

**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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Grant School

other name/site number NA

2. Location

street & town 3009 Pennsylvania Avenue NA not for publication

city or town St. Louis NA vicinity

state Missouri code MO county St. Louis(Independent City) code 510 zip code 63103

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

Mark A Miles 12/27/05
Signature of certifying official/Title Mark A. Miles/Deputy SHPO Date

Missouri Department of Natural Resources
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

<input type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet.	Signature of the Keeper	Date of Action
<input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register.	_____	_____
<input type="checkbox"/> removed from the National Register.	_____	_____
<input type="checkbox"/> other, (explain:)	_____	_____

Grant School
Name of Property

St. Louis, (Independent City) MO County, MO
County and State

5. Classification

Ownership of Property

(check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources in the count.)

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

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

NA

Number of contributing resources previously listed in the National Register

NA

6. Function or Use

Historic Function

(Enter categories from instructions)

Education, School

Current Function

(Enter categories from instructions)

Vacant

7. Description

Architectural Classification

(Enter categories from instructions)

Late Victorian, Romanesque Revival

Materials

(Enter categories from instructions)

foundation stone

walls brick

roof composition shingle

other

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

See continuation sheet(s) for Section No. 7

Grant School
Name of Property

St. Louis (Independent City) County, MO
County and State

8. Description

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.
- 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 of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

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

Areas of Significance

(enter categories from instructions)

Education _____

Architecture _____

Period of Significance

1893-1953 _____

Significant Dates

1893 _____

1901 _____

Significant Persons

(Complete if Criterion B is marked above)

NA _____

Cultural Affiliation

NA _____

Architect/Builder

Kirchner, A. H. _____

Ittner, William B. _____

See continuation sheet(s) for Section No. 8

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other Name of repository:

St. Louis School Board _____

See continuation sheet(s) for Section No. 9

Grant School
Name of Property

St. Louis, (Independent City) County, MO
County and State

10. Geographical Data

Acreage of Property Approximately 1.1 acres

UTM References

(Place additional boundaries of the property on a continuation sheet.)

1 1/5 7/4/1/0/3/7 4/2/7/6/2/2/0
Zone Easting Northing

2 / / / / / / / / / / /
Zone Easting Northing

3 / / / / / / / / / / /
Zone Easting Northing

4 / / / / / / / / / / /
Zone Easting Northing

Verbal Boundary Description

(Describe the boundaries of the property.)

A tract of land being all of Lot 1 of Grant School Apartments as recorded in Plat Book 03292005, Page 0277 of the St. Louis Records, located in Block 2063 of the City of St. Louis, Missouri.

Property Tax No.

Boundary Justification

(Explain why the boundaries were selected.)

This contains all of the property currently associated with Grant School building.

See continuation sheet(s) for Section No. 10

11. Form Prepared By

name/title Patrick H. Steele
organization Preservation Support Services date March 7, 2005
street & number P O Box 33, 130 E. Main St, telephone 1-573-455-9580
city or town Westphalia, state MO zip code 65085

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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.

Photographs: Representative **black and white photographs** of the property.

Additional items: (Check with the SHPO or FPO for any additional items)

Property Owner

name/title George Kruntchev, Cohen Esrey Real Estate Services, Inc.
street & number 906 Olive Street, Suite 1212 telephone 1-314-588-0368
city or town St. Louis state MO zip code 63101

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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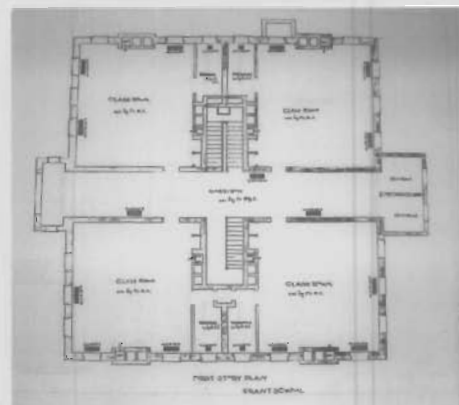
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Grant School St. Louis, (Independent City) MO

Grant School is a three story brick neighborhood school complex in a working class neighborhood on the south side of St. Louis, just north of Gravois at 3009 Pennsylvania

Avenue. It was constructed in three phases starting with the original three story, hipped roof, 12 room Romanesque Revival school designed by A. H. Kirchner in the rapidly developing south side neighborhood. A six room, three story hipped roof addition, designed by W. B. Ittner was added to the south side of the original school in 1901. The final element was constructed in 1968 when a one story, flat roofed multi-purpose room of buff brick was built on to the south end of the earlier addition. This neighborhood school is situated on a raised lot at the corner of Pennsylvania and Crittenden Streets and features a limestone retaining wall on the main street facades. The original housing stock was removed from the west side of this school to permit the construction of a paved parking lot and playground as part of the 1968 improvements. The school is now vacant, surrounded by viable housing stock.



The original portion of the building contains four classrooms per floor with cross halls, with the stairs in the south and north cross hall. Fenestration features three windows in the walls of each classroom with a smaller window in each of the wardrobe closets at the north and south walls, behind the cross hall. The main first floor windows have flat window tops while the second floor has full semi-circular brick lintels with carved stone panels. Brick columns frame each window on the second floor while the third floor has flat top window openings that are capped by a stone belt course. A stone belt course serves as the window sills for the second and third floor windows.

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Grant School
St. Louis, (Independent City) MO

Windows are two light over two light double hung sashes.

The original roof of this 1893 building was of slate on wooden framing. The slate had been replaced in 1968 with composition shingles that are now in poor condition. It is a truncated hip roof with copper flashing and ridges. The building featured two large chimney stacks with three flues each on the north and on the south side. A large metal chimney hood covered the tops of all four chimneys. The original construction featured a hipped glazed skylight at the south and north ends of the stair corridor on the third floor. A rear vestibule on the west side was divided into two parts for separate entrances of boys and girls. The 1893 construction is of masonry load bearing wall construction with 2 x 12 inch floor joists, spaced 12" apart. In all of the 1893 classrooms, lathe and plaster ceilings remain under pressed metal decorative ceilings. The corridors have concrete floor systems but finished wooden flooring exists in all of these rooms and in the corridors.



The main façade is the eight bay east façade and features a projecting entrance vestibule with a full arch under a brick parapet wall with decorative corner minarets and a decorative gable above the projecting center pavilion. At the front entrance, stone is used up to the base of the semicircular arch over the door. The spring blocks are carved stone and brick corbelling accents the arch. Carved stone spandrel panels are used above the arch in the space below the stone belt course. Carved stone bases anchor the simulated round minarets that rise through the belt course and frame the carved stone "GRANT SCHOOL"³ cartouche. This façade has three bays of window on either side of the slightly projecting central pavilion. The brick walls are used from the ground line up on the rest of the building. The windows are two over two double hung sash units with similar treatment on the first and third floor classrooms. The second floor classroom windows feature an arcade with triple set of windows with pronounced semicircular lintels containing carved stone panels under decorative brick lintels. The three windows are treated as a unit with two over two double hung sash with a 20 inch tall by 40 inch wide transom above each of them. The windows are separated by engaged triple columns and a single column at each end. The area above the entrance vestibule contains two window sash with segmental arched corbelled brick

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Grant School
St. Louis, (Independent City) MO

lintels. There are a pair of smaller windows above these on the third floor which is treated the same as the classroom windows of the second floor. Within the center gable at the attic level, is Palladian window of two smaller one over one light windows with a larger center one over one window which is separated from the two by an engaged column and capped with a similar semi-circular stone panel and decorative brick lintel.

