NPS Form 10900 OMB No. 10240018

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

Historic name Cook School
Other names/site number Cook Elementary School
Name of related Multiple Property Listing n/a

2. Location

Street & number 5935 Horton Place | n/a | not for publication
City or town St. Louis | n/a | vicinity
State Missouri Code MO County St. Louis [Independent City] Code 510 Zip code 63112

3. State/Federal Agency Certification

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

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

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

___ national ___ statewide _x_ local

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

Brit K Deputy SHPO 12-8-21
Signature of certifying official/Title 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

Cook School
Name of Property

St. Louis [Independent City]
County and State

5. Classification

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

X	private
	public - Local
	public - State
	public - Federal

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

X	building(s)
	district
	site
	structure
	object

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

Contributing	Noncontributing	
1	0	buildings
0	0	sites
1	0	structures
0	0	objects
2	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.)
VACANT/ NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)
MODERN MOVEMENT

Materials
(Enter categories from instructions.)
foundation: CONCRETE
walls: BRICK
CONCRETE
STONE
GLASS
METAL
roof: SYNTHETICS
other:

x **NARRATIVE DESCRIPTION ON CONTINUTATION PAGES**

Cook School
Name of Property

St. Louis [Independent City]
County and State

8. Statement of Significance

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

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

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

Property is:

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

Areas of Significance
Architecture

Period of Significance
1964

Significant Dates
n/a

Significant Person
(Complete only if Criterion B is marked above.)
n/a

Cultural Affiliation
n/a

Architect/Builder
Obata, Gyo/Gyo Obata/Hellmuth, Obata & Kassabaum

x **STATEMENT OF SIGNIFICANCE ON CONTINUTATION PAGES**

9. Major Bibliographical References

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

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Name of repository: _____

Historic Resources Survey Number (if assigned): ___n/a_____

10. Geographical Data

Acreage of Property 3.2

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

1	38.662700 (Latitude:)	-90.290550 (Longitude:)	3	_____ (Latitude:)	_____ (Longitude:)
2	_____ (Latitude:)	_____ (Longitude:)	4	_____ (Latitude:)	_____ (Longitude:)

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

1	Zone	Easting	Northing	3	Zone	Easting	Northing
2	Zone	Easting	Northing	4	Zone	Easting	Northing

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

11. Form Prepared By/Photos/Supplemental Writing and Research: Christina Clagett

name/title John Guenther, FAIA, LEED AP and Andrew Weil, MA with assistance from Winnifred Newman, PhD.
organization Landmarks Association of St. Louis, Homegrown Studio date 8/18/2021
street & number 4129 Russell Blvd. telephone (314) 920-0739
city or town St. Louis state MO zip code 63110
e-mail christina@homegrownstudio-stl.com

Additional Documentation

Submit the following items with the completed form:

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

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: Cook School

City or Vicinity: St. Louis [Independent City], Missouri

County: State:

Photographer: Christina Clagett

Date Photographed: June 2021

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

1 of 19: Southeast corner, looking northwest.
2 of 19: East elevation, looking southwest.
3 of 19: Northeast corner, looking southwest.
4 of 19: Northwest corner, looking southeast.
5 of 19: Northwest corner, looking northeast.
6 of 19: Front elevation, looking northeast.
7 of 19: East exterior stair and classroom volume overhang, looking north.
8 of 19: South elevation with sunken kindergarten play yard, looking west.
9 of 19: Main entry and sunken kindergarten play yard, looking northwest.
10 of 19: Main entry and south elevation, looking north.
11 of 19: Interior entry stairwell, looking north.
12 of 19: Interior typical level, main corridor, looking east.
13 of 19: Interior typical north classroom, looking northeast.
14 of 19: Interior typical south classroom, looking northeast.
15 of 19: Interior typical south classroom, looking southeast.
16 of 19: Interior kindergarten classroom, looking southwest.
17 of 19: Interior kindergarten classroom, looking west toward lavatories.
18 of 19: Interior gymnasium and auditorium, looking east.
19 of 19: Interior cafeteria, looking northwest.

Figure Log:

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

1. Aerial photo map from Google Earth with scale. Accessed August 2021.
2. Aerial photo map from Google Earth with scale. Accessed August 2021.
3. Property Map with National Register Property Boundaries outlined in black. City of St. Louis address and property search. stlouis-mo.gov. Accessed July 2021. NR Boundary added by Christina Clagett.
4. Setting, image facing north east.
5. Ground Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785.
6. First Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785.
7. Second Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785. Modifications from original plans are highlighted for reference.

8. Third Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785. Modifications from original plans are highlighted for reference.
9. Building Cross Section (facing east), drawing by John C. Guenther, FAIA, LEED AP
10. Longitudinal building section (facing north), drawing by John C. Guenther, FAIA, LEED AP
11. Gyo Obata in the HOK offices in 1981. Photo: Washington University Archives
12. 1955 Bristol School, Webster Groves, MO. Eric Mumford, "Modern Architecture in St. Louis," St. Louis; School of Architecture, Washington University in St. Louis, 2004.
13. 1955 Warson Woods School Play Room (left) . Eric Mumford, "Modern Architecture in St. Louis," (St. Louis; School of Architecture, Washington University in St. Louis, 2004) p. 86. Exterior photo and site plan (right) Architecture and Urbanism. Special supplemental issue devoted to Gyo Obata/HOK 1954-1990. December 1990, extra edition, pages 227.
14. 1962 McDonnell Planetarium. Eric Mumford, "Modern Architecture in St. Louis," St. Louis; School of Architecture, Washington University in St. Louis, 2004. Page 60.
15. 1962 St Louis Abbey, Creve Coeur, MO. Photo by Christina Clagett, August 2021.
16. 1961 Blue Cross at 1430-32 Olive, St. Louis. Source: Google Earth, 2019.
17. 1969 Ralston Purina Company, Checkerboard Square, St. Louis, Missouri. Source: “A Guide to the Architecture of St. Louis.” George McCue and the Curators of the University of Missouri. Columbia, Missouri: University of Missouri Press,1989.
18. Photo accompanying Article. Chait, Manuel. “Space-Saving Ideas Featured In 6 New Elementary Schools” St. Louis Post Dispatch, 23 August 1964.
19. Southern Illinois University Edwardsville. Lee, Christian. “Building history: SIUE buildings, landmarks share stories from past.” The Alestle (Southern Illinois University Edwardsville Student Newspaper. May 1, 2014.
20. Southern Illinois University Edwardsville. Master plan and original buildings. Marlene Ann Birkman, "Gyo Obata, Architect, Clients, Reflections", (Victoria, Australia; Images Publishing, 2010), pages 13.
21. Interior classroom at Cook School, 1964. “The New Schools” PICTURES: St. Louis Post Dispatch, 27 September, 1964. Page 10.
22. Recessed play area at Cook School, 1964. “The New Schools” Pictures: St. Louis Post Dispatch, 27 September, 1964. Page 13
23. Photo Key Plan.

Summary

Cook School is located at 5935 Horton Place in the West End neighborhood in the City of St. Louis, Missouri. (Figure 1) This public school was designed to serve kindergarten up to fifth graders and was completed in 1964. The building is Brutalist in style, with a cubic form, massive walls, and a cantilever classroom volume with deeply recessed windows. The building was carefully and efficiently designed by Gyo Obata to his client's prescriptive program; yet, as in so many other of his projects, the final result can also be appreciated as a holistic piece. Cook School is characterized by a "light" floating mass above a recessed "heavy" base (Figure 18). The building is three stories and also utilizes a ground level, below grade from the front elevation on Horton Place (Figure 9). The building sits on the southwest corner of a massive empty lot. The building has had no additions and has only minor modifications on the interior to the original plans. Windows remain intact and there is no identifiable infill of walls or doors. Interior finishes are predominantly intact and align with original descriptions and photos from local media.

Setting

The Cook School site is bounded by Horton Place to the south, Hamilton Avenue to the east, Bartmer Avenue to the north and residences and a shared alley to the west (Figure 3). The main entry is on Horton Place, which is a tertiary street in the West End neighborhood in the City of St. Louis. Cook School is centrally located in the nabe; itself on the western edge of the City, and a few blocks north of Forest Park. University City and Wellston are adjacent over the county line to the west, the Visitation Park neighborhood is located to the east, the Hamilton Heights neighborhood to the north, and the Delmar Loop Commercial strip bounds the neighborhood to the south. The residential context surrounding the school was originally constructed around 1900, and consisted primarily of substantial single family brick homes and multi-family flats (Figure 4). Some of the old homes remain while other sites have been infilled with new homes in recent years. There is a small park with a playground across Hamilton Avenue (Figure 2). The site is more or less level for the eastern majority, but there are some significant slopes along the west alley, including the ramp into the back parking lot and additional sloping on the rear-east lot (Photo 5). A service drive at the west end alley has on-grade access to the kitchen and cafeteria and the boiler room. This arrangement also allows for easy access to the east play yard from the first floor (administration offices) level via a generous, protected terrace on each the north and south ends with steps from grade to the building at front and rear. Gyo Obata thoughtfully placed the kindergarten classrooms on the ground level, with direct access to a dedicated sunken play yard; separate from the older children's play areas[1] (Figure 4, Figure 22).

[1] Chait, Manuel. "Space-Saving Ideas Featured In 6 New Elementary Schools" St. Louis Post Dispatch, 23 August 1964.

The building form and orientation are also notable for environmental considerations. The rectangular form is oriented east-west to maximize the solar gain for its south facing windows when desirable in winter months and minimize the solar gain on the north facing windows in summer months when it is to be avoided. In contrast, the east and west façades remain mostly windowless, with only three window openings in each façade. This recognizes the difficulty of protecting the interiors from unwanted solar gain from these orientations, while also providing ample teaching surfaces for the classrooms. The kindergartens are south facing, with the school building blocking the cold north winds.

