

# THE ST. JOSEPH PUBLIC SCHOOLS



## SECTION 2

1905 to 1935

By Dr. Beery Johnson

## St. Joseph Public Schools Superintendents: 1905-1935



J. A. Whiteford  
1904-1916



Vernon G. Mays  
1916-1920



John W. Thalman  
1920-1924



C. A. Greene  
1924-1928



David W. Hopkins  
1928-1930



F. H. Barbee  
1930-1934



I. E. Stutsman  
1934-1939

### **Chapter 3** **The Years 1905-1914**

The St. Joseph School District was entering a new phase by 1905. Mr. Neely was no longer Superintendent after more than 40 years in that role. The board minutes were for the first time not kept by handwritten records, but were typed. And many outlying districts were looking to become part of St. Joseph Schools as the city continued to expand eastward.

The district annexed the school district known as “Electric Heights” after said district requested the takeover. Citizens living in Ashland also appeared before the board stating they were petitioning the Woodbine District to detach the Ashland neighborhood and were hoping to become part of the St. Joseph District. In December the Ashland territory was annexed by the St. Joseph School District. (Board, 1905, October 3) In January the Maxwell School District was annexed. (Board, 1906, January 2)

In 1905, a starting teacher in St. Joseph generally made around \$40 per school month (Board, 1905, September 26). In mid-December the teachers petitioned the Board to have two weeks of vacation over the Christmas holidays instead of one. After discussion, the Board set the holiday vacation from Dec. 22<sup>nd</sup> through January 8<sup>th</sup>, 1906 (Board, 1905, December 18).

In January 1906 Benton High School was completed. On a sour note, Judge Porter, the well loved district attorney died. Mr. H. K. White was appointed his successor at a salary of \$50 per month (Board, 1906, January 6, 18).

Mr. N. C. Bruce, Principal of Bartlett High School, advised the Board of the upcoming visit of Booker T. Washington, who agreed to speak in St. Joseph in an opera house or hall. Mr. Bruce asked the Board’s permission to charge a small fee of admission to defray some of the expenses. The board endorsed the undertaking. Permission was later given to entertain Mr. Washington for lunch at Bartlett School as long as they stayed within a prescribed limit (Board, 1906, April 3).

In mid-April, the Board put a bond issue before voters for \$250,000 for erecting new buildings and remodeling old structures. The board declared the election void after they were unable to get the results. No tally sheets were kept, as required by law. In eleven of thirty precincts no legally certified poll books showing the results were ever returned to the board. Two precincts failed to make any return, either to the board or anyone else that showed the results of the election (Board, 1906, April 10).

The School Board appointed Superintendent J. A. Whiteford to a two-year term at an annual salary of \$3000. Mr. H. H. Smith was appointed Secretary of the Board at an annual salary of \$2220 (Board, 1906, May 1). The Board also purchased the picture of long time Superintendent Neely from Mr. Carl Gist for \$25 (Board, 1906, March 6).

Mr. Thos. Kelly submitted the enumeration for the district. There were 42,467 children between the ages of 6 and 20 living in the city. Only 28,709 of these lived within the district boundaries (Board, 1906, May 15).

The district decided to try again with a bond issue in November, 1906, for \$300,000. This time the election went smoothly and the issue passed with 3514 yeas and only 707 nays (Board, 1906, November 2). The building committee recommended many projects. A full list of the projects can be seen in Appendix D.

Contracts were awarded on most of these projects. The Benton contract was awarded for \$65,000, Humboldt for \$53,800, McKinley for \$37,400, and a new school at 34<sup>th</sup> and Renick cost \$8,500. The Board decided to call the new building "Blair" named after the late United States Senator Francis P. Blair of Missouri (Board, 1907, May 13-August 12).

During this period of building the Avenue School was disbanded (Board, 1907, June 17). The Steinacker building was abandoned with the completion of the Humboldt additions. The students from Steinacker were transferred into Humboldt and Washington schools. (Board, 1907, November 13)

It wasn't long before the district passed another bond for building. In May of 1908, the patrons of the district voted 2828 yeas to 590 nays for a \$500,000 bond (Board, 1908, May 25). This bond helped the district buy more property, remodel buildings, and pay for the projects not completed under the last bond.

Property for a new Robidoux School was purchased by the Board from a church for \$12,500. The board sent out bids for the 12 room building complete with an auditorium to hold 1000 people. The construction was to be fire proof and the building was to have a complete steam fan heating system and there was to be individual closets for toilets (Board, 1908, August 5).

Principals' salaries at this time were based on the number of teachers in the building. For schools that had 4-6 teachers, including the Principal, the salary was \$80 per school month. For schools with 7-8 the salary was \$100 per school month. For those with 9-11 teachers the salary was \$105 per school month and for schools with 12-13 teachers the salary was \$120 per school month. Fourteen or more teachers in a building allowed the Principal a salary of \$125 per school month (Board, 1908, July 7).

