

**JEFFERSON CITY
SCHOOL SYSTEM STUDY**

JEFFERSON, GEORGIA



**JACKSON
COUNTY**

Jefferson

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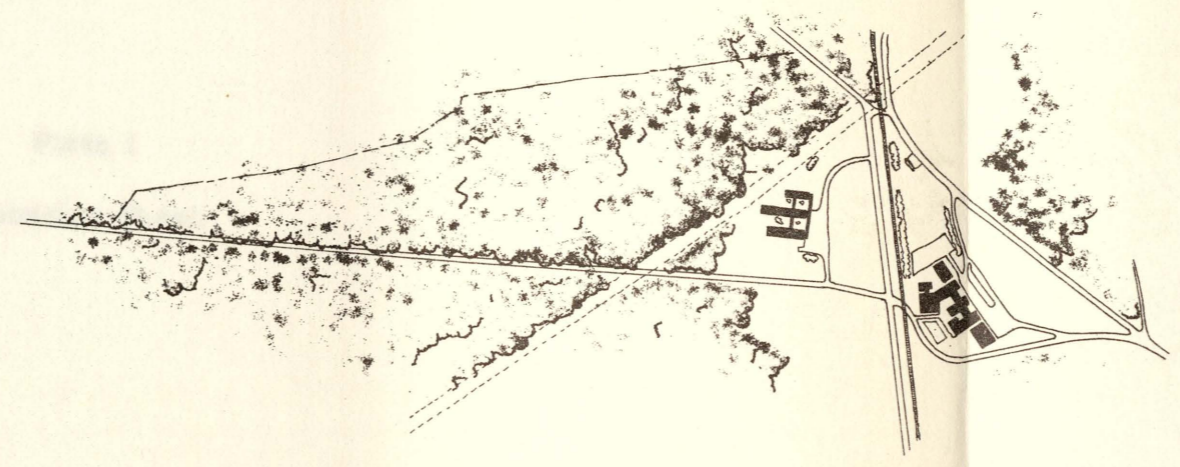
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I have become convinced that the 1970's absolutely must be the years when America pays its debt to the past by reclaiming the purity of its air, its waters and living environment.

President Richard Nixon

Jefferson City

I have become convinced that the 1970's absolutely
the years when America pays its debt to the past by recapturing
purity of the air, its waters and living environment.



site location

Jefferson city schools

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA

SHEETS

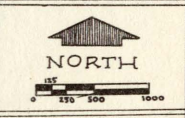
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TERMINAL PROBLEM

FALL 1969

DESIGN PROPOSALS
PREPARED FOR THE
BOARD OF EDUCATION
OF THE JEFFERSON
CITY SCHOOL SYSTEM
OF JEFFERSON, GA.

TITLE
SHEET

Jefferson City

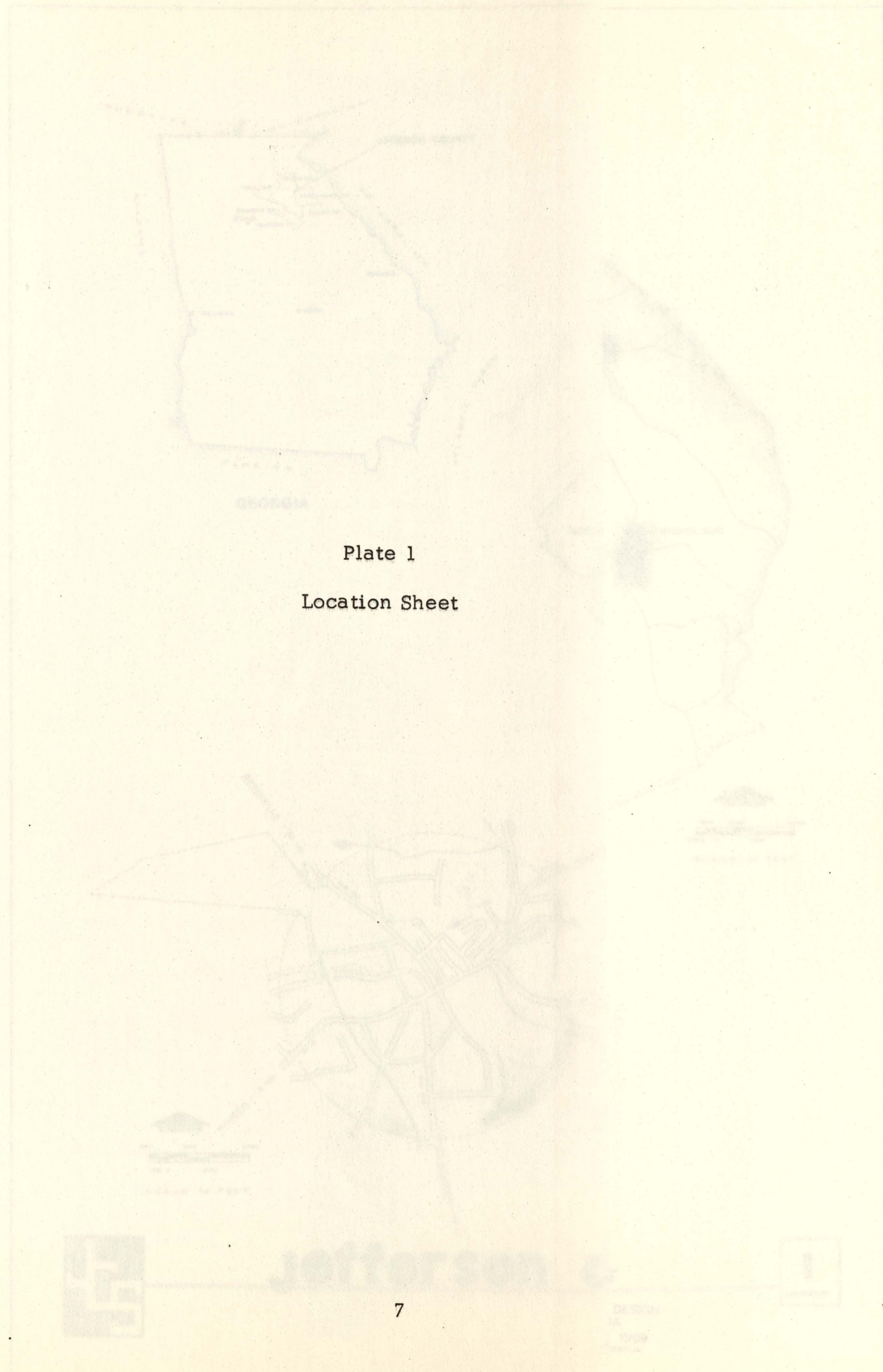
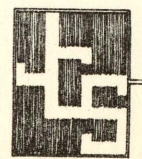
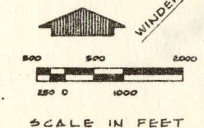
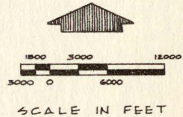
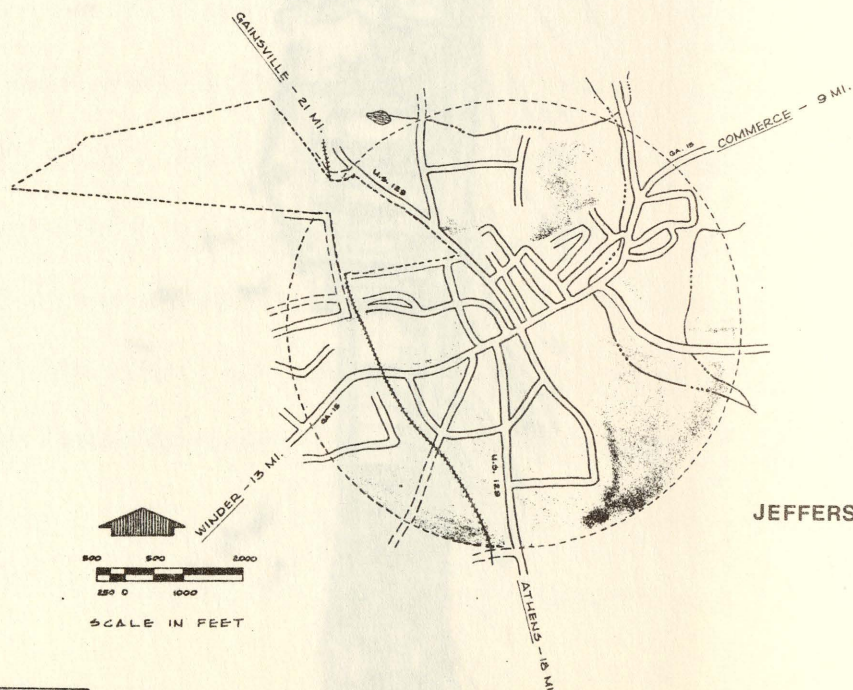
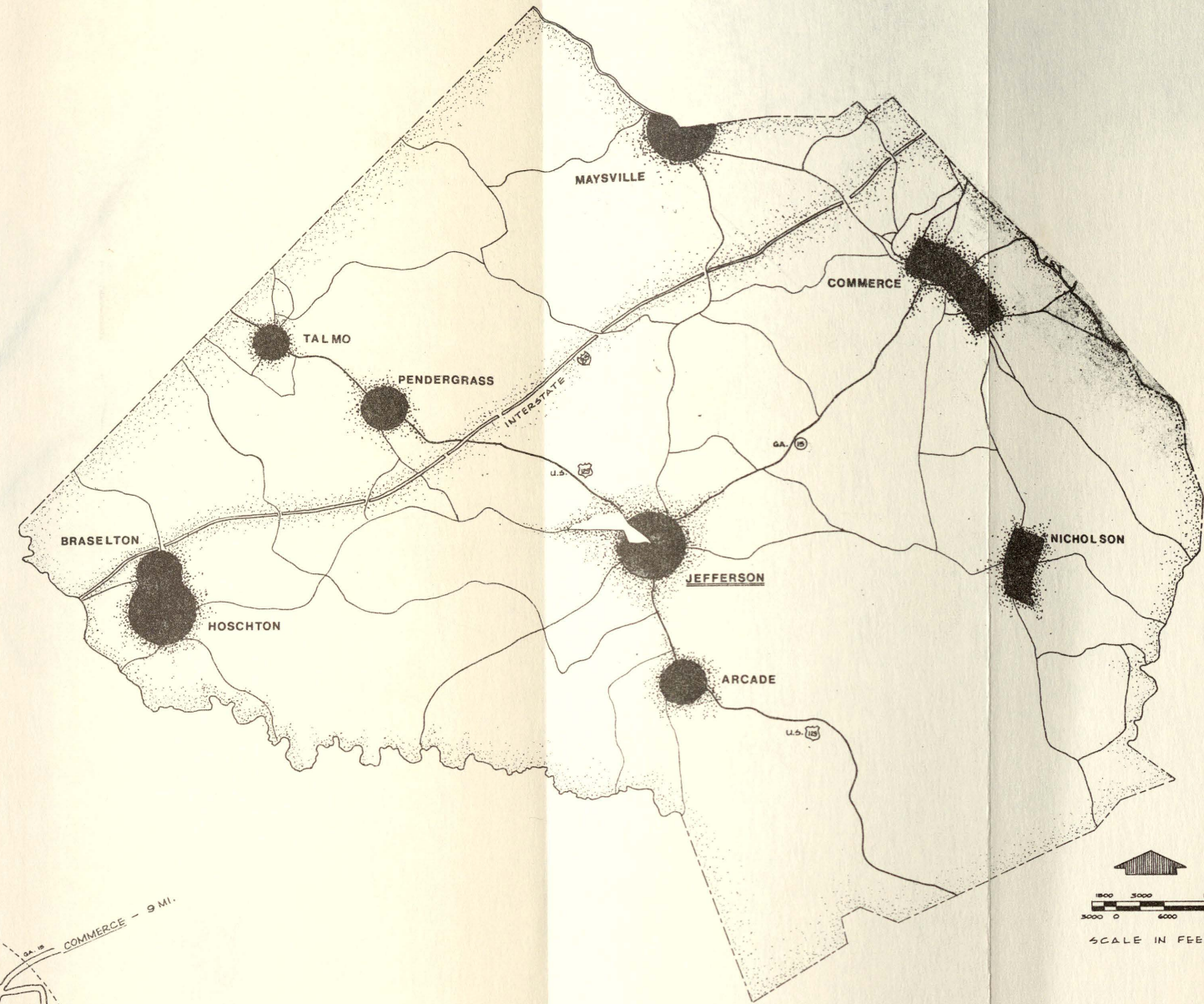
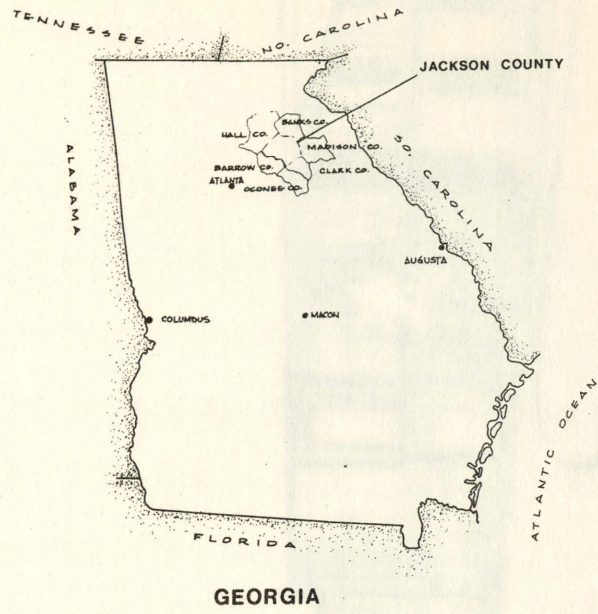


Plate 1
Location Sheet



Jefferson city schools

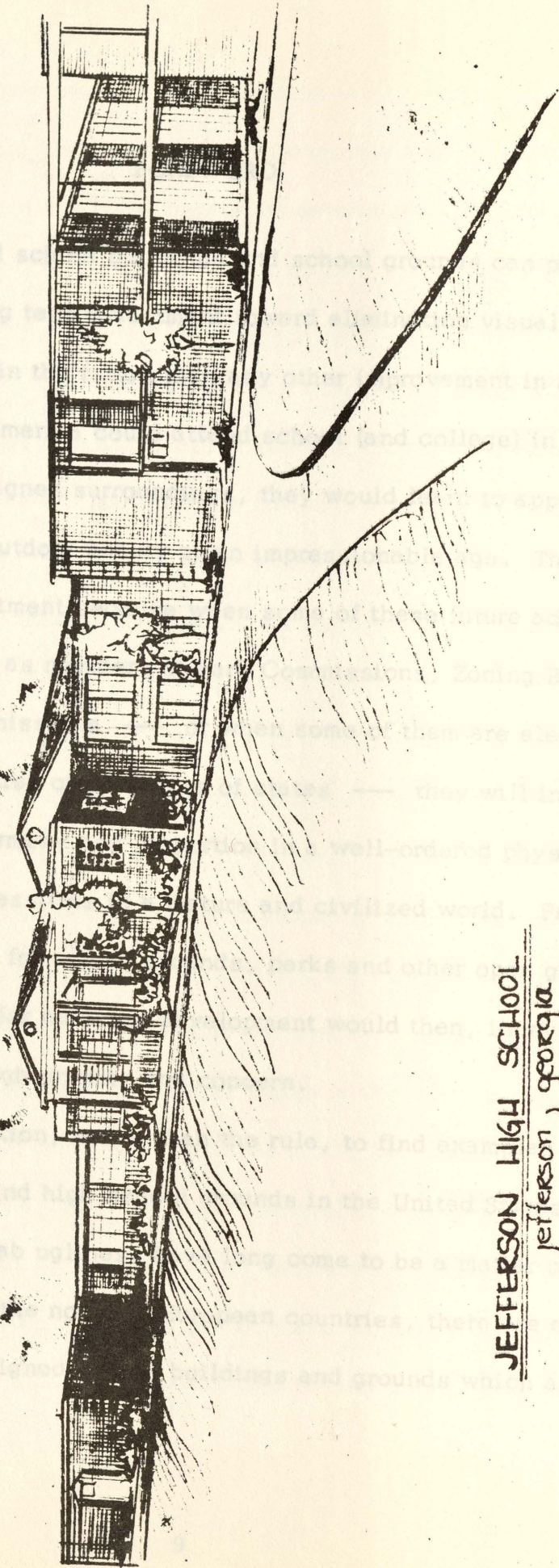
JEFFERSON — GEORGIA

LOCATION SHEET

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PERRON



Well-planned schools are not only a probable
mean more as a long term investment in the
of the environment in the future. Investment in a community.
If all the youth of America (and college) is efficiently
and beautifully designed and planned, they would appreciate
good standards of education. This would
be a splendid investment. The youth of America are
are chosen to serve as a model for the State Highway Commission.
State Highway Commission. They are elected and
men or mayors of cities. They know that good schools are
environments are necessary for the well-ordered physical
of adequate budgets. They know that good schools are necessary
in urban areas, and that good schools are necessary for the
become matters of public concern. It is the responsibility of the
planned elementary and high schools in the United States. They
and generally are of high quality. They come to be a source of
In a number of countries, there are examples of well-planned
examples of well-planned schools and grounds.



JEFFERSON HIGH SCHOOL
Jefferson, Georgia

FOREWORD

Well-planned school buildings and school grounds can probably mean more as a long term investment toward eliminating visual pollution of the environment in the future than any other improvement in a community. If all the youth of America could attend school (and college) in efficiently and beautifully designed surroundings, they would learn to appreciate good standards of outdoor beauty at an impressionable age. This would be a splendid investment because when some of these future adult citizens are chosen to serve as members of Park Commissions, Zoning Boards, State Highway Commissions — or when some of them are elected aldermen or mayors of cities or governors of states — they will intuitively know that grace, harmony and proportion in a well-ordered physical environment are necessities in a mature and civilized world. Provision of adequate budgets for school grounds, parks and other open green spaces in urban areas, and for roadside development would then, in my opinion, become matters of high priority and concern.

It is the exception, rather than the rule, to find examples of well planned elementary and high school grounds in the United States. Dust, mud and generally drab ugliness have long come to be a matter of course.

In a number of the northern European countries, there are excellent examples of well designed school buildings and grounds which are

achievements of artistic merit. An inspection visit to some of these school grounds reveals the value of employing outstandingly competent landscape architects at the initial stage of development of each project to assist the architect in siteing the building into the landscape. The landscape architect can also determine the location and arrangement of all elements which are a part of the composition — walks, drives, parking for automobiles and bicycles, unloading strips for school buses, truck service, graveled or black-topped surfaces for intensive use for play (to avoid dust and mud); open lawn areas; plantings of trees, shrubs, vines, groundcovers, flowers and bulbs; a flagpole, drinking fountains; benches, and oftentimes one or more pieces of sculpture designed to appeal to, and be in scale with, the size of a school child.

In Switzerland, the design of most of the school buildings is accomplished through architectural competitions; the location and design of all the elements which comprise the physical environment surrounding the building except sculpture is also accomplished through competitions among the nation's most able landscape architects. Whenever murals are to be incorporated on exterior or interior walls of the buildings or surrounding enclosures, or sculptural features are to be used on the grounds, similar competitions are held. All such national competitions adhere to standards which are set by the federal government and representatives of the various environmental design professions concerned. In this way, the most competent design talent is determined and used. When a team

of designers has been established, there ensues close collaboration between all concerned — architect, interior designer, landscape architect, mural painter, sculptor and the client.

Realizing the responsibilities of the landscape architecture profession, which through history and precedent, more than any other environmental design discipline, has been delegated the stewardship of the landscape; and recognizing the opportunity of service which the design of school grounds and campuses affords the landscape architect today, a group of three landscape architecture students of the School of Environmental Design, University of Georgia, chose the development of the grounds of the Jefferson Elementary School and the Jefferson High School for their required Senior Terminal Problem Fall Quarter, 1969.

While this study recognizes the historic and ecological heritage of the Jefferson school system, including the present site which comprises approximately 130 acres, its specific concern is with the immediate, pressing problem of the re-design and development of the grounds of these two adjoining school campuses to meet the needs for school bus, automobile, bicycle, service truck and pedestrian traffic; play activities for the elementary pupils and a limited amount of required recreational-physical education outdoor classes for high school students; facilities for some passive recreation on the campuses for pupils and teachers; nature study and vocational agricultural facilities;

and plantings appropriate to serve as a pleasing foil, for the existing buildings.

It is here that the trained eye and the creative mind of the landscape architect can make his contribution toward enhancing the environment for the student body and the teachers of these two Jefferson Schools as well as the citizens of the community. This study makes a modest start toward this goal by recommending ways of bringing the appearance of Jefferson's Elementary School and High School in harmony with the real potential it possesses.

This is not a complete, exhaustive study, however. Both the time and experience of students are limited. It is hoped, nevertheless, that the recommendations in this survey and analysis will help the Board of Education, the faculty, the patrons and students to make their school campuses a source of pride and satisfaction.

Senator Edmund S. Muskie

Hubert B. Owens, Dean
School of Environmental Design

February 2, 1970

THE CITY OF JEFFERSON SCHOOL SYSTEM

On November 20, 1812, an act of the Georgia legislature was passed which incorporated and organized the Jefferson County Academy in Jefferson. This school operated under the name of Jackson County Academy until 1837 when the name was changed to Martin Institute. This change was made because William Duncan Martin was a legacy to the school and was then named in his honor. Martin Institute is considered to be the first privately endowed school in the United States.

We have gone beyond the point where the issue of conservation is limited to those who want to protect a stream, or forest, or stretch of shore. That protection is still needed, but it is not the central issue. The central issue is the health of man, wherever he lives and whatever his station.

On the night of January 15, 1942, Martin Institute was destroyed by fire. Provision was made to house the students in churches and other public buildings until a new school could be erected. The new school was built on a site adjacent to Route 123, on lands donated by John C. Turner and Frances Turner Melvin. The buildings were completed in 1946, and at that time the name was changed from Martin Institute to Jefferson Elementary and High School.

Senator Edmund S. Muskie

Four new classrooms were added in 1951 through the cooperation of the Jefferson Mills, the Jefferson City Board of Education, and the Jackson County Board of Education. At the same time, the building of a gymnasium was constructed as a community project. This project was headed by Southworth P. Bryan.

In 1857 a new Elementary School was completed on land directly west of the 1954 site donated by the Bryan Family. Increased attendance at both the Jefferson Elementary and High Schools required more classrooms.

THE CITY OF JEFFERSON SCHOOL SYSTEM

On November 20, 1818, an act of the Georgia legislature was approved which incorporated and appointed trustees of the Jackson County Academy in Jefferson. This school operated under the name of Jackson County Academy until 1859 when the name was changed to Martin Institute. This change was made because William Duncan Martin left a legacy to the school and it was then named in his honor. Martin Institute is considered to be the first privately endowed school in the United States.

On the night of January 13, 1942, Martin Institute was destroyed by fire. Provision was made to house the students in churches and other public buildings until a new school could be erected. The new school was built on a site adjacent to Route 129, on lands donated by John C. Turner and Frances Turner Melvin. The buildings were completed in 1946, and at that time the name was changed from Martin Institute to Jefferson Elementary and High School.

Four new classrooms were added in 1951 through the cooperation of the Jefferson Mills, the Jefferson City Board of Education, and the Jackson County Board of Education. At the same time, the building of a gymnasium was constructed as a community project. This project was headed by Southworth F. Bryan.

In 1957 a new Elementary School was completed on land directly west of the 1954 site donated by the Bryan Family. Increased attendance at both the Jefferson Elementary and High Schools required more classrooms. In 1962, a new wing was added to the Elementary School, and a music room, industrial arts shop, and a classroom, was added to the High School.

The William Duncan Martin Memorial Library was constructed adjacent to the High School in 1964. It has a capacity of 77,000 volumes and contains an audio-visual room. In 1965, a new Lunch Room and Home Economics department was added to the high school. Presently, Autumn 1969, eight new classrooms are being added to two wings of the Elementary School and will be completed during the winter of 1970.

In addition to the academic facilities, the Jefferson Mills constructed an athletic field and a "Grasstex" track, situated approximately one-fourth mile from the High School campus. Adjacent to this is an Olympic-size swimming pool. The Jefferson School System now is modern in every way and comparable to any school system in Georgia.

JEFFERSON CITY SCHOOLS

When entering the community of Jefferson, Georgia via U. S. 129, one is greeted by the grounds and brick buildings of the Jefferson High School complex. Within the limits of its existing physical environment the well maintained grounds make a suitable statement for not only the grounds keeper, superintendent, and Board of Education, but for the entire community as well. The educational facilities are one of the major criteria by which a town is judged. The academic quality alone is not the only element considered in the judgement. The physical appearance of the school area itself definitely has a strong psychological effect on those unfamiliar with the academic program of a particular school. Research studies have proven that a comfortable and attractive atmosphere is markedly beneficial to a successful educational environment.

This Senior Terminal Project, which serves as the final required course for the degree of Bachelor of Landscape Architecture at the University of Georgia is based on the premise that environmental quality is of utmost importance in the development of elementary and high school educational programs. For this reason, priority has been given to detailed design within the immediate area of the structures which comprise the Jefferson High School and the Jefferson Elementary School (the latter being located directly west of and adjacent to the High School).

JEFFERSON HIGH SCHOOL CAMPUS: PROPOSALS

Parking Areas

In redesigning the parking areas around the high school, several things were taken into account. First, the matter of safety was considered whereby it was decided to remove buses from the area except at times of delivery and pick-up of students. This will eliminate the present situation which involves buses delivering students in front of the school, proceeding to the south end of the lot, turning around in front of the library and returning the full length of the building (against traffic flow) to park in the parking lot on the north end. The present procedure appears to be most unfavorable when consideration is given to the number of students who assemble in this area, students' cars (seniors allowed to park by the library), parents' vehicles, and buses.

Another item relating to safety considered in this general area was the planting design. Plantings were used for directional purposes and to allow adequate sight lines at intersections.

The installation of curbing at the edges of parking lots and certain parts of the drives better defines the areas and insures easier maintenance of surrounding turf. This, alone, will contribute a great factor of neatness to the front of the campus.

In accordance with the redesign of parking, spaces will be assigned to all teachers and students. Teachers will park on the upper level in front of the high school or, if they wish, in the north lot by the

gymnasium, if it is more convenient. Students will occupy the remaining spaces in the north lot and the lower front parking lot. The area in front of the library will be reserved for library visitors and seniors. The number of parking spaces have been increased from 140 to 186 spaces. The present one-way vehicular flow pattern in the existing parking lot has been retained. Plant material masses have been located to act as screening elements for the parking lots from U. S. 129.

Front Walkway and Mall Area

In the redesign of the main pedestrian mall at the front of the high school, some sitting areas have been created for use of students between class periods and at the beginning and end of the school day. The inclusion of canopy type plant materials is specified to provide a feeling of enclosure, and to invite a more leisurely movement from one class area to another. Plant materials provide a subtle transition from building to parking lot. Taking advantage of the grade change of the front area, low terraced walks and planters add visual interest to this portion allowed for pedestrian use.

The mall as a whole is asymmetrical; the area immediately adjacent to the main entrance is handled in a relatively symmetrical manner to relate to the existing structures and therefore accent them.

This walkway and its plant material will in no way destroy the views of the high school from the highway U. S. 129, but rather will enhance it.

Outdoor Amphitheater

The proposal for a combination multi-use amphitheater and outdoor teaching facility in the area directly west of the library would probably become one of the most distinctive features of this campus plan.

Design of the area is based on concentric circles and radiates to a free form pedestrian corridor between the library and classroom building, and to a walkway which leads to the rear of the band room. In this way the area is related to the existing structures and the pedestrian movement patterns while remaining a strict architectural element in its own right. This circular element lends itself readily to the existing site in relation to the topography, is well oriented in regard to sun, surrounding structures and their functions, and is also incorporated into a harmonious yet unique feature on the school site.

Tree plantings surrounding the amphitheater have been designed for acoustical as well as aesthetic reasons. The area immediately behind the seating arrangement is to be planted in turf for overflow audiences. The paving will be of hard brick, concrete - aggregate and soft grass to better define the circulation and use of the area. The turf portion directly in front of the amphitheater can serve as a sitting - study - quiet area while providing a visual and textural relief within these afore-mentioned architectural elements.

Service Areas

The service area directly behind the High School cafeteria is to be redesigned to incorporate a turn-around for service type vehicles and provide

screening of the area while relating it to the site and structures. The service drive is to be widened to 16 feet, moved back 30 feet (from the center line of the drive) to the cafeteria, and curbed out to the parking lot.

Screening of the area shall be accomplished with use of vertical rough wood screening softened by plant materials (see Fence Detail), the wood screen proposed would:

- be relatively inexpensive (built at school)
- provide immediate effect
- soften the view from parking lot
- provide protection for new plant materials
- serve as a desirable background for mature plant mass
- act as sound buffer from the noise of motor vehicles

This screen would be set in the top of a low retaining wall surrounding the service area (see Master Plan of High School).

This wood screen will also be used as a unifying element to denote service and screened areas, such as the following:

- trash containers to the rear of the high school
- air conditioning units to the rear of high school cafeteria
- the area to the rear of the elementary school in conjunction with play areas

Plant Materials

Plant materials specified serve as one of the strongest unifying elements of this campus design. The use of many of the same species of

trees around each of the two schools gives a continuity to the design that would not be felt with the architectural elements along. (A reason for this would be the distance between the elementary and the high school buildings.) More important to the actual physical connection of the two school areas is the execution of large scale plantings of masses and corridor plantings primarily of trees. Sycamores are specified for this purpose.

Small and medium sized trees - deciduous, broad and narrow leaved evergreens, are recommended for screening and directional plantings, broad leaved evergreens often being incorporated in underplantings. Trees most used in the above manner are cherry laurels, dogwoods, crape myrtles, and redbuds. Screening was accomplished in some areas with mass plantings of shortleaf pines to relate to existing screens along the entrance to the high school, southeast entrance to the elementary school, and plantings along the railroad tracks.

Large deciduous trees are specified in and around sitting areas to provide shade during the warmer months and allow sun penetration during the winter months, which will allow maximum use time for these areas.

Accents were achieved with small flowering trees and large specimen trees. Consideration was given to relationship with surrounding flowering materials. Predominant in this category are dogwoods, redbuds, oriental cherries, and crabapples.

Trees and shrubs incorporated into the redesign of the parking areas serve several purposes. They help to soften these areas visually, provide shade to these portions of the grounds which can become extremely hot, give an added sense of scale, and be directional by providing a vertical element on a large horizontal plane.

