

**United States Department of the Interior
National Park Service**

For NPS use only

**National Register of Historic Places
Inventory—Nomination Form**

received

date entered

See instructions in *How to Complete National Register Forms*

Type all entries—complete applicable sections

1. Name

historic

and/or common Charles Sumner High School

2. Location

street & number 4248 West Cottage Avenue _____ not for publication

city, town St. Louis _____ vicinity of

state MO 63113 code 29 county City of St. Louis code 510

3. Classification

Category	Ownership	Status	Present Use
<input type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture
<input checked="" type="checkbox"/> building(s)	<input type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment
<input type="checkbox"/> object	<input type="checkbox"/> in process	<input checked="" type="checkbox"/> yes: restricted	<input type="checkbox"/> government
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial
	N/A	<input type="checkbox"/> no	<input type="checkbox"/> military
			<input type="checkbox"/> museum
			<input type="checkbox"/> park
			<input type="checkbox"/> private residence
			<input type="checkbox"/> religious
			<input type="checkbox"/> scientific
			<input type="checkbox"/> transportation
			<input type="checkbox"/> other:

4. Owner of Property

name Board of Education of the City of St. Louis

street & number 911 Locust

city, town St. Louis _____ vicinity of state MO 63101

5. Location of Legal Description

courthouse, registry of deeds, etc. St. Louis City Hall

street & number Market Street at Tucker Boulevard

city, town St. Louis _____ vicinity of state MO 63103

6. Representation in Existing Surveys

1. Architectural Survey of The
title Ville Neighborhood, St. Louis, MO has this property been determined eligible? yes no

date January 1984; revised May 1984 & Sept. 1986 federal state county local

depository for survey records Landmarks Association of St. Louis, Inc.

city, town 917 Locust 7th Floor St. Louis state MO 63101

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2. Ittner Schools Survey - St. Louis
August 4, 1987

Department of Natural Resources
Historic Preservation Program
P. O. Box 176
Jefferson City, Missouri 65102

7. Description

Condition		Check one	Check one
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input type="checkbox"/> moved date _____
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed		

Describe the present and original (if known) physical appearance

Charles Sumner High School at 4248 West Cottage Avenue in the center of The Ville neighborhood in northwest St. Louis was constructed in 1908-09 as a high school for Blacks. Designed by nationally-known architect William B. Ittner, the three story (plus basement) Georgian Revival building of reddish-brown brick mixed randomly with cull brick and laid in a Flemish garden wall bond is trimmed with terra cotta. The school has undergone very little exterior alteration, with changes primarily confined to the conversion of flush skylights in the wings to dormers. Modern additions to the east, south and west of the original building do not obstruct the primary elevation, and the side and rear elevations survive largely intact.

The building is composed of a dominant three and one-half story central block flanked by two copper-roofed wings, each wing terminating in a block, all of which are three stories high (Photo #1). Nearly rectangular in plan, the center block (Photo #2) features a hipped roof topped with a copper-clad cupola. The center three bays of its five-bay facade are surmounted by a pediment highlighted by gray terra cotta coping, cornice, modillion blocks and wreath. The cornice and modillion blocks return and are present on the full length of both sides. A terra cotta course at the attic tops the third story. Engaged piers with Ionic capitals separate the three large round-arched windows with operable sash on the third story. At the second story, the three center windows have 48 panes and operable sash; these are flanked by smaller casement windows with round blind arches. The entrance features an elliptical arch supported by fluted columns, a large 28-paned transom and surround, all of gray terra cotta. First floor windows are multi-paned tripartite casements. A flight of steps leads to the entrance from grade.

The flanking wings are each seven bays wide with paired multipaned tripartite sash windows. Terra cotta keystones ornament the second-story windows. The seventh bays contain secondary entrances with terra cotta pediments and surrounds. Palladian windows with operable sash rise directly above the entrances. Original, small dormers with round-arched windows remain over the secondary entrances.

Each wing is terminated by a rectangular block with a hipped roof which echoes the larger center block (Photo #1 & Site Plan). Each four bays wide, the blocks project some 25 feet toward the street, giving a slightly enclosed effect to the facade. Tripartite sash windows are duplicates of those in the wings. Terra cotta cornices above brick corbeling complete these flanking blocks. The rear elevation features brick pilasters which divide it into seven bays (Photo #3). Round-arched windows are located at either side; remaining windows are the multi-paned sash type. Brick quoining appears at all corners of the building and a terra cotta water table runs above the raised basement. The building's roof line is punctuated with nine brick chimneys.

Alterations: Flush skylights at the front and rear elevations of the wings (art rooms and corridors on the Site Plan) flanking the central block have been replaced by shed dormers. Shed dormers have also replaced original dormers with Palladian windows on both gymnasium pavilions. A few windows have been blocked in on the rear elevation. Given the strength and scale of the original design, these alterations do not substantially affect the building's integrity.

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Additions: An addition from 1955 to the rear elevation (Photo #3) is joined to the original building by two corridors. The 1968 addition to the east of the 1909 building is separated from the original design by a second-story corridor set back from the elevation (Photo #4). An addition from 1978 to the west (Photo #5) establishes a different building line and height than the primary elevation. Although all additions are of red brick, no attempt was made to mimic the original historic architecture. This fact, plus the siting of the additions, allows the original building to be read as a property retaining the essential physical features that made up its character during the period of significance.

