

# *preservation* issues

NEWS FOR THE PRESERVATION COMMUNITY

MISSOURI DEPARTMENT OF NATURAL RESOURCES  
HISTORIC PRESERVATION PROGRAM

★ Vol. 5, No. 1 ★

## Separate . . . but Not Equal

*"History, despite its wrenching pain, cannot be unlived, and if faced with courage, need not be lived again."* – From "On the Pulse of Morning" by Maya Angelou, a commemorative poem written for the presidential inauguration of Bill Clinton in 1993.

Despite its status as a slave-owning state, Missouri made a surprisingly strong commitment to the education of African-American children in the years following the Civil War. But until a United States Supreme Court decision (*Brown v. the Topeka, Kansas Board of Education*, 1953) outlawed segregated schools, that commitment was always met by the establishment of school facilities for African-American children separate from those of white children. As a result, Missouri possesses a rich legacy of historic school buildings built specifically for the education of children of African descent.

Prior to the Civil War, slaves were rarely given the opportunity to learn to read or write. Between 1847 and 1865, it was against the law to educate African-Americans in Missouri; an educated slave was thought to be more dangerous and dissatisfied with his or



*The construction date of the Kingston school house for African-American children, located in Caldwell County, is unknown, although it was probably built in the 1880s. Its original blackboards still exist inside.*

her position in life and, as a result, more likely to revolt.

However, free blacks in St. Louis openly operated schools in defiance of the law in the decade before the Civil War. The American Missionary Association (A.M.A.), an organization formed in the North in 1845 to convince slave holders of the evils of slavery, undertook educational work in St. Louis in 1863-64. By the end of the Civil War, the A.M.A. operated schools for African-Americans in six Missouri towns: Carondelet, Independence, Jefferson City, Kansas City, St. Louis and Warrensburg. Five years later, other A.M.A. schools were opened in Fulton, Ironton, Lebanon, Osceola, Palmyra, Richmond, Spring Valley and Westport. Benevolent societies from other states, among them

the Western Sanitary Commission, established schools in Missouri and private subscription schools existed; the  
(See SEPARATE, Page 4)

### Inside

The Visible History of a Race . . . . .	2
Nathan B. Young . . . . .	3
Wrightian Style Houses . . . . .	7
Learning from Historic Places . . . . .	8
For More Information . . . . .	8
1995 Conference . . . . .	9
Teaching with Missouri's Historic Places Workshop . . . . .	11

January/February 1995



## The Visible History of a Race

National  
Register of  
Historic  
Places

*"If a race has  
no history, if it  
has no worth-  
while tradi-*

*tion, it becomes a negli-  
gible factor in the thought  
of the world, and it stands  
in danger of being extermi-  
nated."* Carter Woodson,  
1926.

On learning the city administrator had recommended that Sedalia's New Deal-Era Hospital "No. 2" be demolished, Laurretta Emerson, former nurse at the hospital, expressed her support and relief. The building, in Emerson's opinion, "has little historical significance . . . and is not worth saving as a monument to anything. Except, perhaps, hate and ignorance" (*Sedalia Democrat*, September 4, 1994). The building, constructed ca 1926 by the Works Progress Administration, is a legacy of legalized segregation, designed to serve the African-American population of Sedalia and the surrounding area in a time when a sharp color line divided or restricted most public facilities. However, the hospital, touted as "modern . . . , unexcelled in the state" when constructed, was inadequate even by the standards of 50 years earlier.

Despite the bitter but understandable judgment of Emerson, however, Sedalia's Hospital No. 2 is significant, not just as a narrow reminder of an era of prejudice and misery, but as a broader document in which can be read the sanctioned bigotry that was woven into every American institution for much of

the national history. Although the building is important for its closely defined place in African-American history, it is even more important for its place in a broader American culture of which, as Frederick Douglass noted as early as 1848, African-Americans were only one class. The building provides insight not only into one tragic segment of the history of a race, but also into the errors and misjudgments of the country. It is also a lesson and a reminder that the perceptions that fueled the errors are still vital and must be guarded against.