Shrubs are generally used in massing effects rather than as specimens. Where flowering shrubs are specified they have been coordinated with flowering time and color of surrounding trees. In all cases maintenance was a factor which received serious consideration. Therefore, plant materials with characteristics such as messy fruits, brittle twigs, etc., were purposely avoided.

Planting procedures are included in the "Detail Section."

Parking Areas and Entrances

The parking and entrance areas were redesigned in an effort to create a more functional system of bus and parent loading zones while incorporating teacher and visitor parking into the total scheme. To achieve this system the bus area was completely separated from the parent and teacher lot. This separation of vehicular functions will establish a high degree of traffic safety. The buses operate in a circular one-way driveway network to pick-up students. The teacher parking

ELEMENTARY SCHOOL: PROPOSALS

The design concept for the Elementary School is based upon a free form network of walkways which connect all the main functions of the system: parking, bus and pick-up (of students by parents) zones, play areas and classrooms. Due to the irregular movement of pupils in lower grades it is felt that this free form system will lend itself to the pedestrian movement of the students. Earth mounds have been established to create an effect of relief in contrast to the vast, horizontal plane of the site. Large shade trees, including willow, scarlet oak and sycamore, have been used to establish a shade canopy for the walkways. Specimen trees such as willows, redbud, dogwood, crape myrtle and cherry laurel are used for effects of form, color and accent. Secondary plantings are comprised mainly of small shrubs and large masses of groundcovers, to create directional movement and relief.

Parking Areas and Entrances

The parking areas and entrances were redesigned in an effort to create a more functional system of bus and parent loading zones while incorporating teacher and visitor parking into the total scheme. To achieve this system the bus area was completely separated from the parent and teacher lot. This separation of vehicular functions will establish a high degree of traffic safety. The buses operate in a circular one-way driveway network to pick-up students. The teacher parking

lot is located in the center of the south lot with a student pick-up zone encircling it. The visitor spaces are in the southern side of this circular drive. The teachers' parking area is located in the center, because teachers will arrive and depart before and after students and parents, thus not interfering in the student pick-up zone pattern.

Play Areas

Play areas should be places which stimulate creativity and enjoyment and encourage safe physical exercise. Due to the lower grade student's inability to maintain prolonged periods of concentration it is of utmost importance that a high level of interest and creativity be maintained in the environment of the play areas. Students must be supplied with objects and structure which they can relate to, and in turn create their own imaginative forms. It is important in an Elementary School which includes grades 1-8 that a wide range of play area types be provided. These areas should encourage adventure and challenge without any aspect or elements of danger. All students like adventure and challenge, but their feelings and impulses must not be denied because of fear which might be created by over-scaled play structures or over-enclosed dark areas.

The play areas for the Elementary School have been designed with the use of natural materials - wood, stone, sand and gravel. The play area is centered around a free form network of walkways with intermediate breaks established by earth mounds to separate distinct

play areas. The individual play structure areas are comprised of wooden post climbing structures, belgium block climbing and sliding mounds, sand and gravel pits, wood post stepping units, wooden timber climbing unit, wooden bridge, rope walk, rope swings, and natural tree climbs. Soft surfaces of sand and pea gravel have been established around areas of high concentration with grass acting as the intermediate surface material between these areas and the walkways of concrete. The design of the play area has been incorporated in the total free form walkway network scheme of the entire school, thus enabling easier access from classrooms to play areas and buses, while creating an easy system of supervision for the teachers. In order to reduce the cost, parents and organized community groups can supply much of the needed skills and labor.

1. 1-3 year - Grading of parking lots and entrance drives paving and curbing for bus and school.
2. 4-6 year - Walkway system for both schools including play area walks and major shade trees, those in close proximity to walkways and parking areas, with first priority to the front lawn system and entrance drives.
3. 7-8 year - Planting of grasses, shrubs, secondary trees, groundcovers; installation of lights, trash containers, benches, fence screening structures; development of Agricultural Area.
4. 9-10 year - Elementary School Play area including all play structures.
5. 11-12 year - Amphitheater for the High School including walks, walls, plant materials.
6. 13-14 year - Court yards for the High School including paving, walls, plant materials.
7. 15 year - Mass plantings, sycamores, etc. to connect the two school units.

FIFTEEN YEAR PHASE PROGRAM

Phases - Listed below are the maximum number of years for completion of various phases of the construction and planting. It is hoped, however, that the entire recommended list of improvements can be completed within five years.

1. 1-3 year - Grading of Parking lots and entrance drives paving and curbing for both schools.
2. 4-6 year - Walkway system for both schools, including play area walks and major shade trees, those in close proximity to walkways and parking areas, with first priority to the front mall system and entrance drives.
3. 7-8 year - Planting of grasses, shrubs, secondary trees, groundcovers; installation of lights, trash containers, benches, fence screening structures; development of Agricultural Area.
4. 9-10 year - Elementary School Play area including all play structures.
5. 11-12 year - Amphitheater for the High School including walks, malls, plant materials.
6. 13-14 year - Court yards for the High School including paving, walls, plant materials.
7. 15 year - Mass plantings, sycamore, etc. to connect the two school units.

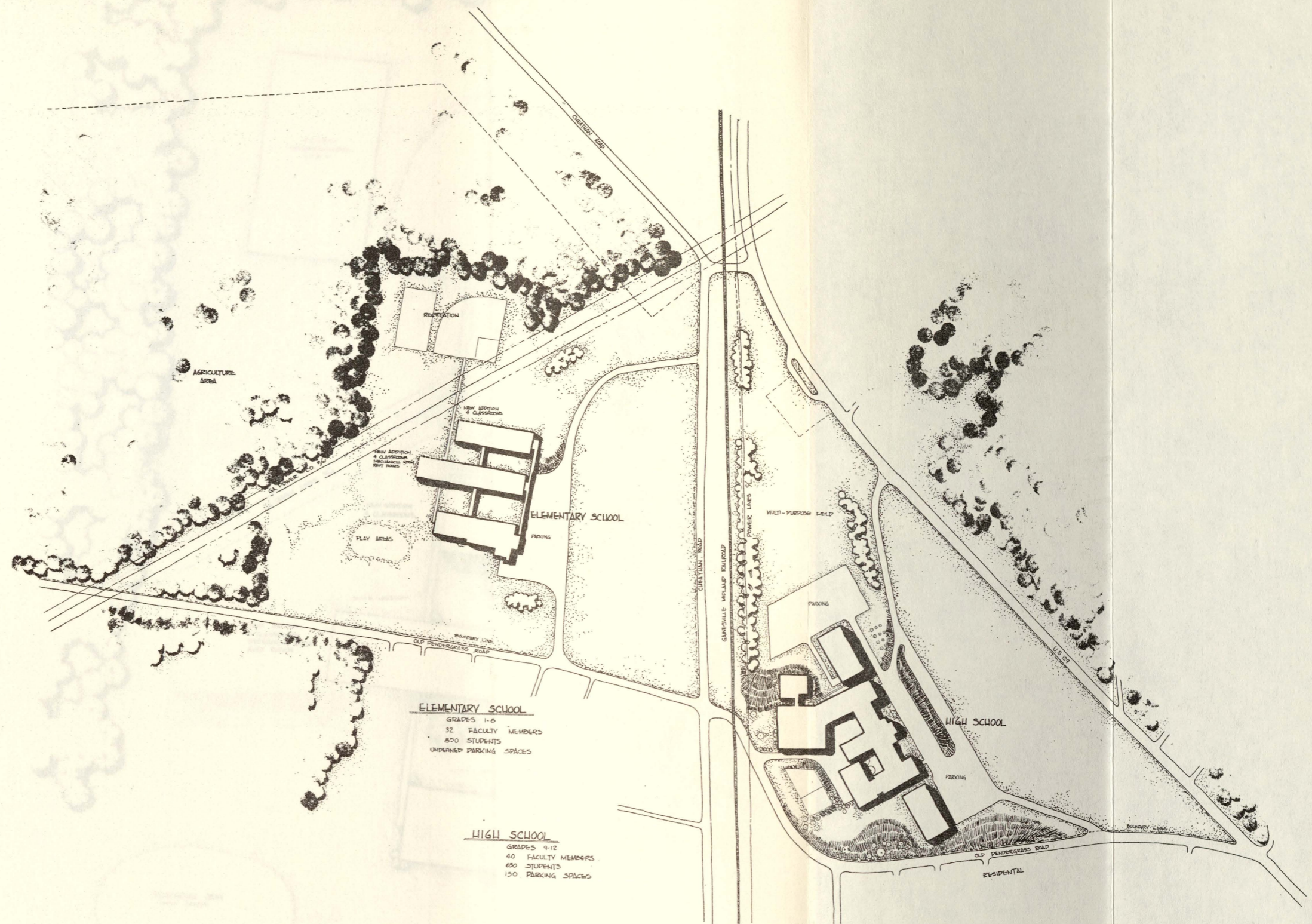
It is proposed that the construction of benches, fences, trash containers, and other such structures will be incorporated into the Shop problems of the high school program in order to reduce the cost of construction of such elements. To help keep plant material costs at a reasonable figure, trees and shrubs will be purchased the first year of the phase program and incorporated with the Agricultural studies program. Two acres will be cleared to the west of the Agricultural Area for the planting of trees and shrubs. The plant materials, sycamore, willow, oak, etc. can be purchased at small sizes such as 4' to 6'. These trees and plants can be pruned and shaped until they are needed in phases 2 and 3, thus reducing the cost.

It is proposed that the construction of benches, tables, containers, and other such structures will be incorporated into the high school program in order to reduce the construction of such elements. To help keep plant material reasonable figure, trees and shrubs will be purchased in phase program and incorporated with the Agricultural Area (west of the west of the Agricultural Area). The plant materials, systems of trees and shrubs. The plant materials, systems of trees and shrubs, etc. can be purchased at small sizes such as 4 to 6 and plants can be pruned and shaped until they are needed 2 and 3, thus reducing the cost.

Plates 2-4
Existing Site Plan

Total Site
Elementary School
High School

Plates 2-4
 Existing Site Plan
 Total Site
 Elementary School
 High School



ELEMENTARY SCHOOL
 GRADES 1-6
 32 FACULTY MEMBERS
 650 STUDENTS
 UNPAVED PARKING SPACES

HIGH SCHOOL
 GRADES 9-12
 40 FACULTY MEMBERS
 650 STUDENTS
 150 PARKING SPACES

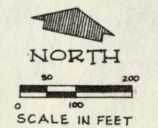


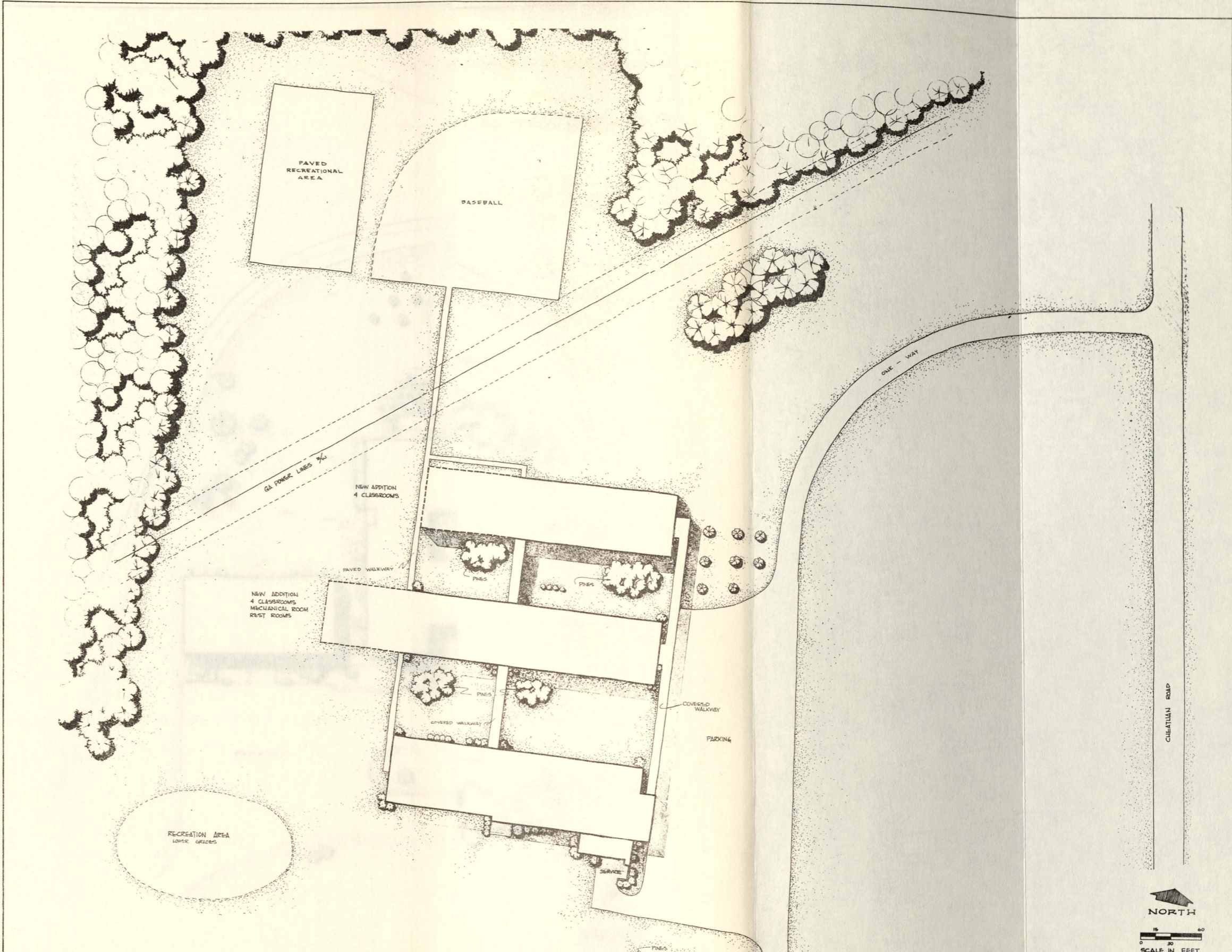
Jefferson city schools

JEFFERSON — GEORGIA

EXISTING SITE PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
 UNIVERSITY OF GEORGIA
 TERMINAL PROBLEM FALL 1969
 B. L. CAMPBELL J. D. MITCHELL R. G. PIERSON



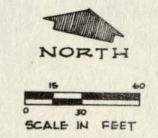


Jefferson city schools

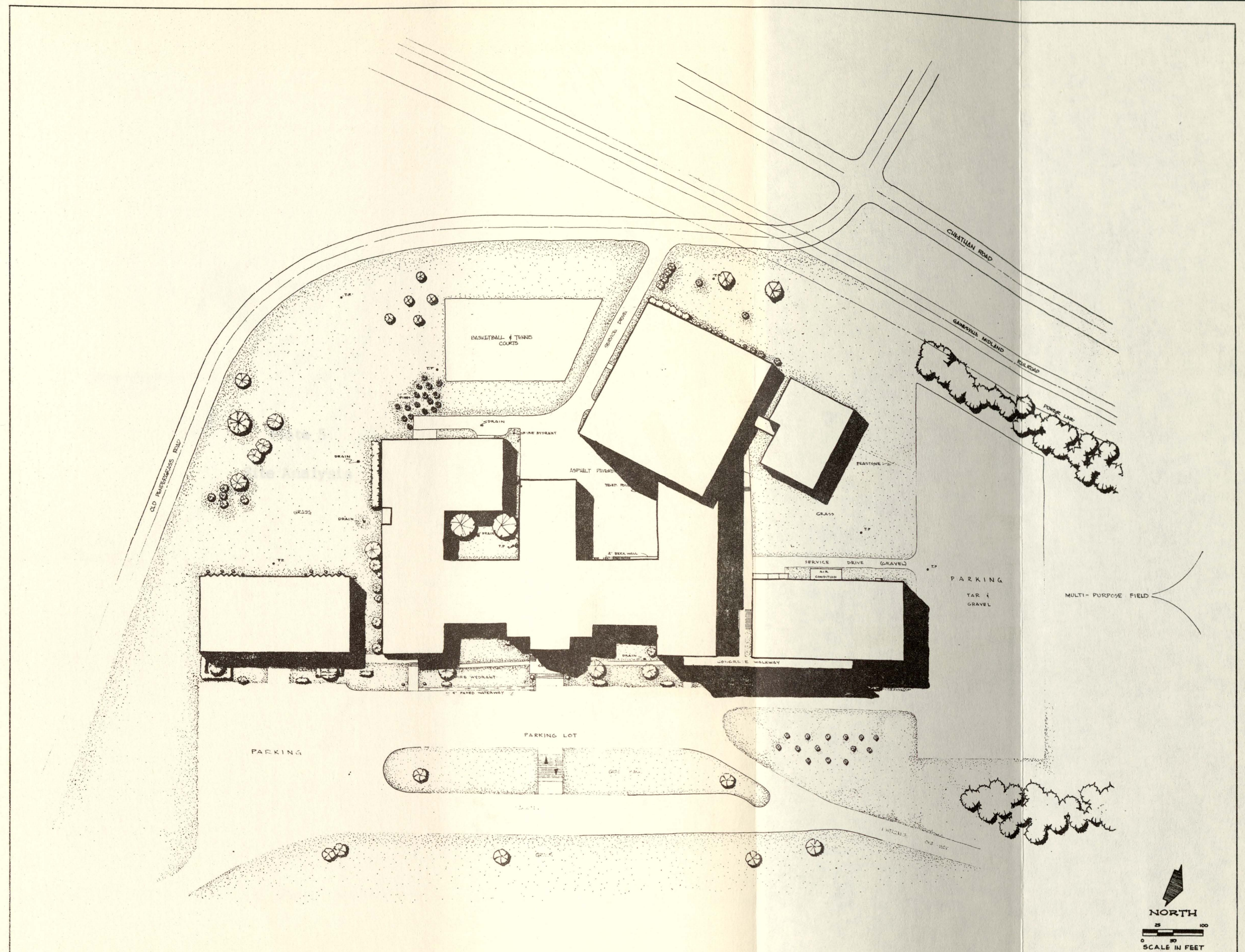
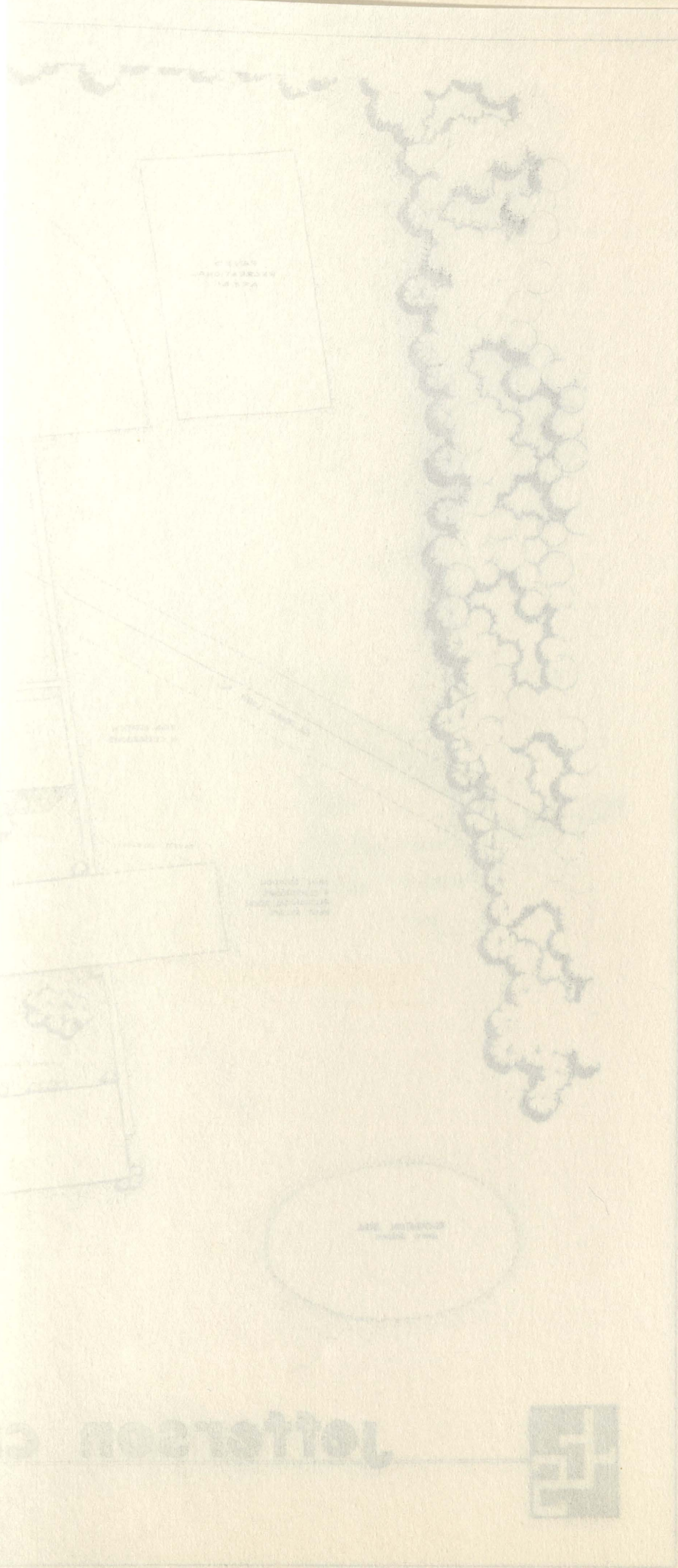
JEFFERSON — GEORGIA

ELEMENTARY SCHOOL EXISTING SITE PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PIERRON



3
seventeen

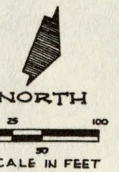


Jefferson city schools

JEFFERSON — GEORGIA

HIGH SCHOOL
EXISTING SITE PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.G. MITCHELL R.G. PIERRON



4
seventeen

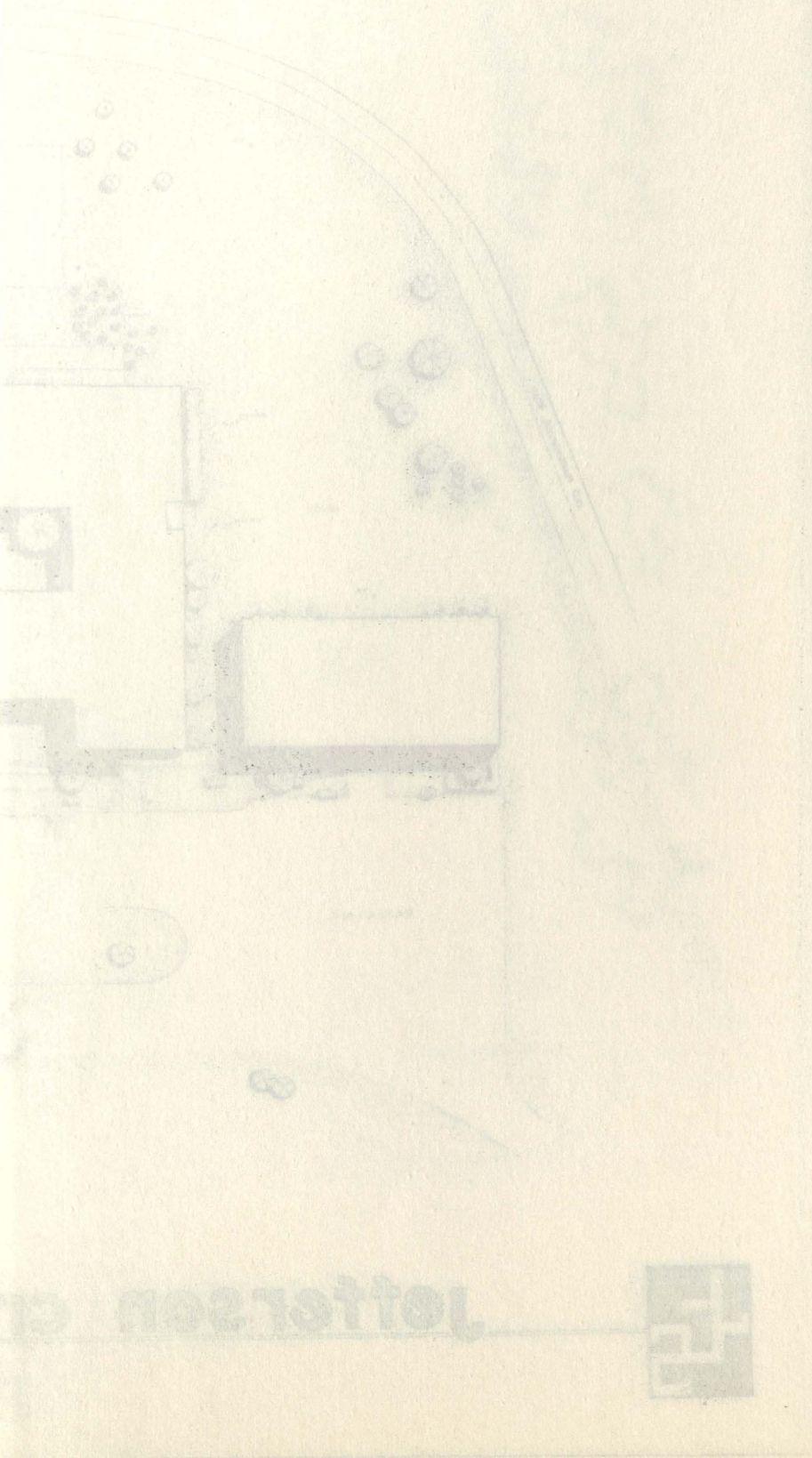
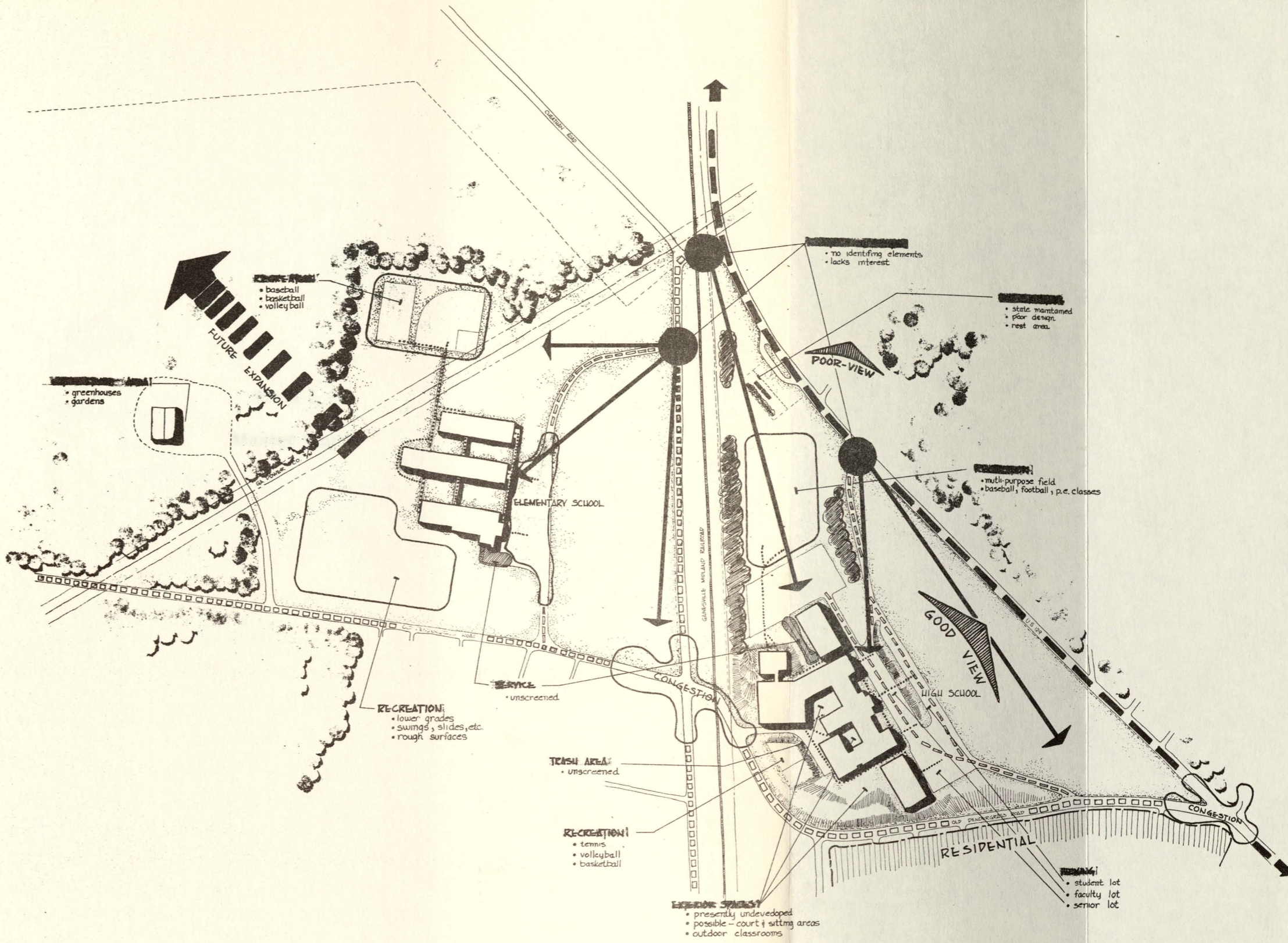


Plate 5

Site Analysis

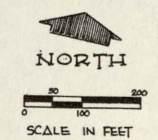


Jefferson city schools

JEFFERSON — GEORGIA

SITE ANALYSIS

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
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5
seventeen