The north and south facades were treated similarly and are six bays wide. A decorative stone belt course at the sill level is the major decorative element, interrupted by two chimneys which contained ventilation flues for each classroom. These brick flues originally featured decorative corbelled brick caps with metal hoods which had since been removed. The center pair of windows on each floor are slightly smaller in width, as they served as windows for two wardrobes per floor.

The west façade was the rear façade and faced an alley and the rear of the former houses on the adjacent street. It is an eight bay façade with little additional detailing. The center two windows on each floor are narrower than the three windows for each classroom. At the ground level, a small hipped roof rear vestibule provided access from the main hall to the play ground.



⁵ In 1901, a three brick story addition, 70 feet by 46 feet, was added to the south end of the original building. The addition created six new classrooms with an additional stairway with cross halls. The main hallway of the original building was extended into the addition with the removal of the south set of stairs and the south pair of wardrobe closets. The detailing of

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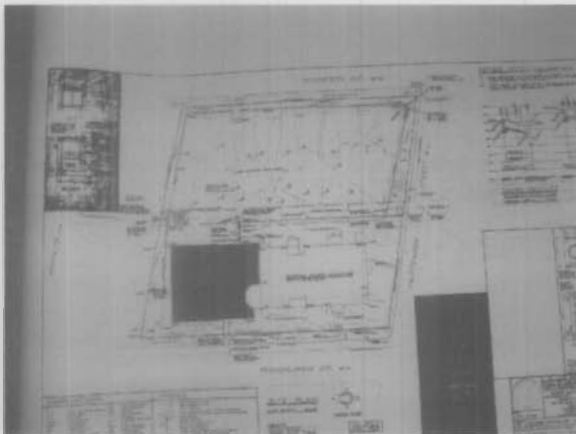
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St. Louis, (Independent City) MO

the addition is very restrained and is limited to replication of the belt courses. The brick used match the original section but is laid up with a Flemish bond header row on every sixth row. The addition is three bays wide with an indented cross hall as the connector. It has a hipped roof and there are semi-circular roofed dormers on the north, east and south sides of the roof. This addition is of fireproof construction of steel and iron framing and concrete. The windows in the addition are nine over nine, double hung window sash units. The south skylight was removed as part of the alterations needed to provide access to the new addition. The first floor rooms were altered to accommodate younger children with the lowering of the blackboards. A boiler and radiator system was added at the time of the addition and the chimneys covers were removed and flues shortened.

The stone retaining wall was extended and capped with St. Louis ledge limestone to match the original wall, bathrooms for the students were added in the basement and granitiod concrete flooring was used there. Marble tile was used in the vestibules.

In 1904 the north stairs in the original building were removed and a new set of stairs installed in the west end of the original main hall. The opening in the floor for the stairs was filled in and doorways changed to accommodate this alteration of the floor plan. In 1913, the stairs were again reworked and were enclosed behind the metal and wire glass fire wall. The pressed metal ceiling in the original building dates from this renovation as well.



In 1968, a one story flat roof multi-purpose room was added to the south end using brick of different color from the older portion. It is connected to the south side of the 1901 addition by a lower one story flat roofed office and hallway which required alteration to the three original windows of the southwest classroom in the addition.

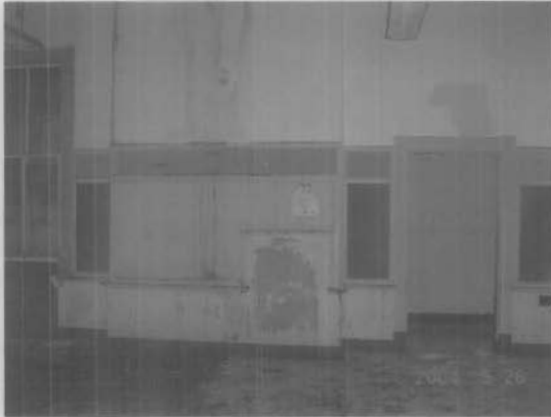
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St. Louis, (Independent City) MO

The original building retains its Victorian interior, complete with



baseboards, molded window and door trim with bulls' eye corner blocks. Each of the 12 classrooms was provided fresh air through vents located in the flue stacks which have been closed up. In typical construction of the period, these vents share one common stack with each vent staggered so that the first floor is to the east, second floor is in the middle, and the third floor is to the west side of

the chimney stack. Classrooms feature storage closets for the teachers and large cloak rooms. Four panel doors remain. Several of the rooms retain pressed metal ceilings in poor condition. Blackboards are located on three walls of each room. Large operable windows and large glass transoms helped keep daylight and fresh air available to all parts of the building. Storage closets also have windows to the hallway or to the outside. The stairways are separated from the main hall by metal walls and doors featuring wire glass and metal stairs. The original stairs and balustrade and railings are in fair to good condition. Some portions of the halls have been closed off with glazed panels and doors to create office space. The façade creates a grand portal to education symbolically and functionally with wide steps, decorative fencing and special detaining over the main entrance.

The 1901 addition retains its original interior although some classrooms have been divided into smaller spaces. The southeast corner room on the first floor had three windows bricked in to accommodate the roof of the multi-purpose addition. This addition is in better condition because of less problems with the roof. The hallway has had additional storage units added.

The 1968 addition has suffered major damage from vandalism and from water penetration. This flat roof addition was constructed after the period of significance and detracts from the earlier portions. This addition will be removed in the rehabilitation to permit restoration of the windows in the south wall of the southeast classroom.

The school was built in the Marquette-Cherokee Neighborhood replacing the

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earlier 1867 Gravois School, which was located at Gravois and Wyoming. The Grant School was surrounded by brick single family homes and flats with occasional neighborhood commercial buildings. It is just north of the intersection of Arsenal and Gravois. The homes west of the school have been demolished for a parking lot and play ground area, but the remaining area seems to retain its viable housing stock.

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Grant School
St. Louis, (Independent City) MO

Grant School is significant under Criteria A in the area of Education as a surviving example of the changing neighborhood school in response to the improvements in educational and instructional philosophy at the end of the 19th century from the uniformity of spaces for economy to spaces suited to the age and size of the students; and Criteria C in the area of Architecture because it represents the surviving 1893 school that was an early work of A. H. Kirchner with the 1901 additions that were the early work of William B. Ittner. Kirchner began the process of improving classrooms under the old patronage system for construction after the first attempt at reform within the St. Louis City school system. It replaced a smaller and poorly planned building that was once identified as the smallest in the system in 1975. Kirchner, during his term as School Architect, addressed the need for additional light and air in school buildings with use of flue vents, interior windows and large skylights over the stairs. Ittner was appointed the first Commissioner of School Buildings for the St. Louis School District after passage of reform legislation by the state and the mandated improvements in health and safety considerations of public school buildings in the City of St. Louis. Ittner added a large kindergarten room and altered the classrooms of the first floor to accommodate the smaller size of the three primary grades while the older children were taught in the upper floors. Grant School was one of the last of the 19th century schools to receive a large addition since the School District mandated all schools newly constructed were to meet new fire codes. Schools of fireproof construction of 18 classrooms became the norm. The Grant School is significant at the local level with the period of significance running from 1893 to 1953.