The National Register of Historic Places is the nation's official list of significant cultural resources worthy of preservation. Properties considered for the register are assessed against the Criteria for Evaluation, a set of guidelines designed to establish, in as objective a manner as possible, the significance of the resource; the criteria do not presume to place an emotional value on a property, nor does National Register recognition sanction the ideals or prejudices that the property may have represented. Not all properties listed in the National Register represent events or trends that uplifted the human spirit or celebrate achievements that advanced the causes of justice and equality. The failures and mistakes of the nation may also be recognized, provided they are associated with events or trends that contributed to the broad patterns of our history. For example, the Rohwer Reloca-

tion Center in Arkansas, the site of an internment camp for Japanese-Americans during World War II, has been listed both on the National Register of Historic Places and as a National Historic Landmark.

A number of Missouri properties listed in the National Register for their association with African American heritage, including Sumner Public School in Boonville and Lincoln School in Canton, also necessarily acknowledge the bitter effects of a separation that could never be equal. Other properties that housed institutions segregated by choice, such as Washington Chapel A.M.E. Church in Parkville and the Most Worshipful Prince Hall Grand Lodge #2 in St. Louis, represent the triumph of a people over the inequalities forcibly imposed upon them.

The visible history of Missouri's African-American population is, and has been, disappearing for a number of years. Entire towns, villages, and urban neighborhoods have been obliterated, their histories forgotten, and the diverse cultural heritage of the state diminished. — *Steve Mitchell*



*Sedalia Hospital No. 2 (ca 1926) provided medical care for Sedalia's black community until 1954.*



# Nathan B. Young: From Slavery to University President



*Nathan B. Young,  
1862-1933*

**B**orn in slavery during the Civil War in Newbern, Alabama, Nathan B. Young was the son of Susan Smith and a father whose identity is not known. His mother was born in Chatham, Virginia, in 1842. But when she was 14, her master died and, in the settlement of his estate, she was sold to a slave trader for \$750. The slave trader later sold her to a Newbern, Alabama, cotton planter for more than a 100 percent profit.

At the end of the Civil War, when Nathan was three years old, his mother escaped with him from the cotton plantation, and soon she had established her own home near Tuscaloosa. She met and married a local black man, Frank Young, who reared and gave his name to young Nathan. Nathan grew up in rural Alabama during the Reconstruction period, and he witnessed some of the Ku Klux Klan activities there.

Young's mother wanted him to receive an education and enrolled him first in a small ungraded school. Young's first efforts at receiving a formal education were at Talladega

College, where he received a classical-type education in the normal school branch. After receiving his diploma, Young became principal of a secondary school in Jackson, Mississippi.



*Young Hall on Jefferson City's Lincoln University Campus.*

Deciding to make teaching his career, Young sought better preparation and went to Ohio to attend Oberlin College. Here he received a liberal arts education, earning a Bachelor of Arts degree in 1888 and a Master of Arts degree in 1891. Later, Talladega College and Selma University would award Young honorary degrees of Doctors of Letters. While earning his master's degree, Young became the principal of a black elementary school in Birmingham, Alabama.

On December 1, 1891, Young married Emma Mae Garette of Selma. They had two children, Nathan B. Young, Jr. and a daughter, Gareth. The first Mrs. Young died of fever in 1904 in Tallahassee, Florida. In 1908, Young married Margaret Buckley, originally from Charleston, South Carolina. They had three children: two sons, William and Frank DeForrest, and one daughter, Julia.

In 1892, Booker T. Washington employed Young to teach at Tuskegee Institute in Alabama. Young stayed at Tuskegee for five years and served as the head of the academic department. Conflict developed between Young and Washington over Washington's efforts to vocationalize the academic courses and, in 1897, Young accepted the position of Director of Teacher Training at Georgia State Industrial College. There Young worked cooperatively under Richard R. Wright, but he remained opposed to the efforts of white Southerners to limit black education to agriculture and the trades.

In 1901, Young was called to serve as president of Florida A & M College. While there, Young tried to balance the

*(See YOUNG, Page 4)*



*Young House at 1013 Dunklin Street in Jefferson City ca late 1920s.*



(SEPARATE, from Page 1)

federally sponsored Freeman's Bureau also provided financial support.