Exterior

It is most appropriate to describe this building volumetrically rather than strictly by elevations. Cook school is organized vertically with classrooms on the top two floors and centralized public spaces located at ground. Overall, the cladding of the building is a balance of a light colored concrete volume floating above a recessed dark colored brick base volume. A sunken play area featuring poured concrete seating and steps adjacent to the kindergartens beckons visitors arriving from Horton Place. The building is about 165 feet long and 105 feet deep at the base.

Floating Classroom Volume

The volume containing the two upper floors projects outward in all directions; forming a dramatic and protective cantilever above the building's brick base (Figure 10). It extends further on the east and west ends than on the north and south. The floor and roof slabs are expressed on the exterior with a smooth concrete finish and a slightly projecting limestone band atop around the entire building. The bands divide the volume into two halves. The volume is divided vertically by three sets of stacked window bays on each of the north and south elevations. The windows are recessed several feet from the exterior walls. Each band of windows is divided between two classrooms, but appears continuous from the exterior. The windows are about six feet tall and have dark aluminum frames with a single horizontal rail and lower spandrel panels on the exterior. Aligned horizontally with the windows are precast exterior panels encrusted with heavy rose quartz aggregate; specified to refract sunlight and create a glowing effect in classrooms on sunny days. These panels continue for the full perimeter as well. The east (Photo 2) and west (Photo 4) ends each feature three small windows: a single double hung window on the third floor, and a single and double version on the second level.

Base

Primary Elevation - South - Main Entry

The lower volume is constructed of dark brick with some portions painted a darker brown (Photo 1). Low on the west end, a large and small aluminum exhaust louver are visible on the exterior. A ribbon of windows about two feet tall occurs along the very top of the brick, further expressing the separation of the base and classroom volumes (Photo 8). The dark aluminum windows are placed within eight openings of equal width spaced evenly between interior columns, each comprising five glazing panels. A playful rhythm is created by having five of the windows extend vertically with a four foot tall panel placed under the top piece of glazing (Photo 1). The windows that extend lower occur in symmetrical pairs mirrored from the pair of main entry doors (Photo 10), which themselves are located west of center on the building. The occurrence of asymmetry is further highlighted with a bonus vertical window over the kindergarten classrooms, occurring in the next opening to the east (Photo 6). Five non-permanent window air conditioning units have been installed in some of the upper windows at regular intervals. Near the entry doors, there is a carved stone dedication block with etched text, “Erected 1964 - Hellmuth, Obata & Kassabaum, Inc. - Architects.” The two kindergarten classrooms are located at the ground level on the east end. An adjacent recessed concrete play area is connected to the entry grade via ten concrete steps with metal handrail along the building that turn into concrete bleachers about five feet to the south (Photo 9). The sunken play area is about 90x40 feet and enclosed on the east and south edges by a three foot wide planter at grade level, which along with a black chain link fence safely enclose the area from the surface. Each of the two kindergarten classrooms has a recessed window wall facing south to protect the classrooms from glare while allowing daylight in (Photo 16). The five dark aluminum frames in each include a single horizontal rail. Currently, the center of each window has an air conditioning unit in the lower panel. There is a rectangular lighted sign over the main entry doors left behind from a former tenant. There are two faded signs attached to the building over the kindergartens also indicating former tenants (Photo 6).

East Elevation

The east elevation of the base is constructed of dark brick and includes no windows, with one exhaust louver in the north corner (Photo 2). The main feature is an exterior landing with a symmetrical pair of seven riser stairs running in the north and south directions (Photo 7, Figure 6). The elements are approximately centered on the building and connect the first floor to exterior grade pavement along the main interior corridor, near the east stairwell to classrooms above. The exterior stairs are sheltered by the building overhang (Figure 10, Photo 7). The landing projects to the east (Figure 6) and is enclosed by a brick railing and limestone cap. On the outside, the brick extends from the railing about six feet down to the pavement, forming a solid wall: decorated with chalk announcements on the day captured (Photo 2). Some of the dark brick on the building is painted a darker shade of brown.

North Elevation

The lower rear elevation is dark brick with some areas painted over with a darker brown. The north facade features a high band of dark aluminum windows with eight openings spaced evenly, each comprising five glazing panels (Photo 3) These windows serve as clerestories in the gymnasium and cafeteria. (Photo 19). The easternmost opening is infilled with brick, along the backstage area on the interior. There is also a single low window opening with a protruding sill in the center west area that has been infilled (Photo 4). The base is exposed more on the west end due to the grade sloping several feet from east to west.

West Elevation

The west elevation of the base is constructed of dark brick and includes no windows along the main portion of the school (Photo 4). The west elevation has a similar exterior landing as the east end, with a brick railing and limestone cap (Figure 6) The grade of pavement is much lower at the west end, making the stair and landing forms more prominent, especially when viewed from the rear of the building. With twice as many stairs required on the west end, there is an additional landing halfway down on the north and south, giving the limestone caps a cascading energy. This part of the building is adjacent to the alley and includes a driveway to the rear pavement (Photo 5). Loading and unloading functions were served at this end, and there is some space for a couple cars to park and a dumpster along the driveway. There are offices with two doors and a window facing west under the stairs and landing. Some wayfinding signs are attached to the outside wall and as with the other elevations, some portions of brick are painted a darker shade of brown.

Interior

Cook School is entered from Horton Place (Photo 10) at the split-level landing of the front stairwell. The entry hallway is about 16’ wide and is flanked by dark brick walls matching the exterior (Photo 11) while the stairs have a rubber safety finish. The Kindergartens (Photo 16), gymnasium (Photo 18), and cafeteria (Photo 19) are located on the ground level (Figure 5) along with some building service functions. Gymnasium and cafeteria are double height spaces. Heading up from the interior entry stair (Photo 11), the first level of the building has administrative offices along the south wall of the building. The corridor provides access to the two symmetric interior stairwells, located in the core of the building, connecting to the classrooms above. On each the second and third level (Figure 8), six classrooms flank each the north and south sides of a central double-loaded corridor (Photo 14). Colored floor tiles running the length of the central halls appear to divide the north half of the school with blue and from the south with red. (Photo 12). All classrooms have abundant light and views provided by large horizontal banks of aluminum frame windows which are protected by large overhangs (Photo 13,

Figure 9). Charles Danna, AIA, principal and project architect with HOK for 35 years,[2] noted that each classroom room in the Cook Elementary School featured "chalk and tack boards, acoustical ceilings and bright colored panels to enliven the atmosphere[3] (Photo 15, Figure 21).

Paved Play Areas

Compared with older City schools, the outdoor recreation area provided for Cook is very generous. The building uses only a small portion of its generous three acre site (Photo 3). The design arrangement of the building stacked spaces vertically with a purposefully minimized footprint that yielded the majority of the site to outdoor play yards for the students, making the remaining paved areas significant in their own right. This is in addition to the dedicated sunken play area formed in concrete for the youngest children on the southeast corner, spatially defined as an extension of the building. A majority of the site is paved with asphalt. Currently, the northeast corner of the site has a rectangular lawn with trees, but it is not verified as to whether this small lawn was part of the original design.

Integrity

Integrity Cook School possesses integrity of location, materials, design, appearance, and craftsmanship. The residential housing near the site has been somewhat altered by the demolition/abandonment of several homes and the construction of some new homes over the years. No major alterations have occurred to the school building since it was completed in 1964. Minor alterations include the following: four original classrooms (two on the second floor and two on the third floor) have been subdivided into two units each with newer concrete masonry walls (room numbers 219 and 224, 307 and 312 - Figures 7-8). In addition, two classrooms on the second floor were combined into a single library space (rooms 220 and 221 - Figure 7) by the removal of an original concrete masonry wall partition. Other than these changes, the original design is intact. The exterior brickwork has been painted a dark terracotta color in certain areas. Additional painted brick wall areas include the north wall at the play yard level and a portion of the brick wall in the kindergarten play yard between the recessed window openings (Photo 8) . The limestone caps of the east and west entry terraces have been slightly damaged and chipped over the years. The precast concrete panels are in good condition. Window air conditioning units have been inserted into the window frames of the classrooms and office areas (Photo 6). Interior finishes appear to remain relatively unchanged. Original doors, flooring, windows, window frames, etc. are intact throughout.

[2] "Obituary Charles Danna" St. Louis Post Dispatch, 19 February 2012. Accessed on 17 February 2017. http://www.legacy.com/obituaries/stltoday/obituary.aspx?pid=155945566

[3] Chait, Manuel. "Space-Saving Ideas Featured In 6 New Elementary Schools" St. Louis Post Dispatch, 23 August 1964.

Conclusion

Cook is an excellent example of a mid-century HOK building designed with care by Gyo Obata. It is a useful project to illustrate the transitional time between the modest early projects and HOK's shift to large scale and highly complex projects starting in the 1960s. Cook School includes elements that draw upon lessons and strategies the earliest HOK projects, while also being indicative of the firm's future work aesthetically and philosophically. Obata incorporated strategies to not only meet the client's many objectives, but achieved so in a cohesive and meaningful modern design; a hallmark of his work. The building continues to express cubic form, ribbons of recessed windows, use of materials such as pre-cast concrete panels with colored aggregate. This combined with the manner in which its exterior form expresses interior volumes and the manner in which interior space is programmed make it a solid example of mid-century brutalist architecture. Cook School is eligible under Criterion C in Architecture as a work of Master Architect, Gyo Obata.

