

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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Carondelet School

other names/site number N/A

2. Location

street & number 8221 Minnesota [N/A] not for publication

city or town St. Louis [N/A] vicinity

state Missouri code MO county St. Louis [Independent City] code 510 zip code 63111

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☐ nationally ☐ statewide ☒ locally. (☐ see continuation sheet for additional comments).

Mark A. Miles
Signature of certifying official/Title Mark A. Miles, Deputy SHPO

FEB 3, 2007
Date

Missouri Department of Natural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

☐ entered in the National Register.

☐ See continuation sheet.

☐ determined eligible for the
National Register.

☐ See continuation sheet.

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other, (explain): _____

Signature of the Keeper

Date of Action

Carondelet School
Name of Property

St. Louis (Independent City), MO
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

- ☒ private
☐ public-local
☐ public-State
☐ public-Federal

Category of Property

(Check only one box)

- ☒ building(s)
☐ district
☐ site
☐ structure
☐ object

Number of Resources within Property

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

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

n/a

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

Education: School

Current Functions

(Enter categories from instructions)

Vacant

7. Description

Architectural Classification

(Enter categories from instructions)

Late 19th and 20th Century Revivals

Classical Revival

Materials

(Enter categories from instructions)

foundation Stone

walls Brick

roof Asphalt

other

Narrative Description

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

Carondelet School
Name of Property

St. Louis (Independent City), Missouri
County and State

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 of age or achieved significance within the past 50 years.

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # _____
- ☐ recorded by Historic American Engineering Record # _____

Areas of Significance

(Enter categories from instructions)

Education

Architecture

Period of Significance

1871-1956

Significant Dates

1871

1934

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Raeder, Fredrick William

Primary location of additional data:

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Name of repository: _____

Carondelet School
Name of Property

St. Louis (Independent City), MO
County and State

10. Geographical Data

Acreage of Property less than an acre

UTM References

(Place additional UTM references on a continuation sheet.)

1	[1][5]	[7][3][8][4][6][3]	[4][2][6][9][8][3][1]	2	[][]	[][][][]	[][][][]	[][][][]
	Zone	Easting	Northing		Zone	Easting	Northing	
3	[][]	[][][][]	[][][][]	4	[][]	[][][][]	[][][][]	[][][][]
								<input type="checkbox"/> See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Melinda Winchester & Julie Wooldridge

organization Lafser & Associates

date 27 June 2006

street & number 2285 County Road 316

telephone (573) 243-4939

city or town Jackson state MO zip code 63755

Additional Documentation

Submit the following items with the complete form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

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

name Benjamin Simms

street & number 7525 S. Broadway telephone 314-631-9918

city or town St. Louis state MO zip code 63111

Paperwork Reduction Act Statement: This information is being collected for applications 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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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National Register of Historic Places Continuation Sheet

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Carondelet School
St. Louis [Independent City], MO

Summary:

Constructed in 1871, the Carondelet School is a three-story red brick elementary school located at 8221 Minnesota Ave, St. Louis, Missouri. The building sits on the southwest corner of Minnesota and Hurck Street, facing southeast. Measuring approximately 70' x 64', the brick and stone building has a raised basement, three floors of classrooms and two-story wing at the rear. The Carondelet School, designed by German-American architect Fredrick William Raeder, is an excellent representative example of the prototypical St. Louis elementary School design with Classical Revival architectural details. These include large overhanging eaves with decorative brackets, simple hipped roof, multiple belt courses, and narrow arched windows. In 1913, the main entrance and the windows were redesigned and in 1935 a rear addition housing a gymnasium was constructed. Except for these changes and some general updating, the Carondelet School is in excellent condition and continues to maintain excellent integrity of location, design, setting, materials, association, and feeling from its period of significance.

Elaboration:

The boundaries of Carondelet School and grounds include all of City Block 3209 bounded by Michigan Avenue on the west, Minnesota on the east, Hurck Street on the south and Davis Street on the north. (See Photo 1) The site is 275' x 137' and is enclosed by a chain link fence bordered by concrete sidewalks. It consists of the main school building, including the 1935 rear gymnasium and a 29,619 sq. foot outfield on the northeast corner. The area surrounding the school is primarily residential with some light industrial buildings located two blocks to the northwest. (Photos 2 & 3)

The foundation is rusticated stone with small square windows at the ground level. The footprint of the building is a square-shape with a 9'x 30' pedimented projection centered on both the east and west elevations. A red brick gymnasium measuring 28'x 50' is located at the rear.¹ The exterior walls of the school are red brick with raised stone belt courses dividing each level. The window fenestration is symmetrical with recessed six-over-six wood double-hung windows on each elevation. The truncated hipped roof is adorned with wide overhanging eaves supported by decorative brackets.

