

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

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

## 1. Name of Property

Historic name Hermann High School  
Other names/site number N/A  
Name of related Multiple Property Listing N/A

## 2. Location

Street & number 808 Washington Street N/A not for publication  
City or town Hermann N/A vicinity  
State MO Code 073 County Gasconade Zip Code 65041

## 3. State/Federal Agency Certification

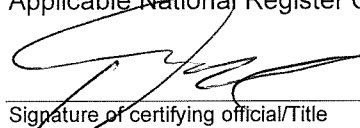
As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X 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 X meets      does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

     national      statewide X local

Applicable National Register Criteria:      A      B X C      D

  
Signature of certifying official/Title

12/17/24  
Date

Missouri Department of Natural Resources  
State or Federal agency/bureau or Tribal Government

In my opinion, the property      meets      does not meet the National Register criteria.

\_\_\_\_\_  
Signature of commenting official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

     entered in the National Register      determined eligible for the National Register  
     determined not eligible for the National Register      removed from the National Register  
     other (explain:) \_\_\_\_\_

\_\_\_\_\_  
Signature of the Keeper

\_\_\_\_\_  
Date of Action

Hermann High School  
Name of Property

Gasconade County, MO  
County and State

## 5. Classification

### Ownership of Property

(Check as many boxes as apply.)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

### Category of Property

(Check only **one** box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

### Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1	1	buildings
0	0	sites
3	0	structures
0	0	objects
4	1	<b>Total</b>

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

N/A

## 6. Function or Use

### Historic Functions

(Enter categories from instructions.)

Education / School

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### Current Functions

(Enter categories from instructions.)

Vacant / Not in use

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revivals/  
Classical Revival

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### Materials

(Enter categories from instructions.)

foundation: Concrete

walls: Brick

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roof: Rubber/ Plastic Membrane

other:

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☒ NARRATIVE DESCRIPTION ON CONTINUATION PAGES

Hermann High School  
Name of Property

Gasconade County, MO  
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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☐ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

☒ **STATEMENT OF SIGNIFICANCE ON CONTINUATION PAGES**

## 9. Major Bibliographical References

**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

**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 # \_\_\_\_\_

☐ recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

☒ State Historic Preservation Office

☐ Other State agency

☐ Federal agency

☐ Local government

☐ University

☐ Other. Name of repository: \_\_\_\_\_

Historic Resources Survey Number (if assigned): \_\_\_\_\_

### Areas of Significance

Architecture

### Period of Significance

1923, 1941

### Significant Dates

1923, 1941

### Significant Person

(Complete only if Criterion B is marked above.)

N/A

### Cultural Affiliation

N/A

### Architect/Builder

Pampel, H.D., Architect (1923)

Dean & Hancock, Builder (1923)

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## 10. Geographical Data

**Acreage of Property** 1.7

### Latitude/Longitude Coordinates

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

1 38.700755° -91.443617° 3 \_\_\_\_\_  
Latitude: Longitude: Latitude: Longitude:

2 \_\_\_\_\_ 4 \_\_\_\_\_  
Latitude: Longitude: Latitude: Longitude:

### UTM References

(Place additional UTM references on a continuation sheet.)

\_\_\_\_\_ NAD 1927 or \_\_\_\_\_ NAD 1983

1 \_\_\_\_\_  
Zone Easting Northing

3 \_\_\_\_\_  
Zone Easting Northing

2 \_\_\_\_\_  
Zone Easting Northing

4 \_\_\_\_\_  
Zone Easting Northing

**Verbal Boundary Description** (On continuation sheet)

**Boundary Justification** (On continuation sheet)

## 11. Form Prepared By

name/title Adam Davenport & Jake Decker

organization Ebersoldt & Associates date 09 August 2024

street & number 1214 Washington Avenue telephone (314) 241-4566

city or town St. Louis state MO zip code 63103

e-mail adavenport@eplusa-arch.com & jdecker@eplusa-arch.com

## Additional Documentation

Submit the following items with the completed form:

- **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. Key all photographs to this map.
- **Continuation Sheets**
- **Photographs**
- **Owner Name and Contact Information**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

**Paperwork Reduction Act Statement:** This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.



**Hermann High School**

Name of Property

**Gasconade County, MO**

County and State

**Estimated Burden Statement:** Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours  
Tier 2 – 120 hours  
Tier 3 – 230 hours  
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

## Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

## Photo Log:

Name of Property: **Hermann High School**

City or Vicinity: **Hermann**

County: **Gasconade**

State: **MO**

Photographer: **Adam Davenport**

Date

Photographed: **February 13, 2024**

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 41: East (primary) elevation. View W.
- 2 of 41: North elevation of 1923 building. View S.
- 3 of 41: West elevation of 1923 building. View E.
- 4 of 41: North elevation of 1941 addition. View S.
- 5 of 41: Connection between 1923 building and 1941 addition. View NE.
- 6 of 41: West elevation of 1941 addition. View E.
- 7 of 41: South elevation of 1941 addition. View N.
- 8 of 41: South elevation of 1941 addition with 1923 building behind. View N.
- 9 of 41: Cornerstone with year in SE corner of 1923 building. View NW.
- 10 of 41: Stairs off the main entrance of 1923 building. View W.
- 11 of 41: Music room at lower-level of 1923 building. View S.
- 12 of 41: Second floor corridor in 1923 building. View N.
- 13 of 41: Second floor classroom in 1923 building, with original window blocked by addition. View SW.
- 14 of 41: Third floor former auditorium space. View NE.
- 15 of 41: Remains of former stage opening at third floor auditorium. View N.
- 16 of 41: Third floor classroom. View E.
- 17 of 41: Original transom and casing at classroom door, visible above suspended ceiling. View W.
- 18 of 41: Landings and stairs at second and third floors of 1941 addition. View W.
- 19 of 41: Classrooms inside 1941 addition. View W.
- 20 of 41: Gymnasium and stage inside 1941 addition. View NW.
- 21 of 41: Gymnasium and bleachers inside 1941 addition. View SE.
- 22 of 41: Space underneath gymnasium bleachers. View E.
- 23 of 41: Basement room with inflammable walls and ventilation shafts. View N.
- 24 of 41: Third floor southwest classroom with sloping in the floor. View SW.
- 25 of 41: Third floor view of 2 west classrooms from corridor. Sloped floor is visible. View W.
- 26 of 41: Third floor western classroom with fire escape. Slope in floor begins. View SW.

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- 27 of 41: Third floor northwest classroom where former stage was. View W.
- 28 of 41: Second floor corridor with view of offices in former northeast classroom. View NE.
- 29 of 41: View of brick square pattern on south elevation of 1941 stair enclosure. View NW.
- 30 of 41: Music storage room in basement. View W.
- 31 of 41: Boiler Room in basement. View W.
- 32 of 41: Room in basement of 1923 portion. View SW.
- 33 of 41: Door to space beneath bleachers in 1941 addition. View W.
- 34 of 41: Locker and shower room beneath stage in 1941 addition. View E.
- 35 of 41: First floor Corridor in 1923 portion looking into 1941 addition. View S.
- 36 of 41: Second floor view of elevator in 1923 portion. View NW.
- 37 of 41: Second floor northeast classroom with principal's office visible to right. View NE.
- 38 of 41: Second floor northwest classroom. View E.
- 39 of 41: View of stairs to former stage in third floor west classroom. View N.
- 40 of 41: Lobby area at entrance to 1941 addition with W Ninth Street in view. View SE.
- 41 of 41: Corridor near gymnasium. View N.

### Figure Log:

Include figures on continuation pages at the end of the nomination.

- 1 of 21: Hermann High School Aerial Location.
- 2 of 21: Contextual Map: Location of property in Hermann, MO
- 3 of 21: Gasconade County, Missouri Landowner's Map Circa 1875.
- 4 of 21: Depiction of Hermann High School in Sanborn Fire Insurance Map Circa 1932.
- 5 of 21: Photo of Hermann High School on Postcard photo Circa 1953.
- 6 of 21: Page from Hermann High School Yearbook Circa 1966.
- 7 of 21: Site plan of Hermann High School, Drafted March 2024.
- 8 of 21: Basement plan of Hermann High School, Drafted March 2024.
- 9 of 21: First floor plan of Hermann High School, Drafted March 2024.
- 10 of 21: Second floor plan of Hermann High School, Drafted March 2024.
- 11 of 21: Third floor plan of Hermann High School, Drafted March 2024.
- 12 of 21: Photo of building that housed the high school prior to 1923.
- 13 of 21: Stone inscription inside main entrance of 1923 building. View N.
- 14 of 21: Photo key site plan. Drawn by Adam Davenport and Jake Decker.
- 15 of 21: Photo key basement and first floor plan. Drawn by Adam Davenport and Jake Decker.
- 16 of 21: Photo key second floor plan. Drawn by Adam Davenport and Jake Decker.
- 17 of 21: Photo key third floor plan. Drawn by Adam Davenport and Jake Decker.
- 18 of 21: Original transom window visible above dropped acoustical tile ceiling.
- 19 of 21: Hermann High School 1970 & 1971 yearbooks indicating the transition to a new high school.
- 20 of 21: Broken glazing panel on the north elevation of the 1923 building.
- 21 of 21: Six windows on the south elevation from the original 1923 building are visible from W 10<sup>th</sup> Street.

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Hermann High School
Name of Property
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N/A
Name of multiple listing (if applicable)

**SUMMARY:**

Located at 808 Washington Street in Hermann, Gasconade County, Missouri, Hermann High School is an L-shaped complex occupying the eastern half of a block southwest of the downtown area. There are five structures and buildings that are significant to Hermann High School. The school building with the addition is the main contributing resource. There are three other structures that are contributing resources. The first is the sidewalks and stairs that connect the building to the street, likely built at the same time as the original school building. The retaining wall fronting Washington Street and the retaining wall fronting 8<sup>th</sup> street are the other two structures that are contributing resources. There is also a non-contributing structure. This is the slab and foundation walls of a previously extant metal cafeteria building with restrooms that was built and demolished after the period of significance.

The Hermann High School was originally built as a three-story, east-facing, rectangular masonry building in 1923 with an addition built in 1941 that connects to the south end. The addition includes a stair tower, three one-story classrooms, and a gymnasium that stretches along the south side of the block. The 1923 portion is a symmetrical red brick and concrete building with neoclassical stylings. The addition borrows some of the same architectural features, continuing similar brick and concrete details. The school was built on a former city park and fairground. Much of the surrounding blocks are single-family residential. The current elementary school is located across West Eighth Street to the north. Much of both the 1923 building, its 1941 addition, and the school's site retain their historic appearance and features.

**SETTING:**

Hermann, Missouri, is a town along the south side of the Missouri River, acting as the northern border of Gasconade County. Osage County sits to the west, Franklin County to the east, Maries, Phelps, and Crawford Counties to the south, and Montgomery County across the river to the north. Hermann High School is in the western half of town with Market Street running north to south and dividing Hermann into west and east. The site is three blocks south and one block west of the Hermann Historic District as listed on the National Register in 1972 with a boundary increase in 2006.<sup>1</sup> The school building also sits across Washington Street and one block north of the city park (Figure 3) and the Rotunda, which is a structure built in 1864 and listed on the National Register in 1995.<sup>2</sup>

One block north and across Goethe Street sits the Herzog Mansion, an ornate German Renaissance Revival home built in 1885 by William Herzog, President of the Gasconade County Agricultural Association and part owner of Stone Hill Wine Company in the late nineteenth century.<sup>3</sup> Listed as the Old Stone Hill Historic District on the National Register in 1969, Stone Hill Winery is located four blocks south of the school (Figure 3). The block immediately north is the school district's current elementary school, while the rest of the surrounding blocks are filled with single-family houses built from the 1920s to the 1960s. There is also a small church and a daycare center.

The former high school occupies approximately half of the block defined by Washington Street to the east, West Eighth Street to the north, Goethe Street to the west, and West Ninth Street to the south (Figure 1). The Gasconade County R-1 School District owns the western half of the block and uses it as an athletic field, so the only built structures are a few benches and a chain link backstop for a baseball diamond in the southwest corner. The empty field to the west combined with the height of the school compared to the surround blocks makes the complex highly visible from all directions. This is due to the site being elevated above each of the four streets, with the high school at the top of the hill.

<sup>1</sup> Browne, Cynthia Strawn, "Hermann Historic District (Boundary Increase I)", *National Register of Historic Places*, National Park Service, 30 Jan. 2006.

<sup>2</sup> Blackwell, Claire F., "The Rotunda", *National Register of Historic Places*, National Park Service, 24 Jul. 1995.

<sup>3</sup> "William Herzog." *Herzog Mansion*, [herzogmansion.com/history/william-herzog/](http://herzogmansion.com/history/william-herzog/). Accessed 13 Mar. 2024.

