

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 Kage School
other name/site number N/A

2. Location

street & town 3110 Kage Road N/A not for publication
city or town Cape Girardeau N/A vicinity
state Missouri code MO county Cape Girardeau code 031 zip code 63701

3. State/Federal Agency Approval

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 16 AUG 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:
 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 _____

Kage School
Name of Property

Cape Girardeau 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
0	1	sites
0	0	structures
0	0	objects
1	1	Total

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

N/A

**Number of contributing resources previously listed
in the National Register**

N/A

Historic Function

(Enter categories from instructions)

Education/School

Current Function

(Enter categories from instructions)

Vacant/Not in Use

Architectural Classification

(Enter categories from instructions)

Other: One Room Schoolhouse

Materials

(Enter categories from instructions)

foundation Sandstone
walls Brick
roof Metal
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

Kage School
Name of Property

Cape Girardeau County, MO
County and State

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.)

Areas of Significance
(enter categories from instructions)

Education _____

Architecture _____

Period of Significance
1880-1966

Significant Dates
N/A

Significant Persons
(Complete if Criterion B is marked above)
N/A

Cultural Affiliation
N/A

Architect/Bulder
Cofer, H.L.

Smith, P.A.

See continuation sheet(s) for Section No. 8

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 # _____

Primary location of additional data:

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

See continuation sheet(s) for Section No. 9

Kage School
Name of Property

Cape Girardeau County, MO
County and State

0. Geographical Data

Acreeage of Property less than one acre

UTM References

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

1 1/6 2/7/1/5/0/0 4/1/3/4/6/8/0
Zone Easting Northing

2
Zone Easting Northing

3
Zone Easting Northing

4
Zone Easting Northing

Verbal Boundary Description

(Describe the boundaries of the property.)

Property Tax No. 15-909-00-02-00100

Boundary Justification

(Explain why the boundaries were selected.)

See continuation sheet(s) for Section No. 10

1. Form Prepared by

name/title Terri Foley, Historic Preservation Consultant and Heather Carey, Archeologist
organization Terri Foley Consulting date January 17, 2005
street & number 1615 Themis Street telephone 573-332-1530
city or town Cape Girardeau state MO zip code 63701

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 Keith G. Deimund
street & number 3014 Beaver creek Drive telephone 573-334-4076
city or town Cape Girardeau state MO zip code 63701

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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Kage School
Cape Girardeau County, Missouri

Summary:

Kage School located, at 3110 Kage Road, is in the northwestern portion of the city of Cape Girardeau, Cape Girardeau County, Missouri. Kage Road curves around the north and west elevation of this one room, brick schoolhouse. Built in 1880 and used until 1966, this building has a front gable metal roof and sits on a sandstone foundation. The rectangular footprint measures 30' X 48', with the short gable ends facing north and south. The school exhibits characteristics typical of Missouri-German architecture in the area, including evenly spaced segmentally arched windows and intricately corbelled cornices on the east and west elevations. The primary entrance was originally on the north elevation, and a secondary entrance was created on the east elevation c. 1910. Though now located within the city limits of Cape Girardeau, the area retains much of its rural character with scattered trees and distantly spaced residential properties. Considering its 86 year history as a school, the building has seen few changes. Installation of electrical systems, an interior partition and historic modifications to the two entrances seem to be the only major alterations. The school retains a high degree of architectural integrity and is an excellent local example of the late 19th Century school architecture. Kage School retains a high level of integrity of location, design, materials, workmanship, feeling and association.

Elaboration:

Kage School sits on a rounded corner lot of less than one acre, which is sparsely scattered with several trees. Kage Road gently curves around the north and west side of the property. The road handles light to moderate traffic, primarily providing access to the residential areas that surround the schoolhouse. In the early days of Cape Girardeau, the route of Kage Road was a part of the original Capaha Trail, a Native American footpath that led to the trading post there.

Though within the city limits of Cape Girardeau, the school's setting is still rural in nature. The topography of the area includes several large rolling hills. Kage School is located at the crest of the tallest hill. Starting at the north elevation, the property gradually slopes downward towards Kage Road. The east elevation faces a residence situated on a large lot. The south elevation contains a swing-set frame and a 32' long section of chain link fence. To the southwest of the building is a wooden basketball goal with a metal rim and metal flagpole. Through a sparse scattering of trees, the south side overlooks a neighboring home that is approximately 50 yards away. Access to the building is provided on the south facade, which faces a small flat parking area and is connected to Kage Road through a steep entrance drive. A row of trees runs along the west elevation of the building and gently curves around the building along the south side.

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Kage School
Cape Girardeau County, Missouri

The school is situated between two streams that come together to form Cape LaCroix Creek. The creek runs parallel to the east elevation, slightly over 0.3 miles away, and parallel to the south elevation, slightly over 0.2 miles away.

Kage School fits into the architectural classification of "mass vernacular" schools as defined by scholar Frederick Schroeder. "Mass vernacular" schools can be defined as being built of mass produced building materials and have standardized floorplans, while combining the local influence of vernacular architecture. Kage School is the perfect example of this definition with the rectangular floorplan and large windows on the east and west elevations being typical of "mass vernacular" and the elaborate brickwork along the cornice line, segmental arches over the windows and brick construction are characteristics of Missouri-German architecture.

The foundation of the schoolhouse is constructed of rough-faced sandstone and varies in size and shape. On the north elevation the foundation is inaccessible due to a layer of concrete, which has been poured next to the building as a source of support. The east elevation contains the most exposed foundation, due to the lay of the land with the height of the foundation varying from 1'9" to 2'2". The foundation on the south elevation measures from 7" to 1'8". The west elevation foundation is mostly underneath the surface, but measures in height from 6" to 9". On the east and west elevations there are small rectangular shaped openings in the foundation which appear to be for the purpose of ventilation. The openings measure 11' wide by 8 1/2". Two are visible on the east elevation and measure approximately 15' in-between. On the west elevation there is one vent located toward the northwest corner and measures 16'10" in width.

