

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

1. Name of Property

historic name Washington School
other names/site number Head Start Building

2. Location

street & number 529 S. Locust Street [N/A] not for publication
city or town Monroe City [N/A] vicinity
state Missouri code MO county Monroe code 137 zip code 63456

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 .)

15 November 1994

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

Missouri Department of Natural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title _____ Date

State or Federal agency and bureau _____

4. National Park Service Certification

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

Washington School
Monroe County, Missouri

5. Classification

Ownership of Property	Category of Property	Number of Resources within Property		
		Contributing	Noncontributing	
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	1	0	buildings
<input type="checkbox"/> public-local	<input type="checkbox"/> district	0	0	sites
<input type="checkbox"/> public-State	<input type="checkbox"/> site	0	0	structures
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	2	0	objects
	<input type="checkbox"/> object	3	0	Total

Name of related multiple property listing.

N/A

Number of contributing resources previously listed in the National Register.

N/A

6. Function or Use

Historic Functions

EDUCATION/school

Current Functions

DOMESTIC/single dwelling

7. Description

Architectural Classification

Colonial Revival

Materials

foundation Concrete

walls Brick

roof Asphalt

other Wood

Narrative Description

See continuation sheet [x].

Washington School
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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.

Narrative Statement of Significance
 See continuation sheet [x].

9. Major Bibliographic References

Bibliography

See continuation sheet [x].

Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey

recorded by Historic American Engineering Record

Areas of Significance

ETHNIC HERITAGE--Black

SOCIAL HISTORY

ARCHITECTURE

Period of Significance

1937-1944

Significant Dates

1937

Significant Person(s)

N/A

Cultural Affiliation

N/A

Architect/Builder

Bonsack and Pearce, Architects

Epple Construction Co.

Primary location of additional data:

State Historic Preservation Office

Other State Agency

Federal Agency

Local Government

University

Other:

Name of repository:

Washington School
 Monroe County, Missouri

10. Geographical Data

Acreage of Property Approximately one acre

UTM References

A. Zone	Easting	Northing	B. Zone	Easting	Northing
15	608420	4388130			
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 Debbie Sheals
 organization (Private Consultant) date September 15, 1994
 street & number 406 West Broadway telephone 314-875-1923
 city or town Columbia state Missouri zip code 65203

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 FOP for any additional items)

Property Owner

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

name Richard Warren Tarvin
 street & number 529 South Locust Street telephone 314-735-2409
 city or town Monroe City state Missouri zip code 63456

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Summary: The Washington School in Monroe City, Missouri is a three classroom brick school with Colonial Revival detailing. It sits on a level lot at the south end of Locust Street, in the location occupied by an earlier school of the same name.¹ The school retains all original millwork, including doors, windows, and chalkboards. The T shaped floorplan has not been changed, and no new interior partitions have been added. The schoolyard contains the flagpole which was erected at the same time as the building, and a Merry-go-round which dates from the same era. Both are counted as contributing objects. The building has undergone very few alterations of any sort, and inside and out appears today much as it did when it was built.

Elaboration: Washington School occupies its original location at the southernmost end of South Locust Street in Monroe City, Missouri. The brick building, which was constructed in 1938, replaced a one room frame school which had occupied the same site.² The school is the only building on the level lot, which is edged with mature trees. A few yards northeast of the school is the flagpole which was installed at the time of construction. An iron and wood merry-go-round of approximately the same date is located just north of the building. (See photo number 10, and Figure Two.) The flag pole is in excellent condition, and the merry-go-round in fair shape. They are the only other objects or structures on the property, and both are counted as contributing objects.

The one story building sits on a raised basement; the classrooms are on the upper floor, and secondary spaces occupy the basement. The load-bearing exterior walls are of brick, on 12" thick poured concrete foundation walls. The main part of the building is covered with a hipped roof, and a prominent cross-gable over a smaller center wing faces the street. A large corbelled brick chimney with copper flashing rises from the intersection of the roofs at the center of the building. On either side of the front wing are low entrance porches, covered with shed roofs which continue the pitch of the main roof. The building is ornamented with Colonial Revival

¹ From Centurama: One Hundred Years of Progress, (Monroe City, MO, 1957) p. 19.

² A newspaper account of the construction said that "The present Negro school building was moved to a location just south of its present site." From "Work Order on School Project Issued Monday," Monroe City News, Dec. 10, 1936, p. 1.

³ "School Building Projects Near Completion," Monroe City News, April 8, 1937, noted that the new flagpole was soon to be installed, and former superintendent of Monroe City Schools Galen Lankford remembered that the Merry-go-round had been there a while when was superintendent in the 1950s.

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detailing such as cornice returns, multi-paned windows and inset concrete keystones above the windows of the facade. A round window in the front gable end is accented with brick trim and four keystones. Large brick pilasters at the corners of the front wing and square columns supporting the entrance porches continue the Colonial Revival theme.

The school is laid out with a T shaped floorplan. The widest part of the building, which contains two classrooms, runs parallel to the street, at the rear of the building. A third classroom occupies the front wing, which faces Locust Street to the east. Identical covered entrances flank the front wing. Each entrance contains double doors opening onto stair halls. The stairs split at the entrances; small flights lead up to the classrooms, and longer runs go down to either side of the basement. (See floor plan, Figure One.) The plan is completely symmetrical, the sole exception being that the front classroom can be reached only from the south stair hall.

The three classrooms are large open spaces with 12' ceilings, and generous groups of double-hung windows. All three have retained their original woodwork, chalkboards, and windows, and most of the original plaster is in place and in good condition. The secondary spaces of the school are also in good shape, and no significant alterations have been made anywhere in the building. The original front doors remain, as do all interior doors. Most of the floors are original; the elementary rooms have had a modern subfloor and vinyl applied over the existing floorboards. The original light fixtures are also still in use in most of the building. Modern ceiling fans and supplemental lighting has been added within the last thirty years.

