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 Rutledge School

Other names/site number Rutledge Public School

Name of related Multiple Property Listing N/A

2. Location

Street & number 142 Second Street | N/A | not for publication

City or town Rutledge | N/A | vicinity

State Missouri Code MO County Scotland Code 199 Zip code 63563

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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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	
2	0	buildings
1	0	sites
0	0	structures
0	0	objects
3	0	**Total**

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION/ school

Current Functions
(Enter categories from instructions.)

RECREATION AND CULTURE/ museum
SOCIAL/ civic

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS

Materials
(Enter categories from instructions.)

foundation: CONCRETE
walls: BRICK
roof: SHINGLES
other: WOOD

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.

[ ] 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

EDUCATION

Period of Significance

1912-1966

Significant Dates

1912, 1950, 1966

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Schrage, William F (architect)

Williford, John T. (builder)

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

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.) **see Continuation pages: Section 9, Page 12**

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): ___N/A_____

10. Geographical Data

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Acreage of Property less than one acre

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

	Latitude:	Longitude:		Latitude:	Longitude:
1	40.316220	-92.087997	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 Amber Johnson/ Professor of Anthropology, and Jonas Chang, Sarah Lamkin, Megan Todd, and Emily Wildhaber/ students
organization Truman State University date 08/09/2016
street & number 100 E Normal Ave telephone 660-785-4322
city or town Kirksville state MO zip code 63501
e-mail ajohnson@truman.edu

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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: Rutledge School

City or Vicinity: Rutledge

County: Scotland State: MO

Photographer: Jonas Chang (photographs 1, 2, 4-7, 9, 20), Megan Todd (photographs 3, 8, 17-19), Robert Hunolt (photographs 10-16)

Date Photographed: 5/24/16 (photographs 1-9) 6/11/16 (photographs 10-16) 7/28/16 (photographs 17-19) 9/14/16 (photographs 1-2, 4-7, 9, 20)

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

1. Rutledge School from Second Street. View NW.
2. Rutledge School and gymnasium with playground equipment in foreground. View NW.
3. Rutledge School from Elm Street with gymnasium in foreground and school behind. View SW.
4. Rutledge School from the back of the property. View SE.
5. Rutledge School. View NE.
6. Close up showing the cornerstone and separation of the original school and gymnasium. View NW.
7. Bottom of fire escape and playground equipment. View S.
8. Rutledge School. View N.
9. Class of 1925 Senior Rock and school. View NW.
10. Inside front entryway of the school showing the bell pull and front doors. View SE.
11. Basement kitchen used to prepare hot lunches. View NW.
12. Basement space used for some high school classes such as typing. View SE.
13. Two classrooms on top floor of school. View NE.
14. Principal's office adjacent to classrooms on the top floor of the school. View SW.
15. Classroom on the main floor of the school, currently in use as a museum. View NW.
16. Trophy case in the main entryway of the school. View NW.
17. Inside gymnasium, set up for fundraising rummage sale. View S.
18. Original school exterior door that now connects the school and gymnasium. View SW.

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19. Stairs between the first and second floors taken from landing ½ way up. View SW.

Figure Log:

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

1. Rutledge School site map – Bing.
2. Rutledge School context map – Bing.
3. Rutledge School official property boundary from Village of Rutledge, Scotland County Assessors Office.
4. Rutledge School sketch map of property including school, gymnasium, and playground equipment. Photo log.
5. Rutledge School floor plan of main level, main school building.
6. Rutledge School floor plan of upper level, main school building.
7. Rutledge School floor plan of basement, main school building.
8. Rutledge School floor plan of gymnasium.

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Architectural Summary: The Rutledge School is a two-story rectangular brick building with a full basement, attic, and an attached gymnasium. The school is located on its original 35,000 square foot plot of land at 142 Second Street at the corner of Second and Elm Streets in Rutledge, Scotland County, Missouri. The Rutledge School was completed under architect William F. Schrage. Schrage was also the architect for several courthouses in Missouri, including those in Laclede, Howard, Morgan, and Ripley counties[1] and a high school in Netawaka, Kansas that shares many similarities with the Rutledge School[2]. The Rutledge School was constructed in 1912 with elements of Georgian Revival style (Late 19th and 20th C Revivals) and retains much of its original architectural character, including a medium hipped roof, original floors, chalkboards, a double-leaf entrance with a fanlight, bell tower with the original bell, and two original radiators.[3] The exterior of the building features a tubular metal fire escape, a bump out measuring two feet from the southeast face of the building that includes the main entrance and extends up into the bell tower, and bump outs measuring one and a half feet from the southwest and northeast faces of the building that include secondary exits. Original playground equipment sits on both the southeast and southwest faces of the building. In the schoolhouse and on the building's property can be found a century of largely preserved history. In 1966 a gymnasium was constructed adjacent to the northeast face of the building, connecting to the main building through the northeast bump out's exit.[4] The gymnasium has steel walls and a tin gabled roof with skylights, which is the original construction. The gymnasium still has its original gas heater and locker rooms. These replaced the old outhouses, which no longer remain on the schoolhouse property. Today, the Rutledge School is a symbol of authentic local history, craftsmanship, and identity.

Elaboration:

Setting

The village of Rutledge (population of 109) lies on Missouri State Highway M (Figure 2) and is approximately fourteen miles southeast of Memphis, the seat of Scotland County.[5] Scotland County is within the first tier of Missouri counties south of the Iowa border and is the second county west of the Des Moines River. The Rutledge School is located at the heart of North Rutledge, settled on the corner of Second Street and Elm Street, about 600 feet from First Street/Highway M, which runs through the center of the village (Figure 2). While Rutledge itself is surrounded by farmland, the Rutledge School's plot of land is surrounded by private property and homes on all sides (Figure 1, Figure 3), aside from the Rutledge Masonic Lodge. The Rutledge Masonic Lodge sits diagonally across Second Street, which runs southwest and northeast, from the school to the south. The schoolyard once had several large maple trees on the southeastern edge of the plot along Second Street, shading original playground equipment. In recent years these trees have all been removed by the power company. A solitary gravel driveway runs from the southern corner of the school's property on Second Street to the school's front door (Figure 4).

Rutledge School, 1912, Contributing Building

Exterior

The schoolhouse has a medium hipped roof with a two foot overhang and guttering present on all sides of the building. There are currently six downspouts on the school house; one on the southeastern face, two

[1] "Laclede County Courthouse," Marian M. Ohman, Accessed July 30, 2016, http://extension.missouri.edu/p/UED6052.
[2] "Netawaka's New High School," Kansas Historical Society, Accessed July 30, 2016, http://www.kansasmemory.org/item/222107.
[3] Lynn McClamroch and Bob Hunolt (Rutledge School Restoration Society) in interview with Jonas Chang, May 23, 2016.
[4] McClamroch and Hunolt interview.
[5] "American FactFinder," *United States Census Bureau*, accessed June 10, 2016.

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on the northeastern face, two on the northwestern face, and one on the southwestern face. The building has three levels, one being a basement that is partially below grade. The foundation of the building is poured concrete. The primary elevation (southeast) is symmetrical, 55 feet wide, and contains seven bays (Photo 1). The masonry walls are made of red and brown moulded bricks that are laid in a stretcher bond pattern with plastering on the inner faces. The asphalt shingle roof deviates from its medium hipped shape in several locations. At the bump outs located on the southeastern and northwestern faces of the building the roof becomes gabled as it extends past the main roof shape (Photo 3, Photo 5). Additionally, the center of the southeastern, southwestern, and northeastern faces of the building contain six by twelve foot dormers with their own hipped roofs with three edges (Photo 1, Photo 2, Photo 3, Photo 5), the fourth disappearing into the main section of the roof. The southeastern dormer is larger than the other two, caps the primary elevation's bump out, and contains the original school bell (Photo 1). The northwestern slope of the roof contains a rectangular brick chimney that is offset to the southwest (Photo 4). As of August 2016, all fenestration is replacement, chosen to match the style of the original fenestration.