Summary

Cook School at 5935 Horton Place in St. Louis [Independent City], Missouri is eligible for listing in the National Register of Historic Places under Criterion C in Architecture as a work of Master Architect, Gyo Obata. The period of significance corresponds to the year completed, 1964. The modest size commission is important to understanding the work of Gyo Obata, FAIA and his firm, Hellmuth, Obata & Kassabaum, Inc. Gyo Obata's role at the firm went beyond Ownership and leadership; if it was an HOK project during his career, Gyo Obata was the designer. Cook school is a significant link between Obata's earliest projects at HOK and increasingly complex large-scale commercial and institutional projects that would become ubiquitous at the firm.

Cook School was commissioned by the St. Louis Public Schools (SLPS) following a 1962 bond issue in which six prominent local firms were invited to submit contemporary designs.[4] Such educational environments were in stark contrast to most of the City's existing school buildings at the time, a majority of which were aging late 19th and early 20th century revival style "palaces of learning" designed to accommodate a more rigid and formal educational model; many were designed by William Ittner. With Cook School, Obata took the functional requirements put forward by the SLPS and housed them within a bold cubic form that was intended to express the building's interior volumes and organization of space. Upper level classrooms are supported physically, and metaphorically, by the public and shared functions below. Materials were kept to a minimum – brick, precast concrete panels embedded with a vitreous pink aggregate, concrete frame, glass and brick. Long bands of recessed windows effectively serve as solar shaded classroom walls and ground floor kindergarten classrooms have an indoor/outdoor functionality with nearly floor to ceiling windows and doorways open to an enclosed outdoor play learning environment.

The form, materials, and organization of Cook School illustrate a masterful ability to accommodate a very specific and economical program mandate within a cohesive sculptural form. Cook school is indicative of Obata's client-driven design process and problem solving acumen, married with his grasp of emerging technologies and building techniques. These attributes have historically defined the internationally respected, St. Louis-based architectural firm. This project is a useful connective example of HOK's respectable body of work from its beginnings, and the large scale and complex projects Obata was to design in later. The building has seen no notable changes to interior finishes and the floorplan appears to be unchanged from 1964. There are no additions or infilled window openings. Cook School embodies the distinctive

[4] Chait, Manuel. "Space-Saving Ideas Featured In 6 New Elementary Schools" St. Louis Post Dispatch, 23 August 1964.

characteristics of an HOK project that was designed and overseen by master architect Gyo Obata, and is instructive on the earliest period of growth and transition in the company's history.

Elaboration

Gyo Obata, FAIA

Gyo Obata, FAIA, was born in 1923 in San Francisco, California (Figure 11). His parents were artists. His father, Chiura Obata, was a painter. His mother, Haruko Obata, was a floral designer, and introduced the Ikebana School to the West Coast.[5] When Pearl Harbor was attacked in 1941, Obata was studying at the school of architecture at the University of California, Berkeley. With the imminent internment of those of Japanese ancestry in California, Obata's father encouraged him to apply to another school as a means of escape, though very few schools in the country were willing to admit Japanese American students at the time.[6]

Washington University in St. Louis was an exception to this pattern of racial exclusion, and the school accepted Obata along with approximately 30 other Japanese American students, several of whom went on to have distinguished architectural careers.[7] Obata graduated with a Bachelor of Science in Architecture in 1945 and then attended graduate school at Cranbrook Academy of Art, in Bloomfield Hills, Michigan, obtaining his Masters of Architecture & Urban Design in 1946.[8] While there, he studied under Eliel Saarinen – the father of Eero Saarinen, the designer of the St. Louis Arch. Eliel Saarinen had a great influence on Obata. His approach to architecture incorporated elements of City planning and stressed the importance of understanding the scale of every element of design in its context and that of the next larger context so that all parts fit properly in relation within the greater whole.[9]

After serving in the U. S. Army, Gyo Obata worked with Skidmore, Owings & Merrill in Chicago, Illinois from 1947 through 1951. He then joined Hellmuth, Yamasaki & Leinweber (1951-1955), where he was an assistant to Minoru Yamasaki, FAIA, working on the design of the Lambert-St. Louis Airport Terminal.

---

[5] Marlene Ann Birkman, "Gyo Obata, Architect, Clients, Reflections", Victoria, Australia; Images Publishing, 2010, pages vi-vii.

[6] Ibid.

[7] "Japanese-American history in St. Louis" Special Collections. Washington University Libraries. Accessed on 21 February, 2017. http://libguides.wustl.edu/japanese-american.

[8] p.vi-vi.

[9] Ibid, page viii.

As one of the founding principals of HOK in 1955 Gyo Obata was in charge of design. Among his recognized major works are the Saint Louis Abbey – Priory Chapel (1962), Southern Illinois University Edwardsville (1967), the Galleria, Houston, Texas (1970), the National Air and Space Museum, Washington, D.C. (1976), King Khaled International Airport, Riyadh, Saudi Arabia (1983) King Saud University, Riyadh, Saudi Arabia (1984), the Community of Christ World Headquarters, Independence, Missouri (1993), the Emerson Center at the Missouri History Museum, St. Louis, Missouri (1999), the Abraham Lincoln Presidential Library and Museum, Springfield, Illinois (2005) and Centene Plaza, St.Louis, Missouri to name a few.[10]

HOK

HOK is an architecture and engineering firm formed in St. Louis in 1955 with 24 employees.[11] The firm's earliest work consists of modest size projects, primarily schools, but the business was ambitious and consciously grew larger by taking on all types of commercial and institutional projects with ever-growing sizes and complexities. HOK achieved the status as the largest architectural and engineering firm in St. Louis, and also one of the largest in the United States within its first 20 years. The firm continues going strong at present with 1600 employees in 23 offices on multiple continents.[12] In 2020, they were ranked #3 Architecture and Engineering firm by Building Design+Construction's 2020 Giants 400 Report with 2019 revenue reported at $485M.[13] The firm continues to have a solid reputation for design innovation and successful execution of large and complex projects all over the world. The creativity in material technology exhibited in Obata's built work over his career has been further developed by HOK, for example, expertise and industry leadership on sustainable design strategies and technologies starting in the late 1990s.[14]

Gyo Obata and HOK

Young Gyo Obata had a prominent design role at the HOK predecessor firm of Hellmuth, Yamasaki & Leinweber (1949-1955), a Detroit and St. Louis-based firm; noted St. Louis projects included the Cochran Garden Apartments (1949-1953, demolished 2008), the Pruitt-Igoe Housing Towers (1950-1956, demolished 1972), Holy Ghost Roman Catholic School (1950), and Lambert-St. Louis Airport Terminal (1952-1955).[15]

---

[10] Birkman, 2010 pages vi-ix.

[11] Eric Mumford, "Modern Architecture in St. Louis." St. Louis; School of Architecture, Washington University in St. Louis, 2004. Pages 49-52.

[12] Hellmuth, Obata & Kassabaum. "HOK Timeline." HOK. Accessed 21 August 2021. https://www.hok.com/about/timeline

[13] "Top 100 Architecture Engineering Firms for 2020" Building Design + Construction Magazine. United States. November 29, 2020. https://www.bdcnetwork.com/top-100-architecture-engineering-firms-2020. accessed 8/21/2021.

[14] Birkman, 2010 pages vi-ix.

[15] Ibid.

George F. Hellmuth, FAIA, (1907-1999), was the son of St. Louis architect George W. Hellmuth. After graduating from Washington University he went to work at the firm of Smith, Hinchman & Grylls in Detroit. While there, he met Minoru Yamasaki, FAIA (1912-1986) – a designer for that firm. With Joseph W. Leinweber, FAIA, joining Hellmuth and Yamasaki, the three established an office based upon Hellmuth's concept of the modern, ideal architectural office with each partner responsible for one of three responsibilities – obtaining work, designing the work and producing the work.

With the formation of Hellmuth, Obata & Kassabaum, that organizational model continued with George Hellmuth, FAIA, responsible for administration and marketing, Gyo Obata, FAIA, responsible for design, and George Kassabaum, FAIA, responsible for production and construction services.[16]

Obata's Design Approach and Philosophy

The predominant structure of contemporary architectural firms consists of departments being led by different specialists in the respective building fields, but at HOK Gyo Obata was involved in every project. His design philosophy demanded he participate in all projects at the firm, approaching each without preconceptions. His projects do not rely on design motifs repeating over his career; it is his approach to design and problem solving combined with an enthusiastic embrace of emerging technologies and building techniques that are the common thread throughout his wide range of built work. Under Obata's design leadership, HOK burnished a reputation for their approach rather than a particular design aesthetic. His focus was foremost on the client, and he operated by what he called "life's most basic lesson: to learn to listen very carefully."[17] Once he had fully absorbed the client's needs, the solution was achieved using contemporary materials and engineering techniques to design the most appropriate structure for a given program. For that reason, Obata's collective built work exhibits a wide variety of forms and materials.[18] Although design is subjective, it is undeniable that in many cases Gyo Obata buildings are appreciated on an artistic level that transcends the usefulness. Obata has been modest about his own work and talents, focusing on meeting the client's needs as a mark of success. "Design has meaning for me primarily within the context of the project. I'm interested

[16] "Contemporary Architects," Muriel Emanuel, ed. London: The Macmillan Press Ltd., 1980. Pages 355-356.

[17] Architecture and Urbanism. December 1990 Extra Edition: Gyo Obata/HOK 1954-1990. Ed. Toshio Nakamura. A+U Publishing Co., Ltd., Japan., page 6.

