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 R. J. DeLano School for Crippled Children			
Other names/site number DeLano School			
Name of related Multiple Property Listing Historic Resources of 1970	of the Kansas City Missouri Pu	blic Sch	ool District Pre-
2. Location			
Street & number <u>3708 East Linwood Blvd</u>		N/A	not for publication
City or town Kansas City		N/A	vicinity
State Missouri Code MO County Jackson	Code 095	Zip co	ode 64128
3. State/Federal Agency Certification			
As the designated authority under the National Historic Preserv	vation Act, as amended,		
I hereby certify that this _x_ nomination request for deter for registering properties in the National Register of Historic Plarequirements set forth in 36 CFR Part 60.			
In my opinion, the property <u>x</u> meets <u>does</u> does not meet the be considered significant at the following level(s) of significance		ecomme	end that this property
national statewide _x_local			
Applicable National Register Criteria: A B	<u>x</u> C D		
Signature of certifying official/Title	Z Date		
Missouri Department of Natural Resources State or Federal agency/bureau or Tribal Government	Date		
In my opinion, the property meets does not meet the National Regist	er criteria.	_	
Cignoture of commenting official	Dete		
Signature of commenting official	Date		
Title State or Fe	ederal agency/bureau or Tribal Goverr	nment	
4. National Park Service Certification			
I hereby certify that this property is:			
entered in the National Register	determined eligible for the I	Vational R	Panistar
determined not eligible for the National Register	removed from the National	Register	
other (explain:)	_		
	Walter Carlo Caller		
Signature of the Keeper	Date of Action		

Name of Property

Jackson County, Missouri

County	and	State	

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Ownership of Property (Check as many boxes as apply.)	Category of Property (Check only one box.)	Number of Resources within Property (Do not include previously listed resources in the count.)		
private x public - Local public - State public - Federal	x building(s) district site structure object	Contributing Noncontributing 1 buildings sites sites structures objects O Total 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/NOT IN USE		
7. Description				
Architectural Classification (Enter categories from instructions.) Colonial Revival		Materials (Enter categories from instructions.) foundation: CONCRETE walls: BRICK		
		roof: SYNTHETICS		

NARRATIVE DESCRIPTION ON CONTINUTATION PAGES

Name of Property

Jackson County, Missouri County and State

8. S	tate	ement of Significance	
Applicable National Register Criteria		able National Register Criteria	Areas of Significance
		in one or more boxes for the criteria qualifying the property for National sting.)	ARCHITECTURE
	Α	Property is associated with events that have made a significant contribution to the broad patterns of our	
		history.	
	В	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		of a type, period, or method of construction or represents the work of a master, or possesses high	Period of Significance
		individual distinction.	
	D	Property has yielded, or is likely to yield, information important in prehistory or history.	Significant Dates
			N/A
		a Considerations in all the boxes that apply.)	
Pro	pen	ty is:	Significant Person (Complete only if Criterion B is marked above.)
	Α	Owned by a religious institution or used for religious purposes.	N/A
	Ь	16 9 11 2	Cultural Affiliation
	В	removed from its original location.	N/A
	С	a birthplace or grave.	
	D	a cemetery.	Architect/Builder
	_		Keene, Arthur Samuel & Simpson, Leslie B.
	E	a reconstructed building, object, or structure.	(architects)
	F	a commemorative property.	S. Patti Construction Company (builder)
	G	less than 50 years old or achieving significance within the past 50 years.	
Х		TATEMENT OF SIGNIFICANCE ON CONTINUTATION PAGES	
		or Bibliographical References	
		graphy (Cite the books, articles, and other sources used in prepar a documentation on file (NPS):	ing this form.) Primary location of additional data:
		iminary determination of individual listing (36 CFR 67 has been	x State Historic Preservation Office
		uested) viously listed in the National Register	Other State agency Federal agency
	prev	viously determined eligible by the National Register	Local government
		ignated a National Historic Landmark orded by Historic American Buildings Survey #	University x Other
	reco	orded by Historic American Engineering Record #	Name of repository: Kansas City Public Library
	reco	orded by Historic American Landscape Survey #	
Hist	oric	Resources Survey Number (if assigned):	<u>N/A</u>

Name of Property

Latitude:

Jackson County, Missouri

County and State

10. Geographical Data

Acreage of Property 1.9

Latitude/Longitude Coordinates

Datum if other than WGS84:_____(enter coordinates to 6 decimal places)

enter coordinates to o decimal places)

A 39.068843 -94.540344 Longitude:

C 39.068200 -94.539769

39.067795 -94.539263 Latitude: Longitude: B 39.068820 -94.539743 Latitude: Longitude:

F 39.067825 -94.540374 Latitude: Longitude:

Verbal Boundary Description (On continuation sheet)

Longitude:

Boundary Justification (On continuation sheet)

name/title Lauren Anderson, Historian (NH) with Amand	a Loughlin, National Register Section Head (RP)
organization New History	date March 2022
street & number 575 9 th St., SE, Ste. 215	telephone 612.843.4140
city or town Minneapolis	state MN zip code 55414
e-mail <u>anderson@newhistory.com</u>	
organization Rosin Preservation	date April 2022, rev. July 2022
street & number 1712 Holmes St.	telephone 816.472.4950
city or town Kansas City	state MO zip code 64108
e-mail <u>amanda@rosinpreservation.com</u>	

Additional Documentation

Submit the following items with the completed form:

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

D

- 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 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.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 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 Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Name of Property

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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:	R.J. DeLano School for Crippled Children	
City or Vicinity:	Kansas City	
County: Jackson	State: MO	
Photographer:	Brad Finch, f-stop Photography	
Date Photographed:	March 2022	

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

- 01 of 20: South elevation, looking northwest
- 02 of 20: South and west elevations, looking northeast
- 03 of 20: Partial north and west elevations, looking southeast and showing ramp
- 04 of 20: East elevations, looking west
- 05 of 20: Partial north elevation, looking southeast
- 06 of 20: Detail of main entry on south elevation
- 07 of 20: Second floor sundeck, looking southwest from inside sunroom
- 08 of 20: First floor, main entry vestibule, looking northwest
- 09 of 20: First floor, corridor between entry and auditorium, looking west
- 10 of 20: Main ramp between the 1st and 2nd floors, looking north; typical of building
- 11 of 20: First floor, west corridor, looking south
- 12 of 20: First floor, east end of main corridor, looking northwest
- 13 of 20: Basement level, main corridor, looking north
- 14 of 20: First floor, auditorium/assembly room, looking southwest from northeast corner
- 15 of 20: First floor, tank room, looking northeast
- 16 of 20: First floor, library, looking northwest
- 17 of 20: First floor, kindergarten room (SW corner), looking northeast
- 18 of 20: First floor, Classroom 1 (typ), looking southwest
- 19 of 20: First floor, Occupational Therapy Workroom 1, looking southeast
- 20 of 20: Basement level, former drivers room/current science room, looking northwest

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Figure Log:

- Figure 1. Contextual Map, 2022. Courtesy of the City of Kansas City.
- Figure 2. Exterior photo map. Aerial from Google Maps.
- Figure 3. Site Boundaries, 2022. Base background courtesy of the City of Kansas City.
- **Figure 4.** Keene & Simpson, historic drawings, sheet no. 6 (elevations and sections), 1938. Courtesy of the Kansas City School District.
- **Figure 5.** Keene & Simpson, historic drawings, sheet no. 7 (elevations and sections), 1938. Courtesy of the Kansas City School District.
- **Figure 6.** Keene & Simpson, historic drawings, sheet no. 8 (elevations and sections), 1938. Courtesy of the Kansas City School District.
- Figure 7. Keene & Simpson, historic drawings, sheet no. 4 (first floor plan), 1938. Courtesy of the Kansas City School District.
- **Figure 8.** Keene & Simpson, historic drawings, sheet no. 5 (second floor plan), 1938. Courtesy of the Kansas City School District.
- Figure 9. Keene & Simpson, historic drawings, sheet no. 3 (basement floor plan), 1938. Courtesy of the Kansas City School District.
- Figure 10. Play yard and partial east elevation of the west wing, looking northwest. Source: Brad Finch, March 2022.
- Figure 11. Photo Map, current first floor. Base plan courtesy of the Kansas City School District.
- Figure 12. Photo Map, current second floor. Base plan courtesy of the Kansas City School District.
- Figure 13. Photo Map, current basement. Base plan courtesy of the Kansas City School District.
- **Figure 14.** Keene & Simpson, rendering of R. J. DeLano School for Crippled Children, 1938. Courtesy of Missouri Valley Special Collections, Kansas City Public Library (MVO-183F).
- **Figure 15.** Harkins Commercial Photo Company, aerial photograph of the R. J. DeLano School for Crippled Children, c. 1940. Courtesy of Robert Askren Photograph Collection (P35), Missouri Valley Special Collections, Kansas City Public Library.
- **Figure 16.** Harkins Commercial Photo Company, photograph of the R. J. DeLano School for Crippled Children, c. 1940. Courtesy of Robert Askren Photograph Collection (P35), Missouri Valley Special Collections, Kansas City Public Library.
- **Figure 17.** Photograph of the R. J. DeLano School for Crippled Children under construction, September 21, 1938. Courtesy of the *Kansas City Times*.
- **Figure 18.** Harkins Commercial Photo Company, photograph of the R. J. DeLano School for Crippled Children, c. 1940. Courtesy of Courtesy of Robert Askren Photograph Collection (P35), Missouri Valley Special Collections, Kansas City Public Library.
- **Figure 19.** Historic drawings of the Swinney School, basement (now first floor), 1914. Courtesy of Kansas City School District.
- **Figure 20.** Historic drawings of the Swinney School, first floor (now second floor), 1914. Courtesy of Kansas City School District.
- Figure 21. Historic drawings of the Swinney School, second floor (now third floor), 1914. Courtesy of Kansas City School District.
- **Figure 22.** Photograph looking northeast at the west and south elevations of Swinney school. Courtesy of Brad Finch, f-stop Photography, 2016.
- Figure 23. Keene & Simpson, historic drawings, sheet no. 2 (plot plan), 1938. Courtesy of the Kansas City School District.

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United States Department of the Interior

United States Department of the Interior National Park Service

National Register of Historic Places Continuation Sheet

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R. J. DeLano School for Crippled Children
Name of Property
Jackson County, Missouri
County and State
Historic Resources of the Kansas City MO School District Pre-1970
Name of multiple listing (if applicable)

SUMMARY

The R. J. DeLano School for Crippled Children (DeLano School) located at 3708 East Linwood Boulevard in Kansas City, Jackson County, Missouri was constructed in 1939 for the Kansas City School District. The school is locally significant under Criterion C in the area of Architecture as a unique example of the Progressive-Era School property type, as defined by the MPDF "Historic Resources of the Kansas City Missouri Public School District Pre-1970." The property is located on the south half of a city block in a residential neighborhood in central Kansas City. The one-story, L-shaped school has a partial second story on the south side and a partially exposed basement; a flat roof covers the building. In addition to the contributing school building, the property includes one contributing structure, an elevated play yard with concrete retaining walls adjacent to the school building at the interior of the "L". The Colonial Revival-style school has a concrete foundation with brick walls and stone detailing, including a stone water table and windowsills. A four-story tower with metal bellcast dome roof and a one-story metal porte cochere are located at the primary south elevation. Windows and exterior doors have been replaced; most window openings have been boarded up and windows replaced with hung windows that reflect the historic method of operation. At the interior, double-loaded corridors at the basement and first floors are flanked by classrooms, offices, and purpose-built spaces including the historic assembly room/auditorium, library, manual training room, home economics room, lunchroom, playroom, and kindergarten room. The smaller second story contains the historic sunroom and rooftop sun deck, designed to provide students with access to light and fresh air. Accessible vertical circulation is provided by a central ramp that connects all three levels. At the east side of the first floor, the building retains several of the specialized rooms originally used by the occupational therapy and physiotherapy departments to support the health and well-being of disabled students, including a tank room, exercise and occupational therapy rooms, and offices for a doctor and nurse. The school's character-defining features – a linear plan with flat roof; large expanses of window openings; non-combustible (concrete and masonry) construction; central ramp; double-loaded corridors; interior and exterior recreational areas (assembly hall, playroom, and play yard); and purpose-built spaces noted above—illustrate the Progressive-Era focus on safety, hygiene, and hands-on learning. The Progressive-Era focus on safety and hygiene is also seen in the specialty rooms such as the treatment room, tank room, and occupational therapy rooms that demonstrate the unique adaptation of the typical Progressive-Era school design DeLano School to meet the specific needs of disabled students. The school retains excellent integrity.

¹ DeLano is pronounced "De-LAY-no."

² Elizabeth Rosin and Rachel (Consolloy) Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Property Documentation Form* (2012), F-51 and F-52.

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ELABORATION

SETTING

The R.J. DeLano School for Crippled Children (DeLano School) is located at the northwest corner of the intersection of East Linwood Boulevard and Cleveland Avenue, in the Ingleside neighborhood of Kansas City (see **Figure 1**). Single-family homes fill the surrounding blocks. Several community facilities dominate the Cleveland/Linwood intersection, including Central Park to the west, Central High School to the south across East Linwood Boulevard, and the Linwood YMCA to the east across Cleveland Avenue. The school is located on a city block bounded by Central Park to the west, East 31st Street to the north, Cleveland Avenue to the east, and East Linwood Boulevard to the south. The historic L-shaped site encompasses the L-shaped footprint of the school building. Several single-family houses to the northeast of the school and three basketball courts to the north comprise the remainder of the city block (see **Figures 2 & 3**).

