

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

# National Register of Historic Places Registration Form

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

## 1. Name of Property

Historic name Simonsen, Ernst High School

Other names/site number Ernst Simonsen Junior High School, Jefferson City High School, Simonsen 9<sup>th</sup> Grade School, Simonsen 9<sup>th</sup> Grade Center, Simonsen School (preferred)

Name of related Multiple Property Listing N/A

## 2. Location

Street & number <u>501 E. Miller St.</u>	<u>N/A</u>	not for publication
City or town <u>Jefferson City</u>	<u>N/A</u>	vicinity
State <u>Missouri</u> Code <u>MO</u> County <u>Cole</u> Code <u>51</u> Zip code <u>65101</u>		

## 3. State/Federal Agency Certification

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

I hereby certify that this X nomination     request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

    national     statewide X local

Applicable National Register Criteria:     A     B X C     D

Signature of certifying official/Title \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

## 4. National Park Service Certification

I hereby certify that this property is:

<u>   </u> entered in the National Register	<u>   </u> determined eligible for the National Register
<u>   </u> determined not eligible for the National Register	<u>   </u> removed from the National Register
<u>   </u> other (explain:) _____	

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

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

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

# National Register of Historic Places Registration Form

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## 1. Name of Property

Historic name Simonsen, Ernst High School

Other names/site number Ernst Simonsen Junior High School, Jefferson City High School, Simonsen 9<sup>th</sup> Grade School, Simonsen 9<sup>th</sup> Grade Center, Simonsen School (preferred)

Name of related Multiple Property Listing N/A

## 2. Location

Street & number 501 E. Miller St.

N/A

not for publication

City or town Jefferson City

N/A

vicinity

State Missouri Code MO County Cole

Code 51

Zip code 65101

## 3. State/Federal Agency Certification

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

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

national statewide X local

Applicable National Register Criteria: A B X C D

Signature of certifying official/Title DEPUTY SHPO

Date 8-19-21

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

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

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register

determined eligible for the National Register

determined not eligible for the National Register

removed from the National Register

other (explain:)

Signature of the Keeper

Date of Action

Simonsen School  
Name of Property

Cole County, Missouri  
County and State

## 5. Classification

### Ownership of Property

(Check as many boxes as apply.)

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

### Category of Property

(Check only **one** box.)

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

### Number of Resources within Property

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

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

### 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.)

LATE 19<sup>TH</sup> AND EARLY 20<sup>TH</sup> CENTURY  
REVIVALS

### Materials

(Enter categories from instructions.)

foundation: CONCRETE  
walls: BRICK  
roof: SYNTHETICS: Rubber  
other:

☒ NARRATIVE DESCRIPTION ON CONTINUATION PAGES

Simonsen School

Name of Property

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## 8. Statement of Significance

### Applicable National Register Criteria

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

☐ A Property is associated with events that have made a significant contribution to the broad patterns of our history.

☐ B Property is associated with the lives of persons significant in our past.

☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

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

Property is:

☐ A Owned by a religious institution or used for religious purposes.

☐ B removed from its original location.

☐ C a birthplace or grave.

☐ D a cemetery.

☐ E a reconstructed building, object, or structure.

☐ F a commemorative property.

☐ G less than 50 years old or achieving significance within the past 50 years.

☒ **STATEMENT OF SIGNIFICANCE ON CONTINUATION PAGES**

### Areas of Significance

ARCHITECTURE

### Period of Significance

1914 and 1939

### Significant Dates

1914

1939

### Significant Person

(Complete only if Criterion B is marked above.)

N/A

### Cultural Affiliation

N/A

### Architect/Builder

Felt & Kriehn Architects, Kansas City, MO (1939)

Horn, Lee Van, contractor (1939)

## 9. Major Bibliographical References

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

### Previous documentation on file (NPS):

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

### Primary location of additional data:

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

Name of repository: \_\_\_\_\_

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



Simonsen School  
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## 10. Geographical Data

Acreage of Property 3.7 acres

### Latitude/Longitude Coordinates

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

(enter coordinates to 6 decimal places)

1 38.570963 -92.169040 3 \_\_\_\_\_  
Latitude: Longitude: Latitude: Longitude:

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

### UTM References

(Place additional UTM references on a continuation sheet.)

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

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

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

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

## 11. Form Prepared By

name/title Jane Rodes Beetem, Historic Preservation Consultant

organization N/A date July 28, 2021

street & number 131 W. High St., # 476 telephone 573-680-0005

city or town Jefferson City state MO zip code 65102

e-mail jbeetem@embargmail.com

## Additional Documentation

Submit the following items with the completed form:

- **Maps:**
  - A **USGS map** (7.5 or 15 minute series) indicating the property's location.
  - A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Photographs**
- **Owner Name and Contact Information**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

**Paperwork Reduction Act Statement:** This information is being collected for 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.

**Simonsen School**

Name of Property

**Cole County, Missouri**

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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: **Simonsen School**

City or Vicinity: **Jefferson City**

County: **Cole County** State: **Missouri**

Photographer: **Jane Beetem and Paul Hohmann, E+A**

Date

Photographed: **09/18/20, 10/13/20, 10/22/20 and 02/26/21**

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

- 1: South elevation of gymnasium, 1992 addition, west elevation of classroom block, 10/22/20, pointing northeast.
- 2: South elevation, 10/22/20, main classroom block from 1939 addition, pointing northeast.
- 3: South elevation, 10/22/20, main classroom block on right, 1992 addition in center and 1939 gymnasium on left, pointing northwest.
- 4: Closeup of southeast entry on classroom block, 10/22/20, south elevation, pointing north.
- 5: East elevation, 10/22/20, 1939 addition on left, 1914 addition on right, pointing southwest.
- 6: East and north elevations, 10/22/20, east elevation 1939 addition on left, 1914 addition in center, 1992 addition and 1939 gymnasium on right, pointing southwest.
- 7: North elevation, 02/26/21, 1914 addition on left and center, 1992 addition between classroom block and gymnasium, 1939 addition visible above 1992 addition, 1939 gymnasium on right, pointing southeast.
- 8: Closeup of west entry to 1914 addition, 10/22/20, pointing south.
- 9: West elevation of gymnasium, 10/22/20, pointing east.
- 10: Auditorium interior, 10/22/20, pointing south.
- 11: Stage, 10/22/20, pointing east.
- 12: Music room, 10/22/20, pointing northeast.
- 13: Art room, 10/22/20, pointing northwest.
- 14: Gymnasium, 10/22/20, pointing northwest.
- 15: Library, 10/22/20, pointing northwest.
- 16: Built-in cabinet example, 10/22/20, pointing northwest.
- 17: Built-in cabinet in science classroom, 10/22/20, pointing northeast.
- 18: Corbels above dropped ceiling, ground floor, 10/22/20, pointing west and up.
- 19: Stairs and southeast entry, 10/22/20, pointing southwest.
- 20: South hallway, first floor, 10/22/20, pointing north.
- 21: South hallway, third floor, 10/22/20, pointing north.
- 22: Interior window example, first floor, 09/18/20, pointing southeast. Paul Hohmann, E+A
- 23: Typical blackboard partially covered by whiteboard, basement, 10/13/20, pointing north. Paul Hohmann, E+A.

## Figure Log:

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

Figure 1: Navigational reference map. The Simonsen School is not oriented facing north, south, east or west, so a map is provided as an aid to the reader.

Figure 2: Simonsen School Nomination Boundary.

Figure 3: Contextual Map.

Figure 4: Sanborn Map – 1908. Interior layout of Jefferson City High School.

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- Figure 5: Postcard, Jefferson City High School.
- Figure 6: Sanborn maps – 1916.
- Figure 7: Postcard showing 1914 addition.
- Figure 8: Phasing of Additions – Illustration # 1.
- Figure 9: Phasing of Additions – Illustration # 2.
- Figure 10: Cafeteria in Simonsen School, circa 1922.
- Figure 11: Circa 1939 photo, Simonsen School.
- Figure 12: Sanborn maps – 1939.
- Figure 13: 1967 topo map of Jefferson City.
- Figure 14: Blueprints – 1939 Addition, Ground floor.
- Figure 15: Blueprints – 1939 Addition, Gymnasium and Gymnasium Basement.
- Figure 16: Blueprints – 1939 Addition, First floor.
- Figure 17: Blueprints – 1939 Addition, Second floor.
- Figure 18: Blueprints – 1939 Addition, Third floor.
- Figure 19: Blueprints – 1939 Addition, South and East Elevations.
- Figure 20: Blueprints – 1939 Addition, Ventilation Fans.
- Figure 21: 1992 Addition plan.
- Figure 22: Blueprints –Existing Basement floor plan, Unchanged Areas.
- Figure 23: Blueprints – Existing Ground floor plan, Unchanged Areas.
- Figure 24: Blueprints – Existing First floor plan, Unchanged Areas.
- Figure 25: Blueprints – Existing Second floor plan, Unchanged Areas.
- Figure 26: Blueprints – Existing Third floor plan, Unchanged Areas.
- Figure 27: former Central School photo.
- Figure 28: Postcard, Senior High School and Junior College.
- Figure 29: J. H. Felt Four Room School Design.
- Figure 30: Current floor plan, Broadway School.
- Figure 31: Current floor plan, Moreau Heights Elementary.
- Figure 32: Current floor plans, Central School.
- Figure 33: Current floor plans, Senior High School and Junior College.
- Figure 34: Current floor plans, East Elementary.
- Figure 35: Current floor plans, West Elementary.
- Figure 36: Photo key map, Exterior.
- Figure 37: Photo key map, Basement.
- Figure 38: Photo key map, Ground floor.
- Figure 39: Photo key map, First floor.
- Figure 40: Photo key map, Second floor.
- Figure 41: Table of Jefferson City Schools, Civil War to Present.
- Figure 42: Eastern High School for Girls, Baltimore, Floor Plan and Exterior.
- Figure 43: Davenport Iowa High School, Exterior, First and Second Floor Plans.
- Figure 44: Madison (Wisconsin) High School, Third Floor Plan and Ann Arbor High School, Second Floor Plan.

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Simonsen School

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N/A

Name of multiple listing (if applicable)

**Summary:**

The Simonsen School, located at 501 E. Miller Street in Jefferson City, Cole County, Missouri, is built on a hill in the Central East Side neighborhood, overlooking downtown and the Missouri State Capitol. The boundary includes most of an entire city block, except for a piece of the northwest corner north of Wear's Creek and is bounded by E. Miller, Jackson, E. McCarty and Marshall Streets. The property contains the school building and an adjacent parking lot, which is considered a non-contributing structure. The school faces E. Miller Street, built in the middle of the block in two phases, 1914 and 1939 (the original 1905 part of the school was demolished to make way for the 1939 addition). The 1914 section is three stories while the 1939 section is four stories. Both sections have a concrete foundation, red brick cladding, cast stone ornaments and a flat roof. Both the 1914 and 1939 sections have matching materials, fenestration patterns and design with symmetrical, complimentary north and south facades, giving the completed building a unified appearance. The classroom block contains classrooms from both 1914 and 1939 additions. The 1939 addition also added a gymnasium, a rectangular addition to the west side of the main classroom block with a tall single floor and basement. (Figures 8 and 9) Both the 1914 and 1939 sections appear largely as when constructed. The main character defining features of the exterior of both sections are use of horizontal massing with rows of windows, a flat roof with castellated parapets, belt courses, rectangular panels (either inset or outlined by brickwork) and elaborate decorations over the entry doors. These features were typical of schools built during this period in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles. Built as a Progressive Era school, Simonsen School has a number of features that identify it as part of the Progressive movement. These original extant design features include a focus on fire safety through use of masonry and fire-proof materials, the original configuration of corridors around a central auditorium with easy access to exits, rows of windows for light and fresh air in classrooms on the perimeter of each floor and purpose built classrooms for physical and vocational training. The gymnasium, music room with its tiered wood floor, home economics and tile walled shop classes are examples of the rooms designed for specialized training. Use of glazed tile and polished concrete demonstrate the Progressive Era's focus on sanitation while the presence of a nurse's office and operable windows addressed health concerns present during the Progressive Era. Other original extant features include built-in cabinets in the classrooms and window and door trim. (Photos 16 and 17) Two small additions were made in 1992 to meet requirements of the Americans with Disabilities Act, providing an at grade main entrance and relocating locker rooms from the basement to the ground floor just outside the gymnasium. Some interior alterations have been made, subdividing or enlarging a few classrooms, relocating and updating some bathrooms, and replacement of window sash within the historic masonry openings. Such alterations are common to early twentieth century schools and do not alter the ability of the Simonsen School to convey its historic educational function and the period of construction. A tornado damaged the building in May 2019, breaking glass in many windows, damaging the roof and parapet and allowing water into the interior.<sup>1</sup> A temporary roof was installed to prevent further damage, but the building remains vacant with numerous windows boarded. The massing, materials, design

<sup>1</sup> Deborah Kendrick, "Jefferson City School District spends \$2.7 million on tornado repairs." May 20, 2020. Accessed October 16, 2020. <https://abc17news.com/news/jefferson-city/2020/05/20/jefferson-city-school-district-spends-2-7-million-on-tornado-repairs/>.

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Simonsen School

Name of Property

Cole County, Missouri

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N/A

Name of multiple listing (if applicable)

and functional features of the Simonsen School clearly identify the building as an early twentieth century Progressive Era school. The school has been known by several names throughout its history. Initial construction in 1905 (since demolished) was a Common School known as Jefferson City High School. An addition was added to the north elevation in 1914, when the name changed to Ernst Simonsen High School. In 1926 a new high school opened two blocks west on E. Miller Street, and Simonsen became the Ernst Simonsen Junior High School. In 1993 two new middle schools were constructed, and Simonsen became the Simonsen 9<sup>th</sup> Grade School, later known as the Simonsen 9th Grade Center. The school is known locally as “Simonsen”.<sup>2</sup> Since the former school has had so many historic names, it will be referred to in this nomination as “Simonsen School” unless named in a specific reference to use as a high school or junior high school.

### **Setting**

Simonsen School is located on a high hill overlooking downtown Jefferson City and the Missouri State Capitol in the Central East Side neighborhood, occupying most of a city block. The property is bounded by E. Miller on the south, Jackson on the west, E. McCarty on the north and Marshall Streets on the east. (Figures 2 and 3) The school’s surroundings have not changed significantly since the time of construction, and the school remains isolated from its surroundings on the west, north and east due to its elevation.<sup>3</sup>

Inside the nomination boundary, the landscape has not changed significantly. The school’s south elevation faces E. Miller Street, located nearly in the middle of the block. Land on the south side of the school was partially paved historically; the paved area has been expanded since 1939 and an addition added in 1992 (Figure 11, Photo 1). A low round concrete planter in the paved area used to have a flagpole, but this was removed in 2019. (Photo 1) In 1939 the entry steps extended to the street (Figure 11). To improve safety a raised concrete platform was added, accessed by steps parallel to the street, leading to shorter sets of stairs to the entry doors (Photo 2). The platform is located below the main doors, does not impede the view of the front elevation, and does not significantly alter the building’s integrity. The west yard is grassy and slopes steeply to Jackson Street (Photo 9). A small addition was added to the north side in 1992, between the classroom block and the gymnasium (Photo 7, Figure 21). The north yard is a large steeply sloped grassy area with a few large trees, ending with Wear’s Creek curving around the base of the hill (Figure 2, Photo 7). Sidewalks across this hill include one circa 1914 walkway with steps that extends from Jackson Street on the west to the north side entrances, continuing to steps leading to Marshall Street on the east.<sup>4</sup> (Figures 2 and 21) More recent, shorter sidewalks connect the rear of the gymnasium and the adjacent parking lot to the north

<sup>2</sup> Kyreon Lee, “District: Tornado damage to Simonsen estimated around \$4 million, building future in limbo,” November 7, 2019, <https://krcgtv.com/news/local/district-tornado-damage-to-simonsen-estimated-around-4-million-building-future-in-limbo>. Accessed October 16, 2020.

<sup>3</sup> In Jefferson City, most buildings face the Missouri River, so the façade facing the river is typically known as “north” even though this may be more correctly “northwest.” A navigational map in Figure 1 shows north, northeast, east, southeast, south, southwest, west and northwest as used in this nomination to aid the reader.

<sup>4</sup> Felt & Kriehn, 1939 architects drawings, sheet number missing.

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Name of Property

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N/A

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entrances. One of the trees on the north yard may be an elm, planted by the Simonsen Junior High School P.T.A. during the 1937-1938 school year.<sup>5</sup>

Outside the boundary immediately south of the former school and at a higher elevation is the Hobo Hill Historic District, a National Register listed group of seven houses. South of this neighborhood is the Whitton Expressway, which is depressed in a rock-cut adjacent to the alley at the rear of the East Miller Street houses. West of Simonsen School at the northwest corner of Jackson and E. Miller Streets is the circa 1970s track and practice football field that was formerly associated with the school. This area is significantly lower than the buildings, as it was built over Wears Creek, and was largely open prior to development of the track. The creek curves around the base of the hill on the school's north side, contained in a deep concrete ditch built by the Corps of Engineers in the 1960s. East of the school on Marshall Street is a block of six single story Bungalow style houses. In 1976 E. Miller Street was connected to Marshall Street through a steep rock bluff that had previously precluded that connection.<sup>6</sup> (Figure 13) The street had always extended past the school to the adjacent parking lot to the east, so this connection did not significantly alter the school's surroundings. Across E. Miller Street and east of the Hobo Hill Historic District is a large parking lot, developed circa 1992, which is not included in the nomination boundary (Figure 2, Photo 3).

*Parking Lot – Non-Contributing Structure*

East of the school is a small, paved **parking lot** with 23 parking spaces (16 on east side, seven adjacent to the building) that extends to about 25 feet from the school's north wall. A short steep drive connects this lot to E. Miller Street and the north end connects to a wide walkway leading to the north entrances. Guard rails separate the lot from the bluff on the east side and extend about halfway on the north and south ends of the lot. This parking lot was developed after 1960 and is considered a non-contributing structure (Figure 2, Photo 5).

**Exterior Narrative Descriptions**

This imposing brownish red brick building is located on a tall hill, with three stories on the north side and four stories on the south side, both having a flat roof. The school was built in phases, which are illustrated in Figures 8 and 9. The north three-story section was built in 1914; the four-story section that faces E. Miller St. on the south and the gymnasium were built in 1939, when the 1905 school was removed. The main classroom block, where the majority of classrooms are located (Figure 8), contains both 1914 and 1939 additions, is rectangular in shape and connected to the gymnasium. The gym comprises a smaller rectangle to the west, with two rectangular additions made in 1992 on north and south sides of the connector between the gymnasium and the classroom block (Figures 8, 9 and 21, Photos 3 and 7). The main classroom block exhibits Progressive Era design through its horizontal massing, symmetrical

<sup>5</sup> The tree was planted in memory of the founding of the N.C.P.T.A. forty years prior and the signing of the U.S. Constitution one hundred fifty years prior. *History of Simonsen P.T.A.*, history and minutes of Simonsen P.T.A. from founding in 1926 to 1970. This typewritten undated booklet was shared with the author by Ann Monaco Warren, whose mother Mildred Monaco was a teacher and member of the local school board.

<sup>6</sup> Jerena East Giffen, *Plus Two for Jay Hill*, (Jefferson City: Jefferson City Schools, 1976) 44.

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Name of Property

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N/A

Name of multiple listing (if applicable)

facades that utilize belt courses to emphasize the horizontal design, rows of windows, flat roofs and parapets. The exterior descriptions will be grouped, starting with the classroom block, then the gymnasium and lastly the 1992 additions, elevation by elevation.

Simonsen's fenestration pattern is typical of the Progressive Era and allows generous natural light to illuminate the classrooms, which face outside the building. The rows of large windows would have also provided ventilation for the classrooms, another Progressive Era feature (Photos 2, 5 and 6). All of the window sash and exterior doors on the former school are replacements, dating to 1992 (Photo 22).<sup>7</sup> The replacement doors are all modern full glass bronze metal commercial doors, and do not detract from the building's original design. The replacement window sash were installed in the original window frames, retaining the original window size and fenestration pattern. The original windows had double hung window sash below a fixed pane section above (Figure 11). The fixed section at the top filled about one third of each window opening, and this pattern continues to the present with a solid metal panel replacing the fixed panes. The solid panel obscures the view of ductwork and dropped ceilings on the interior. The lower two thirds of the windows are double hung single panes (Photos 5 and 6). While installation of replacement window sash at Simonsen School is unfortunate, the newer windows retain the size and shape of the openings and the historic fenestration pattern<sup>8</sup> (Photo 22). Many of the windows are boarded due to damage from a tornado in 2019 but only the glass was broken, the frames remain intact (Photos 2, 5 and 7). Some of the windows appear white in the photos due to interior blinds being partially or fully closed. Particularly on the north side of the basement level, some windows appear lighter in color due to being boarded on the interior rather than the exterior. As not all windows were damaged, there is a mix of boarded and intact windows, shown in the photographs.

*Classroom Block – South Elevation (Photos 2 and 3, Figure 19)*

The south elevation dates to 1939 and is four stories tall, including the basement level, built of medium to dark reddish brown brick with a flat roof (Figures 8 and 9). The 1939 addition, including the gymnasium, was designed by Felt & Kriehn Architects of Kansas City, Missouri. This addition reflects but does not mirror the design of the 1914 section. While a bit simpler in design, the 1939 addition retained the elaborate cast stone entries, upper and lower cast stone belt courses, fenestration pattern, red brick walls and castellated roofline of the 1914 section. Viewed together, the two additions form a cohesive design.

The classroom block's symmetrical façade and decorated parapets around the flat roof are one of the school's distinguishing Progressive Era features. Built in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles typical of schools from this period, this elevation's design features numerous rectangular forms. The south elevation includes the main classroom block, main

<sup>7</sup> Frank Underwood, Jefferson City School District's Head of Transportation, Facilities and Safety stated in an email to the author dated October 22, 2020 that the replacement windows were installed in 1992 by district maintenance staff. The project was federally funded and the windows were made by Quaker Windows, located nearby in Freeburg, Missouri.

<sup>8</sup> The U.S. Department of Energy has promoted energy efficiency through window replacement for decades. The Missouri Division of Energy has since 1989 distributed federal funds to provide over \$115 million in loans to schools and other government agencies for energy efficiency projects including window replacement. <https://dnr.mo.gov/news/newsitem/uuid/57c0eb9f-2335-42a3-9678-8d5d816edc1b>

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entry in the 1992 south addition and the gymnasium. The gymnasium and the newer additions will be described after the classroom block.

*Basement*

The basement level of the classroom block is largely concealed, but two small rectangular pairs of windows and a sign for notices are located at the southwest corner (Photo 2). The brick walls are laid in a modified common bond pattern, with a rowlock course, which emphasizes the horizontal orientation of the base of the building. Most of the basement level on this elevation is concealed by a raised concrete platform, painted white with round black metal railings. Steps extend from each end of this platform to the street level sidewalk and from the platform to the entry doors. The platform was added after 1939, is located below the main doors and does not impede the view of the front elevation (Figure 11, Photo 2). The concrete foundation is visible at the east end of the basement level (Photo 3). A sloped cast stone belt course separates the basement from the first floor, located at the base of the two first floor entrances.

*First Floor*

Two of the school's four historic entrances are located on this level. These entrances are located in two forward projecting pavilions, each with a pair of entry doors and transoms having a cast stone surround with the name Junior High School inscribed above the entry (Photo 4). The corners of the pavilions are stepped, having two pairs of almost triangular cast stone shoulder ornaments, bracketing the area above the doors (Photos 2 and 4). Between the doors, on a wide central pavilion that extends forward from the south wall are two sets of window openings, each set having five rectangular windows and a red fabric awning. To either side of the central pavilion the walls are blind, except for one small window on the west on the first-floor level. This window is paired with a blind rectangle of the same size, apparently for symmetry (Photo 2). Brick on the first floor level is laid in a common bond pattern with a Flemish bond course.

*Second Floor*

Between the first and second floor are a pair of windows over the entrances, with a cast stone surround topped by a shield shaped emblem (Photo 4). On the second floor between the entry pavilions on the wide central pavilion are two sets of windows, each set having five rectangular windows (Photo 2). To either side of the central pavilion the walls are blind. The second floor's brick wall is laid in a common bond pattern with a Flemish bond course.

*Third Floor*

Located on the entry pavilions between the second and third floors are two smaller pairs of windows (Photos 2 and 3). Above these windows is a second cast stone belt course, extending across the south facade. The entry pavilions terminate a short distance above the belt course, topped by a thin course of cast stone. On the third floor between the entry pavilions on the wide central pavilion are two sets of window openings, each set having five rectangular windows. To either side of these windows, above each of the entry pavilions, there are a pair of rectangular windows. On both sides of the central pavilion the walls are blind, but near the top of both outer wall sections there is a horizontal rectangle of raised brick with small square cast stone corners. A third cast stone belt course tops the third floor windows, extending across the entire wall. The parapet on this elevation is covered by the temporary roof as parts were damaged, but it



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historically had a castellated edge. Brick on the third floor level is laid in a common bond pattern with a Flemish bond course.

Classroom Block - East Elevation (Photo 5, Figure 19)

The east elevation is almost all windows, with the south half of the wall dating to 1939 and the north half of the wall built in 1914. The division between the sections is clear, as the 1939 wall projects forward slightly from the 1914 section and the 1939 section has four levels while the 1914 section has only three (number of levels in each section including the basement).

*Basement*

The brick on the basement level is laid in a modified common bond pattern with a rowlock course (Photos 5 and 6). In the south section of the basement level the concrete foundation is visible, partially obscured by air conditioning units, an electrical box and a square concrete walled area. A pair of windows and a single metal door topped by a louvered vent complete this half of the basement level. The north side of the basement level has three bays, each having two pairs of windows all the same height and width and aligned horizontally. In the southern bay, both pairs of windows each have window air conditioner units in the middle of the left window. In the central bay, a large exhaust vent is located in the top of the left window. All windows on the basement level have cast stone sills and rowlock bricks above the windows. A sloped cast stone belt course divides this level from the first floor above.

*First Floor*

There are three bays in each addition, for a total of six bays. Brick on the first floor level is laid in a common bond pattern with a Flemish bond course (Photo 5). The southern addition from 1939 has three bays, with the two southern bays each having a group of six adjoining windows. The third or northern bay in this addition has a group of three windows and a pair of windows. The northern half (1914 addition) of the first floor has three bays, with the first and third bays each having a set of five connected windows. The second bay has two pairs of windows. The bays are divided by flat brick pilasters that extend slightly forward of the rest of the wall. All windows on this floor have cast stone sills and are topped by rowlock bricks.

*Second Floor*

Each addition has three bays on this level, for a total of six bays. The pattern of windows on the second floor is similar to those on the first floor. In the 1939 addition, moving from the left, the first and second bays each have a set of six windows (Photos 5 and 6). The third bay has a single window on either side of a pair of windows. The 1914 addition on the northern half of the wall also has three bays, with window groupings matching those on the first floor, sets of five windows in the first and third bays with two pairs of windows in the second bay. The sections are divided by flat brick pilasters as on the first floor. All of these windows have cast stone sills. Windows in the 1939 addition or on the southern half of the wall have rowlock bricks above the windows while the windows in the 1914 addition or on the northern half of the wall about the cast stone belt course that extends across the entire wall. A common bond brick pattern with a Flemish bond course continues on the second floor.

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*Third Floor*

Only the 1939 addition or the southern half of the east elevation has a third floor (Photos 5 and 6, Figure 9). All three bays have groups of six connected windows, equally spaced. The windows have cast stone sills but about a cast stone belt course at the top. The parapet above these windows is covered by temporary roofing material and is not visible. A brick chimney is visible near the middle of this wall, on the south or 1939 portion, set back from the east wall. On the 1914 addition or the north half of the wall, there is no third floor but the wall continues to the parapet. Rectangular cast stone panels that slope from bottom to top are located above the brick pilasters at the top of the belt course. The parapet on the northern half of the wall is visible, exhibiting castellations. The third floor walls have a common bond brick pattern with a Flemish bond course.

*Classroom Block – North Elevation (Photos 6 and 7)*

The north elevation is the oldest extant section, which dates to 1914 and is three stories tall (including the basement level), built of medium to dark reddish brown brick with a flat roof (Figure 9). The symmetrical façade and decorated parapets around the flat roof are one of the school's distinguishing Progressive Era features. Built in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles typical of schools from this period, this elevation's design features numerous rectangular forms.

*Basement*

The north elevation of the 1914 addition consists of seven bays, the first and last of which project from the rest of the wall about eight feet (Figure 9, Photos 6 and 7). These outer bays, or pavilions, project from the rest of the elevation and are laid in a modified common bond pattern with a rowlock course, emphasizing the horizontal nature of the building's base. The second and sixth bays have the same modified common bond pattern as the outer bays. A raised concrete terrace with metal railings<sup>9</sup> is located between the outer bays, having steps to the ground level in front of the second and sixth bays and concrete ramps in between. The third, fourth and fifth bays are separated by brick pilasters. From left to right, the basement level's first bay contains a modern tri-part window. The second bay projects slightly from the center section (bays 3-5) and contains an entrance with an elaborate cast stone entry surround, the name Ernst Simonsen High School incised above the double doors with transom (Photo 8). The third, fourth and fifth bays have brick laid in a common bond pattern with a Flemish bond course, each with two evenly spaced pairs of vertically oriented windows with cast stone sills. All windows on this elevation have soldier course bricks above the windows. The sixth bay has an entrance matching the one found in the second bay. The seventh bay has an area of recessed brick with cast stone squares in the corners and a cast stone sill, matching the size of the tri-part window on the first bay. A cast stone belt course separates this level from the one above, extending across the full facade.

*First and Second Floors*

The first and second floors of the north elevation are identical and also have seven bays, with the outer projecting bays having a two-story tall vertically oriented rectangular panel outlined by

<sup>9</sup> The round metal railings are permanent, while orange construction fence visible in photos is temporary, due to tornado damage.

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brickwork, topped by a central rectangular cast stone panel (Photos 6 and 7, Figure 9). Above the belt course that divides the basement and first floor the brick is laid in a common bond pattern with a Flemish bond course. The second and sixth bays have a pair of windows aligned with the entries below. These are horizontally aligned with the sets of four windows found in the third, fourth and fifth bays, with brickwork outlining horizontal rectangles below each group of four windows (Photo 7). All windows on this floor have cast stone sills. (Windows in the fifth bay on the second floor have vertical white dividers that might appear to be mullions, but these are vertical cloth tapes on window blinds located on the interior, where the slats are horizontally aligned.) In between and outside these central three sets of windows are flat brick pilasters that extend slightly forward of the rest of the wall. The pilasters outside the windows are about half the width of the pilasters between the windows. Above the second floor windows is a second sloped cast stone belt course, across both pavilions and the central windows. Decorations above the top belt course include cast stone cartouches above the paired windows and rectangular cast stone panels above the pilasters that slant backwards, being thicker at the belt course than they are at the top. The cast stone panels above the narrower outer pilasters match the width of the pilasters, being about half the width of those in the center of the wall. The edge of the parapet above the flat roof is castellated, even on the outer pavilions. A section of the castellated portion in the center of this elevation was damaged by the tornado. The top of a chimney can be seen, set back from this elevation on the east side (Photos 6 and 7).

Classroom Block – West Elevation (Photos 1 and 7)

The west elevation is three stories tall in the 1914 addition (north side) and four stories tall in the 1939 addition (south side), including the basement level in the number of stories in each addition. Part of this elevation is obscured by later additions, as described below.