The large front room was designed to be the high school classroom; it also contained the principal's office. It measures 23'-9" x 25'-9", and is lighted by a large bank of east facing windows. A chalkboard topped by a narrow bulletin board runs along most of the south wall of the room, and a shallow closet is located in the northwest corner. The rooms on the west side of the building originally contained the elementary classes.⁴ Each measures 20'-6" x 29'-6". The 18' wide cased opening between them contains a folding screen of wooden panels. The south side of each 2'-7" wide panel contains a section of chalkboard and a smaller bulletin board; the other sides are blank. (See photo number 9.) The panels fold open to allow the rooms to be combined for use as an auditorium, and a raised stage occupies the end of the north room. The east walls of the classrooms contain chalkboards and bulletin boards, and the west walls are almost entirely taken up by windows. Each elementary classroom has a large coat closet off one corner and a door leading to the stairs and front doors.

⁴ "Facts About The New Buildings," Monroe City News, September 9, 1937, p. 1.

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The stairs on either side of the building lead down to separate bathrooms, each of which is near an exit door. (Boys on the south, girls on the north.) The basement doors open out to stairwells with concrete steps leading up to ground level. The entire west side of the basement is taken up by a large play room, measuring 20'-6" x 59'-6". Pairs of six-light windows, set just above ground level, light the play room and bathrooms. Five of the basement windows have been broken out; they are the only windows in the building to have been lost. The east part of the basement contains the boiler and coal rooms, which are separated from the rest of the building by an iron fire door. The massive original boiler is still in place, though not operable.

The building operated as an exclusively African-American public school until 1963. The high school students used the building until 1948, when they started traveling by bus to the high school in nearby Hannibal. In 1955, the high school students returned to Monroe City High School as part of the statewide integration of public schools. The school continued to operate as an African-American grade school however, until 1963 when faculty and students were integrated into the white Monroe City school system.⁵ In 1966, Washington School became home of the local Head Start program, which operated in the building until the early 1980s. After being sold by the Board of Education, it was used only for storage until the current owner purchased it in early 1994.

The building is currently being rehabilitated. No serious alterations are planned, and no major changes will be made to the plan or exterior of the building. The small coat rooms off the elementary classrooms are being converted to bathrooms, and new heating equipment will be installed soon. Many of the windows have been reglazed and repainted as needed, and new storm windows will be added soon. The roof will need repairs in the near future, and new guttering is also planned. There are some rotted sections of the porch columns, which will be removed and replicated as closely as possible. The school today appears much as it did in 1937, and the rehabilitation it is undergoing will not significantly change the building; it can no longer be used as a school, but it will retain its original form and appearance.

⁵ From Monroe City, Missouri: Queen of the Prairie--Gateway to Cannon Dam. (Monroe City: Historical Booklet Committee, 1976) p. 18.

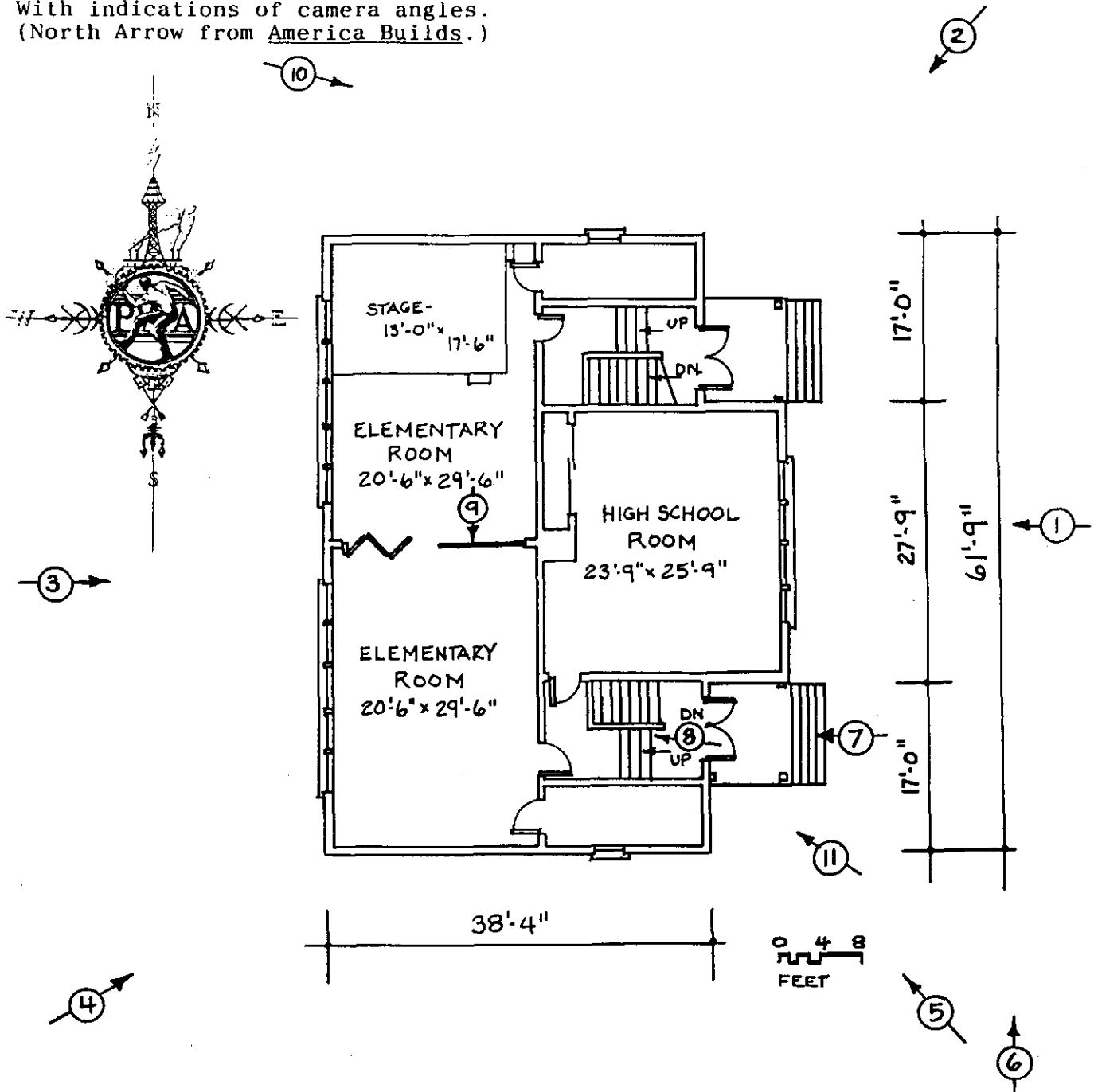
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FIGURE ONE. Main floor plan.
With indications of camera angles.
(North Arrow from America Builds.)