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N/A

Name of multiple listing (if applicable)

The school building sits up on a hill about one hundred feet back from Washington Street (Figure 7). The block levels off to the west/Goethe Street side. A five-foot-wide concrete sidewalk runs the entire perimeter of the block. A two- to three-foot tall stone retaining wall with concrete finished at the top runs along the west side of the Washington Street sidewalk. This retaining wall was part of Hermann's Fairgrounds before it was sold for parkland and acquired for the erection of the 1923 high school building.<sup>4</sup> The stone section of the retaining wall was built at an unknown date before the school was built. The concrete cap at the top of the wall along with the concrete stairs at the retaining wall were likely constructed at the same time as the school in 1923. Therefore, the retaining wall is considered a contributing resource in this nomination. Another contributing resource is a concrete retaining wall that runs along the south side of the Eighth Street sidewalk to the west from Washington Street until about 30 feet beyond the northwest corner of the original 1923 school building. Concrete stairs, flanked by overgrown shrubs at the top, lead up from the east and north sidewalks to concrete walkways centered on the east and north entrances of the original 1923 building (Photo 1). The retaining wall along Eighth Street and the concrete stairs that is incorporated in the wall were likely built in 1923 with the school. There is a concrete pad to the north of the 1923 building. It is unknown what function the pad served. It has been an empty concrete pad since as far back as 1956 per [historicaerials.com](#).<sup>5</sup> A concrete walkway runs the entire length of the front (east) side of the building, leading to another set of concrete stairs down to the Ninth Street sidewalk. The sidewalks and stairs on the property surrounding and leading to the school building are structures that are a contributing resource as they have all likely been built in the period of significance, from 1923 to 1941, at the same time as the school and addition's construction. The gymnasium addition has a main south-facing entrance off Ninth Street with a set of concrete steps and landings leading up to an intermediate entry level (Photos 7, 8). Large concrete retaining walls at the southwest corner of the gymnasium create a concrete pad for an entrance to the lower level, which is approximately at-grade with Ninth Street. The gymnasium used to have two west-facing exits, and while one has since been abandoned and infilled with brick, the other remains with its own concrete landing and stairs down to the upper grade (Photo 6). The school district still owns the western half of the block and western edge of the high school property. The two halves of the site are separated by a sidewalk with concrete stairs. Immediately north of the gymnasium are a concrete pad and foundation walls which are the only remains of a metal building that served as the cafeteria for the school (Photo 4). The cafeteria addition is a non-contributing resource for this discussion because what remains of it continues to influence the site today despite being demolished. It is non-contributing because it was built after the period of significance. The cafeteria addition was built somewhere between 1970 and 1984 per [historicaerials.com](#).<sup>6</sup> It was then removed after the school closed and the district sold the property in the 2000s. The school has been vacant since its selling, likely around 2009 since the high school moved into a new building at this time, opening a new space for the middle school to move to. Most of the site is clear of landscaping except for a few mature oak and maple trees east and north of the original 1923 building.

**EXTERIOR:**

The original 1923 portion of the school is a three-story rectangular building with original Classical Revival stylings. The lowest level sits half a story below grade. The 1941 addition is mostly to the south and west of the original building and includes a stair tower at the south end of the original footprint while creating an additional level for the classrooms and gymnasium wing that stretches back along the Ninth Street side of the property. Both portions have a red brick exterior and original concrete accents.

East, Primary Elevation (Photo 1):

<sup>4</sup> "HistoricAerials." *Explore*, 1956.

<sup>5</sup> "HistoricAerials." *Explore*, 1970-1984.

<sup>6</sup> "Will Sell Fairgrounds." *The Advertiser-Courier*, 6 Dec. 1922.

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Name of Property

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N/A

Name of multiple listing (if applicable)

The original 1923 building and its 1941 addition are visible in the East elevation. The 1941 addition is located to the left (south) of the original 1923 building beginning from the enclosed stairwell to the far-left edge of the whole building. The original 1923 section is symmetrical with three bays. The center bay is flanked on either side by double brick pilasters with a combined concrete base and separate concrete capitals. Atop the pilasters is a concrete frieze with the raised words "HERMANN HIGH SCHOOL" and a triangular pediment consisting of concrete horizontal and raking cornice pieces defining a brick tympanum with a concrete roundel featuring the letters "HHS". The parapet squares off above the pediment, topped by original concrete caps. The window sills are made of concrete and form a narrow line that spans the width of the window, with about a 3-inch overlap on each side. At the window heads, the bricks create an angled to vertical pattern as they approach the center of the windows. At the center of the window heads, there is a concrete wedge serving as the keystone of the implied arch that the brick patterns create. The window heads and sills at the 1941 portion are slightly different than that of the 1923 portion. Both heads and sills are long concrete bands that span the entire length of the 1941 elevation. These bands cross the very top and very bottom edges of the windows, essentially holding the windows in place between the bands. The header band is taller than the sill band.

Centered between the pilasters on the 1923 portion is a set of non-historic glass double doors at grade with a tall transom with opaque glass panels. Sets of double windows at each the second and third floors are similarly centered between the pilasters, and each opening features a concrete sill and flat arch brick headers with a concrete keystone. The windows themselves have been replaced after the period of significance and consist of two rows of four stacked horizontal lights. The bottom light is operational. The top light on each window contains an opaque glazing panel.

The 2 bays that flank the central bay on the 1923 portion have six window openings, with two at each floor. The windows have been replaced after the period of significance and has openings that consist of three rows of four stacked horizontal lights. The bottom lights are operational while the top lights contain an opaque glazing material. The concrete foundation transitions to red brick about one third up the to the lowest window openings. The header of the lowest floor windows is a continuous band of vertically oriented soldier and rowlock bricks that wrap all four sides of the 1923 building. Just below the band of vertical brick at the southeast corner is an original concrete cornerstone that has "1923" etched into it (Photo 9). The second and third floor openings have concrete sills and flat arch brick headers with concrete keystones. Immediately above the third-floor headers is a continuous concrete band that aligns with the architrave of the central bay and wraps around the north, east, and south sides of the original 1923 building. A projecting concrete cornice similarly aligns with the central pediment and wraps around the north, east, and south sides of the original 1923 building. The brick parapets continue up above the cornice band, capped at the top with clay coping tiles.

Attached to the south end of the original 1923 building is a three-story stair enclosure leading to a one-story addition to its south, both built in 1941 (Photo 1). The east elevation of the stair tower is set back one foot from the front of the original elevation (Photo 9). Two columns of stacked stretcher bricks frame an opening from the ground up to the top concrete header above the third floor. The concrete header is a continuous band that wraps both the east and south elevations of the stair enclosure (Photo 8). The opening is continuous from the first-floor sill to the third-floor header with a concrete panel at the landing of the stairs between the second and third floors. This concrete panel hosts a wall-mounted light fixture. The light fixture appears to be historic. It can be seen on the 1966 cover page of the Hermann High School yearbook (Figure 6). The first level of the 1941 stair enclosure opening contains a double aluminum and glass door that is non-historic. It also comes with an opaque glazed transom window. Above the transom is the concrete panel with wall-mounted light fixture. There is a full glass opening above the concrete panel that reaches to the concrete band that marks the window header. This window is broken up into two sections. The lower section consists of 2 rows of 5 stack horizontal lights. There is a

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N/A

Name of multiple listing (if applicable)

large horizontal mullion that separates the two sections. The above section contains 2 rows of 4 stack horizontal lights. The top two are opaque glazed panels and the bottom lights are operable.

A brick pilaster at the southeast corner of the stair enclosure transitions into the front face of the one-story classrooms. This southernmost section of the front façade features three equally spaced, east-facing, non-historic double windows with four lights on each side. The top two lights contain opaque glazing panels and the bottom two are operable. The window headers and sills are both continuous concrete bands that wrap the east and south elevations of the addition (Photo 8). The top of the 1941 parapet features a dentil pattern at the top two courses of brick, capped with concrete coping.

South, Secondary Elevation (Photos 7, 8):

Eight south-facing windows, three third-floor windows, three second-floor windows, and two first-floor windows of the original 1923 portion are visible. Six of these windows are visible over the new wing of classrooms (Figure 21). The windows have been replaced with aluminum frame windows after the period of significance. The windows on the top two floors consist of openings with two rows of four stacked horizontal lights with the bottom lights being operable and the top lights being an opaque glazed panel. The bottom two windows are currently boarded up (Photo 5). The cornice bands and parapet details identical to those on the east elevation are visible across the length of the upper portion of the south elevation. The gymnasium wing and the entrance to the 1941 addition front West Ninth Street, with the classroom portion located to the east of the 1941 addition entrance and set further back from the street. The top half of the stair enclosure is visible on the south elevation as well. It contains a concrete band about one foot deep that wraps from the east elevation. This band comes across the whole stair enclosure and ends at its southwest corner. Also contained on the south elevation of the stair enclosure is a rectangular form created by protruding bricks that is about a course deep on the top, left, and right sides (Photo 29). The south elevation of the classrooms of the 1941 addition has a continuous concrete header and sill that frame two wide non-historic windows consisting of openings with five rows of four stacked horizontal lights. The bottom lights are operable, and the top lights are opaque glazed panels.

The main entrance to the 1941 addition is a set of non-historic aluminum double doors at a concrete landing about six feet above the street and sidewalk and directly west of the one-story classroom section of the same addition (Photo 8). A large window extends from the ground level up to the concrete band along with the double aluminum and glass doors that lead into the addition. These windows, besides the doors themselves, contain opaque glazed panels. There is a non-historic wall mounted light fixture above the large window. The concrete band frames the heads of the classroom windows that are directly east of the addition entrance door. The gymnasium itself sits closest to Ninth Street to the west of the 1941 addition entrance. The gymnasium has four large masonry openings that stretch from the top of the foundation to a continuous concrete header band that wraps the south, east, and west elevations (Photo 7). Each opening is divided within itself by a central concrete panel. There is a non-historic yellow painted sheathing material present within all the brick framed openings above the aluminum windows and around the concrete panels at the gymnasium. The sheathing on three of the four openings has an installed vent. These vents appear on the two furthest west openings and the furthest east opening of the gymnasium portion of the 1941 addition. The same painted exterior sheathing is below the concrete panels as well. The painted sheathing continues downward until the top of the first-floor level is reached. There are existing window systems with operable bottom lights and opaque glazing panel top lights. A large heating and cooling system sits on a pad outside of the southeastern most window with duct work leading into a portion of the window in order to condition the lower level space. Each of the four masonry openings on the gymnasium is framed by columns of original brick stretchers that gradually step back from the openings to the face of the elevation.

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West Elevation (Photos 5, 6):

The gymnasium has seven west-facing openings (Photo 6). Two openings are filled with non-historic brick and two others filled with non-historic siding. The two brick filled openings are on the primary level that opens into the school yard. One of the brick filled openings is on the main gymnasium massing while the other filled opening is on the single story massing directly to the gymnasium's north. The 2 siding filled openings, located on the main massing of the 1941 addition, are on the second level with the heads being framed by the above concrete band. A single non-historic aluminum door off the stage and locker area on the single-story massing leads to a square concrete landing. A set of aluminum double doors off the main gymnasium massing has a concrete landing and steps down to the sidewalk that defines the western edge of the property. There is a lower-level opening to the north that contains board-and-batten style metal siding and a single half-lite door. The elevation of the gymnasium massing contains various conduit leading to a non-historic wall mounted light fixture that is between the two siding filled openings on the upper level and a non-historic speaker above and to the right (south) of the double aluminum door. There is also a non-historic wall mounted light fixture on elevation of the single-story massing above the aluminum door.

The west elevation of the 1923 school building features four bays divided by a large brick chimney to the north and two brick pilasters to the south (Photo 3). There is a non-historic wall mounted light fixture halfway between the ground and top of the brick chimney. The concrete foundation transitions to brick about one-third up from the sill of the lowest level windows. Aside from the continuous band of soldier and rowlock bricks that define the header of the lowest windows, there are no headers or decorative bands or cornices on the west elevation. The second and third floor windows feature original brick rowlock sills. Each window on the second and third levels contains two rows of four horizontal stack lights. The bottom lights are operable, and the top lights are opaque glazed panels. The third level has some variation to the window openings. The inner two bays have windows with the same two by four horizontal lights, however, they are taller than the other windows on the west elevation. The center window on the third level has a non-historic glass and aluminum door incorporated into the window opening that leads to a metal fire escape that was installed at an unknown date with three flights of stairs. The west elevation of the 1923 building contains a parapet wall that is capped with clay coping and void of a cornice or other decorative elements. The first, northernmost bay has only one window at the third floor. The second bay has a double window at the third and first floor, and a triple window at the second floor. The third bay has two double window openings at each level. The fourth, southernmost bay has double windows at the first and third floors only. The windows on the first floor are either boarded up or contain opaque glazing panels.

There is a small interior courtyard to the south of the west elevation of the 1923 portion where the one-story portion of the addition, the stair enclosure, and the original building all meet, and all have windows facing that space (Photo 5). The gymnasium lobby and the stage area both have exterior doors leading to this space, though the former cafeteria structure used to connect to those two doors, as evident by the remains of foundation walls, sidewalk, and a slab floor north of the gymnasium (Photo 4).

North Elevation (Photos 2, 4):

The gymnasium has two north-facing non-historic aluminum double window openings, each with a brick sill (Photo 4). The easternmost window on the Gymnasium portion has a wooden board on it. There is a concrete band that runs the bottom of the gymnasium portion that goes up to about two feet above the ground. The material changes to brick above the lower concrete band. The north elevation of the 1941 addition contains changes in roof heights. There are three visible bays on this elevation, one central tall bay that is the height of the gymnasium and two lower bays to the east and west of the tall bay that are a single floor height. Above the single-story masses are open corners created by the massing of the second

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level, which create a "T" shape. The central mass contains various vent openings. There are four distinct openings on the center portion of the central mass. At the top, there are two rectangular vents. Just below the vents is a circular vent that protrudes out from the wall. Below the circular vent, at about the roofline level of the single-story masses, is a metal plate that likely covers another opening in the brick wall. On the left (east) side of the central mass, there are two more openings. Toward the top, there is a circular vent like the one at the center of the bay. This vent is also at the same height as the other circular vent. Below the circular vent on the left (east) side, there is a metal plate that likely covers an opening in the brick wall. The metal plate is at the height of the roof line of the single-story masses. Gutters and various flashing run along the entire length of the north roof line with downspouts at various points. The sides of the parapets making up the east and west elevations of the 1941 addition are visible in the north elevation. On the east side of the gymnasium mass is a single-story mass meant for classrooms adjacent to the gymnasium that is also visible from the south elevation. There is a visible non-historic aluminum door with half lights that leads to the interior corridor directly east of the gymnasium. The door is located in the space between the 1923 and 1941 portions.