*Basement*

Some of the lower portions of the west side of the classroom block are obscured by the 1992 additions (Figure 9, Photo 7). On the visible portion, the brick wall is laid in a modified common bond pattern with a rowlock course. In the 1914 classroom block, there are three bays and a bit of concrete foundation is visible on the northwest corner. Three windows (a pair and a single window) are visible in the first or north bay on the basement level. The rest of the basement level is covered by the north 1992 addition. A sloped cast stone belt course separates the basement from the first floor level of this classroom block. The basement level of the 1939 classroom block is not visible on this elevation.

*Ground Floor*

Windows on the ground floor of the 1939 classroom block are covered by the south 1992 addition (Figure 9, Photo 7).

*First Floor*

The first floor of the 1914 classroom block has three bays separated by brick pilasters (Figure 9, Photo 7). Two of these bays are visible from the ground on the west elevation, the first bay having a group of five windows, then two pairs of windows in the second bay. The third bay with five windows is not covered by the addition but it is difficult to see over the top of the newer addition. There are three bays on the 1939 classroom block, the windows in the first and second bays from left to right are not clearly visible from the ground (Photo 1). The first bay has

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a pair of windows and another single window and the second bay has a group of six windows. The third bay is somewhat visible from the ground, having a single window, a pair of windows and another single window. All windows on this level have cast stone sills and rowlock bricks at the top. The brick wall is laid in a common bond pattern with a Flemish bond course.

*Second Floor*

The second floor of the 1914 classroom block has three bays, separated by two flat brick pilasters (Figures 8 and 9, Photo 7). The first and third bays have five windows, with two pairs of windows in the second bay. All windows have cast stone sills. The tops of these windows abut a cast stone belt course that extends across this elevation. The second floor in the 1939 classroom block has three bays (Photo 1). The first or northern bay has a single window, pair of windows and another single window. The second and third bays have six adjoining windows each. These three groups of windows all have cast stone sills and rowlock brick above. The belt course from the 1914 section continues above these windows.

*Third Floor*

Only the 1939 addition has a third floor, with three bays having six windows each (Figures 8 and 9, Photo 1). All windows have cast stone sills and abut a cast stone belt course that extends across this section of the west elevation. The parapet on this section is covered by the temporary roof but appears to be largely intact. The tall parapet area on the 1914 classroom block has two rectangular cast stone panels above the brick pilasters that slant backwards, being thicker at the belt course than they are at the top and match the width of the pilasters (Photo 7). The castellated parapet in this area is clearly visible.

*Gymnasium – South Elevation (Photo 1)*

The gymnasium was built in 1939 of medium to dark reddish brown brick matching the classroom block, with a flat roof (Figure 8, Photo 1). The brick walls are laid in a common bond pattern with a Flemish bond course. The ground floor extends two stories in height.

*Basement*

Part of the basement is visible on the south elevation of the gymnasium, obscured on the east end by the paved area between the school and E. Miller Street (Figure 8, Photo 1). Round black metal railings separate this ground from a walkway below, where there are four bays. The first three bays from left to right have a set of triple windows and the fourth bay has a pair of windows. All basement windows align with the ground floor windows above. Rowlock bricks top these windows. A single metal door is located between the second and third bays. A wide set of concrete stairs bridges the walkway in the first bay, connecting the paved area to an entry on the ground floor. A sloped cast stone belt course separates the basement from the ground floor level.

*Ground Floor*

Double metal doors in the first bay on the west end of the ground floor are located at the top of the concrete stairs leading from the ground below.<sup>10</sup> (Figure 8, Photo 1) Rowlock bricks top these doors. Above these doors there are four bays, each with a large window sized opening.

<sup>10</sup> These doors and concrete stairs date to 1954, based on plans given to the current owners.

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The bays are symmetrically arranged with a wider space in between the second and third bays. The windows have cast stone sills and rowlock bricks at the top. The window openings are covered by light tan or white solid panels, covered at present with an artificial stucco material. These windows appear to have solid white panels in a photo from 1939, with wide mullions dividing each opening into nine panes with the three on the bottom row being taller.<sup>11</sup> (Figure 11) Nearly centered in the central space, close to the bottom edge of the windows is a small square light colored panel. A cast stone belt course separates these windows from the parapet area above. The castellations are visible on this elevation, although the temporary roof laps over the top edge of the parapet.

Gymnasium – West Elevation (Photo 9)

*Basement*

The gymnasium's basement level has six bays evenly spaced across this elevation, each with an almost square window (Figure 9, Photo 9). Two downspouts are located between the first and second bays and between the fifth and sixth bays. All of the windows have cast stone sills and rowlock bricks above. A small square opening with a dark louvered vent is located near the top left corner of the fifth window, venting the spray paint booth in the basement. A cast stone belt course above the windows extends across this elevation.

*Ground Floor*

The gymnasium's ground floor level has six bays, evenly spaced across this elevation, all having a tall window (Figure 9, Photos 9 and 14). Two downspouts are located between the first and second bays and between the fifth and sixth bays. All of the windows have cast stone sills and rowlock bricks above. A cast stone belt course separates the windows from the parapet area above. The castellated parapet is mostly visible under the temporary roof, appearing to be largely undamaged by the tornado.

Gymnasium – North Elevation (Photo 7)

*Basement*

The north elevation's basement level has four bays, with a single metal door located between the second and third bays and an air conditioning unit to the east below the windows in the first and second bays (Figure 9, Photo 7). These windows are in groups of three windows each and are shorter than those in the third and fourth bays, which are west of the door. Windows in the first bay have a dark colored louvered vent in the first window. The third and fourth bays each have a set of three windows, aligned with the ground floor windows. A cast stone belt course separates the basement from the ground level.

<sup>11</sup> The current panels are permanent, pre-dating the 2019 tornado. It is odd that the openings also appear to have solid panels in the 1939 photo, as this addition had just been completed. Most likely the panels were added to help control the temperature in the gymnasium, as these window openings are on the south wall and there was no air conditioning at that time. These could have been windows painted white soon after construction if the added heat had not been considered during design, or the panels could have been part of the original design, allowing the fenestration pattern to continue on this elevation. At present solid panels are also located on the inside of these openings on the south wall.

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*Ground Floor*

The ground floor has four bays, with wider spacing between the second and third bays (Figure 9, Photo 7). These window sets are groups of nine panes each, having two rows of three slightly rectangular panes all the same size with the three panes on the bottom row being a bit taller. A second belt course separates the ground floor windows from the parapet area, which has castellations, some being covered by the temporary roof.

*Gymnasium – East Elevation (Photos 3 and 7)*

The east elevation of the gymnasium is not readily visible from the ground due to the presence of the 1992 additions.

*1992 Additions (Photos 1 and 7)*

With passage of the federal Americans with Disabilities Act (ADA) in July 1990,<sup>12</sup> the numerous stairs at Simonsen's entrances presented a legal problem. This problem was addressed by adding a grade level accessible entrance on the south side and installing an elevator (Figures 8 and 21). The two one-story 1992 additions replaced classroom trailers that were located on the south and north sides between the main classroom block and the gymnasium.<sup>13</sup> (The north addition has a basement, while the south addition was built on a concrete slab.) The 1992 blueprints indicate that prior to construction the ground on the south side was covered by concrete.

The additions were placed to the north and south of the former connector hallway between the gymnasium and the classroom block. Before these additions were made, the primary entrance was in the southwest corner of the main classroom block, with school offices inside the entry.<sup>14</sup> This entrance remains in use, but the offices were relocated to the south addition (Photo 2, Figures 16 and 24).

These additions do not completely obscure previous sections of the building and are small in scale compared to the size of the rest of the building. The scale of the additions is such that they do not overwhelm or obscure the original design and do not impair or cover any significant or character defining features. The additions were constructed in locations that resulted in minimal impact to the original building, are only one story in height and share similarities with the original classroom block designs' shape, scale, use of flat roofs and ornamentation (Figures 8 and 9; Photos 1 and 7). The additions are clad in light tan or white stucco, and this material differentiates them from earlier sections of the building. The stucco walls are fairly plain, scored with horizontal and vertical lines to mimic the rectangular forms found on the classroom block. Previously existing character defining features on the classroom block and gymnasium remain as they were. The additions do not add any false sense of history, rather they reflect the building's function as a school that continually evolved and developed from 1914 – 1992. During construction of the additions, care was taken to protect the building from damage. On the 1992 blueprints, notes indicate "Existing composite masonry wall to remain to greatest extent

<sup>12</sup> "Information and Technical Assistance on the Americans with Disabilities Act," United States Department of Justice Civil Rights Division, Accessed October 20, 2020.  
[https://www.ada.gov/ada\\_intro.htm#:~:text=The%20Americans%20with%20Disabilities%20Act,Bush.](https://www.ada.gov/ada_intro.htm#:~:text=The%20Americans%20with%20Disabilities%20Act,Bush.)

<sup>13</sup> Interview by Jane Beetem with former Simonsen School student Jon Beetem, October 14, 2020.

<sup>14</sup> Beetem interview with Jon Beetem, Figure 16.

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possible” and “Existing masonry wall to remain. Protect during construction.” These blueprints also indicate that prior to construction a concrete walk extended from the north entrance, surrounded by grass, so no outbuildings or significant landscape features were impacted by construction.

1992 Additions – South Addition (Photo 1)

The south addition abuts the 1939 classroom block on the east side and the gymnasium on the west elevation. This addition holds the main entry and administrative offices.

*Ground Floor – South Elevation*

This addition was built on a concrete slab, so only has a ground floor level. Simonsen School’s current main entrance is on the south 1992 addition, facing E. Miller Street (Photos 1 and 2). The front wall of this addition is recessed several feet from the front wall of the classroom block. This addition does not completely obscure previous sections of the building and is small in scale compared to the size of the rest of the building (Figure 8; Photos 1 and 3). The one-story flat roof addition is clad in light tan or white stucco, scored to form rectangular panels. The flat roof has simple parapets. The parapet edges have a raised band covered in stucco, mimicking the school’s use of parapets at the roofline. The double door entrance with transom is recessed several more feet beyond the addition’s front wall, located on the east end of the addition. Above the entrance the wall’s parapet has a low gable peak containing an incised semi-circular arch in the stucco. An inset panel near the top, centered between the gable and the west end of the addition, features the name “Simonsen 9<sup>th</sup> Grade Center” in raised brown letters. A raised belt course, covered in stucco, extends across the façade below the name. There is one small window centered under the name.

*Ground Floor – West Elevation*

The west elevation of the south addition is fairly plain, having the same light tan or white stucco finish and horizontal and vertical markings as on the south (Photo 1). The raised parapet edge and belt course on the south elevation continue across the west elevation. Two single pane tinted windows match the window on the front.

1992 Additions – North Addition (Photo 7)

The north addition abuts the 1914 classroom block on the east end of the north elevation and the gymnasium on the south end of the west elevation. The north elevation of the addition is recessed from the north wall of the 1914 classroom block. The north addition was built to hold locker rooms for boys and girls adjacent to the gymnasium.

*Basement – West Elevation*

The basement level features a single metal door in the center. The walls have the same scored stucco as the rest of the 1992 additions (Figure 9, Photo 7).

*Ground Floor - West Elevation*

The ground floor of this elevation has no windows or doors, only scored stucco walls and a stucco belt course and parapet matching the south addition (Figure 9, Photo 7).

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*Basement – North Elevation*

The grade slopes to the northwest beneath this addition, making this elevation taller at the west end (Figure 9, Photo 7). The walls of this elevation are fairly plain, with horizontal and vertical lines creating a horizontal band and six vertical divisions, the second and fifth sections being narrower than the rest. Where the fifth vertical section and lower band intersect is a single window. This horizontally oriented rectangular window is in the lower right corner, fitted with dark colored horizontal louvers.

*Ground Floor – North Elevation*

The stucco walls on the ground floor are scored with horizontal and vertical lines matching the basement level (Figure 9, Photo 7). A simulated parapet and belt course are located at the top of this elevation, with the name Simonsen 9<sup>th</sup> Grade Center in raised letters between the parapet and the belt course.

**Interior Descriptions**

Simonsen's interior reflects its continued use as a public school until 2019; the floor plan remains largely the same as originally constructed in 1914 and 1939.<sup>15</sup> Existing floor plans show unchanged areas in color, Figures 22 – 26. There have been some alterations and updates, but these do not compromise the school's integrity. Renovation and relocation of bathrooms, installation of fire doors and rearrangement of a few partitions within the classrooms are the most common alterations. Following the Progressive Era's focus on fire safety, the school was built to be as fire-proof as possible. Fire protection is provided by clay tile or steel frame plaster covered walls, concrete floors and structural columns,<sup>16</sup> limited wood trim, metal stair railings (Photo 19) and wide corridors (Photos 20 and 21) and stairs designed to facilitate egress during a fire (Figures 22 – 26). The rooms have non-historic composite tile floors (seen in Photos 16, 17, 19, 20, 21 and 23, except for wood floors in the music room, library check-out area and stage, Photos 12, 15 and 11) and grid ceilings with fluorescent lights (Photos 12, 17, 20 and 21). Many of the acoustical tiles were removed following the tornado due to water damage. A number of classrooms retain their historic wood multi-pane glass doors (Photos 20 and 21).

**Basement (Figures 14, 15 and 22)**

Two of Simonsen School's four historic entries lead to the basement level, and short sets of stairs lead to the basement from the ground floor (Figure 22). The two entries on the north elevation lead to wide metal stairways. The western stairway opens onto a corridor extending south, with three classrooms on the right or west side. On the left or east side of this corridor is the art room, equipped with built-in storage for art projects (Photo 13). This corridor and the eastern stairway provide access to the dining room areas. East of the dining rooms are a serving area and kitchen, with restrooms, a boiler room and mechanical room south of the kitchen. The remainder of the space under the 1939 addition was never excavated.

<sup>15</sup> Location of classrooms and construction details were obtained from the 1939 drawings created by Felt & Kriehn Architects and from 2020 drawings by Ebersoldt + Associates. Not all drawing sheets are provided in the figures.

<sup>16</sup> Email from Paul Hohmann, architect with E + A, February 16, 2021.



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The southwest corner of the basement is at a slightly higher elevation, presumably due to the 1939 addition being built into the hillside and the need to connect with the 1939 gymnasium. The 1939 drawings (Figure 14) show this corner as part of the Historic Ground Floor Plan (most of the Historic Ground Floor currently referred to as "Basement" in Figure 22), and on the current drawings (Figure 23) this area is shown as part of the Existing Ground Floor Plan. The result is the area around the steps between the basement and ground floor is split between Figures 22 and 23. Returning to the corridor west of the art room, a short set of steps leads to another short set of steps down to the remainder of the basement, located under the gymnasium and north 1992 addition (Figure 22). On the right side of the corridor a door leads to the equipment room, located under the entire 1992 north addition. The corridor jogs to the left, with the pump room door on the left. A supply closet door is at the end of the corridor, which then jogs right. The first door on the right opens onto the Energy / Power room, the former boys' locker room. This room retains the historic polished concrete floor and glazed tile on the outer walls, but partitions on the west and south walls for a drying room, ball room, office, storage, training room, bathroom and showers have been removed and partitions installed on the north and east walls for tools and storage (Figures 15 and 22). Down the corridor past the energy room is the Materials / Processing room, formerly the wood working shop. This room has changed little, retaining the glazed tile on the outer walls. At the southwest corner of this room is a small office, adjacent to two small rooms on the west wall that were built as a paint spray booth with a vent to the exterior and a finishing room, most recently used for video production. The room at the southwest corner most recently served as the drafting / communications room, carrying on the vocational training purpose as when originally built as the electrical shop and drafting room. Polished concrete floors remain in these rooms from the date of construction. In the southeast corner of this part of the basement is the weight room and restrooms. Previously this was the girls' locker room. The concrete floor remains in this area, with one restroom located in the previous girls' toilet and the second restroom in a former office within the locker room. The locker rooms historically located in this area provided drinking water fountains, showers and restrooms typical of the Progressive Era emphasis on hygiene. The polished concrete floors and glazed tile that remain illustrate the Progressive Era's emphasis on sanitation.

Ground Floor (Figures 14, 22 and 23)

Simonsen School's current main entrance is on the south side, through the south 1992 addition (Figure 23). This at grade accessible main entrance opens onto a hallway, with a glass wall on the west side looking into the principal's office, vice principal's offices, secretary's and attendance check-in / reception area, a vault, conference room, copy / break room, nurse's office and exam room and disciplinary holding area. This area is accessed after passing through a set of three glass doors across the hallway, through a door on the left side of the hallway. Opposite this door on the right side of the hallway is a door to a set of counselor offices, with a small conference room. Further down the hallway on the right is a door to the teachers lounge. On the left side of this hallway are a pair of decorative brackets that had previously been hidden by the dropped ceiling (Photo 18, Figure 38). The entry hall terminates at a wider foyer that was the historic connector between the gymnasium and the classroom block (Figures 15 and 23). This foyer has a set of steps in the northeast corner to the gymnasium basement and is lined on the north and south sides with closets for electrical,

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equipment and other storage. In 1939 this area had more stairs and partitions and a ticket booth (Figure 15).

At the west end of the foyer are two pairs of historic doors leading to the gymnasium (Figures 15 and 23). This area remains much as when it was built (Photo 14), a full two stories tall with glazed tile walls (the upper portion of the tile has been painted), tall windows,<sup>17</sup> a folding partition to separate the space into boys' and girls' gyms and a wooden floor. Approximately one third of the wood floor has been removed due to water damage following the tornado.

North of the foyer are the locker rooms, boys' on the left and girls' on the right, with treatment rooms, offices and storage between the locker rooms from the foyer (Figure 23). Going east from the foyer into the classroom block is a small hallway with stairs to the dining rooms below and small rooms on the south side of the hall that were previously restrooms. The layout in this hallway area is unchanged.

First Floor (Figures 16 and 24)

The first floor is defined by wide, double-loaded corridors around the central auditorium, surrounding the auditorium on four sides (Figure 24). Wide metal staircases connect to the north and south corners of the corridors. The stairs retain their original metal handrails (Photo 19). Additional stairs near the center of the west side of the building connect the ground floor and first floor. A circa 1992 elevator in the middle of the west corridor connects the basement through third floors. Finishes on this floor include plaster walls, tile floors and grid ceilings, with numerous historic doors. Rows of metal lockers are located on all four corridors on the first floor.

The first floor is described as if traveling through the corridors in a clockwise fashion starting in the northwest corner of the classroom block and heading through the north corridor. Entering the first floor from the basement level entry in the northwest corner of the classroom block, through the stairs to the west corridor, the north corridor is on the left. The first room on the left is the music room, with two doors from the hallway to the center of the room. Part of the 1914 addition, this room's tiered wood floor dates to at least 1939 and illustrates the Progressive Era's specialized rooms geared toward students' learning by doing (Photo 12). The first door on the right of the north corridor is to one of two small practice rooms, followed by a double historic wood door to the rear of the stage, then another practice room door. Where the north corridor meets the east corridor, there are stairs to the northeast basement entry and a science classroom in the northeast corner of this floor. A small prep room is located between this classroom and another science classroom to the south. Classrooms are approximately 20 feet wide and 28 feet long, with 12 foot tall ceilings in the 1939 (southern) section, slightly taller in the 1914 (northern) section. The science classrooms on this floor have built-in modern cabinets on at least two walls (Photo 17), three in most rooms and all have ventilation hoods. Blackboards have been covered by a thin whiteboard overlay in most classrooms, leaving the original slate below. Many rooms retain their historic blackboard frames and chalk trays (Photo 23). Classroom ventilation outlets are located in the grid ceiling, and audio-visual connections hang from a number of ceilings, disconnected from any projection devices (Photo 17).

<sup>17</sup> These windows appear dark on the exterior, shown in Photo 7. Yet from the inside, shown in Photo 14, the glass is clear.

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The stage and auditorium are located in the center of the building, with access to all four corridors. Continuing south down the east corridor there is a pair of doors on the right to the front corner of the auditorium, by the front edge of the stage. The stage is on the north end of the auditorium and retains its historic wood floor, curtains and lights (Photo 11). Historic wooden seating arranged in curved rows fills the auditorium, gradually elevating from the stage to the rear of the auditorium (Photo 10). Vertical acoustical panels are located at the rear of the auditorium, on the side and south walls. Two pairs of multi-pane historic doors open from the rear of the auditorium to the south corridor (Figure 24). A curved balcony on the second floor level of the auditorium has historic seating on three sides (Figure 25, Photo 10). Sleek metal light fixtures from 1939 hang from the ceiling (Photo 10).

Returning to the east corridor, there is a girls' restroom on the left, the only one that retains its glazed tile walls and terrazzo floor, illustrating the Progressive Era emphasis on sanitation (Figure 24). Just outside the restroom is a row of drinking water fountains. While the equipment has been updated, there were drinking water fountains in the same locations throughout the school in 1939, a huge improvement from the previous shared water cup (Figures 14 – 18 and 24 – 26). Two more science classrooms are located along the east wall with a prep room in between them (formerly storage, Figure 16). Two single doors on the right lead to a ticket booth and to the rear of the auditorium. At the end of the east corridor is a set of stairs that lead to the historic southeast entry. Everything that has been discussed this far on the first floor retains the same floor plan as it had when completed in 1939. (Existing floor plans show unchanged areas in color, Figures 22 – 26.)

The south corridor has two pairs of historic doors on the right leading to the rear of the auditorium. On the left there is a science classroom and a prep room. Originally these were two classrooms of equal size, but the interior partition has been shifted to allow for a larger classroom, a change not evident from the corridor. Past the prep room is a stairway on the left, leading to the historic southwest entry, originally the main entry before the 1992 addition. While this served as the main entry, the administrative offices were located to the left along the west corridor upon entry. These included the principal and secretary's office, a vault, reception, work and store rooms, plus a large medical suite with space for doctor's and nurse's offices, separate waiting rooms for boys and girls, girls' restroom, men's restroom and boys' restroom (Figure 16). The large space allotted for the medical suite in 1939 demonstrated the serious health concerns school administrators faced in the Progressive Era. After relocation of the main entry in 1992, the administrative offices were relocated and a speech therapy room was placed in the former principal's office, retaining the vault (Figure 24). Two other offices fill this space in the southwest corner. Continuing to the north down the west corridor from these offices, there are two doors on the right, one to a ticket booth and one leading to the rear of the auditorium. Next on the left are boys' restrooms with drinking water fountains on the west side of the hallway. A set of stairs on the left just past the restrooms retains a tall painted wooden expandable gate at the top of the stairs, presumably to keep students from entering the first floor too early in the morning (Photo 20). On the right side of the hallway is the elevator, followed by a set of double doors entering the front corner of the auditorium by the front of the stage. On the left side of the hallway extending to the north wall are five classrooms. Originally

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this area held two classrooms with a music office and library in the middle (Figures 16 and 24). The hallway has been angled to the northwest to provide access to the two corner classrooms.

Second Floor (Figures 17 and 25)

The layout of the second floor has largely been retained, defined by wide, double-loaded corridors around the central auditorium's balcony (Figure 25). The corridors surround the auditorium space on the west, south and east with rows of metal lockers lining all three corridors (Photo 21). Finishes in this floor include plaster walls, tile floors and grid ceilings, with numerous historic doors. Wide metal staircases connect to the north and south corners of the corridors (Photo 19). As on the first floor, classrooms are approximately 20 feet wide and 28 feet long, with 12 foot tall ceilings in the 1939 (southern) section, slightly taller in the 1914 (northern) section. Blackboards have been covered with a thin layer of whiteboard in all classrooms, leaving the historic slate below and often the historic frame and chalk tray remain (Photo 23).

Entering the second floor from the stairs in the northwest corner of the classroom block, into the west corridor, double doors on the left open into the library. On the left or west wall of the library there is an elevated area with a wood floor and wood paneled work counter in front that served as the library's check-out area (Photo 15). At the north end of the check-out area is a narrow stairway to the former teachers lounge. Tall windows along the north wall illuminate the library, a large open space dating to 1914 that extends to the stair at the northeast corner of this floor. This space remains unchanged.

Returning to the northwest corner of the classroom block and moving south through the west corridor there are three classrooms, most recently used for English classes, the same as their historic use in 1939 (Figures 17 and 25). Past the library on the left a door opens onto a practice room, located in the upper corner of the stage area. The west corridor then slopes toward the south, with a storage closet and elevator on the left. A janitor's closet on the right is followed by drinking water fountains and boys' restrooms. To the left double doors open onto the auditorium's balcony, with the center space above the auditorium being open (Photo 10). The upper most rows of the balcony were partitioned in order to create lecture halls accessed from the third floor south corridor in 1992 (Figures 17, 25 and 26). On the right, extending to the southwest corner of this floor are two English classrooms (Figures 17 and 25). The classroom next to the restrooms used to have a stage and small dressing room, to allow for public speaking and theatrical productions. At the end of the west corridor is the southwest stairwell.

Turning into the south corridor there are two classrooms on the right, along the south wall. These are followed by the southeast stairwell of the classroom block. At the southern most end of the east corridor there are two classrooms, used most recently for World Studies. These were part of a four classroom home economics suite, and housed the Living and Dining Room, with a fireplace flanked by built-in bookcases, a full bath with shower and a Home Arts room with two built-in ironing boards, a stove and sink (Figure 17). North of these classrooms near the middle of the east corridor are the girls' restrooms with drinking water fountains in the hallway (Figure 25). Past the lockers on the left is a door to the front corner of the balcony. A slight corridor incline leads to a door on the left to a practice room and on the right to Home

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Economics. This room has built-in cabinets on two walls and is equipped with four stoves, five sinks, a refrigerator and large pantry. Double doors on the left lead into the east side of the library, the northwest stairwell is straight ahead, and a World Studies classroom is located in the northeast corner of this floor. This classroom used to be a Clothing Lab (Figure 17). This floor retains its historic layout and expresses the corridor design and specialized classrooms typical of the Progressive Era.

Third Floor (Figures 18 and 26)

The third floor is located in the 1939 (southern) section only, with corridors wrapping around the auditorium below on three sides (Figure 26). Metal lockers line the three corridors and a number of historic doors are extant. Classrooms on this floor are approximately 20 feet wide and 28 feet long, with 12 foot tall ceilings. The 1939 drawings indicate this floor historically had asphalt tile floors (Figure 18). Entering the third floor from the southeast corner stairway into the east corridor, there are three Math classrooms along the east wall which remain unchanged. The east corridor has a math prep room and storage room at the northern end. The storage room was historically a girls' restroom (Figure 18). Returning to the stairs in the southeast corner and accessing the south corridor there are three lecture rooms on the right or north side, which were added when the rear portion of the balcony was partitioned in 1992, retaining the historic doors similar to those on the second floor (Photo 21, Figure 26). There are a storage closet and two Math classrooms on the left or south side of the south corridor. A second storage closet is located by the northwest stairway at the end of the south corridor. This south side of the south corridor remains unchanged. Continuing down the west corridor the three historic classrooms have been slightly rearranged (Figures 18 and 26). Originally built as three classrooms of equal size, the first classroom on the left is now the largest, used for a Business classroom. Next to this room on the north is a workroom with small men's and women's restrooms. The third classroom was used for Students at Risk and incorporated part of the space from a former boys' restroom that was removed from the north end of the west corridor. Access to the elevator is at the end of the west corridor, located on the east side. The space above the auditorium is in the center of this floor, with no access from the third floor (Photo 10, Figure 26).

**Integrity**

Simonsen School retains sufficient architectural integrity to convey its historic function as a Progressive Era school and its periods of construction. The school retains its historic location and setting. Simonsen School retains its historic design, with its rectangular form, horizontal massing and roof form as well as the symmetrical exterior with historic materials, detailing, and fenestration patterns. The interior configuration of wide corridors, stairwells and classrooms surrounding a central auditorium remains. These design features provide association with the school's use as an educational facility.

*Setting*

Still in its original location and setting, the Simonsen School retains a prominent position in the neighborhood, high above much of its surroundings. The property has experienced few alterations, retaining its large grassy spaces. An adjacent parking area was enlarged after 1960, so is non-contributing, but does not change the setting significantly. One historic walkway

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remains, crossing the property from east to west. Modern paving is limited in size and scale. Changes within the nomination boundary have been small in scale and low to the ground, so do not significantly alter views of or from the building. Outside the boundary, the school is largely isolated from its surroundings on the west, north and east due to its significantly higher elevation. The Hobo Hill Historic District remains south of the school. The few changes since construction was completed do not significantly alter the view of or from the school.

*Exterior*

The school's design, materials and workmanship exhibit both the late nineteenth and early twentieth revival style and Progressive Era design features typical of schools built during this period. On the exterior, the school retains its historic rectangular shapes, horizontal massing, flat roof, crenallated parapets, cast stone belt courses and masonry cladding (Photos 1 – 9). While the window sash are replacements (Photo 22; this is a common alteration for schools from this period nationwide and for all of Jefferson City's schools from the Progressive Era), the original fenestration pattern within the historic masonry openings remains extant and this change does not compromise the integrity of the exterior façade. Two small stuccoed additions do not obscure the main classroom block or any character defining features and are recessed from the main elevations. These additions continue the rectangular shape and flat roof of the original school and do not compromise the integrity of the school's exterior. The classroom block's north and south parapets, the roof and much of the window glass was damaged in 2019 by a tornado, but the building remains structurally sound.

*Interior*

The interior's historic corridor configuration, wrapping around the central auditorium, remains the defining feature of the school's interior, with light filled classrooms lining the perimeter of the first, second and third floors (Figures 24 – 26). The majority of the classrooms retain their historic shape, size and features, including plaster walls, built-in cabinets and wood window and door trim (Photo 16). Historic blackboards remain in many rooms throughout the building, often with historic wood frames and chalk trays, although a thin whiteboard overlay covers some of the slate (Photo 23). Many rooms retain their historic wood doors (Photo 21). The auditorium is extant (Photo 10), retaining its full volume with wood floored stage (Photo 11), historic seating and sleek metal ceiling lights (Photo 10). The gymnasium retains its full volume, glazed tile walls and over half of its original wood floor (Photo 14). The music room retains its three tiered wood floor (Photo 12), and the library retains its wood floored check out area (Photo 15).

While a few of the interior spaces have been reconfigured and finishes upgraded, these changes reflect the continually evolving needs of a school and do not compromise its ability to convey its association with the Progressive Era. Fire doors have been added to enclose all stairways for fire protection. An elevator was added in a corner of the auditorium by the stage to provide accessibility to all floors. A few partitions within classrooms were relocated to make rooms larger or smaller, and restrooms on the third floor were relocated. Finishes were updated in other bathrooms, while one bathroom retains its glazed tile walls and terrazzo floor (Figure 24). Administrative offices were relocated from the first floor to the ground floor, to be near the new main entrance for accessibility and security reasons (Figures 16 and 24). Locker rooms were relocated from the basement to the first floor, adjacent to the gymnasium (Figures 15 and 23). While the tiered floor was retained in the music room (Photo 12), the choral room was

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converted to a regular classroom (Figures 16 and 24). The historic four room home economics suite was reduced to a single classroom, removing built-in ironing boards and the living room features (Figures 17 and 25). The stage and dressing room was removed from the English lab on the second floor. Space provided for both a doctor and a nurse was reduced in size as health care became more easily accessible (Figures 16 and 23). Damage from the 2019 tornado resulted in loss of part of the gymnasium's floor (Photo 14) and numerous ceiling tiles. These changes do not alter the ability to understand the school's historic design and function.

Simonsen School continues to clearly exhibit its historic function and reflect the era of construction. The school retains feeling and association with other Jefferson City Progressive Era schools. The physical features of the school convey feelings and associations related to its historic function and the period when the school was constructed.

