

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

1. Name of Property

historic name Saverton School

other names/site number Saverton Community Center

2. Location

street & number Junction of Route N and Route E [n/a] not for publication

city or town Saverton [n/a] vicinity

state Missouri code MO county Ralls code 173 zip code 63467

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 [])

Signature of certifying official/Title Claire F. Blackwell/Deputy SHPO Date 2 Nov. 98

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

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

entered in the National Register
See continuation sheet [] .

determined eligible for the
National Register
See continuation sheet [] .

determined not eligible for the
National Register.

removed from the
National Register

other, explain
See continuation sheet [] .

Signature of the Keeper

Date

5. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
		Contributing	Noncontributing
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	<u>1</u>	<u>0</u> buildings
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	<u>0</u>	<u>0</u> sites
<input type="checkbox"/> public-State	<input type="checkbox"/> site	<u>0</u>	<u>0</u> structures
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<u>0</u>	<u>0</u> objects
	<input type="checkbox"/> object	<u>1</u>	<u>0</u> Total

Name of related multiple property listing.

Number of contributing resources previously listed in the National Register.

n/a

0

6. Function or Use

Historic Function
EDUCATION/ school

Current Functions
SOCIAL/meeting hall

7. Description

Architectural Classification
No style

Materials
 foundation concrete
 walls stucco
concrete
 roof asphalt
 other _____

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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.

Areas of Significance

Education

Periods of Significance

1934 -1948

Significant Dates

n/a

Significant Person(s)

n/a

Cultural Affiliation

n/a

Architect/Builder

unknown/

Lankford, John

Narrative Statement of Significance

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

9. Major Bibliographic 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

Primary location of additional data:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other:

Name of repository: _____

10. Geographical Data

Acreage of Property 1 acre

UTM References

A. Zone 15 Easting 648770 Northing 4389300

B. Zone Easting Northing

C. Zone Easting Northing

D. Zone Easting Northing

[] See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Allen Tatman, National Register Coordinator, State Historic Preservation Office

organization Missouri Department of Natural Resources date June 3, 1998

street & number P.O. Box 176 telephone 573-751-7800

city or town Jefferson City state MO zip code 65109

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

(Complete this item at the request of SHPO or FPO.)

name (see continuation sheet)

street & number _____

telephone _____

city or town _____

state _____

zip code _____

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Continuation Sheet

Section 7 Page 1

Saverton School
Ralls County, Missouri

SUMMARY: The Saverton School, located at the junction of county routes N and E in Saverton, Ralls County, stands at the intersection of the two main thoroughfares of a once prosperous hamlet along the Mississippi River. Built in 1934, the two room school is a one story hipped roof, frame building of 52' x 24', with a 52' x 13' concrete block/shed roof addition off of the back (west side) of the building, constructed in 1960. Additionally, a gable roofed 12' x 8' entry vestibule projects from the center of the front facade, facing east. The exterior walls measure 12' tall from the ground to beneath the eave. The roof line is characterized by exposed rafters, reminiscent of the Arts & Crafts movement, beneath the eaves. On the wall of the gable roofed entry vestibule, above the double entry doors, a sign measuring 7' x 3' reads "SAVERTON COMMUNITY CENTER," the name which the building has been known by since 1959. The foundation is poured concrete, which was mixed and poured on the site. The frame portion of the building is covered with stucco, which was applied over chicken wire and lathe at the time of construction. All of the windows on the frame portion of the building are double hung sashes with four over four lights, and the fenestration is original to the date of construction. The double door entry, which faces east, was designed to originally allow for separate entrances for the two classrooms within the building, but at the present, only the left, or south, entry is used. The north entry vestibule is currently being used as a storage closet. Other than the 1960 concrete block addition, there have been no significant changes to the building since its date of construction, and the impact of the addition is minimal. Located on land donated to the hamlet by Ms. Bertha Burden in 1934, the school remains in its original setting at the junction of the roads leading from Hannibal to the north and New London to the west. The vernacular building is very restrained in terms of design, and reflects the simple, yet utilitarian, needs of the community. The surrounding land looks nearly the same as it did at the time of construction; Haskell Creek flows past a salt spring to the immediate south of the school, while to the north and west the crop fields which brought the original settlers to Saverton spreads from the base of the oak and hickory covered hills toward the Mississippi River to the east. North from the school, along the old road to Hannibal which parallels the Mississippi, lies the hamlet of Saverton. The Saverton School retains sufficient integrity to reflect its role as the educational and social focus of the river hamlet.

ELABORATION: The Saverton School was designed in a simple, restrained style, reminiscent of the Arts & Crafts and Prairie movements of the early 20th Century. Placed on the east end of 165' x 268' lot (10 rods by 16 rods), the school, which measures 52' x 37', is laid out on northwest - southeast orientation, with its main facade facing east-northeast. The front entrance of the building sits back approximately 20' from Route E, and is nearly centered on the east end of the lot. Besides the school building, there are 5 structures on the property which are small in scale and do not contribute nor detract from the buildings significance- two sets of swings, a see-saw, a flag pole, and a well cap. Besides the mixed grass lawn, and some varied shrubbery/weeds which line the lot on the north, west, and south boundaries, the only noteworthy vegetation is a large American Elm Tree, which is located approximately 15' off of the south wall of the school, its branches spreading widely over the southern exposure of the building and yard. The sites of the boy's and girl's outhouses and the coalhouse are located along the north boundary of the lot; all three outbuildings were razed between 1975 and 1980. To the back of the school is a large open playfield which served and still serves the children of the hamlet as an area for pick-up games of baseball and football. Outside of the north boundary, spreading to the north and west, lies a large agricultural field, and outside the west boundary lies a residential lot. Outside the east and south boundaries, across routes E and N, the land is overgrown and undeveloped, except for a small residential lot which sits directly across Route E from the school's driveway. From that lot north, along the road, the lots of the hamlet of Saverton are laid out between the roadway and the Mississippi River.

Jutting out from the east elevation is the gable-roofed 12' x 8' double-doored entry vestibule. The north door is original to the building and consist of a three panel lower half, while the upper half of the door contains four mullioned lights. The south door is a simple single slab door, a replacement from sometime in the 1960's. Both doors are painted white. On the exterior wall between the two doors hangs a small sign, measuring approximately 18" x 20" which reads: "IN MEMORY OF JOHN D. AND GORDON FISHER." The sign was placed at the location by Ms. Bertha Burden, who donated the land for the school building. Above the doors a large sign, measuring 7' x

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Saverton School
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3'. reads: "SAVERTON COMMUNITY CENTER." Along the north and south walls of the vestibule are two four over four double hung windows, one on each exposure, each measuring 3' wide by 7' tall. These measurements apply to each separate window on the original portion of the building.

The eastern exposure of the school, from which the entry vestibule projects, is identical on both the north and south wings. Both wings are dominated by a bank of paired 4 over 4 double hung windows, which begin 4' off of each corner and expand toward the center of the building. The north and south exposures of the original building also mirror each other, with two banks of windows on each exposure; one containing two windows and the other three. Of the 288 square feet of wall surface on both the north and south exposure, over 105 square feet is in window; again, repetitive of the 4 over 4 double hung windows, each measuring 3' x 7'.

The original building, which measures 52' x 24' and includes the 12' x 8' entry vestibule, is clad with a stucco finish over lathe and chicken wire, original to the construction, although minor cracks on the finish have been repaired from time to time. The 52' x 13' addition, added in 1960, is constructed entirely of concrete block, and other than paint, has never been finished over. Projecting off of the back of the original building, the shed roofed addition is distinct from the original construction, yet is not detracting to the function and form of the 1934 construction. The concrete block addition has five windows; one on the southern exposure, three on the western exposure, and one on the northern exposure. The southern exposure window is a one over one, double hung window measuring 2' x 3'. Two of the windows on the western exposure (those on the south end of the addition) are of the same design. The other windows (one on the north end of the western exposure and one on the northern exposure) were originally 24" x 18" horizontal casement windows, but both have been filled in with insulation and boarded. A concrete stoop lies slightly off center toward the south at the middle of the western exposure, and allows for access to the half panel-half window back door. An awning hangs out from the shed roof over the back door and stoop. The original back doors of the school are still in there sills and open into the addition from the original construction. The addition is sympathetic and functional, and has met the needs of the community center as an area for a kitchen, storage room, and modern sanitary facilities.

The interior of the original construction remains relatively unchanged from the time that it was used as a school. The chalkboards still remain on the west interior walls, with only one intrusion from the addition; a pass through window measuring 36" x 18" was built through the west wall near the south end to accommodate the movement of food from the kitchen into the main room. The large open space of the main room is divided by a four foot wall and doorway which lie perpendicular to the west wall. Within the four foot wall is a serviceable flue, which is now connected to a gas heater and furnace. Originally, two coal heaters, one on the south side of the wall, the other on the north side, warmed the two classrooms. Removable partitions divided the classrooms, but they were disposed of in the early 1960's. A built in corner storage closet remains in the southeast corner, but an identical closet which sat in the northeast corner was removed to make room a piano in the 1950's. One bookcase remains along the east wall just to the north of the north entry door, which leads into the vestibule. The vestibules also served as cloakrooms, and the coat hooks still remain attached to the walls. The original floor is still in place and is made of wide board tongue-in-groove oak. A service counter runs parallel to the west wall near the south end, and is used to serve food during the community functions and family reunions which are held in the building. The student desks have been replaced with long folding tables and folding chairs, which better serve the needs of the citizens as a community center

The Saverton School, despite minor changes to the interior and the 1960 addition, retains sufficient integrity to convey its significance as the educational focus of the river hamlet. Of the seven aspects of integrity- location, design, setting, materials, workmanship, feeling, and association- none have been compromised. The essential physical features of the original 1934 building are present and visible, and have not been compromised by the concrete block addition on the rear of the building.