At the center of the primary facade (southeast) (Photo 1) is a bump out that measures twelve feet wide and extends to the dormer that contains the school bell, which is still in working order. The bump out also contains a double-leaf entrance with original panel doors that are topped with a four-segment fanlight. Directly above the main entrance, on the second floor of the building, is a double, single hung window with an arched lintel above it. The arched lintel is lined by another arch made up of two layers of header bricks. The center of the primary facade is topped by the dormer, which has three rows of shutter openings to allow the sound of the bell to radiate out from the dormer. The bump out is flanked by the two outer bays of the facade, which have groupings of three windows at each level with wooden lintels and concrete lug sills. The top two groupings of windows are double hung while the bottom groupings of windows are single hung. In addition to being single hung, the windows of the basement level are 3/3 and are shortened to allow their lug sills to be at grade. Similar window construction is used throughout the building, although fenestration varies. Above the fanlight of the main entrance is an arch made up of three layers of header brick, a similar but smaller design is found above the main entrance of the southwestern elevation (Photo 5).

Fenestration on the 46-foot southwest elevation is asymmetrical (Photo 5). On the western end of the elevation is a two foot bump out that contains a double-leafed entrance with an original two-leafed fanlight topped with an arch made of three rows of header bricks. Above this entrance on the second floor of the building is a double, single hung window with an arched wooden lintel topped with an arch of header bricks two rows deep. The rest of the elevation has three rows of windows similar to that of the bays of the primary elevation. However, where the westernmost basement window should be is an entrance to the basement. The entrance extends from the wall six and a half feet and has a gabled roof.

Aside from an entrance to the basement of the building, the northeast elevation of the main building is identical to the southwest elevation. However, with the attachment of the gymnasium to the schoolhouse in 1966 most of the northeast facade is no longer visible. Only the windows of the second floor can be seen and these are identical to those of the southwestern elevation (Photo 3).

The northwest elevation is 59 feet wide and its fenestration is simple and was originally symmetrical (Photo 4). At the center of the facade sits a single hung window on the first level. Above this window used to sit an identical window on the third floor, but in 1957 or 1958 it was covered with plyboard and a tubular, slide-type fire escape was installed with its entrance at the old window's location. The fire escape runs from the third floor window location to ground level at about a 45-degree angle, ending at the western corner of the building about two feet above the ground (Photo 7). The exit of the fire escape is now sealed off with metal fencing. Directly below the central window is the location of what used to be an exit from the basement level. The door of the exit has been replaced with boards, sealing the exit from use. To the southwest of the old exit is a chimney for the stoves located in the kitchen, which was added shortly after 1950 in the basement of the building. Flanking both sides of the old exit used to be two single hung 3/3

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windows identical to the ones on the primary elevation of the building. However, only the window to the southwest of the old exit remains. Prior to 1950, the Northeastern window was filled in with brick and a shuttered ventilation system was installed in its place. To the southwest of center, the main chimney of the building can be seen extending from the roof.

Interior

The floor plan of the schoolhouse is original. The main entrance of the school leads to a single-flight stairway that leads from ground level to the first floor (Photo 10). The first floor has a main hallway running southeast-northwest. On both sides of this hallway, the northeast and southwest sides of the building, are large classrooms (Photo 15). At the end of the main hallway is another one that runs southwest-northeast. Its southwestern end leads to a stairway that leads to both the southwestern exit of the building and the basement (Figure 5). The basement contains two large rooms, the school's original furnace, and an exit to the outside on the southwestern side of the building (Figure 7, Photo 11, Photo 12). The southwestern portion of the basement originally housed bookkeeping and typing classes for the high school classes (Photo 12). After the high school was consolidated in 1950, this part of the basement became a hot lunch room.[6] The northeastern portion of the basement contains the school's kitchen (Photo 11). On the northeastern side of the first level's southwest-northeast hallway is a stairway that leads to the attached gymnasium and the basement one way and the second level of the school house the other way (Photo 19). The second level of the school house has a hallway that runs southwest-northeast as well (Figure 6). On the southeast side of the hallway is a large classroom that was originally used for the high school (Photo 13).[7] At the end of the hallway is the principal's office, which has access to the attic (Photo 14).

Original materials of the schoolhouse include oak flooring, ceilings, stairways, millwork, and panel doors. Original blackboards, radiators, benches, tables, storage cabinets, and one original water fountain also still remain in the school house. Located in the basement are the original sinks and ovens of the kitchen, which was installed in 1954, shortly after the consolidation of the high school.[8] As of August 2016, some of the appliances had been removed from the kitchen, but the layout of the space remains the same. The basement also contains the original furnace used to power the radiators during the winter. At the top of the staircase that leads in from the main entrance is a plaque commemorating students on the 1945 school year honor roll. Next to the plaque is a trophy case (Photo 16) installed sometime prior to 1942.[9] The flooring of the school's first and second floors consists of uniform width tongue-and-groove boards with molded baseboards (Photo 13). Flooring in the kitchen area of the basement consists of the same linoleum found in the gymnasium while the other portion of the basement has bare concrete flooring. Paneling covers the lower portion of stairway walls. The four panel doors that lead into the classrooms and the principal's office include a square window and have flat casings with simple molding on top. They also have molded transoms and a smaller window on top of the door. Windows have flat casings with simple molding. Classrooms on the first floor are painted soft yellow above the paneling and blackboards while the paneling and door casings are painted baby blue. The rooms on the second floor are painted dusty pink above the paneling and blackboards while the paneling and door casings are painted teal. In the basement the walls are painted off-white. Newel posts are square with cove moldings on the caps. Handrails are molded. Balusters are square at the top and bottom with round, molded bodies.

Gymnasium, 1966, Contributing Building

The school's gymnasium was built in 1966 and is a rectangular building with original fenestration (Figure 4 and Figure 8). Prior to the construction of the gymnasium students played sports in the schoolyard

[6] McClamroch and Hunolt interview.
[7] McClamroch and Hunolt interview.
[8] Gwen Laudwig, *The Story of Rutledge: A History and Memories, 1888-2008*, Rutledge School Restoration Society, 2009
[9] McClamroch and Hunolt interview.

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northwest of the building on a dirt court and used outhouses. The new gymnasium provided an all-weather facility for sports with locker rooms that included indoor restrooms.[10] The gymnasium is separated from the school house's northeastern face by about 6 inches (Photo 6) and the two buildings are connected by the school house's northeastern entrance, which opens into the gymnasium (Photo 18). For this reason, it is listed here as a contributing building rather than an addition. The gymnasium has a gabled roof with a six inch overhang on its northeastern and southwestern faces and no overhang on its northeastern and southwestern faces (Photo 2, Photo 3, Photo 4). A circular steel chimney is located near the eastern corner of the roof (Photo 3). Guttering is present on the northeastern and southeastern faces and there are three gutters: one on the eastern, southern, and western corners of the gymnasium. The roof has four original skylights made of green corrugated plastic, two on the northeastern slope of the roof and two on the southwestern slope of the roof (two are visible in Photo 17). The roof is made of steel panels in a classic rib pattern as are the outer walls of the building. The primary elevation of the gymnasium faces southwest and is 32 feet wide. However, the primary elevation is devoid of any features. The southwestern elevation is 52 feet wide and is mostly covered by the northeastern elevation of the schoolhouse, though the southwestern elevation of the gymnasium extends southeast of the schoolhouse by six feet, which includes an entrance. The entrance consists of a single steel door that faces southwest, perpendicular to the school house's primary elevation. The northeastern elevation of the gymnasium is symmetrical and contains two identical windows that give this face two bays (Photo 3). The windows are picture windows with single hung centers that are twice the width of the flankers. However, the center of the southeastern window was removed, sealed with plyboard, and fitted with a window air conditioner in 2006. The northwestern elevation of the gymnasium is asymmetrical and contains a steel door as an entrance on the northern corner of the elevation (Photo 4). Additionally, there are two windows identical to those on the northeastern elevation that are at the center and the western side of the facade.