The façade consists of a central three-story projection capped by a bracketed pediment. The main entrance is centered on the façade within the projection and contains a set of half-light double wood doors with a four-pane transom window. (See Photo 4). A stone lintel with two light fixtures and an eight-pane recessed arch window is located directly above the transom. "Carondelet School 1871" is engraved in a stone plate above the main entry. The entrance is flanked by narrow six-over-six wood

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Carondelet School
St. Louis [Independent City], MO

windows with stone sills. The same window fenestration continues on either side of the projection and on the second floor. The third floor has segmental arch six-over-six wood windows and two flat arch six-over-six double-hung wood windows centered on the elevation. These windows were added as part of the 1913 renovation of the school. The original exterior windows were also replaced with the existing windows at this time. At the time of construction, the main entrance was recessed with a staircase that led through the current foyer to the original double entrance doors.

The north and south elevations are identical with a brick chimney stack centered on each elevation that rises from the basement to the roof. The fenestration pattern established in the primary elevation is continued on the north and south elevations. Two evenly spaced six-over-six windows with round arches (first and second floor) and segmental arches (third) are located on either side of the chimney. Each level is separated by a molded stone belt course. (See Photos 6 and 7)

The west elevation (rear) originally mirrored the façade with a less elaborate entry. In 1935, a flat roofed rectilinear two-story addition was constructed at the rear of the original school building, connected by an interior hallway and stairwell to the west of the second floor classroom. It houses the girl and boys locker rooms and a gymnasium, principal's office and teachers' restroom. The second story of the south elevation has two eight-over-sixteen wood double-hung windows with concrete lintels and sills. The first floor of the north elevation has two six-pane casement windows with concrete lintels and sills. The remaining window openings have been boarded up. The roofline is level with a terra cotta coping. A brick chimney is located on the south elevation. (See Photo 7)

Interior:

Each floor consists of four classrooms measuring 26'x28' with wide central hallways (See photos 8-12). Stairs are located at the east and west ends of the building leading from the basement to the upper floor and into the addition. (See floor plan- Figure 1) The stairs are flanked by a small room on each level. The rooms were used for teachers' offices, storage and the music room. Metal double doors with two nine-pane frosted casement windows are located at the top of each stairwell. (See Photos 13 and 14) Each classroom has wood floors that were replaced with new wood in 1913. Originally, the stairs and central hallways were also wood, but were replaced with concrete during the renovation in 1935. The classrooms are finished in plaster with slate chalkboards lining the walls. The chalkboards have twelve inch wood trims above and wood wainscoting below. Wood bookcases and the existing chalkboards and railings were built in 1901 in the classrooms as part of a general improvements plan for early public school buildings initiated by William Ittner. (See Ittner design- Figure 2)

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Carondelet School
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Around 1943, the southwest classroom on the first floor was converted into a kitchen. The walls were glazed with brick and a stainless steel refrigerator, sink, and serving bar were installed. The rear gymnasium has red glazed brick on the walls with concrete floors. A small stage is located on the north end. (See 15,16 and 17) The girls and boys locker rooms are on the ground floor directly below the gymnasium (See floor plan- Figure 3). In the 1960s, a sprinkler system and emergency lights were installed in the building to meet code requirements.

The Carondelet School remains in excellent condition and continues to convey its historical character. Even though some of the interior and exterior has had some alterations and an addition added in 1935, the historical integrity of the building remains strong and retains significance of setting, design, feeling, location and association within its period of significance.

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Carondelet School
St. Louis [Independent City], MO

Figure 1: 1913 Floor Plan

Hans C. Toensfeldt. *Carondelet School*. Ink on Mylar, 1913. Lafser & Associates, Jackson MO.