In the aftermath of the Civil War, a new state constitution (1865) provided for the establishment, maintenance and funding of free public schools for the instruction of all persons in the state between the ages of five and 21, regardless of color. Legislation in 1865 required that township boards of education and those in charge of education in the cities and the incorporated villages of the state establish and maintain one or more schools for the African-American children of school age within their respective jurisdictions, provided the number of school children exceeded 20. The schools were to operate in the same manner as the schools for white children. In districts where there were fewer than 20 African-American children, the money raised for their education was to be used to further their education as the local board of education saw fit.

With this strong legal basis for the education of African-American children, the public school system for these children flourished and the Missouri Superintendent of Education was able

to report in 1870 "that Missouri has a larger proportion of schools for Negro children than any other former slave state." From a total of 34 schools for African-American children in 1886, the total number of schools in Missouri had jumped to 212 by 1871. But the Superintendent of Education also reported that in 1871 only 4,358 students out of 37,173 African-American children of school age were in attendance at any school.

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*"The concept of public schools for any child, regardless of race, was slow to gain acceptance in many parts of Missouri."*

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The road to establishing schooling opportunities in every county for African-American children was not always smooth. Initial resistance to their education was strong in counties of the state where southern sympathies were in the majority. The concept of public schools for any child, regardless of

race, was slow to gain acceptance in many parts of Missouri. Antebellum Missouri had a strong tradition of private school or academy education; public school was reserved for the children of the poor.

The school laws could be easily evaded by local officials due to a lack of legal remedies against failure to comply with the statutes. As the Missouri Commissioner of Education complained in his report of 1878, school districts could and did fail to take an accurate census, which established the need for a school. They also failed to hire teachers, select a site for the school or provide funds, effectively sabotaging the law. The school laws were amended in 1868 to give the state superintendent the authority to assume a school district's responsibilities for providing schooling for African-American children if the district failed to do so, and the number of children needed to require the establishment of a school was lowered from 20 to 15. Legislation in 1869 and 1874 provided for the creation of union schools in areas with fewer than 15 school-age African-American children. An 1874

(See SEPARATE, Page 5)

(YOUNG, from Page 3)

agricultural and vocational education program with a liberal arts program. After World War I, however, the intolerance of white state officials to the teaching of liberal arts to black youth increased. As a result, Young was forced out in 1922.

During his battle in Florida, Young was asked to accept the presidency of Lincoln University in Jefferson City, Missouri. Lincoln University was the former Lincoln Institute, which had recently become a university, though in name only. Between 1923 and 1927, Young made a determined effort to establish Lincoln University as a first-class institution of higher learning. In a remarkably short time, he successfully campaigned to raise the academic standards at Lincoln and to get its high school and teacher training programs accredited by the North Central

Association of Colleges and Secondary Schools.

Unfortunately, for many years, the school had been embroiled in state political battles. With the state elections of 1924, the situation worsened, and by 1927, the politicians had forced Young out of the presidency. Between 1927 and 1928, Young served as Missouri Inspector of Negro Schools. After the heated election of 1928, where the future course of Lincoln University was made a campaign issue by the black press, Young was returned to the presidency. Politics, however, entered the picture again, and Young was forced out for a second time in 1931. Nearing 70 years of age, Young decided not to fight this time, and retired to Tampa, Florida where he lived with his daughter until his death on July 19, 1933.

Young left a great legacy to higher education for African-Americans. Two important historically black institutions of higher education continue to exist and grow as a result of Young's influence and leadership. His model for Florida A & M and Lincoln universities was a good one and continued to be followed for several decades. His courage helped push state politicians out of the school's affairs. — Antonio Holland

*Lincoln University History Professor Antonio F. Holland, Ph.D., is co-author with Lorenzo J. Greene and Gary Kremer of Missouri's Black Heritage, revised edition, University of Missouri Press, 1993. Holland is currently writing a book based on the life and work of Nathan B. Young.*





*The Sumner School in Boonville was constructed as a school for black children, grades one through 12.*

law subjected school officials to fines for failure to perform their duties. Thus, by 1875, although no school district in the state could be compelled by the law to maintain a school for its white children, it had to provide a school for African-American children if there were more than 15 children residing in its jurisdiction.

