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 Hall School

Other names/site number N/A

Name of related Multiple Property Listing N/A

2. Location

Street & number 2509 Duncan Street | N/A | not for publication

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

State Missouri Code MO County Jackson Code 021 Zip code 64507

3. State/Federal Agency Certification

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

I hereby certify that this ___ 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 ___ 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 ___local

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

Signature of certifying official/Title Toni M. Prawl, Ph.D., 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

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Name of Property

County and State

5. Classification

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

	private
X	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
		sites
1	0	structures
		objects
2	0	**Total**

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION: School

Current Functions
(Enter categories from instructions.)

VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY
AMERICAN MOVEMENTS
MODERN MOVEMENT: International Style

Materials
(Enter categories from instructions.)

foundation: CONCRETE
walls: BRICK
roof: COMPOSITE
other: STONE

X **NARRATIVE DESCRIPTION ON CONTINUTATION PAGES**

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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.)

[X] 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.

Areas of Significance

ARCHITECTURE

EDUCATION

Period of Significance

1909-1967

Significant Dates

1909, 1915, 1938, 1955, 1962

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Trunk & Heim (1909) Architects

Trunk & Gordon (1915) Architects

Boschen, Walter (1938) Architect

Eckel & Aldrich (1955) Architects

[X] **STATEMENT OF SIGNIFICANCE ON CONTINUTATION PAGES**

9. Major Bibliographical References

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

Previous documentation on file (NPS):

____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
____Other
Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

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Acreage of Property 1.5 acres

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

	Latitude:	Longitude:		Latitude:	Longitude:
1	39.751875	-94.829829	3		
2			4		

UTM References
(Place additional UTM references on a continuation sheet.)
_____ NAD 1927 or _____ NAD 1983

	Zone	Easting	Northing		Zone	Easting	Northing
1				3			
2				4			

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

11. Form Prepared By

name/title Rachel Nugent, National Register Coordinator; Alison Dunleavy, Historic Preservation Specialist
organization Rosin Preservation, LLC date September 2016
street & number 1712 Holmes St. telephone 816-472-4950
city or town Kansas City state MO zip code 64108
e-mail alison@rosinpreservation.com

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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.

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log:

Name of Property: **Hall School**

City or Vicinity: **St. Joseph**

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

Photographer: **Brad Finch, f-stop Photography**

Date Photographed: **March 25, 2016**

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

1 of 20: Primary (south) elevation, main school building and 1938 auditorium/gymnasium addition, view north.
2 of 20: Primary (south) and east elevations, main school building and 1938 auditorium/gymnasium addition, view northwest.
3 of 20: East elevation, 1938 auditorium/gymnasium addition; primary (east) and north elevations, 1962 addition, view southwest.
4 of 20: North elevation, main school building (center), 1962 addition (left), 2001 addition (right), and paved playground, view south.
5 of 20: North and west elevations, main school building (center), 1962 addition (left), 2001 addition (right), and paved playground, view southeast.
6 of 20: West elevation, main school building and 2001 addition, view east.
7 of 20: Primary (south) and west elevations, main school building, 2001 addition, and parking lot, view northeast.
8 of 20: Duncan Street, view east.
9 of 20: South 26th Street, view north.
10 of 20: Main corridor, 1909 school building, first floor, view east.
11 of 20: West stair, 1909 school building, first floor, view northeast.
12 of 20: West stair, 1909 school building, first floor landing, view south.
13 of 20: Typical classroom, 1909 school building, second floor, view southwest.
14 of 20: 1938 auditorium/gymnasium addition, view northeast.
15 of 20: Main corridor, 1962 addition, second floor, view south.
16 of 20: Typical classroom, 1962 addition, second floor, view southeast.
17 of 20: 1955 classroom, 1st floor, view northwest. *Photographer: Rachel Nugent, July 2016.*
18 of 20: 1915 classroom, 1st floor, view northeast. *Photographer: Rachel Nugent, July 2016*.
19 of 20: Paved playground, view northeast from second floor. *Photographer: Rachel Nugent, July 2016.*
20 of 20: Paved playground, view northwest from second floor. *Photographer: Rachel Nugent, July 2016.*

Figure Log:

Include figures on continuation pages at the end of the nomination.

Figure 1. Contextual map. *Google Maps, 2016.*

Figure 2. Site map with dashed line indicating National Register boundary. *Google Earth, 2016*

Figure 3. Hall School exterior photo map. *Google Earth, 2016.*

Figure 4. Hall School basement level photo map.

Figure 5. Hall School first floor photo map.

Figure 6. Hall School second floor photo map.

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Figure 7. Hall School Blocks A-F.
Figure 8. Hall School, aerial photo with dates of construction. *Google Earth, 2016.*
Figure 9. Hall School Main Block, floor plan with Blocks A, B, and D dates of construction.
Figure 10. Hall School Main Block, south elevation. *Source: Brad Finch, 2016.* **Page 7-3.**
Figure 11. Hall School Main Block, south and east elevations. *Source: Brad Finch, 2016.* **Page 7-3.**
Figure 12. Hall School, Blocks A, D, and F, west elevation. *Source: Brad Finch, 2016.* **Page 7-4.**
Figure 13. Hall School Main Block, north elevation. *Source: Brad Finch, 2016.* **Page 7-5.**
Figure 14. Hall School Block C, south elevation. *Source: Brad Finch, 2016.* **Page 7-6.**
Figure 15. Hall School Block E, east elevation. *Source: Brad Finch, 2016.* **Page 7-7.**
Figure 16. Hall School Block F, south and west elevations. *Source: Brad Finch, 2016.* **Page 7-8.**
Figure 17. Hall School, first floor plan, 2001. *Source: River Bluff Architects.*
Figure 18. Typical built-in cabinets, Main Block. *Source: Brad Finch, 2016.*
Figure 19. Hall School, second floor plan, 1998. *Source: Creal/Clark Architects.*
Figure 20. Corridor in second floor of 1955 addition (Block D). *Source: Rachel Nugent, 2016.*
Figure 21. Hall School, basement and first floor plans, 1929. *Source: William B. Ittner, Architect.*
Figure 22. Hall School, basement level plan, 2001. *Source: River Bluff Architects.*
Figure 23. Hall School, 1st floor plan of 1962 addition, 1962. *Source: Creal/Clark Architects.*
Figure 24. Exterior walls of 1955 addition in the 2001 addition. *Source: Brad Finch, 2016.*
Figure 25. Domestic Science Classroom, Hall School, 1910. *Source: St. Joseph Board of Ed., Forty-Seventh Annual Report, 1910-11.*
Figure 26. Strayer-Englehardt Score Card for Measuring City School Buildings. *Source: Report of the Survey of the Public School Buildings and a Proposed School Building Program for St. Joseph, Mo.*
Figure 27. Extant Progressive Era Public Elementary Schools in St. Joseph, Missouri. *Source: Google Maps, 2016.*
Figure 28. St. Joseph, Missouri, annexation map. *Source: "Historic Resources of St. Joseph, Buchanan County, Missouri." National Register MPDF.*
Figure 29. Hall School, 1910. *Source: St. Joseph Board of Ed., Forty-Seventh Annual Report, 1910-11.*
Figure 30. Hall School site plan, 1911. *Source: Floyd and Steinacker, 1911.*
Figure 31. 1911, 1949, and 1955 Sanborn maps with footprint of Hall School. *Source: Sanborn Fire Insurance Company, 1911, 1949, 1955.*

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SUMMARY

Hall School occupies a 1.5 acre site at 2509 Duncan Street in St. Joseph, Buchanan County, Missouri. Located in St. Joseph's eastern central region, Hall School sits on top of a hill, surrounded by early- to mid-twentieth century houses. The school served the surrounding residential community for over one-hundred years until it closed in 2014. The property has one contributing building, one contributing structure comprised of a large paved playground, and a small paved parking lot. The school building, located in the southern half of the property, is comprised of six connected blocks constructed between 1909 and 2001; however, the 1909 block is the most visually dominant. The blocks vary in size and height, but all have red brick cladding with minimal ornament. Double-loaded corridors lined with classrooms organize the main school building. The 1938 auditorium/gymnasium addition at the southeast retains its historic volume and finishes. Single loaded corridors lined with classrooms, characteristic features of Modern Era school design, organize the two-story 1962 addition at the northeast corner of the building. The low one-story 2001 addition attaches to the basement level of the northwest corner of the main school block to provide a single open library/media room. All of the additions are complementary in materials, subordinate in massing, and minimally attached at the rear of the 1909 building, except the 1938 auditorium/gymnasium. The 1909 building with its 1915 addition, together with the 1915 playground and the 1938 auditorium/gymnasium, fully embody the Progressive Era elementary school property type. The 1962 addition reflects architectural trends from the Modern Era that included low massing and banded windows tied to the shift in educational philosophy in the mid-twentieth century. The later addition reflects the periodic modification of the building to accommodate its continued use as a public elementary school and meet the changing needs of the student population and therefore does not compromise the integrity of the school as a whole. Alterations to the Hall School include the reconfiguration of some interior spaces, updating of some finishes, and the replacement of windows within the historic masonry openings. These alterations are common to early twentieth century school buildings and do not compromise the ability of the Hall School to communicate its historic educational function and the eras in which it was constructed and modified.

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ELABORATION

SETTING

Hall School is located at 2509 Duncan Street in St. Joseph, Missouri. With a population of approximately 77,000, St. Joseph is located in the northwest corner of Missouri. The city serves as the county seat for Buchanan County. Hall School is located in St. Joseph's eastern central region between U.S. Highway 169 and Interstate 229, just north of U.S. Highway 36 *(Figure 1)*. South 25th and S. 26th streets form the west and east boundaries, respectively, while Duncan Street forms the south boundary *(Figure 2)*. The northern boundary of the playground, in place by 1916, runs parallel to Monterey Street but the road does not run though the block.[1] Hall School occupies an approximately 1.5 acre site on top of a hill, which slopes down to the northeast. The property contains the contributing school building with its main block and several additions, a contributing structure comprised of a paved playground to the north of the building, and a small paved parking lot in the southwest corner of the property *(Photos 4, 5, 7)*. A chain-link fence encloses the playground. The land outside the fence slopes down on the north, east, and west sides of the flat playground. Grass covers the east and west slopes. Grass and mature deciduous trees cover the

[1] According to the St. Joseph Missouri Board of Education *Meeting Minutes*, the school district authorized the purchase the three lots north of the Hall School property on August 9, 1915.

north slope. Concrete sidewalks wrap around the east, west, and south perimeters of the property. A concrete retaining wall runs along the south edge of the property. Two sets of concrete stairs interrupt the retaining wall and lead up to the main entrances of the building. One mature deciduous tree and five small bushes comprise the landscaping on the elevated south lawn. Early to mid-twentieth century one- and two-story houses occupy the narrow lots on the surrounding streets *(Photos 8, 9)*.

Six blocks constructed between 1909 and 2001 comprise the Hall School. The one- and two-story blocks create an irregular footprint. In this description, the blocks are labeled A through F, corresponding to the chronology of construction *(Figure 7)*. The original school building (1909) comprises Block A. Subsequent additions to the northeast corner and northwest corner comprise Blocks B (1915) and D (1955). Blocks B and D were constructed as extensions of and were designed to blend with the original school building. Together with Block A they form a unified whole, labeled the "Main Block" in this nomination. Block C (1938) connects to the Main Block via a north-south corridor and occupies the southeast corner of the site. Block E (1962) extends to the north from the north elevation of Block C. Block F (2001) wraps around the basement level of the northwest corner of the Main Block at Block D *(Figure 8)*. A concrete sidewalk connects the primary elevations of Block A and Block C; concrete stairs extend from the sidewalk and lead to the public sidewalk that runs along Duncan Street and to the parking lot in the southwest corner of the site *(Photos 1, 2)*.

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EXTERIOR

Main Block *Blocks A (1909), B (1915), D (1955)*

The Main Block contains the original school, constructed in 1909 (Block A), and two congruous additions to the building's northeast corner in 1915 (Block B) and northwest corner in 1955 (Block D) *(Figure 9)*. Together the blocks formed a unified design visually on the exterior and in plan. The two-story Main Block has a raised basement and bilateral symmetry on the primary (south) elevation. It has a concrete foundation, red brick cladding, and a flat roof. Non-historic replacement windows fill historic masonry openings. Three brick chimneys rise from the roof. A shaped parapet with stone coping caps the building. A metal cornice wraps the east, south, and west elevations. A stone beltcourse on the east, south, and west elevations separates the basement level from the first and second stories. The simple ornament on the primary elevation has vaguely Prairie style elements such as strong horizontal lines and geometric patterns accented by cut stone pieces. All windows have stone sills. The east elevation connects to Block C; Block F wraps around the basement level of the northwest corner of the building (Block D).

Block A forms the primary (south) elevation. Engaged brick pilasters divide the south elevation into thirteen bays *(Figure 10, Photo 1)*. A nameplate with "Hall School" carved in stone fills the center of the elevation under the cornice; the date of construction flanks the central nameplate. Projecting header- and stretcher-course brick bands separate the first and second stories. Bays 4 through 10 project slightly from the elevation. Paired metal doors fill the entrances in Bays 4 and 10 on the basement level. Projecting soldier-course brick bands and segmental arch transoms with geometric stone ornament fill the first-story bays above the entrances. Multi-light aluminum windows fill the transoms. Concrete stairs extend from the doors and lead to the sidewalk. One-over-one double-hung aluminum windows fill Bays 5 through 9 on the basement level.

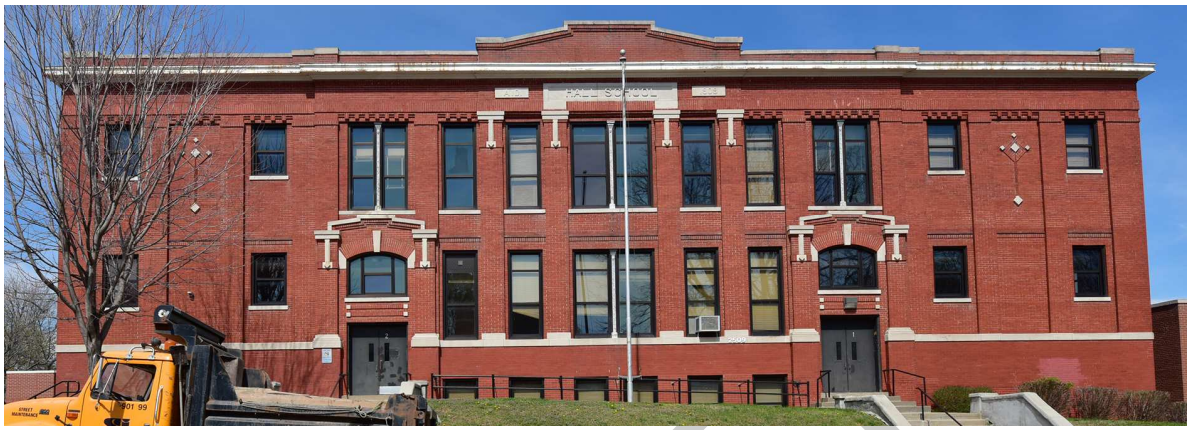

Figure 10. *Hall School Main Block, south elevation. Source: Brad Finch, 2016.*

On the first and second stories, one-over-one double-hung aluminum windows fill Bays 1,3,11, and 13. Bays 2 and 12 are devoid of fenestration; brick and stone ornament fills the second story bays. One-over-one double-hung aluminum windows with fixed transoms fill the remaining first and second story bays on the primary elevation; paired windows fill Bays 4, 7, and 10. Decorative projecting brick lintels ornament Bays 1 through 5 and 9 through 13 on the second story; stone ornaments the top of the pilasters between Bays 5 through 9.

Figure 11. *Hall School Main Block, south and east elevations. Source: Brad Finch, 2016.*

Blocks A and B present a unified façade on the Main Block's east elevation through the seamless continuation of materials, ornament, and fenestration patterns *(Photo 2, Figure 11)*. Engaged brick pilasters divide the east elevation into ten bays. Bays 1-5 form Block A; Bays 6-10 form Block B. On the basement level, single one-over-one double-hung aluminum windows fill Bays 1 and 2; two one-over-one double-hung aluminum windows fill Bay 3. A corridor extends north from Bays 4 to 10 on the basement level, connecting the east elevation of the Main Block to the west elevation of Block C. One-over-one double-hung aluminum windows with fixed transoms fill the first and second story bays on the east

elevation; paired windows fill Bays 3 and 8. Decorative projecting brick lintels ornament the second story bays.

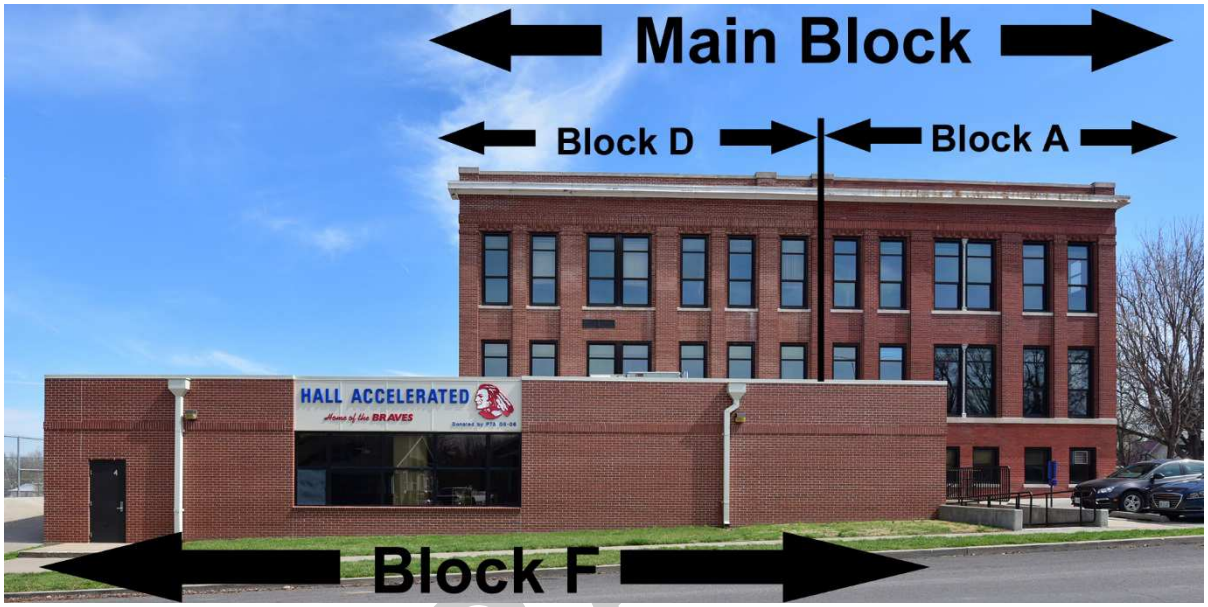

Figure 12. *Hall School, Blocks A, D, and F, west elevation. Source: Brad Finch, 2016.*

Blocks A and D present a unified façade on the Main Block's west elevation through the continuation of materials, ornament, and fenestration patterns. Engaged brick pilasters divide the west elevation into eleven bays. Bays 1-6 form Block D; Bays 7-11 form Block A *(Figure 12, Photo 6)*. On the basement level, glass block windows fill Bays 7 and 8; two one-over-one double-hung aluminum windows fill Bay 9; single one-over-one double-hung aluminum windows fill Bays 10 and 11. A one-story addition, constructed in 2001 (Block F), wraps around the basement level of the Main Block's northwest corner and connects to the west elevation from Bays 1 to 6. One-over-one double-hung aluminum windows with fixed transoms fill the first and second story bays on the west elevation; paired windows fill Bays 3 and 9. Decorative projecting brick lintels ornament the second story bays.

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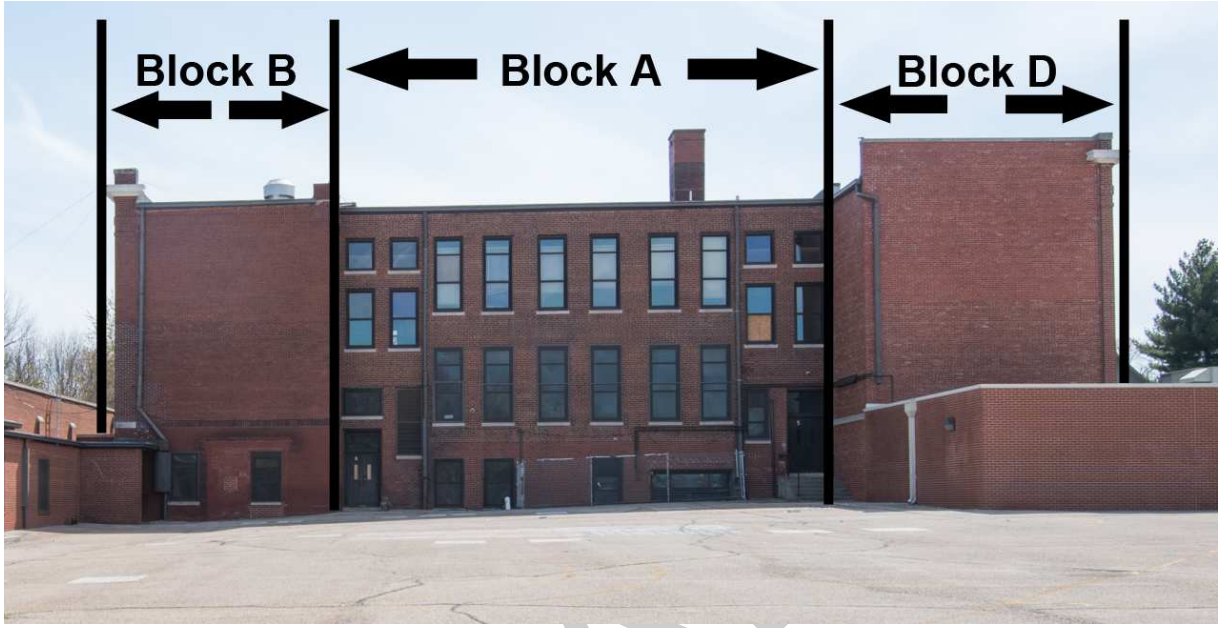

Figure 13. *Hall School Main Block, north elevation. Source: Brad Finch, 2016.*

Twelve bays organize the north elevation of the Main Block. The two outer bays project from the elevation at varying distances. Block B forms Bay 1; Block D forms Bay 12 *(Figure 13, Photo 4)*. Two fixed aluminum windows pierce the basement level of Bay 1. Block F projects from the basement level of Bay 12. Bays 2-3 and 10-11 delineate the location of the stairwells and have different fenestration than the six center bays. Paired doors with fixed aluminum transoms fill the entrances in Bays 2 and 11; stairs from the entrance in Bay 11 lead down to the playground. A fixed aluminum window and louvered vent fill the remaining basement level openings in Bays 2-3; a one-over-one double-hung aluminum window with a fixed transom fills Bay 10 on the basement level. On the second story, one-over-one double-hung aluminum windows fill Bays 2-3 and 10-11; the third story openings have fixed aluminum windows. Bays 4 and 5 on the basement level have one-over-one double-hung aluminum windows; Bay 7 has a one-over-one double-hung aluminum window with louvered vent; a tripartite one-over-one double-hung aluminum window fills Bays 8-9. One-over-one double-hung aluminum windows with fixed transoms fill the remaining first and second story bays.