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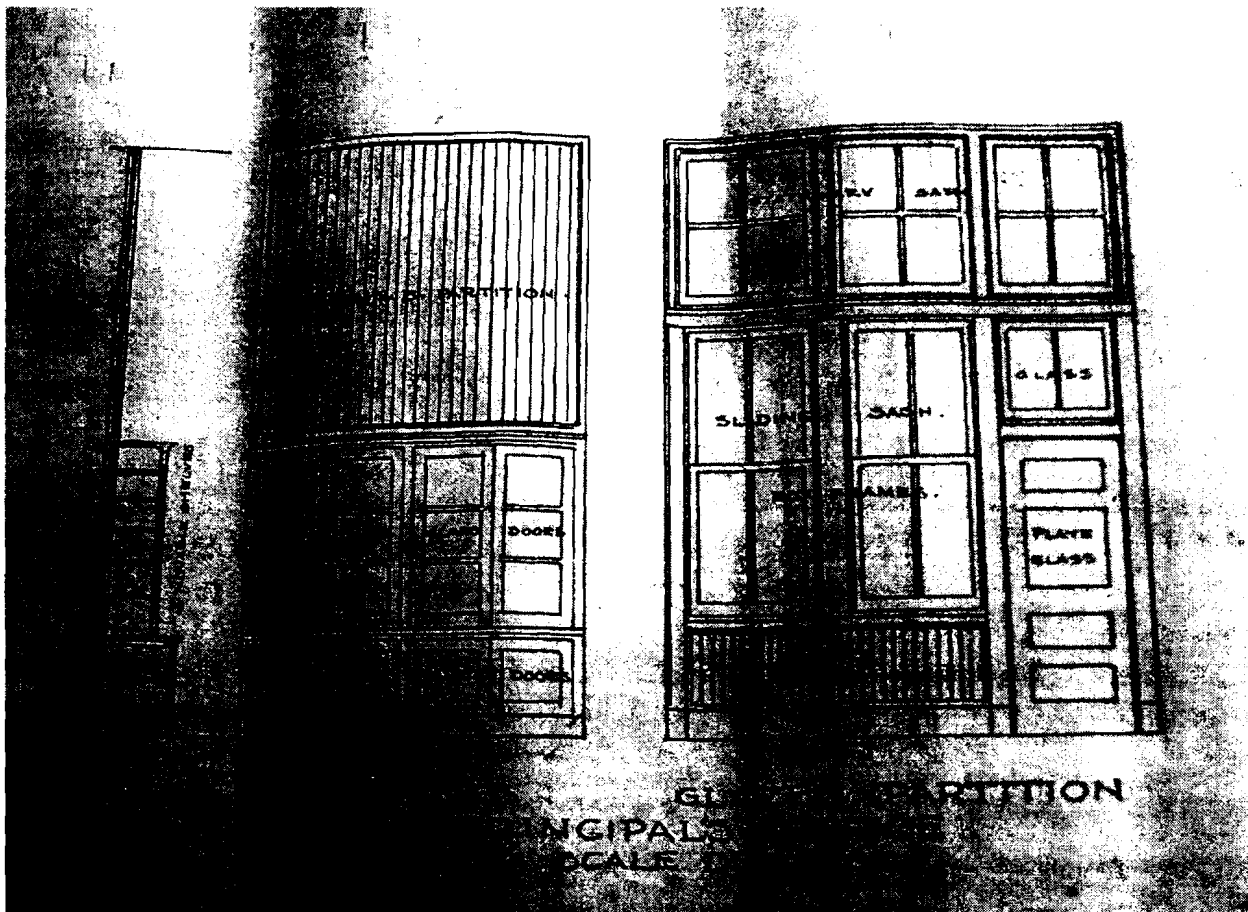
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Carondelet School
St. Louis [Independent City], MO

Figure 2: Book Case Design

William Ittner. *Carondelet School*. Ink on Mylar, May 14, 1901. Lafser & Associates, Jackson MO.



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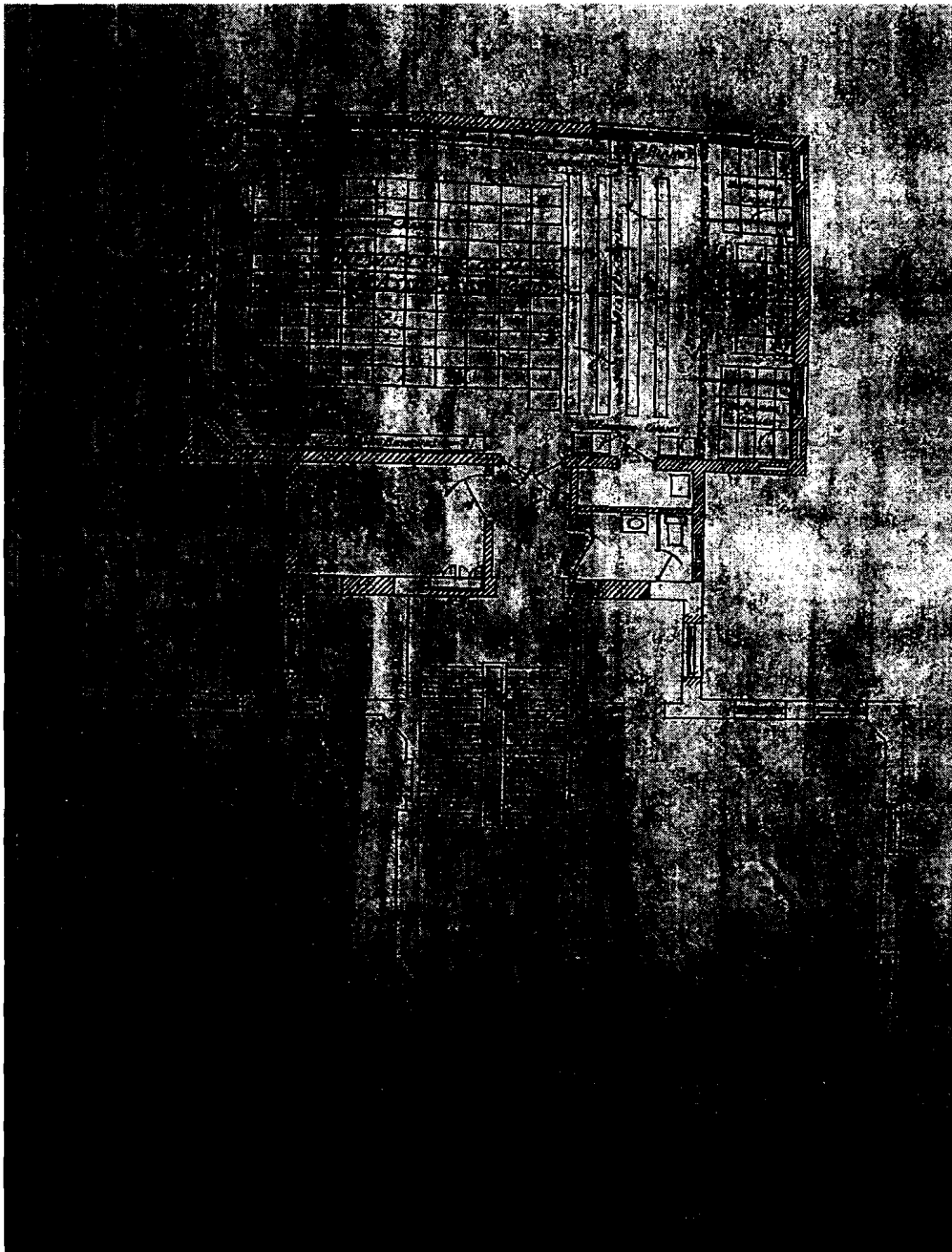
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Carondelet School
St. Louis [Independent City], MO