Although the legal commitment to providing schooling opportunities for African-American children was strong in Missouri, equally strong was the insistence that these opportunities would be provided in separate facilities. The original 1865 law was silent on the subject of separate schools, 1875 legislation stated that African-American schools shall be separate from white schools and 1889 legislation declared it "unlawful in the public schools of this state for any colored child to attend a white school or any white child to attend a colored school." Prior to 1889, some mixing of the races occurred in schools in areas of the state with a scattered African-American population insufficient to justify a separate school. The 1889 law effectively shut down all educational opportunities for these children.

Although Missouri succeeded in establishing schools for African-American children, the quality of education often did not match that available to white children. The average expense per pupil was lower for students in African-American schools than for white schools. The average length of the school term and average attendance for the African-American schools was also lower than that of the white schools.

Outside of the major cities, students travelled long distances to obtain a high school education. Although the first high school for African-American students west of the Mississippi River, Sumner High School, was established in St. Louis as early as 1875, by 1915, there were still only 15 high schools in Missouri that black students could attend.

Salaries for teachers were lower in African-American schools than white schools. The 1873 "Annual Report of the Superintendent of Schools" reports an average monthly salary for male teachers in white schools of \$87.72 as compared to an average monthly salary for male teachers in the African-American schools of \$46.70. Women teachers of both races fared much worse. Both white and black Missourians held a

preference for African-American teachers in African-American schools.

That bias and the discrepancy in salaries made it difficult to recruit white teachers for African-American schools, but there was a shortage of qualified black teachers. To remedy this situation, the Missouri Legislature granted the Lincoln Institute, located in Jefferson City, an annual sum of \$5,000 for the training of teachers in 1870. The Lincoln Institute had been established in 1866 with funds contributed by the soldiers of the 62nd and 65th U.S. Negro Infantry out of their pay at the close of the Civil War (refer to *Preservation Issues*, Vol. 4, No. 1). The state acquired complete control of the Lincoln Institute in 1879 and college and industrial departments were added to the previous curriculum.

The majority of early schools for African-American children were taught in churches or homes or other make-shift facilities. When school houses were built, they were built in traditional one-room school house design, not really much different from other rural or small-town school houses during this time period, although often with fewer amenities and with second-hand furnishings. In an 1869 speech to the state teachers' association, Richard B. Foster, who was instrumental in the founding of the Lincoln Institute, pointed out the discrepancies between school facilities for African-American and white children: the school house for colored children in St. Joseph was frame, while the city's schools for white children were all brick. The situation was the same in Jefferson City.

Although the Benjamin Banneker School in Parkville, built in 1885, is a brick building, an 1890s news article in the *Parkville Independent* indicates the modest level of its furnishings. "New seats are being placed in the primary room of the public school building. The old ones will be put in the colored school building, where benches have been heretofore used." The school house itself, is a simple rectangular,

(See *SEPARATE*, Page 6)



(SEPARATE, from Page 5)

one-room building with a gable roof. On the interior, the blackboards are black paint on plaster (rather than slate). Fifty-eight students attended this school in 1898. The construction of this school and a second Banneker School, built in 1903-04, were made possible by the interest and support of Park College, a Presbyterian school located in Parkville. Land for both buildings was acquired from Park College and the bricks for the 1885 school house were manufactured by Park College students.

By the turn of the century, more substantial schools were built for the education of African-American children. The Lincoln School in Clinton, a two-story brick building with a center hall and stairwell, was built in 1894. Grades one to four were taught in the south room on the first floor; grades five to eight were taught in the north room. An auditorium space occupied the south end of the second floor and a three-year high school was taught in the north end.

Washington School in Monroe City is one example of several schools in Missouri that were built for African-American students by the Works Progress Administration program grants during the Depression. Built in 1937, Washington School is unique in that it was designed by an architect, the St. Louis firm of Bonsack and Pearce. However, it is still a modest three-classroom building that housed upper and lower grades and high school (more than 60 students). A grade school for white children built in Monroe City at the same time, in contrast, encompassed six classrooms, an auditorium, activity rooms and offices.