Within the historic boundaries of the site, the grade gradually slopes down to the north. At the school's south elevation, a semi-circular asphalt entrance drive provides access from East Linwood Boulevard to the primary entrance to DeLano School. To the west of the school, an asphalt access drive runs north-south from East Linwood Boulevard to the building's north end.³ Where the drive ends, a non-historic sidewalk (moved east from its historic location) continues north to East 31st Street.⁴ To the east of the school sits a small non-historic asphalt-paved parking lot and concrete sidewalk along the building's east elevation both installed circa 2004.⁵ Although within their historic locations, the concrete sidewalks that run parallel to Linwood Boulevard and Cleveland Avenue at the south and east edges of the site are within the public right-of-way and therefore outside the nominated boundary. The concrete sidewalk that runs perpendicular to Cleveland Avenue at the east side of the school also remains within its historic location.⁶ Grass lawn remains in its historic locations to the north, south, and east of the building, except

³ The access and entrance drives were historically composed of macadam Keene & Simpson, "R. J. DeLano School," Sheet No. 2, April 11, 1938, KCSD.

⁴ A 1930 lot survey and 1938 plot plan show a sidewalk located slightly west of the existing sidewalk. See Keene & Simpson, "R. J. DeLano School," Sheet No. 2, April 11, 1938, on file at the Kansas City School District (KCSD); Tuttle-Ayers-Woodward Co., "Plat Survey of Tract of Land for DeLano School," November 23, 1937, KCSD.

⁵ Keene & Simpson, "R. J. DeLano School," Sheet No. 2, April 11, 1938, KCSD; National Environmental Title Research Historic Aerial Viewer, https://www.historicaerials.com/viewer; Dressler, DeLano Alternative School, "Site Improvement Plan" November 22, 2004, KCSD. Per the National Park Service's Draft White Paper "Parking Lots in Historic Districts," this parking lot is too small to be counted as a separate resource, as it is less than 10 parking spaces. See Barbara Wyatt, "Parking Lots in Historic Districts," in Missouri State Historic Preservation Office, "The Missouri Guide to the National Register Process," rev. 2021, pp. 77 – 79, https://mostateparks.com/sites/mostateparks/files/National%20Register%20Guide.pdf.

⁶ Keene & Simpson, "R. J. DeLano School," Sheet No. 2, April 11, 1938, KCSD.

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where it has been replaced by the non-historic parking lot. Historically, the south lawn had several trees; all have since been removed. A metal flagpole is located in the center of the south lawn.⁷

PLAY YARD: CONTRIBUTING STRUCTURE

At the rear of the site, there is a play yard with non-historic playground equipment and synthetic (rubber mat) surfacing over asphalt (**Figures 10 & 23**; **Photo 5**). The yard is elevated above grade and abuts the L-shaped building at its interior east and north elevations, midway between the elevation of the basement and first story of the school building. A historic concrete retaining wall surrounds the play yard with non-historic chain link fence along the top of the wall. Historically, at the north side of the yard, a set of historic concrete steps led down to the lawn at the rear of the site; overgrowth in this location prevented recent observation to confirm if these steps remain. This structure served as a play area for students at DeLano School since its opening. Play equipment changed over the decades, and the school installed temporary rubber matting over the hard surface of the yard to help protect students. Due to its size and age, the play yard is a contributing structure to the nomination.

R. J. DELANO SCHOOL: CONTRIBUTING BUILDING

DeLano School has an L-shaped plan with two wings: an east wing (the horizontal stroke of the "L") that fronts on Linwood Boulevard at the south side of the site and a west wing (the vertical stroke of the "L") along the west side of the site (see **Figures 2 & 3**). The one-story brick school building has a partially exposed basement and a small second story. A flat roof covers the building (**Photos 1 through 5**). Due to the sloping grade of the site, the basement sits below grade at the primary south elevation and exposed at the majority of the remaining elevations (**Photos 1 through 3**). The second story encompasses only a portion of the building's L-shaped footprint at the junction of the east and west wings and is set back from the façade at the east, west, and south elevations. A four-story brick tower and one-story metal porte cochere dominate the primary south elevation (**Photos 1 & 2**).

The school has a concrete foundation and brick walls with stone and concrete water tables and stone windowsills. Some non-historic light fixtures are attached to the upper portions of the façade. Plywood covers most windows and some exterior doors. Historically, wood, multi-light hung sashes filled most of

⁷ The pole appears in the approximate location of a pole shown on the historic 1938 plot plan; however, a flag pole does not appear in historic photographs of the property. See Keene & Simpson, "R. J. DeLano School," Sheet No. 2, April 11, 1938, KCSD and Harkins Commercial Photo Company, photograph of the R. J. DeLano School, Robert Askren Photograph Collection, P35, Box 2, Folder 7, #3, DOI 10018187, Missouri Valley Special Collections, Kansas City Public Library (hereafter cited as MVSC, KCPL), https://pendergastkc.org/collection/9130/10018187/r-j-delano-school.

⁸ Historically, asphalt covered this play yard; the rubber mats completely cover the yard today. Keene & Simpson, "R. J. DeLano School," Sheets No. 2 and 6, April 11, 1938, KCSD.

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the masonry window openings (**Figures 4 through 6**). These openings have brick rowlock lintels and stone sills (unless noted otherwise). Non-historic one-over-one metal windows replaced the historic window units, installed in 1986; the replacement windows fill historic masonry openings (seen in **Photos 7, 10, 15, 20**).

Mechanical equipment and vents pierce the flat roof. A rooftop patio, historically known as the "sun deck," is located at the south side of the roof at the second floor (**Figure 8**; **Photo 7**). Non-historic metal coping replaced historic stone coping along the parapet walls; today, the only portion that remains exposed is located at the sun deck's south parapet (**Photo 7**). At the north side of the west wing, the roof holds a historic brick chimney (visible in **Photo 2**). Most of the stack has been removed and only the capped base remains. A second historic brick chimney remains at the south side of the roof at the west wing. ¹⁰

EXTERIOR

Brick Tower

A four-story brick tower with square plan projects slightly from the south elevation (**Photos 1 & 2**). This tower rises above the rest of the school building. In the south elevation of the tower, a single window with an ornate broken-arch stone window surround pierces the first story. A historic portal window pierces the second story, and historic metal letters reading "R. J. DELANO / SCHOOL" ornament the third story. ¹¹ The ornate fourth story features four arched openings—one at each elevation—and historic stone detailing including stone string course, finials, keystones, and cornice. A metal bellcast dome with finial caps the roof. ¹² At the tower's east elevation, a group of three non-historic hung windows and a single non-historic hung window in historic window openings overlook the second-story sun deck. At the tower's north elevation, a historic door opening at the third story provides access to the roof. ¹³ No openings pierce the visible west elevation of the tower.

⁹ Tognascioli, Gross & Jarvis Architects Incorporated, "Capital Improvements Program Window Replacement DeLano Elementary and High School," June 1986, Sheets A6 and A7, KCSD; Keene & Simpson, "R. J. DeLano School," Sheets No. 6 – 8 and 151, April 11, 1938, KCSD.

¹⁰ Harkins Commercial Photo Company, photograph of the R. J. DeLano School, c. 1938, Robert Askren Photograph Collection, P35, Box 2, Folder 7, #3, DOI 10018187, MVSC, KCPL, https://pendergastkc.org/collection/9130/10018187/r-j-delano-school; Keene & Simpson, "R. J. DeLano School," Sheet Nos. 5 – 8, April 11, 1938, KCSD.

¹¹ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 6, 151, and 152.

¹² Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 152.

¹³ The upper levels of the tower were not accessed at the time of the site visit, so it is unknown whether this door is historic. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 7.

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OMB No. 1024-001

South Elevation

The four-story brick tower and one-story metal porte cochere dominate the center of the one- and two-story south elevation and signal the location of the main entrance (**Photos 1 & 2**). The basement is completely below grade on this side of the building. The historic metal porte cochere spans the semi-circular entrance drive and shelters the primary entrance into the building. The metal structure has a flat roof with dentiled cornice supported by fourteen cast iron Doric columns that rest on concrete platforms. A historic raised concrete platform spans the façade under the roof of the porte cochere. A short flight of concrete stairs on the west side and a concrete ramp with non-historic metal handrails on the east side provide access up to the ramp from grade. ¹⁴

Masonry openings within the façade vary in size. At the first story, a grouped set of five windows pierces the west end of the façade. To its east, four individual windows pierce the slightly projecting wall. Two entrances pierce the wall beneath the porte cochere to the east of the tower. An ornate stone portal denotes this inset entrance. The ornate stone tablet above the entrance contains bas-relief carvings of cherubs and the words "Let Naught But Happiness and Contentment Dwell Within These Portals" (**Photo 6**). Three non-historic metal doors with glazing and transoms comprise the inset entrance beneath the stone tablet. Another historic entrance with non-historic single metal door with glazing pierces the wall to east of the portal. ¹⁵ Both entrances open onto the raised concrete platform. A grouped set of three windows pierces the wall to the east of the porte cochere, followed by a brick-infilled former opening (**Figure 6**). ¹⁶ Continuing to the east of the former opening: a set of two windows, a grouped set of four windows, a non-historic door/opening, and a grouped set of four windows (**Photo 1**).

A second story spans the façade above the porte cochere. Three historic portal openings with metal grilles pierce the parapet wall at this location, corresponding to the second-story sun deck (**Photos 1, 2, 7**). To the north of the parapet, three sets of non-historic glazed metal doors with transoms fill the historic

¹⁴ Existing metal handrails do not appear on historic drawings or photographs. Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 6 and Harkins Commercial Photo Company, photograph of the R. J. DeLano School, c. 1940, Robert Askren Photograph Collection, P35, Box 2, Folder 7, #4, MVSC, KCPL, https://kchistory.org/image/r-j-delano-school-1.

¹⁵ Historic drawings and photographs indicate that these doors were historically wood with divided lights, with divided light transoms above. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 6, 151, and 153 and Harkins Commercial Photo Company, photograph of the R. J. DeLano School, c. 1940, Robert Askren Photograph Collection, P35, Box 2, Folder 7, #4, MVSC, KCPL, https://kchistory.org/image/r-j-delano-school-1.

¹⁶ Historic drawings and photographs indicate that this entrance was historically recessed into the facade within a stone portal and composed of a set of double doors with lights beneath a transom and stone tablet. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 6 and Harkins Commercial Photo Company, photograph of the R. J. DeLano School, c. 1938, Robert Askren Photograph Collection, P35, Box 2, Folder 7, #3, DOI 10018187, MVSC, KCPL, https://pendergastkc.org/collection/9130/10018187/r-j-delano-school.

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openings in the south elevation of the second story sun room. 17 A historic secondary access to the roof (with non-historic door) pierces the inset south façade to the east of the sun room. At the west side of the second-story south façade (to the west of the tower), a non-historic hung window fills a historic window opening. 18

West Elevation

Eight bays organize the two-story west elevation. Bays 1 (south) and 7 project west of the main west wall of the elevation. As the grade slopes down to the north, the basement becomes more visible, creating a full two stories in all but the south bay of the elevation (Photos 2 & 3). A grouped set of five windows pierces the center of the south bay (bay 1). Progressing north, a pair of windows pierces the basement wall of bay 2 with a single window at the first story above. Bays 3, 4, & 5 contain a grouped set of five windows at each story. Bay 6 contains a pair of windows in the basement story and a grouped set of five windows in the first story. Single windows pierce the basement wall between bays 3 & 4 and 5 & 6. A non-historic metal slab door fills the historic opening in the basement wall between bays 4 & 5. The projecting bay 7 has two individual windows at the basement level (a louver now fills the south window) and a grouped set of five windows in the first story. A pair of non-historic doors fills a historic opening at grade. 19 Paired windows fill both stories of bay 8, which is recessed from bay 7. A stone string course separates the basement and first stories only in bay 8. Historic metal vent grilles pierce the wall between the basement and first story in bays 3 to 6 (visible in **Photo 2**). ²⁰ Near the north side of the elevation, a drive and ramp surrounded by non-historic metal chain link fencing branches off from the access drive and runs along the west elevation, above a concrete-walled bump-out that holds the historic lower-level fuel and ash rooms (visible in **Photo 3**). ²¹ The west elevation of the second story sits back from the main west elevation. Two single windows pierce the south end of this wall.

¹⁷ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 8, 151, and 153.

¹⁸ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 5 and 6.

¹⁹ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3 and 17.

²⁰ The purpose of these vents is currently unknown; non-historic radiators currently cover the interior locations of these vents in the classrooms.

²¹ According to historic drawings, steel doors were set directly into the ramp and at the west elevation of this location, presumably to provide easy loading and unloading of coal. As access to the ramp is now restricted with a chain link fence and visually obscured by vegetation, it is unknown whether these doors remain. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3 and 7.