Figure 3: Floor Plan- Rear Addition

George W. Sanger. *Equipment For Carondelet School*. Ink on Mylar, February 12, 1935. Lafser & Associates, Jackson, MO.



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Carondelet School
St. Louis [Independent City], MO

Summary:

Carondelet School, located at 8221 Minnesota Street in St. Louis, Missouri, is locally significant under National Register Criterion A in the area of EDUCATION and Criterion C in the area of ARCHITECTURE. Under ARCHITECTURE, Carondelet School is an intact representative example of the prototypical 19th century St. Louis elementary school design with Classical Revival features. Contextually, this relates to the design philosophy for educational facilities in the St. Louis area in the late 19th century. For EDUCATION, Carondelet School is significant as the first school constructed after St. Louis incorporated Carondelet Village into the city in 1870. It became the second public school to open in the Carondelet area serving the southern section of Carondelet and fulfilling the educational need that arose due to the influx of population and rapid manufacturing development of the area. The 1871-1956 period of significance represents the building's educational significance from its construction until the arbitrary closing date for National Register listing. Carondelet School remains unaltered from its period of significance, and continues to reflect its important place in the history of education in St. Louis, maintaining integrity of location, design, setting, materials, workmanship, feeling, and association.

ELABORATION:

Architectural Significance-

Carondelet School is a representative example of the typical elementary school buildings constructed in late nineteenth century St. Louis. The school's design reflects Fredrick William Raeder's interpretation of standard plans adopted by the St. Louis Board of Education. The Classical Revival features reflect the architectural movement popular when the school was constructed, and are repeated in other schools built around the same time. (See Figures 4-9) With structural updates dictated by St. Louis architect William B. Ittner (1901) and the addition of a gymnasium (1935), the school continues to express the philosophy of educational facility design in the St. Louis School District prior to 1887, when William Ittner became the first Commissioner of School Buildings.

The architecture of instructive facilities has typically been dictated by the significance and role education played in the workforce. From the colonial period through the mid-nineteenth century a school was essentially a one or two room building that protected the teacher and students from the environment outside its walls. The lessons were primarily designed to teach students a trade or skills necessary in the agricultural or urban areas in which they lived.¹

The Monitorial System developed by Andrew Beel and Joseph Lancaster,² in which a teacher explained a lesson to a few students who then taught it to the rest of the class, was implemented in St. Louis schools as early as 1815. This allowed a teacher to instruct a hundred students at one time, in which case a single room was optimal. Under this philosophy any space would work as a classroom.³ Students in the Carondelet area as well as St. Louis were receiving instruction in vacated buildings, including the old town hall, in 1852.⁴

The Industrial Revolution changed the philosophy of education, and with it changed the design

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Carondelet School
St. Louis [Independent City], MO

of the school building. In the mid-nineteenth century the Common School movement propagated across the country, as factories began to pop up throughout the United States. The Common School movement aimed to prepare students for factory work,⁵ instilling "discipline, life skills, and values as well as the mechanics of reading writing, and arithmetic."⁶ While St. Louis was adopting the new philosophy of learning, it was also developing a new graded system. Separating students based on age and achievement, the district began designing new buildings to accommodate the separated classes. In 1857 new superintendent Ira Divoll expressed that the St. Louis Public School District would henceforth: build and own their schoolhouses; design uniform buildings for the graded system of education which would contain twelve classrooms for about 700 students, with the lowest achievement on the first floor and the highest on the third; provide separate doors, stairwells, and playgrounds for boys and girls; employ one principal for each building; and adapt previous buildings to the new system⁷.

