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October 31, 1962

Hans Froehlicher, Jr., Esq.
1402 Bolton Street
Baltimore 17
Maryland

Dear Hans,

I thought you might like to see the enclosed notes just submitted to the architects. On the basis of this outline of the activities to be carried out in the proposed buildings, they will prepare a master plan for development of the campus, showing suggested locations and relationships. It's hoped they'll have it by February 1.

Best regards,

Bob

Robert A. Thomason
Headmaster

Encl:
# THE PARK SCHOOL DEVELOPMENT PLAN

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THE PARK SCHOOL DEVELOPMENT PLAN
Notes for the Master Plan

INTRODUCTION

I. In the development and expansion of our facilities we hope that we shall be able to preserve an uncrowded, natural feeling about the campus. At the same time we realize that we cannot ask little children to move great distances from one part of the plant to another. The "spread" possible for a college or even a senior high school is not workable for a pre-school. Somewhere between maximum logistical efficiency and aesthetic and philosophical perfection, however, lies a happy medium.

We wish a buffer on the edge of our property to protect us from future commercial and even residential developments. We don't want to use our acreage right up to the boundaries.

We should like to preserve as much of our beautiful natural landscaping as possible, where appropriate, letting woods and brush separate one developed part of the campus from another. The pond, of course, contributes greatly to the present atmosphere of rustic serenity. It plays, as well, an increasingly significant part in our curriculum (biological studies, ice-skating, fishing, and even sailing; the latter two activities will become especially important as we expand our summer school and our summer day camp). Yet, as much as we value the pond, we do not wish it to inhibit thinking about the master plan for the campus. If the space it occupies is needed for construction purposes, let us fill it in.

However, we should like to see a new pond dug somewhere on the grounds, preferably within sight of some of the classrooms. On the other hand, if the space is not needed and the pond remains, then another project becomes essential. Unless the storm sewer which empties into it is diverted, the accumulated silt will eventually render it useless for scientific study purpose as well as for fishing.
We intend eventually to develop a small nature sanctuary on the campus where our children can become acquainted with and learn to appreciate small animals and birds, wild flowers and trees. It is likely that during our summer session, if not perhaps ultimately in our regular session, we shall wish to include horseback riding in our program. The location of trails, therefore, should be considered. Some already exist.

Besides the indoor pool which our 10-year Program includes, we should like to consider the provision of some outdoor swimming facilities for use primarily in our summer sessions. We have been thinking of several possibilities:

(1) Using all or part of the present pond with suitable modifications of the shore line, dredging the bottom, etc.

(2) Digging a much smaller pond located and designed exclusively for swimming.

(3) Damming up the stream at a point between the cottage and Mr. Sheehan's property (this would require enlarging and deepening the stream bed).

Whether any of these three ideas is feasible physically or fiscally we have no notion. A fourth possibility certainly would be to construct a conventional pool.

The potential of the several structures we acquired with the site should certainly be considered. The barn is the largest of these. The main room we now use roughly 2/3's for general storage (furniture, bazaar booths, etc.) and 1/3 for storage of our Playshop's (dramatic club's) equipment, scenery and props. The Playshop's things should go into the auditorium. We shall continue to need the other space in that room, however, for general storage.
The even-smaller room adjoining the main one contains numerous nondescript items in storage. The even smaller room next to that one houses lawnmowers, hand tools for use on the grounds, etc. In the very narrow area (hardly a room) at the end of the building we keep our field white. If the barn as a whole or in the main were adapted for some operational use in carrying out the 10-Year Program, obviously a considerable loss in storage space alone would have to be compensated for. The entire lower level of the structure is little used at the moment. During the past summer, however, a horse was stabled there. If a riding program is developed, at least half of the lower level will be needed as quarters for horses.

The cinderblock structure in the barnyard serves as home for some of our animals: sheep on one side, chickens on the other. A goat will soon be added to the menagerie. A large part of the area south of the barn is given over to them for a pen.