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North Elevation: West Wing

A non-historic concrete and steel ramp dominates the north elevation of the west wing. This compact switchback structure was installed in 1965 (**Photo 3**). Three bays organize the north elevation. The grade on this side of the building exposes the foundation wall, creating a three-story elevation. No openings pierce the exposed concrete foundation. A stone string course separates the basement and first stories. Historically, paired windows filled the east and center bays. Today, non-historic double doors and brick fill the center bays; the doors provide access to the ramp. In the west bay, a removable brick panel fills the basement story, and a grouped set of three windows fills the upper story opening. ²³

East Elevation: West Wing

The historic play yard spans all but the north forty-eight feet of the east elevation of the west wing (**Figure 10**; visible in **Photo 4**). This one-and-a-half-story elevation becomes two stories north of the play yard. Overgrowth obscured most of this portion of the elevation. Eight uneven bays organize the visible portion of this wall. The south bay (bay 1) contains a door at the play yard level with a paired window in the upper wall. A paired window pierces the lower story of bay 2 with no openings above. Single, centered windows pierce bays 3 & 4. Bay 5 contains a door that opens to a historic concrete ramp leading down to the play yard level. This ramp spans the façade between bays 2 to 5. Grouped sets of five windows pierce the basement and first stories in bay 6. A window well spans the lower portion of the basement window. Bay 7 contains a door at the play yard level with a single window in the wall above. Bay 8 features paired windows at both the basement and first stories. Non-historic conduit is attached to the façade.

North Elevation: East Wing

The north elevation of the east wing steps down to the east (**Photo 5**). The one-story west half of this elevation fronts on the play yard; the two-story east half fronts on the sidewalk that leads to Cleveland Avenue to the east. A non-historic concrete ramp with metal handrails spans most of the north elevation, providing access from the elevated play yard down to the sidewalk. Ten uneven bays organize this elevation. A large rectangular masonry opening pierces the first story wall in the east bay (bay 1). To the west, bays 2 to 6 contain single windows. Bay 7 a window at ground level and in the upper façade. A metal louver pierces the upper façade between bays 6 & 7. Three even rectangular windows comprise

²² Linscott, Kiene and Haylett, "New Ramp Addition to the R. J. DeLano School," June 4, 1965, Sheets No. 1 and 2, KCSD.

²³ See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 6.

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bays 8 to 10; historic metal grates pierce the foundation wall below bays 9 & 10. Two doors fill historic window openings in the east end of the foundation.²⁴

East Elevation: East Wing

The one-story east elevation of the east wing fronts the non-historic parking lot (**Photo 4**). Three historic rectangular window openings pierce this elevation. A paired window fills the south opening; grouped sets of three windows fill the center and north openings. At this elevation, the second story is set back from the façade and has a non-historic metal door and two non-historic hung windows in historic openings, which provide rooftop access from the second-floor sun room. ²⁵

INTERIOR

First Floor

Historically, two sections organized the first floor: 1) an academic wing organized around an L-shaped double-loaded corridor that spanned the entire west wing and the west half of the east wing and 2) an occupational therapy and physiotherapy wing ("therapy wing"), which was organized around a double-loaded corridor with square plan in the east half of the east wing (see **Figure 7**). The first floor retains this basic spatial organization (see **Figures 7 & 11**). Vertical circulation includes a divided ramp with metal handrails, accessing all floors (**Photo 10**), and a non-historic elevator both situated at the corner of the "L" footprint; additionally, historic stairs, one near the north end of the academic wing corridor (Stair No. 1) and one in the therapy wing adject to the auditorium (Stair No. 2), provide access between floors and the roofs. The ramp features non-historic resilient flooring with historic terrazzo base, historic metal handrails, and historic plaster walls with wainscot composed of a non-historic wall covering material and historic plaster ceilings with non-historic light fixtures. ²⁶ Stair No. 1 and Stair No. 2 feature historic wood banisters, historic concrete floors, treads, and base, and historic plaster walls and ceilings. ²⁷

²⁴ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 2, 6, 7, and 155, KCSD.

²⁵ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 2 and 6, KCSD.

²⁶ Historic drawings indicate that the ramp had linoleum and plaster walls. The wainscot matches the wainscot at non-historic partitions, such as the walls of the ramp to the lower-level elevator. Additionally, 1995 renovation plans indicate that PVC wainscot was installed in multiple areas of the building. Therefore, the wainscot is assumed to be non-historic while the plaster walls remain. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3 – 5, 159 and George Niewrzel Architecture, "Renovation Project at DeLano School," August 25, 1995, sheet A0.1, KCSD. According to historic drawings, the ramp floor was composed of asphalt tile. Asphalt tile was observed beneath resilient flooring at the first level and does not match the existing resilient floor finish at the ramp or in other areas of the building. Additionally, 1995 renovation plans indicate that vinyl tile was installed in numerous areas of the building at that time. See George Niewrzel Architecture, "Renovation Project at DeLano School," August 25, 1995, sheet A0.1, KCSD.

²⁷ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3, 4, and 155, KCSD.

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The academic wing features classrooms (**Photo 18, typical**), offices, an assembly room/auditorium (**Photo 14**), bathrooms, a library (**Photo 16**), and other spaces arranged around a double-loaded, L-shaped corridor (**Photos 9 & 11**). The layout of this wing generally aligns with historic building plans. ²⁸ The wing's main entrance is the building's primary entrance at the south elevation, which leads to an entry vestibule with non-historic resilient tile flooring, historic terrazzo base, historic ornamental plaster ceiling with a geometric design, and historic painted plaster (**Photo 8**). Walls are covered with non-historic wall covering. ²⁹ Two metal plaques honoring individuals and organizations who contributed to the school's construction are located in the entry vestibule – one is attached to the east wall, and another is detached from the building and currently stored in this space.

At the north side of the vestibule, a set of three historic wood doors with lights and transoms open onto the central L-shaped corridor (**Photos 8, 9, & 11**). The corridor features non-historic resilient tile flooring; historic plaster walls with wainscot composed of a non-historic wall covering material; ³⁰ historic acoustical plaster ceilings with plaster cornice and non-historic light fixtures; and historic wood doors (most with divided lights) and wood frames. Historic metal handrails are attached to the walls (**Photo 11**). Two sets of non-historic metal doors subdivide the corridor near the elevator and the book room (**Figure 11**). At the east end of this corridor, a set of historic wood doors marks the transition into the therapy wing; another set of historic wood doors is located at the north end of the corridor near the lunchroom (**Figure 11**). Beyond these, the northern boundary of the corridor has been extended from its original termination at the south wall of the home economics room to the north wall of the west wing, to provide access to the 1965 ramp (**Figures 7 & 11**). Other alterations to the layout of the west wing include a closet, mock kitchen, and mock bathroom added to the historic restroom; addition of a small restroom to the historic clinic room; alterations to small toilet rooms at the south side of the coat room; addition of a partition to the attendant's room; and the replacement of a storage closet at the south side of the auditorium with the non-historic elevator shaft. ³²

Historically, the main entrance to the therapy wing was located on the south elevation and opened onto a second entry vestibule, which led to a double-loaded corridor with square plan that surrounded a core of dressing rooms, restrooms, and closets (see **Figures 4 & 7**; **Photo 12**). This wing contained a specialized

²⁸ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4.

²⁹ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4 and 157. While it is possible that the wall covering at the entry vestibule is the historic "linowall" (linoleum wall covering) listed in historic building plans, the wall covering matches that installed at non-historic partitions at the lower level, suggesting that it is not historic.

³⁰ Historic building plans indicate that the corridor in the academic wing historically had linoleum wainscot; however, the existing wall covering matches that installed at non-historic partitions at the lower level, suggesting that it is not historic. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4.

³¹ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 4, 153, 159.

³² Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4.

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tank room (Photo 15), occupational therapy rooms (Photo 19), and a treatment room. Today, the south entrance has been infilled and the entry vestibule combined with the adjacent library to the west (Photo 16). At the north and west segments of the corridor, partitions have been removed and added so that these segments no longer read as corridors, including the addition of restrooms to the west corridor. The dressing rooms and restrooms formerly located at the core have been removed, and the treatment room extended south into the core area. Alterations have been made to the layout of the small rooms that remain at the core, and a bathroom has been added to an office at the south side of the therapy wing. At the exterior, a new entrance on the south elevation leads to a new entry hall (created by subdividing the historic O.T. Work Room #2), which opens onto the remaining east and south segments of the corridor (Photo 12). 33 The corridor features non-historic resilient tile flooring; historic terrazzo base; historic plaster walls with wainscot composed of non-historic wall covering; historic plaster ceilings with nonhistoric light fixtures; and historic wood doors (most with lights) and wood frames.³⁴

In general, finishes in classrooms and offices at the first-floor therapy and academic wings include nonhistoric resilient flooring and a small amount of non-historic carpet; historic wood base, with terrazzo base in a couple of rooms; plaster walls, some with historic wood chair rails and/or wood or metal picture rails; and historic acoustical and smooth plaster ceilings, some with historic crown molding, as well as a few areas of non-historic acoustical tile ceiling. Historic asphalt flooring was observed beneath modern resilient flooring at Classroom #3. Historic built-ins including wood wardrobes, bookshelves, window seats and cabinets are located throughout, including at the book room, the kindergarten room (Photo 17), classrooms #1 – 5 (**Photo 18**), the home economics room, and the library (**Photo 16**). A historic fireplace with tile surround, tile hearth, and wood mantle is located in the kindergarten room (Photo 17). Other historic features include blackboards and tack boards, metal radiators, and wood door trim. Light fixtures throughout the first floor include non-historic ceiling-mounted and hanging lights, Columns are generally concealed throughout, though one column was observed near the center of the therapy wing where historic partitions have been removed.³⁵

Unique finishes and features are located in the restrooms and assembly hall (Photo 14) in the academic wing and the tank room in the therapy wing (**Photo 15**). The restrooms feature historic terrazzo flooring; historic plaster walls and ceilings; and historic marble wainscot, marble stall dividers and metal handrails. The tank room at the northeast corner of the therapy wing features historic ceramic tile floors and historic in-ground tile pool with ramp access, and historic glazed tile walls. The school's large assembly hall is accessed from the academic wing, directly across the corridor from the main entrance. The double-height space features non-historic resilient flooring and historic terrazzo base, historic plaster walls with historic

³³ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4.

³⁴ Historic building plans indicate that the corridor in the therapy wing historically had linoleum wainscot. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4.

³⁵ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 4, 157, 158, 160, 161.

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wood chair rail, and acoustical plaster ceiling with decorative plaster cornice. Windows and doors have ornamental plaster surrounds. At the west side of the room, there is an elevated stage with historic wood floors and base and historic ornamental wood and plaster proscenium (**Photo 14**). ³⁶

Second Floor

The layout of the second floor generally aligns with historic building plans (see Figures 8 & 12). To the east of the auditorium, there is a second-floor mechanical room accessed from via Stair No. 2. To the west and south of the auditorium, the second floor includes a bathroom, non-historic elevator lobby, and two classrooms organized around a small, modified landing at the top of the central ramp. At the easternmost classroom, historically known as the sun room, the south wall has non-historic doors in historic door openings that lead to the rooftop sun deck. At the east wall, a historic door opening with non-historic door, accessed via several concrete steps, provides access to the roof. The non-historic elevator (installed in the location of a former closet) and elevator lobby are located at the west side of the room. The sun room has non-historic resilient tile flooring, exposed brick walls (historic condition), and non-historic acoustical tile ceilings with non-historic light fixtures.³⁷ The southernmost classroom is located at the second floor of the tower and was historically known as the activity room. This room is finished with non-historic carpet, historic plaster walls with wood base, and a non-historic acoustical tile ceiling. A historic built-in wood paneled seat is located at the south wall.³⁸ The second-floor bathroom has been reconfigured since the period of significance (historically, there were two bathrooms at this location) but retains historic plaster walls and ceilings and historic metal handrails, with non-historic resinous flooring and base. 39

Basement

The layout of the basement generally aligns with historic building plans (see **Figures 9 & 13**). The east wing is primarily unexcavated, with the exception of two rooms at the northeast corner (historically a meter room and water room). ⁴⁰ The unexcavated area has exposed concrete columns and joists and exposed conduit and piping. Several sets of steps in historic locations along the north side of the east wing lead to the meter and water rooms. A non-historic partition has been added to the north side of the

³⁶ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 4, 157, 158, 160, 161.

³⁷ Historic drawings indicate that the sun room had concrete floors and unfinished walls and ceiling. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 5.

³⁸ Historic drawings indicate that the activity room had concrete floors with wood base, plaster walls, and acoustical ceilings. Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 5 and 159.

³⁹ Historic drawings indicate that the bathroom had concrete floors. See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 5.

⁴⁰ These rooms were inaccessible to the authors of this report.

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meter room to accommodate the relocation of the entrance at the north elevation of the east wing. Another stair (Stair No. 2) is also located at the north side of the east wing.

The basement of the west wing is composed of classrooms, bathrooms, and support spaces organized around a central double-loaded corridor (**Photo 13**). Concrete columns, most engaged in walls, are visible throughout. Near the junction of the east and west wings at the south side of the building, a historic ramp with compact plan provides access to all levels of the school. A non-historic ramp directly east of the historic ramp with resilient flooring leads to the non-historic elevator.

The central double-loaded corridor features non-historic resilient tile flooring with historic wood and terrazzo base, historic wood chair rail, non-historic metal lockers, and historic plaster walls with wainscot and ceilings with non-historic ceiling-mounted light fixtures. Historically, the corridor extended only as far north as the south wall of the playroom at the northeast corner of the corridor; today, it extends to the north end of the building, providing access to the 1965 ramp at the rear of the school. At the non-historic north segment of the corridor, the west wall (historically the west wall of the playroom) is composed of historic painted masonry and there is exposed mechanical piping and conduit. Most corridor doors appear to be historic glazed and slab wood doors with historic wood trim. A few non-historic doors were observed, including a set of metal double doors that bisects the corridor just south of the entrance to the bathroom (**Photo 13**). ⁴¹ Like the first-floor corridors, metal handrails line the basement corridor.