Benton was apparently having trouble keeping older students in school. In September 1908 the school had 63 students in 7<sup>th</sup> and 8<sup>th</sup> grades, 40 in 9<sup>th</sup> grade, and only 11 in 10<sup>th</sup> grade. There weren't any students listed for grades higher than the sophomore year. The board ordered classes taught only through the second year of high school for the current school year. It was hoped to be able to add a year each year if the classes will stay large enough to be sufficient to hold class. Benton High School received students from Hosea, Hyde, McKinley, Florence, and Pettepier Schools. It was decided to send

Hyde's 8<sup>th</sup> graders to Benton. The other feeder schools apparently already did so (Board, 1908, September 14).

Arthur (A. L.) Loving was elected assistant secretary to the Board after months of balloting. Mr. Loving would later take over the Secretary position and would remain there for many years (Board, 1908, August 10).

Douglas School bid was awarded for \$4079 (Board, 1908, August 28). The Maxwell School Addition contract was awarded for \$11,477 (Board, 1908, October 13). The contracts were awarded for the new Robidoux building for a total of \$128,000 (Board, 1908, November 30). Everett School contracts were awarded for a total of \$44,300 (Board, 1909, May 3-10). The Neely contract was awarded for a total of \$38,000 and the Hall school contract was awarded for \$33,000 (Board, 1909, May 10).

The board decided after numerous requests that the use of the auditorium for basketball and other gymnastic entertainment be left up to the Superintendent with power to act (Board, 1908, December 14).

The school commonly called the "High School" was originally called "Central High School" but has not been called that for awhile. Since there were now three high schools, it was decided to once again call the school at Thirteenth and Olive "Central High School" (Board, 1909, February 1). Even though this action took place, the later Board minutes still talked about the "High School" years later.

In May the board offered a reward of \$150 for information leading to the arrest for those involved in dynamiting Robidoux and McKinley Schools (Board, 1909, May 31). The Board minutes didn't specify how badly the buildings were hurt.

A salary schedule was adopted for Principals. It ranged from \$800 for those in buildings with only one or two teachers to \$1350 per year for those in building with sixteen teachers. A schedule for elementary teachers was also adopted. It ranged from \$350 per year for 1<sup>st</sup> year teachers to \$800 per year for those with 15 or more years of service. High school teacher salaries ranged from \$750 per school year to \$1360. The High School Principals (and one assistant Principal at Central) salaries ranged from \$1260 to \$2180 for being Principal at Central High (Board, 1909, June 28).

In the summer of 1909 two additional contracts were awarded. Washington School contract was awarded for \$48,700 (Board, 1909, June 12). Central High School gymnasium contract awarded for \$18,260. (Board, 1909, August 23)

With the start of a new decade a milestone was reached in the St. Joseph School District. In February, 1910, the board observed that Central High School reached the 1000 student mark, standing at 1014 students.

On June 30, 1910 the board voted to abandon the Pettepier property and transport the students of that school to the McKinley school. The next month the board agreed to

sell the Pettepier property for \$1500.00. The South St. Joseph Transfer and Livery Company was awarded the contract for transporting the Pettepier district children to McKinley for \$75 per month.

The Board passed a motion that pupils having smallpox, diphtheria, scarlet fever, scarlatina, croup, or cerebra spinal fever must have a certificate from the Health officer. This certificate had to state that the premises where the diseases existed have been properly disinfected and fumigated for a minimum of 10 days before the student could return.

Schools were closed for the Interstate livestock and horse show in September (Board, 1910, August 23). In October, 1910, H.G. Krake, Commissioner of the Men's Business League was given permission by the board to get with the Superintendent in order to come up with a pamphlet advertising the benefits of St. Joseph Schools and other advantages that St. Joseph had (Board, 1910, November 16).

In late 1910, the district opened a night school four nights a week in the McKinley school. The school was open to adults aged twenty and up for \$1.00 per month and was free to persons between the ages of fourteen and twenty. Two teachers were hired for \$3.50 and \$3.00 per night. The courses were English (reading and language), spelling and writing, arithmetic, civics including matters of local government, duties of American citizenship, and hygiene. It lasted less than one year. After that the McKinley building was leased out (Board, 1910, December 12).

The Christmas vacation was changed in 1910-1911. The original had from Dec. 22-Jan.1 off. The change made the vacation begin on Dec. 16 and end on Jan. 3<sup>rd</sup>. A week was added to the end of the school year (Board, 1910, December 15).

Outbreaks of disease were always a concern during this time period. The district took many precautions to help prevent outbreaks. The board had to purchase some new football equipment in 1911 because many articles had to be destroyed on account of danger of smallpox at Central High School (Board, 1911, January 9).

During this period students were required to purchase their textbooks that were used in the classroom. Each grammar school was given a sum not to exceed \$150.00 for the entire district to allow for the Principals to requisition funds in order to pay for textbooks for the pupils from families too poor to buy their own (Board, 1911, February 11).

The Board made several property changes in 1911. The district bought lots 1-13 in block 13 for \$14,340 (Board, 1911 March 16). The Steinacker property was sold for \$6,650. This property is lots 7-9 in block 19 in the Robidoux Addition. Wilkenson Lodge #26 A. F. and A. M. purchased it (Board, 1911, April 10).

In April 1911, the Spring Garden School District asked the St. Joseph School District to annex part of their district. The St. Joseph district agreed. Lake Boulevard

bound the area affected on the north, on the east by 28<sup>th</sup> Street, and on the south and east by Saxton Road (Board, 1911, May 13). In August 1911, part of the Pickett School District was annexed by St. Joseph Schools (Board, 1911, September 11).