Neighborhood Setting: Sumner High School is one of two monumental symbols of secular Black history in a neighborhood characterized by modest one and two-story houses, vacant lots, a smattering of new housing and several active churches. The other symbol of The Ville is Homer G. Phillips Hospital, listed on the National Register in 1982 and visible in Photo #5.

8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input checked="" type="checkbox"/> other (specify)

Ethnic History: Black

Specific dates 1909-1927

Builder/Architect William B. Ittner

Statement of Significance (in one paragraph)

The Charles Sumner High School, 4248 West Cottage Avenue, is eligible for listing in the National Register of Historic Places under Criteria A and C and is significant in the following categories: ARCHITECTURE: Sumner High School was constructed in 1908-09 from plans drawn by nationally-known St. Louis architect William B. Ittner. The restrained Georgian Revival school is a good representative example of Ittner's work during his tenure as Commissioner of Buildings for the St. Louis Board of Education. ETHNIC HISTORY: BLACK: Sumner High School, located in the center of the black St. Louis community known as The Ville, served for eighteen years as the sole source of secondary education for black St. Louisans. The struggle to secure public education for Blacks in St. Louis, which began before the Civil War, culminated in the establishment of the original Charles Sumner High School in 1875. When the institution moved to its present site in 1909, it became an important source of Black pride and a symbol of achievement in the Negro community. Since its inception, the Charles Sumner High School has been a key element in meeting the educational and cultural needs of St. Louis' Black community.

BACKGROUND

Negro education in St. Louis during the post-Civil War years was somewhat unstable. Between 1860 and 1880, the City's black population rose from 3,927 to 22,256.¹ The sheer numbers presented difficult logistical problems for education; when combined with anti-Negro politics, the task was almost impossible. The physical condition of most black schools was substandard; the majority were rented or very old, inferior facilities abandoned by white schools.² Moved repeatedly in search of better conditions, black elementary schools had constant difficulties with district boundaries, attendance and the new graded curriculum system. That black schools were known by numbers (e.g., "Colored School No. 2") rather than names was a source of black dissatisfaction as well. Blacks began to complain of this unfair treatment and to demand equal educational opportunities, including kindergartens, high schools, teachers' training and evening schools. Nonetheless, education continued in St. Louis without a high school for Negro students until 1875.

On March 17, 1875, the State's General Assembly acted to direct the St. Louis Board of Education to provide a high school for "colored children."³ Blacks began to put pressure on the Board for either a black high school or the admittance of Blacks into the white high school. The veiled threat of integration was clearly understood by the Board, which immediately began to take action. Thus, on September 14, 1875 the Board of Education designated the (formerly white elementary) Washington School (now demolished) at Eleventh and Spruce as "The High School for Colored Children." This was changed on October 12 to the Charles Sumner High School, named for the Massachusetts Senator (1811-74) who was one of the first to support laws concerning Negro rights. Naming the school, rather than numbering it, was regarded by Blacks as a significant move toward equality.

Although Sumner High School was the first black high school west of the Mississippi River,⁴ it initially functioned more as a grade school; only 76 of its 411 students at one point were working at a high school level.⁵ Because monies were provided according

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to the level of education of each pupil, Sumner High School received substantially less funding than its white counterpart in the early days, although there was never any differentiation in pay rates between teachers in black and white schools. Teachers at Sumner were all white until 1877, when a special effort was made at the request of Blacks to recruit Negro teachers from eastern colleges. Even after black teachers began to arrive, there was a shortage of Negro teachers at the high school (some white teachers continued at Sumner as late as 1923⁶). The need, in fact, for Negro teachers at all the black schools was felt acutely, and a Normal School was established at Sumner in 1890 "for the purpose of giving Sumner High School graduates special preparation for the work of teaching, and thus placing the schools for colored children on an equal standing with the schools for white children so far as qualifications of teachers."⁷ Mr. Oscar Waring, principal of Sumner High School, was given the responsibility for organizing the Normal Department. At the end of the school year of 1890-91, fourteen women received the Normal School diploma. The Normal course provided for one year of education beyond high school (expanded to two years in 1920). This provided black teachers for the black schools, a step much applauded by local black leaders as a source of great pride to their community.

With the increased function of the Normal School, Sumner was pressed for space as never before; the school moved to a building (now demolished) at Fifteenth and Walnut in 1895. Because of the scattered nature of the City's black minority, determining the best location for the school was difficult; at the time of the move, there was a black settlement near the school. The trend, however, was toward an out-migration of the general population from the downtown area toward the west and northwest, and before long the neighborhood of the school became nonresidential and unsavory. In 1906 a group petitioned the Board, saying:

Firstly, the location and surroundings of the school are bad. There is no approach to the school except along avenues lined with demoralizing establishments. . . saloons and questionable houses. Being not far from Union Station, there is within a radius of five or six blocks from the school a congestion of drinking places and pool rooms. Our daughters, as they go to and from school, are exposed daily to the solicitations of the vile characters gathered about these centers of vice. . . The Colored population, though widely scattered throughout the city, is for the most part trending westward.⁸

BLACK HISTORY

The Board, now aware of the problem, finally decided to build an entirely new building in which to house Charles Sumner High School. Again, locating the school proved to be very troublesome. The location of the present building was chosen as a result of the Board's meeting with Negro leaders, who brought a map locating the homes of the students.⁹ Much farther west than the Board anticipated, the site was in the heart of the residential area known as The Ville. In the 1907-08 Annual Report, the Board said, "An ample site was secured and the contract let for a new Sumner High School, which is to be a complete and commodious manual training High and Normal School for the colored youth of the city."¹⁰

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The Ville, formerly Elleardsville after white resident Charles M. Elleard, was once an extensive rural area northwest of the City limits.¹¹ During the 1870s, the area was sparsely settled by both Caucasians and Negroes. Blacks who initially moved to The Ville thought of themselves as socially superior to the poorer class of black workers who lived nearer to the downtown area. As the nineteenth century drew to a close, the possibility of owning a home became a strong inducement to Blacks to move to this now semi-rural area. Few property restrictions existed yet, and a home on a lot could be purchased for about \$2,000.¹² Gradually, a solid middle and upper middle class group of Blacks began to establish itself in The Ville, and it became known among the black community as a desirable place to live.