The walls of Kage School are constructed of solid, fired brick and appear very sturdy. There are several gouges on the east elevation where portions of brick or two have been knocked away. The mortar joints are flush with the exterior face of the brick. There are two patterns exhibited in the brickwork. The first pattern is a common bond used in the exterior walls. This particular variant consists of six stretcher rows per header row. The second brick pattern occurs in the cornice on the east and west eaves of the building. It is a decorative design of brick laid in the following order from the top down: one continuous, offset stretcher row of brick, another continuous stretcher row, slightly inset from the previous row, one row of brick slightly inset from the row above it with alternating spaces, and finally one row of 4 inch brick, again sitting at equal distance from the surface wall with alternating spaces. From a distance, the pattern appears as a negative step pyramid image. Brick cornice returns are evident on all four corners and match up with the top two stretcher rows in the cornice.

The schoolhouse has two entrances. One is located on the west elevation 5'10" from

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Kage School
Cape Girardeau County, Missouri

the northeast corner. It sits 3' from the ground and measure 7'11" in height and 3'5" wide. The frame and door are metal. Because of the window pattern, the symmetry of the building, and evident brick replacement, it appears that the space this door occupies was formerly a window. According to school board minutes, it is most likely that the door was added in June 1910 by Fred Durre. The second door is centered on the south façade and is of similar construction. It sits 1'5" from the ground and measures 7'3" by 3'5 1/2". The door has a single pane of glass in the upper half. The brickwork surrounding both doorways was altered in 1910 by replacement of the original brick with "modern" bricks. Currently a single sheet of plywood covers each door opening. Located outside of the two entrances to the building are concrete stoops. The east elevation entrance stoop has four steps and the south elevation entrance has three steps. Both stoops have iron railings that run down the length of the steps.

Kage School contains nine large double hung sash windows that have a six over six light pattern. Each window is set within a metal and wooden frame and most are covered with wire screens inlaid into wooden support frames. All windows and doors are currently covered with plywood. Each window measures approximately 3'3" from the top of the foundation to the bottom of the sill and are approximately 9'7" in height. Five are located on the west elevation, fairly equally spaced along the side of the building. Starting at the northwest corner of the building the window pattern measures approximately: 5'5" wall space, 3'8" window, 5'0" wall space, 3'8" window, 5'0" wall space, 3'8" window, 1'3" to the chimney, the chimney, 13" from the chimney to the window, 3'8" window, 5' wall space, 3'8" window, 5'0" wall space. The other four windows are located on the east elevation and reflect generally the same pattern and features, with the exception of a door instead of a window. On the top of each window is a segmental arch constructed of a double row of bricks. Each window sits atop a sandstone sill, which measures 4'4" long by 5" wide and is slightly offset from the surface.

The schoolhouse has a moderately pitched, front gabled roof. The roof is constructed of metal sheets. The sheet joints appear to be either a ribbed or standing seam. Metal gutters with a half circle design are attached on the east and west elevation.

Kage School has two chimneys. The most dominant chimney is located on the west elevation. It is 2'6 1/2" wide and 4" deep. It is of similar brick construction to the school itself and is exhibiting extensive mortar loss in the portion above the roofline. The second chimney is on the south elevation and does not break the wall surface. It rises from the roof between the second and third window and appears to be in fair condition.

One interesting exterior feature of the building is a painted sign on the west elevation. Painted in large black letters is written:

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Kage School
Cape Girardeau County, Missouri

KAGE SCHOOL EST. 1854

The sign sits within a painted black rectangle and is located on the wall space between the tops of the second and third windows, starting from the northwest corner.

The interior of the building is one large room. The still intact chalkboards are located along the north wall. Fluorescent light fixtures hang from the plaster ceiling. The current floor material is unknown, however the original floor was pine. The floor is currently covered over and due to the structural condition of the building it is not possible to enter the building to verify the floor material. The interior walls are plaster. There is a partition in the southern one-third of the building. It is unknown where the entrance into the partitioned room was located.

In 1950, a utility shed was built on the property in the southeast corner. It was built on concrete piers and the exterior walls were constructed of sheet metal. The floor was concrete and it had a shed roof of metal construction. Only remnants of the foundation are evident today and it is non-contributing. To the south of the building, down the hillside were the outhouses.

The only alterations to the building have occurred with the addition of an electrical system, which was completed on January 21, 1938. The brickwork around each entrance was replaced in approximately 1910. On the north elevation a concrete foundation was poured to help support the original foundation, date unknown. The following list of changes and costs represents typical maintenance undertaken on the building during its years of use:

First grade aluminum paint was applied to the exterior of the building in July or August of 1937 at a cost of \$57.00. It is unsure of whether or not the building had been painted before. Also at this time, leaks in the roof were repaired and the roof was painted at a cost of \$50, the interior walls and ceiling plaster was repaired and painted at a cost of \$289, exterior woodwork was painted at \$18, the east chimney flue was repaired and both flues repainted at \$3, the gutters were repaired and painted at \$2.50, brick work in the eaves and gables was tuck pointed for \$3, one lower window sash on the west elevation was replaced and windows were re-glazed as needed for \$21, four or five window cords were replaced for \$5.75, and one-half inch mesh galvanized protective window screens mounted in wood frame were installed on the west elevation for \$21.25. These changes and the alterations mentioned above were documented in the Kage School Records, stored at the Cape Girardeau County Archives Center in Jackson, Missouri.

Since its closure in 1966, the school has been vacant. Deterioration from vandalism

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**Kage School
Cape Girardeau County, Missouri**

and lack of use has occurred, but overall Kage School retains a high level of integrity, feeling and association.