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**Summary:**

The Simonsen School at 501 E. Miller Street in Jefferson City, Cole County, Missouri is one of the most intact examples of the city's Progressive Era school construction. The property is locally significant under Criteria C in the area of Architecture.<sup>18</sup> The periods of significance are 1914, when the first addition was made to the school and 1939, when the original 1905 common school was removed and the second addition completed (Figures 6 – 9, 11 - 12). Unlike the earlier Common Schools, which focused on memorization and recitation, Progressive Era schools were designed to promote learning by doing and physical activity. Character defining elements of Progressive Era schools include an emphasis on fire safety with wide corridors and stairways and use of fireproof materials, improved sanitation and emphasis on health with large windows for light and ventilation. Specialized spaces in a Progressive Era school included an auditorium with stage, gymnasium and classrooms designed and equipped for vocational training and classes based on student interests such as music and art. Architectural designs for Progressive Era schools were promoted in plan books, typically schools of two to three stories with horizontal massing, a symmetrical façade and often having a flat roof with detailed parapets, cast stone belt courses and restrained use of other details from one of the Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles popular during the period. With the 1914 addition, Simonsen became the first school in Jefferson City utilizing Progressive Era character defining features. The school's symmetrical north facade, horizontal massing and decorated parapets around the flat roof are the first features that identify it as a Progressive Era school. Other features included a masonry exterior and fireproof stairways, large windows for light and ventilation, a small gymnasium, music room, library, home economics classrooms, a kitchen and dining room. The 1939 addition continued the Progressive Era design, with increased emphasis on sanitation, continued fire protection measures, wide corridors and stairs, large windows plus additional vocational training classrooms, an auditorium and a larger gymnasium. Of the eight extant schools built in Jefferson City during Missouri's Progressive Era from 1900 to 1940 (of eleven total), Simonsen School is one of four that exhibit Progressive Era features. Two of these were elementary schools, which did not have cafeterias, gymnasiums or identifiable science and vocational training classrooms. Besides Simonsen School, the only other school constructed with a full set of Progressive Era features was the Senior High and Junior College, which has lost integrity. Simonsen School is one of a small number of Progressive Era schools in Jefferson City, has a higher number of characteristics typical of Progressive Era schools than most in the city and remains as one of the most intact examples from the period. As stated in the Section 7 Summary, the nominated property has functioned under a number of names over the years. Simonsen School is the preferred name used to reference the building in this nomination.

*Progressive Era Education*

<sup>18</sup> The focus of the nomination is on the physical building and how it reflects Progressive Era school construction. As the building served as a high school and then a middle school during the periods of significance, Criterion A: Education was not pursued due to the need to study the differences in curriculum offered and then compare against the wider Jefferson City school district, which is outside the scope of this project. However, further study and comparisons of curriculum may reveal other areas of significance.



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The Progressive Era in education developed from a desire by reformers to improve society in a period of rapid technological change. The schools that preceded the Progressive Era are known as Common Schools. These schools were limited by a lack of books and other resources, teacher education and inferior school facilities. In the Progressive Era, reformers worked to address a number of society's ills by improving education. These included a lack of education (particularly for immigrants), juvenile delinquency, child labor, disease, unsanitary conditions, lack of hygiene and risk of fire in schools. The transition from the Common School era to the Progressive era, then to the Modern School era as well as the significance of the Progressive Era is described below.

*Common School Era*

Schools in use before the Progressive Era are described as Common Schools. Prior to the American Revolution, parents were responsible for their children's education, following a pattern established in England. During the nineteenth century education came to be recognized as a state responsibility,<sup>19</sup> but the lack of standardized curricula and educated teachers continued to result in wide differences in learning. Reformers such as Horace Mann in Massachusetts and Henry Barnard in Connecticut advocated for free public school for all children in the 1830s. The type of school that resulted is now known as the Common School. These schools were coeducational and were generally accepted by the late 1800s.<sup>20</sup> In early and more rural schools, students were frequently taught in one classroom. By the 1860s racially segregated Common Schools were mandated by law<sup>21</sup> and students began to be divided into classes by age and educational level.<sup>22</sup> Common schools were publicly funded and governed by local school boards, generally teaching first through eighth grade.<sup>23</sup> Teachers in Common Schools relied on rote memorization and recitation,<sup>24</sup> as they had few books and little training themselves. As America's economy became more complex, the need for more education increased and the movement to establish high school classes began during the late nineteenth century. Mass immigration strained school resources. Child labor laws and compulsory school attendance laws were passed, further increasing enrollments.<sup>25</sup>

Common Schools were typically designed for lower grade classes,<sup>26</sup> as high schools did not come into wide spread use until around 1900, and teaching was by memorization and recitation.

<sup>19</sup> "United States: History – Background," Accessed February 13, 2021.

[https://education.stateuniversity.com/pages/1627/United\\_States\\_HISTORY-BACKGROUND.html](https://education.stateuniversity.com/pages/1627/United_States_HISTORY-BACKGROUND.html).

<sup>20</sup> "Common School Movement: Colonial and Republican Schooling, Changes in the Antebellum Era, The Rise of the Common School," Accessed February 14, 2021.

<https://education.stateuniversity.com/pages/1871/Common-School-Movement.html>.

<sup>21</sup> Ibid.

<sup>22</sup> Elizabeth Rosin and Rachel Nugent, *National Register of Historic Places Multiple Property Documentation Form, Historic Resources of the Kansas City Missouri School District Pre-1970 Jackson County, Missouri*, August 20, 2012, F. 47.

<sup>23</sup> "Common School Movement: Colonial and Republican Schooling, Changes in the Antebellum Era, The Rise of the Common School."

<sup>24</sup> Rosin and Nugent, E. 16.

<sup>25</sup> Sarah B. Patton and Sarah Mondale, *School, The Story of American Public Education* (Boston: Beacon Press, 2001), 63 – 64. Missouri's Compulsory Attendance Law passed in 1905.

<sup>26</sup> "Educational Reforms," <https://courses.lumenlearning.com/boundless-ushistory/chapter/educational-reforms/> Accessed April 25, 2021.

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This meant Common Schools generally did not have specialized spaces for vocational training or classes addressing student interests in the arts or physical education needs. Elementary schools were neighborhood schools, with many schools allowing students to return home for lunch, so they may not have had kitchens or cafeterias. (In Jefferson City, cafeterias were added to East and West elementary schools in the 1950s.<sup>27</sup>) Common Schools had some architectural similarities to Progressive Era schools, having symmetrical facades and central entries. The central entry was often near the single set of wooden stairs, as fire safety was not given as much consideration prior to the Progressive Era. The main architectural feature that differentiates a Common School from a Progressive Era school is the pattern of interior corridors. Initially known as Jefferson City High School, Simonsen was originally constructed in 1905 as a Common School (1905 construction now demolished and replaced by 1939 addition). As shown in the Sanborn Map of 1908, this school had a single central corridor surrounded by four classrooms per level (Figure 4). This short corridor and single stair is considerably smaller than the long, wide corridors and multiple stairways currently exhibited in Simonsen School. Another example of a Common School in Jefferson City was the first Central School. Located at Monroe and E. Miller Streets (non-extant; where the Doubletree Hotel is now), Central School was a tall, vertically oriented three-story brick building with nine classrooms and a capacity of 600 students, operating as a public school from 1871 – 1910.<sup>28</sup> (Figure 27)

*Progressive Era*

The Progressive Era saw a rise in social activism and political reform in America.<sup>29</sup> Building on technological advances from the Industrial Revolution, which allowed society to shift from an economy based on agriculture to one based on industry, the Progressive Era has been described as starting as early as 1876 and extending as late as 1958.<sup>30</sup> While it is specific to Kansas City, a Multiple Property Document Form for Progressive Era schools was created in 2012. This document identifies the Progressive Era in Missouri as approximately 1900 to 1940, developing as a response to a surge in immigration in American cities in the late 1800s and ending with the country's involvement in World War II.<sup>31</sup> People's lives during this period were continually transformed through changes in transportation<sup>32</sup> and other technology such as the availability of electricity and telephones. Such rapid change caused people to think that anything was possible, and reformers began to address a wide range of topics such as child labor, education, poverty, government corruption, alcohol abuse and women's suffrage. Waves of immigrants arriving in increasingly urbanized areas resulted in raising awareness of the need for education while the number of immigrants made previous small-scale approaches to charity inadequate. One response to the need for education were the Carnegie libraries, funded by Andrew Carnegie beginning in 1881 and ultimately resulting in over 1,600 libraries in

<sup>27</sup> Jerena East Giffen, *House on Hobo Hill*, (Jefferson City: Jefferson City Schools, 1964), 165.

<sup>28</sup> Giffen, *House on Hobo Hill*, 45.

<sup>29</sup> Janie-Rice Brother, "Awakening and Building: A Look at the Progressive Era and Architecture Part 1" October 24, 2014, Accessed February 13, 2021. <https://www.gardenstogables.com/awakening-and-building-a-look-at-the-progressive-era-and-architecture-part-1/>.

<sup>30</sup> Lawrence A. Cremin, *The Transformation of the School: Progressivism in American Education, 1876–1957* (New York: Vintage Books, 1964) and Herbert M. Kliebard, *The Struggle for the American Curriculum, 1893–1958* (Boston: Routledge and Kegan Paul, 1986).

<sup>31</sup> Rosin and Nugent, E. 3, E.6 and F.48.

<sup>32</sup> *Jefferson City Post Tribune*. "Autos Coming Fast." January 20, 1916.

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the United States.<sup>33</sup> Jefferson City's Carnegie Library was constructed in 1901,<sup>34</sup> encouraging reading and providing the public access to information. Other examples of Progressive Era changes that impacted education were establishment of the Children's Bureau in 1912 so the federal government could track data related to birth rates, endangerment, accidents, disease and employment.<sup>35</sup> As Progressive Era reformers sought to address social issues involving poverty, public health and child labor, education was viewed as one of the key tools in addressing these concerns.

*Modern Era*

After World War II, population increases and a booming economy encouraged local school districts to expand their school systems. Upgrades to existing schools were made, adding cafeterias and improving heating and ventilation systems. New schools embraced aesthetics from the Modern Movement, with long, low rectangular buildings having flat roofs, bands of windows and masonry cladding.<sup>36</sup>

*Progressive Era School Design*

Education was viewed by Progressive Era reformers as a way to improve society's standard of living (teaching students marketable skills for successful careers), health conditions (screening for medical conditions, treatment and prevention of diseases), levels of education and engagement by the public in promoting reforms. As reformers' ideas developed during the Progressive Era, the movement changed how students were taught and how their schools were designed. Changes during this era impacted both elementary and high schools, and eventually junior high schools as they developed. Initially there was no nationwide definition of a Progressive Era school, with a list of specific guidelines. Rather local school boards and their architects adopted one or more trends or recommendations regarding education that were popular at the time. One of the early authorities in twentieth century education was John Dewey, a philosopher whose 1899 pamphlet "The School and Society" argued for education reform, encouraging student cooperation, active engagement with interesting projects and problem solving rather than lectures and memorization. Dewey hoped to encourage students to stay in school, reducing juvenile delinquency.<sup>37</sup> Incorporation of his recommendations for manual or vocational training in curriculums nationwide resulted and school design reflected this change. Learning by doing became a key principle in Progressive Era education, which shifted from the memorization and recitation of the past to education through experimentation and

<sup>33</sup> Yael Friedman, "Carnegie's Gift: The Progressive Era Roots of Today's Branch Library," October 21, 2014, Accessed February 13, 2021. <https://urbanomnibus.net/2014/carnegies-gift-the-progressive-era-roots-of-todays-branch-library/>

<sup>34</sup> Listed on the National Register as part of the *Missouri State Capitol Historic District*, Patricia Holmes, Missouri Department of Natural Resources, State Historical Survey and Planning Office, 1976. ZHA, Inc., J. Dennis Wilson Associates, *Historic Resources Survey, Jefferson City, Missouri*, August, 1990. On file with Missouri DNR State Historic Preservation Office.

<sup>35</sup> United States Social Security Administration, "Social Security Related Topics: The Children's Bureau," Accessed February 16, 2021. <https://www.ssa.gov/history/childb1.html>.

<sup>36</sup> Rosin and Nugent, E 33.

<sup>37</sup> Peter Gibbon, "John Dewey: Portrait of a Progressive Thinker," HUMANITIES, Spring 2019, Volume 40, Number 2. [John Dewey: Portrait of a Progressive Thinker | The National Endowment for the Humanities \(neh.gov\)](https://www.neh.gov/publications/humanities) Accessed April 5, 2021.

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training to develop new skills.<sup>38</sup> Active learning through vocational training and physical education during the Progressive Era engaged students' interests more than the memorization and recitation of the Common School era.

One reformer of the era was Dwight Heald Perkins, who had designed settlement houses<sup>39</sup> and advocated for public open space and recreational areas. Perkins was appointed as architect to the Chicago school board in 1905 by Mayor Edward Dunne, who was elected on a progressive platform.<sup>40</sup> Perkins began building schools oriented to the east or west, to allow maximum natural light. His Moos School (1906) was the first to use "tower-type" toilets on each floor rather than restrooms only in the basement. Such stacked bathrooms were added to 44 Chicago schools that year and became the new standard. His designs emphasized fire safety through use of wider stairs and fire resistant materials and included plans for additions as student numbers increased.<sup>41</sup> Perkins adopted Dewey's recommendations in the Lane Technical High School (1908), which featured an E-shaped plan, allowing ample light and air to classrooms and corridors, huge technical training areas, an auditorium, lunchroom, gymnasium and track. In just a few years this school was swamped with students transferring from high schools focused on memorization and recitation.<sup>42</sup> Unfortunately Mayor Dunne was defeated and the school board president believed Perkins' designs were extravagant, ultimately leading to Perkins being replaced by his protégé Arthur Hussander, who for three years utilized Perkins' ideas in his school designs.<sup>43</sup>

*Influence of Standardization through use of Plan Books*

School design benefitted from standardization during the Progressive Era, encouraged by plan books incorporating the new educational, health and safety recommendations. One example of these plan books was Wilbur Thoburn Mills' *American School Building Standards* published in 1910, which described the features and dimensions of the ideal American public school. Mills' book showed schools of two to three stories with a symmetrical façade and flat roof.<sup>44</sup> Mills featured the work of numerous Progressive Era architects, including William B. Ittner and Arthur Hussander.<sup>45</sup> Another author on this topic was Fletcher B. Dresslar in *American schoolhouses*,

<sup>38</sup> Rosin and Nugent, E. 16.

<sup>39</sup> Hull House, the home of Jane Addams in Chicago, was a social settlement house where immigrants could learn to assimilate in American society. By 1911, Chicago had 35 settlement houses based on Addams' model. <https://www.hullhousemuseum.org/about-jane-addams> Accessed April 25, 2021.

<sup>40</sup> Bauer Latoza Studio, "Chicago Public School Buildings, Pre-1940 Context Statement," 30. [https://www.chicago.gov/content/dam/city/depts/zlup/Historic\\_Preservation/Publications/CPS\\_Bldgs\\_Pre\\_1940\\_Context\\_Statement.pdf](https://www.chicago.gov/content/dam/city/depts/zlup/Historic_Preservation/Publications/CPS_Bldgs_Pre_1940_Context_Statement.pdf) Accessed April 25, 2021.

<sup>41</sup> Bauer Latoza Studio, 32.

<sup>42</sup> Ibid, 35.

<sup>43</sup> Ibid, 35 – 36.

<sup>44</sup> Wilbur Thoburn Mills, Architect, AIA, *American School Building Standards*, (Columbus, OH: Franklin Educational Publishing Company, 1910), 271. Accessed April 7, 2021.

[www.google.com/books/edition/American\\_School\\_Building\\_Standards/gnK\\_AQAAMAAJ?hl=en&gb](https://www.google.com/books/edition/American_School_Building_Standards/gnK_AQAAMAAJ?hl=en&gb)

<sup>45</sup> None of Dwight Perkins' designs were included in Mills' book, but schools by Hussander included Armstrong School (370, 371), Nicholas Senn High School (518 – 522), Carter H. Harrison High School (527 – 531) and Hyde Park High School (541 – 544). Ittner schools are featured on pages 393, 410 – 411, 429, 459 and 523 – 526. Ittner was the architect for the St. Louis school board during this period.

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1911, who recommended schools be limited to two stories.<sup>46</sup> Designs promoted in plan books were rectangular, with horizontal massing and often featuring flat roofs surrounded by parapets.<sup>47</sup> The horizontal massing was emphasized through the use of belt courses and rows of windows aligned horizontally and vertically.<sup>48</sup> Numerous schools were built in Missouri following this guidance. A review of National Register listed schools in Kansas City and St. Louis found that the horizontally oriented symmetrical facades shown in plan books from the era are common in St. Louis and Kansas City listed schools, with four of six Kansas City schools from 1903 to 1924 having a symmetrical façade (two have mostly symmetrical facades) and ten of eleven St. Louis schools from 1898 to 1911 exhibiting a symmetrical façade. This same review found that for Kansas City listed schools flat roofs were the dominant type from 1903 to 1924.<sup>49</sup> A similar review of St. Louis schools designed by William B. Ittner that have been listed on the National Register indicates that Ittner was less inclined to use flat roofs, although Franklin School (1909), Jackson School (1898) and Rock Spring School (1898) have flat roofs.<sup>50</sup> Progressive Era schools had cast stone belt courses and other details chosen from one of the Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles that were popular during the period, although expressed in a restrained manner. The most ornate elements were usually one or more articulated entrances and detailed parapets.<sup>51</sup>

Inside, wide double-loaded corridors are one of the common elements of Progressive Era schools. Stairwells at either end of the corridors organized the school around the corridor system and provided more efficient egress during a fire than the square design typical of Common Schools. Use of multiple corridors and stairways differentiated Progressive Era schools from the Common Schools and sometimes resulted in multiple entries, as at Simonsen School. A significant element of Progressive Era education was expanded use of high school (and later junior high) level classes. In recognition of this change, Dresslar recommended that corridors in high schools be wider than in elementary schools, due to the need to change classrooms between high school classes, while elementary students generally remained in a single classroom.<sup>52</sup> The wider width was also due to the larger size of the students and the need to keep space between older boys and girls.<sup>53</sup>

<sup>46</sup> Fletcher B. Dresslar, *American schoolhouses*, (Washington: government printing office, 1911), 17, 27. <https://babel.hathitrust.org/cgi/pt?id=mdp.39015068216392&view=1up&seq=50> Accessed April 12, 2021.

<sup>47</sup> Dresslar, 271, 275, 281 and 299.

<sup>48</sup> Mills, 281, Howard A. Bass, Missouri State Department of Education, *Annual Report for the 1907 School Year* and Missouri State Department of Education, *Plans for School Improvement in Rural and Village Communities*, 1914.

<sup>49</sup> Five schools from the period had flat roofs and one had a combination of flat and other types of roofs on the additions.

<sup>50</sup> *Franklin School Nomination*, Tom Duda and Matthew Bivens, Landmark Association of St. Louis, 2004 and *Jackson and Rock Spring School Nominations*, Cynthia Hill Longwisch, Landmark Association of St. Louis, 1990.

<sup>51</sup> Brenda Spencer, *National Register of Historic Places Multiple Property Documentation Form, Historic Public Schools of Kansas*, April 22, 2005, E-20.

<sup>52</sup> Dresslar, 53.

<sup>53</sup> Dresslar was apparently concerned with boys and girls touching in the hallways. Separate gymnasiums during the period also reflected the desire to keep the sexes separate. Simonsen School's gym was designated as boys' and girls' gymnasiums on the 1939 floor plans and has a folding screen that could

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As plan books encouraged standardization, classroom size was addressed. Mills described the ideal classroom size as 24 feet by 30 feet, with ceiling heights of 12 to 14 feet.<sup>54</sup> Dresslar argued the ideal classroom would hold no more than 45 to 50 pupils and their desks, in a room 24 feet by 32 feet with ceilings 12 1/2 feet tall. His scientific analysis of class size was based on the ability to see the blackboard and hear the teacher. Lighting was another important factor, and Dresslar stated that the width of the classroom should not be more than twice the distance from the floor to the top of the windows, with 1 1/2 times the distance preferable for proper lighting.<sup>55</sup>

*Fireproofing*

Heating systems of the era depended on an open flame, making fire a constant concern. The Collinwood Fire that claimed the lives of 172 children and two teachers in 1908 when flames engulfed the Collinwood school near Cleveland, Ohio, resulted in an effort to improve the fireproof qualities of buildings that housed large gatherings.<sup>56</sup> Mills was influenced by this fire, including a photograph of the garden planted on the Collinwood school site in his book.<sup>57</sup> He promoted the use of masonry, such as reinforced concrete with masonry cladding, especially in the corridors, stairs and entries, to make schools as fireproof as possible. Long linear building forms took the place of the typical square shape of earlier schools that lacked large corridors. These forms allowed for wide double-loaded interior corridors, which coupled with wide stairwells provided safe exit in the event of a fire. Multiple fire-proof stairways were recommended in multi-story schools, located near the outer walls of the school.<sup>58</sup>

Efforts to make schools as fireproof as possible continued throughout the Progressive Era, addressed in the National Education Association's 1925 study with recommendations on fireproofing, staircase design, corridors, ventilation and partitions as well as school administration and curricula. This was followed by the National Fire Protective Association and American Engineering Standards Committee's report "Safety to Life in Schools" in 1927. This report provided guidelines for planning corridors, stairways, exits and general construction.<sup>59</sup>

*Specialized Classrooms*

A significant element of Progressive Era education at the high school (and later junior high) level is the incorporation of specialized classrooms. With the emphasis on learning by doing and through experimentation, plan books recommended Progressive Era schools have specialized spaces for vocational training, for science laboratories and for the arts, including auditoriums as well as gymnasiums and swimming pools for physical education needs. In their

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separate the room into two separate spaces. Simonsen School also had separate waiting rooms for boys and girls outside the doctor and nurse offices, as well as separate locker rooms.

<sup>54</sup> Mills, 26.

<sup>55</sup> Dresslar, 17 – 21.

<sup>56</sup> Heidi Fearing, "Collinwood School Fire," Accessed February 17, 2021, [www.clevelandhistorical.org/items/show/394](http://www.clevelandhistorical.org/items/show/394).

<sup>57</sup> Mills, photo follows page 35.

<sup>58</sup> Ibid, 55.

<sup>59</sup> Donna R. Nelson, "School Architecture in Chicago During the Progressive Era: The Career of Dwight H. Perkins," (PhD diss., Loyola University, Chicago, 1988), 4.

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1907 Annual Report the Missouri Department of Education embraced Progressive Era educational philosophy, including a photo and floor plans of the McMillen High School in Mexico, Missouri, designed by J. H. Felt, architect for the 1939 addition to Simonsen School. These floor plans contained specialized classrooms to accommodate the new curriculum focused on learning by doing and physical activity. These included a gymnasium with locker rooms for boys and girls, a manual (vocational) training room, science laboratories, "rec rooms," auditorium with stage and traditional classrooms.<sup>60</sup> Dresslar pointed out that high schools had needs for specialized spaces, including not just classrooms but science laboratories, rooms for vocational training, art classes, a library, offices and an assembly room or auditorium. "More ambitious" schools would also have, perhaps in the basement, kitchens and dining rooms, bathrooms and a gymnasium.<sup>61</sup>

Dresslar viewed the auditorium as an important part of high schools, recommending they be two stories in height, with an ample sized stage and located on the first floor, with a balcony on the second floor. He suggested that if auditorium use was carefully managed, they could be used in education of community members.<sup>62</sup> High schools, at least in smaller communities, usually served an entire school district rather than a neighborhood, making it too far for students to walk home for lunch. This, plus Progressive Era efforts to train students in nutrition resulted in high schools having kitchens, cafeterias and dining rooms.

The importance of physical activity was recognized in the Progressive Era curricula, and plan books contained chapters on the landscape around schools. In 1906 the Playground and Recreation Association of America was established, a national organization dedicated to promoting indoor and outdoor recreational activities to support the physical, social, and mental health of children.<sup>63</sup> As a result of this organization's efforts and the influence of the Gary Plan (described below), physical education classes were added to the curriculum during the Progressive Era, requiring addition of gymnasiums and even swimming pools in schools. The Chicago school board may have been influenced by the Gary Plan when they requested more space for physical education classes in 1910, as Arthur Hussander's Senn High School and Hyde Park High School (both 1912) were the first in Chicago to feature separate gymnasiums and locker rooms for boys and girls.<sup>64</sup> Another influence was the Depression, which had a significant impact on high school attendance as adolescents were forced out of the labor market and into school. By 1940, more than 73 percent of students aged 14 to 17 were attending school. High schools became focused on custodial care (keeping students out of the adult labor market) rather than preparing students for work. One of the results of this shift was an increase in enrollment in physical education (PE) classes. Between 1928 and 1934, health and PE courses increased from 4.9 to 11.5 percent of courses taken nationwide. These

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<sup>60</sup> Bass, 3.

<sup>61</sup> Ibid, 26.

<sup>62</sup> Dresslar, 36.

<sup>63</sup> Dr. Fred Burger, Kansas City Board of Education, Department of Hygiene and Physical Education, "A Record of the Health Work in the Public Schools of Kansas City, Missouri," September 1899-1930, (Kansas City, MO: The Board of Education, 1930), 5.

<sup>64</sup> Bauer Latoza Studio, 36.

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courses required little homework, were entertaining to students and PE classes could be conducted with high student to teacher ratios.<sup>65</sup>

*Hygiene, Sanitation*

A number of reforms during the Progressive Era focused on cleanliness and hygiene, and these also impacted school design.<sup>66</sup> In Gary, Indiana, U.S. Steel built the largest steel mill in the world on Lake Michigan, which attracted a huge influx of immigrant workers. Gary's Superintendent of Schools William Wurt, a student of philosopher John Dewey, built schools in 1907 that rotated students between rooms to keep them active.<sup>67</sup> This rotation system was called "Work-Study-Play" as students in the K-12 schools rotated between academic classes and an expanded curriculum that included vocational training, recreation, nature study, physical education in gymnasiums and swimming pools and practice of public speaking and music in the auditorium.<sup>68</sup> In addition to traditional academic classes (ex.: math, science, English, history) students took classes that actively engaged them in learning by doing, to develop their mental, social, cultural and physical abilities.<sup>69</sup> Workshops were added for boys and home economics was introduced for girls, as it was important that workers at the steel mill be well fed.<sup>70</sup> Wurt not only combined kindergarten through high school in one building, he encouraged adult classes at night, on weekends and during summer breaks. National publicity promoted this system, known as the Gary Plan, for its efficiency and diversified curriculum resulting in this type of school being utilized in 202 cities by 1929.<sup>71</sup> Mills included several photos from Gary schools in his book.<sup>72</sup> Whether schools adopted the rotation of students as in the Gary Plan or not, increased emphasis on hygiene, sanitation and physical education became elements of Progressive Era schools.

Swimming pools were introduced in the Gary schools, as many immigrants did not have indoor plumbing and this aided good hygiene.<sup>73</sup> Municipal swimming pools were first constructed in the 1860s, initially designed to move scantily clad rowdy youths out of rivers and lakes and out of public view. They also served as large bathtubs for poor, largely immigrant neighborhoods. Both indoor and outdoor pools were constructed prior to 1900. In 1898 Philadelphia had nine pools, all but three in slum areas, built before the theory of disease transmission was accepted and therefore without showers. After World War I the focus shifted from use of municipal pools as bathhouses to that of leisure destinations. While people of all races were originally welcomed, men and women swam on different days.<sup>74</sup> In Jefferson City, McClung Park was

<sup>65</sup> Jeffrey Mirel, "The Traditional High School; Historical debates over its nature and function." *Education Next*, Vol. 6, No. 1, 1. Accessed December 18, 2020. <http://educationnext.org/the-traditional-high-school/>.

<sup>66</sup> Brother.

<sup>67</sup> Patton, 86.

<sup>68</sup> "Gary Schools," <https://education.stateuniversity.com/pages/2002/Gary-Schools.html> Accessed April 6, 2021.

<sup>69</sup> "Gary Schools."

<sup>70</sup> "Gary Schools."

<sup>71</sup> "Gary Schools."

<sup>72</sup> Mills, 60, 70, 350.

<sup>73</sup> Patton, 86.

<sup>74</sup> "Plunging into Public Pools' Contentious Past," aired on All Things Considered, May 26, 2007, <https://www.npr.org/templates/story/story.php?storyId=10407533> Accessed July 21, 2021.



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built with an outdoor pool, opening in 1916 and closing in 1946 as it no longer met health codes. The Jefferson City Country Club already had a private pool when the McClung pool opened.<sup>75</sup> The second high school (now Miller Performing Arts Center) had an indoor pool when constructed in 1926, but this has been closed for a number of years (Figure 33, basement level). Community Park was initially built by and for the African American community in 1942,<sup>76</sup> with a pool that later opened to the wider community until it closed in the late 1960s or early 1970s.<sup>77</sup> Memorial Park, originally Binder Park or Binder's Woods, was transferred by the Fred Binder estate to the city in the 1940s<sup>78</sup> and renamed in 1946.<sup>79</sup> Memorial's pool dates to 1946 – 1949 and although renovated in 1993, the pool shell and shell of the bath house remain from the 1940s.<sup>80</sup> Ellis-Porter Riverside Park was acquired by the city in 1949,<sup>81</sup> with its pool constructed circa 1972 – 1973.<sup>82</sup> Simonsen School was built with a gymnasium in 1914 with a larger gym, locker rooms and showers added in 1939 but no pool, as pools were available at the senior high school and at McClung Park at the time.

Dresslar was an advocate for inclusion of bathrooms with showers in schools. Based on his review of the use of bathrooms in European schools, Dresslar recommended the basement as a location for student showers, to be used weekly.<sup>83</sup> He also recommended schools have basements for purposes of drainage, ventilation and a convenient location for heating systems. Location of vocational training rooms in the basement, where cement floor and glazed tile walls kept the basement dry and sanitary, was recommended.<sup>84</sup> Use of hygienic building materials (brick, concrete and clay tile) with easy to clean finishes (glazed tile, polished concrete) were recommended by period plan books.

### *Student Health*

As the number of school children attending school grew and the school year became longer, schools became the front line in addressing numerous health issues.<sup>85</sup> Industrialization

<sup>75</sup> Nancy Thompson, "Cole County History: City park created with prison labor," *News Tribune*, April 10, 2021, <https://www.newstribune.com/news/local/story/2021/apr/10/cole-county-history-city-park-created-with-prison-labor/866746/> Accessed July 21, 2021.

<sup>76</sup> Susan K. Appel, Urbana Group, *Jefferson City Community Center* National Register nomination, May 14, 1992, on file with Missouri DNR State Historic Preservation Office.

<sup>77</sup> Interview with J.J. Gates, Assistant Director of Parks and Golf, July 28, 2021, who indicated the pool closed in the late 1960s. Jon Beetem remembers swimming at this pool after moving to Jefferson City in 1969, so closure was likely in late 1969 or the early 1970s.

<sup>78</sup> Walter Schroeder, "Fred H. Binder was prominent Jefferson City leader," *News Tribune*, July 24, 2021.

<sup>79</sup> "Welcome to Memorial Park," [https://www.jeffersoncitymo.gov/parks/city\\_parks/memorial\\_park/index.php](https://www.jeffersoncitymo.gov/parks/city_parks/memorial_park/index.php) Accessed July 21, 2021.

<sup>80</sup> Gates interview.

<sup>81</sup> "Construction Underway on New Park in Foot District," December 21, 2019. [https://www.jcbuz.com/news/construction-underway-on-new-park-in-foot-district/article\\_fd0011c4-2403-11ea-91ce-2b948cc65f03.html](https://www.jcbuz.com/news/construction-underway-on-new-park-in-foot-district/article_fd0011c4-2403-11ea-91ce-2b948cc65f03.html) Accessed July 21, 2021.

<sup>82</sup> Gates interview.