[18] Ibid, page 4.

in a useful design, one that will serve the client and the project without calling attention to itself, one that evolves from the inside out."[19]

Early HOK 1954-1962

Educational projects were critically important in the early days of HOK. The firm's first school – Bristol Primary School in Webster Groves, Missouri – opened in 1956 (Figure 12). The school addressed the Post-War need for classrooms in rapidly developing St. Louis County, and provided shared teaching spaces to encourage collaboration. 180 students were accommodated in two building units. The first unit featured a central, all-purpose space for physical education, assembly and theater, which was surrounded by four classrooms, offices, kitchen and teachers' rooms. The second unit housed a two-room kindergarten.[20] The landscape design for Bristol Primary School was by Emmet J. Layton, landscape architect, who also worked with HOK on the landscape design for Rose Hill Elementary School, in Kirkwood, Missouri, which was completed in 1958.[21] Recognition for HOK's earliest educational designs came in the form of various awards, but also in numerous additional school commissions. The Warson Primary School (1959) in Warson Woods, Missouri (now a private school – Rohan Woods School) opened a few years before Cook Elementary, and featured a central hall and playroom with a lamella roof structure consisting of four barrel vaults.[22] This was an early example of Obata meeting the client's needs while using emerging technologies and building techniques to elevate the experience for the students and faculty who would inhabit the school. Lamella structures had been invented in the early 20th century in Germany, and had been adapted and improved upon by St. Louis Architect Gustel R. Kiewitt. The technique utilized pieces of lumber joined together in a net-like fashion to make large clear spans possible, while having a more delicate and crafted appearance than load-bearing columns and beams. Kiewitt designed multiple lamella roof buildings around St. Louis in the middle 20th Century including the Arena in 1929; a locally beloved exhibition building across from Forest Park (demolished in 1999). Kiewitt went on to use the technology on the Astrodome in Houston in 1964 and the Superdome in New Orleans in 1973.[23] Usually deployed as a single dome roof, Obata utilized the technique to create four barrel vaults, giving the "woven" ceiling design repetition and bringing light to an interior room with

[19] Ibid, page 7.

[20] Hellmuth, Obata & Kassabaum. "HOK Timeline." HOK. Accessed on 12 February 2017 http://www.hok.com/about/timeline

[21] Interview with Doris Andrews Danna, FAIA. St. Louis, Missouri. 19 January 2017, with John C. Guenther, FAIA, LEED AP.

[22] Eric Mumford, "Modern Architecture in St. Louis," (St. Louis; School of Architecture, Washington University in St. Louis, 2004) p. 85.

[23] Leone, Lauren. "St. Louis may have lost its Arena, but the distinctive Lamella roof design lives on" The St. Louis Beacon, 12 June 2012.

playful half-moon clerestory windows at the termination of each vault (Figure 13). Kiewitt provides a good contrast to Obata: He is locally famous for his innovation and mastery of one particular technique over an entire career, while Obata is utilizing the technique singularly in this project to achieve a particular result for the client; it's another tool in his toolkit.

HOK Transitions - 1960s

Entering the 1960s, HOK's reputation as an innovative newcomer had spread and their commissions expanded to include low-rise office buildings, campus master planning, institutional buildings, and apartment towers.[24] Obata continued to utilize emerging technologies, and his adoption of thin shell concrete into his material palette allowed for dynamic building forms such as the St. Louis Abbey, also known as Priory Chapel (Figure 15). and the McDonnell Planetarium (Figure 14), which were completed in 1962 and 1963, respectively (Figure X). As much attention as those particular designs demanded from onlookers, the design needs of the clients were the driving force behind the building forms. Like with Cook School a little later, the client needs were addressed efficiently within the sculptural forms, with nothing more and nothing less.

According to the National Register Nomination for The Remington Rand Building designed by HOK/Gyo Obata in 1957, the 1961 Blue Cross Building represents the end of the first phase of HOK by introducing new heights, vertical towers, and expressive concrete over steel structure.[25] (Figure 16). A basic rectangular form is utilized to solve this design program, contrasting aesthetically with the free-flowing thin-shelled concrete structures previously mentioned. It is worthy of note that Obata was designing this at approximately the same time. In this case, the concrete presents itself as massive projecting forms. The heavy horizontal bands and solid towers of concrete contrast with ribbons of glazing at each level. The building cantilevers several feet over the entry level, opening up to a plaza. All rests on a massive concrete base and the composition is Brutalist in nature. In this case, it is not just the design strategy but also some elements of the design itself that are reimagined at Cook School. Obata uses materials, mass, and form similarly in both projects. Careful consideration of the movement of building occupants, vehicles, supplies and services are also evident in the designs of both. Obata was very cognizant of things like building orientation, site placement, solar shading, the provision of natural light and views in each room and the minimization of the building's footprint. All of these considerations speak to his concern for environmental design and quality of life for building users.

[24] Architecture and Urbanism. Special supplemental issue devoted to Gyo Obata/HOK 1954-1990. December 1990, extra edition, pages 227-29.

[25] Bivens, Matt. National Register of Historic Places Nomination. The Remington Rand Building, St. Louis, MO. March, 2015.

Cook School

Cook School was constructed during a period of rapid change in the St. Louis public school system. Due to a lull in construction during the Depression and the Second World War, few new schools had been built since the 1920s. St. Louis' population peaked in the 1950 census and there was no reason to suspect that the student population would begin to shrink any time soon. White flight from the City, however, was ramping up post-WWII, and hit disruptive levels following the Brown Vs. Board of Education decision in 1954 and subsequent school desegregation.[26] The City School Board had announced that students would attend the nearest school rather than transporting students, but the sudden swing in demographics led to further inequalities in school school facilities and overcrowding. Architects played an important role in helping school districts to address the varied challenges. The six new schools were commissioned to address underserved African American neighborhoods on the northside of St. Louis with new learning environments that reflected modern design aesthetics and took advantage of new materials and construction techniques developed during World War.

Cook School was one of the six new schools approved by the 1962 bond issue.[27] The fact that this collection of new schools was designed by respected local architects represented an innovative departure from the way SLPS buildings had previously been procured. In 1961 the Missouri legislature had voted to free the SLPS from a long-standing mandate to use an in-house commissioner of school buildings for design services.[28] The system's leadership decided to take advantage of this new found liberty by inviting a collection of contemporary architects to demonstrate new approaches to design, materials, and educational theory by planning six modern school buildings. The Commissions awarded were: Langston Middle School (5511 Wabada) designed by William B. Ittner, Inc. (the descendant firm of former SLPS Building Commissioner Wm. B. Ittner), Mitchell Middle School (955 Arcade) designed by Murphy & Mackey, Stevens Middle School (1033 Whittier) designed by Study, Farrar & Majers, Ford School (1383 Clara) designed by Manske & Dieckmann, Williams Middle School (3955 St. Ferdinand) designed by Fred C. Sternberg, and Cook Elementary School, which was designed by Gyo Obata, FAIA of Hellmuth, Obata & Kassabaum, Inc. Architects (HOK).[29] With the exception of Ford School (named for Henry and Edsel Ford), all were named for prominent African Americans. Cook

[26] Betsy H. Bradley, "Historic Context Statement: St. Louis: The Gateway Years, 1940 – 1970," in St. Louis Modern, Thematic Survey of Modern Movement Non-Residential Architecture, 1945-1975, in St. Louis City. ed. Peter Meijer. St. Louis: City of Saint Louis Cultural Resources Office, 2013, 63-64.

[27] Chait, Manuel. "Space-Saving Ideas Featured In 6 New Elementary Schools" St. Louis Post Dispatch, 23 August 1964.

[28] Ibid.

[29] Ibid.

School honors the memory of Reverend James Edward Cook (1900-1961), who was the pastor of St. Louis' Antioch Baptist Church (1946-1961) and, for many years, the executive secretary of the Pine Street YMCA (1941-1961).[30]

This planning arrangement also met the requirements set forth by the City of St. Louis School Board to separate the classrooms from the auditorium, gymnasium, teachers' room and administrative offices to prevent noise from interfering with instruction. Furthermore, this planning arrangement also allowed for the use of the gymnasium and auditorium by the public in the evenings – another stipulation by the School Board.7 The classroom floors are efficiently and functionally arranged, with six classrooms oriented to the south and six to the north, accessed by generous hallways in the deep interior.

HOK ascends to Architecture Giant

From the mid-1960s forward, HOK grew from a large local St. Louis firm to a worldwide player in the industry with a reputation for innovation in architecture and engineering. They became notable for corporate headquarters, high-rise towers, libraries, laboratories, institutional buildings, college master plans, hospitals, airports, convention centers, stadiums, courthouses to penitentiaries.[31] The complexities across those project types far-exceeded those from the early educational projects, but Gyo Obata kept his approach consistent with each and always held onto control as the designer. The Southern Illinois University campus master plan and buildings are an example of the strategies used on Cook School being applied to a larger scale and level of complexity (Figure 19). SIUE was HOK's first major university campus master plan and Obata served as the chief architect for several of the initial buildings that were completed in 1967 (Figure 20). Obata noted that in the design of these early campus buildings "only three materials were used on the exterior – a purple brick, precast concrete of a pink aggregate from Colorado, and glass"[32] (Figure 17). Obata not only used a similar material palette to Cook School, with a brutalist language and forms in the campus buildings, he also analyzed the site carefully in his typical way to optimize existing grades and control the angle of the sun.[33] From the late 1960s to present, HOK's reputation shifted to predominantly large and complex buildings and projects. An early high-rise that has a lot in common with Cook School is the brualist Ralston Purina

[30] St. Louis Public Library. "African American Heritage of St. Louis, a Guide." (St. Louis: St. Louis Public Library, 1992).

[31] Architecture and Urbanism. December 1990 Extra Edition: Gyo Obata/HOK 1954-1990. Ed. Toshio Nakamura. A+U Publishing Co., Ltd., Japan. pages 227-29.

[32] Mumford 2004, p. 87.