As the number of black residents in The Ville increased, black-oriented services and institutions began to flourish; a small but stable black community welcomed Sumner High School in 1909. Sumner became the reason many black families moved to The Ville; as one resident who did just that said, "I was interested in bringing children up in the best environment that could be had. At that time, The Ville was the most outstanding neighborhood in St. Louis, because in this vicinity is where all the teachers lived and where all the better class of Negroes lived...."¹³ Indeed, many of the Blacks living in The Ville, particularly during the twenties and thirties, were professionals of high social standing in the black community: physicians, educators and ministers in particular. Sumner early attracted a number of instructors who were unusually well qualified to teach at the high school level. Among these was Dr. Charles H. Turner, a noted biologist who taught at Sumner from 1908 until his death in 1923. Dr. Edward Alexander Bouchet, the first American Negro to earn a doctorate from an American university, taught science at the high school from 1902-03 before going on to hold a position with the Louisiana Purchase Exposition.

The new school offered a new curriculum, adding many subjects of both cultural and practical value; students were allowed a certain latitude in their choices of courses. University of Cincinnati graduate and Sumner Principal from 1908-29, Frank L. Williams was particularly concerned with expanding the cultural horizons of his students. Under his supervision, the school began to offer many extra-curricular clubs; these included the German Club (1910), Literary Society (1911), Dramatic Club (1912), Glee Club (1912), Camera Club (1913), Debating Society (1914), Orchestra (1915), Commerce Club (1915), Negro History Club (1924) and Chapter 81 of the National Honor Society (1924).¹⁴ Williams persuaded black dignitaries of many walks of life to speak to Sumner High School students as role models in an effort to encourage black pride and achievement. Williams also encouraged parent involvement, further connecting the school to the surrounding community. For many people in The Ville, Sumner became the hub of cultural activity and the source of a sense of solidarity for Blacks in St. Louis. Until the 1916 opening of the new Dunbar High School in Washington, D.C., Sumner was considered to be the finest black high school in the country.¹⁵ Following a visit during World War I, noted black author/historian Emmett J. Scott said of Sumner, "[it] is probably the best housed, best equipped, and best administered colored high school in the land."¹⁶ The list of Sumner students who have gone on to success professionally is impressive, and includes activist Dick Gregory,

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opera singers Grace Bumbry and Robert McFerrin (the first black singer at the Metropolitan Opera), pop singers Chuck Berry and Tina Turner, tennis star Arthur Ashe, and past NAACP President Margaret Bush Wilson, as well as a host of local successes.

The school, especially equipped for teaching manual training, was part of an innovative experiment by School Board President Calvin Woodward designed to reverse the exceptionally high drop-out rate in the public school system city-wide. In his 1900 Annual Report, Woodward stated, "...every year a vast army of public school boys and girls...in the middle of the district course, for one reason or another, stop going to school. These facts have the nature of a public calamity."¹⁷ This was especially true of the black schools, whose students desperately needed vocational training. As was noted in an 1897 letter to St. Louis Superintendent of Schools F. Louis Soldan from black educator O. M. Wood,

Manual training appeals most directly to the needs of my race, my people... unused, as a class, to anything save the roughest of field labor, opportunities there were none save for the betterment of his condition in the province of mechanical development....Thirty years have given wonderful results along the line of industrial training, and today, though denied admittance to many institutions where the highest culture of mechanic art and science may be had, the progress made by the negro may well excite comment and compel reluctant praise.¹⁸

Attempts were thus made to ready graduating Blacks for a variety of positions in a world vastly different from that into which their parents had been born. As the Superintendent's Annual Report of 1911 said,

The awakened interest of the colored people in the education of their children in the high school is shown by the increased enrollment of this year, which is 549 as against 447 last year, an increase of nearly 23%. Their pride in the school and their appreciation of its place and influence promise for the future their active cooperation in making it the very center of social and civic improvement for the race it is intended to serve.¹⁹

Sumner remained the only high school for Blacks in St. Louis until Vashon High School opened in 1927. However, Vashon, a large and adequate building just east of Grand Avenue near Delmar, never enjoyed Sumner's reputation for quality education or opportunities through extracurricular activities due in part to the onset of the Depression.

ARCHITECTURE

In October of 1907, the Board had Commissioner of School Buildings William B. Ittner draw up preliminary sketch plans for the new Colored High School.²⁰ These were presented to and approved by the Board in January of 1908 and included shop rooms, domestic science rooms, gymnasiums, an auditorium and a cafeteria, all for a cost of

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\$350,000.²¹ The interior equipment and furniture were a source of some debate the following year; on November 9 Ittner submitted a detailed list of everything needed and the committee held two meetings to go over every item. They in turn presented a list of everything they considered unnecessary, obviously in the interest of economy, trimming an unnamed amount from the estimated \$60,000 original list.²² It would appear that an unusual amount of give-and-take went on regarding the building and furnishing of the school. It is noted, however, throughout the School Board Proceedings that pains were taken to make sure that the facility be made equal in every respect to those of the white high school.