<sup>83</sup> Dresslar, 66.

<sup>84</sup> *Ibid*, 16.

<sup>85</sup> Rosin and Nugent, E.5.

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attracted families to overcrowded housing in cities with inadequate sanitation, resulting in the problem of repeated outbreaks of diseases such as typhoid, tuberculosis, yellow fever, malaria, cholera and dysentery.<sup>86</sup> Fresh air and sunlight were believed to be the best cure for tuberculosis, the leading cause of death in the United States in the early twentieth century. This led to the "Open Air" movement that started in European schools, reaching the United States by 1908<sup>87</sup> and influencing school architects into the 1920s as prevention and treatment of students with tuberculosis was a concern.<sup>88</sup> By 1918 there were 130 American cities with open air schools, where students wore special mittens and sleeping bags to stay warm in the winter months. The threat of tuberculosis decreased after antibiotics became widely available in the 1940s and the movement toward open air schools ended.<sup>89</sup> While outdoor or open classrooms may not have been embraced nationwide, Progressive Era schools did feature large rows of windows for maximum natural light and fresh air to combat disease.

*Science and Technology*

The Progressive Era followed the industrial revolution, with reformers embracing the use of science and technology to improve life in numerous ways. Eventually recommendations were made at the state and national level regarding school building requirements. School districts were encouraged to embrace technological advances in heating and ventilation, electrical and plumbing systems by the Missouri State Department of Education's report on plans for rural schools in 1914, which focused heavily on the need for improved heating and ventilation systems and provided examples of modern drinking fountains.<sup>90</sup> Ventilation of science laboratories was addressed by Dresslar, who recommended placing these rooms on the second floor for ventilation purposes.<sup>91</sup>

*Evolution of Progressive Era School Design*

Progressive Era school designs developed from these various models and recommendations to feature the following characteristics: horizontally oriented massing, often with flat roofs; use of fire-proof materials, stairway and corridor design to increase fire safety in schools; specialized spaces for vocational training classes and the arts, auditoriums and gymnasiums related to diversified curriculums; emphasis on sanitation through use of glazed tile and polished concrete; emphasis on improved health with rows of large windows for light and ventilation and use of latest technology in heating, electrical and plumbing systems. Progressive Era schools became recognizable through their architectural design, having two to three stories symmetrically arranged, often with a flat roof, belt courses and other details from late 19<sup>th</sup> and early 20<sup>th</sup> century revival styles, rows of large windows and wide corridors. How these

<sup>86</sup> Centers for Disease Control, "Morbidity and Mortality Weekly Report," July 30, 1999, Vol. 48, No. 29, 622. <https://www.cdc.gov/mmwr/PDF/wk/mm4829.pdf> Accessed April 5, 2021.

<sup>87</sup> Sarah Pruitt, "When Fears of Tuberculosis Drove an Open Air School Movement," <https://www.history.com/news/school-outside-tuberculosis> July 30, 2020. Accessed April 5, 2021.

<sup>88</sup> Bryn Nelson, "School Design Through the Decades," November 4, 2014, Accessed February 11, 2021, [www.mosaicscience.com/story/school-design-through-the-decades/](http://www.mosaicscience.com/story/school-design-through-the-decades/).

<sup>89</sup> Pruitt.

<sup>90</sup> George W. Reavis, "Better Schools for Country Boys and Girls," Missouri State Department of Education, 1914. Accessed February 16, 2021.

<https://archive.org/stream/plansforschoolim01miss#page/n2/mode/1up/search/felt>

<sup>91</sup> Dresslar, 27.

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characteristics are displayed at Simonsen School is discussed below in the section titled Simonsen School as a Progressive Era school.

*Modern Era Schools*

Progressive Era schools were followed by Modern Era schools. These buildings were not designed to be symmetrical, a change from designs used in the Progressive Era. Functionality became a greater priority than architectural design, as exterior decorations were limited to the main entries and the use of belt courses ceased. Generally limited to one-to-two stories, these schools featured a long, rectilinear form, with a flat roof and rows of windows.<sup>92</sup>

*History of Simonsen School*

Jefferson City was an undeveloped site when it was selected as the capitol for Missouri upon achieving statehood in 1821. Other central Missouri communities argued for relocation of the capitol city for many years, causing difficulties for funding local development including schools. The first public school constructed in Jefferson City was located where Simonsen School now stands, a small log building with two rooms completed by 1836.<sup>93</sup> (Figure 41. Segregated schools were the norm during this period, with separate locations provided for African American students beginning in Jefferson City in 1866 in the log school and continuing through 1956.<sup>94</sup>) The city's numerous German immigrants were proponents of public education, supporting taxes for schools and comprising the majority of school board members from the 1870s to 1900.<sup>95</sup> But it was hard for some citizens to adjust to the idea of publicly funded education through taxation, having been accustomed to private schools before the Civil War. The first new school built following the Civil War by the school district was Central School (Figure 27), which was completed in 1871 on the northwest corner of Monroe and E. Miller Streets (where the Doubletree Hotel is now). Completion of this school building garnered support from the local newspaper and the community for public schools, while private schools were in decline. This three-story brick building held an average of sixty-six students per class.<sup>96</sup>

Funding for schools continued to be a problem. The public schools were consistently overcrowded while the public was hesitant to adequately fund them until the issue of keeping the Missouri State Capitol in Jefferson City was resolved. Nine teachers regularly had 60 to 80 students in their class, and 15 students were refused admittance in 1897 due to overcrowding. A constitutional amendment designed to relocate the state capitol to Sedalia was soundly defeated in 1896, finally resolving the issue, resulting in an increase of Jefferson City's population and school enrollments.<sup>97</sup> The school district's second bond issue was approved in 1902. At that time 1,200 children were enrolled of more than 2,400 living in the city. This additional funding allowed construction of elementary schools on the east and west ends of the

<sup>92</sup> Rosin and Nugent, E 33.

<sup>93</sup> Giffen, *Hobo Hill*, 16.

<sup>94</sup> Giffen, *Hobo Hill*, 58.

<sup>95</sup> Walter S. Schroeder, "Americanization of a German American Church," Accessed February 15, 2021, video transcript, [https://www.sos.mo.gov/archives/presentation/ap\\_transcripts/germanimmigrants](https://www.sos.mo.gov/archives/presentation/ap_transcripts/germanimmigrants).

<sup>96</sup> Giffen, *Hobo Hill*, 45.

<sup>97</sup> Giffen, *Hobo Hill*, 88.

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expanding city (Figure 41). Missouri passed a compulsory attendance law in 1905 for students from ages eight to 14.<sup>98</sup>

Jefferson City began offering public high school classes in the mid-1870s, first in the upper floor of an elementary school, then in the dining room of a local hotel.<sup>99</sup> High school was still a novel concept by the late 1800s, with Missouri communities offering two, three and four-year high schools. The local school board voted to permanently adopt the high school concept in 1898. The school owned site on E. Miller Street, where Simonsen School stands today, was selected for construction of the first separate public high school. Construction of the Jefferson City High School was completed in 1905 (demolished to make way for the 1939 addition to Simonsen School). A Common School type red brick building with two floors and a bell tower on the hipped roof, the school had three to four classrooms per floor and a central stair and hallway (Figures 4 and 5). From this point forward, education in Jefferson City was accepted as worthy of taxpayer funding and elementary schools were added as the community grew.

By 1909 overcrowding at the high school required use of a portable classroom and nine years after construction, enrollment had grown sufficiently to warrant the first expansion of the school (Figures 6 and 7). This addition in 1914 introduced the Progressive Era type school to Jefferson City and included a small gymnasium, kitchen and dining room, a music room, library, and specialized home economic classrooms. During construction of this addition in 1914, Mrs. Fredricka Simonsen donated \$5,000 to equip the home economics and vocational training departments in the new building. The school district named the school in honor of her late husband, changing the name to Ernst Simonsen High School. Passage of a bond issue in May of 1924 funded construction of a new three-story high school in 1925 (now home to Miller Performing Arts Center at 501 Madison St., Figures 28 and 41). On completion of the new high school the former Ernst Simonsen High School became the Simonsen Junior High School, with 7th, 8th and 9th grade classes being housed together.

The community continued to grow as state government expanded, and a bond issue in 1938 provided funds for a second addition to Simonsen School. A significant part of this expansion was the addition of the larger gymnasium, which provided space for PE classes. (The Depression had a significant impact on high school and junior high school attendance, as adolescents were forced out of the labor market and into school. Schools responded by focusing on custodial care, resulting in an increase in physical education (PE) classes, as these courses required little homework, were entertaining to students and PE classes could be conducted with high student to teacher ratios.<sup>100</sup>) The second addition to Simonsen School was completed in 1939, which involved removal of the 1905 part of the school (Figures 8 and 12). This second addition continued the Progressive Era school type, with the larger gymnasium, more specialized vocational training classrooms and an auditorium with stage.

During the early 1990s, two new middle schools were constructed to house 7th and 8th grade students, and Simonsen became the Simonsen 9th Grade School. Later the name was

<sup>98</sup> Giffen, *Hobo Hill*, 108.

<sup>99</sup> Giffen, *Hobo Hill*, 55, 77 – 78.

<sup>100</sup> Mirel.

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changed to the Simonsen 9th Grade Center, the last name used during the school's operation. Simonsen School was intended to be sold by the local school district after the end of the 2018 – 2019 school year.<sup>101</sup> The school district had estimated costs to rehabilitate the building for continued use as a school at around \$6 million.<sup>102</sup> The school year ended on May 22, 2019, and within 24 hours the school was damaged by a tornado.<sup>103</sup> The school district estimated repair of tornado damage would be approximately \$4 million.<sup>104</sup> In August 2020 the school board voted to sell the former Simonsen 9th Grade Center.<sup>105</sup> As the school has had several names over the years, the preferred name of Simonsen School is used in this nomination.

*Simonsen School Architects*

The architect for the 1914 addition is unknown, although from its detailed design, it is clear an architect was involved. The architect may have been the same as for the 1939 addition, John H. Felt. In the early 1900s, Felt was promoted by the Missouri Department of Education for his designs of small modern schools.<sup>106</sup> In their report for the 1907 school year, Felt's floor plans for the McMillen High School in Mexico, Missouri were featured on page three. The department's annual reports from 1910 to 1917 included only designs by Felt for one-room schools.<sup>107</sup> In the department's 1914 publication *Plans for School Improvement in Rural and Village Communities*, Felt's designs for a one-room school were displayed on page 11, his four-room school plan on pages 12 – 14 and an eight-room school design on pages 24 – 25. Felt's use of belt courses, multiple windows, protruding pavilions and flat pilasters in these designs match those used in Simonsen School (Figure 29). Given Felt's likely focus on schools for smaller communities<sup>108</sup> and promotion of his designs by the state, plus the similarities found in both additions it is likely that he designed both sections of Simonsen School.

The architects for the 1939 addition were Felt & Kriehn of Kansas City, Missouri. John H. Felt began his architecture practice in St. Joseph, Missouri. After ten years he moved to Kansas City and established the firm of J. H. Felt & Company. In 1936 the firm began operation under the name of Felt & Kriehn. Mr. Felt and his associates planned many large public and

<sup>101</sup> "JC Schools: Simonsen deemed a surplus property," <https://www.newtribune.com/news/local/story/2019/oct/15/jc-schools-simonsen-deemed-surplus-property/799690/>. Accessed October 16, 2020.

<sup>102</sup> Ibid.

<sup>103</sup> Kendrick, "Jefferson City School District spends \$2.7 million on tornado repairs."

<sup>104</sup> Lee, "District: Tornado damage to Simonsen estimated around \$4 million, building future in limbo."

<sup>105</sup> Phillip Sitter, "School district agrees to sell Simonsen,"

<https://www.newtribune.com/news/local/story/2020/aug/11/school-district-agrees-to-sell-simonsen/837263/>. Accessed October 16, 2020.

<sup>106</sup> Felt's designs appeared in at least two Missouri State Department of Education publications, in the annual report for the 1907 school year by Howard A. Bass on page 3 and in a 1914 publication *Plans for School Improvement in Rural and Village Communities*.

<sup>107</sup> Cole Woodcox and Claudia Minor, *Lincoln School*, listed on the National Register in 2017.

<sup>108</sup> Rosin and Nugent. John H. Felt was an architect based in Kansas City, Missouri. Yet he is not listed as an architect for any remaining schools in Kansas City in the Historic Resources of the Kansas City Missouri School District Pre-1970 nomination, so his practice may have focused on smaller school districts.

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educational buildings, churches and schools in Missouri and Kansas.<sup>109</sup> The architects for the 1992 additions were The Architects Alliance, Inc. from Jefferson City.<sup>110</sup>

*Simonsen School as a Progressive Era School*

Simonsen School was the first school to incorporate Progressive Era design in Jefferson City. After the initial circa 1905 Common School type high school (Jefferson City High School) quickly proved inadequate, construction of the 1914 addition to this school embraced the latest in Progressive Era educational philosophy and the entire school was renamed Ernst Simonsen High School. With construction of the second addition in 1939 (by then Simonsen Jr. High), Simonsen School became the first and the last of the Progressive Era school construction in Jefferson City. (The circa 1905 school was removed for the 1939 addition.) Simonsen School exhibits many of the architectural characteristics of Progressive Era schools, including horizontal massing and flat roofs, use of masonry and other features to improve fire safety, wide corridors, an emphasis on health and sanitation and specialized classrooms to meet the needs of the Progressive Era curricula (Photos 2, 6, 12 and 21, Figures 22 - 26).

*Architectural Design*

Simonsen School's architecture follows design standards found in Wilbur Thoburn Mills' *American School Building Standards* published in 1910. Examples shown in plan books and recommended by the Missouri Department of Education in reports of the period<sup>111</sup> show schools of two to three stories with a symmetrical façade and flat roof (Figure 29).<sup>112</sup> Simonsen School matches these descriptions, with three stories above grade facing both north and south and a flat roof. Both north and south facades are symmetrically arranged with horizontal massing (Photos 2 and 7). Decorations illustrated in plan books and the department's examples include cast stone belt courses, which emphasize the horizontal massing and are used on both additions at Simonsen School (Figures 29, 42 and 43).<sup>113</sup> Cast stone surrounds detail all four main entrances at the school (Photos 4 and 8). Restrained details at the parapets are typical of one of the Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles that were popular during the period. The interior is designed around wide double-loaded corridors, surrounding the central auditorium (Figures 24 – 26). These corridors are a common characteristic of Progressive Era schools, with classrooms on the outer walls for access to fresh air and natural light and stairways at the corridor ends for ease of egress during a fire. Simonsen School shares a number of similarities with school floor plans shown in Dresslar's book. The Eastern High School for Girls in Baltimore, Maryland is shown on Plate 63 of the book with corridors on four sides of a central auditorium with stage and classrooms along the outer walls (Figure 42). Stairways are located at the four corners of the corridors, like at Simonsen School, with rows of windows on a symmetrical façade. Plate 61 shows the Baltimore school's exterior, with distinctive belt courses and rectangular masonry decorations (Figure 42). The exterior of the

<sup>109</sup> "John H. Felt," Prabook, <https://prabook.com/web/john.felt/1345895>. Accessed October 20, 2020.

<sup>110</sup> 1992 Addition plan, The Architects Alliance, Jefferson City, MO. Courtesy TD - Simonsen, LLC. Figure 21.

<sup>111</sup> Bass; Missouri Department of Education, *Plans for School Improvement in Rural and Village Communities*, 1914.

<sup>112</sup> Mills, 271, 275, 281 and 299. While not all designs in Mills' book have flat roofs, the schools shown on these pages do exhibit a flat roof.

<sup>113</sup> Mills, 275 and 299. Schools shown on these pages (and likely others) exhibit belt courses.

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high school in Davenport, Iowa is shown on Plate 82, with similar horizontal massing, use of belt courses, numerous windows and a flat roof as used at Simonsen School (Figure 43). The interior, shown in Plates 83 and 84, has an arrangement of four corridors around the central auditorium with classrooms on the exterior (Figure 43) that is similar to Simonsen School. The third floor of Simonsen School's 1939 addition is similar to the design shown in Plate 105 of the Madison High School in Madison, Wisconsin, with three corridors surrounding the upper part of the auditorium (Figure 44). Another similar design is shown in Plate 95 of the Ann Arbor High School in Michigan, also having three corridors around the central auditorium (Figure 44).<sup>114</sup>

*Fireproof Construction*

Built with an emphasis on safety that was prevalent during the Progressive Era, Simonsen School has a fireproof concrete frame and masonry exterior, with concrete structural columns (Photos 3 and 6). Most interior partitions are clay tile block with plaster on both sides, some are plaster on wire lath over metal framing members and there is evidence of some gypsum block partitions with plaster. All of these materials are fire resistant construction. Stairways and the auditorium's balcony are steel framed, finished with plaster on metal lath which provides fire resistance.<sup>115</sup> Stairs have metal stair railings (Photo 19). Floors are concrete slab and joists, with wood floors used sparingly. Typically wood is only used for finish materials such as cabinets, doors and trim.<sup>116</sup> A significant feature of Simonsen School's floor plan is long, wide double-loaded interior corridors. When combined with its wide stairwells, these passageways provide for a safe exit in the event of a fire (Figures 24 – 26).

*Specialized Interior Spaces*

Classrooms at Simonsen School were designed to allow specialized instruction in vocational training, physical training and the arts, in keeping with the revised curriculum being adopted nationally during the Progressive Era. Health and hygiene were priorities for Progressive Era schools. Simonsen School's 1914 addition was built with a cafeteria, kitchen and dining room, to nourish and teach students about healthy eating (Figure 10). Teaching young women how to keep their families healthy was important, and beginning in 1914, the school taught home economics as part of its vocational training for girls. Home economics classes were located on the second floor, shown on the 1939 floor plans as the Clothing Lab and Food Lab (Figure 17). (On the second floor, the library, three classrooms to the west and two Home Economics classrooms on the east date to 1914.) Floor plans in Figure 17 show that in 1939 Home Economics was expanded with a Living Room & Dining Room and Home Arts classroom. This was later reduced to one extant Home Economics classroom, shown in Figure 25 where the Food Lab was historically. In 1939 the home economics classrooms had a "Food Lab" equipped with six stoves, six sinks, a refrigerator, a washing machine and mangle, with a linoleum floor for ease of cleaning. Home economics also included a Clothing Laboratory, with two built-in ironing boards, a Living and Dining Room, with fireplace flanked by built-in bookcases, a full bath with shower and a Home Arts room with two built-in ironing boards, a stove and sink. Commercial classes included commercial arithmetic, stenography, typewriting and bookkeeping, with equipment provided by the Commercial Club (precursor to the Jefferson City

<sup>114</sup> Dresslar. Following page 106 Dresslar includes a number of photos and floor plans without page numbers, beginning with Plate 48. Plates significant to this discussion are 61, 63, 82, 83, 84, 95 and 105.

<sup>115</sup> Email from Paul Hohmann, project architect, February 16, 2021.

<sup>116</sup> Email from Paul Hohmann, project architect, February 16, 2021.

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Chamber of Commerce).<sup>117</sup> Figure 26 shows one extant Business Classroom on the third floor. A biology laboratory on the first floor had sinks and a gas line (extant - Figures 16 and 24). Elective classes were added to the traditional academic curriculum at Simonsen, keeping with Progressive Era trends to provide classes that engaged students by learning while doing. The expanded school provided space for a new music program including band, an orchestra, a string ensemble and choir.<sup>118</sup> (Figure 16 shows both an Instrumentation Room and a Choral Room in 1939, since reduced to one extant Music Room shown in Figure 24.) One half course credit was approved for orchestra in 1916.<sup>119</sup> The instrument room (first floor, north wall) and choral room (non-extant, northeast corner of the first floor) were designed for their specific uses, with the floors in the music rooms being arranged in tiers, or steps. The instrument room remains in its original location today as the music room and retains its tiered floor (Photo 12; Figures 16 and 24). With a separate library the new school needed a librarian. The first librarian in the school district was Nan Summers, hired for the Simonsen School in 1915.<sup>120</sup> The library was located on the north end of the second floor, where it remains today (Photo 15, Figures 17 and 25).

The 1939 addition added more Progressive Era character defining specialized spaces. The school district's first school auditorium was at Simonsen School.<sup>121</sup> The large central auditorium has a stage and balcony on the first and second floors (extant, Photos 10 and 11, Figures 16 and 24). Other rooms were designed and furnished according to the class being taught. Simonsen School was outfitted with a dedicated art room on the north wall of the basement level in part of the former 1914 gymnasium, having built-in cabinets with wooden drawers for project storage which remain (extant, Photo 13, Figures 14 and 22). Vocational training was emphasized in this era, and many of the shop classes were in the basement below the gym, where polished concrete floors and tile walls enhanced sanitation. These included a woodworking shop, electrical and drafting classrooms with a paint spray booth and finishing room (Figure 15). A metal shop was located in the southwest corner of the historic ground floor, now known as the basement (Figure 14, not extant - converted to administrative space, see Figure 23). Science laboratories were located on the east side of the first floor and were equipped with sinks and a gas supply (extant, Photo 17, Figures 16 and 24). English classes were held on the west side of the second floor. One of these classrooms was labeled "English Lab" on the 1939 designs and contained a stage with a dressing room, so probably was used for speech and drama classes (stage has been removed, English classrooms extant, Figures 17 and 25). Math classes were held on the third floor, on the west and south sides in 1939 but are now on the south and east sides of the third floor (extant, Figures 18 and 26). Locker rooms for boys and girls were located in the basement under the gymnasium, with showers in each to enhance student hygiene (Figure 15). The locker rooms were relocated in 1992, but the school continues to have shower areas (Figure 23). Although the classes offered may have changed in recent years, the following spaces where specialized classes took place are retained: drafting, electric shop, woodworking and home economics. This is illustrated in historic floor plans (Figures 15 – 18) as compared to the current plans (Figures 22 – 26).

<sup>117</sup> Giffen, *Hobo Hill*, 114.

<sup>118</sup> Giffen, *Hobo Hill*, 118.

<sup>119</sup> Giffen, *Hobo Hill*, 120.

<sup>120</sup> Giffen, *Hobo Hill*, 210.

<sup>121</sup> Giffen, *Hobo Hill*, 118.



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*Sanitation*

Sanitation was important in Progressive Era schools, with use of materials like glazed tile and polished concrete to facilitate cleaning. Simonsen School's bathrooms were finished with glazed tile walls and terrazzo floors, and one of these bathrooms remains extant (Figure 24). Glazed tile was used on the gymnasium walls and in the basement locker rooms and workshops, designed to help keep these areas sanitary (Photo 14, Figures 22 and 23). Polished concrete floors in the basement kept the shop classes easy to clean. The 1939 designs indicate "asphalt tile" floors on the third floor corridors, designed to promote cleanliness (Figure 18). Drinking fountains were installed throughout the building to provide sanitary drinking water, a big improvement over the cups chained to sinks of previous schools<sup>122</sup> (Figures 14 – 18 and 24 - 26).

*Disease Prevention / Medical Care*

Disease prevention and screening for medical deficiencies was a concern during this period, as antibiotics were not yet commonly used and medical care was not available to many children. To combat common diseases such as tuberculosis, schools were encouraged to have large operable windows to allow ventilation and natural light. Simonsen's fenestration pattern is typical of the Progressive Era and allows ventilation and generous natural light to illuminate the classrooms, which face outside the building. (As with all Jefferson City schools from this period, the window sash have been replaced within the historic window frames.) In the early 1900s Dr. C. M. Sneed, a local eye, ear, nose and throat doctor, screened over 1,000 Jefferson City students. He found that 40.5 percent of high school students needed glasses, 6.4 percent had hearing loss in one ear and one in 66 children had hearing loss in both ears. Dr. Sneed's legislative proposal requiring schools to provide a medical inspection of all students failed. But Dr. Sneed did succeed in getting a law passed to require instruction regarding the cause and prevention of tuberculosis in 1916.<sup>123</sup> The Jefferson City school district responded by hiring the first visiting nurse to work at Simonsen School in 1919. A part-time position, this was first filled by Nellie H. Heinzelman.<sup>124</sup> By 1939, medical care for students was given a higher priority, evidenced by the considerable space provided, with offices for both a doctor and a nurse plus waiting rooms for both boys and girls (Figure 16). As medical care became more widely accessible, the space allocated to the school nurse was reduced (Figure 23 shows the extant exam room).

*Physical Education*

Emphasis was placed on physical activity and play during the school day during the Progressive Era. Simonsen School's gymnasium, added in 1939, replaced a smaller gym from 1914 located

<sup>122</sup> Giffen, *Hobo Hill*, 91.

<sup>123</sup> Dr. C.M. Sneed and Guy Montrose Whipple, Ph.D., "An Examination of the Eyes, Ears, and Throats of Children in the Public Schools of Jefferson City, Missouri," *The Psychological Clinic*, (December 31, 1908), 2(8): 234-238, Accessed March 1, 2021, <https://europepmc.org/article/PMC/5138942>, Accessed March 2, 2021.

<sup>124</sup> Giffen, *Hobo Hill*, 124 – 125. Jefferson City embraced school nursing extremely early. As late as the 1980s, half of Missouri school districts did not have a school nurse, according to a survey made by the state's first School Nurse Consultant Nela Beetem. [https://mokidscount.org/wp-content/uploads/2016/03/School-Nurse-and-the-State-School-Nurses-Consultant\\_1.pdf](https://mokidscount.org/wp-content/uploads/2016/03/School-Nurse-and-the-State-School-Nurses-Consultant_1.pdf) Accessed February 20, 2021.

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on the north side of the ground floor, part of which was converted to the art room (Photo 13, Figure 14). Addition of the larger gymnasium coincided with the post-Depression trend toward more physical education classes (Figures 15 and 23). An interesting note that may relate to play is shown on the plumbing plans for the 1939 addition, where two plumbing connections are shown for an aquarium on the first floor.

*Heating and Ventilation*

Early Jefferson City schools had problems keeping classrooms warm in winter and cool in summer.<sup>125</sup> School districts were encouraged to embrace technological advances in heating and ventilation during the Progressive Era.<sup>126</sup> The drawings for the 1939 addition exhibit considerable thought in design of the school's ventilation systems, with separate air exchange for the auditorium and the cafeteria, two areas where people would regularly congregate (Figure 20). Separate fans were provided in the kitchen for heat and food odors and in workshops where paints or solvents would be used<sup>127</sup> (Photos 5 and 9, Figures 14 and 22). Boilers connected to heat registers that remain visible throughout the building (Photos 12, 14 and 20). Ductwork was installed more recently above the dropped ceilings to distribute air conditioning to the classrooms (Photos 12 and 17).

Comparisons to Other Progressive Era Schools

Information on other Jefferson City Progressive Era Schools are provided in the tables below, with photos of each school. Figure numbers for floor plans are contained in the table. Between 1891 and 1938 Jefferson City's school board built eleven schools, eight of which are extant. As previously discussed, this date range corresponds to the Progressive Era in Missouri (1900 – 1940). These schools can be categorized into three groups. The first group of four (two extant) were built within the time period, but are really Common Schools, as they lack the exterior architectural design and the interior emphasis on safety and specialized spaces needed for the expanded curriculum used during the Progressive Era. The second group are five Progressive Era schools (four extant), identified by their architectural design if not their interior spaces. The third group are two schools that serve as a transition between the Progressive Era and the Modern Schools movement that focused on one and two-story linear designs for schools.

Private schools are not discussed in this nomination, primarily because almost none of them are Progressive Era schools. Currently nine private schools operate in Jefferson City, three of which are high schools. Moreau Montessori School operates in the former public Moreau Heights Elementary, which is described below. St. Peter Interparish School opened in 1890, with a large addition in 2007 housing classrooms, a gymnasium, cafeteria, music and art rooms.<sup>128</sup> Immaculate Conception Catholic School began in 1913 in Pleus Hall but moved to a

<sup>125</sup> Giffen, *Hobo Hill*, 52 – 53.

<sup>126</sup> Missouri State Department of Education, *Plans for School Improvement in Rural and Village Communities*, 1914.

<sup>127</sup> Location of classrooms and construction details were obtained from the 1939 drawings created by Felt & Kriehn Architects. Not all drawings are provided in the figures.

<sup>128</sup> Michelle Brooks, "St. Peter School served generations of students - and even some state lawmakers," News Tribune, August 21, 2011.

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new one-story school in the late 1950s, with additions in 1963 and 1969.<sup>129</sup> Helias Catholic High School was built in 1956, Calvary Lutheran High School was completed in 2005 and Lighthouse Preparatory Academy, the third private high school, opened in 2007. St. Joseph Cathedral School opened in 1960, followed by the current Trinity Lutheran School in 1961.<sup>130</sup> River Oak Christian Academy is a newer school using rented space.

*Common Schools - Broadway, Washington, Fairview and West End Schools*

The earliest schools in the period 1900 to 1940, Broadway (extant, 1891 and rebuilt 1904), Washington (1903), Fairview (1903) and West End (extant, 1903) are distinguished by their projecting front pavilion and central entry, separated rectangular windows and hipped roofs (see table below). Broadway and West End were elementary schools built in three phases, with additions to the rear. The initial sections were built around a central wooden staircase and small hallway, with classrooms at each end of the building (Figure 30). These schools had no specialized classrooms, no cafeteria or kitchen, no gymnasium and no auditorium. Washington School, built for use by the city's African American students, did have a gymnasium but from the available photo it appears this was added later, as it has no windows. Fairview appears similar in design to Broadway and West End, which have been converted to apartments. Replacement windows were installed in both Broadway and West End during their conversion to apartments. These two schools retain their original floor plan, but do not have the long, wide corridors found at Simonsen School or specialized spaces. The single wooden stairway in these former schools is not as safe in a fire as the multiple metal stairs at Simonsen School. These schools have cast stone headers and sills that connect the separated windows, but do not exhibit the multiple belt courses, flat roofs with parapets or rows of connected windows typical of Progressive Era schools. While built during the Progressive Era, these schools are better classified as Common Schools, as they lack the exterior architectural design, large rows of windows, wide corridors, emphasis on fire safety and sanitation and specialized interior spaces typical of Progressive Era schools.

<sup>129</sup> Michelle Brooks, "After 100-plus years of Masses, Immaculate Conception Church named a Landmark," News Tribune, August 29, 2015.

<sup>130</sup> Trinity Lutheran Church has operated a school since 1871 and purchased the former Central School on E. Miller Street from the local school district. Circa 1960 the church and school relocated to Stadium Boulevard.

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**Common Schools, Jefferson City, Missouri  
 1891– 1903**

<b>School Name</b>	<b>Broadway School, NR Listed</b>	
<b>Location</b>	Broadway & Dunklin - NE corner	
<b>Dates of Use</b>	1891 - 1955 (rebuilt 1904)	
<b>Extant? Y or N</b>	Yes	

**Comments / Comparisons**

On National Register as part of the Broadway-Dunklin Historic District. While multi-story classroom block with series of windows and projecting pavilion resembles Progressive Era design, does not have typical flat roof. Windows are separated rather than connected in continuous rows. Built in three phases, the initial section was built around a central wooden staircase and small hallway, with classrooms at each end of the building. Single set of central wooden stairs not designed for fire prevention. No specialized classrooms, no cafeteria or kitchen, no gymnasium and no auditorium. Recently rehabbed as apartments, retaining interior floor plan, replacement windows. **Floor Plan Figure # 30.**

<b>School Name</b>	<b>Washington School - African American students only.</b>	
<b>Location</b>	700 block of E. Elm St.	
<b>Dates of Use</b>	1903 - 1956	
<b>Extant? Y or N</b>	No	

**Comments / Comparisons**

While multi-story classroom block with series of windows and projecting pavilion resemble Progressive Era design, does not have belt courses or flat roof typical of city's Progressive schools. Windows are separated rather than connected in continuous rows. Gymnasium appears to be from a later period due to lack of windows.