Classrooms (**Photo 20**), restrooms, and support spaces are located to either side of the corridor. Minor alterations to partitions within these spaces include the relocation of the north wall and removal of a small toilet room at the historic "drivers' room," the addition of a bathroom to the historic janitor closet, and the addition of a small closet to the northwest corner of the historic playroom. Finishes and features within classrooms and support spaces in the east wing generally include non-historic resilient tile flooring; ⁴² historic metal radiators; historic wood door trim; historic built-ins like shelving and blackboards; and non-historic acoustical tile ceilings with non-historic light fixtures. The manual training room and connected lumber and finish rooms at the southwest corner of the basement have a historic wood floor; the manual training room also has historic plaster wainscot with a wood chair rail. Historic drawings indicate that most walls and ceilings at these classrooms and support spaces were historically unfinished. Today, classrooms and support spaces feature a combination of exposed painted masonry, plaster and unidentified finishes at walls. The restrooms located at the east side of the corridor have historic terrazzo

⁴¹ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3 and 153.

⁴² Tile flooring in the playroom at the northeast corner of the west wing appears older than resilient flooring in other areas of the lower level. Historic building plans indicate that the floor finish in this room was historically "cork carpet." See Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 3.

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floor and base, historic metal handrails and metal radiators, and what appear to be historic plaster walls and ceilings with non-historic light fixtures. 43

INTEGRITY & REGISTRATION REQUIREMENTS

DeLano School retains excellent integrity to convey its significance as an example of a Progressive-Era School property type, as defined in the MPDF "Historic Resources of the Kansas City Missouri School District Pre-1970." Per the MPDF, an eligible Progressive-Era School must retain the following:

- Historic form and massing, including roof form;
- Historic exterior materials;
- Interior (auditorium/assembly room and gymnasium) and exterior recreation areas;
- Historic fenestration patterns, although windows and doors may have been replaced;
- Basic interior configuration of corridors and stairwells; and
- Additions that are sympathetic to the original design in form and materials may not compromise
 the integrity of the resource.⁴⁴

DeLano School meets all of the above requirements, with the exception of minor alterations to historic fenestration patterns (discussed below). The building has not been moved and retains its integrity of location. Central Park to the west and Central Middle School to the south were both present at the time of the construction of DeLano School. Some of the buildings in the immediate vicinity were constructed after 1939, such as Central High School (constructed in the 1990s) and the YMCA (added sometime after 1970 and remodeled circa 2020). Furthermore, DeLano School retains its broader historic setting within a residential neighborhood comprised primarily of single-family homes. 45

DeLano School retains integrity of design, materials, and workmanship, allowing it to communicate its historic function as a Progressive-Era School designed to meet the needs of students with disabilities. The school retains the key features of Progressive-Era School buildings designed with a focus on safety, hygiene, and hands-on learning. These include a linear plan with flat roof (**Photos 1 &2**); the use of non-

⁴³ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3, 153, 155, 159, 160.

⁴⁴ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," F-51, F-52.

⁴⁵ Nationwide Environmental Title Research Historic Aerials Viewer, https://www.historicaerials.com/viewer; Elizabeth Rosin and Rachel (Consolloy) Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Properties Documentation Form* (2012), F-51; Sanborn Map Company, *Insurance Maps of Kansas City, Volume 6, 1917 (updated to 1945),* (New York: Sanborn Map Company, 1917), Sheets 753, 757, 758, 851; Sanborn Map Company, *Insurance Maps of Kansas City, Volume 3, 1909 (updated to 1950)* (New York: Sanborn Map Company, *Insurance Maps of Kansas City, Volume 4, 1909 (updated to 1950)* (New York: Sanborn Map Company, 1909), Sheets 473, 489, 586.

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combustible materials (concrete, stone, and brick) (Photos 1 through 7) and wide hallways to promote fire safety (Photos 9 & 11 through 13); large operable windows at classrooms and other features (i.e., a sun room and sun deck) to provide students with the health benefits of light and fresh air (Photos 7 & 18 through 20); interior layouts organized around double-loaded corridors (Photos 9 & 11 through 13); and purpose-built areas intended for specialized instruction and use, including the historic assembly room/auditorium (Photo 14), library (Photo 16), lunchroom, manual training room, home economics room, playroom, kindergarten room (Photo 17), and outdoor play yard (Photo 5). The library has been combined with the former therapy wing entry vestibule (compare Figures 7 & 11), and the extent of the play and home economics rooms has been reduced due to the extension of the corridor at the north end of the building and the addition of a small closet to the playroom (compare Figures 7 & 11). With these exceptions, these purpose-built spaces retain their general historic configuration and most retain at least some of their original built-in features (Photo 16). The assembly room (Photo 14), manual training room, and kindergarten room (Photo 17) are especially intact. DeLano School also retains the unique features that illustrate how Keene & Simpson adapted standard Progressive-Era school design to fit the specific needs of students with disabilities, such as the central ramp (in lieu of stairs) (**Photo 10**); metal handrails in the corridors (Photos 11 & 13); lavatories at all levels (not just the lower level); and a purpose-built therapy wing (Photos 15 & 19). Alterations to the therapy wing include the removal of dressing rooms and restrooms to create a large treatment room and the extension of a corridor south to a new exit in the south elevation (Photo 1). The historic tank room (Photo 15), exercise room, occupational therapy room #1 (Photo 19), and nurse and doctor offices retain their basic historic configurations and some of their original built-in features. Further, the double-loaded corridor within this wing remains intact on the east (Photo 12), south (Photo 12), west, and the west half of the north.

DeLano School's integrity of design is expressed at the exterior through the retention of its flat roof, plan, and massing (Photos 1 & 2); play yard at the interior of the site (Photo 5); historic ramps at the west elevation and play yard, and patterns of fenestration. The yard now features non-historic playground equipment and surfacing material, but retains its historic concrete walls, ramp and stairs, and interior access points. Limited alterations have been made to fenestration, including: the infill of the historic entrance to the therapy wing and addition of a new secondary entrance at the south elevation (Photo 1); the addition of two new entrances installed in historic window openings at the north elevation, to provide access to the 1965 ramp (Photo 3); and the relocation of one secondary entrance at the north elevation of the east wing from its historic location to a historic window opening. These last two alterations are located on secondary elevations and have limited or no visibility from the public right of way. The alteration to the south elevation, while visible from the street, is not significant enough to compromise the property's integrity. The 1965 ramp and non-historic play yard ramp are located at the rear of the building and are not visible from East Linwood Boulevard. The layout of the 1965 ramp reflects the design of the interior ramp, and the use of concrete is compatible with the building's exterior cladding; therefore, the ramp is sympathetic to the school in form and materials and does not compromise the property's integrity.

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At the interior, integrity of design is expressed through the retention of general circulation patterns at all levels. The lower and first levels remain organized around double-loaded corridors, though the corridor at the therapy wing has been modified, and the north side of basement and first floor corridors has been extended to the north end of the building. Historic vertical circulation, including two interior stairs and the central ramp, remains. The non-historic elevator and associated basement ramp have been sensitively located and do not compromise the building's integrity of design. Though some partitions have been added and removed, the general layout of offices, classrooms, and support spaces remains at the basement, second floor, and first floor of the academic wing. The first floor therapy wing has experienced the most obvious alteration to its layout, including the combination of its former entrance vestibule with the library. However, several of its purpose-built spaces retain their historic configuration, including the tank room, exercise room, occupational therapy room #1, and nurse and doctor offices.

Integrity of materials is expressed at the exterior through the retention of historic stone, brick and concrete, including stone windowsills, concrete and stone water table, and the stone detailing and metal roof at the tower. Window openings have been covered and most windows appear to have been replaced with hung windows that reflect the historic method of operation. Most exterior doors have been replaced. At the interior, the majority of the building's historic materials appear to remain, including plaster walls and ceilings, terrazzo and wood base, terrazzo floor and marble wainscot at restrooms, wood floor at the manual training room and assembly room stage, and ceramic and glazed tile at the tank room. Non-historic finishes include resilient tile flooring and acoustical tile ceilings. The wainscot composed of a wall covering material, if non-historic, is consistent with the historic presence of linoleum wainscot throughout the building; non-historic resilient tile flooring likewise is compatible with the historic asphalt tile finish. Areas of non-historic acoustical tile ceilings are limited and do not compromise the property's integrity.

Integrity of workmanship is expressed through exterior detailing at the porte cochere and tower, as well as the carved stone portal and tablet at the primary south entrance (**Photo 6**). At the interior, numerous examples of historic workmanship remain, including wooden banisters at stairs; metal handrails; wood chair rails and wood or metal picture rails; wood doors and trim; metal radiators; dozens of built-in wood features, such as wardrobes, shelves, and cabinets; blackboards and tack boards; ornamental plaster ceilings and detailing at the primary entrance vestibule and assembly room; and the decorative wood and plaster proscenium at the assembly room.

DeLano School's integrity of location, setting, design, materials, and workmanship, as well as its continued function as a school for disabled children through the early twenty-first century, allow it to communicate integrity of feeling and association as a Progressive-Era school in the Kansas City Missouri School District designed specifically for students with disabilities. The school meets all the registration requirements laid out in the MPDF "Historic Resources of the Kansas City Missouri School District Pre-1970" for the property type "Early Twentieth Century/Progressive-Era School (1900-1940)." The

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building was constructed for the Kansas City Missouri School District prior to 1970 and stands with the current and historic boundaries of the Kansas City Missouri School District. Additionally:

- The school retains its historic form and massing, including the flat roof.
- The school retains its historic exterior materials, specifically brick, stone, and concrete.
- The school retains its historic interior and exterior recreation spaces, including the assembly room, playroom, and outdoor play yard.
- Though windows and doors have been replaced, the school retains the majority of its historic fenestration patterns.
- The school retains the general historic configuration of its interior circulation, including corridors, stairwells, and central ramp.
- The non-historic 1965 ramp addition is sympathetic to the original design in form and materials and does not compromise the integrity of the school.

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SUMMARY

The 1939 R. J. DeLano School for Crippled Children (DeLano School) at 3708 East Linwood Boulevard, Kansas City, Jackson County, Missouri is locally significant under Criterion C in the area of Architecture as an important example of the Progressive-Era School property type, as defined by the MPDF "Historic Resources of the Kansas City Missouri Public School District Pre-1970." The school aligns most closely with the historic context "Public School Buildings in Kansas City, Missouri (1867-1970)" also discussed in the MPDF. Local architectural firm Keene & Simpson designed the building, which was constructed by the S. Patti Construction Company. As was typical for district schools constructed between 1900 and 1940, DeLano School embodies of the principles of Progressive Era school design, which focused on student safety, student health, and hands-on learning in specialized areas of instruction. At the same time, as the only district school designed to meet the needs of disabled students, unique design elements and features distinguish DeLano School from other Progressive-Era district schools. In line with Progressive-Era design practices, the school features a linear plan with flat roof; non-combustible materials (concrete, stone, and brick) and wide hallways to promote fire safety; large operable windows at classrooms and other features (i.e., a sun room and sun deck) to provide students with the health benefits of light and fresh air; interior layouts organized around double-loaded corridors; and purpose-built areas intended for specialized instruction and use, such as an assembly room/auditorium, library, book room, dining room, manual training room, home economics room, playroom, kindergarten, and outdoor play yard. Keene & Simpson adapted the standard Progressive-Era School property type to serve disabled students: a central ramp (in lieu of stairs); metal handrails in the corridors; lavatories at all levels; and a purpose-built therapy wing. The MPDF notes four subtypes of the Progressive-Era School property type: Elementary School, Open Air School, High School, and Junior High. DeLano School served students from elementary to high school and incorporated some elements of the Open Air School. Because it does not fit into a subtype, and as the only such adaptation of the Progressive Era design for disabled students in the Kansas City School District, the DeLano School is nominated as an example of the general property type, "Progressive Era School," with a period of significance reflecting the year it opened, 1939.

ELABORATION

PROGRESSIVE ERA EDUCATION AND SCHOOL DESIGN

The term "Progressive Era" is used to reference the first few decades of twentieth century American history. The term is derived from the prevailing philosophies and ideas of this time period, in which reformers (or "progressives") sought to combat the perceived ills of industrialization and urbanization through reforms to various areas of American society. Progressives, many of whom were educated, middle-class individuals, advocated for improvements to the workplace and the rights of workers (such as increased safety, shorter working hours, and restrictions on child labor), Prohibition, election reforms (such as the recall and referendum), women's suffrage, restrictions on the power of big business, and

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clean-up of government corruption – in general, improved health, safety, and quality of life for Americans. 46

For progressives, education was a key component in helping people to lead successful lives. As the "Historic Resources of the Kansas City Missouri School District" multiple property documentation form (MPDF) states, "Education was widely recognized as the key to maintaining an informed and engaged citizenship, thus perpetuating the Democratic ideals on which the country was founded...Increased knowledge led individuals to question existing conditions and gave them the confidence and support to make improvements, whether in their own lives or for the greater society."