While the Common School movement was gaining momentum, Frederick William Raeder was building an architectural resume. After studying in his native country of Germany, and working as an architect in New York, Raeder moved to St. Louis in 1867 and started his own architectural firm. He began designing on a project-by-project basis for the St. Louis Board of Education in the early 1870s⁸ and designed many schools within the public school district. Among these are the Carondelet School (1871), Irving School (1871), Peabody School (1872), Henry Ames School (1873), and Des Peres School (1873, NR listed 9/2/82).

Following the guidelines set by Divoll and the Board of Education, Raeder constructed his schoolhouses with almost identical floor plans. Carondelet School is one example of the buildings constructed during this period. Carondelet School is Classical Revival, a style which often includes a hipped roof with centered gables, arched and segmentally arched windows, large bracketed cornices, and paired doors, all features exhibited by Carondelet School.⁹ Many other features found on Carondelet School are repeated on Raeder's other schools, including multiple terra cotta belt courses, a rusticated first floor, recessed arch window fenestration, wide bracketed overhanging eaves, a central front projection, and truncated hipped roofs. These schools also appear to share with Carondelet School the floor plan specified by the Board of Education which includes multiple floors with two classrooms on each side of a large central hallway and stairwells at the ends of the corridors. (See Figures 1, 4-9.) Though many schools were built in the Classical Revival Style, Carondelet School is one of only 4 originally designed with a 12 room floor plan and Classical Revival elements that is still standing. Not one of these is currently used by the School District of St. Louis.¹⁰

Though the school buildings designed by Raeder incorporated the essential elements for an educational facility in the late nineteenth century, the architects to follow continued to make changes to the school designs to accommodate the educational philosophy of the St. Louis School District. When William B. Ittner became Commissioner of School Buildings in 1897 he evaluated the current situation of the facilities, and determined them to be unsuitable learning environments. In his view the schools had classrooms that were too large and lacked adequate lighting, unsanitary plumbing facilities, and too few exits in unsafe stairwells.¹¹ In 1901 Ittner evaluated the Carondelet School for the general repair season, incorporating new bookcases, indoor plumbing in the basement, and adjusting the heating systems.¹²

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Carondelet School
St. Louis [Independent City], MO

Auditoriums and gymnasiums were incorporated into school designs as early as the late nineteenth century,¹³ but Carondelet School did not receive its addition until 1935. Attached to the rear of the building, the gymnasium/ auditorium contained a stage at the north end.¹⁴ This space incorporated the child- centered educational theory developed by John Dewey, which called for adaptive areas that could adjust for differing needs and lesson plans.¹⁵ Dewey's "Progressive Education" movement had taken on new meaning in 1932 when the John Borroughs School (constructed in 1923 at 775 S. Price) joined the "Eight Year Study" of the Progressive Education Association. Borough's headmaster, Wilford Aikin, undertook the coordination of over thirty schools across the nation into this study. The schools evaluated new strategies in teaching and learning that could benefit those students moving on to higher education, leaving behind traditional curriculum requirements.¹⁶

Carondelet School is an exceptionally intact example of nineteenth century architecture, nestled in a residential neighborhood with similar turn-of-the-century designs. The school is one block west of the St. Boniface Neighborhood Historic District, which is characterized by mid to late 19th century brick houses, many containing high style Italianate design elements such as decorative cornices and mansard roofs, and early twentieth century brick buildings with flat roofs and decorative rooflines.¹⁷

The interior of Carondelet School also retains architectural integrity, maintaining the high ceilings, wood floors, concrete and slate chalk boards, and a four room floor plan on each level. The basement bathrooms are still intact, and despite modification to the stairwells in accordance with fire code, the wood framing and glass windows leading to the wide hallways have been maintained. The rear gymnasium/ auditorium also retains integrity of its historic components, including the original windows and concrete floor.

Educational Significance:

Carondelet School is a product of the St. Louis Public School District's nineteenth century educational program, and a continuation of the Carondelet Village's efforts in public instruction. By adapting to the evolution of educational philosophy the building was able to function as a public school until 1975, and continued operating as a private school through the 1980s. Today it retains the characteristics that made it an important part of the Carondelet community and a significant part of the St. Louis Public School District.

St. Louis has placed value on education since 1812 when the first attempts were made to receive land from the federal government for the purpose of school development. Through an act of Congress on June 13, 1812 entitled, "An Act Making Further Provision for Settling the Claims to Land in the Territory of Missouri," certain vacant areas around St. Louis were designated for school purposes, either to be sold or built upon. Much of this property was quickly claimed by wealthy occupants before it could be surveyed for school use. A Board of Trustees was appointed to take control of the remaining vacated lands, which were to be rented or sold and the proceeds dedicated to the maintenance of already constructed school buildings.