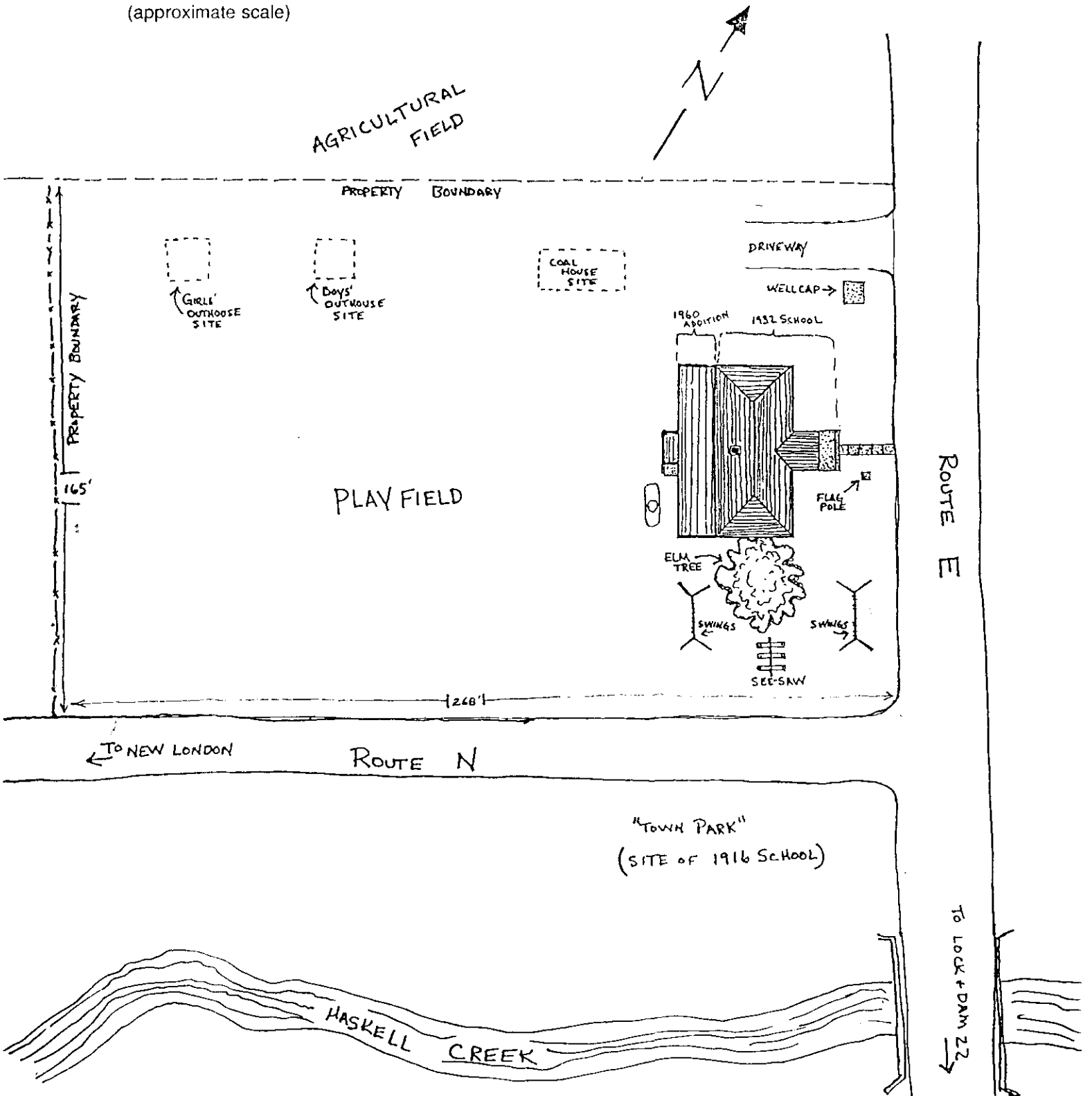
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Saverton School
Ralls County, Missouri

FIGURE 1: Site Plan, Saverton School
(approximate scale)



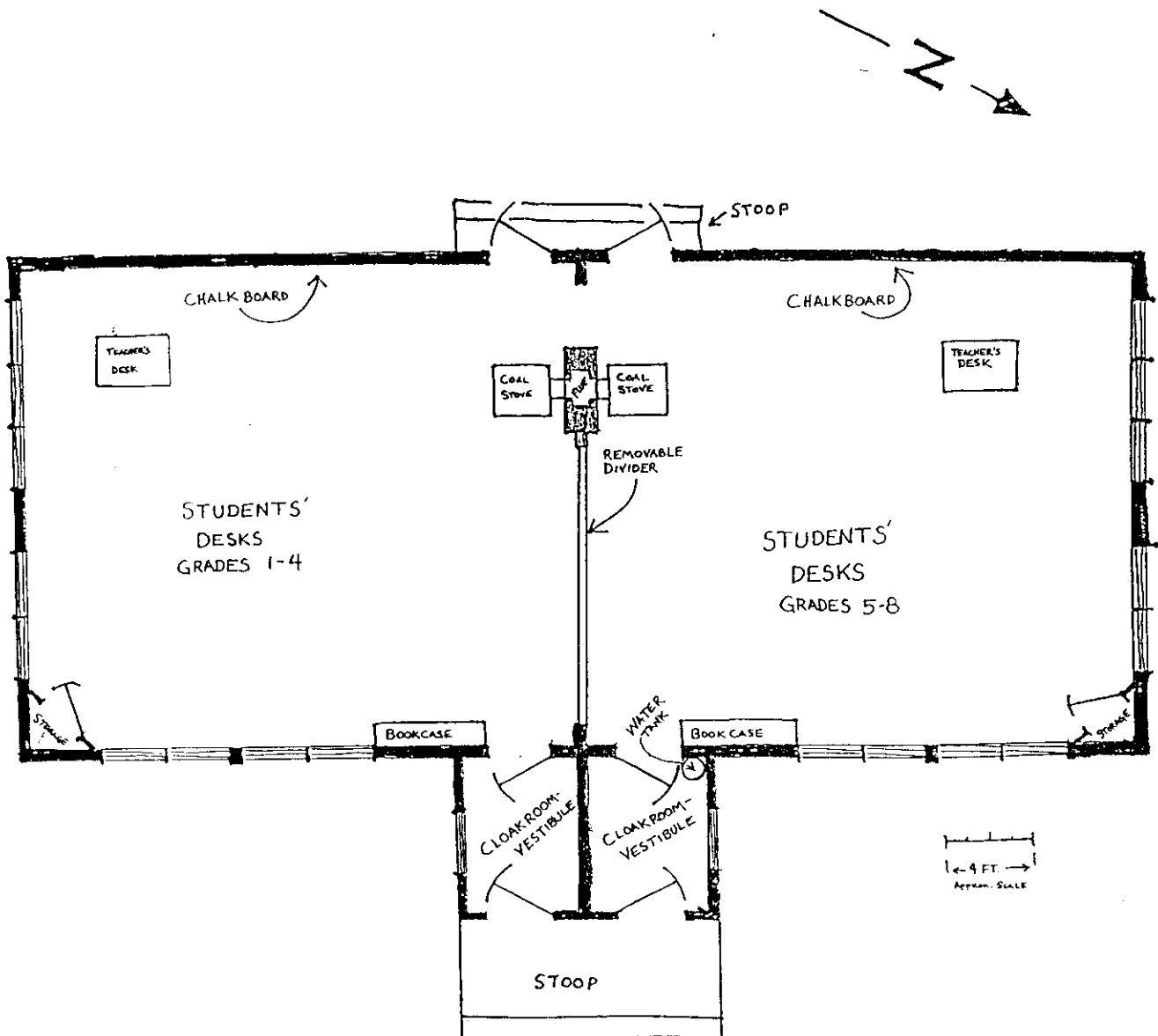
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FIGURE 2: Floor plan, Saverton School, 1934 Construction
(approximate scale- 1" = 8')



