

**United States Department of the Interior
Heritage Conservation and Recreation Service**

**National Register of Historic Places
Inventory—Nomination Form**

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections



1. Name

historic Des Peres School

and/or common

2. Location

street & number 6307 Michigan ___ not for publication

city, town St. Louis ___ vicinity of congressional district 3rd-Hon. Richard Gephardt

state Missouri code 29 county St. Louis City code 510

3. Classification

| Category | Ownership | Status | Present Use |
|---|---|--|--|
| <input type="checkbox"/> district | <input type="checkbox"/> public | <input type="checkbox"/> occupied | <input type="checkbox"/> agriculture <input type="checkbox"/> museum |
| <input checked="" type="checkbox"/> building(s) | <input checked="" type="checkbox"/> private | <input type="checkbox"/> unoccupied | <input type="checkbox"/> commercial <input type="checkbox"/> park |
| <input type="checkbox"/> structure | <input type="checkbox"/> both | <input checked="" type="checkbox"/> work in progress | <input type="checkbox"/> educational <input type="checkbox"/> private residence |
| <input type="checkbox"/> site | Public Acquisition | Accessible | <input type="checkbox"/> entertainment <input type="checkbox"/> religious |
| <input type="checkbox"/> object | <input type="checkbox"/> in process | <input checked="" type="checkbox"/> yes: restricted | <input type="checkbox"/> government <input type="checkbox"/> scientific |
| | <input type="checkbox"/> being considered | <input type="checkbox"/> yes: unrestricted | <input type="checkbox"/> industrial <input type="checkbox"/> transportation |
| | <input type="checkbox"/> N/A | <input type="checkbox"/> no | <input checked="" type="checkbox"/> other: social service |

4. Owner of Property

name 1. Family Care Center of Carondelet 2. Carondelet Historical Society

street & number 7420 Virginia Avenue 5221 South Broadway

city, town St. Louis ___ vicinity of state MO 63116

5. Location of Legal Description

courthouse, registry of deeds, etc. St. Louis City Hall

street & number Market Street at Tucker Boulevard

city, town St. Louis state MO 63103

6. Representation in Existing Surveys

title Missouri State Historical Survey has this property been determined eligible? yes no

date December, 1980 ___ federal state ___ county ___ local

depository for survey records Historic Preservation Program, Missouri Department of Natural Resources, P. O. Box 176

city, town Jefferson City, state MO 65102

© Landmarks Association of St. Louis, Inc., 1980.

7. Description

| | | | |
|--|---------------------------------------|---|---|
| Condition | | Check one | Check one |
| <input type="checkbox"/> excellent | <input type="checkbox"/> deteriorated | <input type="checkbox"/> unaltered | <input checked="" type="checkbox"/> original site |
| <input checked="" type="checkbox"/> good | <input type="checkbox"/> ruins | <input checked="" type="checkbox"/> altered | <input type="checkbox"/> moved date _____ |
| <input type="checkbox"/> fair | <input type="checkbox"/> unexposed | | |

Describe the present and original (if known) physical appearance

Des Peres School, a two-story, red brick building standing at the southwest corner of Michigan and Iron Streets in the Carondelet neighborhood of south St. Louis was designed for the School Board in 1873 by architect Frederick W. Raeder. (In its first year of use, Room 4 was designated for Susan Blow's historic kindergarten, see Section 8.)¹ The four room building was enlarged and renovated by the school system in 1897, then altered by a later owner, Cook's Market, in 1960. (See Site Plan.)

The Board of Education's first plan to meet the growing number of primary pupils in Carondelet was to expand the nearby Blow School. When this proved unfeasible, the Board decided to build a new four room school and purchased a 200 by 118 foot site in the fashionable residential area along Michigan Avenue for \$4,300. The building contract for Raeder's sixty-one by forty-five foot plan was awarded to Woods and Barnes at a bid of \$13,715.²

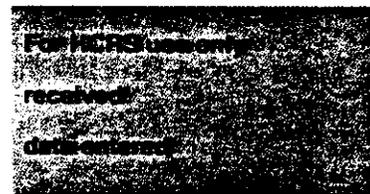
Designed in a simplified Italianate style, the Des Peres School faces east and looks down toward the Mississippi River from a natural crest in the topography. The crisp, red brick walls contrast strikingly with the rusticated stone foundation and dressed stone belt course separating the basement and first floor levels. A projecting three-bay pavilion dominates the facade rising to a gable peak and is embellished by a raking, bracketed cornice (Photo #1). Brick corbelling, a wheel window in the attic story and a stone plaque over the entrance are further decorative features in this balanced utilitarian design. The segmentally arched doorway and long, narrow windows are inset slightly and punctuated by flat, stone sills now painted red. The number and spacing of these openings indicate the ample ventilation and light which were the standard for St. Louis classrooms after Superintendent Divoll's building plan reforms of 1857. Although given relatively free reign regarding outward appearance, School Board architects were asked to conform to a plan adopted by Boston in 1848 which placed all classrooms in the corners of the building thus securing light and air from two sides of the room.³

Frederick William Raeder was a German-born and educated architect and engineer. He first came to the United States in the 1850's and put his talents to work on New York's Crystal Palace. Arriving in St. Louis in 1867, he worked both as a construction engineer for the railroads and as an architect. He designed several churches, the Episcopal Orphans House, the Century Building and Peper's Tobacco Factory (now known as Raeder Place) in Laclède's Landing. During his three year office as architect for the St. Louis Board of Education, he drew plans for Peabody and Henry Ames Schools as well as for Des Peres. The Peabody School is three stories high and much more ornate in style than the Des Peres School, but the two designs share seven-bay facades with central projecting pavilions.⁴

In 1897, the School Board added a rear addition to the building. Following closely the original style and materials, they added four more rooms to the structure increasing its size to eighty by ninety-four feet. (Photo #2) A connecting

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corridor contained two iron and slate stairways and opened at the first level onto entrance porches at the north and south. At the same time, the old furnaces were removed and a new indirect steam heating system installed. Bathrooms were built in the basement and new floors laid. The total cost of additions and renovations was \$21,900.⁵

The expanded Des Peres School building continued to function as a school until 1935. In 1947, Roy Tarter bought the property for \$98,000 and converted it into a community center. The old kindergarten room became the Kindergarten Grill.⁶ In 1960, after the property had been rezoned for commercial use, it was bought by Cook's Market, Inc. Urged not to demolish the old school because of its historical significance, Cook's used the building as a warehouse and office. The one-story, "modern" brick shopping facility added to the south side of the building at a cost of \$75,000 detracts from the symmetry of the front elevation and dominates the view looking east. (Photos #1 and #3)⁷ At present the front entrance and some of the windows are bricked over, but it is hoped that the Carondelet Historical Society's plan to buy or lease the building and restore it can be put into effect.

