NPS Form 10-900 OMB No. 1024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

Historic name Neely Elementary School

Other names/site number Neely School Building

Name of related Multiple Property Listing N/A

2. Location

Street & number 1909 South 12th Street | N/A | not for publication

City or town St. Joseph | N/A | vicinity

State Missouri Code MO County Buchanan Code 29-021 Zip code 64503

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this _X_ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property _X_ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide _X_ local

Applicable National Register Criteria: ___ A ___ B _X_ C ___ D

Mark A. Miles May 05, 2014

Signature of certifying official/Title Mark A. Miles, Deputy SHPO Date

Missouri Department of Natural Resources

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

_____ entered in the National Register _____ determined eligible for the National Register

_____ determined not eligible for the National Register _____ removed from the National Register

_____ other (explain:) _____

Signature of the Keeper Date of Action

5. Classification

Ownership of Property
(Check as many boxes as apply.)

X	private
	public - Local
	public - State
	public - Federal

Category of Property
(Check only **one** box.)

X	building(s)
	district
	site
	structure
	object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1	0	buildings
0	1	sites
		structures
		objects
1	1	**Total**

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions.)

Education / School

Current Functions
(Enter categories from instructions.)

Vacant

Education / School at 2001 addition only

7. Description

Architectural Classification
(Enter categories from instructions.)

Late 19th and 20th Century Revivals /

Neo-Classical Revival

Materials
(Enter categories from instructions.)

foundation: Brick

walls: Brick

Limestone

roof: Composite

other:

X **NARRATIVE DESCRIPTION ON CONTINUATION PAGES**

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- [ ] A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- [ ] B Property is associated with the lives of persons significant in our past.
- [x] C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- [ ] D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- [ ] A Owned by a religious institution or used for religious purposes.
- [ ] B removed from its original location.
- [ ] C a birthplace or grave.
- [ ] D a cemetery.
- [ ] E a reconstructed building, object, or structure.
- [ ] F a commemorative property.
- [ ] G less than 50 years old or achieving significance within the past 50 years.

[x] **STATEMENT OF SIGNIFICANCE ON CONTINUATION PAGES**

Areas of Significance

Architecture

Period of Significance

1909 and 1916

Significant Dates

1909, 1916

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Meagher, P.F. (1871) Architect
Eckel, E.J. (1899) Architect and
Buddy, P.P. (1899) Builder
Eckel and Boschen, (1909) Architects and Builder
P.P. Buddy Building and Construction Co. (1909)
Boschen, Walter (1916) Architect and
Hotchkiss, Sam (1916) Builder
Ittner, William B. (1929)

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Previous documentation on file (NPS):

- X preliminary determination of individual listing (36 CFR 67 has been requested)
- ___ previously listed in the National Register
- ___ previously determined eligible by the National Register
- ___ designated a National Historic Landmark
- ___ recorded by Historic American Buildings Survey #_____
- ___ recorded by Historic American Engineering Record # _____
- ___ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- X State Historic Preservation Office
- ___ Other State agency
- ___ Federal agency
- ___ Local government
- ___ University
- X Other

Name of repository: **Foutch Brothers, LLC**

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 2.09

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1 39.749092 - 94.845032
Latitude: Longitude:

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

11. Form Prepared By

name/title Julie Cawby

organization Foutch Brothers, LLC date April 29, 2014

street & number 8201 NW 97th Terrace telephone 913-680-9077

city or town Kansas City state Missouri zip code 64153

e-mail julie@foutchbrothers.com

Additional Documentation

Submit the following items with the completed form:

- **Maps:**
  - A **USGS map** (7.5 or 15 minute series) indicating the property's location.
  - A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Photographs**
- **Owner Name and Contact Information**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Photograph Log:

The following is true for all photographs submitted with this nomination. Digital source files are on file with the Property Owner and the Missouri State Historic Preservation Office.

Name of Property: **Neely Elementary School**

City or Vicinity: **St. Joseph**

County: **Buchanan** State: **Missouri**

Photographer: **Julie Cawby**

Date Photographed: **July 22, 2013** **Number of Photos: 16**

Location of Original Digital Files **8201 NW 97th Terrace Kansas City, MO 64153**

Description of Photograph(s) and number, include description of view indicating direction of camera:

1. Exterior view- West Elevation looking Northeast
2. Exterior view- West Elevation main building entrance looking East
3. Exterior view- West Elevation looking Southeast
4. Exterior view- West Elevation Northern portion showing the 2001 addition and its connection to the main building, looking East
5. Exterior view- West and partial North Elevations looking Southeast
6. Exterior view- North and partial East Elevation looking Southwest
7. Exterior view- East Elevation looking Southwest
8. Exterior view- East Elevation Northern portion showing the 2001 addition, looking Northwest
9. Exterior view- East Elevation Southern portion looking West
10. Exterior view- South Elevation and southern part of the site, looking North
11. Exterior view- South Elevation and southern part of the site, looking Northwest
12. Interior view- Second Floor main hallway looking South
13. Interior view- Second Floor center stairway looking Southwest
14. Interior view- Second Floor Typical Classroom looking East
15. Interior view- Second Floor Typical Classroom looking West
16. Interior view- First Floor Gymnasium/Auditorium Stage, looking Southeast

See **Figure 26** through **Figure 29** on the continuation pages for the existing floor plans indicating the photograph views.

SUMMARY:

Neely Elementary School is located in a residential setting of late nineteenth century and early to middle twentieth century houses and has maintained its original association with the surrounding neighborhood. The building was originally constructed in 1871. Subsequent changes to the building between 1871 and 1894 resulted in its earliest extant portions to date from 1894. The main west façade is symmetrical and appears to have been built at one time, when in reality, it was constructed in two separate phases with additions and major renovations having been completed in 1909 and 1916. In 2001, a one story addition was added to the north of the building. A non-contributing site, a playground and parking area, is located next to this addition. This portion is currently being used as an Early Learning Center for the St. Joseph School District. The main school building discontinued use as an elementary school in 2011 and has been vacant to date.

The school is a two story building with a raised basement. There is a one story gymnasium/auditorium basically centered on the east side of the plan. The structure consists of reinforced concrete columns and beams. The exterior walls are brick masonry construction with a limestone water table beltcourse separating the darker foundation brick base in a common bond with Flemish headers from the remainder of the lighter running bond brick of the upper facades. There is a painted metal cornice separating the top of the second floor windows from the brick façade area at the parapet level. Limestone columns, sills, entrance and window ornamentation, and simple ceramic mosaics decorate the north, west, and south facades. A limestone coping lines the entire parapet roofline of the building. All of the windows have been replaced with non-historic aluminum windows circa 1990. The roof areas are all flat roofs with minimal slope and are all covered with synthetic membrane systems.

ELABORATION:

SETTING:

Neely Elementary School is located in St. Joseph, Missouri, a city of approximately 77,200 residents. St Joseph is located in the northwest region of the state and the northwest corner of Buchanan County. St Joseph is the eighth largest city in Missouri and serves as the county seat. The building is located in the western central portion of the city and sits directly north of Route 36 and east of Interstate 229, bounded by Jackson Street to the north, South 13th Street to the east, Pacific Street to the south, and South 12th Street to the west. The school site is approximately two acres and contains the historic building, a 2001 addition to the north with a non-historic and non-contributing playground and parking areas adjacent to the 2001 addition, and a non-historic chain link fenced paved lot and parking lot to the south of the building which had been primarily used for the schools playground and teachers parking areas. Across the street on the west and east sides of the site are single family late nineteenth century and early to middle twentieth century one and two story dwellings. Across the street to the north is St. Patrick's Catholic Church and private school and its adjacent parking lot.

EXTERIOR:

The building was designed in the Classical Revival style. This style has been exemplified by symmetry of the west façade and by the use of its brick and limestone masonry construction, decorative brick patterns, pronounced painted metal cornice, projected two story ornamented entrance, classical smooth tapered columns, simple entablature with a triangular pedimented portico, classical ornamentation, and a simple arched parapet cap in three of the five west façade bays. The southern and northern facades also contain these elements as well, but in a lesser amount.

West Elevation

The main (west) elevation (see Photo 1) faces South 12th Street and is a five part facade which contains a projecting central entry block flanked by symmetrical bays with projecting blocks on each end. All of the windows on this façade have been replaced with non-historic aluminum double hung windows (with fixed upper transoms in a majority of openings). The center block contains the buildings main entrance, which is the most decorated portion of the building (see Photo 2). It contains limestone Tuscan columns flanking the double door entrance, with a Tuscan entablature and vertically projected limestone triangular pediment. The historic entrance doors have been replaced with a non-historic metal double door and the original divided light transom above the doors has been replaced with a single pane of glass. The original wood frame around the doors and transom remain intact as does the original painted wood brick mould and trim. The door and transom are wrapped by a limestone surround with limestone keystones. Limestone surrounds the windows above the entrance. There is one wider double hung window in the center with single double hung windows on either side, separated by brick pilasters at the intermediate and second floor levels. The brick between the lintel of the intermediate level windows (laid vertically) and the limestone sill of the second floor windows, is laid in a herringbone pattern framed with a header brick border and has decorative glazed tile inset and framed by diagonal and header bricks laid in a full circle around the tile. A limestone etching above the second floor windows reads “19 Neely School 09” and is located within a shaped entablature detail comprised of the painted metal cornice and a smooth limestone beltcourse. The roof parapet above the central block is a simple stepped arch. Single double hung windows are also located on either side of the entrance at each floor level.

The façade is symmetrical around the center bay and has symmetrical fenestration patterns (see Photos 1 and 3). The first and fifth projecting bays consist of double hung windows with a transom above with a set of three windows with single windows on either side on the upper two floors. The brick between the lintel of the first floor windows (laid vertically) and the limestone sill of the second floor windows (and also in the parapet brick area), is laid in a herringbone pattern framed with a header brick border (the border at the parapet has square limestone blocks at each corner of the border) and has decorative glazed tile inset and framed by diagonal and header bricks (segmented keystone bricks at the parapet) laid in a full circle around the tile. The basement floor level has three single double hung windows in line with the set of three windows above, with brick pilasters in between each window and a limestone lintel. The parapet at the roof line of these two bays contains a limestone simple stepped arch.

The second and fourth bays (see Photo 1) consist of a row of five double hung windows with a transom above on the upper two floors. The brick between the lintel of the first floor windows (laid vertically) and the limestone sill of the second floor windows is laid in a herringbone pattern framed with a header brick border and has decorative glazed tile inset and framed by diagonal and header bricks laid in a square shape around the tile. At the basement floor level, there are five single double hung windows, in line with the set of five windows above, with brick pilasters in between each window. The limestone parapet of these two bays is flat.

There is a 2001 addition at the north end of the west elevation (see Photos 4 and 5) that is separated from the main school building by a recessed breezeway connection that aligns with the original north entrance projected bay at the west side. The addition is one story in height with no projections. It contains aluminum double hung windows along the entire façade with two sets of one single window located on both sides of a row of three windows. The façade is comprised of brick and a limestone water table and parapet cap that all match the main building very well.

South Elevation

The south elevation (see Photos 10 and 11) is comprised of four bays, each of which is offset from the other. The facade contains similar decoration as the west facade, but not as elaborate. The three west bays contain similar limestone beltcoursing and a continuous painted metal cornice. All of the windows on this façade, except for the two that flank the main entrance, have been replaced with non-historic aluminum double hung windows (with fixed upper transoms in a majority of openings). All of the windows are covered with painted metal grating (window protection from the adjacent playground). The first, western most bay, has one centered single double hung window in the upper portion of second floor classroom surrounded by a brick border and limestone sill. This bay also contains a decorative brick border with square limestone blocks at each of the four corners. To the east of this brick border are two single double hung windows, one at the first floor and one at the second floor level, in line vertically with one another.

The second bay projects and contains the south entrance. The historic entrance doors have been replaced with a non-historic metal double door and the original divided light transom above the doors has been replaced with a single pane of glass. The original wood frame around the doors and transom remain intact as does the original painted wood brick mould and trim. There are two small windows on either side of the entrance doors which contain the original fixed divided four light wood windows. There is a limestone cornice above the entrance door transom.

The brick between the cornice and the limestone sill of the stair landing windows (and also in the parapet brick area above), is laid in a herringbone pattern framed with a header brick border and has decorative glazed tile inset and framed by diagonal and header bricks laid in a full circle around the tile (no brick circle surrounds the triple tile insets at the parapet). There is a double set of three windows above the brick with the lower set being about twice the height of the upper set. The windows are separated horizontally by painted wood panels and trim.

The third bay is recessed and contains a set of five double hung windows with transoms above on the first and second levels and smaller single double hung windows at the basement floor, in line with the set of five windows above, with brick pilasters in between each window. The basement floor windows

are set within a large window well. The fourth bay is recessed the furthest and is one story in height with no decoration. It contains one secondary entrance door with a very tall transom above it and one single double hung window to the east. The original basement window below the single first floor window has been infilled and the adjacent parking lot has been brought up to the façade.

East Elevation

The east elevation (see Photos 7, 8, and 9) contains three main projections. All of the windows on this façade have been replaced with non-historic aluminum double hung windows (with fixed upper transoms in a majority of openings). At the first floor there is a projecting one story gymnasium/auditorium. It contains three equal sets of three double hung windows with transoms above at the gymnasium/auditorium space. The original basement window locations below the northern set of windows have been infilled and a concrete ramp has been installed. To the south of the auditorium/gymnasium space there is a very tall brick flue and two single double hung windows at the rooms behind the stage. The upper portion of the main body of the building, at the second floor, is recessed back from the gymnasium/auditorium below. It contains a set of five double hung windows with transoms above in the classroom spaces and single windows in the coat closets and stage areas. The northern most portion of the east façade matches the first bay of the west façade except that this facade has a flat parapet. The basement window locations below this bay have been infilled and the adjacent parking lot has been brought up to the façade. The east elevation lacks ornamentation, except for the painted metal cornice which wraps around from the south and north façades.

The 2001 addition at the north end of the east elevation is connected to and in alignment with the main building façade. It is one story in height with no projections. It contains aluminum double hung windows at the northern end, with one single window located on both sides of a row of three windows. The façade is comprised of matching brick and a limestone water table and parapet cap and exposed metal downspouts.

North Elevation

At the north elevation (see Photos 5 and 6), the original main body of the building has a symmetrical façade centered around the original center entrance bay. This bay matches the entrance bay of the south façade. The bays on either side of the northern entrance match the western bay of the southern façade. All of the windows on this façade, except for the two that flank the original north school entrance, have been replaced with non-historic aluminum double hung windows (with fixed upper transoms in a majority of openings). At the north façade of the gymnasium/auditorium at the east, which is recessed back from the main north façade (see Photo 7), there is a single door entrance (the original center window has been converted into a doorway) with flanking double hung windows with transoms above. The original basement window locations below this entrance have been infilled and concrete steps have been installed.

North of the original north façade of the school building (see Photo 6) is a one story brick addition that was completed in 2001. It is comprised of matching brick and a limestone water table and parapet cap and has no projections. The façade contains the main entrance to the addition through one single door centered in the façade which is flanked by single double hung windows. The parapet above the entrance is a stepped arch. At the west and east portions of the façade, on either side of the entrance, are sets of

aluminum double hung windows, each with one single window located on both sides of a row of three windows.

The addition is connected to the north façade of the original building at only the eastern portion of the north façade. From inside of the addition, the connection to the main building is separated by a breezeway/air lock entrance. Inside of this entrance, the original northern entrance of the main school building is intact. The historic entrance doors have been replaced with a non-historic metal double door and the original divided light transom above the doors has been replaced with a single pane of glass. The original wood frame around the doors and transom remain intact as does the original painted wood brick mould and trim. There are two small windows on either side of the entrance doors which contain the original fixed divided four light wood windows. The windows are covered with an aluminum storm window.

INTERIOR:

Though there have been minor changes to the interior finishes of the Neely Elementary School, the buildings plan layout, spatial organization, the room size, function and location have been unchanged since the buildings ultimate completion in 1916.

Interior – First Floor: (see **Figure 28**)
A non-historic set of doors in the original opening, provide the main entrance to the school at the west elevation. The entry doors lead to a vestibule area with a terrazzo floor, marble base, wood chair rail, plaster walls, a historic wood display case, and a large granite memorial pedestal inscribed with, "Edward Bayly [**sic**] Neely Superintendent of St. Joseph Schools 1864-1904".

From inside the vestibule there are two doorways. One is a double door with transom that leads up a half set of stairs (made of cast iron with terrazzo treads) to the first floor and the other is a single door with transom that leads down a half set of stairs (made of cast iron with terrazzo treads) to the basement floor level. The half set of stairs going up leads to the main first floor double loaded, 16 foot wide corridor, which runs the entire north-south length, forming the buildings center spine. The historic wood trim and doors remain throughout the corridor. All of the rooms are accessed from the main corridor, which include the classrooms, gymnasium/ auditorium/ cafeteria, kitchen, and offices. Historic plaster walls remain in the corridor and classrooms as well. The historic stained wood flooring, built-in cabinetry, wood chair rail, chalkboards and their stained wood trim, and the stained wood doors remain in a majority of the classrooms and coat closets. Non-historic fluorescent light fixtures have replaced the historic fixtures in the hallway and all of the classrooms as well.

Three staircases are accessible from the main corridor, one in the center at the west and one at each end at the south and north. All of the stairways lead to the basement and second floor levels. Down a half level at the north staircase is the entrance to the 2001 addition through an historic opening and transom above. This entrance leads into a contemporary air lock which in turn leads to two separate doorways. One pair of doors is at the west and exits to the exterior, the other single door leads into the addition. Also at the north staircase is a modern wall-mounted removable wheelchair lift. All three of

the stairwells retain their historic configuration, solid half height dividing walls with wood cap trim, wood handrails and trim (see Photo 13).

Interior – Gymnasium/Auditorium/Cafeteria: (see **Figure 28**)
Three sets of historic double doors off of the main corridor lead into the gymnasium. A single historic door that leads up a few stairs to the stage is located in the main corridor as well. The historic wood stage is located on the south end of the space (see Photo 16) and the entrance to the kitchen is found on the north end. The space has retained a wood floor and its historic wood stage, plaster walls and original volume of space. Modern lighting and sound system equipment has been installed. A secondary staircase can be found to the south of the stage, which leads to a single door south entrance/exit and the basement level work room.

Interior – Second Floor: (see **Figure 29**)
The wall configurations on the second floor are similar to that on the first floor, except there are two classrooms above the gymnasium/auditorium which are raised four steps above corridor level. The room on the south was originally the music room. It contains the original stage that is elevated another four steps, but the stage opening has been walled in. The original stage opening, wood wainscot and door are intact. The music room also has non-historic partition walls. The original wood trim and plaster walls have been retained in the hallways. Two long rows of original wood storage coat closets, which line almost the entire length of the west side of the hallway, have also been retained (see Photo 12). Non-historic partitions have been installed at an unknown date on each end of the corridor, as well as in the center at the east. The historic wood flooring, built-in cabinetry, wood chair rail, chalkboards, and doors remain in a majority of the classrooms (see Photos 14 and 15). Non-historic fluorescent light fixtures have replaced the historic fixtures in the hallway and all of the classrooms as well.

Interior – Basement Floor: (see **Figure 27**)
The basement floor has similar walls as the floors above except that the rooms on the east, under the first floor gymnasium/auditorium, are comprised of the mechanical rooms and a large unexcavated area. The double loaded north-south corridor contains a double door opening (with the doors removed) in the center of the hall where the 1909 north portion originally ended. The corridor connects to all of the rooms, which includes restrooms, classrooms, and the storage/mechanical room. Non-historic partitions have been built on the south and north portions of the corridor. The corridor walls are exposed painted brick. A majority of the historic doors remain. The classrooms on the northwest and southwest corners of the building are larger than those on the floors above and have structural concrete columns and beams in line with the classroom walls above. A non-historic lay-in grid ceiling has been installed in a majority of the classrooms. The restrooms contain modern plumbing fixtures, glazed clay tile walls and tile floors. The classroom at the southeast corner of the building is raised above the corridor level by twenty-three inches and contains the historic wood flooring. The storage/mechanical room is north of that room, with a concrete ramp going up as you enter the space. The sub-basement boiler room is accessed from inside of this room, located down a set of stairs. A secondary staircase is also accessible from this room, leading to the secondary south entrance/exit and the room behind the first floor stage.