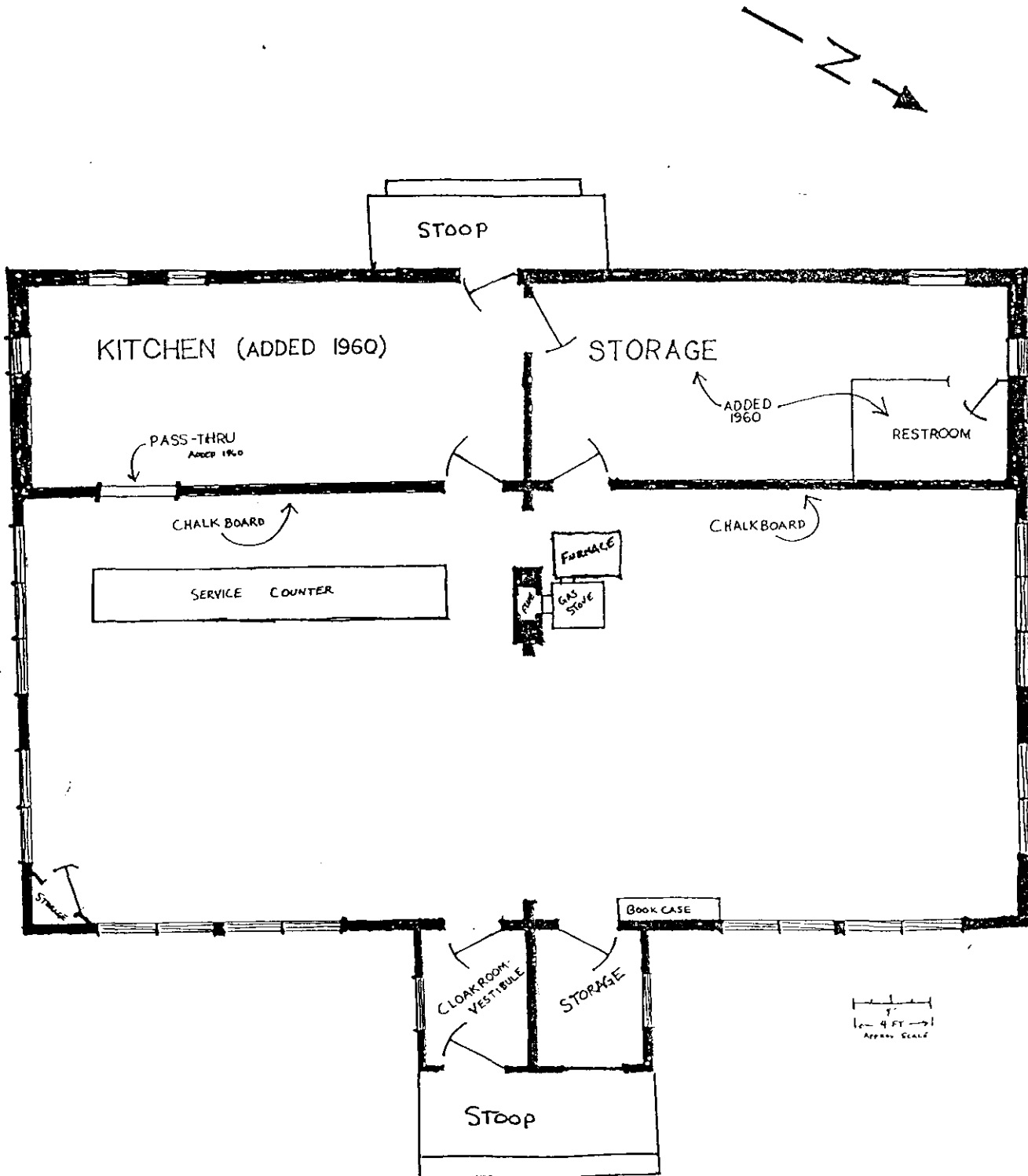
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Saverton School
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FIGURE 3: Floor plan, Saverton School, present
(approximate scale- 1" = 8')



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Saverton School
Ralls County, Missouri

SUMMARY: Saverton School, Saverton, Ralls County, is locally significant under Criterion A in the area of EDUCATION. From 1934 until 1958 when the Saverton School District was incorporated into the Ilasco School District, the two-room school house served the river hamlet as a school and community meeting hall. Constructed on donated land during the Great Depression, the building exemplifies the community's desire to see their children receive an education. Built in 1934, two years after the State of Missouri had conducted a comprehensive review of rural schools throughout the state, the Saverton School strongly reflects the guidelines and standards for rural schools as established by the State Superintendent of Public Schools. In 1936, when the school was first inspected by the Office of the State Superintendent of Public Schools, the inspector praised the community of Saverton's efforts in following the state guidelines for rural schools, as well as the citizens' endeavor to provide their children with the best educational opportunities possible in a rural setting. Saverton School received a Second Class Rural School classification from the State Superintendent's Office from 1936 to 1939, and a First Class Rural School classification from 1940 to 1947, when the state's rural school classification program was discontinued. The acknowledgment from the state reflected the community's success in providing the district's children with a superior educational experience. Since 1959, the year after the Saverton School District was dissolved, the building has been maintained by the hamlet's citizens as a community center, serving as a political polling place, as well as a hall for women's groups, 4-H Clubs, youth groups, and family reunions. Hundreds of current and former residents have, and still, look upon the building as the social focus of the community. Presently, the building is maintained by a local citizens group, which insures that the building remains available for use by the public. The period of significance extends from the date of construction to 1948, the arbitrary fifty year limit.

NARRATIVE:

HISTORIC CONTEXT. In the 1790's, the territory along the Mississippi River in what is now northeastern Ralls County was unsettled and, to some extent, unexplored. Other than the occasional *coureur du bois* (French hunters) and *voyageurs* (boatmen), few persons of European extraction had ever seen the region. On a level bench on the western bank of the Mississippi, a high, clear prairie of nearly two miles in length stretched between Lookout Mountain and Oko-tipi Hill. The French called the area *la petite prairie* (the little prairie), and it was known as a place where the buffalo grazed and forded the great river on their migrations from east to west and back. Besides the prairie grass, another element that attracted *les boeufs sauvage* (buffalo), was a running salt spring which emerged from the base of Lookout Mountain just to the south of the stream that would eventually be named Haskell's Creek. The spring not only attracted buffalo but also Native Americans, who for countless centuries had been using the spring as a salt processing site, the dried mineral added flavor to their diets and provided a preserving agent for meats. News of the spring went from the natives to their French neighbors of the Illinois Country, and in 1799 St. Louis entrepreneurs, Charles Fremont DeLauriere and Jacques St. Vrain, sent a party of men, led by Victor La Gotra, to the spring to establish a continuous salt making operation. In 1803, DeLauriere was awarded a land grant from the Spanish government which encompassed "a tract of land containing 625 arpents, lying on the west bank of the Mississippi River at a place called *La Petite Prairie*."¹

The La Petite Prairie salt making operations had some major drawbacks. Firstly, the salinity of the spring was never as strong as others in Spanish Illinois, and production never matched other salt works in the territory, mainly those near Ste. Genevieve. However, the main problem encountered by the La Petite Prairie operation, as well as that of neighboring Martin Bouvet's works on Salt River (approximately 20 miles to the west on Salt River) was the remote location from the established settlements near St. Louis and St. Charles, and the constant danger from Indian raiders. Bouvet, a contemporary of La Gotra, was killed by Sauk Indians at his works in 1800, the year after the establishment of the La Petite Prairie operation. The area north of the Missouri River and west of the Mississippi was highly contested as a hunting ground by the Sauk, Fox, Winnebago, and Pottawatomie tribes of modern Illinois

¹Eichenberger, Dorothy. "Saverton, Missouri: a Short History". Unpublished manuscript, 1988.

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and Wisconsin, as well as the Osage, Missouri and Iowa tribes to the south and west. Any favoritism shown by the French to one tribe was probably construed as an insult by the others, and therefore the isolated Europeans found themselves in a very vulnerable situation. The reaction of the Spanish authorities in St. Louis to isolated Indian attacks upon saltworks and trading/hunting camps was one of indifference; the attitude of the government was to placate the Indians in deference to the profitable governmental fur trade rather than cause open hostilities over the loss of a few individuals' property and lives.²

After the American acquisition of the Louisiana Territory in 1803, the settlers along the Mississippi River began to receive more governmental support against Indian attacks. As acting commandant of Upper Louisiana following the American acquisition of the territory, Captain Amos Stoddard, established a territorial militia to help in the defense of settlers from Indian attacks. In 1804, William Henry Harrison negotiated a treaty with some minor chiefs of the Sac and Fox, the tribes at the forefront of hostilities against settlers along the Mississippi, which called for the Sac and Fox to surrender their rights to their hunting grounds north of the Missouri River and west of the Mississippi. Although the majority of the Sac and Fox saw the treaty as invalid, the concession provided enough impetus for increased American settlement in the region.³ In 1808, Samuel Gilbert, a Kentuckian, emigrated to *La Petite Prairie*, and purchased the rights to use the salt spring from Victor La Gotra. La Gotra left the area and headed north to Prairie du Chien, where he worked as an interpreter for the British traders at that post, and during the War of 1812, acted as a guide for British and Indian raiders in the Louisiana Territory. Gilbert never owned any of the land at *La Petite Prairie*, but his family lived and worked at the site until the War of 1812 began.⁴

It seems as if the Gilbert family are the ones who first called the settlement "Saverton", but the origins of this name are lost. A highly unlikely and unbelievable local myth has it that a fire broke out among a camp of Indians who were living along Cameron Creek, and the story has it that the natives came pleading to the Euro-American settlers to "Save Our Town!" Since there has never been any evidence of an Indian settlement along the creek during the historic period, this story is highly suspect. Another origin myth has the name coming from the salt works, in that salt was "savory", hence "Savor-Town", but there is nothing documentable about this tale. In his book Our Storehouse of Missouri Place Names, Robert L. Ramsey states that Saverton took its name from a local family, however, there is no documentation to support that a family of this name ever resided in Missouri, let alone Ralls County.⁵ The most plausible, yet still suspect, origin tale is that the name Saverton is a corruption of "St. Vrain's Town." Both Jacques and Marcelin St. Vrain had financial investments in salt making operations in the area and at various times were associated with both DeLauriere and LaGotra, but again, there is no documentable evidence to substantiate this claim, either.

By 1811, a small number of transient hunters and settlers were operating and living in Saverton with the Gilbert family. Besides Saverton, other pockets of settlement had begun to grow to the south along Salt River and Cuivre River. But, the War of 1812 came to the region in February of 1812 when a band of British allied Kickapoo or Pottawatomies attacked and massacred the Neal family who lived along Salt River, ten miles to the southwest of

²Howard, Golden Rowland. History of Ralls County Missouri. Marceline, Missouri: Walsworth Publishing, 1980. pp. 14-18

³Foley, William E. Genesis of Missouri: From Wilderness Outpost to Statehood. Columbia: University of Missouri Press, 1989. pp. 145-146, 155-156.

⁴Eichenberger.

⁵Ramsey, Robert L. Our Storehouse of Missouri Place Names. Columbia: University of Missouri Press, 1973. p.79.