F O O T N O T E S

¹St. Louis Board of Public Schools, Official Proceedings, vol. 1, 26 August 1873, p. 277.

²St. Louis Board of Public Schools, Official Proceedings, vol. 1, 10 September 1872 and 12 November 1872; Board of Directors of St. Louis Public Schools, 44th Annual Report (St. Louis: 1897-98), pp. 228.

³St. Louis Board of Public Schools, Official Proceedings, vol. 1, 14 May 1872; William Hyde and Howard L. Conard, eds., Encyclopedia of the History of St. Louis, 6 vols. (St. Louis: The Southern History Co., 1899), 4: 2014.

⁴Carolyn Hewes Toft and Osmund Overby, The Saint Louis Old Post Office (St. Louis: Landmarks Association of St. Louis, Inc., 1979), p. 40; John Albury Bryan, "Outstanding Architects in St. Louis between 1804-1904," Missouri Historical Review 28 (January, 1934): 88.

⁵Board of Directors of St. Louis Public Schools, 44th Annual Report, pp. 157, 161 and 228; 45th Annual Report, 1898-99, p. 255.

⁶"Building Used for First Kindergarten in 1873 Has Survived Many Changes," 13 May 1964.

⁷St. Louis Post-Dispatch, 12 October 1960.

8. Significance

| Period | Areas of Significance—Check and justify below | | | |
|---|--|---|---|--|
| <input type="checkbox"/> prehistoric | <input type="checkbox"/> archeology-prehistoric | <input type="checkbox"/> community planning | <input type="checkbox"/> landscape architecture | <input type="checkbox"/> religion |
| <input type="checkbox"/> 1400–1499 | <input type="checkbox"/> archeology-historic | <input type="checkbox"/> conservation | <input type="checkbox"/> law | <input type="checkbox"/> science |
| <input type="checkbox"/> 1500–1599 | <input type="checkbox"/> agriculture | <input type="checkbox"/> economics | <input type="checkbox"/> literature | <input type="checkbox"/> sculpture |
| <input type="checkbox"/> 1600–1699 | <input checked="" type="checkbox"/> architecture | <input checked="" type="checkbox"/> education | <input type="checkbox"/> military | <input type="checkbox"/> social/ |
| <input type="checkbox"/> 1700–1799 | <input type="checkbox"/> art | <input type="checkbox"/> engineering | <input type="checkbox"/> music | <input type="checkbox"/> humanitarian |
| <input checked="" type="checkbox"/> 1800–1899 | <input type="checkbox"/> commerce | <input type="checkbox"/> exploration/settlement | <input type="checkbox"/> philosophy | <input type="checkbox"/> theater |
| <input type="checkbox"/> 1900– | <input type="checkbox"/> communications | <input type="checkbox"/> industry | <input type="checkbox"/> politics/government | <input type="checkbox"/> transportation |
| | | <input type="checkbox"/> invention | | <input type="checkbox"/> other (specify) |

Specific dates 1873 **Builder/Architect** Frederick W. Raeder

Statement of Significance (In one paragraph)

Des Peres School is significant as the site of the first successful public kindergarten in the United States. Built in 1873 as a simple, four-room primary school, Des Peres' first year enrollment included forty-two students in an experimental kindergarten class which through the initiative of St. Louisans Susan Blow and William T. Harris became the model copied throughout the country.

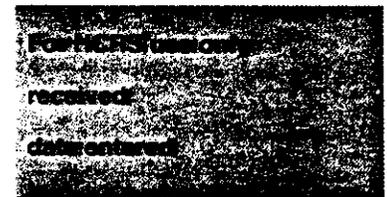
Friedrich Froebel (1782-1852), a German educator, is credited as the originator of the kindergarten concept which utilized a series of twenty "gifts and occupations" to introduce young children to the arts and sciences.¹ Because of its focus on creativity and understanding rather than acquired factual information, Froebel's pedagogical techniques proved transferable to children of other nationalities.² Susan Blow first encountered Froebel's teachings on a family visit to Europe in 1870. Intrigued by German kindergarten classes and having a mind capable of grasping the theory behind the method, she brought back to St. Louis several of his "gifts" (Photo #4) little realizing that this would soon become her lifework. Like other wealthy young ladies in this period, Susan had no professional training but, unlike most of her peers, she possessed a fine education acquired from tutors, private schools and her own extensive reading. (Denton Snider later remarked that by her social set, Susan was considered "too bookish, displaying too much erudition for a woman."³)

As the eldest child of Henry T. Blow, a wealthy merchant and statesman, Susan's knowledge and religious upbringing were the products of family tradition.⁴ Prior to her role in the kindergarten movement, she did church work and tutored her siblings. When Henry Blow became United States Minister to Brazil in 1869, Susan quickly mastered Portuguese and served as her father's private secretary.⁵ Her decision to direct a kindergarten in St. Louis grew from a brief experience with substitute teaching and a Christian belief that her learning would one day serve some useful purpose.⁶

William T. Harris, then Superintendent of the St. Louis Public Schools, embraced her idea enthusiastically. Harris saw Froebel's play-school as a possible solution to education for the urban indigent classes. A study of 1868 revealed that in the over-crowded, working-class neighborhoods of the city, children attended school an average of three years only, a period too brief to countermand the "vice-filled" atmosphere of roving street gangs and saloons. Children did not begin first grade until age seven; by age ten, they dropped out either through lack of interest or a need to work and help support the family. Realizing that the traditional processes of socialization had broken down in the urban environment and believing that it was the duty of the educator to meet all of the needs of the community, Harris campaigned to bring the "slum child" the moral and social benefits of schooling at a younger age. He felt that five years of good influence on the child would make a lasting impression.⁷

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In 1871, Harris induced the School Board to form a committee to study play-schools, and in 1872 to accept Susan Blow's offer to direct gratuitously a kindergarten class. The experiment was delayed a year to coincide with the opening of Des Peres School and to give Miss Blow time to receive further training from Maria Kraus Bolte, a Froebel-trained teacher working in New York.⁸ In September of 1873, Miss Blow directed the first experimental class along with Miss Timberlake (a paid teacher) and two assistants. (Photo #5) Forty-two children enrolled and the program was considered a large success, overcoming arguments that children so young would be unwilling to learn and would attend infrequently or that kindergarten pupils would later be unfit for primary work. Nine of the former kindergartners were found to be leading their primary classes the following year.⁹