Interior – Sub-Basement Boiler Room: (see **Figure 27**)
Accessed from the storage/mechanical room down a set of stairs, the boiler room occupies a large one and a half story volume of space, east of the corridor. The original mechanical equipment remains in its entirety. The original mechanical ductwork and shafts, coils, fan system, and the ventilation damper system and its associated equipment also remain, in their entirety, throughout the entire building.
CHANGES OVER TIME:
The Neely Elementary School has undergone quite extensive and numerous changes over its life and continued use as an elementary school building in the St. Joseph School District. Neely Elementary School was originally constructed in 1871 with changes and additions occurring in 1881 and 1887-1888 (see **Figure 9** and **Figure 10**). The consequential changes which are listed below altered the 1871 to 1888 building construction leaving this era of construction no longer evident within the existing, and current, building.

1894
In May 1894 the school board got approval for a bond in the amount of $190,000. This bond would pay for a Neely addition and at this time the basement rooms of the existing (1871-1888) building were abandoned (Foley, Johnson and Lentz c 1994, 57-58). A four room annex addition was approved to be built at the rear, east elevation for $6,500 (Board, Record Book 05 June 1889 to June 1894). Refer to **Figure 2** and **Figure 3**, which clearly show that the annex addition was located at the east side of the existing 1888 building configuration.

1899-1900
On May 8, 1899 the school board building committee reported that Neely School required “2 rooms on north side of building to connect with rear corridor including steam heat for the entire building for an estimated amount of $6,100” (Board, Record Book 08 July 1898 to February 1902). Refer to **Figure 10**.

1909
The School Board acquired approval by voters for a Bond issue in May of 1908 (Foley, Johnson and Lentz c 1994, 85-86). One of these projects was for yet another addition to the Neely Elementary School for the amount of $38,000. In April of 1909 Eckel and Boschen completed the drawings for this work. Their drawings clearly indicate that the 1909 project was for a renovation and addition. The March 1, 1909 school board meeting notes indicate that “Eckel and Boschen submitted plans for a new twelve room building in place of present Neely School and for alterations of the present building, rebuilding the older part of the same” (Board, Record Book 10 July 1905 to November 1909).

Based on the Survey and Plat as shown in **Figure 4**, the work associated with the 1909 addition and renovation appears to have been quite extensive. A majority of the original building (1871), along the entire west portion, appears to have been demolished as part of the 1909 work (see **Figure 5** and **Figure 6**). The original 1909 drawings do not show the extent of the demolition but do indicate the areas of the building that were to be renovated in the elevations, plans and sections (with notes about the need for the existing foundations to be underpinned as well). Some of the basement level spaces, where the underpinning occurred, had new lowered concrete floors installed and a new stairway leading down into a new sub-basement level. Other areas of the existing building are noted for changes as well, with a majority of the rooms remaining in their original configuration. The windows along the east façade were

also changed with the addition of a bank of three windows being added between existing single windows, changing the façade fenestration pattern (see **Figure 18** through **Figure 25**). Based upon the final 1909 design of the west façade of this addition, Eckel and Boschen most likely planned for the building to be built in two phases. The new main entrance on the west façade was designed intentionally off center. If the intention was for the building to have been completed in one phase, the main door would have most likely been designed as the center of the façade, further defining the Classical Revival style that this building represents.

1915-1916

In 1915, another Bond totaling $650,000 was put to voters, which included another addition to the Neely School for $43,350 (Foley, Johnson and Lentz c 1994, 122). No original drawings have been found to date for this work. A large addition was added to the entire north portion of the building (see **Figure 7**). This addition was built to make the west façade completely symmetrical and unified in appearance of design and materials. The main entrance, built in 1909, centers the overall west façade. As mentioned previously, the overall design of this addition was more than likely planned during the 1909 design. The Classical Revival design of the overall building facades on the south, west and north are completed at this time as well. The architect of record for this addition was completed by Walter Boschen (Board, Record Book 12 July 1914 to June 1919).

1929

In an approved 1929 Bond, the item "Various repairs in district" for the amount of $138,000 is listed (Foley, Johnson and Lentz c 1994, 124). It is the assumption that this bond funded the basement restroom plumbing renovation at Neely. The only original drawings available to date for this work is the basement plan (see **Figure 7**) and two sheets of details for an upgrade to the fan room mechanical system (Architect 1929). This work was designed by William B. Ittner, a prominent St. Louis architect known for school design throughout the United States.

Since there are no known plans to date of the 1915-1916 addition, review of the 1929 drawing (see **Figure 7**) and the current existing building configuration (see **Figure 8**) was completed. Upon review of these items, it is evident that the 1916 renovation and addition appears to have been quite extensive. The remaining portions of the 1894-1899 building only remain in a portion of the basement level walls and a few of the first and second floor walls. A portion of the southeast portion of the building was demolished at this time as well. The demolition occurred on all floor levels. The 1916 construction created a completely new east façade configuration, a new first floor gymnasium/auditorium/cafeteria and a completely different second floor level at the east.

Since the expansion in 1916, Neely Elementary School remained without any major change, except for a restroom renovation in 1929, general remodeling in 1953 (Foley, Johnson and Lentz c 1994, 146) and in 1957, the playground was resurfaced (Foley, Johnson and Lentz c 1994, 150). Also, general life safety and technological improvements were completed (see **Figure 13**).

2001

In 2001, the school district added a one story addition to the north portion of the site. The addition houses an Early Learning Center for the district. The building has been constructed as a separate

building with a breezeway entrance between the north façade of the original building and the south façade of the addition. It is connected to the historic building for only a portion of the first floor along the north façade (see **Figure 28** and **Figure 29**). The 2001 facades are comprised of two types of brick which match the original building bricks in color and pattern. It also comprises a smooth limestone banding details which match the original building's limestone water table in overall height and vertical elevation from grade and the limestone parapet cap. The addition is compatible to the existing historic brick building by use of its scale, fenestration pattern and opening sizes and its materials.

INTEGRITY:

The Neely Elementary School building has undergone quite extensive changes over its lifetime. The interior of the building is completely intact and still conveys its 1916 plan layout and detailing, except for some minor changes to the interior finishes. Although the windows were replaced in circa 1990, this is the only exterior element that is missing and does not detract from the integrity of the overall façade. The 2001 addition was added in a sympathetic manner and does not detract from the original buildings construction, feeling or its defined association with the period of significance, nor does the non-contributing site of the playground and parking area. Neely Elementary School has been very well maintained and embodies the distinctive characteristics of the Classical Revival style of the late nineteenth century and early twentieth century. The defining elements used for this school are exemplified by the use of its brick and limestone masonry construction, decorative brick patterns, pronounced painted metal cornice, projected two story ornamented entrance, classical smooth tapered columns, simple entablature with a triangular pedimented portico, classical ornamentation, simple stepped arch parapet cap in three of the five west façade bays and symmetry of the façade. The school has maintained its original location, setting, feeling and association within its surroundings and immediate site for over 140 years. It stands as a visual anchor within the surrounding residential neighborhood. It retains architectural integrity and has maintained its original design, materials, workmanship and detailing.

STATEMENT OF SIGNIFICANCE:

Neely Elementary School, located at 1909 South 12th Street in St. Joseph, Missouri, Buchanan County, is a locally significant building that is eligible for listing on the National Register of Historic Places under Criterion C for Architecture. It embodies all of the elements of a planned building design of the Progressive Era and is an excellent example of an intact Classical Revival school in St Joseph. It serves as an important part of the city's cultural fabric and is the last remaining school building in St. Joseph that was built prior to 1901. It is also the only remaining school in the entire district that had an open air classroom, a unique special room that was used for a brief time in school design of the early twentieth century. It is an excellent example of a St. Joseph school designed by prominent architects. It retains architectural integrity and retains its original detailing and materials. It is located in a residential setting of late nineteenth century and early to middle twentieth century houses and has maintained its original association with the surrounding neighborhood. The building served as a public elementary school for the working class residents in the western central part of the city of St. Joseph for over 140 years while in continual use as an elementary school for the district. Its auditorium space served as a community resource for the students of the school as well as the surrounding community.

The period of significance for the property is 1909 and 1916, the dates of the school's most impactful alterations reflecting Progressive Era school design. The nomination also includes a non-contributing playground and parking area but it does not detract from the original design of the school.

ELABORATION:

Construction History

There was no public school system in St. Joseph until 1860 when a group of citizens were able to obtain a charter from the Missouri General Assembly which incorporated the "St. Joseph Board of Public Schools". A board was elected and three schools were built, one in each of the three wards in the city, First Ward (sold in 1865), Second Ward and Third Ward Schools. The schools were of the same design and were all three dedicated on April 23, 1860. In the winter of 1861, students at the three ward schools were advancing beyond the elementary education provided. At this time, the Board of Public Schools approached Professor Edward B. Neely and requested that he establish a high school for these students at his Academy School (which he had opened in the fall of 1854). Professor Neely agreed and in March of 1861 the school re-opened with this purpose. Forty boys and girls enrolled immediately, paying one dollar per month as tuition. The school would soon become known as the "St. Joseph High School" located in a wood framed building at 111 North 10th Street, the second public high school to open in Missouri (Foley, Johnson and Lentz c 1994, 21-22). The building no longer exists.

On May 21, 1861 the public schools in St. Joseph closed due to the onset of the Civil War. By August of 1864, conditions had stabilized. At this time, Professor Neely was unanimously appointed Superintendent of public schools in St. Joseph. Mr. Neely was charged with the immediate task of hiring the required teachers and to open the necessary schools to educate the children. In October of 1864, seven schools in four buildings (three of which were the same schools that existed prior to the civil war) were opened, three primary schools and three intermediate schools in the First Ward (previously Third Ward School), Third Ward (previously Second Ward School), a new Fourth Ward School and the St

Joseph High School at 111 North 10th Street. The Board had no funds available to run the schools and a tax in the form of tuition was required of each student for their attendance. Superintendent Neely was pleased with the progress in this first year but urged the Board to improve the school conditions and to make them as efficient as possible. He was noted as indicating,

> Let the houses be built; let them be placed in pleasant and convenient locations; let all the late improvements in school architecture be regarded in their construction; let them be neatly furnished and provided with all the necessary appliances; let the grounds be planted in shade trees and made attractive to pupils and teachers alike; then let a prudent and liberal spirit be manifested in securing and retaining competent and learned teachers (Foley, Johnson and Lentz c 1994, 26).

Almost immediately after opening, the existing schools became overcrowded and they were forced to turn down school applications (Company 1881, 541). In the first annual report of the Superintendent, in 1865, one of the first changes that Superintendent Neely initiated was the development of graded schools. This involved grouping children of the same age and knowledge level in separate schools or departments each with a teacher that was qualified to teach that age group (Foley, Johnson and Lentz c 1994, 25-26). At this time there were 2,800 school age children in the city but only room available for less than 500. The need for more classroom space was imperative (Foley, Johnson and Lentz c 1994, 22-23).

From 1865 through 1870, as the school curriculum advanced and the need for more classroom space grew, the school district slowly built new schools while additionally renting space to be used as classrooms in numerous buildings throughout the city. Through these years, the minimal tax incurred to the citizens was still just barely enough to cover expenses and did not come close to the required amount needed to cover the added expense for construction of new facilities. In 1867, Superintendent Neely estimated that 970 children between the ages of 5 and 15 could not be accommodated for in the existing four owned schools and three rented school room locations, which only seated approximately 1,100 seats in total (Foley, Johnson and Lentz c 1994, 33). In 1869, the first school bonds were sold in the history of the district. The bonds covered the construction of two new school buildings. The school district now owned six buildings and rented seven others for use as additional school rooms, providing a total of thirty-three rooms for the district. Despite their continued efforts, the schools still could not handle all of the students looking for education in St. Joseph.

By the beginning of 1871, St. Joseph was a city with 25,000 residents. There were 5,843 school age children in the district, with only seats available for 2,415. The school district was able to pass another bond at this time which totaled $44,000. With the money from the bond, the district bought a school from the German School Society and renamed it the “German-English School”. They also enlarged the Everett School, rebuilt the “First Colored School” (it had been destroyed by high winds in July of 1871) and they built a new school at what was then, the south end of town.

The new school was named in honor of the school district superintendent, Mr. E. B. Neely. P.F. Meagher, the architect, and John DeClue, superintendent of buildings in the district, designed the new Neely Elementary School (see **Figure 9**). The exterior was brick with stone facing and trim and could hold 240 students (Foley, Johnson and Lentz c 1994, 37-38).

> A piece of ground, 130 by 160 feet, was purchased in the southern part of the city, on the corner of Scott and Twelfth Streets, for the sum of $1,100. On this site, the Board built a brick school house 33 by 70 feet, two stories high and basement, with projection in front, 4 by 16 feet. The basement contained playrooms for use of the pupils in bad weather (an idea that was considered innovative at the time). School rooms, four in number, two on each floor, each 27 by 30 feet, with six windows to each room. The cost of this building, including furniture, and excluding price of ground, was $9,719.45 (Company 1881, 550).

By 1875, the school district owned nine buildings and rented eight others for use as additional school rooms, providing a total of fifty-one school rooms for the district.

In 1881, only ten years after its original construction, additional changes were needed at Neely Elementary School.

> As the Neely School was crowded to overflowing, the Board decided to convert one of the play rooms in the basement into a school room. This was done in the same year, at a cost of $318.82, not including furniture, and it makes a very handsome, well-lighted and comfortable school room, about 28 by 35 feet in size. This makes the Neely a five-room school, and as the population is rapidly increasing in that part of the city, it will be necessary at an early day to convert the other play room in the basement into a school room, and also to build a two-story addition in the rear, with a school room on each floor (Company 1881, 560).

By 1885, the school age children in St. Joseph between the ages of 6 to 16 were 11,014. Of these, only 5,004 were enrolled in either private or public school, which meant that less than forty-five percent of children attended school within the city. This included the population of the black children as well. The district continued to grow and new schools were built periodically, eliminating only some of the need for rentable space. The district was still not able to provide facilities for all of the children, with numerous children on the waiting list for enrollment within the district.

On August 3, 1886 Neely Elementary School is listed as having seven rooms. In April of 1888 a committee of teachers requested some of the rooms in the school be repurposed, due to overcrowding of the primary rooms of the building, while two of the higher grade rooms were not full. In July of 1888 one room in the basement was also converted into new classroom space (Board, Record Book 04 August 1885 to June 1889). The Neely School also had a one room addition added as part of the approval of a $100,000 bond issue in 1888 (Foley, Johnson and Lentz c 1994, 55). The board meeting minutes from this time period do not list who the architect was for this work. By August of 1888, Neely is listed as having eight rooms.

Between 1886 and 1890, including the $100,000 bond in 1888, extensive new school construction and existing building renovations were completed. The district constructed six new schools, added additions or additional second stories to twelve buildings, purchased land for future building needs, and rented five facilities for additional classroom space. Even with the new construction and building improvements the district was still overwhelmed with overcrowding. Some of the schools held 90 to 100 children in rooms designed to hold 50 to 60 students. At the high school, rooms designed to hold 25 students were actually being filled with double that amount. At this time, the district had almost 7,000 students

enrolled with a need for 12,000, if the facilities would have been available (Foley, Johnson and Lentz c 1994, 50-58).

In May 1894, a bond in the amount of $190,000 was approved. This enabled the district to buy land for a new high school, build three new elementary schools, buy two school locations the district had been leasing, build additions to two existing properties, construct two-story brick annexes at three existing properties and to rebuild and enlarge Lincoln School, the first black school location built in 1886 but which burned down earlier in 1894. This bond would also pay for a building addition to Neely Elementary and at this time the basement rooms of the existing building were abandoned (Foley, Johnson and Lentz c 1994, 57-58). On June 5, 1894 the basement of Neely is listed as being "entirely without means of ventilation and are so damp and poorly lighted that they are totally unfit for use as school rooms" and should be abandoned and an addition should be built in their place (Board, Record Book 05 June 1889 to June 1894). At this time a four room annex addition was approved to be built at the rear, east elevation for $6,500 (Board, Record Book 05 June 1889 to June 1894). The board meeting minutes from this time period do not list who the architect was for this work. By the end of 1894, the school district owned a total of twenty-three buildings, two of which were high schools, one for white children and one for black children. All of the structures completed at this time, or prior to 1894, except for Neely Elementary school, no longer exist within the City of St. Joseph. All of these structures have been demolished in their entirety.

On May 8, 1899 the school board building committee reported "that they have thoroughly investigated the need of additional school rooms at the various buildings, and in their opinion the crowded condition of the schools will be relieved…by the erection of additions to the following buildings: Crosby, Young, Neely, South Park, Musser, Grant and Jackson." Neely School was listed as requiring "2 rooms on north side of building to connect with rear corridor including steam heat for the entire building for an estimated amount of $6,100." (The steam heat was later rejected so that two rooms could be added to Hall School instead.) On May 12, 1899, E.J. Eckel was given the contract for architectural services for the School District. Just a week or so later, Eckel presented proposed plans for the addition to Neely. The Building Committee urged that the improvements be completed by the opening of school on September 18th (see **Figure 10**) (Board, Record Book 08 July 1898 to February 1902). The census of 1899 indicated that there were 28,764 school age children living in the district with only 9,677 attending public school (Foley, Johnson and Lentz c 1994, 69).

During the mid to latter part of 1899 the School Board Building Committee reported that they had received bids for all eight schools. The lowest bid contractor and their bid amounts for each building were listed. The Neely school was awarded to P.P. Buddy for $3,745. The total amount for all buildings equaled $41,821 (Board, Record Book 08 July 1898 to February 1902). In August of 1899 a bond was approved for the additions and improvements in the amount of $53,828.50 (Foley, Johnson and Lentz c 1994, 68).

On February 5, 1900, just two months later, the School Board indicated that "it is becoming more and more apparent every day that our school accommodations are inadequate for the needs of the pupils now attending and an increase of school facilities from time to time will have to be provided" (Board, Record Book 08 July 1898 to February 1902). They also indicated that the completion of plans and

specifications the previous summer were completed hastily. They recommended that an architect be appointed to the Board who shall provide complete plans, specifications, and working details and who shall also act as superintendent during the erection of any building additions or new buildings required for the district. E.J. Eckel was appointed as the architect during the same meeting (Board, Record Book 08 July 1898 to February 1902). In 1901, the Board was able to get another bond approved by voters for $150,000. With this bond the district built four new schools and remodeled or added additions to seven.

A new superintendent was appointed in 1904, following Superintendent Neely's death. Attendance and the need for updated school facilities continued to grow. During the early 1900's the school district was extremely busy with numerous building additions and new buildings being constructed throughout the district. The numerous bonds that were proposed and passed with support by the St. Joseph population enabled the district to attempt to keep pace with the ongoing increase in the school district needs, with preplanning required to get all of the projects accomplished. The bond campaigns were only able to address some of the school needs in each phase and subsequent bonds were held in very close proximity of time to each other. Changes, additions and new buildings were included in bonds for multiple years. In the $300,000 bond of 1907, additions were completed at five schools and two new schools were constructed.