The floor of the gymnasium is the original linoleum arranged in a checkerboard pattern of brown and tan (Photo 17, Photo 18). The inner walls are lined with original six inch wide wooden planks arranged in a vertical pattern while the ceiling is of fiberboard (Photo 18). On the ceiling hang six original lamps with floodlights and light cages arranged in a symmetrical way (Photo 17). On the northwestern and southeastern walls of the gymnasium hang original basketball hoops (Photo 17). On the southeastern side of the gymnasium is where the boys' and girls' locker rooms used to be located, which also acted as the school's restrooms and replaced the outhouses that had originally stood to the west of the schoolhouse. Today the boys' locker room, which stands close to the southwestern entrance, still remains. However, the girls' locker was replaced with a kitchen area sometime after the school closed down in 1995 (Photo 17).[11] Above where the girls' locker room used to stand is the gymnasium's original gas heater.

Schoolyard, 1912, Contributing Site

The schoolyard retains some historical significance as well, though some original features are missing. To the southeast and southwest of the school are various pieces of original playground equipment. These include a tall slide, a four-unit swing set, and a two-board teeter-totter on the southeast end of the property (Photo 2, Photo 20, Figure 4) and a tall slide, a four-unit swing set, and a merry-go-round on the southwest end of the property (Photo 8, Figure 4). Two outhouses used to stand on the southwest side of the property, but these were removed in 1966 when the boys' and girls' locker rooms in the new gymnasium replaced them. Two large propane tanks sit on the northwest side of the schoolhouse (Photo 4). The original, now unused, propane tanks sits near the unsealed basement window of the schoolhouse. A non-original, larger propane tank sits near the southwest exit of the gymnasium. A metal flag pole, a sealed well, and a non-original picnic table sit near the main entrance (southeast) of the school (Photo 1). Remnants of original sidewalks are evident leading from the main entrance toward Second Street and near the corner of Second and Elm.

[10] McClamroch and Hunolt interview.
[11] McClamroch and Hunolt interview

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Integrity

Although the Rutledge School and its property have changed over the course of their lifetimes, they retain many original aspects that are a reflection of the region's character from a century ago. It reflects an architectural tradition dating to the early twentieth century that can be seen throughout much of the Midwest. To add to its historical design, it is also a reminder of the early days of public education and the central role that schoolhouses had on the education of rural communities and the educational challenges that they faced as their populations grew. This history is reflected in the trophies that line the main entrance to the building, celebrating the success of generations of students. It is also reflected in the playground equipment that saw decades of use, even after the high school had been consolidated to Memphis, MO. Additions, such as the gymnasium, only add to the history of the building, and the region, as the community grew and changed with the schoolhouse. Indeed, the gymnasium and the kitchen only show that the needs of the community were met by the schoolhouse, ensuring that its students had hot meals and a warm space to exercise and use the restroom during the winter. Although the school has recently received new fenestration, it preserves with the original style of the schoolhouse, keeping the image of the school intact while ensuring its functionality so that it may continue to serve as a center of the Rutledge community.

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Summary Statement of Significance: The Rutledge School is significant at the local level of significance within the region of Northeast Missouri because it is clearly associated with events for the period 1912-1966 (significant dates 1912, 1950, 1954, 1966) that have made a significant contribution to the broad patterns of our history, particularly with respect to education. Currently, there are only two properties in Scotland County listed on the National Register for Historic Places[12]. The village of Rutledge underwent rapid growth as a community when the railroad went through in the late 19th Century. This growth led to the need for increasingly larger schools to serve the thriving community. Rutledge School was constructed in 1912 during this phase of rapid growth in the community. Late 20th Century migration out of rural farming communities into major cities across the Midwest resulted in regional depopulation resulting in too few school children to continue to support a local school district. In 1950 the high school students from Rutledge were annexed by neighboring school districts. The community continued to improve the school over the next couple of decades: the kitchen and hot meal service were added in 1954 and the gymnasium was added in 1966. In 1995 Rutledge School was closed when districts within this region were consolidated into a county-wide school district. The history of the Rutledge School demonstrates larger patterns of the formation of independent community based school districts and later consolidation into county-wide school districts. Rutledge School is significant in the history of education as an example of a model school in a progressive community where education was valued and seen as an investment ahead of national trends. Further, Rutledge School embodies the distinctive characteristics of Georgian Revival architecture, though with an individual character suited to the needs of the community in which it is located.

Historical Significance: The area of northeast Missouri that is now Scotland County was originally part of a much larger settlement known as the Benton Township, established in 1834. The community of Sandhill was chosen as Benton Township's county seat in 1835, resulting in a development boom for the town. Sandhill quickly gained streets, a post office, a blacksmith, and a mayor. In 1841, Benton Township was divided into numerous smaller counties, including Scotland County[13]. It was not long after this that rumors of gold in California began to arise. This coupled with the need to connect the towns of the Mississippi River Valley to the eastern cities led to an increased demand for rapid travel across the United States. Dozens of new railroad companies sprang up, among them the Atchison, Topeka, and Santa Fe Railroad (AT&SF), created in 1859. However, it wasn't until 1888 that the AT&SF reached Scotland County. When its railroad, known as the Santa Fe line, was built, the town of Rutledge quickly grew around it. This rapid growth was fueled by a flood of merchants relocating from nearby Sandhill, drawn by the employment and opportunity the new railroad offered[14].

As the town of Rutledge grew, the establishment of a good school quickly became a priority for the families living there. For the first few years of the town's formation, these schools were makeshift, held in whatever locations were convenient. The first of these makeshift schools was organized in the fall of 1888 and held on the second floor of a public building that stood next to the town grocery store. The following year, Rutledge children were sent to the Fugate School, which was the district to which Rutledge belonged at the time. This schoolhouse was located near a local farmhouse. Enrollment during these years was around eighty students ranging in age from six to twenty[15].

Sometime in these early years, the school district was divided and Rutledge gained its own district. A one-room log schoolhouse was constructed and classes commenced there in 1892. The school grew rapidly

[12] Bible Grove Consolodated District #5 School on the S side of Rte T at Bible Grove, MO listed 5/5/2000; Downing House at 311 S Main St, Memphis MO, listed 6/27/1979
[13] Laudwig, *The Story of Rutledge*, 139
[14] Laudwig, *The Story of Rutledge*, 152-153
[15] Laudwig, *The Story of Rutledge*, 9; Scotland County Bi-Centennial Committee and Historical Society, *Scotland County Missouri in Retrospect*, 53-55.

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from there; in 1896, a petition passed to change the name of the district to the Village School District of Rutledge. The following year, an additional schoolroom was built to accommodate increasing numbers of pupils and a petition was passed to hire additional teachers[16]. None of the early schools are still extant.

In order to teach in a Missouri public school at the time of the town's founding, one had to obtain a teaching certificate. These certificates were issued in three levels or "grades" and allowed an individual to teach from one to two years. To obtain a certificate, applicants had to pass examinations in eleven, sixteen, or twenty-five branches of study, respectively[17]. It is important to note the role that the Northeast Missouri State Teachers College, located some forty miles from Rutledge, played in the school's history. Originally known as the North Missouri Normal School and Commercial College, this teacher training school was founded in Kirksville in 1867. Evolving to fit the needs of its students, the school's name changed many times over the years and exists today as an accredited university known as Truman State University. Throughout the years many of the Rutledge School's teachers studied at this esteemed teachers' college in Kirksville[18].

