often physically separated with grade school, junior high, and high school classes on a separate floor or wing of the building. The school site is frequently altered with the additional of multiple freestanding buildings. Typical separate buildings include vocational agriculture or industrial arts shops, gymnasiums, weight rooms, kindergarten buildings and bus barns.

PROPERTY TYPE SIGNIFICANCE AND REGISTRATION REQUIREMENTS

Property Type Significance

Properties eligible for listing on the National Register through this multiple property nomination are significant under Criterion A and C in the areas of education and/or architecture. Public schools are the foundation of the American free education system. The Kansas system of free public schools dates to the territorial period, influenced by the traditions established on the eastern seaboard. Public schools are the physical manifestation of the doctrine of free education for all residents. Eligible properties are classified by historic function in the Education category and the sub-category of Schools and Education Related. The property type is significant on a state and local level.

Kansas public schools reflect a wide variety of characteristics include size, form and style. The three property types and multiple sub-types are distinguished primarily by locale. The common characteristic is that all eligible structures were built as public schools or related-structures. Eligible properties range from the one-room country schools to the largest city high schools.

Since the first schools were built by early settlers and prominently located to entice new settlers, public schools have been the source of community pride. Schools represent education as an institution and reflect a community's commitment to educating their children. The school is an important and prominent building in every community and frequently serves a center of community activity. Architecturally, the various types of schools buildings share common physical characteristics and are easily identified. Kansas schools reflect established trends in educational philosophy and school design. Kansas schools were designed primarily by Kansas architects, well-known and established firms often specializing in school design on a local and regional level.

Historic public school buildings are a threatened resource nationally. Based on the last available data (2003-2003 school year), over half of the state's operating schools have been constructed since 1955. There are 640 operating schools built before 1955. The 2004 reconnaissance survey of historic schools estimated that nearly two-thirds of these schools were eligible for listing on the National Register.

Kansas public schools are a testament to one of the state's founding principles - a free education for all residents. The schools are significant architecturally as recognizable, distinguished structures in every community, as a representative of the national and state public education systems.

Property Type Registration Requirements

The threshold requirement for National Register listing under this multiple property nomination is that structures must have been constructed as a public school or education-related structure for a public school in the state of Kansas. All historic public school facilities are eligible for listing regardless of property type, building form or style provided that they retain historic integrity. Although eligible properties must have been constructed as a public school building, structures are not required to be currently used as public school facilities.

Eligible properties were constructed from the establishment of Kansas as a territory in 1884 to 1955 (based on the requirement that properties be fifty years old for listing on the National Register). The latter date is based solely on the fifty-year age requirement and should float to accommodate later construction dates in subsequent years.

Location and Setting

Public school buildings will be eligible for listing on the National Register under the Historic Public Schools of Kansas multiple property nomination if they maintain a degree of integrity of location, setting, design, materials, workmanship, feeling, and association.

Despite the necessity to sometimes move country schools in order to save them, properties that have been moved from their original location are not eligible for listing. The school location and setting are important characteristics of a school's historic integrity.

All property types have experienced some alteration of their original site and setting. Country schools are typically surrounded by farm land and town and city schools have typically experienced additions to accommodate growing populations and changing educational trends. Modification of the historic setting is acceptable as long as the school retains its basic relationship to the site as visible from the front, primary facade. Side and rear additions are acceptable modifications.

Design, Materials, and Workmanship
Integrity of design, materials and workmanship, in addition to setting, characterize the historic school's feeling and association. Properties nominated under this multiple property cover document must retain the physical features that define the character of the original school.

Eligible properties vary from the simple one-room schoolhouse to large city schools. Prominent architectural styles include: Vernacular, Victorian high styles, Classical Revival, Colonial Revival, Late Gothic Revival, Mission/Spanish Revivals, Progressive Era or Commercial Style, Art Deco, Moderne and the Modern Movement. The majority of eligible country schools are vernacular structures with subtle stylistic references. The majority of eligible city and town schools are classified as Commercial Style or Modern Movement structures with secondary stylistic references. Schools that are an exemplary representation of a specific architectural style are primarily found among the city school property type. The architectural classifications of eligible school buildings will include Late Victorian, Late 19th and 20th Century Revivals, Late 19th and Early 20th Century American Movements, and the Modern Movement.

In order to be eligible for listing, properties must generally retain the:
- massing/basic exterior form;
- roof form;
- original primarily building materials;
- pattern of window and door openings;
- ornamentation and detailing; and
- basic interior corridor configuration.

In order to continue to function as a school facility or other public use, the property types are required to meet modern life safety codes. Additionally, schools are periodically updated to meet the evolving needs of the public education system. The ability of these buildings to continue to be used as school facilities or adaptive uses is the essential factor influencing their existence. Therefore, common modifications will not sufficiently affect the integrity of the property to cause it to be ineligible for listing. Common modifications and acceptable treatments include the following.

- Massing and building form - Original components of the Country School such as the cupola or bell tower and chimney often deteriorate beyond reasonable repair and therefore, their removal is an acceptable alteration. The addition or expansion of town and city schools is acceptable when located on a secondary elevation. If the addition obscures or overshadows the original building the structure is unlikely to remain eligible.
- Roof form - Contemporary replacement materials are acceptable as long as the roof retains the original form.
- Primary building materials and ornamentation and detailing - Replacement or covering of the primary building material is not an acceptable treatment. The installation of new wood, metal, or vinyl siding will render a property ineligible. New materials should not cover or obscure ornamentation and detailing on the exterior of the building.
- Doors and Windows - The installation of replacement doors and windows is the single, most common alteration. Replacement doors and windows will not automatically render a property ineligible, even when the replacement components do not match the style and profile of the original windows and doors. Windows should not generally be blocked in or covered and replacement windows should retain and reuse the original masonry openings. Replacement windows will have to be evaluated on an individual basis; even some windows downsized with opaque panels or with dark reflective glass, may not sufficiently impact the integrity of the overall property so as to render it ineligible.

- Interior configuration - Interior remodeling is acceptable as long as the modifications retain the basic corridor configuration. Minor alteration of interior partition walls is acceptable. The conversion of major spaces such as the gymnasium to new uses may be acceptable provided that the structure still retains a high degree of integrity. In the case of free-standing educated related structures such as gymnasiums that were designed for a sole purpose, alteration of the original building use is likely to adversely impact the historic integrity and cause it to be ineligible for listing.
- Interior fixtures and finishes - Contemporary finishes and fixtures are generally acceptable as long as they do not destroy significant historic finishes. For example, installation of new ceramic tile or marble over original terrazzo or glazed tile is not an acceptable treatment yet installation of carpeting or vinyl tile is considered a reversible treatment and therefore, acceptable. Suspended ceilings are an acceptable treatment. However, permanent wall and ceiling surfaces should retain the original plane; furred-out sheet-rock walls are not an acceptable treatment on original plaster perimeter walls.

The registration requirements were developed to reflect the general characteristics of the property type, acknowledging common alterations such as replacement windows, major additions and interior remodeling that are required for continued use of these buildings as schools. It was determined that these common alterations do not typically diminish the integrity to a degree that would render a property ineligible for listing. It should be understood however, that although these registration requirements allow listing of buildings that have undergone questionable preservation treatments (such as installation of replacement windows that do not necessarily resemble the original windows), future alterations will be required to meet the Secretary of Interior's Standards for Rehabilitation when alterations are utilizing federal or state financial incentives such as rehabilitation tax credits or grant funds.

G. Geographical Data

The geographic boundaries of the Historic Public Schools of Kansas Multiple Property Nomination are the borders of the State of Kansas.

H. Summary of Identification and Evaluation Methods

The Historic Public Schools of Kansas Multiple Property Nomination is the second of three major components of a project funded by the Kansas State Historical Society (KSHS), Cultural Resources Division through the National Park Service. KSHS contracted with Brenda Spencer to document historic Kansas schools through a reconnaissance survey, National Register multiple property nomination, and National Register Nominations for five individual schools (under the MPS).

This multiple property nomination is based primarily on two sources: a reconnaissance survey of 500 historic Kansas schools and extensive research on the American and Kansas educational system, the evolution of public school facilities, and prominent architects specializing in the design of Kansas schools.

The reconnaissance survey of Kansas public schools provided documentation of existing historic schools which enabled the identification of property types, building forms, common alterations, and architectural styles.

The Kansas State Historical Society (KSHS) Research Center was the most valuable source of information on the evolution of the American and Kansas school systems. The records of the Kansas Department of Education are included in KSHS resources. KSHS files also provided biographical information on prominent Kansas architects.

The William Allen White Library at Emporia State University (ESU) was the primary source of information on the design of public school facilities. A course in school facility planning and design is still offered in the ESU curriculum and the ESU library was a valuable source of publications on national standards and trends in school design.

The final component of this project will be the nomination of five individual schools under this multiple property cover document. A short list of the "best" eligible properties was submitted to KSHS following completion of the reconnaissance survey in each region of the state. KSHS sent letters to the superintendents and principals of schools on the short list. A total of fourteen consent forms were returned, distributed geographically across the state; the five schools were selected by KSHS, in cooperation with Spencer. School buildings that continue to be used as school facilities were the focus of the reconnaissance survey. A number of country schools have been previously surveyed and are listed on the National and State Registers. The five schools selected represent the town and city schools property types.

Topeka High School, a 1930 Collegiate Gothic Building designed by Thomas W. Williamson
Eugene Ware School in Fort Scott, a Colonial Revival Grade School designed by Glen H. Thomas, built through the PWA in 1934
Lyons High School, a 1930 Art Deco building designed by Mann & Co.
Long Island School, a 1917 Progressive Era, Commercial Style building with a 1925 gymnasium addition.
Shallow Water School, an adobe school built 1939-42 through the WPA, designed by Mann & Co.

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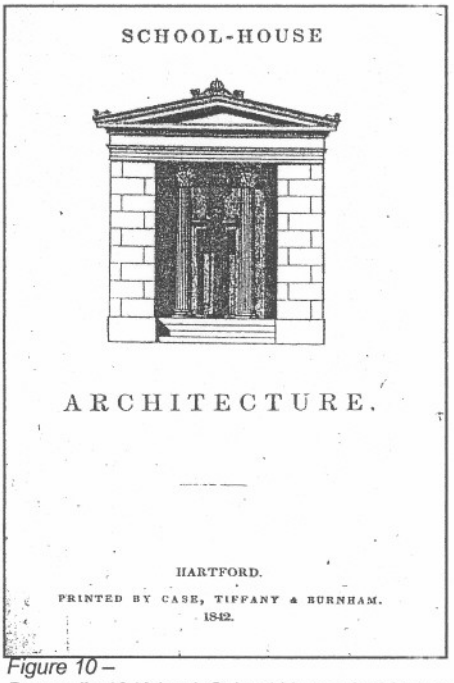
Federal and State Standards for School Design

In an early attempt to improve the appearance of the country school, the American Institute of Instruction sponsored a competition on schoolhouse design. School master William A. Alcott won a $20 prize with his *Essay on the Construction of School-Houses* (published in 1832). Henry Barnard, a Connecticut legislator and State Superintendent, first published his *School Architecture* in 1838. A revised edition of his classic handbook was issued in 1848 with updated versions in later years. Barnard introduced the theory that a well-designed school could inspire students' learning. His books were comprehensive, with plans and descriptions of recently completed eastern schools including country schools, graded schools, and high schools.[96] Barnard's designs included Greek Revival structures resembling temples and Gothic Revival designs specifically for rural areas.


SCHOOL-HOUSE

ARCHITECTURE.

HARTFORD.
PRINTED BY CASE, TIFFANY & BURNHAM.
1842.

Figure 10 – Barnard's 1840 book School House Architecture

National and state educational journals were another source of guidance on schoolhouse design. Peter McVicar, the Superintendent of Public Instruction for Shawnee County, Kansas, wrote an article for *The Kansas Education Journal* in 1865 titled "Hints of School Houses" that started with the statement, "For the benefits of districts about to build school houses, I offer a few suggestions."[97] The article provided recommendations for selection of a site, the exterior appearance (advising that the front should face east and that one facade be unbroken by windows and doors to accommodate the chalkboard and teacher), as well as, noting the importance of adequate ventilation.

Federal and state publications on school design were commonplace in the early 1900s. The United States Bureau of Education issued a 1910 Bulletin titled *American Schoolhouses* by Fletcher B. Dressler (an updated version, titled *American School Buildings,* was published in 1924). Dressler's book offered thorough guidance on every element of the schoolhouse. He referenced the influence of the New England village church with their long rectangular plan, windows on two sides and entrance at one end. Dressler emphasized the importance of exterior appearance. He stated, "no amount of interior decoration will offset the bad effect of exterior ugliness."[98] He was critical of the plan books due in part to locals' inability to follow published plans. He made the case for architect-designed schools and provided an impressive collection of examples, complete with photographs and plans.

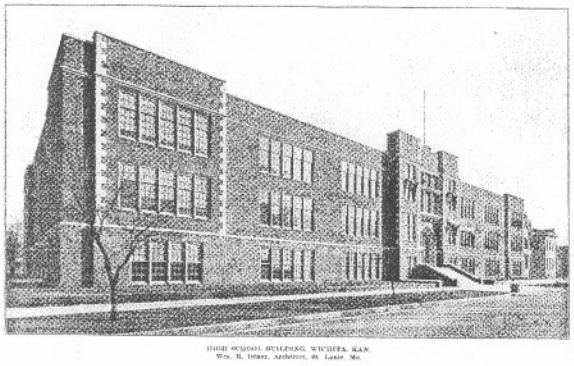


Figure 11 - Wichita High School by W.B. Ittner, St. Louis

Photographs and plans of recently completed schools were also a regular feature in the educational journals. The *American School Board Journal* published a collection of photos and plans in 1913 titled simply *High School Buildings*. These books and publications document the rise of architects who specialized in the design of school buildings. None of the books featured buildings designed by Kansas architects. The only Kansas school featured was Wichita High School (no longer extant), designed by St. Louis architect William B. Ittner. Ittner's work was prominently featured in the publications of this time. He designed numerous St. Louis schools and was active throughout the Midwest in Ohio, Iowa, Indiana, and Nebraska.

96 Henry Barnard, School-House Architecture. (Hartford: Case, Tiffany & Burnham, 1842).
97 Peter McVicar, "Hints of School Houses," Kansas Educational Journal. 2 (March, 1865): 81.
98 Fletcher B. Dressler, American Schoolhouses United State Bureau of Education Bulletin No. 5. (Washington: Government Printing Office, 1911), 103.

Two other regional architects whose designs were featured in these early national school publications have a Kansas connection. Kansas City architect J.H. Felt designed numerous schools in Missouri, Nebraska, and Kansas. The firm's designs for high schools in Winfield, Hutchinson, and Atchison were featured in the 1911 Kansas Department of Public Instruction report. The firm of Proudfoot & Bird was established in Wichita in the boom years of the 1880s during which they designed nine schools in Wichita. The firm relocated to Utah in 1891, and later to Des Moines.[99] The Des Moines office designed Concordia High School in 1930.

A comprehensive pamphlet, *School Buildings, School Grounds, and Their Improvement,* was issued by Kansas State Superintendent of Public Instruction, E.T. Fairchild, in 1911. It was the most comprehensive state publication on school design to date. It included standard plans and recommendations on site, interior layout, exterior appearance, lighting, heating, sanitation, walls, chalkboards, etc. Plans were provided for the expansion of the country school and photos of recently constructed city and town schools were shown as examples to illustrate various recommendations. John Stanton, the state architect and contributing architects, L.M. Wood of Haskell & Wood and N.P. Neilsen, wrote chapters on specific aspects of school design. A section on school architecture quoted George Bruce, editor of the *American Schoolhouse Journal*, "The exterior design of a schoolhouse is largely a matter of taste. A handsome and dignified structure will, however, do much in elevating the taste of the community and in strengthening local pride."[100]

Shortly after the turn of the twentieth century, a formal movement emerged toward the standardization of schools and the effort was reflected in design standards. The movement was attributed to growing recognition of the disparity between the quality of educational experience in rural communities as compared to the cities and towns. Architect Wilbur Mills published a book titled *American School Building Standards* (1915) that approached the design of school facilities from a more technical standpoint, addressing the problems of safety, sanitation, heating, lighting and ventilation. For example, the book presented the accepted opinion on the proper method of lighting a school – from the left side of the pupil. It listed the states that had no laws governing school construction and included the actual laws of those states with school construction laws (Kansas included). The book provided extensive technical and cost data and like its predecessors, illustrated "many of the best school buildings in America", with photos and plans of dozens of schools.[101]

State laws were passed and federal and state education departments issued guidebooks in attempts to standardize the school house. Some states, including Kansas, developed a rating system to certify the standard school. In 1915, the Kansas legislature gave the State Board of Education "exclusive and sole authority to define official standards of excellence in all matters relating to the administration, course of study and instruction in rural schools, graded school, and high school, and to accredit those school in which the specified standards are maintained."[102]

Figure 12 – School Safety and Sanitation Product Advertisements

99 Sachs and Ehrlich, 20.
100 E.T. Fairchild, School Buildings, School Grounds, and Their Improvement. (Topeka: State Printing Office, 1911), 102.
101 Wilbur T. Mills, American School Building Standards. Columbus, Ohio: Franklin Educational Publishing Company, 1915), 333.
102 State of Kansas Department of Education, Standard Rural Schools – Requirements and Suggestions of the State Board of Education prepared under the direction of W.D. Ross, State Superintendent of Public Instruction. (Topeka: Kansas State Printing Plan, 1916), 3.

The law also provided for the appointment of supervisors to aid in the implementation of the standards and the state architect was given the responsibility of reviewing all plans for the construction of school buildings. The first publication on standard rural schools, like previous versions, provided recommendations on all aspects of school design; going so far as to recommend paint color of the walls and interior decorations actually identifying a source for "large beautiful prints for about 25 cents."[103] A 1918 publication titled *Plans for One- and Two-Room School Buildings* was issued by Superintendent Ross. It stated that "the Department of Education found the greatest obstacle to standardization was buildings planned without regard to proper lighting, ventilation, and heating and therefore the State Education Department had plans and specifications drawn for buildings, and made them available for loan to school district boards."[104] An agreement was included that required no alteration of the plans without written approval of the State Department of Education. All of the plans reflected the lighting standard that prescribed windows on one side only to prevent eyestrain from cross-lighting.

6 *Kansas Rural and Graded Schools.*

SCORE CARD FOR SCHOOLS.

GEO. A. ALLEN, JR., *State Superintendent.*
ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

School name..... District No..... County.....

Teacher or superintendent..... Salary..... Length of term.....