The School Board acquired approval by voters for another Bond issue in May of 1908 (Foley, Johnson and Lentz c 1994, 85-86). The bond was for $500,000 and was for the completion of eight projects (Foley, Johnson and Lentz c 1994, 122). One of these projects was for yet another addition to the Neely Elementary School for the amount of $38,000. In January of 1909 Eckel and Boschen were awarded the contract for the Neely Elementary School addition and in April of 1909 they completed the drawings for this work. The new school was designed in the Classical Revival style. In April of 1909 bids were received for razing a portion of the Neely School. The Eckel and Boschen drawings clearly indicate that the 1909 project was for a renovation and addition. The March 1, 1909 board meeting notes indicate that "Eckel and Boschen submitted plans for a new twelve room building in place of present Neely School and for alterations of the present building, rebuilding the older part of the same" and that the design of the corridor shall be increased to 16 feet in width (see **Figure 11**). On May 10, 1909 bids for the Neely School addition were received by the Board of Education. Four general contractors and two plumbing contractors submitted bids for the work. At the meeting on June 21, 1909 the board awarded the Neely bonds and contract to P.P. Buddy Building and Construction Company for $36,968 and to C.F. Rock Plumbing and Heating Company for $1,031 (Board, Record Book 10 July 1905 to November 1909).
The school remained as it was built in 1909 for just a few years until the school district was granted another bond in 1915 for a total amount of $650,000 for the additions to seven schools and one library, remodeling of eight schools and for construction of three new schools and one gymnasium. This bond included $43,350 for another addition to the Neely Elementary School (Foley, Johnson and Lentz c 1994, 122). The addition would expand the school and make the plan symmetrical in design. The west façade would now be complete and symmetrical as well, further completing the Classical Revival design and making the main entrance the center of the facade. The bonds in 1908 and 1915 enabled the construction of the Neely Elementary School design completed in 1909 to be completed in two phases. With the addition, the school now had 18 classrooms which included a music room with stage, a home economics room in the basement, separate boy's and girl's playrooms in the basement, as well as an auditorium/ gymnasium/ cafeteria space with an adjacent kitchen. The architect of record for this

addition was completed by Walter Boschen. His plans were submitted to the Board for review and were approved on February 10, 1916. Bids by contractors were ordered to be submitted to the board and were received on February 28, 1916. Numerous contractors submitted bids for the addition (including P.P. Buddy). Eight contractors submitted bids for the general contracting work and seven contractors submitted for the plumbing and heating contract. The project was awarded to the lowest bidders; Sam Hotchkiss, General Contractor for $35,535 plus $2,600 for two extra rooms and to Western Plumbing Company for $4,839 plus $374 for two extra rooms for the plumbing and heating work (Board, Record Book 12 July 1914 to June 1919). The overall design of the school was now complete with minimal changes to occur in the future.

The current 2013 school population is very close to the same population the district had in 1905 (Foley, Johnson and Lentz c 1994, 177-234). Even though the overall district population has varied, the population in the neighborhood surrounding Neely Elementary School had been relatively constant, which was one of the reasons it was used within the district for such a long time period. Within the last few years, the student enrollment in the area around Neely has declined and the building was closed in 2011. The district has seen a continual shift of their student population toward the eastern part of the city and plans on closing or demolishing other schools within the next few years (Smith June 2008).

Edward Bayley Neely

Edward Neely was born on December 25, 1828 in Accomac County, Virginia. He was the oldest of eight children. His parents were English and Scotch Irish immigrants who had settled in eastern Virginia. His father, John Neely, was a classical scholar and was the principal of one of Virginia's oldest learning institutions, Margaret Academy. His father taught Edward and had prepared him for college. Edward started his college life in 1845, at the age of seventeen, at Washington College in Washington, Pennsylvania. He was well prepared for college and became an assistant teacher in the Preparatory Department and the Freshman Class in Ancient Languages. Edward excelled and graduated with honors in 1847. Edward's first job out of college was at Warfield Academy in Howard County near Baltimore, Maryland. He worked as an assistant teacher there for just a year. He returned to Accomac County, Virginia to establish a private academy at Onancock. In just two years of time, he excelled and gained a reputation as an educator and teacher. In 1850, his father passed away leaving his position at Margaret Academy open. At this time, the Board of Trustees at the Academy unanimously elected Edward as principal. Gentleman in the area gave high praise to the work Edward was completing as principal of the school, "Under no other teacher has the progress of our sons been, in the same time, so rapid and yet so thorough; Mr. Neely being particularly noted for the thoroughness with which he drills his pupils on the principles of their studies. Mr. Neely is not only a good teacher, but he is an excellent disciplinarian, maintaining perfect order in the school" (Foley, Johnson and Lentz c 1994, 14-18).

Even with such high praise, in the fall of 1854, Edward left his family, wife and children behind and arrived in St. Joseph, Missouri with a former Washington College classmate, Robert Fulton Maxwell. Their plans moved quickly and by the end of 1854 they had made preparations to open the St. Joseph Male Academy, a private classical and scientific school. Once opened, Edward went back to Virginia and returned in the spring of 1855 to St. Joseph with his family. At this time, Edward assumed his role as co-principal of the school. The community was delighted with the new Academy and professed, "There is

not a single school in the State [sic] of the same character . . . that presents stronger claims to the patronage of the public" (Foley, Johnson and Lentz c 1994, 14-18).

In August of 1864 Professor Neely was unanimously appointed Superintendent of Public Schools in St. Joseph. He also acted as Secretary to the Board, served as principal of the high school until 1866 and also taught in the schools until 1868 when it was apparent that his other duties were in high demand. Professor Neely remained the superintendent of the Schools until his death in March of 1904 at the age of seventy-six. His dedication to the education of St Joseph's children lasted a lifetime, with over 50 years of service.

ARCHITECTURE:

The Progressive Era

In the early 1900's the Progressive Era was evolving and becoming prevalent throughout the United States. The Progressive Era was a period of social activism and political reform that involved efforts to reform local government, medicine, finance, insurance, industry, railroads, churches, and public education. One of the main goals was to introduce scientific and engineering solutions to solve problems in a modern and efficient manner.

In regard to the public education system, the movement brought great changes in how people viewed the role of public schools and is historically known to have been significant from 1890-1920. The movement was influential in all regions of counties, towns and cities regardless of the size of the school system. The schools were meant to be operated by professional educators and involved standardization of teacher's qualifications and the school curriculum, and to create environments conducive for learning. This time period also brought the concerns about fire, heating, ventilation, lighting and sanitation to the forefront, elements which were to be solved in the building design (Deiber 2002).

This formal movement also progressed toward standardized school design in numerous aspects, from the building location on the site, the types of classrooms to be provided and the interior finishes to be utilized. The standardization in school design was influential in country, town and city school types, each having the principles of the Progressive Era at their core, but with different plan and exterior façade designs as required for the size of the population they served. The country school was simpler and smaller in plan and elevation, with the town schools being larger and more elaborate and the city school yet even larger and even more elaborate. The city school design elements of the Progressive Era can be found in Neely Elementary. The building façade is symmetrical with a decorative parapet and the main center entrance is the architectural focal point. The plan is simple in form with double loaded corridors, a relatively new concept at this time, leading to standard classrooms. Neely also had a specialized music room with a stage, a home economics room in the basement, separate boy's and girl's playrooms in the basement, as well as an auditorium/ gymnasium/ cafeteria space with an adjacent kitchen at the main first floor level, and an outdoor playground, all elements of a modern school of this time period.

A book titled *American Schoolhouses* by Fletcher Dresslar was published in 1911, in the midst of the Progressive Era movement. The book addressed the current needs in school house design due to "changes in school organization and instruction in recent years, which are reflected in the types of schoolhouses now generally approved by competent schoolmen and architects" (Dresslar 1911, xiii). The book outlined the essential design elements required for a modern school building. To exemplify his point, Dresslar was noted as saying, "I know of no class of public buildings deserving of more sincere thoughtfulness and artistic treatment than those school buildings designed to accommodate our children who here spend a great part of their waking hours during their early years" (Dresslar 1911, 102).

The elements discussed below are also all elements found in Neely Elementary School, indicating that its 1909/1916 phased construction campaigns utilized modern elements of good school house design prevalent during the Progressive Era. The first campaign, the 1909 addition and alterations, converted the traditional 1894 school building into a Progressive Era school.

Dresslar recommended that all school buildings be constructed of fireproof construction made with masonry, steel or concrete. The buildings should have basements to house the central heating and ventilation plant, with ceilings a minimum of 10 feet in height (Neely's are 10 foot 6 inches to 11 feet) so that plenty of room is given for the plumbing and ventilation systems at the ceiling level. The basement would also serve as the best place for playrooms and restroom facilities.

The buildings should have spacious halls of sufficient width for ease of exiting in an emergency and to provide ample room for pictures and art. It was suggested that the width of the main hall in a grammar school be 14 feet (Neely is 16 feet). Each side should be lined with classrooms and should terminate at each end with a stairway with an abundance of natural light. The floor should be tile or, in the most modern of schools, it should be concrete (such as found in Neely), due to the halls extensive use and longevity, substantial products such as these should be utilized.

The stairways should be of fireproof construction and should have a rectangular landing halfway up the flight at least as wide as the stairway or wider. The balustrade (side walls) of the stair should be of solid construction with a handrail at the sides and should be clearly open above the low wall. The stairways should also be open to the halls, so as to provide an airy and light filled area connecting all floor levels.

The building should also have an assembly room located on the first floor, in the central axis of the building, opposite the main entrance, which will give dignity to the interior. This location will provide large audiences and students a shorter distance to get to the room during activities and daily use. The room should have a stage with dressing rooms at the same level as the stage. At Neely, the assembly room also served as the gymnasium and cafeteria, as was typical of smaller schools.

The elementary school classroom should be approximately 24 feet wide x 32 feet long and should seat 40-45 students with enough room at the perimeter for aisles and to house all necessary equipment of regular use. The height of the room should be 12-1/2 feet tall and sufficient to provide ample windows for natural light and ventilation systems. (Neely's classrooms at the first and second floor are between 12-1/2 feet and 13 feet in height). The classroom floors should be made of oak, hard maple or hard pine

in narrow strips of straight grain and free from all defects. (Neely's are made of maple and pine.) The classroom doors should all swing out. The use of transoms were not advised, except where there was a great need to provide natural light to the interior of the building. Cloakrooms should have an abundance of light and should be well ventilated. Their entrance should be from inside the schoolroom, at the teacher's end of the room. The building should be placed with the classroom windows facing the west or east. The windows should be placed on one side of the room only, close together and should go up as close as possible to the ceiling. The room layout should be designed so that the students will sit with the windows at their left side. This placement prevented shadows when a majority of right handed students were writing on paper. Special provisions were to be taken for placement of students in the room who were left handed so they too would not have a shadow when writing. Blackboards should be placed on the back wall of the room, the wall opposite the windows and at the teacher's end of the room. They should never be placed in between the windows. The best material for a blackboard was slate. The bottom of the blackboards should be placed in proportion to the children the room serves, where elementary school children required the bottom to be at a shorter height then a high school student.

In heating of the building, several options were available at the time, one of which was the use of radiators heated by steam or hot water. At Neely, this system was utilized and heat was created by a central boiler in the sub-basement connected to a series of piping which were distributed to radiators throughout the building.

In regard to ventilation, a central fan system was to be installed and connected to a system of ductwork that connected into each room of the building. The fresh air (supply) ducts in a classroom should be placed 8 feet above the floor, in approximately the middle of the long side of the room and should have a flared opening with a louvered grate at the surface in order to direct the air toward ceiling for better distribution. The exit (return) ducts should be placed near the floor on the same side of the room that the fresh air duct is located. These same two types of ducts should also be placed in the cloakrooms as well. In Neely, the ventilation system includes all of the elements listed above and is a completely intact system. The duct system also utilizes individual dampers in line with the main connection to the central fan in the basement. These dampers are wall mounted in the basement hallway and in the adjacent mechanical storage room.

All of the distinct school building design elements discussed above are all aspects of the historical and current historic fabric still in existence at Neely Elementary School. These elements were implemented during the major renovation and addition to the building in 1909 and through its completion of the design in 1916. The plan layout is intact and the essential design elements required for a modern school building of the early 1900's which made the teaching and learning environment complete are also intact.

St. Joseph School District Analysis

George D. Strayer, an esteemed education system advisor and a professor at Columbia University in New York City and his associate, N.L. Engelhardt, were hired by the St. Joseph School District in 1922 to review the school conditions for the entire district. In their report they completed many studies of the school district, one of which was the "Strayer-Engelhardt Score Card for Measuring City School Buildings" (Strayer and Engelhardt 1922-1923). In this analysis, they reviewed all of the schools in the district during the 1922-1923 school year. There were four white high schools, twenty-nine white elementary schools and three elementary schools for black children (one of which also held the high school with grades 1-12). The buildings were rated based on five major factors (each with numerous sub-topics); Site, Building Structure, Service Systems, Classrooms and Special Rooms. The maximum possible rating was 1,000 points. The results of the report indicated that no school in St Joseph scored over 750 points and only nine of the twenty-nine elementary schools scored higher than 500 points. They suggested that for all of the school buildings which scored 400 points and below (which were thirteen of the twenty-nine white elementary schools and all three of the black schools) they "have few characteristics which justify the further utilization of the building for educational purposes" (Strayer and Engelhardt 1922-1923). Neely School ranked as the third best elementary school in the district with a score of 625 points. The report also stated that, "The Neely Building represents one of the best elementary school plants in St. Joseph. It is unusually well located for playing an important part in the elementary plant development" (Strayer and Engelhardt 1922-1923). Their report also noted that the gymnasium/auditorium space was one of the better special rooms in the district as it was conveniently located within the building, had a small but well-arranged stage and served the community well. They also recommended that the building should be expanded to hold 1,200 students (it currently held 476 students) in order to close two of the nearby lowest rated elementary schools (Strayer and Engelhardt 1922-1923). History would show that the building did not have this highly recommended addition constructed.

Another item the Strayer report indicated was that Neely Elementary School was one of two schools in the entire district that had an open air classroom. The other school was Hosea. Hosea was closed in 1954 and has since been demolished. This specialized classroom was opened within Neely Elementary in 1920. It housed students, bussed from any location within the city, with a contagious disease. The room was located in the southeast portion of the building (to shield the room from the prominent northwest winds). The windows in the room were removed and no heat was allowed to be utilized (Foley, Johnson and Lentz c 1994, 140). This special room still exists within the Neely Elementary School building today. The school building has not had any significant changes since its completion in 1916. The open air classroom was located at the southeast classroom section of the building (see **Figure 27**, **Figure 28** and **Figure 29**). The classrooms at this location, at each floor level, are very similar in their layout of space except that the first floor is the only one of the three with an adjoining cloakroom. The interior finishes in each of the rooms are very similar with continuous chalkboards, wood trim and chalk rails, and wood floors. Each room has south facing window openings that have a series of five windows along the entire south facade in the openings today.

According to prominent design ideals of the time, the open air classroom was an imperative element to the school system and the health of the students. The design and integration of the open air school movement was started in 1908 in Providence, Rhode Island. It was a movement that was integrated into

schools throughout the United States, regardless of the climate. The goal of this type of room was to educate children who were weak or had a disease. The ailments usually observed were "cases of bone and pulmonary tuberculosis, glandular enlargements, cardiac diseases, debilitated and anemic, as well as underfed, children" (Donovan 1921, 211). The ideal was that,

> the temperature of these rooms should never be permitted to rise above fifty degrees Fahrenheit, provided the outdoor temperature is below this. Much lower temperature can be tolerated by children, provided winds are controlled by partially closing them out, as occasion demands. Steam radiators offer the ideal method of heating when the temperature is very low (Donovan 1921, 211).

The children were also to be equipped with snow suits and sleeping bags as a means to keep warm. The studies of the time indicated that the children taught in this type of room progressed with great success and that their ailments, nutrition and weight improved, making this room an asset within every school in the country (Donovan 1921, 211). This method of treatment continued to be in use within Neely Elementary School until 1940 (Foley, Johnson and Lentz c 1994, 140). The introduction of antibiotics as an effective treatment for tuberculosis was prevalent in the 1940's throughout the United States (Health 2013), thus eliminating the need to seclude students to separate classroom facilities during this time period. There were also mixed results of the students' improvement in regard to their academic achievements while learning in an open air classroom, which was another reason for their closing in the early 1940's (Fesler 2000).

A current 2013 analysis of all of the schools listed in the Strayer and Engelhardt Report from 1922 (see **Figure 12**) revealed that twenty-six of the thirty-six schools (the three schools for black children are not indicated on the **Figure 12** map), or seventy-two percent of all of these schools, have been demolished and no longer exist in the City of St. Joseph. Of the 10 schools still in existence none of them, except for Neely Elementary School, were constructed prior to 1901. Of the ten schools from this time period, only six served as elementary schools.

During a reconnaissance survey of the 10 remaining schools, it appears that 6 of the 10 schools, including Neely, were designed using the principles of the Progressive Era. Multiple architects were working for the school district during this time period, each of which were designing the new schools using the most modern concepts of contemporary school design prevalent at the time. Three new schools were built in 1908; Everett Elementary (Meier and Meier), Robidoux Junior College (Eckel and Boschen) and Washington Elementary (Eckel and Boschen). Two other new schools were built as well, one in 1916, Bliss Junior High (Trunk and Gordon) and one in 1917, Lafayette High School (Meier).

Also, of the 10 schools that still exist, only two were designed in the Classical Revival style. One is Neely Elementary School and the other is Robidoux. Robidoux was listed on the National Register in approximately 1981 and was designed in 1908 by Eckel and Boschen. The buildings main west façade contains highly decorative exterior limestone detailing, a symmetrical façade and a large and imposing center entrance bay with four, two story Corinthian columns capped with a large and decorative pediment. While this building is an excellent example of a high style Classical Revival building, Neely elementary is also an excellent example. It is also of the Classical Revival style but is different in its

detailing and façade design. It has simpler more subtle details, a symmetrical façade and a centered projected entrance bay with decorative columns at the entrance portico which is capped with a simple pediment. Neely was and is located in a traditional late nineteenth century and early to middle twentieth century residential neighborhood for working class people. Whereas Robidoux was located in the heart of the central business district and was in direct proximity to very elaborate commercial and institutional structures. The buildings were designed to integrate with their surroundings and have done that well.

Classical Revival

The Classical Revival style was prevalent in the United States during the first half of the 20th century. It is also known as Neoclassical, which is related to the early 19th century Neoclassical style. Classical Revival, or American Classical Revival, is a more refined evolution of the Beaux Arts style and is an interpretation of traditional classical design principals found in Greece and Rome. The style was also influenced by the French Neoclassical architectural styles exhibited during the Columbian Exposition at the Chicago World's Fair in 1893. Early 20th century architects in the United States created government buildings, banks, churches, schools, and residential houses in the Classical Revival style. This style was prevalent in government buildings and is the predominant style used at our nation's capital. Numerous prominent architects at the time had studied at the prestigious Ecole des Beaux Arts in Paris, France during the middle to late 19th century. The training they received influenced the new American Classical Revival style, an evolution of the Beaux-Arts tradition. Classical Revival detailing in grand government buildings usually had stone facades completed with marble or smooth faced limestone in ashlar patterns. They were usually of a monumental size, had grand entrance stairs and arched first floor windows (Poppeliers and Chambers Jr 2003, 98-99). Other typical Classical Revival characteristics of commercial buildings are; multi-storied buildings with a symmetrical façade, they usually had a visually important entrance with classical columns capped by a decorative lintel or pediment, ornamental elements surrounding the doorway, an unadorned roof line with a parapet, a moderate overhang at the eaves or boxed eaves, balustrades just above the eaves and often ornamentation with statuary below the eaves, a wide frieze below the cornice, usually double hung windows with lintels symmetrically arranged, sometimes occurring in pairs or in groups of three (Harris 1988, 224-225).

Edmund Jacques Eckel, FAIA

Edmund Jacques Eckel was a prominent architect in the Midwest during the late 1800's and early 1900's. He was born in Strasbourg, France and attended the prestigious Ecole des Beaux Arts in Paris, France in 1864, where he received high honors. Since schooling didn't end in a traditional graduation at the time, Eckel felt he was ready to practice the profession of architecture and in 1868, he left home and brought his talents to the United States (Christensen, et al. 1999, 272-273). Eckel's move to the US was intended to land him in Kansas City, but with limited and unreliable railroad routes, he found himself in St. Joseph, Missouri on July 3, 1869 (Christensen, et al. 1999, 272-273). Once he arrived there, it is reported that he liked the town so much that he decided to stay (Soren 1979). The town of St. Joseph was Missouri's second largest city at the time due to the town's trade networks and proximity to rail and river transportation, with plans of building and expansion.