During the early twentieth century, rising immigration and the growth of American cities, combined with new child labor and compulsory school attendance laws, led to a large increase in public school attendance among American children. At the same time, changing educational philosophy led to new practices in public education, such as standardized curricula and revision of school programs from the 8-4 plan (eight years of elementary education and four years of secondary education) to the 6-2-4 or 6-3-3 plan (six years of elementary education, two or three years of transitional education, and three years of secondary education). Federal legislation (the Smith-Hughes Act of 1917, the George-Reed Act of 1929, the George-Ellzey Act of 1934, and the George-Deen Act of 1937) provided federal support for integration of vocational training into the standard public educational program. New ideas about education emphasized learning through hands-on experience, rather than by rote memorization. Additionally, schools became focused on advancing student health. 48

These developments led to a surge of school construction during the early 1900s, with features designed to accommodate Progressive-Era philosophies and new ideas within public education. As the MPDF states.

The desire to improve school facilities coupled with the surge in enrollment that followed passage of compulsory attendance laws led to a national school building boom between 1900 and the mid-1920s. Architects applied the same principles of standardization that improved the educational curriculum to school building design in order to support the Progressive Era focus on safety and

⁴⁶ "Progressive Movement," Ohio History Central, accessed March 21, 2022, https://ohiohistorycentral.org/w/Progressive_Movement; "The Progressive Era," Encyclopedia Brittanica, accessed March 21, 2022, https://www.britannica.com/place/United-States/The-Progressive-era; "Progressive Era to New Era, 1900 – 1929: Overiew" Library of Congress, accessed March 21, 2022, https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/progressive-era-to-new-era-1900-1929/overview/; Elizabeth Rosin and Rachel (Consolloy) Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Properties Documentation Form* (2012), E-3.

⁴⁷ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-3.

⁴⁸ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-3 – E-6, E-16.

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sanitation. Construction materials (brick, concrete, clay tile) and finishes (glazed tile, polished concrete) were chosen for their fireproof and hygienic qualities. Technological advances in ventilation and electricity were widely publicized and readily incorporated. A more linear, rather than square, building form was adopted as the standard for Progressive Era schools, creating long double-loaded corridors on the interior. Wide concrete corridors and stairwells provided better egress in the event of a fire. Educational philosophy recognized the importance of physical activity and play in creating balanced individuals and an enticing environment, and designers focused more attention on recreational areas both within and immediately surrounding the building.⁴⁹

The 1939 DeLano School exemplifies this design philosophy through its masonry construction, linear form, wide double-loaded corridors, and outdoor play area. In place of the egress stairs, DeLano School contains a central ramp.

Progressive-Era concerns about hygiene and educators' focus on making the school environment more conducive to student health (and more specifically, in combating tuberculosis) led to a specific trend in school design and education known as the Open Air Movement. The movement focused on providing school facilities that provided abundant access to fresh air, which was believed to be an antidote and cure for tuberculosis. Beginning with experimental outdoor classrooms in Germany in 1904, the movement quickly spread to other European countries and the United States. At DeLano School, the philosophies of this movement were expressed through the provision of an open-air sun deck and outdoor play area, as well as ample windows in each classroom.

The Gary Plan was another influential educational movement during the Progressive Era. The program had its impetus in the Gary, Indiana School district, where Superintendent Dr. William Wirt devised a unique new curriculum in 1908 to combat overcrowding through more efficient use of district facilities. In this program, students of all grades were combined at one building to rotate through four departments during the school day: 1) academic subjects, 2) music, drawing, or natural study, 3) auditorium studies (like dramatic reading, plays, and dancing), and 4) recreation using the playground, pool and/or gymnasium facilities. Known as the "work-study-play program," it aimed to educate children through a combination of "physical activity, academic instruction, artistic expression, and scientific experimentation [while utilizing] all available space on school grounds." In addition to academic classrooms, this plan required schools to have dedicated spaces for the various activities, such as an auditorium, a gymnasium,

⁴⁹ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-5.

⁵⁰ Daniela Blei, "When Tuberculosis Struck the World, Schools Went Outside," *Smithsonian Magazine*, September 1, 2020, https://www.smithsonianmag.com/history/nistory-outdoor-schooling-180975696/; Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-19.

⁵¹ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-20 – E21.

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and outdoor play areas.⁵² Like other Progressive-Era schools, DeLano School featured spaces dedicated to specific types of educational activities, including an assembly room/auditorium, library, manual training room, graded classrooms, and outdoor play yard.

KANSAS CITY SCHOOL ARCHITECTURE: 1930 - 1939

In the Kansas City School District (District), expansion of the city's boundaries and population increases reflected national trends and likewise led to increased school construction during the first decades of the twentieth century. Between 1901 and 1915, total enrollment increased from 28,280 students to 46,684 students. Between 1910 and 1915 alone, construction in the District included thirteen new elementary schools, one new high school, and four additions to existing schools. Expansion during the 1920s was even more extensive, with \$21 million in bond proposals leading to the construction of twenty-five new schools and at least eighteen additions between 1923 and 1932.⁵³

From 1900 through the 1930s, the designs of the District's new school buildings and additions were specifically tailored to Progressive-Era ideas and educational trends. Reflecting the general focus on student health, the District hired a Health Officer in the Department of Hygiene and Physical Education to provide annual physical (and eventually dental) examinations. The District's new buildings also included classrooms tailored to specialized subjects, like art, music, domestic science, and manual training, providing skills that supported student individuality and prepared students to enter the workforce. Qualifications for new teachers increased to ensure qualified educators for these specialized subjects. The District also constructed a new school type, the Junior High School, reflecting the shift to the 6-3-3 and 6-2-4 plans. ⁵⁴

In accordance with national plan books for school buildings, Progressive-Era District schools were generally flat-roofed and two or three stories in height with a symmetrical elevation. Schools were often designed to be completed in stages, with discrete units that could be built separately. In accordance with concerns about safety and fireproofing, schools were often constructed with concrete, steel, and masonry, with an attempt to reduce the amount of woodwork at the interior. Wide hallways and stairways facilitated safer egress in the event of a fire, while operable transoms and improved ventilation systems were used to encourage circulation of fresh air. Most schools were organized along a double-loaded corridor with a T, I, L or U-shaped plan. Schools included gymnasiums, auditoriums, libraries and cafeteria rooms dedicated to those specific uses, as well as outdoor play areas. By the 1910s, schools had also incorporated designated areas and classrooms designed to support specific instruction in specialized

⁵² Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-20 – E21.

⁵³ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-16 – E-18.

⁵⁴ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-16 – E-18.

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subjects such as nature study, music, kindergarten, and manual training, reflecting the Progressive Era focus on learning through doing. The lower level of Progressive-Era schools usually held a playroom and the restroom facilities with direct access to the exterior. Architectural styles commonly included Romanesque Revival and Neo-Classical. 55

Following a 1913 study of a school for tubercular students in Toledo, Ohio, the District worked to incorporate the principles of the Open-Air Movement into its new and existing schools. In Kansas City, this resulted in designated "fresh air classrooms" in elementary schools. These classrooms contained large operable windows on two or more walls, "sometimes with arched openings, and access to rooftop play areas." The classrooms were intended for students who were perceived as susceptible to illness, including those who were underweight or had weak hearts. The classrooms were operated separately from the rest of the school, with programs that included morning baths in basement lavatories and teaching, rest time, and lunch in the fresh air classrooms. Philanthropic organizations supplemented the basics provided by the District by equipping the classrooms with specialized items such as winter clothing (to allow children to withstand exposure to cold air during the winter), nurse supervision, and dining room equipment and food. 57

The first school to incorporate fresh air classrooms into its design was the Karnes School (1915, demolished). McCoy, Swinney, Moore, Bryant and Twain schools followed soon after. Fresh air classrooms were also installed within existing schools, which typically already had ample windows for the purpose. By 1930, the District had twenty-one fresh air classrooms spread across fifteen schools, with eight hundred students enrolled in the program. ⁵⁸

In addition to the Open-Air Movement, the Gary Plan also influenced educational practice and design at District schools. The District had limited success with the programmatic elements of the Gary Plan. It briefly employed elements of this plan at Irving School in 1913, but due to a lack of parental support, the program was soon modified to the Platoon Plan. The Platoon Plan split students into two groups (with subgroups per grade) that alternated between academic and specialized areas of study. Though this plan still required the use of library, auditorium, gymnasium, and outdoor play areas, recreation assumed a less important role than within the Gary Plan. This program was first implemented at the District's Kumpf and Greenwood schools in 1922. The outcome of the District's experiments with the Gary and Platoon plans was a determination that all schools needed an auditorium, gym, library, manual training rooms, and areas

⁵⁵ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-17, E-28 – E-30, F-50.

⁵⁶ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-19.

⁵⁷ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-19, E-20.

⁵⁸ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-19, E-20.

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for outdoor recreation, in addition to academic classrooms. Schools built after 1913 included gyms and auditoriums, and many pre-existing schools received additions with stacked auditorium and gymnasium. ⁵⁹

The design of Kansas City Progressive-Era Schools was strongly shaped by Charles Smith, District architect from 1899 until 1936, who designed fifty-four new buildings and twenty-six additions or expansions for the District during his tenure. The MPDF notes that

In order to meet demand during periods of rapid expansion in the District, Smith designed a basic school plan that was highly adaptable. The plan included discrete building sections that featured all of the necessary components a school needed to operate. The basic building section could accommodate future additions in a seamless manner. A variety of architectural styles could be applied to the façade and corridor details to distinguish each school without altering the basic configuration. Smith was also able to transform his designs in response to emerging trends in educational philosophy. As needed, Smith designed classrooms for manual training, sewing, art, music; gymnasiums and auditoriums to accommodate the modified Gary Plan and the Platoon Plan; and classrooms with walls predominantly composed of windows in accordance with the Open Air Movement. The wide range of architectural styles employed throughout his career illustrates Smith's familiarity with local and national design trends. ⁶⁰

Smith usually designed his buildings in one of the historical revival styles popular during his tenure, often Classical Revival or classically-inspired styles. ⁶¹ His designs for elementary schools can be divided into at least four different types: 1) an H-shaped main block with projecting center entry and rear mechanical systems wing, 2) a three-story U-shaped block with central two-story block with rooftop play area, designed to accommodate open-air classrooms, 3) a one-story building with skylights and exterior classroom entrances with a central auditorium and gymnasium, also designed to accommodate aspects of the open air classroom, and 4) unique designs that cannot be categorized, but "share general characteristics with their predecessors, including concrete construction and masonry cladding, defined front entry, banks of tall and/or wide windows, and concrete flooring with integral bases." ⁶²

The Great Depression of the 1930s brought a temporary halt to the frenetic pace of school construction in Kansas City, as it did in cities across the United States. Like other municipalities, Kansas City turned to federal aid as a means of funding public facility construction and improvements, including school

⁵⁹ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-21 – E-23, E-32.

⁶⁰ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-35.

⁶¹ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-30 – E-31, E-35.

⁶² Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," F-50.

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buildings. Programs such as the Public Works Administration (PWA) and Works Progress Administration (WPA) provided work for the unemployed while stimulating economic activity and providing needed public facilities such as schools. In 1934, the District Board received a \$500,000 grant to supplement an existing \$1.75 million building program. In 1935, twenty-two projects eligible for this grant money were identified, including construction of stadiums and additions to existing schools, enlargement of gymnasiums and cafeterias, plumbing system modernization, window replacement, and plaster repair. In the end, it appears that three new school buildings were constructed between 1935 and 1938 using funding from the PWA. These included Lincoln High School (1935), a segregated high school for African American students. ⁶³ Designed as Charles Smith's last project as district architect, the school was built using PWA funding and included a two-story auditorium and multiple gymnasiums. Southeast High School (1937) was designed by the well-known local architectural firm of Wight & Wight, and the R. J. DeLano School for Crippled Children (1939) was designed by Keene & Simpson, another notable local architectural firm. ⁶⁴ The MPDF notes that these schools, while funded by the PWA and constructed at the end of the 1930s, "generally followed the Progressive Era prototype established by [District architect Charles] Smith." ⁶⁵

HISTORY OF THE R. J. DELANO SCHOOL FOR CRIPPLED CHILDREN

The MPDF identifies four general subtypes of the schools constructed for the Kansas City Missouri School District during the Progressive Era. These are: Elementary Schools, Open Air Schools, High Schools, and Junior High Schools. Although its design follows the tenets of the Progressive Era, DeLano School does not easily fit into a subcategory. Therefore, DeLano School is nominated as an example of the general Progressive Era School property type.

The establishment of a public school in Kansas City devoted specifically to serving children with physical disabilities began in the 1920s. The school was the brainchild of Raymond J. DeLano, president of the Jackson County School for Crippled Children, and Mrs. Robert Hovey, Kansas City resident who was paralyzed after contracting polio as a child. In 1925, DeLano presented the idea of establishing a school for disabled children to the Kansas City School District's Board of Education. ⁶⁶ Following a letter of support from the Missouri Society for Crippled Children to the District in October of 1927, the District's assistant superintendent George Melcher promised to study the demand for such a school in the upcoming school census. In a 1927 newspaper article, Melcher noted that "the movement to establish such schools is

⁶³ Lincoln High School was listed in the National Register on January 15, 2014.

⁶⁴ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-6, E-23 – E-24.

⁶⁵ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-36.

⁶⁶ The Kansas City School District practiced segregation until 1954, but whether DeLano School followed this practice before 1954 is currently unknown.