I. YARD AND OUTBUILDINGS.

	Supt's score.	*Possible score.*
1. Grounds		10
2. Trees and shrubbery		5
3. **Source of water supply***		20
4. **Walks**		10
5. **Toilets (kind)***		20
6. Fuel house (location)*		5
7. Barn or garage		5
8. **Flag and pole**		5
9. **Playground** (supervision and apparatus)*		20
Total		100

II. SCHOOL BUILDING.

10. **General condition (minimum, 25 points)**		30
11. **Lighting***		20
12. Adjustable window shades		10
13. Cloak rooms and teacher's closet		15
14. **Flyproof lunch cupboards**		5
15. **Attractive interior***		40
16. Blackboard*		40
17. **Heat and ventilation***		40
Total		200

III. EQUIPMENT.

18. Desks (single)		35
19. Teacher's desk and chair		10
20. Closed bookcase		10
21. **Library, minimum**—Standard School, 50; Superior 100*		30
22. Magazines*†		15
23. **Supplementary readers**—grades 1, 2, 3, 4*		25
24. Primary material furnished by board*		10
25. Sand table and display board		10
26. **Maps and globe***		15
27. Reference work*†		15
28. **Dictionaries***		15
29. **Drinking facilities***		20
30. Washing facilities, thermometer, sweeping compound, etc.		15
31. **Schoolroom flag**		10
32. Musical instrument†		15
Total		250

IV. THE SCHOOL.

TEACHERS.

33. **Preparation** (certificate)*		60
34. Professional attitude		25
35. Teaching		40
36. Discipline		20

* See notes following. † Required for Superior School.
Blackfaced type—required for Standard School.

Requirements for Standardization. 7

	Supt's score.	*Possible score.*
37. Personal appearance		25
38. Housekeeping		20
39. **Experience***		40
40. Poise		20
41. Records		15
42. General influence		20
43. Play supervision		15
Total		200

PUPILS.

44. Attendance and punctuality		40
45. Personal appearance		10
46. Conduct		15
47. Application to school work		25
48. Care of school property		10
Total		100

ORGANIZATION.

49. **Daily program**		25
50. **Plan book**		15
51. Extra-curricular activities†		10
Total		50
Grand total		1,000

I recommend for approval: Standard..... Superior.....
Renewal: Standard..... Superior..... Removal.....
Date.....19..... (Signed).....
County Superintendent.

Figure 13 – 1928 School Score Card

By the 1920s, Kansas had adopted a certification plan. The system included accreditation of standard schools meeting minimum requirements (scoring 850/1000) and classification of superior schools created to encourage even better schools (scoring 950/1000). The scorecard for schools from the 1928 publication *Better Schools for Kansas Rural and Graded Department* illustrates the criteria for the standard school.[105]

School design standards originated from recognized authorities including state and national educational leaders and architects specializing in building design. Standards evolved to reflect

103 Ibid., 7.
104 W.D. Ross, Plans for One- and Two-Room School Buildings prepared by direction of W.D. Ross, State Superintendent of Public Instruction. (Topeka, Kansas State Printing Plan, 1918), 1.
105 State Department of Education, Better Schools for Kansas Rural and Graded Department, New Standardization Requirements of the Department of Education, Geo. A. Allen, Jr., State Superintendent.. (Topeka: Kansas State Printing Plan, 1928), 6-8.

developments in educational philosophies. Toward the end of the Progressive Movement, school design standards were customized for specific types of schools and based on the function of spaces. Numerous prominent individuals of the 1920s and 30s influenced common ideals of the modern school building.

California architect John J. Donovan (and others) published an extensive book titled *School Architecture Principles and Practices* in 1921. It was one of the first to identify the various types of school buildings – the academic type, industrial type, or neighborhood/ community type for elementary, junior high, and high schools. The book focused on larger, city schools but was one of the most detailed to date in providing not only plans and examples of schools, but layouts, equipment, and details for emerging educational functions including the auditorium, gymnasium, music departments, science laboratories, drawing, home economics and industrial arts shops, as well as the school cafeteria.[106]

The school designs of St. Louis architect, W. B. Ittner had been featured in numerous national school publications since the early 1900s. His work was featured nationally due in part to his involvement in education on the national level. In 1922, Ittner authored the Bureau of Education Bulletin *High-School Buildings and Grounds*, a report of the Commission on the Reorganization of Secondary Education. This bulletin was one of the first federal publications that focused on a specific school type – the high school.

N.L Engelhardt, Sr. was the Associate Superintendent of Schools in New York. Engelhardt, with George Strayer, published *Standards for High School Buildings* through the Teacher's College at Columbia University in 1924. Engelhard followed with *Standards for Junior High School Buildings* and *Standards for Elementary School Buildings* in 1932 and 1933. N.L. Engelhardt, Jr. joined his father, and with Stanton Leggett, published subsequent versions of the books on school design in the 1940s and 1950s. These publications are frequently referenced regarding modern school design.

In the post-war period, the term school plant emerged, referring to school grounds having one or more buildings. Donovan, Ittner, and Engelhardt's books provided recommendations for large and small schools, but there were not distinctions between rural and city schools. In 1928, the Bureau of Education issued a bulletin, *The Rural High School* addressing the growing demand for high schools in rural areas. A book, *Supplementary Standards for the Small Twelve-Grade School Building*, published by the University of Nebraska in 1939 tailored national standards for separate elementary, junior high, and high schools to the 1-12 graded school, still common across the Midwest.

By the 1930s, the Kansas State Department of Education bulletin's included standard plans for the community school, in addition to model country schools and continued to feature newly constructed schools in cities, towns, and rural areas of the state. By the 1940s the state bulletins became more technical. A chapter titled "Planning the New School Building," written by the state architect, addressed the construction of a school building and listed Kansas statues (codes) pertaining to school buildings. In 1948 the Kansas State Teachers College in Pittsburg published a bulletin, *School Buildings, Grounds, and Equipment for Elementary Schools in Small School Systems*. The bulletin was the report of a committee formed to address the growing demand for new and remodeled schools following the close of WWII.

Modern books and publications continue to impact school design but to a far lesser degree than at the height of the standardization movement. The sources now tend to focus on trends in school design and feature examples of modern school facilities. The Kansas Department of Education still reviews all proposed remodeling and new construction of public school facilities, primarily to ensure code compliance.

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106 John J. Donovan and others. School Architecture Principles and Practices. (New York: The Macmillan Company, 1921).

New Deal Era Schools

The stock market crash of October, 1929 sent this country's economy into an unprecedented downward spiral. President Hoover was reluctant to provide individual aid for fear of reliance on government subsidy. Following his election in 1932, President Franklin D. Roosevelt established a variety of New Deal programs designed primarily to put people to work.

Two New Deal programs had a significant impact on educational facilities across the nation, and in Kansas. The two programs - WPA (Works Progress Administration and later, Works Projects Administration) and the PWA (Public Works Administration, originally, the Federal Emergency Administration of Public Works) - are often confused and were similar in many ways. Both programs had the stated goal of creating jobs. PWA targeted job creation through stimulation of industry rather than direct employment of local labor. WPA literature promotes their greater success in job creation whereas PWA literature is critical of WPA, claiming that they (PWA) do not engage in projects such as sewing, theater, research or light construction. *Public Buildings: Architecture Under the Public Works* Administration acknowledges that "WPA threatened the funds and purposes of the PWA, directly employing architects to design buildings as well as allocating funds to construct them." The book claims, "In the end, the WPA's involvement in architecture was minor in comparison to the PWA, through WPA did carry out some decorations."[107] In the National Register Nomination for the Jewell County Courthouse, a WPA project, authors Dana Cloud and Sally Schwenk note that typically large construction projects were funded through the Public Works Administration, and more modest projects – those costing less than $55,000 that could be completed with a year or two--were generally funded through WPA.[108] Despite the internal competition between the two programs and the public's common misconception that the two programs were one in the same, WPA and PWA both had a significant impact on educational facilities across the nation.

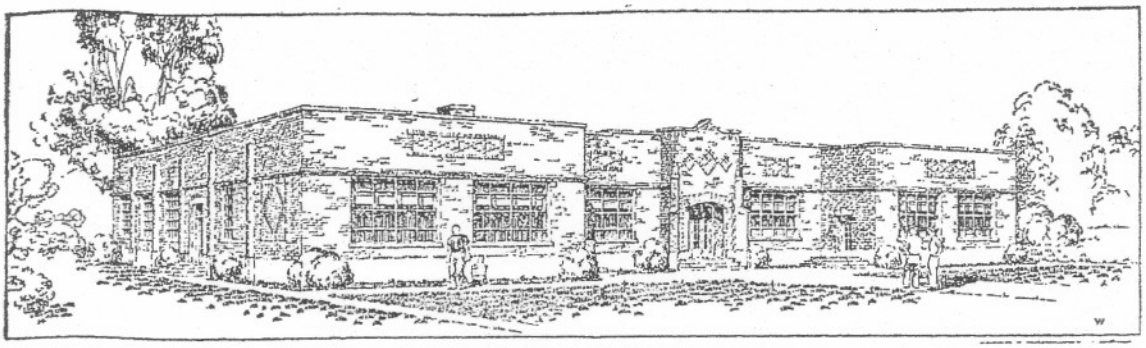
One of the difficulties in reporting the results of these programs is the lack of comprehensive data. The two programs were competing for the same federal appropriations and the PWA published books in 1937 and 1939 promoting their accomplishments. However, the books provided only aggregate data for each state and did not include a comprehensive listing of projects. The Kansas State Historical Society has records of the Works Projects Administration under the Federal Works Agency that again, provided aggregate numbers but no listing of all projects in Kansas. Based on the recent school survey, a significant number (of the schools still in use as public schools) that were constructed through both WPA and PWA, were constructed in the later years of the programs, from 1939-1942 and no compilation of data has been found for that period. The changes in names and organizational structures may have contributed to the lack of comprehensive data available.

A cursory review of WPA records on microfilm at the Kansas State Historical Society did result in a listing of WPA school projects, included at the end of this section. Also listed are the WPA and PWA schools surveyed in the 2004 reconnaissance inventory of 500 historic Kansas schools.

The Works Progress Administration was created through the Emergency Relief Appropriations Act in 1935 with the primary objective of creating local jobs. WPA is best known for its construction projects. Of over 125,000 buildings that were constructed or improved, nearly one-third were schools. Between July 1, 1935 and June 1, 1939, the WPA built or improved 619 buildings in Kansas including 142 schools, 52 stadiums, 16 auditoriums and 12 gymnasiums.[109] An article in the March 1940 *Kansas Teacher* reported that WPA had built approximately 250 new school buildings and made improvements for nearly 200 others (the new buildings included 47 schools, fifty-five stadiums, one hundred and twenty recreational buildings, five libraries, eight gymnasiums, seven dormitories and several other buildings).[110] The WPA construction is credited for assisting education in a number of ways. The standardization movement of the teens and twenties focused on an expanded, specialized curriculum, and on the importance of safety and sanitation in school buildings. The construction of new school facilities addressed overcrowded conditions in some areas and provided for

107 Richard G. Wilson, Public Buildings: Architecture Under the Public Works Administration, Vol. 1. (New York: DeCapo Press, 1986), vii.
108 Dana Cloud and Sally Schwenk, National Register Nomination for the Jewell County Courthouse, 2002, 8.
109 Ibid., 20.
110 George F. Hillyer and P.J. Matson, "New Schools With Uncle Sam's Help," The Kansas Teacher 48 (March, 1940): 10.

the addition of specific facilities like vocational shops and gymnasiums. The dire economic situation of recent years had prevented schools from building new facilities or repairing existing facilities. A significant amount of the work on schools involved repair and improvement of existing sub-standard buildings. Clarence Nevins, the state WPA administrator estimated that 600 men, on average had been employed in the construction or repair of Kansas schools (in 1939).[111]



Industrial Arts School—Oxford, Kansas

Figure 14 - Oxford Industrial Arts Building built through the WPA in 1938

The Federal Emergency Administration of Public Works, known as PWA, was created by Congress through the National Industrial Recovery Act of 1933. Title II, "Public Works and Construction Projects" created the largest program of public works under a single agency.[112] Roosevelt appointed Harold L. Ickes, Secretary of the Interior, to head the agency. In a reorganization of federal aid agencies, the Public Works Administration was transferred to the Federal Works Agency on July 1, 1939. The purpose of the public works program was "to provide jobs, to stimulate business, to increase national purchasing power, and to help fulfill the needs of the people for permanent and useful public services."[113]

As of February 1939, PWA was responsible for the construction of 9,453 buildings, 7,290 of which were educational buildings (6,456 of those were secondary schools).[114] In 1926 the total outlay for schools was $400,000,000 but that figure had dropped to $100,000,000 in 1933.[115] In 1938 alone, school construction through PWA totaled $457,000,000 and 70% of all school construction between 1933 and 1939 was financed through PWA.[116] *America Builds: The Record of P.W.A.* summarizes the accomplishments of PWA in three primary areas impacting schools across the nation: the construction of new schools, the construction of consolidated schools (replacing sub-standard one-room schools), and modernization of schools through improvements and repairs, as well as the addition of modern facilities such as auditoriums, gymnasiums, laboratories, shops, libraries and cafeterias. The book also noted that PWA improved the safety of numerous schools, replacing or improving numerous schools that were dangerously susceptible to fire and unsanitary. There were other significant considerations relevant to the success of the PWA. The program relied on local initiative and financial support (typically requiring a vote of local citizens to support a tax levy for the local matching funds), and the broad geographic distribution of the projects. PWA projects were reportedly constructed in 3067 of the 3073 counties in the nation (1937).[117] [*Figure 15*] PWA school facilities in Kansas included consolidated rural schools, community high schools and city high schools.

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111 Ibid.
112 Public Works Administration Division of Information, America Builds: The Record of PWA. (Washington D.C.: United States Government Printing Office, 1939), 2.
113 America Builds, 7-8.
114 Federal Administration Emergency Administration of Public Works, The Story of PWA – Building For Recovery. 1939. 8.
115 Ibid., 13.
116 Ibid.
117 R.E. Lawrence, "Three Years of P.W.A. Progress," Midwest Municipal Utilities 1 (January, 1937): 20.

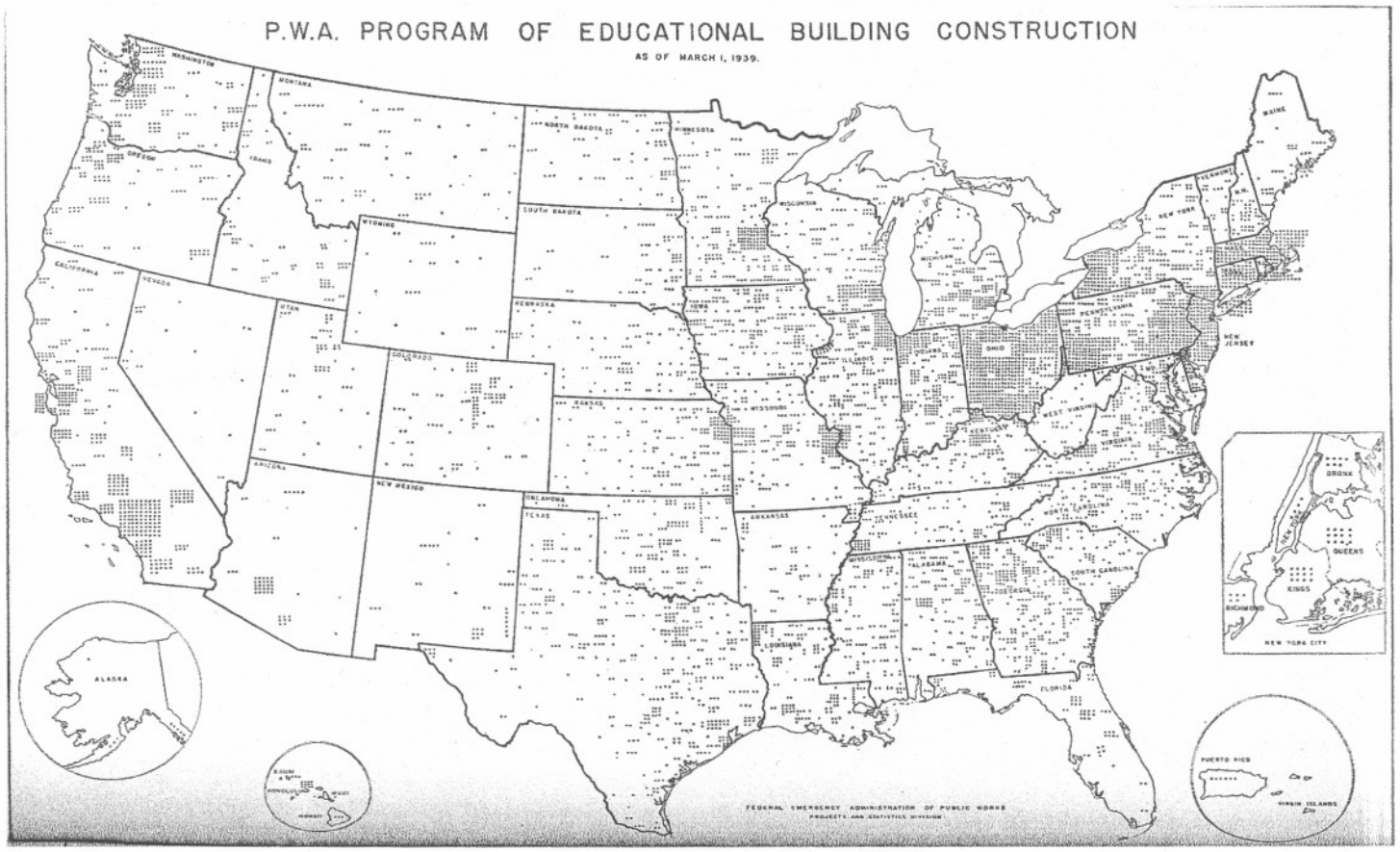

Figure 15 – Map of PWA Educational Construction Projects. Source: America Builds: The Record of PWA, 1939

A 1937 article in *Midwest Municipal Utilities* noted that "one of the significant features of the PWA program in the State of Kansas was that construction of buildings for school purposes led all other classifications in numbers and total cost of construction."[118] According to the 1939 book, *Public Buildings: Architecture Under the Public Works Administration 1933-1939* , PWA constructed 35 new buildings in Kansas, twenty of which were schools. The book features plans and photos of three public schools in Kansas: Eugene Ware School in Fort Scott, Vernon School in Wyandotte, and New York Street Grade School in Lawrence.[119] [*Figure 16*]

Despite the lack of comprehensive records to identify all WPA and PWA educational facilities in the state, there is no question that the programs had a significant and unprecedented impact in Kansas resulting in drastic improvement of the state's educational facilities.