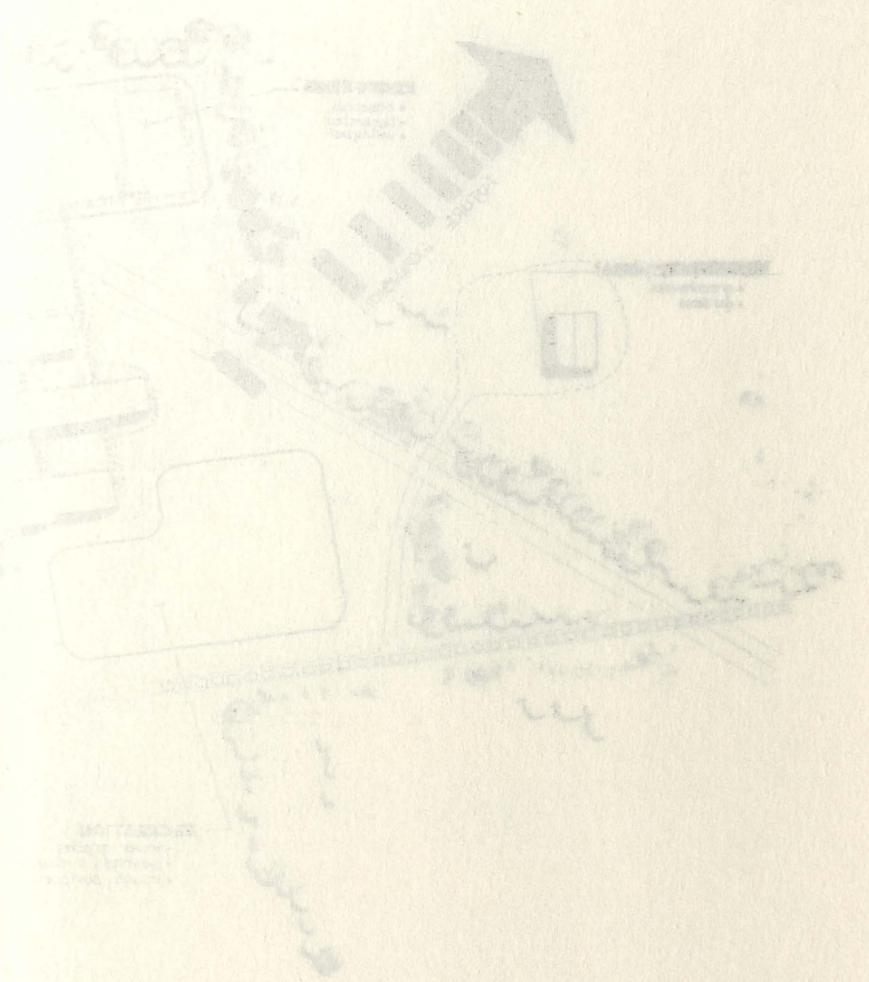
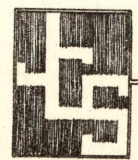


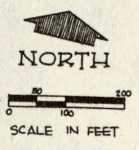
Plate 6
Master Plan

Plate 6
Master Plan



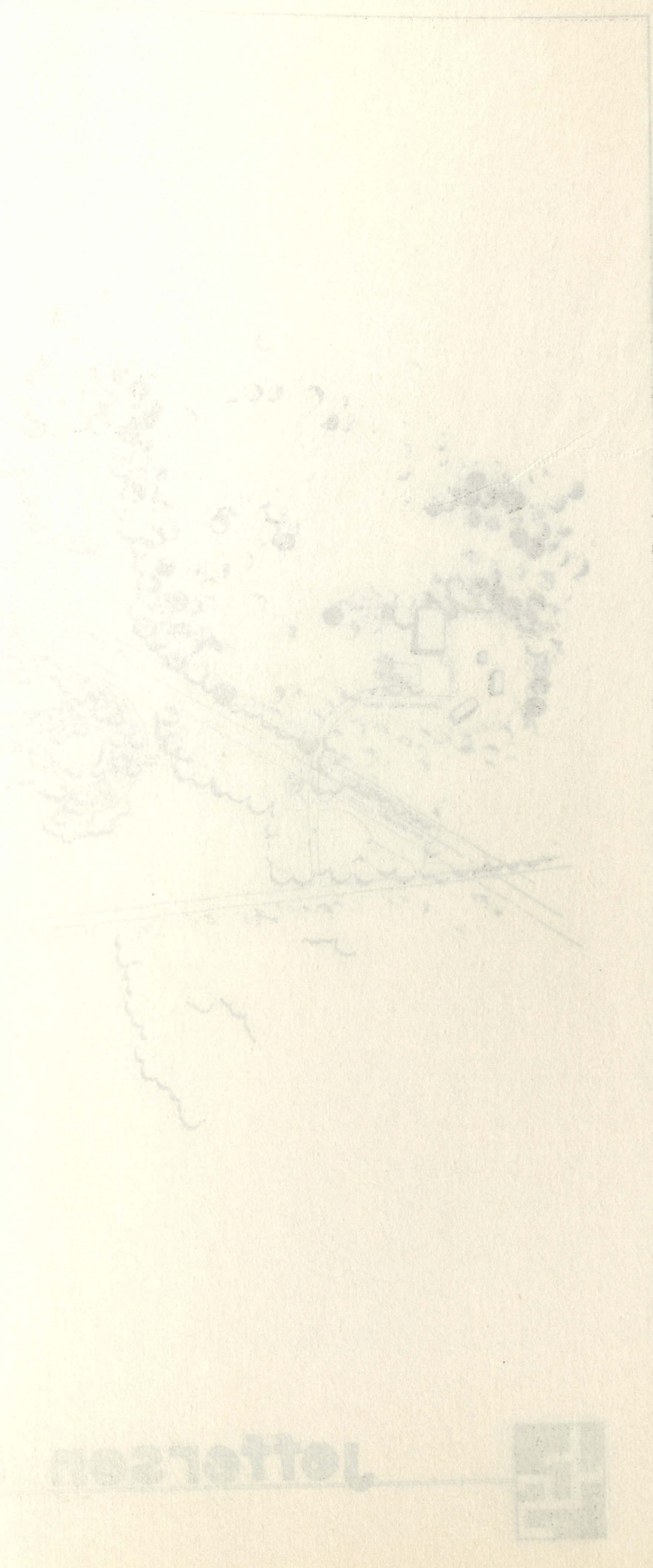
Jefferson city schools

JEFFERSON — GEORGIA

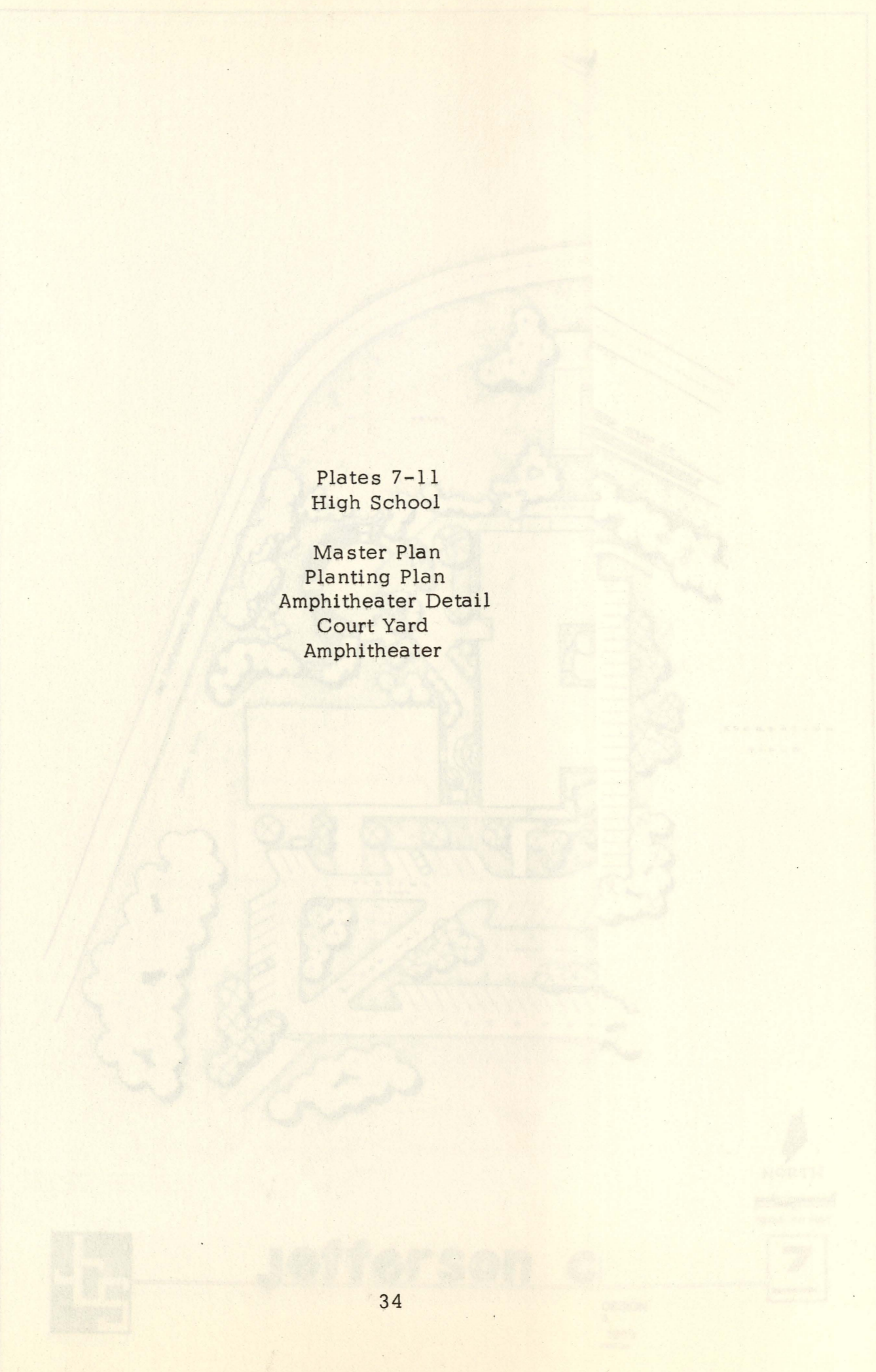
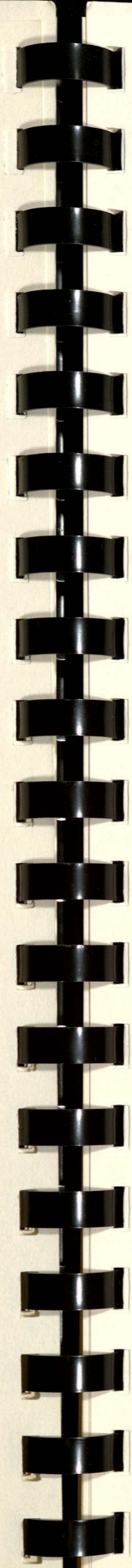


NORTH
SCALE IN FEET
6
seventeen

MASTER PLAN
SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B. L. CAMPBELL J. D. MITCHELL R. G. PIERSON

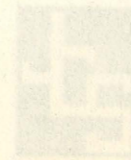


Jefferson



Plates 7-11
High School

Master Plan
Planting Plan
Amphitheater Detail
Court Yard
Amphitheater

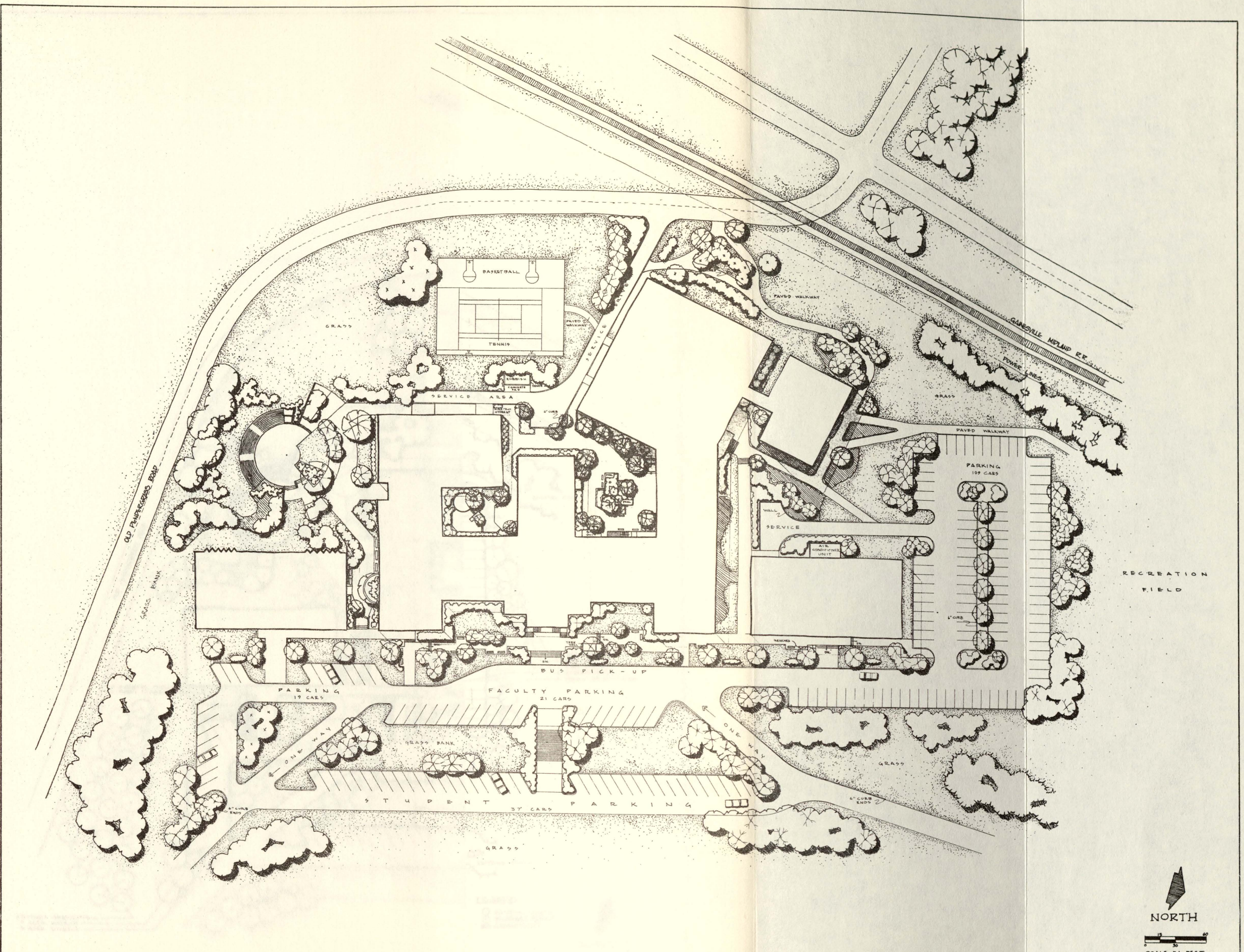


Jefferson

NORTH

7

Plates 7-11
High School
Master Plan
Planning Plan
Architectural Details
Court Yard
Architect

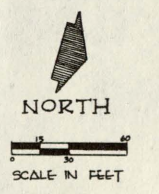


Jefferson city schools

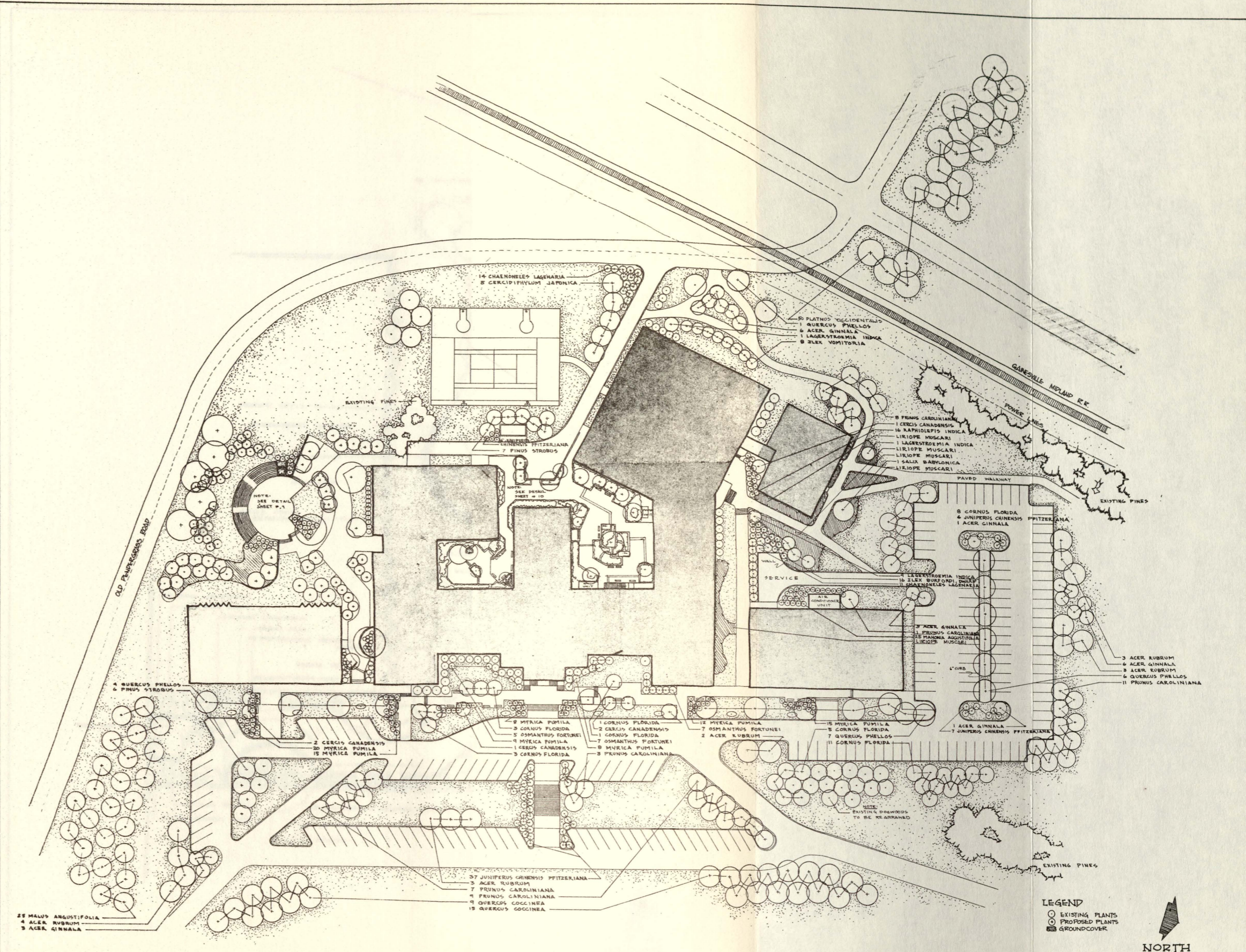
JEFFERSON — GEORGIA

HIGH SCHOOL
MASTER PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PIERSON



7
seventeen



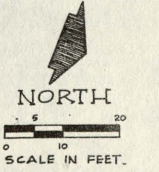
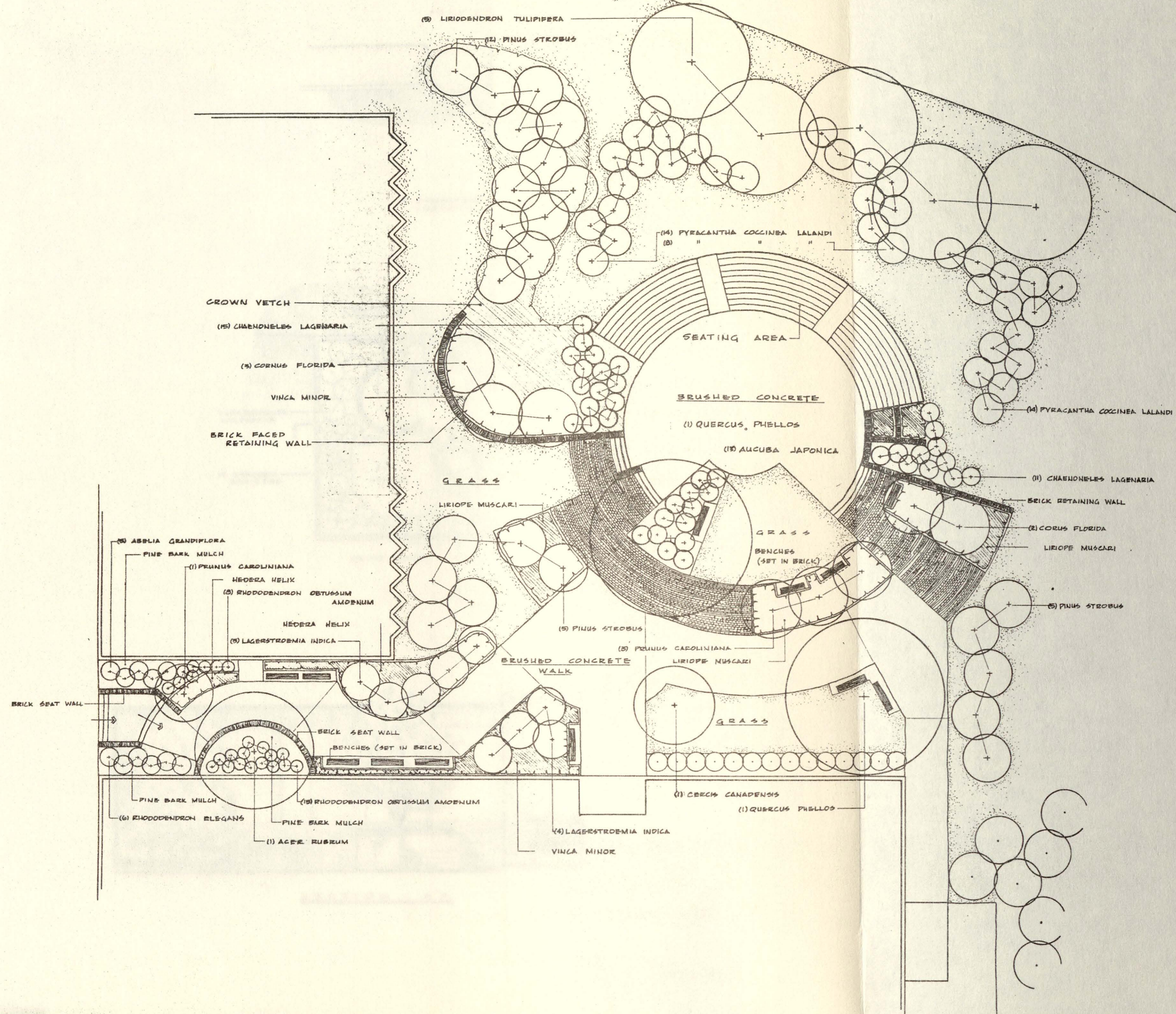
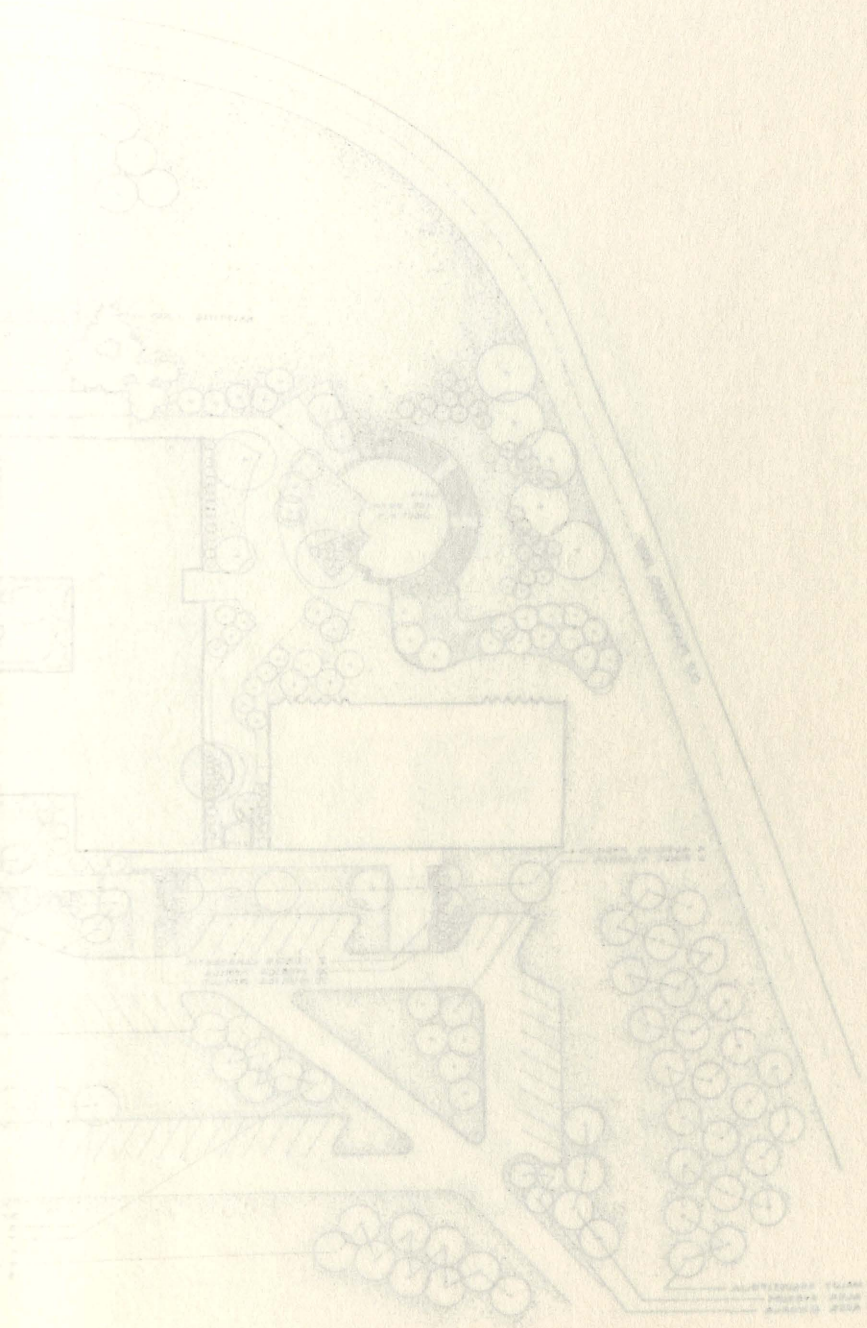
Jefferson city schools

JEFFERSON — GEORGIA

HIGH SCHOOL
PLANTING PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA

TERMINAL PROBLEM FALL 1966
S.L. CAMPBELL J.D. MITCHELL



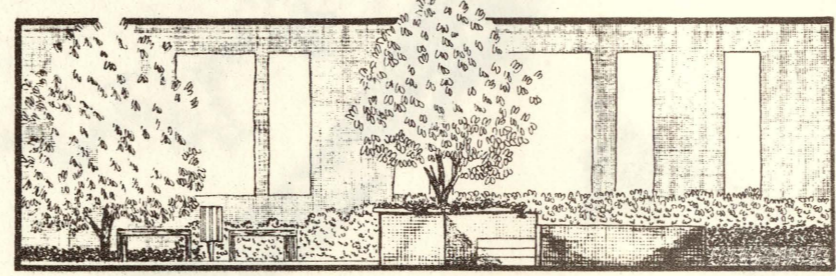
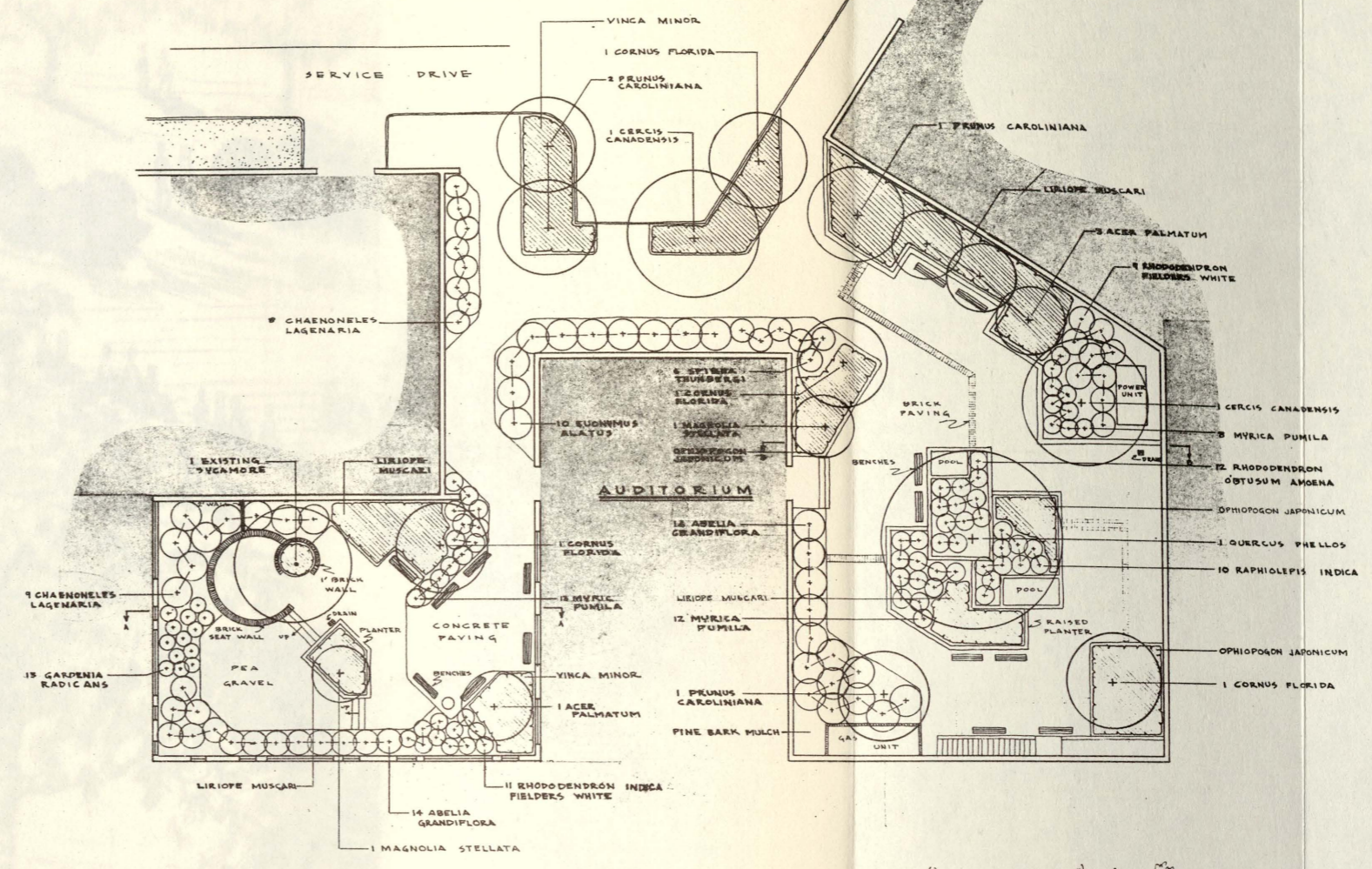
9
seventeen