The north elevation of the original 1923 building (Photo 2) features three bays. The central bay is located slightly east of centered and is defined by two brick pilasters with concrete bases and capitals, leading up to a cornice that is elevated above the rest of the parapet and similarly decorated as the east elevation. The parapet relates itself to the east elevation, displaying a "secondary entry" quality to the east elevation by being less prominent. It does this by not including a pediment. It also contains a slightly elevated roof pitch with shallow slopes that aligns with the pilasters below. The parapet above the pilasters contains some relief, featuring a concrete "H" medallion and is capped with concrete coping. Non-historic double aluminum entry doors at grade and non-historic double aluminum windows at both the second and third floors are centered between the pilasters. The window on the second floor contains a vent in place of the bottom three lights of the right (west) side of the window. Other than the vent, the windows centered between the pilasters on the second and third floors contain four lights in each row. The top lights are opaque glazing panels, and the bottom two lights are operational. Each window contains a brick flat arch, a concrete keystone header, and a concrete sill. The easternmost bay has no fenestrations, but in addition to the continuing decorative cornice and lower soldier/rowlock courses, there is a rectangular outline of soldier/rowlock and stretcher/header bricks with concrete blocks at the corners. Three similar rectangular outlines decorate the third floor of the westernmost bay, aligned above three double windows at the second floor. The windows on the second floor contain a brick flat arch, a concrete keystone header, and a concrete sill. The lowest level of the westernmost bay has two single window openings and a single aluminum door leading to one of the basement rooms near the boiler at the northwest corner of the building. The easternmost window on the first level contains four horizontal stacked lights with the bottom being operational. The window to the east of the solid aluminum door contains four horizontal stacked lights. There are wooden boards on the bottom two lights. There is also a broken opaque panel at the top light shown in figure 20. The breaking pattern suggests that the panel is a glazing panel. The yellow panels throughout the building are assumed to be an opaque glazing material. (Figure 20).

**EXTERIOR ALTERATIONS:**

There are some alterations present on the exterior elevations of the 1923 building and 1941 addition. The exterior windows, doors, and transoms have been replaced at an unknown date after 1966 to be aluminum (Figure 6). The top lights of the windows and door transoms have also been replaced with a yellow opaque glazing. The use of opaque panels was likely due to the installing of the acoustical ceiling tile dropped ceiling. The dropped ceiling currently drops below the top of the window openings in most rooms (Photo 16). The windows above the aluminum window openings on the south elevation of the gymnasium have been replaced by a yellow painted sheathing material at an unknown date after 1966 (Figure 5). The west elevation contains windows that have been infilled at an unknown date. The two upper-level windows of the west elevation have been infilled with board-and-batten style metal siding. The



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first-floor level of the west elevation contains two openings that have been infilled with brick, one on the single-story massing to the north of the Gymnasium and one on the gymnasium massing. The lower-level opening on the west elevation to the north has been mostly infilled with a board-and-batten style metal siding, reducing it to a single half-lite door. In the north elevation of the gymnasium portion, there is evidence of former window wells that led into the basement locker room space, likely filled in at the time of the cafeteria addition. The former window wells can be seen at the very bottom of the north elevation of the gymnasium in the lower concrete band. There are four locations where the consistency of the concrete changes. Below the areas with changed consistency there is a small opening that is about an inch tall. These openings were once the top of window openings for the locker room space. (Photo 4). The east elevation of the Gymnasium, not visible from Washington Street, but visible from the courtyard to the northeast, contains two window openings that have been infilled with board-and-batten style metal siding.

**INTERIOR:**

Each of the three floors of the original 1923 building has a central corridor running north to south, with rooms to both the east and west sides. The west sides of each corridor are lined with full-height metal lockers built into the wall (Photo 12). An elevator shaft is on the west side as well, encroaching on some of the west classrooms. The east entry opens to a split stairwell, with half a flight up to the second floor and four steps down to the first floor (Photo 10). A partial flight leads up to an office from the second-floor corridor. This stairwell does not continue up to the third floor. Just inside the east entry door is a carved stone with the names of the board of education in 1923 as well as the name of the architect and the builder (Figure 13). The north entry also opens to a stair landing, with a partial flight of stairs up to either the first or second floors. The north stairs continue all the way up to the third-floor corridor.

There is a basement level for both the 1923 building and the 1941 addition. Both basements do not span the entirety of the building footprint. The basement in the 1923 portion is located on the western half of the building. It has windows that open to the north and to the west. The basement has no direct doorway to the outside, but it has one way out by a stair that leads up to the school yard on the north elevation. The basement has two stairwells that lead to the first floor. The basement of the 1923 building contains a small lecture hall and music room (Photo 11), a music storage room that is adjacent to the music room (Photo 30), a boiler room (Photo 31), and two multipurpose rooms with the likelihood of being used as vocational training in the wood shop or metal work fields that are connected by doorways and stairs (Photos 23, 32). The music room and boiler/training rooms are not directly connected. One must use the first-floor corridor to go from one to the other. There is also a basement level in the 1941 addition underneath the floor of the stage (Photo 34) and bleachers portion (Photo 22). The basement is at grade with the school grounds at the south elevation. There is a large entry door that leads to a stairwell on the south elevation (Photo 33). From this stair, the basement and the first floor can be accessed (Figure 15). The 1941 basement contains two locker rooms and a storage room. None of the rooms are connected and must be accessed from the first level.

The first floor sits a couple feet below the at-grade entry doors off the east and north elevations. Photo 10 shows the view from the east entry with the first floor being a few steps down from the entry door level (Photo 10). The first floor of the 1923 building consists of one classroom and two restrooms. The music room, office, and boiler room all sit along the west side of the corridor, several steps down from the first floor in the basement level. The south end of the corridor opens to the stair enclosure of the 1941 addition (Photo 35) where the addition turns to the right and the corridor continues west, leading to two classrooms, a break room, restroom, and mechanical room (Figure 15).

The second/middle floor consists of five classrooms (Photos 13, 16, 38) and a small office off the center/east stairs. These classrooms are connected by a central stair that leads to the 1923 stairwell and

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the 1941 stairwell addition. The northeast corner of the floor contains two offices and a waiting area with a chalk board (Photos 28, 37). There is also the entrance to an elevator shaft on the west side of the corridor (Photo 36), (Figure 16).

The third/top floor corridor is accessed from either end of the corridor and features four classrooms on the east side and four classrooms on the west side. The northwest classroom is elevated over the rest of the floor. It has two doors with stairs that lead to the next classroom to the south. There is an arched concrete frame that can be seen from the classroom to the south of the northeast classroom (Photo 15). The stairs that lead to the higher classroom can be seen in Photos 14 and 39 (Photos 14, 39). There is a change in the wood floor where it goes from flat to slope in the classroom to the north of the southwest classroom (Photo 26). These slopes do not occur in the corridor (Photo 25). The slope continues into the southwest classroom to the south exterior wall (Photo 24), (Figure 17).

The 1941 addition contains the stair enclosure at the south end of the original 1923 building (Photo 18). It connects the first-floor corridors of the original building and the addition. The addition's corridor leads west from the stairs, with north-facing windows to the north and three classrooms to the south. Two of the classrooms south of the corridor have a large opening framed between them. Both original closets and both original corridor entryways remain (Photo 19). Built-in lockers line the south side of the corridor. The corridor opens to a lobby space that runs along the east side of the gymnasium and exits either through double doors to the north end or down a flight of stairs to the south entrance off West Ninth Street (Photos 40, 41). Two sets of double doors lead into the gymnasium. The gymnasium itself has a wood floor. Concrete bleachers step up along the south side (Photo 21), while the north wall opens to a large stage area (Photo 20). Stairs to either side of the stage lead up to small rooms and the stage or down to locker rooms below the stage. Beneath the concrete bleachers is a space that runs the full length of the gymnasium (Photo 22), accessed from either an interior door immediately inside the main south entrance or an exterior door at the southwest corner (Figure 15).

#### INTERIOR ALTERATIONS:

The interior has had some alterations over the life of the building. An elevator shaft can be seen in the hallway that was added of the west side at an unknown date, taking space from some of the west classrooms. This elevator spans all three floors, affecting all three floor level hallways and western classrooms. In the 1941 addition on the first level, there are currently two classrooms, one of which has two doors. This classroom used to be two classrooms with a wall that separated the two of them that was partially removed at an unknown date (photo 19). An alteration in the second level of the 1923 building is present on the northeast corner where a classroom has been subdivided into offices at an unknown date. (Photo 28). The third level has been altered the most compared to each floor. Four classrooms were added at an unknown date, one to the former elevated stage (Photo 27) and three to the auditorium. The stage and auditorium encompassed the entire west side of the central corridor. The stage opening has been filled in to separate the added classrooms (Photo 14). The original arched concrete frame around the opening continues to exist (Photo 15). An alteration that occurred in all three floors is the installation of a dropped acoustical ceiling tile. Figure 18 shows how the dropped ceiling affected the many doors into classrooms and offices that were likely taller and contained transom windows. There are missing tiles in some of the dropped ceilings that reveal some of the original transom windows and door frames (Figure 18). The installation of the dropped ceiling required the filling in of the top lights of the windows that conflicted with the dropped ceiling. This was because the dropped ceiling elevation is below the top of the windows.

#### ADDITIONAL RESOURCES:

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There are four additional resources that supplement the school building. Three are contributing structures and the fourth one is a non-contributing structure. The three contributing structures are the stairs and sidewalks that connect the school building to the street, the retaining wall along Washington Street, and the retaining wall along Eighth Street. The non-contributing structure is the concrete pad and foundation walls that are the last remnant of a previous cafeteria building. The cafeteria building was attached directly to the north of the 1941 addition. It was built and demolished after the period of significance. The contributing structures were likely built in 1923 as part of the original site development for the school. The stairs and sidewalks that lead into the 1941 addition were likely built in 1941 with the addition.

**INTEGRITY:**

Hermann High School retains sufficient integrity in its location, setting, design, and construction as an educational facility in the Progressive Era. Its massing and configuration all clearly convey its historic educational function, the only function this complex has served since its initial construction. There were minor changes to the original interior layout of both the original 1923 building and its 1941 addition. Most of these alterations occurred on the second and third floor in the form of dividing larger rooms into more smaller rooms. The largest alteration occurred in the stage and auditorium space on the third level where the space was divided into four classrooms at an unknown date. The exterior of both the original building and the addition remains largely intact with the removal of the cafeteria to the north of the gymnasium.

There is one known original window that remains. This window can be seen in photo 13, which currently opens into a chase created by the addition of the 1941 building and stairwell (Photo 13). Otherwise, the rest of the glazing and doors were replaced with aluminum units sometime since 1966, as evident in the 1966 yearbook photo (Figure 6) and the 1953 postcard (Figure 5), both depicting more traditional divided-lite, single-hung windows. Most of the aluminum windows contain opaque glazing panels at the top lights. Only a portion of the gymnasium windows have been infilled with full masonry and siding. Most infilled openings and windows that have been replaced continue to leave the original openings identifiable.

A dropped ceiling has been installed throughout most spaces and corridors at an unknown date. Some missing tiles in the second and third floor reveal original transom windows and door casings still intact (Photo 17). The original wood lathe and plaster ceilings are visible as well, revealing a taller ceiling height on the upper floors that corresponds better with the full masonry openings, as opposed to the current windows with the opaque upper panes.

The addition connects to the south end of the original building, matching the exterior brick and some of the decorative concrete elements. The newer façade sits back from the original, so the original corners and 1923 footprint are easy to distinguish. With the 1941 stair tower and landings at each of the original levels, an interior set of stairs, likely a symmetrical layout to that of the north end, were eliminated and corridors leveled off to connect with the new landings at the south end.

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**SUMMARY:**

The Hermann High School, located at 808 Washington Street in Hermann, Gasconade County, Missouri, is the only example of Progressive Era school construction in the city. The Hermann High School property is locally significant under Criterion "C" in the area of architecture with its distinctive characteristics of the type of schools built during the Progressive Era. The periods of significance are 1923 and 1941, reflecting the construction of the original school building in 1923 and the construction of a large addition in 1941. The United States was amid societal changes, which impacted the constructability, appearance, and function of buildings. The design of schools shifted towards a method of learning through physical activity and interactive learning due to a pressing desire to retain more students and have more educated people serve in the workforce. Schools also included improved ventilation, adequate lighting, and the inclusion of showers and washrooms. An effect of the architecture was the increase in the size of classrooms, the increase in the size of and position of windows, and the improvement of the buildings circulation to improve safety of the students and increase light and ventilation. According to the 1970 and 1971 yearbooks, the Hermann High School building served as the high school for Hermann and the upper Gasconade County until 1970 and the middle school until the 2000s.

**NARRATIVE:**

Hermann History:

Hermann is an authentic German settlement along the Missouri River and played a significant role in the wine and agriculture industry for the state. This progress began as the Lower Missouri River Valley experienced a large influx of German immigrants in the nineteenth century, bringing about new settlements and new populations throughout Missouri. Approximately 5.8 million Germans came to the United States between 1608 and 1920, with a single-year peak of 215,000 individuals in 1854.<sup>7</sup> This is due to the role of emigration societies who helped with the efficiency and the cost of relocating, while bringing together Germans who may have had different background and motivations for leaving but who shared a common language and similar goals.<sup>8</sup> The town of Hermann incorporated in 1840, with 450 inhabitants.<sup>9,10</sup> "The 'Missouri Rhineland', or 'little Germany', as their colony was dubbed, became more completely German in appearance and in quality of life than any other town along the lower Missouri River."<sup>11</sup>

The second half of the 19<sup>th</sup> century saw the introduction and rise of wine production in Hermann.<sup>12</sup> Several wineries opened, including Stone Hill Wine Company, listed as the Old Stone Hill Historic District on the National Register in 1969. It is located four blocks south of the school grounds. One of the school's neighboring historic buildings is an ornate 1885 German Renaissance mansion built by William Herzog, part owner of the Stone Hill Wine Company, and he served as President of the Gasconade County Agricultural Association as well as a member of the Board of Education.<sup>13</sup>

<sup>7</sup> Whitton, Carol. *German Settlement in Missouri*, stlgs.org/media/pdf/mo-german-settlement-whitton-2021.pdf. Accessed 25 Mar. 2024.

<sup>8</sup> Grubbs, Brian. "Early German Immigration: 1820-1860." *Show Me Missouri*, 5 Oct. 2021, showmemo.org/people/early-german-immigration-1820-1860/.