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growing...and one city after another has built schools of this kind."⁶⁷ According to Melcher, St. Louis was at that time the only city in Missouri to maintain a school for disabled children, while in states such as Ohio, "every city of any size has one."⁶⁸

The result of these efforts was the establishment of a separate District school for disabled children in 1929. The institution was established within an existing school, the Irving School at 24th Street and Prospect Avenue (not extant). Three rooms on the first level of the Irving School were utilized by approximately two dozen pupils who arrived at the school by bus. Students were divided into two classrooms; the third room was filled with cots for resting. While the District provided the school's classrooms and teachers, organizations such as the Junior Red Cross, the Lions Club, and the Visiting Nurse Association donated money, services, and materials to the school, providing funding for a bus assistant and an assistant physical director, physical therapy services, clinics held by a local doctor, a classroom piano, a wheel chair and walking bars, and other items. ⁶⁹ When R. J. DeLano died in a 1930 plane crash, the small school within the Irving School was named the R. J. DeLano School for Crippled Children in his honor. ⁷⁰

By 1932, the number of children had increased to seventy students between four and eleven years of age, and the school had expanded from three to five rooms within the Irving School, including a "treatment room" with a water tank used in treating "infantile cases" and "many devices for the exercise and improvement of the crippled children." By 1934, DeLano School also included an "occupational room, where children are taught the delights that come with handicraft and the ability to make things for themselves," such as weaving, manual training, and rug making. 72

By 1937, increased demand led the District to propose a \$500,000 building campaign for a new school building dedicated entirely to the service of disabled children. Funding for the project was provided in part by the Public Works Administration (PWA), which contributed \$193,770 to the cost of the school. DeLano School was part of a larger building campaign by the District that included eleven projects

⁶⁷ Untitled newspaper article, Kansas City Star, October 13, 1927, in DeLano School file, MVSC, KCPL.

⁶⁸ Untitled newspaper article, *Kansas City Star*, October 13, 1927, in DeLano School file, MVSC, KCPL; "De Lano Class of Nine," *Kansas City Star*, June 7, 1939; "Open a Happy School," *Kansas City Star*, October 29, 1939.

⁶⁹ "School for Crippled Open," *Kansas City Times*, September 30, 1929, untitled article, *Kansas City Star*, November 27, 1929, and untitled article, *Kansas City Star*, February 4, 1934, DeLano School file, MVSC, KCPL; "Crippled Get a Chance," *Kansas City Star*, September 30, 1929.

⁷⁰ Untitled article, Kansas City Star, February 4, 1934, DeLano School file, MVSC, KCPL.

⁷¹ Untitled article, *Kansas City Star*, December 11, 1932 and untitled article, *Kansas City Star*, February 4, 1934, DeLano School file, MVSC, KCPL.

⁷² Untitled article, Kansas City Star, February 4, 1934, DeLano School file, MVSC, KCPL.

⁷³ Untitled newspaper article, Kansas City Times, August 26, 1937, DeLano School file, MVSC, KCPL.

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supported by PWA grants. Of these, DeLano School received the second highest amount of PWA funding, surpassed only by the remodeling and expansion of the Manual Training High School.⁷⁴ In the fall of 1937, following notification of approval of a PWA grant, the District's Board of Education authorized the purchase of a largely vacant site on Linwood Boulevard between Monroe and Cleveland avenues (directly east of Central Park and to the north of both Central High School and Central Junior High School), and authorized an architectural firm to prepare drawings for the project.⁷⁵

The architectural firm selected by the District, Keene & Simpson, was established in the early twentieth century as a partnership between Arthur S. Keene & Leslie B. Simpson. Keene, a native of Massachusetts and graduate of the Massachusetts Institute of Technology, came to Kansas City in 1907. He joined with established Kansas City architect Simpson, a native of Calhoun, Missouri. The firm was well-known locally, and according to a 1911 publication was responsible for the design of "some of the best-known edifices of the city." This included many commercial buildings, as well as the Scottish Rite Temple (1930) and the Jackson County Courthouse (1933). According to the MPDF, "the wide variety of buildings in their portfolio illustrates their depth of understanding of popular architectural styles and ability to adapt to evolving trends." Keene was a member of the Kansas City Chamber of Commerce and Plan Commission, president of the American Institute of Architects' (AIA) Kansas City Chapter, and a member of AIA's College of Fellows. Simpson also served as president of the American Institute of Architects and, in the words of his obituary, "contributed valuable service to various committees that reshaped the city building code." In 1955, the firm became Keene & Simpson & Murphy. Simpson passed away in 1961, and Keene in 1966.

⁷⁴ "Busy PWA Days Soon," *Kansas City Star*, November 15, 1938; "Plans to Push Projects," *Kansas City Star*, October 3, 1937; "A PWA School Grant," *Kansas City Star*, September 10, 1938; "To Rush Trades School," *Kansas City Times*, August 4, 1938. Other projects included several auditorium and gymnasium additions. See "To School Space Soon," *Kansas City Times*, December 1, 1938.

⁷⁵ Untitled article, *Kansas City Star*, November 16, 1937, and untitled article, *Kansas City Times*, October 22, 1938, DeLano School file, MVSC, KCPL; Tuttle-Ayers-Woodward Co., "Plat Survey of Tract of Land for DeLano School," November 23, 1937, KCSD; "Plans to Push Projects," *Kansas City Star*, October 3, 1937.

⁷⁶ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-37; "Arthur S. Keene," *Skylines*, June/July 1966, p. 10; "Leslie B. Simpson," unknown paper, December 15, 1961, MVSC, KCPL; "Leslie B. Simpson Dies," unknown paper, December 15, 1961, MVSC, KCPL.

⁷⁷ American Illustrating Company, "Pen and Sunlight Sketchers of Greater Kansas City," 1911, p. 104, MVSC, KCPL.

⁷⁸ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," E-37

^{79 &}quot;Arthur S. Keene," Skylines, June/July 1966, p. 10, MVSC, KCPL.

^{80 &}quot;Leslie B. Simpson," unknown paper, December 15, 1961, MVSC, KCPL.

⁸¹ Elizabeth Rosin and Rachel (Consolloy) Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Properties Documentation Form* (2012), E-37; "Leslie B. Simpson," unknown paper, December 15, 1961, MVSC, KCPL; "Arthur S. Keene," *Skylines*, June/July 1966, p. 10. Keene & Simpson & Murphy also designed another project for the Kansas City School District - the academic and field house building for Southeast Junior High School in 1963.

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To design DeLano School, Keene & Simpson studied similar schools in other cities, and also requested the input of doctors and nurses. ⁸² By February 4, 1938, the firm's drawings were on file at the District offices, in preparation for contractor bidding and selection. ⁸³ The S. Patti Construction Company, a local general contracting firm founded in 1915 by Sebastian Patti, was awarded the project, estimated to cost \$300,000. In May of 1938, the PWA's regional office in Omaha, Nebraska authorized the start of construction. ⁸⁴

The original building permit filed in September of 1938 called for a 220 by 240-foot, one-story brick building with composite roof. 85 A March 1938 article in the *Kansas City Times* provided an excellent summary of the school's design and layout as shown in the plans developed by Keene & Simpson (see **Figures 4 through 9 & Figure 14**):

The building is to be in the shape of an "L" with the lower part of the figure facing the north side of Linwood Boulevard and the upright part of the figure facing west across Central Park. A colonial tower will rise above the entrance, which will face Linwood. Counting a large open sun deck, a closed sunroom and small playroom on the Linwood side of the roof, the building will include three floor levels, with the center floor the main part of the school. The basement will contain, besides the boiler room, a manual training room and playroom. The classrooms of the school will be together, in a row on the west side of the school, and face Central Park. At the extreme north of the building at the top of the "L," will be the kitchen, dining room and food laboratory.

Directly through the main entrance of the building from Linwood Boulevard will be the executive offices, and behind them an auditorium seating 250 persons. At the extreme east end of the building at the tip of the "L" base will be the therapeutic treatment rooms...The building will have not stairways except those for the use of teachers or nurses. The children will use wide ramps, elevated ten degrees...On the inside angle at the back of the building will be a playground, reached by a ramp. ⁸⁶

DeLano School is a significant example of the Progressive Era School property type through the melding of Progressive Era design tenets and features meant to support students with disabilities. An examination

⁸² Untitled article, Kansas City Times, March 19, 1938, DeLano School file, MVSC, KCPL.

^{83 &}quot;Legal Notices," Kansas City Times, February 4, 1938.

⁸⁴ Untitled article, *Kansas City Times*, May 24, 1938, DeLano School file, MVSC, KCPL; untitled article, *Kansas City Times*, October 22, 1938; State Historical Society of Missouri, "S. Patti Construction Company Records," May 23, 2013, page 1, https://files.shsmo.org/manuscripts/kansas-city/K0021.pdf.

⁸⁵ Building permit 15874, 3708 E Linwood Boulevard, September 20, 1938.

⁸⁶ Untitled article, Kansas City Times, March 19, 1938, DeLano School file, MVSC, KCPL.

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of Keene & Simpson's drawings (dated April 11, 1938), historic photographs, newspaper articles, and physical observation indicates that their design for DeLano School embodies principles of Progressive-Era school design, with special modifications to accommodate the needs of students with physical disabilities. Designed in the Colonial Revival style, the school has a concrete foundation, brick façade, and stone detailing (**Figures 15 & 16**). Its architectural style is expressed in the four-story "bell" tower with metal dome roof and stone finials, columned porte cochere at the primary entrance, and hung multilight wood windows. The flat roof, linear form, and use of fireproof masonry is reflective of other Kansas City Progressive-Era schools.⁸⁷

At the interior, rooms are organized along wide, double-loaded corridors at the basement and first story, another feature of Progressive-Era schools. As noted in the *Kansas City Times* article above, many of these rooms were designated for specific types of specialized instruction and use, such as the large, two-story assembly room, the manual training room, the kindergarten classroom, the home economics room, the library, the dining room, the playroom, and the outdoor play yard at the rear of the building. The incorporation of these areas also reflects the Progressive Era focus on hands-on learning, and legacy of the District's experimentation with the Gary and Platoon plans. The large expanses of windows in the kindergarten room and classrooms, as well as the upper level "sun room" and outdoor "sun deck," reflect the common belief in the benefits of light and fresh air for student health. ⁸⁸

The Progressive-Era focus on health and wellness is also emphasized through the dedication of large areas of the building specifically to the therapy of disabled students. The first floor contains an entire wing dedicated to occupational therapy and physiotherapy, including offices for nurses and doctors and other staff, a tank room with an 18 by 24-foot white tile built-in swimming pool (to accommodate the exercise thought to best serve disabled individuals), a treatment room and exercise room, and occupational therapy work rooms. According to the school's first principle, Nelle Cummins, the inclusion of an occupational therapy department was a unique feature of DeLano School that distinguished it from similar institutions in other areas of the country. 89

Other elements of the building's design modified from typical Progressive-Era school design in the Kansas City School District included replacing the typical stairs with a central ramp and the installation of handrails in the corridors, restrooms, and other areas. Lavatories were located not just at the lower level, as was typical of schools of this era, but also at the first and second floors and throughout the

⁸⁷ Virginia Savage Macalester, *Field Guide to American Houses* (New York: Alfred P. Knopf, 2014), 409 – 414; Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 6 – 8, KCSD.

⁸⁸ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No. 3 – 8.

⁸⁹ Untitled article, *Kansas City Times*, August 26, 1937 and untitled article, *Kansas City Star*, April 18, 1939, DeLano School file, MVSC, KCPL; Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheet No. 4, KCSD.

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building. Additional purpose-built areas included the "drivers' room" at the west side of the basement (possibly for bus drivers who parked along the building's west elevation), as well as a "rest room" with cots, a wheelchair room, and an "attendant's room" at the first floor. ⁹⁰ The significance of DeLano School centers on the fact that it is the only District school specifically designed to accommodate students with disabilities, using the tenets of the Progressive Era to guide the design.

Construction on the new school began in the fall of 1938, and the exterior was completed by December 1, 1938 (**Figure 17**). On April 18, 1939, the school opened to students for the first time – approximately ninety children between kindergarten and the first year of high school. In total, the building had cost \$364,000 (see **Figure 18**). In the words of Principal Cummins, the school contained "every modern academic, physical and occupational advantage that modern science has discovered for helping [students]." Similar to the philanthropic support provided to the District's fresh air classrooms, DeLano School continued to be supported by numerous organizations such as the Jackson County Medical Association, which oversaw the physiotherapy department, the Junior League, which oversaw and furnished [according to one of the plaques in the entry] the occupational therapy department, the Eleanor Shutz Memorial, which provided the library books, the Visiting Nurses Association, and others. The school's formal dedication did not occur until the following fall. On October 29, 1939, over 300 individuals attended the dedicatory celebration, which featured music by the Central Junior High School choir, an invocation by a local pastor, and speeches by Board of Education President Ludwick Graves, District Superintendent George Melcher, and Principal Cummins. Superintendent Melcher noted that the

school "adds another well-equipped institution to the special school facilities directed by the board." 93

In a 1939 article commenting on the school's dedication, the Kansas City Times remarked:

With the dedication of the new R. J. DeLano School for Crippled Children, the community now possess one of the best equipped institutions of its sort in the country...This school, designed especially for youngsters with physical deformities of one kind or another, is part of our regular system of public instruction. Like the schools for the deaf and partly blind, for children with respiratory difficulties and those who are mentally handicapped, it is support by taxation and administered by the Board of Education. Such special units in the general system are a more or

⁹⁰ Keene & Simpson, "R. J. DeLano School," April 11, 1938, Sheets No 3 – 5, KCSD.

⁹¹ Untitled article, Kansas City Times, October 14, 1939, DeLano School file, MVSC, KCPL.