In the cinderblock shed east of the barn we keep our tractor, its accessories (chains, plow, mowers) and small miscellaneous outdoor maintenance equipment and supplies. This building is truly a shed, being open on one side.

We had thought originally, it will be recalled, that the tenant farmer occupying the stone cottage when the property was purchased would continue to do so, joining our staff as maintenance superintendent. Naturally, when he decided not to take the position, he vacated the house. The man who did become our superintendent has owned his home for years, and he has so far shown no desire to sell it in order to live on our grounds (although such an arrangement would have many advantages for the school). As a result, the cottage has been used for several things. Each year the senior class, under the supervision of the faculty advisor, has been given the use of the first
floor as a lounge and "private" study hall. (Senior privileges include freedom from attending regularly scheduled study halls). Each class has made some improvement on the cottage, working on Saturdays and weekends. Contributing time, effort and materials they have paneled the walls and painted or put acoustical tiles on the ceilings of two of the rooms, painted all of the other rooms and the exterior woodwork, and dug a trench several hundred feet long in order that a water pipe might be run from the main (on the upper road) into the house. The School itself has contracted for exterior work (on the roof, the rain gutters and spouts) replaced much of the wiring, and installed a hot water tank. On the first floor, besides the kitchen and the two rooms which the seniors have access to, there is a room which has been used exclusively for group violin instruction of Lower School children one period per week. It is now serving temporarily as the office of the business manager.

The second floor is comprised of two rooms and a bath (off the hall) in the front and a room containing a bath in the back of the house. The back room, which is accessible only from a narrow winding staircase at the rear of the first floor, is used for storage by the Parents' Association (material for their annual bazaar). The two front rooms are used occasionally by the staffs of the Upper School's publications. From time to time we have talked about moving the dark room from its present unsatisfactory location in the chemistry lab to the second floor of the cottage, where all work on the publications could be concentrated.

The small back porch of the structure serves as a storage room for equipment used by the boys' physical education department on the athletic field nearby.
THE PARK SCHOOL DEVELOPMENT PLAN

Notes for the Master Plan

The sloping meadow east of the cottage and south of the stream is used by the girls' physical education department for instruction in golf. The area directly south of the cottage and the stream is used for volleyball. Lovely picnic grounds have also been developed there around a large stone and cement barbecue grill built by the students.

At this time a group of Upper School students and their advisor are in the process of planning a rifle range to be laid out on the southwestern portion of the campus, quite far back in the woods. A space for this activity should be considered in the development proposals.

It is important to bear in mind the need to replace any existing hard surface play areas that may be lost in the location of new buildings. Provision must be made to replace or relocate any trees or shrubs planted in our Parents' Association's landscaping program. Thought should also be given to the planting that will be vital at the completion of each project.

Obviously the existing road pattern must be modified somewhat, if not revised completely, to provide access to new structures. All roads will be located, it is hoped, with a manifest concern for aesthetics as well as utility.

Finally, with the rates for trash removal by contract rising steadily and the volume of our refuse bound to increase, a study should be made of the possibilities of constructing an incinerator somewhere on the grounds. Possibly it should be at the rear of the auditorium building.
II.

PROPOSED FACILITIES

The Ten Year Plant Development Program approved by the School’s Board of Trustees calls for the construction and installation of these facilities:

A. ACADEMIC

1. Pre-school building (and playground)
2. Auditorium building
3. Library building
4. Lower school classrooms (5)
5. Upper school classrooms (5)

B. ATHLETIC

1. Locker room addition
2. Gymnasium
3. New playing field
4. Completion of work on cottage playing field
5. Tennis courts (6)
6. Swimming pool

C. MISCELLANEOUS

1. Faculty housing (3 or 4 family units; 2 bachelor quarters)
2. Cafeteria expansion
3. Adaptation of existing facilities
4. Parking (75 cars)
5. Air conditioning
D. Future Possibilities

1. Pre-school classrooms (3 - 4)
2. Primary and Intermediate classrooms (6 - 8)
3. Upper School classrooms (5 - 7)
4. Playing field (1)
5. 1/4 mile cinder track
6. Faculty housing units (4)
7. Dormitory (for 50 students)
8. Parking spaces (50 - 75)
9. Office space for
   (a) director of development - public relations secretary
   (b) alumni and executive secretaries
10. Maintenance building (workshop, painting; major equipment
    and supplies storage; vehicles)
THE PARK SCHOOL DEVELOPMENT PLAN

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PROGRAMS FOR THE FACILITIES

III.