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**Common Schools, Jefferson City, Missouri  
1891– 1903**

<b>School Name</b>	<b>Fairview School</b>	
<b>Location</b>	High & Chestnut - NE corner	
<b>Dates of Use</b>	1903 - 1938	
<b>Extant? Y or N</b>	No	

**Comments / Comparisons**

Similar in design to Broadway and West End schools. While multi-story classroom block with series of windows and projecting pavilion resembles Progressive Era design, does not have flat roof or belt courses typical of later Progressive schools in city. Windows are separated rather than connected in continuous rows. Did not have specialized classrooms, gym or cafeteria.

<b>School Name</b>	<b>West End School</b>	
<b>Location</b>	1107 W. Main St.	
<b>Dates of Use</b>	1903 – 1955	
<b>Extant? Y or N</b>	Yes	

**Comments / Comparisons**

While multi-story classroom block with series of windows and projecting pavilion resembles Progressive Era design, does not have typical flat roof with parapets or belt courses. Windows are separated rather than connected in continuous rows. Did not have specialized classrooms, gym or cafeteria. Converted to apartments, replacement vinyl windows. Believed to have interior layout similar to Broadway School, Figure 30.

*Progressive Era Schools - Original Moreau Heights Elementary School*

The next group includes Simonsen School (extant, 1914 and 1939), the original Moreau Heights Elementary (extant, 1914), Park School (1914), New Central Elementary School (extant, 1919) and the Senior High School and Junior College (extant, 1926). (See table below.) The original Moreau Heights Elementary was replaced by the current Moreau Heights Elementary in 1955 and now serves as the private Moreau Montessori School. While the building has vinyl replacement windows, it otherwise remains true to its original design (Figure 31). Similar to Broadway and West End schools, this school features a central set of wooden stairs (see table below) and small central hallway. The old Moreau Heights never had a cafeteria, kitchen, dining room, auditorium or specialized classrooms. A space on the upper floor previously used as a gymnasium was two large classrooms, now divided by a central wall. If only considering the interior, this would be classified as a Common School. What places the former Moreau Heights Elementary as a Progressive Era school is its exterior architectural design, with a symmetrical façade, connected windows, use of cast stone belt courses and

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decorated parapets around a flat roof. Because of its architectural details, the former Moreau Heights Elementary School remains similar in design to Simonsen School, but lacking the specialized spaces related to Progressive Era curricula. No use of glazed tile was evident in the bathrooms, no drinking water fountains were observed and the presence of a single set of central wooden stairs indicates that fire safety was not given as high a priority in this school as it was at Simonsen School.

*Progressive Era Schools - Park School*

Park School (1914) exhibited similar architectural style as Simonsen School, with a symmetrical façade, use of belt courses and a flat roof with parapets, but was demolished in 1954.

*Progressive Era Schools - New Central Elementary School*

New Central School is the next oldest remaining school in this group, constructed in 1919. This building now serves as offices for the local school district. Remodeling in 2009 removed most interior traces of the former school<sup>131</sup> and the windows have been replaced. This school apparently did have an assembly room, listed on the floor plan shown in Figure 32, but no historic stage or seating is indicated on this plan. As an elementary school, this building did not have a cafeteria, kitchen or dining room, gymnasium or specialized classrooms. The New Central School does have ornamentation typical of the Late 18<sup>th</sup> / Early 19<sup>th</sup> century revival architectural style, with a symmetrical façade, use of cast stone belt courses and a decorated parapet surrounding a flat roof, similar to Simonsen School. This school's windows are separated and not as numerous as at Simonsen School, indicating that the Progressive Era's focus on ventilation was not given the same emphasis in New Central School's design as was given in Simonsen School's development.

*Progressive Era Schools - Senior High School and Junior College*

The Senior High School and Junior College was built as a single building, designed to hold both high school and junior college classrooms (extant, 1926). The school board's decision to add a junior college at this location resulted in it being known for many years as "Jeff Junior."<sup>132</sup> Located two blocks west of Simonsen High School on E. Miller Street, this school continues to be owned by the school district, serving as the Academic Center and Miller Performing Arts Center. This school has Progressive Era features similar to those found in Simonsen School (Figure 33). A full size gymnasium was built in the basement, along with a swimming pool which has since been closed. Wide double loaded corridors surround the gym on the basement level and the auditorium on three sides. The masonry exterior is similar in architectural style, with articulated entrances, restrained use of cast stone belt courses and brick detailing as ornamentation. In a city full of red masonry buildings, this school's original yellow brick walls were distinctive (Figure 28). Like other Jefferson City schools, the windows have been replaced with a solid panel at the top. Jeff Junior was renovated in 2005,<sup>133</sup> converting the building from a school to a performing arts center, adding an addition with a two-story tinted glass sided lobby

<sup>131</sup> Underwood email, February 25, 2021.

<sup>132</sup> Giffen, *Hobo Hill*, 132.



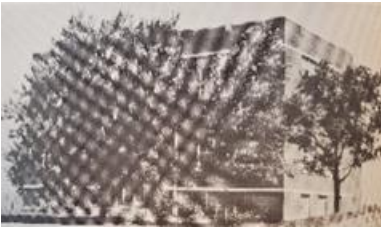
<sup>133</sup> "Miller Performing Arts Center," <https://bestthingsmo.com/place/miller-performing-arts-center-jefferson-city-mo.html> Accessed February 17, 2021.

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of 3,800 square feet covering the west wall<sup>134</sup>(see table below). Inside the lobby, escalators and an elevator lead to a large art gallery on the first floor and the main floor of the auditorium on the second floor (Figure 33). During the renovation, the original yellow brick exterior was stained with a brown stain and a large metal grill was installed displaying the arts center's name, which covers most of the south wall. With the modern appearance of the new addition, two of the exterior walls mostly covered and the remaining two walls stained brown, this school has been significantly altered since the time of its construction and has lost integrity.

Progressive Era Schools, Jefferson City, Missouri 1914 - 1926		
<b>School Name</b>	<b>Original Moreau Heights, NR Listed</b>	
<b>Location</b>	Hillcrest & Moreau Drive	
<b>Dates of Use</b>	1914 - 1955	
<b>Extant? Y or N</b>	Yes	
 		
<p align="center"><b>Comments / Comparisons</b></p> <p>Listed on National Register as part of the Moreau Drive Historic District. One of first in Jefferson City to have connected sets of windows and flat roof with decorated parapets typical of Progressive Era schools. Multi-story classroom block and distinctive entry typical of Progressive schools. Did not have gymnasium, cafeteria, kitchen, dining room or specialized classrooms. Single set of central wooden stairs not designed for fire prevention. Replacement vinyl windows. Now used by Montessori School. <b>Floor Plan Figure # 31.</b></p>		
<b>School Name</b>	<b>Park School</b>	
<b>Location</b>	800 block, St. Mary's Blvd.	
<b>Dates of Use</b>	1914 - 1954	
<b>Extant? Y or N</b>	No	
		
<p align="center"><b>Comments / Comparisons</b></p> <p>Difficult to see, but appears to have a multi-story classroom block, connected windows and flat roof typical of Progressive Era schools. No gymnasium visible, likely did not have gym, cafeteria or specialized classrooms. Demolished to make way for Southwest School in 1954. Shown circa 1916 with second floor added.</p>		

<sup>134</sup> "Etta & Joseph Miller Performing Arts Center," The Architects Alliance Inc., Accessed October 20, 2020, [www.thearchitectsalliance.com/project/etta-joseph-miller-performing-arts-center/](http://www.thearchitectsalliance.com/project/etta-joseph-miller-performing-arts-center/).



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**Progressive Era Schools, Jefferson City, Missouri  
1914 – 1926**

<b>School Name</b>	<b>New Central School</b>
<b>Location</b>	315 E. Dunklin
<b>Dates of Use</b>	1919 - 1956
<b>Extant? Y or N</b>	Yes



**Comments / Comparisons**

Most closely matches Simonsen School design, with entrances in corners by pavilions, decorative parapets around flat roof. Windows in series yet separated, not as numerous as Simonsen School. Did have assembly room, stage and seating not extant if they ever existed. No gymnasium or cafeteria. Now school district offices. Remodel in 2009 removed most interior details of historic school. Replacement windows and doors. **Floor plan Figure # 32.**

<b>School Name</b>	<b>Senior High School &amp; Junior College</b>
<b>Location</b>	501 Madison St.
<b>Dates of Use</b>	1926 - Present
<b>Extant? Y or N</b>	Yes



**Comments / Comparisons**

Built with classrooms for high school and junior college in same building, plus gymnasium, swimming pool (now closed) and auditorium. Converted in 2005 to Miller Performing Arts Center and Jefferson City Academic Center. While the two walls pictured retain much of the original design, including series of connected windows and a distinctive entrance and the interior retains its gym and auditorium, a large modern addition to the west wall, large sign on the south wall and staining of all exterior walls have resulted in a loss of integrity. **Figure 28, Floor plan Figure # 33.**



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*Modern Era Schools – East and West Elementary Schools*

East and West Elementary schools were built in 1938, originally without cafeterias, kitchens or dining rooms (see table below). Eight classrooms and a cafeteria with kitchen and dining room were added to West Elementary in 1952. East School's cafeteria was added in 1955. The symmetrical facades of the Progressive Era were abandoned in design of these schools, which have the main entry near one end. Decorative elements on East and West Schools are limited to the entryway, and lack of ornamentation is a feature of schools built later. Constructed in a more linear style and limited to two stories, these served as a forerunner of the later Modern Era schools that began to appear in Jefferson City in 1954.<sup>135</sup> (Figure 41) The windows in both schools have been replaced, with a solid panel at the top.


**Modern Era Schools, Jefferson City, Missouri  
1938**

<sup>135</sup> Rosin and Nugent, E. 25. In *Historic Resources of the Kansas City Missouri School District Pre-1970*, Modern Era schools are defined as being built between 1950 – 1970.

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<b>School Name</b>	<b>East Elementary School</b>	
<b>Location</b>	1400 E. High Street	
<b>Dates of Use</b>	1938 - Present	
<b>Extant? Y or N</b>	Yes	

**Comments / Comparisons**

One of city's first linear style schools, with classrooms aligned along one long hallway instead of a rectangular shape. Cafeteria (added 1955) and current gymnasium (2009), media center now in former gym.<sup>136</sup> Ornamentation limited to main entrance. Replaced Fairview School. Still in use. **Floor plan Figure # 34.**

<b>School Name</b>	<b>West Elementary School</b>	
<b>Location</b>	Dix Road & West Main Street	
<b>Dates of Use</b>	1938 - Present	
<b>Extant? Y or N</b>	Yes	

**Comments / Comparisons**

One of city's first linear style schools, with classrooms aligned along one long hallway instead of a rectangular shape. Ornamentation limited to main entrance. Eight classrooms & cafeteria added in 1952. Major modern addition to front in 2009. Still in use. Modern one-story addition with zig-zag front damages school's integrity. **Floor plan Figure # 35.**

Comparison of Simonsen School with Jefferson City's three other extant Progressive Era schools (former Moreau Heights Elementary, New Central Elementary and the Senior High School and Junior College) demonstrates that these other schools either lack many of the interior features typical of Progressive Era schools or have lost integrity. Simonsen School's design retains the emphasis on fire safety through use of fireproof materials plus wide corridors and stairs, on sanitation through easy to clean materials and on health and hygiene in the cafeteria and locker rooms that are typical of Progressive Era schools. The specialized classrooms needed for vocational training and classes related to physical education remain evident in the home economic classrooms and workshops, music room, gymnasium and auditorium. Simonsen School is the first and last Progressive Era school built in Jefferson City and remains as the school that most effectively exhibits Progressive Era character defining features in Jefferson City today.

**Conclusion**

<sup>136</sup> Interview by Jane Beetem with Jon Beetem, former East School student, April 14, 2021.

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Simonsen School was constructed in phases, with the 1914 section being the oldest remaining portion, followed by the 1939 section which replaced the initial 1905 school building. While the initial 1905 building was built as a Common School, the 1914 addition embraced the architecture typical of a Progressive Era school. Likely following examples provided in plan books published during the period, both additions to Simonsen School were constructed of masonry and other fire-proof materials, with three stories visible on the primary elevations and a symmetrical façade, flat roof and surrounding parapets. The horizontal massing typical of Progressive Era schools is emphasized by belt courses and rows of large windows. Exterior decoration is typical of Late 19<sup>th</sup> and Early 20<sup>th</sup> Century Revival styles of the period, using rectangular shaped outlines and cast stone embellishments. The interior features wide corridors surrounding the central auditorium with metal stairs at the end of each corridor, similar to plan book designs. These enhanced fire safety, and with classrooms located on the exterior walls, allowed access to plenty of natural light and fresh air. Classroom sizes at Simonsen School matched recommendations in period plan books. Both additions embraced the new learning by doing model for education that marked the beginning of the Progressive Era. The new curricula required specialized classrooms, which at Simonsen School included science and biology laboratories and rooms for vocational training including woodworking, electrical and metal shops, drafting, business and home economics. Students were encouraged to follow their interests in the arts using the arts room, instrumentation and choral rooms, English laboratory for public speaking and auditorium with stage and practice rooms. The focus of vocational training has changed with the introduction of computers but specialized classrooms remaining at present include business, home economics, drafting, communications and video production. Other specialized spaces remaining are the auditorium with stage and practice rooms, music room, gymnasium, locker rooms with showers (these were relocated in 1992), library, art room, kitchen and dining room. Originally built with biology and science laboratories, Simonsen's current science classrooms have running water and modern ventilation hoods. Progressive Era reforms also focused on health, hygiene and sanitation. Simonsen School's builders addressed these issues by incorporating use of glazed tile in the gymnasium, workshops and bathrooms, as well as use of concrete floors in workshops and installation of drinking water fountains. All but one bathroom has been updated and more modern drinking water fountains installed, but other tile walls and concrete floors remain. Tuberculosis and other diseases were a problem during the era, with treatment and prevention focused on access to natural light and fresh air, provided by the many large windows that still remain at Simonsen School. The 1939 addition added a sizeable medical suite, with offices for a doctor and a nurse and separate waiting rooms for boys and girls. This allowed both screening for medical issues such as loss of hearing or eyesight, plus diagnosis and treatment of disease. Relocation of administrative offices in 1992 resulted in a reduction in this space, as students' access to medical care had improved over time. Hygiene was addressed by providing showers in both locker rooms, which continued after these were relocated to the ground floor in 1992. The heating and ventilation, electrical and plumbing systems installed at Simonsen School reflected the latest technology available, although ductwork for air conditioning has been added. The school's architects focused on ventilating the auditorium and cafeteria, where large groups of people would gather as well as the kitchen and workshops, where odors and use of solvents required venting to the outside. Of the five Progressive Era schools built in Jefferson City, four are extant. The old Moreau Heights Elementary has Progressive Era architectural elements on the exterior but the interior remains as a Common School design. The integrity of the city's second high school has

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been compromised by additions and alterations in 2005 when it was converted to an arts center. The former Central School retains Progressive Era architectural elements on the exterior, but as a former elementary school did not have as many specialized spaces inside. Remodeling in 2009 removed most interior traces of the former school. This leaves Simonsen School as the school that most effectively exhibits Progressive Era character defining features in Jefferson City today.

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**Verbal Boundary Description**

The Simonsen School boundary includes all the land surrounding the school on the north side of the 500 block of E. Miller St., except for a small section at the southeast corner of Jackson and E. McCarty Streets on the north side of Wear's Creek. The boundary is depicted in Figure 2.

**Boundary Justification**

The boundary for this nomination includes all land associated with the Simonsen School historically from the periods of significance, 1914 and 1939. The former school is isolated from the surrounding area by the former school track on the west, Wears Creek on the north and a rock bluff adjacent to Marshall Street on the east. The Hobo Hill Historic District is adjacent to Simonsen on the south side of E. Miller Street.

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Figure 1. Navigational map – in Jefferson City, most buildings face the Missouri River, so the façade facing the river is typically known as “north” even though this may be more correctly “northwest.” Map shows north, northeast, east, southeast, south, southwest, west and northwest as used in this nomination to aid the reader. Source: midmogis.org Accessed October 21, 2020.

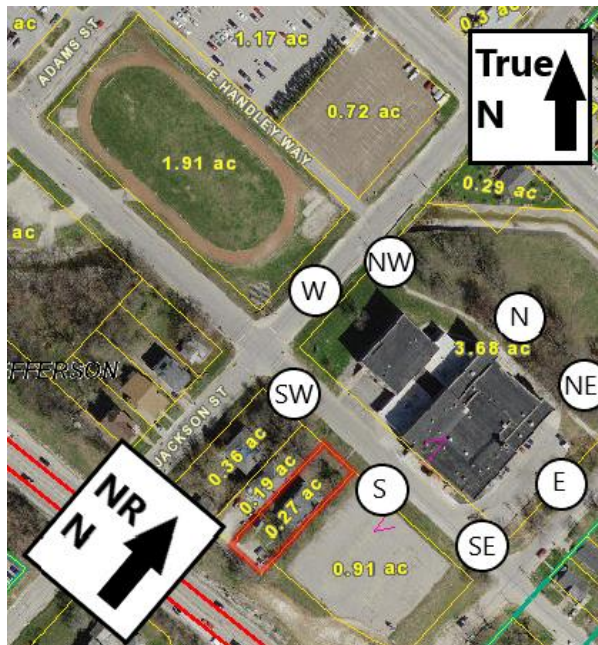


Figure 2. Simonsen School Nomination Boundary.  
Jackson and E. Miller Streets, Jefferson City, MO  
Lat: 38.570963 Long: -92.169040  
Source: midmogis.org Accessed December 16, 2020.



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Figure 3. Contextual Map, Source: <https://www.bing.com/maps/> Accessed October 14, 2020.



Figure 4: Sanborn Map, 1908. Accessed October 14, 2020. Source: [https://www.loc.gov/resource/g4164jm.g4164jm\\_g047151908/?sp=12&r=0.879,0.276,2.758,1.186,0](https://www.loc.gov/resource/g4164jm.g4164jm_g047151908/?sp=12&r=0.879,0.276,2.758,1.186,0)



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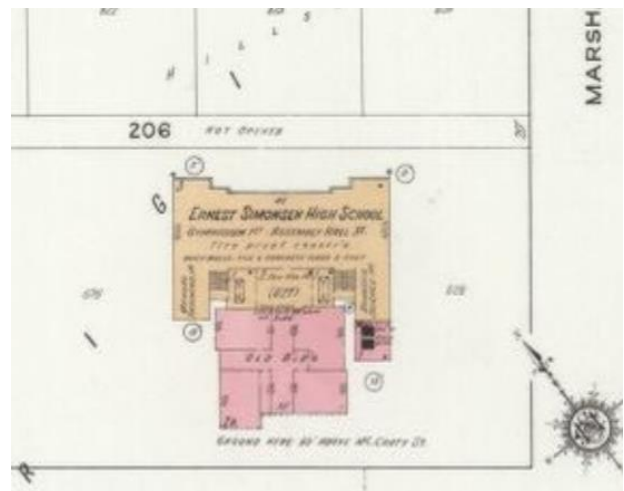
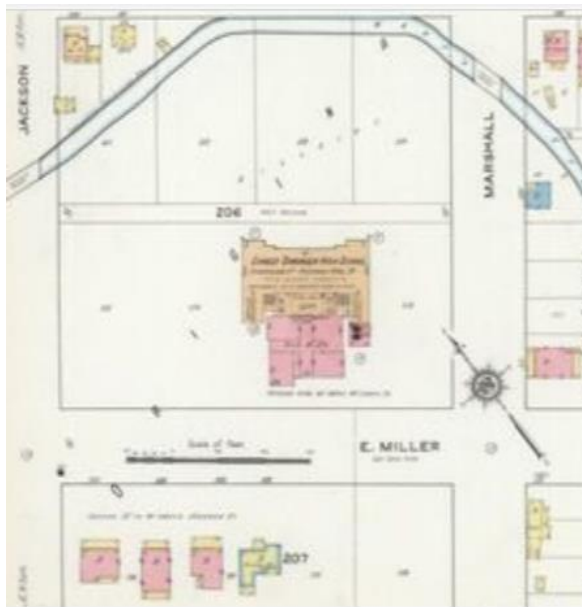
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Figure 5: Postcard, Jefferson City High School, postmarked 1911. Source: Jane Beetem collection.



Figure 6: Sanborn maps – 1916. Source, <https://www.loc.gov/collections/sanborn-maps/?fa=location:missouri%7Clocation:cole+county>. Accessed October 14, 2020.





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Figure 7: Postcard showing 1914 addition and original school in background , not postmarked.  
Source: Jane Beetem collection.



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Simonsen School
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N/A
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Figure 8: Phasing of Additions, Illustration # 1. Source: Ebersoldt & Associates, 2021. Courtesy TD - Simonsen, LLC.





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Continuation Sheet

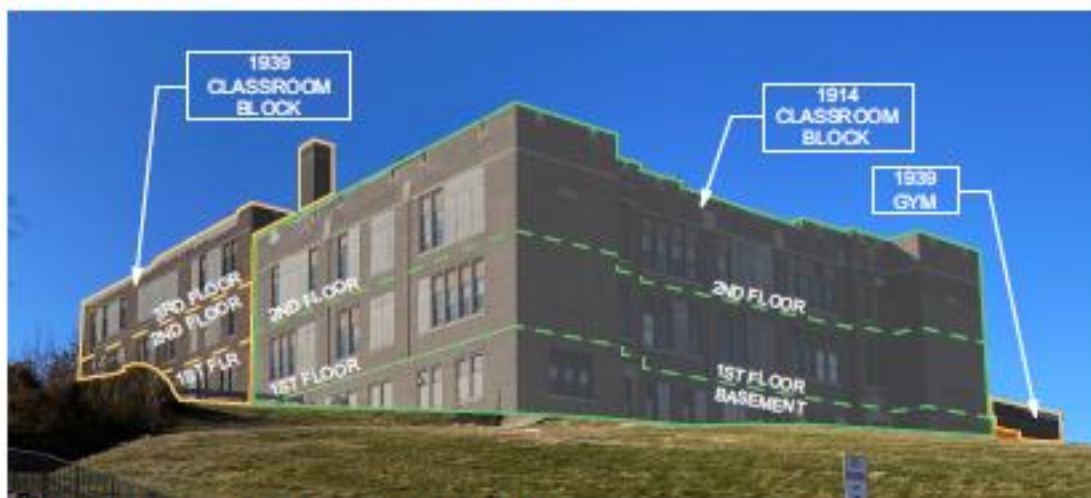
Section number Figures Page 61

Simonsen School
Name of Property
Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 9: Phasing of Additions, Illustration # 2. Source: Ebersoldt & Associates, 2021. Courtesy TD - Simonsen, LLC.





NORTHWEST ELEVATION



NORTHEAST ELEVATION

**CONSTRUCTION PHASE KEY:**

-  APPROX. LOCATION OF ORIGINAL 1905 SCHOOL (DEMOLISHED FOR 1939 CONSTRUCTION)
-  1914 CONSTRUCTION
-  1939 CONSTRUCTION
-  1992 CONSTRUCTION



**PHASE PHOTOS**

ebersoldt-associates  
architects



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Simonsen School

Name of Property

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N/A

Name of multiple listing (if applicable)

Figure 10: Cafeteria in Simonsen School, 1922. Source: Giffen, *Hobo Hill*, 128.



Figure 11: Circa 1939 photo. Source: Giffen, *Hobo Hill*, 147.



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Continuation Sheet

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Simonsen School
Name of Property
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N/A
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Figure 12: Sanborn maps – 1939. Source, <https://www.loc.gov/collections/sanborn-maps/?fa=location:missouri%7Clocation:cole+county>. Accessed October 14, 2020.

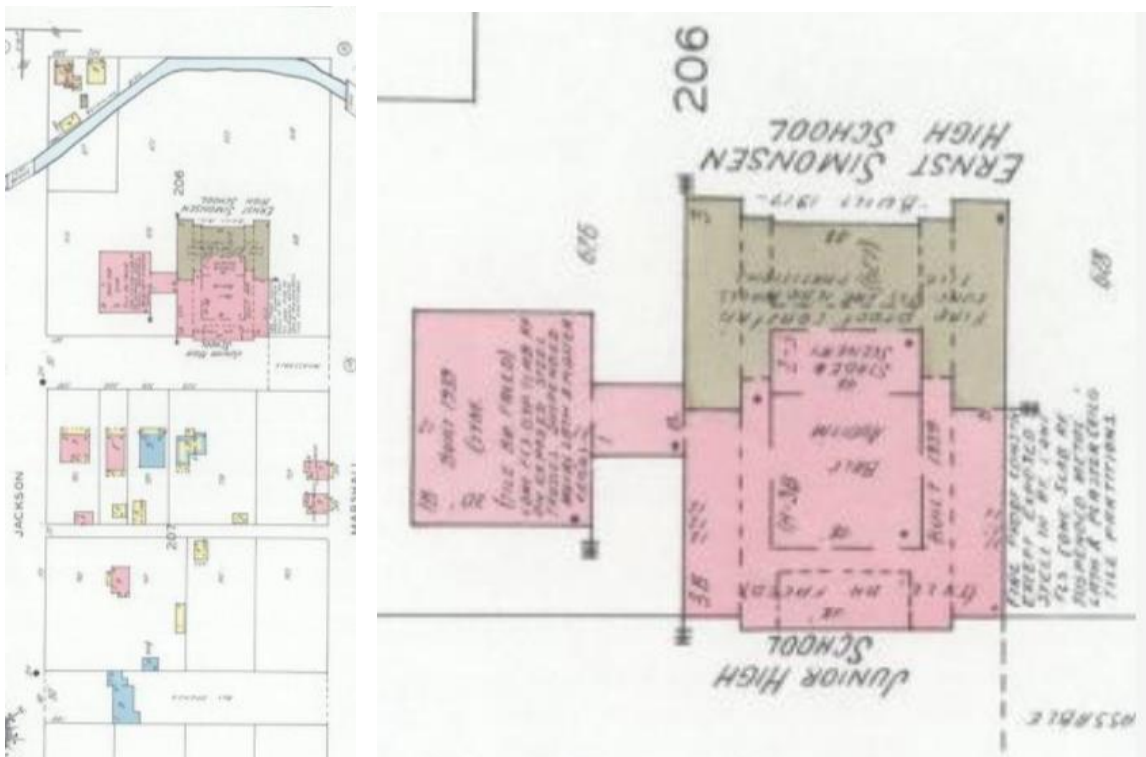
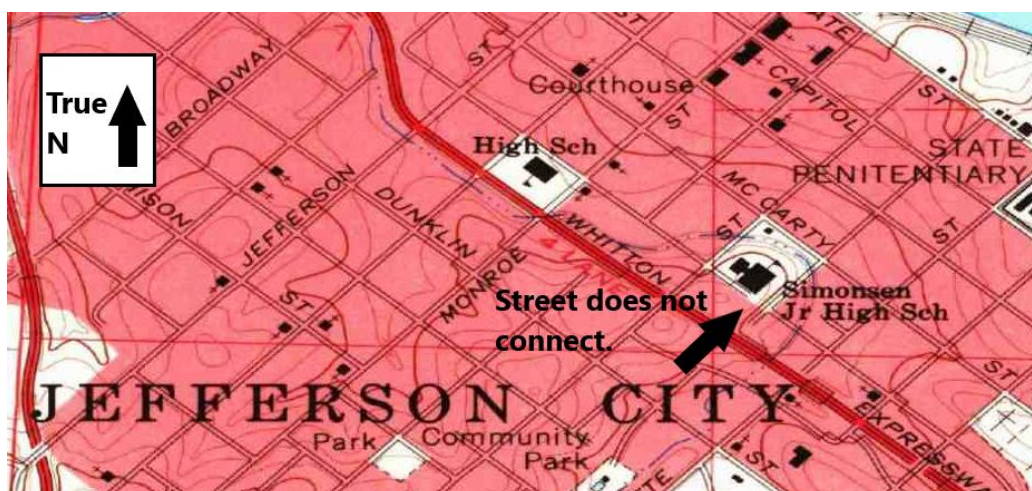


Figure 13: 1967 topo map of Jefferson City, showing no connection between E. Miller and Marshall St. east of school. Source: [https://ngmdb.usgs.gov/img4/ht\\_icons/overlay/MO/MO\\_Jefferson%20City\\_323072\\_1967\\_24000\\_geo.jpg](https://ngmdb.usgs.gov/img4/ht_icons/overlay/MO/MO_Jefferson%20City_323072_1967_24000_geo.jpg). Accessed October 21, 2020.





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Simonsen School

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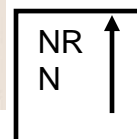
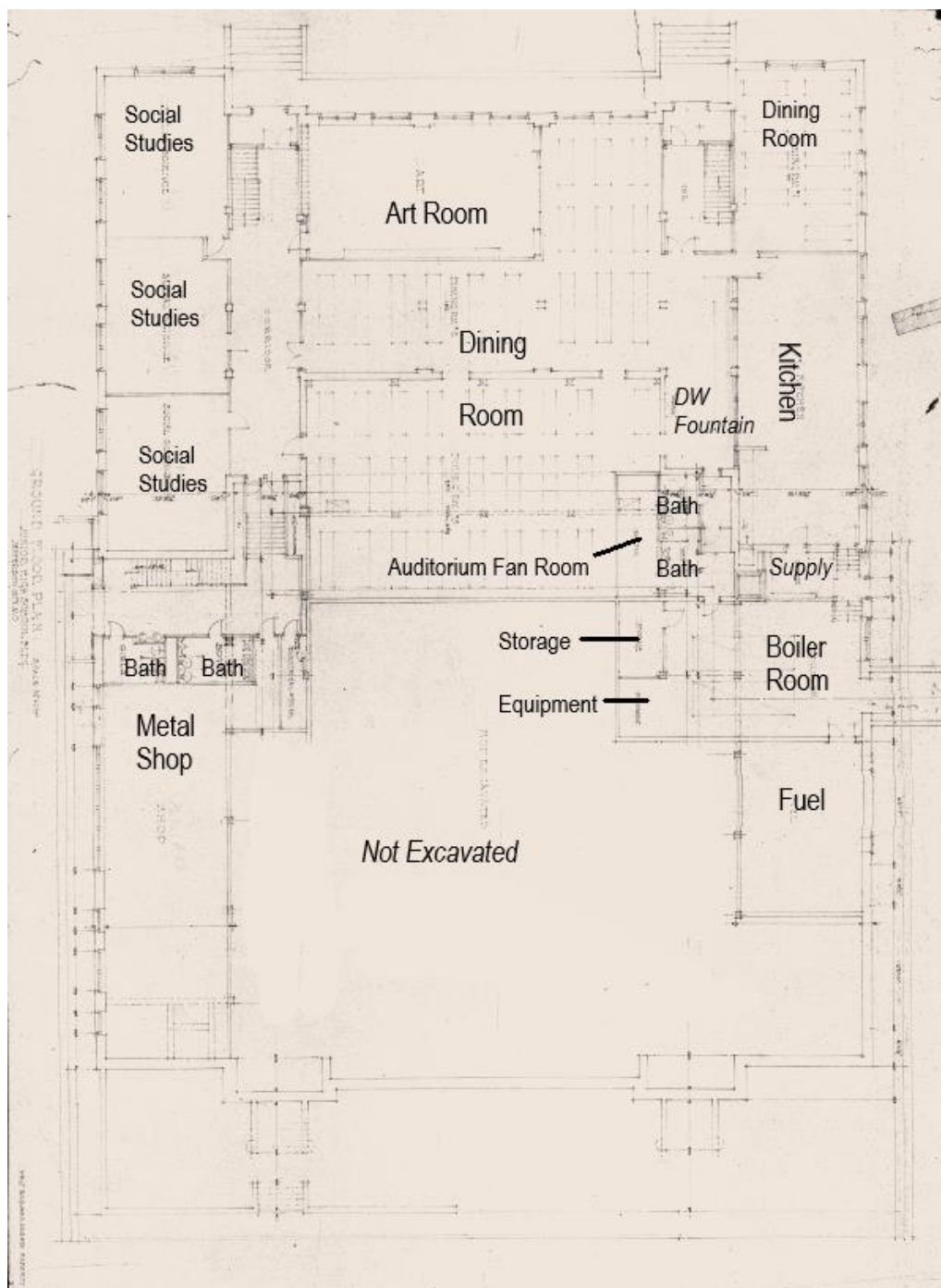
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 14: Blueprints – Drawings made for 1939 Addition, Historic Ground Floor Plan (Currently Basement). (To be compared to Figure 22, Existing Basement Floor Plan, Unchanged Areas.) These drawings include the 1914 addition. Source: Felt & Kriehn, Architects. Kansas City, MO. Courtesy TD - Simonsen, LLC.