The School Board continued to support and enlarge the experiment in the following years, adding two new classes in 1874. While Blow and Harris carefully recorded and analyzed the results knowing that their work would serve as a model for other cities should the kindergarten prove successful in St. Louis, the press publicized and explained the novel idea to city residents. After visiting the classroom, a St. Louis Republican reporter of 1875 wrote, "Literally it is a children garden, and the purpose is to direct the child's mind under six years of age into preliminary grooves of order, cleanliness, obedience, a desire for information and to combine with these the most prominent idea of object teaching!"¹⁰

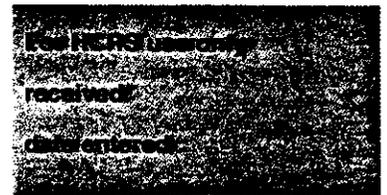
In 1876, there were twelve public kindergartens in St. Louis and Miss Blow prepared and funded a Kindergarten Exhibit for the Philadelphia Centennial Celebration. (Photo #6) The St. Louis Board of Education received an award "for excellence of work and for the establishment of kindergartens as a part of the public school system."¹¹ In 1878, there were forty-one kindergartens and by 1880 the Board of Education voted to open kindergartens in all white schools as soon as space could be provided. The program was extended to black schools beginning in 1883. By 1889, the number of pupils had grown from the original 42 to 6,843; by 1905, the number was 10,644.¹²

Despite the steady rise in number of classes and growing acceptance by the public, the kindergarten was not without problems in its early years. Its greatest obstacle was cost, a difficulty surmounted by Harris' plan to have fewer paid teachers and more volunteer assistants. In 1876, there were one hundred unpaid assistants--largely young ladies of the "better classes". Some volunteered out of a missionary zeal and fervent belief in the socially regenerative effects of Froebel's method; others were seeking professional training, planning to make kindergarten teaching a career.

Aside from directing the kindergarten classes, Miss Blow taught teachers and assistants in the theory and practical application of Froebel's method. The teacher

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training classes met in the afternoons and on Saturday mornings with sometimes as many as two hundred ladies attending. The Board of Education conferred teaching diplomas on her graduates. Believing firmly that a kindergarten teacher must be constantly broadening her intellectual horizons, she introduced her students to Shakespeare, Dante, Emerson and the Greek classics as well as Froebel. In her eleven years of service to the St. Louis Kindergarten, Miss Blow considered her teacher training her most important contribution. Her assessment was correct. A significant number of her early pupils went on to form kindergarten programs elsewhere in the country. Laura Fisher headed the Kindergarten Normal School in Boston; Caroline Hart directed a training school in Baltimore; Harriet Niel introduced literature and psychology into the Washington, D.C. program; and Cynthia Dozier was Superintendent of the New York Kindergarten Association. Elizabeth Harrison of the Chicago Kindergarten College was also influenced by Blow's teaching methods.¹³

Harris and Blow began the kindergarten experiment as a measure to save poor children from the unhealthy "street education" which they received early in the urban environment. For some children it was their only point of contact with the social amenities--neatness, politeness, pride in oneself and one's work being stressed. The manual skills and dexterity which the "gifts and occupations" developed were considered an aid to later industrial occupations. Additionally, the early manipulation of concrete objects meant faster learning in the primary grades especially in arithmetic and science. The educators soon found the kindergarten to be equally advantageous for more privileged children, saving them from "over-indulgence" and "providing moral discipline." Twenty-five years after its introduction the Board wrote: "No other part of the public school system has acquired a firmer hold on the good will and affection of our people and none has done more educational good to the children and homes."¹⁴

Harris and Blow continued their dedication to the kindergarten cause long after their vanguard efforts in St. Louis. In 1888, Harris returned to Missouri as U. S. Commissioner of Education to found the St. Louis Kindergarten Association. Later, his position as an international educator and writer enabled him to promote the pre-school values on a much wider scale. After a ten year struggle with illness, Susan Blow lectured extensively and wrote five books and numerous papers on Froebel's method including one for the Paris Exposition of 1900. She headed the conservative faction of the International Kindergarten Union founded in 1892 and taught at the Teacher's College of Columbia University from 1905 to 1908. Always modest of her own part in the movement, to teachers, mothers and the 190,000 children enrolled in kindergartens twenty-five years after her first St. Louis class, she had become its acknowledged leader. A full-length portrait in the Capital Building at Jefferson City pays tribute to her significant contribution to Missouri and United States history.¹⁵

Since 1935, Des Peres School building has functioned as offices for the War Price Administration, a community center, a restaurant and a grocery warehouse. In the mid-1940's, the Susan Blow Kindergarten Memorial Association placed a

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commemorative plaque and a six by ten foot portrait of Susan Blow in the old kindergarten room.⁶ The Carondelet Historical Society is presently negotiating to lease or buy the building. A permanent committee of the Society, the Susan E. Blow Foundation, would like to restore the old kindergarten classroom to its 1873 state and maintain it as a museum. Funds are being solicited nationwide for such a project.¹⁷

F O O T N O T E S

¹Alexander Bruno Hanschmann, The Kindergarten System, trans. by Fanny Frank (London: Swan Sonnenschein & Co., 1897), p. 145; Edward Wiebe, Paradise of Childhood (New York: Milton Bradley Co., 1896), pp. 10-59, passim.

²Froebel founded the first kindergarten in Blankenburg, Germany, in 1840. His theories were carried across the Atlantic by German immigrants who, after 1850, began to sponsor German-speaking, private play-schools in their new country. In the 1860's, several private Klein Kinder Schulen in St. Louis preceded Miss Blow's historic 1873 class. The Schools Collection, Missouri Historical Society, St. Louis, Missouri.

³Quoted in Margaret Hilliker, "Life and Work of Susan Blow," (Paper for St. Louis Public Schools under Parsons-Blewett Memorial Fund, 1952-53), p. 69.

⁴Henry T. Blow helped found the first Presbyterian church as well as provide funds for the first public school building in Carondelet. John A. Bryan, "The Blow Family of St. Louis," (Paper for the Jefferson National Expansion Memorial - United States Department of the Interior Park Service, 1948), pp. 24-26, and 35.

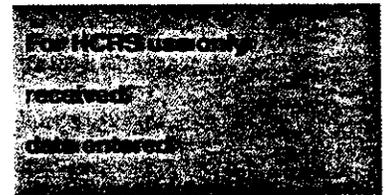
⁵Lizzie Lee Kirk, "A Bibliography of Materials by and about Susan Elizabeth Blow," (Paper for the St. Louis Public Library, 1961), p. 5.