Background

The importance of the organizational structure of a school system is summarized in this statement from the first paragraph of St. Louis Missouri Preservation Plan's historic context for education: "What, where, and how students learn is a function of the organization of the school system, prevailing theories about learning, local political pressures, and, of course, financial realities." and it also establishes the historic framework for evaluation of education in most American Cities. Like many school systems, the first St. Louis school board in 1833 embraced the Lancasterian, or monitorial school model as the viable option for St. Louis. By the 1870's, William Torrey Harris built St. Louis Public Schools into a national model combining graded classrooms, systematic teaching methods, strong discipline, and basic proficiencies. He authorized Susan Blow to create the City's first

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Grant School
St. Louis, (Independent City) MO

kindergarten in 1875. By 1900, over 200,000 St. Louis children attended kindergartens.

Traditional thinking held that almost any room could be transformed into a classroom, and St. Louis rented many spaces for classrooms. But by the end of the 19th century, educational thinking held that construction, design, and floor plan reflected the priorities of the school and its effectiveness as a place for learning.

Growth of the City added to the burden of the St. Louis School system. Influx of immigrants and growth of the City raised the need for additional classrooms. The City began to grow out as transportation systems developed. Horse drawn vehicles were replaced with cable cars and then electric trolleys which led to construction of more housing along their routes. Expansion was so rapid that buildings were overcrowded when first built. Adoption of a prototype plan for neighborhood schools in 1857 led to an economically viable option in a set of expandable school specifications. These specifications called for the construction of square plan, four classrooms per floor, with the ability to add up to two more floors.

The earliest St. Louis public schools were constructed to conform to the Lancasterian system of education in which there was a large study hall supervised by a head teacher with one or more small adjacent classrooms monitored by assistant teachers. In 1857, the "Board of Education" of St. Louis adopted a graded system and promulgated "principles of school construction" which were to dictate school design in St. Louis for forty years. The administrators also established school districts to minimize confusion in student records. This called for schools of uniform specifications to be built in neighborhoods throughout the City as needed. In thinly settled districts, schools were to be one-half to one-third full size and constructed with a view to receiving additions when needed. The Board of Education recommended that each school follow a square, four rooms per floor plan. Vertical additions would provide second and if necessary, third floors.

A three story, four rooms per floor school would accommodate twelve classrooms then thought to be the optimum number for one administrator. In theory, this four room expandable school model allowed the Board to provide each neighborhood with no more than the number of seats needed and to increase that number only if and when the increase in the population of the district so warranted. In actuality, schools in densely populated areas grew well beyond

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Grant School
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the typical twelve room building. (Frank P. Blair School, built in 1882 received additions in 1888, 1891 and 1894 which provided 25 classrooms, including a separate kindergarten building.)⁸

The Board of Education up until 1897 was made up of 21 members representing individual wards. This situation led to so much in fighting among this partisan group that construction was often delayed, leaving the city in need of additional school facilities. Even appointment of a School Board Architect required many ballots. As a result, many classes were held in rented rooms of dwellings and other buildings wholly unsuited for school use.⁹ Architects were hired on a job-by job basis after 1889 until 1893. A. H. Kirchner was selected to become the School Board Architect in that year. The Missouri State Legislature voted to remove the city's old Board of Education and re-established it with a new charter in 1897 as a twelve member Board comprised of leading citizens who pursued the task of bringing St. Louis school facilities up to par.¹⁰

Elaboration

(Education) Administration of a school system for the City of St. Louis was hindered by problems from the very start. Even though a funding mechanism was set in place in 1812 with the creation of school lands, the first public schools opened 26 years later. The legislature of the Missouri territory intervened in 1833 to reorganize the administrative body and again in 1897, the Missouri legislature created a new body to limit opportunities for corruption and to make the election of directors city wide.

In 1812, an act of Congress set aside one-twentieth of the vacant lands of St. Louis for the support of the schools. Problems were encountered when the survey was attempted in 1813 from efforts of speculators and opposing claimants. In 1817, the Missouri Territorial Legislature granted a charter for the Board of Trustees to manage the land grant. Auguste Chouteau, Alexander McNair, Thomas Hart Benton, and four other accomplished men made up this Board of Trustees. The election of Governor Daniel Dunklin in 1832 marked the state wide push of the common school ideology. He restated the popular faith in education as "the best safeguard of our republican institutions". By 1833, the failures of the trustees were so obvious that the state legislature established a new agency to manage the lands and oversee public education. In April 1833 the "Board of President and Directors of the St. Louis Public Schools" was incorporated and elections were held within a year and the first

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leases of school lands were made. The responsibilities spelled out for this new body in the 1833 Act of Incorporation as follows: controlled land belonging to schools; appointment of teachers; the character of the curriculum; and management of the pupils. All free males over 21 were eligible to vote for directors. With the opening of two schools for 288 students in 1838, St. Louis joined the common school movement and this system grew insistently until it included nearly 80,000 students in elementary schools in 1900. (T5-7)¹¹

Problems of funding and of getting interested capable candidates for the school board led to public accusations and investigations into actions or inaction of the members of the board and to pre-election riots in the 1840s. After 1848, the candidates were nominated by political parties without improvement in interest or abilities of suitable candidates. In 1853, Superintendent John Tice complained that good candidates were elected by "more the result of accident than design; the prevalent feeling being that any one will do for a school board director". The president of the board in 1855 urged the directors to read the Annual Report so they might become more familiar with the system. Comments by William Garwood in 1857 revealed the temptations that readily presented themselves to the board members which he felt would be negated by compensation for directors. His proposal was rejected (T143)¹²

This situation and the willingness of directors to delegate authority resulted in the naming of paid officers for the board and the establishment of permanent standing committees with considerable freedom. This fragmentation of responsibility led to the importance of the superintendent as chief executive. By 1852, the superintendent, was the highest paid employee of the system. Superintendent Tice knew that no business would be carried on well or profitably without personal supervision to see that this was well done and how much by each person. This abdication of their mandate, through neglect indifference, or incompetence, elevated the importance of the superintendent in the business of education. The doctrine of economy and effective administration was preached in every Annual Report and innumerable board meetings. Uniformity of instruction was the mechanism used to solve the problem of education numbers of children at a minimum cost and at maximum efficiency.

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The earliest schools constructed for St. Louis public schools were constructed to conform to the requirements of the Lancasterian system of education. This system, developed in England by Joseph Lancaster at the start of the 19th century, used more advanced students to teach less advanced ones. This provided a system which he called "the Monitorial System" that could enable small number of adult masters to educate large numbers of students at low cost.¹³ In St. Louis a modified system was used where a head teacher supervised a large class in a large room, with one or more smaller rooms monitored by assistant teachers.