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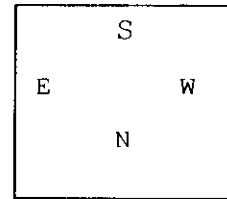
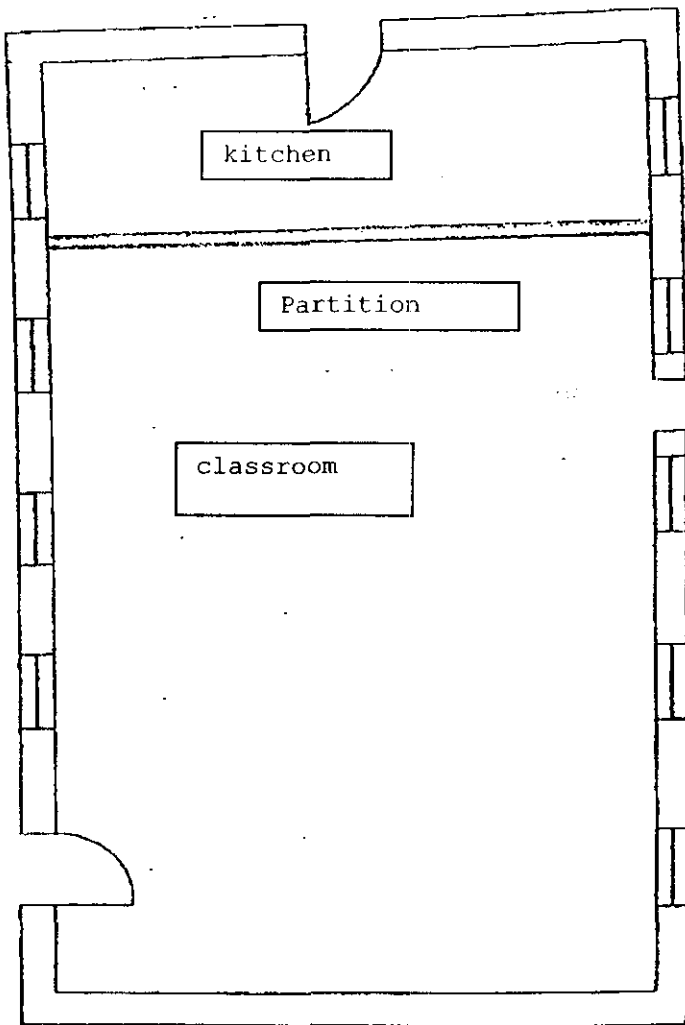
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Kage School
Cape Girardeau County, Missouri



Foundation remains of utility shed – non-contributing



Entrance through
the partition is
not known.

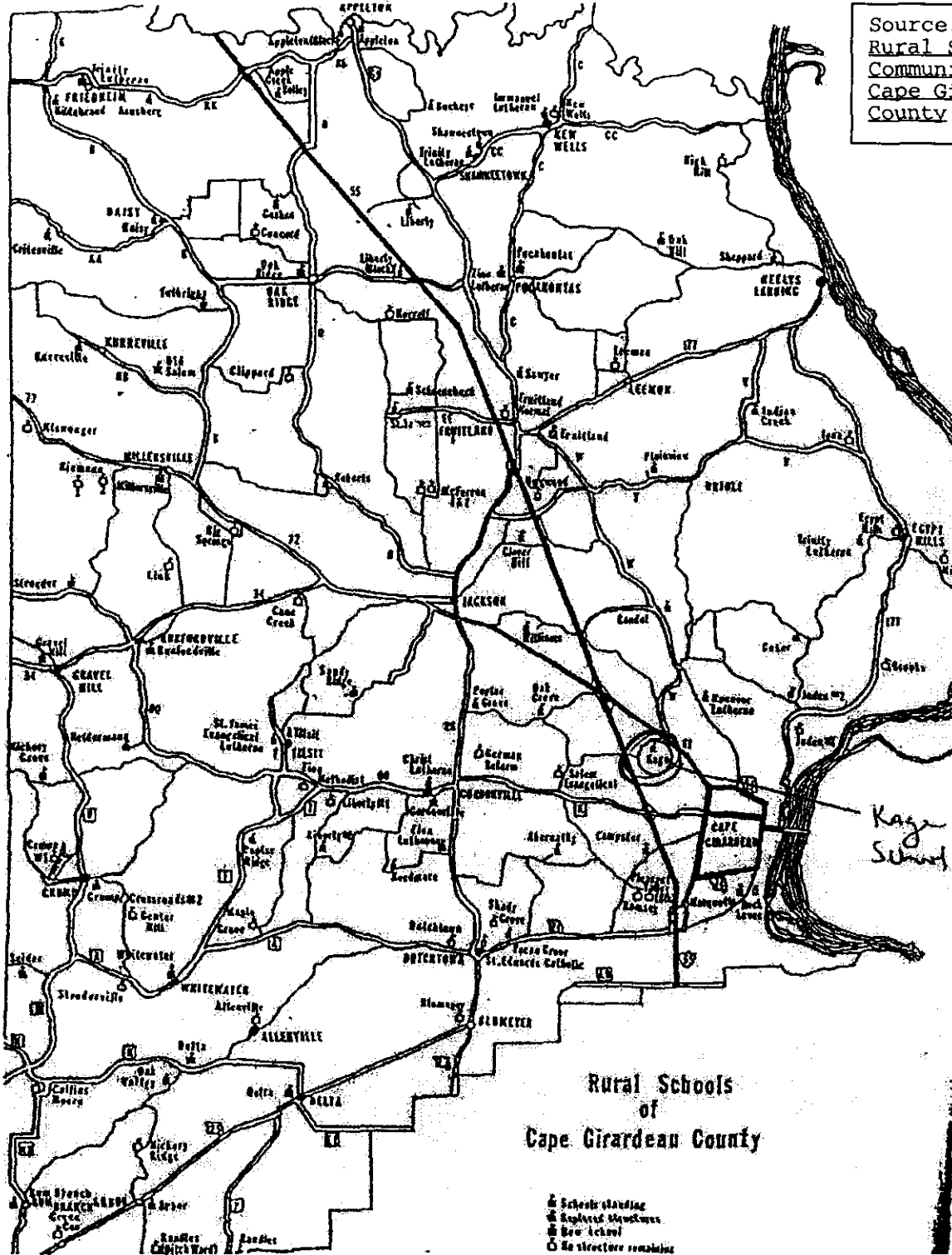
Not to scale

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Kage School
Cape Girardeau County, Missouri



Source:
Rural Schools and
Communities in
Cape Girardeau
County.