National Register of Historic Places  
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Simonsen School

Name of Property

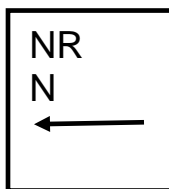
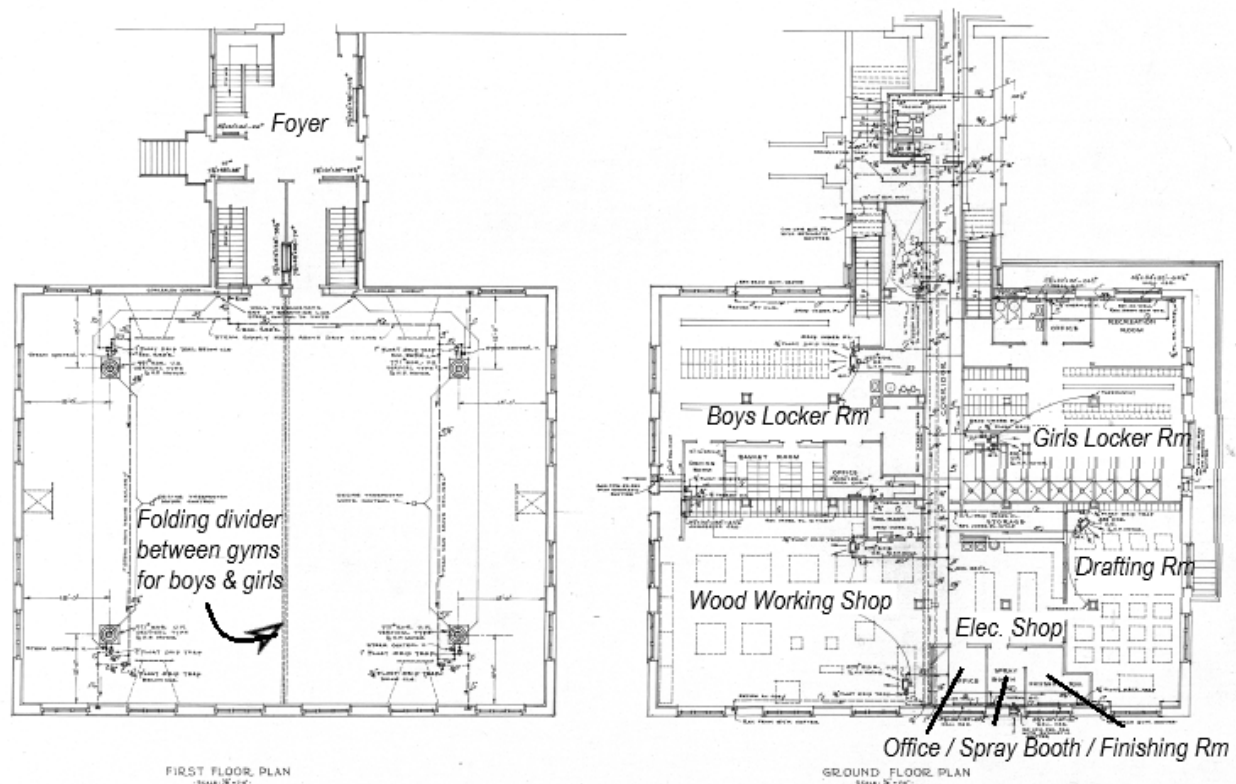
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 15: Blueprints – Drawings made for the 1939 Addition, Historic Gymnasium First Floor (left) and Historic Gymnasium Ground Floor (right). (Currently on Ground Floor and Basement levels.) (To be compared to Figure 22, Existing Basement floor plan, Unchanged Areas and Figure 23, Existing Ground Floor Plan, Unchanged Areas) Source: Felt & Kriehn, Architects. Kansas City, MO. Courtesy TD - Simonsen, LLC.



National Register of Historic Places  
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Simonsen School

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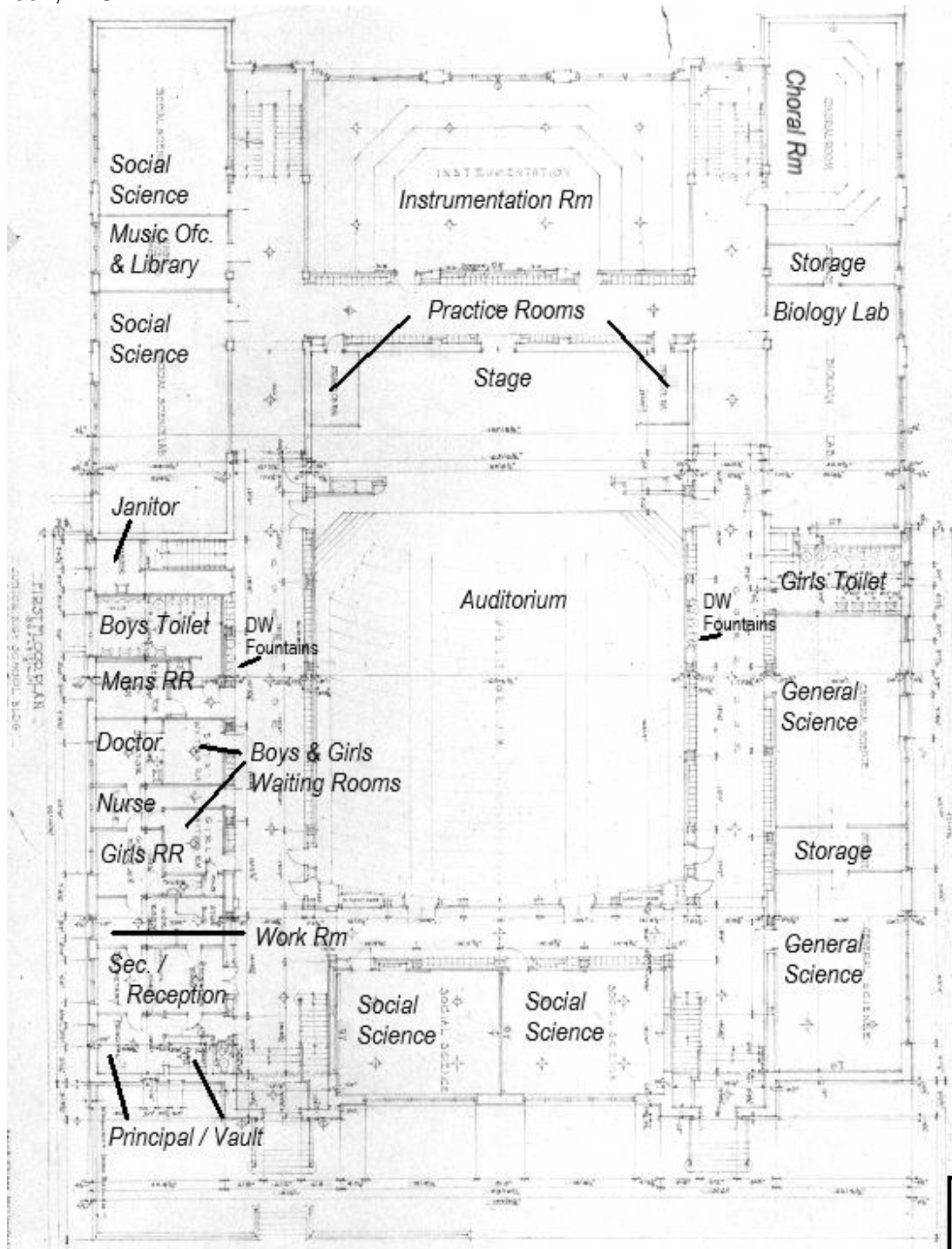
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 16: Blueprints – Drawings made for 1939 Addition, Historic First Floor plan. (To be compared to Figure 24, Existing First Floor plan, Unchanged Areas.) These drawings include the 1914 addition. Source: Felt & Kriehn, Architects. Kansas City, MO. Courtesy TD - Simonsen, LLC.



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Simonsen School

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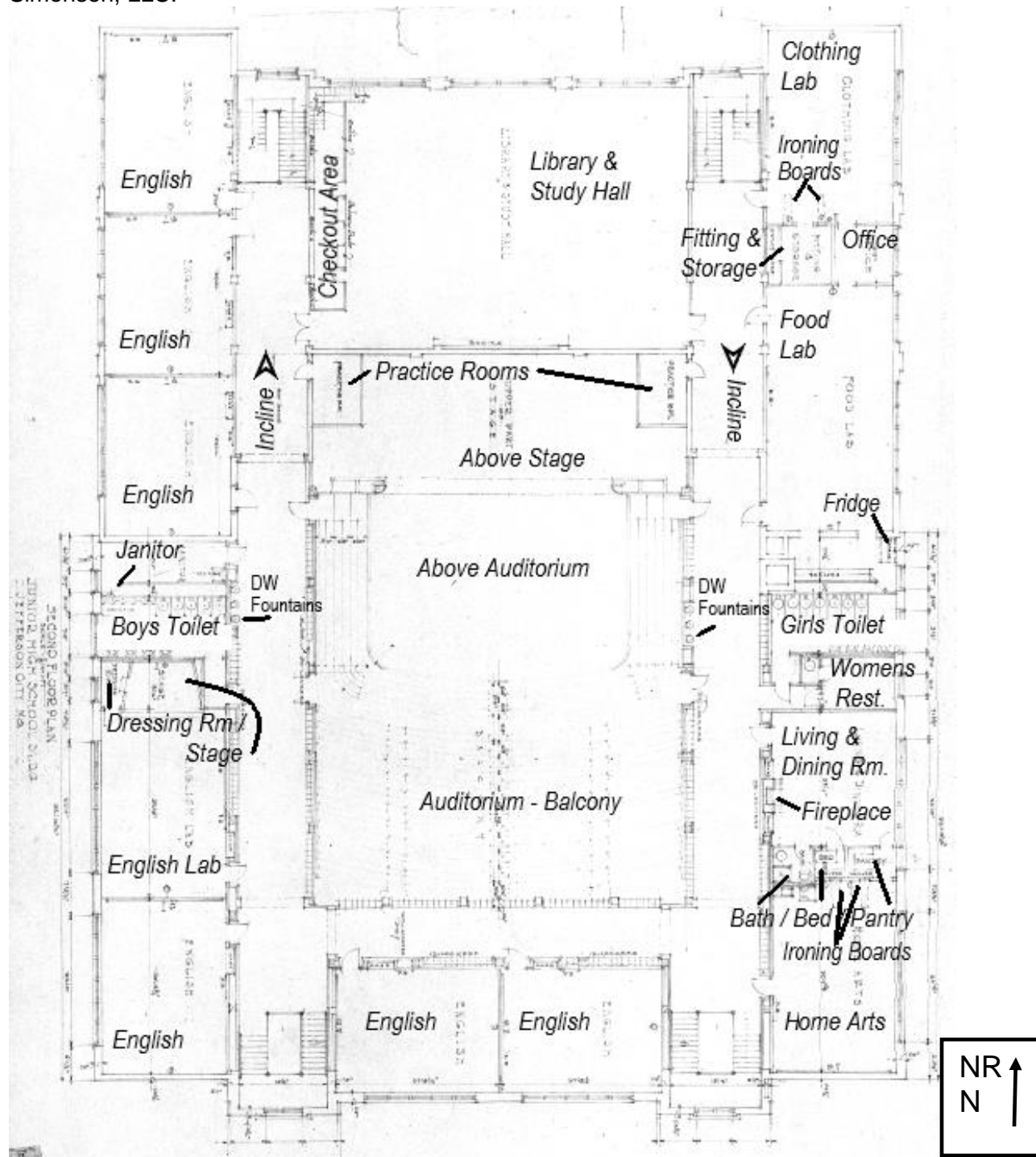
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 17: Blueprints – Drawings made for 1939 Addition, Historic Second Floor plan. (To be compared to Figure 25, Existing Second Floor plan, Unchanged Areas.) These drawings include the 1914 addition. Source: Felt & Kriehn, Architects. Kansas City, MO. Courtesy TD - Simonsen, LLC.



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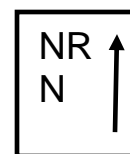
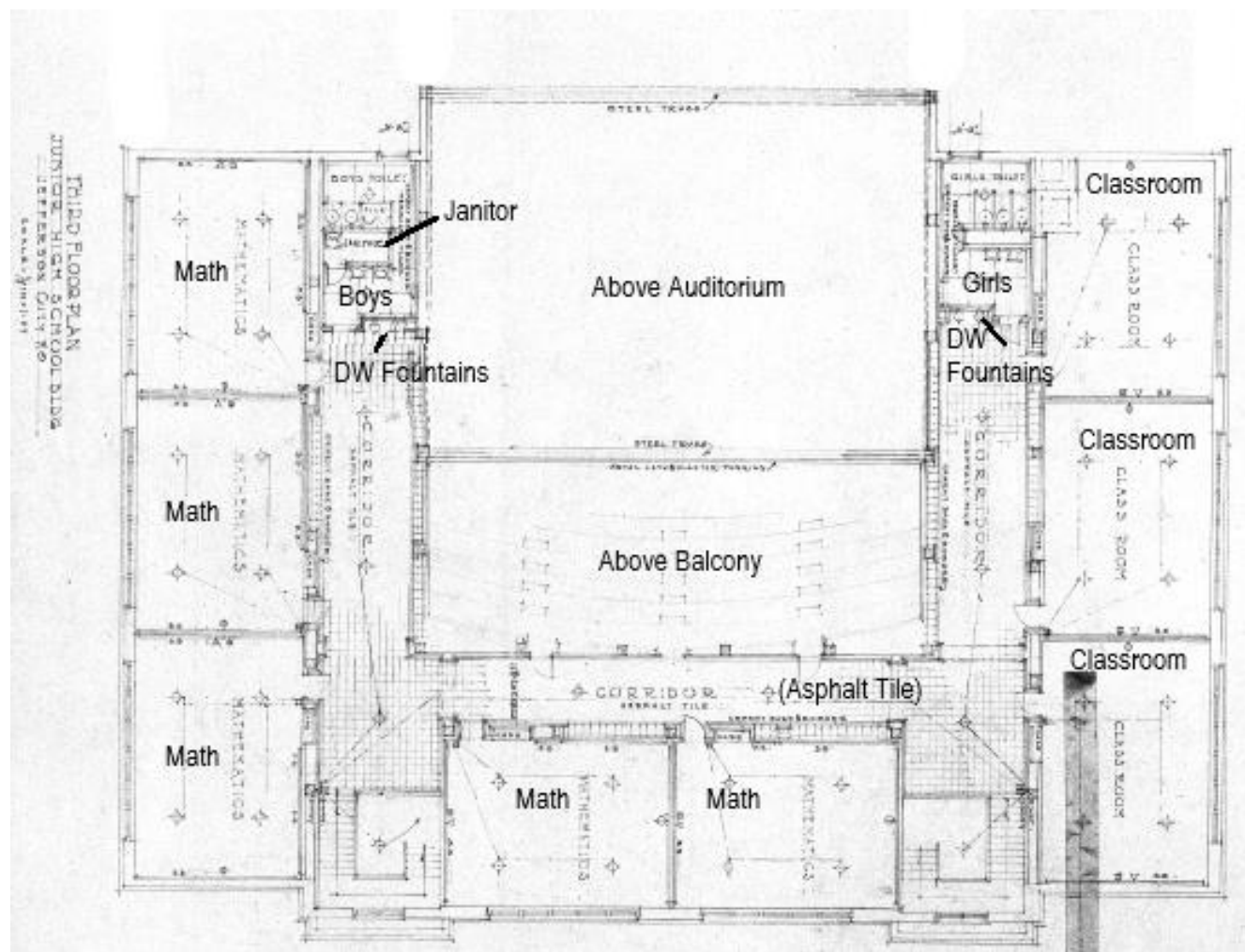
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 18: Blueprints – Drawings made for 1939 Addition, Historic Third Floor plan. (To be compared to Figure 26, Existing Third Floor plan, Unchanged Areas.) Source: Felt & Kriehn, Architects. Kansas City, MO. Courtesy TD - Simonsen, LLC.



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Simonsen School

Name of Property

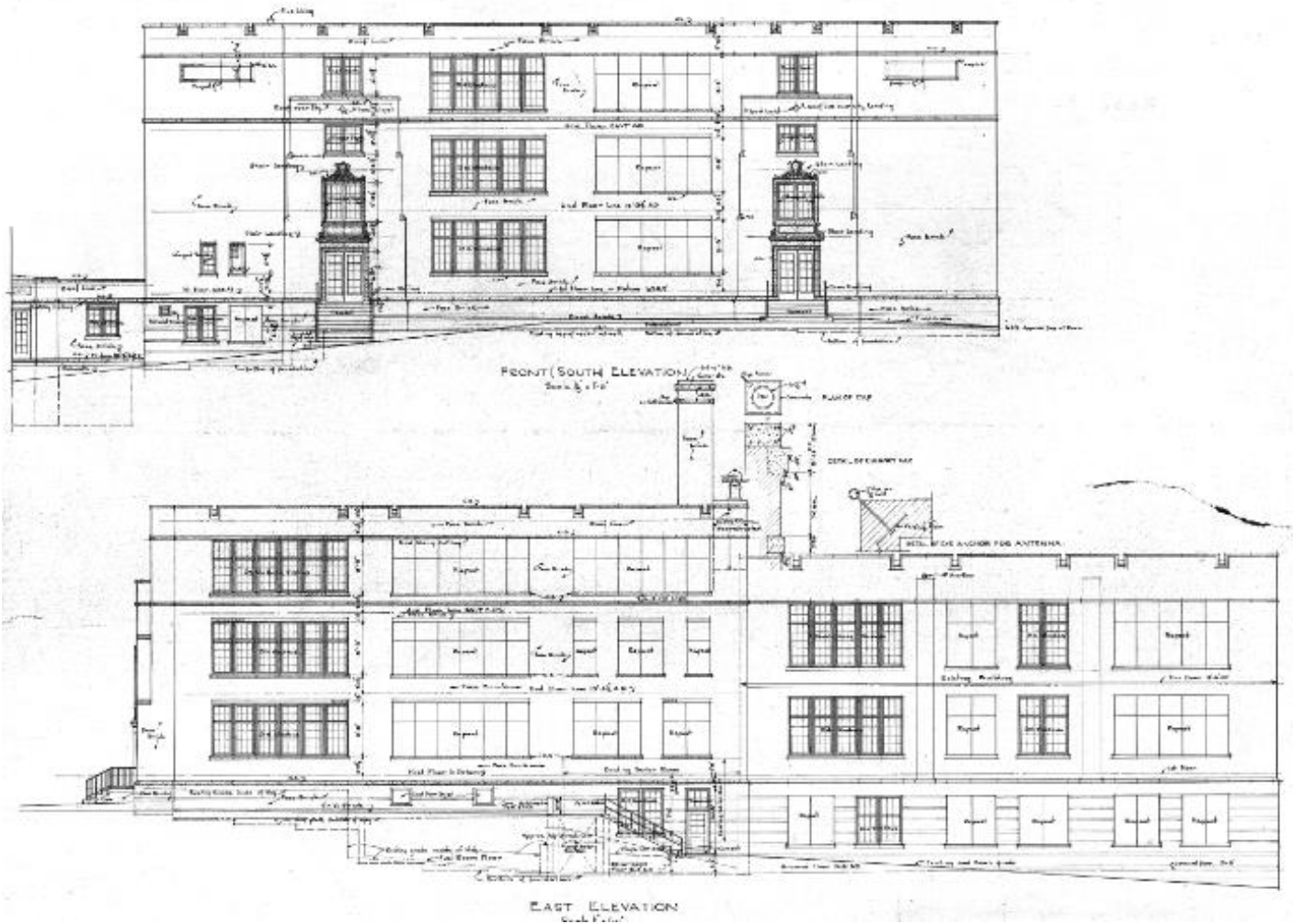
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 19. Blueprints – 1939 Addition, South and East Elevations. 1914 Addition shown in bottom drawing, right. Source: Felt & Kriehn, Architects. Kansas City, MO. Courtesy TD - Simonsen, LLC.





Simonsen School
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Cole County, Missouri
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The image contains five technical drawings related to boiler connections and air handling systems:

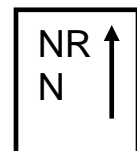
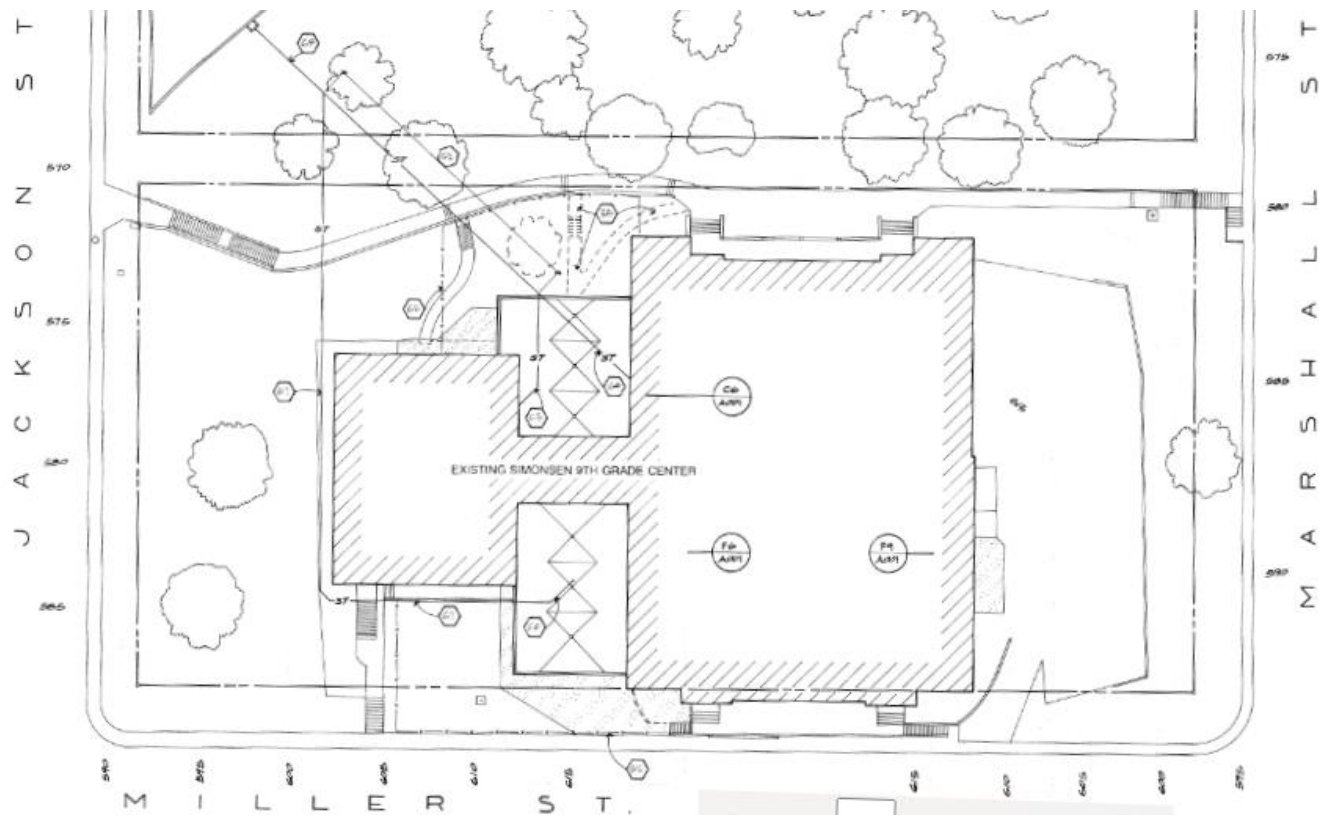
- AUDITORIUM - FAN - FILTER & COIL ARRANGEMENT:** A plan view showing the layout of the auditorium's air handling system. It includes a fan, a filter, and a coil, with various pipes and valves labeled. Dimensions and flow directions are indicated.
- CAFETERIA - FAN - FILTER & COIL ARRANGEMENT:** A plan view showing the layout of the cafeteria's air handling system, similar to the auditorium but with different dimensions and component placements.
- REAR VIEW OF BOILER CONNECTIONS:** A detailed view of the rear of the boiler, showing the connections for water supply, steam, and other fluids. It includes labels for various valves and pipes.
- SIDE VIEW OF BOILER CONNECTIONS:** A detailed view of the side of the boiler, showing the connections for water supply, steam, and other fluids. It includes labels for various valves and pipes.
- DETAIL OF DRIP TRAP CONNECTIONS AT ENDS OF STEAM MAINS:** A detailed view of the connections for drip traps at the ends of steam mains, showing the arrangement of pipes, valves, and traps.

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Simonsen School
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Cole County, Missouri
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N/A
Name of multiple listing (if applicable)

Figure 21. 1992 Addition plan. Source: The Architects Alliance, Jefferson City, MO. Courtesy TD - Simonsen, LLC.

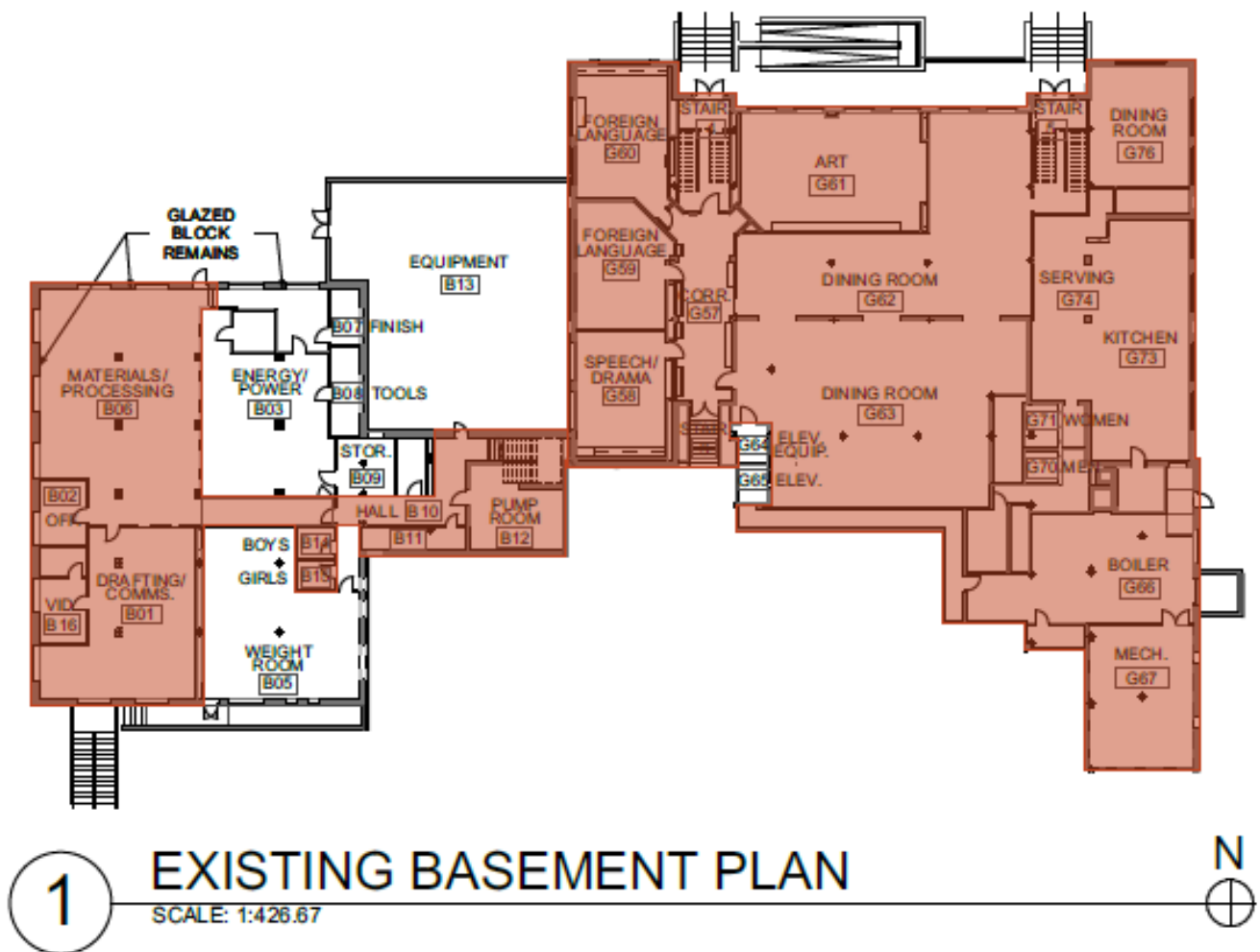


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Simonsen School
Name of Property
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N/A
Name of multiple listing (if applicable)

Figure 22: Existing Basement floor plan, Unchanged Areas. (To be compared to Figure 14, Historic Ground Floor Plan and Figure 15, Historic Gymnasium Basement) Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.