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Carondelet School
St. Louis [Independent City], MO

All new schools were to be constructed under the direction of the Board of Trustees. Established by the Legislature in 1833, the St. Louis School Board eventually obtained land on which they opened two schools in 1837 (No.1 later called Laclede and No. 2 renamed Clark) constructed for under \$3,500 each. Two teachers operated each school. Within the next 13 years eight more schools were opened.¹⁸

In 1850 the public school system received tax money from the City of St. Louis for the first time. By 1854 the success of the St. Louis Public School District had inspired the Missouri government to give funding to schools across the state. The School Board was constantly under scrutiny for their spending habits, and many people wanted to discontinue the use of public money for the Public School System. To keep the price of education down, the Lancaster system had been adopted.¹⁹ The Lancaster or "monitor" system enabled one teacher to instruct many students by explaining the lesson to more advanced learners who would then share it with the rest of the student.²⁰ This system kept the number of employees to a minimum, and allowed class to be held in any room.

In 1857 the Franklin School opened, and a year later one of the two Lancaster classrooms was designated as a Normal School, where prospective teachers could learn how to educate students.²¹ One of the instructors designated for this school by Superintendent Ira Divoll was William Torry Harris. Harris was unimpressed with the Lancaster system. Working closely with Superintendent Divoll, the Franklin School became the first graded school in the St. Louis School District.²² Divoll was so impressed with Harris' work in the Franklin school that Harris was promoted to Principal at Clay School and then to Assistant Superintendent.²³

The success of the graded system led Divoll to demand a new design for St. Louis Public Schools as a way to implement the system throughout the district. As explained above, this design included twelve classrooms on three levels that could hold nearly 700 students.²⁴ When Divoll passed away in 1867 Harris replaced him as Superintendent, and maintained the school design Divoll had mandated. This design would permeate the public school system for thirty years, until William B. Ittner revolutionized school architecture in 1887.

While the St. Louis Public School District was developing, Carondelet was opening its own school system. Incorporated as a town in 1832, Carondelet today is recognized as the area between Eichelberger on the Northeast, River Des Peres on the Southwest, the Mississippi River on the Southeast and by Grand and I-55 on the Northwest.²⁵ Free education was offered to orphan children as early as 1834, and the public school system was organized under Mayor William Taussig on July 15, 1851. Classrooms were housed in vacated buildings around town, including the old town hall. The Blow School building was constructed as the first school house in 1866. This school, established through the efforts of Missouri Senator Henry T. Blow,²⁶ consisted of 8 rooms on two levels, and in 1873 expanded to a third story, with a 12 room layout. This floor plan was similar to St. Louis schools constructed near the time of Blow School's addition. (The original Blow School is no longer extant, replaced by the existing building in 1903.)²⁷

In 1870 Carondelet was incorporated into the City of St. Louis, and the education of its children

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Carondelet School
St. Louis [Independent City], MO

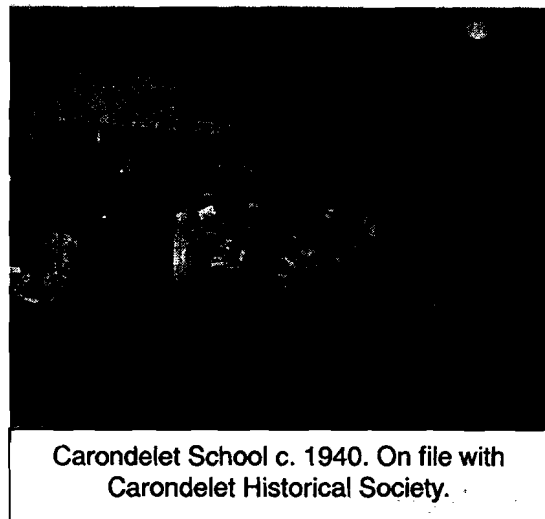
became the responsibility of the St. Louis Public Schools. Superintendent Harris noted that "the great extension of manufacturing interests in that section will attract a large population within a few months." Because of the financial strain on the School Board to build many new schools, and the poor reputation the Board had developed for its spending habits, finding funding was a challenge. Through the efforts of J. H. Fischer, one of the 1866 School Board Members and later a Missouri Senator, a small tax freed some mortgaged property and helped pay some debts in order to build the \$35,000 building.²⁸ While Fischer was busy preparing the financial aspects of the deal, Mr. Max Starkloff, the 1866 School Board Vice President, and his colleague Mr. Hiemenz pushed for the timely development of a 12 room school house.²⁹ By 1871 Fredrick William Raeder's Carondelet School was completed, and the same year it opened its doors to the children of Carondelet's most southern neighborhood called "the patch," an area to the southwest of Robert and southeast of Alabama.³⁰