Eckel started as a draftsman at Stigers and Boettner, an architecture firm in the area. Within a few years, he left the firm and decided to start his own practice. In 1873, he joined with local architect Mr.

Meier. This was the beginning of numerous partnerships and sole-proprietor endeavors he was a part of throughout his career. Eckel's career in St. Joseph would eventually establish prominence, designing a profuse amount of prominent buildings and residential houses throughout the city. Eckel also completed numerous new schools, school renovations and additions in St Joseph, starting early in his career when he was collaborating with P.F. Meagher and was assisting him with original drawings and designs for buildings in St. Joseph (Prawl 1994, 161). P.F. Meagher is one of the original architects of the original Neely School in 1871.

On May 12, 1899, E.J. Eckel was given the contract for architectural services for the School District. Just a week or so later, Eckel presented proposed plans for the additions to eight school buildings, one of which was the Neely School. On December 4, 1899, Eckel advised the School Board to accept the contracts for the building additions of seven of the buildings. At this same meeting, Eckel was granted $500 for his services (Board, Record Book 08 July 1898 to February 1902). On February 5, 1900, E.J. Eckel was appointed as the architect for the School District (Board, Record Book 08 July 1898 to February 1902). In April of 1909 Eckel and Boschen completed the drawings for a renovation and addition to the Neely School.

E.J. Eckel is known to have designed Central High School in 1894-1896, additions to Crosby, Young, Hall, Neely, South Park, Musser, Jackson and Grant Schools in 1899, Humboldt School addition in 1906, the New High School in 1907, Robidoux, another Neely Addition, Central High Gymnasium and Washington Schools in 1908, and alterations to Lincoln School in 1909. As one of the many schools designed by Edmund Jacques Eckel, the Neely School typifies the many well planned school buildings that made Eckel a highly respected name in school architecture in the late nineteenth/early twentieth century and was a vital part of the transformation of the education system in St. Joseph. E.J. Eckel was the architect for the most impactful additions and renovations to the Neely School building, further exemplifying his impact on the school districts architecture.

His final partnership was with Eckel and Aldrich. This firm was later known as Brunner and Brunner which eventually turned into River Bluff Architects, all of St. Joseph, Missouri (Christensen, et al. 1999, 272-273). River Bluff Architects donated the entire Brunner and Brunner collection to the St. Joseph Museum in 2008. The collection is known as The Edmund Eckel/Otto Brunner Architectural Collection and is comprised of over 5,000 rolls of drawings, currently still being cataloged.

Eckel, E. J. Career: (Prawl 1994)

Stigers, Louis S.	(1869)
Stigers and Boettner	(1869-1872) and consultation with P.F. Meagher from 1869-1872
Eckel and Meier	(1873)
Eckel, Edmund	(1874)
Stigers and Boettner and Co.	(1875-1877)
Boettner and Eckel	(1878-1880)
Eckel and Mann	(1880-1885)
Eckel, E. J.	(1886)
Eckel and Mann	(1887-1891)
Eckel and Van Brunt	(February 1892-August 1892)

Eckel, E. J.	(1892-1902)
Eckel and Mann	(1903-1905)
Eckel, E. J.	(1906-1908)
Eckel and Boschen	(1908-1910)
Eckel and Aldrich	(1910-post 1934)

Eckel's career was prolific with over 450 buildings being attributed to Eckel or his affiliate firms before his death in 1934 (Prawl, p 12). Eckel was the leading architect in St. Joseph, Missouri for nearly sixty-five years and he and his associates designed nearly seventy-five percent of the buildings in St. Joseph (St. Joseph Museums n.d.). His work is located throughout the state of Missouri and across the Midwest as well, designing numerous schools, libraries, residences, churches, hospitals, businesses, government buildings, and banks. Eckel has been described as "the…most successful architect and respected practitioner of architecture in the central western United States" (Tracy 1920, 181-183) and has cemented his legacy throughout St. Joseph and across the mid-west.

Conclusion

Neely Elementary School has undergone a distinct evolution from its original construction date of 1871 through 1916 and its continued use through 2011. It has played an important role in St. Joseph's history for over 140 years and has been a site of elementary education for a majority of St. Joseph's existence. Neely Elementary School, the oldest remaining school from the era prior to 1900, would not have been able to serve its adjoining neighborhood and its growing population without the approval of bonds in 1871, 1881, 1888, 1894, 1899, 1908, 1915 and 1929. These bonds allowed the building to be changed and adapted to accommodate the required needs of the surrounding neighborhood population for many years. The school district was ever evolving and was in constant requirement for additional and improved school facilities. This evolutionary process indicates the growth and needs that the St Joseph school district had for this elementary school building and the students it served. Neely Elementary School was converted from a traditional 1894 school building into a Progressive Era school in two separate construction campaigns. The school had unique special rooms and an open air classroom that was used by the entire district. The plan layout is intact and the essential design elements required for a modern school building of the early 1900's Progressive Era are also completely intact. The school retains its physical integrity, plan design, original materials, scale and massing and continues to convey its Classical Revival design characteristics and detailing. The school continued to be in full service as an elementary school until 2011 when it was closed. It has recently been purchased by a private developer who plans to adaptively reuse the building.

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The original drawings (known to date) for the building are housed with the building owner with copies having been provided to the St Joseph School District.

VERBAL BOUNDARY DESCRIPTION

Tract A:
The south eighty (80) feet of lots one (1), two (2), three (3) and four (4), block thirty-nine (39), south St. Joseph, an addition to the City of St. Joseph, Buchanan County, Missouri, together with the north half of the vacated alley adjoining said lots on the south, as vacated by special ordinance no. 5171 of the City of St. Joseph, Missouri.

Tract B:
Lots five (5), six (6), seven (7) and eight (8), block thirty-nine (39), south St. Joseph, an addition to the City of St. Joseph, Buchanan County, Missouri, together with the south half of the vacated alley adjoining said lots on the north, as vacated by special ordinance no. 5171 of the City of St. Joseph, Missouri, also, together with the north half of Scott Street adjoining said lots on the south, as vacated by special ordinance no. 11358 of the City of St. Joseph, Missouri

Tract C:
The north fifty (50) feet of lots one (1), two (2), three (3) and four (4), block thirty-nine (39), south St. Joseph, an addition to the City of St. Joseph, Missouri.

Tract D:
Lots one (1), two (2), three (3) and four (4), block forty (40), south St. Joseph, an addition to the City of St. Joseph, Buchanan County, Missouri, except therefrom, that part of lot one (1) conveyed to the State of Missouri for highway purposes by instrument recorded in book 1046 at page 53 in the office of the recorder of deeds for Buchanan County, Missouri; together with the north half of vacated alley adjoining lot four (4) on the south, as vacated by special ordinance no. 16576 of the City of St. Joseph, Missouri, also, together with the south half of Scott Street adjoining said lots on the north, as vacated by special ordinance no. 11358 of the City of St. Joseph, Missouri.

VERBAL BOUNDARY JUSTIFICATION

The boundary includes all of the original and current property lines that have been historically associated with the nominated property. The paved playgrounds and parking lots to the South and North of the nominated building are non-contributing resources.

1909 S 12th St, St Joseph, MO
64503
39.749092 -94.845032

NORTH

Figure 1: BING Map, March 26, 2013 (Neely Elementary School Map 2013)

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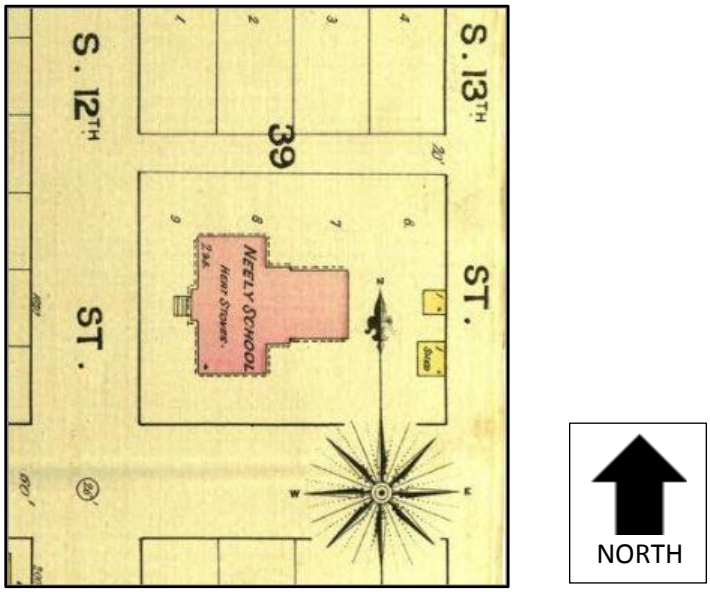


Figure 2: Sanborn Map, July 1888, Cropped (Sanborn Fire Insurance Map 1888 #36)
(Refer to **Figure 14** for the full map)

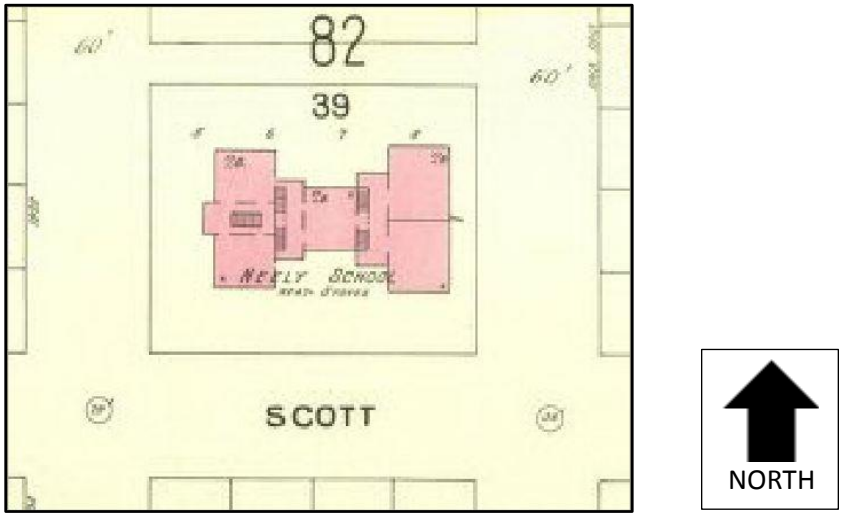
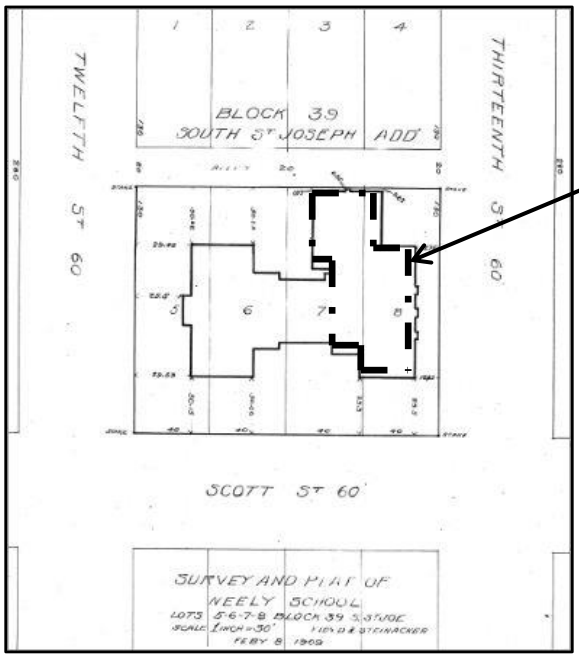


Figure 3 : Sanborn Map, February 1897, Cropped (Sanborn Fire Insurance Map 1897 #86)
(Refer to **Figure 15** for the full map)



This line indicates the remaining c1894/1899 portion of the school after the April 1909 renovation and addition was completed.

NORTH

Figure 4: Survey and Plat February 1909, Cropped (Surveyors 1909)
(Refer to **Figure 16** for the full Plat)

Plan Legend for Figure 4, Figure 5, Figure 7 and Figure 8

c1894/1899

1909

1915

NORTH

North is up on all plans shown in the Figures unless otherwise noted

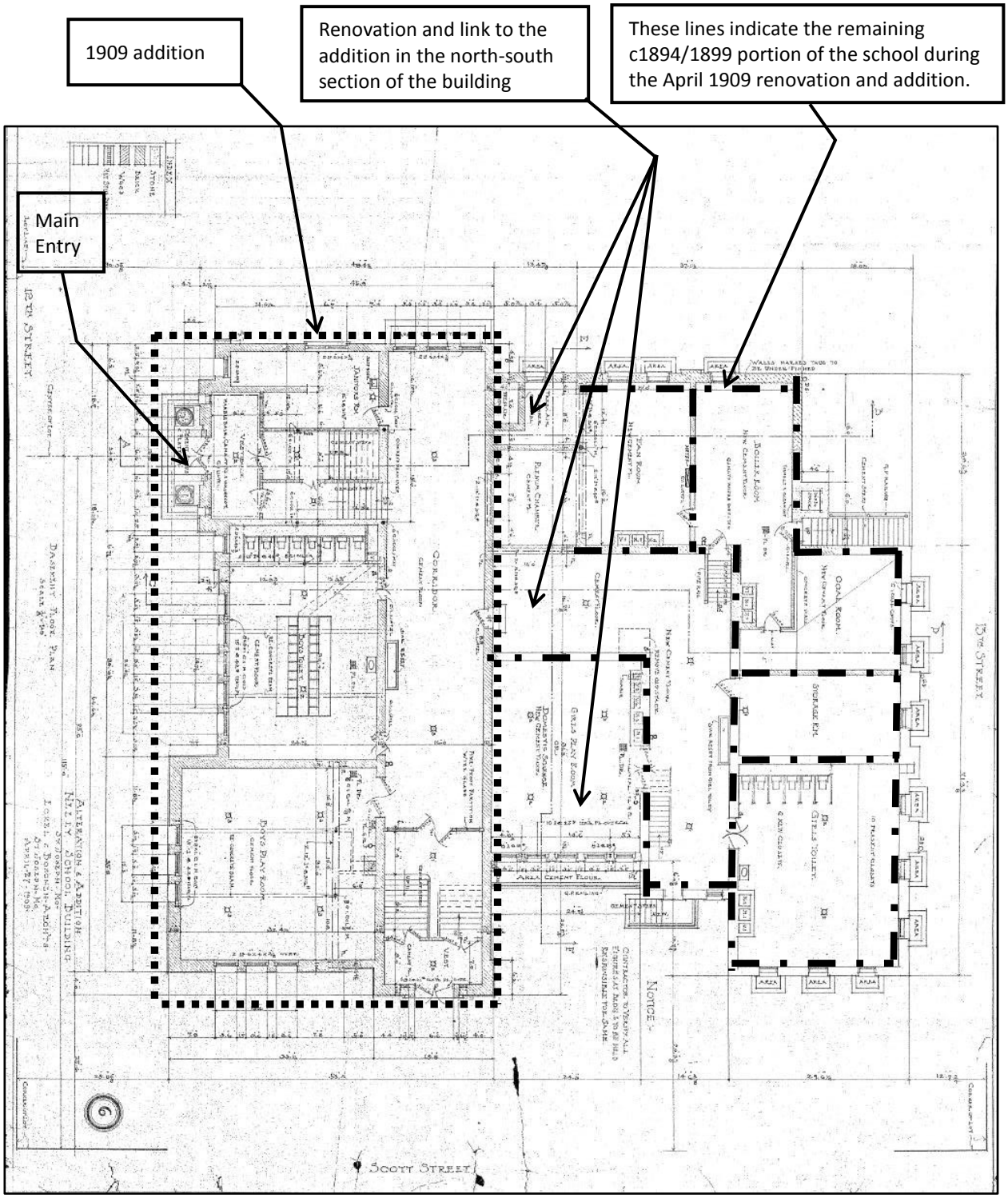


Figure 5: Eckel and Boschen Architects, Basement Plan, April 1909 (Architects 1909)

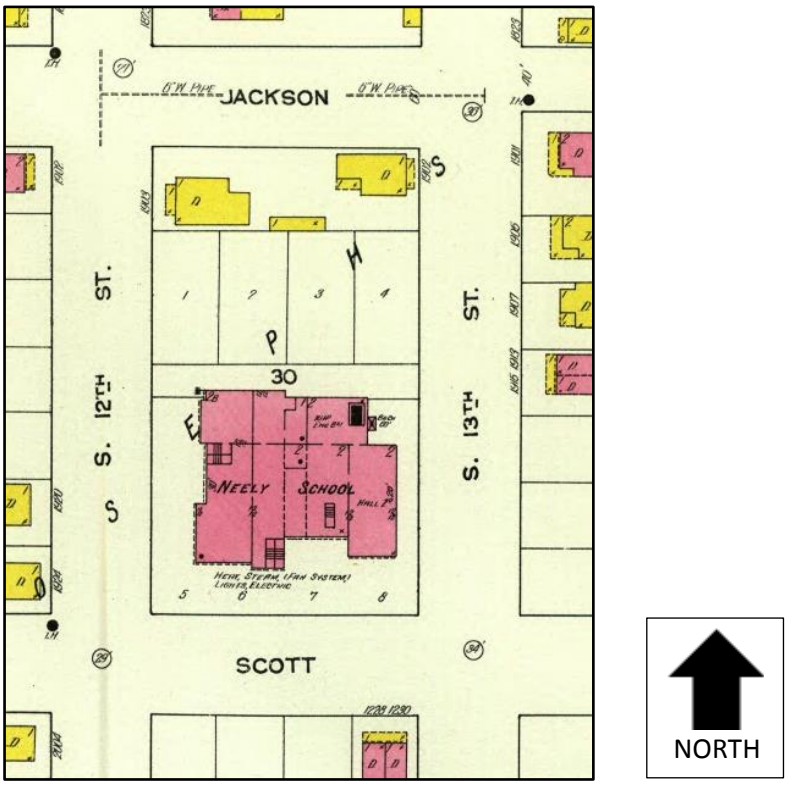


Figure 6: Sanborn Map September 1911, Cropped (Sanborn Fire Insurance Map 1911 #196)
(Refer to **Figure 17** for the full map)