The schools designed through WPA and PWA programs reflect a broad range of architectural styles, ranging from Classical Revival and Colonial Revival to Art Deco and Art Moderne. The New Deal Era is generally credited as the period in which buildings were first designed in the Modern Movement. Art Deco and Art Moderne styles represented a new approach to design symbolized by the use of curved and/or stepped forms, flat roofs, and sparing ornament.

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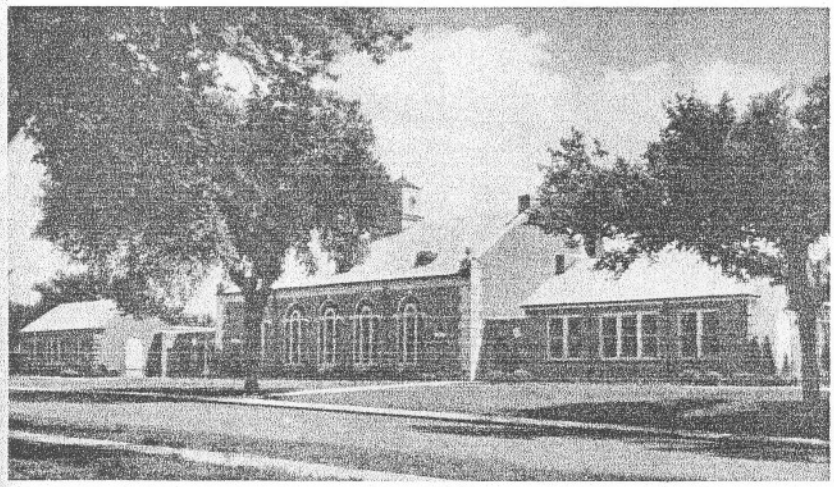
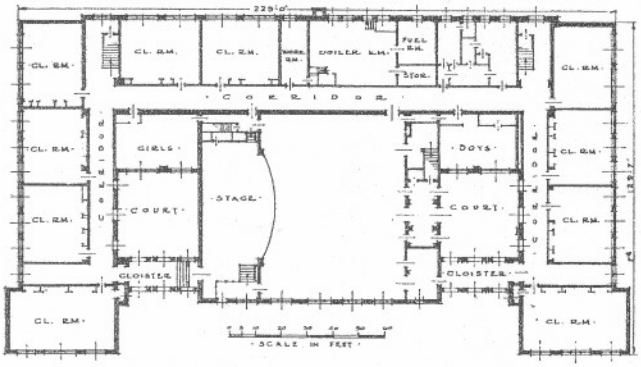
118 Ibid., 19.
119 R. Stanley Brown and C.W. Short, Public Buildings: Architecture Under The Public Works Administration 1933-1939. (Washington D.C.: Government Printing Office, 1939), 683-685.



Eugene Ware Public School
Fort Scott, Kansas



This new school replaces two obsolete buildings approximately 50 years old. It is part one and part two stories in height and provides eight standard classrooms, two primary classrooms, a principal's office, a teachers' room, a workroom, and the auditorium which has a well-equipped stage and a kitchen.

The building is semifireproof. Its exterior walls are red face brick trimmed with stone and the cupola is wood.

It was completed in June 1935 at a construction cost of $157,116 and a project cost of $190,640.

Figure 16 – PWA school in Fort Scott, Kansas (1934). Source: Public Buildings: Architecture Under the Public Works Administration 1933-1939

A review of the impact of the New Deal Era on educational facilities is not complete without mention of the architects and designers of these schools. Aside from the engraved plaques found inside most PWA schools listing architects and contractors, the designers and builders of these schools received little recognition. No record has been found identifying architects on any of the WPA projects; even the building plaques typically note only WPA and the date. The conspicuous absence of the names of designers caused a public controversy following the publication of *Public Buildings*, in 1939. The AIA formally protested the omission of the architects' names on the projects featured.[120] The authors defended the absence of credit by saying, "to single out an architect as the creator (and the hero) would defeat the message of the book, and the purpose of the PWA and of the entire New Deal."[121] Despite the lack of recognition through the WPA and PWA programs, the programs were a significant source of work for architects during the Depression. For some architects, these commissions led to statewide recognition in the field of school design.

120 *Architectural Record* 89 (May, 1940), 10.
121 Wilson, viii.

United States National Archives and Records Service, Work Projects Administration Project Files, available at Kansas State Historical Society

KSHS MICROFILM #	COUNTY	DATE	WPA PROJECT #	CITY	PROJECT DESCRIPTION
MF 6038	ALLEN	10/2/1936	88088	ELLSMORE	CONSTRUCT SCHOOL GYM-AUDITORIUM
MF 6038	ANDERSON		10038	WESTPHALIA	ADDITION TO HIGH SCHOOL
MF 6038	ATCHISON	11/13/1940	20378	POTTER	CONSTRUCT GRADE SCHOOL
MF6041	ATCHISON	11/24/1937	30117	POTTER	GRADE SCHOOL DIST #1
MF6043	ATCHISON		40005	POTTER	CONSTRUCT GRADE SCHOOL
MF6043	BARBER		50309	HAZELTON	CONSTRUCT SCHOOL
MF 6038	BOURBON		103936	FULTON	ERECT NEW SCHOOL BUILDING
MF 6038	BOURBON	5/12/1938	103931	HAMMOND	IMPROVE SCHOOL #104
MF 6038	BOURBON	7/28/1938	20487	HIATTVILLE	CONSTRUCT SCHOOL BUILDING
MF6041	BOURBON	5/25/1938	30166	GISH	SCHOOL BUILDING GISH DIST #13 NEAR FORT SCOOT
MF6043	BOURBON	6/5/1940	40076	MAPLETON	CONSTRUCT SCHOOL DIST 10
MF6041	BROWN	1941	30456	HIAWATHA	VOCATIONAL ARTS BUILDING
MF 6038	BUTLER		82-4-9-6104	ELDORADO	DEMOLISH MCKINLEY SCHOOL BLDG/SAVE MATERIALS FOR NEW BUILDING
MF 6038	CHASE	4/13/1938	10226	CEDAR POINT	ADDITIONS TO HIGH SCHOOL
MF6043	CHASE		40363	STRONG CITY	CONSTRUCT GRADE SCHOOL DIST 41
MF6043	CHAUTAQUA	9/12/1940	50134	FERN	CONSTRUCT SCHOOL BUILDING HIGH ROCK DIST #1 NEAR FERN
MF6043	CHAUTAQUA	9/9/1938	15035	NIOTAZE	CONSTRUCT SCHOOL DIST 90
MF 6038	CHEROKEE	6/7/1938	30113	STIPPSVILLE	DIST 102 SCHOOL BUILDING
MF 6038	CHEROKEE		20941	GALENA	CONSTRUCT SCHOOL BUILDING DIST 46
MF6043	CHEROKEE	11/3/1939	50274	GALENA	CONSTRUCT SCHOOL DIST 46
MF 6038	CLARK	9/9/1936	20868	ENGLEWOOD	NEW SCHOOL BUILDING UNION SCHOOL DIST #1
MF 6038	CLARK	8/31/1940	20769	MINNEOLA	NEW SCHOOL BUILDINGS UNION SCHOOL DIST #16
MF6043	CLARK		50204	ENGLEWOOD	CONSTRUCT GRADE SCHOOL UNION DIST #1
MF 6038	CLAY		10250	IDANA	NEW SCHOOL, DIST 11
MF6043	CLAY		50056	IDANA	CONSTRUCT GRADE SCHOOL DIST #11
MF6043	CLAY	11/5/1940		OAK HILL	CONSTRUCT SCHOOL BUILDING DIST #12
MF6043	COFFEY	8/24/1938	15024	BURLINGTON	CONSTRUCT SCHOOL BUILDING DIST #1
MF 6038	COWLEY		82-4-6-3420		CONSTRUCT SCHOOL
MF 6038	CRAWFORD	11/6/1935	82-2-4-272		NEW CRAWFORD CO. HIGH SCHOOL
MF 6038	CRAWFORD	10/21/1935	82-2-4-1899	CHEROKEE	VOCATIONAL SCHOOL BUILDING
MF 6038	CRAWFORD	10/24/1935	82-2-4-1878	FRONTANAC	SCHOOL BUILDINGS
MF6039	CRAWFORD	2/25/1938	82-2-4-3130	MULBERRY	DEMOLISH OLD GRADE SCHOOL
MF6039	CRAWFORD	11/10/1937	10156	ARMA	CRAWFORD COMMUNITY HIGH SCHOOL CLASSROOM & GYM ADDITION
MF6039	CRAWFORD	7/29/1938	10073	GIRARD	BUILD ELEMENTARY
MF6039	CRAWFORD		100096	GIRARD	GYM, AUDITORIUM-COMMUNITY BUILDING-GIRARD SCHOOL DIST #37
MF6043	CRAWFORD	7/9/1941	15051	ARCADIA	CONSTRUCT SCHOOL BUILDING DIST #3
MF6039	DECATUR		82-5-74-5296		DISTRICT 14 HIGH SCHOOL & GRADE SCHOOL CONSTRUCTION
MF6039	DECATUR	10/2/1935	20437	OBERLIN	DEMOLISH OLD BUILDING, CONSTRUCT SCHOOL BUILDING
MF6039	DECATUR	12/28/1937	21008	TRACY	CONSTRUCT GRADE SCHOOL & HIGH SCHOOL, DECATUR CO DIST 49
MF6039	DICKINSON	8/23/1938		HOPE	ADDITION TO SCHOOL
MF6039	DICKINSON			ABILENE	ADDITION TO SCHOOL
MF6039	DICKINSON			SOLOMON CITY	ADDITION TO SCHOOL
MF6039	DICKINSON	4/26/1939		CHAPMAN	ADDITION TO SCHOOL
MF6039	DICKINSON	5/21/1936		HERINGTON	ADDITION TO SCHOOL
MF6043	DICKINSON	7/15/1938	10006	HERINGTON	CONSTRUCT MECHANICAL ARTS & MUSIC BUILDING DIST 113
MF6043	DICKINSON	10/17/1938	50115	ABILENE	CONSTRUCT SCHOOL BUILDING DIST 5
MF6043	DICKINSON	12/15/1939		ABILENE	CONSTRUCT SCHOOL & IMPROVE GROUNDS AT MCKINLEY SCHOOL DIST 5
MF6041	DOUGLAS	6/18/1940	30406	WANAMAKER	CONSTRUCT GRADE SCHOOOL WANAMAKER SCHOOL DIST 33
MF6043	DOUGLAS	10/3/1938	40386	KANSAKA TWSP	CONSTRUCT RURAL HIGH SCHOOL DIST 40

United States National Archives and Records Service, Work Projects Administration Project Files, available at Kansas State Historical Society

KSHS MICROFILM #	COUNTY	DATE	WPA PROJECT #	CITY	PROJECT DESCRIPTION
MF 6038	ALLEN	10/2/1936	88088	ELLSMORE	CONSTRUCT SCHOOL GYM-AUDITORIUM
MF6043	DOUGLAS	5/17/1940	50068	BALDWIN	CONSTRUCT AUDITORIUM & GYM, DIST 12
MF6043	EDWARDS	10/18/1940	15035	KINSLEY	CONSTRUCT HIGH SCHOOL BUILDING DIST 1
MF6043	ELK	2/7/1940	15091	ELK FALLS	IMPROVE AND CONSTRUCT RURAL HIGH SCHOOL DIST 1
MF6043	ELLIS	3/7/1941	40972	EMMERSON	CONSTRUCT GRADE SCHOOL BUILDING DIST 35
MF6043	GRAHAM	8/8/1940	15088	HILL CITY	CONSTRUCT SCHOOL BUILDING DIST 15
MF6043	GREELEY	2/13/1940	50060	HORACE	CONSTRUCT SCHOOL BUILDING DIST 15
MF6041	HARPER	1942	30224	HARPER	VOCATIONAL AGRICULTURAL SCHOOL
MF6043	JACKSON	1/19/1942	40098	DENISON	CONSTRUCT RURAL HIGH SCHOOL DIST 2
MF6043	JACKSON	4/21/1941	15071	SOLDIER	CONSTRUCT ELEMENTARY SCHOOL DIST 26
MF6041	JEWELL		91-23-77	MANKATO	NEW VOCATIONAL AGRICULTURE BUILDING
MF6043	KINGMAN	7/6/1940	50125	PENALOSA	CONSTRUCT SCHOOL BUILDING DIST 28
MF6041	LABETTE		30112	ALTAMONT	SCHOOL BUILDING
MF6043	LABETTE	11/18/1939	15042	PARSONS	CONSTRUCT SCHOOL BUILDING DIST 22 NEAR PARSONS
MF6041	LANE		30084	HEALY	SCHOOL BUILDING DIST #22
MF6041	LEAVENWORTH		30268	EASTON	FINISH SCHOOL DIST 22 NEAR EASTON
MF6043	LEAVENWORTH	4/24/1939	40168	EASTON	CONSTRUCT GRADE SCHOOL DIST 22
MF6041	LINN		30250	PRESCOTT	SCHOOL BUILDING DIST 92 NEAR PRESCOTT
MF6043	LINN	6/9/1939	40252	BLUE MOUND	CONSTRUCT SCHOOL BUILDING DIST 100
MF6043	MARSHALL	1/20/1938	50086	AXTELL	CONSTRUCT SCHOOL BUILDING DIST 56
MF6043	MITCHELL	3/16/1938	40246	ASHERVILLE	CONSTRUCT GRADE SCHOOL BUILDING DIST 4
MF6043	NESS	10/21/1935	50247	NESS CITY	CONSTRUCT SCHOOL BUILDING DIST 14
MF6043	OTTAWA	11/6/1936	50035	MINNEAPOLIS	CONSTRUCT VOCATIONAL AG SCHOOL BUILDING, DIST 2
MF6043	POTTAWATOMIE	8/20/1938	40245	ONAGA	CONSTRUCT VOCATIONAL AG BUILDING AT RURAL HIGH SCHOOL DIST 7
MF6043	PRATT	1/23/1936	50051	PRATT	CONSTRUCT SCHOOL BUILDING DIST 89 NEAR PRATT
MF6043	RAWLINGS	11/19/1936	5272	BEARDSLEY	CONSTRUCT SCHOOL BUILDING DIST 21
MF6043	ROOKS		50003	STOCKTON	CONSTRUCT GRADE SCHOOL BILDING DIST 6
MF6043	SCOTT	10/24/1935	40110	SHALLOW WATER	CONSTRUCT SCHOOL BUILDING DIST 10
MF6041	SHAWNEE		20435	ROSSVILLE	ROSSVILLE GRADE SCHOOL, DIST 34
MF 6040	SHERIDEN	11/16/1935	20480	TASCO	CONSTRUCT SCHOOL BUILDING, DIST 31
MF 6040	STAFFORD	11/19/1935	20867	AUDREY	NEW HIGH SCHOOL, DIST #10
MF 6040	STEVENS	6/5/1936	82-6-92-1167	MOSCOW	NEW SCHOOL 5 MILES EAST OF MOSCOW
MF 6040	SUMNER	8/19/1936	10343	OXFORD	INDUSTRIAL ARTS BUILDING
MF6042	SUMNER	6/19/1940	30174	OXFORD	INDUSTRIAL ARTS BUILDING
MF 6040	WASHINGTON	8/25/1936	83227	MANKASKA	BUILD SCHOOL
MF 6040	WASHINGTON	10/6/1936	82337	WASHINGTON	BUILD NEW SCHOOL
MF 6040	WASHINGTON		10616	WASHINGTON	NEW STONE SCHOOL ROCK DIST #49, NEAR WASHINGTON
MF 6040	WILSON	3/20/1936	62-2-27-2053	THAYER	NEW DISTRICT SCHOOL
MF6043	WYANDOTTE	4/2/1940	15123	WALCOTT	CONSTRUCT SCHOOL BUILDING DIST 11

WPA/PWA SCHOOLS IDENTIFIED THROUGH 2004 RECONNAISSANCE SURVEY OF HISTORIC KANSAS SCHOOLS

WPA/PWA Schools Identified Through 2004 Reconnaissance Survey Historic Kansas Schools for KSHS