⁶In a letter to William T. Harris, she later recalled her feelings leading up to that decision: "All this time I was conscious of two things -- an irresistible impulse to action and a hunger for something which might seem worthwhile doing. I suppose I had the feeling the Catholics call Vocation...." See Harris Papers, Missouri Historical Society, St. Louis, Missouri.

⁷Selwyn K. Troen, The Public and the Schools (Columbia, MO: University of Missouri Press, 1975), pp. 100-02.

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⁸St. Louis Board of Public Schools, Official Proceedings, vol. 1, 12 March 1872; Hilliker, pp. 13-18.

⁹Children showed development of physical strength and grace from the exercises and improved habits of neatness, but Miss Blow felt that the strongest claim for the kindergarten was "the happiness it produced." 20th Annual Report (1872-73), pp. 194-99; Hilliker, p. 23.

¹⁰St. Louis Republican, 28 February 1875.

¹¹Board of Directors of St. Louis Public Schools, 22nd Annual Report (St. Louis: 1875-76), p. 88.

¹²St. Louis Board of Education, "Facts Concerning 100 Years of Progress in the Public Schools of St. Louis 1838-1938," Public School Messenger 35 (January, 1938): 61 and 69.

¹³22nd Annual Report, pp. 87-89; Hilliker, pp. 29, 47-53 and 87-88.

¹⁴44th Annual Report (1897-98), p. 126.

¹⁵Hilliker, pp. 185-195; Troen, p. 114; Bryan, pp. 3-6.

¹⁶"Monuments and Memorials," Missouri Historical Review 40 (January, 1946): 286; St. Louis Post-Dispatch, 3 February 1957, 12 October 1960, 13 May 1964 and 18 August 1977.

¹⁷A conversation on December 4, 1980, with Robert Voorhees, Vice President of the Carondelet Historical Society reveals that sufficient funds have been raised to purchase the old school building. When restored it will house the permanent headquarters for the Society as well as the recreated kindergarten room, museum and library of Miss Blow's writings.

9. Major Bibliographical References

See attached.

10. Geographical Data

Acreeage of nominated property 88 acres

Quadrangle name Webster Groves, MO

Quadrangle scale 1:24,000

UMT References

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Verbal boundary description and justification

The Des Peres School building is located in City Block 2952. To the north it is bounded by Iron Street, to the west the alley of CB 2952, to the south the property line between 6307 and 6331 Michigan, to the east Michigan Street.

List all states and counties for properties overlapping state or county boundaries

state code county code

state code county code

11. Form Prepared By

© Landmarks Association of St. Louis, Inc., 1980

name/title Laura Aldenderfer, Researcher

organization Landmarks Association of St. Louis, Inc. date 5 December 1980

street & number 611 Olive Street, Suite 2187 telephone (314) 421-6474

city or town St. Louis, state MO 63101

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the Heritage Conservation and Recreation Service.

State Historic Preservation Officer signature

Director, Department of Natural Resources
title and State Historic Preservation Officer date

For HCERS use only

I hereby certify that this property is included in the National Register

date

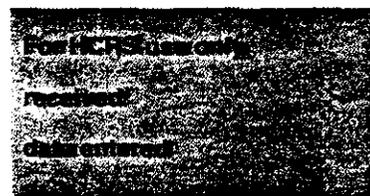
Keeper of the National Register

Attest: date

Chief of Registration

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B I B L I O G R A P H Y

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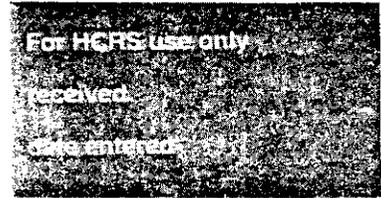
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**United States Department of the Interior
Heritage Conservation and Recreation Service**

**National Register of Historic Places
Inventory—Nomination Form**



Continuation sheet Des Peres School

Item number 11

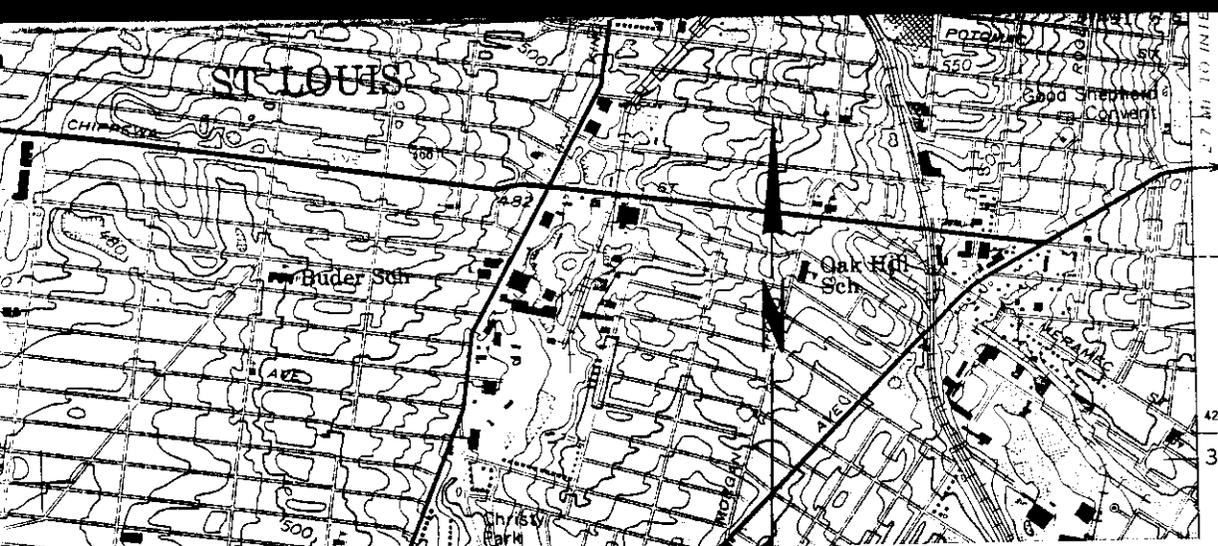
Page 1

2. James M. Denny, Section Chief, Nominations-Survey
and State Contact Person
Department of Natural Resources
Historic Preservation Program
P.O. Box 176
Jefferson City