In 1911-1912 a bond for $7,500 was passed to build a new Rutledge schoolhouse, as the school had once again outgrown its current accommodations[19]. The cornerstone to this building was laid in a special ceremony on June 12, 1912 by the Masonic Lodge. Attendees of this ceremony included the schoolchildren of Rutledge, the town mayor, and members of the Rutledge Coronet Band, who gave a concert at the event. Inscribed on the cornerstone were the names of the building's architect, William F. Schrage, and the contractor, John T. Williford (Photo 6)[20]. Classes commenced in the Rutledge School for the 1912-13 academic year, with the first 8th grade class graduating in spring 1913[21]. This new schoolhouse would be the building that would house the Rutledge school for over eighty years, playing a major role in the town's identity and heritage. This school served all the children in Rutledge (there were no minorities in Scotland County in the early 20th Century). When the school opened, the nearest schools were 4-6 miles away in South Liberty, Chaney, Hendricks, and Milport. In 1916, the new building was paid off; in that same year, ninth and tenth grades were added. Between the years of 1918 and 1922 the eleventh and twelfth grades were added and in 1922 Rutledge High School became fully accredited[22].

Rutledge School thrived during this period as a vibrant part of the community. School publications from the era speak of the students' pride in their basketball team, of Halloween parties, and the receiving of new science equipment, a set of World Books, and a new "sanitary" drinking fountain. The senior class of 1925 displayed a particular pride in and devotion to their school in their decision to leave a memorial: a large rock inscribed with "SRS 1925," which they placed in the front schoolyard (Photo 9)[23]. Affectionately known as "the Rock," this tribute to the school remains in its original location to this day.

Class sizes seem to have varied greatly during this time, with as many as a hundred or so students attending Rutledge School in any given year – for example, records list the enrollment of 1937 as having six seniors, nineteen juniors, five sophomores, thirty freshmen, and thirty-six "in the grades[24]." The school year consisted of thirty-six weeks divided into two semesters; classes began at 8:55 am and concluded at

[16] Laudwig, *The Story of Rutledge*, 14
[17] Laudwig, *The Story of Rutledge*, 4
[18] Laudwig, *The Story of Rutledge*, 1
[19] Laudwig, *The Story of Rutledge*, 16; *History of Northeast Missouri* vol 1, 613
[20] Laudwig, *The Story of Rutledge*, 16
[21] Laudwig, *The Story of Rutledge*, 17 (photo of 1912-13 Rutledge School students); Hunolt response to questions, September 20, 2016
[22] Laudwig, *The Story of Rutledge*, 17-20
[23] Laudwig, *The Story of Rutledge*, 22
[24] Laudwig, *The Story of Rutledge*, 41

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4 pm. In the high school, a school day consisted of eight forty-minute class periods[25]. There were no school buses for many years after the Rutledge School opened and students either walked or rode horses to school. The school also did not serve hot lunches, so students who lived out of town carried their lunch to school each day[26].

Rutledge was not exempt from the hard times of the Great Depression and in the 1940s times were still tough. However, Rutledge School continued to grow, acquiring its first school bus during this period – a converted bread truck driven by the school janitor, a man affectionately known as Tucker[27]. Classes offered at this time ranged from typewriting to Citizenship & History to Glee Club. School plays were put on and, as ever, great pride and effort went into the school's basketball teams. Students published a school annual as well as a monthly newspaper, although this was eventually reduced to a bimonthly publication due to rationing during World War II. Gasoline was also rationed during the war years, resulting in a cutback on senior class trips[28].

Though recorded memories of former students during these years speak of an active community center for Rutledge's youth – recalling parades, carnivals, assemblies, charity drives, and senior skip days – by the late forties attendance to Rutledge School had begun to dwindle[29]. Enrollment became a serious concern when the 1949-1950 school year included one student in grade one, nine in grade two, five in grade three, and one in grade four. A budget crunch meant that the school bus was no longer operated and with just three teachers hired to instruct the ninth through twelfth grades, there was much discussion as to how long the high school would continue. At the end of that school year, with only one student graduating from the senior class, the school board decided to close the struggling high school. From then on Rutledge high school students were annexed to the nearby schools of Baring, Gorin, and Memphis[30].

Rutledge School would continue to educate the lower grades for another forty-five years. The school began a hot lunch program in 1954 and a local PTA group was established that same year. All rural schools were consolidated in 1957, bringing children from surrounding communities to Rutledge School[31]. Countless graduates of Rutledge School have recorded their fond memories of this time, such as Christmas pageants and softball games, and less fond memories, such as outdoor restrooms[32]. However, over the decades class sizes continued to decrease and in 1995, after over a year and a half debate, it was determined that Rutledge School would be annexed into the Scotland County R-1 school district. In its final year, enrollment began with sixteen students and finished with ten[33].

Though the town of Rutledge is no longer able to support its own school, the school building itself continues to serve as a vital component of the town's identity and heritage, a fact recognized by the town's citizens. The first official Rutledge School reunion was held in 1993 and reunions have been held with some regularity since. The next Rutledge School reunion is planned for September 2016. In 2002 a number of Rutledge alumni, wishing to ensure the beloved school building would not fall into disrepair or be put to ill use, formed the Rutledge School Restoration Society[34]. The society successfully achieved not for profit status in 2003 and since then has focused its efforts on fundraising in order to fully restore the schoolhouse. These fundraising efforts have included fall festivals, soup suppers, rummage sales, all-

[25] Laudwig, *The Story of Rutledge*, 26-27
[26] Laudwig, *The Story of Rutledge*, 42-44
[27] Laudwig, *The Story of Rutledge*, 50-51
[28] Laudwig, *The Story of Rutledge*, 55-59
[29] Laudwig, *The Story of Rutledge*, 56-59
[30] Laudwig, *The Story of Rutledge*, 81-89
[31] Hunolt response to questions, September 20, 2016
[32] Laudwig, *The Story of Rutledge*, 81-89
[33] Laudwig, *The Story of Rutledge*, 133-135
[34] Laudwig, *The Story of Rutledge*, 137

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night square dances, ice cream socials, walk-a-thons, deer hunters' brunches, 50's themed dances, pie suppers, and consignment auctions, among others. In 2008, a book on the history of the Rutledge School was compiled by Gwen Laudwig in an attempt to demonstrate how nearly all community activities over the years have centered on the school; the book's proceeds have gone to further the RSRS's goal. *The Story of Rutledge* is the source for the historical significance of the school.

The residents of the Rutledge community and the members of the Rutledge School Restoration Society wish to preserve the Rutledge School building as a museum and community center so that it may continue to be appreciated by future generations. Already they have raised funding to replace old windows with new ones in a similar style. Windows were replaced late summer 2016. Inclusion of the building in the National Register of Historic Places will help to further these goals by making new sources of grant funding available to facilitate their effort to ensure the long-term survival of the school.

Educational Significance: The small village of Rutledge, Missouri, has historically had a progressive attitude toward education and Rutledge School is a locally significant physical representation of this. Beginning in 1892 with the inauguration of their school district, the people of the village of Rutledge have been highly interested and invested in the quality of education for their children. These characteristics present in the community led to the building of the currently-standing Rutledge School in 1912, which subsequently became a school unique among other rural schools of the time.

This story of children's education in Rutledge began in 1892 when the citizens of Rutledge petitioned for their own district and one-room school building, which they received that year. Enrollment in this new school and new district was so high that by 1896 the school board voted to hire an additional teacher and build a second schoolroom, moving Rutledge out of the era of one-room schoolhouses even before the turn of the 20th century. Once again, by the early 1900s enrollment continued to increase, so it was proposed that an additional teacher be hired and a new brick schoolhouse be built. Thus the current Rutledge School was completed on June 12, 1912 when the cornerstone of the school was placed by the Rutledge Masonic Order[35].