COUNTY	CITY	DATE	PROJECT #	ARCHITECT	SCHOOL
WPA					
CHEROKEE	GALENA	1939	CK-157		SPRING GROVE ELEMENTARY
CHEROKEE	GALENA	1941	CK-156		GALENA HIGH SCHOOL GYMNASIUM/LIBERTY SCHOOL
CLARK	ENGLEWOOD	1940			ENGLEWOOD SCHOOL
CLAY	IDANA	1941			IDANA SCHOOL
GRANT	HICKOK	1935			HICKOK SCHOOL
GRANT	ULYSSES	1935			ULYSSES HIGH SCHOOL GYMNASIUM
LABETTE	ALTAMONT	1940			LABETTE HIGH SCHOOL GYMNASIUM
LOGAN	OAKLEY	1937			OAKLEY SCHOOL CAFETERIA
LOGAN	OAKLEY	1937			OAKLEY HIGH SCHOOL STADIUM
LYON	AMERICUS	1941			AMERICUS ELEMENTARY
MARSHALL	MARYSVILLE	1939			MARYSVILLE HIGH SCHOOL STADIUM
MARSHALL	FRANKFORT	1935			FRANKFORT VO AG BUILDING
MONTGOMERY	CHERRYVALE	1936			LINCOLN CENTRAL ELEMENTARY
NEMAHA	CENTRAILA	1936		GLOVER	CENTRAILA SCHOOL
POTTAWATOMIE	LILLIS	1938			LILLIS GYMNASIUM
POTTAWATOMIE	ONAGA	1940			ONAGA VO AG BUILDING
POTTAWATOMIE	ONAGA	1938			ONAGA HIGH SCHOOL GYMNASIUM
SCOTT	SHALLOW WATER	1942			SHALLOW WATER SCHOOL
PWA					
ALLEN	MORAN	1937	1309-DS	VOIGT	MARMATON VALLEY ELEMENTARY
ALLEN	IOLA	1939		SCHMIDT	LINCOLN ELEMENTARY
ALLEN	IOLA	1939		SCHMIDT	JEFFERSON ELEMENTARY
ANDERSON	GARNETT	1938		WASHBURN	IRVING PRIMARY CENTER
BARTON	HOISINGTON	1938		BRINKMAN	HOISINGTON HIGH SCHOOL
BOURBON	FORT SCOTT	1934	3596		EUGENE WARE ELEMENTARY
CHEROKEE	WEIR	1936	8589-DS	GLOVER	WEIR GYMNASIUM
CLARK	ENGLEWOOD	1940			
COWLEY	WINFIELD	1938		CATON	WEBSTER ELEMENTARY
DECATUR	OBERLIN	1939	1322-DS	RADOTINSKY	DECATUR COMMUNITY JUNIOR/SENIOR HIGH SCHOOL
ELLIS	HAYS	1939		RADOTINSKY	DISTRICT OFFICES/OLD HAYS HIGH SCHOOL
GOVE	QUINTER	1939		RADOTINSKY	QUINTER JUNIOR/SENIOR HIGH SCHOOL
HARVEY	NEWTON	1938	1338-DS	SCHMIDT	USD ADMIN CENTER/MCKINLEY SCHOOL
MARION	HILLSBORO	1937	1131-R	GLOVER	HILLSBORO HIGH SCHOOL
MARSHALL	MARYSVILLE	1939	1231-PS	SPENCER	MARYSVILLE HIGH SCHOOL
MCPHERSON	MCPHERSON	1938		SCHMIDT	MCPHERSON MIDDLE SCHOOL
MONTGOMERY	INDEPENDENCE	1936		WILLIAMSON	INDEPENDENCE HIGH SCHOOL GYMNASIUM ADDITION
MONTGOMERY	INDEPENDENCE	1939	1460-F	WILLIAMSON	LINCOLN ELEMENTARY
MONTGOMERY	INDEPENDENCE	1939	1460-F	WILLIAMSON	WASHINGTON ELEMENTARY
NEOSHO	CHANUTE	1938		RADOTINSKY	ALCOTT ELEMENTARY/CHARTER
NEOSHO	CHANUTE	1937	1212-R	PETERSON	CHANUTE HIGH SCHOOL/JUNIOR COLLEGE
NEOSHO	ERIE	1937		WASHBURN	ERIE ELEMENTARY
NORTON	NORTON	1937	1125-RS	MCCRACKEN	NORTON JUNIOR HIGH SCHOOL
PHILLIPS	PHILLIPSBURG	1937			PHILLIPSBURG MIDDLE SCHOOL
PRATT	PRATT	1938	1332-DS	THOMAS	PRATT SENIOR HIGH SCHOOL
RENO	HUTCHINSON	1939		MANN & CO	HUTCHINSON MAGNET SCHOOL AT ALLEN
RENO	HUTCHINSON	1939		MANN & CO	AVENUE A ELEMENTARY
REPUBLIC	COURTLAND	1939		GLOVER	PIKE VALLEY JUNIOR HIGH
SEDGWICK	WICHITA	1939	1256-F	THOMAS	MARSHALL MIDDLE SCHOOL
SHERMAN	GOODLAND	1937	1303-D	RADOTINSKY	GOODLAND HIGH SCHOOL
STAFFORD	ST. JOHN	1939		MANN & CO	ST. JOHN HIGH SCHOOL & ELEMENTARY
WABAUNSEE	ALMA	1937	1027-D	GLOVER	WABAUNSEE SENIOR HIGH

Additional Information on Architects of Kansas Schools

The following is a continuation of biographical information on the designers of Kansas schools. The information includes a list of schools designed by each architect that were surveyed through the 2004 Reconnaissance Inventory of 500 historic Kansas schools (conducted by Brenda Spencer through the Cultural Resources Division of the Kansas State Historical Society).

Mann & Co., Hutchinson
Mann & Co. was recognized for their contribution to the modernist movement in Kansas, particularly in the western half of the state. They designed numerous courthouses and schools representative of the Modern Movement. The firm designed numerous public buildings across the state including the Ellis, Graham, Lane, Republic, Scott, Stafford, and Stevens County Courthouses, the Masonic Temple in Great Bend, and the Automobile Sales and Service Building in Dodge City.

A complete listing of their school projects (new construction, additions, and remodelings) totals more than 500 and spans a period of nearly ninety years. The list of educational projects was provided by the firm and is included at the end of this Appendix.

Schools surveyed:
Brewster High School/Elementary, 1922
Haviland High School, 1922
Palco Elementary, 1922
Whitewater School, 1923
McCune Elementary, 1924
Spearville Home Economics Building, 1925
Cherokee Elementary, 1925
Oberlin Elementary School, 1926
Sterling Grade School, 1926
Hanover High School/Elementary, 1928
Lyons Middle School, 1930
Scott City High School, 1930
Moscow Grade School, 1935
Hutchinson Magnet School at Allen, 1939
Avenue A Elementary in Hutchinson, 1939
St. John High School/Elementary, 1939
Fowler High School, 1947
Holyrood School, 1950
Mullinville Grade School, 1950
Ellsworth Co. High School in Lorraine, 1950
Ellsworth Grade School, 1950
Sunnyside Elementary in Dodge City, 1950
Miller Elementary in Dodge City, 1951
Washington Elementary in Liberal, 1953
McKinley Elementary in Liberal, 1953

Thomas W. Williamson (Williamson-Loebsack), Topeka
Thomas Williamson practiced in Topeka for nearly 60 years. His firm designed more than thirty schools, fourteen churches, four hospitals, and multiple business buildings in Topeka alone. Notable Topeka buildings included the National Bank Building, The Central Motor Company, First Methodist Church, the Jayhawk Hotel and Theater, Fire Station No. 2, the Mulvane Art Museum, Masonic Temple, and the Methodist Episcopal Home. Williamson also designed the Jackson, Labette, Cheyenne, Sheridan, Smith, Greenwood, Cloud and Sumner county courthouses in Kansas.

Few architects had a greater impact on public school facilities throughout the state of Kansas. The firm's school designs spanned several decades and generally reflected the time in which they were built. The designs ranged from the simple brick schools of the Progressive Era to elaborate Collegiate Gothic and Art Deco structures, and ultimately the simplified modern schools of the 1950s. The firm was known for its specialization in educational facilities and developed a reputation for in-depth study of a community's educational needs, prior to designing a school building. They established the "School in a Goldfish Bowl" at Pittsburg State College – an experimental school built as a test school to help educational specialists, school designers, and school boards. Different materials were used throughout the building to test costs, efficiency, utility, and maintenance.[122] Given their established reputation in school design, the Williamson firm was frequently asked to study and plan the entire school system for communities. They designed multiple schools in a number of communities including Parsons, Leavenworth, Independence, Johnson County, Iola, Coffeyville, and Chanute. Thomas Williamson held state registration No. 2. He was instrumental in the creation of the Kansas Architects Registration and Examining Board and served as its first secretary. He retired in 1970 and continued to reside in Topeka until his death in November, 1974.

Victor H. Loebsack was born in Conway Springs, Kansas, in 1919 and his family moved to Wichita in 1922. He attended Wichita University and transferred to Washburn College in Topeka in 1938 to study mechanical engineering. He applied for a job with Thomas Williamson but Williamson had no openings and Loebsack volunteered to work without pay. He reviewed specifications and ultimately wrote them. He met Williamson's daughter, Ella Marie Williamson, and the couple married in 1941. During WWII, Loebsack returned to Wichita to work for Boeing and later entered the Navy. Loebsack returned to Topeka after his discharge from the Navy and worked in his father-in-law's firm. In 1950, Loebsack became a partner and the firm was renamed Williamson-Loebsack. Loebsack was recognized for his ability to design within the realities of the construction trade and a given budget and he became the influence behind the firm's later designs. The 1950s the schools designed by the Williamson-Loebsack firm were representative of the times with a priority placed on economy and simplicity in form and style.

Schools Surveyed:
Oswego High School (now Middle School), 1921
Independence High School (now Middle School), 1922
Woodrow Wilson Elementary in Manhattan, 1922
Theodore Roosevelt Grade Schools, Manhattan, 1923
Manhattan High School Auditorium, 1924
Randolph Elementary in Topeka, 1926
Losey Auditorium on rear of Old Independence High School, now Middle School, 1939
Lincoln Elementary School in Independence, 1939
Washington Elementary School in Independence, 1939
Garfield Elementary Council Grove, 1949

Williamson-Loebsack:
Pawnee Heights High School in Rozel, 1949
Central Elementary in Goodland, 1950
McKinley Elementary, Iola 1950
Murray Hill Elementary in Chanute, 1950
Hutton Elementary School in Chanute, 1951
Dover Grade School (Mission Valley East Elementary), 1951
Moran Rural High School (Marmaton Valley High School), 1951
Maple Hill Elementary, 1952
Independence High School, 1953
Whittier Elementary, Coffeyville, 1953

122 Topeka Capital, September 21, 1952.

A listing of schools designed by Thomas Williamson and Co. was compiled from the index to the Williamson Collection at the Spencer Research Library, Special Collections, University of Kansas Libraries in Lawrence. The list is provided at the end of this Appendix.

Griest & Ekdahl, Topeka
Theodore (Ted) R. Griest was born in 1898 in Colorado and graduated from the School of Architecture at Kansas State University in 1923. Ted was the son of John E. Griest, business manager of Capper Publications. He started work as a draftsman for T.W. Williamson after graduation. He later attended Harvard to study "advanced work in modern architecture" toward his master's degree. A June 1930 *Topeka Capital* article noted that Griest was the chief designer for the Williamson firm – Williamson is quoted "I don't know what I would do without him. He is one of the outstanding leaders in architectural design…He does practically all our designing work."[123] The article goes on to credit Griest as the designer of the new high school (in Topeka) as well as other school buildings including Randolph, Curtis, Crane, and Clay in Topeka. Griest left the Williamson firm, forming a new firm, Griest and Coolidge (1937-1942). He later partnered with Oscar S. Ekdahl, forming the firm Griest and Ekdahl (1946-1956). Griest was elected as a Fellow of the AIA. He retired in 1956 and died in April of 1974. Ekdahl was born in Michigan in 1908 and was a graduate and faculty member of the School of Architecture and Kansas State University. During his partnership with Ted Griest, the firm designed a number of schools in northeast Kansas. Following Griest's retirement, Ekdahl formed a new firm Ekdahl, Davis and Depew.

Schools Surveyed: Lundgren Elementary, 1949; Highland Park High School, 1950; Cordley Elementary School in Lawrence, 1951; and Hillcrest Elementary School in Lawrence, 1953.

Louis H. Spencer, Topeka
Louis Harold Spencer, a resident of the Topeka area his entire life, was best-known for his design of a number of public schools in Topeka and northeast Kansas. He practiced architecture in Topeka from 1930 until his death. Spencer's obituary in the *Topeka Capital* said he worked for Thomas Williamson for eighteen years; however, Spencer is listed as the architect on several schools designed in 1939 and 1940 with no mention of the Williamson firm. Spencer is credited as being the chief architect on Topeka High School while working for Williamson in 1930 (conflicting sources credit both Spencer and Ted Griest as chief designers of Topeka High). It is possible that Spencer work for Williamson early in his career, went out on his own around 1939, and later returned to the Williamson firm. Carl G. Ossman met Spencer when he joined the Williamson firm in 1947. Spencer and Ossman left the Williamson firm and formed a partnership in 1947-48. Spencer died unexpectedly in March of 1948. He was fifty-four years old and working on plans for Seaman Rural High School. Following his death, Ossman bought the partnership from Spencer's widow and continued the practice. Ossman went on to design a number of schools including: Polk and Quinton Heights Elementary Schools and Washburn Rural High School in Topeka, and B&B Junior/Senior High School in Baileyville. Architect One (Mike Wilson), an architecture firm in Topeka bought out Ossman's firm upon his retirement. Architect One has the original plans of many of Spencer's and Ossman's projects.

Schools surveyed: Marysville High School, 1939; State Street School, Topeka, 1939; and Harveyville Rural High School, 1940.

Lorentz Schmidt (Schmidt, Boucher & Overend & Schmidt, McVay & Peddie), Wichita
C.F. Boucher joined Schmidt in 1917 and H. G. Overend joined the firm in 1919. The firm was reorganized in 1925 under the name Schmidt, Boucher & Overend (all graduates of University of Illinois School of Architecture). In the 1940s, the firm was renamed, Schmidt, McVay & Peddie. Lorentz Schmidt died in 1952 in Wichita. His obituary in *Kansas Construction Magazine* stated that Schmidt was one of the best known and respected architects in Kansas. Schmidt was the first practicing architect in Kansas elected to a fellowship in the American Institute of Architects in 1951. He was active in professional organizations on a local, state, and national level, leading the effort to raise professional standards

123 Topeka Capital, June xx, 1930 (KSHS Architecture Clippings Vol. 1 1916-1981).

Schools Surveyed:
Hamilton Middle School in Wichita, 1918
Woodland Magnet Elementary in Wichita, 1919
Stanley Elementary in Wichita, 1930 – Schmidt, Boucher & Overend
Gardiner Elementary in Wichita, 1924 – Schmidt, Boucher & Overend
Metro Meridian High School in Wichita, 1924 – Schmidt, Boucher & Overend
Wellington High School (now Junior High), 1928 – Schmidt, Boucher & Overend
McKinley School (now Administration Center) in Newton, 1938
McPherson Middle School, 1938
Lincoln Elementary School in Iola, 1939
Jefferson Elementary School in Iola, 1939
Isley Magnet Elementary School In Wichita, 1949 – Schmidt, McVay & Peddie
Glasco Elementary School, 1950
Great Bend High School, 1950
Lincoln Elementary in Junction City, 1953

Glen H. Thomas, Wichita
Schools Surveyed:
Alcott Academy in Wichita, 1926
Eugene Ware Elementary School in Fort Scott, 1934
Longfellow Elementary (now Hamilton) in Wichita, 1930
Stanton County Middle School in Johnson, 1931
Otis High School, 1931
Dighton High School, 1936
Pratt High School, 1938
Marshall Middle School in Wichita, 1939
Mattie O. Haskins Elementary in Pratt, 1950 – Thomas & Harris
Jetmore High School, 1951

W.E. Glover (Glover and Newcomb), Topeka
Schools surveyed:
Westmoreland High School, 1927
Tecumseh School District No. 7, 1932
Weir High School Gymnasium, 1936
Centralia School, 1936
Hillsboro High School, 1937
Wabaunsee High School in Alma, 1937
Vermillion School Gymnasium, 1937
Seneca Grade School/Junior High, 1938
Courtland School, 1937
Axtell High School, 1942
Agra High School, 1942
Perry Elementary, 1948
Clifton Rural High School, 1949
Rochester School District No. 43, Topeka, 1952
Berryton Elementary and High School, Topeka, 1952

Joseph Radotinsky (Radotinsky, Meyn & Deardorff), Kansas City
Schools surveyed:
Sherman County Community High School, Goodland, 1937
Attucks Elementary (Bernie Wholesale) in Kansas City, 1938

Parker Elementary School in Kansas City, 1938
Alcott Elementary, Chanute, 1938
Quinter Rural High School No.3, Quinter, 1939
Decatur Community High School, Oberlin, 1939
Rockwell Administration Center (Old Hays High School), 1939
Sumner High School/Academy in Kansas City, 1939
Ness City Elementary, 1941
Syracuse High School, 1950
McKinley Elementary, Abilene, 1951
Trego Community High School, Wakeeney, 1951
Central High School in Salina, 1952
Turner Middle School in Kansas City, 1953

S.S. Voigt, Wichita
Schools surveyed:
Medicine Lodge Middle School, 1919
Center Elementary in Lost Springs, 1921
Chase High School, 1923
Derby High School (now Historical Society/Museum), 1923
Southern Coffey County High School in Leroy, 1928
Lakin High School, 1931
Harper Elementary, 1934
Beeler High School, 1936
Uttica Elementary, 1936
Marmaton Valley Elementary in Moran, 1937

Smith and English, Hutchinson
Schools surveyed:
Jennings High School, 1922 - Smith & English
Rolla High School, 1925 – Smith & English
Oxford High school (now Middle), 1928 – Smith & English
Oxford Elementary, 1930 – Smith & English
Chase Junior High, 1936 – Smith & English
Oxford Industrial Arts Building, 1938 – Smith & English (WPA)
Trego Grade School in WaKeeney, 1953 – English, Miller & Hockett

Local and Regional Architects
Washburn & Stookey of Ottawa were responsible for the design of a number of schools in the eastern half of the state in the 1920s and 30s. Clarence A. Washburn was the son of widely-known Kansas architect George P. Washburn. Clarence joined his father's firm in 1901. The firm, named George P. Washburn & Son designed thirteen county courthouses in Kansas. George retired in 1910. His son-in law Roy W. Stookey joined Clarence in the firm. Following George's death in 1922, the firm's name was changed to Washburn & Stookey. Roy Wayland Stookey was born in Belleville, Illinois in 1884. He was a graduate of the University of Illinois in civil and architectural engineering. He moved to Kansas in 1909 and married George Washburn's daughter. He was affiliated with Washburn in Ottawa for twenty five years, during which time they designed numerous schools. Stookey was appointed as state architect in 1939 and served in that position for seven years. In 1945 he opened his own practice in Topeka and in 1946 became associated with O.D. Howells. Schools surveyed included Garnett Elementary School, 1921; Marais Des Cygnes Valley School in Melvern, 1924; Erie Elementary, 1937; Irving Primary Center, Garnett, 1938; and Silver Lake High School, 1953 – Stookey.

Henry B. Winter, of Manhattan, was born in Germany and graduated from Kansas State Agricultural College with a degree in architecture in 1908. He designed numerous buildings in Manhattan and throughout northeast and north

central Kansas including churches, schools, commercial buildings and private residences. An extensive history on Henry Winter and listing of his work - "Henry B. Winter, An Early 20th Century Kansas Architect," by Patricia J. O'Brien, is available in the Appendix of the Lyda Jean Apartments (Manhattan, Kansas) National Register Nomination. Schools surveyed included Bluemont School, Manhattan, 1911; Manhattan High School, 1913; Herington High School (now apartments), 1915; Carneiro School, 1916; and Morganville School, 1927.

Routledge & Hertz of Hutchinson designed several schools during the eight-year period they were together (1925-1932). Henry Potter Hertz graduated from Iowa State College in 1919 with a degree in architectural engineering and moved to Hutchinson to work for A.R. Mann, where he served as a design engineer. In 1925, he formed the firm of Routledge and Hertz, Architects and Engineers in Hutchinson. Hertz left that partnership in 1933 and went to work for the City of Hutchinson as Assistant City Engineer and later advanced to City Engineer. He left Hutchinson in 1942 to serve in the military during WWII which he did until his death in November of 1944. Routledge and Hertz were responsible for the design of Comanche, Edwards, Finney, Gray, Hodgeman, and Sherman county courthouses in addition to numerous public schools. Architect Harry R. Routledge later worked for Mann & Co. in Hutchinson. Schools surveyed included Winona High School & Elementary, 1926; Fairfield West Elementary in Sylvia, 1926; Longford High School, 1929; and South Central Middle School in Protection, 1930.