<sup>9</sup> Bek, William G., *The German Settlement Society of Philadelphia and Its Colony Hermann. Missouri*, American Press, Inc., 1984.

<sup>10</sup> "The Germans in America." *Chronology: The Germans in America (European Reading Room, Library of Congress)*, www.loc.gov/rr/european/imde/germchro.html. Accessed 25 Mar. 2024.

<sup>11</sup> Ravenswaay, Charles van, *The Arts and Architecture of German Settlements in Missouri: A Survey of a Vanishing Culture*, University of Missouri Press, 1977

<sup>12</sup> Browne, Cynthia Strawn, "Hermann Historic District (Boundary Increase I)", *National Register of Historic Places*, National Park Service, 30 Jan. 2006

<sup>13</sup> "William Herzog." *Herzog Mansion*, herzogmansion.com/history/william-herzog/. Accessed 13 Mar. 2024.

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The passing and enactment of the Eighteenth Amendment in 1918 and 1920 rested the sale and consumption of alcohol and proved to be a blow for much of the business and organizations in town due to their dependence on the wine industry. The town's economy began to crash at this time. In December 1922, the Gasconade County Agricultural Association voted to dissolve. They sold the fairgrounds property for use as a city park, as the city was in talks to purchase this land and sell it to the school district for a new high school building.<sup>14</sup>

Progressive Era Philosophy:

Throughout the United States up until the 1830s, schools were mostly local and privatized institutions serving a limited number of students. This was also the case in Missouri as private school was the only viable option for a child to be educated. This came with required payments, making education available to only those who could afford it.<sup>15</sup> As the population of the United States increased, a group of events occurred that led to the Progressive Era. Reformers in New England, including Horace Mann of Massachusetts and Henry Barnard of Rhode Island, pushed the establishment of "Common Schools" as early as 1837. Common Schools were essentially the precursor to the Progressive Era schools, building the framework for which the Progressive Era built; many of the ideas such as providing free, universal, non-sectarian schooling for all children were expanded upon. Following New England's lead, towns and communities throughout the United States built new schools, which led to an increased need for instructors, which would in turn lead schools to begin hiring women as teachers. The large influx of students during the rise of the Progressive Era required the introduction of guidelines and standardization to maximize the learning experience of the student. In addition to teaching reading, writing, arithmetic, history, and geography, reformers like Mann promoted moral instruction that would hopefully instill a common political and social philosophy, teaching the children how to become productive democratic citizens.<sup>16</sup>

Schools entered the Progressive Era in the early 1900s with influence reaching as far as the early 1940s,<sup>17</sup> as seen by the Hermann High School 1941 addition which contains many of the Progressive Era qualities. The Progressive Era arrived in Hermann when the town's wealth was at a low largely due to the loss of the wine industry. It was also a response to societal hardships that came out of the depression of the 1890s, which was seen extensively in the Midwest.<sup>18</sup> The hardships people faced were the lack of personal hygiene, high poverty levels, and rural depopulation. Before the Progressive Era arrived in Hermann, education was not available to all people, especially those in or near poverty. It was determined that if more people were educated, it would improve the conditions of the town and retain its population.<sup>19</sup> Hermann, like many other places in the United States during the Progressive Era, was also intent on enhancing the educational experience.<sup>21</sup> Just as the Hermann High School Alumni Association sought ways to keep children in school, authorities in education like philosopher John Dewey

<sup>14</sup> "Will Sell Fairgrounds." *The Advertiser-Courier*, 6 Dec. 1922.

<sup>15</sup> "City of St. Louis, "A Preservation Plan for St. Louis Part I: Historic Contexts – Education." 2011, Accessed August 5, 2024. <https://www.stlouis-mo.gov/government/departments/planning/cultural-resources/preservation-plan/Part-I-Education.cfm>

<sup>16</sup> "PBS Online: Only a Teacher: Teaching Timeline." *PBS*, Public Broadcasting Service, [www.pbs.org/onlyateacher/timeline.html](http://www.pbs.org/onlyateacher/timeline.html). Accessed 27 Mar. 2024.

<sup>17</sup> Carreri, Maria. Payson, Julia. Thompson, Daniel M. The Political and Economic Effects of Progressive Era Reforms in U.S. Cities: Evidence From Newly Digitized Data. *University of Michigan*. August 2022. 8-9.

<sup>18</sup> Sherman, William L., Theobald, Paul, Progressive Era Rural Reform: Creating Standard Schools in the Midwest, *Journal Of Research in Rural Education*, Fall, 2001, Vol. 17, No. 2, 84-91.

<sup>19</sup> Sherman, William L., Theobald, Paul, Progressive Era Rural Reform: Creating Standard Schools in the Midwest, *Journal Of Research in Rural Education*, Fall, 2001, Vol. 17, No. 2, 84-91.

<sup>20</sup> "Another Booster for High School." *The Advertiser-Courier*, 14 March 1917.

<sup>21</sup> "Janie-Rice Brother, "Awakening and Building: A Look at the Progressive Era and Architecture Part 1" October 24, 2014, Accessed June 25, 2024. <https://www.gardenstogables.com/awakening-andbuilding-a-look-at-the-progressive-era-and-architecture-part-1/>.

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argued for student cooperation and active engagement to deter delinquency.<sup>22</sup> Learning by doing became a key principle in education, which was a shift from emphasizing memorization and recitation of the Common School Era. One of the first reformers to translate these changes into the architecture of schools was William B. Ittner. He was appointed as the St. Louis Board of Education Commissioner of School Buildings in 1897.<sup>23</sup> The first school he designed for St. Louis was the Eliot School at 4242 Grove Street in 1898. His design included ample daylight, natural ventilation, attention to hygiene, and fire safety. He also laid out the corridors and classrooms in an "H" pattern. The H pattern features a central double loaded corridor with two wings at each end of the center with perpendicular corridors. This layout eventually became a framework for other schools constructed around St. Louis and the nation.<sup>24</sup> Some of the Progressive Era design features became standardized in plan books, such as Wilbur Thoburn Mills' *American School Building Standards*, published in 1910, and Fletcher B. Dresslar's *American Schoolhouses*, published Jan. 1, 1911. These plan books depicted schools with two or three stories, symmetrical facades, flat roofs surrounded by parapets, rectangular plans, and horizontal massing emphasized by belt courses and rows of horizontally aligned windows.<sup>25,26</sup> Often the only ornate detailing on Progressive Era schools was an articulated entrance or parapet, using stylings from late nineteenth and early twentieth century revivals popular at the time of construction.<sup>27</sup> The city of Hermann was envisioning a school that contained such qualities of the Progressive Era, intending on encouraging more kids to go and stay in school and become successful in their adult life. Hermann was looking toward the future, to keep or exceed the pace of other nearby towns and to become known around the region. It was apparent that a better high school was a necessary investment for a better future for the city.<sup>28</sup>

Hermann High School Education and Design:

According to the 1850 United States census, Gasconade County had three public schools, employing three teachers for seventy-three pupils.<sup>29</sup> By 1880, those statistics increased to 2,388 students enrolled and 54 teachers employed, but the average number of days' attendance of each child was only 69.53, and the average number of students in attendance each day was only 16.99.<sup>30</sup> In 1883 the state of Missouri gave towns and cities the right to create high schools. This was a major step in getting public support for the construction of high schools.<sup>31</sup> While many students in Hermann enrolled in high school before the construction of a new school, very few completed their coursework. By 1916, only an estimated 45 students had graduated high school, despite the hundreds who had enrolled and attended. This in turn would lead to many being uneducated, preventing Hermann from progressing like larger nearby cities were doing. By the early 1910s, the Progressive Era was in full swing around Missouri, as evident in Hermann newspaper articles from the late 1910s mentioning new high schools being built in

<sup>22</sup> Campbell, James. *Understanding John Dewey*. Chicago, IL: Open Court Publishing Company, 1995. Pdf. Retrieved from the Library of Congress, <[www.loc.gov/](http://www.loc.gov/)>.

<sup>23</sup> Collins, Cameron. *The St. Louis Schools of William B. Ittner*. Next STL. 2024. Accessed 6 August 2024. <https://nextstl.com/2012/09/the-st-louis-schools-of-william-b-ittner/>

<sup>24</sup> Hall, Elizabeth Armstrong. *Schools of Thought*. STL Mag. SLM Media Group. 2024. Accessed 6 August 2024. <https://www.stlmag.com/Schools-of-Thought/>

<sup>25</sup> Mills, Wilbur Thoburn. *American School Building Standards*. Columbus, O.: Franklin Educational Pub. Co, 1910. Pdf. Retrieved from the Library of Congress, <[www.loc.gov/item/11001012/](http://www.loc.gov/item/11001012/)>.

<sup>26</sup> Dresslar, Fletcher B. *American Schoolhouses*. N.P. N.D. Pdf. Retrieved from the Library of Congress, <[www.loc.gov/item/unk80014021/](http://www.loc.gov/item/unk80014021/)>.

<sup>27</sup> Spencer, Brenda R. National Register of Historic Places Multiple Property Documentation Form "Historic Public Schools of Kansas", *National Register of Historic Places*, National Park Service, 9 Jun. 2005.

<sup>28</sup> "Carthage Woman Boosts for New High School Building at Hermann." *The Advertiser-Courier*, 3 Jan. 1917.

<sup>29</sup> Goodspeed's History of Franklin, Jefferson, Washington, Crawford & Gasconade Counties, Missouri, Goodspeed Publishing Company, 1888.

<sup>30</sup> "Gasconade County." *History of Franklin, Jefferson, Washington, Crawford & Gasconade Counties, Missouri*, Missouri State Library, 1988.

<sup>31</sup> Franklin, Nelle. *From One Room High Schools....* Lebanon, MO. Bittersweet, inc., 1981. Web.

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nearby towns such as Union and Carthage, and evident through the rapid construction of high schools designed by William B. Ittner in St. Louis.<sup>32 33 34</sup> The many booster articles in the Hermann newspapers about building a new high school illuminates its necessity at the time.

Prior to the early spring of 1923, high school was taught in a building rented at 4 Schiller Street in Hermann near Wharf Street (Figure 12) on the riverfront immediately adjacent to the railroad tracks. The northernmost building, the two-and-a-half-story brick building in Figure 12, exists today (Figure 12) and is used as Fernweh Distillery. It was determined by the school board and many of the residents in March of 1923 that the building no longer served as a functional high school. Many complaints were of the frequent train interruptions and no athletic fields or outdoor space. Other complaints were that there were no "useful departments" made available to the students and that the high school was only "partially accredited."<sup>35</sup> There is a clear connection between the need of new departments to the philosophies of the Progressive Era. This can be observed when one of the teachers at the high school in 1916, Mrs. Frank W. Eggers, mentioned the need for teaching disciplines such as domestic science, manual training, and a business course in a speech given to the students, board of education, and the High School Alumni Association. She elaborated on the three disciplines: "Domestic science teaches the girls how to cook and sew and do things that are necessary in a home. Manual training teaches the boys the use of tools and materials and how to construct by the use of these tools and materials.... A good business course would enable a boy or girl to enter a business life soon after graduation without further preparation."<sup>36</sup> Some years later, in 1923, the owners of the high school building up to this point refused to rent it for further school terms, which pushed the issue of a new high school building to the forefront.<sup>37</sup>

The city of Hermann was envisioning a school that contained such qualities of the Progressive Era, intending on encouraging more kids to go to school and become successful in their adult life. Hermann was looking toward the future, to keep or exceed the pace of other nearby towns and to become known around the region.<sup>38 39</sup> It was apparent that a better high school was a necessary investment for a better future for the city. In April of 1923, a countywide vote in Gasconade on a 20-year/\$50,000 bond issue overwhelmingly passed 416 to 123.<sup>40</sup> The site the school district was considering for a new building had been used as a public square or city park since at least 1875 (Figure 3). This has also been the site of the Fairgrounds in Hermann. The city of Hermann sold the fairgrounds to the school district, who then hired H. D. Pampel, an architect with a specialty in concrete construction.<sup>41</sup> Pampel's design for Hermann High School followed many principles featured in Progressive Era plan books, including a three-story, rectangular plan with a central double-loaded corridor, a symmetrical front façade with an articulated Neoclassical entrance, a flat roof surrounded by parapets, and horizontal massing emphasized by belt courses and wide window openings. The classrooms of Hermann High School shifted focus to more specialized fields such as construction and performance. The elevations of Progressive Era schools included wider than tall windows, horizontal cast stone belt courses, and subtle pilasters to emphasize the sense of horizontality with the subtle vertical features supporting the horizontal elements.

The Hermann High School became the first school building dedicated to being a high school in Hermann, containing defining Progressive Era features, including a symmetrical east elevation, horizontal massing, decorated parapets, and flat roof construction. It also has large windows, tall and open classrooms, a

<sup>32</sup> "Freshmen High School Class Entertains." *The Advertiser-Courier*, 06 Dec. 1916.

<sup>33</sup> "Carthage Woman Boosts for New High School Building at Hermann." *The Advertiser-Courier*, 3 Jan. 1917.

<sup>34</sup> "Another Booster for High School." *The Advertiser-Courier*, 14 March 1917.

<sup>35</sup> "Freshmen High School Class Entertains." *The Advertiser-Courier*, 06 Dec. 1916.

<sup>36</sup> "Freshmen High School Class Entertains." *The Advertiser-Courier*, 06 Dec. 1916.

<sup>37</sup> "Hermann Acquires Ideal Park." *The Advertiser-Courier*, 16 Mar. 1923.

<sup>38</sup> "Carthage Woman Boosts for New High School Building at Hermann." *The Advertiser-Courier*, 3 Jan. 1917.

<sup>39</sup> "Another Booster for High School." *The Advertiser-Courier*, 14 March 1917.

<sup>40</sup> "Hermann Votes \$50,000 Bond Issue." *The Advertiser-Courier*, 6 Apr. 1923.

<sup>41</sup> *The Western Architect*, XXVII, Jan. 1918, p. 44.