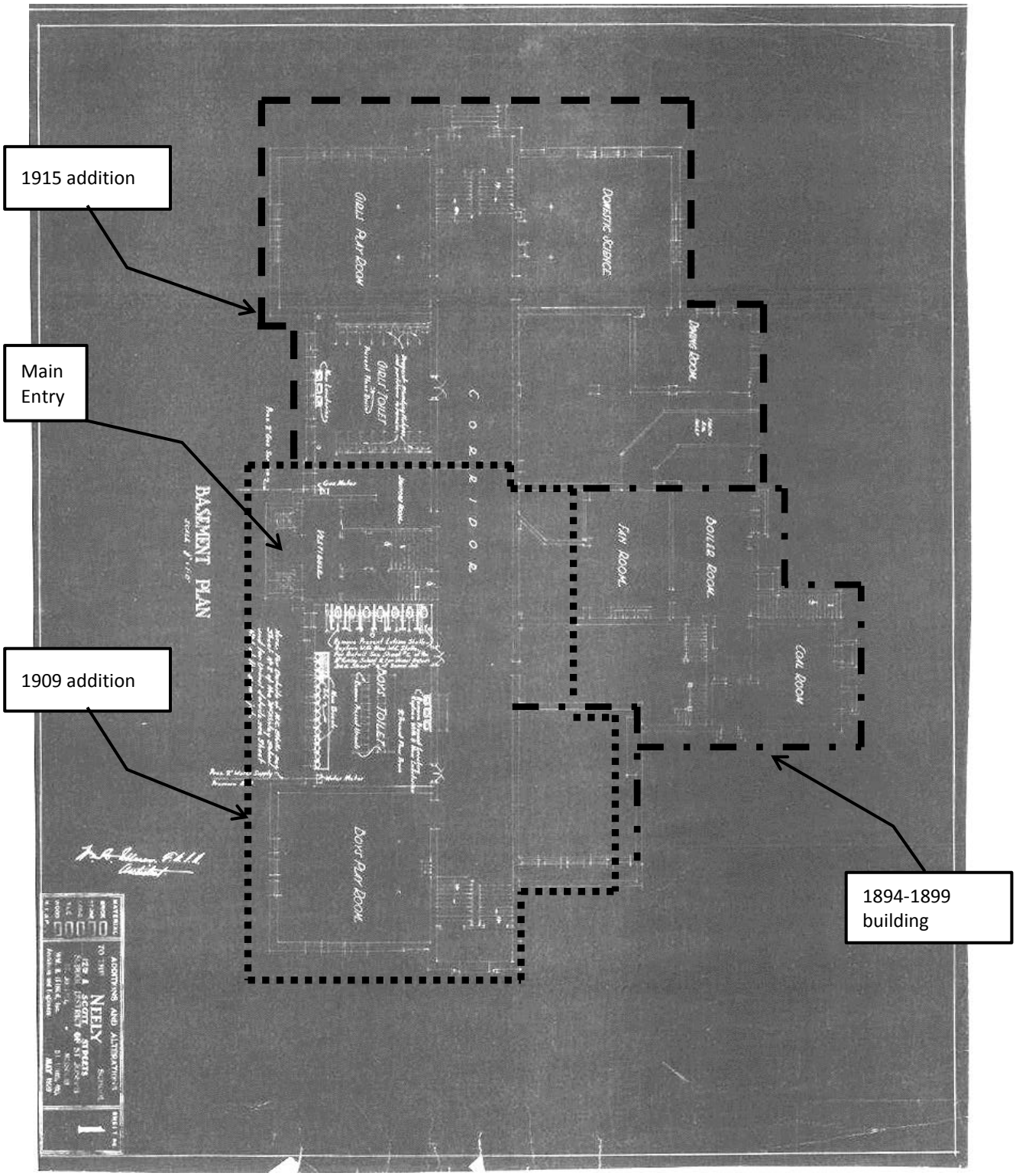


Figure 7: WM. B. Ittner, Inc. Architects and Engineers, Basement Plan, May 1929 (Architect 1929)

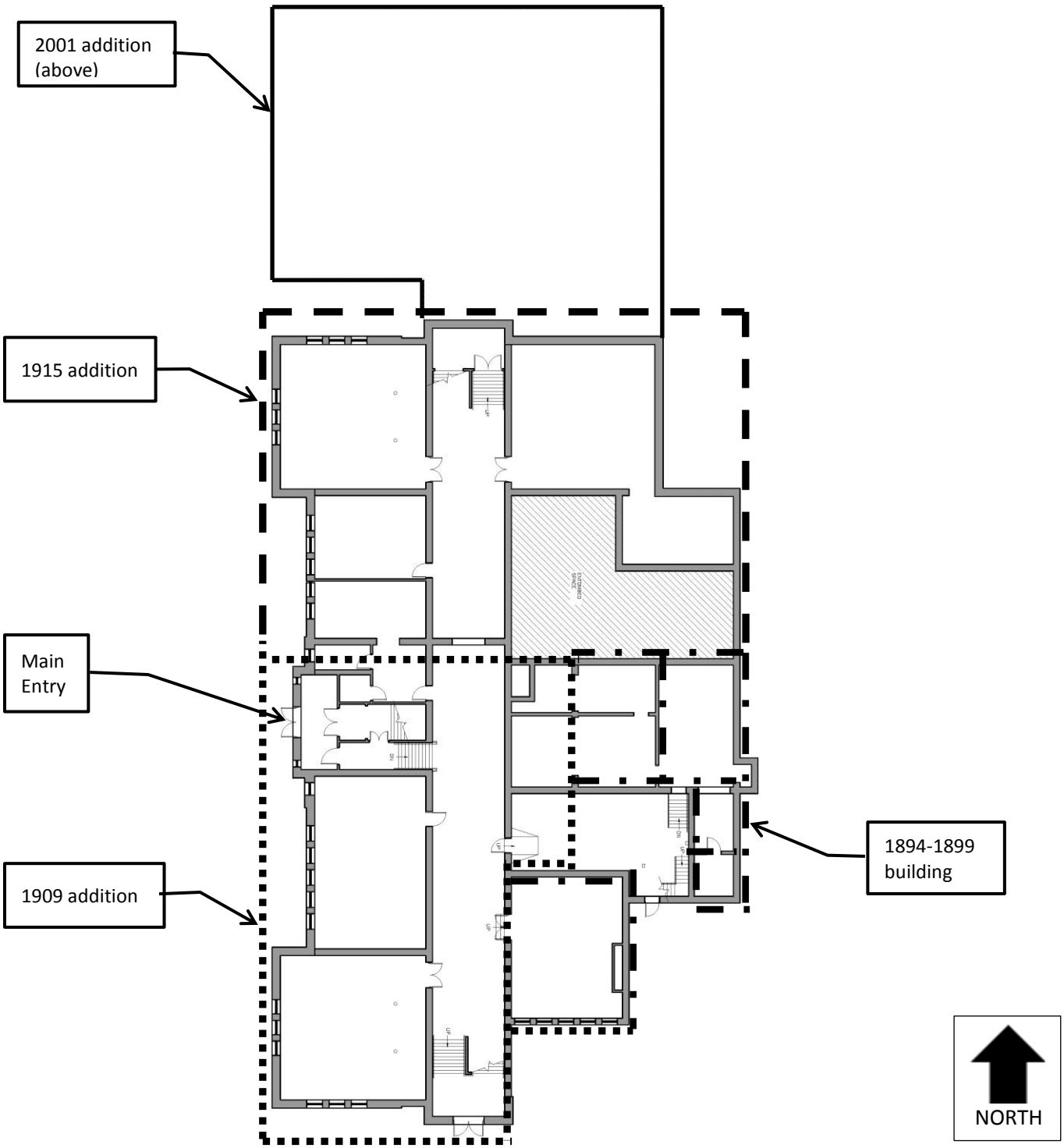


Figure 8: Existing Basement Floor Plan documented in 2012

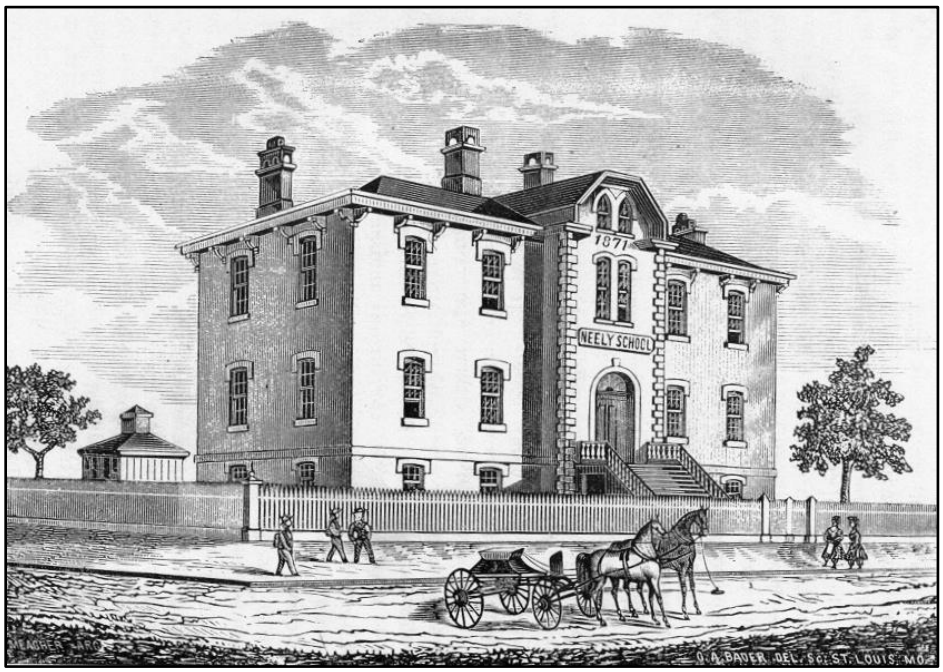


Figure 9: Neely School, 1871 (Source indicated 1881) (Company 1881, 557)

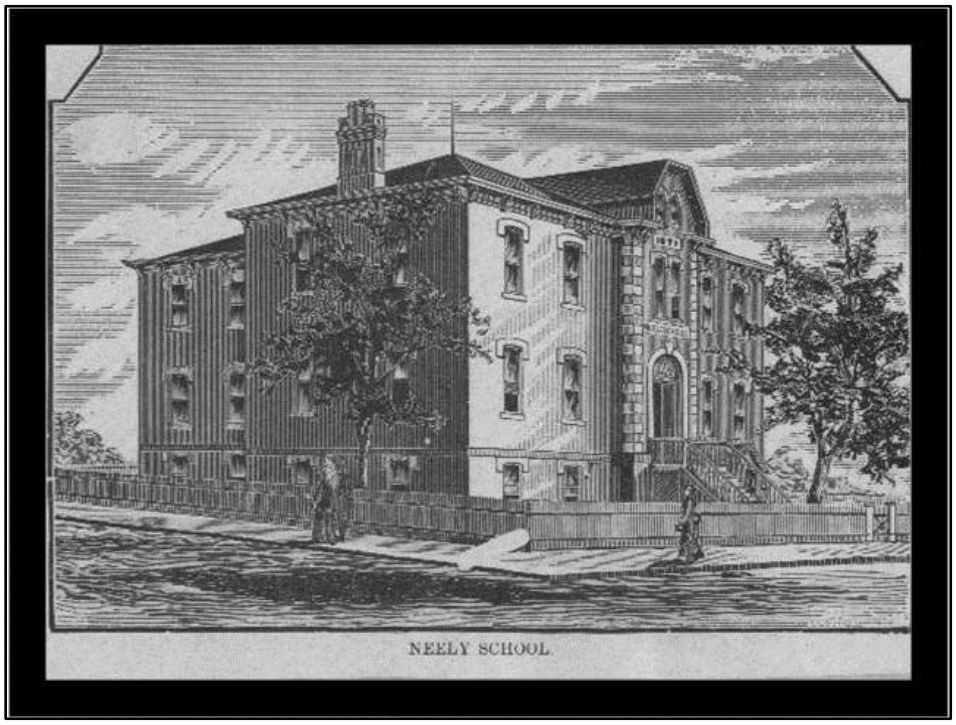


Figure 10: Neely School 1899, (Source indicated circa 1875) (Foley, Johnson and Lentz c 1994, 332)

Figure 11: Neely School, circa 1909-1914 (Source indicated 1915) (Source: St Joseph Museums, Inc.)

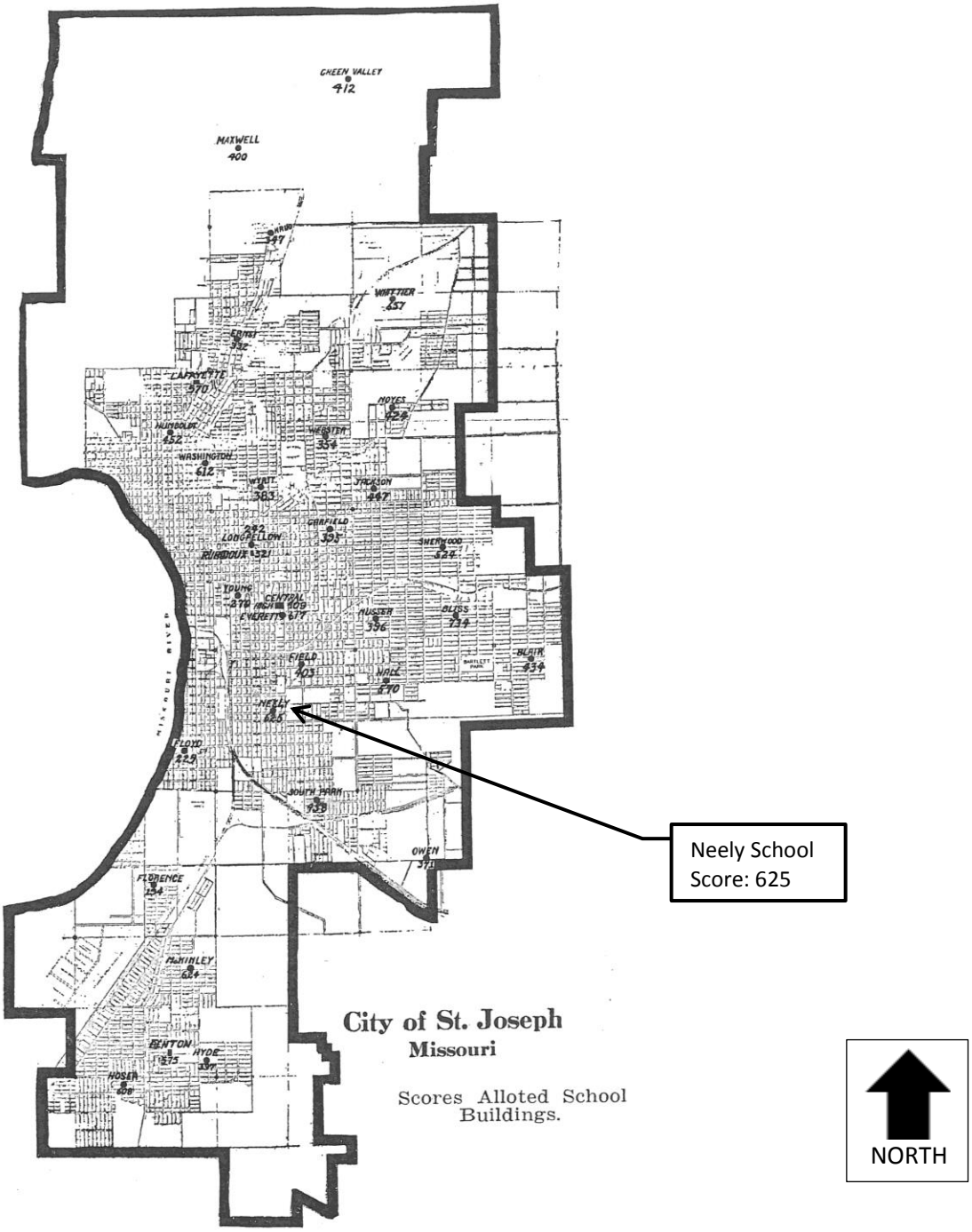


Figure 12: Map of Public School Buildings and their Scores
(Strayer and Engelhardt 1922-1923, 28, Diagram No. 11)

Figure 13: Neely Elementary School, 2002 (Source: St Joseph Museums, Inc.)

Neely Elementary School
Name of Property
Buchanan County, MO
County and State
N/A
Name of multiple listing (if applicable)

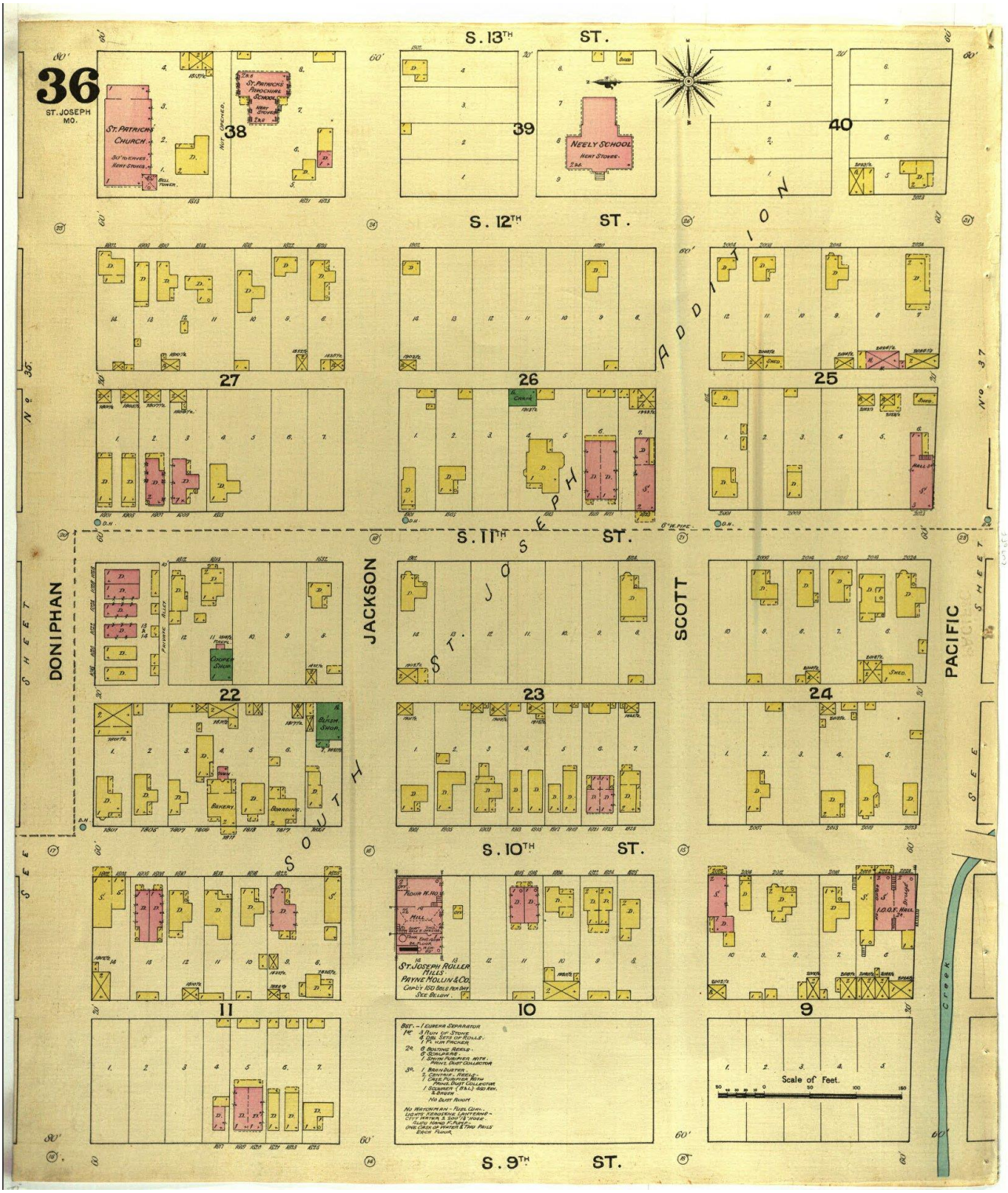


Figure 14: Sanborn Map, July 1888 (Sanborn Fire Insurance Map 1888 #36)