[33] Lee, Christian. "Building history: SIUE buildings, landmarks share stories from past." The Alestle (Southern Illinois University Edwardsville Student Newspaper). May 1, 2014.

Headquarters building in St. Louis, completed in 1969. The building features a concrete structure and at either short end of the rectangular building, vertical concrete volumes are playfully pulled apart with vertical ribbons of glazing in between, until they flare out completely at the three story base. The result is a dynamic overall form with a dramatic daylit lobby featuring massive exposed concrete piers.[34]

Conclusion

With no additions or major renovations having ever occurred, Cook School is strongly representative of HOK and Gyo Obata in the mid-1960s; a transitional time when the firm was growing up from a modest but successful practice to a major player in the United States Architecture and Engineering industry. The project is informative not only as one of HOK's early schools, but informs their later and larger scale work. This is because the consistent factor across all these projects is Gyo Obata. Cook School represents an indicative work of a master. Meeting a prescriptive and economical program is no easy task. To end up with a completely cohesive design that dutifully meets the program with nothing extraneous, is significant and informative of Obata's abilities and imagination. The simple fact is that in the hands of a master architect like Gyo Obata, constraints and economy often result in art.

[34] Bivens, Matt. National Register of Historic Places Nomination. The Remington Rand Building, St. Louis, MO. March, 2015.

Sources

Architecture and Urbanism. December 1990 Extra Edition: Gyo Obata/HOK 1954-1990. Ed. Toshio Nakamura. A+U Publishing Co., Ltd., Japan.

Birkman, Marlene Ann. "Gyo Obata, Architect, Clients, Reflections", Victoria, Australia; Images Publishing, 2010.

Bivens, Matt. National Register of Historic Places Nomination. The Remington Rand Building, St. Louis, MO. March, 2015.

Bradley, Betsy H. "Historic Context Statement: St. Louis: The Gateway Years, 1940 – 1970," in St. Louis Modern, Thematic Survey of Modern Movement Non-Residential Architecture, 1945-1975, in St. Louis City. ed. Peter Meijer. St. Louis: City of Saint Louis Cultural Resources Office, 2013.

Chait, Manuel. "Space-Saving Ideas Featured In 6 New Elementary Schools" St. Louis Post Dispatch, 23 August 1964.

"Contemporary Architects," Muriel Emanuel, ed. London: The Macmillan Press Ltd., 1980.

Interview with Doris Andrews Danna, FAIA. St. Louis, Missouri. 19 January 2017, with John C. Guenther, FAIA, LEED AP.

Hellmuth, Obata & Kassabaum. "HOK Timeline.". Accessed on 12 February 2017 http://www.hok.com/about/timeline

"Japanese-American history in St. Louis" Special Collections. Washington University Libraries. Accessed on 21 February, 2017. http://libguides.wustl.edu/japanese-american.

Lee, Christian. "Building history: SIUE buildings, landmarks share stories from past." The Alestle (Southern Illinois University Edwardsville Student Newspaper). May 1, 2014.

Leone, Lauren. "St. Louis may have lost its Arena, but the distinctive Lamella roof design lives on" The St. Louis Beacon, 12 June 2012.

Mumford, Eric. "Modern Architecture in St. Louis." St. Louis; School of Architecture, Washington University in St. Louis, 2004.

"Obituary Charles Danna" St. Louis Post Dispatch, 19 February 2012. Accessed on 17 February 2017. http://www.legacy.com/obituaries/stltoday/obituary.aspx?pid=155945566

"Top 100 Architecture Engineering Firms for 2020" Building Design + Construction Magazine. United States. November 29, 2020. https://www.bdcnetwork.com/top-100-architecture-engineering-firms-2020. accessed 8/21/2021.

Verbal Boundary Description

The boundaries of the property are shown as a dark line on the survey map in Figure Three.

Boundary Justification

The current boundaries encompass all of the land currently and historically associated with the building

Figure 1. Aerial photo map, from Google Earth. Accessed August 2021.

Figure 2. Aerial photo map from Google Earth with scale. Accessed August 2021.

38.66270, -90.290550

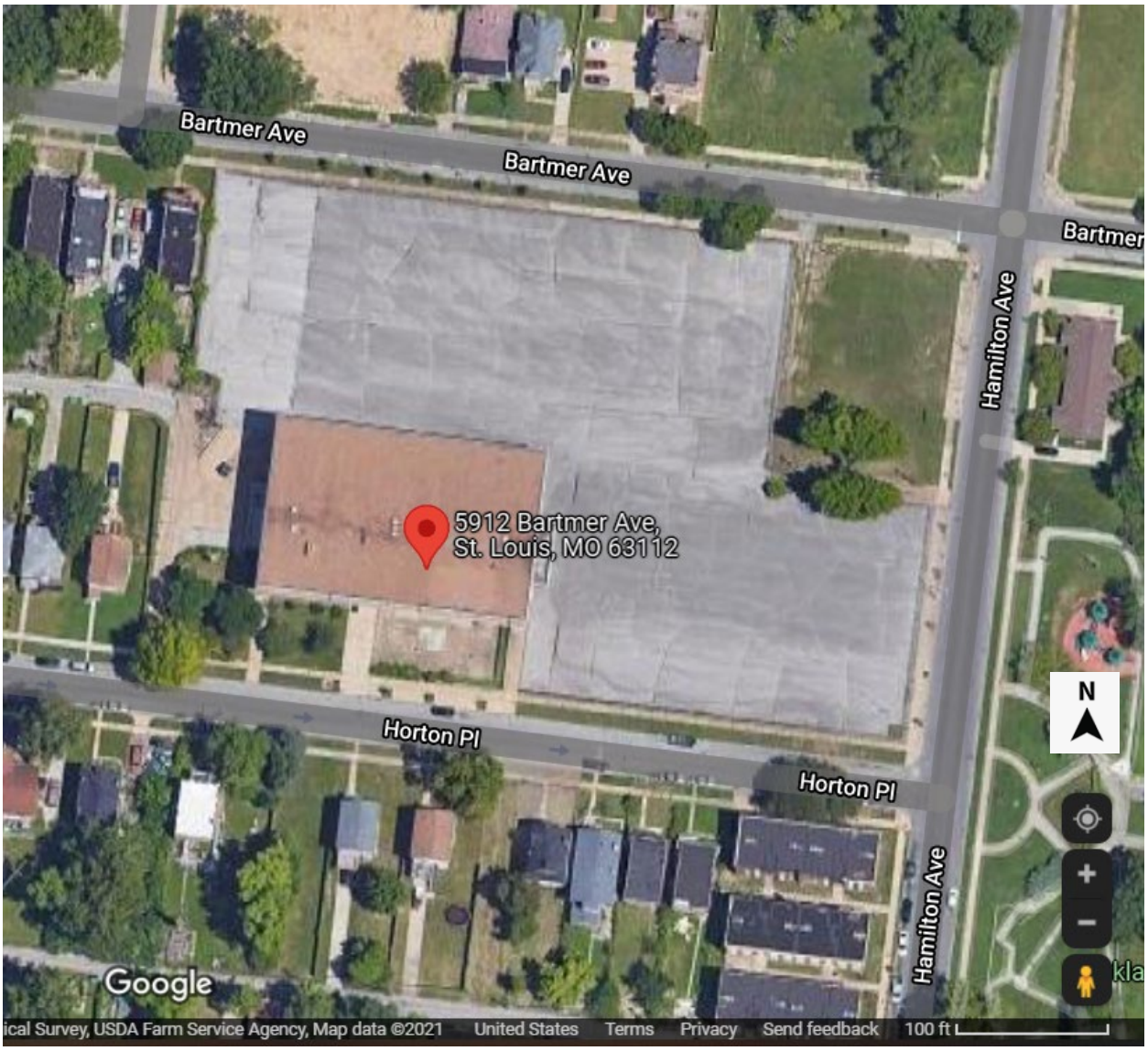


Figure 3. Property Map with National Register Property Boundaries outlined in black. City of St. Louis address and property search. stlouis-mo.gov. Accessed July 2021. NR Boundary added by Christina Clagett.

Figure 4. Setting, image facing north east.

Figure 5. Ground Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785.

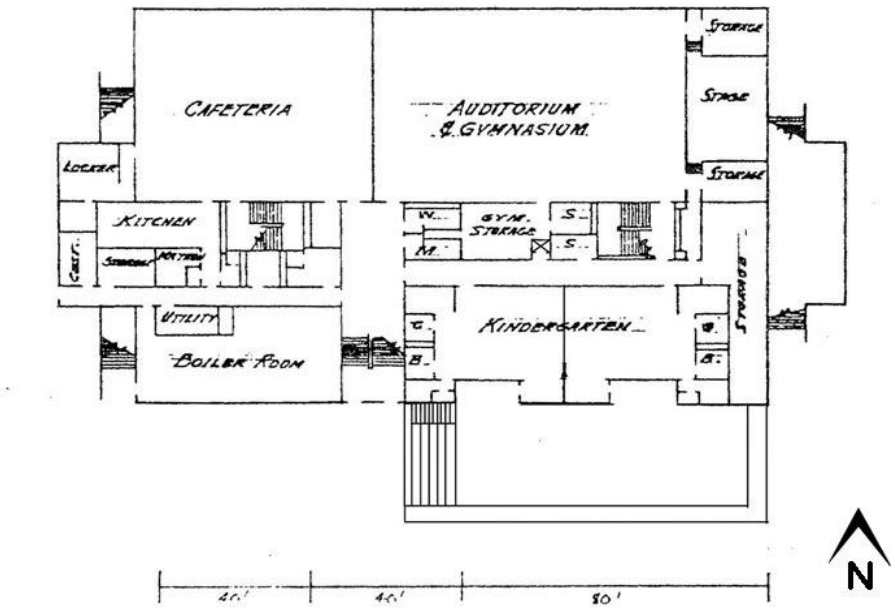


Figure 6. First Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785.