Block C (1938)

Block C is a one-story auditorium/gymnasium addition constructed in 1938 and funded by the Public Works Administration (PWA). It has a concrete foundation, red brick cladding, and a flat roof. A stepped parapet with stone coping caps the building. A header-course brick band wraps the building and visually divides the bottom and top halves of the building; however, the building is only one story on the interior.

Block C extends north-south from the east elevation of Block A. The one-story corridor connecting the buildings on the basement level is recessed from Block B's primary (south) elevation. Paired metal doors fill the entrance to the corridor; a one-over-one double-hung aluminum window fills the opening west of the

entrance. Concrete stairs extend from the corridor entrance and lead to the sidewalk that connects the primary elevations of Block A and Block B.

Figure 14. *Hall School Block C, south elevation. Source: Brad Finch, 2016.*

Window and door openings organize the primary (south) elevation into three bays *(Figure 14)*. One-over-one double-hung aluminum windows with fixed transoms, stone sills, and soldier-course brick lintels fill the outer bays. The stone surround in the center bay frames the paired metal doors and brick-infilled transom. The entrance projects slightly from the primary elevation. Cut stone ornaments the tops of the projection and the engaged pilasters that frame the bay. A metal canopy shades the entrance. Concrete stairs with brick and metal rails extend from the entrance up to the sidewalk connecting the main building with the addition. Engaged brick pilasters divide the east elevation into five bays. A small one-over-one double-hung aluminum window with a stone sill and soldier-course brick lintel fills the northernmost bay; paired one-over-one double-hung aluminum windows with fixed transoms, stone sills, and soldier-course brick lintels fill the remaining bays. The north elevation of Block C connects to Block E *(Photo 3)*.

Block E (1962)

Block E is a two-story addition constructed in 1962. It has a concrete foundation, red brick cladding, and a flat roof. A flat parapet with stone coping caps the building. Block E extends north-south from the north elevation of Block C *(Photo 3)*. The building occupies the lowest part of the site; its second story aligns with the basement level of the Main Block; its first story is lower than all other parts of Hall School *(Figure 15, Photos 4, 5)*. The steep slope of the property in this location required two stories in order for the addition to provide access to both the playground and the street. It would not be possible to meet these conditions with a single-story addition. The long rows of windows on the primary (east) elevation and narrow rectangular footprint illustrate the Modern style popular during the building's period of construction. Engaged brick pilasters capped with cut stone, similar to Block C, divide the primary elevation into four bays. A header-course brick band delineates the water table. A metal door with aluminum sidelights and transom fills the basement-level entrance in Bay 3. A brick and concrete porch extends from the entrance;

metal porch columns support a flat roof. Concrete stairs with metal rails extend to the south and lead to the public sidewalk that runs along S. 26th Street. One-over-one double-hung aluminum windows fill the remaining bays on the first and second stories; Bays 2 and 4 have long rows of windows. All windows on the primary elevation have angled brick sills and soldier-course brick lintels.

Figure 15. *Hall School Block E, east elevation. Source: Brad Finch, 2016.*

Concrete stairs with a metal rail run along the north elevation and lead from the street up to the playground. A one-over-one double-hung aluminum window pierces the west side of the north elevation on the second story. Five bays organize the west elevation. One-over-one double-hung aluminum windows fill Bays 1, 3, and 4; paired metal doors with aluminum sidelights fill the entrance in Bay 2; paired metal doors fill the entrance in Bay 5. Only the second story is visible on the west elevation.

Block F (2001)

Block F is a one-story addition constructed in 2001. It has a concrete foundation, brick cladding, and a flat roof. Block F wraps around the basement level of the northwest corner of the Main Block, connecting to the corner of Block D *(Figure 16)*. A soldier-course brick band wraps the south and west elevations and forms the lintel for the windows. Engaged brick pilasters divide the primary elevation into two bays. Fixed multi-light aluminum windows fill the west bay; a glazed aluminum door with aluminum sidelights and transom fill the entrance in the east bay. Fixed multi-light aluminum windows fill the center bay on the west elevation; a metal door pierces elevation on the far north side *(Photo 6)*. A concrete driveway runs along the block's north elevation and leads to the paved playground. The north and east elevations of Block F are devoid of fenestration.

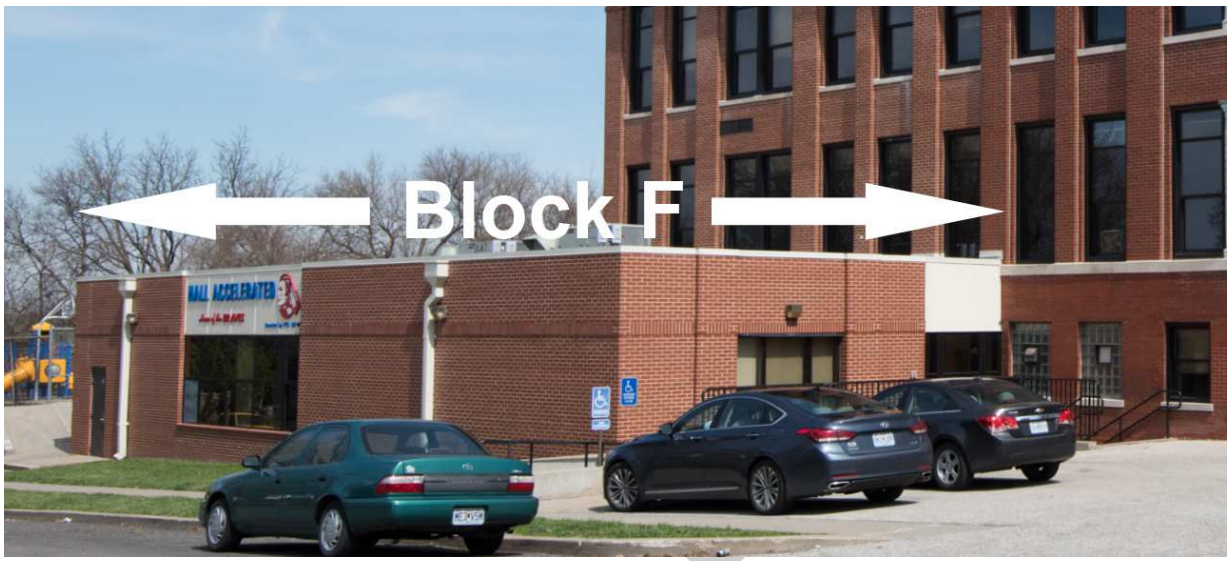

Figure 16. *Hall School Block F, south and west elevations. Source: Brad Finch, 2016.*

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INTERIOR

The interior of Hall School reflects its multiple stages of development and continued use as an educational facility until 2014. Alterations to the building vary block by block, but do not compromise its integrity. Flooring and lighting updates and bathroom renovations are the most common alterations. The rooms have plaster, drywall, or concrete block walls; wood, VCT tile, or carpet floors; and dropped ceiling grids with acoustical tiles and fluorescent lighting.

Main Block *Blocks A (1909), B (1915), D (1955)*

The Main Block includes the original school building (Block A, 1909) as well as two congruous additions to the building's northeast corner in 1915 (Block B) and northwest corner in 1955 (Block D) *(Figure 9)*. Main entrances on the primary (south) elevation lead up a half flight of stairs to the entrance vestibules, which have paired historic wood doors in a historic wood surround with sidelights and large transom windows. The vestibules open to a wide, double-loaded corridor on the first floor. The corridor runs east-west along the length of the Main Block and provides access to the classrooms and offices *(Photo 10)*. Stairwells in the corridor's northeast and northwest corners access the second floor and basement *(Photos 11, 12)*. Down a half-flight of stairs to the north, landings lead to entrance vestibules with paired historic wood doors and large transom windows that access the playground; the west landing has a historic single-occupancy bathroom. The stairwells retain their historic wrought iron and wood railings and cast iron newel posts.

On the first floor, three classrooms line the north side of the corridor; two classrooms line the south side *(Figure 17)*. the northeast classroom comprises Block B, the northwest classroom comprises Block D, and the remaining first floor classrooms comprise Block A. Some of the first-floor classrooms have tile floors; others retain their historic wood floors. All first-floor classrooms have dropped ceiling grids with acoustical tiles, ceiling fans, and fluorescent lighting. The classrooms retain their historic plaster walls, woodwork,

and coat closets. The central classroom on the south side of first-floor corridor was converted to the school office with non-historic drywall partitions. The southeast, southwest, and northeast classrooms have a rectangular footprint and are the same size. All three classrooms have coat closets at the north end of the room. Openings in the east and west sides of the wall access the coat closets. Historic built-in cabinets occupy the space in the center of the coat closet partition wall *(Figure 18)*.

A historic glazed wood door on the north side of the southeast classroom's west wall accesses the corridor. Windows with historic wood sills on the east and south walls provide natural light. Chalkboards with historic wood trim span the historic plaster wall on the west and south sides of the room. The classroom has VCT tile floors. The southwest classroom has a historic glazed wood door to the corridor on the north side of its east wall. Windows with historic wood sills on the west and south walls provide natural light. Chalkboards with historic wood trim span the historic plaster wall on the east and south sides of the room. The historic wood floors are extant.

A historic glazed wood door on the east side of the central classroom's south wall accesses the north side of the first-floor corridor. The classroom has a rectangular footprint, but is slightly larger in width and smaller in length than the southeast, southwest, and northeast classrooms. A coat closet occupies the west end of the room. The closet has a configuration similar to those in the other first-floor classrooms, but has a single-occupancy bathroom on its north end. Historic built-in cabinets fill the center of the coat closet partition wall. Windows with historic wood sills on the north wall provide natural light. Chalkboards with historic wood trim span the historic plaster wall on the east and south sides of the room. The classroom has VCT tile floors.

In Block B, a historic glazed wood door on the south side of the classroom's west wall provides access to the corridor. The classroom is part of the 1915 addition, but has the same configuration and finishes as the southeast and southwest classrooms that are part of the original 1909 building *(Figure 17)*. There is no visual distinction between the 1909 building and 1915 addition *(Photo 18)*. Windows with historic wood sills on the east wall provide natural light. Chalkboards with historic wood trim wrap the historic plaster walls on the west and south sides of the room. The historic wood floors are extant.

Block D has a rectangular footprint and is longer than the classrooms in Blocks A and B. The northwest corner of the main corridor leads to a small north-south corridor that terminates at the door to the classroom in Block D *(Figure 20)*. A coat closet with wood doors occupies the east wall of the classroom. Windows with historic wood sills on the west wall provide natural light. Chalkboards with historic wood trim span the historic plaster wall on the north side of the room *(Photo 17)*. The classroom has VCT tile floors.

On the second floor of Block A, small classrooms on the south side of the corridor occupy the space above the first-floor main entrance vestibules. Large wood door surrounds with a glazed wood door, sidelights, and large transom windows fill the width of the room's north wall *(Photo 12)*. Windows with historic wood sills on the south wall provide natural light. The small classrooms have VCT tile floors. Non-historic partition walls in the center of the second floor narrows the corridor, creating non-historic office space.

The remaining classrooms in Block A and the classroom in Block B retain their historic configurations and are identical to those on the first floor. The classrooms retain their historic plaster walls, woodwork, built-in

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cabinets, and coat closets; finishes in the second floor classrooms mirror those on the first floor. All second-floor classrooms have dropped ceiling grids with acoustical tiles, ceiling fans, and fluorescent lighting *(Photo 13)*.

A classroom and a small office space and restroom comprise the second story of Block D. The classroom in Block D has a rectangular footprint and is approximately the same length as the classrooms in Blocks A and B *(Figure 19)*. The northwest corner of the main corridor leads to a small L-shaped corridor that terminates at a door to the northwest classroom on the northwest end and a restroom and small office space on its southwest end. A coat closet with wood doors occupies the east wall of the classroom. Windows with historic wood sills on the west wall provide natural light. Chalkboards with historic wood trim span the historic plaster wall on the north side of the room. The classroom has VCT tile floors. Although this is a later addition, it has a configuration and materials similar to the 1909 building and is fully integrated as a continuation of the earlier design.

Renovations on the basement level of the Main Block are the most extensive, as the use of the basement rooms changed to suit the needs of the school *(Figure 21)*. In Block A, stairs from the first floor run down to the north side of the central double-loaded corridor that runs east-west, which was originally used as the boys' play room. The central corridor terminates into narrower corridors that run south from the stairs. The mechanical rooms occupy the center rooms on the north side of the central corridor and retain their historic configurations. Historic partition walls divide the mechanical space into four connected rooms with spaces for a boiler and fan ventilation system. A narrow half-flight of stairs accesses the mechanical rooms from the northwest corner of the central corridor. The central classroom on the south side of the corridor, originally used as the domestic science classroom, retains its historic rectangular footprint *(Figure 22)*. A door on the east side of the west corridor provides access to the classroom. The classroom originally had two doors centered on its west wall; renovations to the south end of the west corridor enclosed the south door to make coat room. Windows on the south wall provide natural light.

Rooms in the southeast and southwest corners of the basement level were originally boys' and girls' toilets. The east and west corridors led to two doors on the interior walls of the lavatories. Windows on their west and east exterior walls provided natural light. Renovations in 1960 added partitions subdivide the space to provide smaller lavatories while the rest of the room was converted to a classroom or the kitchen. The north portion of the girls' toilet kept its historic function; the remaining space became a classroom. Renovations enclosed the south end of the west corridor to make a coat room for the southwest classroom. The south portion of the boys' toilet kept its historic function; the remaining space became the kitchen. Partition walls enclosed some of the east corridor to create a storage space off of the kitchen.

The northeast classroom on the basement level comprises Block B. The classroom was originally the school library. Its rectangular footprint matched the classrooms above; however, the library did not have a coat room. A door on the room's west wall accessed the east corridor. A corridor to the south of the library connected the basement level to the auditorium/gymnasium in Block C. Windows on the east wall provided natural light. Renovations sometime after 1960 moved the corridor north to add space in the kitchen. The library's footprint became smaller; the door moved to the south wall and accessed the auditorium/gymnasium corridor. A new door on the library's west wall opened to a storage closet. The historic configuration of this room is still visible in plan and in person.

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The northwest portion of the basement level comprises Block D. Historically, a narrow corridor and stairs to the south of the classroom led to an exterior door. The same corridor led to the classroom's entrance on its south wall. Windows on the west wall provided natural light. Renovations to the northwest classroom in the basement level in 2001 opened the room to connect with Block F, which created one large library space and incorporated Block D only on this floor *(Figure 22)*. The footprint of this classroom remains visible in plan and in person. The former library in the basement level of Block B became the music room.

Block C (1938)
Block C is a combination auditorium/gymnasium constructed in 1938. A north-south corridor connects the east side of Block B to the west side of Block C on the basement level *(Figure 22)*. Stairs on the south side of the corridor lead up to an entrance; paired doors on the north side of the corridor lead to the corridor of Block E; paired doors on the east wall open to the auditorium/gymnasium. The auditorium/gymnasium retains its historic volume and has historic wood floors, glazed brick walls, and a double-height concrete ceiling *(Photo 14)*. Paired metal doors are centered on the south wall; single historic wood doors flank a raised stage centered on the north wall. The stage has a square plaster proscenium with minimal ornament, wood floors, and plaster walls. Stairs on either side of the stage lead to small dressing rooms.

Block E (1962)
Block E is a two-story addition constructed in 1962. A north-south corridor connects the basement level of Block C to the second floor of Block E *(Photo 15)*. The single-loaded corridor on each floor has two classrooms on its east side. The corridor extends the length of Block E, terminating on the north at a classroom entrance. Paired doors on the north and south ends of the corridor's west wall lead to the playground. South of the classrooms, stairs lead down to the first floor classrooms, which are identical to those on the second floor *(Figure 23)*. Single doors in the southeast and southwest corners of the first floor classrooms lead to the Block E entrance on S. 26th Street. The classrooms, corridors, and stairs in Block E have VCT tile floors, concrete block walls, and dropped ceiling grids with acoustical tiles, ceiling fans, and fluorescent lighting *(Photo 16)*. The ceilings in the 1962 addition are much lower than the ceilings in the classrooms of the main block. The low massing emphasizes the horizontality of the addition.

Block F (2001)
Block F is a one-story addition constructed in 2001. The addition opened portions of the exterior walls of the basement level in Block D in order to create a larger rectangular floor plan. Exterior entrances on the primary elevation of Block F and the west basement level corridor of Block D provide access to Block F *(Figure 19)*. Block F has a classroom in the southwest corner and a large L-shaped room that wraps around the classroom. The rooms have drywall walls, carpeted floors, and dropped ceiling grids with acoustical tiles and fluorescent lighting. The exterior walls of Block D are covered in drywall, however, some of the 1955 window and door openings are still visible *(Figure 24)*.

LANDSCAPE

A paved playground occupies the north end of the property and is a contributing structure *(Photos 19, 20)*. The playground is approximately 200 feet long and 150 feet wide. The St. Joseph School District

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purchased the lots for the playground in 1915 *(Figure 31)*.[2] A tall chain-link fence encloses the playground. The property slopes downward at its north, east, and west edges. Grass covers the east and west slopes. Grass and mature deciduous trees cover the north slope. An unpaved area approximately seventy feet long and fifty feet wide occupies the northwest corner of the playground. Playground equipment fills the space. The playground has two basketball hoops, one centered on the north end of the playground and one centered on the west end. The playground has been repaved periodically but has retained its historic configuration and function. The two doors in the north elevation of the Block A provide access to the playground from the stairwells of the main block. A pair of doors in the west elevation of Block E provides access from the main corridor of the 1962 addition.

A small parking lot with concrete stairs and a concrete ramp abuts the south elevation of Block F and west elevation of Block A *(Photo 7)*. This asphalt lot contains four striped parking spaces. Due to its size and location, it is not counted as a resource nor does it impact the integrity of the property.

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INTEGRITY

Hall School retains sufficient architectural integrity to clearly communicate its historic function and the era in which it was constructed. The school stands in its original location and setting, surrounded by the residential neighborhood it was constructed to serve. The design, materials, and workmanship of the various historic blocks (A-D), including the minimal ornament on the front façade that reflects the influence of the Prairie style and the lack of ornamentation of the 1938 auditorium/gymnasium addition, illustrate their periods of construction. While the windows were replaced in 1988, a common alteration in schools across the country, the original fenestration pattern is extant. The replacement windows fill the historic masonry openings and do not compromise the integrity of the overall façade. The interior configuration of the school is intact and reflects each respective era of construction. On each of the three floors within the main block of the school, basement, first floor, and second floor, classrooms and offices line the wide double-loaded corridors. The corridors terminate at wide stairwells that retain their historic finishes and configuration. Two small rectangular offices with drywall partitions were constructed adjacent to one another at the center of the south side of the corridor on the second floor. Due to the small size of these offices and reversibility of the alteration, the construction of these spaces does not affect the ability of the corridor to communicate its historic width. The rectangular classrooms on each floor retain their high ceilings, large expanses of windows, and associated coat closets. Wood floors, plaster walls and ceilings, built-in wood cabinets, and chalkboards are intact in many classrooms. The south-center classroom on the first floor was subdivided into offices. This is the only classroom that does not retain its historic configuration. The boys' and girls' lavatories in the basement still occupy a portion of their 1909 configuration. Two-thirds of each lavatory was partitioned off and repurposed as the kitchen and a classroom, respectively. A concrete block partition was erected in the 1915 library to create a small east-west passageway at the south end of the room to provide access to the 1962 addition. These changes occurred in 1960.[3] All of the other spaces in the basement, including the former domestic science classroom at the center of the south side of the basement, retain their historic configuration except for the opening in the east wall to access the 1962 addition and incorporation of the 1955 northwest classroom into the 2001 library addition. The historic footprints of these spaces remain visible in plan and in person.

[2] St. Joseph Missouri Board of Education, *Meeting Minutes,* August 9, 1915.
[3] Otto Bruner, "Specifications for Ground [basement] Floor Alterations: Hall School," May 24, 1960.

Block C retains its historic configuration of the gymnasium with the auditorium stage at the north end. This addition also retains its historic wood floor and brick walls. Although some finishes in the building have been altered as a result of updates to mechanical systems, these alterations are minimal and do not compromise the building's ability to convey associations with the Progressive Era and Modern Era. Additions to the school accommodated additional students as the population grew; interior alterations to the building met the evolving needs of an educational institution.

Blocks F, constructed outside the period of significance is set back from the primary elevation, making it subordinate to the Main Block and preserving the design of the historic blocks. The location, massing, and materials of the non-historic block creates a unified complex and do not compromise the integrity of the property.