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masonry exterior, a small lecture hall and music room with acoustics considered in the design, and an auditorium space on the third level. The auditorium space has been converted into classrooms but is still visible that it was a much larger and focused space (Photos 25, 26, 27). The exterior design elements were to put forth the impression of the new methods of education of the time and the importance of these methods to the education system. The use of classical principles displayed a level of importance to the students, teachers, and parents that entered the building. The interior of the 1923 building reinforces the notions of importance and attention to student wellbeing with the large and open classrooms with windows that maximize the daylight and passive ventilation; the high ceilings, the tall windows, and the transom windows above the classroom doors harnessed winds from the outside to cool the building. The organization of the classrooms were simple and efficient. The doors leading from the corridors were large and easily seen from outside to inside and vice versa. A specialized lecture hall and music room was included with the design and construction of the original school building. The specialized room was designed to maximize acoustics and viewing distances for the students through the shape of the classroom and the circular terraced seating as seen in photo 11 (Photo 11). The third level included an auditorium space with similar acoustical consideration. Some of the rooms in the basement suggest the presence of blue-collar focused classes such as wood shop, metal work, etc. with the use of sturdy, inflammable materials and the presence of ventilation systems and shafts (Photo 23). These specialized classrooms are typical elements of a Progressive Era school with the intent of retaining students and preparing them for work after high school.

After the construction of the new high school in 1923, attendance numbers grew rapidly, as predicted by supporters for a new high school building. They previously envisioned that a new high school with a focus of job training would triple student enrollment.<sup>42</sup> By 1940, the school was nearing capacity and needed an expansion. Near this time, Hermann was notified by Senator Harry Truman that they would receive funds from the Work Projects Administration, part of President Roosevelt's New Deal, a portion of which would be dedicated to expanding the high school building.<sup>43</sup> Construction began in 1941, at a time when many materials and equipment had to be ordered early in anticipation of shortages and delays because of defense orders during World War II.<sup>44</sup> The intent of the addition was to add a few more classrooms and a large gymnasium to the original building. The addition also consisted of new locker rooms, three classrooms, and staff breakroom. The addition was significant for being built during World War II and shows that the city was urgent to gain more high school space. The new gymnasium hosted over 500 people for an official dedication in January of 1942, with the first basketball game played between team of current students and a team of alumni.<sup>45</sup> The 1941 addition was built with respect to the original 1923 building and contains Progressive Era elements. It used the 1923 building as a framework for the design. This framework included similar details on the exterior, including the flat roof construction, the large windows with multiple rows of openings, and the horizontality created by concrete bands that frame the sill and heads of the windows. The interior also includes large rooms with high ceilings and maximization of daylight with passive ventilation. The addition also includes a large gymnasium with the focus of sports and physical activity as an important function of the school. Included with the 1941 addition with the gymnasium are support spaces at generous size such as locker rooms with showers and classrooms for physical education with easy connections. There is a direct connection to the outside from both locker rooms and showers which can be seen on the west elevation of the gymnasium at the low height massing. There is also another door on the east elevation of the gymnasium, reflected from the west elevation (Photos 4, 6). This is a typical Progressive Era element because the inclusion of such a connection is geared toward the students that did not have adequate ways to clean themselves at home. The students would be able to use the showers outside of school hours. The school considered the health and welfare of the students over simply pushing through a regimented program as past schools have

<sup>42</sup> "The Bond Issue." *The Advertiser-Courier*, 30 Mar. 1923.

<sup>43</sup> "Hermann Allowed \$63,752 WPA Funds." *The Advertiser-Courier*, 17 Oct. 1941.

<sup>44</sup> "High School Addition Progressing Rapidly." *The Advertiser-Courier*, 14 Nov. 1941.

<sup>45</sup> "Over 500 Witness Gymnasium Dedication." *The Advertiser-Courier*, 9 Jan. 1942.



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done. It is also apparent that the concept of the gymnasium addition was focused in on creating opportunities for the students to participate in specialized physical education and sports.

**HERMANN HIGH SCHOOL POST PERIOD OF SIGNIFICANCE:**

In 1963, enrollment at Hermann High School reached record highs, with 336 students, pushing the limits of the building and raising concerns over the safety of the students.<sup>46</sup> Reports identified the space constraints of a school that was designed for a town with less high school students and the needs for modern fire protection measures. The layout of the school was also designed as a passive cooling system; they harnessed airflow from the outside to cool the building. When mechanical cooling systems were introduced, the original design of the school did not allow for efficient cooling.<sup>47,48</sup> Addressing concerns like stairs that did not meet modern day building codes, the lack of sprinklers, and the hand-fired coal boiler were seen as too expensive. The school district put forth some building programs for a vote by the county, varying from constructing an entirely new building to adding another addition onto the existing, but the vote failed five times in the early 1960s, and the high school remained where it is.<sup>49</sup> It took nearly another decade for the bond issue to finally go through. The high school remained at the original school building at 808 Washington Street until 1970 when it moved to a new high school complex just south of town (Figure 19).<sup>50 51</sup> The middle school replaced the high school in the old high school building and remained there until around 2009 when the middle school moved into the 1970 high school building. The high school built a new high school building around 2009 which prompted the middle school to move into the previous high school building. Photo 20 indicates that the last function that took place in the Hermann High School was the Hermann Middle School (Photo 20). The 1923 Hermann High School is currently vacant and has been since the middle school moved out of the building.

**COMPARISONS:**

Although there are towns nearby to Hermann that have comparable examples of Progressive Era school architecture, there are no extant comparable examples in the geographical context of Hermann. Hermann High School is historically and architecturally significant because it is the only example of Progressive Era school architecture in its local geographical context.

**CONCLUSION:**

Hermann High School was constructed in two phases: the original 1923 construction from the Progressive Era and the 1941 WPA addition. Both constructions are the embodiment of the Progressive Era and unique constructions to Hermann as there has never been another Progressive Era school in the town. The Hermann High School contains a myriad of design features that serve as a place of importance to the town and align to the Progressive Era. The construction itself is of masonry and stone with three visible stories on each side with the use of symmetry. There is a horizontal massing that is typical of

<sup>46</sup> "336 Students at Hermann High School." *The Advertiser-Courier*, 6 Sep. 1963.

<sup>47</sup> "The Bearcat Echo." *The Advertiser-Courier*, 17 Jan. 1964.

<sup>48</sup> "Paragrafs." *The Advertiser-Courier*, 24 Jan. 1964.

<sup>49</sup> "R-1 School District Bond Issue Vote Set for Sept. 22." *The Advertiser-Courier*, 28 Aug. 1964.

<sup>50</sup> Hermann High School. *The Paragon*, 1970, Pg. 2, Classmates.com, <https://www.classmates.com/yearbooks/hermann-high-school/1000246203?page=7>. Accessed 28 Jun. 2024.

<sup>51</sup> Hermann High School. *The Paragon*, 1971, Pg. 2, Classmates.com, <https://www.classmates.com/yearbooks/hermann-high-school/4182912052?page=7>. Accessed 28 Jun. 2024.

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Progressive Era schools that is shown through the extensions of the cornice, the width to height ratio of the windows, and the stones that make up the sills of each window. The exterior design elements are typical of the early 20<sup>th</sup> century revival styles, using rectangular shaped outlines and cast stone reliefs. The interior consists of typical Progressive Era school elements. There are wide corridors that serve as a branch for the classrooms. The classrooms are generous in size with large windows to maximize daylight and passive ventilation. These elements embraced the new idea at the time of the effect of classroom design on the success of student learning. The original 1923 building contains a small music room and traces of an auditorium space that were designed to enhance acoustical experience. The basement also included rooms likely used as vocational training with the use of sturdy, inflammable materials and the presence of ventilation shafts. The inclusion of such rooms displays the focus of specializing education for students, treating them with more distinction rather than the traditional "one size fits all" education of the late 19<sup>th</sup> century. The interior of the 1923 building was affected over time with the installation of acoustical ceiling tiles throughout most of the building. The ceiling tiles lowered the ceiling by as much as 2 feet and required most of the replacement exterior windows to contain opaque glazing panels at the top lights. Although the building experienced some adjustments over time, it continues to carry the essence of the Progressive Era from the exterior to the interior.

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**Verbal Boundary Description** (Describe the boundaries of the property.)

The Hermann High School property occupies the eastern half of the block along the west side of Washington Street, between Eighth Street and Ninth Street. The boundary includes all the land surrounding the buildings, bordered by streets to the north, east, and south sides, and extending to the limits of the west property line, as defined by a concrete sidewalk and stairs running north to south through the entire block. The boundary is depicted in Figure 1.

**Boundary Justification**

The boundaries used are the property lines for privately-owned parcel upon which all contributing resources occur. While the entire block was purchased by the school district for the construction of the high school during its period of significance from 1923 to 1941, no evidence of contributing resources occurs in the western half of the block, still owned by the district and used a recreational green space.

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Figure 1: Aerial imagery of Hermann High School and grounds.<sup>52</sup>

<sup>52</sup> Gasconade.Integritygis.Com, gasconade.integritygis.com/. Accessed 15 Mar. 2024.

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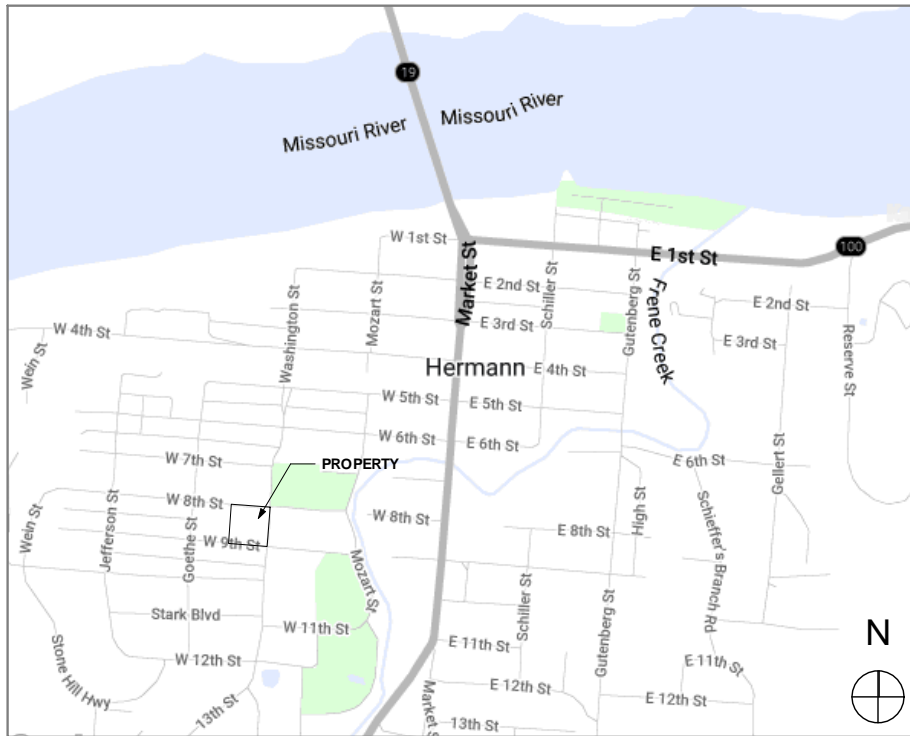
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**1** **CONTEXT MAP**  
SCALE: 1" = 1000'

Figure 2: Contextual Map: Location of property in Hermann, Missouri.



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Figure 3: Land owner's map of Hermann, Missouri, Circa 1875.<sup>53</sup>

<sup>53</sup> King, George H. *King's land owners map of Gasconade County, Missouri: carefully compiled from personal examinations and surveys.* [St. Louis, MO.: George H. King, Co. Com, 1875] Map. Retrieved from the Library of Congress, <[www.loc.gov/item/2012593077/](http://www.loc.gov/item/2012593077/)>.

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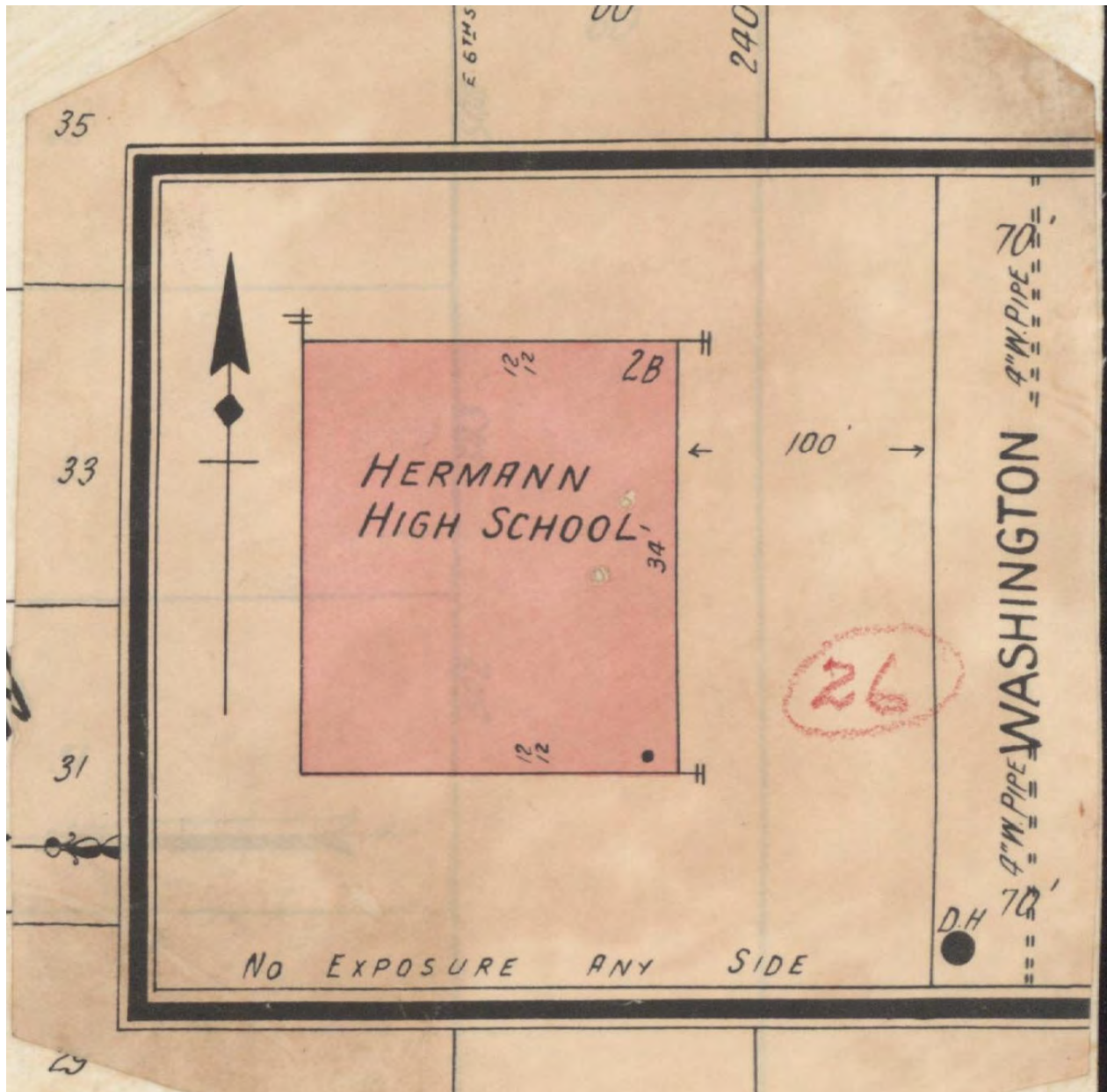


Figure 4: Fire insurance map of Hermann, Missouri, circa 1932.<sup>54</sup>

<sup>54</sup> Sanborn Fire Insurance Map from Hermann, Gasconade County, Missouri. Sanborn Map Company, Oct - Oct 1932, 1932. Map. Retrieved from the Library of Congress, <[www.loc.gov/item/sanborn04696\\_005/](http://www.loc.gov/item/sanborn04696_005/)>.