Hibbs & Robinson of Hutchinson designed a number of schools in south central and southwest Kansas. Russell Robert Hibbs was born in 1898 in Fontana, Kansas and graduated from University of Kansas in 1922 with a degree in architectural engineering. He established the firm of Hibbs & Robinson with Clarence C. Robinson in Hutchinson. Hibbs was later a partner in the Wichita firm of Hibbs & Pettit. Schools surveyed included Adams Elementary in Wichita, 1948; Herndon High School and Elementary, 1950; Remington Elementary in Potwin, 1950; South Central Elementary in Protection, 1950; Kepley Middle School in Ulysses, 1951; Johnson Elementary, 1951; Hudson Elementary, 1952; Bucklin Grade School, 1952; and Kismet Elementary, 1952.

Shaver and Associates of Salina, is one of the long-established architectural firms in Kansas. Charles (Chas.) Shaver graduated from Kansas State University in 1915 and held architectural profession registration No. 1 in the state of Kansas. Charles started the Salina firm in 1915. His son John joined the firm and the firm continues today. The firm has designed schools in Salina and north central Kansas for more than more than eight decades. The firm is known for their design of churches and civic buildings throughout the Midwest. Schools surveyed included Brookville High School, 1926; Linn High School & Elementary, 1949; Lincoln Elementary, 1950; and Natoma High School, 1951.

Brinkman & Hagen of Emporia, was a local architectural firm known for their specialization in ecclesiastical architecture, particularly for Catholic parishes. Henry W. Brinkman graduated from the School of Architecture at Kansas State Agricultural College in 1907 and opened his firm in Emporia. Stanley Hagen joined the firm, as did Brinkman's son, Jerome.[124] The firm was in place through the 1970s and although they were known for the design of churches, the firm was responsible for a number of public schools. Their 1930s school designs reflected a transition to the modern school. The firm's 1950s schools were well designed, quality structures with an attention to detail lacking in many schools of that period. Schools surveyed included Hoisington High School, 1938; Walnut Elementary in Emporia, 1950; and Victoria High School, 1950.

Ed Forsblom, (1865-1961) and later Forsblom and Parks, of Wichita designed a number of schools in the Wichita area. Forsblom was also known for his design of several structures in Wichita's parks. Schools surveyed included Robinson Middle School, 1931; Lincoln Elementary, 1938; and Franklin Elementary, 1941 (Forsblom & Parks).

Note: Following are lists of schools designed by the two most prominent school architects in the state, Mann and Co. of Hutchinson, and Thomas Williamson and Co. of Topeka.

124 Sachs and Ehrlich. 20 and 70.

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
1459.000	Sears Bldg-N. Adams		Hutchinson	KS		Commercial		
1004.000	Service Station 1401 Main	1401 Main	Hutchinson	KS	10/1/73	Commercial	18.1	OWNER
1149.000	Sleeper Office		Alden	KS	11/1/77	Commercial	43.3	C.2
1738.010	Sleeper Office Building Consulting	Sara Fair Sleeper	Alden	KS	8/7/03	Commercial		
1725.000	Snyder Industries - Site Planning & Drainage Engineering	4700 Fremont Street	Lincoln	NE	5/30/03	Commercial	88	H.2
1725.010	Snyder Industries - Structural Investigation	4700 Fremont Street	Lincoln	NE		Commercial	did not do	
1610.000	So Hutch Travel Plaza	1515 S Main	South Hutchins	KS	6/9/00	Commercial	82	H.4
1610.010	So Hutch Travel Plaza Decel Lanes	1515 S Main	South Hutchins	KS	6/9/00	Commercial		
1610.020	So Hutch Travel Plaza Drainage	1515 S Main	South Hutchins	KS	6/9/00	Commercial		
53.000	Solvay Process Co (E "A")	East A	Hutchinson	KS	5/1/17	Commercial	6.5	
0.248	Sourbeer Store & Office		Meade	KS		Commercial	19.8	A.2
1717.000	Sport Shack HVAC		Hutchinson	KS	10/2/02	Commercial	85	C.2
1156.000	Stafford Medical Clinic		Stafford	KS	7/1/78	Commercial	43.5	B.1
553.000	Steel Columns, Beams Lintels, Windows IOOF Building		Oakley	KS	7/1/48	Commercial		
596.000	Stevens, Inc. 225 S.Main		Hutchinson	KS	5/1/50	Commercial	33.6	G.4
0.081	Stevens, M M (Locker)		Hutchinson	KS	1/1/45	Commercial	12.11	G.4
0.249	Storage & Gas (Cochran)		Dodge City	KS		Commercial	7.1	E.2
1749.000	Strawn Office - 17th & Lorraine	17th & Lorraine	Hutchinson	KS	12/15/03	Commercial		
1702.000	Strawn Paint Booth		Hutchinson	KS	7/29/02	Commercial	84	A.3
574.000	Sturman Drug		Ulysses	KS	7/1/49	Commercial	20.1	D.4
330.000	Super Service -Rosier Oil		Hutchinson	KS	7/1/31	Commercial	18.1	B.7
481.000	Taylor & Sons Implement		Lyons	KS	3/1/45	Commercial	12.3	B.5
790.000	Telephone Co (Caldwell)		BellePlaine	KS	11/1/60	Commercial	42.1	B.4
0.250	Telephone Exchange		Nickerson	KS		Commercial	19.1	
807.000	Telephone Exchange		Moundridge	KS	6/1/62	Commercial	30.1	E.1
1387.000	The Atrium		Hutchinson	KS	11/1/85	Commercial	71	D.4
0.060	Thompson, D. H. Funeral		Pratt	KS	5/1/32	Commercial	16.1	A.5
172.000	Thompson, D. H. Store		Pratt	KS	4/1/23	Commercial	7.1	C.3
0.001	Times Bldg 102 S Main	102 S Main	Hutchinson	KS	1/1/08	Commercial	19.1	
394.000	Tribune Bldg		Great Bend	KS	4/1/37	Commercial	17.9	
1601.000	Union Labor Temple Exterior Restoration	427 N Main	Hutchinson	KS	8/2/00	Commercial	84	E.4
459.000	Vertch - Store Remodel		Hutchinson	KS	3/20/44	Commercial		
479.000	W.W. Virtue Dry Goods		Pratt	KS	11/16/44	Commercial	12.3	D.4
0.015	Wallingford Bus. Bldg		Ashland	KS	3/1/16	Commercial	9.4	A.4
659.000	Western Savings & Loan Assn Building		Pratt	KS	6/1/53	Commercial		
1380.000	Wichita Piano & Organ		Wichita	KS	8/1/85	Commercial	70	G.1
902.000	Wiley - Remodel		Hutchinson	KS	8/1/68	Commercial	Abondoned	
1440.000	Wiley Bldg-1St Floor		Hutchinson	KS	9/1/88	Commercial		
305.000	Wiley Building		Hutchinson	KS	2/1/30	Commercial	45	
763.000	Wiley Building		Hutchinson	KS	4/1/59	Commercial	45.1	C.1
1290.000	Wiley Carpet Cntr Roof		Hutchinson	KS	7/1/82	Commercial		
492.000	Wiley Store Add		Hutchinson	KS	10/1/45	Commercial	45	
492.100	Wiley Store Add		Hutchinson	KS	12/1/45	Commercial	45	
954.000	Wiley-17-19-21 East 1St	17, 19, 21 East 1st	Hutchinson	KS	5/1/71	Commercial	44.3	A.5
964.000	Wiley-Mezzanine		Hutchinson	KS	1/1/72	Commercial	45.1	A.5
1085.000	Wiley-Mezzanine		Hutchinson	KS	7/1/76	Commercial	44	
324.000	Williams Motor (Mccarty)		Dodge City	KS	2/1/31	Commercial	7.2	
1338.000	Winchester Foods Remodel		Hutchinson	KS	3/1/84	Commercial	45	C.0
1469.000	Winchester Packing		Hutchinson	KS		Commercial		
458.100	Winchester Packing Co		Hutchinson	KS	11/1/41	Commercial	45	C.0
1012.000	Winchester Packing Co		Hutchinson	KS	1/1/74	Commercial	45.1	G.6
683.000	Wolcott Bldg		Hutchinson	KS	8/1/54	Commercial	31.3	D.10
343.000	Wolf Super Service Stat		Ellinwood	KS	8/1/32	Commercial	18.1	G.3
0.253	Wolfe Garage		Meade	KS		Commercial	7.2	A.1
538.000	Woolwine Supply Co - Sign		Pratt	KS	9/1/47	Commercial	20.9	B.1
560.000	Wright Co-Op Warehouse		Wright	KS	1/1/49	Commercial	11.1	B.3
0.255	Yoder Lumber Yard		Yoder	KS		Commercial	6.8	
1475.000	Hadley Day Care		Hutchinson	KS	9/13/90	Day Care	78	B.2
0.099	Abbeyville HS		Abbeyville	KS	1/1/59	Educational	51	
0.007	Alexander School		Alexander	KS	1/1/16	Educational	20.6	A.4
122.000	Arlington School		Arlington	KS	1/1/19	Educational	8.1	B.3
166.000	Arnold School		Arnold	KS	7/1/22	Educational	8.1	F.1
0.008	Ashland HS		Ashland	KS	1/1/16	Educational	4.1	G.4
1226.000	Atwood GS Gym Clg.		Atwood	KS	5/1/80	Educational	43.2	A.6
584.000	Atwood GS Second Add		Atwood	KS	11/1/49	Educational	11.6	G.2
559.000	Atwood HS		Atwood	KS	11/1/49	Educational	50	
559.100	Atwood HS Add		Atwood	KS	11/1/48	Educational	11.6	G.2
1094.000	Atwood Shop & Bus Mainten		Atwood	KS	11/1/76	Educational	43	5.4
1098.000	Atwood USD 318-Arts Craft/Shop		Atwood	KS	1/1/77	Educational	43	B.4
511.000	Auditorium Gym Lorraine UNISSUED		Lorraine	KS	11/1/46	Educational		
498.000	Barton Co School		Hitschmann	KS	12/1/45	Educational	12.11	G.1

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
57.000	Belpre School		Belpre	KS	7/1/17	Educational	8.5	
1445.000	Bentley USD 440 Elementary Sch Remodel	212 N Phelps	Bentley	KS	1/1/89	Educational	78	H.1
1509.000	Bentley USD 444		Bentley	KS	4/1/93	Educational	78	H.1
123.000	Beverly School		Beverly	KS	11/1/20	Educational	8.1	B.2
417.000	Bird City School		Bird City	KS		Educational	4.6	B.6
115.000	Bison School		Bison	KS		Educational	8.2	H.1
0.094	Blain Counts School - Proposed		Blain Counts	NE	4/1/57	Educational	51	
224.000	Bogue School		Bogue	KS	5/1/26	Educational	13.2	G.3
1164.000	Brewster Gymnasium Addition		Brewster	KS	11/1/78	Educational	44.3	A.1
968.000	Brewster HS Fire Escape		Brewster	KS	6/1/72	Educational	44	A.1
153.000	Brewster School		Brewster	KS	7/1/22	Educational	44	
620.000	Brewster School Lighting		Brewster	KS	9/1/51	Educational	44	B.2
995.000	Brewster School Lobby		Brewster	KS	6/13/73	Educational	13.8	A.1
0.036	Brownell School		Brownell	KS	1/1/21	Educational	9.2	B.2
344.000	Brownville School		Brownville	KS	4/1/33	Educational	13.8	A.5
1389.000	Buhler USD 313 Air Conditioning		Buhler	KS	12/1/85	Educational		
1247.000	Buhler USD 313 Business Classroom		Buhler	KS	2/1/81	Educational	74.2	C.3
1185.000	Buhler USD 313 Energy Audit		Buhler	KS	11/1/78	Educational	31.1	C.3
1281.000	Buhler USD 313 Energy Audit Up.		Buhler	KS	1/1/82	Educational		
1155.000	Buhler USD 313 Football,Track		Buhler	KS	5/1/78	Educational	31.1	C.3
1181.000	Buhler USD 313 Haven Union Valley	30th & Halstead	Hutchinson	KS	10/1/78	Educational	45	C.3
1199.000	Buhler USD 313 HS Kitchen Remodel		Buhler	KS	11/1/79	Educational	49	C.3
1231.000	Buhler USD 313 HS Park & Misc.		Buhler	KS	7/1/80	Educational		
1282.000	Buhler USD 313 HS Re-Roof		Buhler	KS	6/1/82	Educational		
1162.000	Buhler USD 313 Middle Schools (Prairie Hills)		Buhler	KS	6/1/78	Educational	31.1	C.3
1199.100	Buhler USD 313 Misc Kitch,Lock		Buhler	KS	6/1/79	Educational	31	C.6
1420.000	Buhler USD 313 Parking Lot		Buhler	KS	2/1/87	Educational		
1251.000	Buhler USD 313 Prosperity Add.		Buhler	KS	3/1/81	Educational	31.1	C.3
0.154	Buhler USD 313 Track & Tennis Addition		Buhler	KS		Educational	51	
1434.200	Buhler USD 313 Union Valley Add Services		Hutchinson	KS	4/5/88	Educational	31.1	C.3
1434.000	Buhler USD 313 Union Valley Addition	30th & Halstead	Hutchinson	KS	4/5/88	Educational	31.1	C.3
1434.100	Buhler USD 313 Union Valley Elect Service		Hutchinson	KS	4/5/88	Educational	31.1	C.3
1129.000	Buhler USD 313 Update Project		Buhler	KS	4/1/78	Educational	31.1	C.3
1161.000	Buhler USD 313 Vo-Ag		Buhler	KS	6/1/78	Educational	31.1	C.3
190.000	Burden School		Burden	KS	6/1/24	Educational	3.7	G.2
148.000	Burlington School Consolidated		Burlington	OK	6/1/22	Educational	8.1	B.3
1235.000	Burrton District Office Remodel		Burrton	KS	8/1/80	Educational	44.4	D.2
1714.000	Burrton School		Burrton	KS	9/6/02	Educational	80	G.2
1714.010	Burrton School Roof Consultation		Burrton	KS	2/1/04	Educational		
1381.100	Burrton School-Org Bld(Old Filing		Burrton	KS	1/1/38	Educational	9.5	
MISC	Burrton USD 369 Education Building		Burrton	KS	12/19/74	Educational		
1516.000	Burrton USD 369 Miscellaneous Project		Burrton	KS	6/29/93	Educational	80	D.3
680.000	Bushton School		Bushton	KS	6/1/54	Educational	**40.5**	D.6
227.000	Castleton School		Castleton	KS	5/1/26	Educational	4.2	B.6
1614.000	Central Christian (Code Footprint Job 1742)		Hutchinson	KS	3/10/00	Educational	43	E.3
0.137	Central Christian GS		Hutchinson	KS	2/1/76	Educational	51	
639.000	Chase GS Addition		Chase	KS	9/1/52	Educational	30.7	D.7
623.000	Chase High School		Chase	KS	5/1/52	Educational		
0.129	Chase HS		Chase	KS	7/1/72	Educational	52	
632.000	Chase HS		Chase	KS	5/1/52	Educational	43	D.7
632.100	Chase School		Chase	KS	5/1/52	Educational	43	
246.000	Cherokee County HS Gym		Columbus	KS	1/1/29	Educational	3.9	B.5
189.000	Cherokee County HS Ind Arts		Columbus	KS	1/1/24	Educational	3.9	B.5
97.000	Cherokee School		Cherokee	OK	7/1/19	Educational	8.1	C.1
209.000	Cherokee School		Cherokee	KS	9/1/25	Educational	3.11	B.2
577.000	Cheyenne Co GS Addition		St Francis	KS	8/1/49	Educational	5.8	8.6
205.000	Claflin School		Claflin	KS	4/1/25	Educational	3.8	A.4
723.000	Colby Com HS Bleachers		Colby	KS	8/1/56	Educational	38	A.2
654.000	Colby Elem School		Colby	KS	4/1/53	Educational	38	E.2
830.000	Colby GS Remodel Library		Colby	KS	5/15/64	Educational	38	A.2
549.000	Colby GS Temp Classrooms		Colby	KS	5/1/48	Educational	33.8	E.3
536.000	Colby GS Unit #1		Colby	KS	9/1/47	Educational	33.8	E.2
531.000	Colby HS Alterations		Colby	KS	6/1/47	Educational	33.8	I.2
976.000	Colby HS Entrance		Colby	KS	6/1/72	Educational	38	A.2
768.000	Colby HS Library Remod		Colby	KS	5/1/59	Educational	38	A.2
793.000	Colby HS Music Dept		Colby	KS	3/24/61	Educational	38	A.2
633.000	Colby HS Relighting		Colby	KS	6/1/52	Educational	38	A.2
876.000	Colby HS Shop & Wrestling		Colby	KS	5/1/68	Educational	38	A.2
0.143	Colby Jr HS		Colby	KS	11/1/76	Educational	52	
778.000	Colby Jr HS		Colby	KS	5/1/60	Educational	38	A.2
1034.000	Colby Jr HS Chiller Addn		Colby	KS	9/1/74	Educational	38	A.2
1091.000	Colby Jr HS Home Ec Remodel		Colby	KS	9/1/76	Educational	38	