April, 1981

(314) 751-4096

Missouri 65102

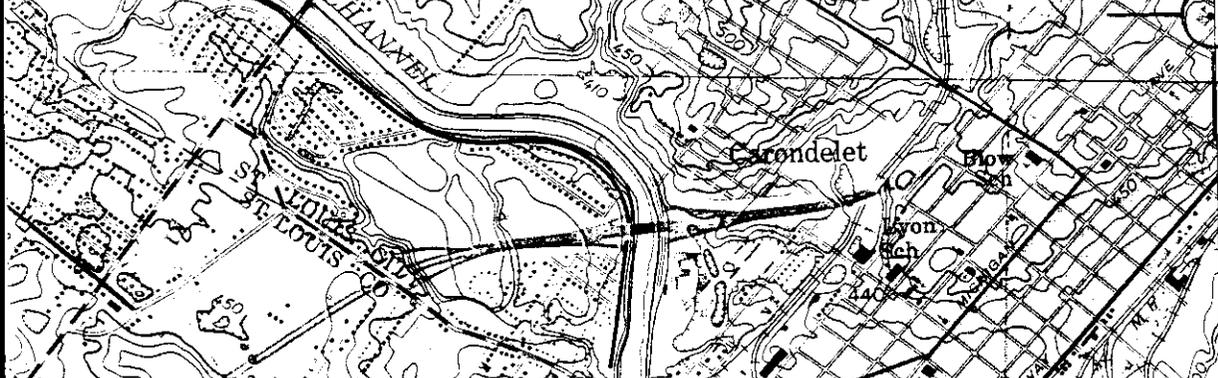
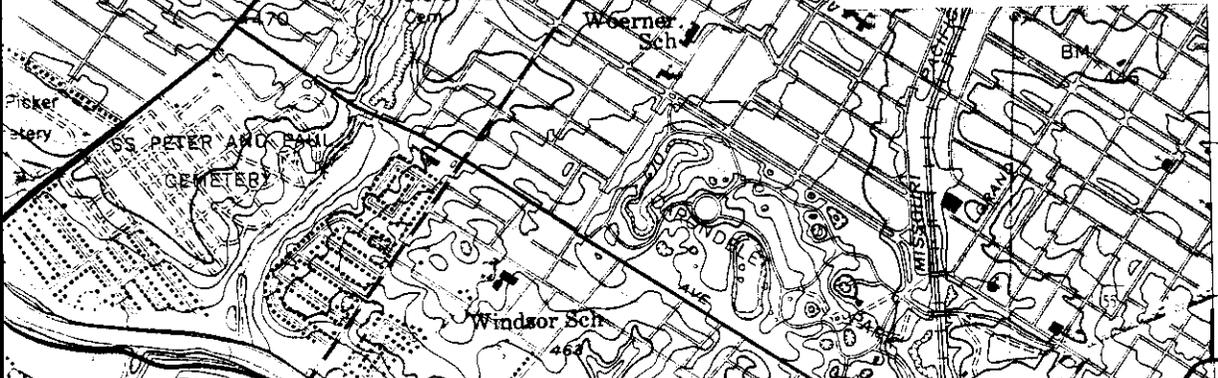
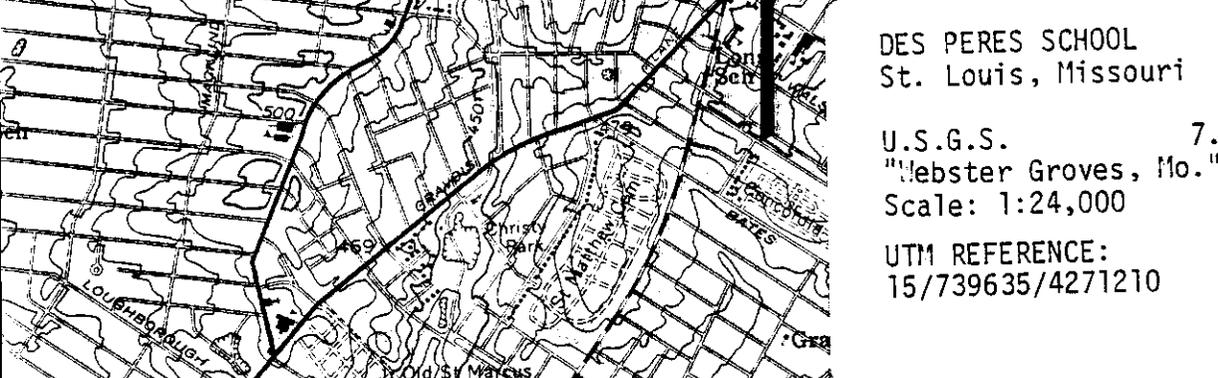


DES PERES SCHOOL
St. Louis, Missouri

U.S.G.S. 7.5'
"Webster Groves, Mo."
Scale: 1:24,000

UTM REFERENCE:
15/739635/4271210

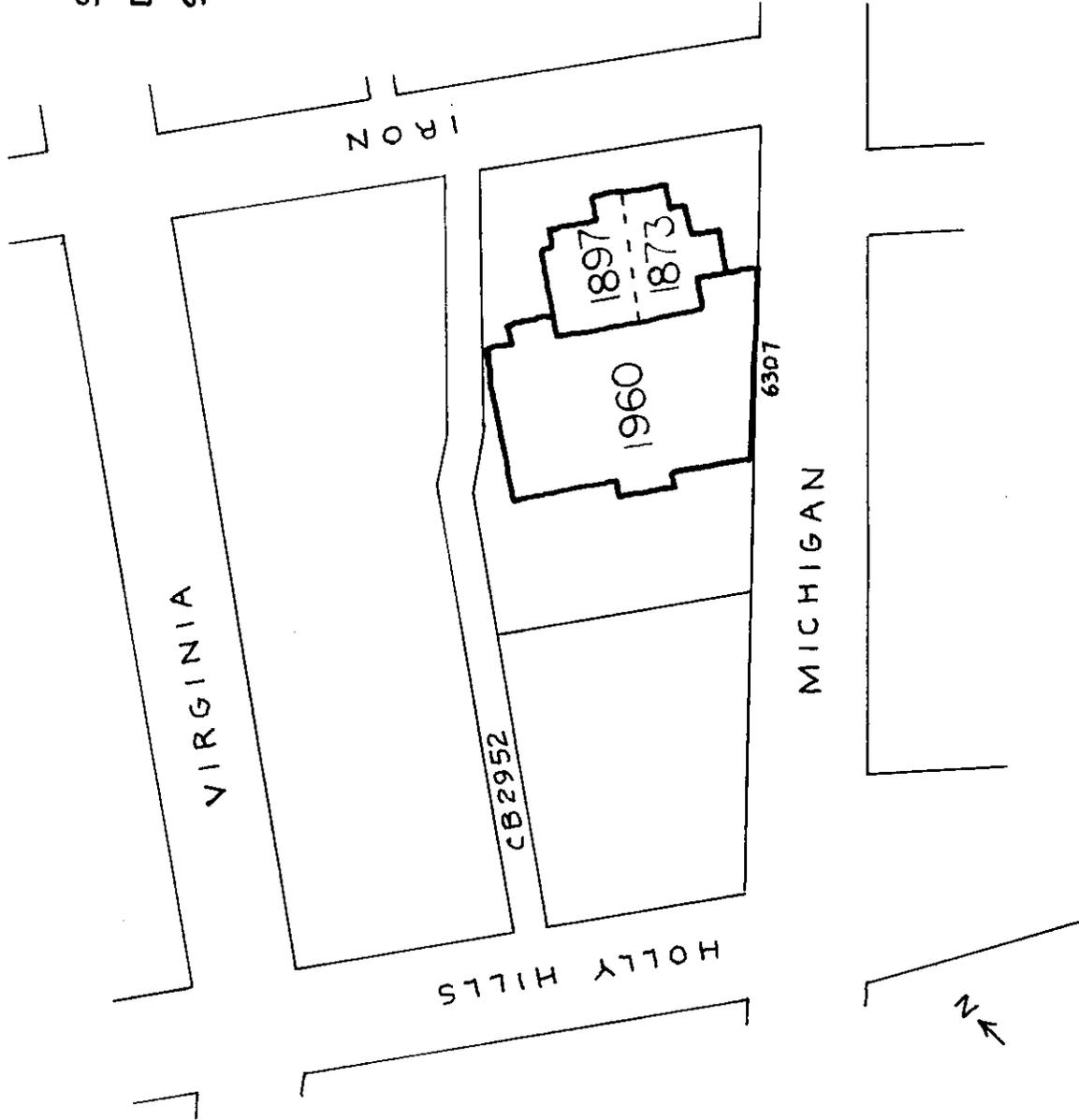
Quadrangle
(1954, photo-
revised 1974)