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Saverton School
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Saverton. The settlers of the region fled to be near blockhouses (one of which was erected near present New London), or, in some cases, all the way back to St. Charles.⁶ Territorial Governor Benjamin Howard organized the Missouri Territorial Rangers under the command of Nathan Boone. The rangers were given the primary directive of patrolling the frontier to the north and west of St. Charles, and the secondary directive of erecting small fortifications at strategic locations for the protection of the settlers in the region, and to provide a logistical line for the rangers. One of these posts, Fort Mason, was erected along Fool's Creek, two miles south of Saverton. In July of 1813, after a skirmish with a band of Winnebago Indians near Oko-Tipi Hill, the rangers abandoned Fort Mason, and the post remained unoccupied through the end of the war.⁷

In July 1815, peace with the native tribes of the Mississippi valley was achieved with a settlement between the Americans and Indians at Portage des Sioux. Some of the tribes never recognized the treaty, primarily the Rock River band of the Sac and Fox, however, with the loss of British support following the end of the War of 1812, it was apparent that the days of Indian troubles in the Missouri Territory were numbered. Subsequently, the growth of American settlement along the Mississippi north of the Missouri began in earnest.⁸

In April of 1819, a plat of the Town of Saverton was laid out and filed in Pike County by Henry Von Puhl and Rufus Easton, both of whom were land speculators out of St. Louis. This was the first established settlement in what would be Ralls County (Ralls County was created on November 9, 1820, and named after Daniel Ralls, a recently deceased member of the territorial general assembly who had lived near New London). The settlers of Saverton were optimistic concerning the future of their town site; the village was situated on a level bench above the flood plain, with good prairie soil for farming, and a solid river landing along the only transportation corridor in the region. In 1823, Lewis Beck, in his A Gazetteer of the States of Illinois and Missouri stated that "Saverton[']s site [is] good but surrounding country not sufficiently settled to support a large town." As the crow flies, it was only ten miles to the prairie lands west of New London, and it was assumed that the settling farmers of the newly formed county would bring their produce to Saverton for shipment by boat to the markets south. However, the hills which lay between Salt River and Saverton, and those which surrounded the village were rugged, and travel by wagon was fraught with hardship. Most of the farmers of western Ralls County opted to convey their crops down Salt River to the Mississippi, a move which prompted the development of the town of Louisiana. Between 1820 and 1840 Saverton grew enough that it merited its own post office, which was established in 1836, and still operates today. Steamboat traffic on the upper Mississippi River was beginning to come into its own, and by 1836 Saverton had become a regular stop for the 20 boats that regularly traversed the waterway. Besides the growth in river transportation, the road between Saverton and New London had been sufficiently enhanced during this period, but at the same time the Salt River Road (today known as New London Gravel Road) was also improved, linking New London to Hannibal. Although Saverton had established a viable steamboat landing, Hannibal received the majority of produce and livestock from Ralls County, as well as those goods from Marion and Monroe counties, and it soon surpassed Saverton as a port of trade in the short lived rivalry. Despite the presence of a boat landing, warehouses, general store, blacksmith shop/livery, wagonwright shop, and a post office, by the opening of the Civil

⁶Foley, p. 220.

⁷Hurt, R. Douglas. Nathan Boone and the American Frontier. Columbia: University of Missouri Press. 1998. pp. 89-94. The exact location of Fort Mason is unknown, but life long Saverton resident Sylvan Sharp, when in his 90's, reported to local historian Allen Tatman that visible remains of the fort still existed along Fool's Creek when Sharp was a boy. ("Sylvan Sharp Interview", Saverton, Missouri, September, 1987. Interview conducted by Allen Tatman.)

⁸Foley, pp. 233-234.

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War, Saverton had reached the height of its growth.⁹ Best estimates have it that the hamlet never exceeded more than 150 to 200 residents.

In 1875, the Mississippi Valley and Western Railroad (later the Burlington-Quincy Line) was laid out along the west bank of the river, and a depot was built at Saverton, which contributed to the economic growth of the village. An 1880 business directory mentioned the following merchants and craftsmen operating in Saverton: two general stores, a pharmacist, a grocer, three blacksmiths, a wagonwright, a broommaker, and an agricultural implements dealer. The directory also noted that three river boat captains lived in the village, and one of them, Richard Dalton, owned a large apple orchard where experimental stock from Stark Brothers Nursery of Louisiana were grown. By the 1880's Saverton not only could be accessed by the river and by railroad, but had three improved roads going to Hannibal, New London, and Bowling Green (via Frankford, Pike County). The old salt spring, which had been unused since the War of 1812, stirred some excitement in the 1870's when a proposal was made to open a mineral spa at the site. The Saverton Springs Company was formed in 1870, and announced plans to build a large hotel in the village "...so Missouri will be able to boast of a fashionable watering place as attractive as Saratoga [New York]...". The high fashioned plans never came to fruition, but the salt spring did bring a few visitors from neighboring towns, and from as far away as St. Louis and Chicago.¹⁰

While the salt spring never developed into a viable economic activity for the community during the late 19th Century, the land did provide for the village in other ways. The hills surrounding Saverton were rich with hardwoods; dominated by a forest of oak, hickory, and walnut, the lumber was in great demand by the furniture industry, and initially whole logs would be cut and floated to St. Louis for processing. Eventually, a sawmill was built along Haskell's Creek, and lumber was then processed and shipped to other markets for sale. The activity had such an impact on the community that by 1895 the hamlet's largest land owner, John P. Fisher, bought over 1500 acres of land in and around Saverton with profits he initially made from the timber industry.¹¹

Other economic endeavors which impacted the community in the late 19th Century included crop and livestock agriculture, focusing on the production of wheat, corn, hogs, and cattle (both beef and dairy). These activities are still viably contributing to the economy of the community and township.¹²

In the early 1900's, Atlas Portland Cement Company opened a cement manufacturing facility along the river, three miles north of Saverton. Initially, the plant had very little economic impact upon Saverton. Atlas recruited European emigrants for labor at the newly constructed plant, and the villages of Ilasco and Monkey Run were formed as a result. During the first half of the 20th Century, a strong, and sometimes bitter, rivalry existed between the citizens of Saverton and the two immigrant communities, especially as the two new towns grew to a combined population of

⁹Howard, p. 205; Bray, Robert T.. A Reconnaissance Survey of the Archaeological-Historical Resources City of Saverton and Environs, Missouri. Vienna, Virginia: EcolSciences, Inc. 1977. pp. 9-10.

¹⁰Eichenberger

¹¹Portrait and Biographical Record of Marion, Ralls and Pike Counties, Missouri. Chicago: C.O. Owen & Co. 1895. pp. 371-372.

¹²Missouri State Gazetteer and Business Directory (publisher and date unknown) as quoted in Eichenberger.

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over 3,000. But, since the 1950's, when Ilasco and Monkey Run's populations began to dwindle, the three villages have joined together in matters of community, and most citizens see all three villages as one rural area.¹³

As Hannibal continued to grow as the area's mercantile center, Saverton remained static through the last quarter of the 19th and first half of the 20th Century. By 1950, only the post office and the general store remained as evidence of the hamlet's once stable economy. With the access of easy transportation by automobile, the need for the passenger rail service diminished; in 1932, the depot burned and was replaced by only a one room waiting shelter. Saverton was no longer a regular stop on the passenger line, and when someone wanted the train to pick them up to go to Hannibal, a flag was raised south of the stop to let the engineer know that he had a fare waiting. The stop was used very little after World War II and was soon abandoned altogether. The only church in the village, the Methodist Church built in 1888 on land donated by the Dalton family, was abandoned in the 1950's and the congregation merged with the Ilasco Methodist Church (which is today called the Ilasco-Saverton United Methodist Church). The church building remained standing vacant for over forty years before the Saverton Community Church, purchased the building in 1995 and moved it to the center of the hamlet. The church has been extensively remodeled, and is now used for Sunday non-denominational Christian worship. The ca. 1900 concrete block general store was closed for business in the early 1980's, and the building was covered with vinyl siding shortly thereafter. The post office is still operated in one corner of the general store building.

Today, Saverton primarily serves as a bedroom community for Hannibal, a city of 20,000, nine miles to the north on Highway 79. Besides a small specialty paint factory to the west of the village (constructed in the 1970's), the only other economic activity in the area around the hamlet is that of crop and livestock agriculture.

STATEMENT OF SIGNIFICANCE: EDUCATION

A free public education has been an ideal of the United States government from the time of its earliest beginnings, however, the reality of that ideal was long in coming to all of the nation's citizens, especially those who lived in rural areas. Until recent years, the majority of the country was rural, and as such, most of the schools that taught the nation's youth were small, one and two room school houses. As an example, in 1913 there numbered 212,000 one room schools in the United States, and the students who attended those schools accounted for half of all students in the country.¹⁴

The State of Missouri typified the nation in regards to free education. The state's first constitution called for free schools. Rural school districts were set up in the state wherever the need presented itself; in 1904 state law required that there be at least twenty students living within the district and that the school board meet annually to set the rate of the school tax levy and length of the school term for the next year. Of the 9,742 schools in the state at the turn of the century, only 623 were not in rural districts.¹⁵

Rural schoolhouses, like Saverton's, were traditionally small to meet the needs of the district. Through the 19th and early 20th centuries, generally the only transportation available to students was walking, which necessitated that

¹³For complete history of the communities of Ilasco and Monkey Run, see: Andrews, Greg. City of Dust. Columbia: University of Missouri Press. 1996.

¹⁴Gulliford, Andrew. America's Country Schools. Washington, D.C.: The Preservation Press, 1984. p.35.

¹⁵Sheals, Debbie. "Plum Grove School, Linn County, Missouri." National Register Nomination, June 22, 1994.

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districts encompass a small enough area so the pupils were able to travel to school in a reasonable amount of time. Also, rural districts tended to have limited budgets for construction, so use of materials was always a factor in determining the size of the building needed. Those same budgets which limited construction also made it difficult for most districts to hire more than one teacher, requiring the need for a building where all of the students could be taught and watched by one person. This necessitated that the building have only one room.¹⁶ In the case of Saverton, the building had two rooms, however, they were separated by removable divider which could be taken down if necessary.