A description of the program to be carried out in each of the proposed areas and pertinent observations follow:

A 1. Pre-School Building

See description already submitted.

A 2. Auditorium Building

It is hoped that the building will provide basically four different facilities:

(1) An auditorium-theater

(2) Instructional rooms for musical activities

(3) Administrative offices

(4) A receiving station for all deliveries other than those for the cafeteria

There would, of course, be logic in relocating both the Upper School art room and shop in this structure. The vacated area could be utilized to gain two of the five additional classrooms proposed for the Upper School or additional locker room space or perhaps even space for cafeteria expansion. And, if costs were to permit, 2 - 4 small seminar-size classrooms would be desirable as well. These are possibilities we trust the architects will consider.

Since substantial numbers of both Lower School and Upper School children will be using the building daily it is essential that it be reasonably accessible to both. Covered, if not completely enclosed, would seem advisable.
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Program for Auditorium and Music Rooms

A. Regular Instructional Uses

(1) Lower School assemblies; one or two weekly; 150-350 seats needed

(2) Lower School Glee Club; 1-2 periods weekly; 25-35 students

(3) Lower School Drama Club; 1-2 periods weekly; 15-35 students

(4) Upper School assemblies or school council meetings;
3-5 times weekly; 400 seats needed

(5) Classes (chiefly Upper School) singly or combined for lectures and films; 1-3 periods daily; 20-360 students

(6) Upper School music classes; 10-15 periods weekly;
20-60 students

(7) Upper School Glee Clubs; 1-8 periods weekly; 25-75 students

(8) Upper School madrigal group; 2-4 periods weekly;
15-30 students

(9) Upper School Playshop; 2-4 periods weekly; 75-100 students
working on all phases of production

(10) Orchestra ensembles; 1-3 periods weekly; 5-25 students

(11) Private piano instruction (Peabody branch); 5-7 periods
daily

B. Special Occasional Uses (Auditorium Only)

(1) Upper School major dramatic and musical (including dance) productions; 4-8 evening performances each year; 50-100 students engaged in all phases of production; 500 seats needed

(2) Annual Class Day skits; 60 on stage; 500 in audience

(3) Annual commencement exercises; 60-75 seated on stage;
500 in audience
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(4) General parent meetings; 2-3 evenings annually; 500 seats needed

(5) Smaller parent meetings; 6-10 evenings annually; 250 seats needed

(6) Meetings of teachers' groups, special conferences, public lectures, etc.; 4-8 evenings or Saturday mornings annually; 500 seats needed

Physical Requirements for Auditorium

To carry out the program above outlined will require an auditorium with a seating capacity of 500. Our inclination is to think in terms of a pitched floor with fixed seating. Because we would be using it at times for class lectures, etc., we would want flip-up desk arms on 100-125 of these seats at the front of the auditorium.

If we have a conventionally designed theater, the stage house should have a proscenium width as near thirty feet as possible. The height of the arch should then be between twenty and thirty feet at a minimum. In order to permit the use of wagons (pre-set scenes on movable platforms), the depth of the stage should be greater than the proscenium opening; thus, ten feet more is a minimum (the total depth must be at least forty feet). The backstage width should be at least double the proscenium width (thus, a minimum of sixty feet). Ideally, the grid should be eighty feet above the stage floor in order to allow proper fly space (economic considerations will undoubtedly have to dictate the available fly space, which should nonetheless be as great as possible). A counterweight system and a series of "opera traps" would be great conveniences (the latter would probably effect an ultimate saving of money in simplifying
the construction of the scenery). See John Gassner, PRODUCING THE PLAY TOGETHER WITH THE NEW SCENE TECHNICIAN'S HANDBOOK (rev. ed., New York, 1953), pp. 303-12. (This section also shows the advantages of wagons).