(CAHOKIA)
2961 II SW
1/4 MI TO ILLINOIS STATE RD

MISSOURI
ILLINOIS

SITE PLAN:
DES PERES SCHOOL
ST. LOUIS, MO.



1" = 100'

MAP: AUGUST 1980 BY PAT HAYS BAER

DES PERES SCHOOL, ST. LOUIS, MO

#1 of 6

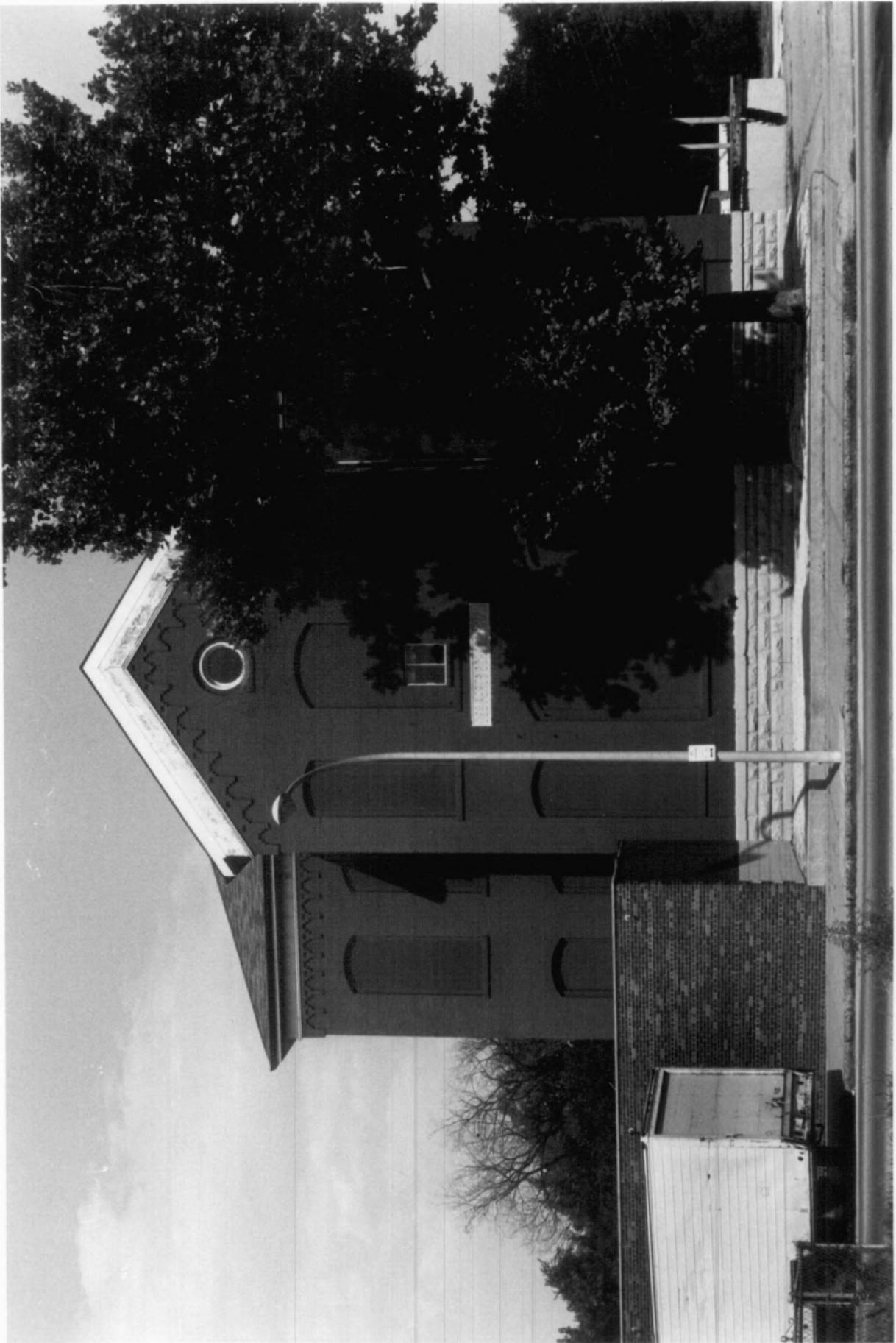
Eastern (principal) elevation of
School Building.

Photographer: Laura Aldenderfer

Date: July, 1980

Negative: Landmarks Association
of St. Louis, Inc.

Camera facing west.