A 1939 report on African-American public school education in Missouri indicated the existence of approximately 260 elementary and high schools at the time of the report. How many of these schools still exist is unknown. Unfortunately, the significance of these schools to Missouri's heritage often goes unrecognized. — Beverly Fleming



*Named after Benjamin Banneker, a member of the six-man survey team that laid out Washington, D.C., Banneker School in Parkville is being restored as a school house museum.*



*The Depression-Era Washington School was constructed for Monroe County's black school children by the Works Progress Administration.*



*Charles Sumner High School (ca 1909) in St. Louis replaced an earlier school for blacks with the same name. Sumner was named for the Massachusetts senator (1811-74) who was one of the first to support laws to ensure civil rights for blacks. Naming the school, rather than numbering it, was regarded as a significant move toward racial equality. From the time of its construction in 1909 until 1916 when Dunbar School in Washington, D.C. opened, Sumner High School in St. Louis was considered the finest African-American high school in the country.*



# MISSOURI

## Historic Architecture

### Wrightian Style Houses *ca 1950 - 1970*

#### Characteristics:

- Prevailing emphasis is horizontal.
- Plan shape is irregular and is repeated in both exterior and interior elevations; shapes employed include rectangular, circular and hexagonal forms used exclusively rather than in combination.
- Roofs are often flat or low-pitched hipped or gabled, usually with broad overhanging eaves.
- Chimneys are low, wide and centrally located.
- Walls are concrete block, sometimes covered in stucco, or brick veneer. Native slab rock versions are also seen in Missouri.
- "Ribbon" windows - linear bands of glass - are prevalent. Casement windows are common, especially on early examples.
- Carports, rather than garages, are nearly always present and are integral to the design.
- Landscape features are an integral element in Wrightian style houses. Typically, exterior or interior walls extend outward to enclose patios, or create built-in flower boxes, barbecue grills or storage rooms.
- Interior plans are "open" with divisions between some rooms indistinct or non-existent. The fireplace wall, usually with exposed chimney breast, dominates the living room. Built-ins, predominantly benches and cabinetry, are common.



*The Ted and Bette Pappas House in St. Louis County was designed by internationally acclaimed architect Frank Lloyd Wright in 1955-56. It is what Wright described as a "Usonian Automatic Unit" in which pre-cast concrete blocks are "knitted" together with steel rods rather than mortar. Although houses designed by Wright are rare in Missouri (there are four), Wright had numerous imitators, both architects and builders, whose designs mimicked the characteristics of Wright's work. It was Wright's imitators who so profoundly influenced the "look" of post-World War II suburban housing development in Missouri and across the nation.*

**Learn more about Wright's Usonian houses and tour the Pappas House when you attend Missouri's tenth annual historic preservation conference in Clayton, April 21-23, 1995.**



# Learning from Missouri's Historic Places

Every town and city in Missouri is rich in places that document not only a local heritage but also provide historic links to the county, region, state, nation and world. These places are valuable tools for learning more about our history, development, economies, societies, politics and government, science and industry, arts and crafts, and natural resources. This approach to teaching and learning is often referred to as heritage education.

Missouri's heritage is a rich cultural legacy bequeathed to all of us by past generations of Missourians. Heritage, according to Webster, is "an inheritance . . . something handed down from the past . . . [such] as a characteristic, a culture, a tradition . . . ." Missouri's historic places are an important element in our collective inheritance, one that is visible and touchable. These places have the power to help us understand the lives of past Missourians in a way books never can. Experiencing

first hand the places where people lived, worked, worshipped and played connects us to past generations and helps us understand what it means to be both a Missourian and a member of a larger world.

Historic places are primary resources for historians of all ages. Because they do not speak to us in words, we must find and interpret their silent messages. All places provide numerous interesting and exciting clues that will inspire the historical detective to ask how, where, when and why. These clues will lead to many other sources of information both primary and secondary; each "find" will help to satisfy our curiosity and contribute to a history of a Missouri place and its time period.