Jefferson city schools

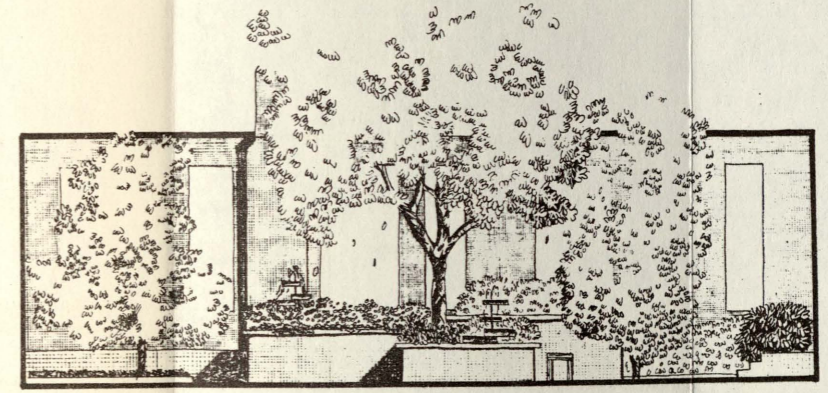
JEFFERSON — GEORGIA

AMPHITHEATER DETAIL

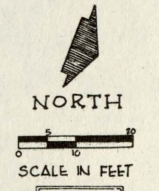
SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.O. MITCHELL R.G. PIERSON



SECTION A A



SECTION B B



10
seventeen



Jefferson city schools
JEFFERSON — GEORGIA

HIGH SCHOOL
COURT YARD

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
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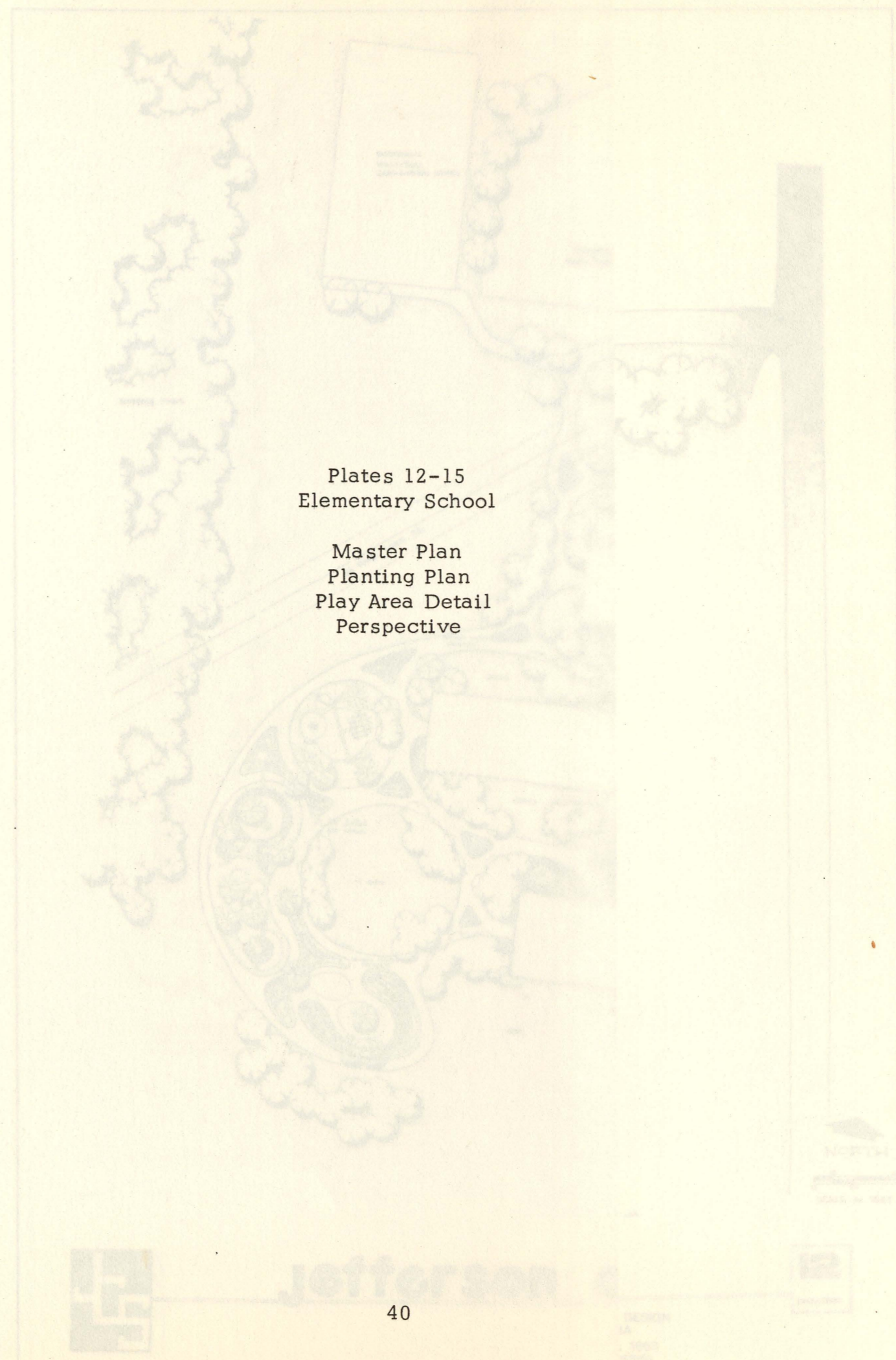
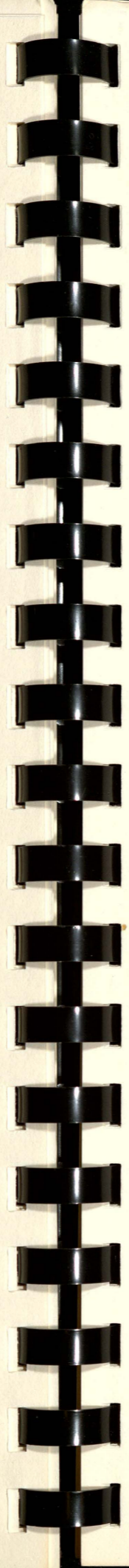
JEFFERSON — GEORGIA

HIGH SCHOOL
AMPHITHEATER

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PIERSON



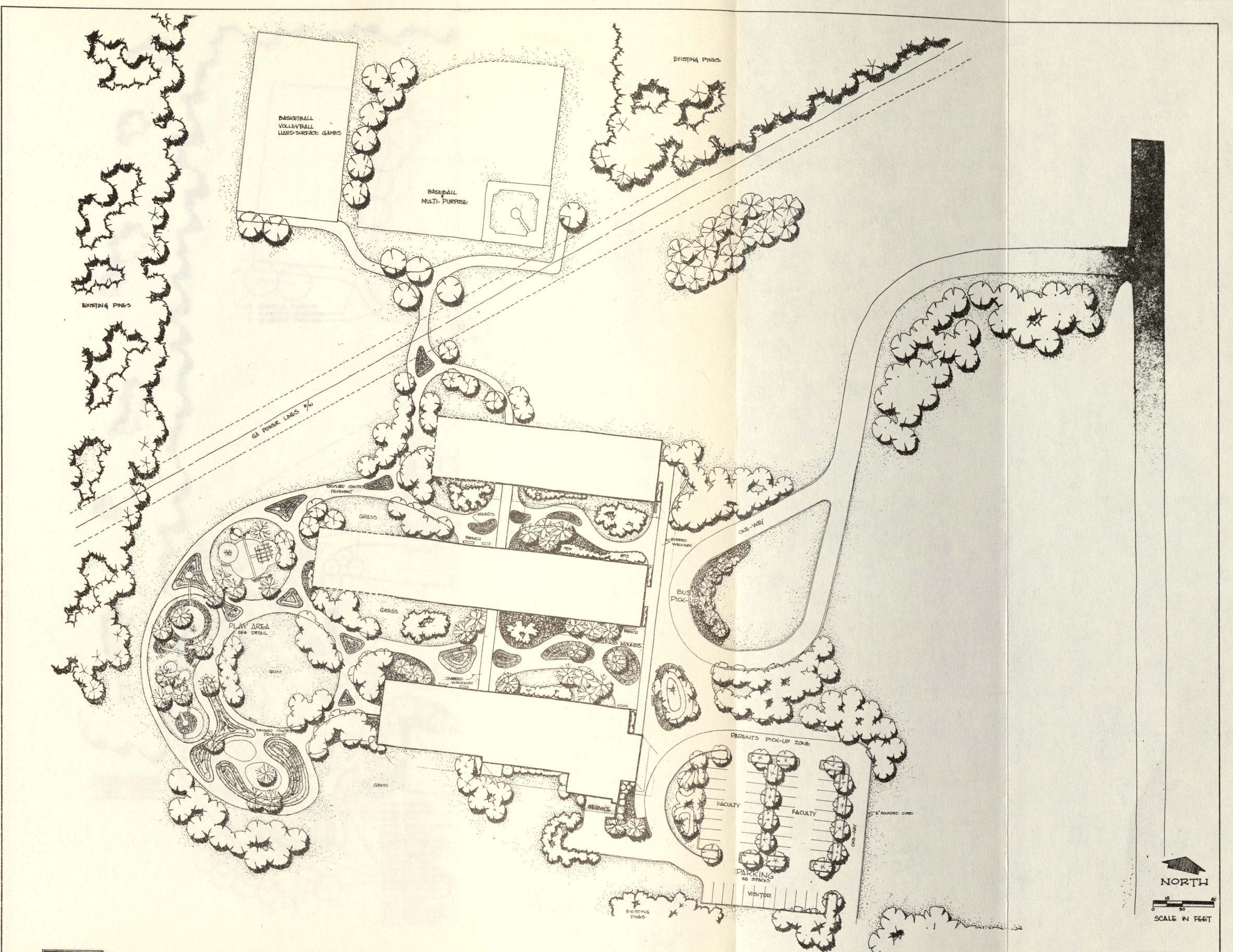
seventeen



Plates 12-15
Elementary School

- Master Plan
- Planting Plan
- Play Area Detail
- Perspective

Plates 12-15
Elementary School
Master Plan
Planting Plan
Play Area Detail
Perspective

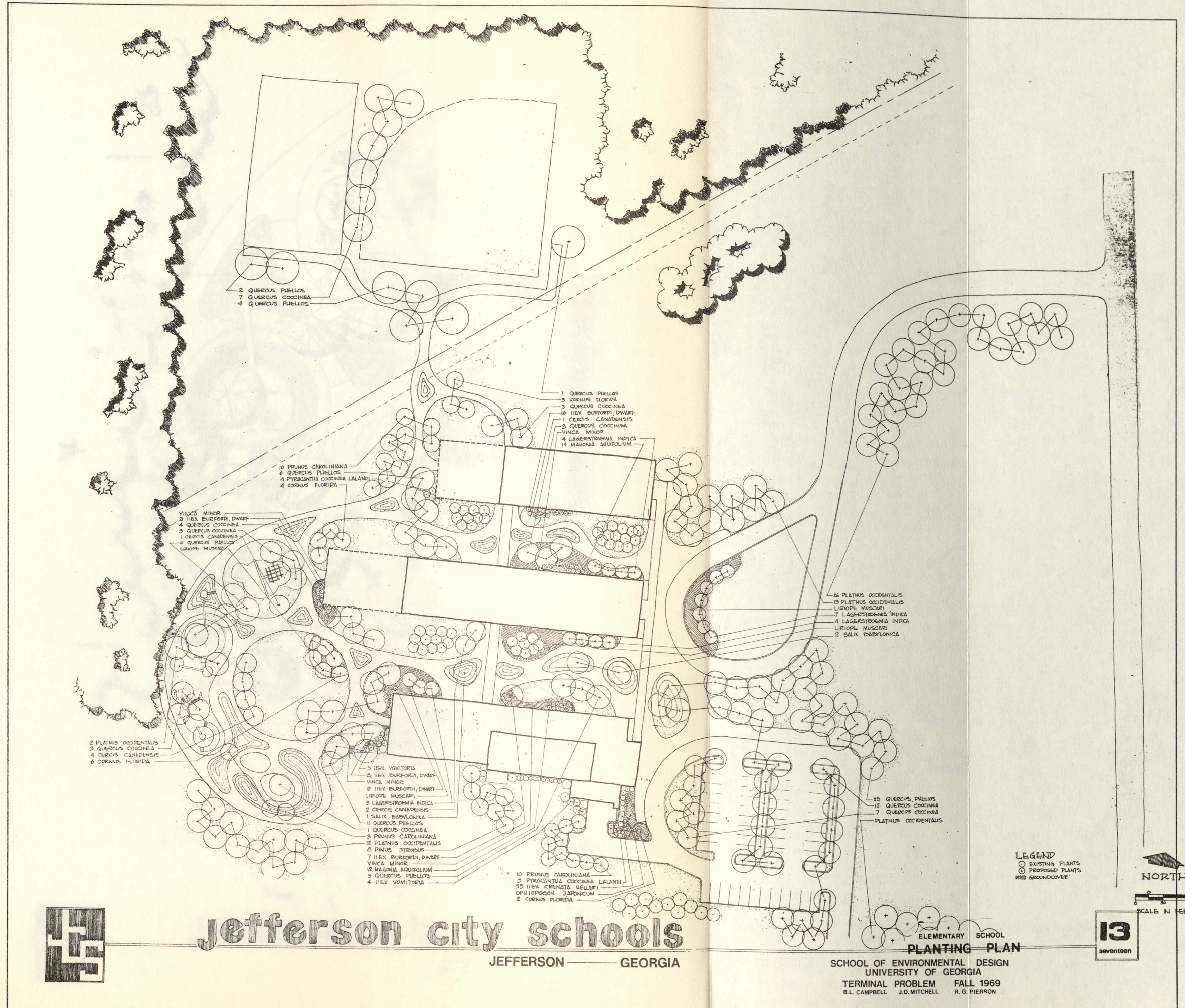
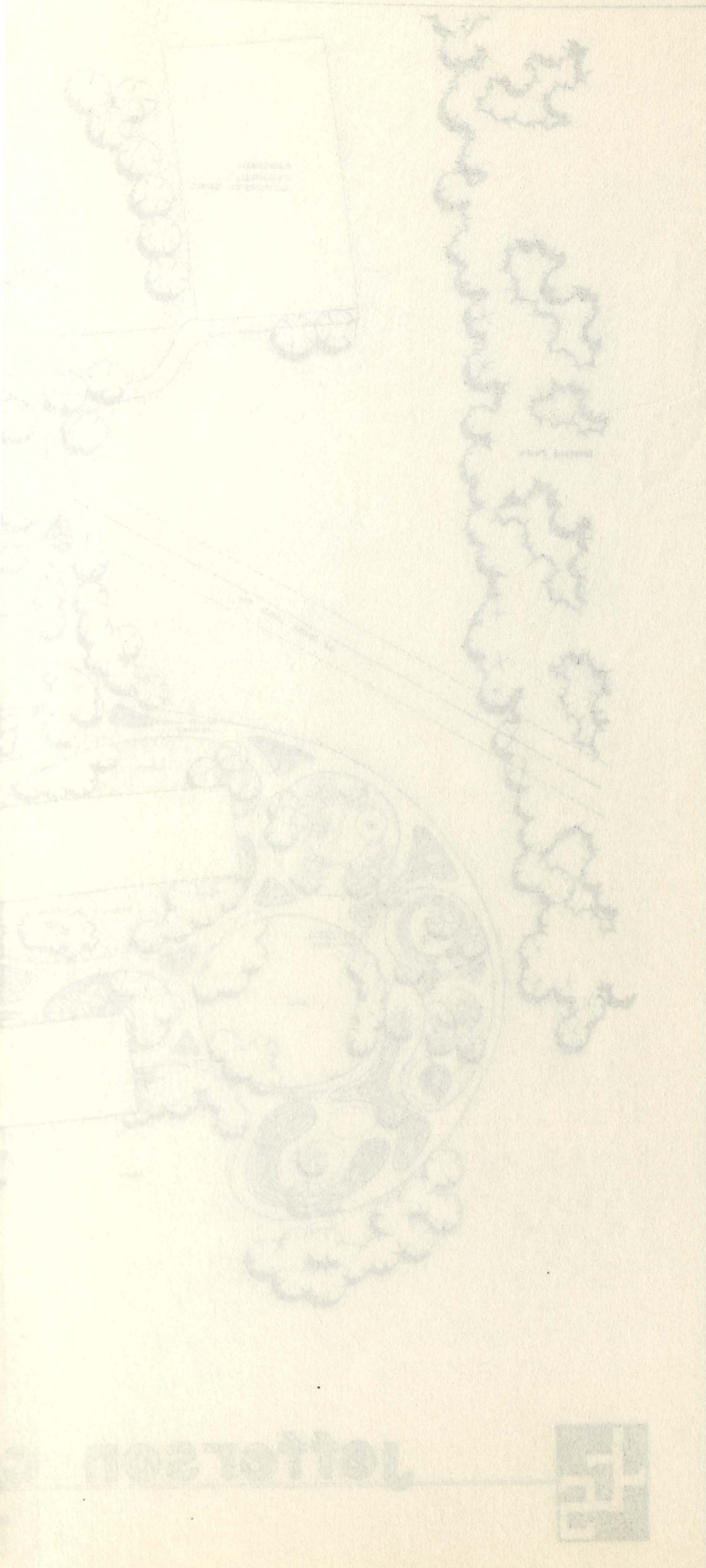


Jefferson city schools

JEFFERSON — GEORGIA

ELEMENTARY SCHOOL
MASTER PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PIERRON



Jefferson city schools

JEFFERSON — GEORGIA

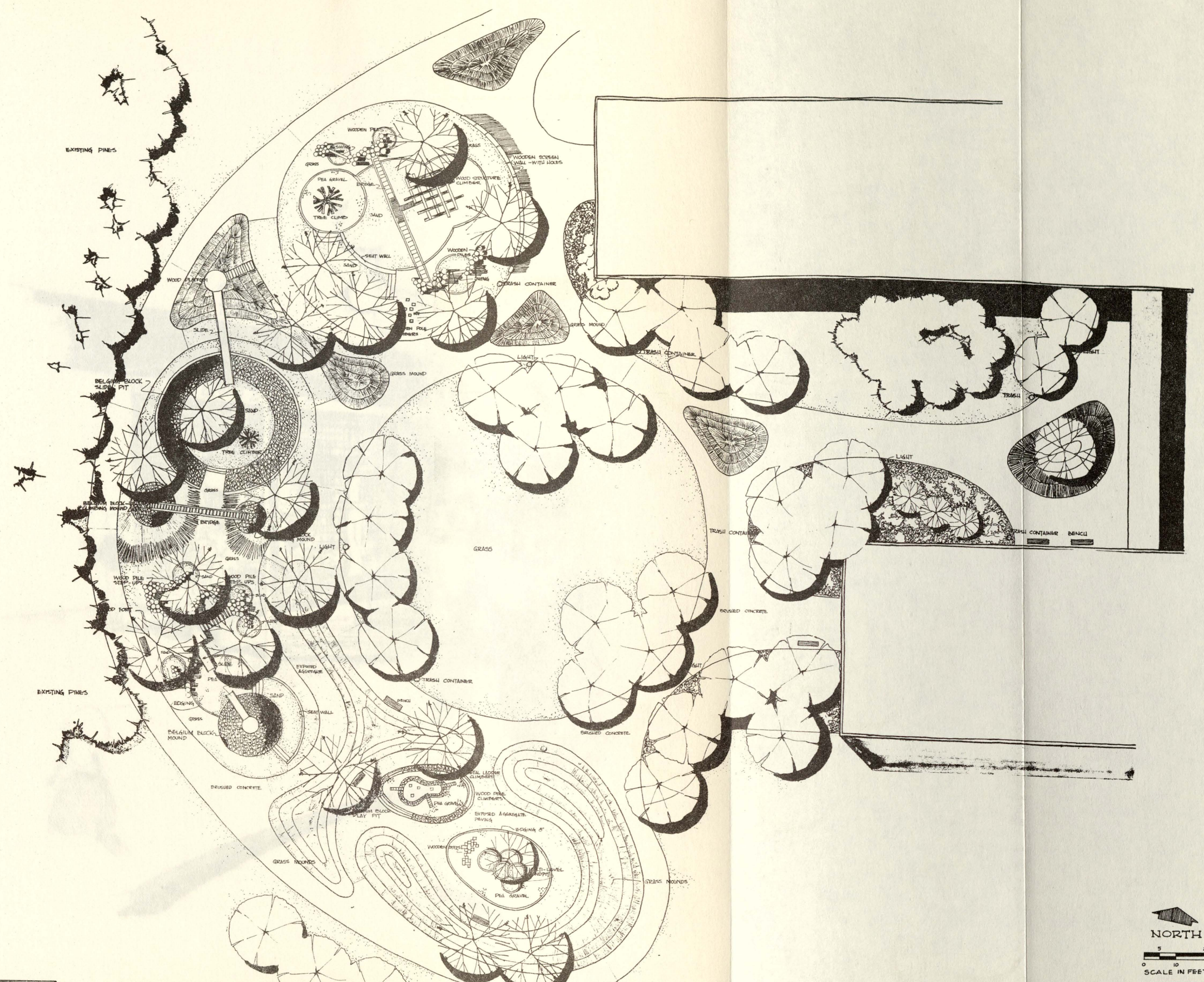
ELEMENTARY SCHOOL
PLANTING PLAN

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PIERRON

LEGEND
○ EXISTING PLANTS
⊙ PROPOSED PLANTS
■ GROUND-COVER

NORTH
SCALE IN FEET
0 20 40 60

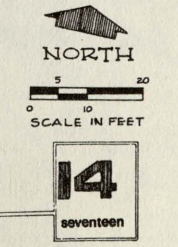
13
seventeen

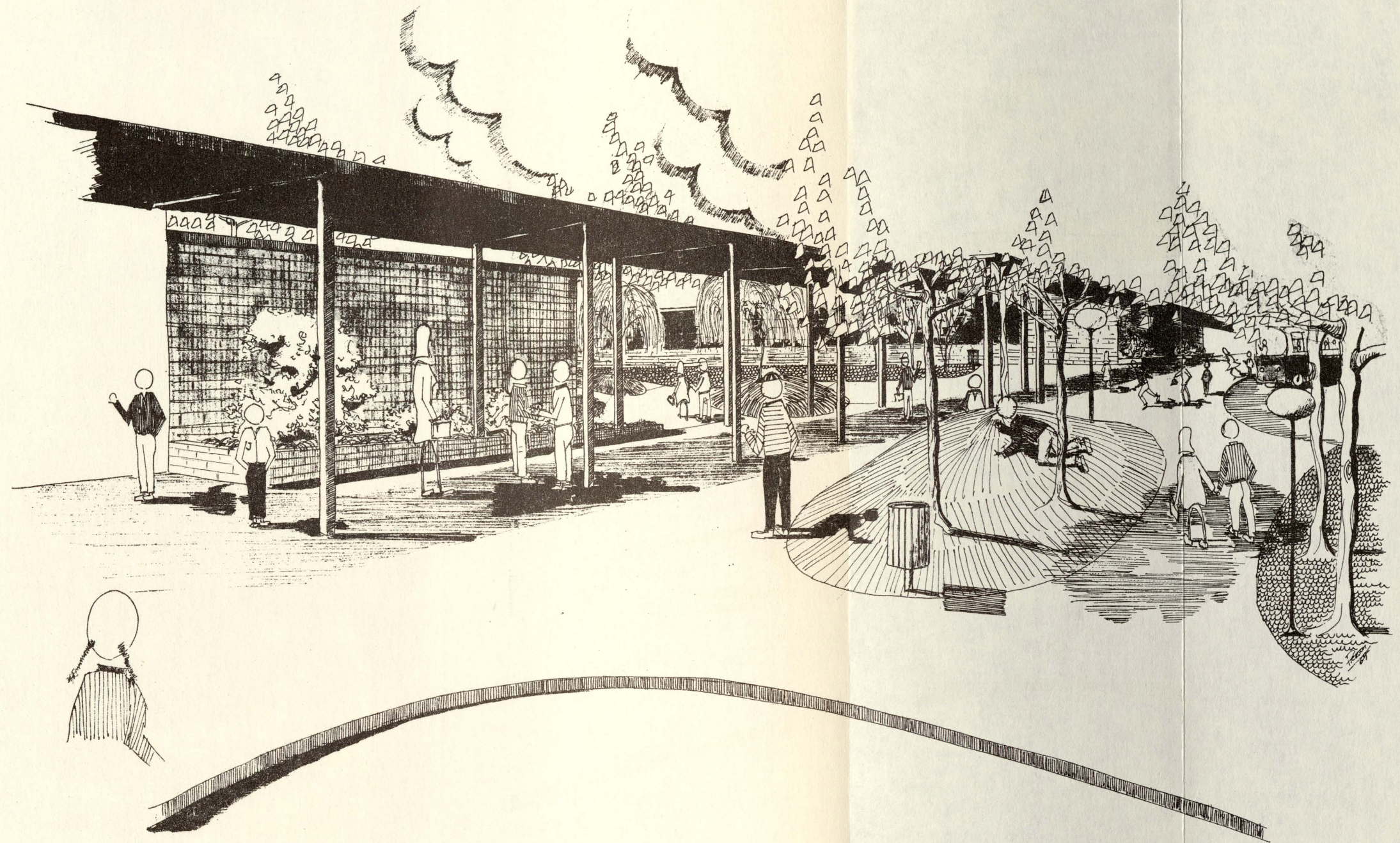


Jefferson City Schools
JEFFERSON — GEORGIA

ELEMENTARY SCHOOL
PLAY AREA DETAIL

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B. L. CAMPBELL J. D. MITCHELL R. G. HERRON





Jefferson city schools

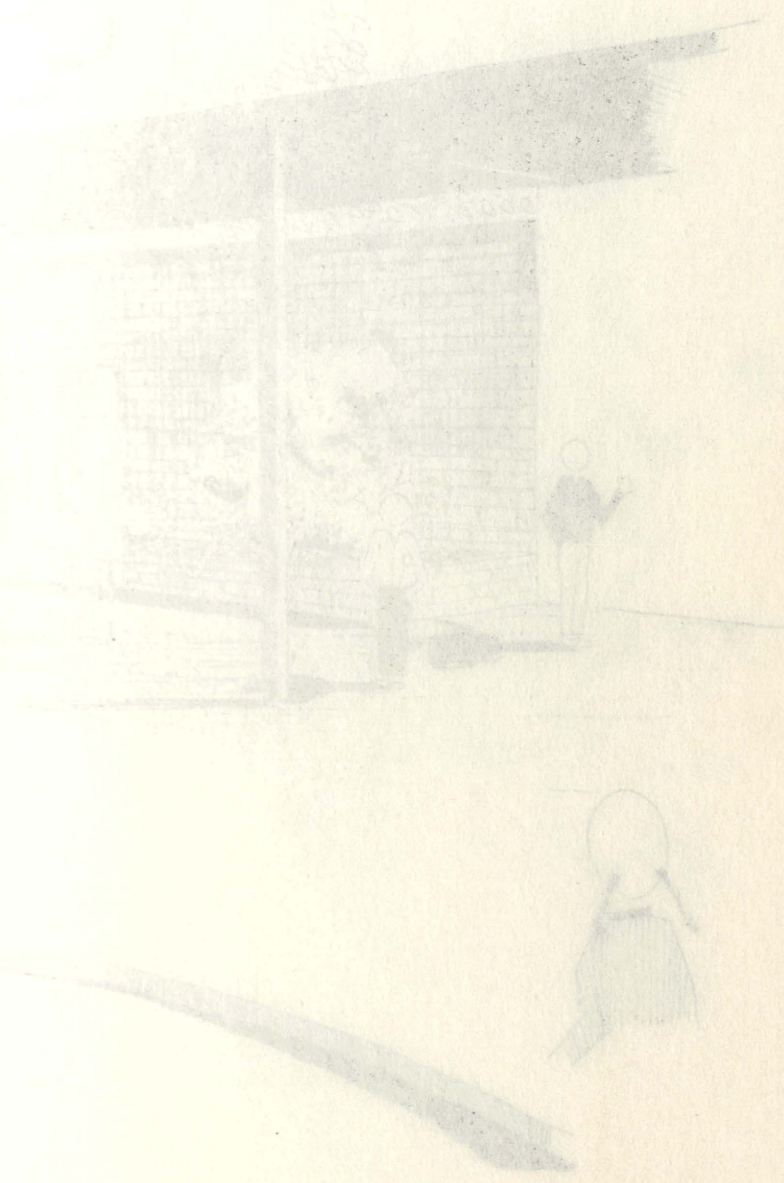
JEFFERSON — GEORGIA

ELEMENTARY SCHOOL
PERSPECTIVE

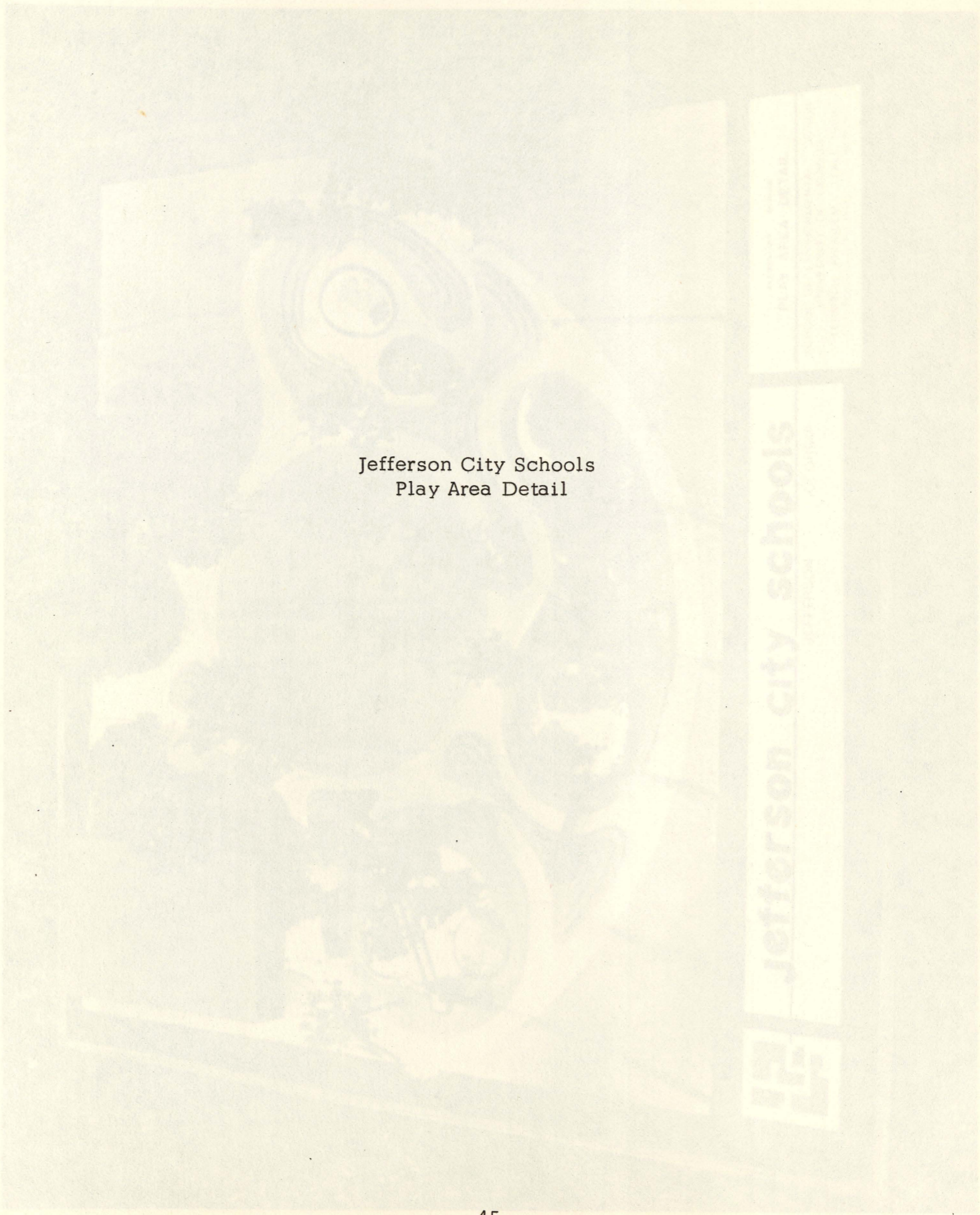
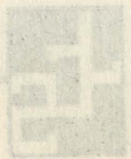
SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B. L. CAMPBELL J. D. MITCHELL R. G. PIERSON