DES PERES SCHOOL, ST. LOUIS, MO

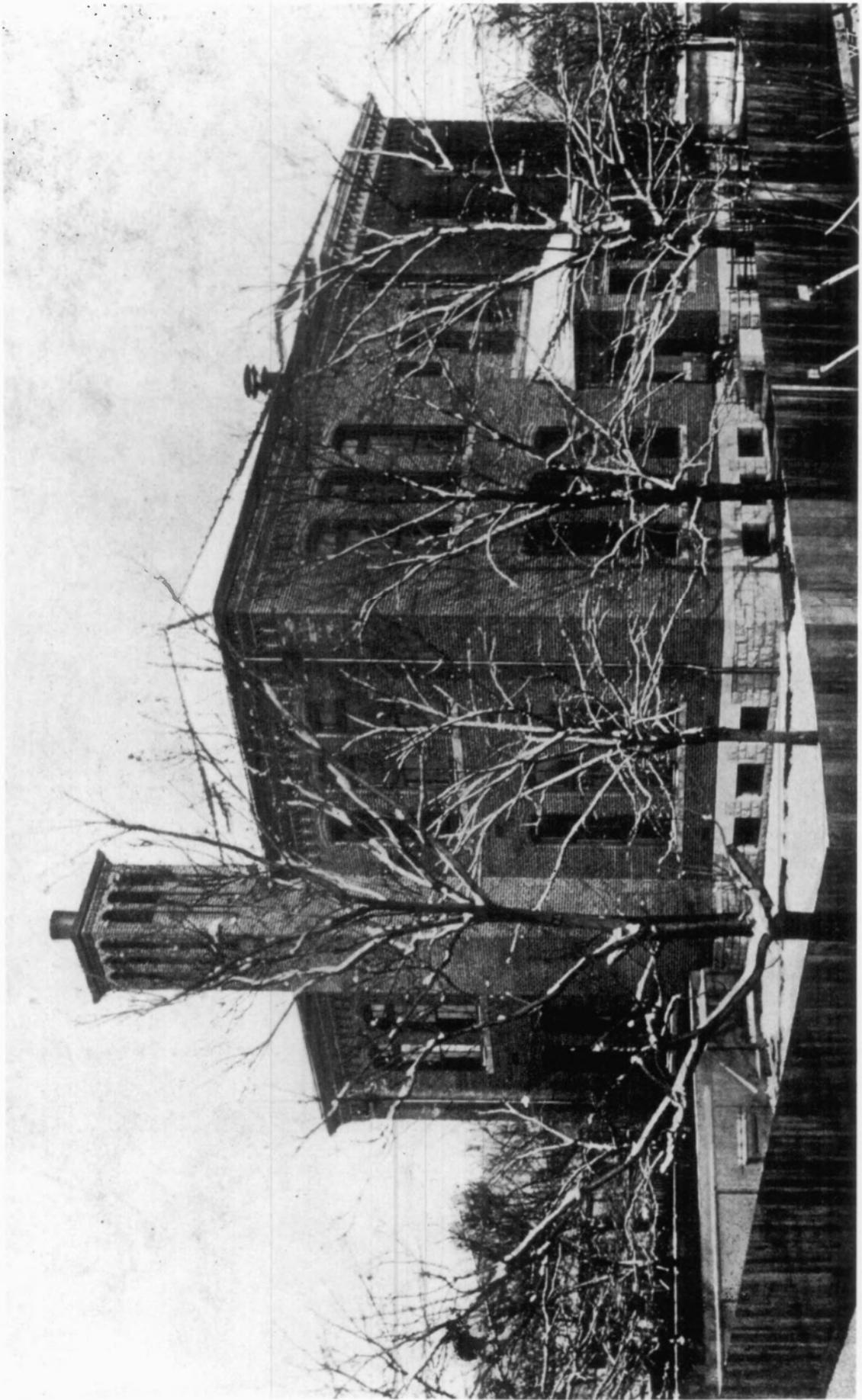
#2 of 6

School Building after 1897
addition

Original photograph in possession
of St. Louis Public Library.

Copy Negative: 1980, Landmarks
Association of St. Louis, Inc.

West and south elevations; camera
facing northeast.



DES PERES SCHOOL, ST. LOUIS, MO

#3 of 6

Southern elevation of School
Building with modern addition.

Photographer: Laura Aldenderfer
Date: July, 1980
Negative: Landmarks Association
of St. Louis, Inc.

Camera facing northwest.



DES PERES SCHOOL, ST. LOUIS, MO

#4 of 6

Illustration of Froebel's "Gifts"

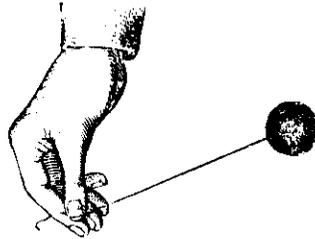
From: Board of Directors of
St. Louis Public Schools, 22nd
Annual Report, 1875-76, pp.98-9.

Photocopy: 1980, Landmarks
Association of St. Louis, Inc.

insight, and half inclined toward manual skill and dexterity. The kindergarten gifts, twenty in number, (as used in this country) are so arranged as to develop the knowledge of solids, surfaces and lines, and the practical ability to build, to draw pictures, to entwine and to weave.*

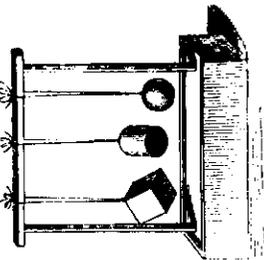
Through the kindness of Mr. E. Steiger 124 Frankfort St., New York City I am able to present here the following illustrations and descriptions of the several gifts.

FIRST GIFT.



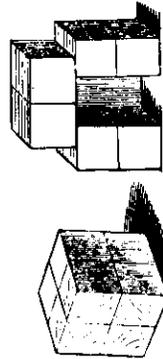
For the youngest children:
Six soft Balls of various colors. Aim: to teach color (primary and secondary) and direction (right and left, up and down); to train the eye; to exercise the hands, arms and feet in various plays.

SECOND GIFT.



Sphere, Cube and Cylinder. Aim: to teach form; to direct the attention of the child to similarity and dissimilarity between objects. This is done by pointing out, explaining and counting the sides, corners and edges of the cube; by showing that the properties of the sphere, cylinder and cube are different on account of their difference of shape; by pointing out that the *apparent* form of the sphere is unchanged, from whatever viewed, but that the apparent forms of the cube and cylinder differ according to the point from which they are viewed.

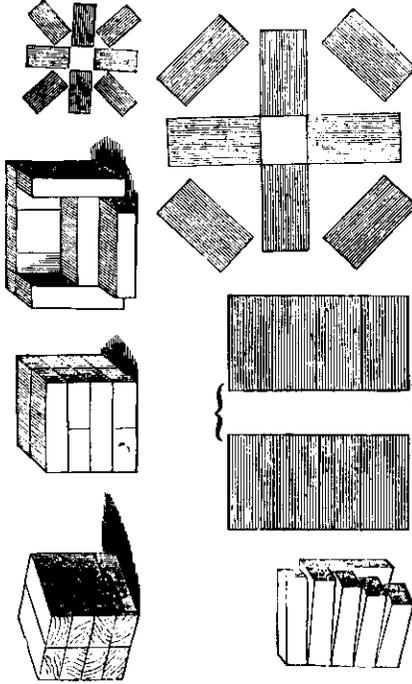
THIRD GIFT.