The current boundaries of the paved playground north of the school were in place by 1915; surface paving occurred on or before 1953, therefore, the playground retains integrity.[4] The large open playground is integral to Progressive Era design that required adequate outdoor space for recreation and physical activity. Although it has been repaved periodically and the playground equipment is not historic, the contributing structure retains its historic configuration and open space necessary to convey its historic function of providing abundant space for outdoor physical activity. The small parking lot south of Block F has no impact on the overall integrity of Hall School due to its size and the fact that it did not replace any significant landscape features. The location of the parking lot, previously a small grass-covered site, is lower in elevation than the main school building and is set back from the primary elevations of Blocks A and C *(Photo 7)*. The paved lot does not alter the building's historic fabric and is visually subordinate to Blocks A-D *(Photo 1)*. It does not compromise the ability of the property to convey its historic function and the era in which it was constructed.

Hall School served the surrounding residential community for over one hundred years and as a result maintains the feeling of and association with the educational facilities of St. Joseph, Missouri, the tenets of the Progressive Era, and the aesthetics of the Modern Era.

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[4] St. Joseph Missouri Board of Education, *Meeting Minutes,* August 9, 1915.

Architect/Builder (cont.)
Marshall & Brown (1962) Architects

SUMMARY

Hall School, located at 2509 Duncan Street, St. Joseph, Buchanan County, Missouri, is locally significant under Criterion A in the area of EDUCATION and Criterion C in the area of ARCHITECTURE. Hall School is significant as an excellent local example of how the incremental modifications to its facilities to reflect the evolution of educational philosophy and architectural trends in St. Joseph. The period of significance begins in 1909 with the initial construction of the main block, and ends in 1967, the fifty-year end date for periods of significance where activities begun historically continue to have importance but no more specific date can be determined. The two-story brick building was constructed in six phases, beginning in 1909 and ending in 2001. The Hall School, as visible from the front (south) elevation, incorporated the physical manifestation of the major tenets of the Progressive Era, specifically the emphasis on hygiene and sanitation, fireproof construction, and spaces designed to accommodate a specialized and diverse curriculum.[5] Progressive Era reforms were incorporated in public schools as a way to systematically and holistically improve the lives of the general public by providing a healthier and more engaging experience while in school and laying the groundwork for healthier and more productive lives in adulthood. The Hall School is significant as an illustration of how the St. Joseph School District continued making improvements to this building to ensure that it included all of the characteristic features necessary to implement Progressive Era educational practices as well as Modern Era reforms. Trunk and Heim, a St. Joseph architecture firm, designed the original school building with bilateral symmetry and restrained Prairie-style ornamentation. The interior of Hall School contains the important identifying features of a Progressive Era public elementary school. In keeping with the distinctive characteristics of Progressive Era school design that emphasized safety, cleanliness, and ventilation, fenestration patterns maximized natural light and fresh air in the classrooms to provide a healthier learning environment. The fireproof structure has concrete floors, brick walls, wide corridors, and open stairwells to reduce the amount of combustible materials and to facilitate egress in case of emergency. Glazed wood doors access the classrooms lining the long, double-loaded corridors on each floor. A heating and ventilation system with a boiler and plenum system on the basement level and ventilation stacks inside the coat closets drew heated air up and increased the air circulation in the classroom. These specially designed measures to improve safety, cleanliness, and ventilation addressed issues central to the Progressive Movement. Specialized classrooms such as a 1909 domestic science classroom and the 1915 library were important components of the diverse Progressive Era curriculum designed to promote learning by doing and to provide direct access to informational sources. The 1915 playground and the 1938 auditorium/gymnasium addition, funded by the PWA, reflect the Progressive Era educational theory, continued in the New Deal Era, of providing designated space for physical education and artistic expression. Marshall & Brown, a Kansas City-based architecture firm, designed the 1962 addition to reflect trends in Modern Era school design, such as low ceilings, banded windows, and single-loaded corridors. Hall School retains most of its historic interior and exterior features, clearly representing its historic function and property type as a Progressive Era public grade school with a Modern Era addition to reflect the evolution of public school design in St. Joseph through the mid-twentieth century.

ELABORATION

[5] Although the Progressive Era is generally accepted as ending in the early 1930s, the subsequent New Deal Era did not include any major changes in educational philosophy. School construction in the 1930s continued to express tenets of Progressive Era.

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ARCHITECTURE AND EDUCATION

The Progressive Era 1900-1930

Progressive Era encompassed a period of political and social reform that emphasized the use of science and technology to improve all aspects of life, often through the standardization of existing systems. As the philosophy spread throughout the United States in the early twentieth century, lawmakers and activists took steps to improve working conditions, health services, and, most importantly, education. Education was the primary factor in maintaining an engaged and informed citizenry.[6] Thus improving and expanding the nation's education system was widely recognized as the basis for addressing numerous social and physical ills. Improving the physical plant and initiating programs to teach proper hygiene and provide regular access to doctors and dentists resulted in healthier students. Diverse curricula and vocational training prepared students for a wider variety of occupations. All of these improvements were designed to enhance the probability of each citizen contributing to society and the economy. In an effort to broaden access to education, Missouri enacted the Compulsory Attendance Law in 1905. A greater emphasis placed on the importance of public education as a means of self and societal improvement, in tandem with state law, resulted in steadily rising student enrollment; nineteenth century schools quickly became overcrowded which increased concern about the possibility of fire and the spread of infectious diseases.[7] Constructing new and larger schools not only alleviated overcrowding but began to address some of the root causes of major health concerns.[8] Standardization was the key to affecting change on a large scale, both in the design of school facilities and in the curriculum. The standardized design of new school buildings addressed Progressive Era concerns about fire safety, heating, ventilation, sanitation, and lighting. School districts in large cities, small towns, and rural counties alike implemented Progressive Era principles.

New standardized designs illustrated the shift in educational theory from rote memorization and recitation of strictly academic subjects to learning by doing, not just for academics but for practical subjects such as domestic science and manual training. School districts implemented higher standards for teachers and required them to have more training in order to teach specialized subjects.[9] While nineteenth century educational practice in Missouri reflected the uniform curriculum adopted through state legislation and focused on classical subjects, Progressive Era educational practice included vocational training as practical preparation for the world beyond the classroom.[10] New buildings had classrooms designed for teaching specialized subjects such as art, music, domestic science, and manual training; students thus developed skills that were useful once they entered the workforce. Floor plans evolved from an eight-room ward school with a compact, square massing to a more expansive T, I, L, or U-shaped plan with double-loaded corridors. In addition to written reports on Progressive Era educational theory and building design, architects and educators published plan books for school buildings illustrating the ideal type.[11] Early twentieth-century school buildings were the physical manifestation of the adoption of Progressive Era

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[6] S. E. Forman, *Advanced American History*, (New York: The Century Co., 1921) 564.
[7] Elizabeth Rosin and Rachel Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Properties Documentation Form,* 2012, E-3. Although this MPDF focused on the Kansas City School District, the information about Progressive Era education and the history of education in Missouri applies to the St. Joseph School District as well.
[8] Ibid, E-5.
[9] Lester D. Crow, Ph.D. and Alice Crow, Ph.D. *Introduction to Education: Fundamental Principles and Modern Practices* (Chicago: American Book Company, 1947) 32.
[10] Ibid, E-4, E-10.
[11] Ibid, E-16, E-28, E-29.

educational philosophy. While elementary schools and high schools/junior high schools incorporated the same elements of Progressive Era design, the scale at which these elements were represented differentiated secondary schools from elementary schools. High schools and junior high schools were much larger than elementary schools and often included many more specialized classrooms for sciences and vocational training, separate gymnasiums for boys and girls, and sometimes natatoriums. Elementary schools served smaller geographical areas while several elementary schools fed into a single junior high school and high school. Cities across the country, including St. Joseph, embraced these practices and constructed new school buildings to fully implement the tenets of the Progressive Era.

Wilbur Thoburn Mills and Fletcher Dresslar's books on American public schools describe the ideal features of a Progressive Era school building. Hall School exemplifies this building type; design elements discussed in Mills' 1910 book, *American School Building Standards* are found throughout the nominated building. Mills suggests that all school buildings use masonry to be as fireproof as possible and that the building be "simple, dignified, and plain."[12] In his 1911 book, *American Schoolhouses*, Dresslar states that schools should be one to two stories tall with a basement floor used for heating and ventilation systems, playrooms, toilet facilities, and manual training classrooms.[13] The 1909 Hall School building is two stories tall with a basement and has a symmetrical red brick façade, a flat roof with shaped parapet, and minimal stone ornament. Articulated entrances centered on the front elevation are the most ornate elements of the building's façade. Historically, the basement housed boys' and girls' toilets, a boys' play room, and the domestic science classroom *(Figure 21)*.[14] The toilet rooms were subdivided to create additional classroom and kitchen space. The historic configuration of these rooms remain visible in plan. The former domestic science room retains its historic configuration.

Dresslar suggested that corridors and stairs should be wide, well-lit, and made of fireproof materials. Corridors in an elementary school should be straight, twelve feet wide to provide enough space to exit the building during an emergency, and have tile or concrete floors for durability. Classrooms should line both sides of the corridor; stairwells with rectangular landings between floors located at either end of the corridor would provide ease of passage during an emergency. Open balustrades made of fireproof materials such as cast iron provide strength and allow the maximum amount of light to enter the stair well.[15] The original corridors at Hall School had concrete floors, now covered with VCT tile, and had classrooms on both sides of the first and second stories. The historic configuration of corridors and classrooms is extant. The stairs, located at either end of the wide corridor, are constructed of steel and concrete; tile covers the treads. The historic wrought iron balustrade is extant. Large windows on the landings between floors let in natural light.

According to Dresslar, classrooms should be 24 feet wide and 32 feet long with 12 ½ foot ceilings, large enough to hold forty to forty-five students. Classroom floors should be oak, maple, or pine boards 2 to 2 ½ inches wide with straight grain and no defects. One wall with large bands of windows set as close together as possible and as high up as possible let in natural light and fresh air. Blackboards, preferably made of slate, should line the walls opposite the windows and in the back of the room. The height of the blackboard should be proportionate to the height of the children in the school, so an elementary school

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[12] Wilbur T. Mills, *American School Building Standards* (Columbus: Franklin Educational Publishing Company, 1910), 34.
[13] Fletcher B. Dresslar, *American Schoolhouses* (Washington, D.C.: Government Printing Office, 1911), 14-15.
[14] William B. Ittner, "Additions and Alterations to the Hall School," *Original Drawing,* St. Louis: WM. B. Ittner, Inc. Architects and Engineers, May 1929.

would have lower blackboards than a high school. Large cloakrooms, located in the rear of each classroom, should be well-lit and ventilated.[16] Hall school retains the historic large classrooms on the first and second floors, each with extant cloakrooms accessed from within the classroom. Some classrooms have extant wood floors; others have VCT floors but were originally wood. Most classrooms have one wall of large windows; the southeast and southwest classrooms have windows on two walls, but the windows on the south wall are smaller and high up on the wall. Chalkboards line the walls opposite the windows and coat closets. The 1915 and 1955 additions to the northeast and northwest corners of the main school building share these characteristics and are extant *(Figure 20, Photos 17 and 18)*. The northwest classrooms have bands of windows on the west wall and coat closets on the east wall accessed from within the classroom. Chalkboards span the north wall.

Classrooms dedicated to the instruction of specialized subjects are an important aspect in Progressive Era school design. Rooms for play and domestic arts as well as auditoriums, gymnasiums, and libraries became standard in all schools. The basement level of the 1909 Hall School building had a domestic science classroom as well as a boys' play room *(Figures 21 and 25)*. These spaces are extant as a classroom and the central corridor, respectively. In early Progressive Era elementary schools, libraries were often a small collection of books housed in the principal's office. By the 1930s, educational scholars such as George D. Strayer and N. L. Englehardt recommended full-size libraries for all schools, including small elementary schools.[17] The 1915 addition to the northeast corner of the Hall School included a full-size library in the basement and two classrooms above. The historic footprint of these rooms is extant on all floors. A non-historic partition within the 1915 library creates a narrow passage at the south end of the room. The School District also acquired the lots north of the school and expanded the playground in 1915, indicating an attempt to incorporate more features central to Progressive Era educational philosophy.[18] Playgrounds provided space for children to have structured physical education and unstructured outdoor play. Outdoor space was central to the Progressive Era emphasis on fresh air and physical activity to improve general health and ward off common infectious diseases. The configuration of this contributing structure at the Hall School is extant. Both of the main stairwells provided direct access to playground rather than the primary front entrances.

Progressive Era school design stressed the importance of proper heating and ventilation systems. According to Dresslar, the most effective method of heating a school is through steam. Boilers in the basement would fill coils with hot steam; fans passed air over the coils and into classrooms, thus heating the space. Schools should have a fan-driven ventilation system in addition to operable windows. A plenum system, one of the suggested methods of ventilation, used a fan in the basement of the building to force air out through ducts into the classrooms, which were often located in the cloakrooms.[19] Mechanical rooms on the basement level of Hall School housed a boiler and plenum fan system. The boiler and ventilation stacks in the coat closets are extant.

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[15] Dresslar, *American Schoolhouses*, 53-56.
[16] Dresslar, *American Schoolhouses*, 19, 21, 41, 52; Mills, *American School Building Standards*, 24-31.
[17] George D. Strayer and N. L. Engelhardt, *Standards for Elementary School Buildings* (New York City: Teachers College, Columbia University, 1933), 36.
[18] The library was later converted to a classroom when the 2001 library was constructed, but the original space is extant.
[19] Dresslar, *American Schoolhouses*, 87, 94.

In 1922, 12,147 of the 14,174 school-age children residing in St. Joseph attended public school.[20] Concerned for their physical and educational welfare, the St. Joseph School District hired George D. Strayer and N. L. Englehardt to conduct a survey of the public school buildings in St. Joseph and review the school conditions for the district for the 1922-1923 school year. Strayer and Englehardt were professors at the Teachers College of Columbia University and highly respected educational system advisors. The report reviewed the conditions at each school and proposed changes that would improve the overall efficacy of the school district. The St. Joseph School District used the results and recommendations to inform decisions about improvements to its facilities.

Strayer and Englehardt used a scoring system developed from their research on educational systems and based on Progressive Era educational theory to rank the overall conditions at each school in the St. Joseph School District. The "Strayer-Englehardt Score Card for Measuring City School Buildings" rated schools using a point system, 1,000 points being the maximum score a school could receive. Points were awarded in five categories: Site (125 points), Building or Building Structure (165 points), Service Systems (280 points), Classrooms (290 points), and Special Rooms (140 points). The categories were broken down into further details, examining all aspects of education from color scheme of classrooms to the heating and ventilation systems *(Figure 26)*.[21] This report defined the physical features of a Progressive Era elementary school and provided a complete picture of how fully the educational facilities in the St. Joseph School District exhibited those essential features. The report also provided information about how the Hall School ranked among its peers. Deficiencies identified in the report resulted in later renovations and additions, specifically the addition of the 1938 gymnasium/auditorium.

The categories of the Strayer-Engelhardt Score Card directly correspond with Progressive Era educational theory. For the Site category, Strayer and Engelhardt recommended that the building site be large enough "to permit a building to be set far enough back from the streets to avoid noise and dirt and be far enough away from high buildings to get the full benefit of all available light," and for the children to have space to play outdoors.[22] Hall School sits back from the street on top of a hill and has a large playground in the rear of the building. For the Building Structure category, Strayer and Engelhardt recommended a T, E, or U, shaped floor plan and that the building be large enough to house special rooms in addition to regular classrooms.[23] While additions to Hall School changed the floor plan from a T-shape to an irregular footprint, the additions included special rooms such as the library in 1915 and the auditorium/gymnasium in 1938. For the Service Systems category, Strayer and Engelhardt recommended separate heating and ventilation systems with thermostatic controls to keep children comfortable and engaged in their education, and stressed the importance of proper fire protection and sanitary toilet systems.[24] Hall School had a boiler and plenum fan system; alterations to the basement level in 1929 replaced the latrine-style toilets with individual water closets. For the Classrooms category, Strayer and Engelhardt recommended that classrooms be 23 to 24 feet wide and 28 to 32 feet long with 12 foot ceilings, cloak rooms, and an

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[20] John Foley, Beery Johnson, and Don Lentz, *The Public Schools of St. Joseph, Missouri: A Chronological History* (St. Joseph School District, 1994), 99. http://www.sjsd.k12.mo.us/cms/lib3/MO01001773/Centricity/Domain/92/SJSDHistoryBook-1.pdf.
[21] George D. Strayer and N. L. Engelhardt, *Report of the Survey of The Public School Buildings and a Proposed School Building Program for St. Joseph, Mo.* (St. Joseph: Board of Directors of the School District of St. Joseph, Missouri, Combe Printing Company, 1922-1923), 25-27.
[22] George D. Strayer and N. L. Engelhardt, *Report of the Survey of The Public School System of Baltimore, Maryland* (Baltimore: Baltimore Board of School Commissioners, 1921), 39.
[23] Strayer and Engelhardt, *Report of the Survey of the Public School System of Baltimore*, 68; Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 99.
[24] Strayer and Engelhardt, *Report of the Survey of The Public School System of Baltimore*, 87, 99, 105.

abundance of natural light.[25] Hall School met these standards; the spacious classrooms had wood floors, coat closets, and large windows. For the Special Rooms category, Strayer and Engelhardt recommended that a school have additional rooms for play, study, domestic arts, and manual training as well as an auditorium, gymnasium, and library to enrich the public school curriculum.[26] While the 1915 addition to Hall School added a library to the building, the school did not meet the standards in 1922. The 1938 auditorium/gymnasium addition provided more recreational space and improved the facilities at Hall School to where it more completely reflected the Progressive Era elementary school property type.

Strayer and Engelhardt reported numerous deficiencies within the St. Joseph School District. There were too many undersized elementary schools. Strayer and Engelhardt suggested that the District increase the capacity of their elementary schools by closing eight schools, expanding six of the current schools, and building twenty-three new elementary schools, adding to the existing building stock so that each school's boundary had a half mile radius.[27] The lack of special rooms within the school district concerned Strayer and Engelhardt; the District only had three gymnasiums, three auditoriums, six domestic science rooms, six manual training rooms, two libraries, two baths, three open-air rooms, one health dispensary, two lunch rooms, and twelve play rooms distributed among the thirty-six schools. Hall School only scored 41 out of 140 points in the special rooms category of the Strayer-Engelhardt survey, but still had the fifth highest score for special rooms in the district.[28] While Hall School did not meet all of the standards set by Strayer and Englehardt in 1922, additions and alterations to the building in the late 1920s and 1930s demonstrated the School District's desire to correct the deficiencies pointed out in the Strayer-Engelhardt survey.

Out of the twenty-nine white elementary schools surveyed, only nine scored higher than 500 points. Hall School ranked eighth with a score of 570. The highest ranked elementary school, Bliss School, received 734 points.[29] However, Hall School scored higher in the Site category than four out of the five top-ranked schools and higher in the Service System, Classrooms, and Special Rooms categories than three out of the five top-ranked schools.[30] Hall School's high ranking demonstrates its utilization of Progressive Era educational theory in the design and construction of the original building and its 1915 addition to house the library and classrooms.

The Progressive Era features at Hall School illustrate an important shift in educational theory that occurred in St. Joseph during the Progressive Movement. It also demonstrates how the St. Joseph School District made incremental changes and additions to the building to achieve a design that incorporated the physical features of Progressive Era educational philosophy. The building's plan, materials, and classroom organization demonstrate Progressive Era theories on standardization and utilizing science and technology to improve everyday life. The 1915 playground provides the space that was essential for outdoor play and physical education. The 1938 gymnasium/auditorium addition provides one of the largest components of Progressive Era school design through the construction of an important space dedicated to specialized artistic instruction and physical education. The auditorium/gymnasium also functioned as community space when necessary.

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[25] Ibid, 110, 116, 128.
[26] Ibid, 137.
[27] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 99.
[28] Strayer and Engelhardt, *Report of the Survey of The Public School Buildings for St. Joseph,* 30, 52.
[29] Bliss School was constructed as an elementary school in 1916 but was converted to a Junior High School in 1931.
[30] Strayer and Engelhardt, *Report of the Survey of The Public School Buildings for St. Joseph,* 26, 30.

New Deal Era and Modern Era (1930 – 1970)

The architectural manifestation of the Progressive Era ended in the early 1930s with start of the Great Depression and its effects on the building industry. While the public works programs of the New Deal attempted to jump-start the local and national economy by providing jobs to complete public improvement projects, such New Deal Era buildings and structures did not introduce a new educational philosophy to the country's public school system.[31] Many of the Public Works Administration (PWA) and Works Progress Administration (WPA) projects supplied the funding or labor for the construction of new schools or additions that followed the tenets of the Progressive Era. New schools replaced outdated late-nineteenth century schools while the construction of auditoriums and gymnasiums followed the Progressive Era philosophy of creating specialized spaces for artistic and physical education instruction. These additions were constructed at schools previously identified as lacking such spaces. The architecture of these resources expressed a shift to the simplified aesthetics of the Art Deco style, popular in the early 1930s, as well as the economical selection of materials and the elimination of unnecessary ornament in order to meet limited project budgets.

When the country entered World War II, the government began rationing building materials to maximize the dedication of resources to the war effort, which resulted in a construction hiatus.[32] Construction of schools resumed in the decade following the war, particularly as a result of the ensuing baby boom and the need for updated facilities after years of deferred maintenance. By the 1950s, a new building type distinctly different from the early-twentieth century schools of the Progressive Era. Experimental designs included long corridors with individual classrooms branching off so that each room had windows on three sides. In addition to providing abundant natural light, this design allowed for small courtyards. Such direct access to nature was through to foster student creativity.[33] Truly child-centered teaching included freedom and flexibility to classroom design and furniture layout. Adjustable partitions and moveable furniture created open space that was adaptable to the needs of the students. While the extreme versions of the experimental schools took place in some parts of the country, primarily California, most municipalities did not fully embrace experimental school designs. It was difficult for established districts and seasoned teachers to adopt the pedagogical techniques required to use these new designs properly.[34] Despite the limited implementation of Modern Era educational philosophies, the architectural expression linked to these new designs was more readily accepted. New schools in most municipalities reflected this change in aesthetics more than a major shift in educational philosophy. Low massing, flat roofs without parapets, simplified façades or masonry curtain walls, and bands of glazing characterize Modern Era educational facilities, similar to architectural trends in the design of commercial and industrial buildings.[35]

It was not until the late 1960s or early 1970s that more school districts embraced experimental designs. Open plans without defined classrooms, circular or octagonal spaces, and few or no windows characterized late-twentieth century school designs.[36]

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[31] Rosin and Nugent, E-6.
[32] Ibid, E-6.
[33] Amy F. Ogata, "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians*, Vol. 67, No. 4, December 2008, 566-567.
[34] Ibid, 583.
[35] Rosin and Nugent, E-8.
[36] Ibid.