Towards reaching their goals of uniformity, the school board in 1857 introduced a graded system of six classes, three primary and three grammar school classes. By 1860 over eighty percent of the schools were graded schools with prescribed courses and advancement possible only by achieving a specified percentage on a standard exam. The program of one school shall be the program of all schools so that the same grades are all doing the same study at the same hour. Based on the factory system, uniformity and economy were the result. Another significant change introduced in 1857 was the establishment of a District Plan for St. Louis that was intended to encourage stability of school population, minimize confusion over school records, discourage arbitrary selection of schools for personal reasons, and to prevent the exclusion of neighborhood children from neighborhood schools.¹⁴

Corruption however, did not become a persistent issue in School Board affairs until the 1880s. Reformers secured the passage of the Drabelle Bill in 1887 as an attempt to substitute nonpartisan elections for the tyranny of ward politics. While some changes resulted, the behavior of the directors was not affected. The board was made up of contractors and others who used their positions for furthering their party or their own interest. In 1891, eleven of the thirteen directors up for reelection were contractors and their victory resulted in continued mismanagement and misuse of the board's resources.¹⁵

Sale of School property, contracts to board members, political patronage, and advancements for teachers through Petticoat Pulls became topic of discussion in St. Louis but few directors were turned out of office. The fact that the board was responsible for appointing judges to oversee its own election resulted in widespread fraud including miscounting, loss or destruction of ballots. Reformers concluded that the board must be made nonpartisan by

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**Grant School
St. Louis, (Independent City) MO**

making the election on an at-large basis. In 1897, the Civic Federation succeeded in having the state legislature pass a new charter for St. Louis Schools based on a model developed in Cleveland and New York.

This new charter limited the role of the directors to assuring fiscal responsibility and deciding board policy issues while it prevented intervening in the daily affairs of the system. It gave executive powers to four specialized officers: commissioner of buildings, secretary-treasurer, auditor, and a superintendent of instruction. It called for examinations for janitors and teachers, granting advancement solely on merit. It limited the number of offices to be held and required directors to run on a general rather than party ticket. It reduced the number of directors from twenty one to twelve and lengthened terms from two to six years. ¹⁶

(Architecture)

In 1858, the board owned an assortment of buildings from a converted house with room for a teacher and 60 students, to a three story building with twenty four rooms and over a thousand pupils. Included were specifically designed school buildings, converted churches and dwellings, and even bars. The system also rented rooms in various parts of the city. In pursuing the goal of economy and uniformity, the board adopted uniform specifications for schools designed to meet requirements of the graded system. This changed the typical layout from the large classroom with smaller adjacent ones to a set of four equal sized rooms for 60 students. In the following year, nine new schools of various sizes were built according to these new specifications. Since the plans called for vertical additions to the basic plan, larger schools would have twice or three times the student capacity of the smaller ones. Six, one story schools, held 224 pupils, two, two story schools, held 448 pupils, and one, three story school, held 672 pupils. The new architecture was a case of form follows function: the standardization of the buildings followed the standardization of the curriculum. ¹⁷

The Grant School stands as a monument to the evolution of school architecture at the turn of the twentieth century. The older Victorian school retains much of the detailing associated with residential architecture of the period on the interior and exterior while maximizing natural light and air for interior spaces. It was designed to show the importance of education in the neighborhood and reflects high quality in use of material and patterns. It elevates the building on a raised terrace and creates a grand portal to

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education. It was the work of August Kirchner, Victorian architect for St. Louis Schools who designed a building with the educational philosophy and environment in mind.¹⁸

The Kirchner brothers both served as School Board Architects in St. Louis. H. William Kirchner worked in the office of George I. Burnett and was named the School Board Architect in 1881 and 1882 and served a three year term 1886 to 1889. The older of the two Kirchners, he designed the Blair School at 2707 Rauschenbach Avenue as a twelve room Victorian neighborhood school that was completed by the end of August 1882 for the St Louis School District. He would be architect for the 1888 additions to the main building that added two story wings to both ends of the main



building.¹⁹ A. H. Kirchner, would finish the project with the addition of the third floor to the wings in 1894. August H. Kirchner worked with his older brother H. William Kirchner starting in 1884 and was elected as the School Board Architect from 1893 to 1897 for the St. Louis School District.²⁰

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The Chouteau School, now demolished, was designed by A. H. Kirchner in 1894, a year after Grant School was constructed. Kirchner's plan for this school featured a more irregular outline footprint for the basic square four room per floor model and contained many similar features, including the interior stairwells in cross halls. This three story building featured belt courses, an arcade of three windows in the gable wing on the south elevation at the second floor level with a the same column treatment as at Grant. Ittner, as successor to Kirchner, also designed the addition to Chouteau School in 1898, adding three floors of two classrooms of 28 feet by 32 feet. This addition looked much thinner in comparison to the mass of the original building. Interestingly enough, Ittner created a kindergarten room by extending the wall of one of Kirchner classroom to the east which terminated in an angled bay window configuration, similar to the addition's kindergarten room at Grant School made three years later.²³

In 1896, A. H. Kirchner designed a one story four room school building for the newly created Mount Pleasant school that was taken from a larger crowded district. This building could support two additional floors which were added above the existing building in 1899, under the supervision of William B. Ittner. The addition replicated the floor plan of the earlier building with stair tower added to the rear. This building received a one story addition by Ittner in 1913 and a one story gymnasium constructed in 1928 under supervision of R. M. Milligan. This building turned away from the Victorian precedents and its stylistic elements reference Craftsman and

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Prairie school influences on its exterior.²⁴ (Mount Pleasant School NR Nomination)

The Grant School neighborhood was served by a public school from 1868 when the first Gravois School was built as a two story Italianate four room school at Gravois Road and Wyoming Street. That building was a school house, more residential in scale and appearance with very little attention paid to the site or to ornament.

The building was designed built in 1867 In 1875, this as one of the St. Louis with capacity of 1880 incredible this small neighborhood plans for

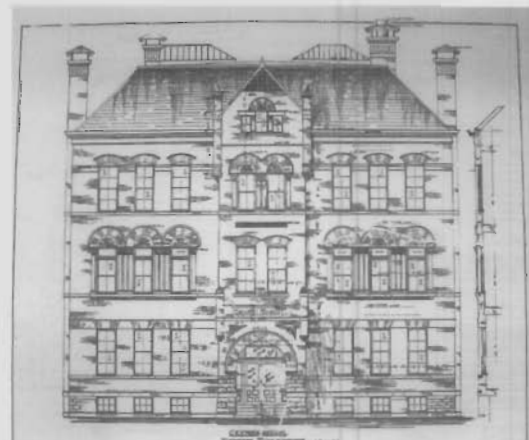


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by J. H. Maurice and was at a cost of \$17,083.00. building was identified smallest in the City of only four rooms, 240 students. This ca photograph above the number of students in school. As the continued to develop, replacement of the

earlier building began in 1889 with the preparation of a plan for the typical 12 room classroom building. The earliest drawings for what was to become Grant School, are labeled Gravois. It was the basic square plan with four classrooms per floor that was required by policy of the St. Louis School Board. After Grant School opened and the neighborhood continued to develop, the new building proved too small. The old Gravois School was opened as Grant Branch to ease the overcrowding at the Grant School. Gravois School was demolished in 1929. In addition, three portable classrooms were on site prior to the 1901 addition.