Missouri's historic places are a particularly valuable resource for teachers. Students who actively "do" history are reported to be more enthusiastic learners and to exhibit greater retention of new material, as opposed to passive

learners who read and respond to textbook questions. Missouri students as young as eight years old have learned to decipher county courthouse records, searched original documents at the Missouri State Archives, studied survey and National Register files at Missouri's Cultural Resource Inventory, conducted oral interviews and even produced videos and newsletters about "their" historic places. This type of "hands on" approach gives students a sense of ownership in and a personal relevance to these places and a proprietary interest in their preservation. -

*Karen Grace*

Missouri's classroom teachers will have an opportunity to learn more about "How to Teach with Missouri's Historic Places" by attending a special workshop scheduled for April 21-23, 1995 in Clayton. See pages 10-11.

## For more information about Missouri's African-American Heritage . . .

From Missouri's Cultural Resource Inventory:

- a complete listing of all inventoried historic places associated with Missouri's African-American community, free of charge;
- copies of specific National Register of Historic Places nominations or cultural resources survey information, free to (K-12) classroom teachers, \$.25 per page for all others.

Call (314) 751-7959.

From University of Missouri Press:

- **Agriculture and Slavery in Missouri's Little Dixie**, Hurt, \$7.50;
- **Dancing to a Black Man's Tune: A Life of Scott Joplin**, Curtis, \$26.95;

- **Discovering African-American St. Louis: A Guide to Historic Sites**, Wright;
- **George Washington Carver: In His Own Words**, Kremer, \$15.95;
- **James Milton Turner and the Promise of America: The Public Life of a Post-Civil War Black Leader**, Kremer, \$32.50;
- **Missouri's Black Heritage**, Revised Edition, Greene, Kremer, and Holland, \$32.50 cloth/\$15.95 paper;
- **Missouri Supreme Court: From Dred Scott to Nancy Cruzan**, Dunne, \$34.95;
- **Semblance of Justice: St. Louis School Desegregation and Order in Urban America**, Monti, \$26.00.

To order, call (800) 828-1894.

From the Preservation Press:

- **African American Historic Places**, Savage, Ed., \$25.95;

To order, call (800) 766-6847.

From the Missouri Division of Tourism:

- "A Guide to Missouri's African American Heritage," free.

Call (314) 751-4133.

From Indiana University Press:

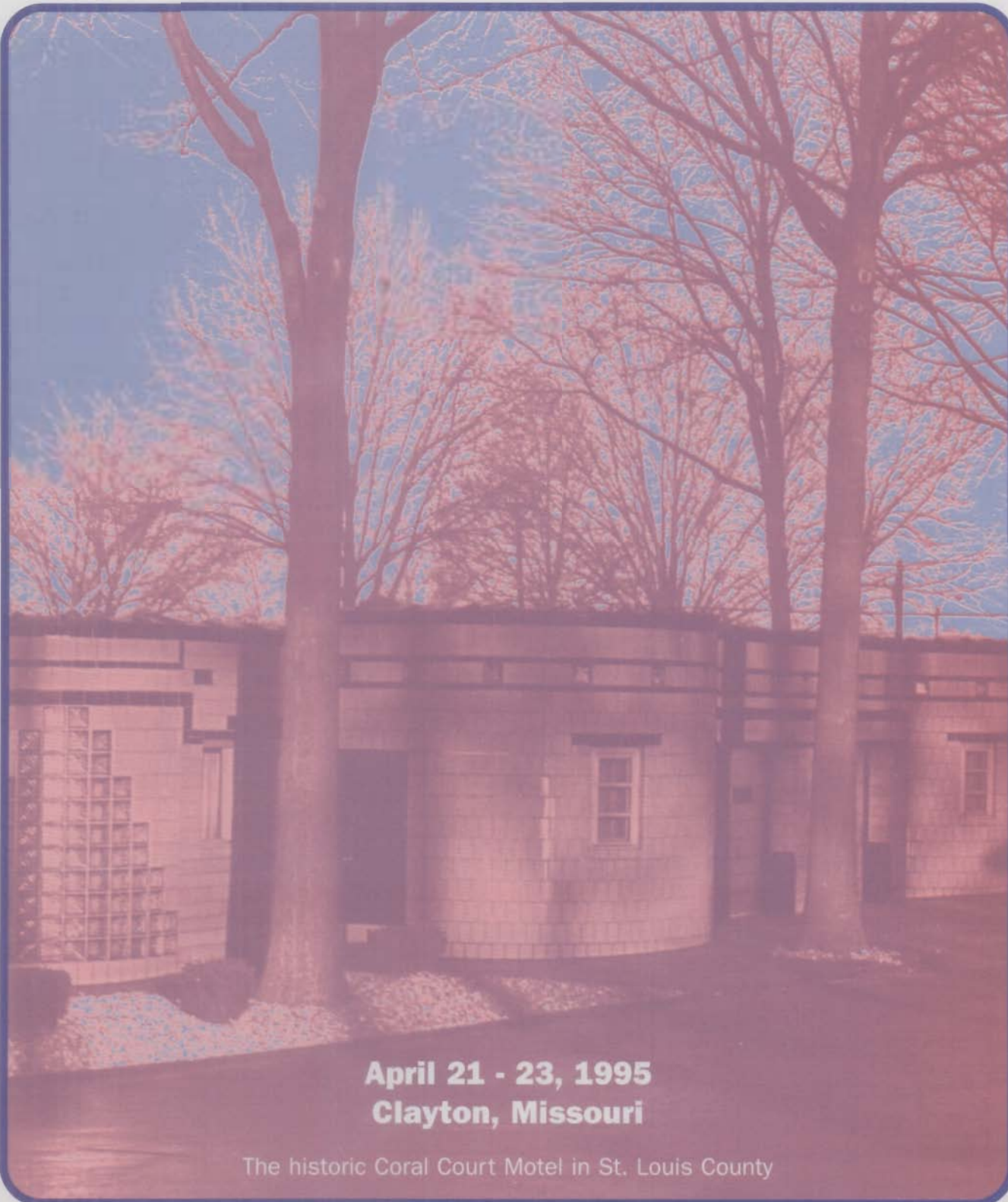
- **North Webster: A Photographic History of a Black Community**, Morris.

Call your local bookstore to order.



# **SIGNS OF THE TIMES**

**current issues in historic preservation**



**April 21 - 23, 1995**  
**Clayton, Missouri**

The historic Coral Court Motel in St. Louis County



# **SIGNS OF THE TIMES**

## **current issues in historic preservation**

Co-sponsors, the Missouri Department of Natural Resources' Historic Preservation Program and the St. Louis County Department of Parks and Recreation invite you to attend Missouri's 10th annual historic preservation conference.

In response to input from Missouri's preservation community, this year's conference has been expanded to . . .

- ☐ encompass three full days with a dual-track agenda;
- ☐ include a broader range of special interests;
- ☐ appeal to a variety of professional and avocational preservation concerns;
- ☐ include a special workshop for classroom teachers; and
- ☐ encourage public participation in Missouri's statewide preservation planning process.

### **Professional track offerings will include . . .**

How to Design a Sustainable Future for Missouri • Finding New Funding Sources for Community Preservation • Lead Paint Abatement for Historic Buildings • ADA Compliance Issues • Adaptive Reuse of New Historic Buildings • Preserving Missouri's Roadside Art and Architecture • Preservation Planning for House Museums • How to Save a Roadside Attraction • Modern Architecture in St. Louis • Recycling Missouri's Historic Religious Buildings.

### **Avocational track offerings will include . . .**

Understanding Frank Lloyd Wright's Usonian Houses • Suburban Houses: Living the American Dream in the 1950s • Looking for Missouri's Black Heritage • Choosing Colors and Textures for the Mid-Century House • Stylish Home Interiors of the '40s and '50s • Art Deco and Streamline Style • The Deco Interior • Public Art and Landscaping • North Webster.