Rural Schools
of
Cape Girardeau County

- ▲ School standing
- Appreciated structure
- New school
- ◻ No structure remaining

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Kage School
Cape Girardeau County, Missouri

Summary:

Kage School (pronounced Kay-gee), located at 3110 Kage Road in Cape Girardeau, Cape Girardeau County, is locally significant under Criterion A and C, in the area of EDUCATION, and ARCHITECTURE and under Criterion Consideration G for properties that have achieved significance within the past 50 years. Built in 1880 and used continuously until 1966, the building represents the early educational system in the county as well as the efforts of a small agrarian community to hang onto their one room school long after consolidation closed most small rural schools. The school is somewhat unusual in the county because of its economic and racial diversity. Enrollment included white children from well-established families, the district's African-American students (enrolled by 1889 or earlier) and children from the local county poor farm. Architecturally, the school has a typical open floorplan with large windows, but it also shows the influence of the local Missouri-German population in its exterior design and architectural characteristics. The period of significance begins in 1880, when the school was completed and extends through 1966, when the school closed. Though the period of significance extends past the 50 year arbitrary cut off date, the years after 1955 represents a resistance to school consolidation that was unusual in the county, notably in an area so close to large and high quality schools in Cape Girardeau.

Elaboration:

Early Development of education in Cape Girardeau County

For a majority of the 19th century, most residents of Southeast Missouri were involved in subsistence agriculture. Work in the rural areas was often hard and never-ending. Families tended to be large so that as soon as the children were old enough, they could work to help support the family. Education was not a priority in rural areas. To some it was considered a waste of time, but to others, it was a luxury. These parents dreamed of the opportunity of education for their children, but it was often a dream that had to be sacrificed due to "time, distance, and money."¹

However, a slight change in the attitudes towards and realities of public education began in the mid-1800s and gradually built momentum throughout the rest of the century. Several Cape Girardeau County pioneers believed in the results of education and therefore set their minds to building and maintain public schools for the children of their rural community. In the case of Kage School these pioneers within the community were Benjamin Miller and Christian Kage. Benjamin Miller assumed the greatest

¹ Christabel Lacy and Bob White. Rural Schools and Communities in Cape Girardeau County. Cape Girardeau, MO: The Center for Regional History and Cultural Heritage, 1985, p.2.

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responsibility for financially supporting the school in the beginning (see Appendix A). Miller was the first chairman of the school board. Christian Kage transferred a portion of his farm to the school board in order to provide land for the school to be built.²

The way in which Kage School was created is common throughout frontier Missouri. A subscription system was used to provide money to build the school and buy supplies with the monies donated by parents within the district (see Appendix A). Parents interested in having their children attend would donate money, time or materials. An annual fee was paid by the parents for each child attending school. After the school was in operation they were responsible for paying the teacher's salary. For example, at Kage School, parents had to pay one-half of the salary of John D. Cook, the first teacher. The other half of his salary was paid by the school board. In their book Rural Schools and Communities in Cape Girardeau County, Christabel Lacy and Bob White note that generally subscription schools "were conducted for only three or four months during the winter and many of the teachers employed had little education beyond the elementary level."³

Often, "teacher's salaries reflected the relative wealth and stability of the families that supported local schools," teachers in rural school districts had high turnover rates, most simply left in the desire to attain a better job. With the school terms being so short in nature, many teachers either viewed the job as temporary or as a way to get quick experience upon which they could further their goals. Yearly teacher vacancy positions were not uncommon.⁴ However with the limited opportunities of rural areas the applicant pool was always full. Because of the constant, often year-to-year change in teachers, high turnover was a problem for Kage School (see Appendix B).

In the late 1840s a massive influx of German immigrants arrived in Missouri, especially in Cape Girardeau County. Displaced veterans of the Mexican War and refugees from revolutionary Germany came to start their new lives. According to Lacy and White, it changed Missouri's population and brought demands from more progressive movements in education, many of which were not be accomplished until after the Civil War.⁵

Ironically, the tract of land upon which Kage School sits was originally set aside by the United States government and designated as school land on September 16, 1847. However, no school was established at that time. This designation came about through educational provisions in the Northwest Ordinances of 1785 and 1787, which declared that portions of federal land be leased for public education purposes, "the federal

² Alma Lee Slinkard. Kage School 1854-1968. Cape Girardeau County Genealogical Society, 1986.

³ Lacy., p 3.

⁴ *Ibid.*, p. 20-39.

⁵ *Ibid.*, p. 4

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government allotted one section in every township of 36 sections for support of common schools."⁶

Because income from these lands was less than desired, during the 1820s Congress allowed them to be sold to individuals, often at below value prices.⁷ John C. Walker purchased 160 acres, which included the original Kage School tract, at a price of \$1.25 per acre on May 23, 1848. Then on October 15, 1849, Chirstian Kage, a German immigrant, purchased the western half of Walker's quarter section, totaling 80 acres at \$2.50 per acre. In June 1854, Kage and his wife Amalie, deeded one acre of the property to be used as a place of learning, and the Kage School District was established.⁸ In the beginning the district was known as County District #4. It later became District C, and from 1910 until its closure in 1966, was referred to as District #52.⁹

Originally the school was housed in a hand hewn log structure which was to be completed by October 1, 1854. Kage and Henry Kempe put in the lowest bid at \$171.00 and received the contract. Voters met on October 28, 1854 and agreed to accept the building. The structure measured 20 x 24 feet and utilized slab benches for seating. The total cost of the building was \$180.25, which included a fireplace at a cost of \$9.25. The school census revealed there were 92 children between the ages of 5 and 20 living in the district and attending school.¹⁰

There are only two time periods in which records for Kage School do not exist. One period is the span of the Civil War from 1861-1865. It is possible that school was not held during this time period due to the hardships of the War. For instance, all "apportionment for education was suspended for the entire period" of the War in Missouri, although it is not clear to what extent Kage School depended upon state aid.¹¹ Also, male teachers and older male students would have been occupied with the War thereby drastically reducing the enrollment and possibly making a teacher hard to find.¹² The second period is from 1871 to 1873. It is unclear why there are no records on file.