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Figure 5: Postcard with image of Hermann High School, Postmarked June 13, 1953.<sup>55</sup>

<sup>55</sup> "High School." *CardCow.Com*, [www.cardcow.com/539616/high-school-hermann/](http://www.cardcow.com/539616/high-school-hermann/). Accessed 15 Mar. 2024.

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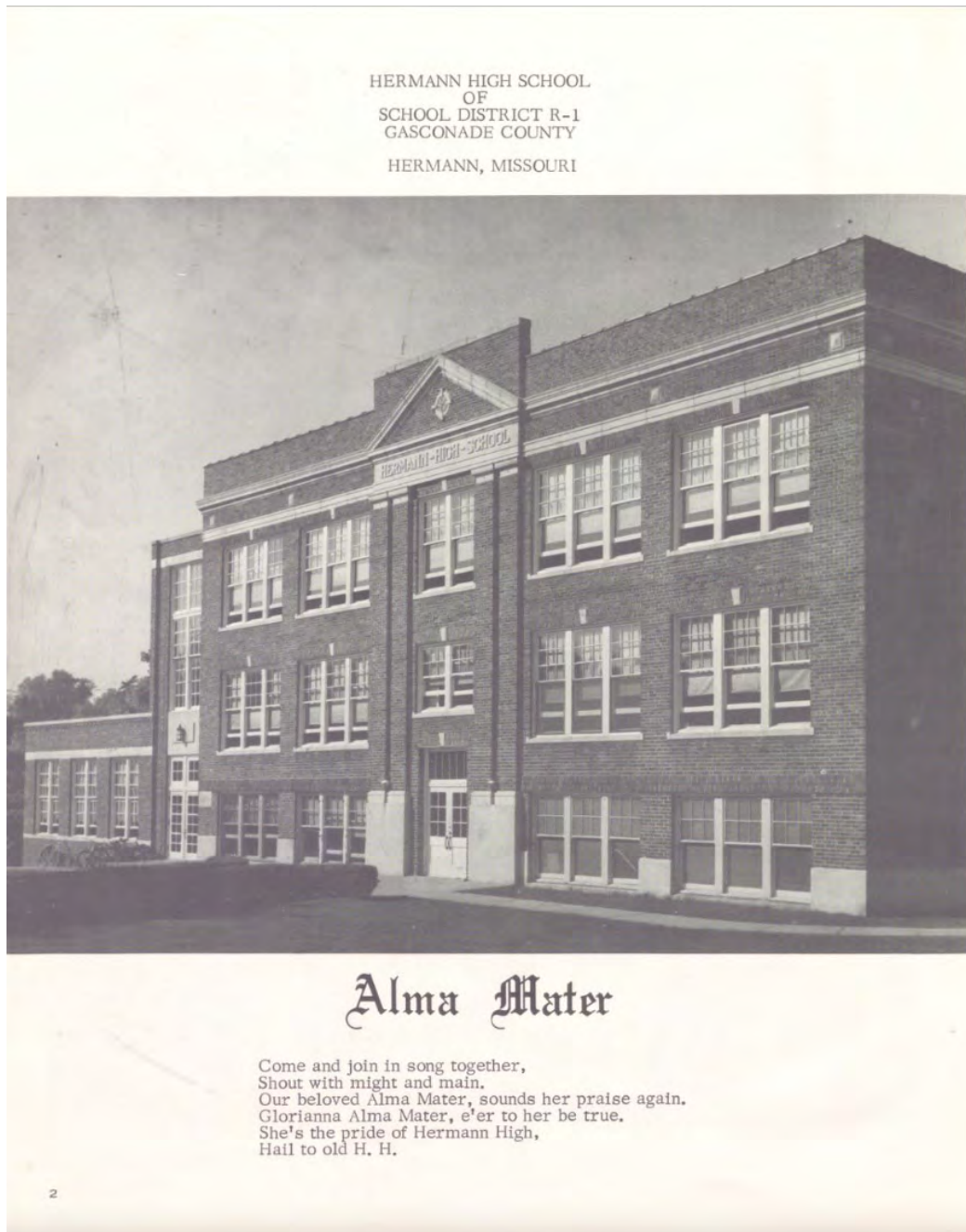


Figure 6: Page from 1966 Hermann High School yearbook.<sup>56</sup>

<sup>56</sup> Hermann High School. *The Paragon*, 1966, Pg. 2, Classmates.com,  
<https://www.classmates.com/yearbooks/hermann-high-school/4182912046?page=6>. Accessed 15 Mar. 2024.

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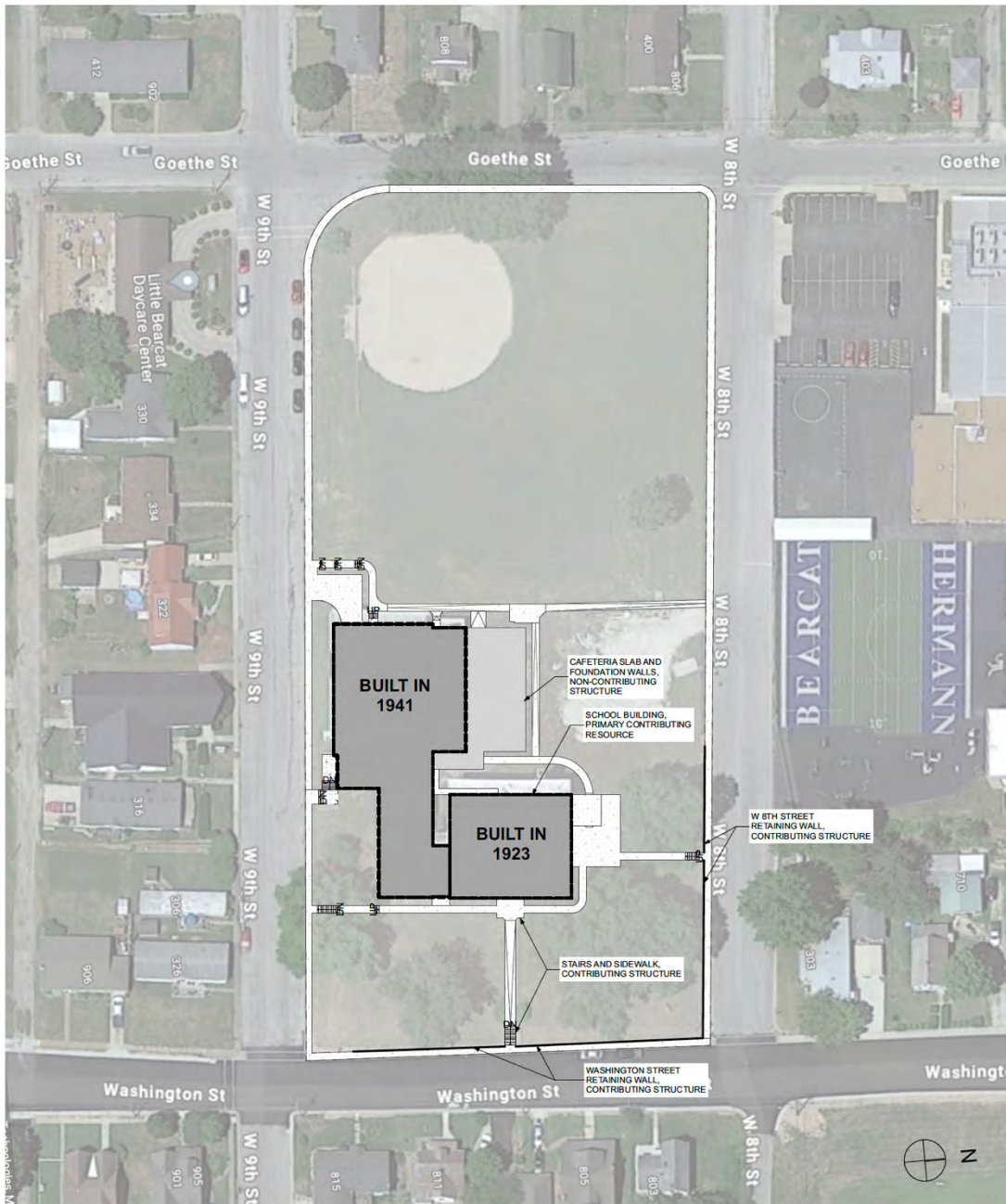
Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)



1 SITE PLAN

Figure 7: Current site plan of Hermann High School. Drawn by Adam Davenport and Jake Decker. Graphic scale included.



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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

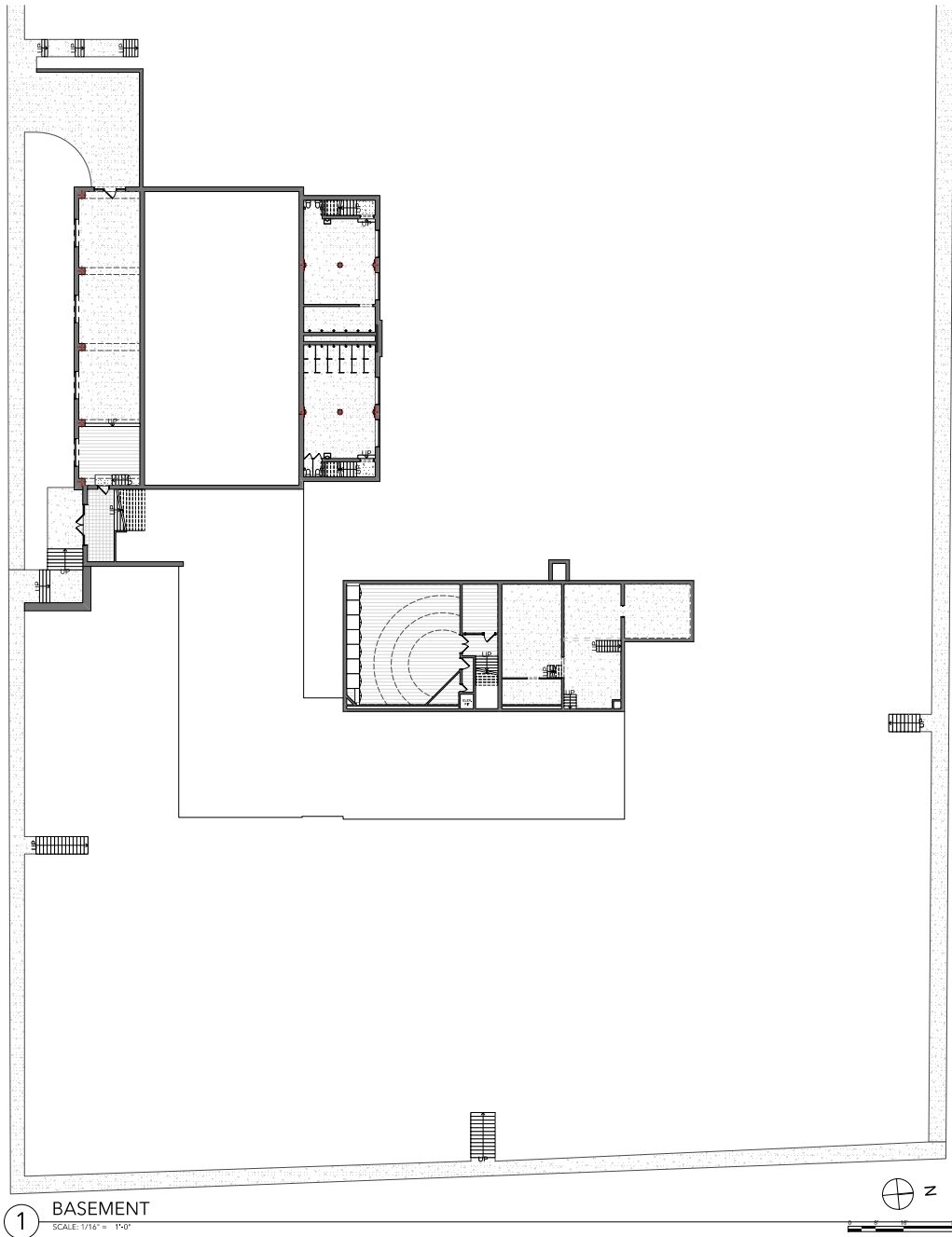


Figure 8: Current basement plan of Hermann High School. Drawn by Adam Davenport. Graphic scale included.