While built after the height of Progressive Era school design, the 1938 auditorium/gymnasium addition follows many Progressive Era standards. Dresslar recommended that auditoriums be included in every high school as well as larger elementary schools. They should be located on the first floor opposite the main entrance. The stage should fill one end of the room; dressing rooms on either side of the stage should be at stage height. In a small elementary school, a combination auditorium/gymnasium is sufficient space for school and community gatherings.[37] Hall School has a combined auditorium and gymnasium, which was typical of smaller elementary schools, both in St. Joseph and in other cities. The PWA provided federal funding for the Hall School auditorium/gymnasium addition. Like other PWA auditorium /gymnasiums, the exterior cladding matches the existing building and the façades have restrained Art Deco elements, emphasizing economy and functionality over design and ornament.[38] The red brick cladding and restrained ornamentation matched the addition's exterior cladding to the main school building and not only maintained architectural continuity but was economical as well. The interior of the gymnasium is clad in glazed brick and otherwise unadorned. There are no built-in bleachers; chairs would have been moved into the space for assemblies and other functions, as it was more economical. The Hall School gymnasium retains its historic configuration and finishes, clearly reflecting the influence of the Progressive Era. In 1939, the School District implemented a Kindergarten program at the Hall School, among several others. This did not require any physical modification to the building.[39]

The 1955 and 1962 additions to the Hall School reflect different approaches to the school's need for more classroom space. Although the School District had designed several new elementary schools in the Modern Era aesthetic by 1954, the small northwest addition required in 1955 complemented the 1909 design in materials, size, scale, and location. While only slightly larger in footprint and do not include coat closets, the 1955 classrooms are similar in appearance to the 1909 and 1915 classrooms. The 1955 classrooms have plaster walls with wooden chalkboards and high ceilings with tall individual windows. By 1962, however, the northeast addition incorporated some design elements of the Modern Era, including the banded windows and the low horizontal massing. The classrooms have concrete block walls and low ceilings that come down to the height of the banded windows. The two-story size of the addition is primarily a factor of its siting on a steep hill. An addition that did not have two stories could not provide access to both the street and the playground.

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PUBLIC SCHOOL DEVELOPMENT IN ST. JOSEPH/HALL SCHOOL HISTORY

St. Joseph, Missouri, was founded in 1843 by Joseph Robidoux. The town, incorporated in 1845, developed rapidly, its population growing from 800 in 1846 to 3,460 by 1850.[40] The first buildings were built along the Missouri River at the town's western edge and up the bluffs that overlooked the town. As the town developed, it expanded north, south, and east *(Figure 28)*. By 1897, the city limits reached north of Highland Avenue, south to Lake Boulevard, and east to 28th Street.[41] In 1860, St. Joseph's population

[37] Dresslar, *American Schoolhouses*, 37; Strayer and Engelhardt, *Standards*, 36.
[38] Elizabeth Rosin, Jon Taylor, and Cathy Ambler, "New Deal-era Resources of Kansas," *National Register of Historic Places Multiple Properties Documentation Form,* 2002, F-29.
[39] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 139.
[40] "Historic Resources of St. Joseph, Buchanan County, Missouri," *National Register of Historic Places Multiple Properties Documentation Form,* 1989, E-2 E-3.
[41] Sanborn Fire Insurance Company, *St Joseph, Buchanan County, Missouri* (New York: Sanborn Map Company, 1897), 0b.

was 8,932.[42] The first public school system in St. Joseph began in 1860 when a group of citizens obtained a charter from the Missouri General Assembly establishing the St. Joseph Board of Public Schools. The Board built three schools, which served the city's three wards. The First Ward School stood at the corner of Third and Charles streets on land platted by Joseph Robidoux as a free school site. The Second Ward School was built on 12th Street between Francis and Jules Streets; the Third Ward School was built at Second and Cherry Streets.[43] The schools closed at the onset of the Civil War in 1861 and reopened in August of 1864. The Board elected Edward B. Neely as superintendent in 1864, and in October of that year, seven schools opened in four buildings. One primary and one intermediate school opened in each of the first, third, and fourth wards and one high school served the entire city. By the end of the 1864-65 school year, 2,800 school age children resided in St. Joseph, but the School District had room for fewer than 500 students.[44]

Overcrowding continued to be an issue, and in 1865, the Board voted to build two new schools, as well as renting additional school space in existing buildings. As St. Joseph developed, the School Board constructed and rented more school buildings to accommodate the growing number of school-age children. In 1869, the School District began issuing bonds to fund land purchases, new building construction, and renovations or additions to existing school plants. By 1874, the School District owned nine buildings and rented nine, teaching over 2,200 students. According to the 1885 school census, 11,014 school-aged children between the ages of six and sixteen resided in St. Joseph. However, less than forty-five percent of school-aged children attended public, private, or parochial schools.[45] The low rate of attendance had two causes: school-age children sometimes worked to help support their families and the public schools in St. Joseph, already filled to capacity, could not accept more students. The School District issued bonds every five to ten years to fund the construction of new schools or additions to existing schools. Despite regular construction campaigns, the incremental expansion of school facilities could not keep pace with the increases in enrollment. Nineteenth century schools in St. Joseph were masonry structures with compact massing and Late Victorian architectural features, including individual tall, narrow windows. The tight square or cross-shaped plans had single classrooms radiating from a central hall, as can be seen in the rendering of the 1882 Everett School *(Figure 32)*.

The first (1887) Hall School building was constructed on the site of the present-day Hall School in response to St. Joseph's growing need for more educational facilities. The superintendent of schools, Edward B. Neely, began a school construction and remodeling campaign in 1886, expanding the district's capacity. That same year, a group of citizens from the southeastern region of the city proposed to build a two-room brick school if the St. Joseph Board of Public Schools would pay for it in annual installments. At the time, the closest school was Neely School at the corner of 12th and Jackson Streets, approximately 1 mile away.[46] The eastward expansion of the city called for more public schools in the area. Judge Willard P. Hall, Jr. donated the lots on the corner of Duncan and Twenty-fifth Streets for the site of the new school. The School Board voted to name the school in honor of its benefactor, and Hall School opened in 1887 with a seating capacity of 100 students. In 1888, district voters recognized the need for additional public schools, and approved a $100,000 bond issue for their construction. A second-story addition to Hall

[42] "Historic Resources of St. Joseph, Buchanan County, Missouri," *National Register of Historic Places Multiple Properties Documentation Form,* 1989, E-4
[43] Foley, Johnson, and Lentz, *The Public Schools of St. Joseph, Missouri*, 21.
[44] Ibid, 21-23.
[45] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 29, 38, 50.
[46] Neely School was listed on the National Register in 2014.

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School was paid for with proceeds from the bond sale.[47] School district voters approved another bond issue for $50,000 in April 1899; $4,232.30 of the proceeds funded a two-room rear-wing addition to Hall School, raising the seating capacity to approximately 200 students. Construction began in the summer of 1899 and finished before the start of the new school year.[48]

Although the additions to Hall School doubled its original capacity, the growing population of school-age children in St. Joseph in general and more specifically, in the southeast area of the city, caused overcrowding and lack of space to meet the enrollment needs of the city. In 1905, Missouri passed a compulsory attendance law requiring all children between the ages of 8 and 14 to attend at least three-quarters of the school term, furthering the overcrowding issues in the St. Joseph School District. A $300,000 bond issue in 1906 and a $500,000 bond issue in 1908 allowed the school district to buy new properties, construct new buildings, and renovate existing schools.[49] In 1908, the board voted to demolish the 1887 Hall School and construct a larger school in its place rather than adding to the existing building. The School Board bought the lot north of the Hall School site for $3,380 to make room for the new building and hired the firm of Trunk and Heim for $33,000.[50]

The 1909 Hall School was a two-story, nine-room brick school that held 275 students. It had a T-shaped plan that fronted Duncan Street *(Figures 29, 30)*. Three rooms lined the south side of the wide, double-loaded corridors; one room lined the north side of the corridor. A domestic science classroom, boys' and girls' toilets, and the boiler room filled the basement; the first and second floors had four classrooms each.[51] Another building campaign began in 1915 when School District voters passed a $650,000 bond issue for additions to seven schools, remodeling of eight schools, and construction of three new schools and one gymnasium. The School Board hired the firm of Trunk and Gordon to design a two-room addition to Hall School for $6,500. The two-story addition in the building's northeast corner added a library to the basement and a classroom on the first and second floors. Trunk and Gordon designed the addition as an extension of the existing building, converting the footprint from a T-plan to an L-plan. The Board also bought the three adjacent lots north of the existing building for $4,750 in order to make room for the addition and construct a playground for the students.[52] In 1929, the School Board hired St. Louis architect William B. Ittner to design the renovations to several schools. Renovations to the boys' and girls' toilets at Hall School were funded as part of a $2,180,000 bond issue. More sanitary individual water closets replaced the latrine-style toilets. By September 1931, Hall School had 357 students.[53]

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[47] Foley, Johnson, and Lentz, *The Public Schools of St. Joseph, Missouri*, 50, 55-56; St. Joseph Missouri Board of Public Schools, *Twenty-Third Annual Report, 1887* (St. Joseph: Lon. Hardman, 1887), Appendix: Table D.
[48] St. Joseph Missouri Board of Public Schools, *Thirty-Fifth Annual Report, 1898-99* (St. Joseph: Combe Printing Company, 1900),17. Renderings or photographs of the Old Hall School were not found and Sanborn maps for period of time in which the Old Hall School stood do not cover that geographic area, so the floorplan of the previous school cannot be determined.
[49] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 83, 85.
[50] Buchanan County, Missouri, Recorder of Deeds, Book 380, p. 233, 1909; St. Joseph Missouri Board of Education, *Forty-Fifth Annual Report, 1908-09*, Appendix, Table F.
[51] St. Joseph Missouri Board of Education, *Forty-Fifth Annual Report*, Appendix, Table F; William B. Ittner, "Additions and Alterations to the Hall School," *Original Drawing* (St. Louis: WM. B. Ittner, Inc. Architects and Engineers, May 1929).
[52] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 122; St. Joseph Missouri Board of Education, *Meeting Minutes,* April 29, 1915; St. Joseph Missouri Board of Education, *Meeting Minutes,* August 9, 1915.
[53] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 122, 127; William B. Ittner, "Additions and Alterations to the Hall School."

Progressive Era Schools in St. Joseph

The St. Joseph School District built sixteen public schools during the Progressive Era. Beginning in 1901, new school construction in St. Joseph reflected the shift in educational philosophy with the incorporation of the physical features that characterize the Progressive Era. Schools were organized in a more linear fashion, rather than the compact square or cross-shaped forms of the nineteenth century. Out of the four high schools and twelve elementary schools constructed in St. Joseph between 1900 and 1931, all of the high schools and ten of the elementary schools are extant. In keeping with national trends, high schools in St. Joseph were much larger than elementary schools, as they were designed to hold at least twice as many students and provide an even more diverse curriculum. The prevalence of the tenets of the Progressive Era were so well engrained in all aspects of society that the implementation of these principles was not something that was formally discussed and adopted by the School Board. As was common in other cities across the country, the School Board architect possessed an understanding of Progressive Era design trends and incorporated these features into proposed plans. Five of the extant Progressive Era elementary schools in St. Joseph were constructed prior to 1910: Everett, Hall, Humboldt, Neely, and Washington.[54] All of these schools achieved their current configurations through multiple additions. Humboldt, originally constructed in 1860, was replaced with a new building in 1900 and an addition built in 1907. The remaining four schools were built or renovated during the School District's 1908-09 building campaign. New buildings replaced nineteenth-century schools at Everett, Washington, and Hall Schools; however, the new Everett School was built on a site two blocks away from the original building. Neely School (NR listed 2014), constructed in 1871, received extensive renovations and expansions in 1909 but retained part of the original building.[55] Bliss School was built in 1916 but became a junior high school in 1931. Hyde School was constructed in 1930 while Webster, Thomas A. Edison, and Charles A. Lindbergh schools were built in 1931.

The schools served different communities throughout St. Joseph *(Figure 27)*. Hall School served the eastern central region of St. Joseph.[56] Humboldt and Washington Schools, located in the northwest region of the city, are one-half mile apart from one another and two miles from Hall School. Everett and Neely Schools, located in the city's western central region, are less than three-quarter miles apart and are each one mile away from Hall School. Webster and Edison schools are between one-and-a-half and two miles north of Hall School. Lindbergh School to the north and Hyde School to the south are approximately three miles away from Hall School.

Typical of Progressive Era school design, each school has masonry exterior with fireproof construction on the interior. Symmetrical front façades with restrained ornamentation incorporate elements of historical revival styles.[57] Neely, Washington, Hyde, Webster, and Edison have center entrances with outer wings that project forward; Neely and Washington have rounded shaped parapets. Humboldt, Everett, and Lindbergh have relatively flat front facades with single center entrances, rather than the pair of entrances at Hall School. Hyde, Webster, Edison, and Lindbergh, built in the early 1930s, have gabled roofs while the schools built prior to 1910 have flat roofs. All of these schools have multiple additions, including

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[54] Everett School was listed on the National Register in 2005; Neely School was listed in 2014. As was typical across the country in the early twentieth century, the high schools in St. Joseph were much larger than the elementary schools in size and program and were therefore not used in the comparison of local Progressive Era resources.
[55] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 120-124.
[56] While Bliss School is located west of 14th Street, it became a junior high school in 1931 and therefore is not included in the elementary school category.
[57] Rosin and Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-28.

Modern Era additions at Hall, Hyde, Everett, and Lindbergh Schools, built between 1960 and 1970. The schools' interiors reflect Progressive Era design characteristics. Wide, centrally-located, double-loaded corridors access large classrooms, which have large walls of windows that provide natural light and ventilation and coat closets for storage.[58] Hosea and Krug Schools, constructed in 1901 and 1902, also had masonry exteriors and fireproof interiors with wide double-loaded corridors that accessed large wood-floored classrooms. Like other Progressive Era elementary schools, Hosea received an auditorium addition in 1926.[59]

Blair and Sherwood Schools, both located one mile from Hall, share a similar development history with Hall School. Blair, constructed in 1907, received multiple additions in 1925 and 1935 before it burned down and was rebuilt in 1938 with a Modern Era addition in 1960. The gymnasium at the new Blair School and the Hall School auditorium/gymnasium addition both have minimal ornament and connect to Modern Era additions. Sherwood, constructed in 1904, received additions in 1916, 1935, and 1966. In the 1980s, neighborhood demographics shifted away from school age, causing Blair and Sherwood to close. Sherwood was demolished, Blair houses the Troester Media Center.[60]

According to the *1908-1909 Annual Report of the St. Joseph Board of Education*, the schools had varying seating capacities, with Humboldt seating 763 students; Neely 486 students; Hosea 441 students; Bliss 416 students; Everett and Washington 360 students each; Hall 275 students; and Krug 203 students.[61] Seven of the nine elementary schools extant in 1922 were ranked in the top ten of the 1922-1923 Strayer and Englehardt survey. In the overall score, Bliss ranked #1, Neely ranked #3; Everett #5; Washington #6; Hosea #7; Hall #8; Sherwood #9; Humboldt #11; and Krug ranked #24. Only the top nine schools scored over 500 points out of a possible 1000; Bliss School scored the highest with 734 points. In the individually scored categories, Hall School ranked highest in the Site category and tied for third place with Washington in the Special Rooms category.[62]

New Deal Era and Modern Era in St. Joseph

The Stock Market crash in 1929 and depression in the following years left many St. Joseph school buildings in disrepair. The School District had no money to repair the existing buildings or construct new schools and banks would not issue bonds to cover the costs. Hyde, Webster, Edison, and Lindbergh were the last four elementary schools constructed in 1931, marking the end of the Progressive Era in St. Joseph.[63] Subsequent projects included the construction of additions using PWA funding. These projects addressed individual facilities needs identified during the Strayer and Engelhardt survey of the school district, rather than the construction of entirely new schools. These additions brought individual schools into compliance with Progressive Era educational philosophy through the construction of gymnasiums, additional classrooms, or updated mechanical systems. In St. Joseph, as in other cities across the country, the New Deal Era did not introduce new educational philosophy or a major shift in school design.

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[58] Julie Cawby, "Neely Elementary School," *National Register of Historic Places Nomination Form*, 2014, 5-6; Shelley White and Penelope Kress, "Everett School," *National Register of Historic Places Nomination Form*, 2005, 5-10.
[59] Sanborn Fire Insurance Company, *St Joseph, Buchanan County, Missouri* (New York: Sanborn Map Company, 1911), 98, 233. Hosea and Krug Schools are no longer extant.
[60] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 139, 260, 349.
[61] St. Joseph Missouri Board of Education, *Forty-Fifth Annual Report, 1908-09* (St. Joseph, Missouri, 1910), Appendix, Table F. Seating capacities for Bliss, Hyde, and Lindbergh Schools was unavailable.
[62] Strayer and Engelhardt, *Report of the Survey of The Public School Buildings for St. Joseph,* 26, 30.
[63] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 124;

In 1938, the Public Works Administration funded gymnasium additions to four schools, including Hall School. New gymnasiums were also constructed at Blair, Sherwood, and South Park schools.[64] St. Joseph architect Walter Boschen designed a combination auditorium/gymnasium in the southeast corner of the Hall School site. A corridor on the main building's east elevation connected the addition to the school.[65] General renovations to Hall School in 1953 included replacing the exterior concrete stairs at the entrances, resurfacing the playground behind the school, and updating the heating system.[66]

After World War II, St. Joseph's population, like other cities, expanded significantly due to a baby boom, which began impacting schools around 1950. The school district proposed multiple bond issues to address the facilities in need of updating, expansion, or replacement. The School District initiated the process to constructed three new elementary schools in 1953, ushering the new aesthetic of the Modern Era. As with the initiation of the Progressive Era, at the start of the Modern Era, there was no formal abandonment of earlier philosophies in favor of new educational principles. Mark Twain, Hosea, and Bartlett Schools each had the sprawling one-story massing, flat roofs, and light brick exterior that expressed the shift in architectural trends and educational philosophy embraced in the Modern Era. Contemporary additions to existing schools, however, did not employ the Modern aesthetic. The bond issue of March 1955 addressed the funding of additions to Hall and Hyde Schools. The School Board hired the St. Joseph firm of Eckel and Aldrich to design the addition to Hall School. The two-story addition added a classroom to each floor in the northwest corner of the main school building and a teacher's lounge and toilet on the second floor. The design of the 1955 addition, like the 1915 addition, matched the existing building in materials, fenestration, and ornament and converted the L-shaped floor plan to a rectangular footprint *(Figure 31)*.[67] Basement level renovations in 1960 updated the boys' and girls' toilets, kitchen, and cafeteria.[68]

Rapidly growing enrollment rates in the late 1950s early 1960s spurred another construction and remodeling campaign in the St. Joseph School District. A $2,800,000 bond issue in October of 1958 provided funds for the projects. A few schools such as McKinley and South Park received upgrades to their fire safety and mechanical systems, others such as Benton had new laboratories installed. The School District purchased land for a new school in 1960. Modern Era additions were built at Blair, Hosea, Everett, Field, and Lindbergh Schools between 1960 and 1962. These additions were similar to the Hall School addition in their size, massing, and lack of ornamentation. They incorporated low ceiling heights and banded windows, characteristic of the Modern Era.

In 1962, the School Board hired the Kansas City architecture firm of Marshall and Brown to design a two-story, four-room addition to Hall School. The architects took advantage of Hall School's hilltop site, cutting the addition into the hillside as it extended north from the gymnasium. Its top floor sat level with the existing building's basement level; an entrance on the addition's bottom floor provided access to S. 26th

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[64] Ibid, 139. Although the gymnasium at Blair was added to an earlier school, the Progressive Era portion of the school burned in 1940 and was not replaced until 1959.[64] Sherwood and South Park schools have been demolished.
[65] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 139; Walter Boschen, "Auditorium-Gymnasium Addition to Hall School," *Original Drawing* (St. Joseph: Walter Boschen, October 1938).
[66] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 146.; St. Joseph Missouri Board of Education, *Meeting Minutes,* April 13, 1953; William B. Ittner, "Heating Alterations in the Hall School," *Original Drawing* (St. Louis: WM. B. Ittner, Inc. Architects and Engineers, May 1953).
[67] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 147; Eckel and Aldrich, "Specifications for the Alterations and Additions to Hall Elementary School," March 21, 1955, 8.
[68] Otto Bruner, "Specifications for Ground [basement] Floor Alterations: Hall School," May 24, 1960, 22.

Street. The 1962 addition's floor plan, reflective of the Modern Era period, had a single-loaded corridor that ran north-south with classrooms on its east side.[69] Unlike full Modern Era schools, the Hall School addition was two stories tall, probably due to the addition's location on the side of a hill. While the top floor sat level with the playground, the foundation needed to be dug under the base of the hill, allowing space for an extra floor of classrooms.

Similar to other school districts across the country, St. Joseph School District eventually embraced the experimental designs of the late Modern Era. Parkway School, designed in 1971 had exterior doors to each classroom that radiated from the central core. The brick veneer exterior had very few, if any, windows. This signified the end of the Modern Era in St. Joseph.

Renovations to Hall School in the 1980s and 1990s replaced the wood windows with aluminum and updated the lighting and mechanical systems. A one-story addition to the main school building's northwest corner, constructed in 2001, opened the walls to the basement level classroom in the 1955 addition and created an open floor plan for a new library and computer lab. A shift in the student population of the St. Joseph School District toward areas of the city even further east caused a decrease in enrollment at Hall School, and the school closed in 2014.[70]

Willard P. Hall, Jr.