To conserve valuable backstage space, the lighting console and the sound equipment should be in the projection booth at the rear of the auditorium. The stage manager will then need only a small raised catwalk (so that he can see over the scenery) at the right or the left of the stage, but he will need telephonic communication with the booth at the rear.

Footlights are unnecessarily restrictive; they virtually eliminate the possibility of an additional apron. Thus, the lighting should be a combination of movable overhead battens and probably two rows of fixed lights (electronically controlled, if possible) recessed into the ceiling of the auditorium and controlled from the light booth at the rear.

A permanent arrangement for a suitably large sky cyclorama is also desirable. Plenty of current and outlets for additional lighting effects made possible through this arrangement is then mandatory. See Gassner, pp. 95-98.

Such an auditorium theater, as described above, is, of course, rather inflexible. The staff would be interested in the thinking of the architects on the subject. Consideration might be given to a more flexible structure similar to the University of Miami's Ring Theater, which can easily become either a proscenium or an
arena theater. See Gassner, pp. 538-41, and Paul F. Treichler, THE ALL-PURPOSE THEATER, Theater Arts, XXXVI (July 1952) pp. 74-76. On the other hand, flexibility of a different sort would be found in an auditorium such as that of the Boulder City, Nevada High School. See "A Divisible Auditorium," Educational Facilities Laboratories, Inc.

If funds permit, the building should include a "little theater" with stage and seating scaled down so as to be more appropriate for the use of the children in the Primary and Intermediate grades. It seems unlikely, however, that such duplication of space and equipment will be possible; therefore, consideration should be given to some mechanical means of adapting the facilities for use by either six-year-olds or seventeen-year-olds.

Ancillary requirements for almost any auditorium, whatever the design, would include:

1. Two dressing rooms, with toilets, lavatories and showers;
2. Orchestra pit 30' x 6', low enough so that only the conductor's head is above stage level;
3. A large, semi-fixed movie screen that can be lowered into place electrically from the fly space;
4. Ample space beneath the stage for building and storing sets and for a wardrobe room; a trap to permit scenery to be lifted (manually) to stage level; large doors opening to the loading and delivery platform at the rear of the building (heavy and bulky material will often be handled);
5. Ceiling speakers for a public address system; outlets on the stage for microphone connections;

6. An elevated projection booth accommodating two movie projectors, a turntable, follow spots, etc., as well as the lighting console and the sound equipment;

7. Public lavatories and toilets off lobby;

8. Cashier's office and ticket window;

9. Public checkroom;

10. Small kitchen near lobby where refreshments for small group receptions could be prepared (receptions for large groups would be held in cafeteria).

Physical Requirements for Music Room

1. One room for Lower School music group instruction; approximately 750 sq. ft.

2. One room for Upper School music group instruction: appreciation classes, choral groups, instrumental ensembles; approximately 1,000 sq. ft.

3. One room for Peabody piano instruction; approximately 300 sq. ft.

4. 4-5 small practice rooms for piano and other instruments; each approximately 150 sq. ft.

5. One room to house record and tape library, sheet music, and instruments; approximately 225 sq. ft.
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Program and Requirements for Administrative Offices
The offices of the headmaster and his secretary, of the business manager, his secretary, and of the bookkeeper are to be located in the auditorium building. The space provided for the headmaster and his secretary should be approximately two to three times as great as it is now, including a small area in which visitors can wait. Provision of working and storage space for the business staff would probably mean a total requirement for the administrative offices of 1100-1200 sq. ft.

Program and Requirements for Receiving Station
One of the great lacks in the present plant is a central receiving and distributing point for all items delivered to the school except food. If the rear of the auditorium is properly designed, it can meet this need. A loading platform should be provided with easy access from it both to the stagecraft area and to the central storage room. A member of the business staff will be responsible for checking all deliveries upon receipt, therefore the proximity of the platform to the business offices will have to be a factor in design.