NO SCALE

15
seventeen



Jefferson



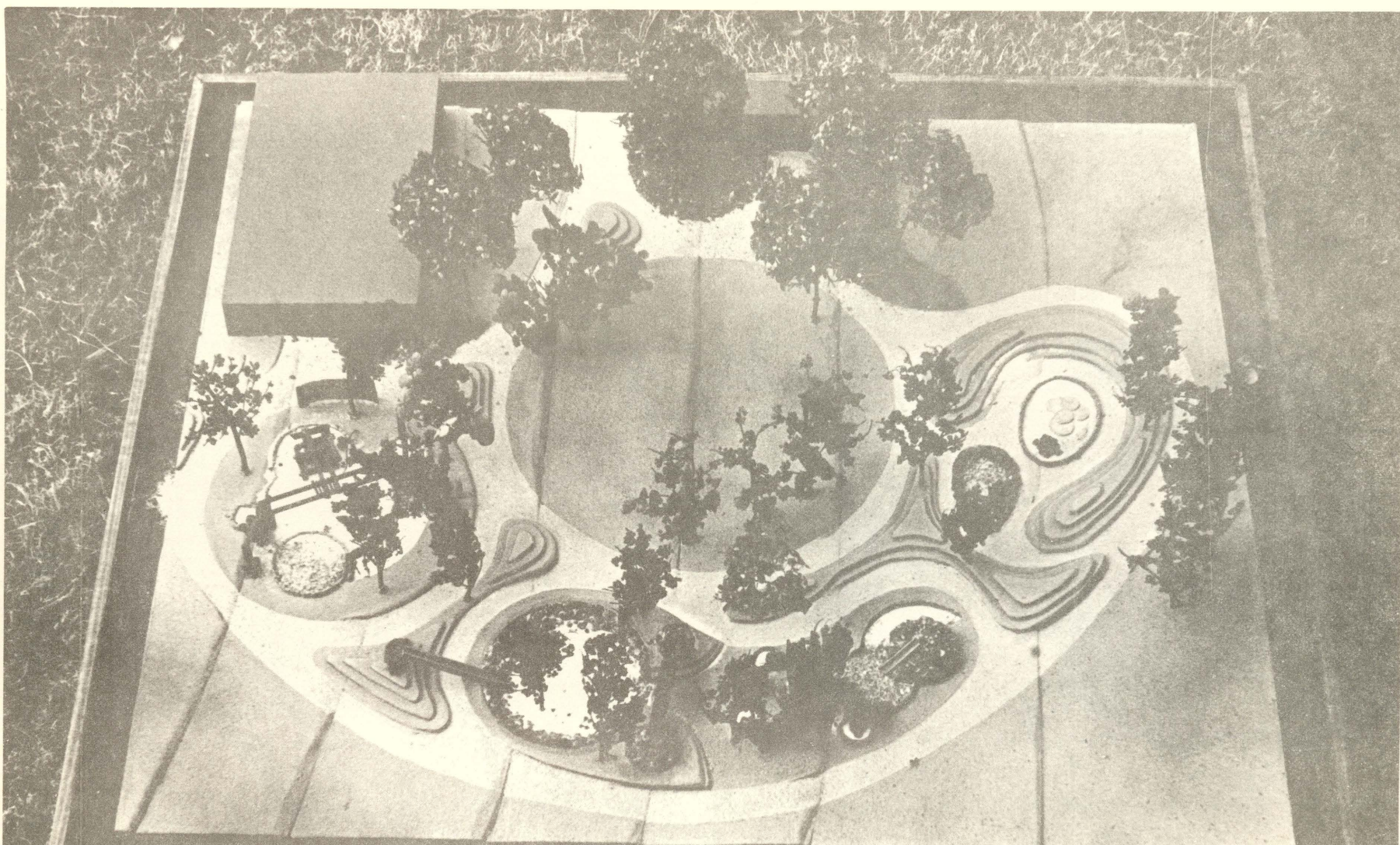
Jefferson City Schools
Play Area Detail

PLAY AREA DETAIL
JEFFERSON CITY SCHOOLS

Jefferson city schools
JEFFERSON CITY SCHOOLS

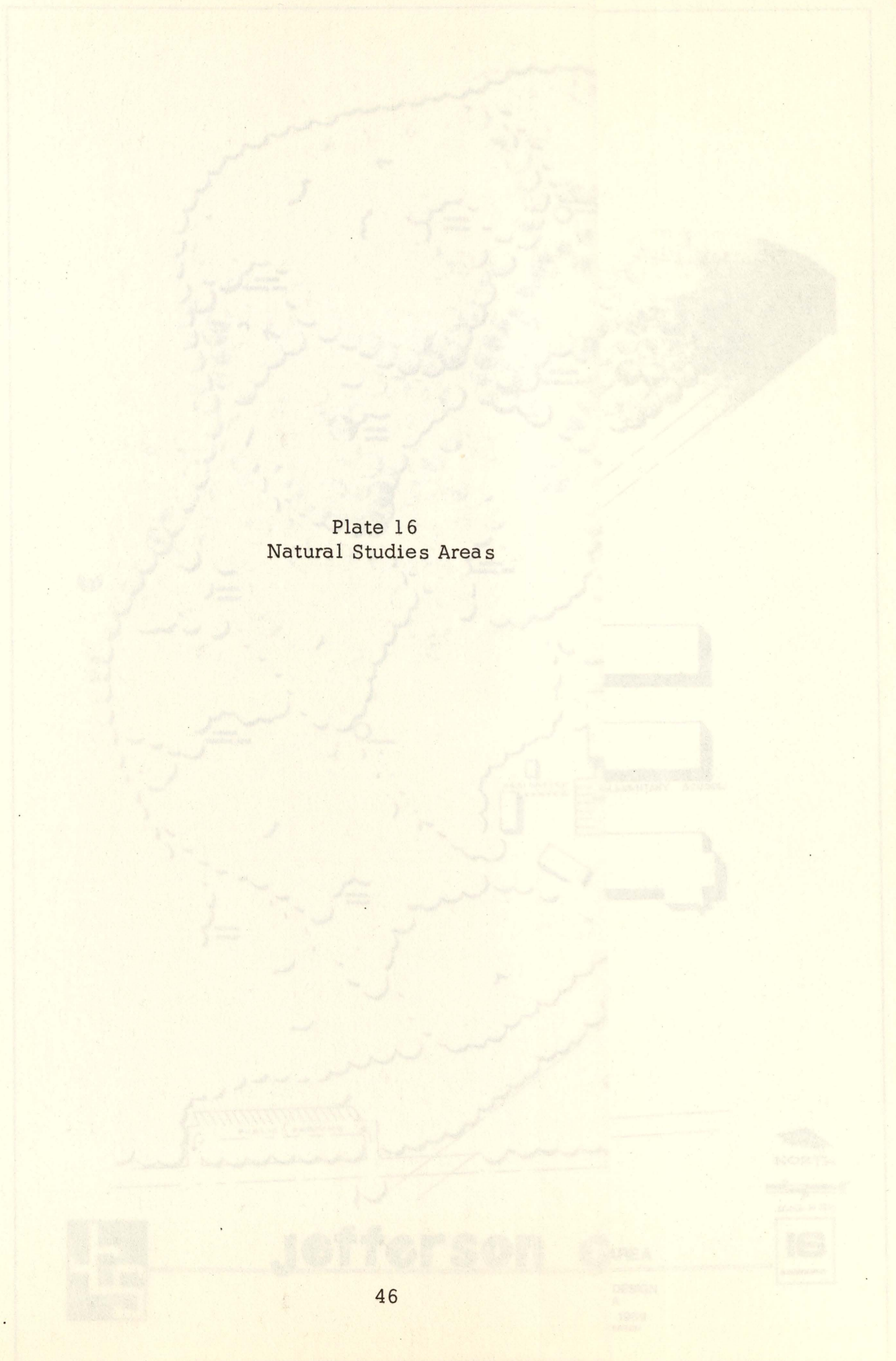
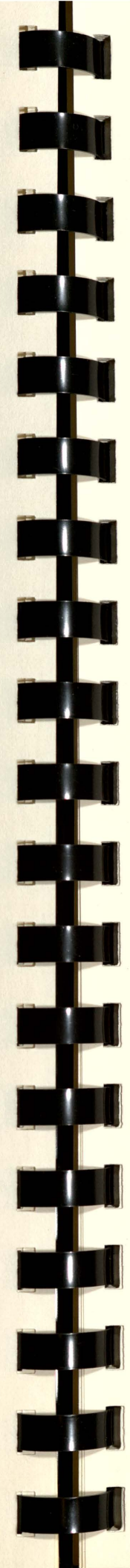
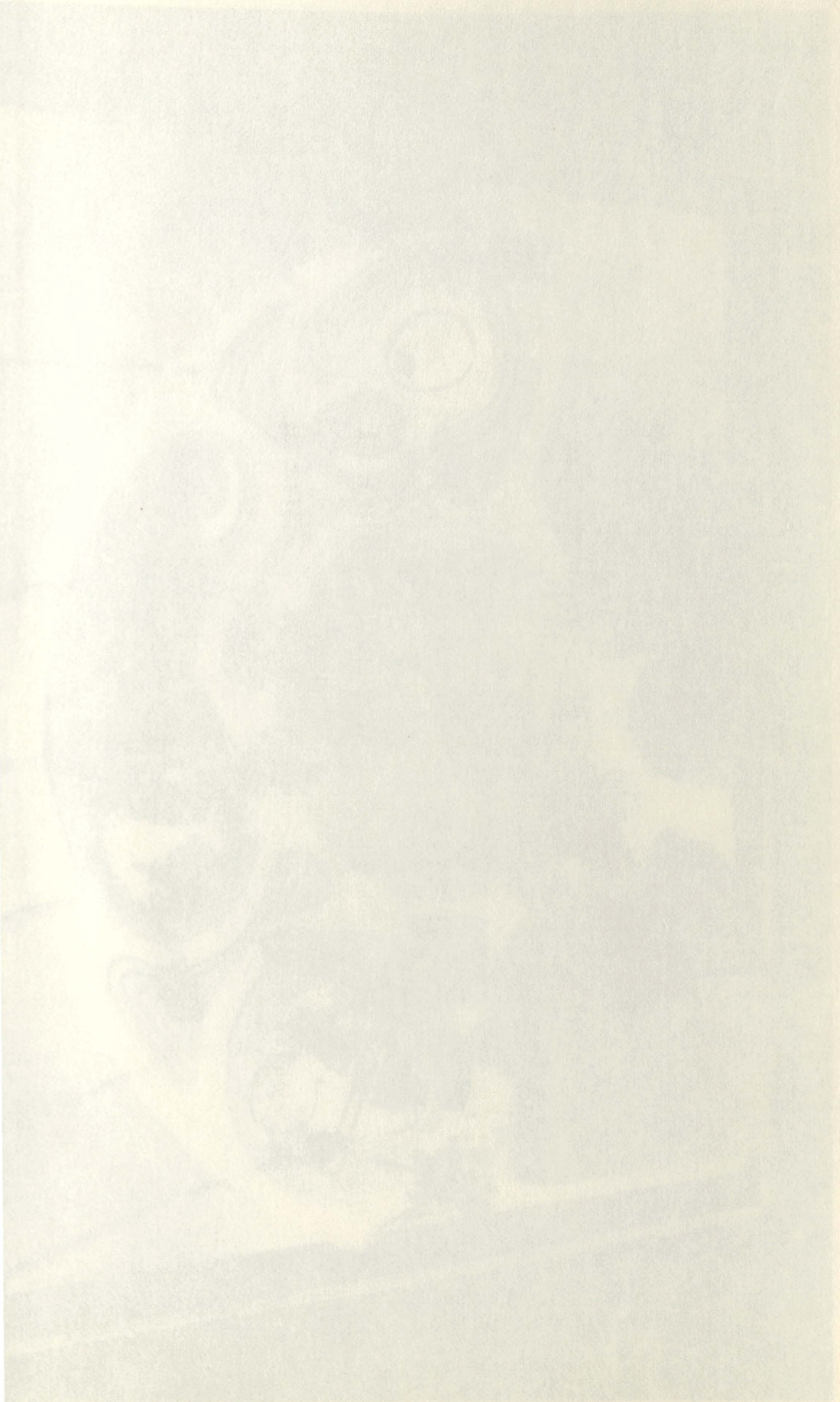


Play Area Detail
Jefferson City Schools

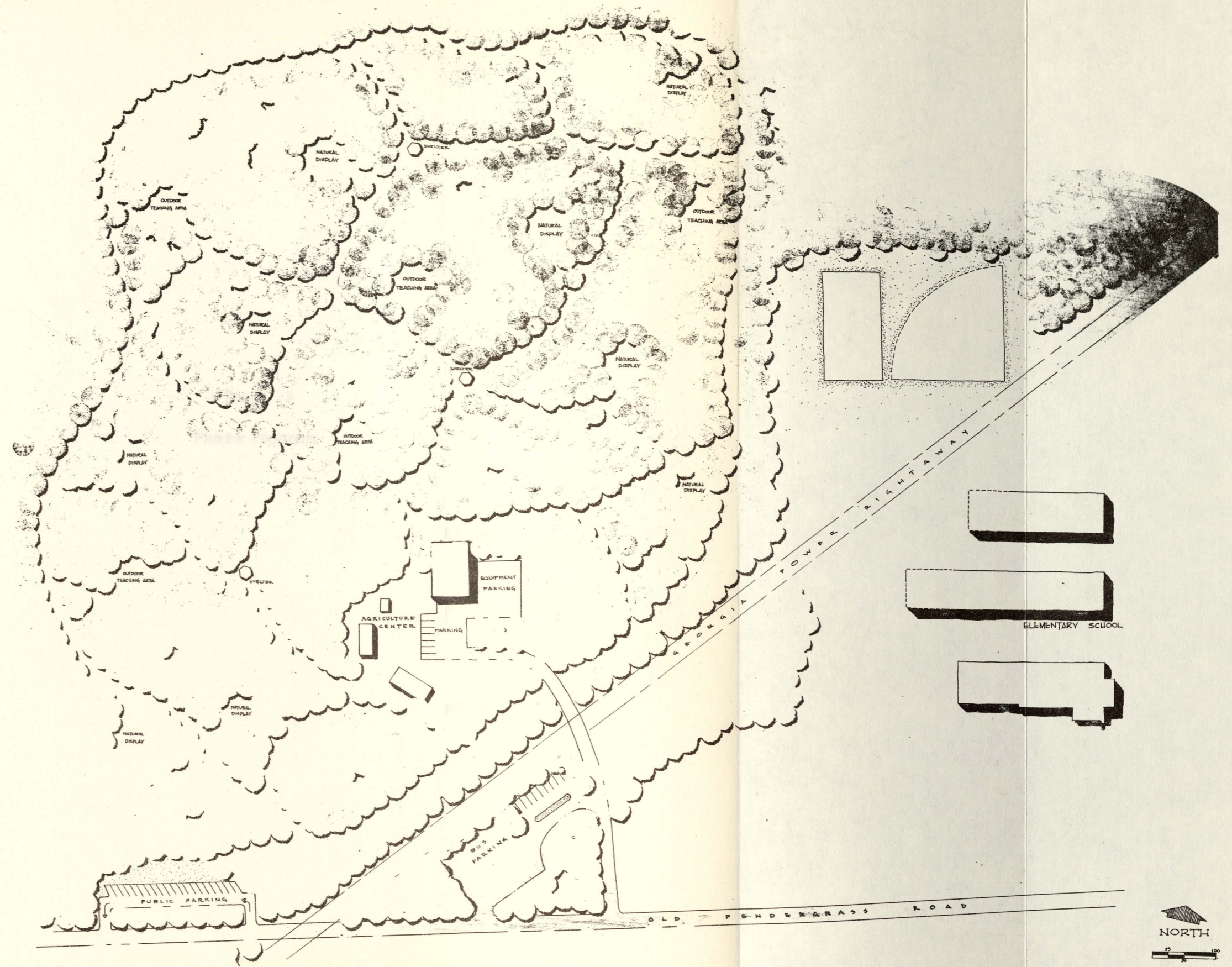


Jefferson city schools
JEFFERSON GEORGIA

ELEMENTARY SCHOOL
PLAY AREA DETAIL
SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
R. L. CAMPBELL J. L. MITCHELL R. C. PETERSON



Plan 16
Natural Studies Area

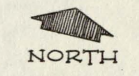


Jefferson city schools

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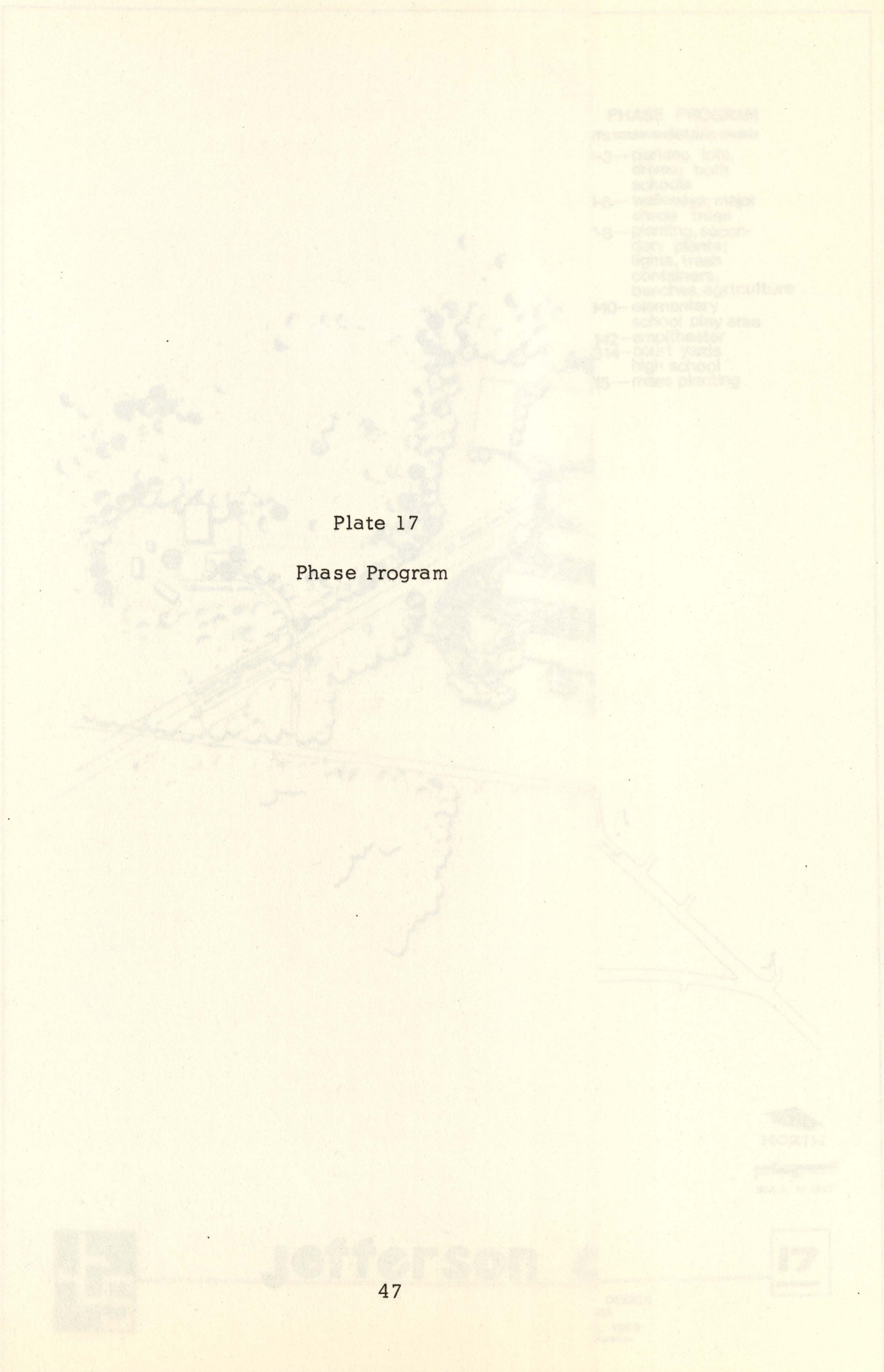
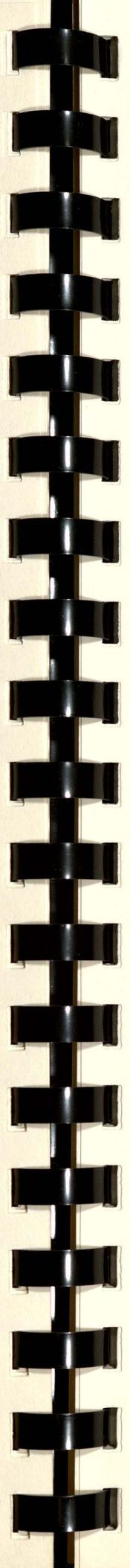
NATURAL STUDIES AREA

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R.G. PIERSON



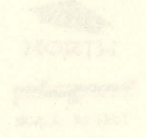
SCALE IN FEET

16
seventeen



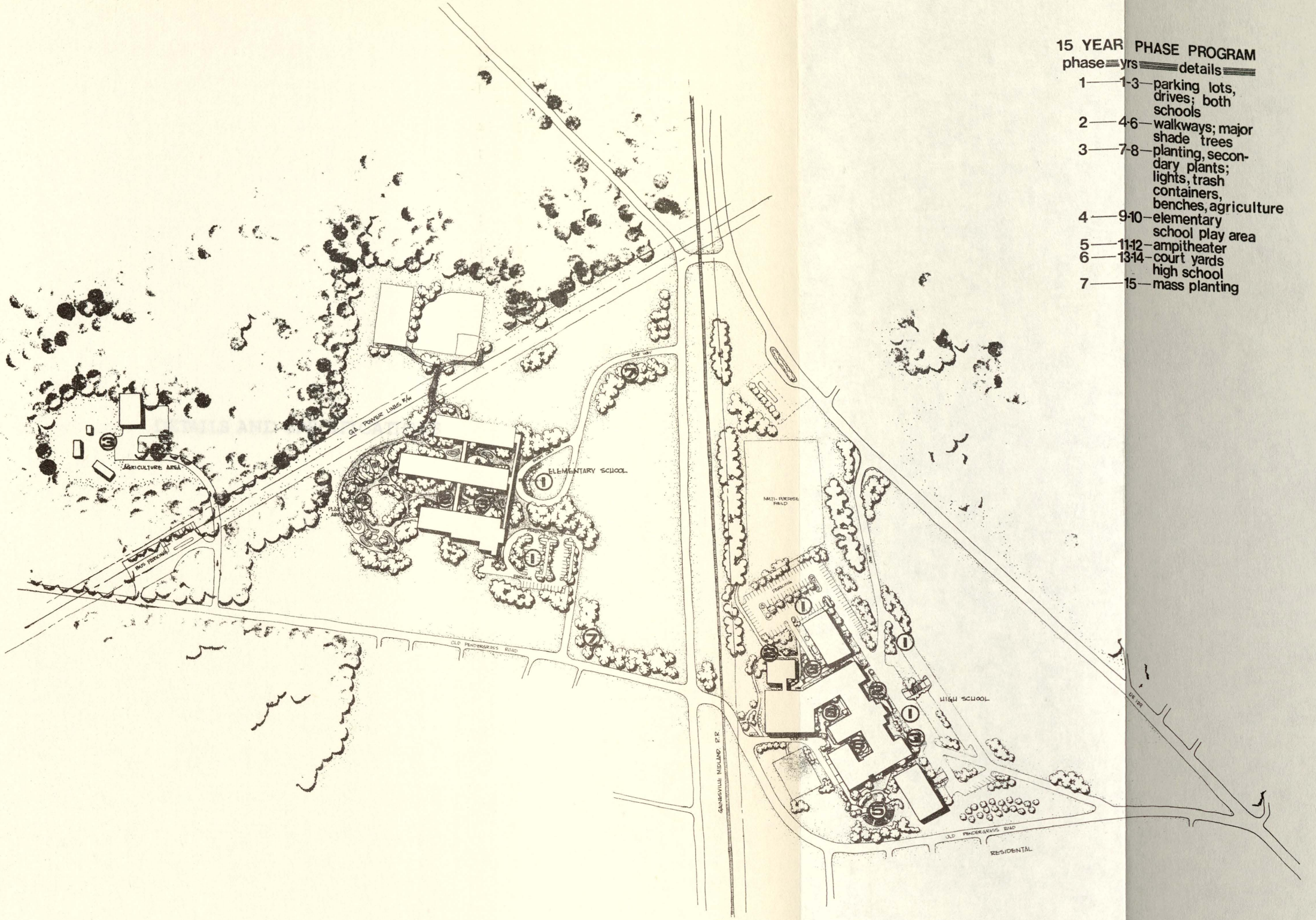
- PHASE PROGRAM
- 12—parking lots, shops, bus schools
 - 13—walkways, steps, stairs, ramps
 - 14—planting, secondary plants, lights, trash containers, benches, agriculture
 - 15—elementary school, play area
 - 16—amphitheater
 - 17—park yards
 - 18—high school
 - 19—mass planting

Plate 17
Phase Program

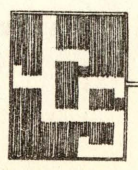


17

Plate 17
Phase Program



- 15 YEAR PHASE PROGRAM**
- | phase | yrs | details |
|-------|-------|--|
| 1 | 1-3 | parking lots, drives; both schools |
| 2 | 4-6 | walkways; major shade trees |
| 3 | 7-8 | planting, secondary plants; lights, trash containers, benches, agriculture |
| 4 | 9-10 | elementary school play area |
| 5 | 11-12 | amphitheater |
| 6 | 13-14 | court yards high school |
| 7 | 15 | mass planting |

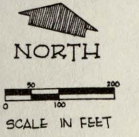


Jefferson city schools

JEFFERSON — GEORGIA

PHASE PROGRAM

SCHOOL OF ENVIRONMENTAL DESIGN
UNIVERSITY OF GEORGIA
TERMINAL PROBLEM FALL 1969
B.L. CAMPBELL J.D. MITCHELL R. G. PIERSON





Letter son



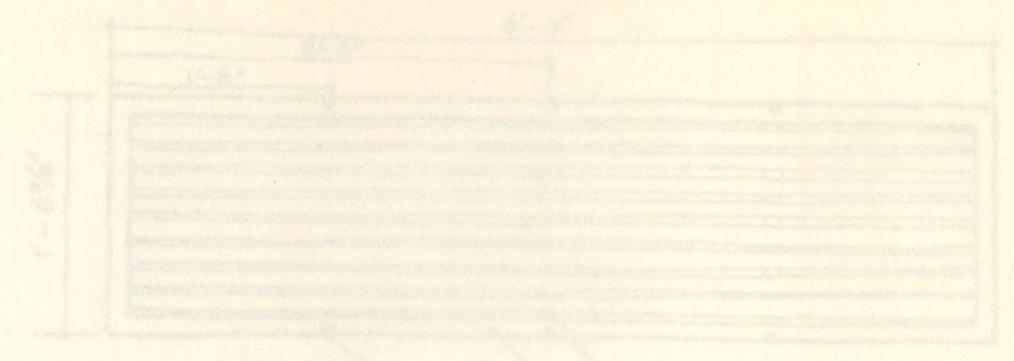
DETAILS AND SPECIFICATIONS

PLANTING DETAILS

DETAILS AND SPECIFICATIONS

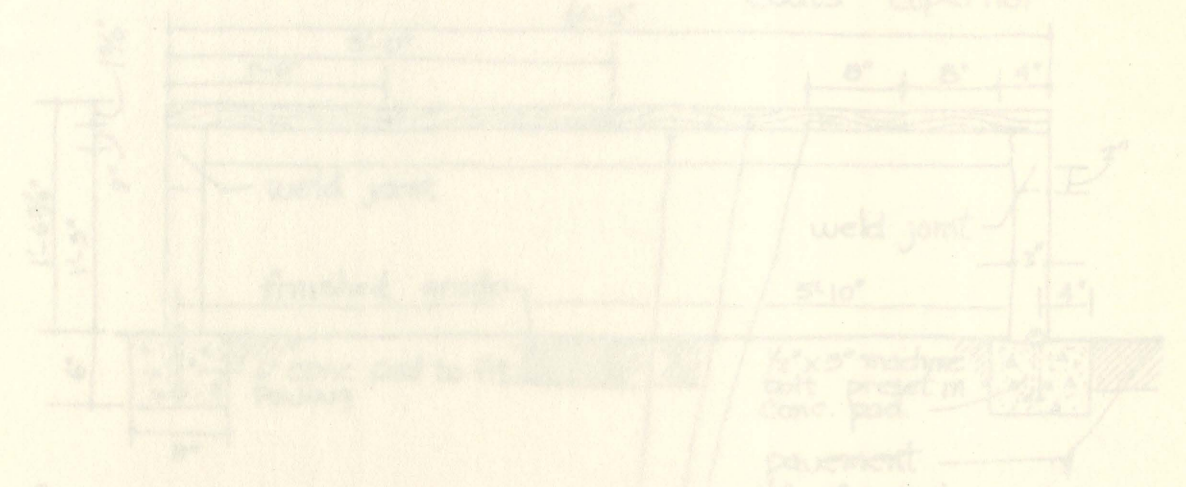
PLANTING DETAILS

plan
scale 1/4" = 1'-0"