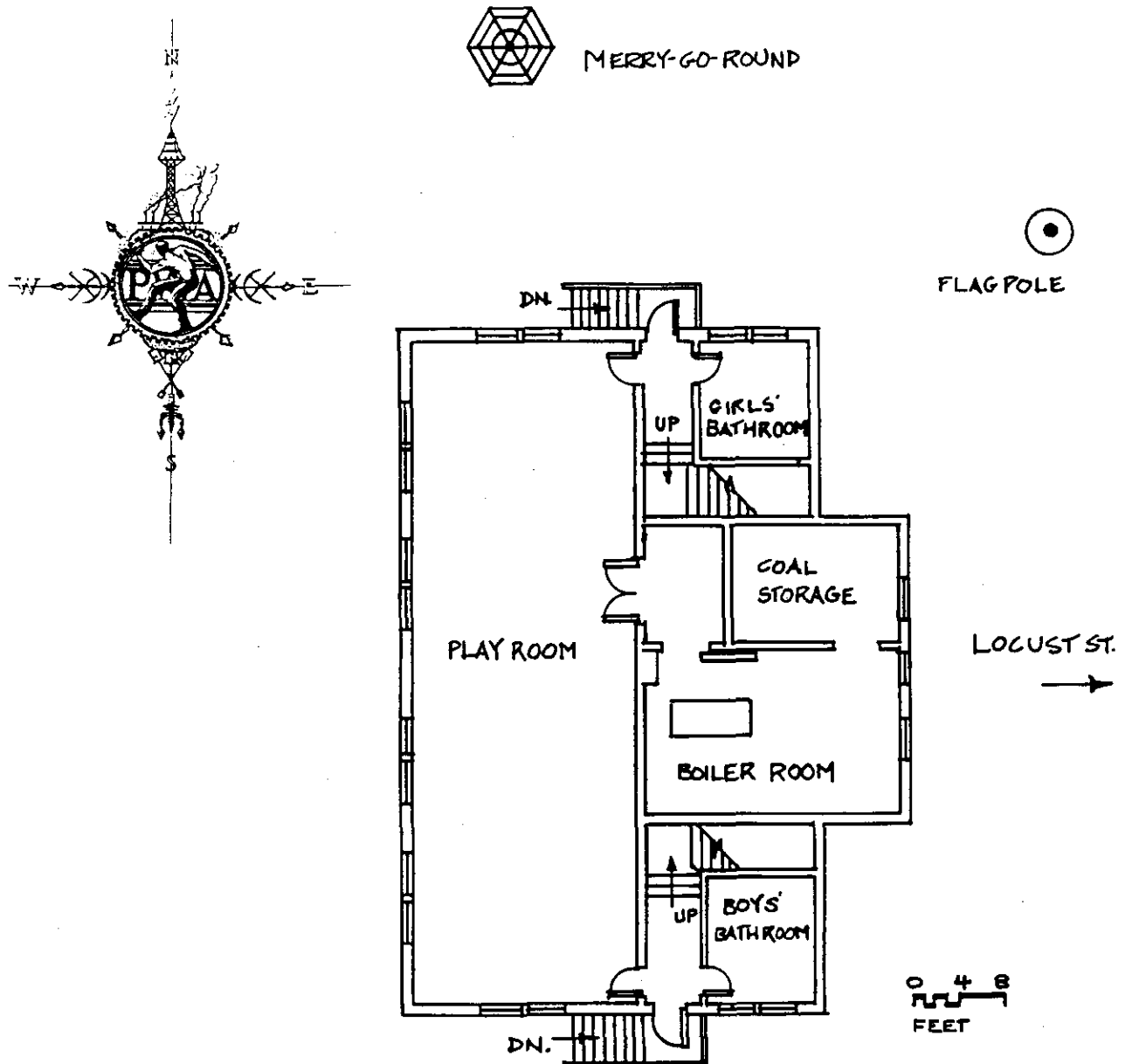
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FIGURE TWO. Basement Plan.
With location of
contributing objects.



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Summary: Washington School in Monroe City, Monroe County, Missouri, is significant under Criterion A in the areas of ETHNIC HERITAGE--Black and SOCIAL HISTORY, and under Criterion C, in the area of ARCHITECTURE. The school was built for and used to educate all of Monroe City's African-American students during the period of significance. It is located at the site of an earlier African-American school, and at the time it was built, was one of only three such schools in Monroe County. The building was erected with funds provided by grants from the Works Progress Administration (WPA) and the Public Works Administration (PWA), and stands as an example of the contributions such Depression-era programs made to the social history of Monroe City. It is also significant as a rare example of an early architect-designed African-American school. It was built from plans drawn by the St. Louis firm of Bonsack and Pearce, whose commissions included schools and churches in many parts of Missouri. The period of significance begins with the dedication of the school in 1937 and runs until the arbitrary fifty year cut-off point of 1944. The building is essentially unchanged from the period of significance, and exhibits a high level of integrity.

Elaboration: Free public education for African-Americans in Missouri began just after the Civil War when the constitution of 1865 set up provisions "to provide education for the Negro as it did for the other citizens of the State."⁶ Although the legislature was willing to provide that education, many of the white citizens of the state were not willing to share their schools in order to do it. Over the next few decades, the law was amended several times to ensure that education of African-Americans took place in separate facilities. The 1865 law said only that schools for African-Americans must be established, and noted that separate schools "may" be maintained. In 1875 the wording was changed to say that African-American schools "shall" be separate entities, and in 1889 that separation was further defined to the point that it became a crime for the races to mix within a school. The latter law stated that "it shall hereafter be unlawful in the public schools of this state for any colored child to attend a white school or any white child to attend a colored school."⁷ From that time until the 1950s Missouri operated two separate school systems.

Although the state's African-American schools were often inferior to its white schools, they were better than those of many of its Southern neighbors. By the turn of the century the literacy levels for Missouri's African-American population were well above the national average, and

⁶ From Sherman W. Savage, "Legal Provisions for Negro Schools in Missouri, 1865 to 1890." Journal of Negro History, 16 (July, 1931) p. 309.

⁷ Savage, p. 319.