### **Teachers' track offerings, "How to Teach with Missouri's Historic Places," will include . . .**

An Introduction to Missouri's Historic Places • The Relationships between Teaching with Places and Missouri Educational Reform • The Relevance of Historic Places for Today's Students • Interdisciplinary Applications • How and



## **April 21-23, 1995 Clayton, Missouri**

Where to Find Information about Missouri Places • How to Plan a Field Study • Bringing Places to the Classroom • Formulating a Lesson Plan for a Missouri Historic Place. *(Note: Teachers will receive one-half continuing education credit for completing one and one-half days at the workshop plus a homework assignment and one credit for completing three days plus a homework assignment.)*

A public meeting on Missouri statewide preservation planning is scheduled for Sunday, April 23, 1995 from 9 a.m. until 12 noon. There will be no charge for those attending this meeting only.

### **Field studies and tours will include . . .**

University City Plaza • B'Nai Amoona • Assumption Greek Orthodox Church • University City Loop • Frank Lloyd Wright's Pappas House • Art Deco Architecture of St. Louis Hills • Route 66 Nostalgia Tour • Grant's Farm • Whitehaven, the U.S. Grant House.

**Location** for all conference educational sessions will be the St. Louis County Government Center. The "How to Teach with Missouri's Historic Places" will be held at the historic Seven Gables Inn. Both are in Clayton.

Accommodations will be available, with both the Seven Gables Inn (800) 433-6590 and the nearby Clayton Holiday Inn (314) 863-0400 holding rooms at special rates for "preservation conference" guests. Both hotels are an easy walk from the conference location. If you expect to attend this year's conference or teachers' workshop, please call early to reserve your room at one of these convenient locations.

**Conference brochures will be mailed in March. Call (314) 751-7959 for more information now.**



## Christ Church Cathedral Designated National Landmark

The Missouri Department of Natural Resources' Historic Preservation Program (HPP) was notified recently that the Christ Church Cathedral in St. Louis has been designated a National Historic Landmark by the U.S. Secretary of the Interior.

The Gothic Revival-style church, ca 1859-1867, received the landmark designation primarily because of its architectural distinction. The church was designed by Leopold Eidlitz (1823-1908), who was one of the leading American architects in the second half of the 19th century. At his death, the *Journal of the Royal Institute of British Architects* noted, "Of the thirty or more churches for which he was responsible . . . his acknowledged masterpiece is Christ Church in St. Louis . . ."

The purpose of landmark designation is to identify and recognize nationally significant sites and to encourage their owners to preserve them. Landmarks are chosen after careful study by the National Park Service and designated by the Secretary of the Interior in accordance with the Historic Sites Act of 1935 and the National Historic Preservation Act of 1966. The 1966 act also created the National Register of Historic Places program, which is administered by the HPP. The church was listed on the National Register in 1990.

# Dates to Remember

**February is Black Heritage Month.** Check local media for events statewide.

**Black Heritage events,** February in the Kansas City area. Call the Kansas City Convention and Visitors' Bureau (816) 221-5242.

**Black Heritage Events,** February in the Greater St. Louis Area. Call the Landmarks Association of St. Louis (314) 421-6474.

**Missouri Advisory Council on Historic Preservation Meeting** February 17, Jefferson City. For details, call Maggie Barnes (314) 751-5365.

**March is Women's History Month!** Plan now for local events.

**Preserving the Recent Past!** March 30-April 1, Chicago. Call (217) 244-7659 for a conference brochure or to register by phone.

**Society of Architectural Historians in Missouri meeting,** April 2, Jefferson City. Call Mary Gass (314) 725-0317.

**Signs of the Times: Current Issues in Historic Preservation,** Missouri's 10th Annual Historic Preservation Conference, April 21-23, St. Louis County Government Center, Clayton. See pages 9-11 or call (314) 751-7959.

**Missouri Alliance for Historic Preservation meeting,** April 22, Clayton. Call (314) 635-6877.

**How to Teach with Missouri's Historic Places,** a workshop for classroom teachers, April 21-23, Seven Gables Inn, Clayton. Call (314) 751-7959.

**Statewide Preservation Planning Meeting,** April 23, 9 a.m.-12 noon, St. Louis County Government Center. Call Pat Steele (314) 734-5855.

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## preservation issues

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