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
1058.000	Colby School Reroofing		Colby	KS	6/1/76	Educational	43.1	E.2
420.000	Coldwater GS		Coldwater	KS	10/1/38	Educational	52	
0.148	Coldwater HS		Coldwater	KS	12/1/77	Educational	52	
0.030	Copeland School		Copeland	KS	2/1/19	Educational	8.1	A.3
0.005	Cullison School		Cullison	KS	8/1/15	Educational	8.3	A.3
533.000	Deerfield HS Bus Garage		Deerfield	KS	7/1/47	Educational	11.9	D.1
661.000	Dodge City Auditorium		Dodge City	KS	4/1/53	Educational	38.2	A.3
0.165	Dodge City Band Shell		Dodge City	KS		Educational	16.1	D.2
592.000	Dodge City Lincoln GS		Dodge City	KS	7/1/50	Educational	32.1	G.7
628.000	Dodge City Lincoln GS Fire Escape		Dodge City	KS	1/1/52	Educational	32.1	G.7
534.000	Dodge City Lincoln GS Windows		Dodge City	KS	7/21/47	Educational	32.1	G.7
647.000	Dodge City Miller (Roosevelt) GS		Dodge City	KS	12/1/52	Educational	31.1	G.7
567.000	Dodge City Roosevelt GS		Dodge City	KS	4/1/49	Educational	32.1	G.7
598.000	Dodge City Schools		Dodge City	KS	6/1/50	Educational	32.1	G.7
595.000	Dodge City Sunnyside GS		Dodge City	KS	4/1/50	Educational	32.1	G.7
669.000	Dodge City Trade School		Dodge City	KS	10/1/53	Educational	32.1	G.7
648.000	Elkhart HS Shop & Gym		Elkhart	KS	1/1/53	Educational	40.1	A.3
326.000	Ellis Vocational Agri Bldg		Ellis	KS	5/1/31	Educational	6.1	F.3
583.000	Ellsworth Co HS		Lorraine	KS	11/1/49	Educational	20.1	F.3
601.000	Ellsworth GS		Ellsworth	KS	9/1/50	Educational	39.2	G.6
697.000	Ellsworth Jr. HS		Ellsworth	KS	11/1/54	Educational	39.2	G.6
120.000	Ensign HS		Ensign	KS	7/1/20	Educational	8.2	H.2
71.000	Felsburg School		Felsburg	KS	1/1/18	Educational	8.11	C.3
173.000	Felsburg School Audit		Felsburg	KS	4/1/23	Educational	8.11	C.3
114.000	Florence HS		Florence	KS		Educational	8.11	B.4
152.000	Florence Manual Training		Florence	KS	1/1/20	Educational	8.11	B.4
0.170	Florence School Garage		Florence	KS		Educational	8.11	B.4
0.047	Ford HS		Ford	KS	8/1/27	Educational	13.1	E.2
60.000	Ford HS-Addition		Ford	KS	6/1/27	Educational	8.5	A.5
528.000	Fowler HS		Fowler	KS	6/1/47	Educational	33.7	A.3
733.000	Friend Consolidated Sch		Friend	KS	5/1/57	Educational	38.1	D.1
135.000	Gem School		Gem	KS	7/1/21	Educational	9.1	
556.000	Geneseo School Addition		Genesco	KS	11/1/48	Educational	33.7	E.2
229.000	Goodland GS Building		Goodland	KS	7/1/26	Educational	13.6	H.4
679.000	Gorham Rural HS		Gorham	KS	2/1/54	Educational	30.3	E.4
804.000	Gothenberg School Blaine Dist 81R		Gothenberg	NE	2/1/62	Educational	**40.2**	C.1
433.000	Great Bend HS Balcony Supports		Great Bend	KS	1/1/39	Educational	2.3	G.1
0.009	Greely HS & GS		Tribune	KS	1/1/16	Educational	9.1	
1424.000	Halstead USD 440 Elem Additions & Alterations	221 W 6th	Halstead	KS	4/2/87	Educational	76	E.4
1451.000	Halstead USD 440 Offices		Halstead	KS	6/1/89	Educational	76	B.4
269.000	Hanover School Building		Hanover	KS	6/1/28	Educational	13.9	B.7
232.000	Hanston Rural HS		Hanston	KS	7/1/26	Educational	3.2	B.5
774.000	Haskell Institute-Union		Lawrence	KS	12/1/59	Educational	55 / 35.1	B.6
616.000	Haven GS		Haven	KS	8/1/51	Educational	**40**	H.4
701.000	Haven GS Addition		Haven	KS	10/1/55	Educational	**40**	H.4
MISC	Haven High School - Original		Haven	KS	6/23/69	Educational		
96.000	Haven HS		Haven	KS	12/1/19	Educational	40	
760.000	Haven HS Fire Escape		Haven	KS	3/1/59	Educational	8.8	H.4
747.000	Haven HS Gym Remodel		Haven	KS	4/1/58	Educational	40	
658.000	Haven HS Offices		Haven	KS	5/1/53	Educational	31.5	H.4
747.100	Haven HS Remodel		Haven	KS	6/1/58	Educational	40	H.4
769.000	Haven HS-Home Ec Dept		Haven	KS	6/1/59	Educational	40	H.4
MISC	Haven Rural High School Gym Addition		Haven	KS	5/1/48	Educational		
MISC	Haven Rural High School Gym Addition		Haven	KS	5/1/48	Educational		
707.100	Haven School Addition		Haven	KS	12/1/55	Educational	40	
1106.000	Haven School Heating Addition		Haven	KS	5/1/77	Educational	40	
796.300	Haven School Remodel		Haven	KS	6/1/59	Educational	40	
1421.000	Haven School Remodel		Haven	KS	3/6/87	Educational	40	
1212.000	Haven USD 312		Haven	KS	12/1/79	Educational	40	
1572.070	Haven USD 312 All Projects		Haven	KS	1/3/00	Educational		
1336.000	Haven USD 312 Elem Addition		Haven	KS	3/1/84	Educational	78.1	
1336.200	Haven USD 312 Elem. Add.		Haven	KS	7/1/84	Educational	**40**	B.5
1336.300	Haven USD 312 Elem. Add.		Haven	KS	3/1/84	Educational	78.1	B.5
1531.000	Haven USD 312 Elreka GS		Elreka	KS	4/1/94	Educational	46	E.3
1336.100	Haven USD 312 GS		Haven	KS	2/1/84	Educational	78.1	B.5
1436.100	Haven USD 312 Gym Addition		Haven	KS	10/15/88	Educational	46	E.3
1245.000	Haven USD 312 Gymnasium		Haven	KS	1/30/81	Educational	47.4	D.6
1533.000	Haven USD 312 Haven Admin		Haven	KS	6/1/94	Educational	46	E.3
1572.030	Haven USD 312 Haven Elem		Haven	KS	4/1/99	Educational		
1572.040	Haven USD 312 Haven HS		Haven	KS	5/14/99	Educational	84	E.2

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
1498.100	Haven USD 312 Haven HS Band Room Addition		Haven	KS	3/1/93	Educational	46	
1572.010	Haven USD 312 Haven Pre-Bond		Haven	KS	4/1/99	Educational		
1572.020	Haven USD 312 Haven Track		Haven	KS	4/1/99	Educational		
1106.100	Haven USD 312 Heating Add		Haven	KS	5/27/77	Educational	40	E.3
1436.200	Haven USD 312 HVAC Broil		Haven	KS	10/15/88	Educational	46	E.3
1537.000	Haven USD 312 Mt Hope		Mt Hope	KS	11/1/94	Educational	46	E.3
1537.010	Haven USD 312 Mt Hope Fire		Mt Hope	KS	1/1/95	Educational		
1537.020	Haven USD 312 Mt Hope Library		Mt Hope	KS	5/1/96	Educational		
1572.050	Haven USD 312 Partridge K-8		Haven	KS	4/1/99	Educational	84	E.2
1572.060	Haven USD 312 Partridge K-8 Furniture		Partridge	KS	4/1/99	Educational		
1572.000	Haven USD 312 Projects		Haven	KS	4/1/99	Educational	84	E.2
1436.000	Haven USD 312 Remodel-7th & 8th Grade		Haven	KS	10/15/88	Educational	46	E.3
1494.000	Haven USD 312 Tech Lab & Improvements	400 E 5th	Haven	KS	5/13/92	Educational	46	
1501.000	Haven USD 312 Vocal Music		Haven	KS		Educational		
1572.100	Haven USD 312 West-End		Haven	KS	4/1/99	Educational	46	H.4
1498.000	Haven USD 312 Yoder GS	9808 S Yoder Road	Yoder	KS	1/1/93	Educational		
1232.000	Haven USD 312-HS Re-Roof		Haven	KS	7/1/80	Educational	47.4	C.0
1283.000	Haven USD 312-HS Re-Roof		Haven	KS	6/25/82	Educational	47.4	C.0
144.000	Haviland School		Haviland	KS	4/1/22	Educational	3.1	C.3
655.000	Hays HS Add		Hays	KS	4/1/53	Educational	39.4	A.3
605.000	Hays Lincoln GS Add		Hays	KS	2/1/51	Educational	39.4	E.6
223.000	Hays Sheridan Coliseum		Hays	KS	1/1/26	Educational	45	
1310.200	Hays Sheridan Coliseum FHSU-Phase 2		Hays	KS	2/1/87	Educational		
1310.300	Hays Sheridan Coliseum FHSU-Phase 3		Hays	KS	1/1/90	Educational	45	
606.000	Hays Washington GS Add		Hays	KS	2/1/51	Educational	39.4	A.1
1517.240	HCC - Admin Rvsns		Hutchinson	KS	6/1/96	Educational		
1634.041	HCC - Bld #12 Re-Roof		Hutchinson	KS	3/2/01	Educational		
1517.200	HCC - Bookstore		Hutchinson	KS	10/1/95	Educational		
1634.040	HCC - Building #12		Hutchinson	KS	1/1/01	Educational	83	E.2
1698.020	HCC - Cameron Hall Code Footprint		Hutchinson	KS	5/2/02	Educational	83	E.2
1698.010	HCC - Cameron Hall Stair Tower		Hutchinson	KS	5/2/02	Educational	83	E2
1517.020	HCC - Cameron Tech		Hutchinson	KS	6/30/93	Educational	83	E.2
1517.100	HCC - Carpet		Hutchinson	KS	1/1/95	Educational	83	E.2
1600.000	HCC - Central Advisory Layout		Hutchinson	KS		Educational		
1604.000	HCC - Code Compliance Fire Alarm System		Hutchinson	KS	9/30/99	Educational	83	C.1
1517.220	HCC - Conference Room		Hutchinson	KS	1/1/96	Educational	82	A.6
1517.210	HCC - Courtyard		Hutchinson	KS	12/1/95	Educational	82	A.6
1517.070	HCC - Davis Hall		Hutchinson	KS	3/1/94	Educational	83	E.2
1517.280	HCC - Davis/Lib/Elland/LH		Hutchinson	KS	8/1/96	Educational		
1517.180	HCC - Door Replacement		Hutchinson	KS	9/1/95	Educational		
1517.090	HCC - Elev Studies		Hutchinson	KS	11/1/94	Educational	83	E.2
1634.030	HCC - Elland Hall Rec Room		Hutchinson	KS	9/18/00	Educational	83	E2
1517.190	HCC - Furniture		Hutchinson	KS	10/1/95	Educational	83	A.6
1634.042	HCC - HVAC		Hutchinson	KS	3/2/01	Educational		
1517.260	HCC - Irrigation Plan		Hutchinson	KS	8/1/96	Educational		
1517.140	HCC - Kennedy Lib Carpet		Hutchinson	KS	3/1/95	Educational		
1517.150	HCC - Kennedy Lib Ll Carp		Hutchinson	KS	6/1/95	Educational		
1634.010	HCC - Kent Hall Brick		Hutchinson	KS	8/17/00	Educational		
1634.020	HCC - Kent Hall Kitchen		Hutchinson	KS	8/17/00	Educational	82	A6
1634.050	HCC - Kent/Elland Code Compliance		Hutchinson	KS	10/26/00	Educational	83	E.2
1517.030	HCC - Library Roof		Hutchinson	KS	7/15/93	Educational	83	E.2
1517.010	HCC - Lockman Hall		Hutchinson	KS	6/30/93	Educational	83	E.2
1517.170	HCC - Lockman Hall Carpet		Hutchinson	KS	7/1/95	Educational		
1698.000	HCC - Lockman Hall Code Review		Hutchinson	KS	5/2/02	Educational	83	E.2
1517.120	HCC - Lower Level Cr & Mod		Hutchinson	KS	3/1/95	Educational		
1517.230	HCC - Move		Hutchinson	KS	5/1/96	Educational		
1634.000	HCC - Ongoing Projects		Hutchinson	KS	4/18/00	Educational		
1517.050	HCC - Science		Hutchinson	KS	9/1/93	Educational	83	E.2
1517.160	HCC - Science Bld Reroof		Hutchinson	KS	6/1/95	Educational		
1517.040	HCC - Shipping/Rec		Hutchinson	KS	8/15/93	Educational	82	E.2
1517.060	HCC - Site Plan		Hutchinson	KS	7/1/94	Educational	86	E.2
1517.250	HCC - Stadium Lighting		Hutchinson	KS	8/1/96	Educational	83	E.1
1517.000	HCC - Student Union		Hutchinson	KS	6/30/93	Educational	82	A.6
1634.060	HCC - Student Union HVAC		Hutchinson	KS	10/26/00	Educational		
1517.080	HCC - Summer Projects		Hutchinson	KS	3/1/94	Educational	83	E.2
755.000	Hill City Graham Co H.S.		Hill City	KS	1/1/59	Educational	**52 / 40.3**	C.6
230.000	Hodgeman Co School #35		Hodgeman Co	KS	6/1/26	Educational	9.3	H.4
202.000	Hoisington School Project		Hoisington	KS	3/8/25	Educational	13.2	G.3
1131.000	Hoisington School Project		Hoisington	KS	12/1/77	Educational	13.2	G.3
112.000	Holcomb GS		Holcomb	KS	3/1/20	Educational	8.6	C.6
569.000	Holyrood GS		Holyrood	KS	4/1/49	Educational	18.9	G.2

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
74.000	Hooker Public School		Hooker	OK	1/1/19	Educational	8.3	
374.000	Hoxie Sheridan Co HS		Hoxie	KS	1/1/35	Educational	3.2	G.2
610.000	Hugoton GS Add		Hugoton	KS	5/1/51	Educational	11.9	D.2
524.000	Hugoton HS Stadium		Hugoton	KS	1/1/47	Educational	20.1	E.1
1102.000	Hutchinson - Central Christian		Hutchinson	KS	4/1/77	Educational	43.2	E.3
1306.000	Hutchinson - Central Christian		Hutchinson	KS	5/1/83	Educational	43.2	E.3
1240.000	Hutchinson - Holy Cross Add.		Hutchinson	KS	8/1/80	Educational		D.4
1151.000	Hutchinson HS USD 308 Commons Storm Shelter		Hutchinson	KS	2/8/78	Educational	41.5	F.3
555.000	Hutchinson Nazarene Center		Hutchinson	KS	10/1/47	Educational	20.5	C.1
777.000	Hutchinson North Reno Add		Hutchinson	KS	1/1/60	Educational	31.1	C.7
652.000	Hutchinson North Reno Rural		Hutchinson	KS	1/1/53	Educational	31.1	C.7
457.000	Hutchinson School Dist #135		Hutchinson	KS	11/15/41	Educational		
645.000	Hutchinson Sports Arena-Goal Support		Hutchinson	KS	10/1/52	Educational	33.6	H.5
728.000	Hutchinson Union Valley		Hutchinson	KS	3/1/57	Educational	51	
728.100	Hutchinson Union Valley GS		Hutchinson	KS	2/1/57	Educational	31.1	C.7
671.000	Hutchinson Union Valley School		Hutchinson	KS	12/1/53	Educational	51	D.7
1080.000	Hutchinson USD 308 2 New Jr High		Hutchinson	KS	4/1/76	Educational	49.1	
672.000	Hutchinson USD 308 Allen School		Hutchinson	KS	1/1/54	Educational	31.5	G.3
673.000	Hutchinson USD 308 Avenue "A" School		Hutchinson	KS	1/1/54	Educational	31.5	G.3
1108.000	Hutchinson USD 308 Central Cafe		Hutchinson	KS	7/1/77	Educational	41.4	A.1
1052.000	Hutchinson USD 308 Central Jr High		Hutchinson	KS	6/1/75	Educational	32.2	E.1
1559.000	Hutchinson USD 308 Comm Activity Center		Hutchinson	KS		Educational		
1584.000	Hutchinson USD 308 Day Care		Hutchinson	KS		Educational	49	F3
1154.000	Hutchinson USD 308 Fire Defenciency		Hutchinson	KS	5/1/78	Educational	41.4	E.3
1113.000	Hutchinson USD 308 Fuel Oil Storage		Hutchinson	KS	10/1/77	Educational	41.4	E.3
753.000	Hutchinson USD 308 HS		Hutchinson	KS	11/1/58	Educational	41.4	F.7
253.000	Hutchinson USD 308 HS Addition		Hutchinson	KS	4/1/60	Educational	52	
898.000	Hutchinson USD 308 HS Addition		Hutchinson	KS	8/1/68	Educational	41.4	F.3
1079.000	Hutchinson USD 308 HS Dimmers		Hutchinson	KS	5/1/76	Educational		
798.000	Hutchinson USD 308 HS Observatory		Hutchinson	KS	7/1/61	Educational	37.5	F.7
1458.000	Hutchinson USD 308 HS Press Box		Hutchinson	KS		Educational	49	B.3
1203.000	Hutchinson USD 308 Jr HS		Hutchinson	KS	7/2/79	Educational	49	
706.000	Hutchinson USD 308 Jr HS Bldg		Hutchinson	KS	10/1/55	Educational	37.5	F.7
MISC	Hutchinson USD 308 Lakeview Elementary	Charles & Center Street	Hutchinson	KS	3/30/54	Educational		
MISC	Hutchinson USD 308 Lakeview Elementary	Charles & Center Street	Hutchinson	KS	3/24/52	Educational		
55.000	Hutchinson USD 308 Liberty Jr HS		Hutchinson	KS	1/1/64	Educational	45	
690.000	Hutchinson USD 308 Liberty Jr HS		Hutchinson	KS	12/1/54	Educational	37.1	
1658.000	Hutchinson USD 308 Mid School Restoration		Hutchinson	KS	6/25/01	Educational		
1214.000	Hutchinson USD 308 Mid Schools 2		Hutchinson	KS	3/16/82	Educational	47.5	E.6
1214.100	Hutchinson USD 308 Mid Schools Redesign		Hutchinson	KS	3/16/82	Educational		
1350.000	Hutchinson USD 308 Mobile VOT Classroom		Hutchinson	KS	8/31/84	Educational	76	H.3
MISC	Hutchinson USD 308 Original High School		Hutchinson	KS		Educational		
1104.000	Hutchinson USD 308 Remodel-Fire Mars		Hutchinson	KS	5/3/77	Educational		
1470.000	Hutchinson USD 308 Roosevelt Shed		Hutchinson	KS		Educational	49	
897.000	Hutchinson USD 308 Sherman Annex Remod		Hutchinson	KS	8/1/68	Educational	41.4	F.3
1140.000	Hutchinson USD 308 Sherman Jr HS Store		Hutchinson	KS	3/1/78	Educational	41.4	F.3
749.000	Hutchinson USD 308 Sherman Remodel		Hutchinson	KS	7/1/58	Educational	8.6	A.1
1577.000	Hutchinson USD 308 Sherman Re-Roof		Hutchinson	KS		Educational		
182.000	Hutchinson USD 308 Sherman School		Hutchinson	KS	9/1/23	Educational	41	
1577.010	Hutchinson USD 308 Sherman/Liberty Plans		Hutchinson	KS		Educational		
1555.040	Hutchinson USD 308 Sports Complex - Change Order	1401 N Severance	Hutchinson	KS	10/1/96	Educational		
1555.030	Hutchinson USD 308 Sports Complex - Elevator	1401 N Severance	Hutchinson	KS	10/1/96	Educational		
1555.010	Hutchinson USD 308 Sports Complex - So Gym Addition	1401 N Severance	Hutchinson	KS	10/1/96	Educational		
1555.050	Hutchinson USD 308 Sports Complex - Wood Floors/Bleachers	1401 N Severance	Hutchinson	KS	10/1/96	Educational		
1555.000	Hutchinson USD 308 Sports Complex-Salthawk Arena	1401 N Severance	Hutchinson	KS	10/1/96	Educational	41	F.3
1207.000	Hutchinson USD 308 Vo. Tech. Addition		Hutchinson	KS	10/1/79	Educational	41.4	F.3
372.000	Imperial - Chase Co HS		Imperial	NE	11/1/35	Educational	5.7	G.4
0.127	Independence HS		Independence	KS	12/1/69	Educational	50	
931.100	Independence HS Library & Science Rms		Independence	KS	4/1/70	Educational	34.1	B.2
931.000	Independence HS Science & Library		Independence	KS	4/1/70	Educational	50	
875.000	Independence Jr HS Library Furn		Independence	KS	5/1/67	Educational	34.1	B.2
873.000	Independence Jr HS Library Remodel		Independence	KS	5/1/67	Educational	34.1	B.2
871.000	Independence Jr HS Modernization Prog		Independence	KS	5/5/67	Educational	34.1	B.2
872.000	Independence Jr HS Plumbing System		Independence	KS	5/1/67	Educational	34.1	B.2
893.000	Independence Jr HS Science Remodel		Independence	KS	4/1/68	Educational	34.1	B.2
892.000	Independence Jr HS Sound System		Independence	KS	4/1/68	Educational	34.1	B.2
891.000	Independence Remodel School Buildings		Independence	KS	4/1/68	Educational	34.1	B.2