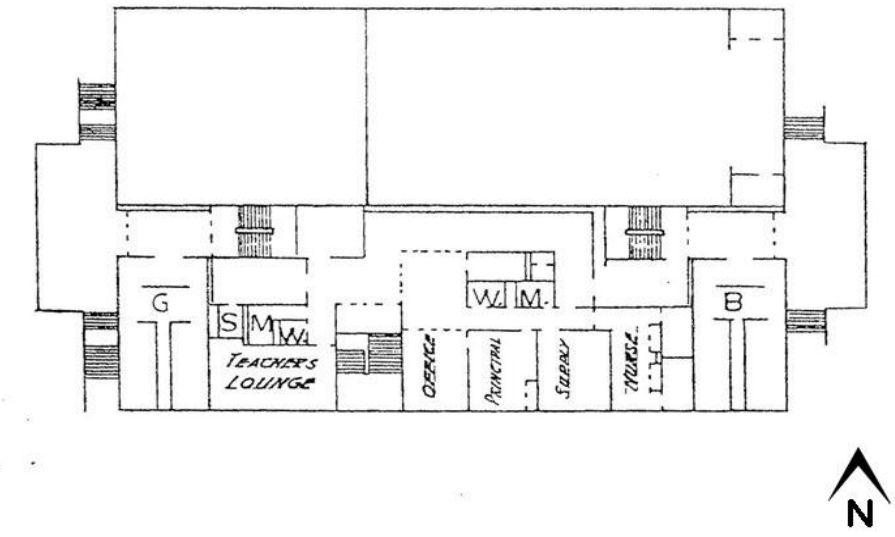


Figure 7. Second Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785. Modifications from original plans are highlighted for reference.

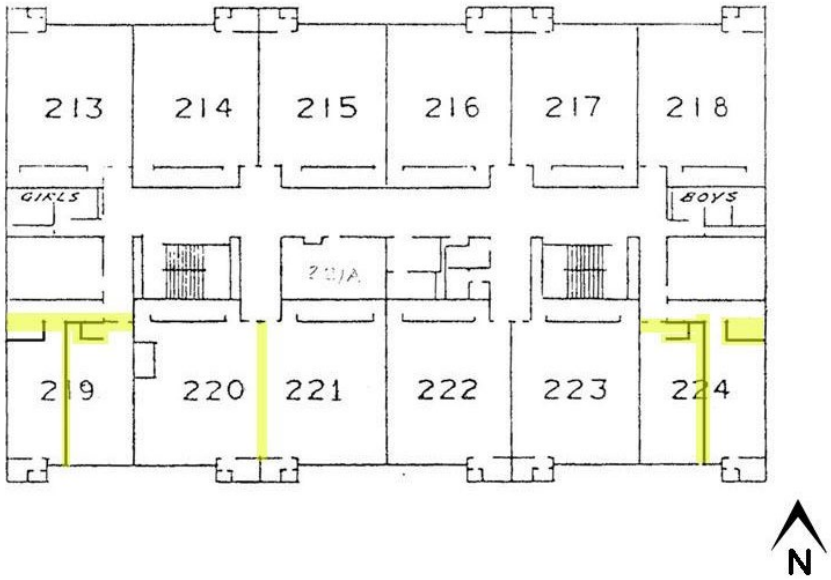


Figure 8. Third Floor Plan, NTS. Cook School. Accessed from St. Louis Public Schools Building Revitalization Collaborative. Accessed July, 2021. https://www.slps.org/domain/8785. Modifications from original plans are highlighted for reference.

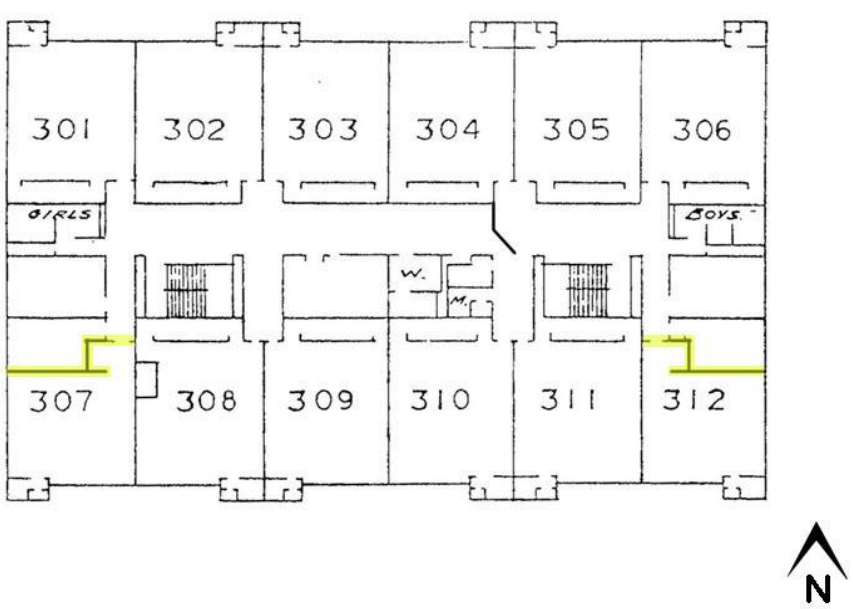


Figure 9. Building Cross Section at entry (facing east), drawing by John C. Guenther, FAIA, LEED AP.

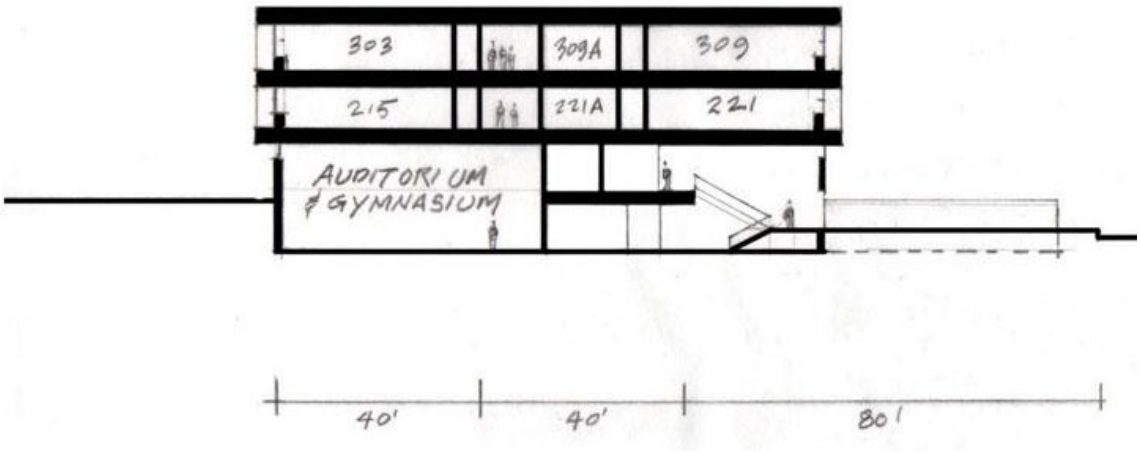


Figure 10. Building longitudinal section (facing north), drawing by John C. Guenther, FAIA, LEED AP

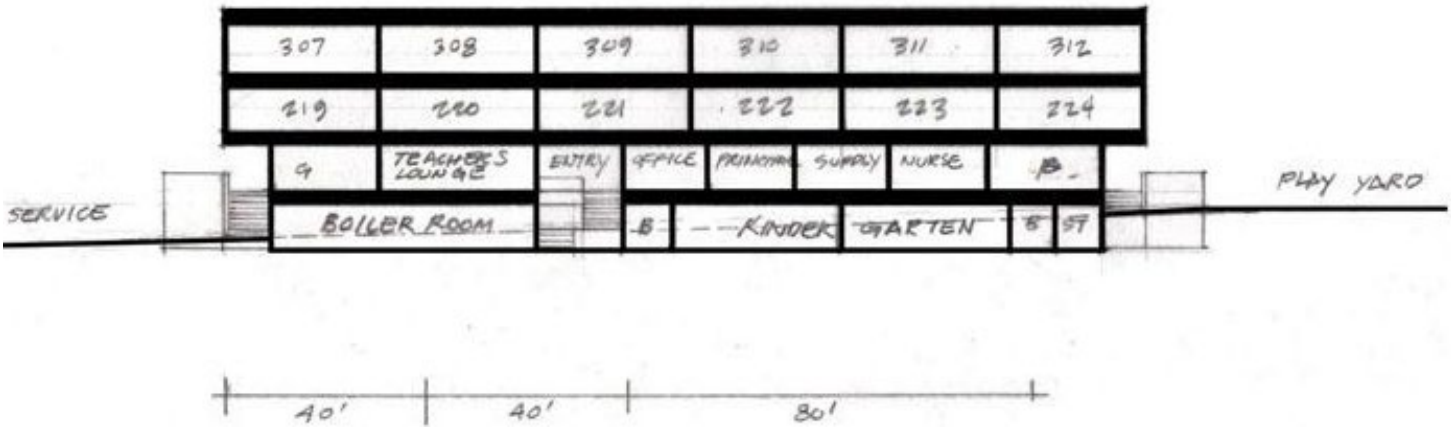


Figure 11. Gyo Obata in the HOK offices in 1981. Photo: Washington University Archives.