**UNCHANGED AREAS**

ebersoldt-associates  
architects

National Register of Historic Places  
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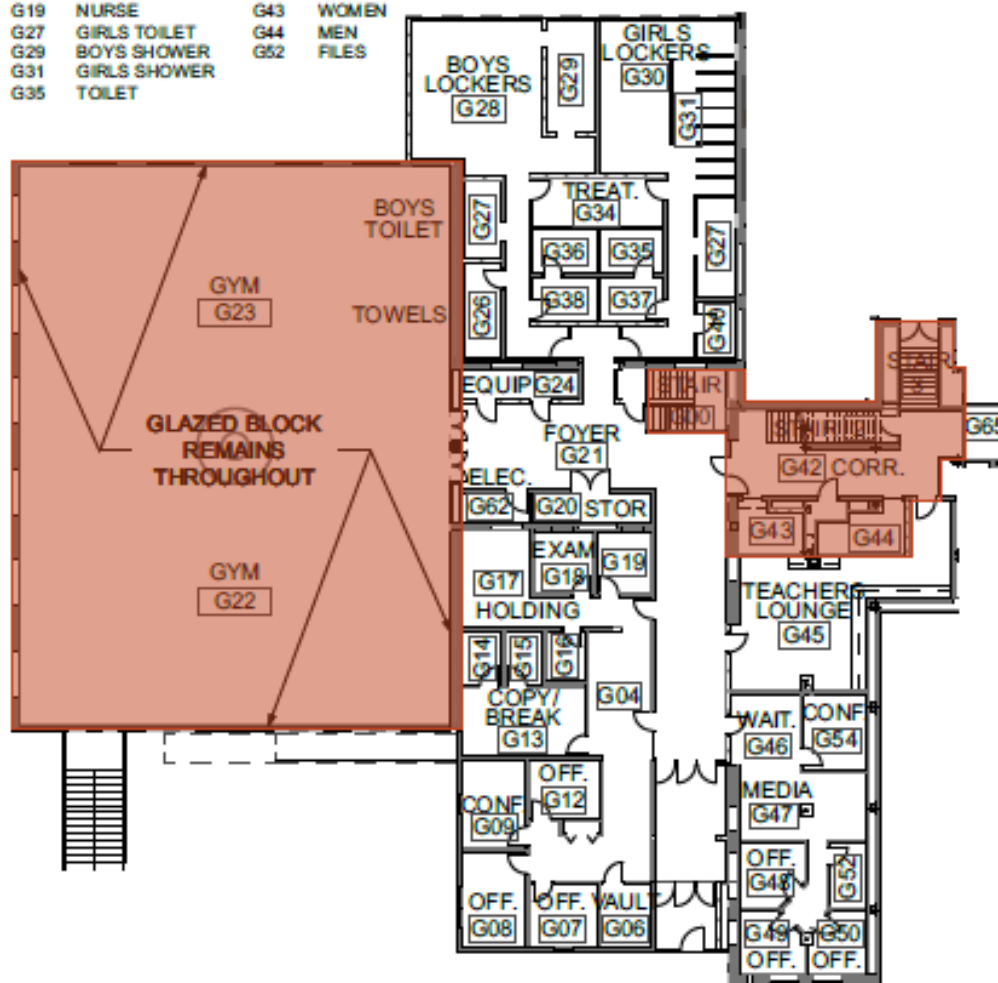
Section number Figures Page 73

Simonsen School
Name of Property
Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 23: Existing Ground Floor Plan, Unchanged Areas. (To be compared to Figure 14, Historic Ground Floor Plan and Figure 15, Historic Gymnasium Basement.) Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.

**GROUND FLOOR ROOM KEY**

G04	ATTENDANCE	G36	TOILET
G14	WOMEN	G37	OFFICE
G15	MEN	G38	OFFICE
G16	TOILET	G40	TOWELS
G19	NURSE	G43	WOMEN
G27	GIRLS TOILET	G44	MEN
G29	BOYS SHOWER	G52	FILES
G31	GIRLS SHOWER		
G35	TOILET		



**1** GROUND FLOOR - EXISTING PLAN  
SCALE: 1:256



**UNCHANGED AREAS**

ebersoldt-associates  
architects

**LEGEND:**

UNCHANGED HISTORIC SPACE

Simonsen School
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N/A
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BD 111

VH 110

LD 109

LD 108

LD 107

BOYS 105

EMH/OH 103

IBS 102

SPEECH 101

STAIR 7

PREP 129

SCIENCE 128

STAIR 6

STAIR

MUSIC 114

MUSIC 113

115 CORR.

112 PRACTICE

STAGE 116

118 PRACTICE

119 OFF.

SCIENCE 120

PREP 121

SCIENCE 122

115 CORR.

117 AUDITORIUM

130 CORR.

131 CORR.

DRINK FTN. 131

DRINK FTN. 132

GIRLS 123

SCIENCE 125

PREP 126

SCIENCE 127

GLAZED BLOCK REMAINS

1 FIRST FLOOR - EXISTING PLAN  
SCALE: 1/32" = 1'-0"



## UNCHANGED AREAS

**reberault-associates**  
architects

**LEGEND:**



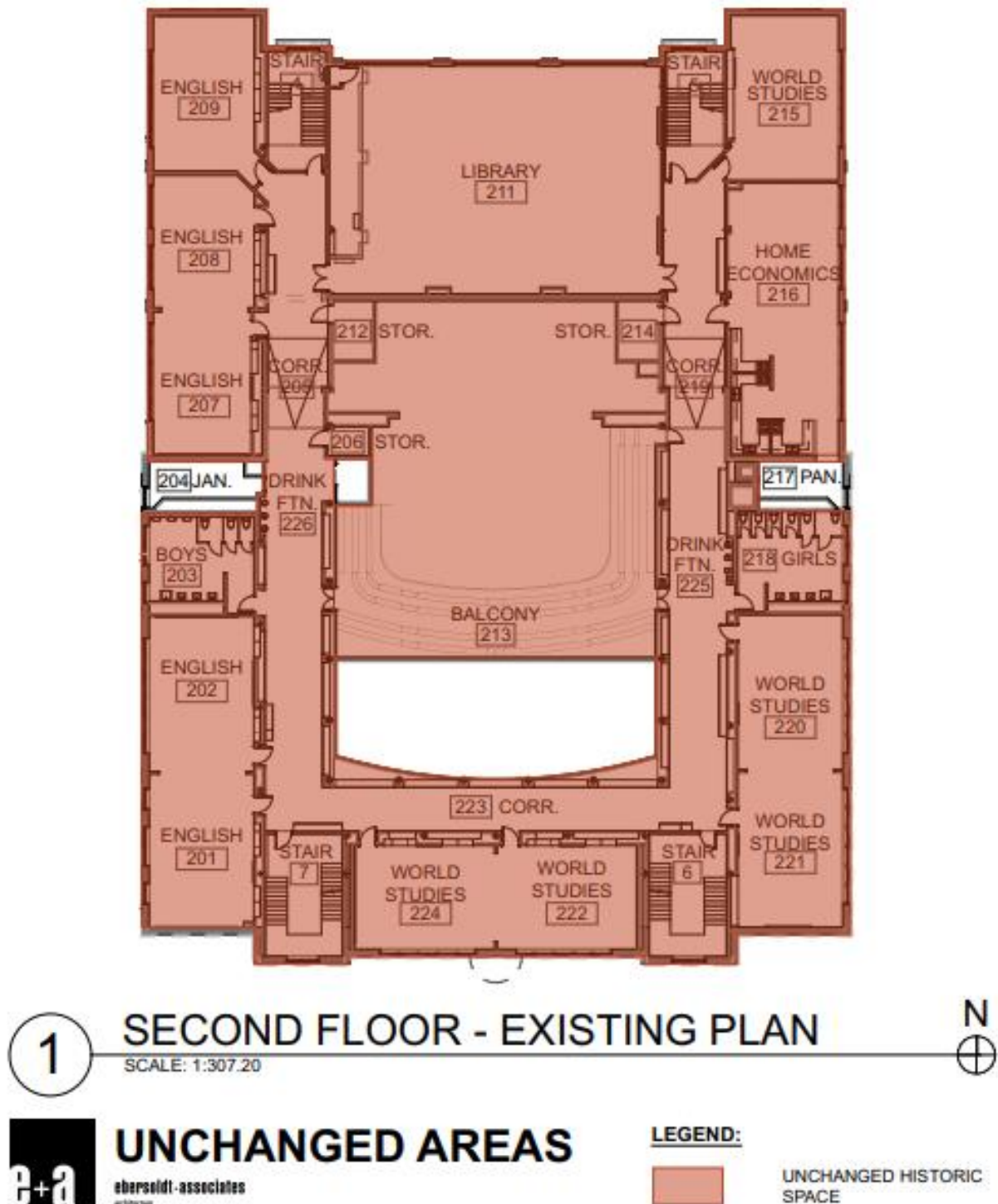
## UNCHANGED HISTORIC SPACE

National Register of Historic Places  
Continuation Sheet

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Simonsen School
Name of Property
Cole County, Missouri
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N/A
Name of multiple listing (if applicable)

Figure 25: Existing Second Floor Plan, Unchanged Areas. (To be compared to Figure 17, Historic Second Floor plan.) Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.



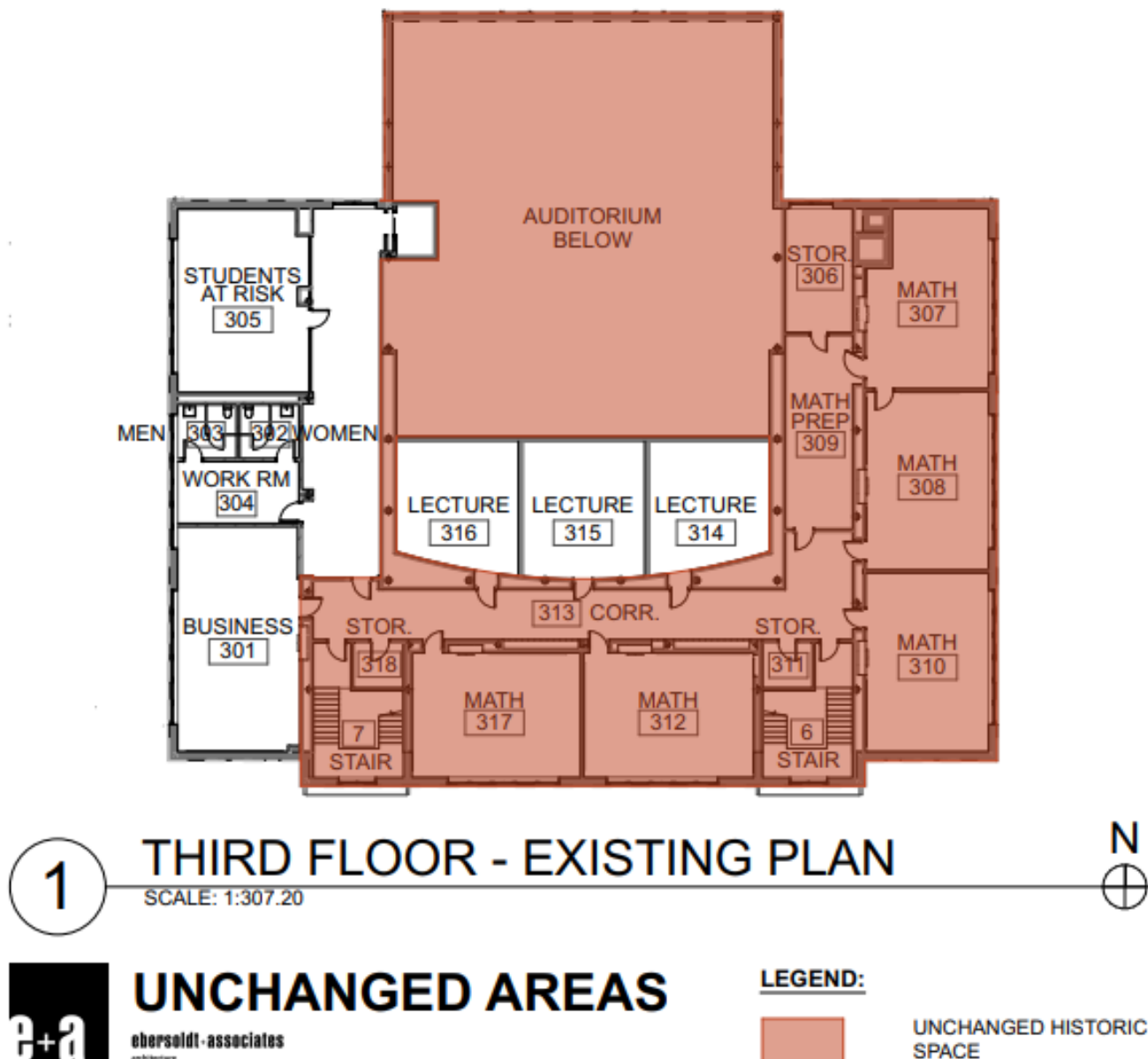


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Simonsen School
Name of Property
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Name of multiple listing (if applicable)

Figure 26: Existing Third Floor Plan, Unchanged Areas. (To be compared to Figure 18, Historic Third Floor plan.) Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.



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Simonsen School

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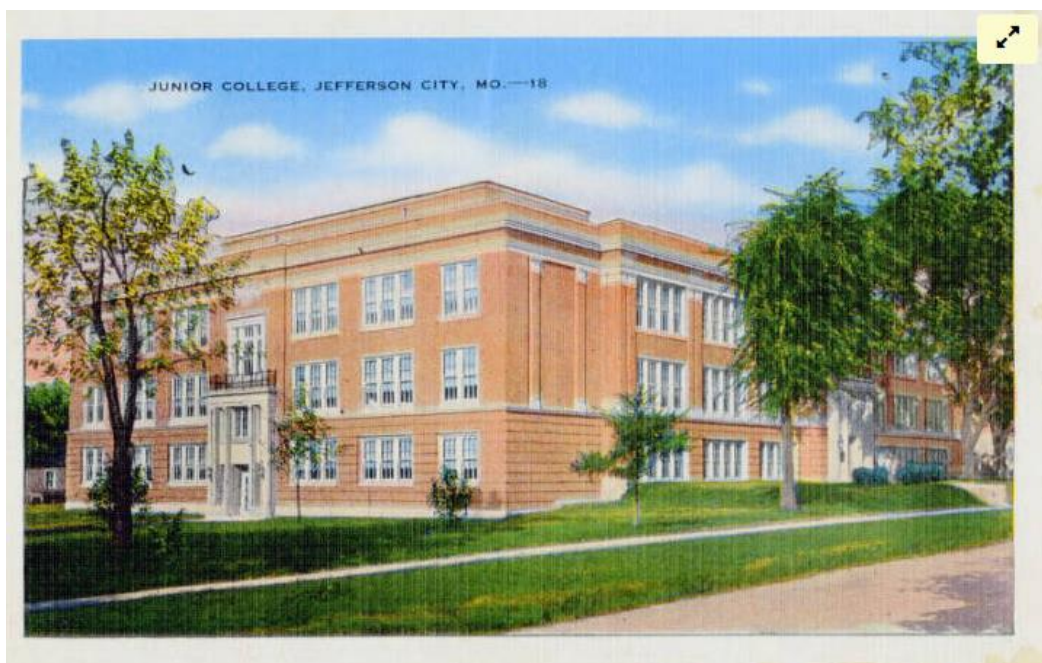
N/A

Name of multiple listing (if applicable)

Figure 27: Central School (renamed Jefferson School in 1891; non-extant). E. Miller and Monroe Streets, 1871 – 1910. Source: Giffen, *Hobo Hill*, 46.



Figure 28: Postcard, Senior High School and Junior College, circa 1926. Source: Missouri State Archives, Dr. Arnold G. Parks Collection. (Altered 2005, see Figure 41)  
<https://mdh.contentdm.oclc.org/digital/collection/postjc/id/114/rec/127>, Accessed February 25, 2021.





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Simonsen School

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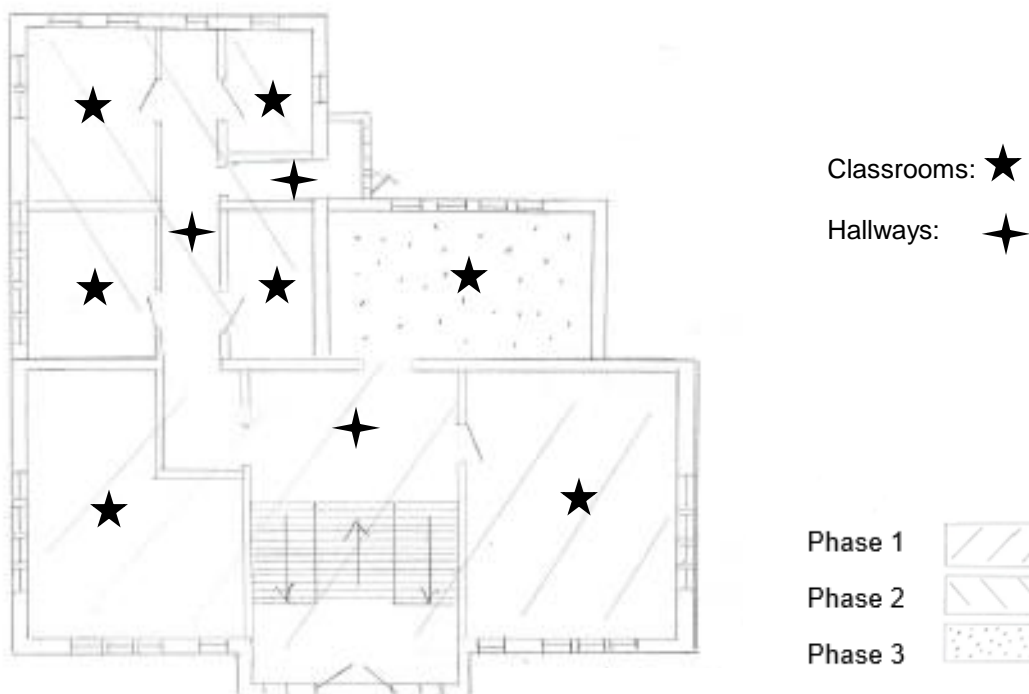
Name of multiple listing (if applicable)

Figure 29: J. H. Felt Four Room School Design, Source: Missouri State Department of Education, *Plans for School Improvement in Rural and Village Communities*, 1914.



FRONT ELEVATION, FELT'S FOUR-ROOM SCHOOL.  
Plans may be secured from the State Department of Education.

Figure 30: Existing Floor Plan, First Floor, former Broadway School. Source: Jane Beetem.



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Simonsen School

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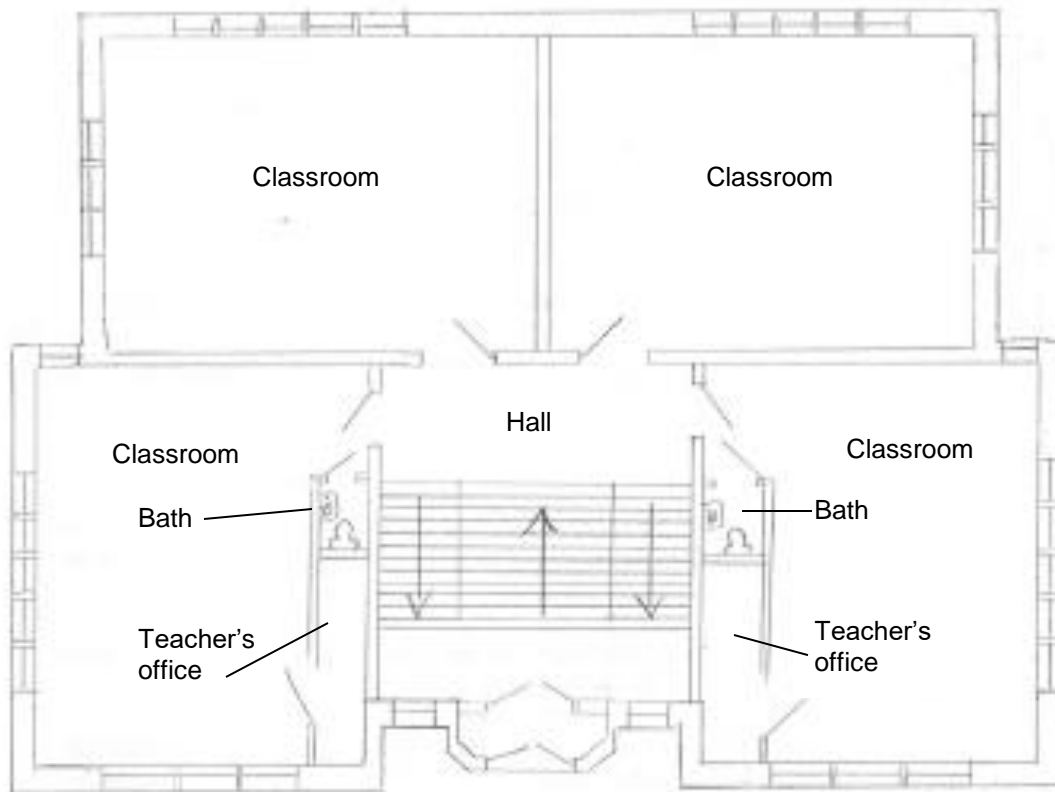
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 31: Existing Floor Plan, First Floor, former Moreau Heights Elementary School. Source: Jane Beetem.



National Register of Historic Places  
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N/A

Name of multiple listing (if applicable)

Figure 32: Existing Floor Plans, former Central Elementary School. Source: Architects Alliance. Courtesy: Jefferson City School District, Frank Underwood, email February 11, 2021.

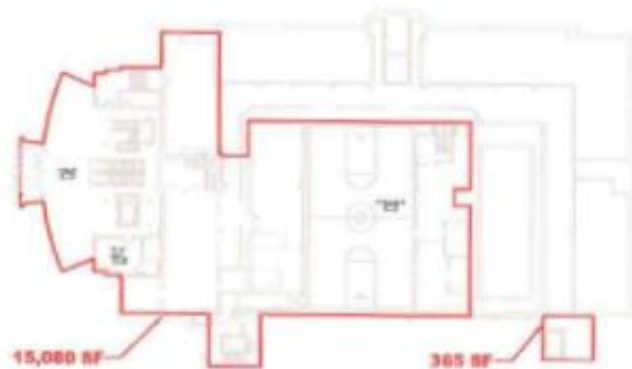


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Simonsen School
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N/A
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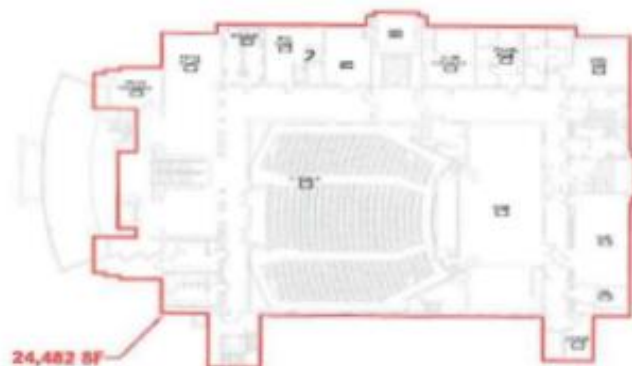
Figure 33: Existing Floor Plans, Senior High School and Junior College. Source: Jefferson City School District, Frank Underwood, email February 11, 2021.



**BASEMENT LEVEL FLOOR PLAN**



**FIRST LEVEL FLOOR PLAN**



**SECOND LEVEL FLOOR PLAN**



**THIRD LEVEL FLOOR PLAN**

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Simonsen School

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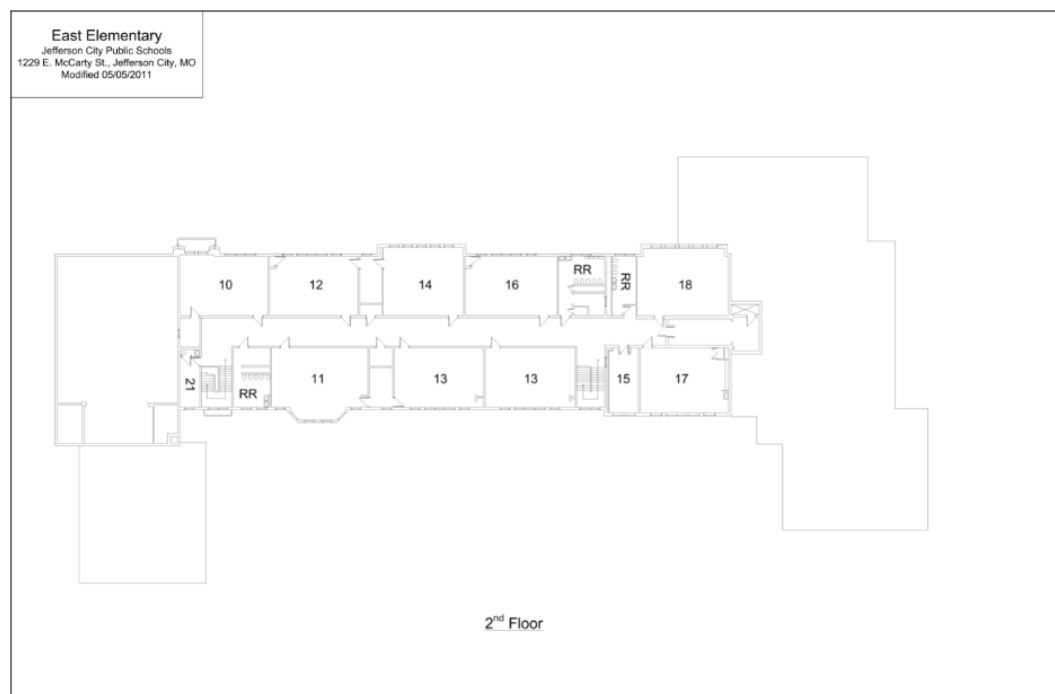
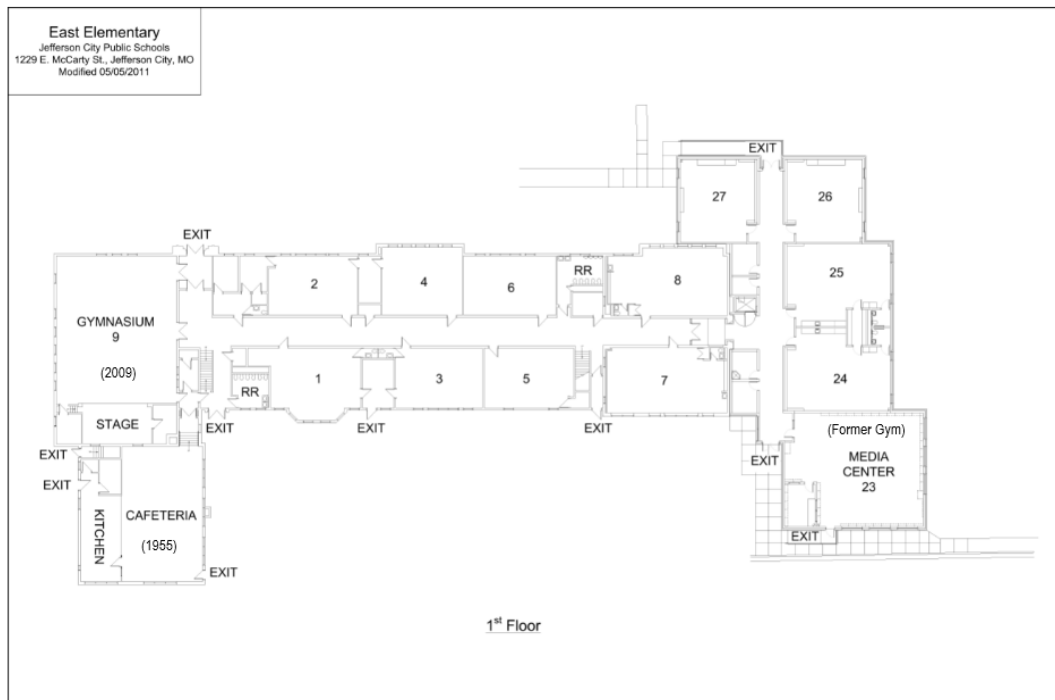
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 34: Existing Floor Plans, East Elementary School. Source: Jefferson City School District, Frank Underwood, email February 11, 2021.



National Register of Historic Places  
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Simonsen School

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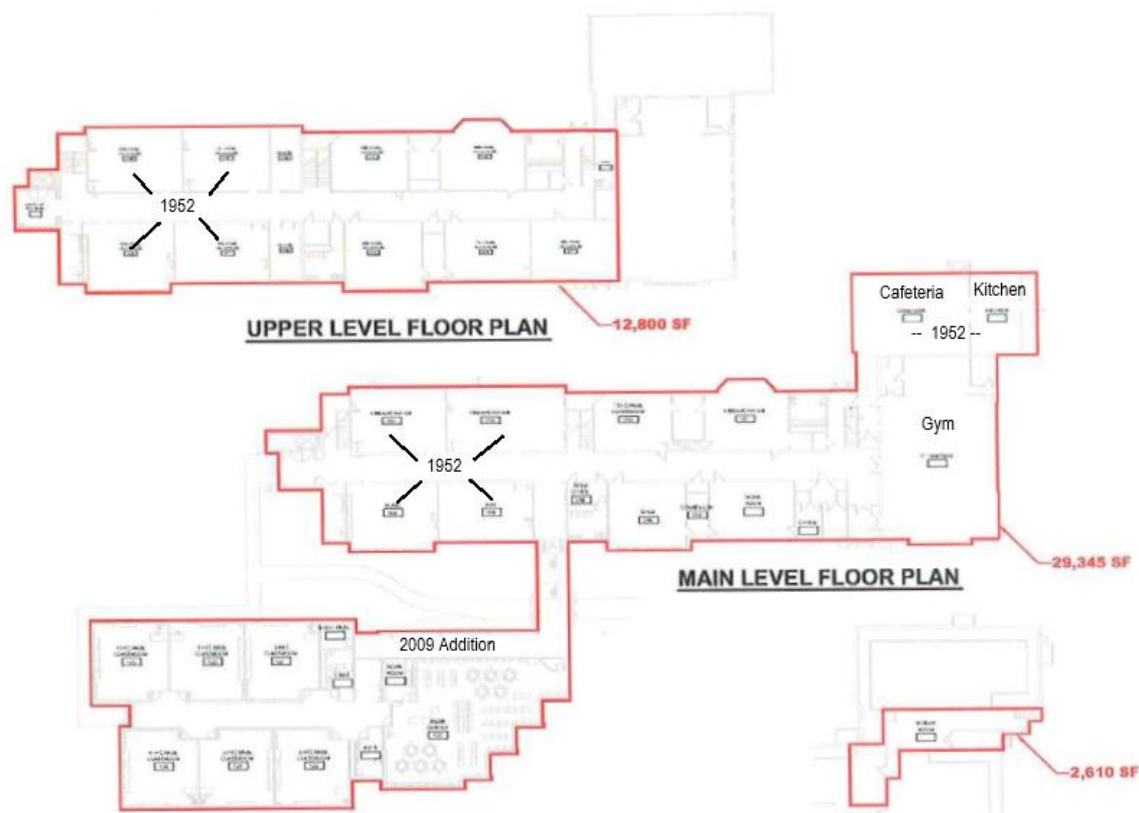
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 35: Existing Floor Plans, West Elementary School. Source: Jefferson City School District, Frank Underwood, email February 11, 2021.