The earliest recorded school building to serve the hamlet of Saverton was a log building in 1876, located next to a seasonal drainage on what was then the property of Phillip West (presently near the site of the Elsie Fox House). Students from the time related to local historian Dorothy Eichenberger that school was taught in the late 1800's by Miss Jennie Cameron in a building on the William Strain property, but Mrs. Eichenberger never recorded the exact location of the building. The third recorded school was located near the salt spring, and the fourth was located at the junction of the Frankford and New London roads (see Figure 5). All of these schools were subscription schools, where the parents of the students paid the teachers directly. Although the records do not bear it out, it is assumed that not enough students lived in the immediate area to warrant a state school district before 1916, when the Saverton School District was formed. A school was built on the lot between Frankford-New London Road and Haskell Creek, the parcel today being known as the "town park," directly across the road from the present Saverton School. All of the local records pertaining to the construction of the school, the district, and the record of teachers were kept in the building and lost when the school burned on Christmas Day, 1933. The church served the hamlet as a school for the remainder of the term.¹⁷

Prior to 1932, Saverton is not mentioned in the State Superintendents Report on Public Schools except in 1929, when it is noted that the Saverton School received a total of somewhere between \$601 and \$700 in state, county, and township monies, but local tradition has it that the district came into existence in 1916.¹⁸ Confirmation of this by reviewing the county records in New London is impossible; Gaylord Winders, County Clerk of Ralls County reports that all of the files from the Saverton School District are missing, and are assumed destroyed.¹⁹

In 1932, the State Superintendent for Public School's office conducted a county by county survey recording the condition of education within the state of Missouri. The previous year, only one rural school within Ralls County was considered to be adequately meeting its students' educational needs. The report for Ralls County was scathing. "The schools of Ralls County, unlike most other public enterprises in the county, are not administered on the basis of the county as a whole, but under 57 separate administrative organizations." This division of educational leadership within the county, the report continued, contributed to the poor quality of education which was present. "The organization of the schools of Ralls County has changed little since the district system was authorized more than fifty years ago. Good roads, increased educational standards, increased property values, greater demands upon the school by society and reorganization in every other field have had little impression upon the organization of

¹⁶Sheals.

¹⁷"Busy Season For Fireman", *Hannibal Courier Post*, December 26, 1933.

¹⁸80th Report of the Public Schools of the State of Missouri. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1929.

¹⁹Personal correspondence with Gaylord Winders, Ralls County Clerk. Conducted by A. Tatman, May 20, 1998.

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the schools. A local idea of democracy has kept the county divided into numerous small districts which are providing for the pupils a relatively poor training."²⁰

Prior to 1934, Saverton School had always been a one-room, one-teacher school for grades 1 through 8, which according to the State Superintendent's Report, was the worst situation possible for learning. Combined with the fact that the Saverton School district had an enrollment of 50 students in 1932 (the largest of any one room school in the county) it is easy to fathom why the state would never approve the school as being satisfactory. According to the report, "In the one teacher school which gives eight grades of work, even with the alteration of grades, the average length of recitation is from 16 to 20 minutes, while in larger schools the recitation period runs from 30 to 40 minutes...in the one room school the teacher is expected to be expert in primary methods and all the elementary subjects; in art, in music, in playground activities, and likewise in janitorial techniques. She is supposed to be an expert in all fields as each of the six or eight elementary teachers in a large school is in one field. It goes without saying that such teachers are seldom found in the one-teacher schools...a number of one-teacher schools are quite unsatisfactory...Such a condition exists in almost all of the districts in Ralls County."²¹

In 1931, the report stated, Saverton had an enrollment of 50 students, with an average daily attendance of 47 students, with only one teacher; this number far exceeds even late 20th Century standards of teacher/student ratios. Undoubtedly, the 1932 report would have been available to the Ralls County and Saverton officials in 1934 when plans for the new school were being formulated, but whether the report had any bearing on the design of the new building is purely speculative. However, it can be assumed from the design of the building, concerns over the improvement in the level of education and the educational environment in Saverton were at hand.²²

Mrs. Bertha Burden, daughter and heir to John P. Fisher, the largest 19th Century landowner in the hamlet, donated an acre of land, at the point where the New London-Frankford Road turned west, to be used for the construction of the new school in the late winter of 1934.²⁴ John P. Fisher was born in Spencer Township of Ralls County in 1822. As a young man, Fisher, went to work for William Gilbert, son of Samuel Gilbert, cutting and rafting logs from Saverton to St. Louis. Fisher invested the money he had earned from logging in the purchase of real estate, and by 1875, had purchased 400 acres in Saverton Township. Between 1875 and 1895, Fisher had purchased an additional 1100 acres in Saverton Township, had bought a general store in Saverton, had served as the township's Justice of the Peace, was a stockholder in Hannibal's Farmer's & Merchant's Bank, and was active in state and local Democratic Party politics, having served as a delegate to the Democratic National Conventions of 1888 and 1892 and attended numerous state and congressional conventions after 1865. His daughter, Bertha, married S.W. Burden who was Saverton's railroad station manager, carried on her father's dedication to civic matters, although her focus was bent towards the local rather than the state and national.²⁵ Burden donated the tract of property for the 1916 school on the "town park" site, but after the building burned in 1933, the residents looked at the site requirements for the new school, and it is assumed that they determined that the former location was inadequate.

²⁰ 83rd Report of the Public Schools of the State of Missouri. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1932. pp. 1243-1244.

²¹ Ibid. p. 1246

²² Ibid. p. 1250

²⁴ Eichenberger

²⁵ Portrait and Biographical Record of Marion, Ralls, and Pike Counties. pp.371-373.

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The State Superintendent of Schools' office had established particular criteria for determining the adequacy of schools, one of which was the size of the school's grounds, which had been established at a minimum of 1 acre. The "town park" site totaled less than a half acre, and expansion of the property was unfeasible because of the location between Haskell's Creek and the New London-Frankford Road.²⁶ Mrs. Burden then offered an acre opposite the "town park", on the north side of the road for the construction of the new school. The terms of the donation were that the land would be available to the community as long as a school were in place on the grounds.²⁷

Prior to 1900, most rural American schools tended to follow whatever plans were developed by the local citizenry. But, beginning around 1915, most states began to adopt standards and guidelines which all new school construction had to meet. Many states required new school construction to follow architectural plan books which had been adopted by the state's school supervisory agency. Plan books in the early 1900's called for details such as built in bookcases, enclosed cloakrooms, and hipped roofs, all of which were considered innovative and modern at the time, and exterior appearances tended to follow the designs and themes of the Craftsman Movement and the Prairie Style. Standardization of design was the norm, rather than the exception.²⁸

Missouri did not have rules for school building construction in place, per se, however, they did recommend guidelines for school buildings; achieving those guidelines determined the classification of rural schools, whether they were first or second class schools, or unclassified. According to the Missouri Rural School Report of Inspection, buildings were judged by the following criteria:

- 1. Attractive, well planned; well located on school grounds.....20%
- 2. Classroom, 23x32x12 is standard; or 16 sq. ft. floor space, and 200 cu. ft. of air space per child;
Rectangular in proportions 3:4 or 2:3 or 4:5.....20%
- 3. Cloakrooms and storerooms: Adequate, well-planned, and equipped.....10%
- 4. Library room conveniently located.....5%
- 5. Basement: suitable for play activities, furnace and coal rooms.....5%
- 6. Windows grouped at left or left and rear. Window space 20% of floor space.....10%
- 7. Walls and ceiling tinted according to approved plan of interior decoration.....7 1/2%
- 8. Floor: Tight; clean; smooth; free from dust.....7 1/2%
- 9. Screens and locks for doors and windows.....5%
- 10. Building kept in good condition.....10%

The guidelines of the State Superintendent's office were flexible; however, the fact that guidelines had been established at all marked a major advance in standardization of the rural schools for the state.²⁹

²⁶ Missouri Rural School Report of Inspection, 1932. Office of the State Superintendent of Schools. Jefferson City, Missouri; State of Missouri. 1932.

²⁷ "Quit Claim Deed from Bertha H. Burden to Madge Fisher, James E. Thompson, and Elsie Calvert (Board of Trustees, Saverton Community Center), June 20th, 1959. Ralls County Recorder's Office, New London, Missouri." (The terms of the original property loan for the school were overridden by the quit claim).

²⁸ Gulliford. p. 193-194.

²⁹ Missouri Rural School Reports of Inspection. Office of the State Superintendent of Schools. Jefferson City, Missouri; State of Missouri. 1932.

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Beginning in the last decade of the 19th Century and the first decade of the 20th Century, nationally, educators and education planners began to recognize the need for standardized programs in rural school districts. One element of standardization included the development of one and two teacher school buildings. In his 1917 publication, The Rural School Plant, S.A. Challman, Commissioner of School Buildings for the State of Minnesota, noted that more often than not, the planning of rural school buildings was an afterthought, with the popular idea among school districts being "...that any kind of building makes a suitable schoolhouse."³⁰ In The Rural School Plant, Challman addressed every aspect of rural school construction and use, from primary considerations, building plans and costs, heating and ventilation, safety and health, to furniture and supplies. Challman even discussed the needs of the teachers in their homes, and the logistics of toilets and water supply. In regards to design, Challman suggested that an architect be consulted in every instance, but in the event that it was cost prohibitive to do such, standardized plans should be made available by all states for the use of rural school districts. The best materials available needed to be used, as Challman explained, "Economy must be necessarily considered... it is economy to use good materials and to adhere to substantial construction practices."