This schoolhouse was unique for its time in a number of ways. The first of these is that Rutledge School was a three-room, multi-floor schoolhouse built in 1912. By the 1930s, Missouri was still the home to over 7,000 one-room, one-teacher schools, the number of which was likely much higher in the 1910s when Rutledge School was built[36]. The building of a multi-room schoolhouse to accommodate the high enrollment of students in the Rutledge School showed an elevated interest in children's education in Rutledge. Furthermore, the building of Rutledge School was heavily supported by the Rutledge community. A bond issue worth $7,500 was used to pay for the construction of the school so that the cost of the school was spread out among the citizens of Rutledge—community members paid for the school by buying the bonds so that the school's construction costs could be paid for right away. In today's currency the cost of Rutledge School amounts to an estimated $136,000 which would have been an enormous cost for a small rural farming community to shoulder[37]. Not minding the cost however, the community of Rutledge was so excited for the new Rutledge School that a celebration was held for the laying of the school's cornerstone. The celebration program included addresses by the mayor of Rutledge and a professor from the Kirksville Normal School, as well as a concert. Additionally, a news article from the *Memphis Reveille* reported that "the school system of Rutledge is among the best, and a new building,

[35] Laudwig, *The Story of Rutledge*, 9-16; Scotland County Bi-Centennial Committee and Historical Society, *Scotland County Missouri in Retrospect*, 53-55
[36] U. S. Department of Health, Education, and Welfare, *Biennial Survey of Education in the United States: 1952-54,* (Washington, D.C.: U.S. Government Priting Office), 38
[37] "Seven Ways to Compute the Relative Value of a U.S. Dollar Amount, 1774 to Present." Samuel H. Williamson, (MeasuringWorth, 2016) Accessed July 26, 2016, https://www.measuringworth.com/uscompare.

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pre-cut, will keep up with the best when completed"[38]. This sentiment, as well as the excitement in Rutledge for the new schoolhouse, further illustrates the unusual importance of education in Rutledge.

As a result of the community's valuing of education, highly educated teachers were hired to teach at Rutledge School. At least three of the five teachers who taught at Rutledge School between 1910 and 1919 had attended college or had college degrees. This trend continued, so much so that of the seven teachers who taught at Rutledge School in the decade of the 1930's, at least six of the teachers had college degrees—two of whom also had master's degrees[39].

Rutledge School was not only an elementary school, however. By 1916 the School had added a two-year high school and by 1922 had added the eleventh and twelfth grades, effectively including a full four-year high school into Rutledge School. Merely having a high school in a small rural farming community is unique, but the teachers and students at Rutledge School worked particularly hard to increase enrollment in the high school and to ensure students got a quality education. An announcement from the 1931-1932 school year encouraged boys and girls to attend high school at the Rutledge School and suggested that "every boy and girl who stops short of high school will be greatly handicapped in life"[40]. In that same school year, the Rutledge School Handbook explained that Rutledge School was a first class accredited high school which, along with giving the students a very good education, would allow them to attend any "college, normal school, or university in the state"[41]. This accreditation was quite significant at the time. In order to become an accredited high school, the State Superintendent had to inspect the school and its curriculum, and to be listed as a first class accredited school the high school was required to "maintain a four years course of standard work in English, Mathematics, Science, and History for a term of at least nine months in the year"[42]. Obviously, students at the Rutledge School were held to a very high level of achievement.

The teachers and superintendent of Rutledge School were so keen on getting students to attend their high school that a man named J.P. Childers, who graduated from the high school in Rutledge School in 1935, wrote that the superintendent came to his farm to speak to him and his parents about attending Rutledge School for high school. Childers also wrote that while he attended Rutledge School the superintendent introduced a plan to encourage attendance by slightly raising the grades of those with perfect attendance[43].

Education has been important to the community of Rutledge for nearly the entire life of the village, which is visibly apparent through both the building and use of the Rutledge School. This attention to education through the School was unique to the area and the time, making Rutledge school significant in the history of education in Missouri. In 1910, the village of Rutledge had a population of 418 people and these people valued the education of their children so much that they voted and paid for a $7,500 schoolhouse in their community[44]. Education and supportive community spirit is still important in Rutledge today and continues to live on through the memory and preservation of Rutledge School. The Rutledge School is a representation of both the unique accomplishments and values of a small town in rural Missouri.

Conclusion

[38] Laudwig, *The Story of Rutledge*, 16; *Memphis Reveille*, April 22, 1912
[39] Laudwig, *The Story of Rutledge*, 13-14, 28-30
[40] Laudwig, *The Story of Rutledge*, 27
[41] Laudwig, *The Story of Rutledge*, 26
[42] Claude Anderson Phillips, *A History of Education in Missouri: The Essential Facts Concerning the History and Organization of Missouri's Schools* (Jefferson City, MO: Hugh Stephens Printing, 1911), 69-70
[43] Laudwig, *The Story of Rutledge*, 37
[44] Walter Williams, *A History of Northeast Missouri*. Vol. 1. (Chicago: Lewis Publishing Company, 1913), 613

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The Rutledge School is a property that has played a central role in the Village of Rutledge, Scotland County, MO since its construction in 1912. It has strong educational significance for the community as a school with pioneering curriculum, serving all students in the community until class sizes begin to dwindle. When the high school was closed and annexed into neighboring communities in 1950, Rutledge School continued to serve grades K-8, adding a hot lunch room in 1954. As rural schools underwent another round of consolidation in 1957, Rutledge School adapted to serve students from the smaller schools 4-6 miles away. In 1966 a gymnasium was built adjacent to the main school building with one set of connecting doors. The new gym included indoor restrooms that replaced the need for outhouses and provided an all-weather facility for playing sports. Despite changes to the property over the 20th Century, the main school building and schoolyard maintain most of their original features, though windows have been recently replaced to help preserve the structure. Rutledge School provided a focal point for community gatherings as a functioning school from 1912-1995. Members of the Rutledge School Restoration Society continue to focus community efforts on the preservation and restoration of the Rutledge School, hosting a Rutledge School Reunion September 17-18, 2016 at the school. Their long-term goal is to restore the property for use as both a local museum and a community center.

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Verbal Boundary Description

The nominated property is a rectangular parcel measuring 140 feet by 250 feet (Figure 3). Beginning at a point on the property line (Point A) at the intersection of Second Street and Elm Street, continue southeastward along Elm Street 250 feet to Point B. Then continue northeastward 140 feet along the property line to Point C. Then continue northwestward 250 feet along the property line to Point D. Then continue 140 feet along Second Street (property line) to the point of origin.

Boundary Justification

The nominated property includes the entire 35,000 square foot parcel historically associated with Rutledge School.

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Figure 1: Rutledge School Site Map – Bing

1. Rutledge School
Perimeter: 780 feet, Area: 35,000 sq feet
142 Second Street, Rutledge, MO, 63563 40.316220, -92.087997

Figure 2: Rutledge School context map, Village of Rutledge, Scotland County, MO – Bing