That first year there were eleven teachers and 725 pupils under the supervision of Principal F. R. Vickroy. Superintendent Harris had anticipated the growth of the area due to manufacturing and when Carondelet opened the majority of the students (411) were the children of factory laborers.³¹ The population of Carondelet had increased from 3,827 in 1860 to 5,387 in 1870 and its incorporation into Ward 1 of the City of St. Louis gave the area a total population of 33,708. In that year 38,244 St. Louisans held manufacturing jobs, and by 1880 that number increased to 52,865. Of these, 2,900 were iron and steel workers,³² an industry that made major contributions to Carondelet's economy. Carondelet's industrial furnaces converted rail-shipped iron ore from southeast Missouri into pig iron.³³

Concerned that children were leaving school too soon to join the growing workforce, William Harris feared the students did not receive all the vital instruction needed before abandoning their education. Looking for a way to ensure full instruction of pupils,³⁴ Harris began working with Carondelet's Susan Blow. When the Des Peres School opened in 1873 it contained a special room for a kindergarten, which would educate the younger children of Carondelet, preparing them for more rigorous instruction in higher grades, and ensure basic learning skills. By 1900 nearly 200,000 pupils in St. Louis had enrolled in kindergarten, including students at

Carondelet School.³⁵

The implementation of kindergartens throughout the St. Louis Public School District was not the only instructional element Carondelet shared. The assimilation of the Carondelet area into St. Louis City was important in creating a unified city, and by following the St. Louis School District's standardized curriculum the Carondelet School adapted students to the St. Louis City educational expectations. Many of the students in the area spoke only German, and thus a German language assistant was a part of



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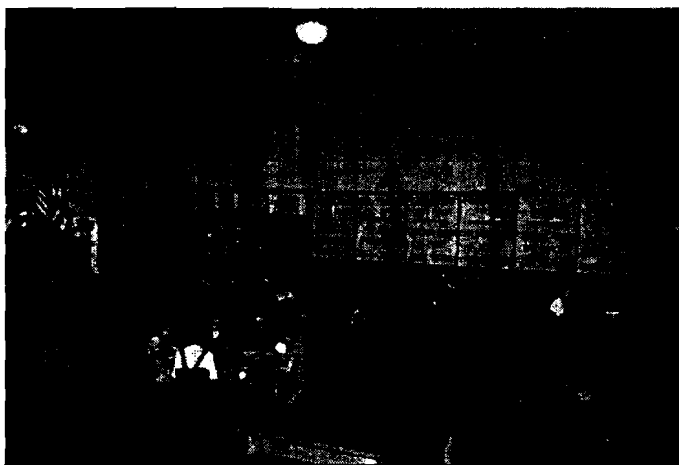
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the staff. (This was common in many of the St. Louis Public Schools.) English became the only language used in the elementary school in 1887 as part of the St. Louis School District curriculum program, and those speaking German were acclimated to a single language.³⁶

In 1901, it became clear that updates were necessary throughout Carondelet School. William B. Ittner, Commissioner of School Buildings, noted that the lack of indoor plumbing and unsanitary community schoolyard dippers were unsuitable in many of the public schools.³⁷ Under his guidelines indoor bathrooms were added, and the outhouse on the west side of the building became obsolete.³⁸ The children still wandered to the basement to get water from the troughs using dippers. By 1935 drinking fountains were installed on each floor and the P.W.A. funded a one story addition on the rear of the building. The addition included a gymnasium/ auditorium and principal's office, with locker rooms below.³⁹ This new addition was a product of John Dewey's educational philosophy, which suggested that educational spaces should be multifunctional to allow for student centered learning.⁴⁰ Dewey's "Progressive Education" movement had taken on new meaning in 1932 in St. Louis when the John Borroughs School (constructed in 1923 at 775 S. Price) joined the "Eight Year Study" of the Progressive Education Association. Borrough's headmaster, Wilford Aikin, undertook the coordination of over thirty schools across the nation into this study. The schools evaluated new strategies in teaching and learning that could benefit those students moving on to higher education, leaving behind traditional curriculum requirements.⁴¹ Moving away from the customary classroom learning processes, the rear gym and play ground, which was added to the north, expanded the school to the entire block and created an environment in which students could experience a lesson instead of reciting it.



Carondelet School c. 1940. On file with Carondelet
Historical Society.