The building was one of the last designed by Ittner during his 1896-1910 tenure as Commissioner of School Buildings. Ittner, FAIA (1864-1936), designed many of the city's distinctive school buildings and set the standards for those to come. (A 1987 survey of St. Louis Ittner-designed schools recommends the listing of 47 school buildings, including Sumner, to the National Register of Historic Places.) It was written of him in 1925:

The schools which Mr. Ittner has been building now for more than a quarter of a century, recognized as of a high order of architectural design, are universally referred to as standards, and as typifying the ultimate development of the modern American school building.²³

Ittner is credited with so much influence toward "modern," thoughtfully planned and aesthetically pleasing school buildings that he brought about a "revolution" in school planning and design, both in St. Louis and "over the country generally."²⁴

During the early days of this "revolution," much debate was given to the plan of the school - specifically, where to locate the auditorium and gymnasium(s). Ittner's plan advocated the centralization of these two units wherever possible, a plan cited as one of general practicability, economy and efficiency: "And so general has his judgement been accepted as authoritative that the Ittner plan has become an accepted standard throughout the country," according to Architectural Record writer Guy Study in 1926.²⁵ Sumner's original long, very narrow lot (708 x 134'), however, necessitated more of a "shoestring" plan (see Site Plan). Ittner, therefore, adapted his central plan theory to the site by placing the auditorium in the central block and the two gymnasiums in the terminal blocks of the wings, all three in the third story (see Site Plan).

In addition to the careful planning Ittner gave to the interior aspects of his schools, he gave full weight to the visual impact each would have. "He conceived the modern school as a splendid civic monument, to become a potent factor in the aesthetic development of the community..."²⁶ Typically working within the milieu of Revival styles, Ittner chose Georgian Revival as the most effective presentation for the long, necessarily narrow Sumner building. A large, pedimented center block dominates the site, flanked by twin wings. Restrained use of quoining and Palladian and round-arched windows further enhance the attractively articulated facade (Photo #1). The son of a prominent

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local brick manufacturer and builder, Ittner was thoroughly familiar with the many variations of brick available; in this building, random culls were interspersed with the reddish-brown brick to achieve the desired effect - an Ittner characteristic.

The building has undergone very little exterior alteration; major changes are primarily confined to the conversion of flush, north-facing skylights in the wings to the present dormers with operable sash windows. Modern additions to the east, south and west of the original building (built as additional school grounds were acquired) do not compromise the integrity of the original design of the school.

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FOOTNOTES

¹Selwyn K. Troen, The Public and the Schools; Shaping the St. Louis System, 1838 - 1920 (Columbia, Missouri: University of Missouri Press, 1975), p. 81.

²Elinor Mondale Gersman, "The Development of Public Education for Blacks in Nineteenth Century St. Louis, Missouri," Journal of Negro Education, Vol. 41 (1972), p. 42.

³Ruth M. Harris, Stowe Teachers College and Her Predecessors (Boston: Christopher Publishing House, 1967), p. 13.

⁴Sandra Schoenberg and Charles Bailey, "The Symbolic Meaning of an Elite Black Community; The Ville in St. Louis," Missouri Historical Society Bulletin, January 1977, p. 97.

⁵Board of Directors of the St. Louis Public Schools, Twenty-sixth Annual Report, 1880, pp. cxvi - cxxv.

⁶G. D. Brantley, Ninetieth Anniversary of Charles Sumner High School, St. Louis, Missouri: a Brief History (n.p., 1965), p. 5.

⁷Ruth M. Harris, Stowe Teachers College and Her Predecessors (Boston: Christopher Publishing House, 1967), p. 13.

⁸St. Louis Palladium, 31 March 1906, p. 3.

⁹Elinor Mondale Gersman, "The Development of Public Education for Blacks in Nineteenth Century St. Louis, Missouri," Journal of Negro Education, Vol. 41 (1972), p. 44.

¹⁰Board of Directors of the St. Louis Public Schools, Fifty-third Annual Report, 1908, p. 278.

¹¹Carolyn H. Toft, ed., The Ville: The Ethnic Heritage of an Urban Neighborhood (St. Louis: n.p., 1975), p. 3.

¹²Carolyn H. Toft, ed., The Ville: The Ethnic Heritage of an Urban Neighborhood (St. Louis: n.p., 1975), p. 7.

¹³Carolyn H. Toft, ed., The Ville: The Ethnic Heritage of an Urban Neighborhood (St. Louis: n.p., 1975), p. 8.

¹⁴The History of the Charles Sumner High School, St. Louis, Missouri, Centennial Edition 1875-1975 (St. Louis: Sumner High School, 1975), p. 15.

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¹⁵Henry S. Williams, "The Development of the Negro Public School System in Missouri," Journal of Negro History, Vol. 5 (April 1920), p. 162.

¹⁶The History of the Charles Sumner High School, St. Louis, Missouri, Centennial Edition 1875-1975 (St. Louis: Sumner High School, 1975), p. 15.

¹⁷Board of Directors of the St. Louis Public Schools, Forty-sixth Annual Report, 1900, p. 21.