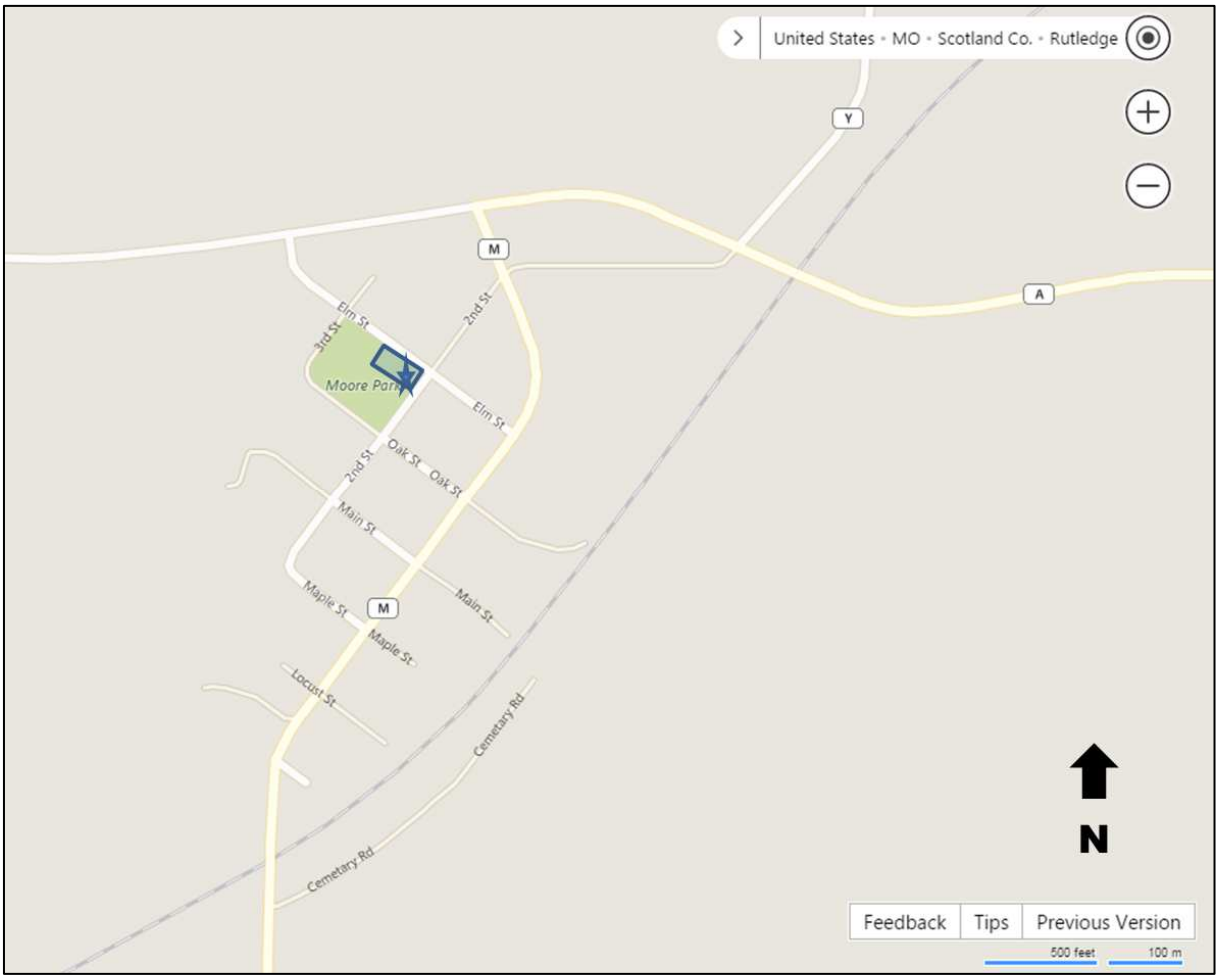


Figure 3: Rutledge School official property boundary from Village of Rutledge, Scotland County Assessors Office.

Figure 4: Rutledge School sketch map of property including school, gymnasium, and playground equipment. Photo log. Sketch by Amber Johnson.

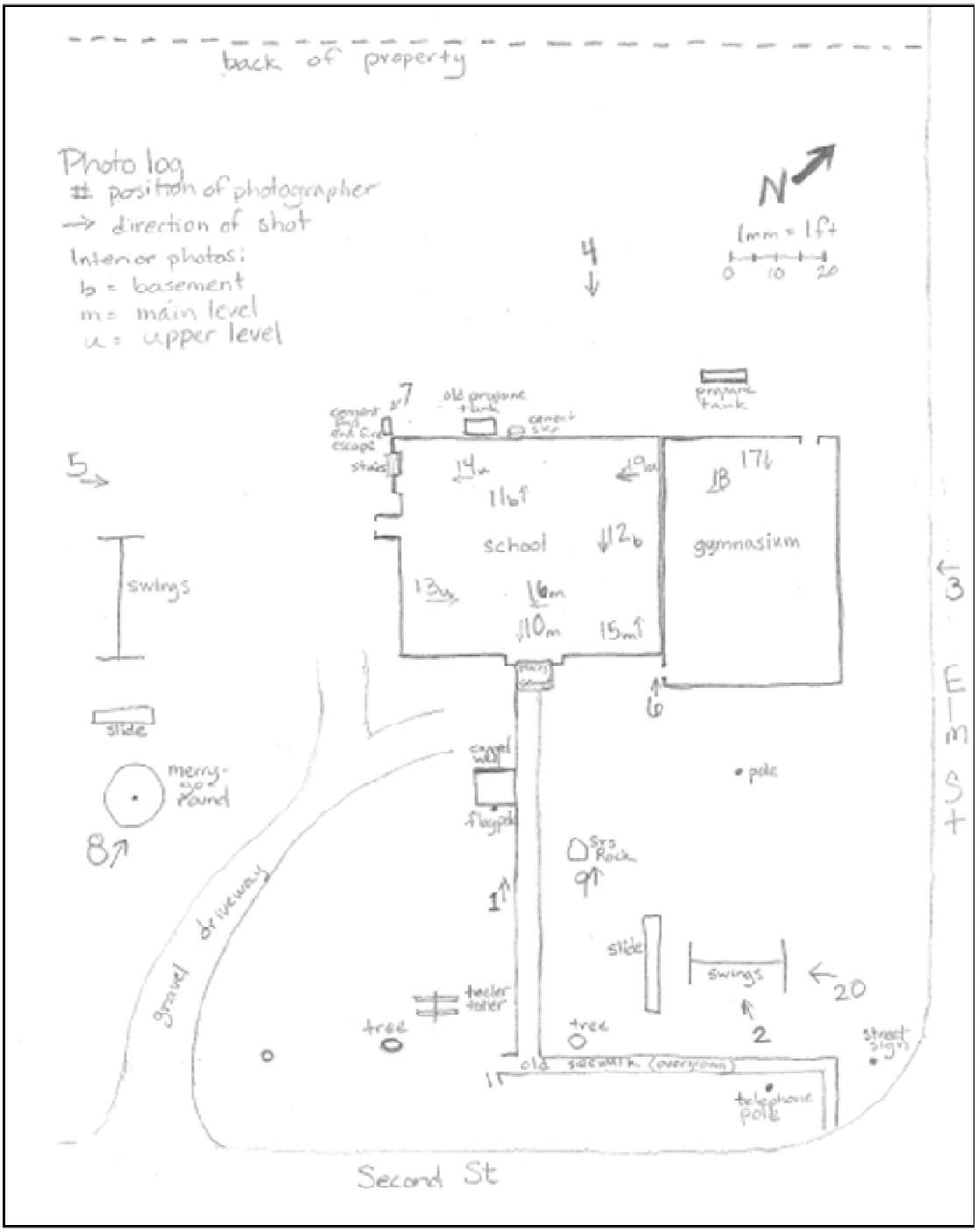


Figure 5: Rutledge School floor plan of main level, main school building. Sketch by Amber Johnson.