Kirchner's design for the replacement²⁶ of the Gravois School represented a major improvement over the existing school for the neighborhood and would allow for neighborhood growth. He incorporated features to improve the



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quality of light and air for users of this school. He provided outside windows for each wardrobe closet. He included large skylights over the stairs. His building included central heating and incorporated air ventilation for each classroom via the massive flues. He did all of this while conforming to the plan in place by the school board. This school was built at a cost of \$37,376.00 and was three times the size of the school it replaced. His site was elevated with a stone retaining wall and decorative iron fencing. Brick walks surrounded the building and led out to the brick outhouse, located in the southwest corner of the school grounds, adjacent to the alley. In seven years, all of the classrooms in the 1893 building were in use and over crowded.²⁷

As the first Commissioner of School Buildings for the St. Louis Board of Education, and as successor to A. H. Kirchner, School Architect, William Butts Ittner designed the addition to Kirchner's Grant School. Ittner matched the 1901 addition to the size and scale of the older portion, repeating the line of the belt courses, and the same pattern of windows. Previously, additions to 19th century schools usually replicated the original building in style and layout. His addition changed the type of the windows by using nine over nine double hung sash units. He used a hip roof, with semi circular glazed dormers in recognition of those semi-circular decorative lintels and panels used on the Victorian original. He used fireproof construction however in the new addition in the interest of increased safety for the students and staff. He added six new classrooms, including a kindergarten room, new heating and ventilation equipment, and indoor plumbing.

William Butts Ittner was born in St. Louis on September 4, 1864 and attended the city's public schools. He was a member of the Washington University's Manual Training Schools first graduating class in 1884 and went on to study architecture at Cornell University. Like many other architects of his time, Ittner left for Europe to study before returning to St. Louis where he entered the office of Eames & Young. From 1889 to 1891, he practiced alone before entering brief partnerships, first with William Foster and then with Link and Rosenheim. In 1891, he was elected Fellow, American Institute of Architects and Ittner was President of the St. Louis Chapter of the American Institute of Architects from 1893 to 1895.

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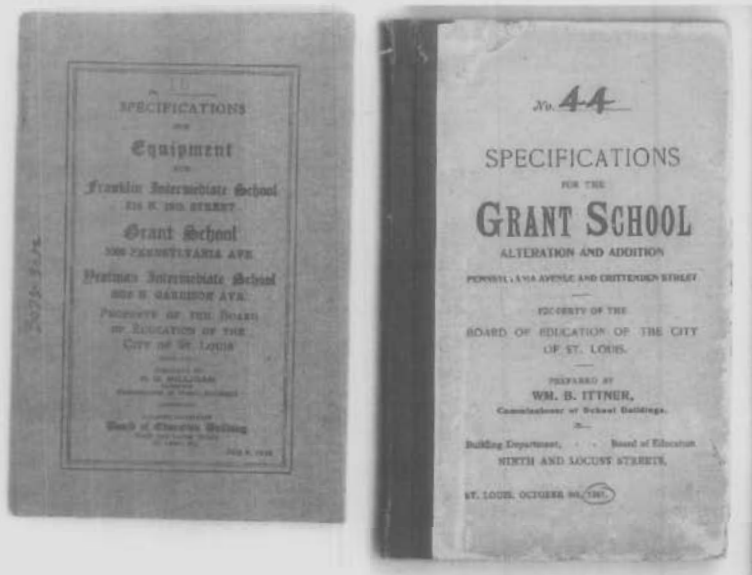
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William B. Ittner was appointed to a new post of Commissioner of School Buildings in 1897, a post he held until 1910. He found the Building Department in disarray and he immediately recommended changes to correct the poor condition and high cost of school buildings in St. Louis.²⁹ He found that most recently built schools in St. Louis were much like those he had attended years earlier and they were unsuited for education use. He disliked the dimly lit corridors, poorly sized rooms with poor light sources, no indoor plumbing, unsafe stairways, too few exits, and generally inadequate and inconvenient facilities necessary to provide a quality education.³⁰

In his first full year as Commissioner, Ittner obtained building permits for six of his designs for new schools. These were the first schools in St. Louis to have indoor plumbing, adequate heating and ventilation mechanisms, well lighted and mostly fireproof. (St. Louis had adopted new laws regarding fire proof construction in the city in 1897.)³¹



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Interior evidence and the 1901 "Specifications for the alteration and addition of the Grant School" shows that Ittner updated the original building at the time of the addition. In order to expand the hallway to connect to the new

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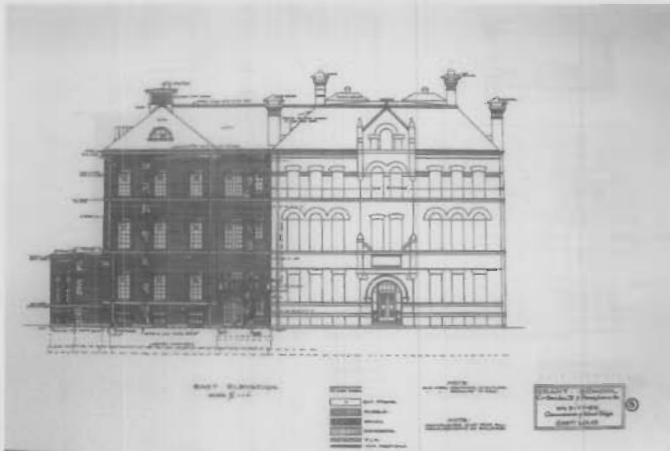
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addition, the original south stairway was removed as well as the two south end wardrobe closets on all three floors. New stairs to the basement were built in the south entrance vestibule in the addition. The rear vestibule of the old building was reworked, removing the interior partition. The north stairs were left in place and a new set of stairs was included in the new addition, just south of the original end wall of the 1893 building. Fireproof construction was used in this addition. In some of the classroom storage areas, flat metal studs and cut expanded metal lathe and plaster are used to separate them from the classroom space. Bathrooms for students were added in the basement and at the west end of the hall on the second floor for teachers.

Ittner outlined his innovations in his 1897 Report to the St. Louis Board of Education.

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Named after President Ulysses S. Grant, Grant School has stood at 3009 Pennsylvania Avenue since 1893. It remained a viable neighborhood school until 1993. Designed by architect August H. Kirchner, it received additions by William B. Ittner in 1901 and 1913. It was converted to a middle school in 1968 and was closed in 1993.

Vacant and open to the elements, the decrepit

building is blight on the immediate neighborhood near Gravois. A major historic rehabilitation project is planned to convert this building into apartments. It retains integrity of Location, Design, Setting, Materials, Workmanship, Feeling, and Association.

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Ca 1895 Photograph of Grant School from the northeast.
Photograph courtesy of the St. Louis Public Schools Records
Center / Archives.

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Ca 1935 Photograph of Grant School, showing the 1901 addition
Courtesy of the St. Louis Public Schools Records Center /Archives

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Ca 1950 Photograph of grant School from the southeast
Photograph courtesy of the St. Louis Public Schools Records Center / Archives



Arial view of Grant School, ca 1967 prior to construction of the multi-purpose room on the south end. Photograph courtesy of the St. Louis Public Schools Records Center / Archives.

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Current photograph of Grant School, from the southeast, showing 1968, 1901 and 1893 portions.
Patrick Steele, Photographer.