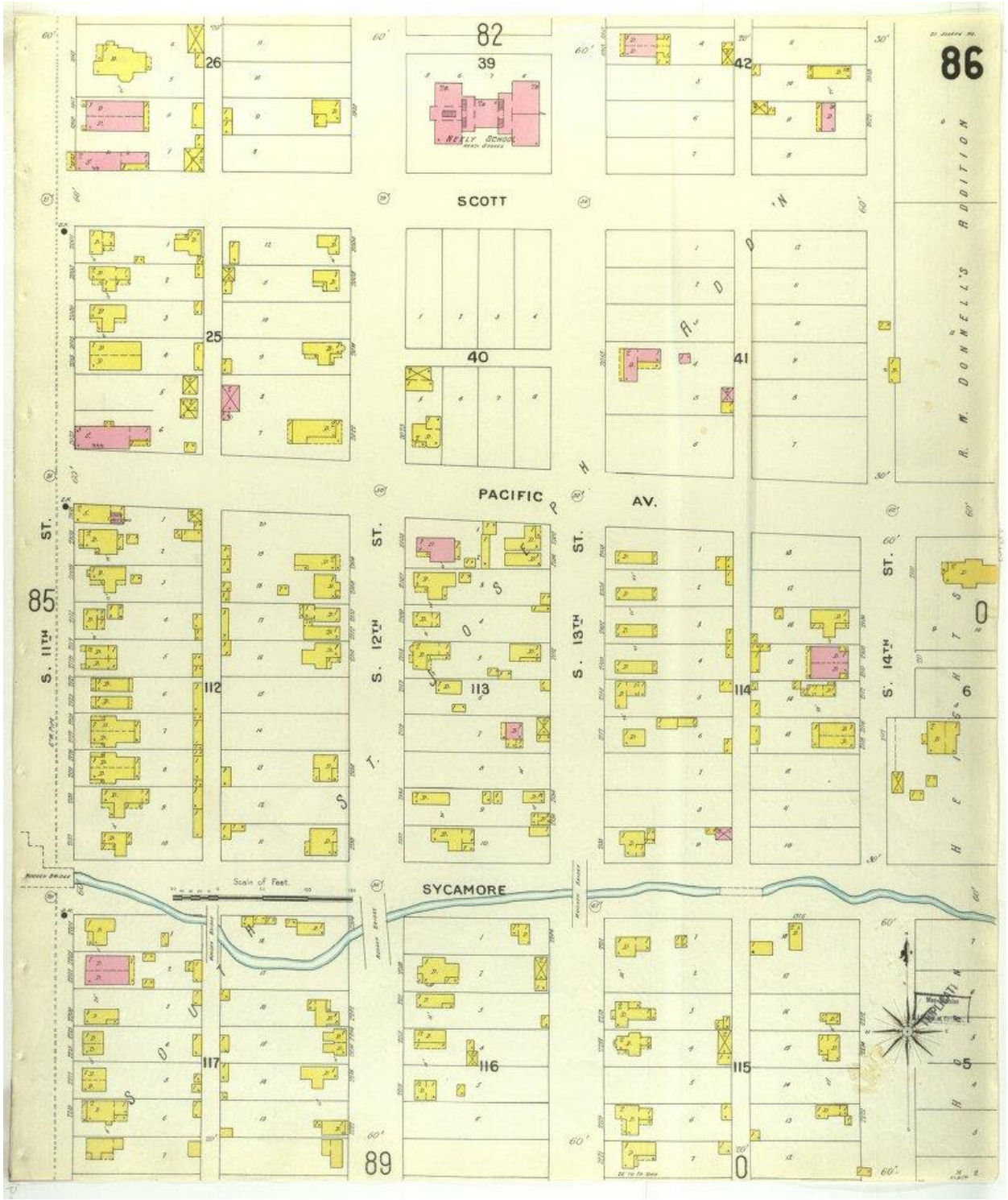


Figure 15: Sanborn Map, February 1897 (Sanborn Fire Insurance Map 1897 #86)

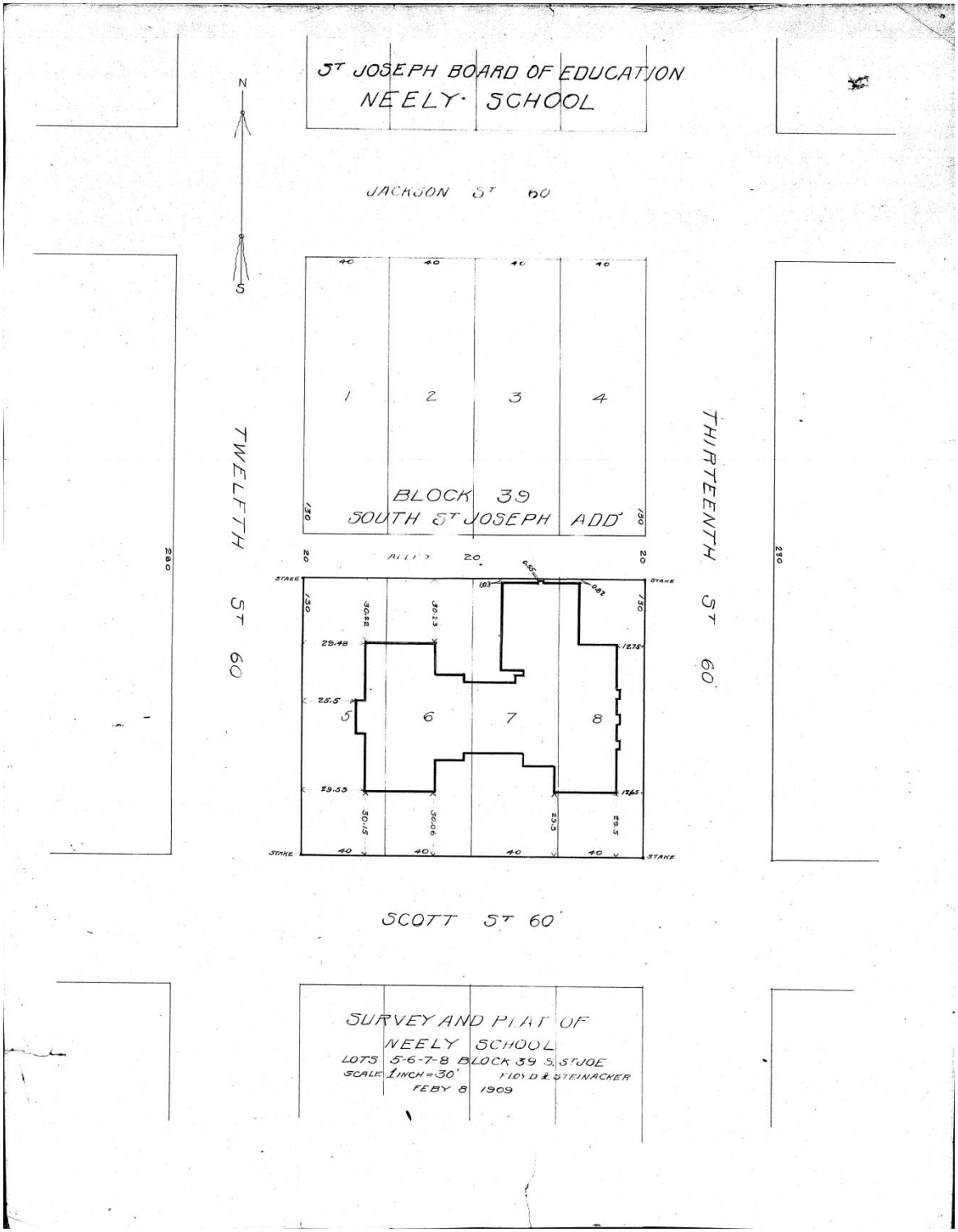


Figure 16: Survey and Plat February 1909 (Surveyors 1909)

Neely Elementary School
Name of Property
Buchanan County, MO
County and State
N/A
Name of multiple listing (if applicable)

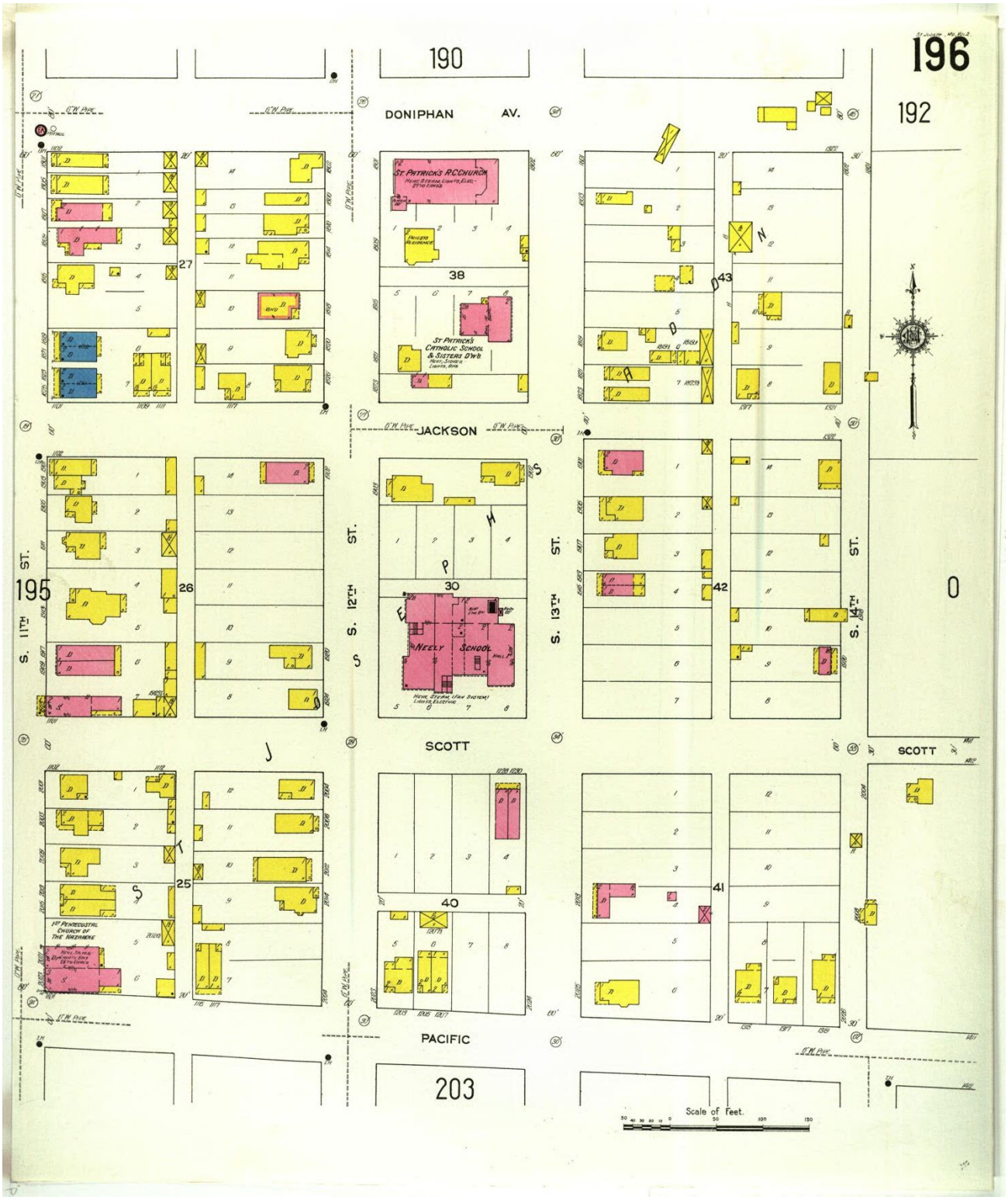


Figure 17: Sanborn Map, September 1911 (Sanborn Fire Insurance Map 1911 #196)

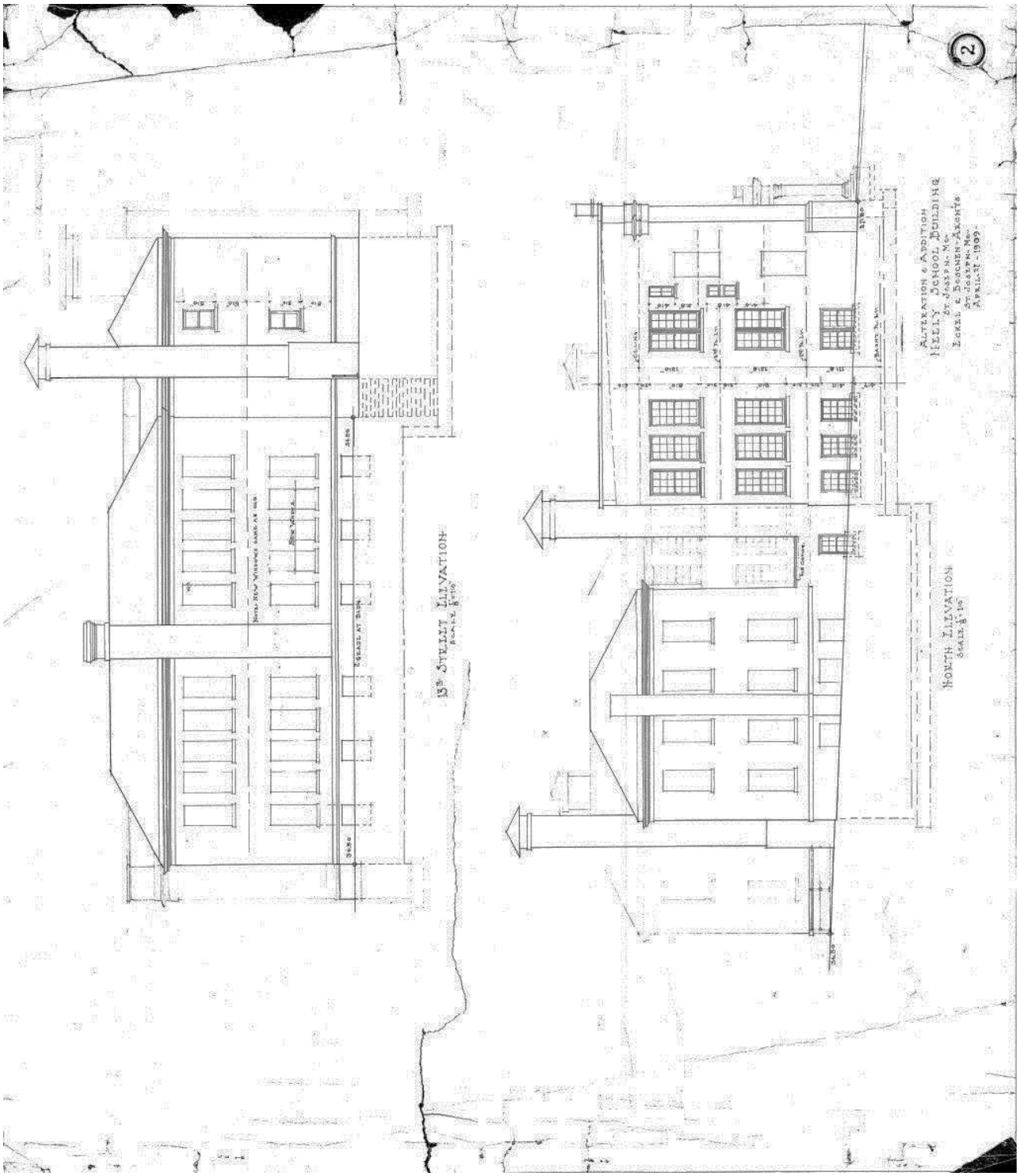


Figure 18: Eckel and Boschen Architects, Elevations, April 1909 (Architects 1909)

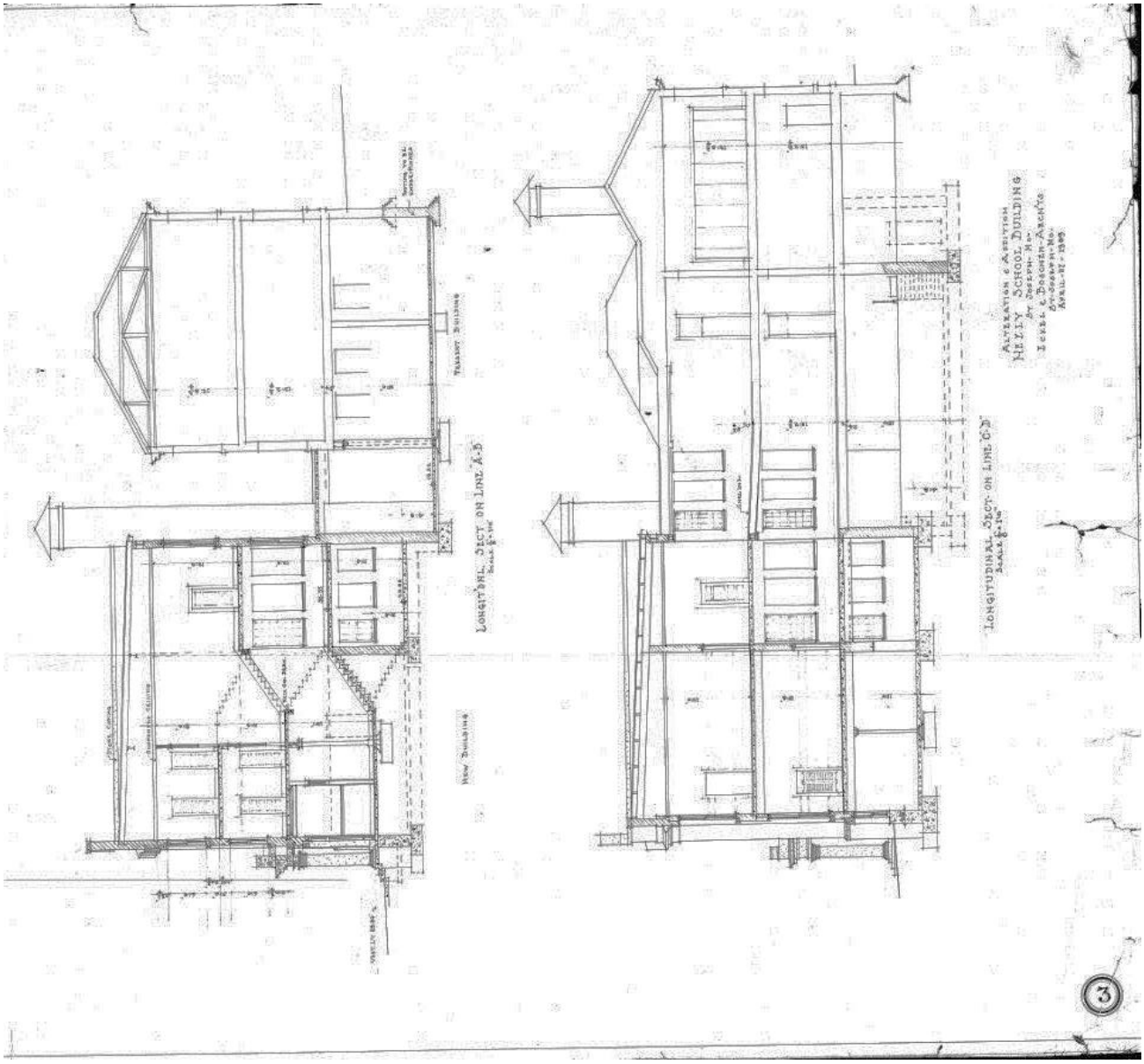


Figure 19: Eckel and Boschen Architects, Sections, April 1909 (Architects 1909)