Kage School – 1880 into the early 20th century

On April 2, 1878 voters met to consider a need for a larger structure and possibly moving the school to a different location within the district. Twenty-nine voters were

⁶ Andrew Gullford, America's Country Schools. Washington, D.C: The Preservation Press, 1984, p.38.

⁷ *Ibid.*

⁸ Slinkard.

⁹ "Mark 106th Year for Kage School" Southeast Missourian, 20 May 1960.

¹⁰ Slinkard.

¹¹ Lacy., p. 5.

¹² Kage School Minutes 1936, Cape Girardeau County Archives Center, Jackson, Missouri.

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against moving the location and eleven were in favor. A committee was assigned to study the costs of size and construction of a new building. The committee reported that the structure should be frame, measure 26 x 36 feet, and would cost approximately \$400.00. The plan was voted down.¹³

In 1880, another meeting was held and voters agreed to build a new brick structure. The log structure was replaced by the current brick schoolhouse, which was completed in 1880 on another section of the same lot. P.A. Smith and H.L. Cofer, who had the lowest bid of \$1200.00, built the new school. Later changes and additions were included in the amount of \$400.00, bringing the total cost of the school to \$1600.00. The school opened that fall with 110 students attending. In 1881, the original log building was dismantled and removed from the property. It was sold to Henry Klapproth, the highest bidder, for \$13.00 and had to be removed from the property within two months.¹⁴

In addition to Kage School, records show that District 52 also operated an African-American school from 1882 to 1884. It was located in a log structure near Cape LaCroix Creek, approximately 0.3 miles away from Kage School. D.W. Kenney taught for four months in 1882, then F.M. Kenney taught for two and half months in 1883 and four months in 1884 at the school.¹⁵ Possibly due to the high expense of running two schools and low attendance, the African-American school was not in operation for very long. Records from the late 1800s and early 1900s show that black children attended Kage School alongside the white children. According to the *Statues of Missouri, 1870, Volume II, page 1252, Section 45*, when the attendance drops below 10 African-American for any one month, the school had to close. This statute may explain why African-American students attended Kage School. Kage School served many different types of students. In contrast to the 18th century, girls found their place within the classroom and attended school as frequently as boys in the 19th century. Although most of the students at Kage were Caucasian, there were always several students of African-American heritage that attended the school throughout the years of its operation.¹⁶

The concepts and theories of special education had not yet been developed when Kage School opened, therefore several children referred to in school records, as deaf and dumb students attended with other children of the community. However, in the last few decades of its operation, other facilities for these students became available within the city of Cape Girardeau. The district paid for students with special needs to attend the

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ Kage School Enumeration Book #2 1889, Cape Girardeau Genealogical Society. P 1-49.

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special schools located within Cape Girardeau.¹⁷

Although in 1870 a minimum age of six was set to allow children to enter school, it is probable that before this time many four and five year olds were sent to Kage School. The school was viewed as an appropriate, safe environment for children and older siblings were often put in charge of their younger brothers and sisters. It was also very common for students to continue their education until age 19. Kage school records show that there were several nineteen year old students in attendance every year.¹⁸

Great varieties of economic levels also existed within the student population. Most came from farming families. In addition to these students were children that were destitute, homeless, or orphans. Enumeration records indicate that every year there were several children attending that listed the County Poor Farm as their guardian.¹⁹

As illustrated in the enrollment figures for Kage School, the rural schools were often overcrowded. In comparing Kage School to some of the other districts in Cape Girardeau County, the enrollment figures are astounding. Most of the other districts in the county hovered between forty and fifty students per year. However, throughout the late 1800s and early 1900s the Kage District consistently had an enrollment that approached and often surpassed one hundred students, making it one of the largest districts in the area (see Appendix C). They were also plagued by a lack of educational materials, and were subject to the time and resources of the school board in regards to building repairs and improvements.²⁰

The school records show that the Parent Teacher Association was formed on January 27, 1933 and continued to be active until the school's closing in 1966. It was created in order to keep patrons of the school district closer to the school's program, teachers, and pupils and to create a cooperative social environment. The PTA meetings often included music, games, plays, educational lectures and refreshments. Annual events at the school were plays, singing programs, holiday parties, and the end of the year picnics. The PTA also held box suppers and pie suppers in order to raise funds to purchase a Santa Claus suit, Christmas decorations, a sandbox, chalk, hectograph and a new flag.²¹

Also in 1933, under the auspices of the PTA, the school began serving hot lunches once a week. Kage School was the first rural school in the area to provide this service. The program expanded and hot lunches were eventually served daily from a makeshift

¹⁷ Ibid., p. 1-49.

¹⁸ Ibid.

¹⁹ Ibid..

²⁰ Gulliford, p. 39.

²¹ Kage School Minutes 1936, Cape Girardeau County Archives Center.

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Kage School
Cape Girardeau County, Missouri

cafeteria that was constructed in a back corner of the classroom.²² In the midst of the Depression, when added expenses were frowned upon, bearing the extra costs of lunches and another full-time employee, who acted as cafeteria supervisor, was a very progressive move for the district. It was a real statement about how seriously the board took their responsibility in regards to the welfare of the children in the district.²³

The road by the school was designated as a county thoroughfare in 1935, and it was quickly improved by the Cape Special Road District. Because of the increased traffic brought by the road it was decided to slightly alter the school boundary lines. District boundary lines were changed by a trade that involved 0.330 acres from the western portion of the property for an equal amount of the southern portion of the property.²⁴

Improvements were made to the building when electricity and lights were installed on January 21, 1938. This was most likely a result of the Depression era programs. During the 1930s many WPA projects focused on upgrading the condition of the country's schools.²⁵

School consolidation in Cape Girardeau County and its affect on one room rural schools

By the early 1960s enrollment had gradually declined, and the city limits slowly encroached. Facing a proposal for annexation of the Kage School District, the Kage Board of Education decided to close the school and pay the tuition costs for its students to attend local city schools. Therefore finishing its last year of education with 19 enrolled students, Kage School closed its doors on May 20, 1966, exactly 112 years after its creation. Kage School was one of the last if not the last one room rural school to close within the area.²⁶

The consolidation movement had begun in the early 20th century aided by President Theodore Roosevelt's 1908 National Commission on Country Life. Later as the frequency of paved roads and the use of automobiles and buses increased, consolidating many sparsely scattered small schools into one large school was a move towards a more efficient educational system. However rural areas, such as the one in which Kage was located, fought the idea of consolidation. Residents realized that "to lose their school meant to lose the focus of their community."²⁷

²² "School's Out at Kage After 112 Years" Southeast Missourian, 20 May 1966.