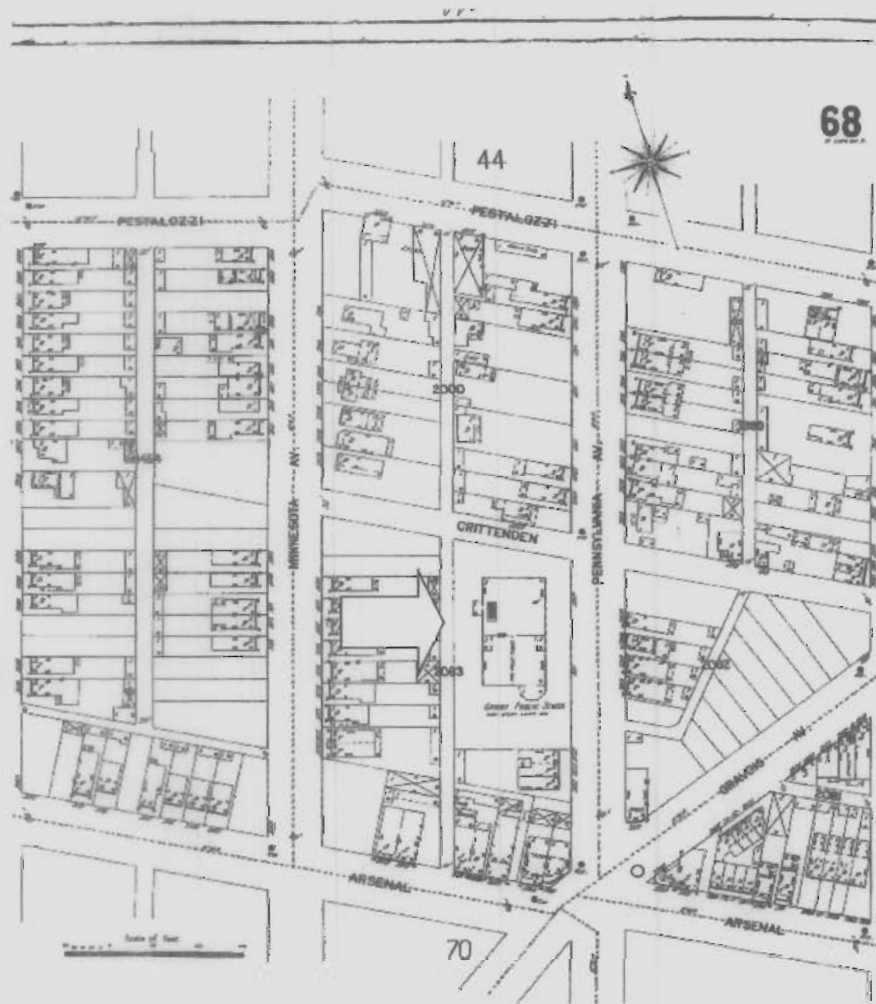
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Grant School
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Sanborn Map, St. Louis, Missouri 1903; Volume 9, sheet 68



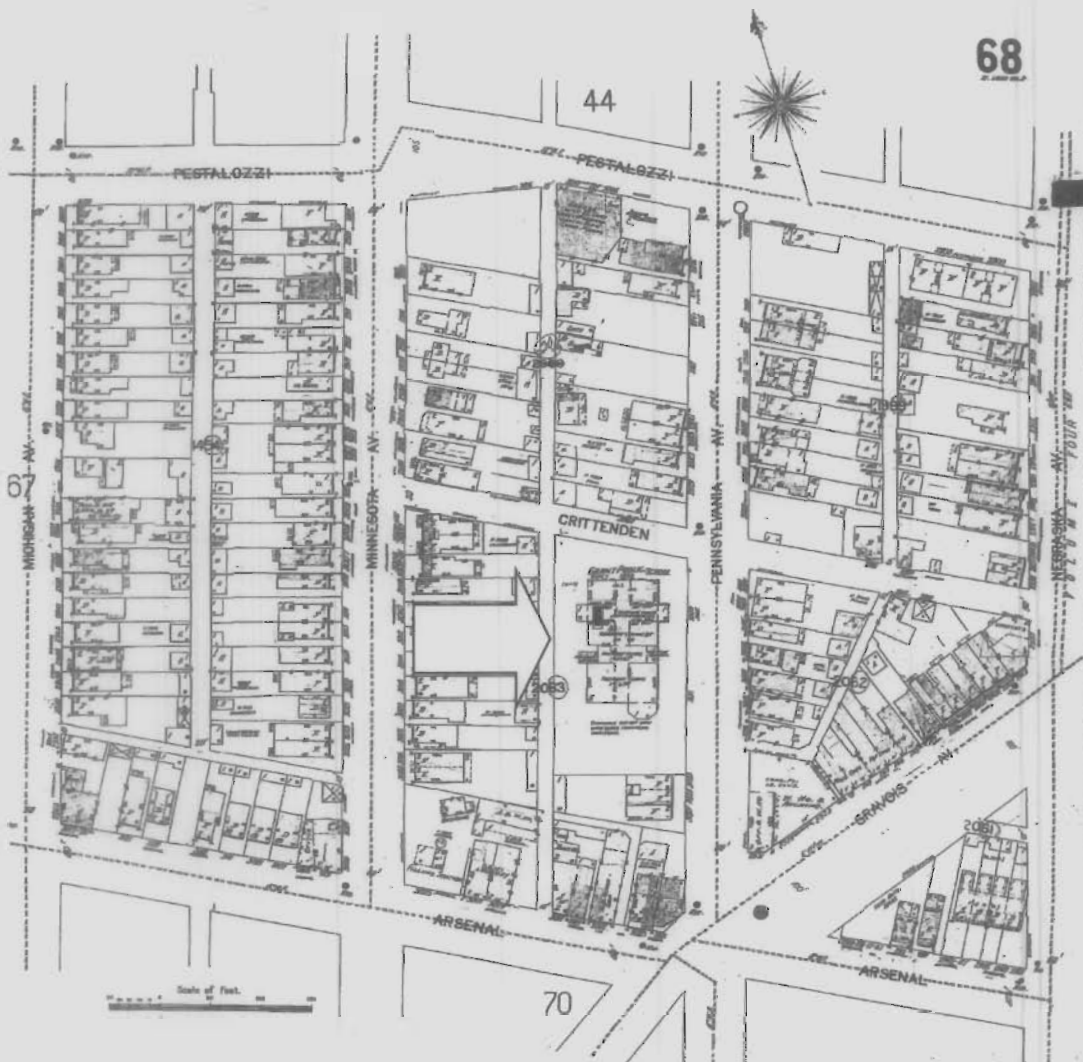
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Sanborn Map St. Louis Missouri, Vol 9, 1903-51 Sheet 68