A 3. Library Building
The building must be readily accessible to every student from the pre-school through 12th grade. Location adjacent to the auditorium would seem to be sensible. Perhaps they should be connected. The reading rooms must be of a size appropriate by accepted standards for the number of students our population expansion plan calls for and the shelving adequate to house the requisite number of volumes.
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If possible the building should be designed in such a way that it can easily be enlarged if the School’s future growth warrants it.

The functions to be served by the library are indicated by the types of areas listed below. The projected space requirements are based upon American Library Association standards of excellence. Approximate footage of the spaces we now have, which are quite inadequate for even our present population and program, are also given.

Library Program and Requirements

<table>
<thead>
<tr>
<th>Nature of Area</th>
<th>Present Space</th>
<th>Projected Space</th>
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<tbody>
<tr>
<td>Reading Room (L.S.)</td>
<td>600 sq. ft.</td>
<td>1400 sq. ft. (40 students)</td>
</tr>
<tr>
<td>Reading Room (U.S.)</td>
<td>614 sq. ft.</td>
<td>1924 sq. ft. (50 students)</td>
</tr>
<tr>
<td>Conference Room</td>
<td>0</td>
<td>120 sq. ft.</td>
</tr>
<tr>
<td>Listening &amp; Viewing Room</td>
<td>72 sq. ft.</td>
<td>240 sq. ft.</td>
</tr>
<tr>
<td>Library Classroom &amp; Study Hall</td>
<td>0</td>
<td>1000 sq. ft.</td>
</tr>
<tr>
<td>Workroom and Office</td>
<td>180 sq. ft.</td>
<td>500 sq. ft.</td>
</tr>
<tr>
<td>Professional Library Room</td>
<td>0</td>
<td>200 sq. ft.</td>
</tr>
<tr>
<td>Audio-Visual Storage</td>
<td>50 sq. ft.</td>
<td>400 sq. ft.</td>
</tr>
<tr>
<td>(not now in library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazine Stacks</td>
<td>50 sq. ft.</td>
<td>1500 sq. ft.</td>
</tr>
<tr>
<td>(not now in library)</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>1766 sq.ft.</td>
<td>7285 sq. ft.</td>
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The projected shelving would give us a total capacity of 20,250 volumes

(6375 L.S., 13,875 U.S.) Our present capacity is only 9,175
(3750 L.S., 5425 U.S.) We now have approximately 8500 volumes

(3400 L.S., 5100 U.S.)

Notes: (1) containing ca 765' of shelving as against present 452'
(2) " ca 1465' of " " " " 652'
(3) " ca 1700' of " " " " 200'
THE PARK SCHOOL DEVELOPMENT PLAN

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A 4. **Lower School Classrooms (5)**

The five additional classrooms in the Lower School will enable us to have two sections of each class from Primary I-Intermediate III (1st-6th grade). (It is anticipated that the sixth classroom needed in this population expansion will be adapted from either one side of the present pre-school wing or the present administration building). These rooms should be basically comparable in size, design and equipment to those we already have. Note should be taken, however, of the additional storage space, shelving, etc. It has been necessary to provide since the building was occupied. Mobile partitions should not be included. The rooms should be located near and seem an integral part of the existing Lower School. All rooms, if possible, but especially the primary ones, should have direct access to a playground.

It is assumed that additional toilet facilities will be planned in the vicinity of both these new rooms and the new rooms in the Upper School.