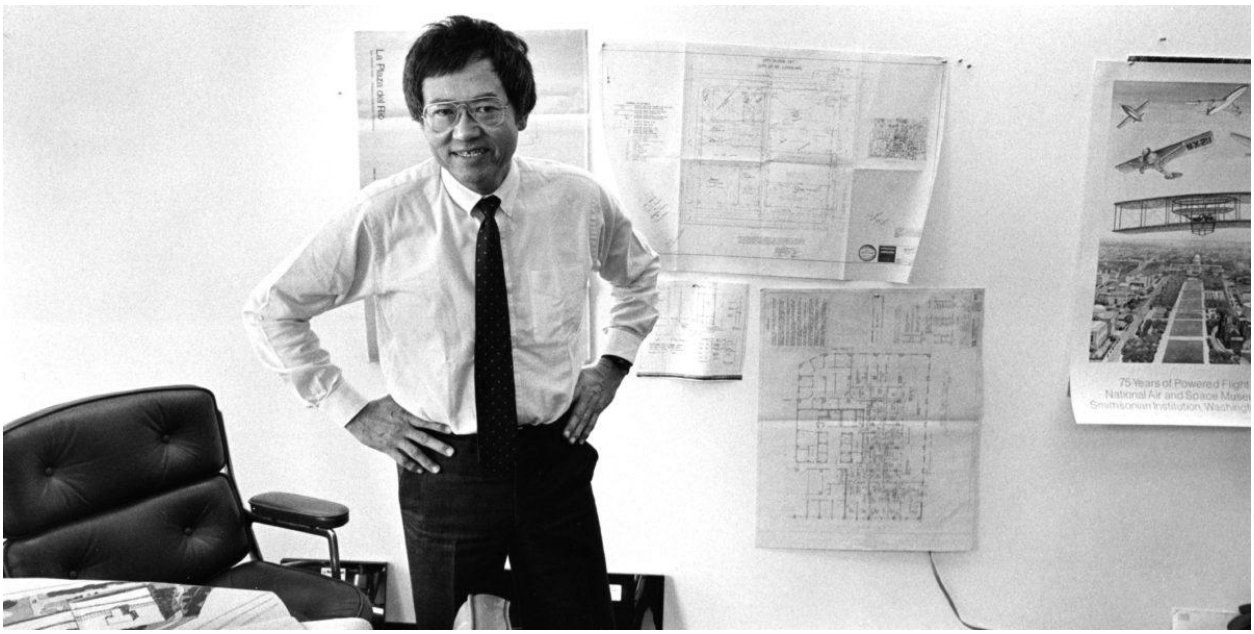


Figure 12. 1955 Bristol School, Webster Groves, MO. Eric Mumford, "Modern Architecture in St. Louis," (St. Louis; School of Architecture, Washington University in St. Louis, 2004) p. 84.

Figure 13. 1955 Warson Woods School Play Room (left) . Eric Mumford, "Modern Architecture in St. Louis," (St. Louis; School of Architecture, Washington University in St. Louis, 2004) p. 86. Exterior photo and site plan (right) Architecture and Urbanism. December 1990 Extra Edition: Gyo Obata/HOK 1954-1990. Ed. Toshio Nakamura. A+U Publishing Co., Ltd., Japan. Page 227.

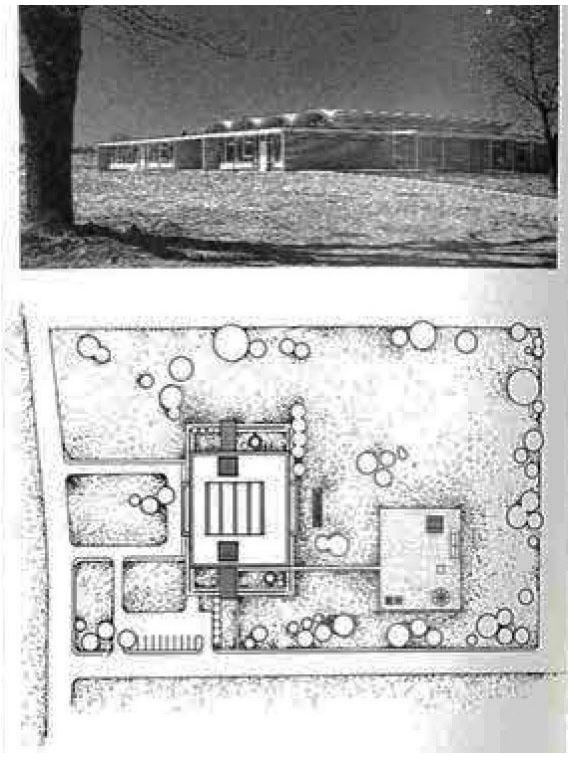


Figure 14. 1962 McDonnell Planetarium. Eric Mumford, "Modern Architecture in St. Louis," St. Louis; School of Architecture, Washington University in St. Louis, 2004. Page 60.

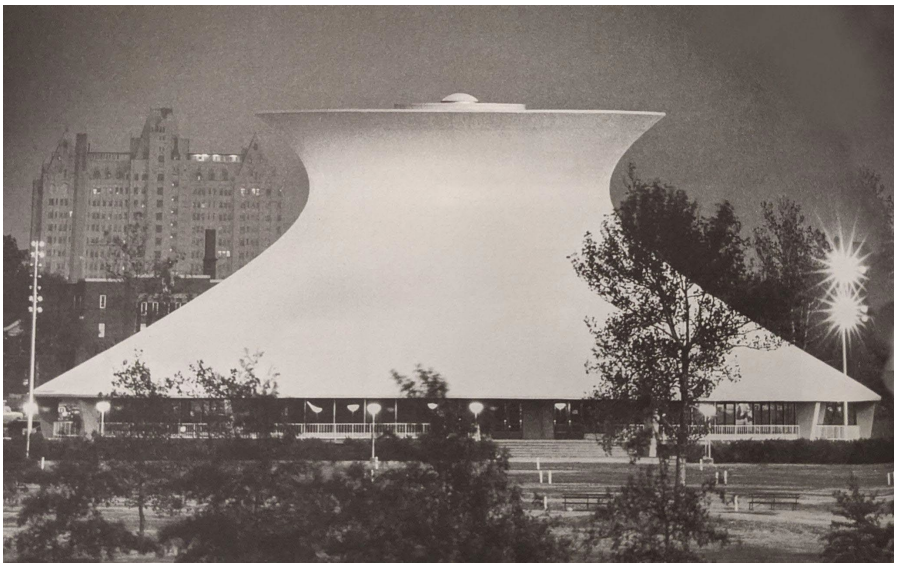


Figure 15. 1962 St Louis Abbey, Creve Coeur, MO. Photo by Christina Clagett, August 2021.

Figure 16. 1961 Blue Cross at 1430-32 Olive, St. Louis. Source: Google Earth, 2019.

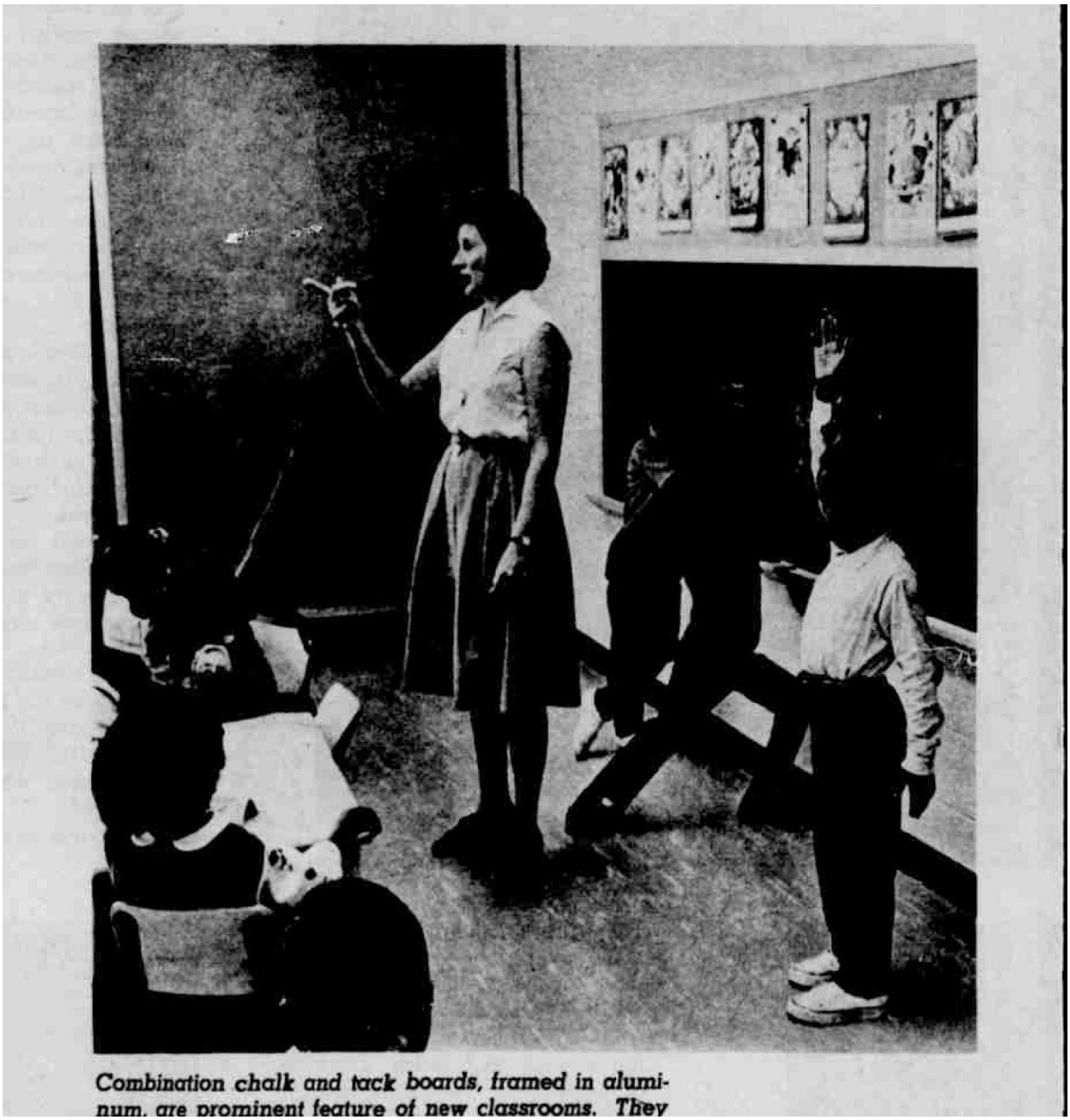
Figure 17. 1969 Ralston Purina Company, Checkerboard Square, St. Louis, Missouri. Source: "A Guide to the Architecture of St. Louis." George McCue and the Curators of the University of Missouri. Columbia, Missouri: University of Missouri Press, 1989.