Hall School was named in honor of Willard P. Hall, Jr., a prominent Kansas City, Missouri, lawyer and judge. Hall was born on September 19, 1851 in St. Joseph, Missouri, to Willard P. Hall, Sr., Governor of Missouri, and his wife, Majorie Davis. Willard P. Hall, Jr. completed his elementary and high school education at the public schools in St. Joseph and was a member of the first graduating class at the public high school in 1868. After graduating, he went on to study law at Yale University. Hall continued his studies under his father and was admitted to the bar in 1872. After practicing law in St. Joseph from 1872 to 1884, Hall became judge of the Kansas City Court of Appeals from 1885 to 1889. He married Isabel Fry Alrich on June 22, 1876, and died in 1930.[71]

Trunk and Heim/Trunk and Gordon

Ben W. Trunk and Rudolph Heim, architects of the 1909 Hall School, were both students of E. J. Eckel, a prominent St. Joseph architect. Trunk and Heim met while training under Eckel at his firm of Eckel and Mann, and later operated their own firm from 1907 to 1911. Ben W. Trunk started his apprenticeship under Eckel in 1889 at the age of 16. He was a talented draftsman and soon began completing perspective drawings for the firm. By 1900, Trunk was the head draftsman at the firm of Eckel and Mann, responsible for final drafts of architectural renderings. Trunk opened his own practice in 1905 and partnered with Rudolph Heim in 1907.[72]

Rudolph Heim was born in Hamburg, Germany, on January 30, 1874. In 1888, Heim immigrated to the United States and joined his uncle in St. Joseph. He enrolled in a business course at the Rittner

[69] Foley, Johnson, and Lentz, *Public Schools of St. Joseph, Missouri,* 151.
[70] Cawby, "Neely Elementary School," 20.
[71] Carrie Westlake Whitney, *Kansas City, Missouri Its History and Its People 1800-1908* (Chicago: S.J. Clarke Pub. Co, 1908), 139-140. http://books.google.com/books?id=oyFEAQAAMAAJ; William Rufus Jackson, *Missouri Democracy; A History of the Party and Its Representative Members, Past and Present; with a Vast Amount of Informative Data* (Chicago: S.J. Clarke Pub. Co, 1935), 526.
[72] Toni Prawl, *E. J. ECKEL (1845-1934): The Education of a Beaux-Arts Architect and His Practice in Missouri (*PhD diss., University of Missouri-Columbia, 1994), 349-355.

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Commercial College and studied stonecutting under his uncle for four years, furnishing the measured drawings needed for projects. Heim returned to Germany in 1895 to study at a technical school in Holzminden. He graduated in 1897 with a Master of Building degree and returned to St. Joseph, working as a draftsman for Eckel until 1901 when he moved to Atchinson, Kansas, and opened his own office. After marrying Helen L. Haefeli in June of 1901, Heim moved back to St. Joseph and partnered with J. H. Felt from 1902 to 1903. Heim worked alone from 1903 until his partnership with Ben W. Trunk in 1907, and again from 1912 until his retirement in 1934.[73]

Trunk and Heim had experience with designing school buildings from their apprenticeships with Eckel, who designed eight additions to St. Joseph public school buildings in 1899 and was appointed architect for the St. Joseph School District in 1900. Trunk and Heim were active in the St. Joseph community from 1907 to 1911, working with the School District during their 1907 and 1908 building campaigns. The firm designed the addition to Benton School and the new McKinley School building in 1907.[74] In 1908, Trunk and Heim designed the new Hall School building. When Heim left the practice in 1911, Trunk partnered with William Gordon, another draftsman trained in Eckel's office. Trunk and Gordon designed the Hall School addition in 1915, along with other additions to St. Joseph public school buildings such as Ernst and Garfield Schools and a new Bliss School building. The firm was active outside of St. Joseph, designing schools, factories, stores, residences, and churches for cities in Missouri as well as Iowa, Kansas, and Indiana.[75] Trunk and Gordon were partners until Trunk's death in 1918.

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CONCLUSION

Hall School was constructed in six phases between 1909 and 2001 and embodies the physical characteristics of the Progressive Era elementary school property type, designed with features that address the specific components of Progressive Era educational philosophy, and features of the Modern Era. These physical characteristics illustrated the evolution of educational philosophy in St. Joseph through the mid-twentieth century. These features include wide corridors and stairwells for improved egress, improved ventilation and heating systems designed to keep occupants healthier, and spaces designated for specialized instruction, such as vocational training, physical education, and artistic expression. The Hall School embodies these features within the building while the property includes the large historic expanse of playground, which was also an important part of Progressive Era philosophy that promoted physical education and outdoor play. The Hall School illustrates how the St. Joseph School District continued making improvements to this building over decades to incorporate all of the essential components of Progressive Era educational philosophy in order to provide the best educational environment possible for the students of the Hall school. The original building and historic additions retain all of the features and amenities designed to promote safe and sanitary conditions while providing educational spaces tailored to the diverse Progressive Era curriculum, such as the 1909 domestic science room, the 1915 library and playground, and the 1938 auditorium/gymnasium. Additions to the building illustrate the evolution of the school as it grew to accommodate St. Joseph's expanding population. Hall

[73] Prawl, *E. J. ECKEL (1845-1934),* 356-358.
[74] *The American School Board Journal*, Volume 34 (January 1907), 27.
[75] *American Contractor*, Volume 35 (May 2, 1914), 114; *Engineering and Contracting*, Volume 41 (May 20, 1914), 54; *American Contractor*, Volume 42 (March 20, 1915), 84 D; *Construction News*, Volume 39 (June 19, 1915), 24; *Western Contractor* Volume 29 (February 16, 1916), 21.

School retains the distinctive Progressive Era characteristics integral to its design, such as the brick and concrete fireproof structure, the wide corridors and stairwells, and integrated ventilation system. Most of the classrooms and corridors retain their original configurations and finishes. The 1915 playground retains its historic function, configuration, and open space. The 1938 auditorium/gymnasium is substantially unaltered. The Hall School property clearly reflects the periodic improvements that were necessary for it to reach the full embodiment of Progressive Era school design. The Modern Era addition reflects the aesthetic of the time period designed with low massing and banded windows.

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Verbal Boundary Description
Hall School occupies Lots 1 through 7, Block 13 of Hall's Addition subdivision, St. Joseph, Buchanan County, Missouri.

Boundary Justification
The boundary of the nominated resource includes the parcels of land historically and currently associated with the property.

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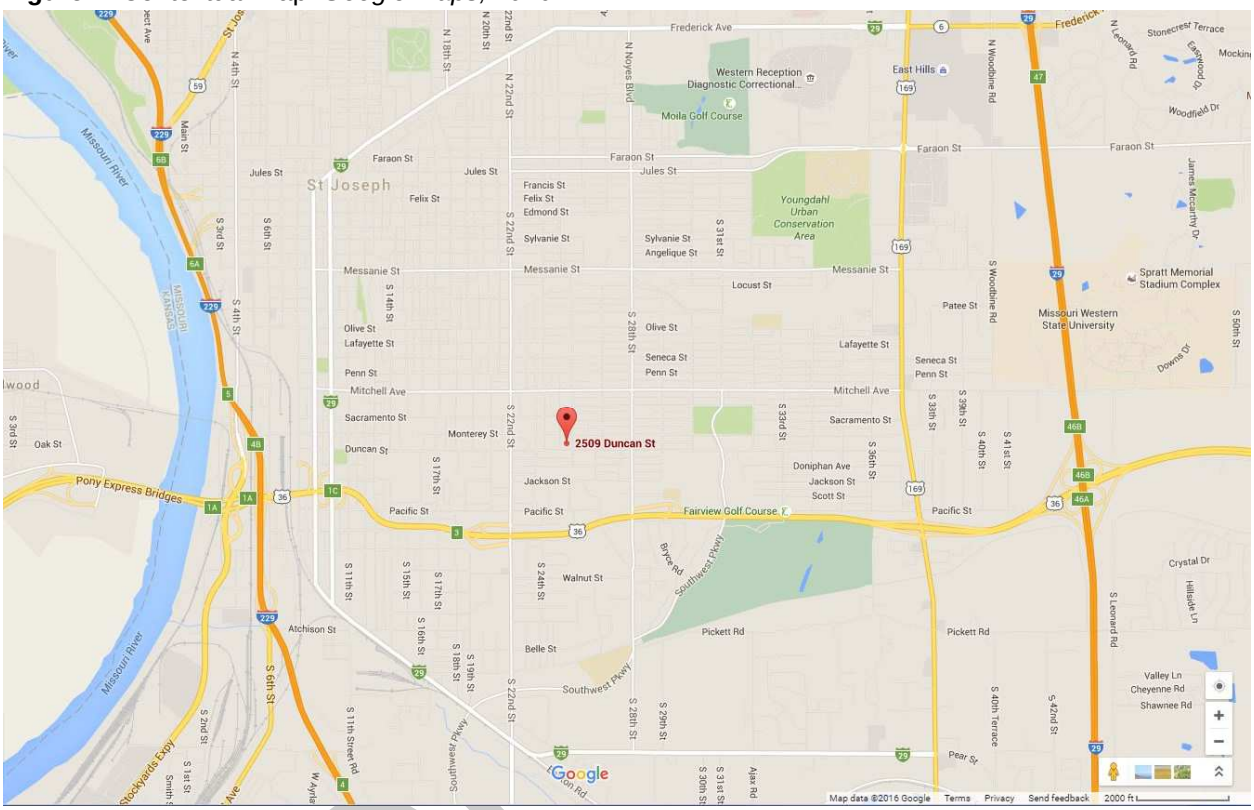
Figure 1. Contextual map. *Google Maps, 2016.*



Hall School
2509 Duncan Street
St. Joseph, Missouri
39.751875, -94.829829

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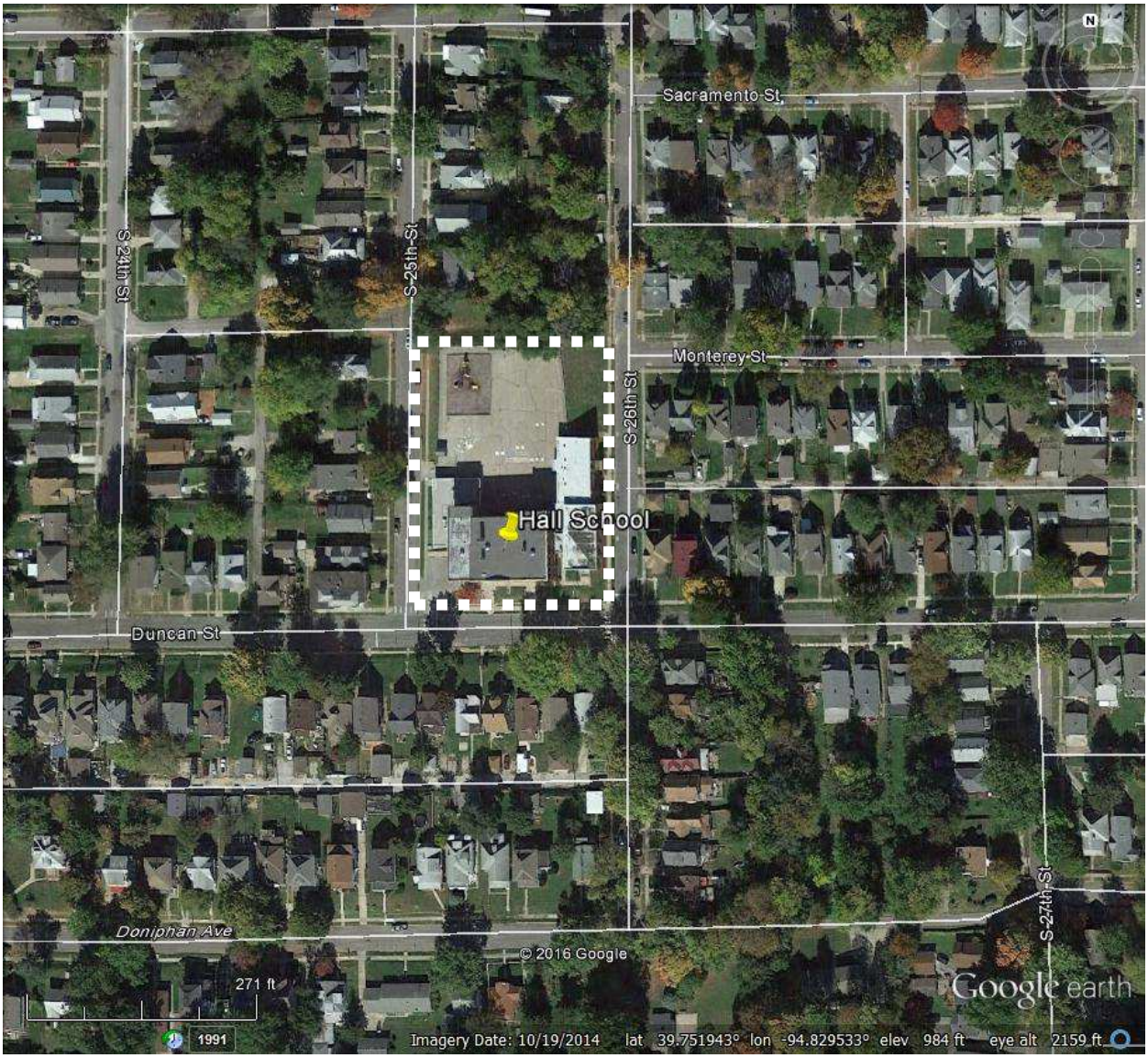
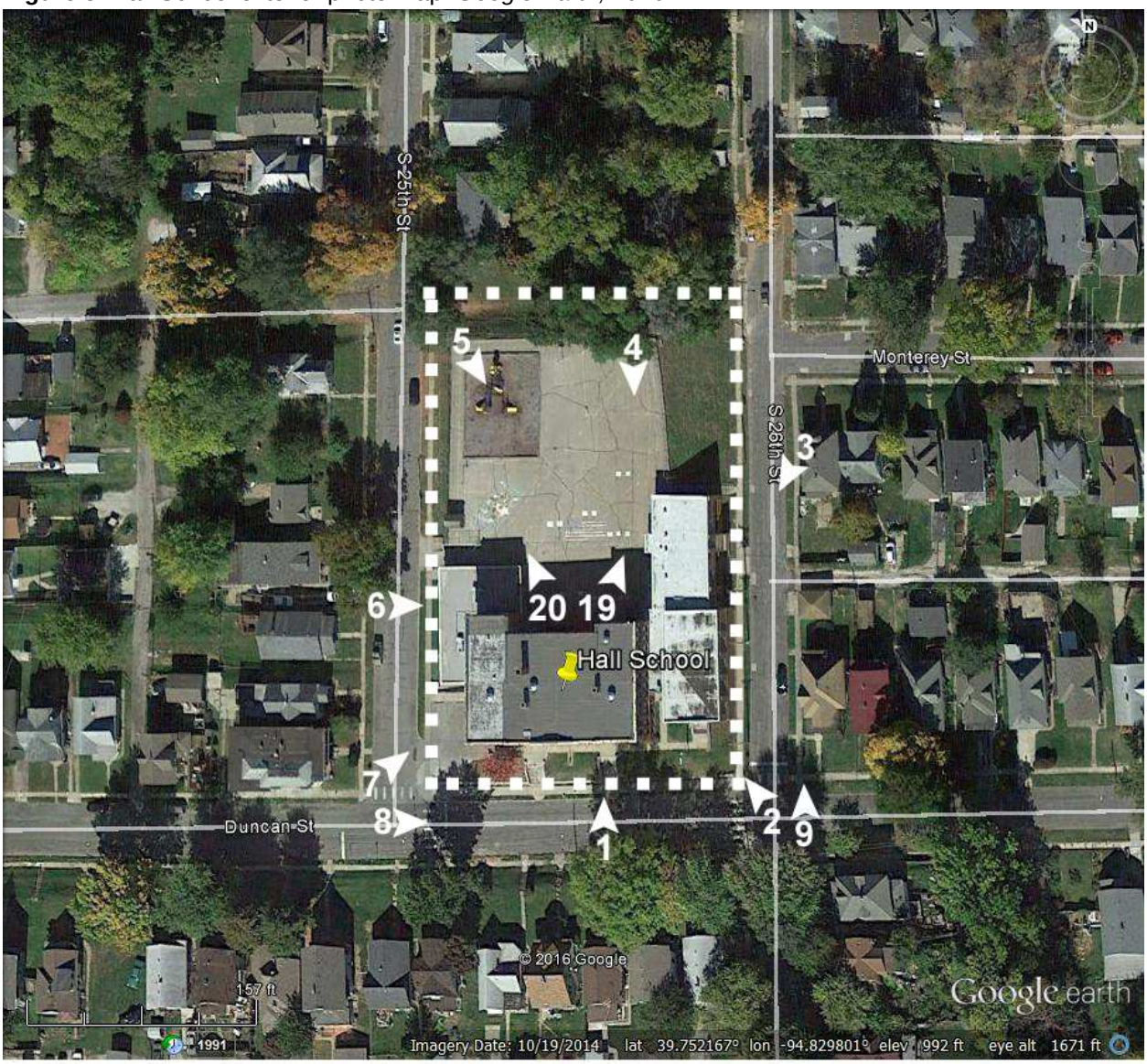
Figure 2. Site map with dashed line indicating National Register boundary. *Google Earth, 2016.*



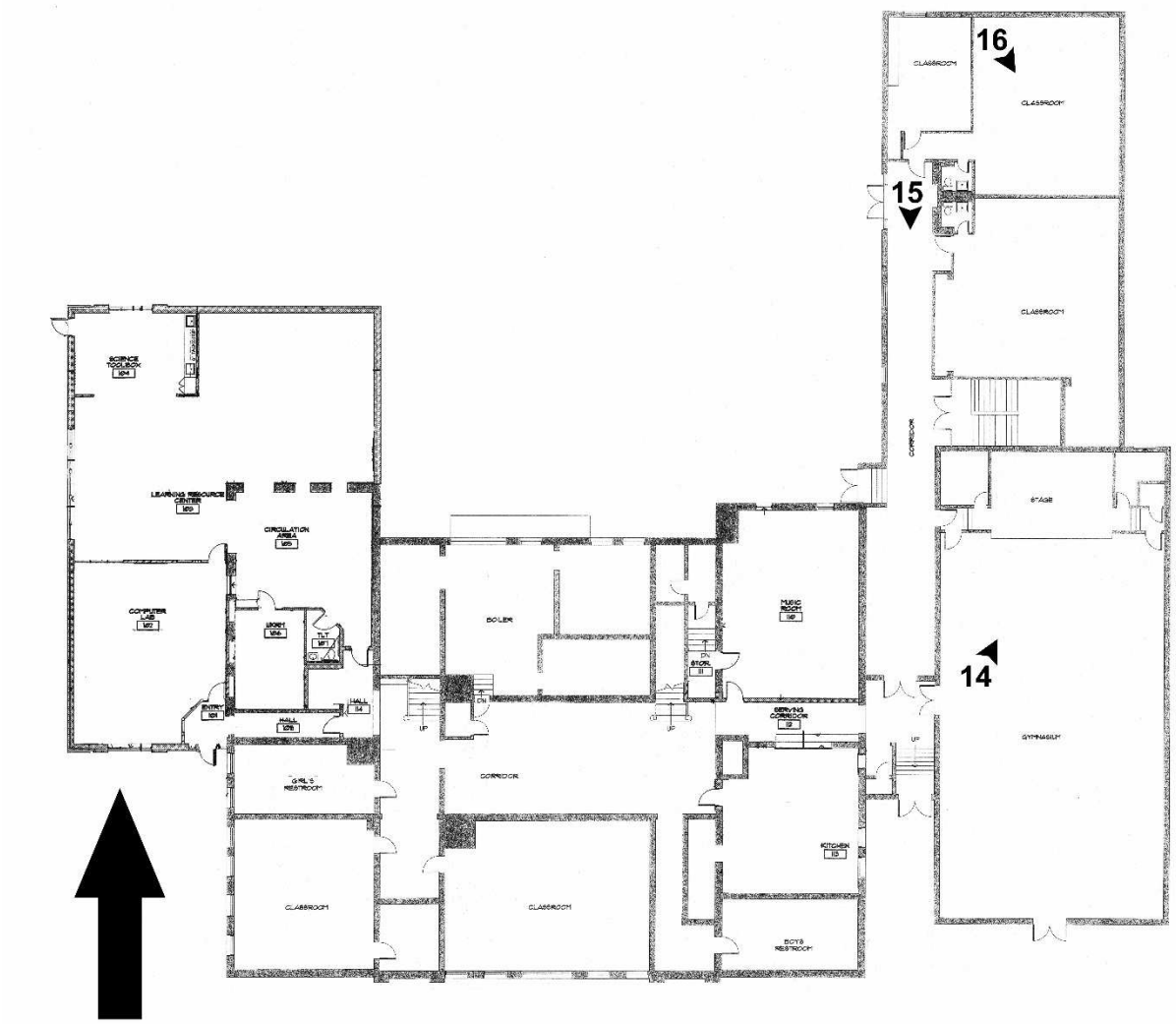
Hall School
2509 Duncan Street
St. Joseph, Missouri
39.751875, -94.829829

Figure 3. Hall School exterior photo map. *Google Earth, 2016.*



▪ ▪ ▪ ▪ ▪ **Property Boundary**

Figure 4. Hall School basement level photo map.[76]



[76] All floor plans date from 1998 and 2001 and represent the current interior layout of Hall School.

Figure 5. Hall School first floor photo map.