A 5. **Upper School Classrooms (5)**

Four of the five new Upper School classrooms should be approximately 1000 sq. ft. each. However, one of them, intended for use as a laboratory, should be nearer 1200-1500 sq.ft. Their general design should be similar to that of present Upper School rooms. They should not contain movable partitions. They need not become part of the existing Upper School structure. A separate building or classrooms added to the auditorium or perhaps even to the
library building would be satisfactory. Nor need they all be in a unit. It would seem wise that the laboratory be located as near as possible to the existing biology and chemistry laboratories.
B. ATHLETIC FACILITIES

B 1. Lockerroom Addition

To meet recommended standards we should have to increase the size of our boys' and girls' lockerrooms considerably, even if we did not plan to increase our enrollment. Not only larger dressing areas but other desperately needed space must be provided. Present facilities plus new must make it possible for as many as 60 students to use each of the lockerrooms at the same time. Each Upper School boy and girl must have his own full-size locker (12"x18"x72"), i.e., the rooms will contain a total of 360 lockers - 180 for boys and 180 for girls. In addition, they must be large enough to hold 60 half-size lockers each, which will be used by the Intermediate Department children.

Visitors' dressing rooms large enough for 30 persons should be part of both facilities (one each). They do not have to be equipped with lockers. As they now do, the boys' facilities should contain a varsity room; the girls' need not. The boys' varsity room should be large enough to provide space for 25 full size lockers and the necessary dressing area.

At the present time, although the dressing area is much too small, the boys' lockerroom contains 91 full size lockers; the girls' contains 68.
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Space for no less than 6 and preferably as many as 10 full size lockers should also be provided in each lockerroom for physical education instructors, coaches and officials. If a small room for coaches and officials can be provided in the boys' lockerroom, it should hold not only their lockers but also a couple of showers.

A total of 40 showers for students will be required (1 for every 3 students in the group). There are now 10 boys' showers and 9 girls' showers.

Girls and boys should each have a small training room; each group also needs a supply cage with adequate storage and drying space for uniforms and other equipment, towels, etc. 400 sq.ft. (i.e., total of 800 sq.ft.) should cover the space required for both training room and cage. A study is to be undertaken on the relative costs of contracting for towel service and of our owning and laundering our towels. If the latter practice is found to be more economical, we shall wish to include space for a heavy-duty washer and dryer.

Office space for the directors of boys' and girls' physical education should be, at a minimum, double what it is now.

Direct access from the lockerrooms to both the gymnasiums and to the outdoors is desirable. Eventual development of access to the swimming pool planned for in the future should be considered.

-19-
B 2. Gymnasium

During the winter months and whenever there is bad weather, the indoor physical education facilities must accommodate at three different times during the day the following groups:

A. 120 Intermediate Department children, i.e., 60 boys and 60 girls. Assuming division into units of 20, a total of six teaching stations are required, 3 for boys and 3 for girls.

B. 120 Upper I - II students: 60 boys and 60 girls. Again a total of six stations required, 3 for boys and 3 for girls.

C. 240 Upper III - VI students: 120 boys and 120 girls. With teaching units ranging in size from 20 to 40, 8 stations are required, 3 for boys, 3 for girls, and 2 mixed.

It is contemplated that the new gymnasium will add three teaching stations to the two the present gymnasium affords us. The multi-purpose room in the planned pre-school building will give a sixth station. The latter will be used for modern dance, which is to be added to the Upper School girls' physical education curriculum as soon as the space is available. (Just as wrestling will be added to the boys' curriculum upon the construction of the new gymnasium). The 7th and 8th teaching stations needed for the Upper III - VI curriculum will, for the immediate future, be commercial bowling alleys and the Towson Y.M.C.A. swimming pool.

As we are currently doing, we shall take mixed groups of boys and girls to swim and bowl on a regular schedule during the winter months. Participation in these activities is now by choice. At such time as we have our own pool we shall probably eliminate
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bowling altogether and greatly expand the swimming program.

The building should be large enough to hold a regulation size girls' basketball court (50' x 94'), which would constitute two playing areas when used cross-court. A retractable net to divide the two abbreviated courts from each other is desirable.

In addition it should contain a wrestling and exercise room (about 50' x 50' - a regulation wrestling mat is 38' x 38') and storage space for a trampoline, horses, parallel bars, volleyball standards and nets, several collapsible ping-pong tables, basketballs, etc.