In 1913 the first Junior High School opened in St. Louis, and by the 1930s more students were attending upper levels of public education.⁴² The erection of additional buildings redistributed the levels of education between schools, and in 1943, Carondelet School served the southern part of Carondelet as a sixth grade (7th and 8th grades held at Blow School, and elementary classes most likely held at Maddox). Holding only one grade, the school could easily expand to incorporate more children, and subject matter could be segregated between classrooms, preparing the children for upper level education. With the extra

space available, kitchen elements were added to one of the unused classrooms to serve lunch to the students.⁴³

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In 1954, the Supreme Court announced that separate education was not equal in the landmark *Brown v. Board of Education of Topeka* decision. The following year the St. Louis Public Schools, including Carondelet School, were desegregated, implementing the philosophy of equal education into schools across the nation. Four students from the previously all black Delaney School were transferred to elementary school at Carondelet in 1955, but the new students were not well accepted. African American inclusion in previously all white schools created different situations within the classroom, and teachers dealt with racism between students and within the community. Many in the neighborhood sent their dogs after the children as they walked to school, while yelling and name calling. Some of the teachers even refused to give credit to their African American students, though many embraced the children as they would any other student. Tensions created distractions within the classroom, and though allowed to attend Carondelet School, many African American students were separated in class from the other students.⁴⁴

The Carondelet School closed its doors on June 6, 1975. In 1976 it was sold to The Gateway Temple of St. Louis, Inc. and used as the Gateway Christian School, educating preschool through fourth grades. Today Carondelet School stands vacant. The building still speaks to the educational theory previously fostered within the walls, standing as the only nineteenth-century school in Carondelet that maintains its historic floor plan.⁴⁵ With only a few changes made to adhere to fire code, the building still represents its late nineteenth-century purpose and design philosophy, as well as the value the community placed on education when it was constructed. Carondelet school is still a representative example of nineteenth-century educational architecture in St. Louis, and maintains historical integrity of feeling, association, location, design, setting, materials, workmanship, feeling, and association of its period of significance.



Carondelet School c. 1950. On file with the
Carondelet Historical Society

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Figure 4: *The Irving School 1871*⁴⁶



Figure 5: *Henry Ames School 1873*⁴⁷



Figure 6: *Carondelet School 1887*⁴⁸

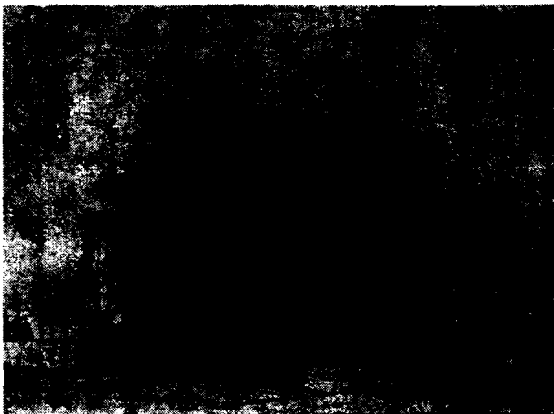


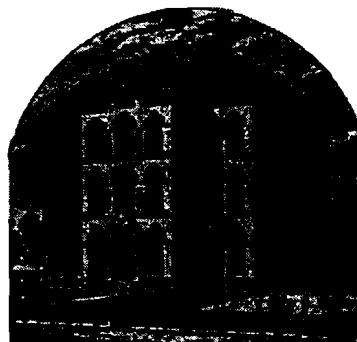
Figure 7: *The Des Peres School 1876*⁴⁹



Figure 8: *The Lyons School 1868*⁵⁰



Figure 9: *The Peabody School 1872*⁵¹



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Carondelet School
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Verbal Boundary Description:

Carondelet School is located at 8221 Minnesota Avenue on a lot comprised of the entirety of City Block 3209 as follows: at the intersection of Davis Street and Minnesota Avenue proceed southwest on Minnesota Avenue to its intersection with Hurck Street; then proceed northwest on Hurck approximately 137 feet to the alley way; proceed northeast down the alley approximately 275 feet to Davis Street; proceed southwest on Davis to the intersection with Minnesota Avenue; the point of origin.

Boundary Justification:

The selected boundaries are those historically associated with Carondelet School, including the school itself and its fenced lot.

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Carondelet School
St. Louis (Independent City), MO

Photograph Log:

The following information applies to all photographs:

Carondelet School
St. Louis (Independent City), MO
Photographer: Julie Wooldridge
Date: 30 May 2006
Negative Location: Lafser & Associates
2285 County Road 316
Jackson, MO 63755

Photo 1	Façade: facing southeast elevation
Photo 2	Minnesota Avenue: looking south with school to west
Photo 3	Hurck Street: looking west with school to north
Photo 4	Southeast Elevation: main entrance doors
Photo 5	Looking north at southeast and southwest elevations
Photo 6	Looking south at northeast and southeast elevations
Photo 7	Looking east at the southwest and northwest elevations
Photo 8	Interior: Second floor hallway facing rear stairwell
Photo 9	Interior: example of classroom 2 nd floor
Photo 10	Interior: example of classroom 2 nd floor
Photo 11	Interior: example of classroom 2 nd floor
Photo 12	Interior: example of classroom 2 nd floor
Photo 13	Interior: looking up stairwell to second floor
Photo 14	Interior: top of stairwell looking to hallway 2 nd floor
Photo 15	Interior: classroom converted to kitchen first floor
Photo 16	Interior: doors leading to auditorium
Photo 17	Interior: auditorium southwest wall



























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