¹⁸Board of Directors of the St. Louis Public Schools, Forty-first Annual Report, 1895, p. 139.

¹⁹Board of Directors of the St. Louis Public Schools, Fifty-seventh Annual Report, 1911, p. 89.

²⁰Board of Directors of the St. Louis Public Schools, Official Proceedings of the St. Louis Board of Education, October 1907, p. 151.

²¹Board of Directors of the St. Louis Public Schools, Official Proceedings of the St. Louis Board of Education, January 1908, pp. 310-12.

²²Board of Directors of the St. Louis Public Schools, Official Proceedings of the St. Louis Board of Education, December 1909, pp. 406-07.

²³Guy Study, "The Work of William B. Ittner, FAIA," Architectural Record, Vol. 57 (February 1925), p. 101.

²⁴Guy Study, "The Work of William B. Ittner, FAIA," Architectural Record, Vol. 57 (February 1925), p. 99.

²⁵Guy Study, "Junior and Senior High Schools," Architectural Record, Vol. 60 (September 1926), p. 204.

²⁶Guy Study, "The Work of William B. Ittner, FAIA," Architectural Record, Vol. 57 (February 1925), p. 99.

9. Major Bibliographical References

See attached continuation sheet.

10. Geographical Data

Acreage of nominated property approximately 5.5 acres

Quadrangle name Granite City, IL/MO

Quadrangle scale 1:24,000

UTM References

A

1	5	7	4	0	2	4	0	4	2	8	2	4	0	0
Zone	Easting				Northing									

B

Zone	Easting				Northing									

C

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D

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E

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F

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G

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H

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Verbal boundary description and justification The Charles Sumner High School is located at 4248 West Cottage Avenue in City Block 3687, St. Louis, MO. The property extends approximately 850' along the south line of Cottage Avenue, 280' along the west line of Good, 850' along the north line of St. Ferdinand Avenue, and 280' along the east line of Pendleton, occupying the entire block.

List all states and counties for properties overlapping state or county boundaries

state	code	county	code
state	code	county	code

11. Form Prepared By © Landmarks Association of St. Louis, Inc.

1.

name/title Cynthia Longwisch, Researcher; Mary M. Stiritz, Research Director & Carolyn Toft, Director, editors

organization Landmarks Association of St. Louis, Inc. date 8/7/87; rev. 10/20/87

street & number 917 Locust 7th Floor

telephone (314) 421-6474

city or town St. Louis

state MO 63101

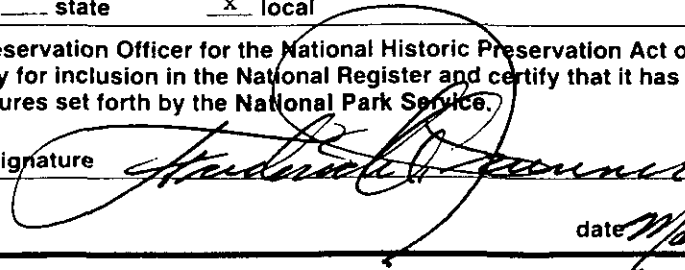
12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature



title

date March 14, 1988

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I hereby certify that this property is included in the National Register

date

Keeper of the National Register

Attest:

date

Chief of Registration

United States Department of the Interior
National Park Service

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National Register of Historic Places
Inventory—Nomination Form