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Missouri was among the highest ranked of the former slave states. In 1910, for example, 17.4% of Missouri's African-Americans over the age of ten were illiterate, compared to a National average of 30.4%. By 1930 that figure had improved considerably. The Missouri average was down to 8.8%, compared to a National level of 16.3%.⁸ The quality of Missouri's African-American schools appeared to remain reasonably high into mid-century. A critical 1946 study of Missouri's African-American schools even admitted that "in terms of comparison with other states practicing segregation of Negroes and whites in their school systems Missouri would be found to be the most generous, the best provider."⁹

Monroe City set up its first African-American school in 1879, with a first year enrollment of approximately 20 children. The early State laws had tied the requirement to establish such schools to the number of African-American children in the district. A school board was required to establish an African-American school if there were fifteen or more eligible students in the district. A newspaper article of the time notes that "Prof. Green Thompson, who has charge of the colored school informs us that his school opened with an enrollment of 15 in attendance and up to Wednesday this number had increased to 21."¹⁰ The establishment of the school had apparently been planned for some time. A later newspaper article reported that Green Thompson had been encouraged to attend school elsewhere with the promise that when an African-American school was set up in Monroe City, he would be the teacher.¹¹ Thompson was the only teacher of the school for most of the next twenty five years, and Monroe City's African-American students continued to attend a single one-room school until the 1930s.

Sometime after the turn of the century, school operations were moved from Green Thompson's school in the northeast part of town to a one-room frame building on the same property as the current Washington School. (The new one-room school was also called Washington School.) And, although Green Thompson's twenty or so students would have fit comfortably into a one-room school, by the 1930s, more space was desperately needed. Overall enrollment in Missouri's African-American schools had increased 115%

⁸ The Negro Yearbook, (Alabama: Tuskegee Institute Press, 1937) p. 163.

⁹ Robert Irving Brigham, "The Education of the Negro in Missouri." Unpublished Thesis (PhD.). University of Missouri, 1946. p. 260.

¹⁰ "Our Public School Opens With 125 Pupils," Monroe City News, September 6, 1879, p. 4.

¹¹ "First School for Negroes Began in '79", Monroe City News: Historical Edition Dedicated to Monroe City Schools, September 9, 1937, p. 3.

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between 1900 and 1930, and Monroe City enrollment followed and often exceeded that trend.¹² The original enrollment of 20 African-American students had swelled to 72 by the 1933/34 school year.¹³ By the 1935/36 school year, conditions in the small frame building were so crowded that a separate high school was established, with classes being held in the parsonage of the Second Baptist Church.¹⁴ Even without the high school students, there were two teachers and 57 elementary students left to share the old school for the 1935/36 school year.¹⁵ When one considers that the average one-room school measured about 25' by 40', it is easy to see why a new building was needed.

The movement to build a new African-American school in Monroe City began with the efforts of L. A. Van Dyke, a member of the white high school faculty for five years and the city Superintendent of Schools in 1935. In September of that year Van Dyke worked with the Board of Education to submit an application to the Work Projects Administration (WPA) for a grant to help finance the construction of a new brick school.¹⁶ The application requested \$7,131.56 in federal funds, to help cover total costs of \$9,275. Van Dyke's plans were described as calling for a one story four-room brick building on a full basement. The requested grant would also cover the installation of new water and sewer lines, and the demolition of the existing frame building.¹⁷

It is unlikely that the construction of a new brick building, especially one for African-Americans, would have been seriously considered in the middle of the depression if it had not been for the availability of funds from federal programs such as the WPA and the related Public Works Administration (PWA). The widely implemented New Deal programs which were operated by the federal government during the depression years have left an impressive array of public works throughout Missouri, and their impact upon the social history of the state was substantial. The importance of such

¹² Charles A. Lee, Eighty-Sixth Report of the Public Schools of the State of Missouri, (Jefferson City: Midland Printing Co., 1934) p. 270.

¹³ School Directory of Missouri 1933/34. (Jefferson City: Midland Printing Co., 1934.)

¹⁴ Monroe City, Missouri: Queen of the Prairie, p. 18.

¹⁵ School Directory of Missouri. 1935/36.

¹⁶ "Night Program is Planned for Grade School", Monroe City News, Sept. 9, 1937, p. 1.

¹⁷ "Propose Local WPA Projects." Monroe City News, Sept. 12, 1935, p. 1.

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programs to the people of Monroe City is in evidence in Depression-era issues of the town's newspaper, the Monroe City News, which routinely featured news of projects funded by New Deal agencies on its front page. (There were more than twenty separate front page articles concerning the school building project alone.) Undertakings such as constructing a new school not only provided the community with a new building, they also created badly needed employment. The article announcing the school board's application, which was teamed with two other projects, noted that "the projects submitted...will take care of all relief labor in this community."¹⁸

The two agencies which were most directly involved in the Washington School project spent millions of dollars statewide on construction projects and provided employment for countless Missouri workers during the Depression years. The Public Works Administration was created in 1933 to stimulate the economy by financing the construction of various types of public works through direct grants and low interest loans. By the end of 1940, 361 PWA construction projects had been completed in Missouri, with a total expenditure of over 40 million dollars.¹⁹ A companion agency, the Work Projects Administration, was created in 1935, specifically to provide unemployed workers with jobs, and for the remainder of the decade, their focus stayed with providing employment. Schools were often targeted for WPA assistance, either for improvements or new construction, and as of June 30, 1937, 110 educational projects had been completed by WPA workers in Missouri.²⁰ These two agencies often worked together, using WPA supported labor to help build PWA funded construction projects.

A clerical error held up approval of the Monroe City School Board's submission to the WPA, and before a grant could be approved, an event occurred which was to become a blessing in disguise for Washington School's students. On January 23, 1936, the white grade school in town was destroyed by fire. Plans to build a replacement were begun immediately, and the architectural firm which had recently designed the white high school was contacted.²¹ The school board decided to make construction of the new Washington School and the new white grade school one building project. Applications were submitted to the WPA to help with labor

¹⁸ "Propose Local Projects," p. 1.

¹⁹ Figures from John M. Carmody, First Annual Report: Federal Works Agency, (Washington, D. C.: GPO, 1940) p. 322.

²⁰ Harry L. Hopkins, WPA Projects: Analysis of Projects Placed in Operation Through June, 30, 1937, (Washington, D. C.: GPO, 1937) p. 28.