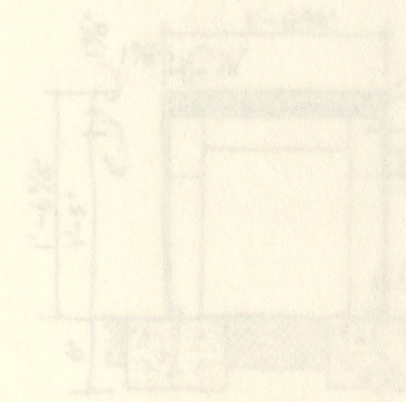


- 1/2" x 1 1/2" x 1 1/2" wood spacers
- 2x2 all heart redwood spaced 1/2" apart
- 4" x 1" wood screw
- * all wood to be natural finish - treated with two (2) coats cupernol

front elevation
scale 1/4" = 1'-0"



- 1/2" x 1 1/2" x 1 1/2" wood spacer
- 2x2 all heart redwood spaced 1/2" apart
- 4" x 1" wood screw
- 2x2 all heart redwood spaced 1/2" apart
- 2x2 x 1/2" angle iron treated with cupernol painted flat black (3 coats)

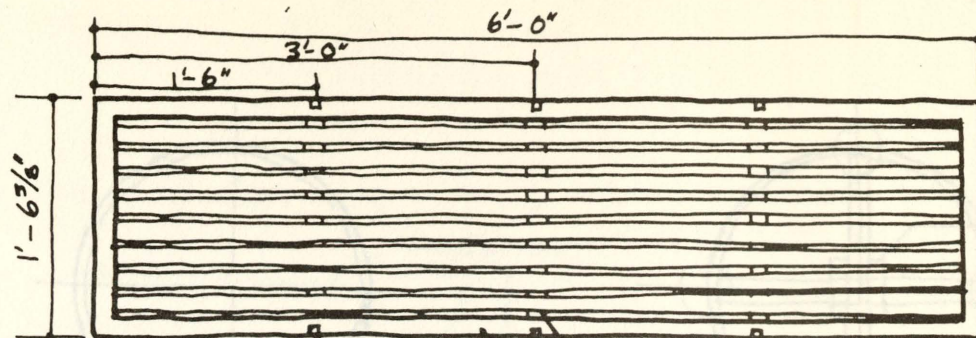


- 4" x 1" wood screw
- 2x2 redwood with 1/2" spacers
- weld joint
- 2x2 x 1/2" angle iron
- finished grade
- pavement
- 1/2" x 1 1/2" x 1 1/2" wood spacer

CONSTRUCTION DETAILS

scale 1/4" = 1'-0"

Bench Detail



plan

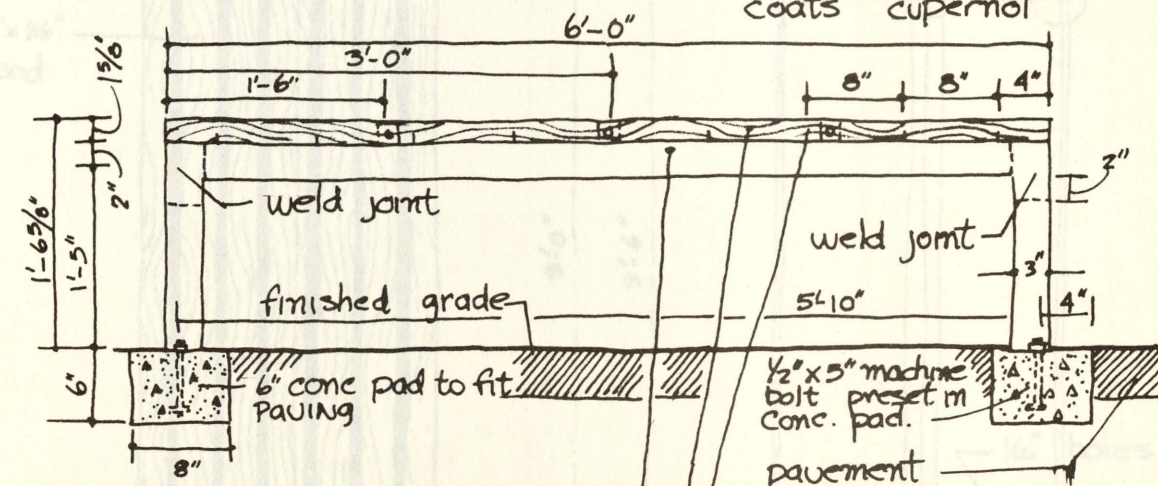
scale 3/4" = 1'-0"

1/2" x 1 5/8" x 1 5/8" wood spacers

2x2 all heart redwood spaced 1/2" apart

1/4" x 1" wood screw

* all wood to be natural finish - treated with two (2) coats cupernol



front elevation

scale 3/4" = 1'-0"

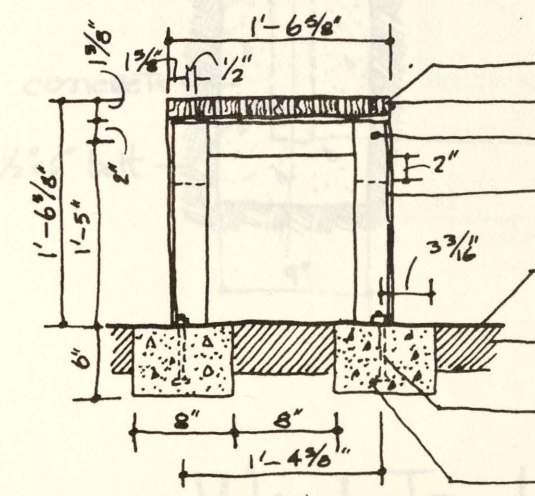
1/4" x 5" machine bolt preset in conc. pad.

pavement

1/4" x 1" wood screw

2x2 all heart redwood spaced 1/2" apart

3" x 3" x 1/8" angle iron treated with rustoleum painted flat black (3 coats)



section aa

scale 3/4" = 1'-0"

1/4" x 1" wood screw

2x2 redwood with 1/2" spacers

weld joint

2" x 2" x 1/8" angle iron

finished grade

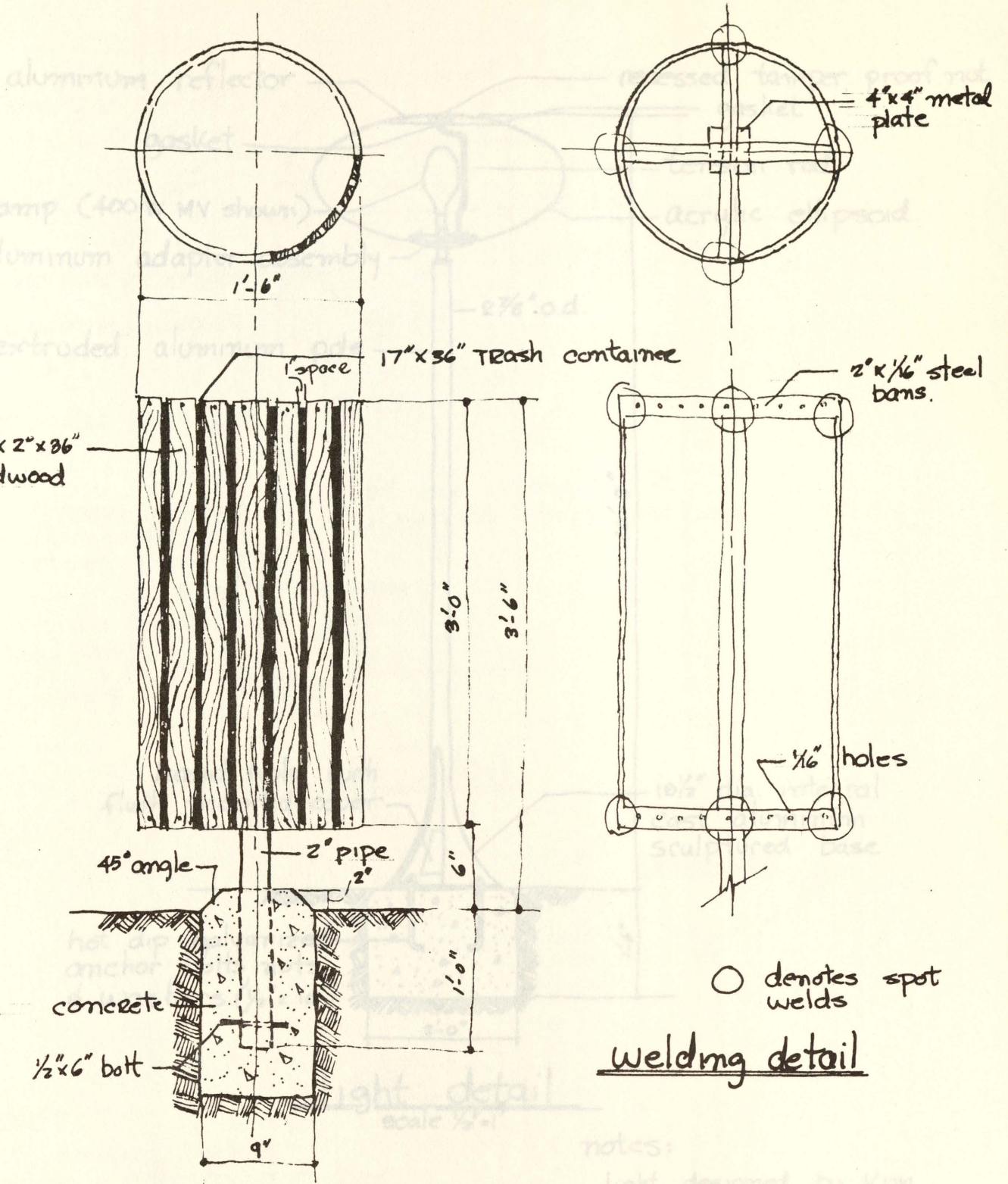
pavement

1/2" x 5" machine bolt preset conc. pad.

6" conc. pad to fit paving

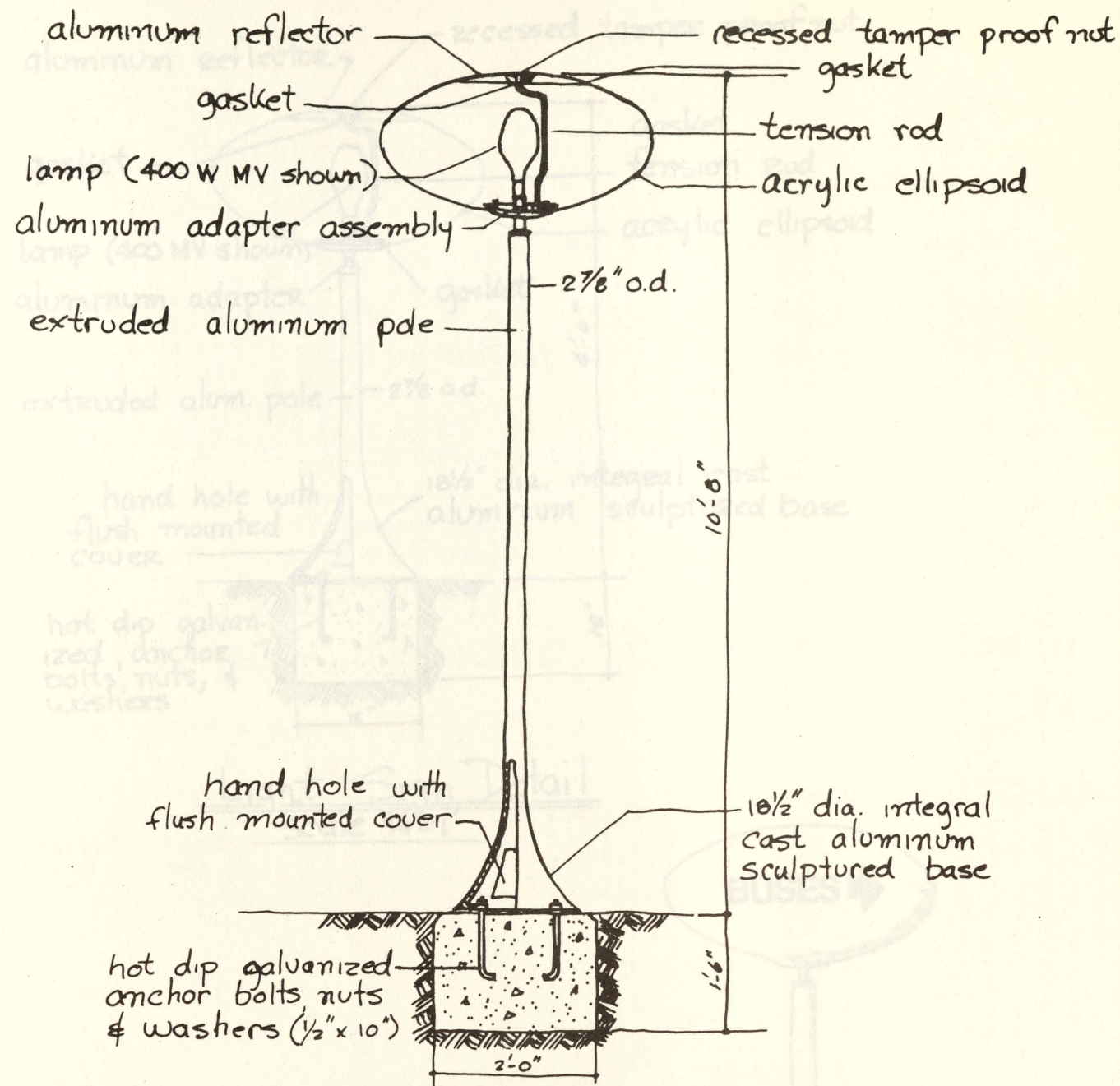
* all weld joints to be flush on outside edges

Bench Detail



Wood Trash Container Detail
scale 1"=1'

notes:
 light designed by
 Lighting & Mfg. Co. of El Monte
 California, division of Lighting
 Corporation of America



Light detail

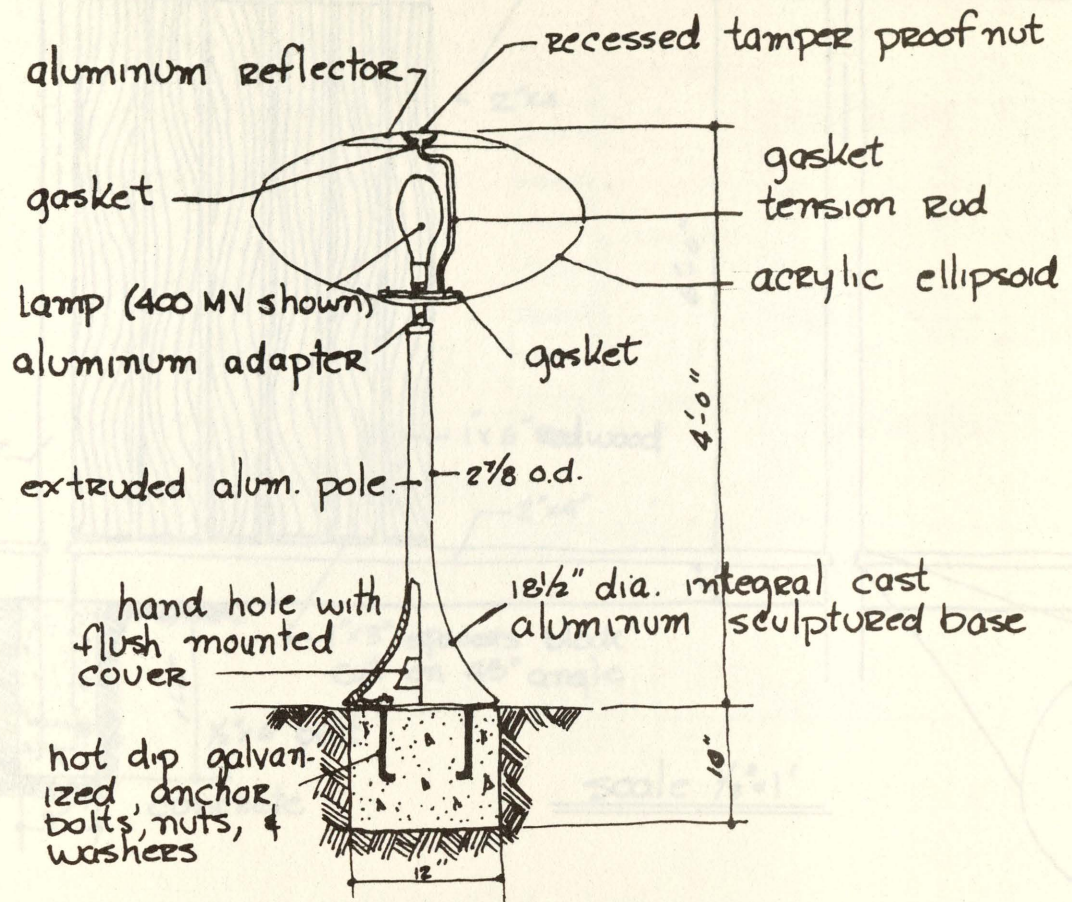
scale 1/2" = 1'

note:
lights designed by Kim
Lighting & mfg. co. of El Monte
California, division of Lighting
Corporation of America

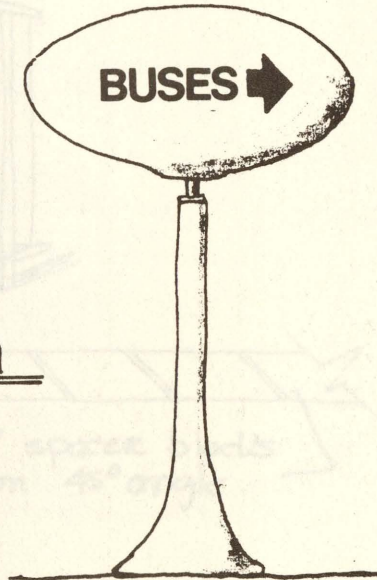
notes:
light designed by Kim
Lighting & mfg. co. of El Monte
California, division of Lighting
Corporation of America

Parking Area & Street Lighting

scale 1/4" = 1'



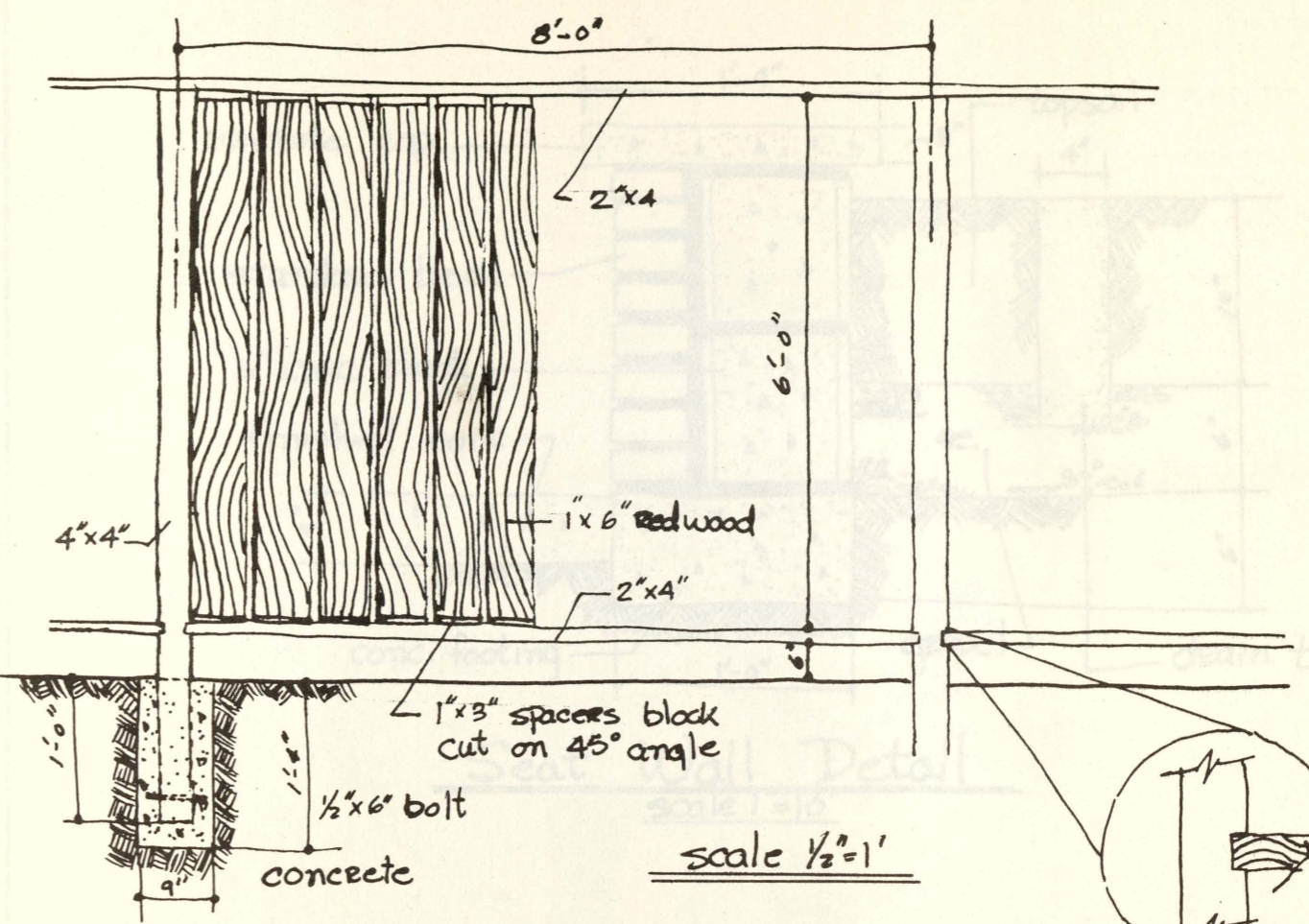
Light Sign Detail
scale 3/4"=1'



Light Sign

note:
lights designed by Kim
Lighting & mfg. co. of El Monte
California, division of Lighting
Corporation of America

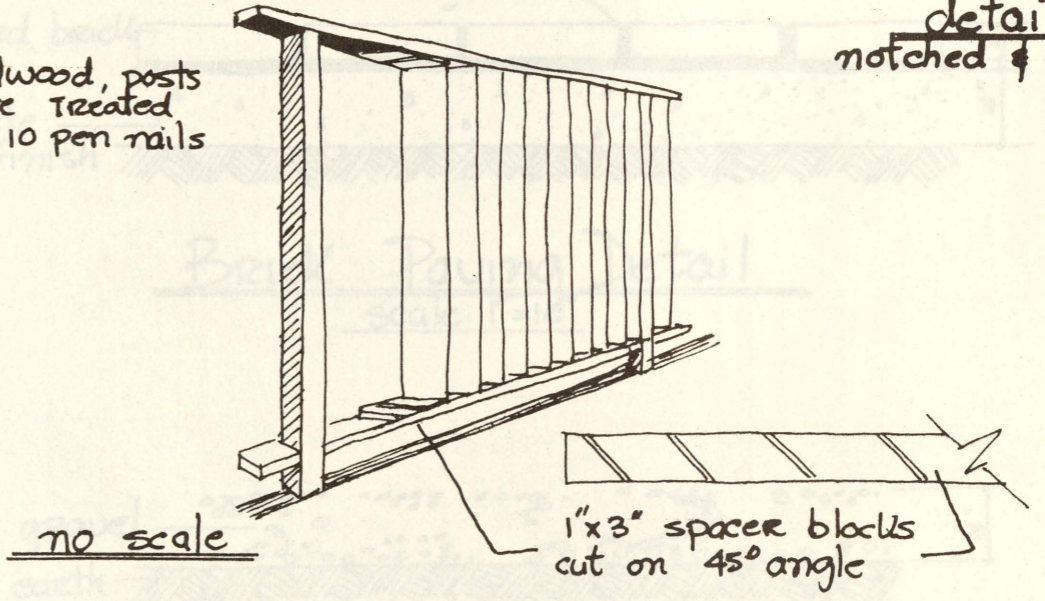
Light Sign Detail
scale 3/4"=1'



scale 1/2" = 1'

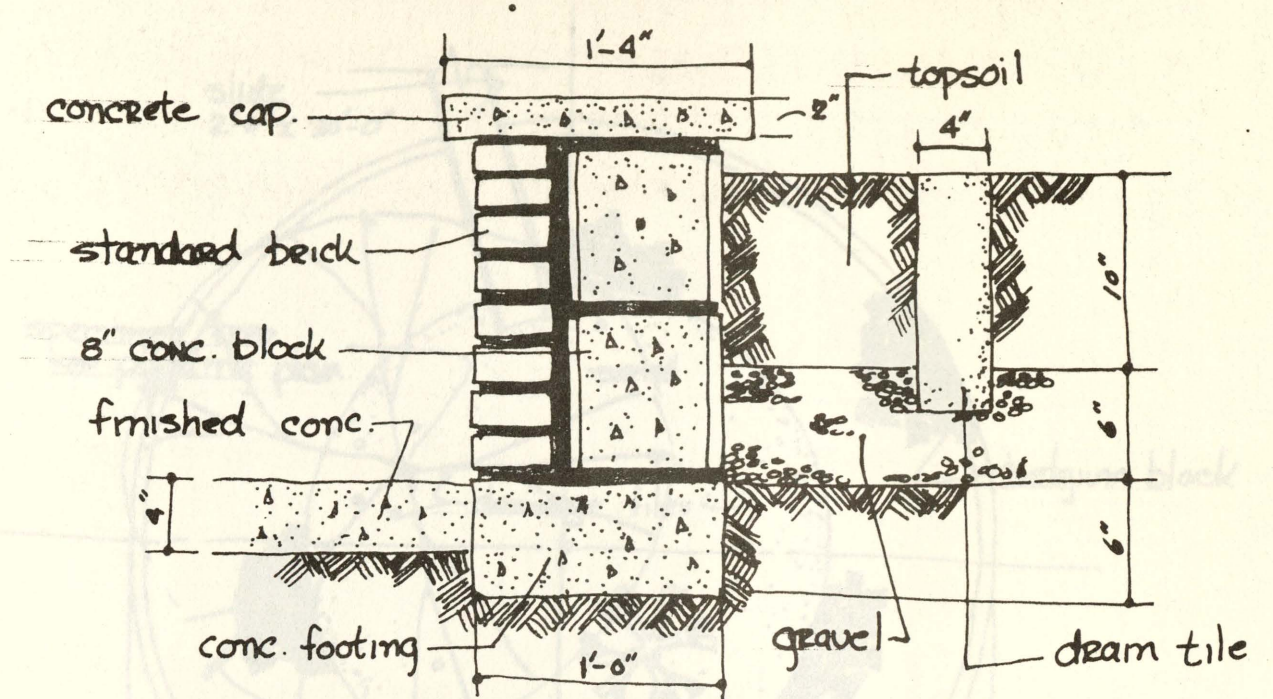
detail
notched & nailed

notes:
all redwood, posts
pressure treated
use 8 # 10 pen nails

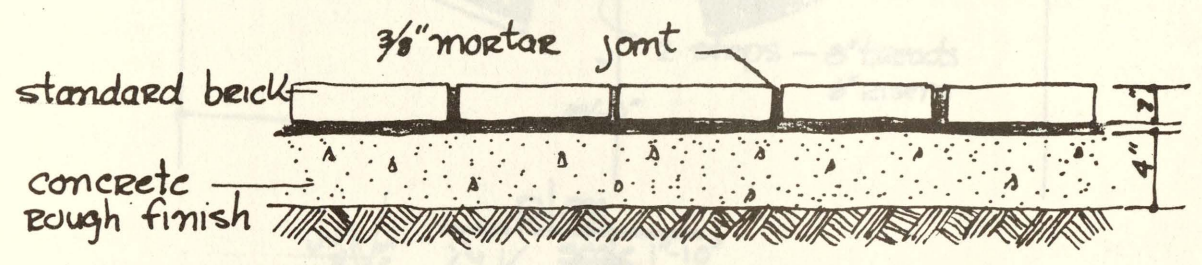


Redwood Screen Detail

scale - as shown



Seat Wall Detail
scale 1"=10"