The school district added time to the schedule for the 1911-1912 school year. The school day was changed to let out at 1:58 instead of 1:20. This allowed six forty-five minute sessions and one sixty-five minute session (Board, 1911, September 11).

The President of the Board Judge Henry W. Burke died in March, 1912. Judge Burke was on the board for twenty years. The Board ordered school to be closed early for Judge Burke's funeral (Board, 1912, March 27).

J.A. Whiteford was appointed Superintendent for another 2 years with a salary of \$3600 per year. A.L. Loving was appointed secretary and purchasing agent for two years at \$2100 per year. Teachers were generally making from \$900-\$1200 per year. The attorney for the district made \$780 per year, the Superintendent of Buildings and Chief Engineer both made \$1500 per year. The stenographers for the superintendent of schools and the secretary made \$780 per year and \$60 per month, respectively. The lower level secretaries made around \$25-\$35 per month and the telephone operator made \$25 per month. The Principal at Central, Mr. F.C. Touton made \$2500 per year and had 2 months off in the summer (Board, 1912, March 27).

In June the Board purchased a motorcycle for the Chief Engineer (Board, 1912, June 10). Later in the school year the Board changed its mind and purchased a Ford runabout for \$450 and the "Thor" motorcycle as trade for the Chief Engineer. The purchase was made at Farmer Auto Company (Board, 1913, January 13).

In July the board agreed with the High School Teachers Committee and changed the method of figuring teachers salaries. Beginning teachers made \$720 per year. Teachers made from \$810-\$945 for years two through four. When teachers reached their fifth year they made \$1045 per year (Board, 1912, July 12).

Grammar School teacher salaries ranged from \$450 per year to \$810 per year during this period. Principals made from \$810 per year up to \$1260 per year depending on how many teachers were in their building. Supply teachers received \$225 per year plus \$1.25 for each day they were in actual service for a teacher (Board, 1913, October 13).

The board made rules barring any students from joining any secret societies with penalty for doing so suspension from schools. Students who were members the previous year were barred from any public functions unless they resigned from the society. They talked about fraternities and sororities (Board, 1912, July 29).

Lincoln School asked for another teacher but was refused. They had classrooms with 32, 25, 41, 23, and 31 students except for the classroom that the Principal taught. He had 14 students. The Superintendent said other schools had "much larger" averages and the request was denied (Board, 1912, December 9).

Mr. Clarence Innis with the Street Railway Company asked permission to hand out blotters to the school children to explain the dangers of streets and cars. This request was allowed (Board, 1913, January 13).

The district had a summer playground program at Musser, Humboldt, Floyd, Young, South Park, and Everett. They hired a man and woman at each location to guide the youngsters in activities at the different playgrounds. They also kept track of each student's grade, sex, nationality, name, and distance from home. The woman at each site had responsibility for the children under 10. The man was in charge of all boys and those students over 10. The playground was open daily until dark with a lunch and supper break on every day except Sunday. The supervisors were usually paid \$50 per month (Board, 1913, May 12).

A resolution was introduced before the board charging that the mechanical department had proven that it was a "failure, causing useless expenses, and a loss of many thousand dollars each year." The building committee, which was in charge of the mechanical department, wrote the board a letter outlining why the department was needed and why it should stay in place. The Mechanical Department was equipped in 1907 and 1908 at a cost of \$2000 with the "best equipment available" and with the staff of the Superintendent of Buildings which consisted of four carpenters and one painter at work all year long. They also used 15 additional carpenters and painters during the summer vacation and a gang of laborers for general work. The average expenditure was \$15,000 per year. The work was done on 45 buildings, most of them large, and included the maintenance and equipment in 350 schoolrooms. Part of the work they did that seems strange to us now was to make single seats into 2200 double seats, saving the district money by not purchasing them. They also saved the district money by making doors of better quality than they could buy, and remodeling classrooms (Board, 1913, November 24).



## **Chapter 4**

### **The War Years 1914-1921**

Economic conditions were getting tough leading up to World War I. Donations from the "Thanksgiving Contribution" were reported to the board in August 1914 that provided shoes and clothing to those in need. The schools raised a total of \$162 (Board, 1914, August 10). Textbooks were bought for the first four grades for the 1914-15 school year at a cost of \$4500 (Board, 1914, September 14).

Diseases were still very worrisome to the district. Hall school was ordered closed on Nov. 9, 10, and 11 because of diphtheria. Students at both Hall and Crosby were ordered vaccinated (Board, 1914, October 19).

A bond was put before voters in April for \$650,000 for new ground, new buildings, and remodeling. The voters passed the bond with an 87% majority. The voters also passed an issue for a \$25,000 bond for an addition to the library building which contained the board offices (Board, 1915, March 31).

Benton continued to strive to improve. The district added a course in Biology, Botany, and Agriculture at Benton High School for the 1915-16 school year (Board, 1915, July 24). This helped Benton advance from a second to a first class school (Board, 1916, February 16).