²³ Slinkard.

²⁴ *Ibid.*

²⁵ *Ibid.*

²⁶ "School's Out at Kage After 112 Years."

²⁷ Gulliford., p. 41-43.

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According to Christabel Lacy and Bob White:

The closing of one-room schools would forever change the landscape of rural America and diminished close community ties and a sense of social cohesion among rural Americans. Reorganization was a product of modernization, which in turn brought changes to rural and small town economics. The rural school was a victim of that change, yet rural residents resisted the loss of something that meant a great deal to them.

It is very significant that Kage School held off consolidation for so many years and remained in operation for such an extended length of time.²⁸

Because of the far reaching effects of school consolidation on rural communities, the continuous operation of Kage School of a one-room school for the period between 1955, the arbitrary cut off date for the National Register of Historic Places, and 1966, its actual closing date, gives Kage School exceptional importance and merits consideration inclusion on the National Register of Historic Places.

Kage and school architectural history

In his study of county school architecture, scholar Fred Schroeder has identified four distinct types of rural school architecture: folk vernacular, mass vernacular, plan book and architect commissioned.

The original log structure Kage School occupied would have been of folk vernacular construction. Folk vernacular schools were meant to be temporary structures, and were made out of materials that were available in the region.²⁹ The log building, which served Kage School for twenty-six years, was replaced by the brick building once the population inside of the district grew and became more stable.

The second Kage School building, which was constructed in 1880, is of German vernacular style with mass vernacular construction features. By this time, numerous educational and schoolhouse reforms had occurred and so the builders of second school were able to take advantage of these new ideas, such as large windows for light and ventilation and redefined storage space areas. "Mass vernacular is identifiable primarily by the use of commercial machine-made materials such as dimension lumber, standard-size bricks, standard doors, hinges and casings, doorknobs, and bells."³⁰ One of the most notable features of mass vernacular construction is that the schools, "can

²⁸ Lacy, p. 7.

²⁹ Schroeder, Fred. "Schoolhouse Reading: What You Can Learn From Your Rural School" *History News* April 1981, p. 15.

³⁰ "Educational Legacy: Rural One-Room Schoolhouses," p. 6.

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be quickly identified for what they are, or once were."³¹ The mass produced components that make up the building are used by the builder in such a way that it cannot be mistaken for anything but a school house. However it is important to note that just because the materials are mass-produced does not mean that the vernacularity is lost in the design process. "The builder...builds according to the cultural template in his mind of what a schoolhouse 'looks like' and what the current method of building construction happens to be."³²

The builders of Kage School seemed to have taken their influences from the numerous German vernacular houses that are in the area, many of which still survive today. Features such as the limestone foundation, red brick construction, arched windows with sandstone sills, and decorative brickwork suggest that these types of houses were used as a model for, or were contemporary to, the design of Kage School.

Gulliford notes that most school houses had only one door located on a gable end, which usually faced south or east, and that often, a porch or roof did not protect it. He also mentions that most schoolhouses were rectangular in shape and that the windows of schoolhouses were usually along the longer sides of the building. Roofs were usually of a simple gabled form. Kage School in its original form, (excluding the present day door on the east side), corresponds perfectly with this stereotypical one room schoolhouse.³³

SIGNIFICANCE

At the turn of the century there were 200,000 one-room schools operating throughout the country.³⁴ In 1944 rural public schools served 48% of the nation's youth and employed 52% of the nation's teachers³⁵ and by 1984, only 12,000 one room school buildings remained.³⁶ This massive consolidation effort changed the face of many rural communities across America. In his book America's County Schools, Andrew Gulliford comments that "Rural people knew that to lose their school meant to lose the focus of their community."³⁷ With their children being bused to larger districts, farther from home, parents feared the loss of involvement in their children's education and were apprehensive that the morals and values they had instilled in their children would be altered. The desire to maintain the security that a one-room schoolhouse provided contributed to the resistance of consolidation that Kage School encountered.

³¹ Gulliford., p. 172.

³² Schroeder., p. 15-16.

³³ Gulliford., p. 233.

³⁴ Ibid.

³⁵ NEA Dept. of Rural Education: The White House Conference on Rural Education: 1944, p. 29.

³⁶ Gulliford., p. 233.

³⁷ Lacy., p. 43.

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Of Cape Girardeau's 107 rural schools that existed before consolidation, only approximately half still survive today. Although Kage School is not in mint condition it fairs far better than many of the other extant schools in the county which are used for such purposes as farm storage or are on the verge of collapsing due to neglect.

Kage School is a rare example of the dynamics of rural education and how rural schools were forced to adapt to the changing times. At one time in history, one-room schoolhouses were abundantly scattered across the landscape, but now due to the changing needs of society they are scarce. The county of Cape Girardeau, Missouri alone used to contain 107 rural schools.³⁸ However these buildings are currently represented by approximately 15 National Register listings within the state of Missouri and none in Cape Girardeau County.³⁹ Kage School still retains the integrity of workmanship, design, materials, feeling, association, original location and represents well the period of significance from 1880 to 1966. Kage School had a significant role within the community, surpassing many rural schools within the county that became a victim of consolidation, and remaining as a rural one-room school house until 1966.