For NPS use only

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date entered

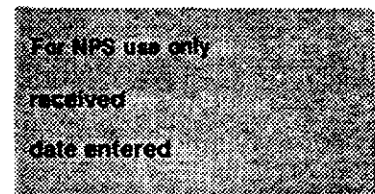
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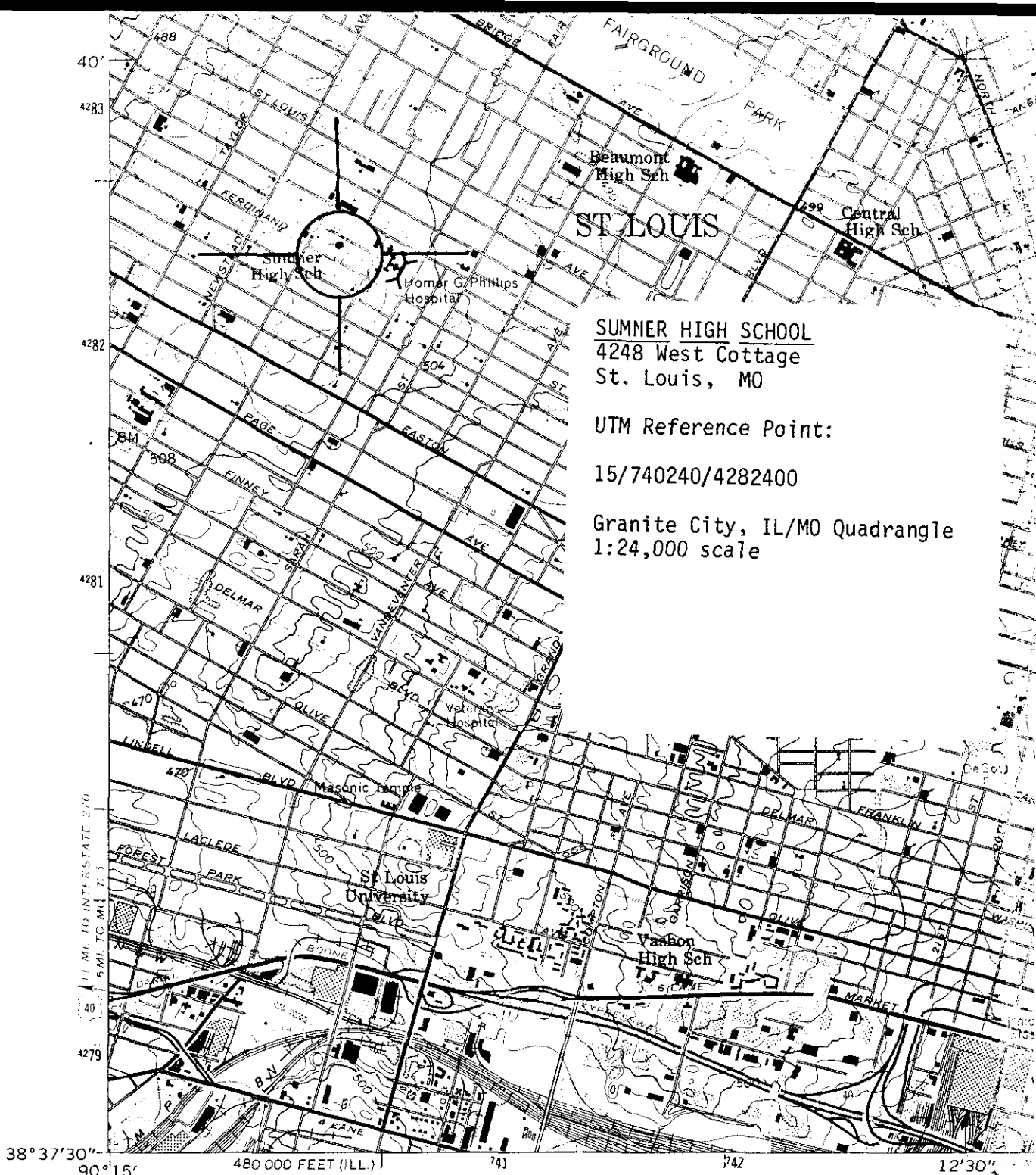
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National Register of Historic Places Continuation Sheet

Charles Sumner High School

Section number 11 Page 1

2. Hugh Davidson
Preservation Planner
and State Contact Person
Department of Natural Resources
Division of Parks, Recreation, and Historic Preservation
P. O. Box 176
Jefferson City, Missouri 65102
Date: March 8, 1988
Phone: 314/751-5377



SUMMER HIGH SCHOOL
 4248 West Cottage
 St. Louis, MO

UTM Reference Point:
 15/740240/4282400

Granite City, IL/MO Quadrangle
 1:24,000 scale

38° 37' 30" 90° 15' 480 000 FEET (ILL.) 741 742 12' 30"

(WEBSTER GROVES)
 7967 Ill SE

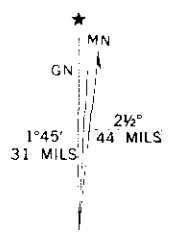
Mapped by the Geological Survey
 Revised by the Army Map Service
 Published for civil use by the Geological Survey
 Control by USGS and USC&GS

Topography from planetable surveys by the Geological Survey 1930 and 1933. Planimetric detail revised from aerial photographs taken 1952. Field check 1954

Polyconic projection. 1927 North American datum
 10,000-foot grids based on Illinois coordinate system, west zone and Missouri coordinate system, east zone
 1000-meter Universal Transverse Mercator grid ticks, zone 15, shown in blue

Red tint indicates areas in which only landmark buildings are shown

To place on the predicted North American Datum 1983
 move the projection lines 2 meters south and
 9 meters east as shown by dashed corner ticks



UTM GRID AND 1982 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

FOR S

There may be private inholdings within the boundaries of the National or State reservations shown on this map

ST. FERDINAND AVE.