Samuel Motter, Chairman of the High School Committee and member of the board put forth some suggestions to the board. The first point was that the committee believed that it would be in the best interests of the High Schools to go to a system of grading work on a percentage basis instead of a letter-marking basis. Each teacher up to this point would give an E-Excellent, S-Satisfactory, M-Medium, P-Poor, or F-Failure for each course. The percentage basis method would instead give each student a percentage grade. Many schools did this and many wrote back to the committee with the reasons why they liked it. The main advantage of the percentage grade according to the committee was that students would put forth more effort if they knew they would only need to improve a certain percentage in order to move up in rank for the class (Board, 1915, July 24).

The second suggestion was to start giving a full final comprehensive exam at the end of each term. Mr. Motter said, "In life a man should be ready to stand any test that comes before him, and he is not permitted, in life, to excuse himself from such a test by pleading that he has done good work in the past. It is my idea that the present system tends to cause the student to study to acquire information for a short time, in order to escape the examination, and then to dismiss the matter from his mind" (Board, 1915, July 24).

Mr. Motter consulted with some of the leading educators in the country on the matter. Mr. Arthur T. Hadley, President of Yale University, wrote to Mr. Motter "On most all subjects, but especially subjects like mathematics, the examination is an important test, and shows whether the pupil can do things in an emergency. Most

teachers undervalue this point. They do not see that life is a series of emergencies, and that a good education is one that trains pupils to meet them instead of trying to dodge them by pleading past merits” (Board, 1915, July 24).

Mr. C. O. Davis, Chairman of the Department of Education at the University of Michigan wrote “I believe final examination has immense value. In the first place it serves as a constant stimulation to students to do good work; it also serves as a review of the term’s work... I therefore feel that every student in the High School should be given the privilege and should secure the training that comes from an examination” (Board, 1915, July 24).

The third suggestion was to move the ending time from 1:30 to at least 3:30 in the day. The recitation period should be extended and at the end of the recitation have a supervised study. Mr. Motter stated “Many students upon coming to High School do not know how to study, and this period of supervised study under trained instructors will be of great advantage. When we attended high school, there was not much to do except study; but in this day of automobiles and moving picture shows there are numerous amusements to divert a student’s mind from his study, and in my opinion the lengthening of the days’ session will do much toward keeping a student’s thoughts directed along the line of his work, and increase the standard of scholarship of the school” (Board, 1915, July 24).

Mr. Motter talked with the Superintendent and Central Principal and both were wholly supportive of extending the school day. He also talked with the Benton Principal and since there were a large majority of boys attending that are earning their own living, it was decided that it would not be advisable for Benton to change their schedule (Board, 1915, July 24).

The committee also wanted to lengthen the high school course by two years, offering coursework currently covered by the first two years of college. This was apparently a national movement and the committee was all for it (Board, 1915, July 24).

In August 1915 it was ordered that Central High extend the school day from 1:30 to 3:30 each day. Students later presented the board a petition asking that it go back to 1:30 dismissal and the board denied the petition. A motion was made to change the grading system to a percentage system and it failed by a 3-3 vote. It was also decided to give final exams to all Central students at the end of each term (Board, 1915, August 23).

A Junior College Course was implemented at Central High subject to the approval of the state university. Tuition was set at \$40 for residents, \$60 for non-residents of the district. Teacher’s salaries were raised \$11.50/month for each college class taught (Board, 1915, September 4).

The board ordered that each school should begin exercises not to exceed five minutes per day in order to “inculcate the spirit of patriotism.” The Superintendent was directed to provide materials in the way of songs, readings, etc. (Board, 1915, November

29). The Board also again changed its textbook policy pursuant to the state act of 1913. The school board ordered that free textbooks be given to grades 4-8 (Board, 1916, March 15).

J.A. Whiteford resigned as Superintendent because of lack of support from the board after 12 years of service. Mr. Vernon G. Mays was appointed Superintendent in his place for an initial term of two years at \$3000 per year salary (Board, 1916, April 20). Mr. M.C. Prunty was appointed Principal of Central High School at a salary of \$2,250 (Board, 1916, June 26).

The board wrote a request to the Commissioner of Naturalization asking that no more notices be sent out. These notices stated that a free education would be furnished by the district. The district didn't have any schools set up for this yet and didn't want to offer something they could not provide (Board, 1916, December 11).

In February of 1917 the Board adopted some interesting rules and regulations regarding teachers. Candidates had to be at least 19 years old and not older than 45 years of age in order to apply. No married women were allowed to teach as a regular teacher. In order to become a regular teacher you had to have at least two years of teaching experience. If an applicant didn't have two years experience, they could be an apprentice for two years in the district. Candidates must have completed a minimum of two years post-high school work at a State Normal School or a four-year degree at a college or university with at least 24 hours in education. For high school teachers, although the rules do not explicitly say so, they imply that teachers must be male with a four-year college degree with at least 24 hours in education except for special circumstances (Board, 1917, February 12).

The board took bids on another school to be built in the Lovers Lane district. The bids came in high and the board rejected them. This school was to be called Whittier School. In May, 1917 the board re-bid the project and awarded a \$21,450 contract (Board, 1916, July 1).

Chancellor Frank Strong of Kansas University was asked to be the commencement speaker at Central High. He was previously Principal at Central for four years and the 1917 commencement would be the 50th anniversary of Central's establishment (Board, 1917, March 19).