Rutledge School
Name of Property
Scotland, MO
County and State
N/A
Name of multiple listing (if applicable)

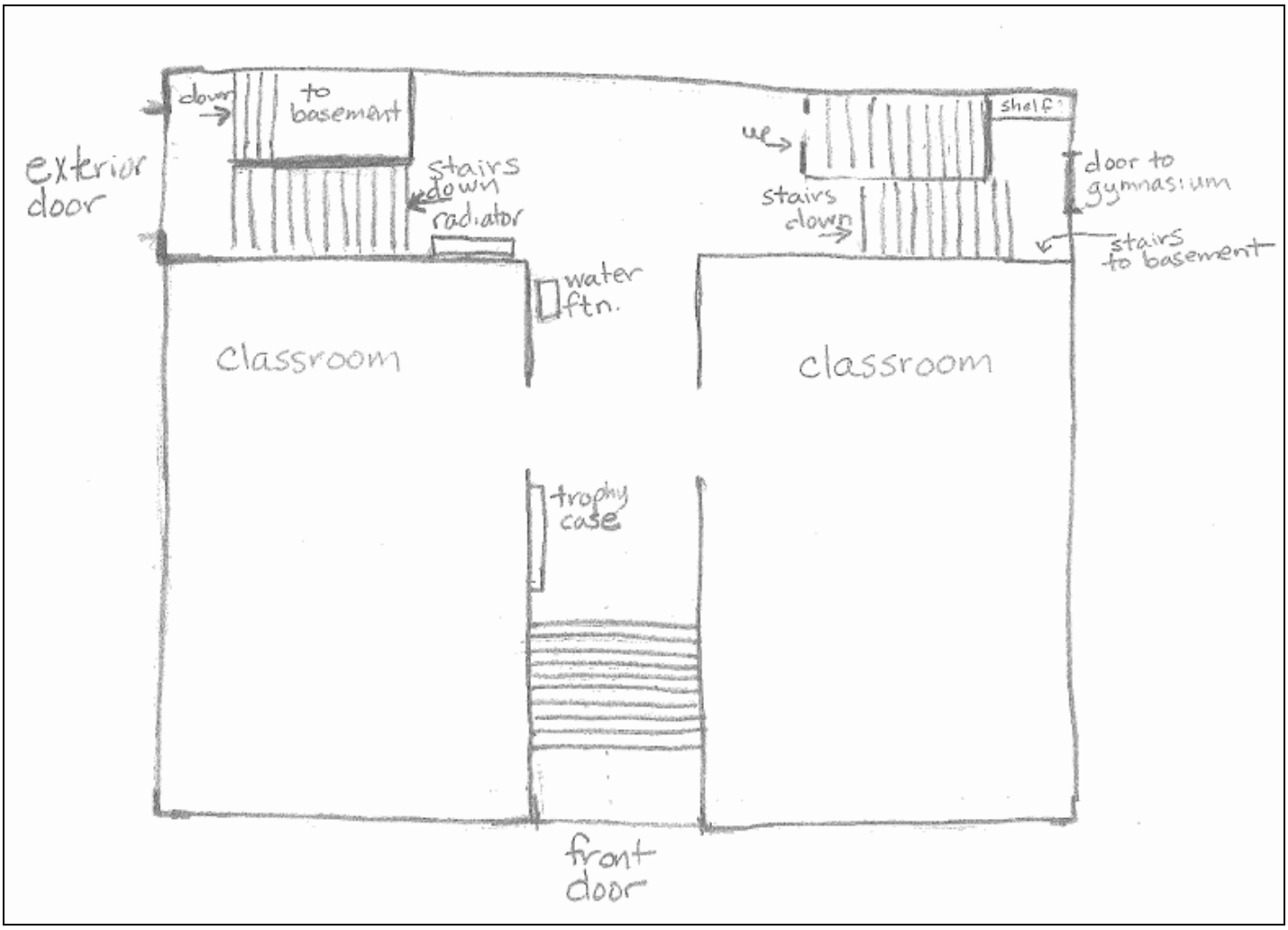


Figure 6: Rutledge School floor plan of upper level, main school building. Sketch by Amber Johnson.

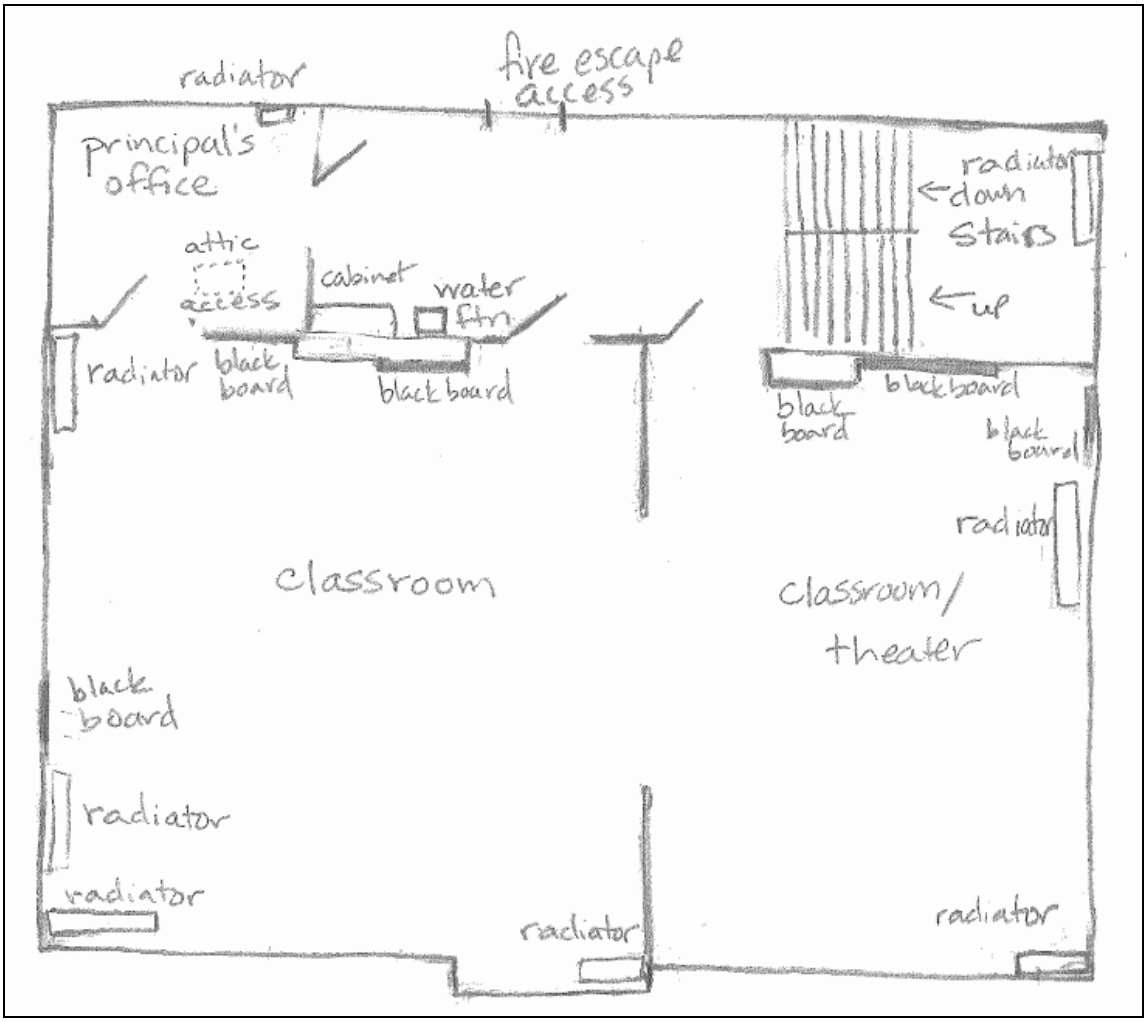


Figure 7: Rutledge School floor plan of basement, main school building. Sketch by Amber Johnson.