Challman maintained that the school site was as important as the actual building, and that it should be at least one acre in size ("...ten rods by sixteen rods..." the dimension of the Saverton School lot), that the site should be well drained and healthful, and centrally located within the district. A good water supply should also be available on site. Challman's minimum recommendations of class size for 60 students was two school rooms, each measuring at least 20' x 27', and suggested window area should equal at least 20% of the classroom floor space. The exterior of the building needed to be attractive and dignified, without extravagance details, especially ornate roof cresting, roof towers, and the "relic of time", the belfry. "Everything," Challman stated, "about a school building should have purpose. Light needed to be even and controlled, either through the use of electricity or by window shades. Blackboards needed to extend across the entire surface of one wall, and needed to have the lower edge of the blackboard at a uniform height of 26". Interior color schemes needed to be light and neutral, such as cream white, lemon, and light olive green. Challman's suggestions were rigid, and while not always practical in the building of rural schools, the recommendations at least gave a school district a place from which to start.³¹

It is doubtful whether anyone associated with the design and construction of the Saverton School read Challman's treatise on rural schools, however, it is most probable that the State of Missouri's Superintendent of Schools' Office was familiar with the book, and the recommendations of the state are reflective of Challman's work. The Saverton School was built to reflect a number of the state's recommendations and the popular stylistic elements of the times. The main roof, being hipped, followed the progressive architectural patterns of the 1930's, while the gabled entrance harkened back to the elements of the traditional country school. The dual room floor plan, with each room measuring 24' x 26', satisfied the state's desire to see a minimum of 16 square feet per pupil, and followed Challman's guidelines for sixty student schools, based on Saverton's enrollment in 1932 of fifty students. The dual entrances each opened into separate cloak rooms, giving both the students of the upper grades and lower grades their own areas for personal effects. The library collection was located in built in book cases along the walls near the entrances to the two rooms. The large window banks on the north, east, and south exposure provide more than adequate natural light, and the size of the windows equaled 30% of the floor space, more than the recommended state ratio. The floor of tongue in groove oak met all of the state's guidelines, and the exterior stucco finish, which was painted white, presented a clean, dignified presence. While the building did not have an inordinate amount of storage space or basement, a frame outbuilding (the coal house, demolished in the 1980's) provided adequate storage space for those items which did not require consistent climatic conditions. The Saverton School was by far

³⁰ S.A. Challman. The Rural School Plant for Rural Teachers and School Boards, Normal Schools, Teacher's Training Classes, Rural Extension Bureaus. Milwaukee: Bruce Publishing Company. 1917. p.13.

³¹ Ibid., pp. 14-74.

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the most state of the art building constructed in the hamlet during the 1930's, and reflected the community's desire to meet the state's educational requirements and provide the hamlet's children with the best education that the citizenry could provide. According to local tradition (and no records can be obtained to contradict the oral history) funds for the new building were obtained through a local county tax levy. Local carpenter, John Lankford was hired, along with his son, to build the new school building in the spring and summer of 1934.³²

Prior to the construction of the 1934 building, the Saverton School district had never received a approval rating from the State Superintendent's Report on Public Schools. Despite the changes and improvements in place with the new building, Saverton School remained unapproved in 1934 and 1935.³³ Not until 1936, after the inspection of Saverton School by the Office of the State Superintendent, and the subsequent publishing of Missouri Rural School Report of Inspection, School Year 1935-1936 did Saverton School receive a 2nd Class School approval rating.³⁴ In the Report of Inspection, dated March 6, 1936, inspector Julia C. Mason reported, "Building new. Old building burned with all equipment. Teacher and board making every effort to replace library and equipment. Results good." Mason went on to report that the lower class (grades 1 through 4) had an enrollment of 26 students with an average daily attendance of 21. The upper class (grades 5 through 8) had an enrollment of 28, with average daily attendance of 24. The school had two teachers; Mrs. Vera Bellville taught the lower class, while Mrs. Ethel Yochum was charged with the upper class. Both teachers were paid \$60.00 per month. Mason noted in her report that the school had previously been unclassified, but she recommended that 2nd Class status be awarded to the school. To achieve the classification, the school had to attain at least an 80% standing in the following categories: School Unit (size, accessibility, and enrollment); Condition and size of grounds; Condition of Building; Equipment; Library; role of the School Board; ability and background of Teacher; Pupils; Health and Sanitation; and Community. The school failed to achieve a 100% score in any category, however, the rating of the school unit, building, equipment, school board, teacher, and health and sanitation all achieved 90% or better.³⁵

Saverton School retained its classification as a 2nd Class School over the next four years.³⁶ On November 28, 1940, Saverton School was inspected again by the State Superintendent's Office. During this inspection, inspector Florence Begeman reported that Saverton had attained 90% rating in all categories, and she recommended that the school be classified as a 1st Class Rural School. Mrs. Bellville and Mrs. Yochum were still in service as teachers,

³² Interview with James E. Thompson, Bill Foster, David Johnson, and Kenneth Johnson. June 3, 1998, at Saverton Community Center, Saverton, Missouri. Recorded on cassette recording tape. Tape location: State Historic Preservation Office, Jefferson city, Missouri.

³³ 84th, 85th, & 86th Reports on the Public Schools of Missouri. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1933, 1934, 1935.

³⁴ 87th Report on the Public Schools of Missouri. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1936.

³⁵ Missouri Rural School Report of Inspection, School Year 1935-1936. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1936.

³⁶ 88th, 89th, 90th, & 91st Reports on the Public Schools of Missouri. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1937, 1938, 1939, 1940.

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and both reported monthly incomes of \$80.00. Total school enrollment was given as 38, a considerable drop from 53 in 1936, with an average daily attendance of 33.³⁷ The last recorded inspection by the State Superintendent's Office of Saverton School occurred in March of 1945. The inspector at that time reported that Saverton's enrollment was only 24 students for grades 1 thru 8. This substantial drop in enrollment was attributed to the expansion of nearby Ilasco school district and increased availability of student transportation. Ilasco's district was the largest in the county, and had two multi-classroom buildings; one for grade school and another for high school. The expansion of the Ilasco district not only affected the Saverton School; Marble Creek School, located west and north of Saverton, was discontinued at the time and consolidated into Ilasco.³⁸

Saverton retained its status as 1st Class School through 1947, when the state ceased to distinguish rural schools by such classification.³⁹ After World War II, Saverton and the surrounding farming land began to experience a decrease in population, as people moved into Hannibal to take advantage of employment opportunities in the city's light industry and service sector economy. The enrollment of Saverton School continued to dwindle, and by 1955, only 12 students attended the school. Plans were already underway to consolidate Saverton into the Ilasco School District. At the end of the 1957-1958 school year, Saverton School was closed, and the next year students began to take buses to Ilasco. In 1961, the Ilasco School District was discontinued and incorporated into the Hannibal School district. By that time, all of the rural school districts in Saverton Township had been consolidated into either the Hannibal or New London school districts.⁴⁰

According to the original land donation by Mrs. Bertha Burden in 1934, the community was able to use the land as long a school remained on the property. With the closing of the Saverton School, Mrs. Burden made arrangements to have the land permanently donated to the community. On June 20, 1959, the former Saverton School and the land associated with it were sold to the Saverton Community Center Trustees (James E. Thompson, Madge Fisher, and Elsie Calvert) for one dollar. Also included in the sale was the "town park" land, to the south and across the road from the school grounds. Mrs. Burden stipulated that there should be no dancing or drinking on the grounds, and that the property was "given" as a memorial to her brothers, John D. and Gordon Fisher.⁴¹

Since 1959, the Saverton School has been known as the Saverton Community Center. The building still serves the community to this day as a meeting and social hall for various community activities, and is the social focus of the remaining citizens of the river hamlet. The Saverton School serves a greater purpose than that of a community hall;

³⁷ Missouri Rural School Report of Inspection, School Year 1940-1941. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1941.

³⁸ Missouri Rural School Report of Inspection, School Year 1944-1945. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1946.

³⁹ 92nd, 93rd, 94th, 95th, 96th, 97th, & 98th Reports on the Public Schools of Missouri. Office of the State Superintendent of Schools, Jefferson City: State of Missouri. 1941-1947.

⁴⁰ Interview with James E. Thompson, Bill Foster, David Johnson, and Kenneth Johnson. June 3, 1998, at Saverton Community Center, Saverton, Missouri. Recorded on cassette recording tape. Tape location: State Historic Preservation Office, Jefferson City, Missouri.

⁴¹ Quit Claim Deed, Bertha Burden/ Trustees of the Saverton Community Center. Ralls County Records Office, June 20, 1959, New London, Missouri.

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it reminds those of a rural community's desire to better the lives of its children through the advancement of education, and stands as example of the American rural school.