The board ordered that from henceforth any teacher that was tardy would lose 20% of that day's salary (Board, 1917, March 19). It was also decided that any senior or second year Junior College student who enlisted in the Army or Navy would receive his diploma (Board, 1917, April 10).

Mr. V. G. Mays was reappointed Superintendent for one year at a \$4000 annual salary. Others appointed for the 1917-18 school year were M. C. Prunty, Principal at Central High for \$3000 salary, H. C. Westover as Chief Engineer for a salary of \$2400, and A. L. Loving as Secretary and Purchasing Agent at an annual salary of \$2750.

Vincent A. Davis was appointed Principal of North High at a salary of \$1800 per year and J. A. Bell was appointed Principal at Benton High School for \$1800 as well. Mr. Bell then resigned after 12 years of service (Board, 1917, May 7).

The board urged all employees to use the best economy. The board also ordered that all organizations be excluded from using the school buildings at night except war organizations and a few organizations that had been using them for years. They would have to pay a larger cost for the building than before (Board, 1917, November 12).

In December, 1917 the board instructed for all fire insurance on buildings to be reduced to a third of what was currently being insured in order to save money. The Chief Engineer was ordered to reduce his force to two carpenters and painters until further notice. It was also ordered that teaching of foreign languages in elementary grades be discontinued (Board, 1917, December 10).

The German English School name was changed to the Longfellow School. Another name change was changing the name of the North High School to Lafayette High School (Board, 1917, December 10).

The school district was sending used magazines to the library to be forwarded to soldiers who were overseas. The magazines instead were being sold to a junk dealer and when the librarian was asked about this, there was no reply so the school board decided to not allow any schools to give the used material to the library. Instead the Superintendent would find a Government person to handle getting the magazines to the proper location (Board, 1918, April 8).

The following is a resolution introduced by Director Aitchison. The Board passed the resolution by a 4 to 1 vote. It was ordered printed and sent to the largest 450 school districts in the nation.

Whereas throughout the educational centers of the United States the question of abolishing the German language as a subject of study and instruction in the public schools is being universally considered by the boards of public instruction; and

Whereas the only objection thereto seems to come from college professors and scientists, who fear that such a course would deprive the world of the lofty ideals, moral influence, beauty and pathos to be found in the works and song of Goethe, Schiller, Beethoven and Wagner; and also to deprive the commercial world after the war, of the knowledge of the scientific researches of German scientists; and

Whereas in the opinion of the board of directors of the St. Joseph School District, the German language of Goethe and Schiller has become a dead language, like the Latin and the Greek, a language whose high ideals and moral influence has been supplanted by the language of the Prussian, with all its degrading immoral influence and brutality, fostered, promulgated and forced upon the present generation into a race of savage beasts, whose fiendish delight in the raping and murder of innocent women and children and in the torture and inhuman

treatment of defenseless prisoners of war puts them as a race and as a nation beyond the pale of civilization. With them the love of power and aggrandizement is the only shrine at which they worship; and in them the love of humanity no longer exists. Such a nation of outlaws should be forever exterminated, and one of the most effectual civilized methods of extermination is to exterminate their language, beginning in the U.S. and ending in Germany itself. Until then the language of Goethe and Schiller should not be taught lest it should delay the destruction of the Prussian tongue as a racial language, the destruction of which we believe is necessary to the destruction of the savage beast and his brutal fiendish instincts. The scientific discoveries of German scientists and chemists can be used and understood and their scientific researches conducted after the war, as effectively and efficiently without the use of the German language as with it. In fact, from a commercial point of view if the world places its seal of prohibition upon the language, the German scientists will have no further use for it.

Now Therefore that the world may be made safe for democracy and for the peace and happiness of the world's peoples and their posterity. Be it Resolved that the study of the German language in the Public Schools of St. Joseph be abolished, as a step in the direction of eventually obliterating Prussian influence and power forever from the face of the earth (Board, 1918, May 13).

The board granted permission for Principals to have keys to their own buildings and to be able to use the buildings once/week during the summer in order to have meetings concerning sales of thrift stamps (Board, 1918, June 13). Also in June the "Smith-Hughes" Act gave federal funds to the school district to use for vocational training. The act gave the district \$2000 for an instructor as long as he gave at least 57% of his time to vocational agriculture and the rest to non-vocational subjects. The board accepted this proposal in July, 1918 (Board, 1918, June 13).

The war was on everyone's minds during this period. This became very evident with many decisions. In September the Board purchased 500 cadet uniforms (Board, 1918, September 4).

The school district closed down from October 8, 1918-November 18<sup>th</sup> and again from December 3-December 30, 1918 because of the influenza epidemic sweeping the country (Board, 1918, October 14). In April the Chief Engineer was instructed to visit New York State and Washington, D.C. in order to study the "univent" heating system (Board, 1919, April 1).

Mr. Huston Wyeth presented the board a silver cup as a prize for the 1919 military tournament. The board voted to use it for the annual tournament and to have the winning company and date of tournament to be engraved on the cup each year. They expressed thanks to Mr. Wyeth (Board, 1919, June 9).