Provision for spectators should be made, but not at the sacrifice of valuable floor space. Perhaps a balcony at each long side of the building would meet the need without increasing the cubic footage.

in

It is suggested that/designing the structure the architects explore the possibilities of using the geodesic field house ideas developed by Educational Facilities Laboratories.

B 3. New Playing Field

A full-size, properly graded playing field is required, suitable for use as a playing area for soccer, lacrosse, baseball or field hockey. It should not be appreciably farther away from the lockerrooms than any of the present fields.

B 4. Cottage Playing Field

Work should be undertaken on the field southeast of the stone cottage to provide proper drainage, to correct the grade, and to establish grass.
B 5. Tennis Courts
The 6 new courts should be of the same type, i.e., all-weather, as the two we already have. The first pair should be built adjacent to our present courts. The remaining four should be built either as a unit or in two pairs. It is desirable but not essential, that they be near the present ones. Each group of courts should be completed fenced (the fence goes only half way around the existing courts).

B 6. Swimming Pool
During physical education classes it is estimated that a maximum of 60 students will use the pool at one time. The swimming program will involve children from Intermediate I through Upper VI. The pool will also be used for interscholastic competitions, consequently it will have to conform to the minimum specifications established for such use, and the ceiling will have to be high enough to permit diving off a 1-meter board. Only one board will be needed. Direct access from both boys' and girls' lockerrooms is essential.
C 1. Faculty Housing

Ultimately we shall probably find it desirable to build as many as 8 faculty family units and four apartments for unmarried teachers. Initially, however, three or four family units and two "bachelor" apartments will suffice.

Although one assumes that colleagues will generally be compatible and cordial in their relationships, care must be taken in the placement of the units themselves, in the location of entrances, yards, etc., to ensure that each family can have privacy whenever it wishes.

One of the three-family units should be designed for use as the headmaster's residence. Because of the nature of his responsibilities, duties and activities on behalf of the institution, the size and general characteristics of his house must be different from that of the other faculty dwellings. Its location should afford some separation from the school plant proper and privacy from the curious Sunday driver out to see the campus, yet it should give the impression that the structure is a major part of the school's facilities.

Upon numerous occasions each year it is fitting for the headmaster and his wife to give smaller dinner parties for small groups of teachers and their spouses, alumni, patrons and friends of the school.
Moreover, three or four times annually the headmaster, in his professional capacity, is host to much larger groups. It is important, therefore, that the entrance hall, the living room, the dining room and the kitchen be of such size and design that as many as 125 to 150 persons can be entertained with relative ease.

It is also important that the headmaster be able to offer the hospitality of his home for a night or more to such persons as candidates for teaching positions, guest speakers, visiting educators, etc., who often come to the school from distant points. Consequently, a guest room should be provided in addition to a master bedroom and four others. Besides the obvious features needed in any home, there should also be (a) a study or library near the main entrance, (b) a large room contiguous to the dining room in which receptions and meetings of 30 to 40 persons can be held, and (c) attractively landscaped grounds surrounding the residence where large numbers of people can be entertained.

It is suggested that the other family units be 4-bedroom houses with the more or less conventional features except that each house should contain a small study where the teacher could (a) find seclusion even in the midst of his family in order to prepare for classes and to mark papers and (b) have a place where during the school day he might take a student needing special help or counseling. It should be so designed, however, as to be adaptable for use as a fifth bedroom by a family with more than three children.
Bachelor apartments should each have two bedrooms. In that way, two men or two women might share an apartment or a teacher could have a student needing close supervision or counseling live with him for a given period.

C 2. Cafeteria Expansion

We are now feeding 450 students (Primary I - Upper VI) and about 70 faculty and staff at lunch each day. Our anticipated enrollment increase will give us a volume of 600 students and about 85 faculty and staff. Although it would seem that we must merely increase our capacity by 1/3, such is not the case. During one of our three lunch periods we are extremely crowded now. Expansion plans should assume that we will attempt to serve in two periods, 350 at a sitting. And although we are not prepared at this time to say that we shall definitely want it this way, we should like to consider the possibility of separate dining rooms, i.e., one for Upper School, comfortably accommodating about 200 12-17-year-olds at a time and another for the Lower School, large enough to seat about 150 6-11-year-olds.