²¹ "Plans for New Grade Building," Monroe City News, Jan. 30, 1936, p. 1.

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expenses and to the PWA to cover related construction costs. The white school had been insured for \$33,000, and the settlement was used to cover the required local share of the expenses for both buildings. Bonsack and Pearce drew up new plans for the Washington School, and contractor John Epple of Columbia, Missouri, was hired to erect both buildings.²² The new building program meant that Washington School was to be professionally designed and built, and the final expenditure for the new African-American school building increased from the \$9,275 initially called for to approximately \$17,000.²³

It was not until the project was paired with the white grade school that architects became involved. It was common practice to use stock plans for modest school buildings, and it is highly unlikely that an architectural firm would have been involved in planning a \$9,000 African-American school. Missouri's Department of Education had an active Division of School Building in place during the 1930s which could have supplied Monroe City with a standard plan, or it is possible that the local Board of Education had devised one of their own. In any event, no mention of professionally prepared plans for Washington School was made until after the white grade school burned. Within a week of the fire, Robert Pearce of the St. Louis firm Bonsack and Pearce, was in Monroe City to talk about planning its replacement, and later accounts refer to Bonsack and Pearce as "the architects for the two buildings."²⁴

The firm of Bonsack and Pearce was experienced with school construction, and had worked in Monroe City before. PWA work by the firm included 5 Missouri projects, including an African-American high school in Kirkwood.²⁵ Their school commissions in Missouri included Lee Elementary School in Columbia, Ste. Genevieve High School, Ste. Genevieve, and "School

²² "PWA Agreement Signed by Board," Oct. 1, 1936; "Contract for School Building Projects Let," Nov. 26, 1936; and "Ask Bids on New Equipment," June 17, 1937; all in Monroe City News.

²³ The figures given for the construction projects did not divide the costs between the two buildings, but the Monroe City Board of Education records set the initial cost of Washington School at \$17,000.

²⁴ "Ask Bids on New Equipment," Monroe City News, June 17, 1937, p. 1.

²⁵ Laura Sparks, "PWA Architecture in Missouri." (Typescript, State Historical Society of Missouri, 1994.)

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of the Osage" in Bagnell Dam.²⁶ In addition, the local paper credited them with designing the Christian Church in town and the white Monroe City High School. It was probably their work on the high school that earned them the commission for the new buildings. The grade school was built just south of their high school building, and the town Board of Education wanted the designs to coordinate. And, since the construction of Washington School was considered part of the same project, the African-American students in town also got a professionally designed building.

The contractor who built the school was also experienced in the field, and had worked with Bonsack and Pearce in the past. Epple Construction built Lee Elementary School in Columbia in 1934, following plans drawn by Bonsack and Pearce. During the 1930s the company also built schools in the Missouri towns of Kirksville, Mexico, and Fulton, at least one of which was a PWA project.²⁷ Epple Construction is still in business in Columbia; it is run by the son and grandson of John Epple, who supervised the construction of Washington School.

The principals of Bonsack and Pearce were both known for their work on educational buildings. When Fred C. Bonsack died in 1956, his obituary noted that his firm specialized in schools, institutions, and government buildings.²⁸ Harvey James Pearce, the senior "Pearce" of the firm, was also respected for his school designs, and had received his early training with architects known to have experience in the field. Before his partnership with Bonsack, Pearce worked in St. Louis with Eames and Young and Harry Hohenschild; both of whom had executed plans for large school building projects.²⁹ Harvey Pearce also wrote about school design; he

²⁶ "Plans for New Grade Building," p. 1, and Harvey James Pearce, "School Buildings in the Smaller Communities." The American School and University. Vol. 9, 1937, pp. 46-49.

²⁷ A telephone call to the Epple Construction office yielded the list of schools that Robert Epple could remember his father building, and the Columbia and Mexico schools were also mentioned in "Contract For School Building Projects Let," Monroe City News, Nov. 26, 1936, p. 1.

²⁸ From the vertical file on Bonsack in the St. Louis Public Library System's Art Library. Obituary dated April 9, 1956, quoted in a telephone interview with the librarian on duty September 13, 1994.

²⁹ Pearce's past associations are noted in "St. Louis Architects: Famous And Not So Famous" Landmarks Letter, (St. Louis, September, 1985), p. 2. A large school credited to Eames and Young was included in A. D. Hamlin's Modern School Houses, (New York: Sweetland Publishing Co., 1910) plates 12-14, and the work of Hohenschild was documented in the National Register nomination

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published an article on the subject in The American School and University in 1937.³⁰ Pearce's article was published while the Monroe City schools were being built and his drawing of the white grade school there was included as an illustration.

Pearce's article noted several standards to be followed in the design of schools, many of which were also cited in Standards For The Evaluation of School Buildings, of 1936.³¹ An evaluation of Washington School using those standards shows that it was a well designed school building. The orientation of the building, the layout of the rooms, and the general use of the interior spaces all followed the guidelines espoused in those publications. This can be attributed to the experience of the design/build team, and to the standards set by the local board of education and the state and federal government. It was government policy to frequently inspect such projects, and during the time the schools were being built in Monroe City, a "resident inspector" from the state PWA office was in town at least three days a week.³² The project was also reviewed by an inspector working for the Board of Education.³³

Orientation of the building and the use of natural light were important considerations, and Washington school was laid out to maximize natural light without suffering from overexposure to the elements. From Standards in the Evaluation of School Buildings: "Classrooms should have unilateral light with windows placed on the long axis of the room to the left of the pupils," and "The majority of classrooms should face approximately east or west."³⁴ Washington school's high school room faces east and the elementary rooms, west. Chalkboard placement in each room also indicates that the light from the large windows would have been from the pupils' left.

for the Ralph Burley House of Lebanon, Mo, listed 7/07/1994.

³⁰ "School Buildings in the Smaller Communities," pp. 46-49.

³¹ T. C. Holy, and W. E. Arnold, Standards For The Evaluation of School Buildings. (Columbus, Ohio: The Ohio State University, 1936.)

³² "School Building Projects Near Completion," p. 1.

³³ Vincent Schulte represented state officials and local contractor W. L. Bond was project supervisor for the Board of Education. Both are named in "Work Order on School Project Issued Monday," p. 1, and mentioned several times thereafter.

³⁴ Holy and Arnold, p. 5 and 13.