During the 1919-1920 school year Elementary Principal Salaries ranged from \$1200 per year to \$1690 per year. Special Teachers' Salaries ranged from \$750 per year to \$1900 per year except one gentleman who had a salary of \$3000 for a 12 mo. Contract. Janitor and Engineers' Salaries ranged from \$55 per month to \$135 per month. Contracts ranged from 9 ½ months to 1 year (Board, 1919, June 9).

Even in 1919 the war was still close to many students and adults. The Central class of 1919 donated a new drinking fountain and a memorial tablet in the names of the 13 graduates who lost their lives in the war (Board, 1919, October 13). In November 1919 most of the schools had to close for some days because of lack of fuel available for heating (Board, 1919, November 10).

Apparently there was a person or a group of people who were out to get the Superintendent of Schools, Vernon Mays, for reasons that are not clear. The board unanimously did not agree with the public sentiment and believed that Mr. Mays was doing a good job. The board heard testimony for about ten days from over 400 teachers and some principals and only fifty stated that they thought Mr. Mays lacked executive ability. The board believed this idea was based from "personal prejudice growing out of personal grievances" (Board, 1920, February 23).

The board decided that due to public opinion, they could not put Mr. Mays back into the superintendent role, but decided he was too valuable and had put in four good years to let him go. They offered him the Principal position at Central at a salary of \$4500 per year. Mays declined the offer (Board, 1920, February 23).

The board offered the job of Superintendent to John W. Thalman at a salary of \$6000 per year. Thalman accepted. Thalman was previously the Principal at Central High School (Board, 1920, February 23).

Other appointments for 1920-21 included the appointment of O. S. Wood to Principal at Benton High at a salary of \$3,000. The Board also appointed an Assistant Principal at Benton. Miss Jessie Lomax was appointed at a salary of \$2,000 "per year with special attention to welfare of girl pupils." Miss Calla Varner was appointed Vice-Principal at Central High for a salary of \$2,250 per year. R. W. Polk was made Principal at Robidoux Polytechnic High for \$3,000 per year. R. L. Denning was made Principal at Lafayette for \$3,000 annually and A. W. Reason was appointed Principal at Bartlett for \$1800 per year (Board, 1920, May 10). Mr. Wood was later changed to Central Principal and given a \$3600 salary. W. D. Armentrout was appointed to Benton Principal at a salary of \$3000 per year (Board, 1920, May 13).

The Board was forced into some changes for the 1920-1921 school year. A resolution was passed stating that the automatic increase in teachers salary be suspended for the following year. The Board also put in a reduction in force for the maintenance department. Only absolute repairs were to be made on buildings. They did these and other cost-saving techniques in hopes of giving each teacher a flat \$200 raise across the board (Board, 1920, May 13).

In September the Board ordered a scholarship to be given to the honor student of each graduating class of the white high schools beginning with the class of 1920 to the Junior College (Board, 1920, September 14). In attempt to save more money the Board eliminated the positions of Assistant Superintendent and the male Vice-Principal at Central High School (Board, 1921, February 14).

## **Chapter 5**

### **The Roaring Twenties 1921-1929**

At the close of the war the St. Joseph School system was still having some financial difficulty. The patrons of the district were still very positive towards their schools. It was rare to have any bond or levy issue denied. The post-war era saw the district improve many of its buildings as seen in Appendix D. The Strayer Report gave some direction to what the city could have done with its schools but the resulting issue just barely failed although later bond campaigns were roaring successes.

At the close of the 1920-1921 school year the enumeration was taken. There were 8394 white males, 8360 white females, 465 colored males, and 408 colored females in the district. This totaled 17,627. Of these, the district reported that there were four dumb, eight deaf, one blind, twenty-seven crippled, and forty-two feeble minded capable of instruction. The special students total 82 (Board, 1921, May 13).

Character education and morality was a big issue in the early twenties. The Superintendent was ordered to install a system of devotional reading each day in all schools. Also in August, the Board ordered the secretary to confer with the PTA in order to form a committee to consider the question of a uniform system of dress for girl pupils in the high schools (Board, 1921, August 25). The board also voted to not allow any social dancing in any of the schools (Board, 1921, September 6).

After consulting with the PTA ladies on the question of girls' dress, the board recommended "the abolishment of over-dressing in the high schools, by both teacher and student- and strongly condemn the wearing of expensive apparel, jewelry, silk hose and high heel shoes or slippers- and request the cooperation of parents and students in an effort to effect a simple and sensible school costume- and we further recommend that a lack of observance of the sentiments herein expressed be regarded unfavorably by the Board of Education, the Parent-Teachers Association and the student body and disloyal to the best interest of the schools- And failure to observe the ideas expressed herein will be regarded as an attempt at snobbishness- We respectfully request the assistance and cooperation of every parent and the student body to the end that a sentiment may be created making effective this attempt to get back to the sensible and normal dress conditions" (Board, 1921, September 8).

The school district continued to expand. The Board accepted part of School District No. 19, commonly called the Spring Garden School District. St. Joseph Schools took over the area in the Howard and Zimmerman Subdivision (Board, 1921, October 10). The board ordered 1.57 acres of land northeast of Krug School to be released to the city at a price to be determined later. The city Park Board wanted to use the land (Board, 1922, December 11).