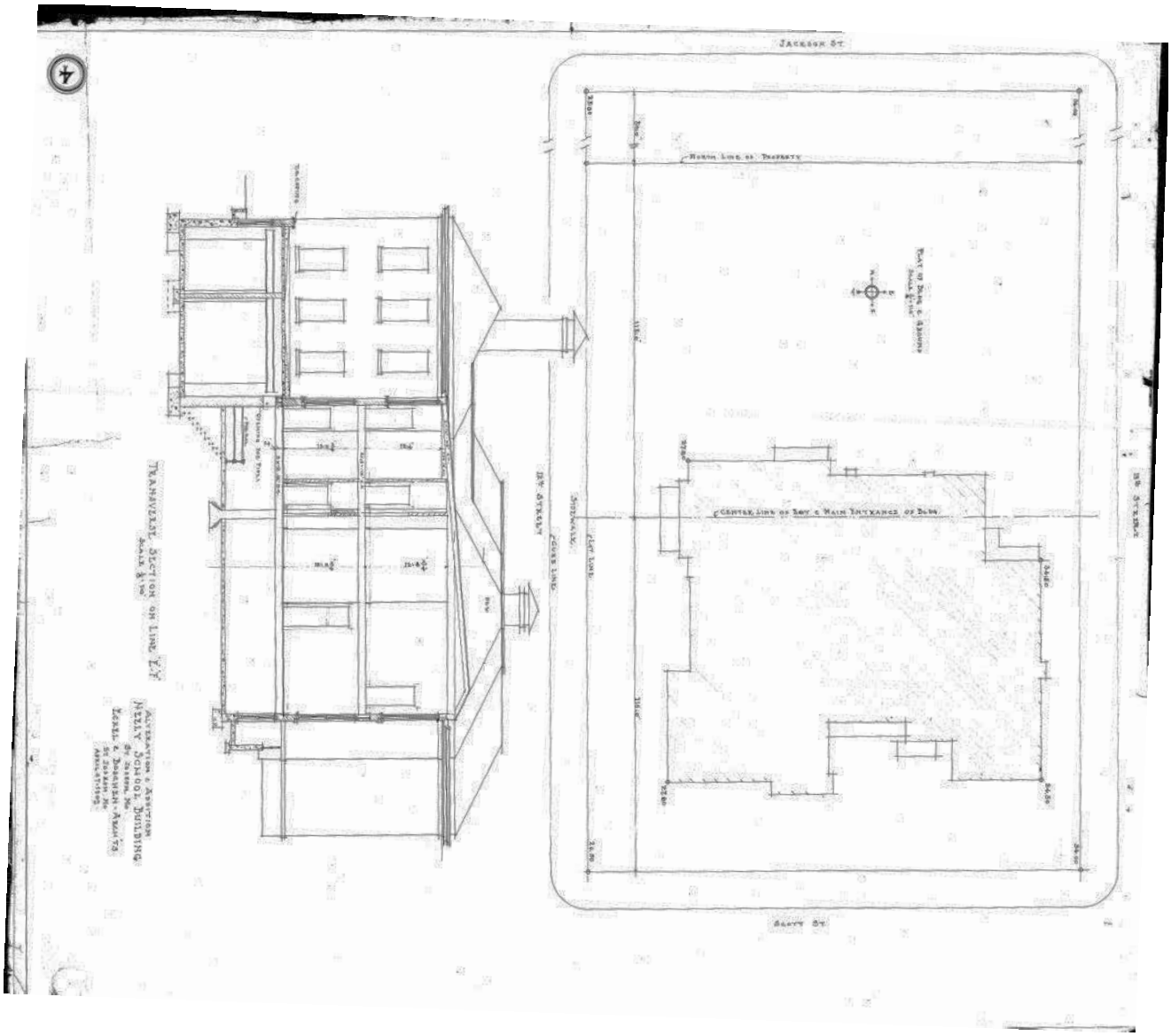


Figure 20: Eckel and Boschen Architects, Plat and Section, April 1909 (Architects 1909)

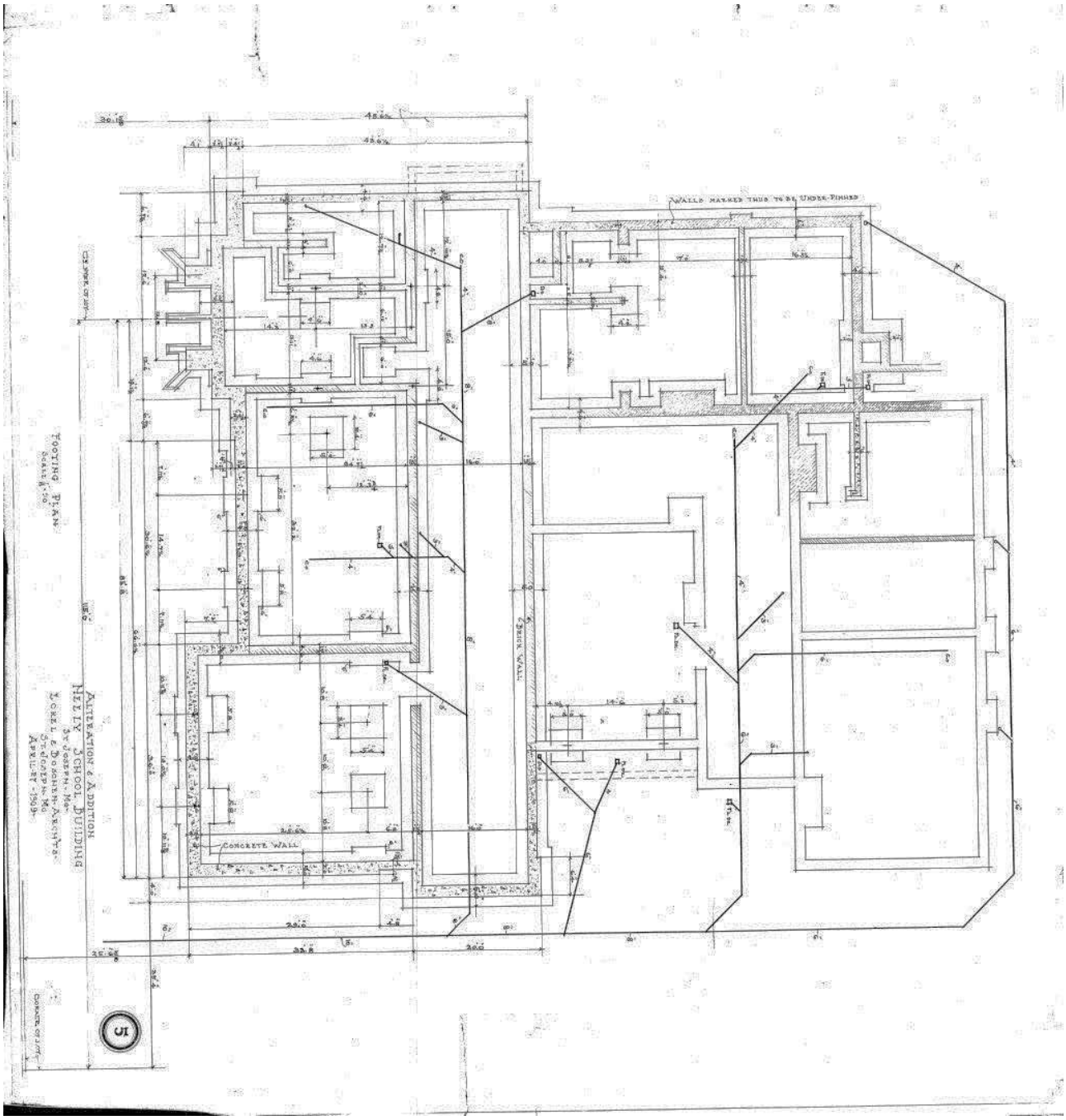


Figure 21: Eckel and Boschen Architects, Footing Plan, April 1909 (Architects 1909)

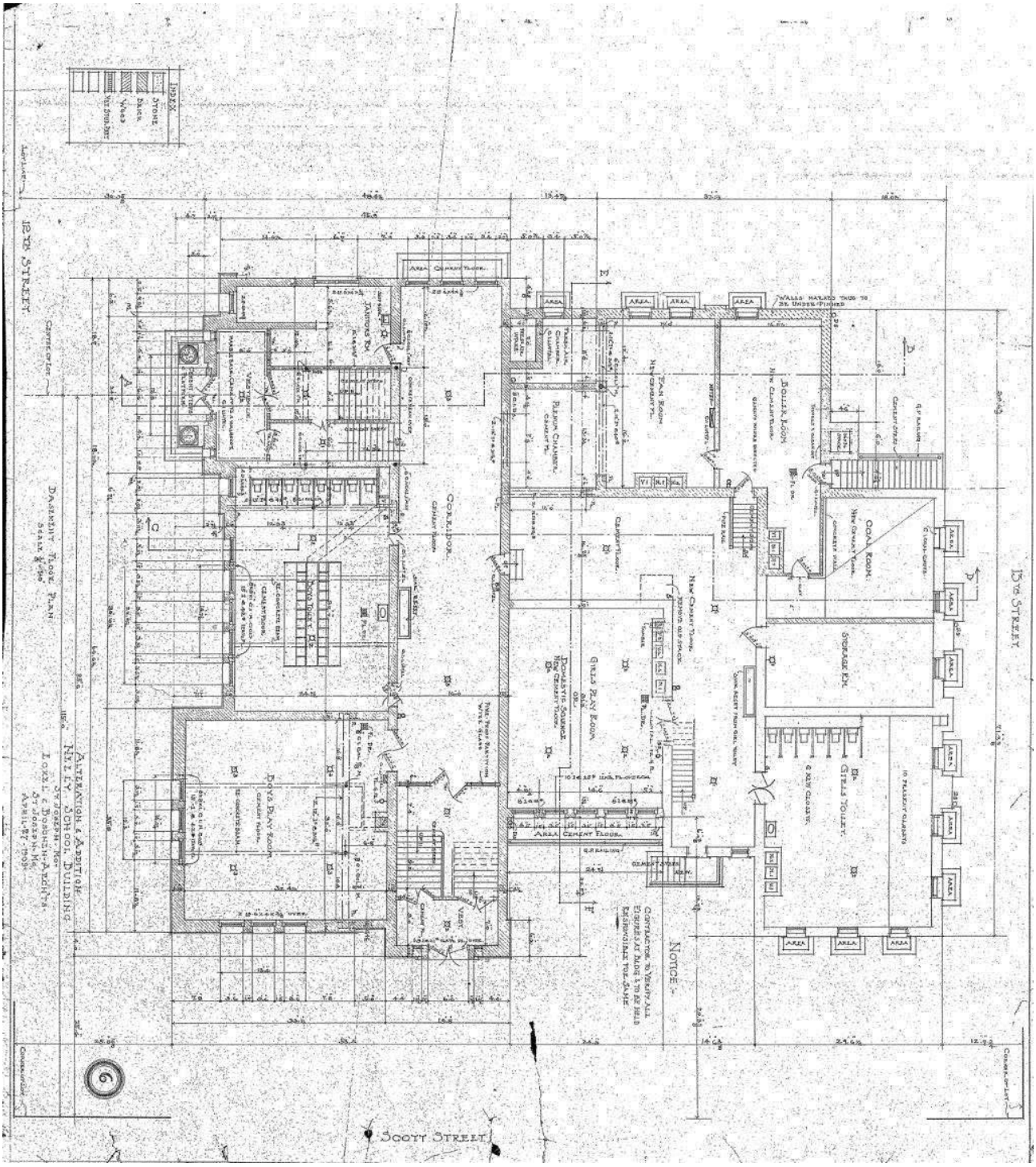
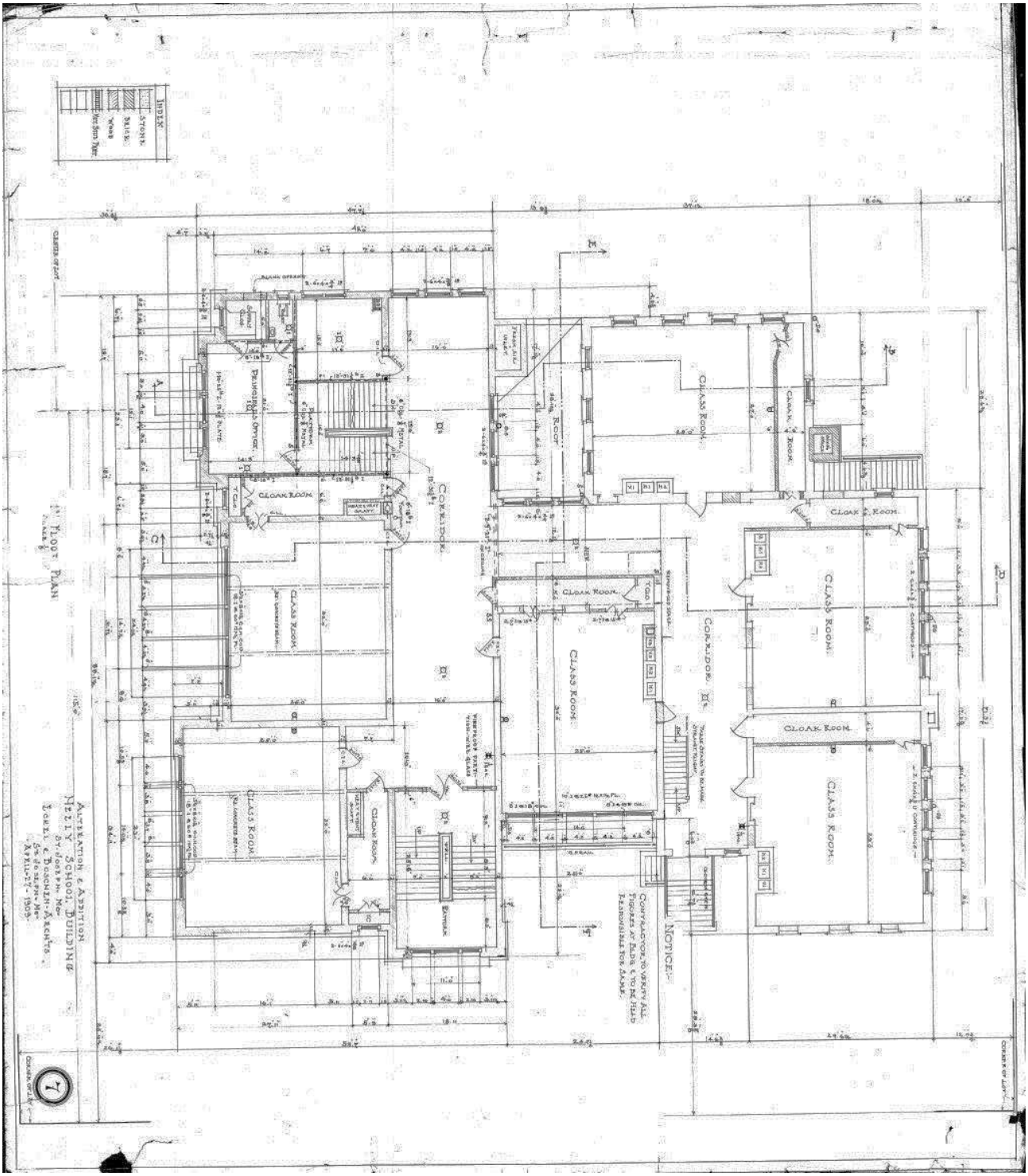


Figure 22: Eckel and Boschen Architects, Basement Plan, April 1909 (Architects 1909)


Index
Stone
Brick
Wood
Iron Sun Dial
Alarm Operator
Principal's Office
Cloak Room
Corridor
Roof
Class Room
Cloak Room
Cloak Room
Class Room
Cloak Room
Class Room
Cloak Room
Class Room
Cloak Room
Class Room
Cloak Room
Class Room
Cloak Room
Bathroom
Water Closet
Water Closet
Water Closet

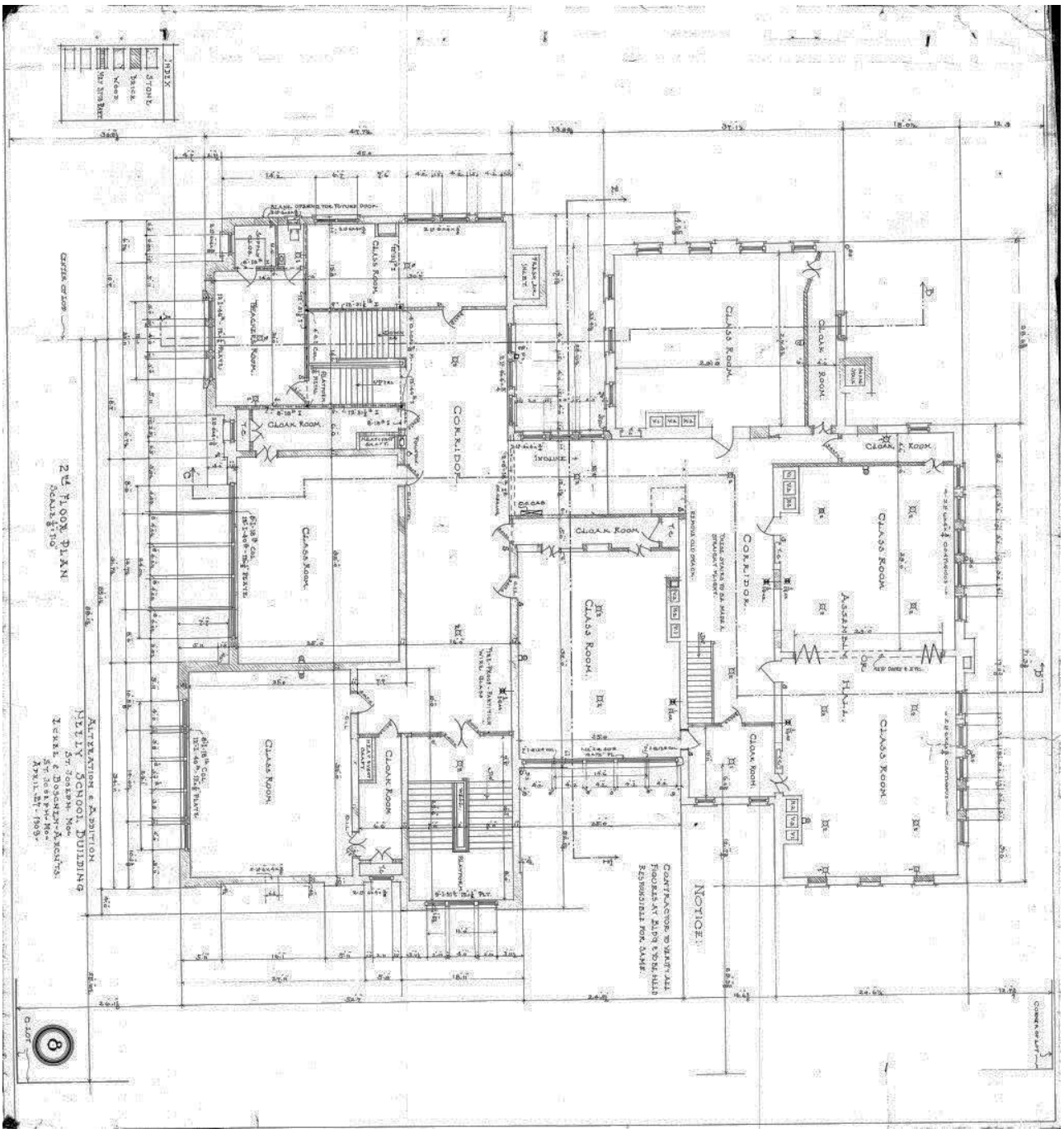


Figure 24: Eckel and Boschen Architects, Second Floor Plan, April 1909 (Architects 1909)