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Flexibility in the use of interior spaces was often cited as an important element of schoolhouse design, and Washington School does exhibit some such flexibility. The folding panel between the elementary rooms allowed the two to be combined for assemblies and graduation exercises, and the large playroom in the basement could adapt to a number of uses. Standards for classroom design and general use of space were also met. The classrooms are large, longer than they are wide, and take up most of the main floor. The ceilings are 12' tall, a minimum of 11' is recommended.³⁵ All instructional space is on the main floor; the basement was for secondary uses only. In the basement, as was recommended, the bathrooms are far apart, and the boiler room is surrounded by solid brick walls and separated from the rest of the building by a fire door.³⁶

While the new Washington School building did adequately meet construction standards of the day, it did not quite compare to the new white grade school. The descriptions of the two buildings which were published in the local paper upon their completion illustrate the differences. The grade school was described as containing, in addition to six classrooms, "office rooms, activity rooms, and an auditorium. The primary room...has a fireplace and small rest room with juvenile fixtures. Mother Goose rhymes are depicted in the stained glass windows. The large auditorium has a small stage that is beautifully decorated with velour drapes."³⁷ The article also mentioned that each room was wired for radios, and that trophy cases were built into the corridor walls. The entire published description for Washington School pales by comparison: "The Negro building has three rooms for the high school and upper and lower grade departments. A long room in the basement may be used for a play room and other activities."³⁸

Although Washington School obviously did not compare to its white counterparts, its construction did represent a vast improvement over previous conditions. The solid, well laid out brick building was a far cry from the crowded frame structure it replaced. It was also one of the few African-American schools of any kind in the area. A 1939 review of African-American public schools showed that Washington School was one of only three African-American schools in all of Monroe County, and that many

³⁵ Holy and Arnold, p. 12.

³⁶ Holy and Arnold, p. 11.

³⁷ "Facts About the New Buildings," p. 1.

³⁸ "Facts About the New Buildings," p. 1.

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Washington School
Monroe County, Missouri

of Missouri's counties had no African-American schools at all.³⁹ (See Figure Three.)

There are numerous reasons to recognize this school. The building is a fine example of a professionally designed school, financed through New Deal programs. It is in good physical condition, and has changed hardly at all from the period of significance. It also stands as an important reminder of the time not long ago that the color of a child's skin determined his or her educational opportunities.

³⁹ Lloyd W. King, Four Years of Progress With Missouri Public Schools for the Negro, (Jefferson City: State Superintendent of Schools, 1939) p. 21.

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Monroe County, Missouri

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Washington School
Monroe County, Missouri

Verbal Boundary Description

Lots 8, 9, 10, 11 and 12 of Block Four of Bailey's addition to Monroe City, Monroe County, Missouri, EXCEPT the east eighty feet of said lot 12 in Block Four.

Boundary Justification

This includes all of the property associated with the school, currently and historically.

Photographs

The following information is the same for all photographs:

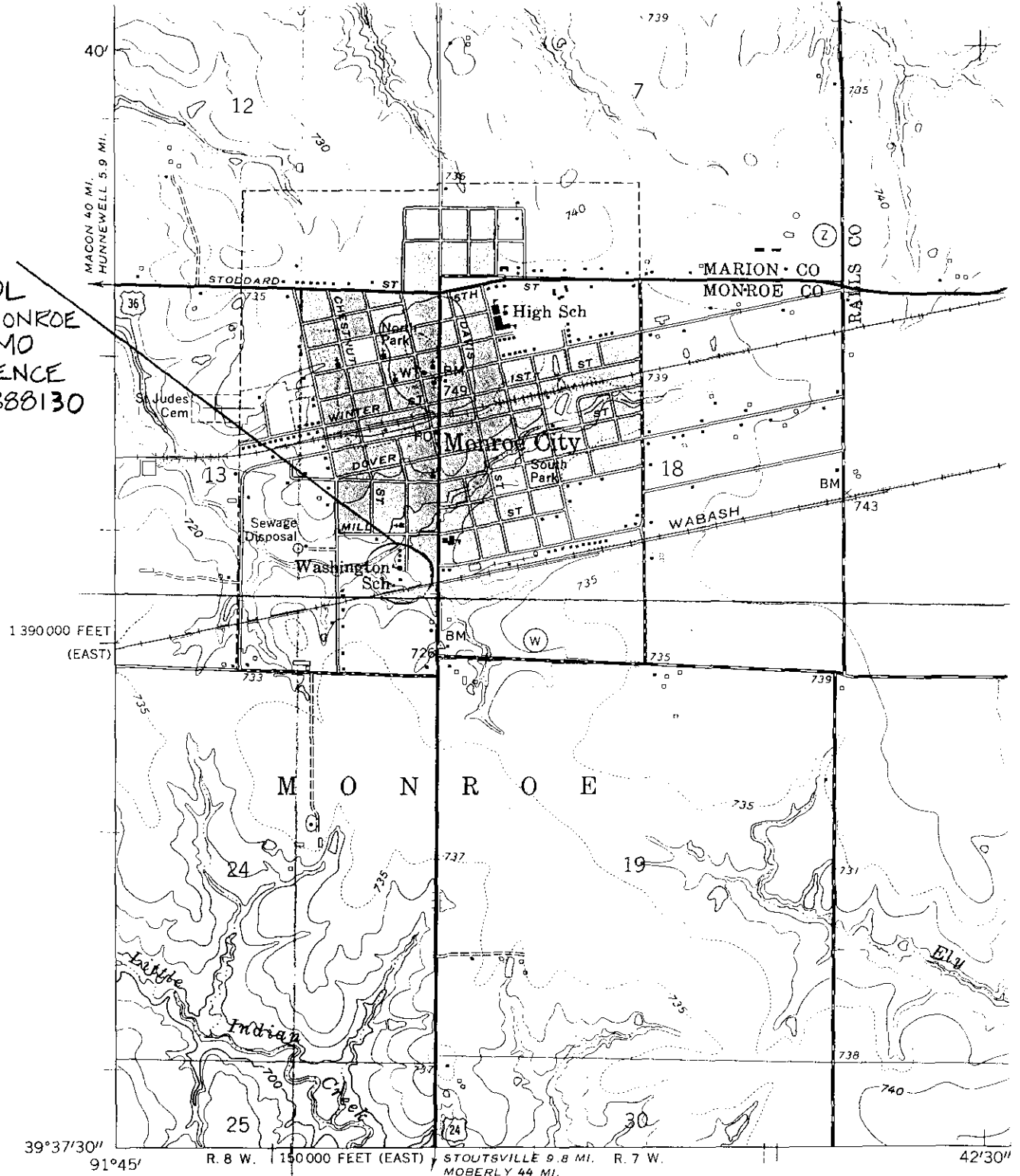
Washington School
529 S. Locust Street, Monroe City
Monroe County, Missouri
Taken by Richard Tarvin
September, 1994
Negatives in possession of Richard Tarvin
529 S. Locust
Monroe City, MO

List of Photographs

See Figure One for indication of camera angles.