In January 1923 the Board minutes reported that Lincoln School teachers and students raised enough money to buy a moving picture machine. The Board let go three teachers because they were getting married. Central was allowed to go to a seven-period day instead of five-period because of overcrowding (Board, 1923, January 8).



The board accepted a building survey that they authorized Strayer and Engelhardt to complete for \$5,000 (Board, 1923, January 30). George D. Strayer and N.L. Engelhardt were professors at Columbia University in New York City. The Report was 103 pages long and gave an overview of the welfare of the city and district and put together a building inventory and proposal for the district.

The board and many patrons were concerned with the state of affairs in St. Joseph. St. Joseph had a population of 8,932 in 1860 and by 1900 the population had grown close to 70,000 (even with a corrected figure according to Strayer). But by 1920 the population had only reached 77,939. From 1910 to 1920 the urban growth of the United States was 29%, Missouri 13.5%, and St. Joseph 0.7%. Urban growth accounted for 83% of the overall growth in the United States during this time period. In Missouri this was much more pronounced with 169% of the growth in cities. So in summary, the patrons of St. Joseph were very worried because even though the cities in Missouri were growing very rapidly, St. Joseph was not (Strayer, 1922).

The composition of the population of St. Joseph was mostly native born whites. Native whites from native parents made up 68.7%. 10.9% were native born whites from foreign born parents and 6.7% were native born of mixed parentage. Foreign born whites made up 8.2% of the population and 5.4% were colored (Strayer, 1922).

The Strayer Report reported on very bright spot for the city and that was the proposed parkway that was being planned. This parkway was to help develop residential neighborhoods, particularly in the east and northeast part of the city. Most of the city was still on the west side of 22<sup>nd</sup> street although the central part of the city was developed out to just east of 28<sup>th</sup> street (Strayer, 1922).

There were 14,174 school age children in St. Joseph in September, 1922. The public schools had 12,147 students attending. It was also noted that certain areas of the city made up most of the high school population. There were other sections of the city from which only a few of the children attended school past the elementary period (Strayer, 1922).

Another problem confronting the School Board and district was the wide range of ages in different grades. In three of the elementary grades there was a difference in ages of the children of nine or more years between the youngest in the grade and the oldest. This was in the white schools. The colored schools showed an even greater difference. In the elementary schools in St. Joseph, only two out of every five children made normal progress, or were able to move from one grade to the next within one year. This resulted in over half of each grade made up of children too old for their grade (Strayer, 1922).

One solution to help matters would be changing the organization of the district. Many schools in the nation were changing from the 8-4 plan to newer models that were supposed to help children transition between elementary and high school and should help schools adjust to the needs of their pupils. The proposal was to change from the 8-4 plan to a K-6-3-3-2 plan. The Junior College was already in place in St. Joseph and was

operating successfully. The plan would have schools for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades and then some for 10<sup>th</sup>-12<sup>th</sup> grades (Strayer, 1922).

The adequacy of the school buildings were believed to be very inferior for a city of the size of St. Joseph. Of the 29 elementary schools, only 7 had a capacity for over 400. It was stated by the authors that “all recent educational theory and practice have emphasized the importance of large elementary school plants where a modern system of classification and grading may be put into effect and where all special room facilities which are needed for social and physical education purposes may be provided so that all of the aims of education can be attained.” A desired elementary school would have between 32 and 48 classrooms (Strayer, 1922).

St. Joseph, like many school districts, had Strayer and Engelhardt take a measurement of the school plants in order to see whether a child’s physical and educational welfare was being met. The most common method of measuring, according to the authors, was the “Strayer-Engelhardt Score Card for Measuring City School Buildings.” This method divided the scoring into five major categories: the site, building or building structure, service systems, classrooms, and special rooms. There are 1000 points possible for each school plant (Strayer, 1922).

The four white high schools all received scores between 409 and 575 with Lafayette and Benton at 570 and 575. Old Central was given the 409 and Robidoux 521. The white elementary schools had nine schools receive between 524 and 734. These were Bliss, Whittier, Neely, McKinley, Everett, Washington, Hosea, Hall, and Sherwood in order of rank. The other twenty white elementary plants scored between 194 and 458. The three colored schools received low scores as well with Bartlett at 387, Douglas at 310, and Lincoln with 259 (Strayer, 1922).

When scores of St. Joseph were compared with other cities in the U.S. it became evident that St. Joseph was lacking in plants that compared to the best in other cities even though St. Joseph had some buildings that were fairly new. Strayer and Engelhardt suggested the elimination of eight elementary plants. If there was an elementary school in each section of the city, each with a boundary ½ mile in radius of the building then there would be 23 elementary schools. They suggested the district expand six current schools (Neely expanded to hold 1200 students) and build 17 new elementary schools (Strayer, 1922).

The recommendation for the new Junior High schools was to have six plants. Benton and Lafayette would work nicely for Junior High schools. The other four sites would be new buildings in the vicinity of Pacific and 22<sup>nd</sup> St., Mulberry and 25<sup>th</sup>, Karnes Road and the east edge of the district, and Main St. and the north edge of the district. The plan for the high schools was to build three new plants according to the consultants. Basically, there would be one for the north end, the central section of St. Joseph, and one for the south end of town (Strayer, 1922).