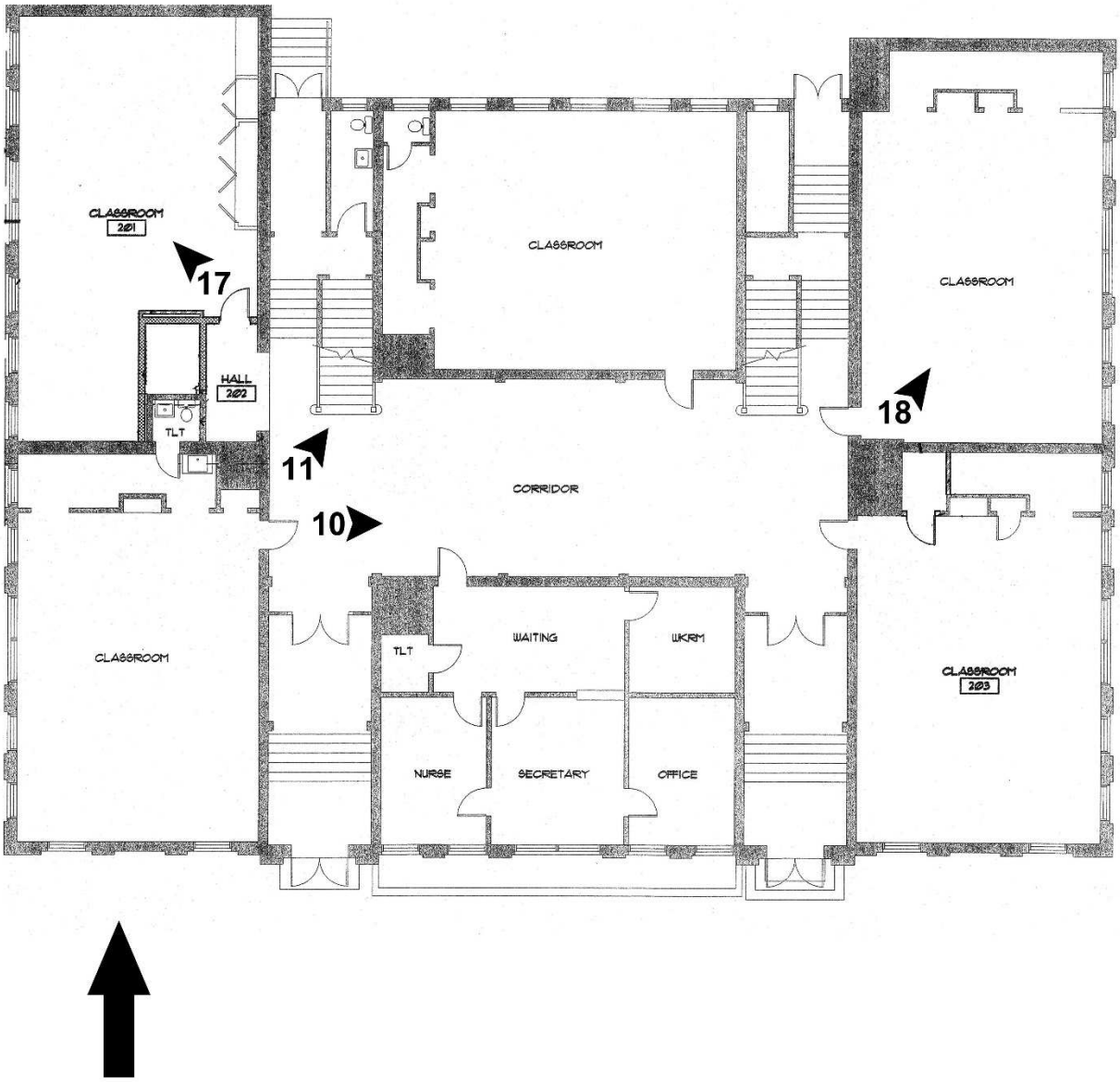


Figure 6. Hall School second floor photo map.

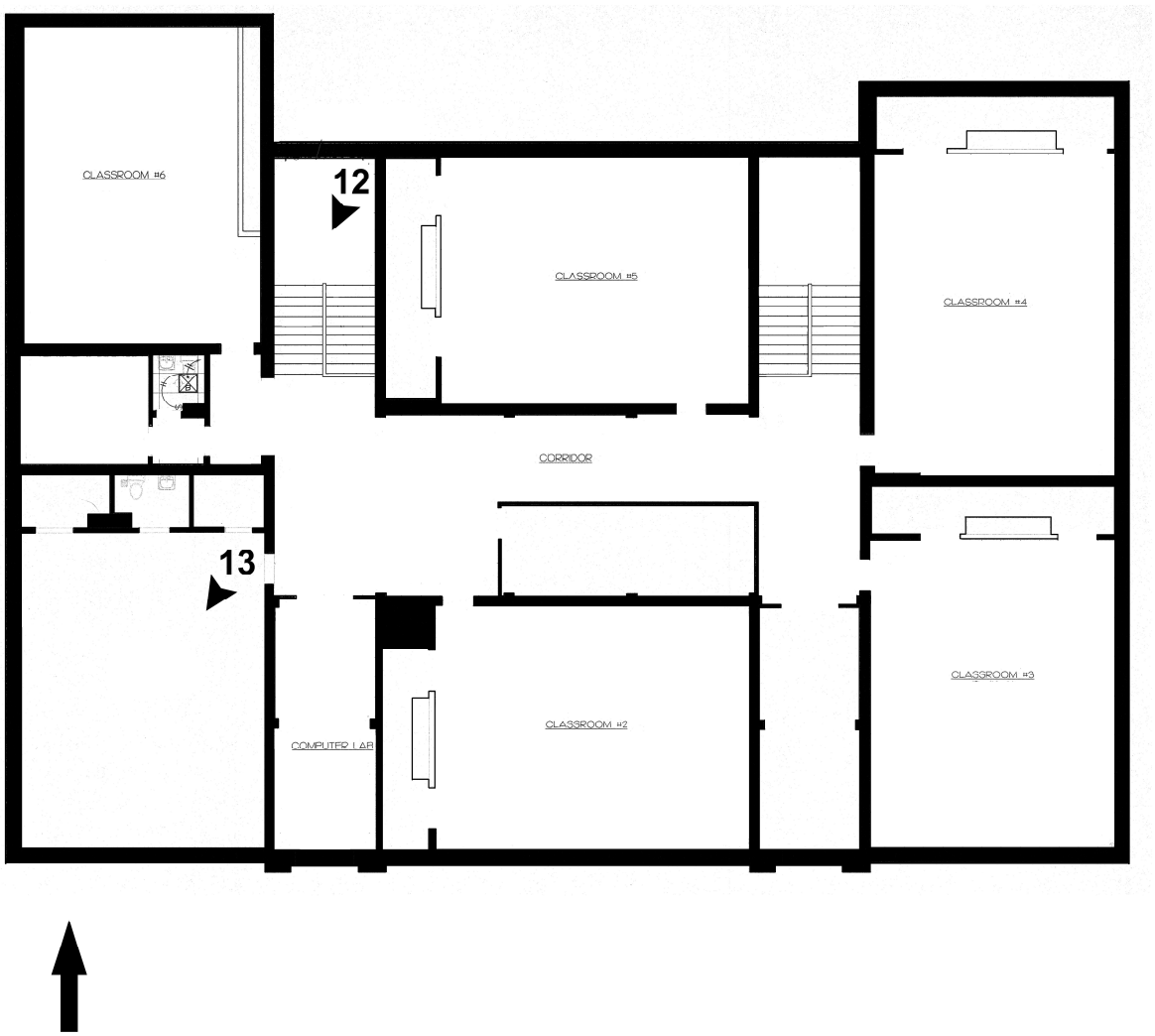


Figure 7. Hall School Blocks A-F (Basement Floor Plan).

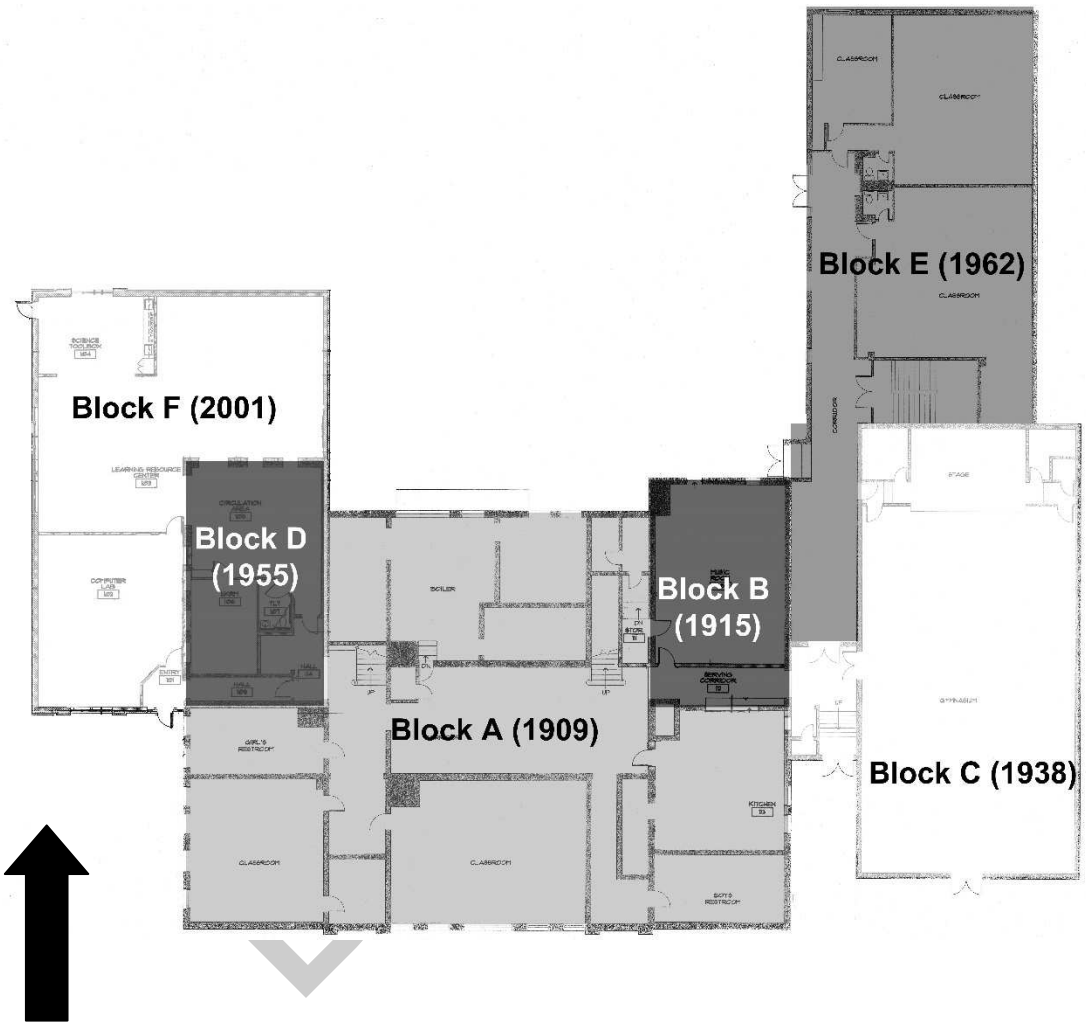


Figure 8. Hall School, aerial photo with dates of construction. *Google Earth, 2016.*

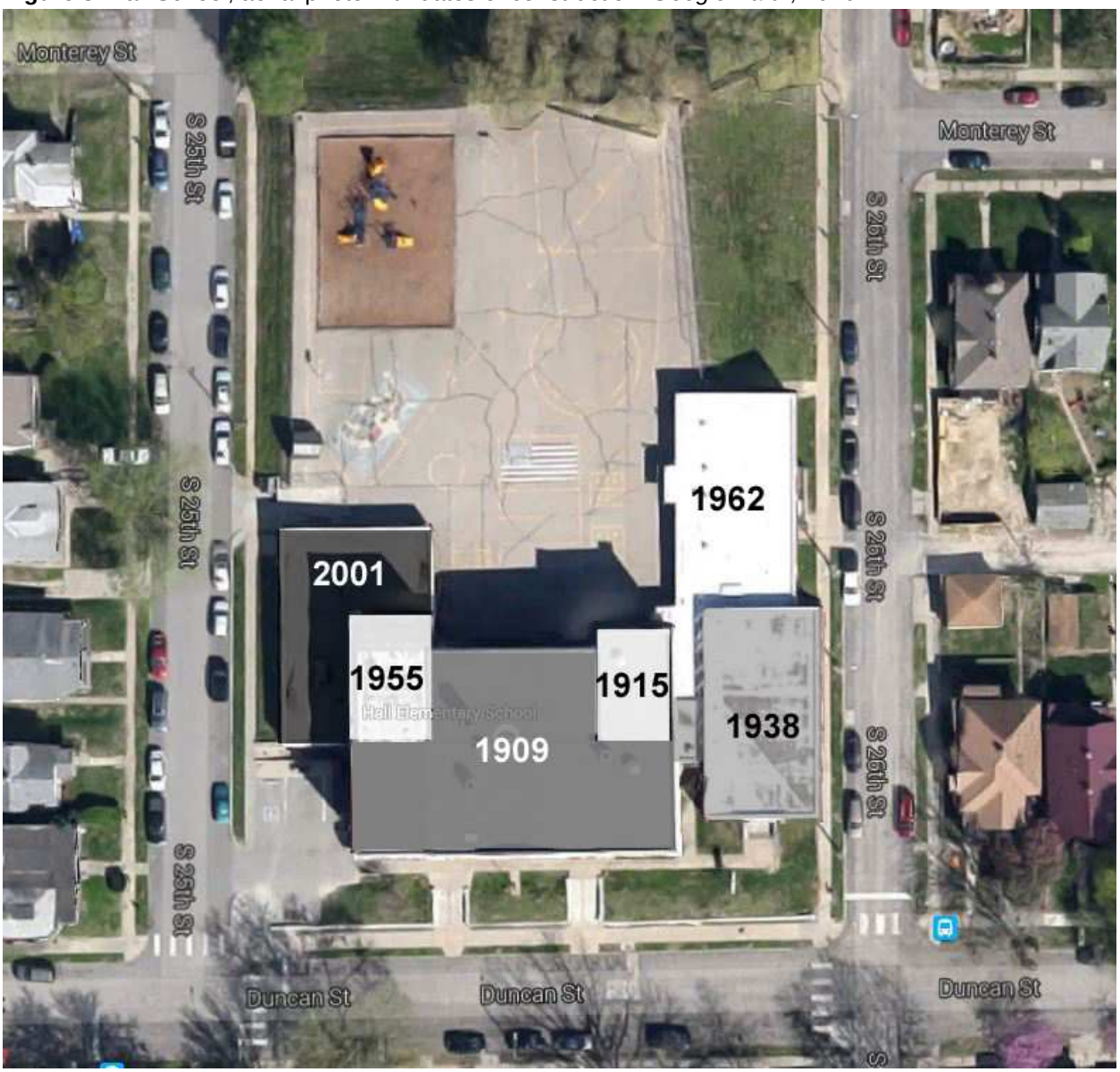


Figure 9. Hall School Main Block, first floor plan with Blocks A, B, and D dates of construction.

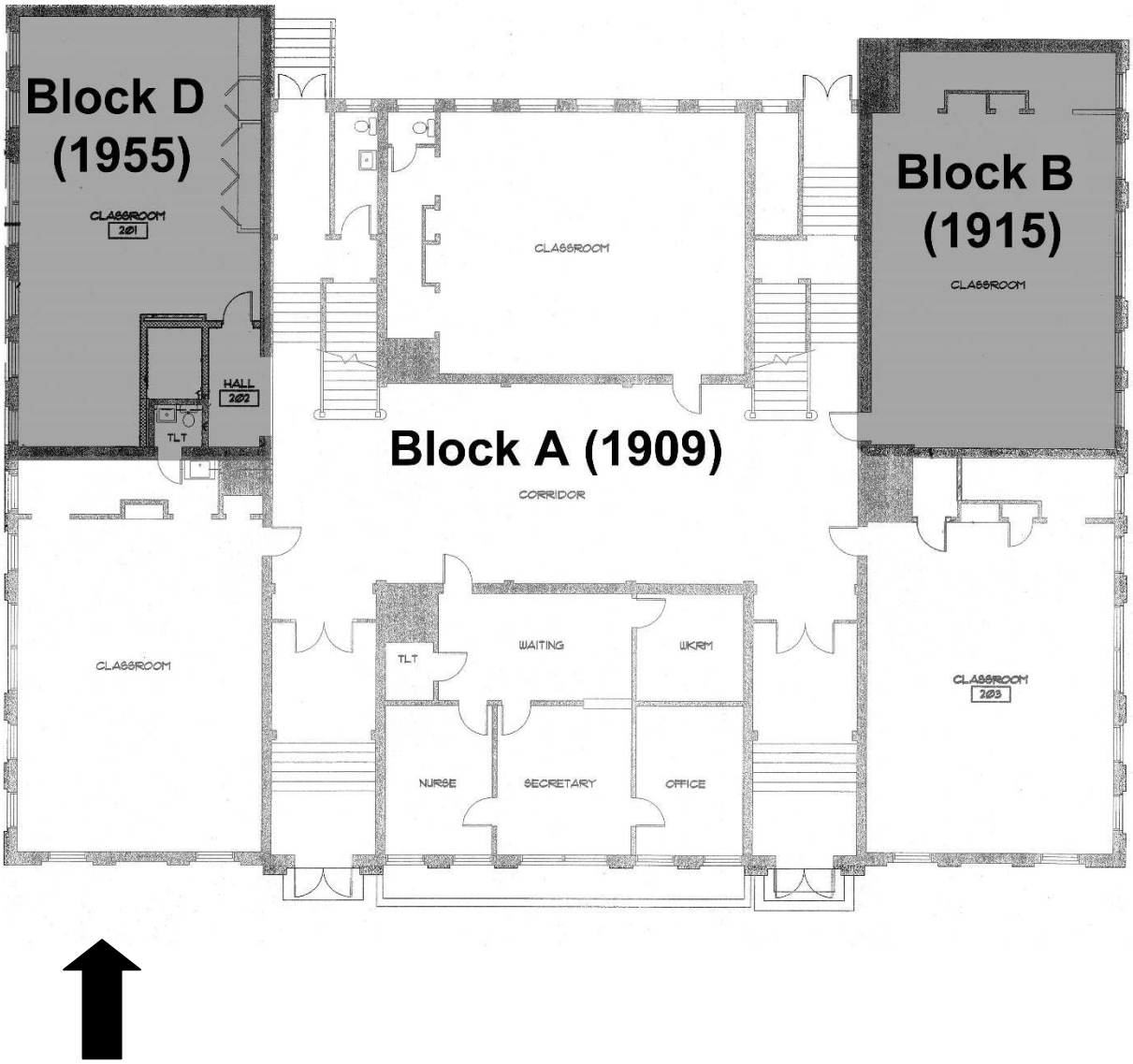


Figure 17. Hall School, first floor plan, 2001. *Source: River Bluff Architects.*

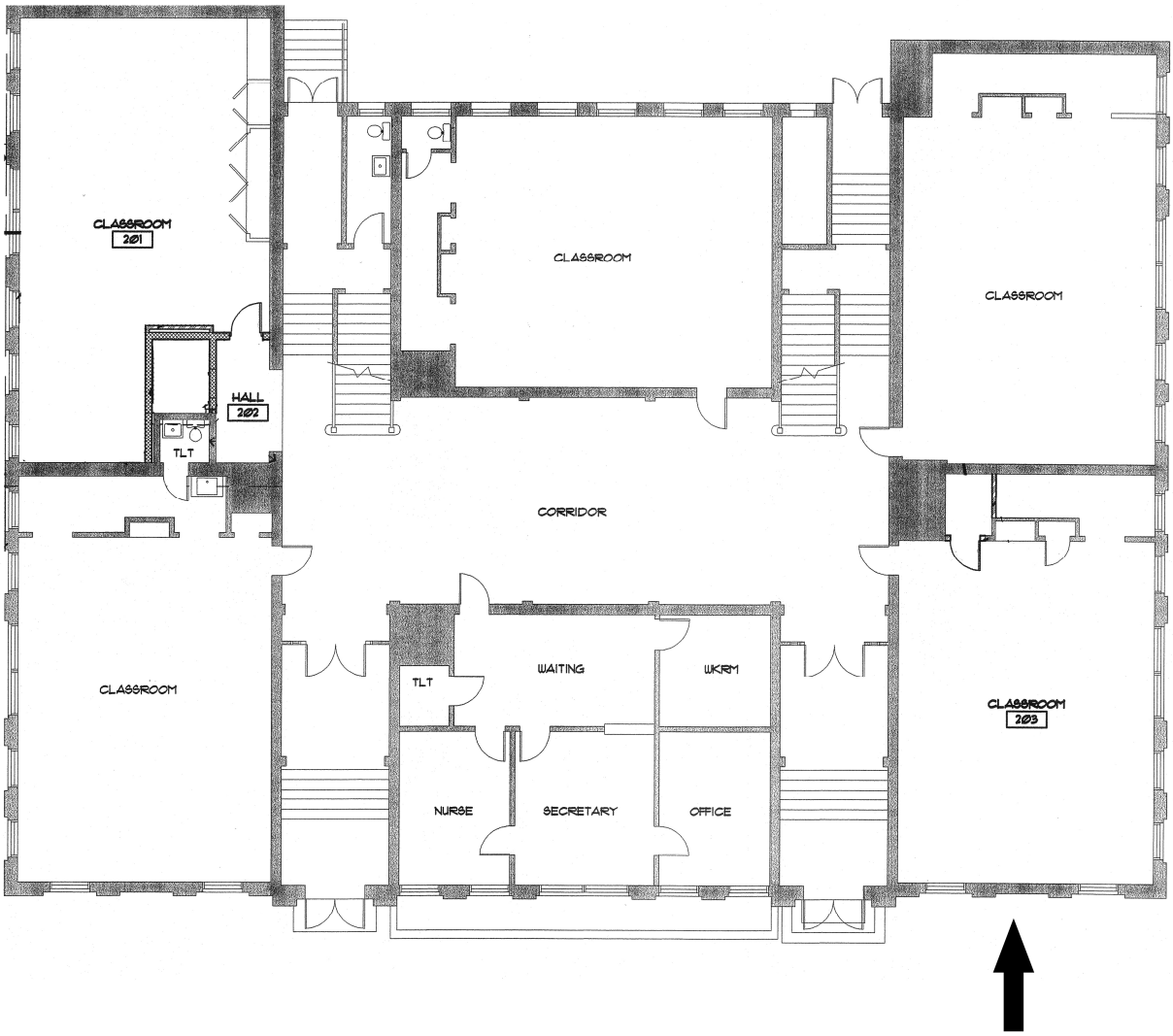


Figure 18. Typical built-in cabinets, Main Block. *Source: Brad Finch, 2016.*

Figure 19. Hall School, second floor plan, 1998. *Source: Creal/Clark Architects.*