⁹² "To Unveil Shutz Gift," *Kansas City Times*, October 20, 1939; "Into DeLano School," *Kansas City Times*, October 30, 1939; "Open a Happy School," *Kansas City Star*, October 29, 1939; "University of Kansas City to Go Beyond First Quadrangle," *Kansas City Star*, December 31, 1939; "To School Space Soon," *Kansas City Times*, December 1, 1938.

⁹³ "Into DeLano School," Kansas City Times, October 30, 1939; "Open a Happy School," Kansas City Star, October 29, 1939.

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less recent development. But, as Superintendent George Melcher observed at the dedicatory exercises Sunday, they are demanded by the democratic theory of providing equal educational opportunities for everyone. Without them, many children in Kansas City virtually would be denied a public education. ⁹⁴

DeLano School continued to function as a school for students with disabilities until the early twenty-first century. Later alterations documented through available drawing sets included window replacement in 1986, renovations in 1995, and site improvements in the early 2000s. The school closed in 2011 and is now vacant. 95

COMPARABLE PROPERTIES

According to the MPDF, "R. J. DeLano is the one truly unique school" from the 1900 to 1940 Progressive-Era of school construction in the Kansas City School District. ⁹⁶ As a school designed by the notable local architectural firm of Keene and Simpson rather than District architect Charles Smith, the school unsurprisingly does not fit into any of the Progressive-Era elementary school subtypes outlined in the MPDF.

A comparison of the subject property with a typical Progressive-Era elementary school such as the E. F. Swinney School ("Swinney School") at 1106 West 47th Street is useful in identifying both typical and unique characteristics at DeLano School. The Swinney School was constructed in 1914 with a 1927 addition and is an example of the multi-story, U-shaped Open-Air subtype. The original 1914 school was a three-story building with an L-shaped plan (see **Figures 19 through 22**). A two-story block at the interior of the "L" featured a rooftop play area (accessed from third-floor classrooms to the north and east) and had an open-air classroom at its south side. As was typically for Progressive-Era schools, the Swinney School was designed to accommodate a future addition. Constructed in 1927, the addition was added to the west side of the "L" to create a U-shaped floor plan. At the same time, the open-air classroom at the south side of the central two-story block was expanded and enclosed for conversion to a fresh air classroom.

^{94 &}quot;For Crippled Children," Kansas City Times, November 1, 1939.

⁹⁵ Leslie Collins, "KCMSD Board of Education Votes to Close DeLano School," *Northeast News*, June 29, 2011, http://northeastnews.net/pages/kcmsd-board-of-education-votes-to-close-delano-school/; Dressler, DeLano Alternative School, "Site Improvement Plan" November 22, 2004, KCSD; Tognascioli, Gross & Jarvis Architects Incorporated, "Capital Improvements Program Window Replacement DeLano Elementary and High School," June 1986, Sheets A6 and A7, KCSD; George Niewrzel Architecture, "Renovation Project at DeLano School," August 25, 1995, KCSD.

⁹⁶ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," F-48 – F50.

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In line with other Progressive-Era schools, the Swinney School was constructed of brick, with stone and terra cotta detailing and a concrete foundation. The school was organized around a U-shaped corridor, with vertical circulation provided by several staircases. In accordance with the Progressive-Era focus on specialized instruction and purpose-built areas, the school included a stacked gymnasium and assembly room (in the central two-story block), a library, kindergarten rooms, a lower-level playroom with exterior access, and a domestic science room. Lavatories were located in the basement. Classrooms in the 1914 building included one designated fresh-air classroom and one designated open-air classroom. The 1927 addition added another two fresh air classrooms and another kindergarten classroom, as well as a home economics room and lunchroom. ⁹⁷

When compared with the Swinney School, the unique features of DeLano School are clear. Most notably, the use of a ramp, rather than stairs, for primary vertical circulation and the addition of a therapy wing with purpose-built spaces such as occupational therapy rooms, tank room, exercise room, and nurse and doctor's offices represented a significant departure from the design of the Swinney School. The installation of lavatories throughout the building and inclusion of other spaces designated for needs of disabled individuals, including a wheelchair room, a rest room, and an attendant's room, was also a notable change. At the same time, the two schools share key features of Progressive-Era design, such as masonry construction, double-loaded corridors, large expanses of operable windows and other features designed to increase student exposure to light and fresh air, and spaces designed for specialized instruction and recreation, such as an assembly hall, lunchroom, library, playroom, home economics room, and kindergarten rooms.

CONCLUSION

According to the MPDF "Historic Resources of the Kansas City Missouri Public School District Pre-1970,":

Properties eligible for listing in the National Register through this multiple property nomination are significant under Criterion A and/or C. Under Criterion C (ARCHITECTURE) they express the architectural vocabulary of educational resources that evolved to accommodate changing educational philosophies. The eligible property must clearly illustrate features designed intentionally to address specific educational theory or health and safety issues. 98

 $^{^{97}}$ Elizabeth Rosin and Rachel (Consolloy) Nugent, National Register Nomination for the E. F. Swinney School, June 2013, Section 7, p. 1 – 7 and Figures Section, p. 21 – 30. Swinney School was listed in the National Register on October 16, 2013.

⁹⁸ Rosin & Consolloy, "Historic Resources of the Kansas City Missouri School District Pre-1970," F-40.

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DeLano School clearly embodies the specific features of Progressive-Era schools designed to address specific health and safety issues and educational philosophies about hands-on learning in specialized subjects. At the same time, the school is distinguished from its District contemporaries by Keene & Simpson's adaptation of Progressive-Era school design to meet the needs of disabled students. When it opened in 1939, DeLano School was the first and only such adaption in the district. The building exemplifies the MPDF historic context, "Public School Buildings in Kansas City, Missouri (1867-1970)." Therefore, the property is locally significant under Criterion C in the area of architecture as a unique example of the Progressive-Era School property type.

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GEOGRAPHICAL DATA

Verbal Boundary Description

DeLano School occupies most of the legal parcel described by the Jackson County Recorder of Deeds as: Juengling Place All Lots 7 through 18 & E1/2 Vacated Monroe Ave Between 31st St & Linwood Blvd. The nominated boundaries generally align with the current parcel. The sidewalks along Linwood Boulevard to the south and Cleveland Avenue to the east are within the public right-of-way and excluded from the nominated boundaries. The access drive at the north portion of the site, leading to DeLano School from East 31st Street (see **Figure 3**). This north access drive was not included in the historic site boundaries shown on Keene & Simpson's 1938 plot plan (see **Figure 23**) and is therefore excluded.

Boundary Justification

The boundaries align with the historic site boundaries shown on Keene & Simpson's 1938 plot plan (see **Figures 3 & 23**).

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Figure 1. Contextual Map, 2022. Base map courtesy of the City of Kansas City, Missouri.



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Figure 2. Exterior photo map. Aerial from Google Maps.



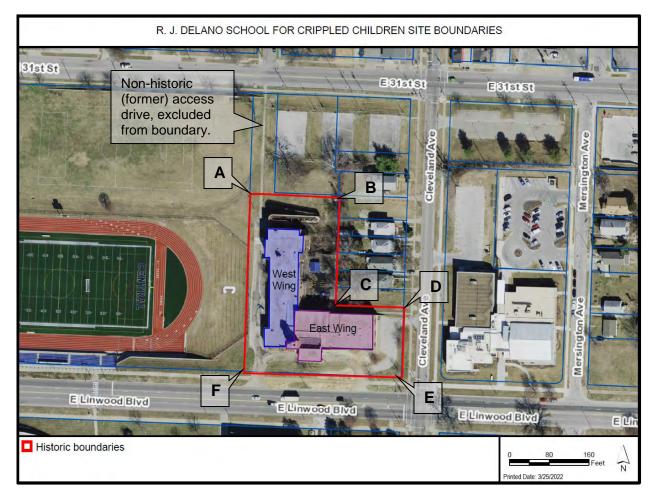
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Figure 3. Site Boundaries, 2022. Base background from the City of Kansas City.



Α	39.068843	-94.540344	В	39.068820	-94.539743
	Latitude:	Longitude:		Latitude:	Longitude:
С	39.068200 Latitude:	-94.539769 Longitude:	D	39.068175 Latitude:	-94.539250 Longitude:
Ε	39.067795 Latitude:	-94.539263 Longitude:	F	39.067825 Latitude:	-94.540374 Longitude:

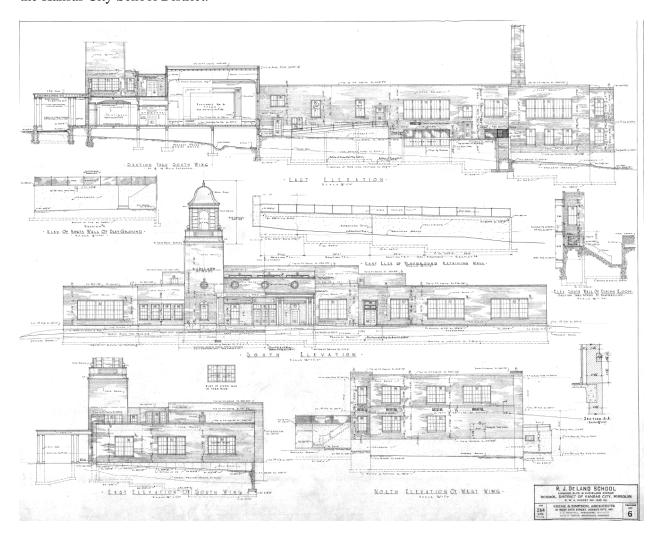
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Figure 4. Keene & Simpson, historic drawings, sheet no. 6 (elevations and sections), 1938. Courtesy of the Kansas City School District.



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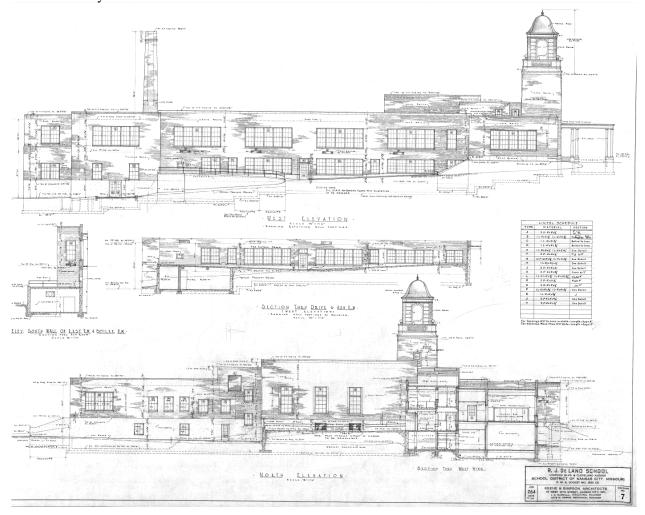
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Figure 5. Keene & Simpson, historic drawings, sheet no. 7 (elevations and sections), 1938. Courtesy of the Kansas City School District.



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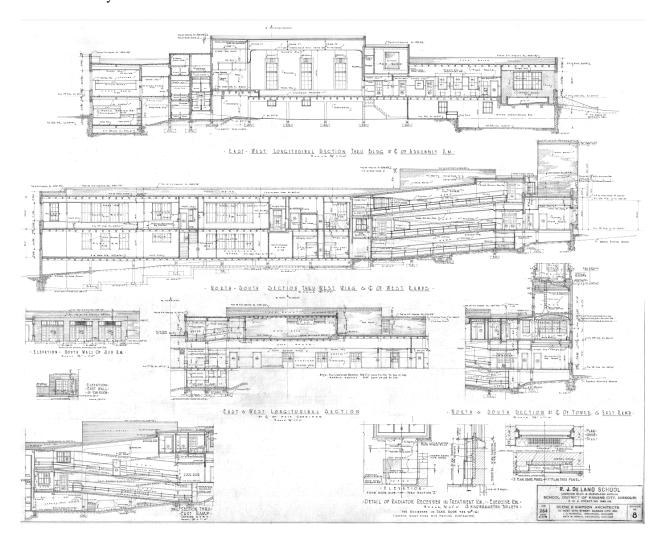
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Figure 6. Keene & Simpson, historic drawings, sheet no. 8 (elevations and sections), 1938. Courtesy of the Kansas City School District..



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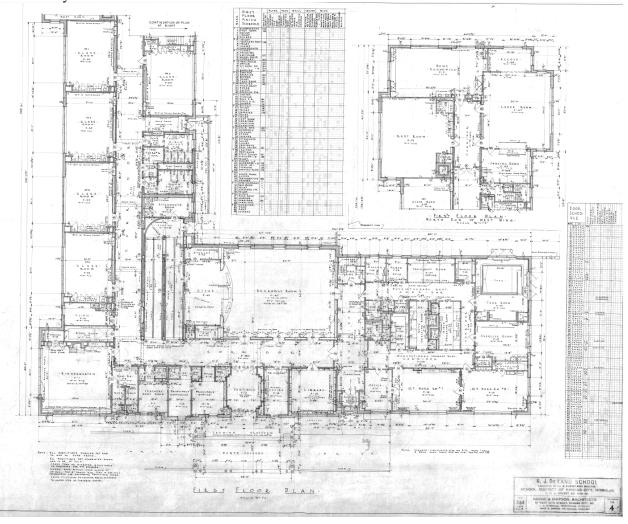
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Figure 7. Keene & Simpson, historic drawings, sheet no. 4 (first floor plan), 1938. Courtesy of the Kansas City School District.