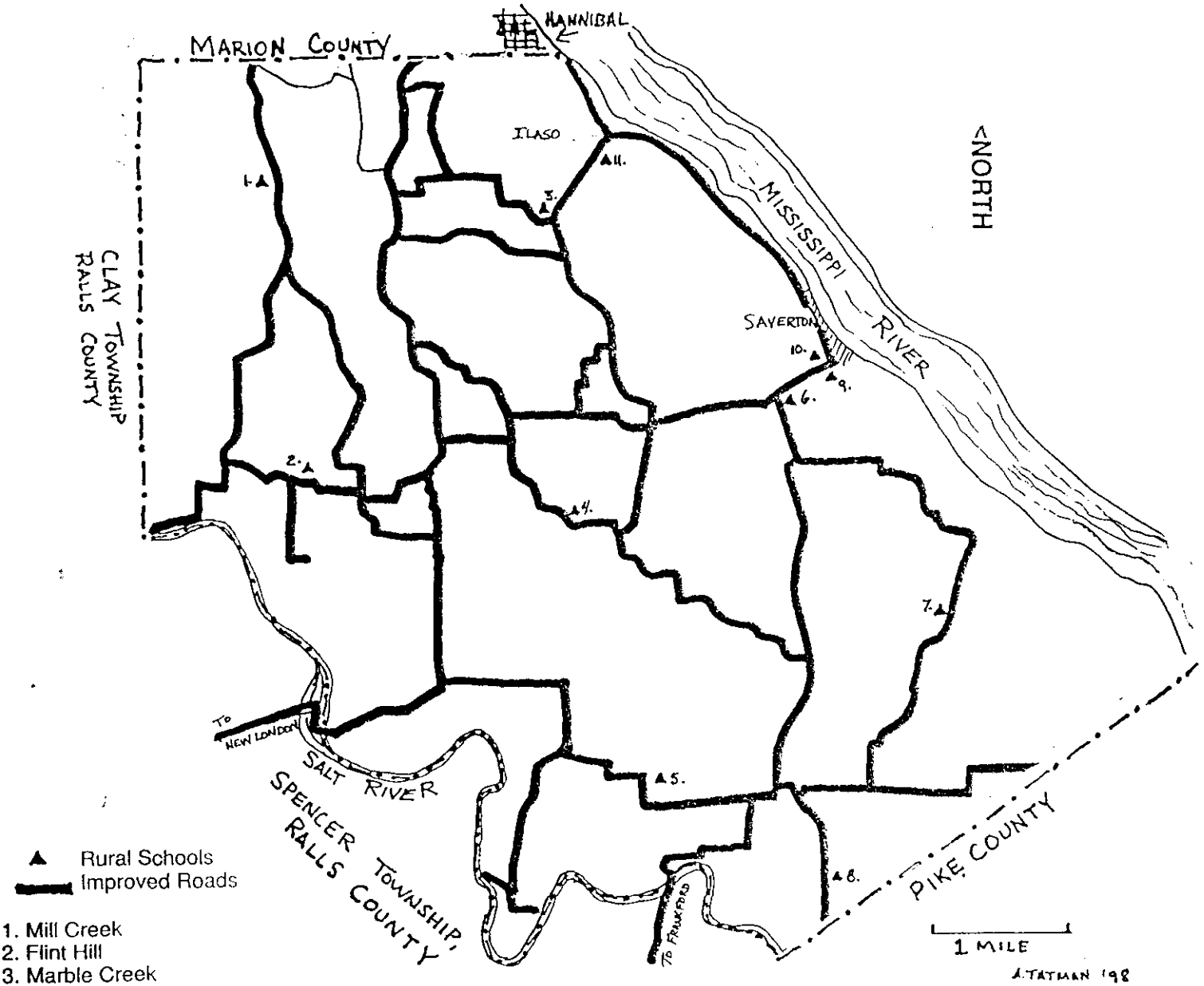
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FIGURE 4: Map of Saverton Township, Ralls County, Circa 1900-1934



- ▲ Rural Schools
- Improved Roads
- 1. Mill Creek
- 2. Flint Hill
- 3. Marble Creek
- 4. Oak Hill
- 5. Salt River
- 6. Saverton (before 1916)
- 7. Centenary
- 8. Barnard
- 9. Saverton (1916-1933)
- 10. Saverton (1934-1958)
- 11. Ilasco

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A. TATMAN 198

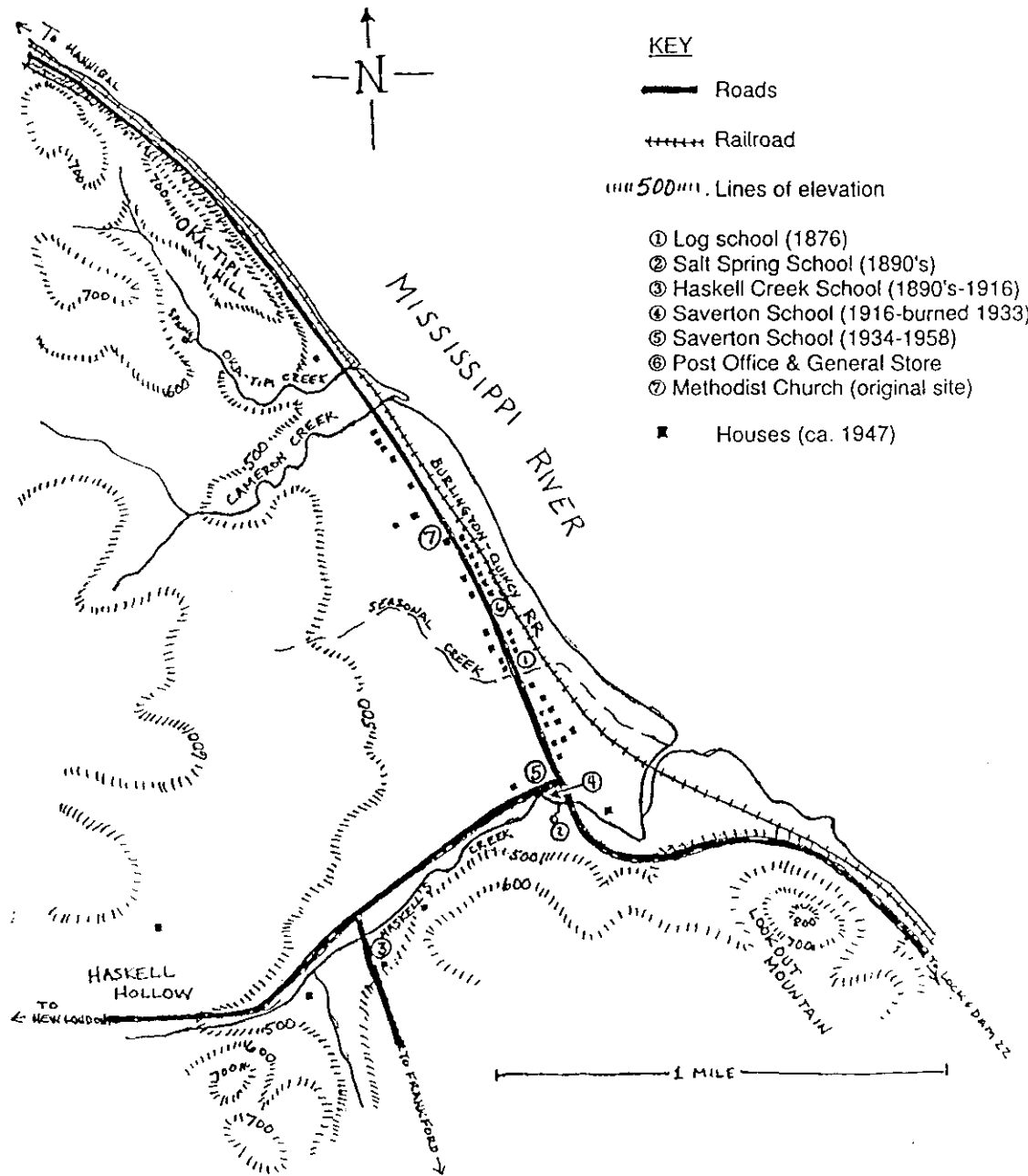
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FIGURE 5: Map of Saverton, Ralls County, Missouri, Circa 1870-1950



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FIGURE 6: Typical Two-Room Rural School House Plans
source: Challman, *Rural School Plant*

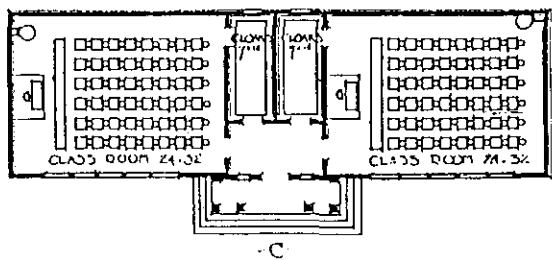


Fig. 27. Floor Plan Georgia School.

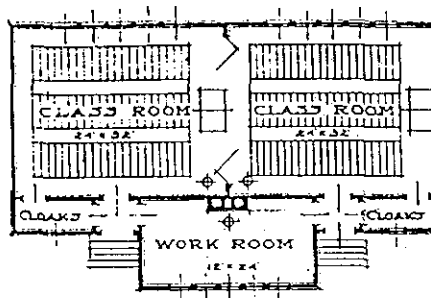


Fig. 19. Front Elevation and Floor Plan of Alabama Two-Teacher School.

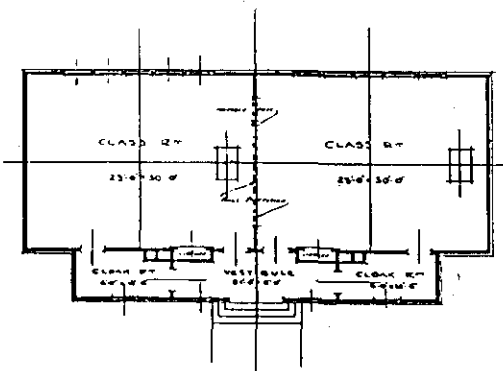


Fig. 17. Floor Plan Oklahoma Two-Room School.

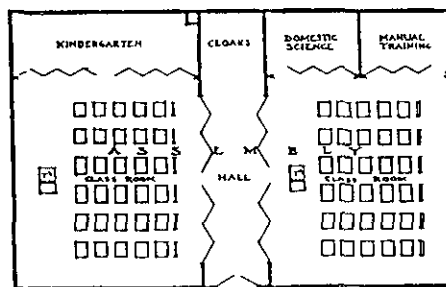


Fig. 13. Floor Plan of a Two-Room Schoolhouse including Rooms for Domestic Science and Manual Training.

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Ralls County, Missouri

VERBAL BOUNDARY DESCRIPTION

The property associated with Saverton School was originally part of Spanish Land Grant Survey No. 1809. The boundary begins at point "A", or the northwest point of the intersection of Missouri State Route N and Missouri State Route E. Proceeding northerly along State Route E from point "A", along the western right-of-way the road, go 165' (10 rods) to point "B". From point "B", proceed westerly in a line perpendicular to line "A-B" for 268' (16 rods) to point "C". From point "C", proceed southerly in a line perpendicular to line "B-C" for 165' to point "D". From point "D", proceed in an easterly line along the northern right-of-way of State Route N, in a line perpendicular to line "C-D" for 268' to the beginning at point "A".