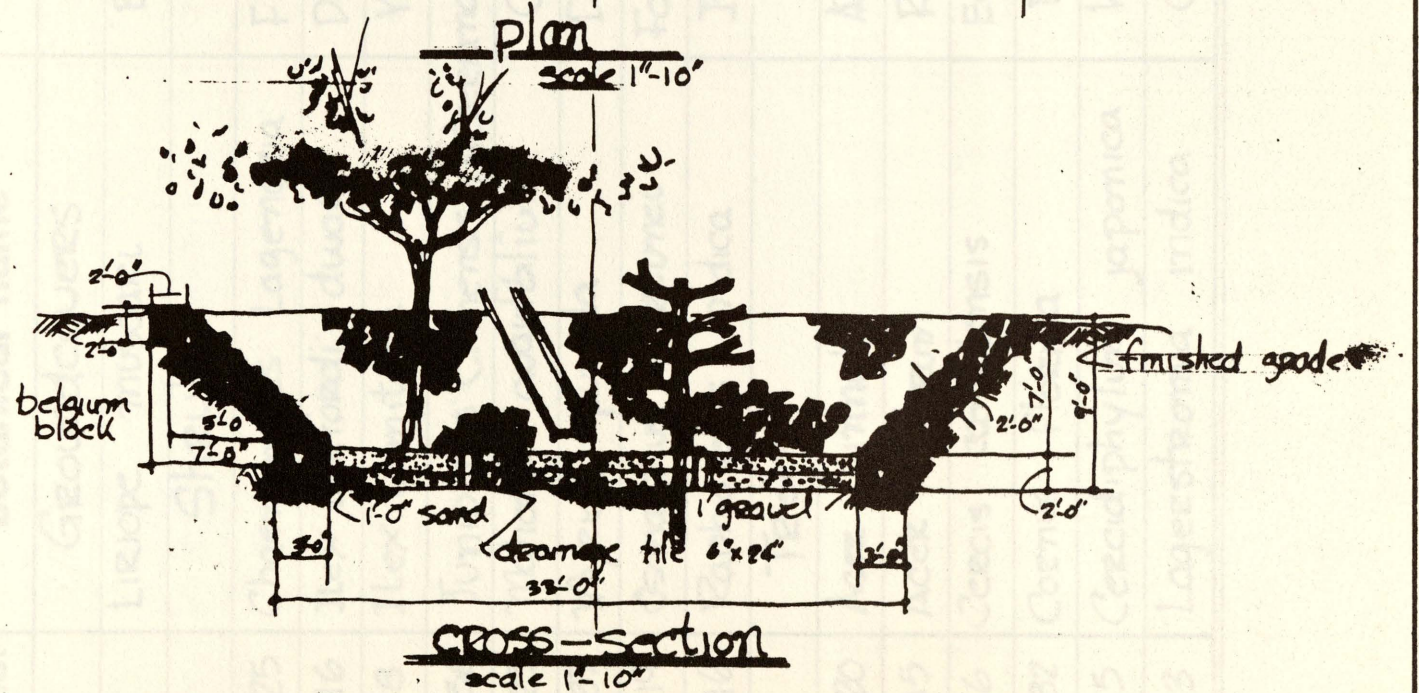
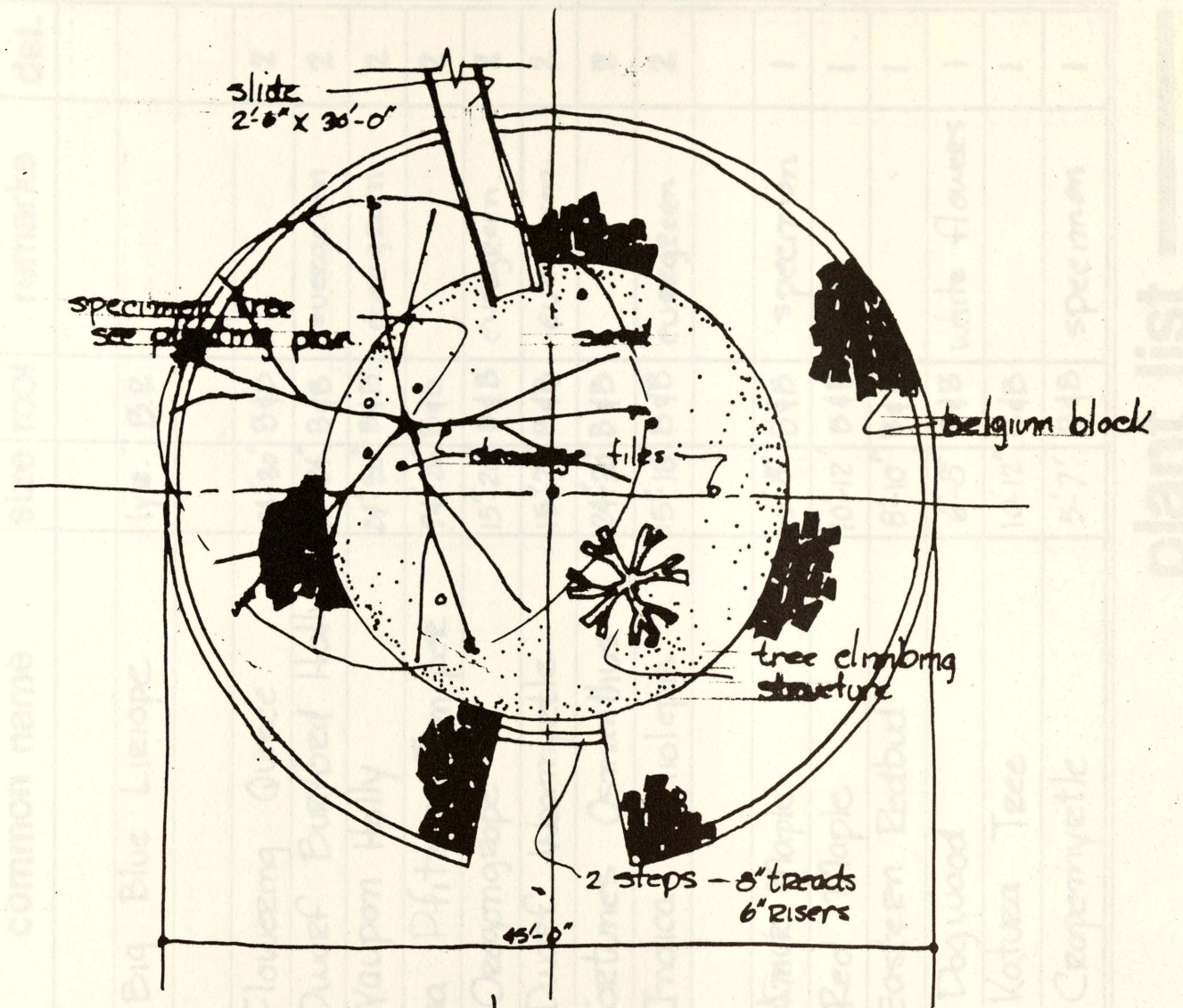


Brick Paving Detail
scale 1"=10"



Loose Aggregate Paving
scale 1"=10"

Paving Details
scale as shown



Belgium Block - Play Area

no.	botanical name	common name	size	root	remarks	det.
	Groundcovers					
3	LIRIOPE MUSCARI	Big Blue LIRIOPE	lyr.	B.R		
	SHRUBS					
25	Chaenomeles Lagenaria	Flowering Quince	24"-30"	B&B	evergreen	2
16	Ilex burfordi, dwarf	Dwarf Burford Holly	18"-24"	B&B	evergreen	2
8	Ilex vomitoria	Yaupon Holly	24"-30"	B&B	evergreen	2
56	Juniperus Chinensis pfitzeriana	Pfitzer Juniper	24"-26"	B&B	specimen	2
25	Mahonia angustifolium	Oregongrape	15"-20"	B&B	evergreen.	2
37	Myrica pumila	Dwarf Waxmyrtle	15"-20"	B&B	evergreen.	2
19	Osmanthus fortunei	Fortunes Osmanthus	24"-30"	B&B		2
16	Raphiolepis indica	Indica Raphiolepis	15"-18"	B&B	evergreen	2
	TREES					
20	Acer ginnala	Amur Maple	6'-8'	B&B	specimen	1
15	Acer rubrum	Red Maple	10'-12'	B&B		1
6	Cercis canadensis	Eastern Redbud	8'-10"	B&B		1
32	Cornus florida	Dogwood	6'-8'	B&B	white flowers	1
5	Cercidiphyllum japonica	Katuzia Tree	10'-12"	B&B		1
3	Lagerstromia indica	Crapemyrtle	5'-7'	B&B	specimen	1

plant list
high school

12	Malus angustifolia	Southern Crabapple	6'-8'	B&B	flowers/white	1
13	Pinus strobus	White Pine	6'-8'	B&B	evergreen	1
50	Platanus occidentalis	Sycamore	2'-2 1/2'	B&B		1
39	Prunus caroliniana	Cherry Laurel	6'-8'	B&B	evergreen	1
24	Quercus coccinea	Scarlet Oak	2 1/2'-3'	B&B	red fall	1
18	Quercus phellos	Willow Oak	2 1/2'-3'	B&B	semi-evergreen	1
16	Salix Babylonica	Weeping Willow	10'-12'	B&B	specimen	1
13	Aucuba japonica	Japanese Aucuba	2'-3'	B&B		2
26	Chaenomeles elegans	Flowering Quince	2'-3'	B&B		2
36	Brunia coccinea (land)	Land Firethorn	2'-3'	B&B	orange leaves	2
6	Rhododendron elegans	Indian Azalea	2'-3'	B&B	pink flowers	2
23	Rhododendron obtusum obtusum	Kuevuc Azalea	2'-3'	B&B	evergreen	2
1	Acer rubrum	Red Maple	2'-3'	B&B		
1	Cercis canadensis	Eastern Redbud	2'-3'	B&B		
5	Cornus Florida	Dogwood	6'-8'	B&B	white flowers	
9	Lonicera maackii	Creeper	5'-7'	B&B	white	
5	Deodendron tulipifera	Tulip Tree	2'-3'	B&B		

no.	botanical name	common name	size	root	remarks	det.
25	Malus angustifolia	Southern Crabapple	6'-8'	B&B	flowers/white	1
13	Pinus strobus	White Pine	6'-8'	B&B	evergreen	1
50	Platanus occidentalis	Sycamore	2'-2 1/2'	B&B		1
39	Prunus caroliniana	Cherry Laurel	6'-8'	B&B	evergreen	1
24	Quercus coccinea	Scarlet Oak	2 1/2'-3'	B&B	red fall	1
18	Quercus phellos	Willow Oak	2 1/2'-3'	B&B	semi-evergreen	1
16	Salix Babylonica	Weeping Willow	10'-12'	B&B	specimen	1
13	Aucuba japonica	Japanese Aucuba	2'-3'	B&B		2
26	Chaenomeles elegans	Flowering Quince	2'-3'	B&B		2
36	Brunia coccinea (land)	Land Firethorn	2'-3'	B&B	orange leaves	2
6	Rhododendron elegans	Indian Azalea	2'-3'	B&B	pink flowers	2
23	Rhododendron obtusum obtusum	Kuevuc Azalea	2'-3'	B&B	evergreen	2
1	Acer rubrum	Red Maple	2'-3'	B&B		
1	Cercis canadensis	Eastern Redbud	2'-3'	B&B		
5	Cornus Florida	Dogwood	6'-8'	B&B	white flowers	
9	Lonicera maackii	Creeper	5'-7'	B&B	white	
5	Deodendron tulipifera	Tulip Tree	2'-3'	B&B		

AMPHITHEATER

plant list
high school

no.	botanical name	common name	size	root	remarks	det.
	Groundcovers					
27	Crown Vetch	Crown Vetch	1yr.	B.R.	evergreen	1
4	Hedera helix	English Ivy	1yr.	B.R.	evergreen	1
2	LIRIOPE muscari	Big Blue LIRIOPE	1yr.	B.R.		1
	Vinca Minor	Common periwinkle	1yr.	B.R.		
	SHRUBS					
5	Abelia grandifolia	Glossy Abelia	24"-30"	B&B	evergreen	2
13	Aucuba Japonica	Japanese Aucuba	24"-30"	B&B	"	2
26	Chaenoneles elegans	Flowering Quince	24"-30"	B&B		2
36	Pyraantha coccinea lalandi	Laland Firethorn	30"-36"	B&B	orange berries	2
6	Rhododendron elegans	Indian Azalea	24"-30"	B&B	pink flower	2
23	Rhododendron obtusum aboenum	Kurume Azalea	12"-15"	B&B	evergreen	2
	Trees					
1	Acer rubrum	Red Maple	2'-cal	B&B		1
1	Ceras canadensis	Eastern Redbud	8'-10'	B&B		1
5	Cornus florida	Dogwood	6'-8'	B&B	white flowers	1
9	Lagerstromia indica	Crapemyrtle	5'-7'	B&B	white "	1
5	Liriodendron tulipifera	Tulip Tree	2 1/2-3 cal	B&B		1

AMPHITHEATER

plant list
high school

no.	botanical name	common name	size	root	remarks	det.
	Trees (cont.)					
22	<i>Pinus strobus</i>	White Pine	6'-8'	B&B	evergreen	1
4	<i>Prunus caroliniana</i>	Cherry Laurel	6'-8'	B&B	evergreen	1
2	<i>Quercus phellos</i>	Willow Oak	2 1/2-3'	B&B		1
17	<i>Chaenomeles lagenaria</i>	Flowering Quince	4-5'	B&B		2
10	<i>Euonymus alatus</i>	Winged Euonymus	2-3'	B&B	coraly edges	2
13	<i>Gardenia radicans</i>	Creeeping Gardenia	6-8'	B&B		2
33	<i>Myrica pumila</i>	Dwarf Waxmyrtle	5-7'	B&B	evergreen	2
10	<i>Raphiolepis indica</i>	India Raphiolepis	15-18'	B&B		2
20	<i>Rhododendron indica</i>	Indian Azalea	24-30'	B&B	evergreen	2
12	<i>Rhododendron obtusum</i>	Kurume Azalea	12-15'	B&B	evergreen	2
	Trees					
4	<i>Acer palmatum</i>	Japanese Red Maple	8-10'	B&B		1
2	<i>Cercis canadensis</i>	Eastern Redbud	8-10'	B&B		1
4	<i>Cornus florida</i>	Dogwood	6-8'	B&B	white flower	1
2	<i>Magnolia stenata</i>	Star Magnolia	5-7'	B&B	evergreen	1
4	<i>Prunus caroliniana</i>	Cherry Laurel	6-8'	B&B	evergreen	1
1	<i>Quercus phellos</i>	Willow Oak	2-3'	B&B	semi-evergreen	1

AMPHITHEATER

plant list
high school

no.	botanical name	common name	size	root	remarks	det.
	<i>Liriope muscari</i>	Big Blue Liriope	1yr.	B.R	evergreen	
	<i>Ophiopogon japonicum</i>	Dwarf Lilly Tuft	1yr.	B.R	evergreen	
	<i>Viola minor</i>	Common periwinkle	1yr.	B.R	evergreen	
28	<i>Abelia grandiflora</i>	Glossy Abelia	24"-30"	B&B	evergreen	2
17	<i>Chaenomeles Lagerflora</i>	Flowering Quince	24"-30"	B&B	evergreen	2
10	<i>Euonymus alatus</i>	Winged Euonymus	24"-30"	B&B	corky edges	2
13	<i>Gardenia radicans</i>	Creeping Gardenia	6"-8"	B&B	yellow flower	2
33	<i>Myrica pumila</i>	Dwarf Waxmyrtle	15"-20"	B&B	evergreen	2
10	<i>Raphiolepis indica</i>	Indica Raphiolepis	15"-18"	B&B		2
20	<i>Rhododendron indica</i>	Indian Azalea	24"-30"	B&B	evergreen	2
12	<i>Rhododendron obtusum</i>	Kurume Azalea	12"-15"	B&B	evergreen	2
18	Trees					
4	<i>Acer palmatum</i>	Japanese Red Maple	8'-10'	B&B	evergreen	1
2	<i>Cercis canadensis</i>	Eastern Redbud	8'-10'	B&B		1
4	<i>Cornus florida</i>	Dogwood	6'-8'	B&B	white flower	1
2	<i>Magnolia stellata</i>	Star Magnolia	5'-7'	B&B	evergreen	1
4	<i>Prunus caroliniana</i>	Cherry Laurel	6'-8'	B&B	evergreen	1
1	<i>Quercus phellos</i>	Willow Oak	2 1/2'-30"	B&B	semi-evergreen	1

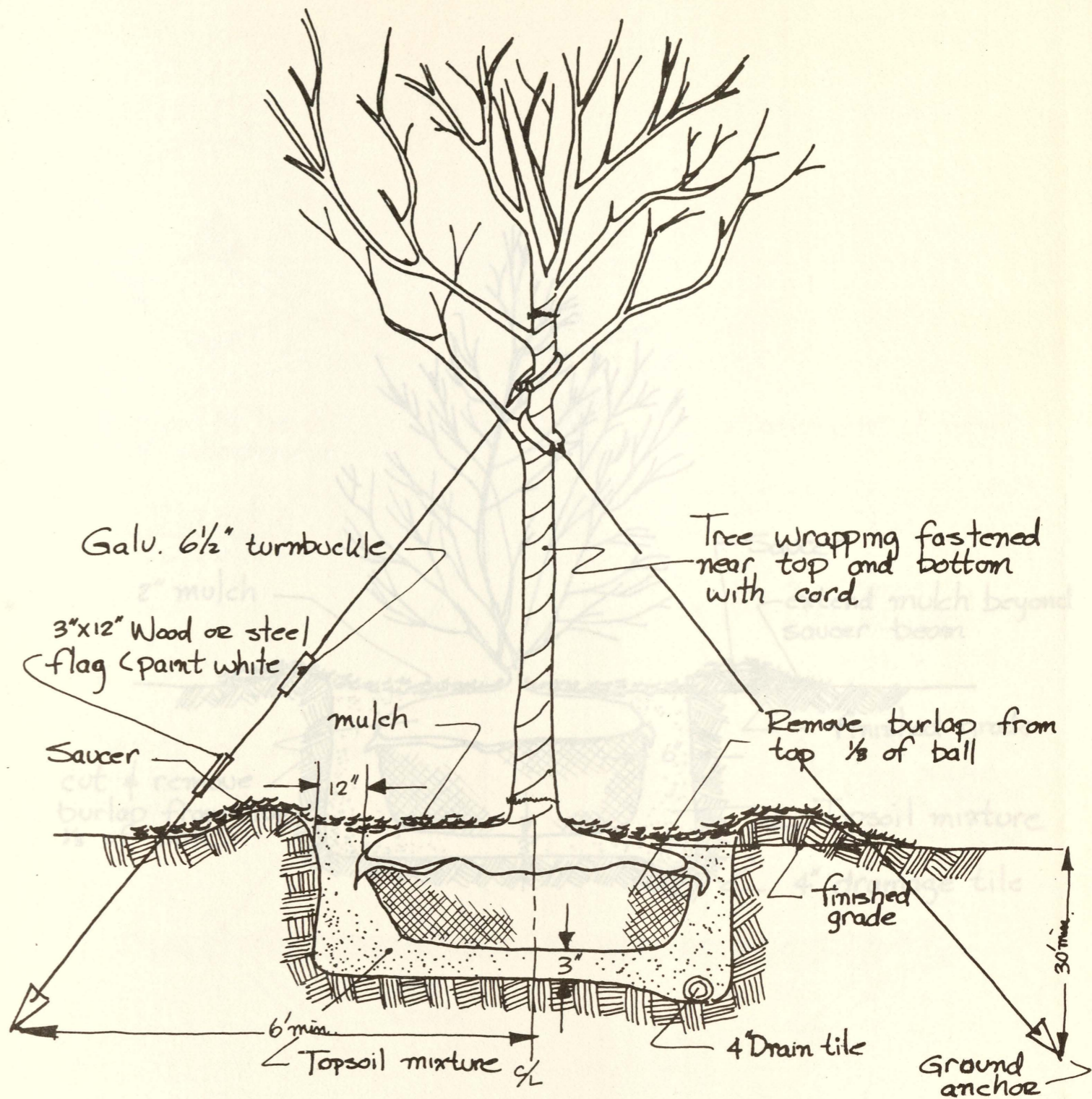
COURT YARD

plant list
high school

5	<i>Carex canadensis</i>	Canada Bluegrass	8-10'	B&B		1
4	<i>Juncus tenuis</i>	Common Spikerush	8-10'	B&B		1
15	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
20	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
10	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
22	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
12	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
10	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
12	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
26	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2
40	<i>Syntherisma tenax</i>	Common Spikerush	15-20'	B&B		2

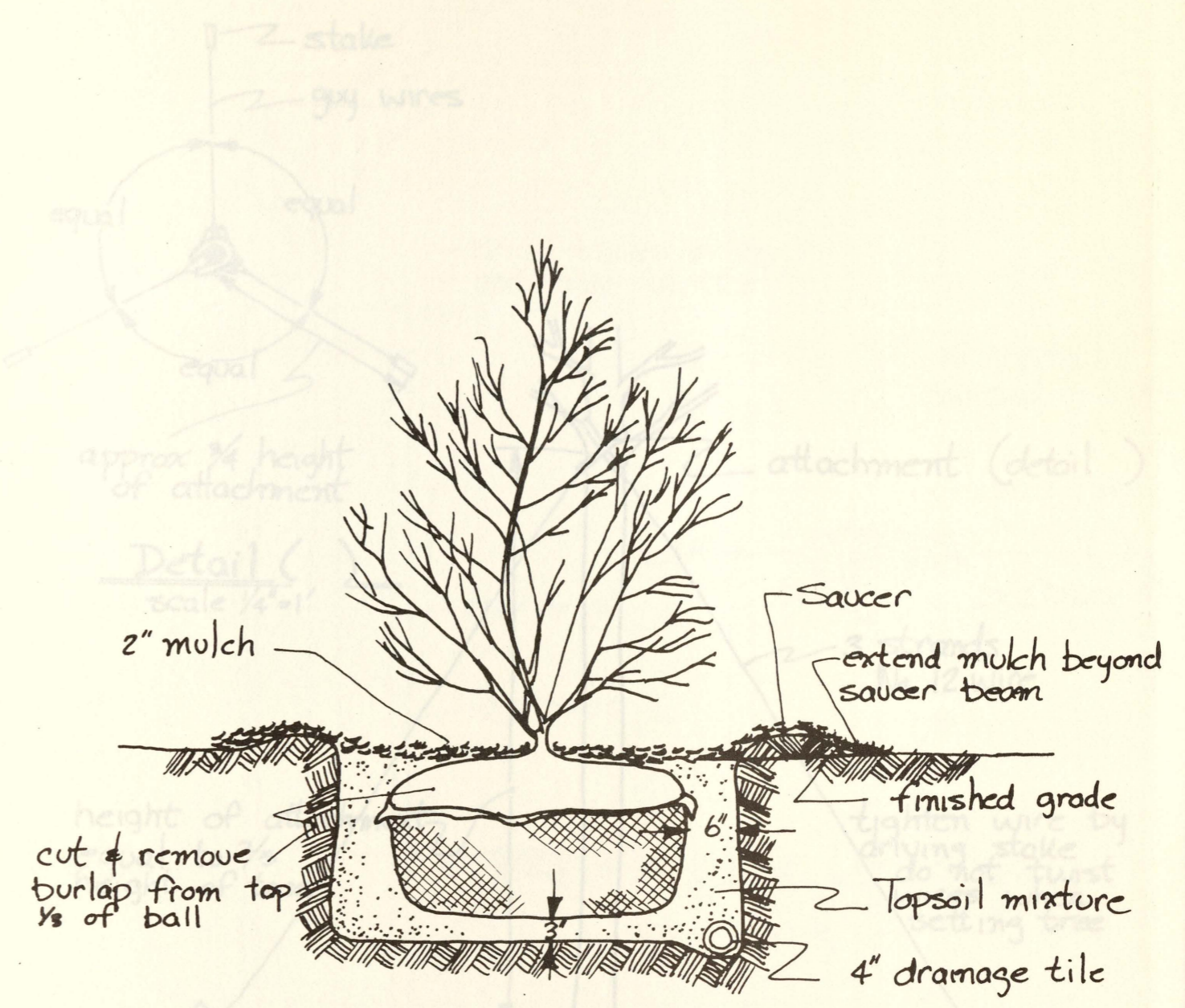
no.	botanical name	common name	size	root	remarks	det.
	<i>Liriope muscari</i>	Big Blue Liriope	1yr	B.R	evergreen	
	<i>Ophiopogon japonicum</i>	Dwarf Lilyturf	1yr.	B.R	evergreen	
	<i>Vinca minor</i>	Common periwinkle	1yr.	B.R.	evergreen	
35	<i>Ilex crenata helleri</i>	Heller Japanese Holly	8"-10"	can	evergreen	2
46	<i>Ilex burfordi</i> , dwarf	Dwarf Burford Holly	18"-24"	B&B	evergreen	2
9	<i>Ilex vomitoria</i>	Yaupon Holly	24"-30"	B&B	evergreen	2
26	<i>Mahonia aquifolium</i>	Oregongrape	15"-20"	B&B	yellow flowers	2
9	<i>Pyracantha coccinea lalandi</i>	Laland Firethorn	30"-36"	B&B	orange berries	2
Trees						
8	<i>Cercis canadensis</i>	Redbud	8'-10'	B&B		1
15	<i>Cornus florida</i>	Dogwood	6'-8'	B&B	white flowers	1
18	<i>Lagerstroemia indica</i>	Crapemyrtle	5'-7'	B&B	white flowers	1
8	<i>Pinus strobus</i>	White Pine	6'-8'	B&B	evergreen	1
53	<i>Platanus occidentalis</i>	Sycamore	2 1/2-3' cal	B&B		1
23	<i>Prunus caroliniana</i>	Carolina Cherry Laurel	6'-8'	B&B	evergreen	1
43	<i>Quercus coccinea</i>	Scarlet Oak	2 1/2-3' cal	B&B	red fall color	1
56	<i>Quercus phellos</i>	Willow Oak	2 1/2-3' cal	B&B	evergreen	1
3	<i>Salix babylonica</i>	Weeping Willow	10'-12'	B&B	specimen	1

plant list
elementary

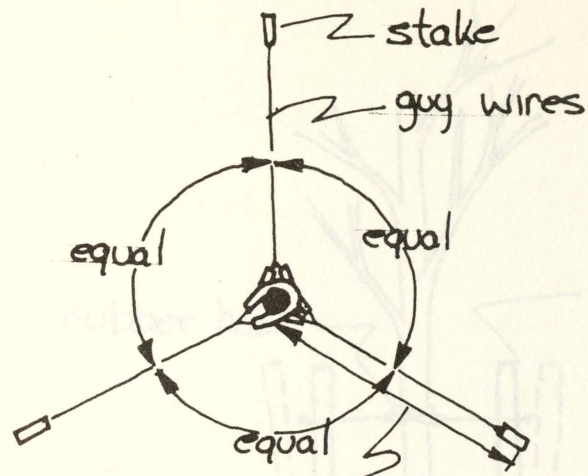


Planting & Staking Detail (No. 1)

trees 3 1/2" cal. & larger
no scale



Planting Detail (No. 2)
shrubs
no scale

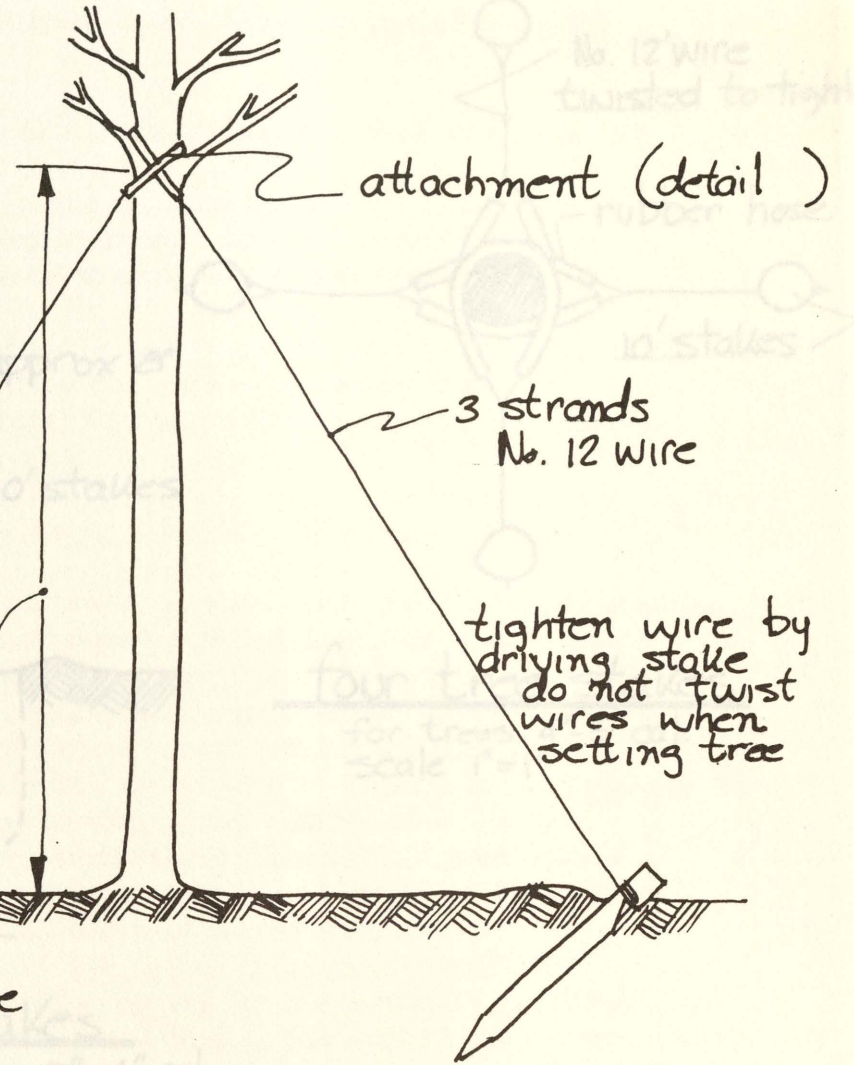


approx $\frac{3}{4}$ height of attachment

Detail ()
scale $\frac{1}{4}'' = 1'$

height of attachment equal to $\frac{2}{3}$ height of tree

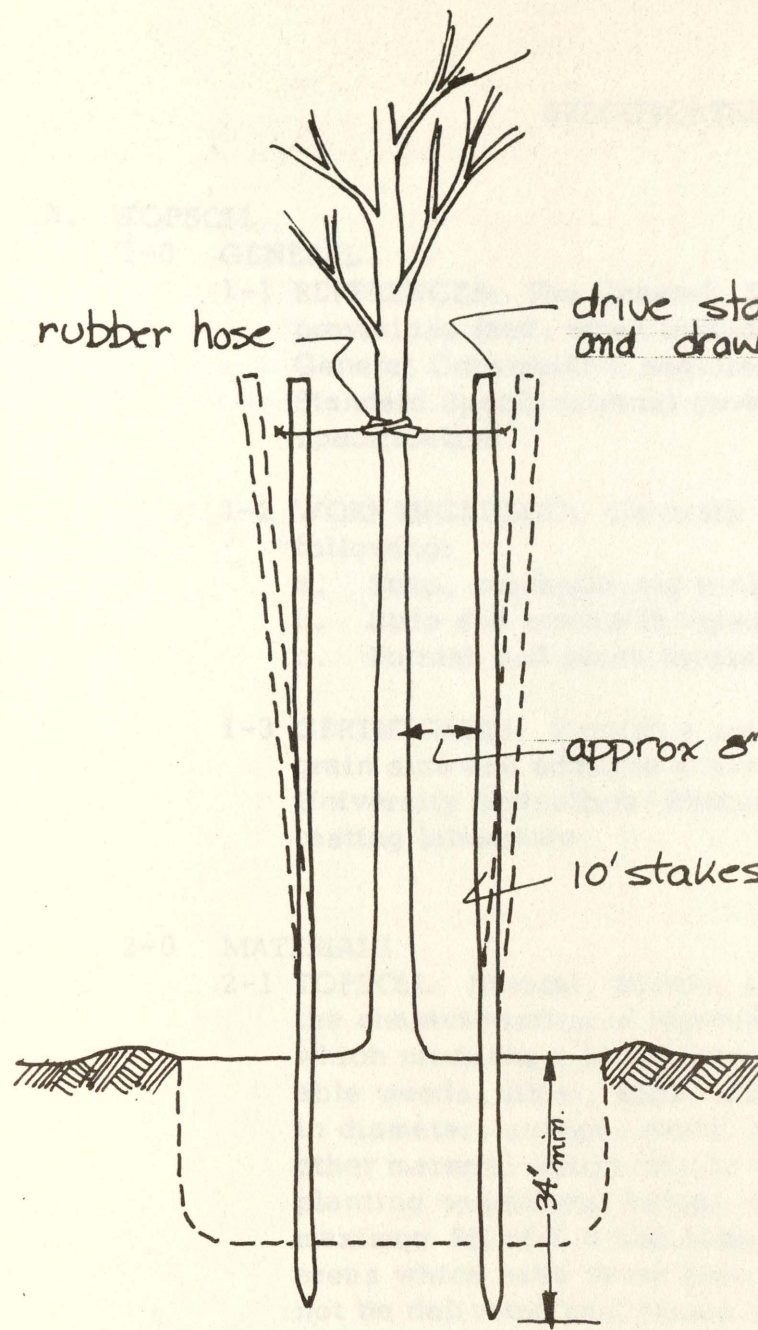
drive stakes at angle and draw vertical



tighten wire by driving stake do not twist wires when setting tree

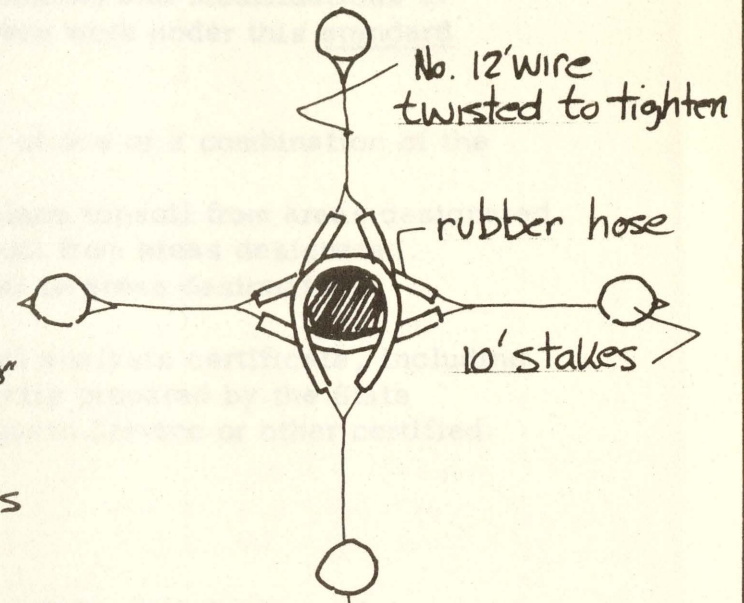
Staking Detail (No. 3)

guying to stakes
scale $\frac{1}{2}'' = 1'$



double tree stakes

for trees 12'-16" or 2"-4" cal.
scale 1/2" = 1'



four tree stakes
for trees 4"-5" cal.
scale 1" = 1'

Tree Staking Detail (No. 4)

scale = as shown

ground, remove all cuttings and debris and strip topsoil to depth selected.