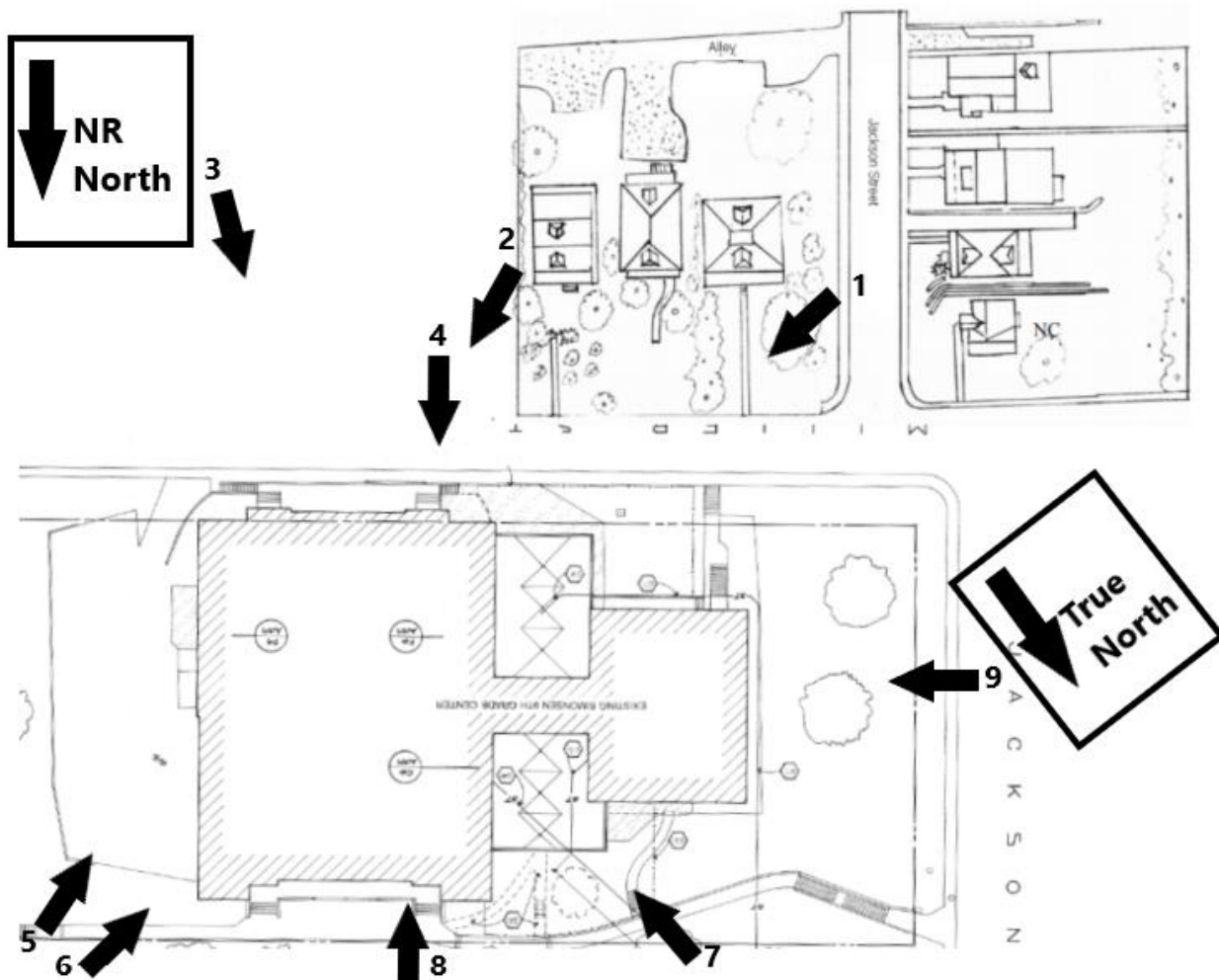


National Register of Historic Places  
Continuation Sheet

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Simonsen School
Name of Property
Cole County, Missouri
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N/A
Name of multiple listing (if applicable)

Figure 36: Photo key map, Exterior. Source: Jane Beetem, Hobo Hill Historic District nomination, 2013 and 1992 Addition, The Architects Alliance, Jefferson City, MO. Courtesy TD - Simonsen, LLC.  
Not to scale.

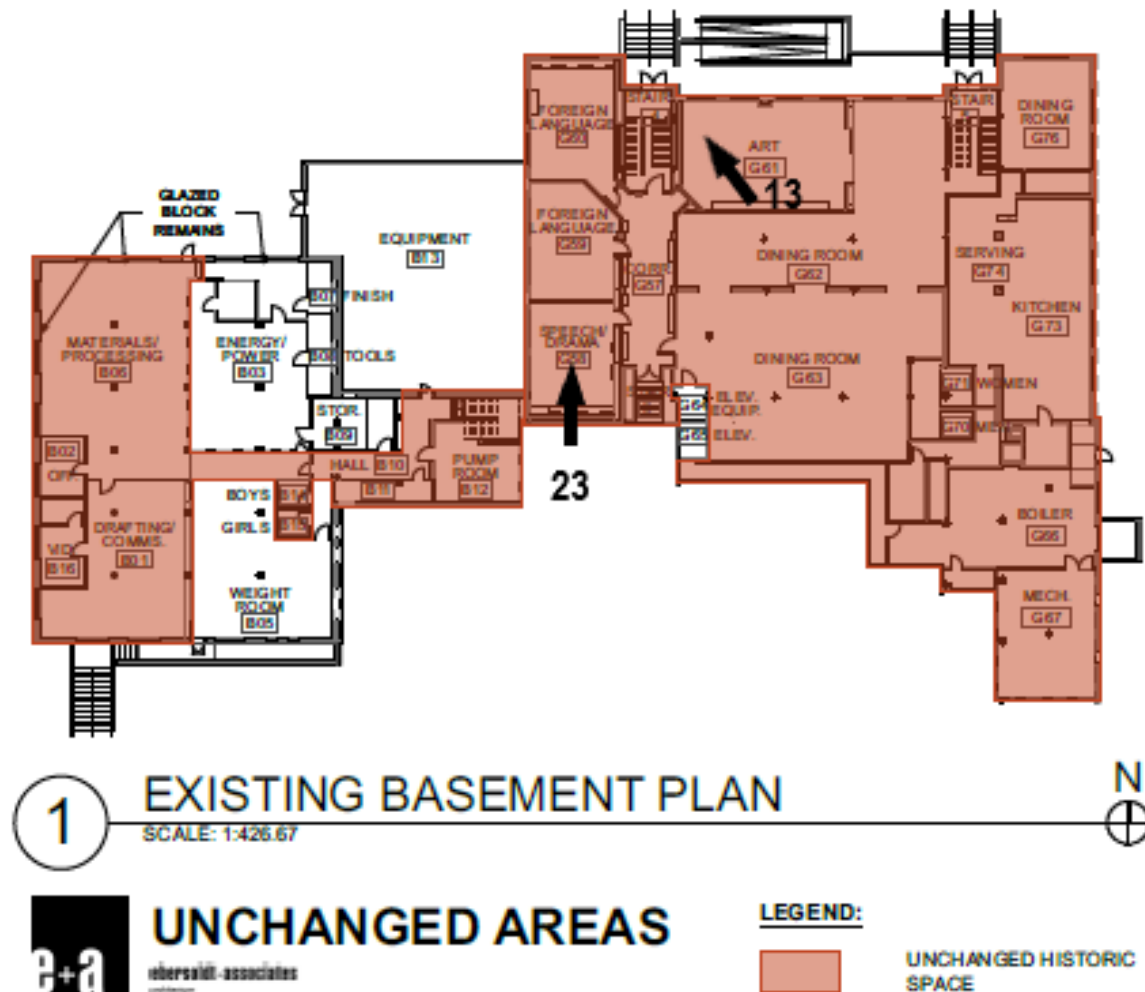


National Register of Historic Places  
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Section number Figures Page 85

Simonsen School
Name of Property
Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 37: Photo Key Map, Basement level. Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.



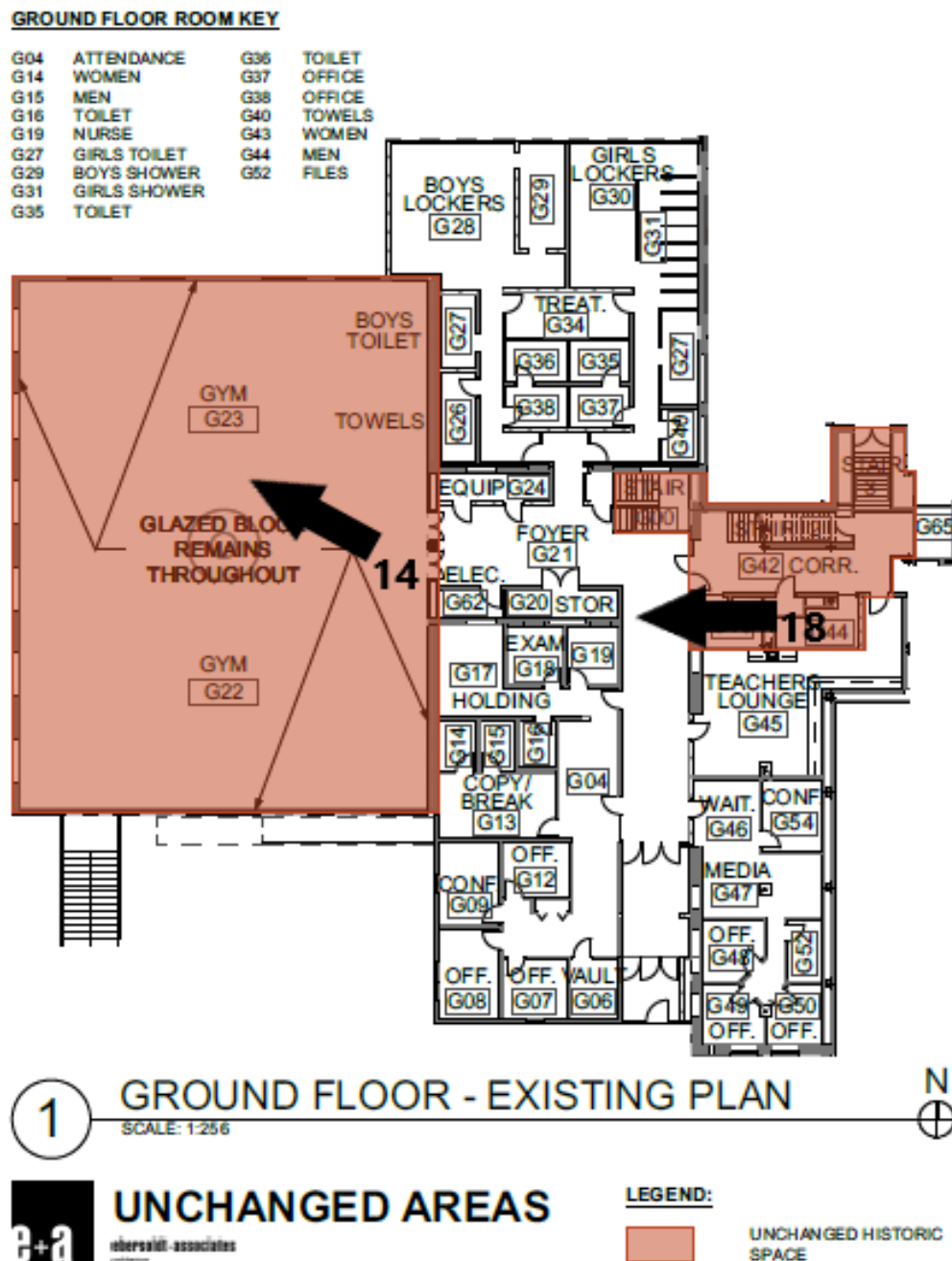


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Simonsen School
Name of Property
Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 38: Photo Key Map, Ground level. Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.

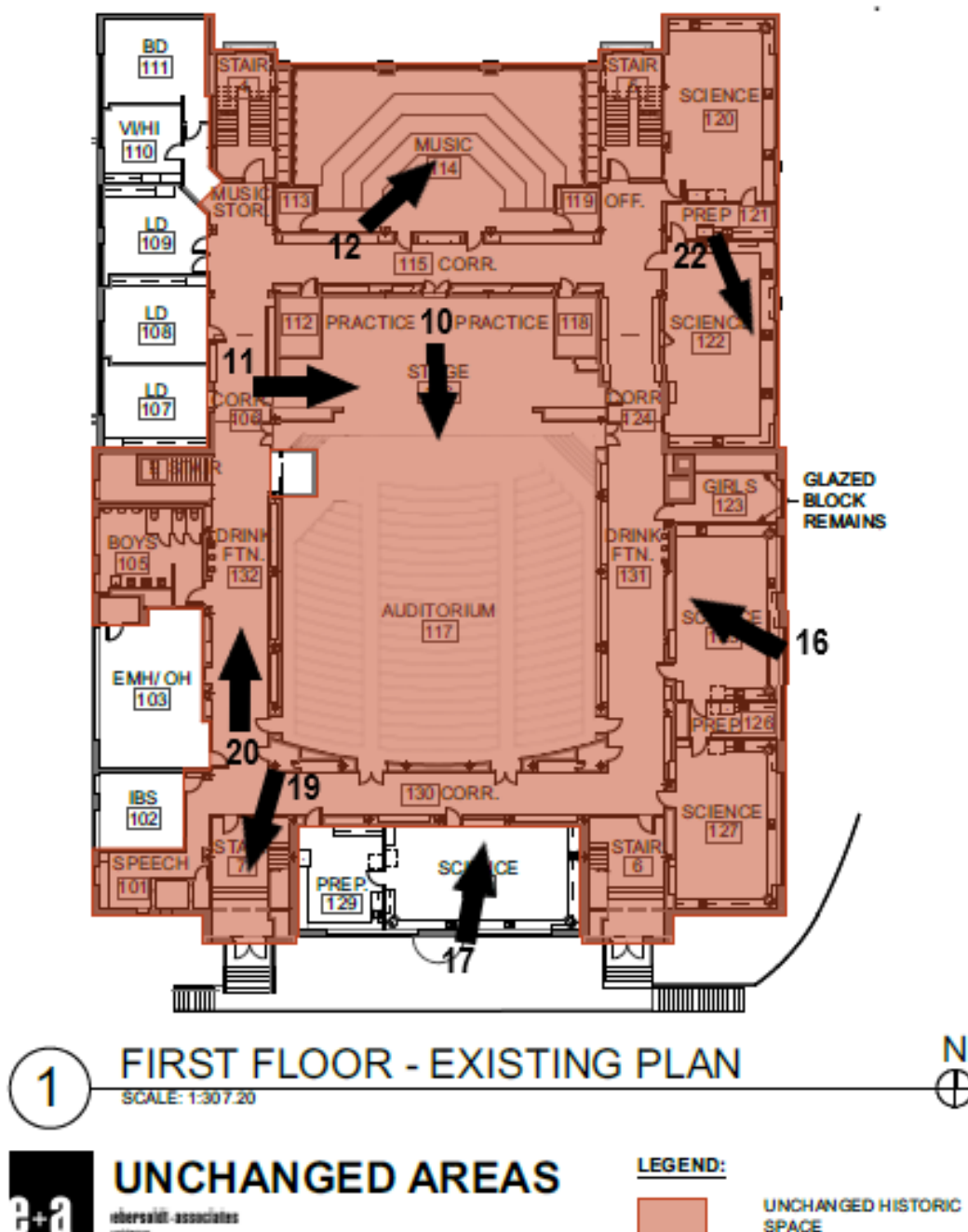


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Simonsen School
Name of Property
Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 39: Photo Key Map, First Floor. Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.

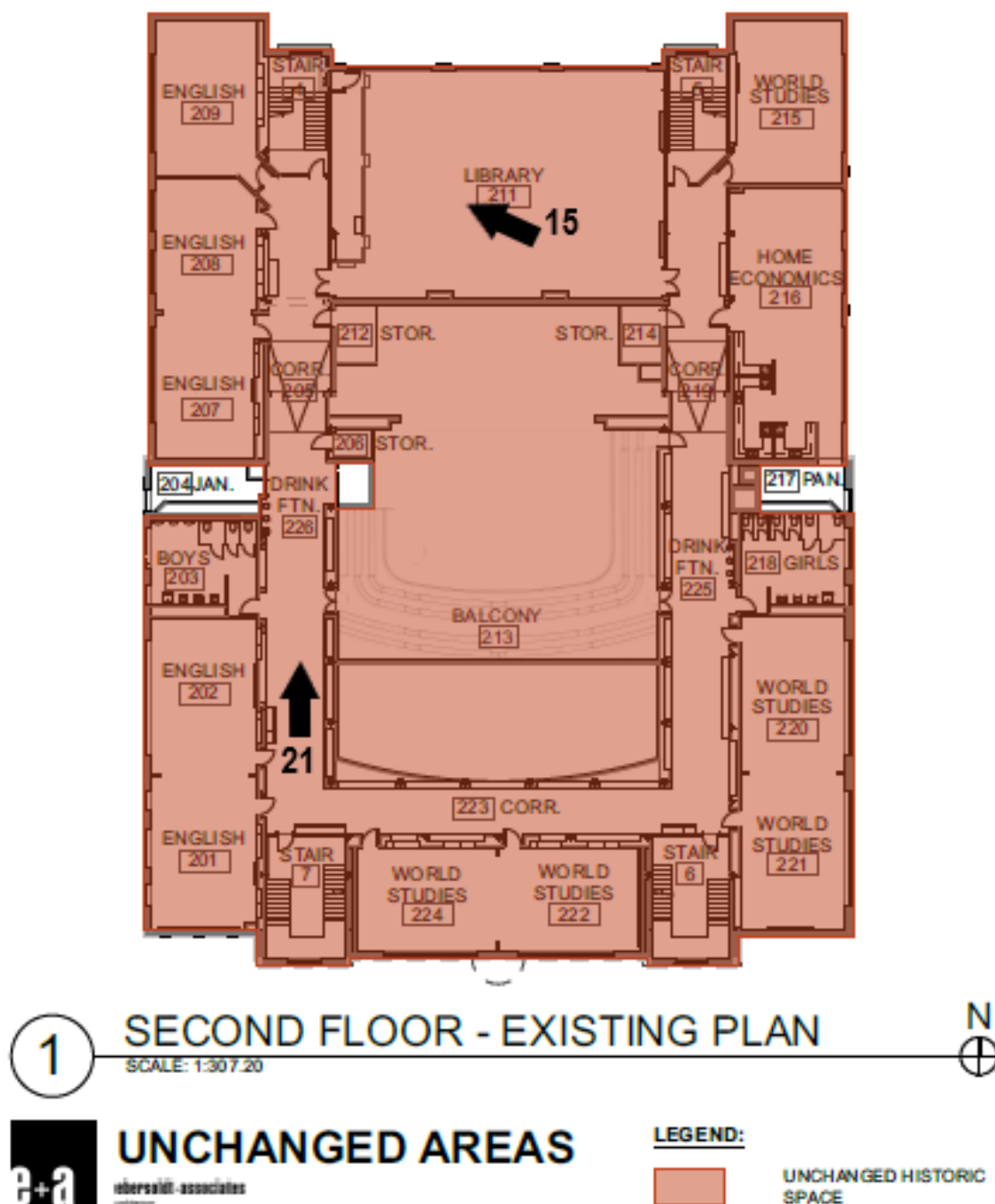


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Simonsen School
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Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 40: Photo Key Map, Second Floor. Source: Ebersoldt & Associates, 2021. Courtesy TD – Simonsen, LLC.



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County and State

N/A

Name of multiple listing (if applicable)

Figure 41: Table of Jefferson City Schools, Civil War to Present. All historic photos from Giffen, *Hobo Hill*, current photos by Jane Beetem.

Schools Used by Jefferson City School Board, Civil War to Present						
Name	Location / Address	Dates of Use	Extant (Yes or No)	Private or Public	Photo	Notes
Brick School	Across from St. Peter's Church	1865 - 1866	No	Public	No photo available.	
German & English School Association	200 block W. McCarty between Washington & Broadway	1854 - 1904	No	Private - 1854 - 1868 / Public 1868 - 1903		Operated by German & English School Assn. circa 1854 - 1868. Owned by public school system 1868 - 1903, replaced by Washington School on Elm St. Was apartments after sale in 1904.
Central School (renamed Jefferson School in 1891)	Miller & Monroe	1871 - 1910	No	Public		3 stories, brick, 9 rooms. Capacity 600 students. Photo 1876. Roof removed 1904. Sold to Lutheran Church, used as school until 1961, demolished 1962.

National Register of Historic Places  
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Simonsen School




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N/A

Name of multiple listing (if applicable)

Lafayette School	600 block E. McCarty, north side (617 - 623)	1891 - 1907	No	Public		Sold, later demolished.
Broadway School	Broadway & Dunklin - NE corner	1891 - 1955 (rebuilt 1904)	Yes	Public		On NR. Sold to Carpenter's Union in 1955. Recently rehabbed as apartments.
School for African American students	E. Miller - former log public school	circa 1867 - 1874	No	Public	No photo available.	MO Constitution of 1875 provided for separate education of black students.
School for African American students	Rented space in Second Baptist Church	1874 - 1875	N	Public	No photo available.	
School for African American students	German & English School, W. McCarty St.	1875 - 1903	No	Public	See above.	Named Washington School 1891.
Washington School - African American students only.	700 block of E. Elm St.	1903 - 1956	No	Public		Leased to Lincoln University after 1956, purchased by university 1962; demolished for Highway 50.

National Register of Historic Places  
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Simonsen School

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N/A

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Fairview School	High & Chestnut - NE corner	1903 - 1938	No	Public		Replaced by East School, demolished. Site of former Blackwell's Garage.
West End School	1107 W. Main St.	1903 - 1955	Yes	Public		Replaced by West School - converted to apartments.
Simonsen School	E. Miller and Jackson Streets	1914 - 2019	Yes	Public		Vacated, 2019
Original Moreau Heights	Hillcrest and Moreau Dr.	1914 - 1955	Yes	Public		On NR. Sold, now used by Montessori School.
Park School	800 block St. Mary's Boulevard	1914 - 1954	No	Public		Demolished and replaced by Southwest School in 1954. Shown circa 1916 with second floor.
New Central School	315 E. Dunklin St.	1919 - 1956	Yes	Public		Replaced former Central School. Replaced by Thorpe J. Gordon School, 1956. Now school district offices.



National Register of Historic Places  
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Simonsen School

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N/A

Name of multiple listing (if applicable)

Senior High School & Junior College	501 Madison St.	1926 - present	Yes	Public		Photo 1926. Converted in 2005 to Jefferson City Academic Center & Miller Performing Arts Center.
East School	1400 E. High St.	1938 - present	Yes	Public		Replaced Fairview School. Cafeteria added later. Major addition 2009. Still in use.
West School	Dix Road & W. Main St.	1938 - present	Yes	Public		Replaced West End School. Eight classrooms & cafeteria added in 1952. Addition 2009. Still in use.
Southwest School	812 St. Mary's Blvd.	1954 - present	Yes	Public		Converted to Southwest Early Childhood Center in 2010, still in use.
Moreau Heights School	1404 Hough Park Rd.	1955 - present	Yes	Public		Additions in 1961, 1990 and 2009. Still in use.
South School	301 Linden Drive	1955 - present	Yes	Public		Additions in 1963, 2009. Still in use.

National Register of Historic Places  
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Simonsen School



Name of Property

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N/A

Name of multiple listing (if applicable)

Thorpe J. Gordon School	1101 Jackson Street	1956 - present	Yes	Public		Addition in 2009. Still in use.
Jefferson City High School	609 Union St.	1964 - present	Yes	Public		Fourth Jefferson City public high school. Major renovation in 2019. Still in use.
Belair School	701 Belair Dr.	1967 - present	Yes	Public		Addition in 2009. Still in use.
North School	285 S. Summit Dr.	1968 - present	Yes	Public		Acquired from Summit C-2 district, built 1954. Additions in 1958, 1965, 1970, 1976, 1999 and 2009. Still in use.
Cedar Hill School	1510 Vieth Dr.	1969 - present	Yes	Public		Still in use.
Nichols Career Center	609 Union St.	1974 - Present	Yes	Public		Still in use, rehabilitated in 2019.
Callaway Hills School	2715 State Rt. AA	1980 - present	Yes	Public		Addition in 2009, still in use.



National Register of Historic Places  
 Continuation Sheet

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Simonsen School






Name of Property

Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Lewis and Clark Middle School	325 Lewis and Clark Drive	1993 - present	Yes	Public		In use.
Thomas Jefferson Middle School	1201 Fairgrounds Road	1993 - present	Yes	Public		In use.
Lawson Elementary School	1105 Fairgrounds Road	2008 - present	Yes	Public		In use.
Pioneer Trail School	301 Pioneer Trail	2008 - present	Yes	Public		In use.
Capital City High School	1650 Cavalier Drive	2019 - present	Yes	Public		In use.

National Register of Historic Places  
Continuation Sheet

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Simonsen School

Name of Property

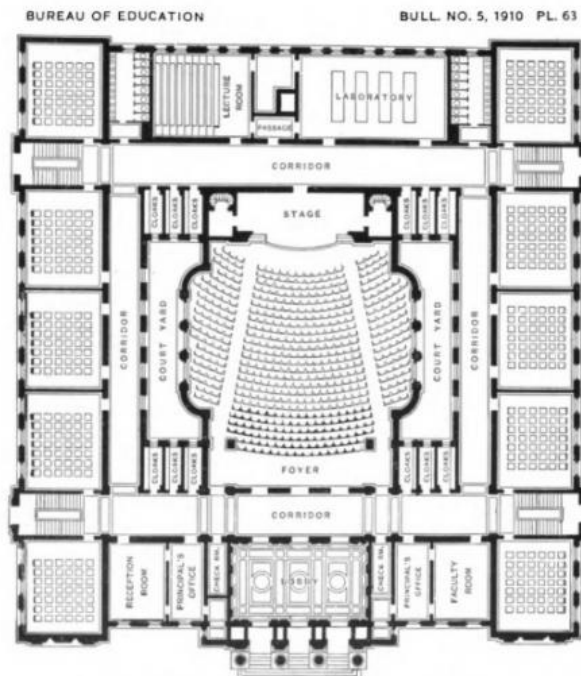
Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

Figure 42: Eastern High School for Girls, Baltimore. Top: Plate 63, Floor Plan. Depicts corridors around four sides of the central auditorium with stage, classrooms along the outer walls. Bottom: Plate 61, Exterior, same school. Source: *American Schoolhouses*, Fletcher B. Dresslar, 1911.



EASTERN HIGH SCHOOL FOR GIRLS, BALTIMORE. FLOOR PLAN.



EASTERN HIGH SCHOOL FOR GIRLS, BALTIMORE, MD.

National Register of Historic Places  
Continuation Sheet

Section number Figures Page 96

Simonsen School

Name of Property

Cole County, Missouri

County and State

N/A

Name of multiple listing (if applicable)

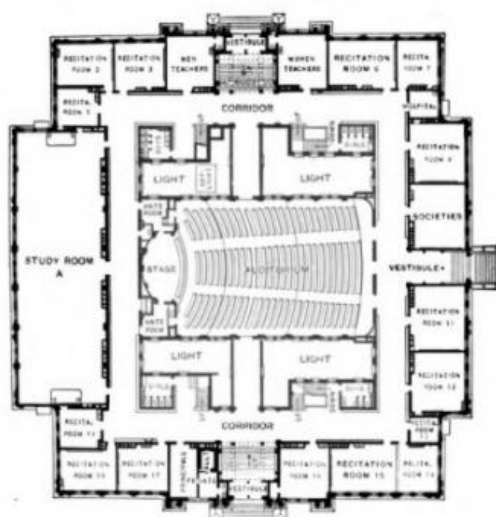
Figure 43: Davenport Iowa High School. Top: Plate 82, Exterior with belt courses, rows of windows and flat roof. Bottom: Plates 83 and 84, First and Second Floor Floor Plans, showing corridors surrounding the central auditorium. Source: *American Schoolhouses*, Fletcher B. Dresslar, 1911.

BUREAU OF EDUCATION

BULL. NO. 5, 1910 PL. 82

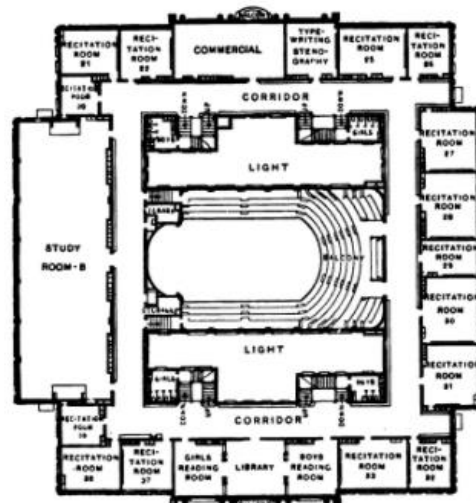


DAVENPORT (IOWA) HIGH SCHOOL. T. G. CLAUSEN AND P. T. BURROWS, ARCHITECTS.



B. DAVENPORT HIGH SCHOOL. FIRST-FLOOR PLAN.

BUREAU OF EDUCATION BULL. NO. 5, 1910 PL. 84



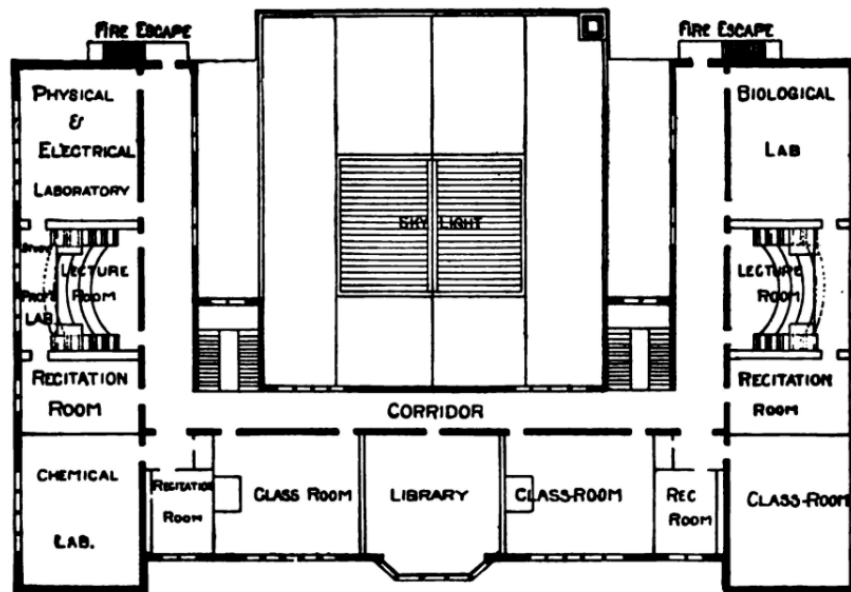
A. DAVENPORT HIGH SCHOOL. SECOND-FLOOR PLAN.

National Register of Historic Places  
Continuation Sheet

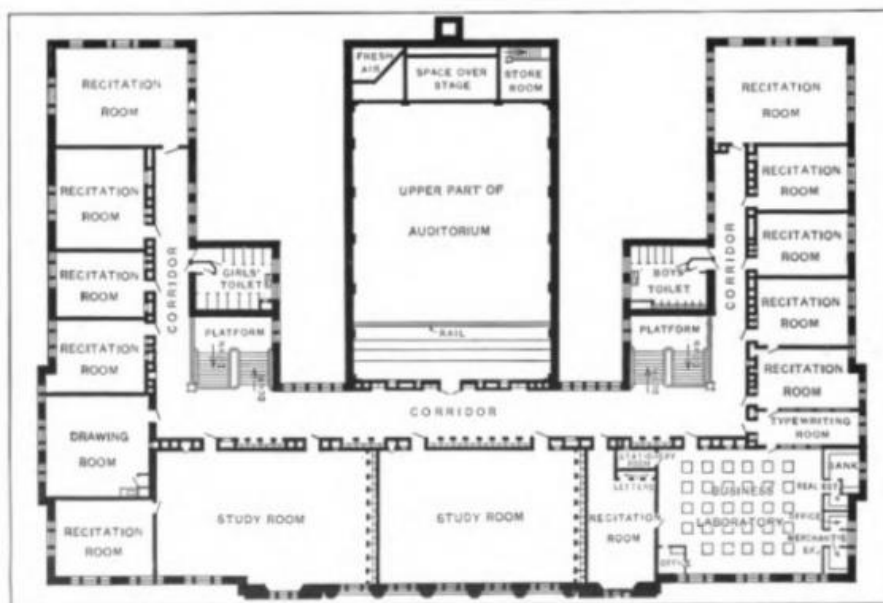
Section number Figures Page 97

Simonsen School
Name of Property
Cole County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Figure 44: Top: Madison (Wisconsin) High School. Plate 105, Third Floor Floor Plan showing classrooms surrounding a sky light above the auditorium. Bottom: Plate 95, Ann Arbor High School, Second Floor Floor Plan showing corridors surrounding the upper part of the auditorium. Source: *American Schoolhouses*, Fletcher B. Dresslar, 1911.



B. MADISON HIGH SCHOOL. THIRD-FLOOR PLAN.



















JUNIOR  
HIGH SCHOOL

5

**DO NOT  
ENTER**  
CONSTRUCTION  
AREA

ALL VISITORS  
MUST CHECK IN  
AT THE OFFICE















ERNST SIMONSEN  
HIGH SCHOOL

8

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ENTER  
CONSTRUCTION

All visitors  
must check in  
at the office

















