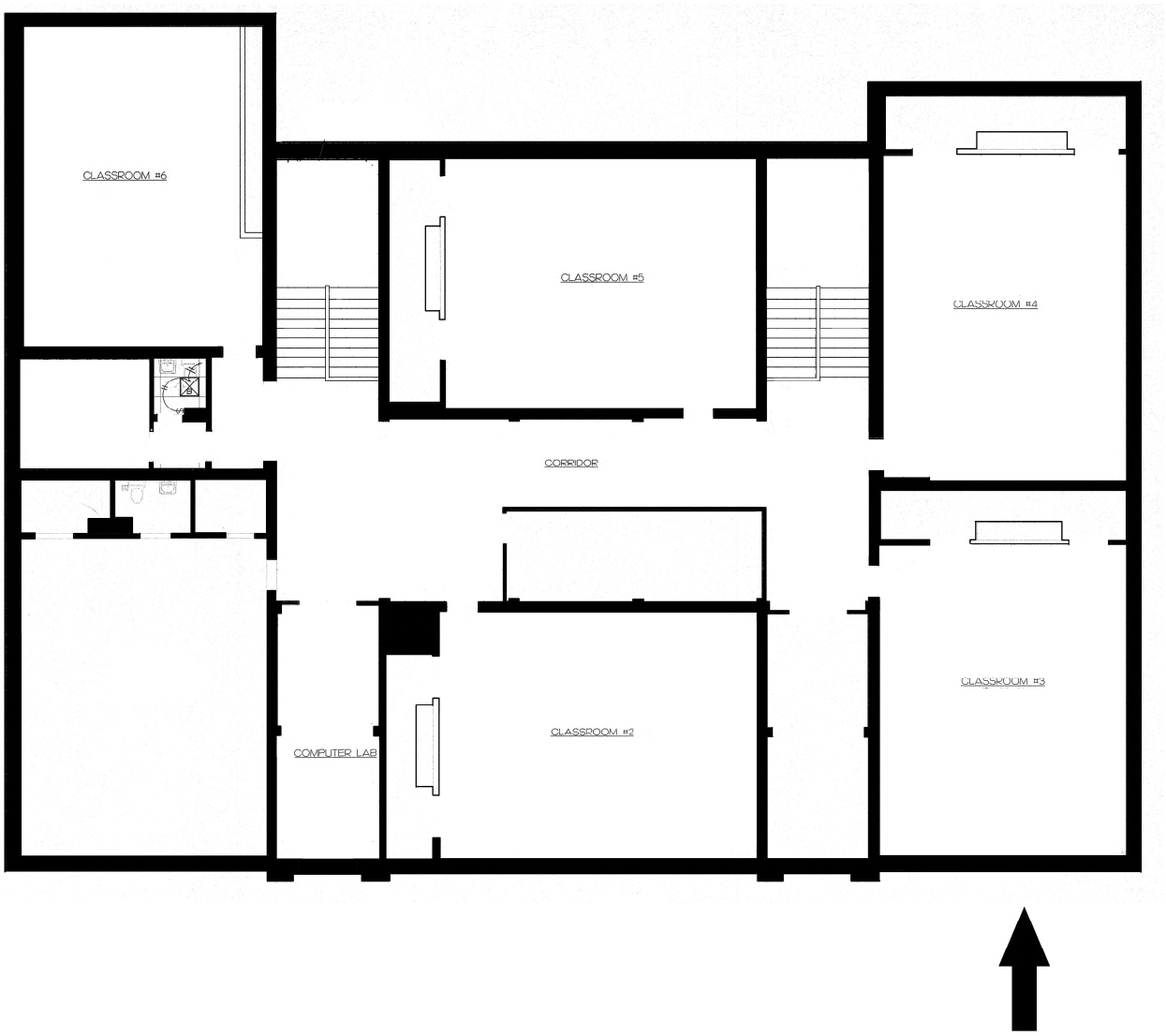


Figure 20. Corridor in second floor of 1955 addition (Block D). *Source: Rachel Nugent, 2016.*

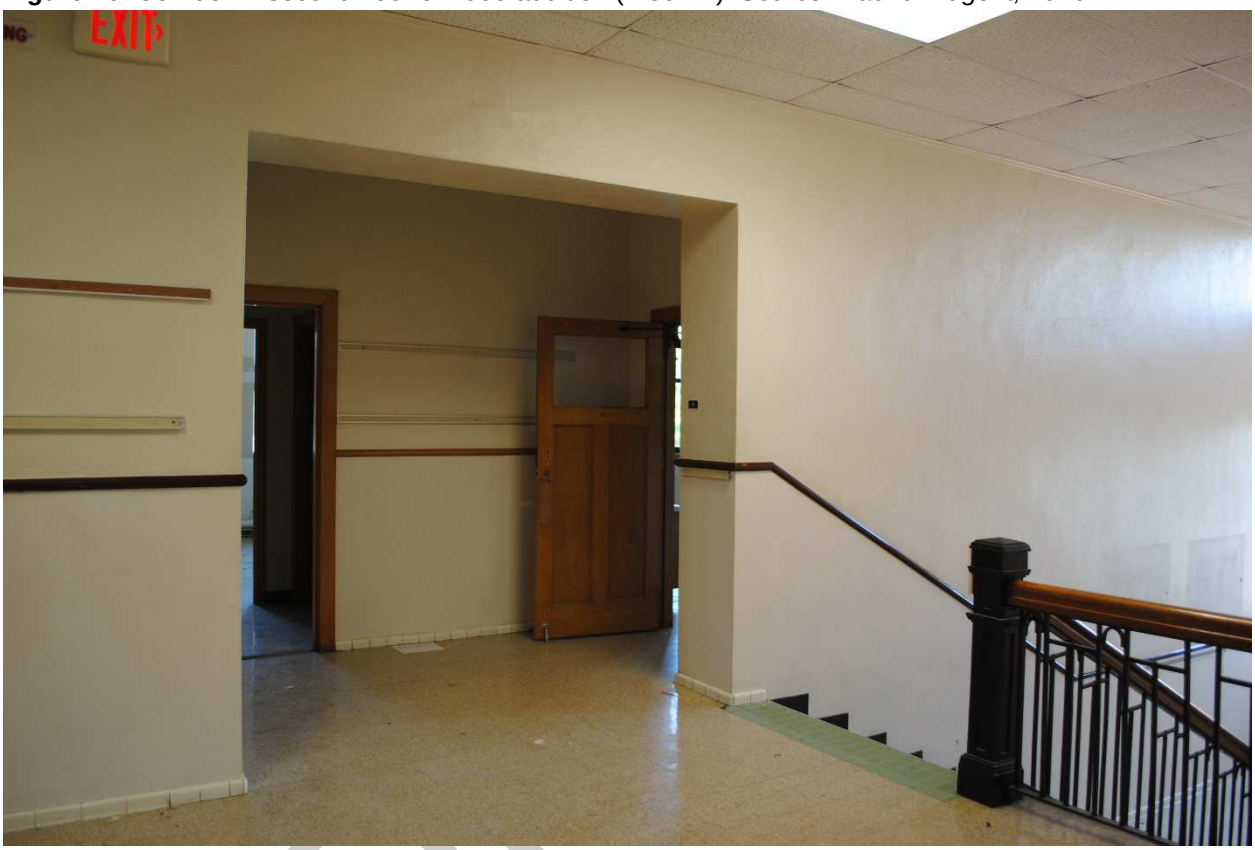


Figure 21. Hall School, basement and first floor plans, 1929. *Source: William B. Ittner, Architect.*

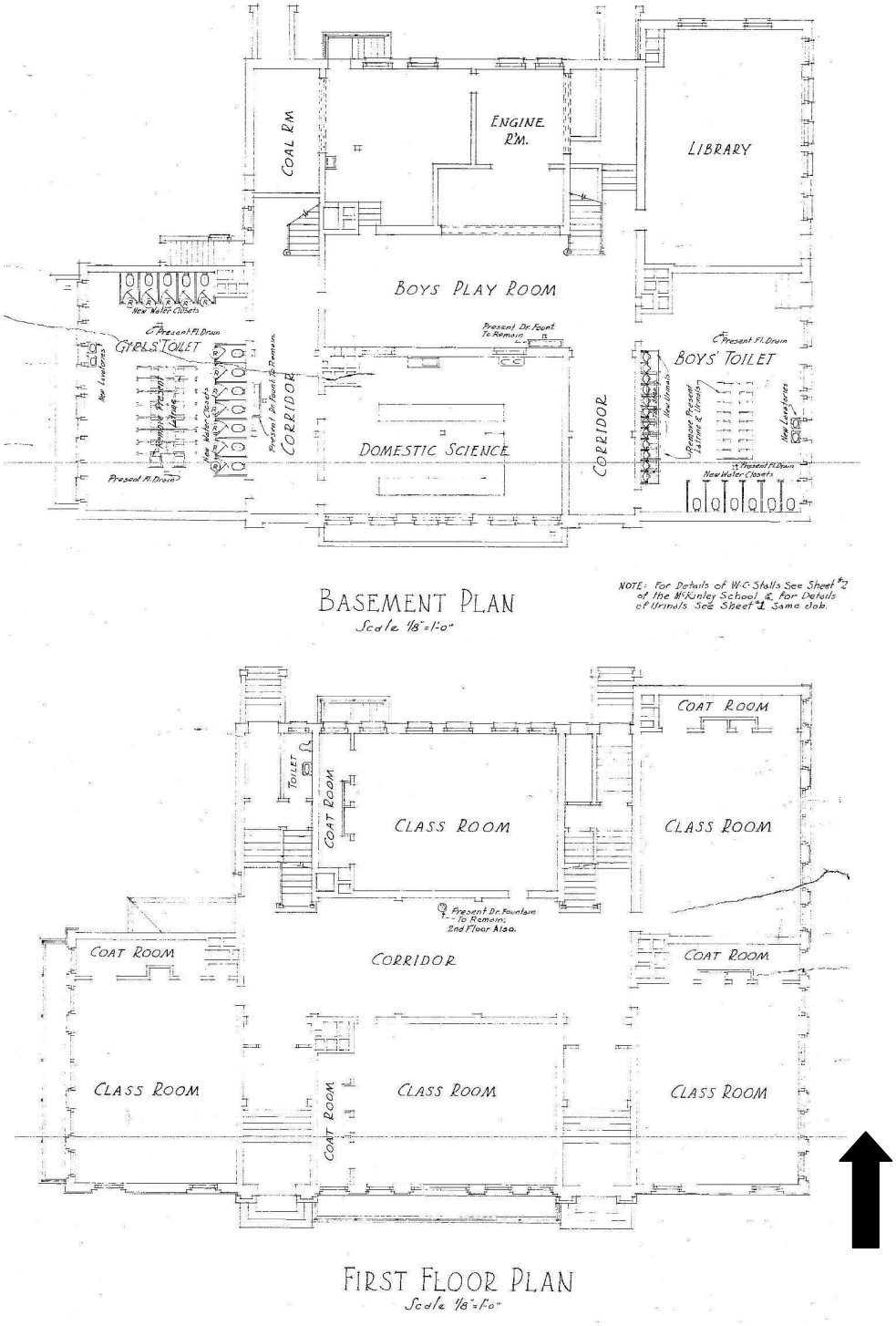


Figure 22. Hall School, basement level plan, 2001. *Source: River Bluff Architects.*

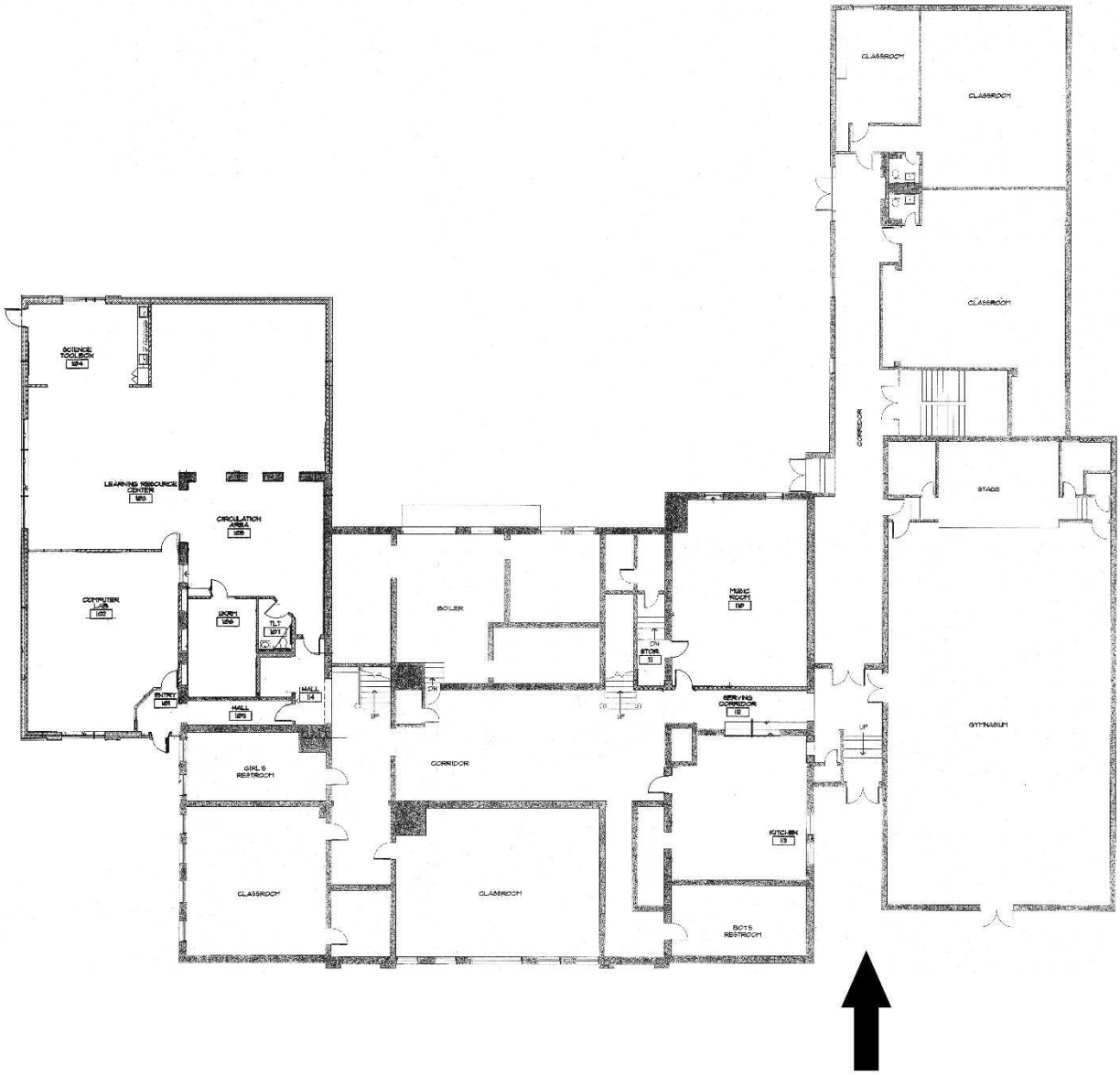


Figure 23. Hall School, 1st floor plan of 1962 addition, 1962. *Source: Creal/Clark Architects.*

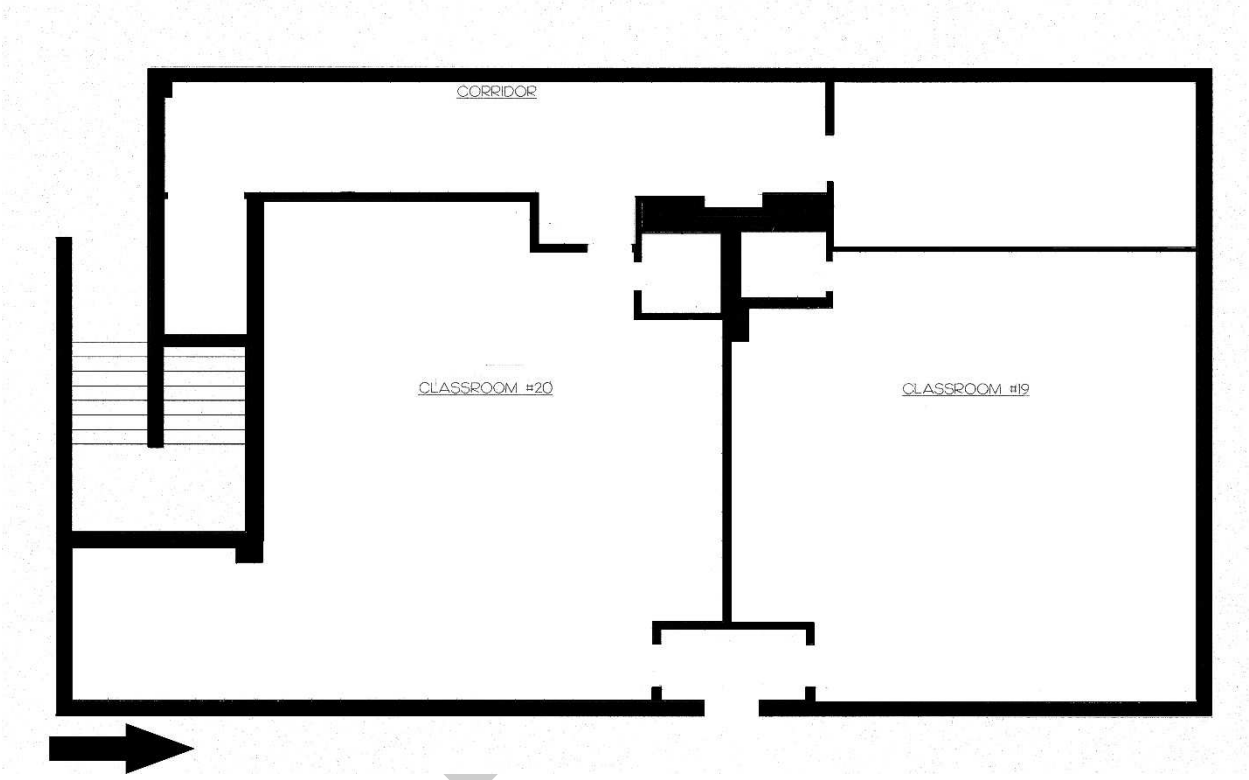


Figure 24. Exterior walls of 1955 addition in the 2001 addition. *Source: Brad Finch, 2016.*

Figure 25. Domestic Science Classroom, Hall School, 1910. *Source: St. Joseph Board of Ed., Forty-Seventh Annual Report, 1910-11.*