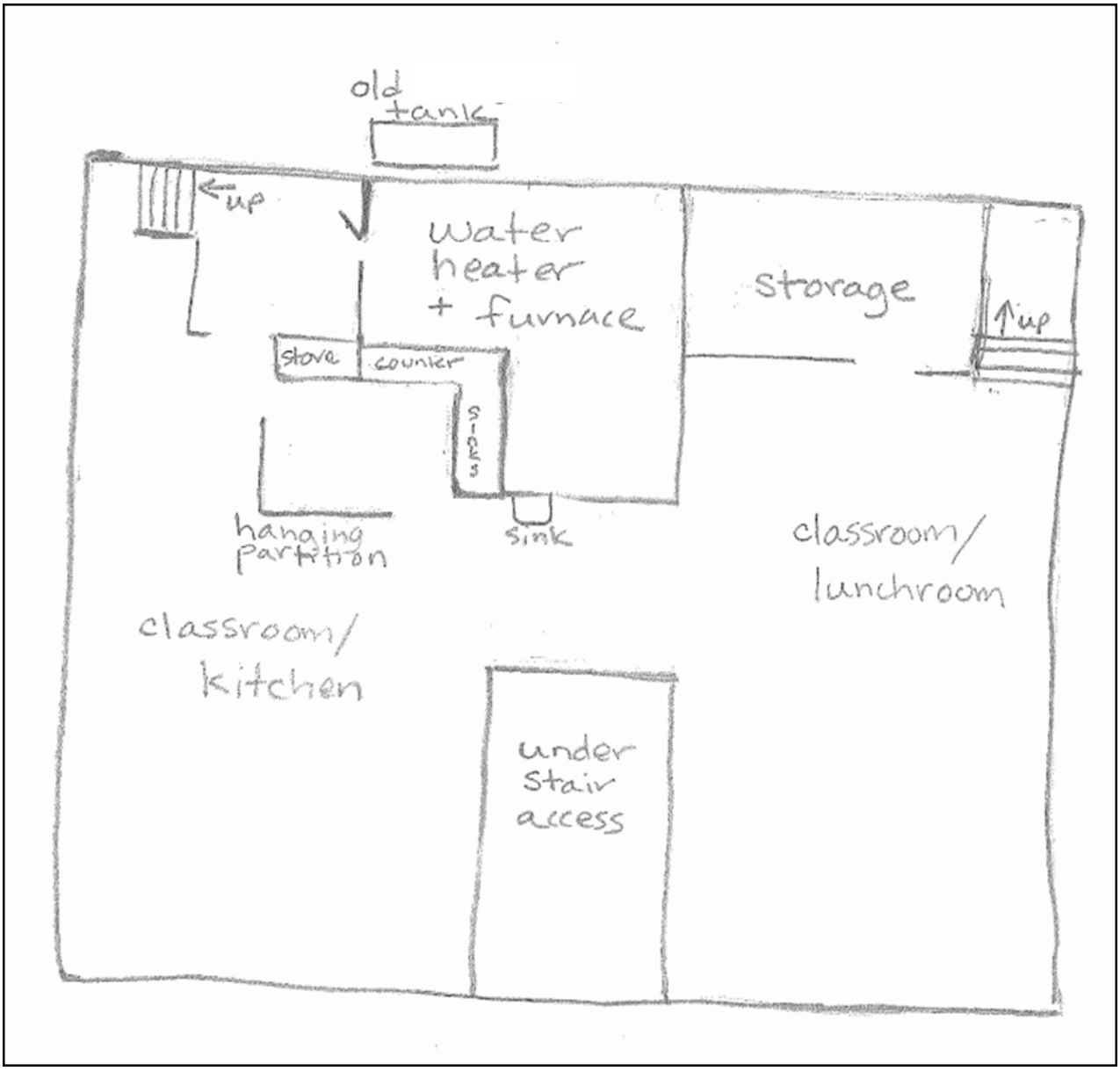
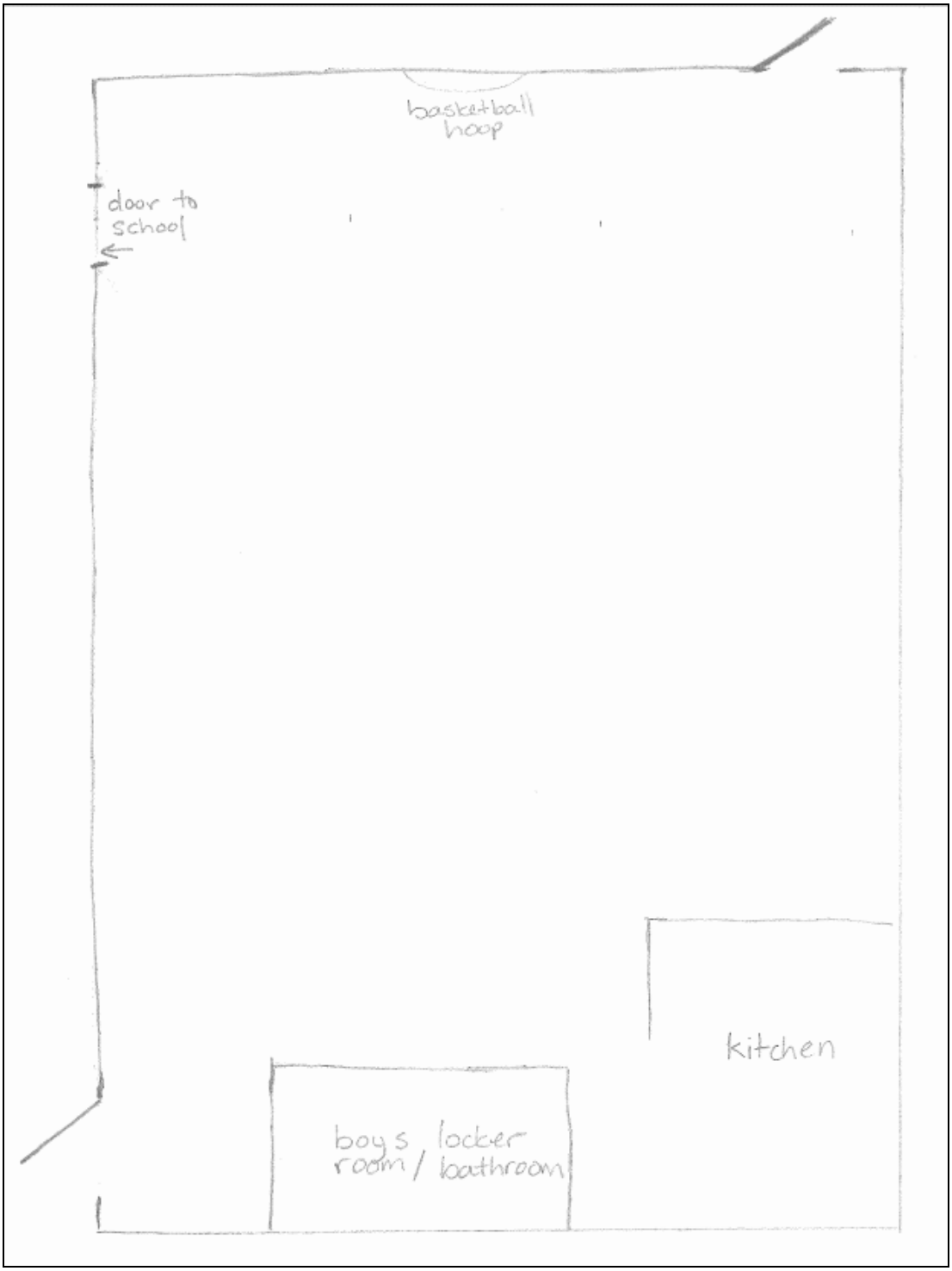


Figure 8: Rutledge School floor plan of gymnasium. Sketch by Amber Johnson.



HAYLEDGE SCHOOL
1912

CROSLEY

WM F. SCHRAGE.
ARCHITECT.
JOHN T. WILLIFORD.
CONTRACTOR.

RUTLEDGE SCHOOL
1912

TRUMAN STATE UNIVERSITY

93
92
88

PROCEEDS GO TO THE BUTLERVILLE SCHOOL
NOT RESPONSIBLE IN CASE OF ACCIDENT
GARAGE SALE TODAY
COOKIES
verizon

SPANISH
FR&Active