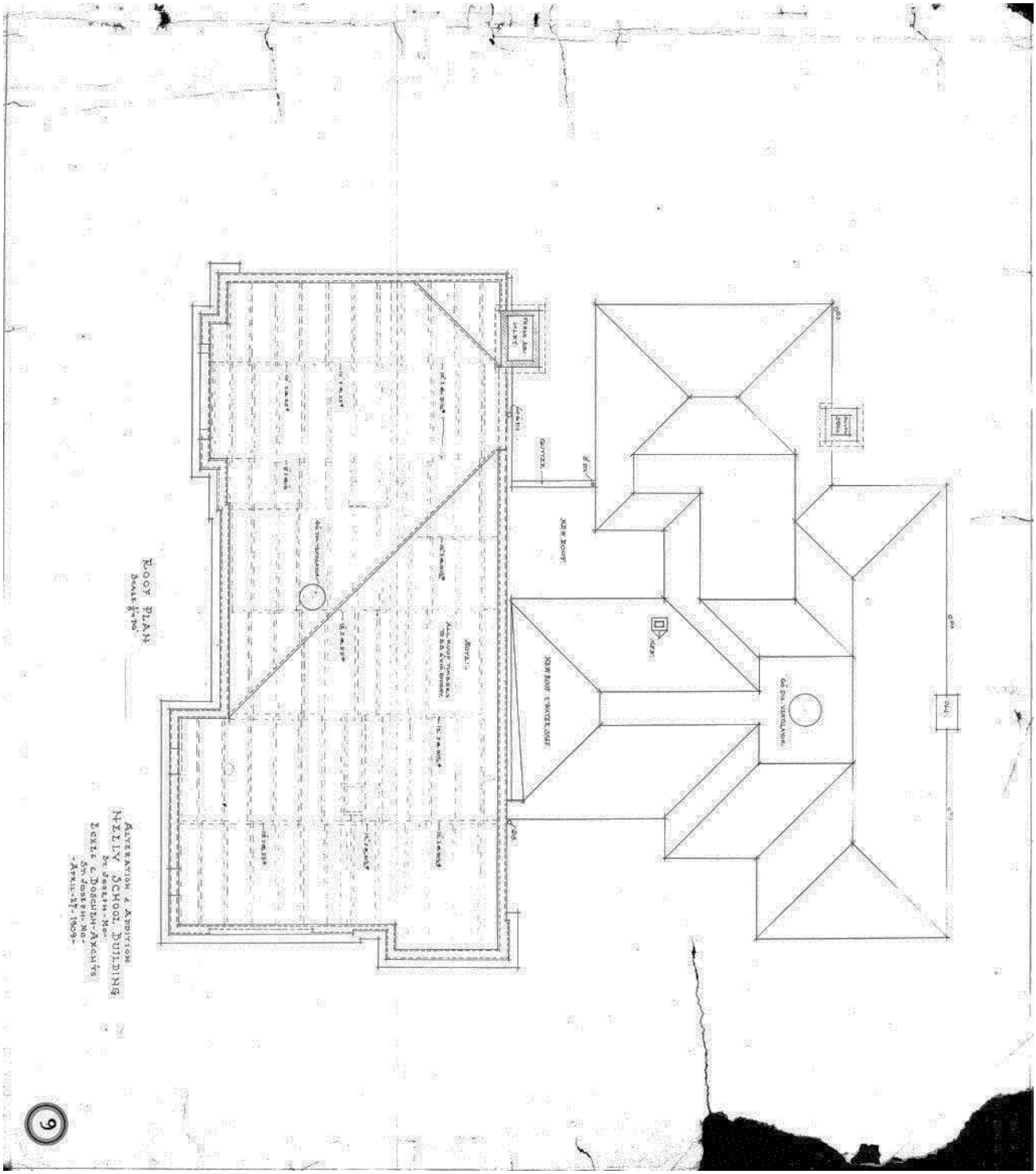


Figure 25: Eckel and Boschen Architects, Roof Plan, April 1909 (Architects 1909)

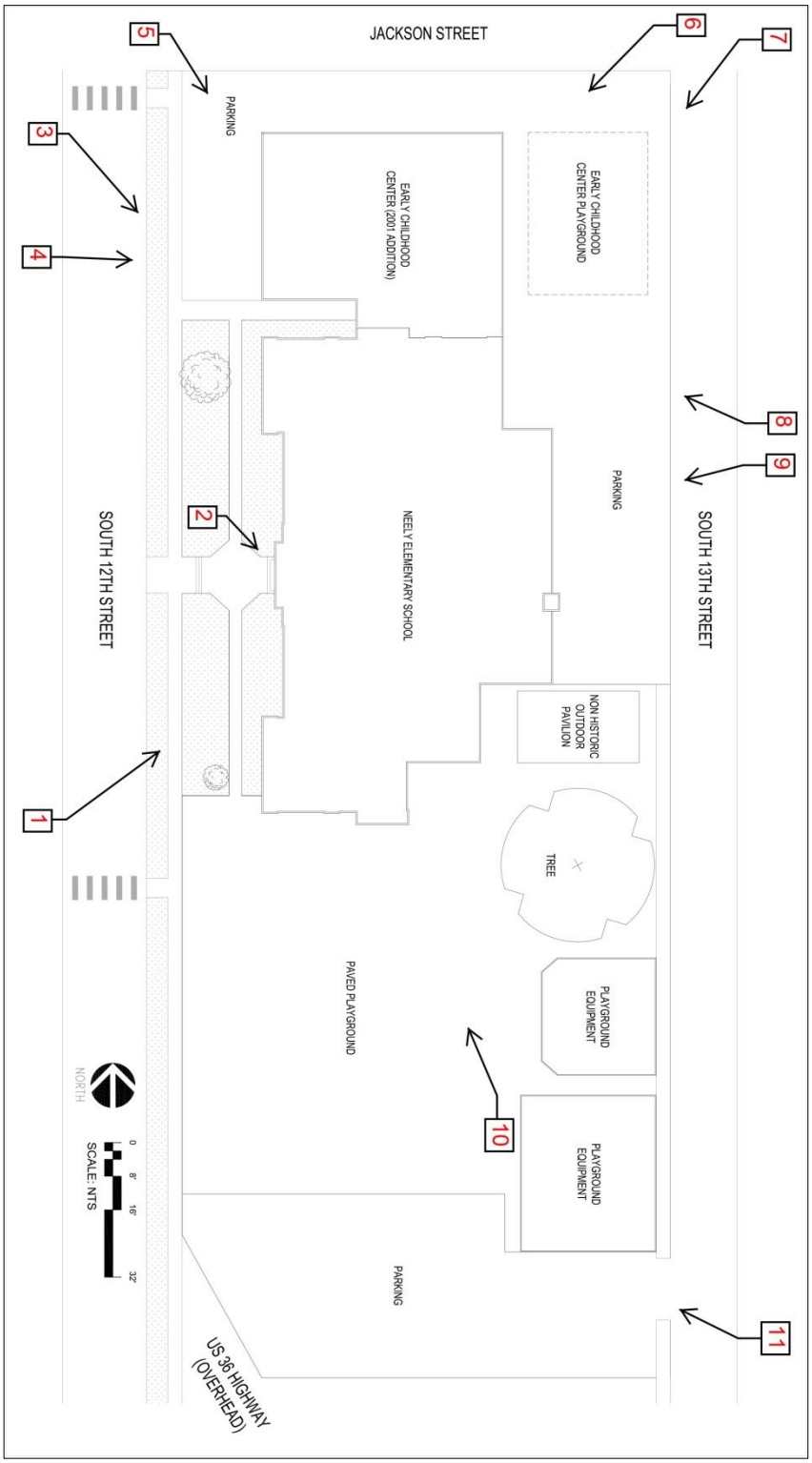


Figure 26: Existing Site Plan, July 2013 (Foutch Brothers 2013)

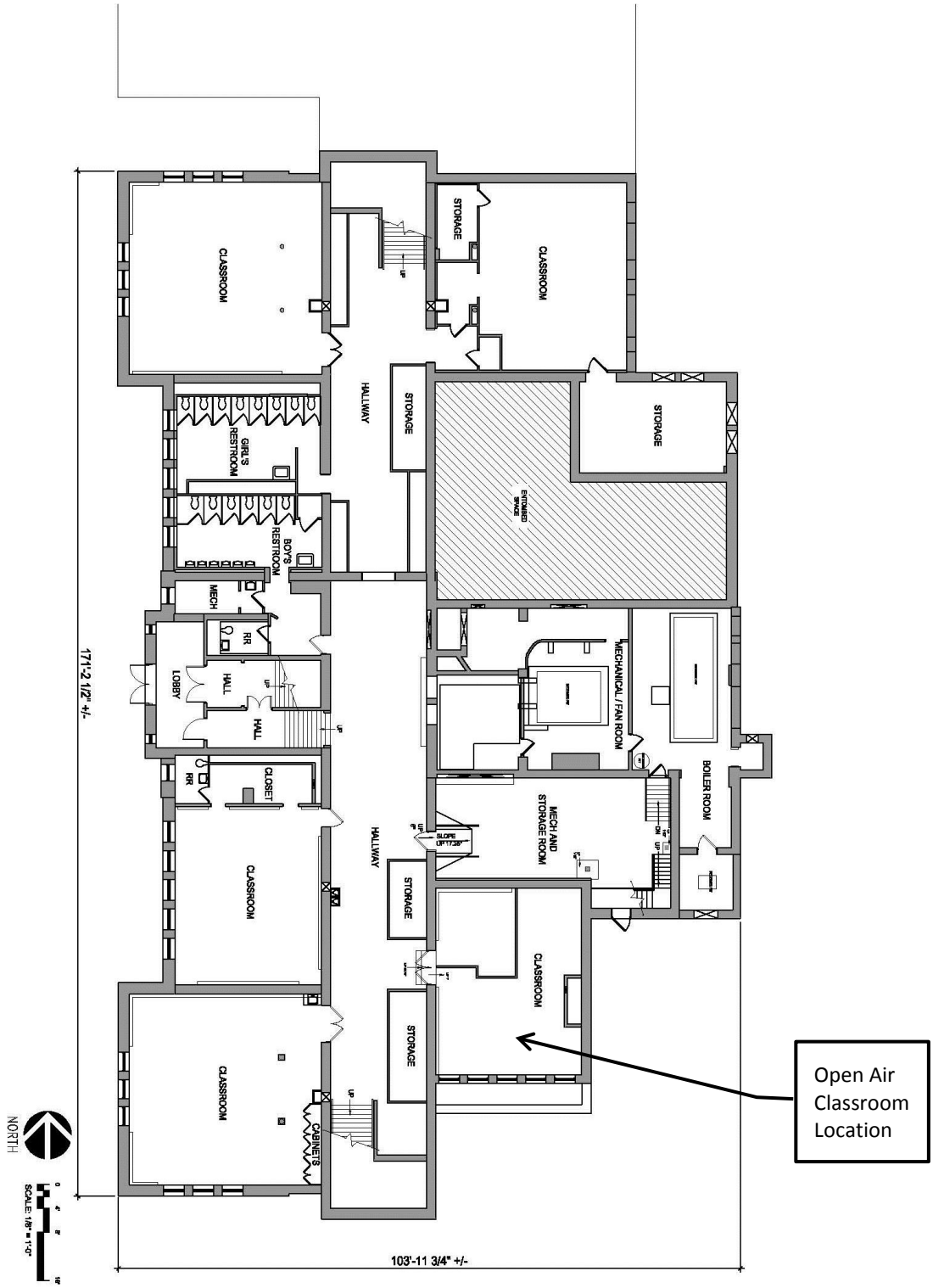


Figure 27: Existing Basement Floor Plan, April 2013 (Foutch Brothers 2013)

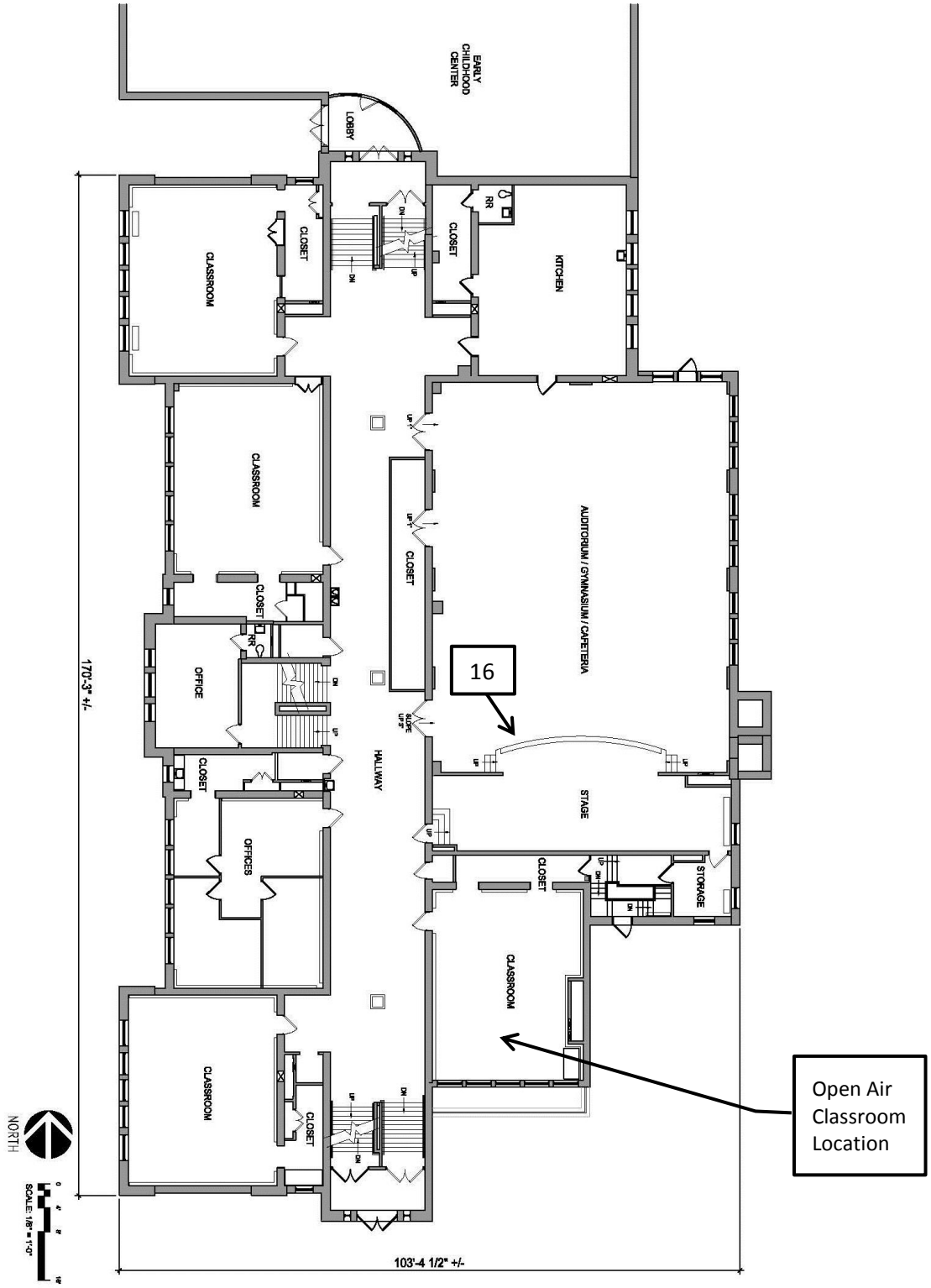


Figure 28: Existing First Floor Plan, April 2013 (Foutch Brothers 2013)

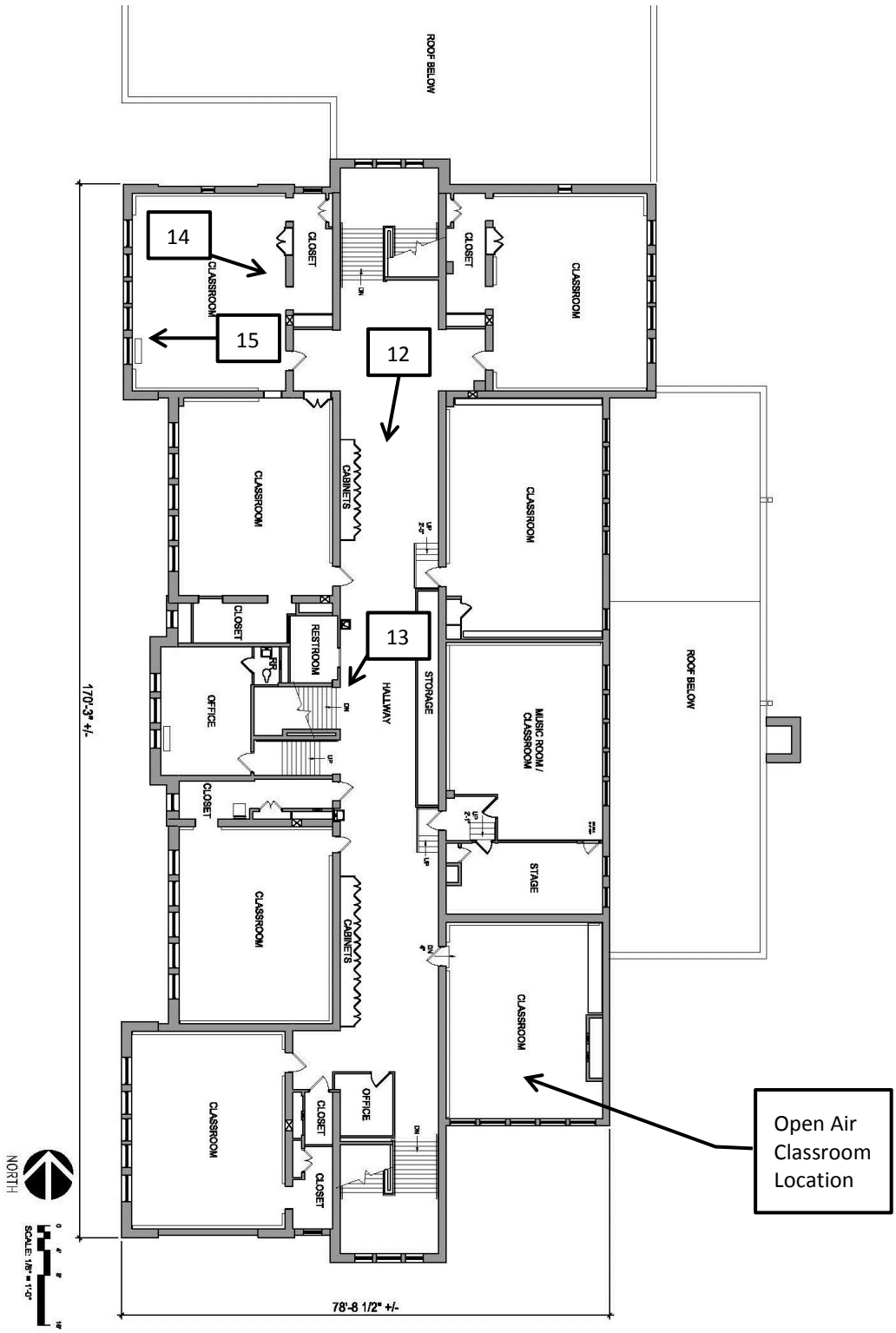


Figure 29: Existing Second Floor Plan, April 2013 (Foutch Brothers 2013)

19 NEELY SCHOOL 09
1909
1
SAFE

ST. JOSEPH
SCHOOL DISTRICT
EARLY LEARNING CENTER
1210

TEACHER OF THE WEEK
NURSE
SECRETARY

TEACHER
NURSE
SECRETARY

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 14000328 **Date Listed:** 6-23-14

Property Name: Neely Elementary School

County: Buchanan (St. Joseph) **State:** Missouri

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

_____ _____

Signature of the Keeper Date of Action

Amended Items in Nomination

The purpose of this Supplementary Listing Record is to correct the resource count in Section 5 and clarify the significance of the setting of the Neely Elementary School.

Section 5 Correction: 1 noncontributing site should be 1 contributing site

Explanation: The nomination counts one noncontributing site in Section 5 of the nomination, but it is not clear what site is referenced. The entire lot the school occupies is considered a contributing site. Although the paving for parking and play may have shifted somewhat over time, the important consideration is that the setting of the school remains open, as it was during the period of significance. Therefore, the land the school occupies is considered one contributing site.

According to the National Register Bulletin *How to Complete the National Register Registration Form*, "Count gardens, parks, vacant lots, or open spaces as "sites" only if they contribute to the significance of the property" (p. 17). The nomination refers to the parking lots and playgrounds, variously, as two to four noncontributing sites. On page 7-1, reference is made to "non-historic and non-contributing playground and parking areas adjacent to the 2001 addition" and "a non-historic chain link fenced paved lot and parking lot to the south of the building" (if these are non-historic, they are assumed to be noncontributing also). On page 8-10 in the summary paragraph,

reference is made to “a non-contributing playground and parking area” (one each). The Verbal Boundary Justification states that “the paved playgrounds and parking lots to the South and North of the nominated building are non-contributing resources” (p. 27).

Regardless of the shifting evaluations in the text of the nomination, the land included in the nomination is considered one contributing site, because the open area surrounding the school provides an appropriate setting for the school. The important aspect of the site is its open quality, developed with parking and playgrounds to meet the needs of the school.

Notification and Distribution

The Missouri State Historic Preservation Office was notified of this amendment.
This record was distributed to the following:

National Register property file
Nominating Authority, without nomination attachment