Appendix A

The money for Kage School was raised by popular subscription. The following are donors and the amount they contributed:

Benjamin Miller	\$10.00
Francis Marion	10.00
William Hitt	10.00
John D. Hopper	10.00
N.C. Collins	10.00
Christian Kage	10.00
Samuel Collins	10.00
John D. Randol	10.00
J.R. Welch	10.00
John W. Collins	10.00
David S. Randol	2.50
William C. Cook	2.00
George M. Hopper	2.50
Moses Neal	5.00
Frederick Kempe	5.00

³⁸ *Ibid.*, p. 28.

³⁹ Tiffany Patterson, Missouri State Historic Preservation Office, Telephone Inquiry, 19, January 2005.

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William H. Nunn	5.00
John F. Looney	2.50
Joseph Collins	2.50
John C. Welker	3.00
W.J. Hopper	3.00
John F. Randol	2.50

Second subscription

Benjamin Miller	10.00
John D. Hopper	5.00
John F. Looney	2.50
Sam Collins	2.90
John W. Collins	2.00
J.D. Cook	2.50
Joseph C. Lewis	2.50
William Hitt	2.50
John G. Randol	2.50
David S. Randol	.50
Carroll Cook	<u>2.50</u>

Total \$170.90

Source: Kage School Records, Cape Girardeau County Archives, Jackson, Missouri.

Appendix B

Teachers of Kage School (1854 – 1931)

<u>Year</u>	<u>Name</u>	<u>Term</u>	<u>Salary per month</u>
1854	John D. Cook	5 months	\$25.00
1855	John D. Cook	4 months	no figure recorded
1856	W.H. Cook	3 months	no figure recorded
1857	John J. Chambers	5 months	no figure recorded
1857	Sareldah J. Markest	Summer School	no figure recorded
1858	Margaret L. Stevenson	3 months	\$21.00
1858	Charles M. Smith	2.5 months	no figure recorded
1859	Charles M. Smith	no term recorded	no figure recorded
1859	R.G. Cook	Fall term	no figure recorded
1860	Margaret L. Stevenson	Summer School	no figure recorded
1860	John Bailey	Fall term	no figure recorded
1861-1864	No records		
1865	O.R. Penny	no term recorded	no figure recorded
1865	J.S. Frazier	no term recorded	no figure recorded
1865	Mrs. M.B. Smith	Summer School	no figure recorded

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Cape Girardeau County, Missouri

1865	F.M. Gilliland	Winter	no figure recorded
1865	A.S. Coker	Spring	no figure recorded
1866	A.S. Coker	no term recorded	no figure recorded
1867	Z.T. McKinzie	no term recorded	no figure recorded
1868	B.W. Bulock	no term recorded	\$60.00
1869-1873	no records		
1874	Charles C. Smith	no term recorded	no figure recorded
1875	B.W. Bulock	no term recorded	no figure recorded
1876	Charles G. Juden	no term recorded	no figure recorded
1877	A.A. Wray	no term recorded	no figure recorded
1878	Miriam Del Banco	no term recorded	no figure recorded
1879	T.E. Joyce	4 months	\$35.00
1880	T.E. Joyce	5 months	\$35.00
1881	Charles T. Lewis	no term recorded	no figure recorded
1882	Charles T. Lewis	no term recorded	no figure recorded
1883	S.E. Hale	no term recorded	no figure recorded
1884	T.E. Hale	no term recorded	no figure recorded
1885	T.E. Hale	no term recorded	no figure recorded
1885	Chester Roehl	no term recorded	no figure recorded
1886	Milton Gholson	no term recorded	no figure recorded
1887	A.W. Logan	no term recorded	no figure recorded
1888	A.W. Logan	no term recorded	no figure recorded
1889	A.W. Logan	no term recorded	no figure recorded
1890	LaFayette Caruthers	no term recorded	no figure recorded
1891	Jacob Doyle	no term recorded	no figure recorded
1892	Haisten Poe	no term recorded	no figure recorded
1893	Haisten Poe	no term recorded	no figure recorded
1894	T.H. Lewis	no term recorded	no figure recorded
1895	E.G. Randol	no term recorded	no figure recorded
1896	E.G. Randol	no term recorded	no figure recorded
1897	Beatrice Joyce	no term recorded	no figure recorded
1898	Beatrice Joyce	no term recorded	no figure recorded
1899	D.M. Scivally	no term recorded	no figure recorded
1900	D.M. Scivally	no term recorded	no figure recorded
1901	D.M. Scivally	no term recorded	no figure recorded
1902	C.M. Stout	no term recorded	no figure recorded
1903	Fred C. Ivion	no term recorded	no figure recorded
1904	William A. Rau	no term recorded	no figure recorded
1905	A.G. Pickens	no term recorded	no figure recorded
1906	Emma L. Hoffman	no term recorded	no figure recorded
1907	Emma L. Hoffman	no term recorded	no figure recorded

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Kage School Cape Girardeau County, Missouri

1908	Emma L. Hoffman	no term recorded	no figure recorded
1909	G.B. Knott	no term recorded	no figure recorded
1910	Emma L. Hoffman	no term recorded	no figure recorded
1911	Emma L. Hoffman	no term recorded	no figure recorded
1912	S.H. Abernathy	8 months	\$55.00
1913	S.H. Abernathy	8 months	\$55.00
1914	Esther Sternberg	8 months	\$60.00
1915	Beatrice I. Joyce	8 months	\$55.00
1916	Beatrice I. Joyce	8 months	\$55.00
1917	Beatrice I. Joyce	8 months	\$55.00
1918	Beatrice I. Joyce	8 months	\$60.00
1919	Clara Stoll	8 months	\$55.00
1920-1929	Beatrice I. Joyce	8 months term per/year	\$100.00
1930	Thomas R. Lewis	8 months	\$90.00
1931	Thomas R. Lewis	8 months	\$100.00

Source: Kage School Records, Cape Girardeau County Archives, Jackson, Missouri

Appendix C Total Enrollment (1889-1915)

1889 - 109
1890 - 118
1891 - 129
1892 - 114
1893 - 111
1894 - 113
1895 - 113
1896 - 119
1897 - 119
1898 - 111
1899 - 108
1900 - 108
1901 - 110
1902 - 104
1903 - 108
1904 - 111

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- 1905 - 103
- 1906 - 98
- 1907 - 106
- 1908 - 88
- 1909 - 88
- 1910 - 90
- 1911 - 86
- 1912 - 82
- 1913 - 82
- 1914 - 72
- 1915 - 68

Source: Kage School Records, Cape Girardeau County Archives, Jackson, Missouri.