- | | |
|--|---|
| 1. Front elevation. | 6. Street view, looking north on Locust Street. |
| 2. Northeast corner. | 7. South entrance. |
| 3. Rear elevation. (Upper windows freshly painted but not scraped, muntins are thinner.) | 8. South hallway, and door into high school room. |
| 4. Southwest corner. | 9. Folding divider in elementary rooms, north side. |
| 5. Southeast corner. | 10. Merry-go-round and flagpole. |
| | 11. Foot scraper from schoolyard. |

WASHINGTON
SCHOOL
MONROE CITY, MONROE
COUNTY, MO
UTM REFERENCE
15/608420/4388130



(STOUTSVILLE)

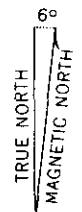
Mapped, edited, and published by the Geological Survey

Control by USGS and USC&GS

Topography from aerial photographs by photogrammetric methods
Aerial photographs taken 1957. Field check 1959

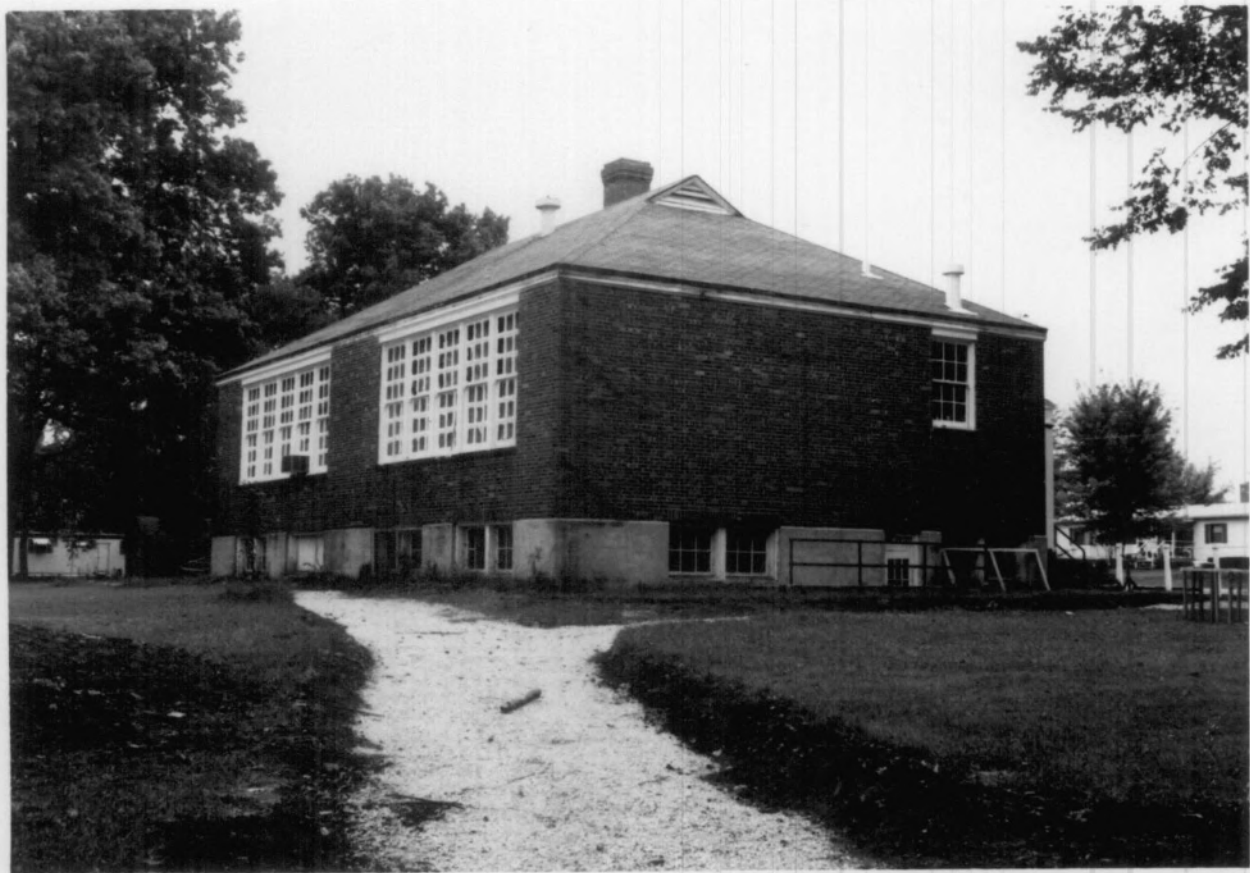
Polyconic projection. 1927 North American datum
10,000-foot grids based on Missouri coordinate system,
east and central zones
1000-meter Universal Transverse Mercator grid ticks,
zone 15, shown in blue