With regard to faculty dining facilities, see the comments under C 3.

C 3. Adaptation of Existing Facilities

With the completion of the pre-school building, the auditorium building, and the library building, three major areas in the plant will become available for other uses.
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The present nursery and kindergarten rooms will be pressed into service immediately to supplement the space currently used in the Primary and Intermediate academic and music programs. What their ultimate optimal use would be we are not prepared to say now. A great deal will depend upon the location of the five new classrooms and upon the uses to which the vacated administration building can be put. In one of the two areas we would like to create a Lower School science laboratory. And at least one full-size classroom will have to be carved out if we are to have six new sections, for our developmental program provides for the construction of only five new rooms. Another possibility is a simple 5 or 6 unit language laboratory (which would require very little space). We might also discover, after careful study of the question, that it will make good sense to relocate the Lower School principal's office in the area presently occupied by the headmaster's office. Finally, the large storage area under the 6th grade room should be included in any thinking about utilizing the present administration building for instructional purposes. It might be the perfect location for a small language lab.

The construction of the library building will possibly provide the means of solving several problems posed by our existing facilities. The faculty room is unsatisfactory with respect to location and design. The same thing is true of the medical room and the students' book store, the Co-op. Moving all three units to the area now occupied by the library would seem the ideal answer.
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Removing the faculty room from its present location would free that space either for use as a faculty dining room (with greater seating capacity than it now has in its dual role of faculty lounge and dining area) or for student dining space expansion. Moving the medical room would free its present location for use as a smoking and rest room for the female faculty in the Lower School who now must share the facility with the wounded and the ailing, slipping in for a moment here and there between patients.

If the Co-op vacates its site adjoining the Upper School offices, that area in turn becomes available to house the additional secretarial help that must be taken on as the Upper School enrollment expands. Approximately 400 to 500 square feet of space will also have to be found in the present Upper School building or the proposed 5-classroom unit for the college counselor, whose woefully inadequate postage stamp of an office is now in the administration building. In view of her increasing volume of work with students in all of the high school rather than just the seniors, it will be more practical for her to be in the Upper School building than in the auditorium building with the headmaster and the business manager.

C 4. Parking (75 cars)

Most of the new spaces should probably be adjacent to the auditorium building. A revision of the existing road pattern to accommodate new construction, however, may dictate that a number of them
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should be placed elsewhere. It would seem likely, for example, that 10-15 spaces would be needed in the vicinity of the new gymnasium and swimming pool.

C 5. Air Conditioning

A central air conditioning system should include all components of the existing plant except the gymnasium. Whether it is part of the same system or not, air conditioning should also be provided for these new areas: auditorium, library, pre-school, Lower School and Upper School classrooms, and faculty housing.
D. FUTURE POSSIBILITIES

Looking beyond the next 10 or 15 years one can, of course, conceive of circumstances warranting the further expansion of enrollment to
(a) 2nd sections in each of the pre-school grades, i.e., a population of 130 rather than the 65 anticipated in 1963-64;
(b) 3rd sections of primary and intermediate grades, i.e., a total of 400 rather than the 270 students the proposed facilities will accommodate;
(c) Upper School grades of 75 in each of Upper I and II and 100 in each of Upper III - VI, or a total of 550. Present plans call for 6 grades of 60 each or a total of 360 students.

Then — and this might prove to be the crucial question — if the campus could "take" that much development, all of the additional classrooms listed as D 1 - 3 on page 7 would be needed and expanded central and ancillary facilities as well. Even without further enrollment increases, however, we are apt in the future to want several more rooms for each of the two schools. Some or all of items 4 - 10, furthermore, are likely to prove highly desirable and feasible as our educational program grows broader and richer and our resources greater.