Figure 18. Photo accompanying Article. Chait, Manuel. "Space-Saving Ideas Featured In 6 New Elementary Schools" St. Louis Post Dispatch, 23 August 1964.

Figure 19: Southern Illinois University Edwardsville. Lee, Christian. “Building history: SIUE buildings, landmarks share stories from past.” The Alestle (Southern Illinois University Edwardsville Student Newspaper. May 1, 2014

Figure 20: Southern Illinois University Edwardsville. Master plan and original buildings. Marlene Ann Birkman, "Gyo Obata, Architect, Clients, Reflections", (Victoria, Australia; Images Publishing, 2010), pages 13.

Figure 21. Interior classroom at Cook School, 1964. "The New Schools" PICTURES: St. Louis Post Dispatch, 27 September, 1964. Page 10.



Combination chalk and tack boards, framed in aluminum, are prominent feature of new classrooms. They

Figure 22. Recessed play area at Cook School, 1964. "The New Schools" Pictures: St. Louis Post Dispatch, 27 September, 1964. Page 13.

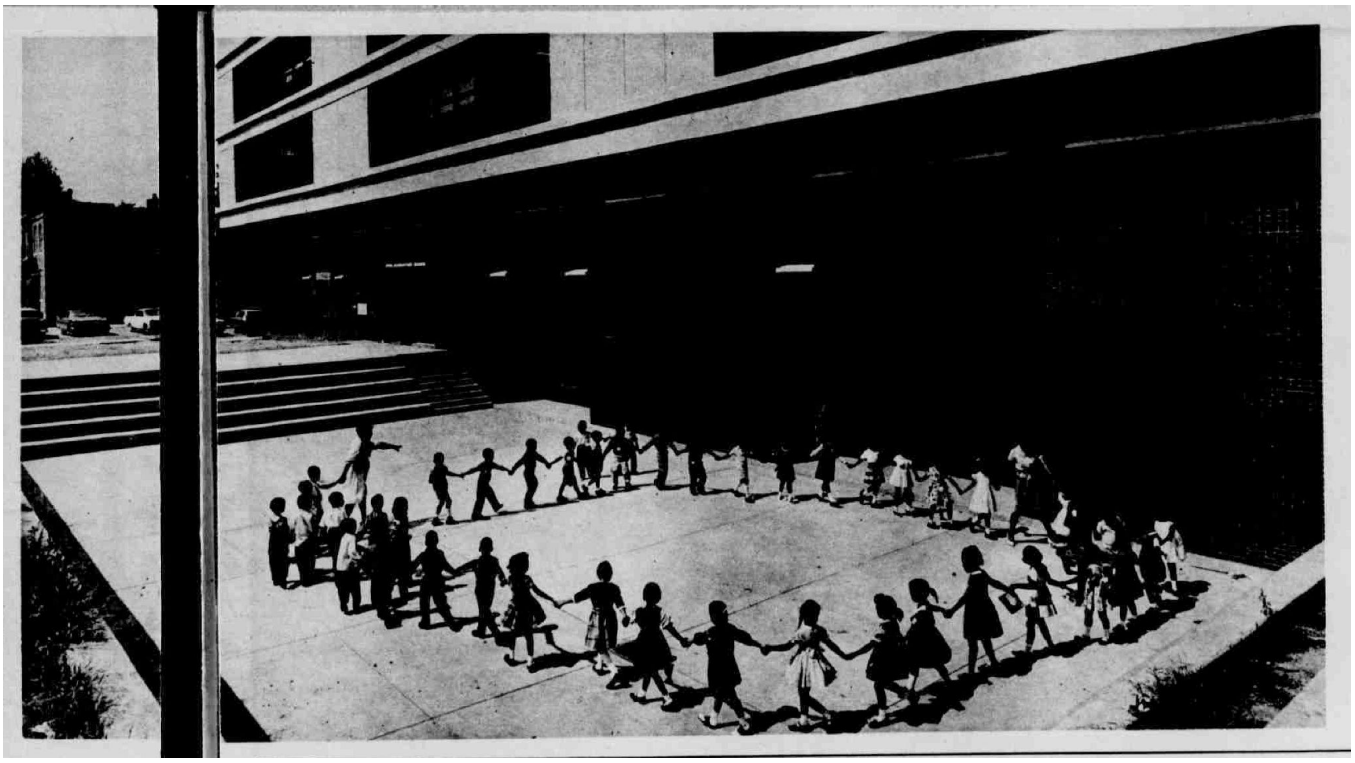
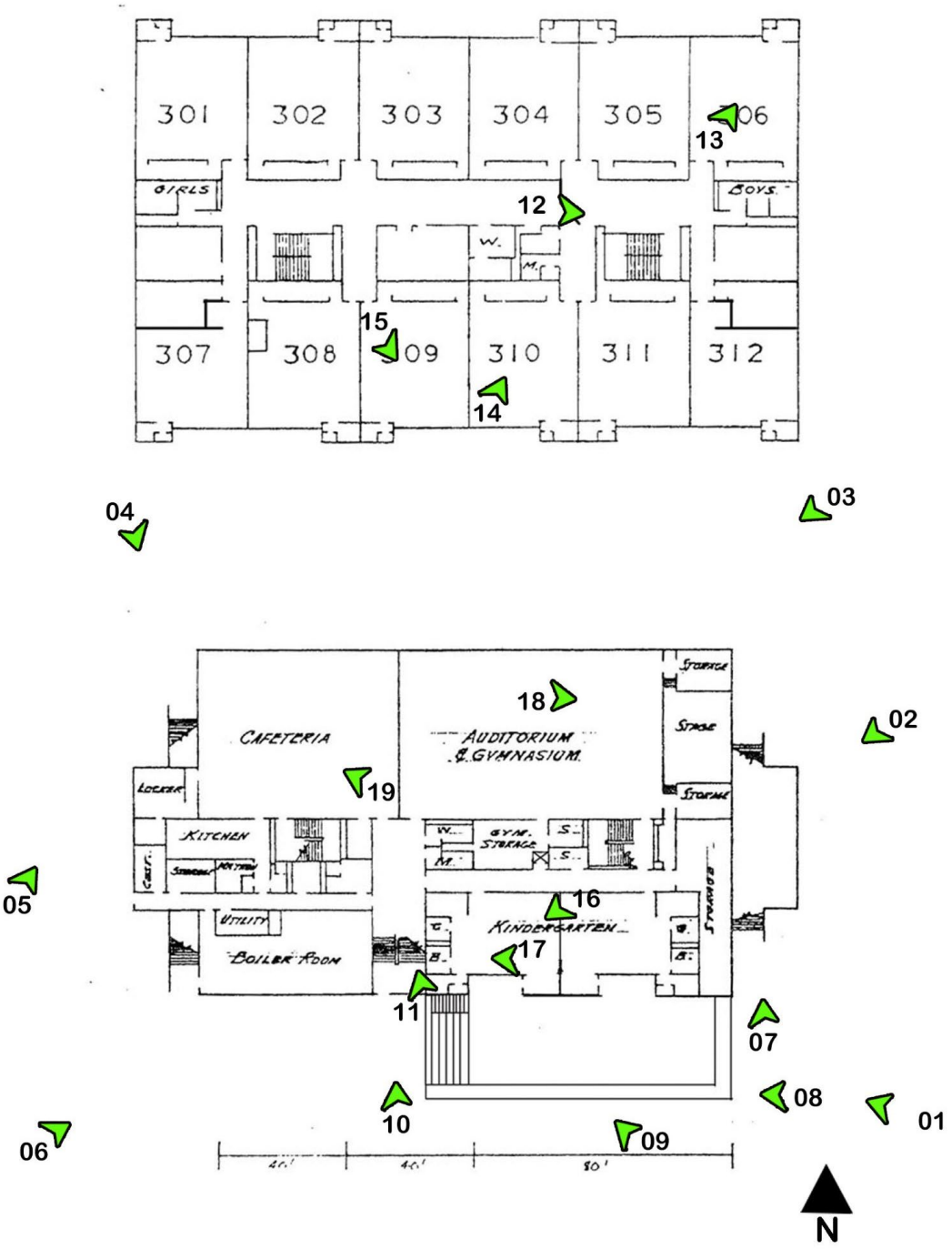


Photo Key: Ground Level (below) and typical classroom level (top)




1


FREE
EVENT
JUNETEENTH
DRIVE-IN
MOVIE


3


5
NO PARKING
Progressive


WEST END


8
WEST END
CHILD DEVELOPMENT
CENTER


People's
WEST
CHILD DEVEL
CENTE


People's


Visitors
... PLEASE
CALL AT
OFFICE


12


13


15


16
EXIT


17
BOYS
GIRLS


18


19