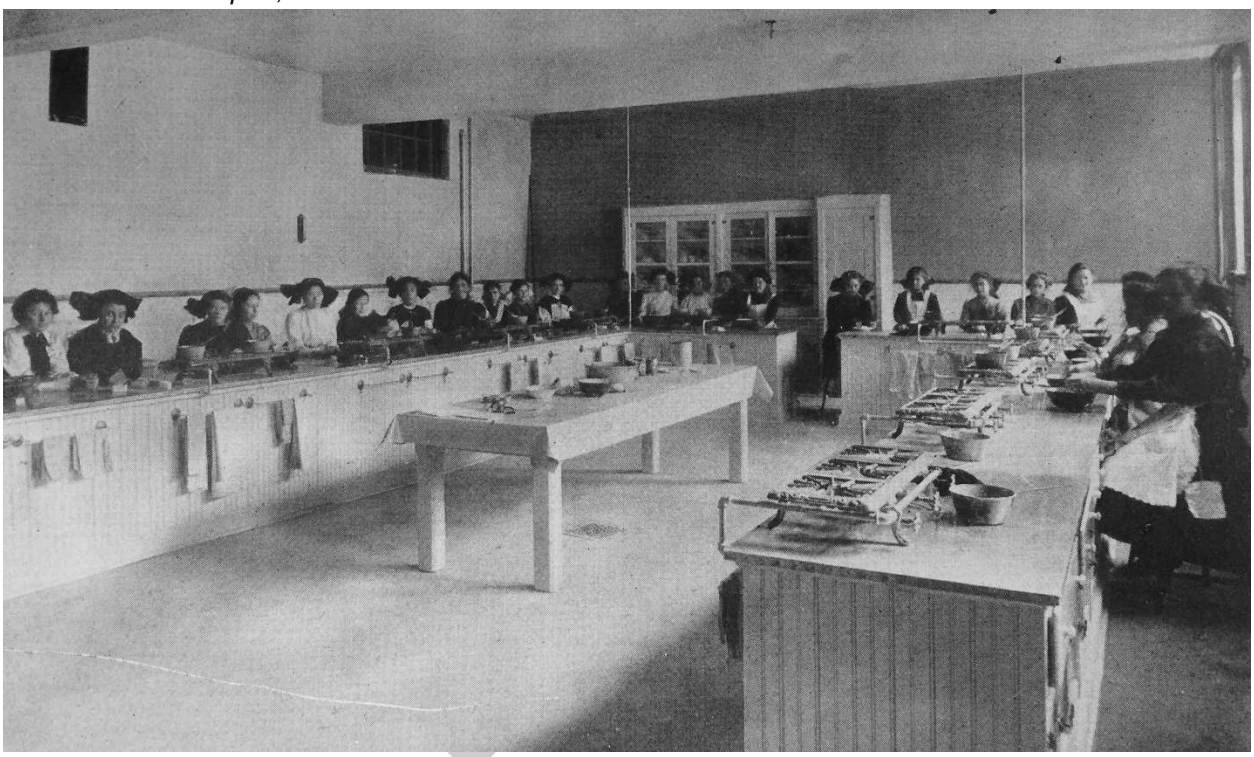


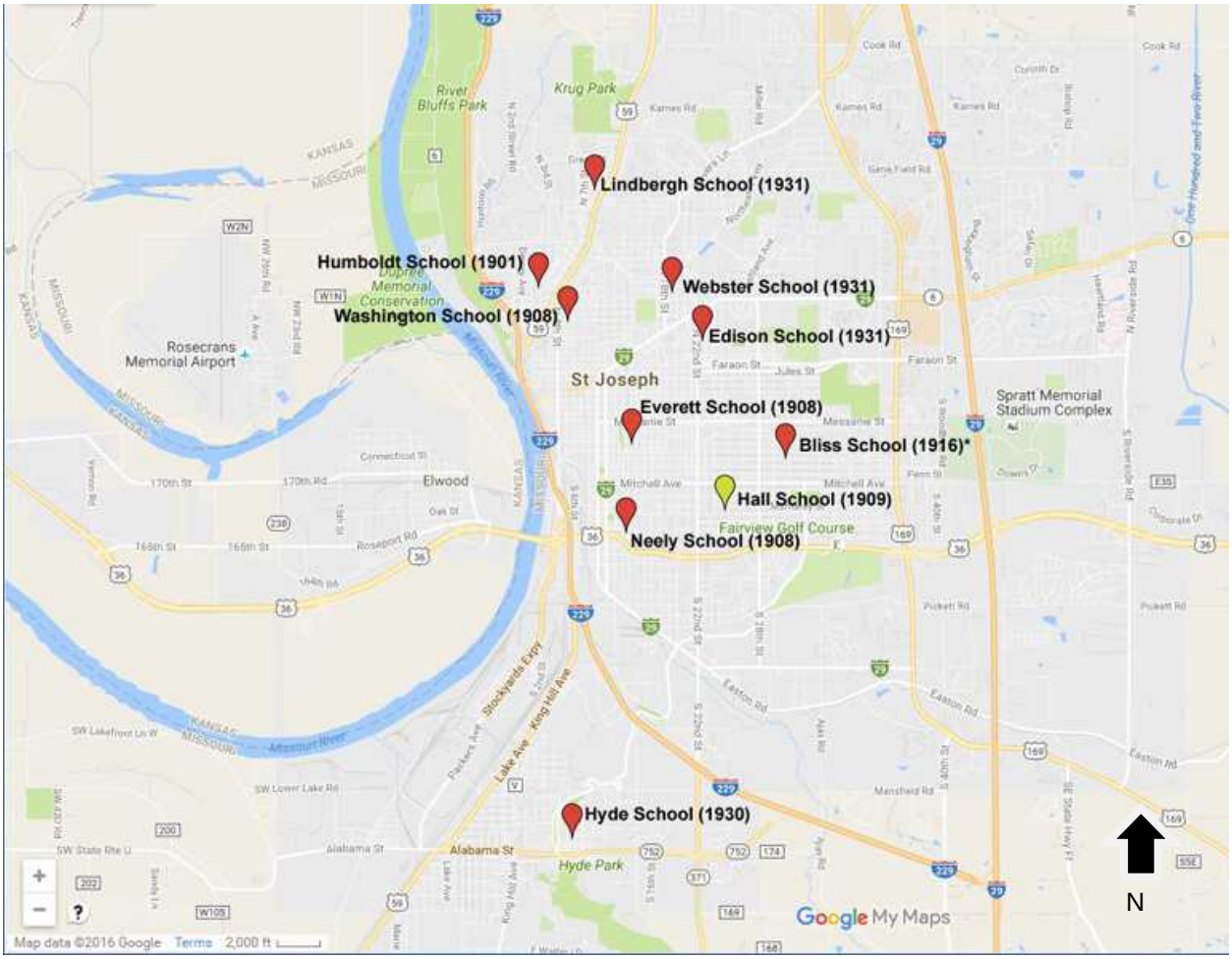
Figure 26. Strayer-Englehardt Score Card for Measuring City School Buildings. *Source: Report of the Survey of the Public School Buildings and a Proposed School Building Program for St. Joseph, Mo.*

STRAYER-ENGELHARDT SCORE CARD FOR CITY SCHOOL BUILDINGS
Score of Building

	1		2		3	
I—Site					125	57
A. Location			55	25		
1. Accessibility	25	15				
2. Environment	30	10				
B. Drainage			30	12		
1. Elevation	20	7				
2. Nature of soil	10	5				
C. Size and Form	40	20	40	20		
II—Building					165	94
A. Placement			25	16		
1. Orientation	15	10				
2. Position on site	10	6				
B. Gross Structure			60	39		
1. Type	5	2				
2. Material	10	8				
3. Height	5	4				
4. Roof	5	4				
5. Foundations	5	3				
6. Walls	5	3				
7. Entrances	10	5				
8. Aesthetic balance	5	3				
9. Condition	10	7				
C. Internal Structure			80	39		
1. Stairways	35	15				
2. Corridors	20	10				
3. Basement	15	7				
4. Color Scheme	5	3				
5. Attic	5	4				
III—Service System					280	99
A. Heating and Ventilation			70	24		
1. Kind	10	2				
2. Installation	10	2				
3. Air supply	15	5				
4. Fans and motors	10	5				
5. Distribution	10	3				
6. Temperature control	10	7				
7. Special provisions	5	0				
B. Fire Protection System			65	12		
1. Apparatus	10	4				
2. Fireproofness	15	5				
3. Escapes	20	0				
4. Electric wiring	5	3				
5. Fire doors and partitions	10	0				
6. Exit lights and signs	5	0				
C. Cleaning System			20	9		
1. Kind	5	2				
2. Installation	5	2				
3. Efficiency	10	5				
D. Artificial Lighting System			20	11		
1. Gas and electricity	5	3				
2. Outlets and adjustment	5	3				
3. Illumination	5	3				
4. Method and fixtures	5	2				
E. Electric Service System			15	7		
1. Clock	5	1				
2. Bell	5	1				
3. Telephone	5	5				
F. Water Supply System			30	6		
1. Drinking	10	5				
2. Washing	10	0				
3. Bathing	5	0				
4. Hot and cold	5	1				
G. Toilet System			50	23		
1. Distribution	10	5				
2. Fixtures	10	4				
3. Adequacy and arrangement	10	4				
4. Seclusion	5	3				
5. Sanitation	15	7				
H. Mechanical Service System			10	7		
1. Elevator	5	5				
2. Book-lifts	2	2				
3. Waste-chutes	3	0				
IV—Class Rooms					290	190
A. Location and Connection	35	30	35	30		
B. Construction and Finish			95	58		
1. Size	25	18				
2. Shape	15	10				
3. Floors	10	6				
4. Walls	10	6				
5. Doors	5	3				
6. Closets	5	2				
7. Blackboards	10	8				
8. Bulletinboard	5	0				
9. Color scheme	10	5				
C. Illumination			85	67		
1. Glass area	45	40				
2. Windows	30	25				
3. Shades	10	2				
D. Cloakrooms and Wardrobes	25	20	25	20		
E. Equipment			50	15		
1. Seats and desks	35	10				
2. Teacher's desk	10	4				
3. Other equipment	5	1				
V—Special Rooms					140	39
A. Large Rooms for General Use			65	11		
1. Playroom	10	0				
2. Auditorium	15	0				
3. Study hall	5	(5)				
4. Library	10	1				
5. Gymnasium	10	0				
6. Swimming pool	5	(5)				
7. Lunch room	10	0				
B. Rooms for School Officials			35	12		
1. Officers	10	5				
2. Teachers' room	10	7				
3. Nurse's room	10	0				
4. Janitor's room	5	0				
C. Other Special Service Rooms			40	16		
1. Laboratories	20	0				
2. Lecture rooms	10	(10)				
3. Store rooms	5	1				
4. Studios	5	(5)				
Totals	1000		1000	479	1000	479

Instructions for Using Card—(1) Basis for Scoring, 1000 points. (2) For scoring three columns are allowed. While actually at work on a building only the first need be filled out, the second and third to be filled out at leisure. (3) Where credit is allowed for any single item not present and not needed in a building draw a circle around such credit. All scores should be recorded on the basis of the standards outlined in the bulletin: *The Strayer-Engelhardt Score Card for City School Buildings*, Bureau of Publication, Teachers College, Columbia University, N. Y.

Figure 27. Extant Progressive Era Public Elementary Schools in St. Joseph, Missouri. *Source: Google Maps, 2016.*



*Bliss Elementary School became a Junior High School in 1931.

Figure 28. St. Joseph, Missouri, annexation map. *Source: "Historic Resources of St. Joseph, Buchanan County, Missouri." National Register MPDF.*

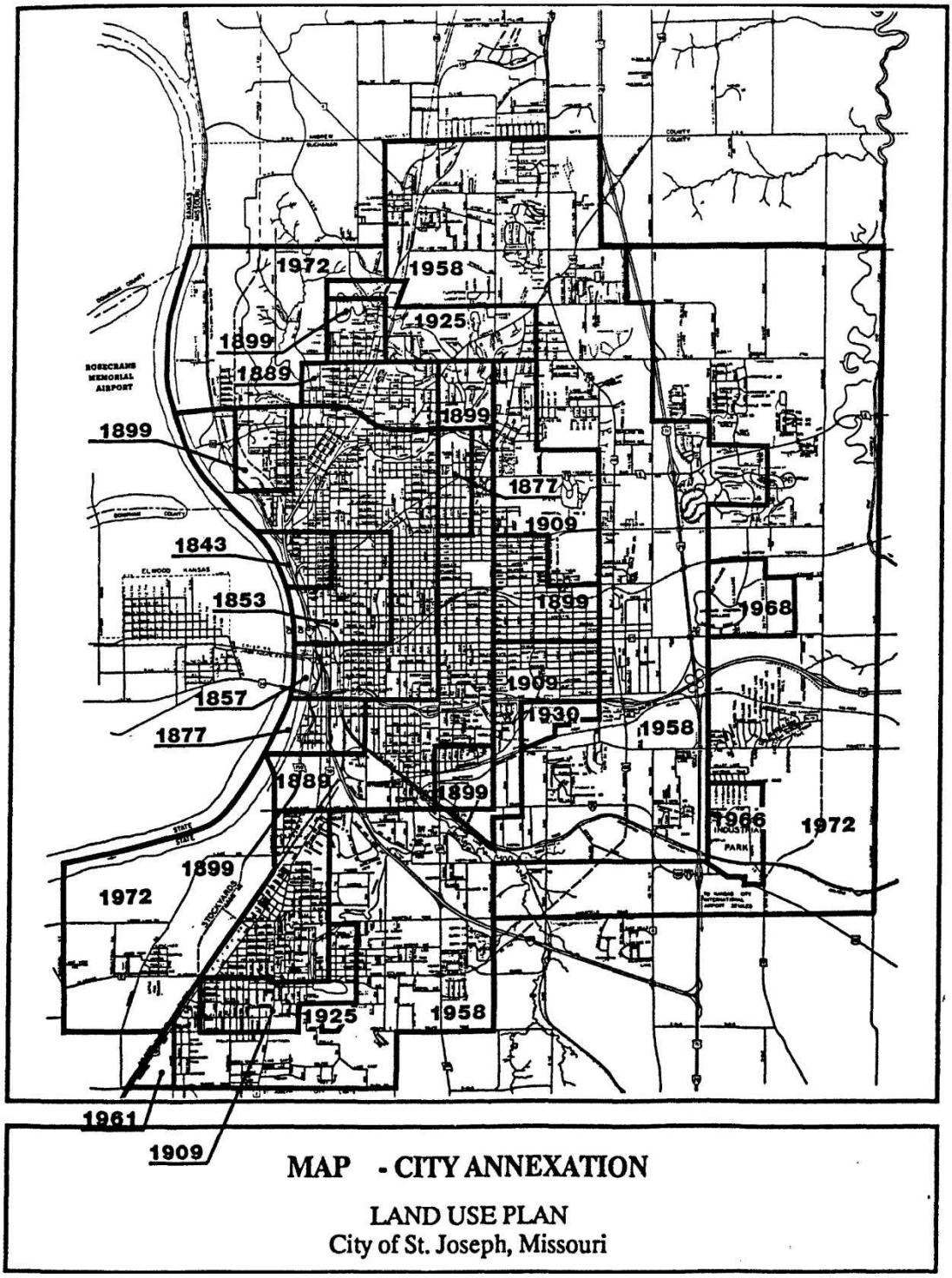


Figure 29. Hall School, 1910. *Source: St. Joseph Board of Ed., Forty-Seventh Annual Report, 1910-11.*

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Figure 30. Hall School site plan, 1911. *Source: Floyd and Steinacker, 1911.*

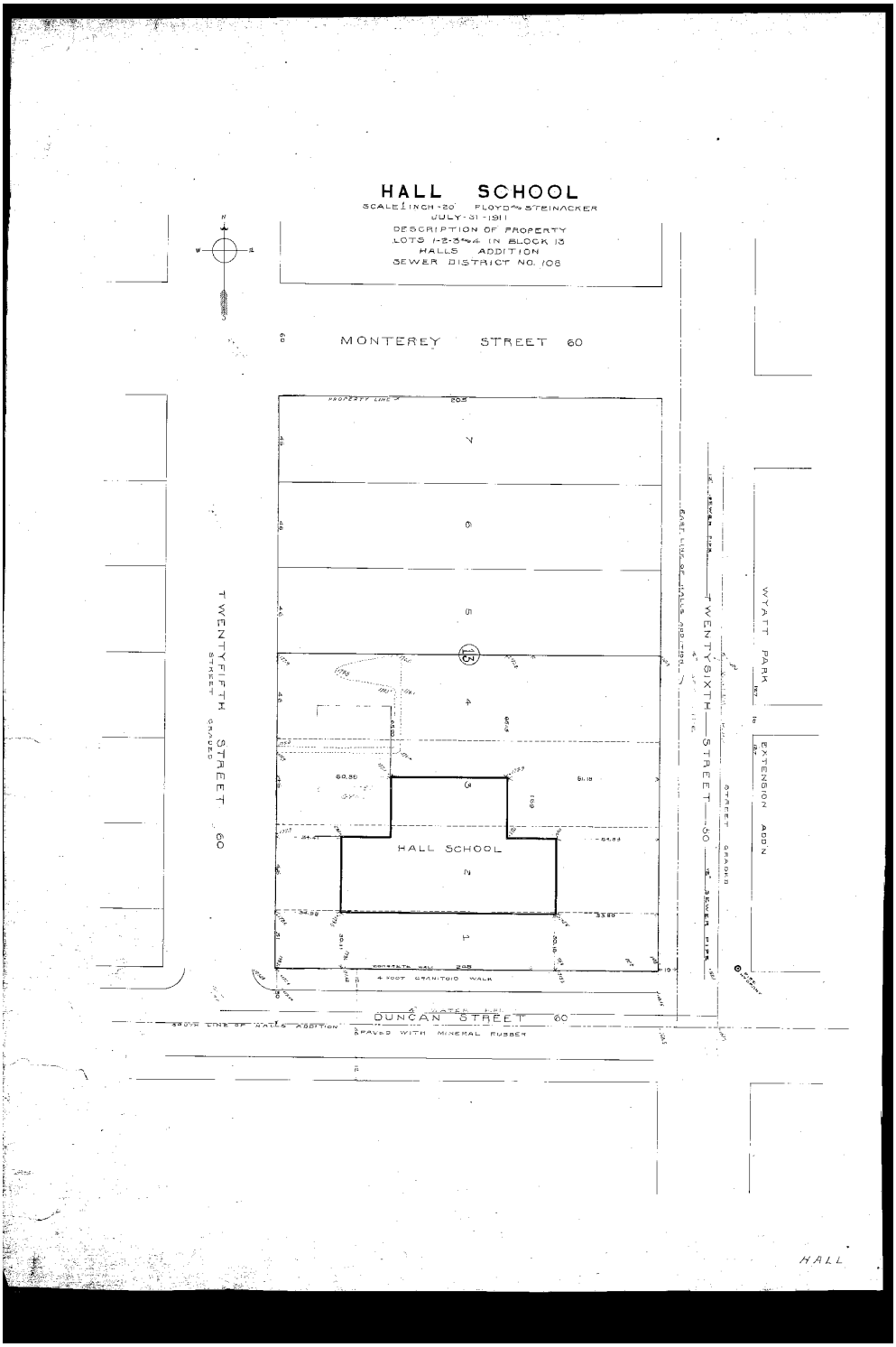
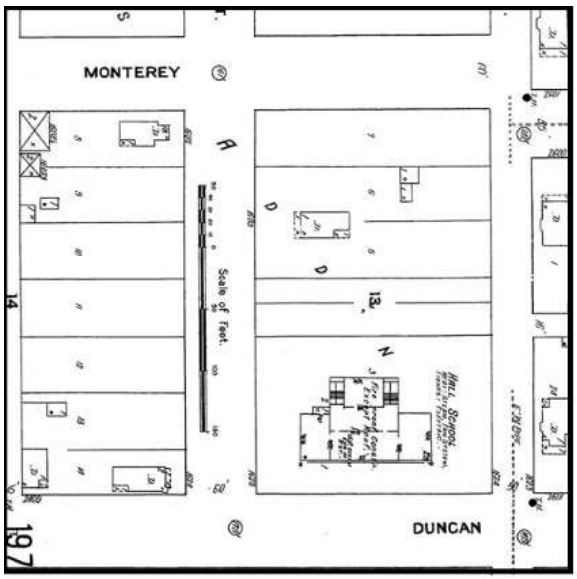
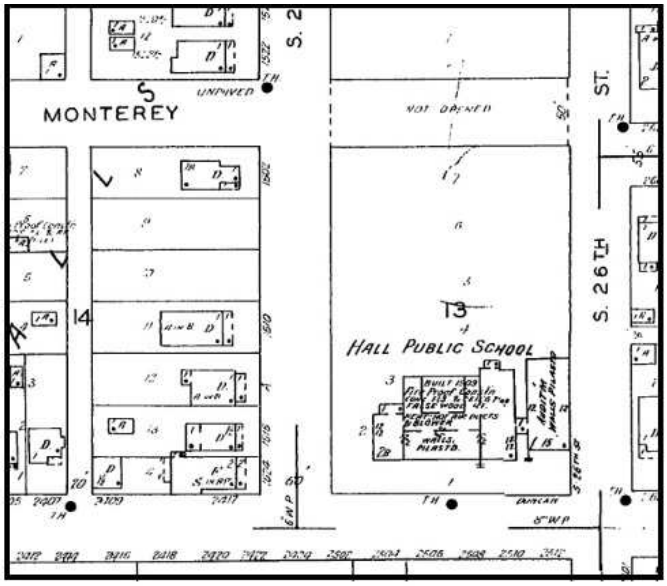


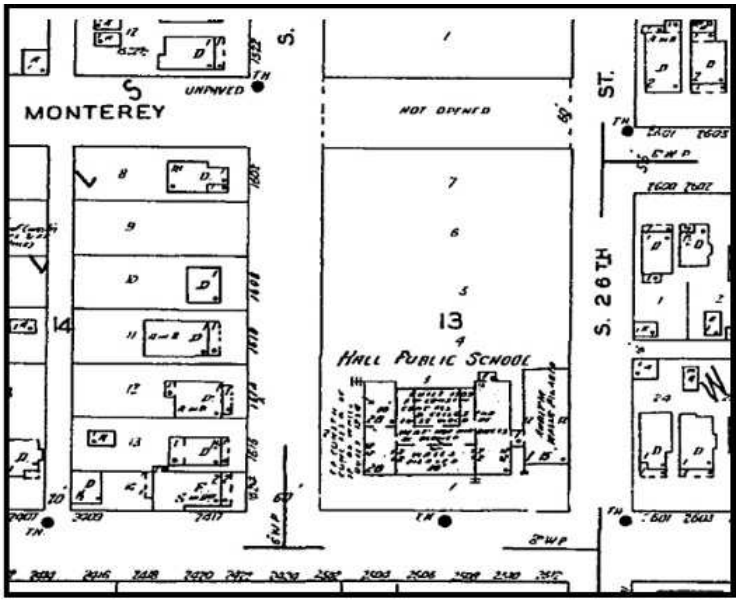
Figure 31. 1911, 1949, and 1955 Sanborn maps with footprint of Hall School. *Source: Sanborn Fire Insurance Company, 1911, 1949, 1955.*



1911

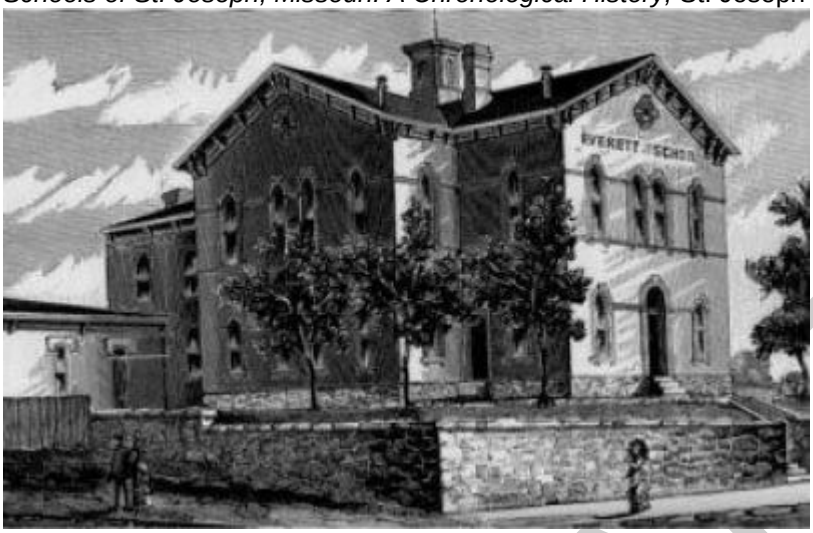


1949



1955

Figure 32. Everett School, 1882, historic rendering. Source: Foley, Johnson, and Lentz, *The Public Schools of St. Joseph, Missouri: A Chronological History,* St. Joseph School District, 1994, 279.



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