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
775.000	Independence Riley GS		Independence	KS	1/1/60	Educational	34.1	B.2
0.125	Independence School		Independence	KS	5/1/68	Educational	52	
920.000	Independence USD 446 Athletic Facility		Independence	KS	6/1/69	Educational	34.1	B.2
732.000	Inman Rural HS		Inman	KS	4/1/57	Educational	74.1	F.5
1279.100	Inman School		Inman	KS	3/1/82	Educational	43	
1121.000	Inman School Report		Inman	KS	10/1/77	Educational	43.1	
1279.000	Inman USD 448 HS Remodel		Inman	KS	5/1/82	Educational	74.1	A.4
298.000	Jamestown HS Gym		Jamestown	KS	6/1/29	Educational	3.3	B.5
211.000	Jetmore School		Jetmore	KS	7/1/25	Educational	3.9	B.2
142.000	Jewell City HS		Jewell City	KS	2/1/22	Educational	9.1	E.2
675.000	Kalvesta School		Kalvesta	KS	2/1/54	Educational	30.3	E.4
554.000	Kearny County HS		Deerfield	KS	7/1/48	Educational	33.7	D.3
472.100	Kearny School Dist #12		Kearny	KS	5/1/44	Educational	5.4	
0.045	Kingman School #29		Kingman	KS	7/1/27	Educational	9.3	
129.000	Kingsdown School		Kingsdown	KS	4/1/21	Educational	9.1	B.7
140.000	Kinsley HS		Kinsley	KS	1/1/25	Educational	4.1	B.4
94.000	Kismet School		Kismet	KS	9/1/19	Educational	8.9	E.4
0.006	Lacrosse HS		Lacrosse	KS	8/1/15	Educational	8.4	H.1
91.000	Lakin School		Lakin	KS	6/1/19	Educational	8.8	B.3
530.000	Langdon GS Add		Langdon	KS	4/1/47	Educational	9.7	B.2
1163.000	Langdon HS Ind Arts		Langdon	KS	6/1/78	Educational	43	B.4
1196.000	Larned USD 495 Indust. Arts		Larned	KS	7/3/79	Educational	**40.7**	E.1
1230.000	Larned USD 495 Shower Remodel		Larned	KS	5/1/80	Educational	40.7	E.1
1249.000	Larned USD 495 West Annex Remod		Larned	KS	1/1/81	Educational	**40.7**	E.1
862.000	Lawrence Kansas Union		Lawrence	KS	11/1/66	Educational	38.2	D.6
845.000	Lawrence KS Union/Charcola Broiler		Lawrence	KS	7/1/65	Educational	38.2	D.6
895.000	Lawrence KU Cafeteria Remodel		Lawrence	KS	4/1/68	Educational	38.2	D.6
880.000	Lawrence Ped Tunnel - Addition		Lawrence	KS	12/1/66	Educational	38.2	D.6
183.000	Leoti School		Leoti	KS	9/1/23	Educational	8.1	E.2
557.000	Lewis Public School		Lewis	KS	9/1/48	Educational	13.1	A.4
694.000	Liberal GS Classrooms		Liberal	KS	11/1/54	Educational	30.7	F.6
587.000	Liberal HS Air Field Bd		Liberal	KS	2/1/50	Educational	11.3	F.6
580.000	Liberal HS Gym Add		Liberal	KS	9/1/49	Educational	70	A.6
579.000	Liberal Industrial Arts		Liberal	KS	9/1/49	Educational	30.7	A.6
693.000	Liberal Jr. HS Add		Liberal	KS	12/1/54	Educational	30.7	F.6
580.100	Liberal School		Liberal	KS	9/1/49	Educational	70	
646.000	Liberal School Addition		Liberal	KS	11/1/52	Educational	30.7	F.4
764.000	Little River Music Dept		Little River	KS	5/1/59	Educational	16.5	E.1
0.078	Lorraine Auditorium & Shop Bldg		Lorraine	KS	1/1/45	Educational	20.1	E.3
1211.000	Lyons USD 405 Energy Survey		Lyons	KS	12/1/79	Educational	34.1	A.4
1224.000	Lyons USD 405 H.S. Green House		Lyons	KS	5/1/80	Educational	34.1	A.4
1330.000	Lyons USD 405 HVAC Schools		Lyons	KS	1/1/84	Educational		
0.103	Macksville Grade School		Macksville	KS	1/1/61	Educational	51	
796.000	Macksville Grade School		Macksville	KS	6/1/61	Educational	40	F.4
796.100	Macksville Grade School		Macksville	KS	6/1/61	Educational	42.1	F.4
1002.000	Macksville HS Stair		Macksville	KS	8/1/73	Educational	42	F.4
796.200	Macksville School		Macksville	KS	6/1/61	Educational	42	
0.118	Macksville Shop & Bus Garage		Macksville	KS	9/1/66	Educational	52	
0.181	Macksville Temporary Classroom		Macksville	KS		Educational	51	
866.000	Macksville USD 158 Shop & Bus Garage		Macksville	KS	3/1/67	Educational	42	F.4
0.043	Manchester School		Manchester	OK	12/1/24	Educational	13.3	H.2
117.000	Manchester School		Manchester	KS	5/1/20	Educational	8.2	
131.000	Manning School		Manning	KS	5/1/21	Educational	9.3	A.4
0.041	McCune School		McCune	KS	4/1/24	Educational	3.6	H.4
756.000	McPherson College Adm Bldg & Audit		McPherson	KS	11/1/58	Educational	41.2	B.4
1323.000	McPherson College Aud. Structure		McPherson	KS	11/1/83	Educational	41.2	G.1
576.000	McPherson College Boiler House		McPherson	KS	7/1/49	Educational	13.1	G.1
800.000	McPherson College Boiler House Add		McPherson	KS	9/1/61	Educational	13.1	F.1
739.000	McPherson College Campus Entrance		McPherson	KS	11/1/57	Educational	41.2	G.1
638.000	McPherson College Girls Dorm		McPherson	KS	9/1/52	Educational	41.2	G.1
781.000	McPherson College Girls Dorm Add		McPherson	KS	9/1/60	Educational	41.2	G.1
527.000	McPherson College Kline Hall		McPherson	KS	4/1/47	Educational	13.1	F.1
MISC	McPherson College Library		McPherson	KS	7/8/68	Educational		
591.000	McPherson College Library Add		McPherson	KS	3/1/50	Educational	41	F.1
808.000	McPherson College Men's Res Hall		McPherson	KS	7/1/62	Educational	41.2	G.1
409.000	McPherson College Phys Ed		McPherson	KS	1/1/37	Educational	42	
1254.000	McPherson College Sports Complex		McPherson	KS	4/1/81	Educational	42	lo Project
823.000	McPherson College St Un/Air Cond		McPherson	KS	7/1/63	Educational	41.2	G.1
677.000	McPherson College Stadium		McPherson	KS	2/1/54	Educational	41.2	G.1
786.000	McPherson College Student Union		McPherson	KS	8/1/60	Educational	41.2	G.1
1029.000	McPherson College Student Union Stair		McPherson	KS	9/1/74	Educational	41.1	G.1
835.000	McPherson College Telescope Plat		McPherson	KS	4/1/65	Educational	41.2	G.1

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
501.000	Medicine Lodge HS Ceiling		Medicine Lodge	KS	1/1/46	Educational	20.3	
146.000	Menlo School		Menlo	KS	6/1/22	Educational	13.4	C.1
206.000	Montezuma HS		Montezuma	KS	6/1/25	Educational	3.7	B.2
724.000	Moreland HS Building		Moreland	KS	12/1/56	Educational	32.3	F.3
539.000	Morton Co GS		Elkhart	KS	4/1/48	Educational	11.9	A.1
543.000	Morton Co GS		Rolla	KS	12/1/47	Educational	11.9	A.1
371.000	Moscow GS		Moscow	KS	10/1/35	Educational	13.9	B.6
1388.200	Moundridge Comm. Center Schematic		Moundridge	KS	4/15/86	Educational	73.1	
1325.000	Moundridge USD 423 Elem. Schl HVAC		Moundridge	KS	12/1/83	Educational	73.1	D.2
1388.000	Moundridge USD 423 H.S.Prelim Report		Moundridge	KS	11/1/85	Educational	73.1	D.2
1216.000	Moundridge USD 423 Locker Room Remod		Moundridge	KS	1/1/80	Educational	73.1	D.2
1388.100	Moundridge USD 423 Part Demolition		Moundridge	KS	5/16/86	Educational	73.1	D.2
1425.200	Moundridge USD 423 T.A. Grade School		Moundridge	KS	4/2/87	Educational		
1425.300	Moundridge USD 423 T.A. Greer Aud		Moundridge	KS	4/2/87	Educational		
1425.100	Moundridge USD 423 T.A. High School		Moundridge	KS	4/2/87	Educational		
581.000	Mullinville GS		Mullinville	KS	9/1/49	Educational	33.7	F.6
754.000	Mullinville HS		Mullinville	KS	11/1/58	Educational	33.7	A.7
970.000	Mullinville HS Fire Safety Require		Mullinville	KS	3/1/72	Educational	3.1	A.2
641.000	Mullinville Rural HS Gym		Mullinville	KS	9/1/52	Educational	33.7	A.7
0.107	Ness City HS		Ness City	KS	10/1/62	Educational	50	
810.000	Ness City HS Building		Ness City	KS	9/1/62	Educational	42.3	E.6
864.000	Ness City HS Dining Rm Addn		Ness City	KS	1/1/67	Educational	42.3	E.6
1167.000	Ness City Vo Ag		Ness City	KS	10/15/78	Educational	42.3	C.2
701.100	Nickerson Elem		Nickerson	KS	8/1/55	Educational	37.1	D.3
0.092	Nickerson GS		Nickerson	KS	9/1/56	Educational	51	
0.026	Nickerson HS		Nickerson	KS	7/1/17	Educational	7.3	H.1
0.191	Nickerson HS Exp Stat		Nickerson	KS		Educational	19.1	H.1
439.000	Nickerson HS Stage		Nickerson	KS	6/1/40	Educational	2.4	H.1
221.000	Norcatur School		Norcatur	KS	12/1/25	Educational	3.6	B.1
99.000	Norwich School		Norwich	KS	11/1/19	Educational	8.1	A.3
600.000	Oakley Consol Sch-Bus Bld		Oakley	KS	7/1/50	Educational	39.1	B.1
570.000	Oakley GS		Oakley	KS	5/1/49	Educational	39	B.1
779.000	Oakley GS Building		Oakley	KS	6/1/60	Educational	39.1	B.1
653.000	Oakley HS		Oakley	KS	4/1/53	Educational	39.1	B.1
817.000	Oakley HS Cafeteria Remod		Oakley	KS	4/1/63	Educational	39.1	B.1
615.000	Oakley HS Relighting		Oakley	KS	6/1/51	Educational	39.1	B.1
782.000	Oakley HS Remodel		Oakley	KS	8/1/60	Educational	39.1	B.1
784.000	Oakley HS Trophy Case Remodel		Oakley	KS	8/1/60	Educational	39.1	B.1
681.000	Oakley Indust Art-Cafeteria		Oakley	KS	6/1/54	Educational	39.1	B.1
575.000	Oakley Industrial Art & Bus Bldg		Oakley	KS	7/1/49	Educational	39	A.2
783.000	Oakley Industrial Arts Building		Oakley	KS	8/1/60	Educational	39.1	B.1
758.000	Oakley Jr HS Fire Escape		Oakley	KS	3/1/59	Educational	39.1	A.2
780.000	Oakley Jr HS Remodel		Oakley	KS	6/1/60	Educational	39.1	B.1
0.116	Oakley School		Oakley	KS	1/1/66	Educational	52	
1087.100	Oberlin Vocational & Ag Building		Oberlin	KS	7/1/76	Educational	43.2	B.4
0.004	Offerle Schools		Offerle	KS	1/1/15	Educational	8.4	E.3
72.000	Optima School		Optima	OK	7/1/18	Educational	3.5	A.2
151.000	Osborne School		Osborne	KS	6/1/22	Educational	13.1	D.1
149.000	Palco School		Palco	KS	6/1/22	Educational	13.2	B.7
MISC	Parsons Board of Education Buildings		Parsons	KS		Educational		
1297.000	Parsons USD 503 - McKinley School Mechanical Remodel		Parsons	KS	11/11/82	Educational	74	G.1 A.5
1337.000	Parsons USD 503 Fac Improv. Phase I		Parsons	KS	3/1/84	Educational	74.4	G.1
1326.000	Parsons USD 503 Facil. Plan.		Parsons	KS	12/1/83	Educational	74.4	G.1
1337.300	Parsons USD 503 HS Re-Roof Ph II		Parsons	KS	4/1/85	Educational	74.4	G.1
1337.100	Parsons USD 503 HS Science Ph II		Parsons	KS	1/1/85	Educational	74.4	G.1
1337.600	Parsons USD 503 HS Science Ph III		Parsons	KS	2/7/86	Educational	74.4	G.1
1337.800	Parsons USD 503 Lawsuit		Parsons	KS	12/1/86	Educational		
1337.200	Parsons USD 503 MS Elec Ph II		Parsons	KS	3/1/85	Educational	74.4	G.1
1337.500	Parsons USD 503 MS Tuckpointing		Parsons	KS	5/1/84	Educational	74.4	G.1
1333.000	Parsons USD 503 Re-Roof H.S. & Guthridge		Parsons	KS	2/1/84	Educational	74.4	G.1
1337.400	Parsons USD 503 Sci-Overall Plan		Parsons	KS	1/16/85	Educational	74.4	G.1
0.130	Partridge School		Partridge	KS	7/1/72	Educational	52	
109.000	Partridge School		Partridge	KS	2/1/20	Educational	3.8	D.3
797.000	Pawnee Rock GS Addition		Pawnee Rock	KS	7/1/61	Educational	37.4	F.2
699.000	Pawnee Rock School		Pawnee Rock	KS	5/1/55	Educational	37.4	F.2
488.000	Peabody GS Remodel		Peabody	KS	6/2/45	Educational	12.3	
650.000	Peabody School-Gym-Shop		Peabody	KS	2/1/53	Educational	40.4	A.5
154.000	Peneokee GS		Peneokee	KS	6/1/22	Educational	13.1	B.4
239.000	Perryton HS		Perryton	TX	1/1/27	Educational	13.8	E.2
0.193	Phillipsburg GS		Phillipsburg	KS		Educational	51	
631.000	Phillipsburg GS		Phillipsburg	KS	1/1/52	Educational	30.6	D.5
98.000	Pierceville School		Pierceville	KS	9/1/19	Educational	8.7	A.3