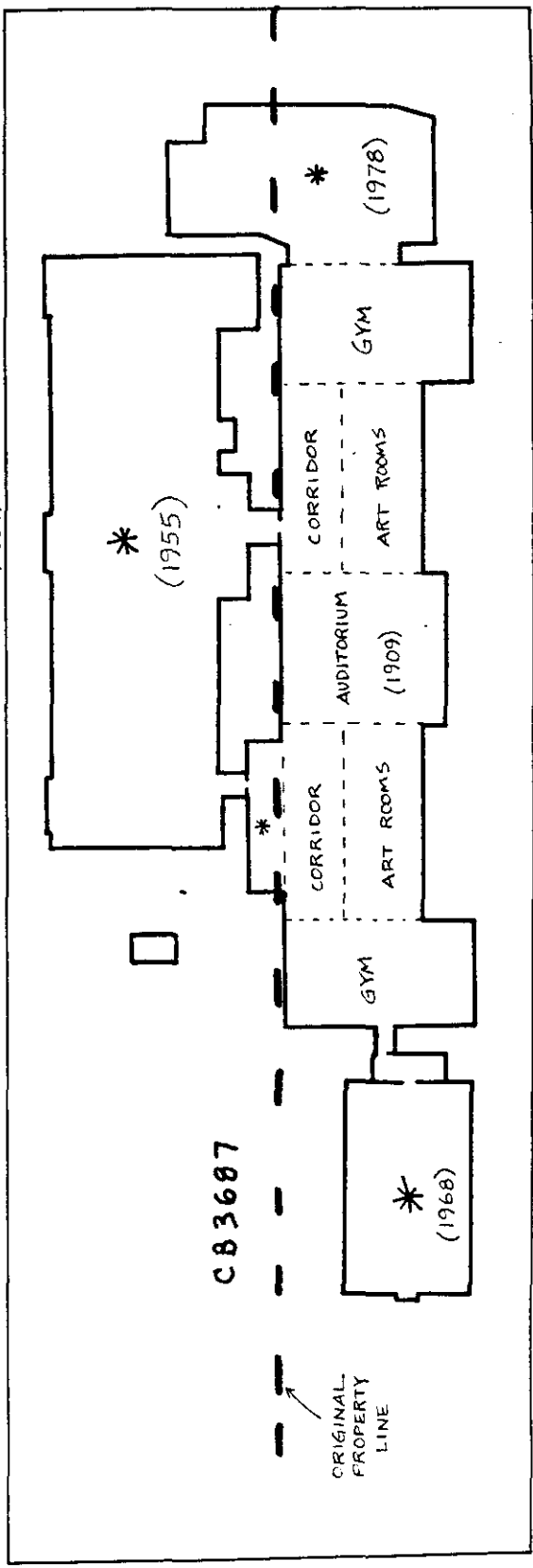
4255W

PENDLETON

GOODRICH

CB 3687

ORIGINAL PROPERTY LINE



4248

COTTAGE AVE.



SUMNER HIGH SCHOOL
ST. LOUIS, MISSOURI

* ADDITIONS

ORIGINAL THIRD-FLOOR PLAN

CHARLES SUMNER HIGH SCHOOL
4248 West Cottage Avenue
St. Louis, MO

#1 of 15

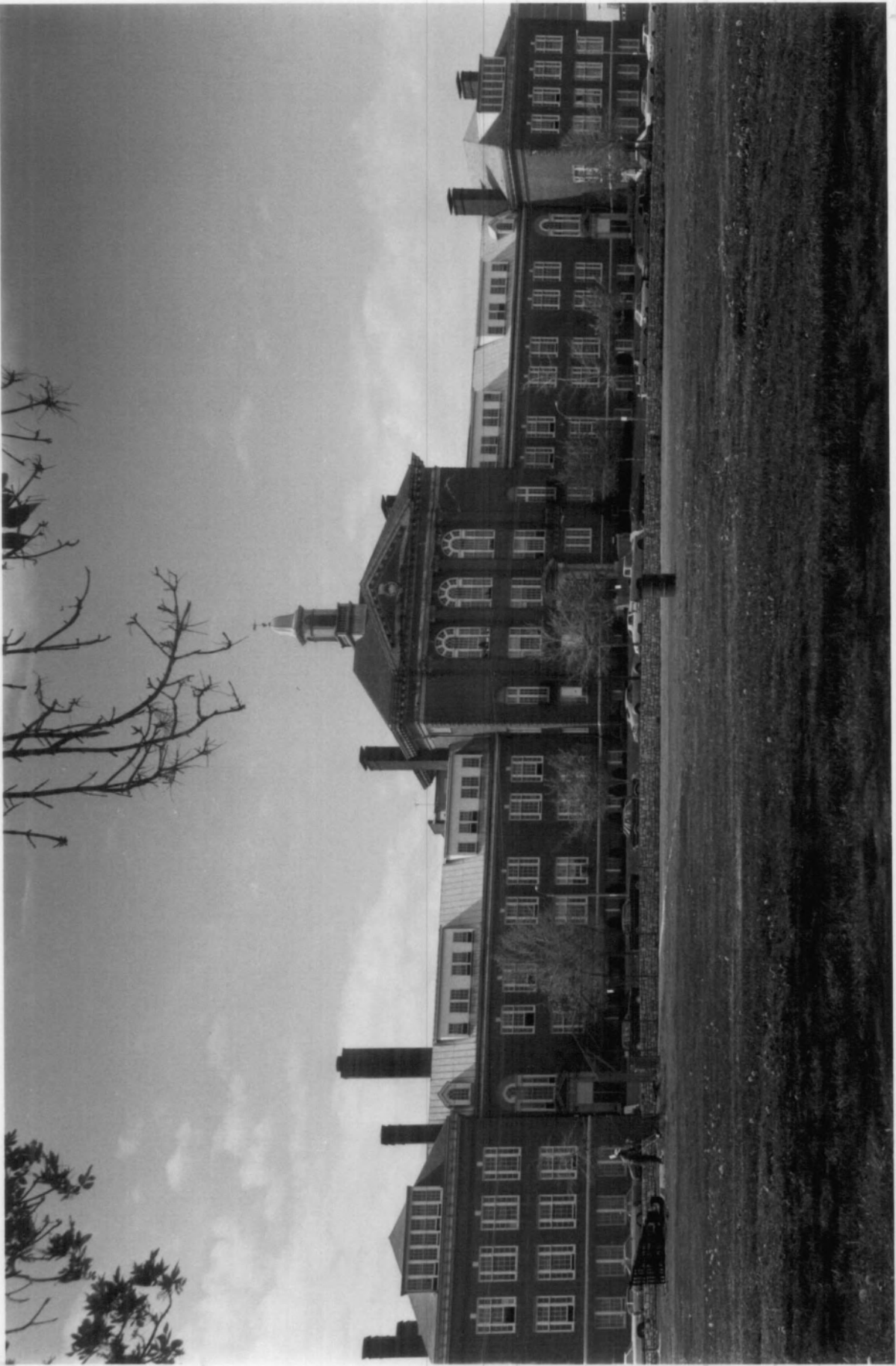
Photographer: Cynthia Longwisch

Date: April 1986

Negative: Landmarks Assn. of

St. Louis, Inc.