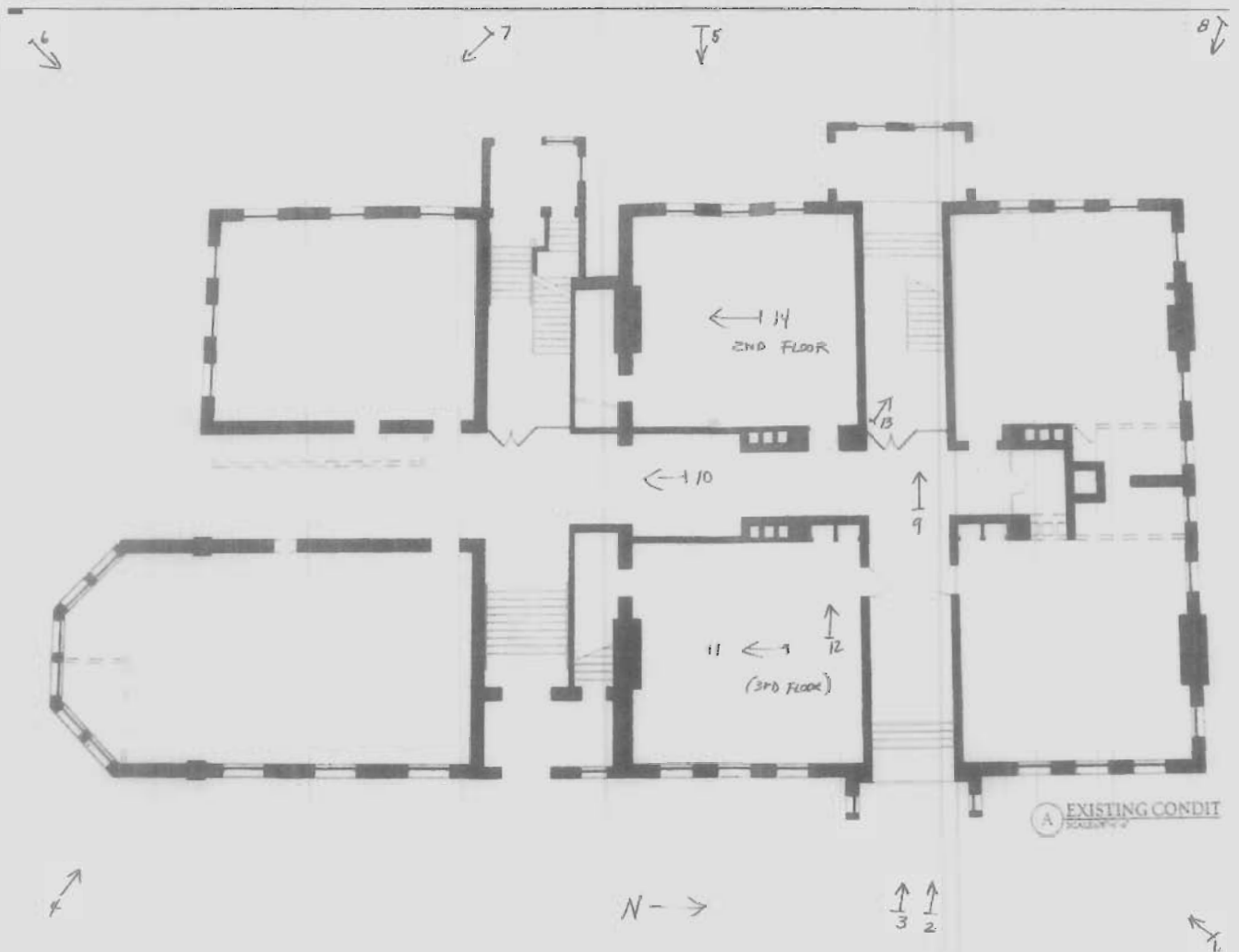
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Grant School
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Photography key
Patrick Steele, Photographer



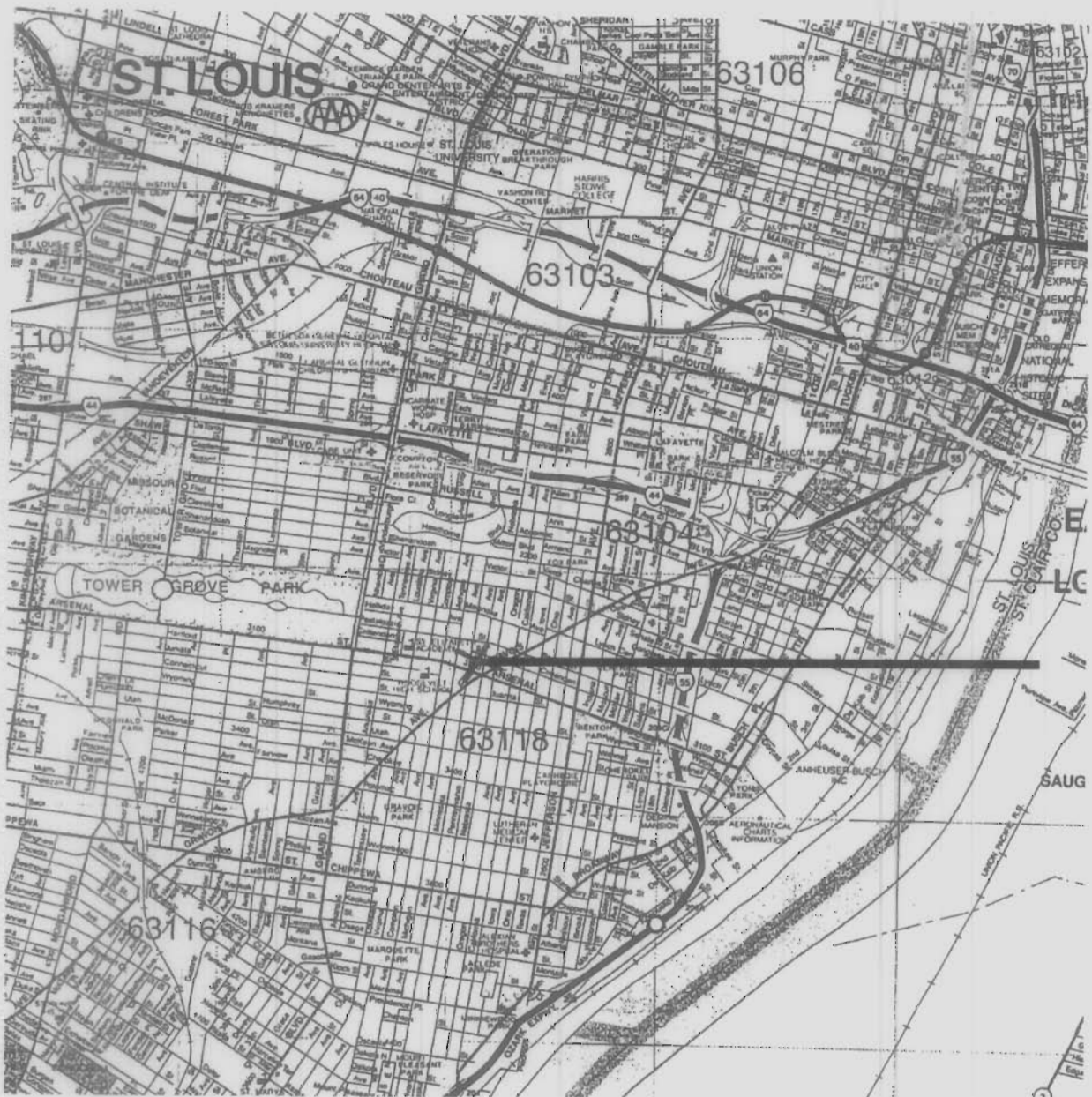
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Grant School
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Map of St. Louis, MO