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
145.000	Plains School		Plains	KS	1/1/22	Educational	4.3	B.6
136.000	Plainville School		Plainville	KS	8/1/21	Educational	9.3	C.1
1223.000	Prairie Hills Middle School		Buhler	KS	6/1/80	Educational	46	
1484.000	Prairie Hills MS-Grant App		Hutchinson	KS	4/15/91	Educational		
127.000	Preston Schools		Reston	KS	2/1/21	Educational	4.1	B.2
513.000	Pretty Prairie Aud & Gym		Pretty Prairie	KS	6/1/46	Educational	20.1	A.1
708.100	Pretty Prairie GS		Pretty Prairie	KS	11/16/55	Educational	32.7	E.3
0.195	Pretty Prairie HS Addition		Pretty Prairie	KS		Educational	50	
1064.000	Pretty Prairie HS School		Pretty Prairie	KS	1/1/76	Educational	48.1	B.3
627.000	Pretty Prairie HS Sewage		Pretty Prairie	KS	1/1/52	Educational	20.1	E.3
855.000	Pretty Prairie Science/Home Ec/Offices		Pretty Prairie	KS	4/1/66	Educational	20.1	B.3
1221.000	PRLLA And Energy Audit		Coldwater	KS	3/1/80	Educational		
MISC	Prosperity School Addition Dist #48		Reno	KS	1/1/63	Educational		
1241.000	Protection USD 300 HS & GS Remod		Protection	KS	5/1/80	Educational	70.1	A.4
1274.000	Protection USD 300 Shop Add & Remod		Protection	KS	5/27/82	Educational	40	A.4
1130.000	Protection USD 300 Update Project		Coldwater	KS	12/1/77	Educational		
328.000	Quinter HS Voc Ag		Quinter	KS	6/1/31	Educational	3.2	F.4
170.000	Quinter Schools		Quinter	KS	3/1/23	Educational	3.2	A.2
667.000	Radium Consolidated Sch		Radium	KS	8/1/53	Educational	12.4	E.2
0.105	Radium Consolidated School		Radium	KS	10/1/61	Educational	52	
695.000	Radium School		Radium	KS	11/1/54	Educational	12.4	G.1
811.000	Radium School Addition		Radium	KS	1/1/63	Educational	12.4	E.2
500.000	Radium School Building		Radium	KS	4/1/45	Educational	12.4	E.2
1492.000	Reno Co Education Coop	2500 E 30th	Hutchinson	KS	2/7/92	Educational	79	C.5
0.102	Reno Co North Grade School		Reno County	KS	1/1/60	Educational	31.1	C.5
460.000	Rice Co School		Sterling	KS	2/1/42	Educational	9.3	C.6
649.000	Richfield GS		Richfield	KS	1/1/53	Educational	30.3	E.4
678.000	Rolla GS & HS Addition		Rolla	KS	2/1/55	Educational	31.9	E.4
0.104	Rolla GS Addition		Rolla	KS	5/1/61	Educational	52	
799.000	Rolla GS Addition-Not Built		Rolla	KS	8/1/61	Educational	31.9	E.4
203.000	Rozel School		Rozel	KS	3/1/25	Educational	3.9	A.4
0.245	Russell HS		Russell	KS		Educational	50	
386.000	Russell School		Russell	KS	10/1/36	Educational	16.5	H.4
578.000	Sanford GS Building		Sanford	KS	8/1/49	Educational	12.11	D.4
684.000	Scott City Comm HS		Scott City	KS	6/1/54	Educational	31.4	C.4
716.000	Scott City Comm HS		Scott City	KS	5/1/56	Educational	31.4	C.4
750.000	Scott City Comm HS Addition		Scott City	KS	8/1/58	Educational	31.4	C.4
918.100	Scott City HS Media Center		Scott City	KS	4/21/69	Educational	50	
1050.000	Scott City HS Re-Roof		Scott City	KS	5/1/75	Educational	45	
894.100	Scott City Jr HS		Scott City	KS	1/1/68	Educational	52	
894.000	Scott City Jr HS Addition		Scott City	KS	4/1/68	Educational	52	C.4
1182.000	Scott City Jr HS Addition		Scott City	KS	10/24/78	Educational	31.4	C.4
918.000	Scott City USD 466 Media Center		Scott City	KS	5/1/69	Educational	31.4	C.4
1093.000	Scott City USD 466 Physical Fac Eval		Scott City	KS	8/1/86	Educational		
132.000	Selden GS		Selden	KS	5/1/21	Educational	17.2	A.2
134.000	Selden HS		Selden	KS	7/1/21	Educational	17.2	C.2
427.000	Shallow Water School Adobe		Shallow Water	KS		Educational	2.3	C.5
896.000	Shallow Water School Adobe Reroof		Shallow Water	KS	7/1/68	Educational	2.3	C.5
MISC	Sherman Middle Sch USD 308 Covered Walkway		Hutchinson	KS	7/1/87	Educational		
210.100	Spearville HS Home EC		Spearville	KS	7/1/25	Educational	3.1	G.1
0.020	Spearville School		Spearville	KS	6/1/16	Educational	8.11	A.3
705.000	St Francis Comm HS		St Francis	KS	10/1/55	Educational	30.3	D.5
839.000	St Francis Comm HS-Add		St Francis	KS	5/1/65	Educational	30.3	D.5
840.100	St Francis GS Addition		St Francis	KS	5/1/65	Educational	5.8	B.6
1015.000	St Francis HS		St Francis	KS	3/1/74	Educational	30.3	D.5
1193.000	St Francis HS Stage Lighting Elect		St Francis	KS	1/1/79	Educational	30.3	D.5
985.000	St Francis Phys Ed Building		St Francis	KS	4/1/73	Educational	30.3	D.5
1061.000	St Francis Sch-Alarm		St Francis	KS	9/1/75	Educational	5.8	B.6
1455.000	St John USD 350 Co. Co-0P		St John	KS	10/15/89	Educational		
1547.010	St John USD 350 Existing Plan		St John	KS	9/1/38	Educational	18.1	F.2
1547.000	St John USD 350 Facility Study		St John	KS		Educational	82	F.2
1505.000	St John USD 350 Feasibility		St John	KS	2/15/93	Educational		
1449.000	St John USD 350 HS Reroof		St John	KS	3/15/89	Educational	78	B.3
1547.020	St John USD 350 HVAC & Lighting		St John	KS	6/1/96	Educational	82	F.2
1547.040	St John USD 350 Misc Projects		St John	KS	6/1/96	Educational	82	F.2
636.000	St John USD 350 School Band Room		St John	KS	6/1/52	Educational	31.9	B.7
398.000	Stafford Schools		Stafford	KS	6/1/37	Educational	20.6	B.1
1147.000	Sterling Coll Campbell Hall Remodel		Sterling	KS	1/1/78	Educational		A.0
1269.000	Sterling Coll Campbell Hall Remodel		Sterling	KS	6/2/82	Educational		A.0
1250.000	Sterling College Stairway		Sterling	KS	3/1/81	Educational	43.2	B.1
928.000	Sterling Col-Phy Ed Bldg		Sterling	KS	9/1/69	Educational	30.2	A.3

Comm NO	Job Name	Address	City	ST	Year	Division	Trace File	Print File
MISC	Sterling Grade School Addition		Sterling	KS	5/10/61	Educational		
1426.000	Sterling GS		Sterling	KS	4/10/87	Educational	54	
1075.000	Sterling HS Gym Addition		Sterling	KS	2/1/76	Educational	43.2	B.4
1392.000	Sterling McCracken Field Lighting		Sterling	KS	12/23/85	Educational	70	E.2
1510.000	Sterling USD 376 Bus Maint Bldg		Sterling	KS		Educational	70	G.3
1471.100	Sterling USD 376 Elec		Sterling	KS		Educational		
1506.000	Sterling USD 376 Elementary Sch Parking	South Fourth Street	Sterling	KS	3/15/93	Educational	70	G.3
1318.000	Sterling USD 376 H.S. Add & Remod		Sterling	KS	10/26/83	Educational	70	E.2
1561.000	Sterling USD 376 HS Auditorium Addition		Sterling	KS	2/1/97	Educational		
1479.000	Sterling USD 376 HS Gym	308 E Washington	Sterling	KS	12/1/90	Educational	46	G.1
1479.200	Sterling USD 376 HS Gym	308 E Washington	Sterling	KS	12/1/90	Educational		
1471.000	Sterling USD 376 HVAC Ele		Sterling	KS		Educational	46.1	A.6
1528.030	Sterling USD 376 Plaque		Sterling	KS	11/1/93	Educational	70	G.3
1528.020	Sterling USD 376 Science		Sterling	KS	11/1/94	Educational	70	G.3
1528.000	Sterling USD 376 Sterling 7th & 8th Gr		Sterling	KS	3/1/94	Educational	70.1	G.3
547.000	Stevens Co GS		Hugoton	KS	5/1/48	Educational	11.2	D.2
586.000	Stevens Co GS Addition		Hugoton	KS	1/1/50	Educational	11.9	D.2
141.000	Stockton HS		Stockton	KS	2/1/22	Educational	8.3	A.5
525.000	Sylvia HS Add		Sylvia	KS	1/1/47	Educational	10.1	E.3
441.000	Syracuse Auditorium/Vo Ag		Syracuse	KS	8/1/40	Educational	2.4	H.1
0.082	Syracuse HS Audit/Gym		Syracuse	KS	1/1/45	Educational	2.4	H.1
307.000	Tampa HS		Tampa	KS	3/1/36	Educational	13.9	F.2
58.000	Trousdale School		Trousdale	KS	7/1/17	Educational	8.2	A.4
664.000	Turon HS Remodel		Turon	KS	7/1/53	Educational	2.11	C.7
612.000	Turon HS Reroof		Turon	KS	6/1/51	Educational	2.11	
0.034	Tyrone School		Tyrone	OK	6/1/20	Educational	9.2	A.2
174.000	Tyrone School Add		Tyrone	OK	4/1/23	Educational	3.7	A.2
660.000	Ulysses GS		Ulysses	KS	5/1/53	Educational	38.1	E.8
159.000	Utica HS		Utica	KS	7/1/22	Educational	13.4	C.3
440.000	Valley Center Voca Arts		Valley Center	KS	7/1/40	Educational	2.4	B.4
0.037	Weskan School		Weskan	KS	1/1/21	Educational	7.2	
121.000	Weskan School		Weskan	KS	11/1/21	Educational	9.1	
176.000	Whitewater HS		Whitewater	KS	5/1/23	Educational	3.5	B.5
376.000	Yates Center HS		Yates Center	KS	2/1/36	Educational	13.9	E.2
453.000	Zenith GS		Zenith	KS	6/1/41	Educational	2.3	H.1
316.000	Zurich School		Zurich	KS	6/1/30	Educational	3.11	H.4
0.121	Baker Hotel Private Club		Hutchinson	KS	2/1/67	Hotel	59	
0.123	Baker Hotel Remodel		Hutchinson	KS	3/1/68	Hotel	45	
210.000	Bellport House		Lacrosse	KS		Hotel	14.4	I.3
0.084	Bussinger Apartment House		Hutchinson	KS	1/1/48	Hotel	19.1	A.2
929.000	Commerce Gardens		Hutchinson	KS	2/1/70	Hotel	34.1	D.5
1103.000	Commerce Gardens-Elect		Hutchinson	KS	5/1/77	Hotel		
0.132	Crafline Corp		Hutchinson	KS	12/1/73	Hotel		C.0
1027.000	First Development Corp		Hutchinson	KS	10/1/74	Hotel	46.1	C.4
0.085	Gage Apartment		Hutchinson	KS	1/1/48	Hotel	6.4	A.3
469.000	Great Bend Hotel Remodel		Great Bend	KS	3/1/44	Hotel	5.4	
0.171	Helwig Apartment House		Hoisingon	KS		Hotel	12.2	
407.100	Hotel Building		Hutchinson	KS	7/1/51	Hotel	45	
907.000	Hotel Demolition		Lyons	KS	11/1/68	Hotel	42.1	
563.000	Leon Hotel Add		Hutchinson	KS	2/1/49	Hotel	18.5	G.2
1099.000	Lone Tree Lodge-Addition		Meade	KS	3/1/77	Hotel	48.3	B.3
1678.000	Main Gate Apts-Grace Hosp Retrofit	720 North Main	Hutchinson	KS	1/1/02	Hotel	85	H5
0.111	Mission Village		Hutchinson	KS	10/1/64	Hotel	45	D.2
496.000	O'Neal Hotel - Add		Dodge City	KS	12/17/45	Hotel	20.3	
1457.000	Plaza Towers-Dan Garber		Hutchinson	KS		Hotel		
881.000	Stiles Apartments		Hutchinson	KS	12/1/67	Hotel	42	F.5
1352.000	Super "8"/Valley Fed Add		Hutchinson	KS	9/17/84	Hotel		
1066.000	Unruh, Lynn-Townhouses		Hutchinson	KS	1/1/76	Hotel	46.1	C.4
0.062	Wolf Hotel (Prelim)		Ellinwood	KS	9/1/32	Hotel	18.1	G.3
209.100	Zewig, E A Apartment		Dodge City	KS	6/1/25	Hotel	7.5	
9960.000	Civic Time					Mannco		
9995.000	Client Development					Mannco		
9940.000	Holiday Time					Mannco		
9980.000	Mann and Company					Mannco		
9990.000	Promotional/Marketing					Mannco		
9930.000	Sick Leave					Mannco		
9945.000	Vacation Time					Mannco		
0.064	Barton Salt Co		Hutchinson	KS	3/3/33	Manufacturing	6.2	
1563.020	Brown One Compound Offices		Hutchinson	KS	1/1/98	Manufacturing		
974.000	Cessna 1972 Addition		Hutchinson	KS	7/1/72	Manufacturing	40.1	B.5
989.000	Cessna Broaching Dit Dets		Hutchinson	KS	5/3/73	Manufacturing	40.1	B.6
990.000	Cessna Die Cast Mach Base		Hutchinson	KS	5/3/73	Manufacturing	40.1	B.6

Listing of Kansas Public Schools designed by Thomas W. Williamson and Company

The following list was complied from the index to the Williamson Collection at the Spencer Research Library, Kansas Collection, University of Kansas Libraries in Lawrence.

The list does not include remodelings and additions to Kansas schools. The index to the Williamson Collection does not provide dates for each project and therefore, dates are not included on the following list.

Admire-Lyons County Rural High School District #9
Alma-Grade School
Alma-High School
Altamont-Ellis Consolidated School
Altoona-Grade School
Arkansas City-Adams School
Arkansas City-Frances Willard School
Arkansas City-Northeast School
Arkansas City-Northwest School
Arkansas City-Pershing School
Arkansas City-Roosevelt Schools
Arkansas City-Sleeth Grade School
Arkansas City-Washington School
Baldwin City-Grade School
Baldwin City-High School
Baxter Springs-Grade School
Bazine-Grade School
Beattie-School Building
Beloit-Elementary School
Beloit-High School
Beloit-St. John's High School
Bird City-Grade School
Blue Mound-High School
Bonner Springs-Grade School
Burlingame-High School
Caney-School
Cawker City-Grade School
Cawker City-High School
Chanute-Cross School
Chanute-James B. Hutton Grade School
Chanute-Murray Hill School
Chanute-Webster Grade School
Clyde-High School
Coffeyville-Douglas School
Coffeyville-Edgewood School
Coffeyville-Garfield School
Coffeyville-Junior High School
Coffeyville-Longfellow School
Coffeyville-Lowell School
Coffeyville-McKinley Elementary School
Coffeyville-Senior High School
Coffeyville-Whittier School
Council Grove-Garfield Grade School
Creston-Franklin Grade School
Creston-Franklin Junior High School
Delavan-Rural High School, Gymnasium
Delia-Rural High School
Denton-Doniphan County Rural High School
Desoto-Rural High School
Dodge City-Junior High School
Dover-Grade School
Dunlap-School Building
Easton-High School Building
Edgerton-Grade School
Edgewood-School
Edna-School Building
Edson-School
Effingham-Atchison County Community High School
Eldorado-High School
Elgin-District #2 School Building
Elkhart-Elementary Schools
Elkhart-Morton County School
Eskridge-Chalk District #23 School, Wabaunsee County
Eureka-Mulberry School
Florence-Gymnasium
Fort Scott-High School
Fort Scott-Junior High School
Fort Scott-West Side Elementary School
Fredonia-High School
Fredonia-Junior High School
Gardner-Grade School Building
Gaylord-Grade and High School
Gaylord-Rural High School
Goodland-Central Grade School
Goodland-Community High School
Gridley-High School
Hanover-High School
Hanover-School
Harveyville-Grade School
Havensville-High School
Haysville-Rural High School District #191
Holton-Central area Colorado Schools
Holton-Grade School
Holton-South Holton Grade School-Consolidated District #104
Hoyt-School
Hugoton-Grade School
Hugoton-High School
Independence-Junior High School
Independence-Lincoln Grade School
Independence-Washington Grade School
Industry-Grade School
Iola-McKinley Grade School
Jetmore-Elementary School, District #19
Johnson County-Porter School

Kanorado-Grade and High School
Kensington-Grade School
Larned-Eastside Grade School
Larned-Elementary School
Larned-High School
Lawrence-Grade School
Leavenworth-Anthony Grade School
Leavenworth-David J. Brewer School
Leavenworth-High School
Leavenworth-Lincoln Grade School
Lebanon-Grade School
Lecompton-Grade School Building
Logan-High School
Logan-Joint School District #1
Lyons-Lyons Grade School
Lyons-South Grade School
Manhattan-Central Grade School
(Theodore Roosevelt)
Manhattan-High School (Auditorium?)
Manhattan-Woodrow Wilson Grade School
Maple Hill-Grade School
Maple Hill-High School
Marion-High School
Miltonvale-Grade School
Minneaplis-Rural High School District No. 5,
Ottawa County
Mission-Porter School
Mission-Prairie Grade School
Moran-Rural High School
Morill-Brown County District #9
Rural High School
Neodesha-High School
Neodesha-School Building
Osage City-Grade School
Osceola-Clark Community High School
Oskaloosa-Jefferson County Rural
High School
Paola-High School
Paola-Grade School
Parsons-Douglas Grade School
Parsons-Grade School
Parsons-Junior High School
Parsons-McKinley School
Parsons-Senior High School
Parsons-Washington School
Pauline-Elementary School-Common
School District #72
Paxico-Grade School
Pittsburg-City School
Pittsburg-Junior High School
Pittsburg-Washington Grade School
Pittsburg-Westside Grade School
Pleasanton-Grade School
Princeton-Rural High School District #8,
Franklin County
Richmond-School Building
Riley-Grade School
Rossville-District #34 Grade School
Rozel-Grade and High School
Sabetha-Elementary School
Sabetha-Rural High School
Saint John-Grade School
Satanta-Rural High School
Sedgwick County-Rural High School
District #191
Severy-Grade School
Severy-High School Building
Severy-Joint School District #82-Greenwood
& Elk Counties School Building
Shawnee County-Dawson Grade School
Shawnee County-Rice Grade School
Stanley-Rural High School
Stockton-Rural High School
Sublette-Joint Rural High School District #1-
Haskell & Seward Counties
Thayer-Grade and High School
Topeka-Boswell Junior High School
Topeka-Boys Industrial School
Topeka-Buchanan Grade School Building
Topeka-Clay Grade School
Topeka-Curtis Junior High
Topeka-East Avondale Grade School
Topeka-East Indianola Grade School
Topeka-Eisenhower Junior High School
Topeka-Franklin L. Crane Junior
High School
Topeka-High School
Topeka-Highland Park Elementary School
Topeka-Highland Park School
Topeka-Holliday School
Topeka-Jardine Junior High School
Topeka-Lincoln School
Topeka-Monroe Grade School
Topeka-Oakland Junior High School
Topeka-Parkdale School
Topeka-Randolf School
Topeka-Roosevelt Junior High School
Topeka-Seaman Rural High School
Topeka-Southwest Avondale Grade School
Topeka-State Street Grade School
Topeka-Sumner Grade School
Topeka-Wanamaker Grade School
Topeka-Washburn Rural High School
Toronto-Grade School
Tribune-Grade School
Tribune-High School
Udall-Grade School
Uniontown-High School
Upland-Dickinson County District #127
Grade School
Valley Falls-Grade Schools
Wakarusa-Grade School

Wakeeney-High School
Waterville-Grade School
Wathena-High School
Waverly-Grade School
Westmoreland-Grade School
Williamsburg-Grade School
Williamsburg-High School
Willis-School
Winchester-Grade Schools
Yates Center-School

Other-

General listings included:
Goodland Schools
Fredonia Schools
El Dorado Schools
Chanute Schools
Eureka Schools
Leavenworth Schools
Holton Schools
Pittsburg City Schools

Schools without locations specified:
Welch School
Winfield Scott School
New Clarinda School
Franklin Elementary
Cleveland School