Camera facing southwest; primary
elevation.



CHARLES SUMNER HIGH SCHOOL

4248 West Cottage Avenue

St. Louis, MO

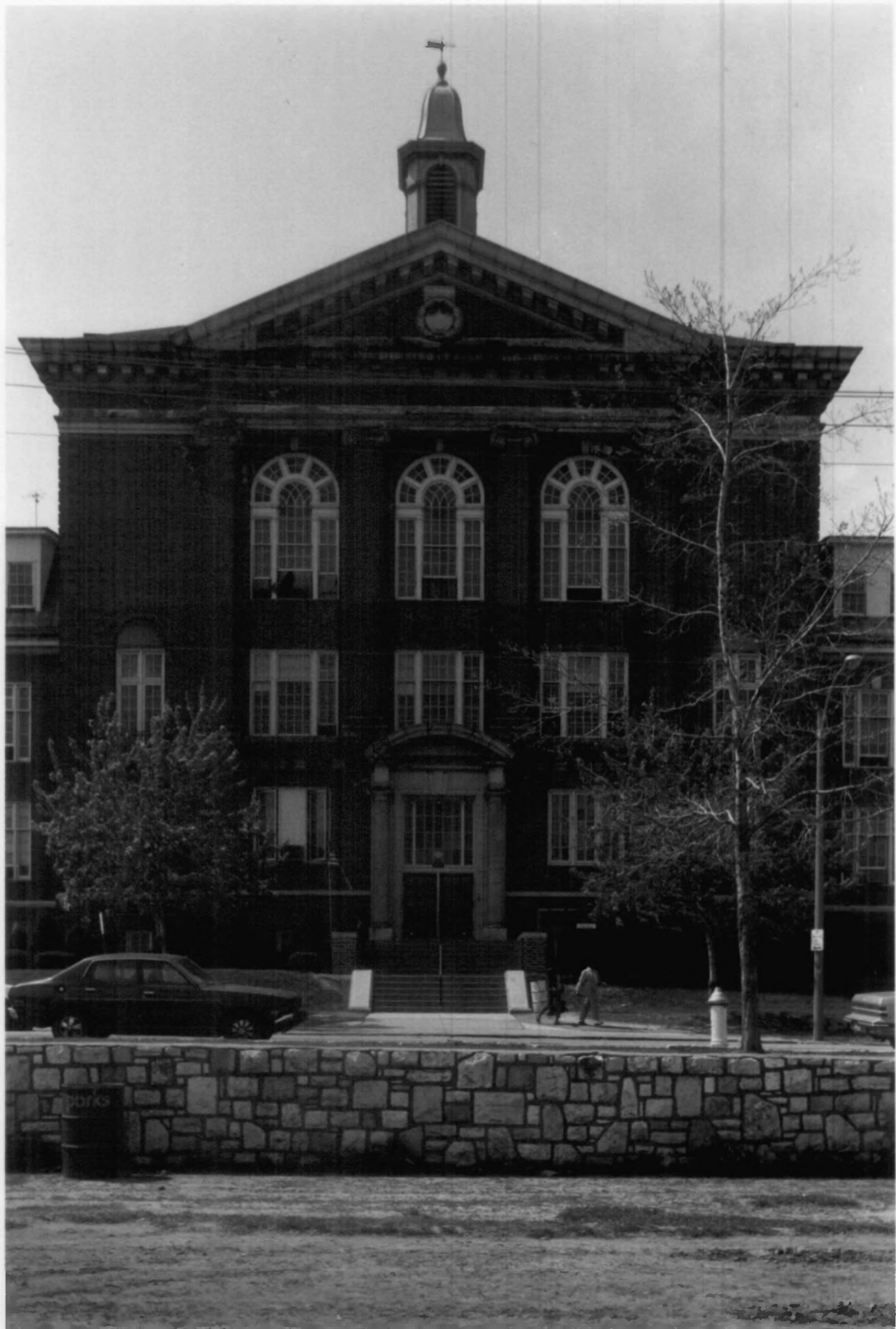
#2 of 15

Photographer: Cynthia Longwisch

Date: April 1986

Negative: Landmarks Assn. of
St. Louis, Inc.

Camera facing south; center block,
primary elevation.



CHARLES SUMNER HIGH SCHOOL
4248 West Cottage Avenue
St. Louis, MO

#3 of 15

Photographer: Cynthia Longwisch
Date: April 1986
Negative: Landmarks Assn. of
St. Louis, Inc.
Camera facing northwest; rear
elevation.



CHARLES SUMNER HIGH SCHOOL
4248 West Cottage Avenue
St. Louis, MO

#4 of 05

Photographer: Cynthia Longwisch
Date: January 1987
Negative: Landmarks Assn. of
St. Louis, Inc.
Camera facing south; primary
elevation showing east addi-
tion (con-contributing).



CHARLES SUMNER HIGH SCHOOL
4248 West Cottage Avenue
St. Louis, MO

#5 of 5

Photographer: Carolyn Toft
Date: October 1987
Negative: Landmarks Association
of St. Louis, Inc.
Camera facing east/southeast; west
(side) elevation