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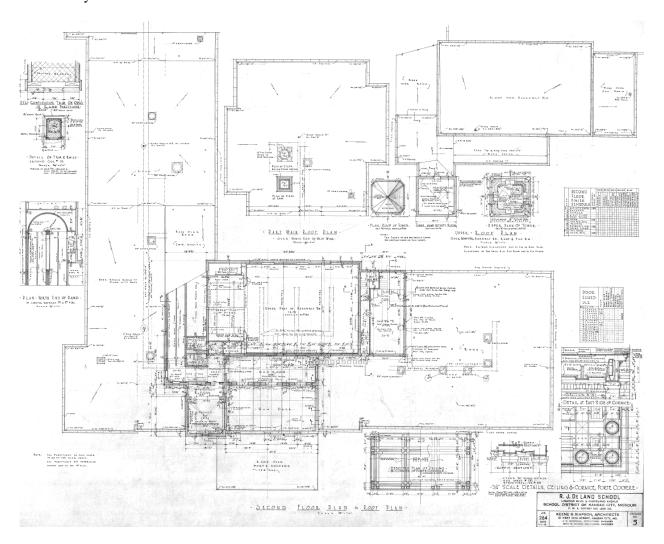
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Figure 8. Keene & Simpson, historic drawings, sheet no. 5 (second floor plan), 1938. Courtesy of the Kansas City School District.



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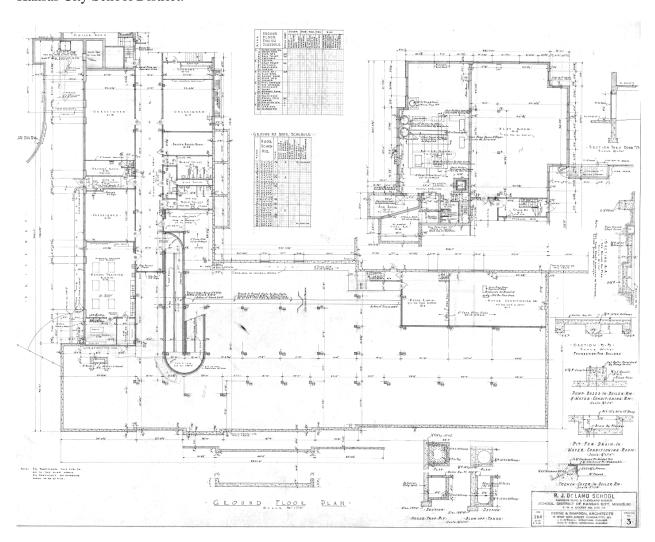
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Figure 9. Keene & Simpson, historic drawings, sheet no. 3 (basement floor plan), 1938. Courtesy of the Kansas City School District.



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Figure 10. Play yard and partial east elevation of the west wing, looking northwest. Source: Brad Finch, March 2022.



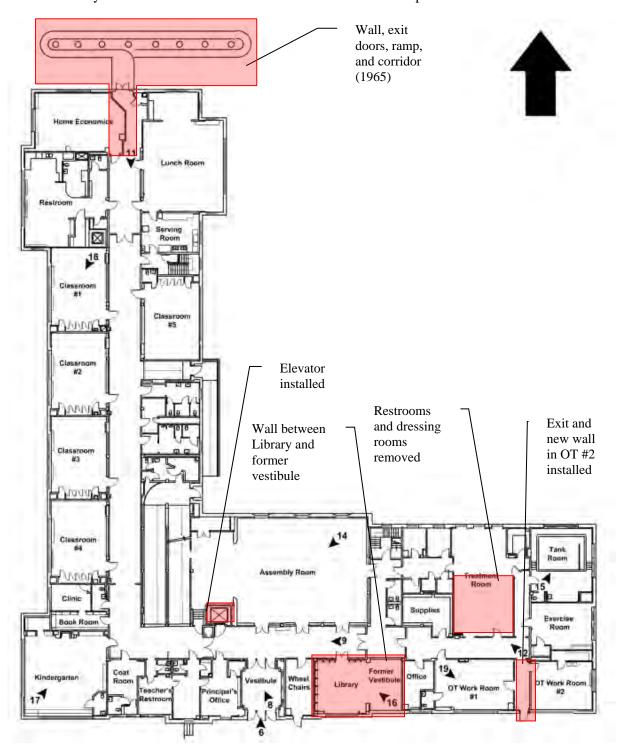
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Figure 11. Photo map, current first floor. Room names correspond to historic uses. Base plan courtesy of the Kansas City School District. Alterations since 1939 noted on this plan.



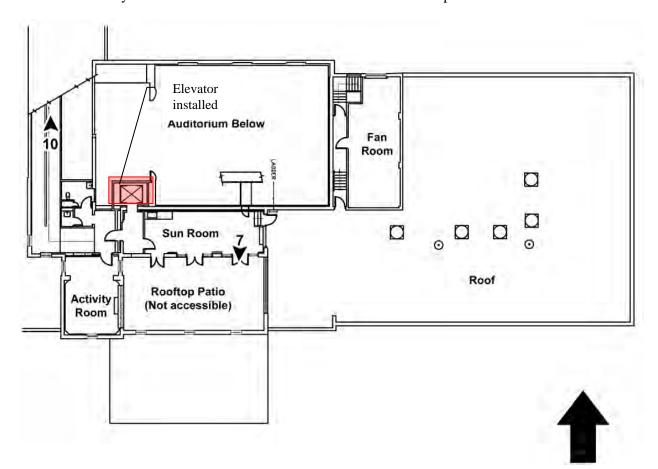
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Figure 12. Photo map, current second floor. Room names correspond to historic uses. Base plan courtesy of the Kansas City School District. Alterations since 1939 noted on this plan.



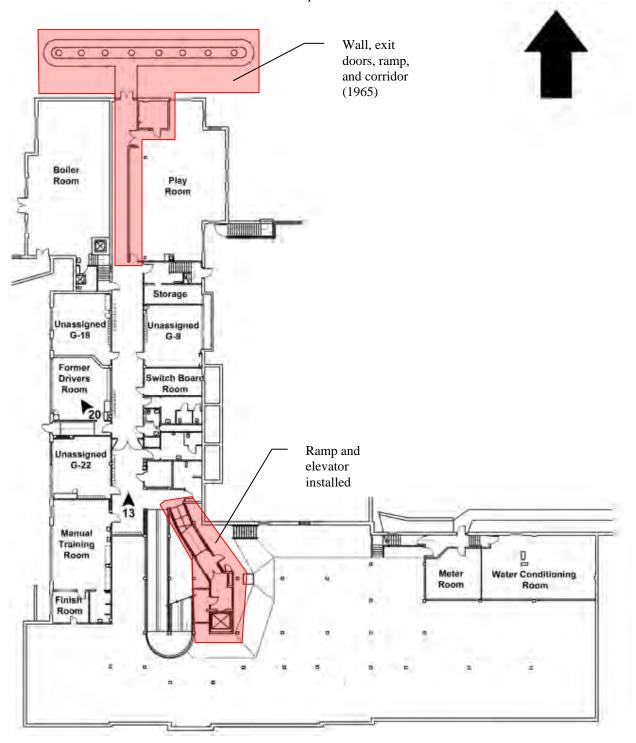
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Figure 13. Photo map, current basement. Room names correspond to historic uses. Base plan courtesy of the Kansas City School District. The ash room and fuel rooms are partially shown off the south end of the Boiler Room. Alterations since 1939 noted on this plan.



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Figure 14. Rendering of DeLano School, 1938, by Keene & Simpson. Photo courtesy of the Missouri Valley Special Collections, Kansas City Public Library (MVO-183F).



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County and State
Historic Resources of the Kansas City MO School District Pre-1970
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Figure 15. Harkin Commercial Photography, aerial photograph of DeLano School, c. 1940. Courtesy of Robert Askren Photograph Collection (P35), Missouri Valley Special Collections, Kansas City Public Library.



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R.	J. DeLano	School	for Cri	ppled	Children
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Figure 16. Harkin Commercial Photo Company, photograph of the south elevation of DeLano School, c. 1940. Courtesy of the Robert Askren Photograph Collection (P35), Missouri Valley Special Collections, Kansas City Public Library.



MVSC, Kansas City Public Library, Kansas City, Missouri

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R. J. DeLano S	School for	Crippled	Children
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Figure 17. Photograph of DeLano School under construction, 1938. Photo courtesy of the Kansas City Times.



The new R. J. DeLano School for Crippled Children, being built across Linwood boulevard from the Central Junior high school, is beginning to take form. The Williamsburg brick of the colonial structure, and the tower, to be erected where the scaffolding is shown, will make the school an imposing structure in the East part of the city.

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R	J. DeLan	o School	for (Crinnled	Children
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Figure 18. Harkins Commercial Photo Company, photograph of DeLano School, c. 1940. Photo courtesy of the Robert Askren Photograph Collection (P35), Missouri Valley Special Collections, Kansas City Public Library.



MVSC, Kansas City Public Library, Kansas City, Missouri

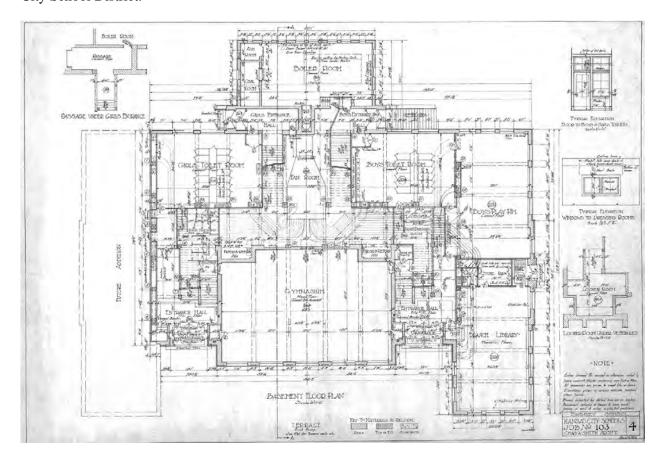
United States Department of the Interior National Park Service

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Figure 19. Historic lower level floor plan of the Swinney School, 1914. Drawings courtesy of the Kansas City School District.



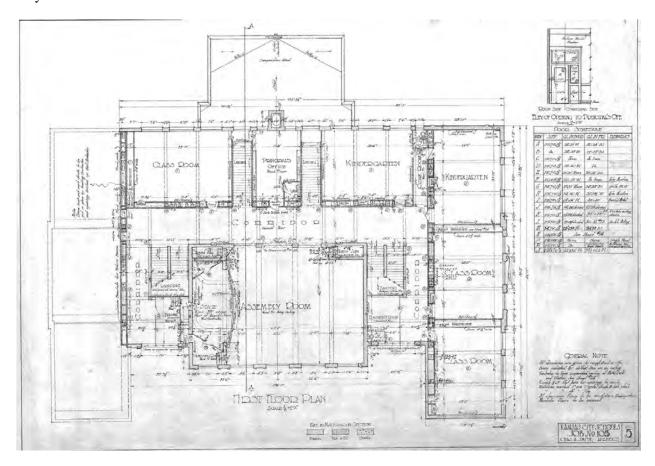
United States Department of the Interior National Park Service

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Figure 20. Historic first level floor plan of the Swinney School, 1914. Drawings courtesy of the Kansas City School District.

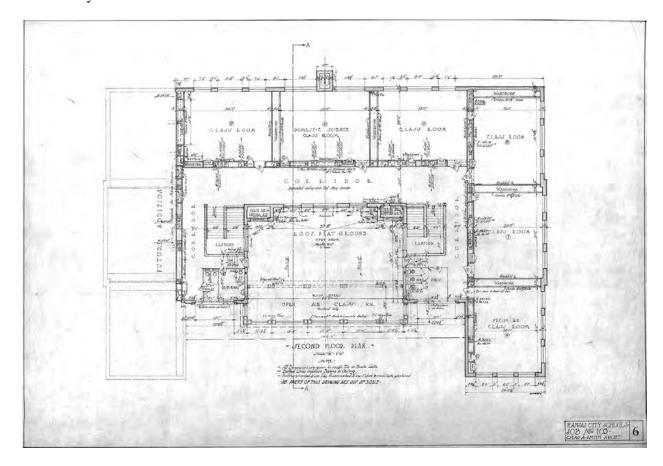


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Figure 21. Historic second level floor plan of the Swinney School, 1914. Drawings courtesy of the Kansas City School District.



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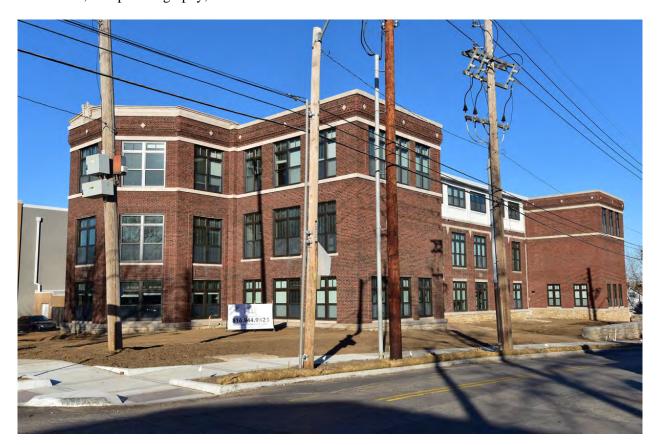
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Figure 22. Photograph looking northeast at the west and south elevations of Swinney school. Courtesy of Brad Finch, f-stop Photography, 2016.



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Figure 23. Keene & Simpson, historic drawings, sheet no. 2 (plot plan), 1938. Drawing courtesy of the Kansas City School District. Nominated boundary shown in dashed line.