Large Cube, divided into eight small cubes of equal size. Aim: to illustrate form and number; also to give the first idea of fractions.

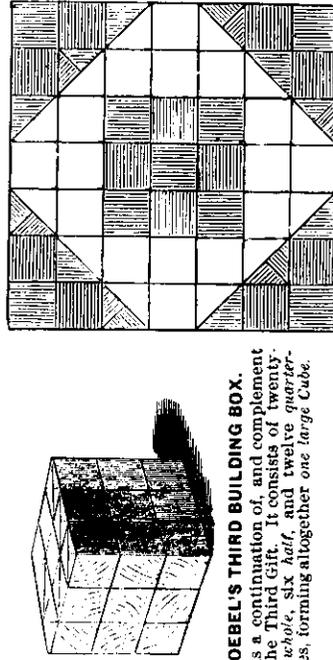
From an examination of the "Gifts" it will be seen that the first six are used to familiarize the pupil with the various

FOURTH GIFT.



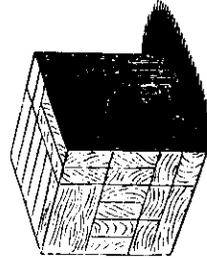
Large Cube, divided into eight oblong blocks. - The points of similarity and difference between this and the Third Gift should be indicated.

FIFTH GIFT.



FROEBEL'S THIRD BUILDING BOX. This is a continuation of, and complement to, the Third Gift. It consists of twenty-one whole, six half, and twelve quarter-cubes, forming altogether one large Cube.

SIXTH GIFT.



FROEBEL'S FOURTH BUILDING BOX. This is a continuation of, and complements to, the Fourth Gift. It consists of eight whole oblong blocks, three similar blocks divided lengthwise, and six breadthwise, forming altogether one large Cube.

DES PERES SCHOOL, ST. LOUIS, MO

#5 of 6

Interior view of Miss Blow's
Kindergarten, 1876

Original photograph in possession
of St. Louis Public Library.

Copy negative: 1980, Landmarks
Association of St. Louis, Inc.



DES PERES SCHOOL, ST. LOUIS, MO

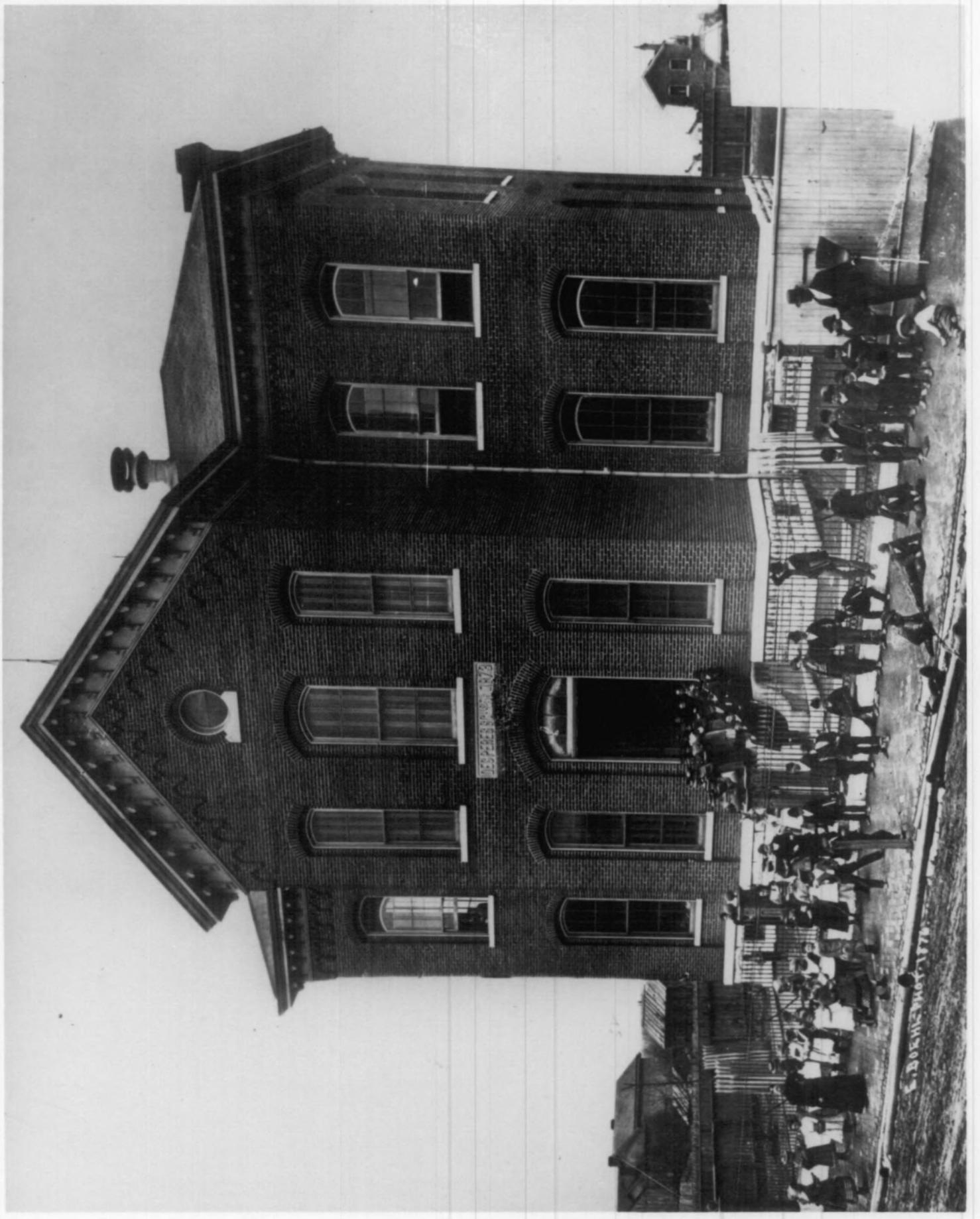
#6 of 6

Eastern (principal) elevation of
School Building, 1876.

Photograph for U. S. Centennial
Celebration, 1876.

Negative: Missouri Historical
Society, St. Louis, MO.

Camera facing southwest.



EXTRA
PHOTOS