See accompanying map entitled "FIGURE 7: Boundary line for Saverton School" on continuation sheet 24. Boundary is denoted by dark broken line.

VERBAL BOUNDARY JUSTIFICATION

The boundaries encompasses the original acre of land as donated by Bertha Burden to the Saverton School District in 1934, and contains all of the property historically associated with the Saverton School during its period of significance (1934-1948).

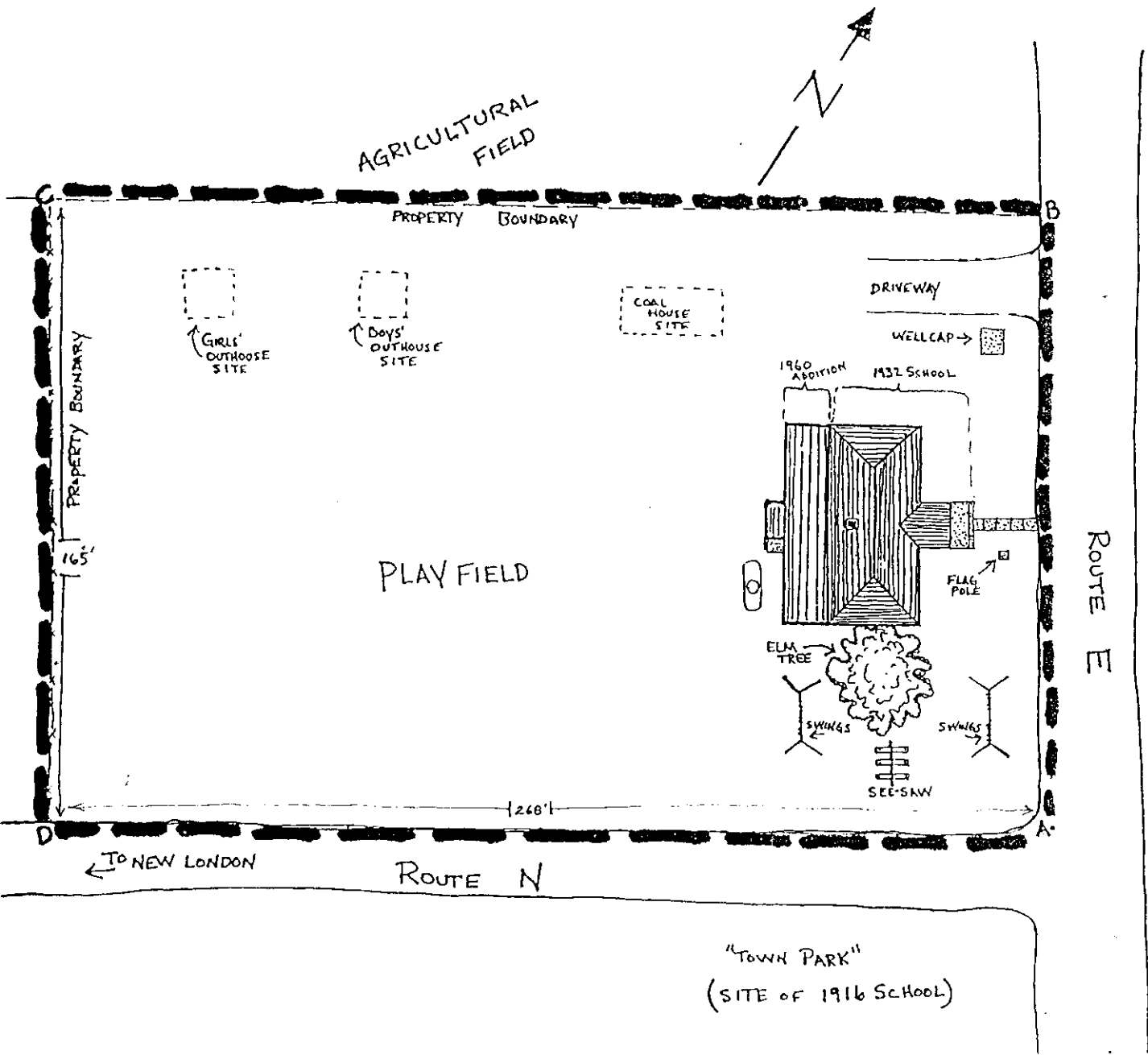
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 10 Page 24

Saverton School
Ralls County, Missouri

FIGURE 7: Boundary Line for Saverton School



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

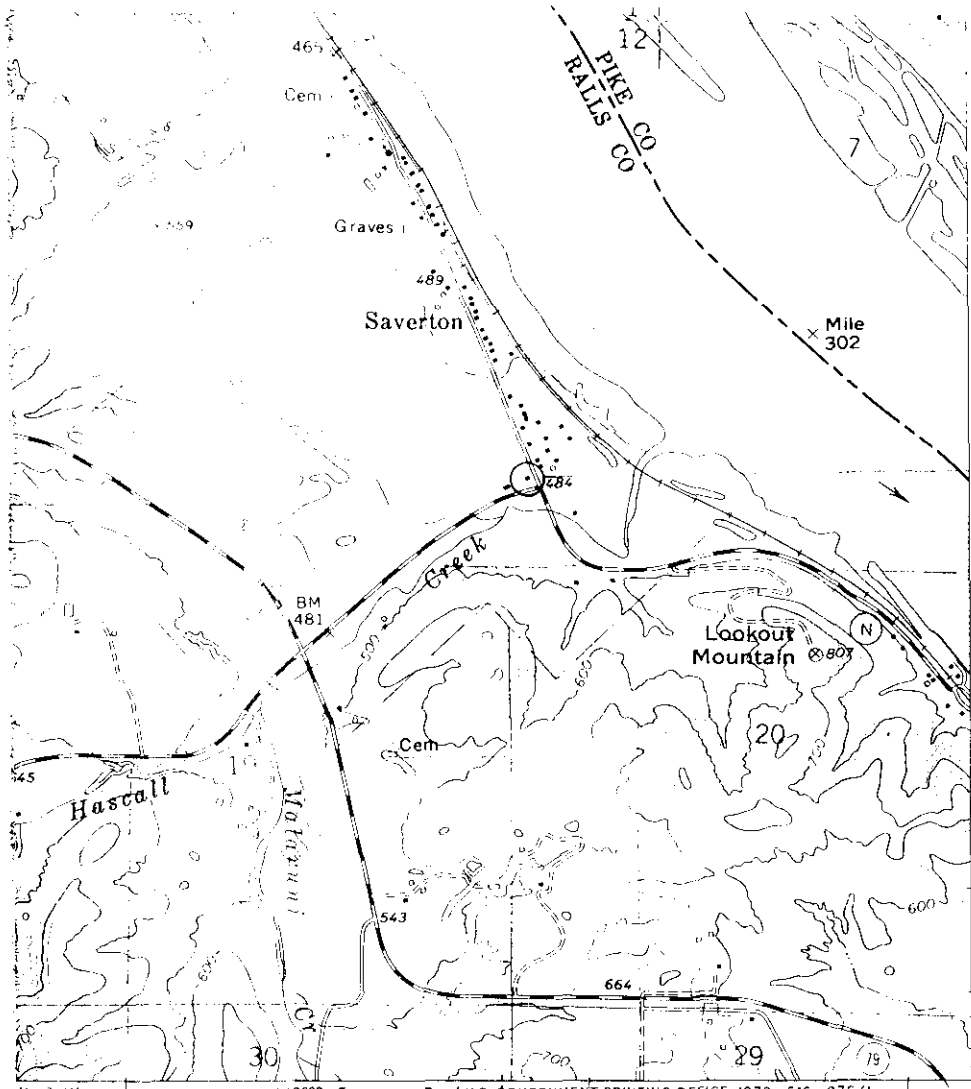
Section 11 Page 25

Saverton School
Ralls County, Missouri

PROPERTY OWNERS

Trustees of Saverton Community Center:

1. William Foster
P.O. Box 16
Saverton, Missouri 63467
2. Wayne Tatman
Rt. 2, Box 222
New London, Missouri 63459
3. Carolyn Tatman
Rt. 2, Box 222
New London, Missouri 63459



SAVERTON SCHOOL,
 RALLS COUNTY,
 MISSOURI
 15/648770/4389300

R 3 W 643000m E. U.S. GOVERNMENT PRINTING OFFICE: 1973-516-076/1 91° 15'

4390
 4389
 4388000m N.
 1 080 000 FEET (ILL.)
 39° 37' 30"

ROAD CLASSIFICATION

- Primary highway, hard surface
- Secondary highway, hard surface
- Light-duty road, hard or improved surface
- Unimproved road
- Interstate Route
- U. S. Route
- State Route



QUADRANGLE LOCATION

HANNIBAL EAST, MO.-ILL.

NE/4 HANNIBAL 15' QUADRANGLE
 N3937.5—W9115/7.5

1971

AMS 7763 III NE SERIES V879

(BARRY 1:62 500)
 2763 11

5°
 89 MI

MAGNE
 VTER C



Saverton School

Saverton, Rollis County

MR Photoglyph

Photoglyphs: Allen Tatman

1998



SAVERTON
COMMUNITY
CENTER

SAVERTON
COMMUNITY
CENTER

Sawerton School
Sawerton, Rolls County
NR Photograph
Photographer: Allen Totman
1998



Sawton School
Sawton, R.IIS County
NR Photograph
Photographer: Allen Toman
1998



Saverton School
Saverton, Rollis County
NR Photograph
Photographer: Allen T. Toman
1998



Sawerton School
Sawerton, Rollis County
NR Photograph
Photographer: Alice Toman
1998



Saverton School

Saverton, Rollis County

NR Photograph

Photographer: Allen Termon
1996