SPECIFICATIONS

3-0 CONSTRUCTION

Shape and dress all areas. Before placing topsoil, loosen existing subsoil by harrowing and disking. Place and spread topsoil only to the required depth, which after settlement

A. TOPSOIL

1-0 GENERAL

1-1 REFERENCES: The General, Special and Labor Standards provisions (and, when included in the Specifications, the General Construction Requirements and Modifications to Standard Specifications) govern work under this standard specification.

SEEDING

1-2 WORK INCLUDED: Consists of one or a combination of the following:

- 1-1 a. Strip, stockpile and replace topsoil from areas designated.
- b. Strip and stockpile topsoil from areas designated.
- c. Furnish and place topsoil in areas designated.

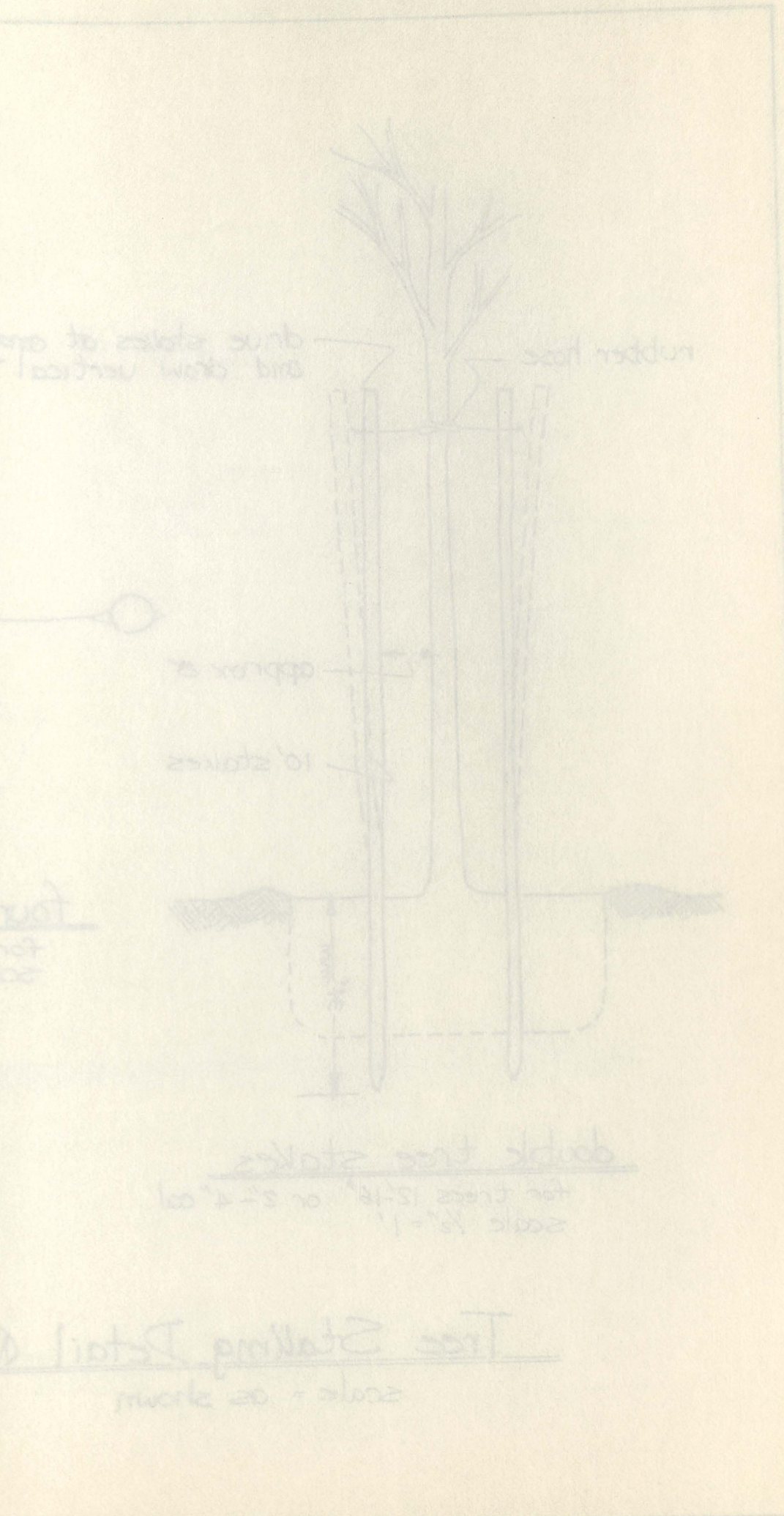
1-3 CERTIFICATES: Furnish a soil analysis certificate, including grain size and additive analysis prepared by the State University Agricultural Extension Service or other certified testing laboratory.

2-0 MATERIALS

2-1 TOPSOIL: Natural, friable, fertile, fine loamy soil possessing the characteristics of representative topsoils in the vicinity which produces a heavy growth; free from subsoil, objectionable weeds, litter, sods, stiff clay, stones larger than 1 inch in diameter, stumps, roots, trash, toxic substances, or any other material which may be harmful to plant growth or hinder planting operations; having a minimum PH of 6.0 and a maximum PH of 7.0 and obtained from naturally well drained areas which have never been stripped before. (Topsoil shall not be delivered in a frozen or muddy condition.)

- a. Soil Additives: If approved by the Contracting Officer, soil additives may be added to the soil in the amount and manner prescribed by the soil analysis. Soil not meeting approval shall be removed from the site and replaced with topsoil from a new source.

2-2 STRIPPED TOPSOIL: Areas to be stripped of topsoil shall be approved prior to start of work. Mow approved area close to



ground, remove all cuttings and debris and strip topsoil to depth selected.

3-0 CONSTRUCTION

Shape and dress all areas. Before placing topsoil, loosen existing subsoil by harrowing and disking. Place and spread topsoil evenly to the required depth, which after settlement shall constitute finish grade. Remove all clods, roots, litter, and stones larger than 1 inch in diameter. Do not place topsoil when ground is frozen, excessively wet, or in a condition that the soil cannot be worked easily and dressed smooth.

B. SEEDING, FERTILIZING AND MULCHING

1-0 GENERAL

1-1 REFERENCE: The General, Special and Labor Standard Provisions (and when included in the Specifications, the General Construction Requirements and Modifications to Standard Specifications) govern work under this standard specification.

1-2 WORK INCLUDED: Consists of establishing turf by seeding, fertilizing and mulching and includes preparation of seeding bed, fertilizing, liming, seeding, rolling, mulching, watering, guarantee and all labor, materials, equipment, tools and incidentals needed to complete the work.

1-3 GUARANTEE:

- a. For a period of twelve months from the date that the work under the contract is certified complete, the Contractor shall: (1) guarantee all seeding under this contract, (2) replant, during this guarantee period, those areas which show a poor stand of grass with the same materials as originally specified at no additional cost.
- b. Replacement made within six months after the beginning of the "Guarantee Period" shall not extend the "Guarantee Period" of this planting; those replacements made six months or more after the beginning of the "Guarantee Period" shall be maintained and guaranteed for a period of six months from the time of replacement.

2-0 MATERIALS

2-1 SEED: Conforming to Federal Seeds, Agricultural, and to U. S. Department of Agriculture rules and regulations pertaining

to packaging and sale of seed. Deliver in original, unopened containers bearing the grower's guarantee of analysis. Wet, mouldy, or otherwise contaminated seed shall be rejected.

2-2 Limestone: Agricultural limestone containing not less than 85 per cent of calcium carbonate or calcium carbonate equivalent; meeting the following minimum gradations, 100 per cent passing a 10 mesh sieve, 98 per cent a 20 mesh sieve, 55 per cent a 60 mesh sieve, and 40 per cent a 100 mesh sieve; delivered in original unopened containers with identifying mark and analysis meeting specification requirements.

2-3 FERTILIZER: Uniform in composition, free flowing and suitable for application with approved spreader; conforming to Federal Specification (Fertilizer Mixed, Commercial Type 1b), granular or pelleted with 50 per cent of total nitrogen derived from natural organic material in a slowly available form, delivered in original unopened containers with the analysis, type and trade name attached to each container.

2-4 WATER: Clean, fresh, free from harmful substances.

2-5 MULCH: Clean straw free from noxious weed seed and other elements harmful to lawns, or any of the commercially used materials available.

3-0 CONSTRUCTION

3-1 BED PREPARATION:

- a. If no new topsoil is required, thoroughly loosen soil in areas to be seeded to a minimum depth of 4 inches. Remove rocks, debris, clods or other harmful substances and maintain grading and drainage patterns.
- b. Where new topsoil is required, place topsoil on previously scarified subsoil to a minimum depth of 4 inches; apply basic fertilizer and limestone. Spread evenly and incorporate to the full depth of the topsoil by disking, or rototilling.

3-2 FERTILIZING: Spread uniformly by an approved method and mix thoroughly into the prepared seedbed to a depth of 4 inches.

- 3-3 SEEDING: Sow uniformly at the prescribed rate; make 2 applications at right angles to each other; lightly roll all seeded areas immediately after sowing with a 200 to 250 pound hand roller. Do not sow during high winds or other adverse weather conditions.
- 3-4 MULCHING: Immediately after rolling seeded areas, apply mulch uniformly to a depth of 2 inches loose measurement. Secure mulch in place by staking and tying or by spraying with asphaltic material.
- 3-5 WATERING: After completion of mulching operations, water all seeded areas with a mist spray until soaked to a minimum depth of 2 inches.
- 3-6 CLEANUP: Upon completion of the work, remove all debris and unused materials.
- 3-7 MAINTENANCE: The Contractor shall water, and otherwise maintain, all sprigged areas properly until all work is accepted.
- 3-8 FINAL INSPECTION: At the conclusion of the "Guarantee Period", a final inspection of all work included in this contract will be made by the Contracting Officer. At that time any grass areas found not to be in a healthy growing condition as determined by the Contracting Officer, shall be replanted.

C. PLANTING

1-0 GENERAL

- 1-1 REFERENCE: The General, Special and Labor Standards provisions (and, when included in the Specifications, the General Construction Requirements and Modifications to Standard Specifications) govern work under this standard specification.
- 1-2 WORK INCLUDED: Furnish and install all plant material as indicated; include all labor, materials, plant, equipment, incidentals, and cleanup upon completion of other work.
- 1-3 APPLICABLE STANDARDS: "American Standard for Nursery Stock" by the American Association of Nurserymen and "Standardized Plant Names" by the American Joint Committee on Horticultural Nomenclature, are a part of this specification.

1-4 PLANT CERTIFICATION: All inspection certificates, required by law, for the transportation of plant materials, shall accompany the invoice for each shipment or order of stock and be filed with the Contracting Officer prior to acceptance of the material.

1-5 PLANTING LAYOUT: Stake out all plants and planting areas as indicated on the drawings with plant identification stakes.

1-6 GUARANTEE:

a. For a period of twelve months from the date that the work under this contract is certified as complete, the Contractor shall: (1) guarantee all plants under this contract; (2) remove and replace, during this guarantee period, plants which die or are in a badly impaired condition; (3) replant with stock of same size and quality as originally specified; (4) guy and maintain as specified herein, at no additional cost.

b. Replacements made within six months after the beginning of the "Guarantee Period" shall not extend the "Guarantee Period" of these particular plants; those replacements made six months or more after the beginning of the "Guarantee Period" shall be maintained and guaranteed for a period of six months from the time of replacement.

2-0 MATERIALS

2-1 TOPSOIL: Natural friable, fertile, fine loamy soil possessing the characteristics of representative topsoils in the vicinity which produce a heavy growth; free from subsoil, objectionable weeds, litter, sods, stiff clay, stones larger than one inch in diameter, stumps, roots, trash, toxic substances, or any other material which may be harmful to plant growth or hinder planting operations; having a minimum PH of 6.0 and a maximum PH of 7.0 and obtained from naturally well drained areas which have never been stripped before. Topsoil shall not be delivered in a frozen or muddy condition.

2-2 MANURE: Well-rotted, unleached horse or cow manure, containing not more than 15% bedding materials such as straw, wood chips, or shavings; aged, not less than 12 months nor more than 2 years old; free from chemicals used to hasten decomposition artificially and other injurious substances; containing not more than 60% of moisture by weight.

2-3 PEAT MOSS: Raw Michigan peat or approved equal; obtained from fresh water sites or sedge peat, reed peat and sphagnum deposits in which the organic matter consists of incompletely decomposed plant residues containing a negligible amount of woody matter and shredded to resemble the texture of cultivated peat.

a. Material furnished shall not have been cultivated or aged, and shall meet the following requirements:

1. Minimum of 85 per cent pure organic matter.
2. Maximum of 60 per cent moisture by weight as received.
3. Minimum of 100 per cent water absorption per 24 hours' submersion in water by weight.
4. Minimum of 350 per cent water absorption from a dry basis by weight.
5. Maximum weight as received 30 lbs. per cubic foot equivalent to 2.47 cubic yards per ton.

2-4 FERTILIZER: Uniform in composition, free flowing and suitable for application conforming to Federal Specification (Fertilizer Mixed, Commercial Type 1b), granular or pelleted with 50 per cent of total nitrogen derived from natural organic material in a slowly available form; delivered in original unopened containers with the analysis, type and trade name attached to each container.

2-5 MULCH: Any of the commercially used materials available.

2-6 WATER: Clean, fresh and free from harmful substances.

2-7 ANTITRANSPIRANT: Wilt-Pruf, by Nursery Specialty Products, Inc., 202 East 47th Street, New York 17, New York, or approved equal.

2-8 IDENTIFICATION STAKES: Standard Survey stakes approximately 1" x 2" x 18".

2-9 MATERIALS FOR WRAPPING, STAKING AND GUYING:

- a. Wrapping Material: First quality, four-inch wide bituminous impregnated tape, corrugated or crepe paper, specifically manufactured for tree wrapping and having qualities to resist insect infestation.
- b. Rubber Hose: Two-ply fabric bearing hose having an inside diameter of not less than one-half inch.

- b. Inspection: Plants will be inspected at the place of origin.
- c. Guy Wire: Galvanized malleable iron wire No. 10 gauge.
- d. Twine: Jute twine not less than two ply.
- e. Bracing Stakes: Between four feet and ten feet long of sound, durable, unfinished lumber capable of withstanding above ground and underground conditions during the period of guarantee, with top and bottom dimensions 2" x 3" or 2" diameter or more.
- f. Guy Stakes: With top and bottom dimensions 2" x 3" or 2" diameter minimum and 30" long minimum.
- g. Stain: Bracing and guy stakes green.

2-10 PLANT MATERIALS:

- a. General: Plant names shall conform to the nomenclature of Standardized Plant Names. Sizing and grading standards shall conform to those published in American Standard of Nursery Stock. Substitution of size or grade shall be permitted only by written permission of the Contracting Officer. All plants shall be properly identified by name and size on legible weatherproof labels securely attached to plants. Furnish complete information regarding the sources of all plants to be supplied.
 - 1. All plants shall (1) be true to type and name, (2) typical of their species or variety, (3) have a normal well developed branch structure with a vigorous root system, (4) to be sound and healthy vigorous plants free from defects, disfiguring knots, sun scald, injuries, abrasions of the bark, plant diseases, insect eggs, borers, and all forms of infestations (5) possess a normal balance between height and spread.
 - 2. Unless otherwise specified, all plants shall be nursery grown and at least twice transplanted and shall have been growing under similar climatic conditions as the location of this project for at least two years prior to the contract date. All plants shall be freshly dug: healed in or cold storage plants will not be accepted.

- b. Inspection: Plants will be inspected at the place of growth and on the project site for conformity with the requirements listed above.
- c. Collected Plant Material: (Plants which are not nursery grown.) Plant material shall be collected only if specifically authorized in writing by the Contracting Officer. Any collected plant material which is authorized shall be dug with a ball of earth which has a diameter at least 1/3 greater than that specified for nursery-grown stock and burlapped.
- d. Specimens: Plant material indicated as specimens on the drawings shall be carefully selected to gain the effect desired, at the source of supply by the Contracting Officer.

3-0 CONSTRUCTION

3-1 DIGGING AND HANDLING:

- a. Antitranspirant Application: Apply, on all deciduous trees and shrubs in leaf and all evergreen trees and shrubs, before being dug. After planting and watering, plants which need further protection in judgment of the Contracting Officer, shall receive another thorough spray of antitranspirant.
- b. Ball and Burlap: All plants designated "B & B" on the plant lists shall have firm natural balls of soil in sizes as set forth in the American Standard for Nursery Stock and shall be: (1) wrapped firmly with burlap or approved material; (2) bound carefully with twine, cord, or wire mesh, in a manner so as not to damage the bark, break branches, or destroy natural shape; (3) covered with moist soil, mulch, or other protection from drying if not planted immediately.
- c. Bare-Root Plants: Plants designated "BR" in the list of plants to be furnished shall be dug with substantially all of the root system intact, and with the earth carefully removed from the roots. Cover all roots with a thick coating of mud by puddling, or otherwise protect from drying, after they are dug.

- d. Container-Grown Plants: Designated as "Potted" in the plant list, shall have been grown in a container such as pots, cans, tubs, or boxes and have sufficient roots to hold earth together intact after removal, without being rootbound. Do not remove from containers until ready for planting.
- e. Shipment and Delivery: (1) Promptly notify the Contracting Officer, in advance, when the plant material is to be delivered and the manner of shipment; (2) furnish therewith an itemized list of the actual quantity and sizes; (3) deliver the necessary inspection certificates to accompany each plant or shipment prior to acceptance and planting; (4) when shipment is made by truck, pack all plant material to provide adequate protection against climate and breakage during transit and tie to prevent whipping; (5) cover the tops with tarpaulin to minimize wind whipping and drying or spray adequately with antitranspirant; (6) when shipment is made by rail, pack boxcars carefully and adequately ventilate in accordance with plant requirements to prevent "sweating" of plants during transit; (7) exercise care at all times during the handling operations to prevent damage to bark, branches and root system; (8) employ a suitable method of handling to insure the careful workmanlike delivery of heavy balled plants to preclude cracked plant balls. No balled plant shall be planted if the ball is cracked or broken either before or during the planting operation. All balls over 36" diameter are to be platformed.

3-2 PLANTING:

- a. Planting Operations: Perform only during periods within the planting season when weather and soil conditions are suitable and in accordance with local accepted practice, approved by the Contracting Officer.
- b. Preparation of Planting Areas: Before excavations are made, cover the surrounding turf, if existing, in a manner that will satisfactorily protect all turfed areas that are to be trucked over, and upon which soil is to be temporarily stacked pending its removal or reuse. Barricade existing trees, shrubbery, and beds that are to be preserved in a manner that will effectively protect them during planting operations.

- c. Obstructions Below Ground: Remove any rock or underground obstruction to the depth necessary to permit proper planting according to drawings and specifications. However, other locations may be selected at the discretion of the Contracting Officer.
- d. Soil Mix: Unless otherwise specified or indicated on the drawings, the following mixture (thoroughly mixed by volume) shall be used for backfill around plants and herein after referred to as "Soil Mix": Manure 1 part; Topsoil 8 parts; Peat Moss 3 parts.
- e. Excavation for Planting: All excavations shall be in accordance with Typical Planting Details sheet which forms a part of the drawings, or as otherwise specified.
- f. Plant Placement: Set all plants at the proper level so that after settlement, a normal or natural relationship between the crown of the plant and the surrounding ground surface exists. Set the plant vertically, and firmly work and tamp the soil mix carefully under and around the base of the ball to fill all voids. When partially back-filled and compacted, cut the ball ties and remove the burlap from the top and side of the ball and cut or adjust to prevent the formation of air pockets. No burlap shall be pulled from under the balls.
- g. Backfilling: Every care shall be taken during the backfilling and tamping to avoid injuring the roots and to eliminate all air pockets. Any roots which are found to be bruised or broken before or during planting shall immediately be pruned to sound tissue with a clean cut.
- h. Water: Thoroughly water all plants immediately after planting. This shall mean full and thorough saturation of all backfill in the pits and beds during the same day of planting. Apply water only by open-end hose at a very low pressure to avoid air pockets and injury to the roots. When planted, watered, and fully settled, the plants shall be vertical.
- i. Water Saucer: Construct a shallow circular water saucer around each tree and shrub. To prevent damage from freezing, remove the water saucer during the winter months after the initial watering has been completed.

j. Fertilizing: After placing backfill, prior to final watering, and before mulching, apply fertilizer to all plants at the following rate:

- Shade tree - 2 pounds per inch of caliper
- Small tree - 1 pound per inch of caliper
- Shrubs - 1/4 pound per foot height
- Evergreens - 1/8 pound per foot height or spread
- Vines and Ground Covers - 1/8 pound per plant
- Herbaceous Plants - 1/8 pound per plant

k. Protection of Pits and Beds: After tree and shrub pits and beds are prepared, provide proper protection to keep earth from freezing both in beds and pits and in stockpiled soil mix.

3-3 GUYING: See Typical Planting Details on drawings. Keep supports in place during entire guarantee period.

3-4 WRAPPING: Wet the trunks of all trees thoroughly with a DDT solution; wrap trees by overlapping one and one-half (1 1/2) inches, wind from the lowest main branches to the base of the tree. Tie the wrapping at the top, bottom, and at two-foot intervals along the trunk with twine. Wrap within four days after plants, but not before the condition of the trunks of the trees has been inspected and approved. Maintain in place for the entire guarantee period.

3-5 PRUNING: After planting inspection, neatly prune all plants to preserve their natural form character. Limit pruning to the minimum necessary to remove injured twigs and branches and to compensate for the loss of roots during transplanting, but never to exceed 1/3 of the branching structure. Paint cuts over 1/2 inch diameter with an approved tree wound paint.

3-6 MULCHING: Within two (2) days after planting, mulch all planting areas (individual tree pits, entire shrub and ground-cover beds) with a 2 inch layer of mulching material.

3-7 MAINTENANCE: Until the work under this contract is certified as complete by the Contracting Officer, maintain all plants in a healthy growing condition by watering, pruning, spraying,

2-0 MAINTENANCE: After planting, watering, and before mulching, apply all plants at the following rates:
2-1 Grass tree - 2 pounds
2-2 Small tree - 1 pound
2-3 Shrub - 1/4 pound
2-4 Evergreen - 1/2 pound
or as indicated on the label.
2-5 Vines and Ground Covers - 1/2 pound
2-6 Perennials - 1/2 pound
2-7 Annuals - 1/2 pound
2-8 Fertilizing: After planting, fertilize all plants with a fertilizer containing 100 per cent available phosphorus and 50 per cent available nitrogen. Apply fertilizer at the rate indicated on the label. Mulch shall first be raked back, fertilizer applied and mulch replaced.

3-8 FINAL INSPECTION: At the conclusion of the "Guarantee Period", a final inspection of all work included in this contract will be made by the Contracting Officer. At that time any plant found not to be in healthy growing condition, dead, broken, damaged, or otherwise in such condition as to impair or destroy the symmetrical or other desired appearance as determined by the Contracting Officer shall be removed from the site and replaced by the Contractor.

D. SPRIGGING

1-0 GENERAL

1-1 REFERENCE: The General, Special, and Labor Standard Provisions (and, when included in the Specifications, the General Construction Requirements and Modifications to Standard Specifications) govern work under this Standard Specification.

1-2 WORK INCLUDED: Furnish all materials and prepare planting bed for liming, fertilizing, sprigging, mulching, rolling, and watering, and provide all labor, equipment, tools, and other incidentals necessary to complete the work.

1-3 GUARANTEE:
a. For a period of twelve months from the date that the work is certified as complete, the Contractor shall: (1) guarantee all sprigging under this contract; (2) replant those areas which show a poor stand of grass with the same material, size and quality as originally specified at no additional cost.
b. Replacements made within six months after the beginning of the "Guarantee Period" shall not extend the "Guarantee Period" of this particular planting; those replacements made six months or more after the beginning of the "Guarantee Period" shall be maintained and guaranteed for a period of six months from the time of replacement.

2-0 MATERIAL

2-1 SPRIGGING: Obtain by shredding and pulling sod apart, cleaning and separating into stolons or runners about 6 inches long. Keep moist until planting. Sprigging material shall be prepared in advance only in sufficient quantity to maintain a reasonable supply and planted within 3-6 hours.

2-2 LIMESTONE: Agricultural limestone containing not less than 85 per cent of calcium carbonate or calcium carbonate equivalent; meeting the following minimum gradations: 100 per cent passing a 10-mesh sieve; 98 per cent a 20-mesh sieve; 55 per cent a 60-mesh sieve; 40 per cent passing a 100-mesh sieve; delivered in original unopened containers with identifying mark and analysis as meeting specification requirements.

2-3 FERTILIZER: Uniform in composition, free-flowing and suitable for application conforming to Federal Specification. (Fertilizer Mixed, Commercial Type 1b), granular or pelleted; delivered in original unopened containers with the analysis, type, and trade name attached to each container.

- a. Basic Fertilizer: Phosphorous and potash, mixed commercial type.
- b. Starter Fertilizer: Commercial type with 50 per cent of the nitrogen in slowly available form.
- c. Top Dressing: Organic Nitrogen such as Milorganite or approved equal.

2-4 WATER: Clean, fresh, free from harmful substances

2-5 MULCH: Clean straw, free from noxious weed seed and other elements harmful to lawns, or any of the commercially used materials available.

3-0 CONSTRUCTION

3-1 BED PREPARATION:

- a. If no new topsoil is required, thoroughly loosen soil in areas to be seeded to a minimum depth of 4 inches. Remove rocks, debris, clods or other harmful substances and maintain grading and drainage patterns.
- b. Where new topsoil is required, place topsoil on previously scarified subsoil to a minimum depth of 4 inches; apply basic fertilizer and limestone at the rate specified. Spread evenly and incorporate to the full depth

of the topsoil by disking, rototilling or other approved methods. The incorporating machine shall pull a drag or some other smoothing device in order to keep the area smooth.

3-2 **STARTER FERTILIZER:** After basic fertilizer and limestone have been incorporated, spread starter fertilizer evenly over the area and incorporate into the top inch of soil by raking. Establish final grade and remove stones larger than one inch in any dimension and other debris.

3-3 **SPRIGGING:** Plant sprigs in 3 to 4 inch furrows spaced 8 inches apart. Cover sprigs completely, rake lightly. Roll entire area by hand with a 200- to 250-pound roller.

3-4 **MULCHING:** Immediately after rolling sprigged areas, apply mulch uniformly to a depth of 2 inches loose measurement. Secure mulch in place by staking and tying, or by covering with asphaltic material.

3-5 **WATERING:** After mulching, thoroughly water all areas sprigged on a particular day with a fine mist spray until the ground is soaked to a depth of at least 2 inches. Further waterings shall be made as conditions warrant.

3-6 **CLEANUP:** Upon completion of the work, remove all debris and unused materials and leave the area in a neat, clean, and satisfactory condition.

3-7 **MAINTENANCE:** The Contractor shall water, and otherwise maintain, all sprigged areas properly until all work is accepted.

3-8 **TOP DRESSING FERTILIZER:** Top dress the sprigged areas the following fall or spring, whichever comes first. Apply when the grass is dry, and water in, so that turf will not be burned.

3-9 **FINAL INSPECTION:** At the conclusion of the "Guarantee Period", a final inspection of all work will be made by the Contracting Officer. Any grass areas found not to be in a healthy growing condition, as determined by the Contracting Officer, shall be replanted.

ACKNOWLEDGEMENTS

We wish to express our appreciation to the following persons and the sponsoring bodies which have made this study possible:

Mr. W. L. Columbo, Superintendent of Jefferson City Schools, Jefferson, Georgia, for his significant assistance in supplying maps and printed data, and his counsel during the three months while this study was in preparation.

Dr. Hubert B. Owens, Dean, School of Environmental Design, University of Georgia, who coordinated this project, for his guidance and encouragement.

Mr. Deane D. Rundell, Assistant Professor of Landscape Architecture, School of Environmental Design, University of Georgia, for his services as Faculty Project Advisor.

We also wish to extend our thanks to Mrs. Claris Ingersoll for her guidance in editing this report and assembling the bibliography; and Frank Johnson, a fellow senior student, for time devoted to some of the photographic work.

We also express our appreciation to the Community Development Division of the Georgia Power Company for their cooperation in the production of this study.

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