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Kage School
Cape Girardeau County, Missouri

Verbal Boundary Description

A parcel of land being a part of the NW 1/4 SW1/4 of Section 25, Township 31 North, Range 13 East in the city and county of Cape Girardeau, Missouri containing 1.000 acres (more or less), described as follows: Begin at the NE corner of NW 1/4 SW 1/4 of corner of Lot 1 of Schrader's Second Subdivision in the City of Cape Girardeau, Missouri as shown in Plat Book 14, page 76; thence N. 89 00' W along the North Line of said Subdivision, 138.0 feet; thence N 0 10" E, 315.6 feet to the 1/4 - Section Line; thence S 89 00' E. along said 1/4 Section Line. This boundary is illustrated on the attached survey map.

Boundary Justification

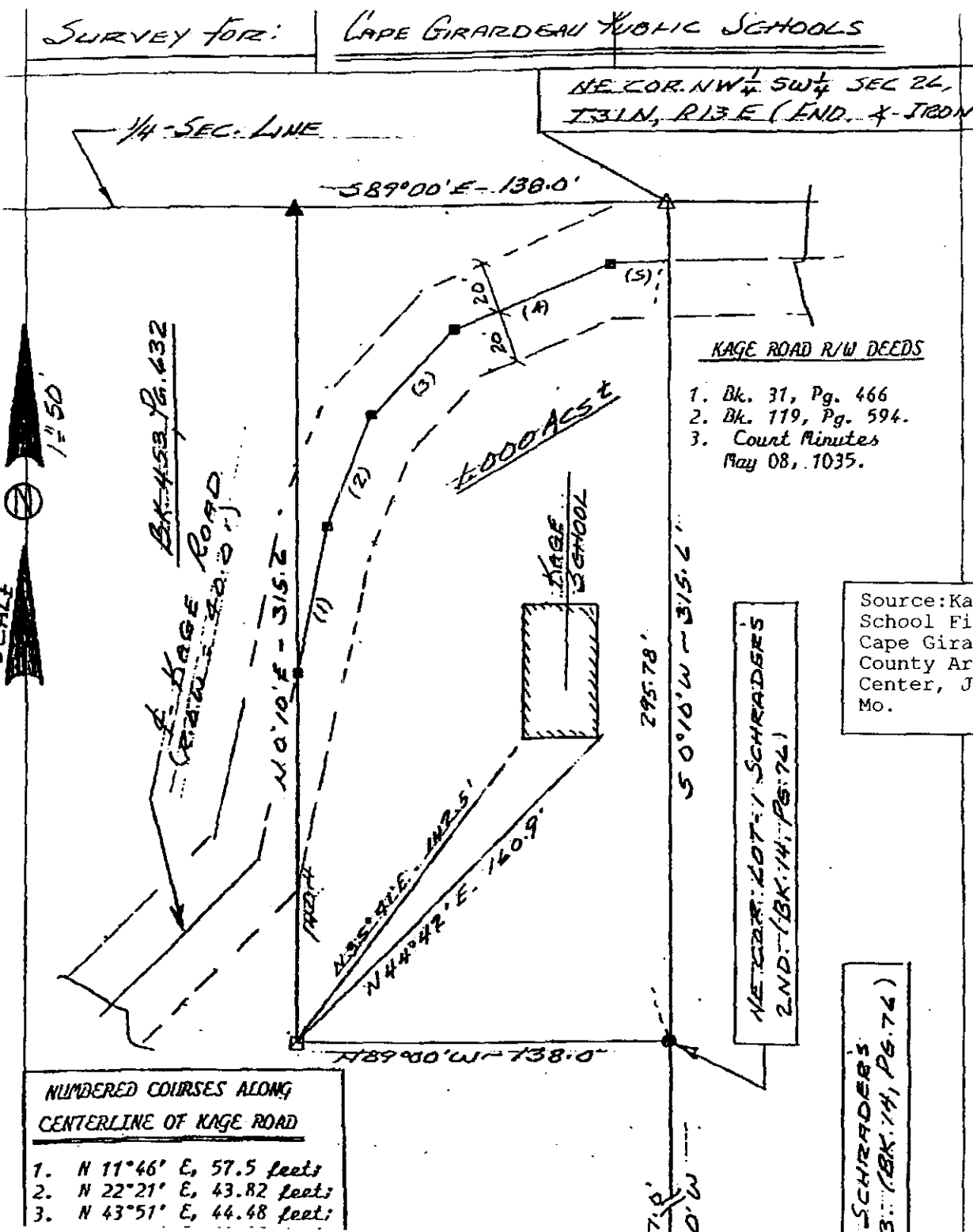
The selected boundary includes all the property historically associated with Kage School.

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Photographs

The following information is the same for all photographs:

Kage School

Cape Girardeau, Cape Girardeau County, Missouri

Photographer: Terri Foley

January 17, 2005

Negatives in possession of Terri Foley, 1615 Themis, Cape Girardeau, MO 63701

Photo No. 1: 3110 Kage Road, Kage School, view of west elevation fronting Kage Road to west, showing swing set to the south, and view of north elevation.

Photo No. 2: 3110 Kage Road, Kage School, west elevation, showing metal roof, brick decorative cornice, and "Kage School, EST. 1854."

Photo No. 3: 3110 Kage Road, Kage School, view of south and west elevation looking northeast, showing flag pole, swing set, and chain length fence and one of the two entrances.

Photo No. 4: 3110 Kage Road, Kage School, view of the east elevation, showing one of the two entrances.

Photo No. 5: 3110 Kage Road, Kage School, view of the north elevation, showing the west elevation looking south.

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