Red tint indicates area in which only
landmark buildings are shown

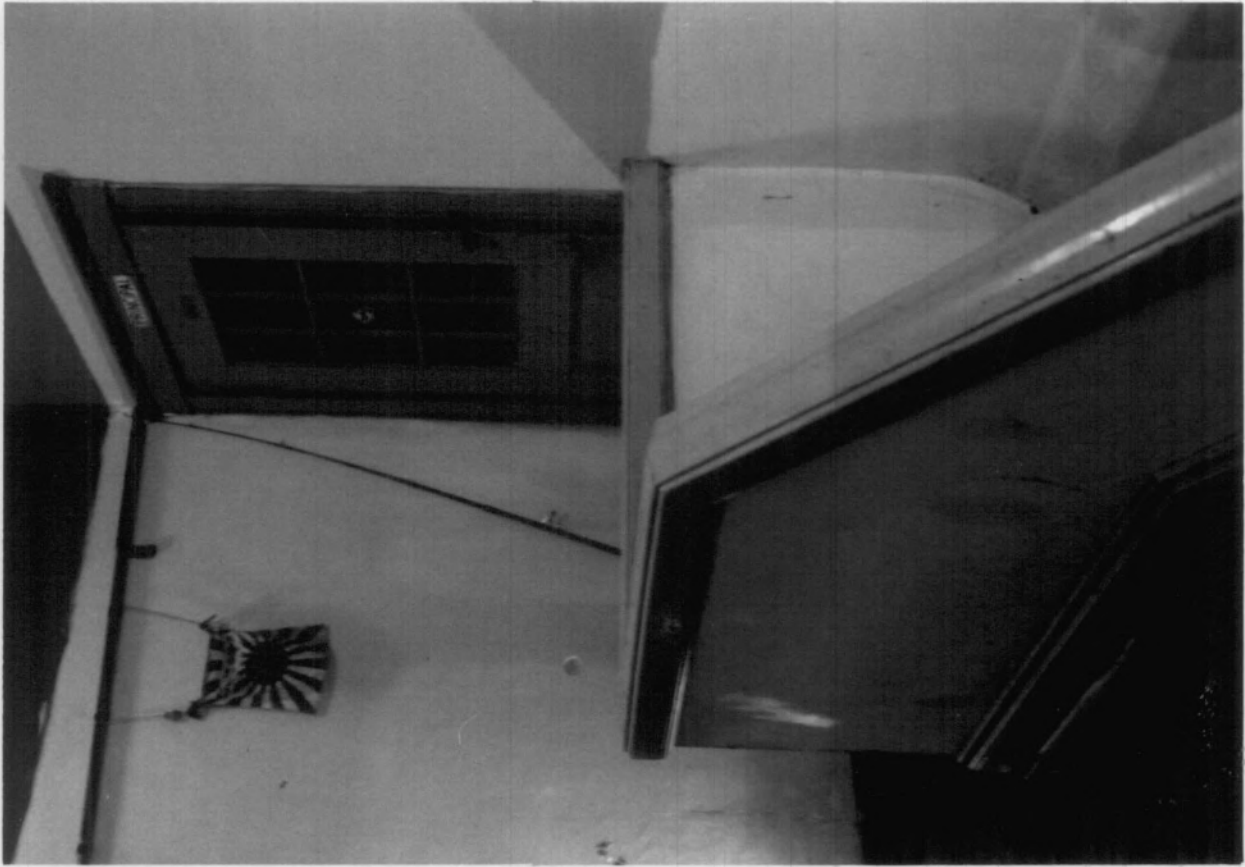


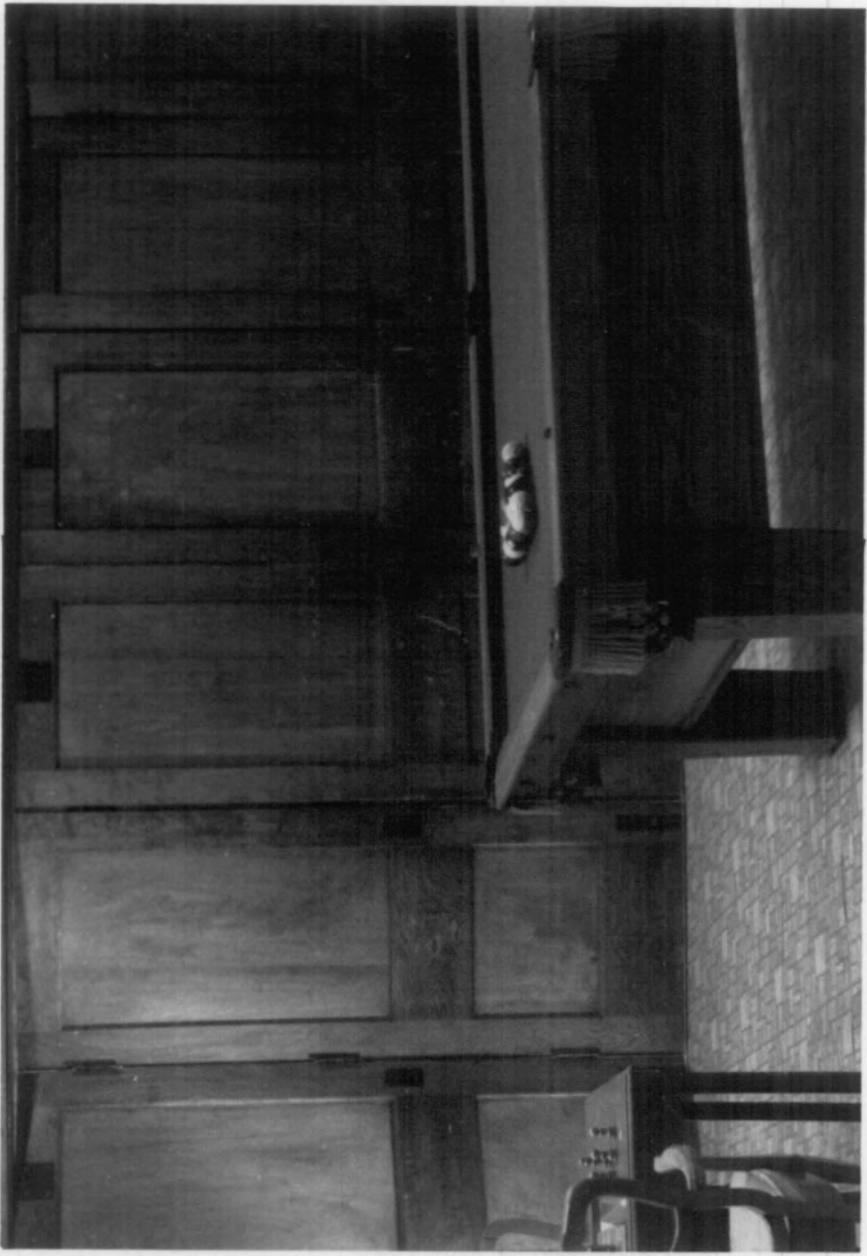
APPROXIMATE MEAN
DECLINATION, 1959















EXTRA
PHOTOS