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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

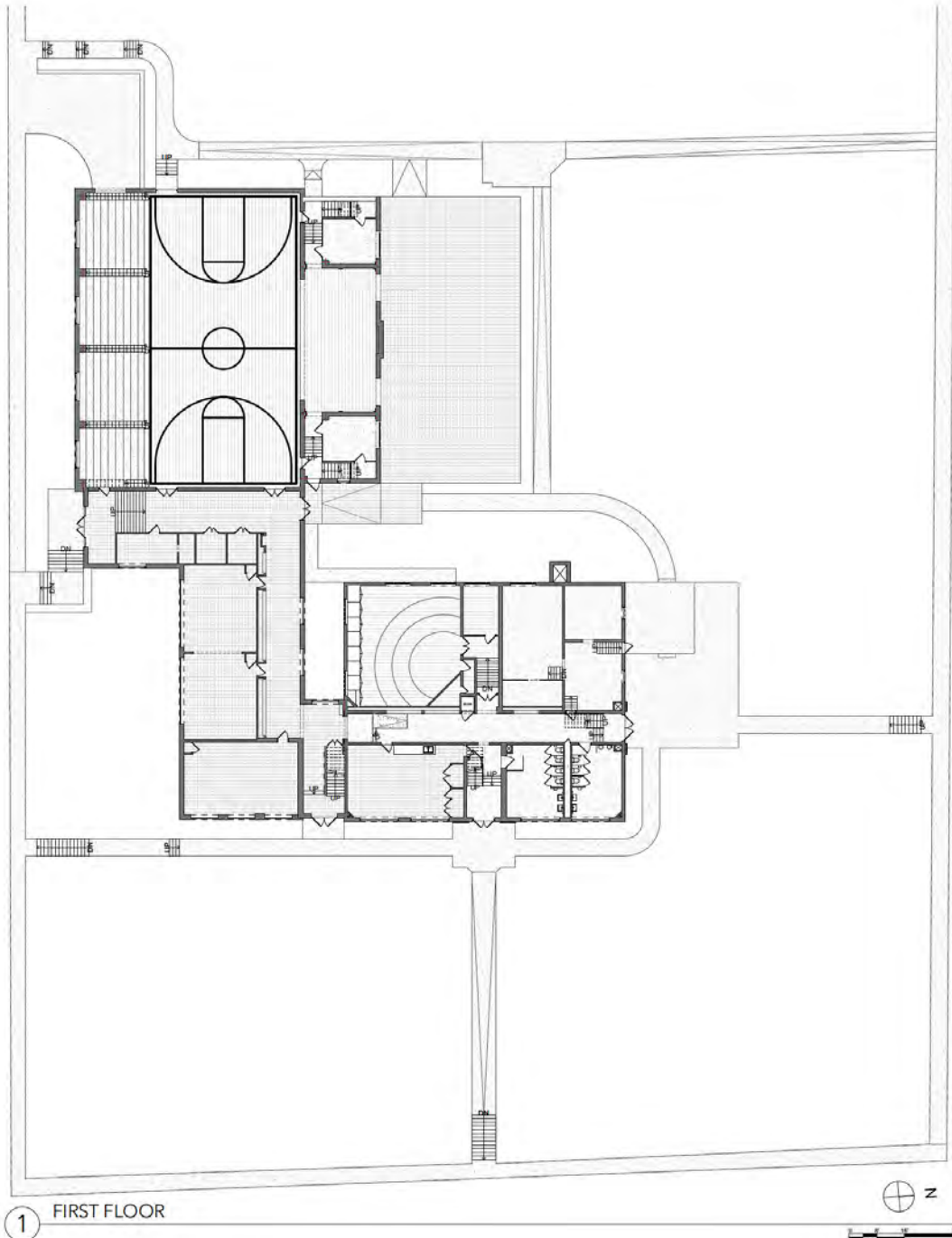


Figure 9: Current first floor plan of Hermann High School. Drawn by Adam Davenport. Graphic scale included

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Hermann High School

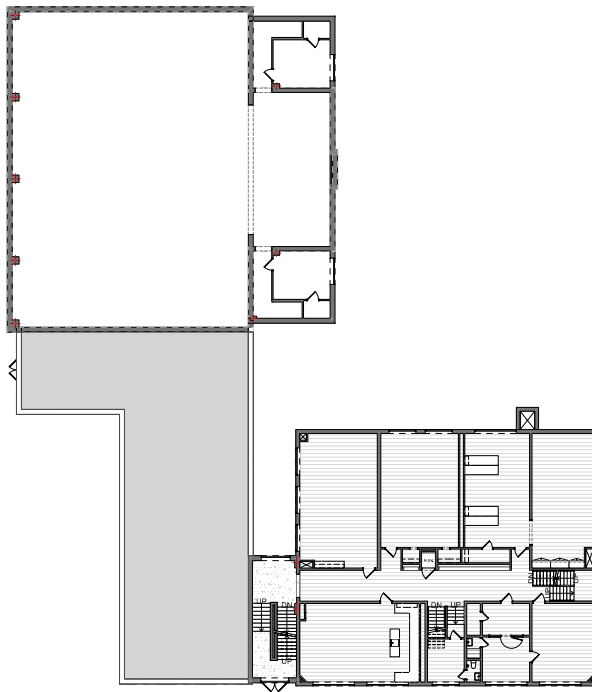
Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)



① SECOND FLOOR  
SCALE: 1/16" = 1'-0"



Figure 10: Current second floor plan of Hermann High School. Drawn by Adam Davenport. Graphic scale included.



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Hermann High School

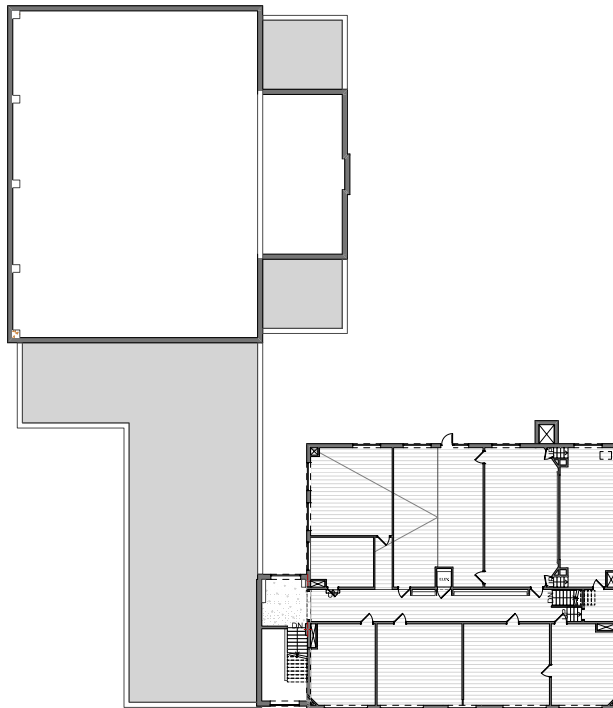
Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)



1 THIRD FLOOR  
SCALE: 1/16" = 1'-0"



Figure 11: Current third floor plan of Hermann High School. Drawn by Adam Davenport. Graphic scale included.

National Register of Historic Places  
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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

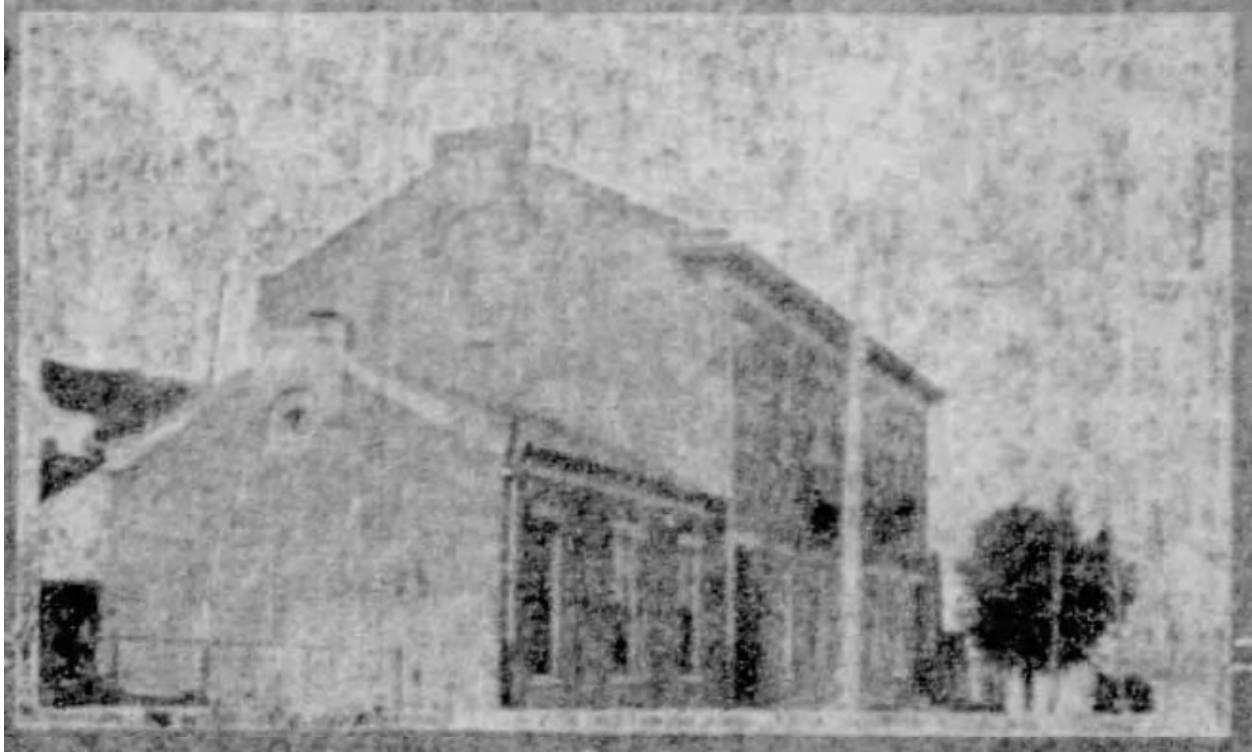


Figure 12: Photo from 1923 newspaper ad depicting the building being rented for high school purposes, emphasizing the need for a new school.<sup>57</sup>

<sup>57</sup> "Vote for New High School." The Advertiser-Courier, 16 Mar. 1923.

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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)



Figure 13: Stone inscription inside main Entrance of 1923 building.

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Hermann High School

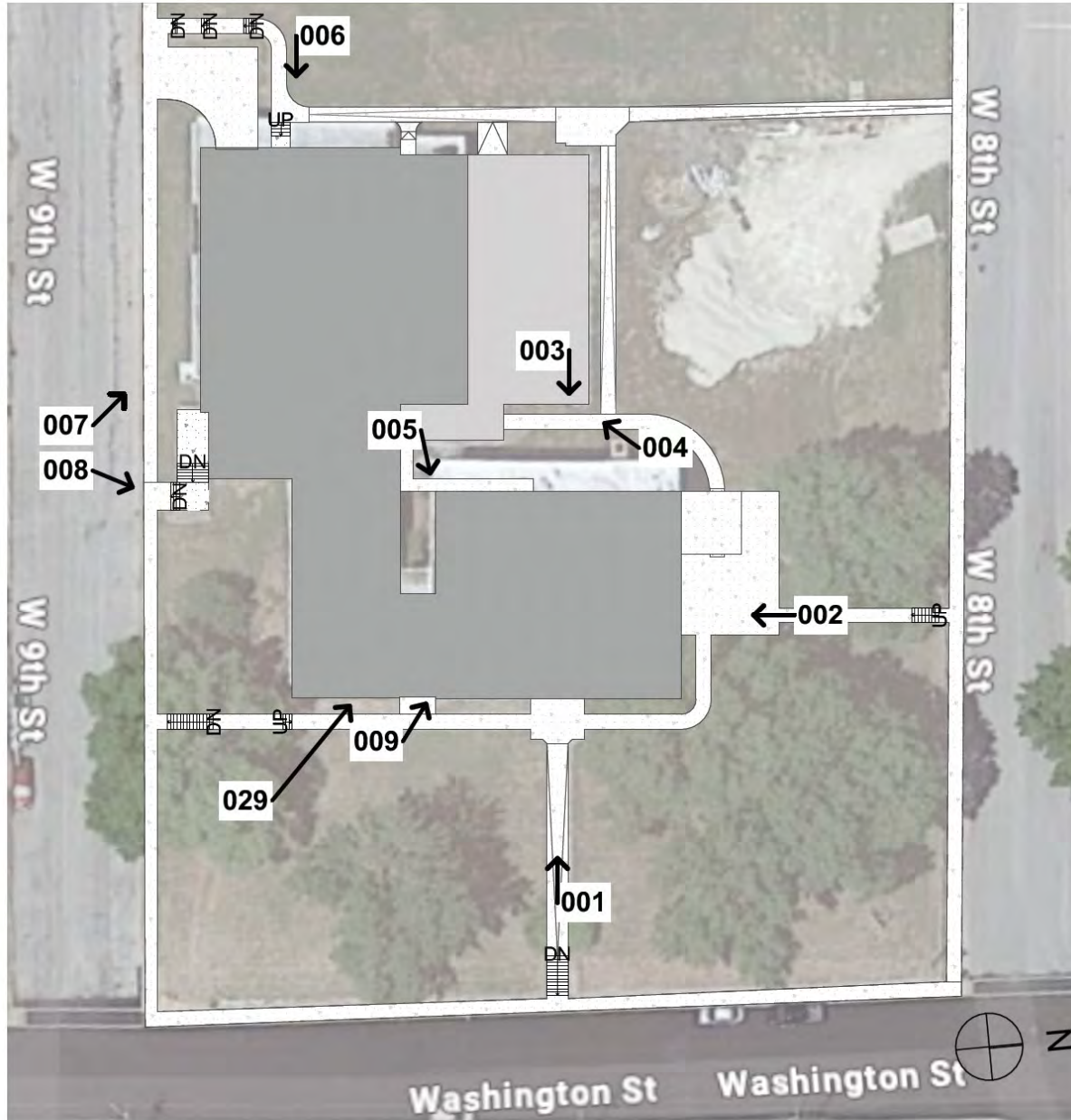
Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)



1 PHOTO KEY PLAN - SITE

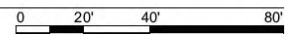


Figure 14: Photo key site plan. Drawn by Adam Davenport and Jake Decker.