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Grant School
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- ¹ 2004 photograph from the northeast
- ² 1893 floor plans from A. H. Kirchner Drawings
- ³ Main East façade, 2004
- ⁴ North and west elevations from the northwest
- ⁵ Photograph of the 1901 addition and the 1893 building from southeast
- ⁶ Site Plan with the 1968 addition shown in black
- ⁷ 2004 photograph of the south wall, 3rd floor southeast classroom
- ⁸ Jane Porter, Carolyn Hewes Toft, Landmarks Association of St. Louis, National Register Nomination, Frank. P. Blair School 1982.
- ⁹ Forty-Second Annual Report of the Board of Presidents and Directors of the St. Louis Public Schools , p 24
- ¹⁰ Troen, Selwyn K., The Public and the Schools; Shaping the St. Louis System, 1838-1920, University of Missouri Press, Columbia, MO 1975 pp 214-215
- ¹¹ Ibid. pp 5-7
- ¹² Ibid. p 143
- ¹³ Monitorial System Website, www.constitution.org/lanc/lan_sys.htm
- ¹⁴ Troen, pp145-147
- ¹⁵ Ibid. p 211
- ¹⁶ Ibid. pp 215-216
- ¹⁷ Ibid. p 148
- ¹⁸ A. H. Kirchner Plans for Gravois School, 1893
- ¹⁹ Kirchner Plan for third floor addition to Blair School 1894
- ²⁰ Porter and Toft, Frank P. Blair National Register Nomination
- ²¹ This photograph came from the draft Chouteau School National Register nomination of 1983
- ²² This drawing of Ittner's addition of 1898 came from the Chouteau School NR nomination.
- ²³ Based on comparison of Ittner's drawings for Grant and Chouteau additions
- ²⁴ Deborah B. Wafer, James Denny; Mount Pleasant School National Register Nomination, 1984
- ²⁵ 1880 photograph of the original Gravois School, from the collection at the St. Louis Public Schools Records Center / Archives
- ²⁶ This 1893 drawing by A. H. Kirchner includes the Gravois above the main entrance, but the name is changed on the sheet to Grant.
- ²⁷ The site plan for the 1901 addition to Grant School shows three portable classrooms located on the lot south of the original building. The St. Louis Public Schools Record Center / Archives notes on the photograph of the original Gravois School that it was opened and served to house over flow students from this newer Grant School.
- ²⁸ Board of Education of St. Louis, "Public School Messenger", Vol. 35, January 1938. p 105

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²⁹ Board of Presidents and Directors of the St. Louis Public Schools; 42nd Annual Report, 1895-96 p 1

³⁰ Ibid. p 2

³¹ Ibid, p 2

³² Photograph of the cover of the printed Specifications for the addition and alterations at Grant School, W. B. Ittner, 1901

³³ This is a reproduction of W. B. Ittner's elevation drawings for the 1901 addition to Grant School

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Photograph list

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Photograph List
Grant School
3009 Pennsylvania Avenue
St. Louis, Missouri

Patrick H. Steele, Photographer
Preservation Support Services
August 2004 and March 2005

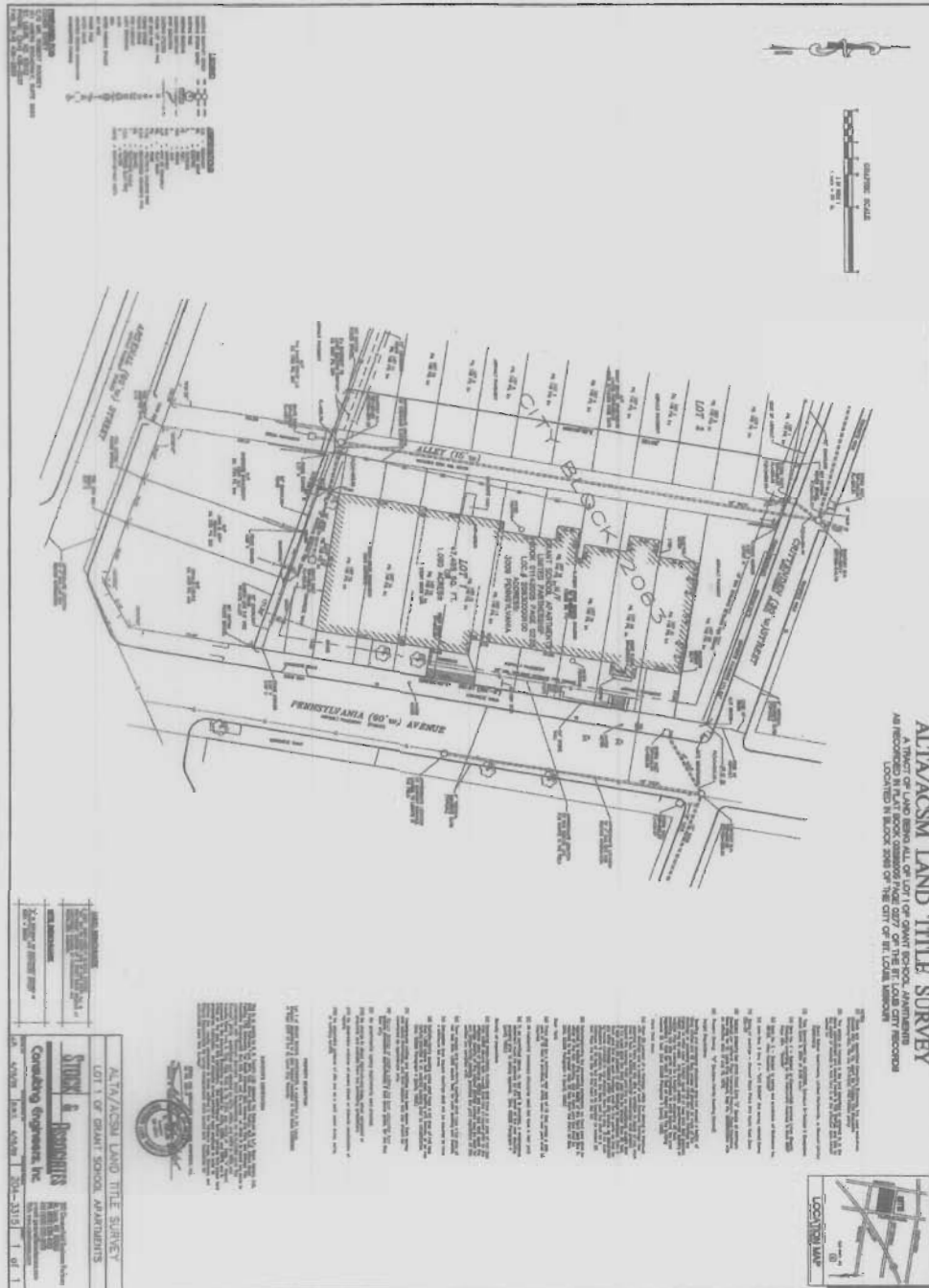
1. View of 1893 portion, from the Northeast
2. View of the main entrance from the East
3. Detail of the main entrance
4. View of the building from the Southeast
5. View of the school from the West
6. View of the school from the Southwest
7. View of the 1968 addition from the Northwest
8. View of the 1893 school from the Northwest
9. View of the main corridor stairs, first floor looking west
10. View of the corridor into the 1901 addition, looking south
11. Detail of south wall of the third floor southeast classroom
12. Detail of first floor teacher closets in west wall, 1893 first floor classroom
13. Detail of the main stairs in the northwest portion of the 1893 building
14. Detail of second floor classroom in 1893 building

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**Grant School
St. Louis, (Independent City) MO**



Site Survey, Lot 1 of Grant School Apartments

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

STATE
GEOLOGICAL SURVEY

786 1/2 NE
(CLAYTON)

90°15'
38°37'30"

740000m E.

741

742 1580000 FEET (MO.)

40



4778000m N.
11 MI. TO INTERSTATE 170

1 010 000 FEET
(MO.)

Grant School
St. Louis [Ind.
City], MO.
15/471047/4267237
Reference from
ArcView
Software

TIMES BEACH 19 MI.



County Jail

←

NO LEFT TURN

STOP

2004 8 5



2004 5 26



2004 5 26



2004 5 26



2004 5 26



2004 5 26



GRANT SCHOOL

2004 8 5



GRANT SCHOOL













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