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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

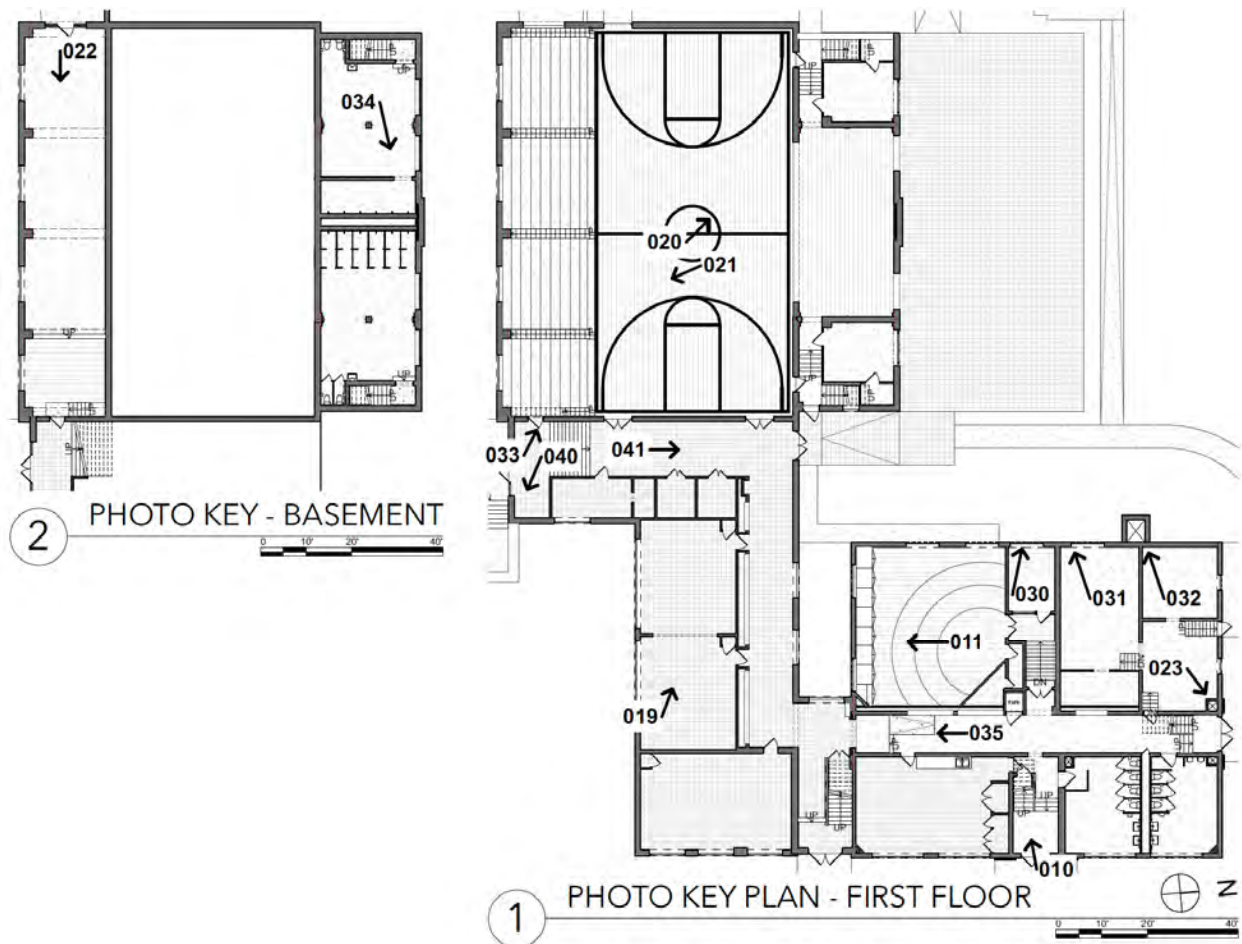


Figure 15: Photo key basement and first floor plan. Drawn by Adam Davenport and Jake Decker.

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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

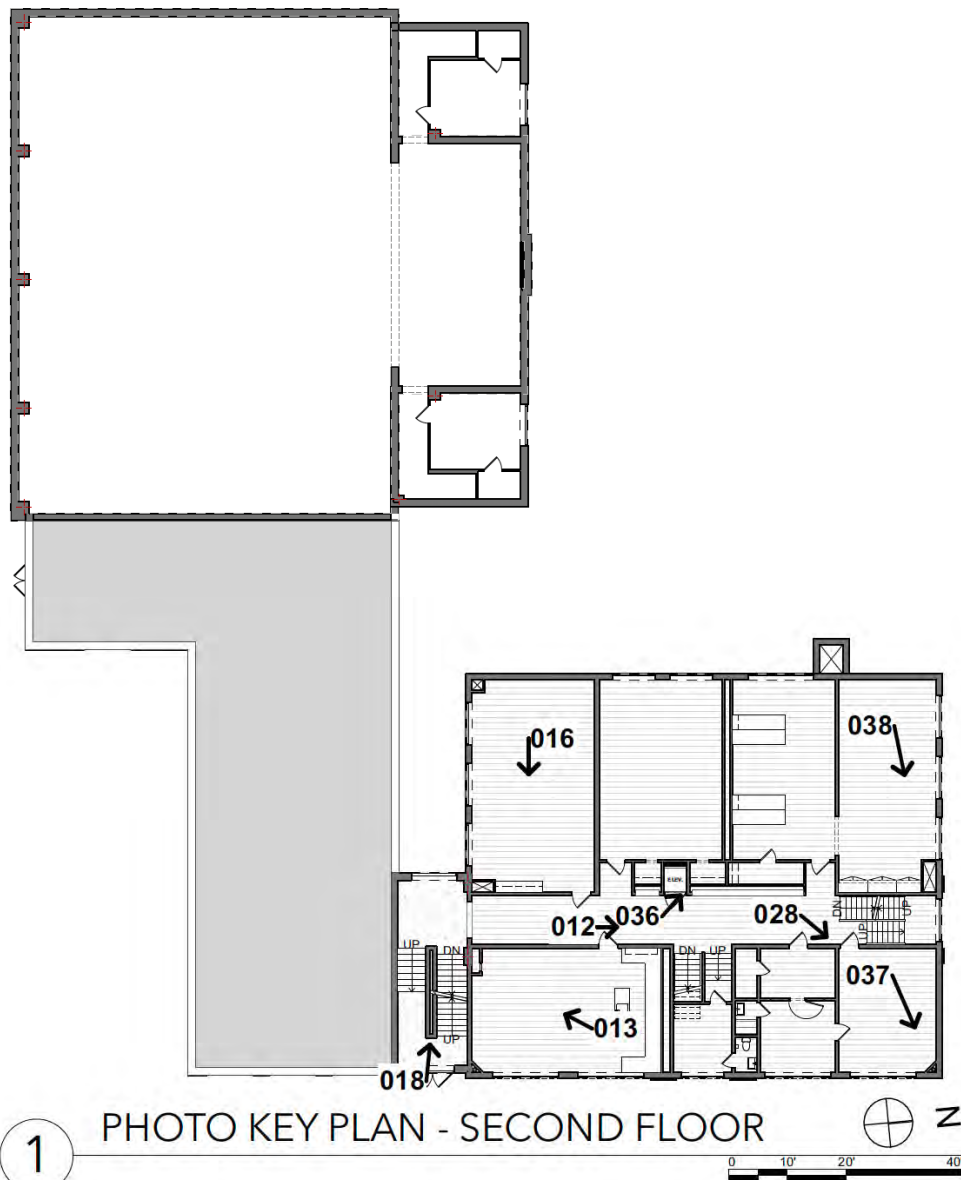


Figure 16: Photo key second floor plan. Drawn by Adam Davenport and Jake Decker.



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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

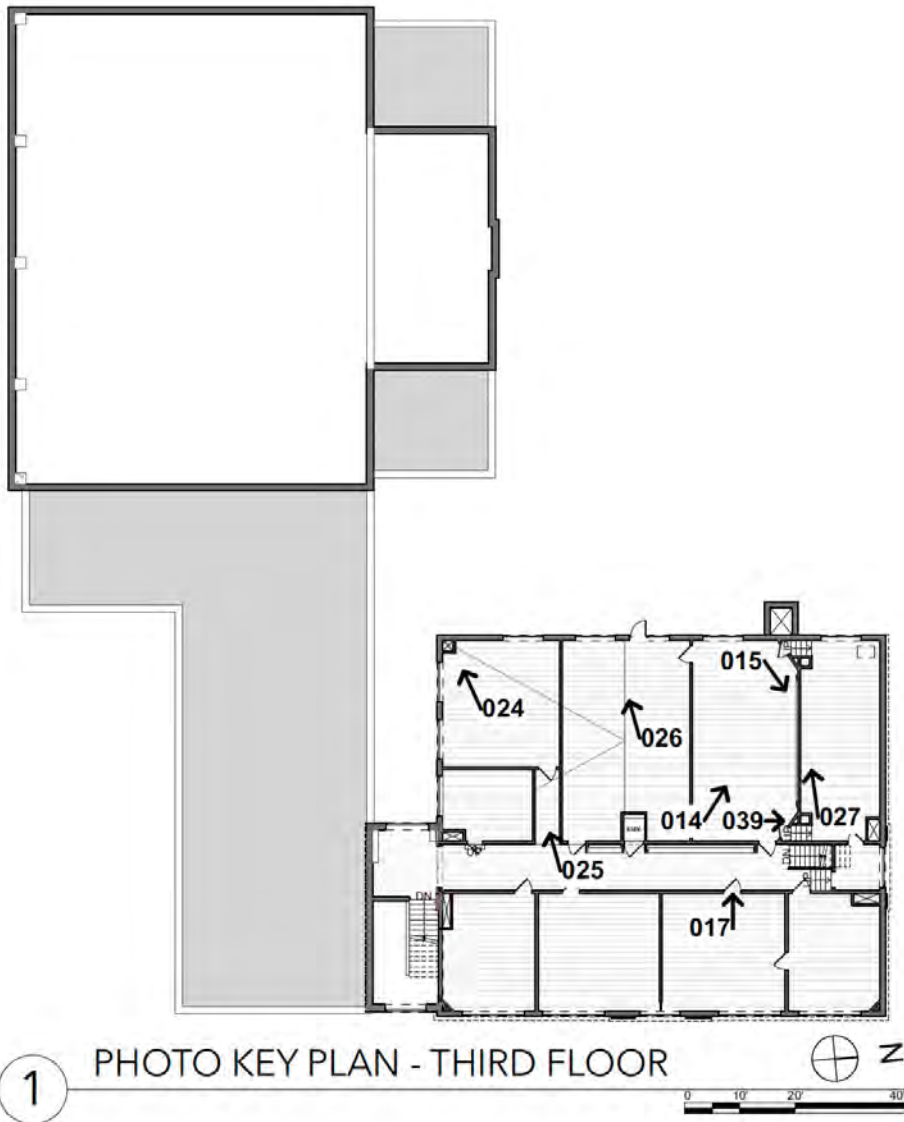


Figure 17: Photo key third floor plan. Drawn by Adam Davenport and Jake Decker.

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Hermann High School

Name of Property

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County and State

N/A

Name of multiple listing (if applicable)



Figure 18: Original transom window visible above dropped acoustical tile ceiling.



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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)

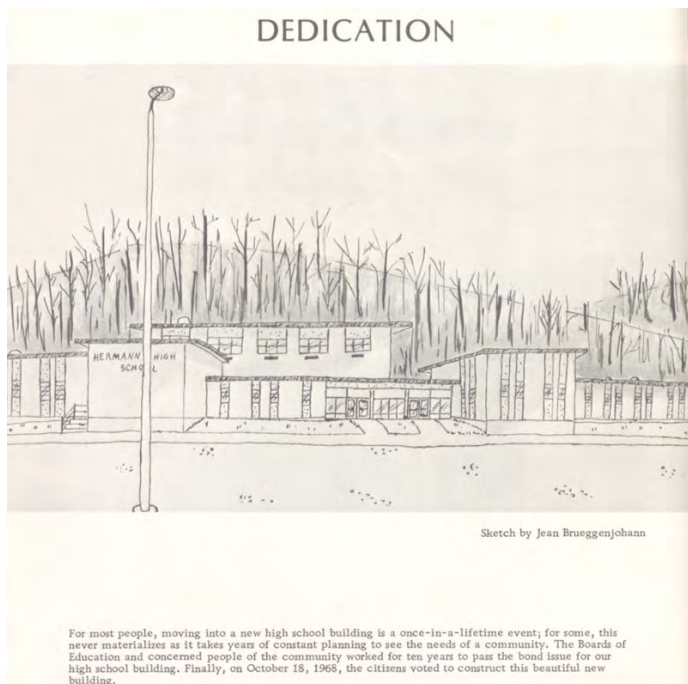


Figure 19: Page from the Hermann High School 1970 & 1971 yearbooks indicating the transition to a new high school.

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Hermann High School

Name of Property

Gasconade County, MO

County and State

N/A

Name of multiple listing (if applicable)



Figure 20: Broken glazing panel on the north elevation of the 1923 building.



Figure 21: Six windows on the south elevation from the original 1923 building are visible from W 10<sup>th</sup> Street. Google Streetview Image











































































































