The planners didn't think all of these buildings and sites could be procured at once. They suggested the district try to pass a \$3,000,000 bond issue which would pay for many new buildings, sites, and re-modifications in the plan. The assessment concluded that St. Joseph had not kept pace with other cities in its class. According to the report, only with the passage of this bond would St. Joseph attain a high educational rank among comparable cities (Strayer, 1922).

The school levy was increased by the voters in April, 1923. The 1922 tax levy was \$1.17 ½. In 1923 this figure was reported at \$1.22 ½ (Board, 1923, April 9).

The board put together a citizens committee of 50 people to study the needs of the district. The committee put together a large list of projects which would alleviate many of the needs of the district according to the Strayer Report. These projects can be seen in Appendix D. The amount of money needed would be \$2,500,000 and would be put before the voters in May, 1923. The committee also recommended the Board adopt the K-6-3-3-2 plan of organization for the district (Board, 1923, April 13).

A group of Protestant ladies requested the board authorize the use of Bibles in school. The board ordered a committee to look into the Omaha and Atchison school districts on their plan of religious instruction for their children (Board, 1925, June 11). The committee recommended that a conference be held between the leaders of the Catholic, Jewish, Protestant, and Christian Science Churches and the Board to decide the question of reading Bible selections in schools or having religious instructions of the pupils in the various churches (Board, 1923, July 16).

During the next meeting the board discussed reading scriptures in school and wanted the attorney to give an interpretation of the statutes as to reading the Bible in school at the next meeting. In the August meeting the attorney gave an interpretation but it wasn't given in the minutes and no further action on the subject was apparently made (Board, 1923, July 16).

The board decided to run a \$3,000,000 bond proposal in December for new buildings, building sites, and remodeling. The issue had to have 2/3 yes votes for passage. The bond failed by a 7448 affirmative to 6799 negative vote. There was a citizens committee of 100 led by James E. Cox that worked on the issue. This committee nominated seven of its members to work with the board on the passage and implementation of the bond if it passed. Those members were Mr. Frazier Ford, Mr. W.F. Kirkpatrick, Mr. John McDonald, Mr. Thomas Ritchey, Mr. Milton Tootle, Mrs. R.A. Brown, and Mrs. L.J. Eastin. The board also authorized a bond parade on the Friday before the election that included all the school children (Board, 1923, November 30).

The board, by a 5-1 vote, authorized the Superintendent to institute the reading of the Bible without comment in the grade schools. Any child who presented a signed written statement could be excused from the reading. The board ordered each grade school room to be provided with a Bible (Board, 1924, February 11).

Most teachers and Principals took the same salary for 1924-25 because of a tight district budget. The Superintendent (John W. Thalman) asked and received a 5% discount on his salary. He then resigned a month later for reasons not mentioned (Board, 1924, May 12).

Glenn Deatherage, Principal of Central also resigned. Calla E. Varner was appointed Principal at Central at a \$3900 salary and David Hopkins was appointed Asst. Principal at a \$2400 salary for 10 months (Board, 1924, May 12). C.A. Greene was appointed Superintendent of Schools for two years. The first year of Mr. Greene's contract called for a salary of \$6000 and the second year at \$6500. In addition, the contract gave Mr. Greene an allowance of \$40 per month for expense and upkeep on his car (Board, 1924, June 20).

The school district ran a bond issue in June of 1925. The measure passed by a 2227 to 386 vote. The bond allowed for \$300,000 for buying land and remodeling and building new buildings (Board, 1925, June 22). The improvements that the bond money provided can be found in Appendix D.

The board apparently approved a boundary change for the Everett School children although no actual acceptance of the recommendation by the board is found in the board minutes. There is extensive discussion and some talk of assigning an attorney to the Everett case. The reason for the boundary change was because of the overcrowding at Central. Central High School had for some time gone to ½ days for its students because of overcrowding. Central also housed the Junior College. It was the opinion of two committees to take the students of Everett and divide them into the Field, Garfield, Longfellow, Musser, and Young schools. Then the Junior College could use the Everett building for most of its needs. Central then could go back to a full day schedule. The enrollment of the elementary schools had gone down by 208 over the past year just in the above five schools while the Junior College and Central attendance had increased. The student enrollment in five year intervals from 1915 through 1925 can be found in Appendix E (Board, 1925, July 31).

The board paid the dues for the North Central Association for Colleges and Secondary Schools. The fees ranged from \$5 to \$25 for the Junior College. Bartlett and Robidoux High Schools never qualified for membership according to the board (Board, 1926, October 11).

The district ran a night school in the fall of 1926. The district charged a "forfeit fee" of \$1.00 per student. The student was returned the \$1 if they completed the course. There were three terms of classes with 6 or 7 courses offered each term. The state of Missouri reimbursed the district for most of the cost of the night school because of the Vocational Aid Law. The long list of classes were Costume Design, House furnishings and Decoration, Foods, Sketching; Blue Print Reading, Elements of Electricity, Show Card Writing, Industrial Millinery, Elementary Dressmaking, Spending the Income, Problems in Child Feeding, Mechanical Drawing, Principles of Electric Machinery, Window Display, Industrial Dressmaking, Home Millinery, Home Management, Home

care of the sick, Architectural Drawing, Care and Storage of Batteries, Theory and Mixing of Colors, and Radio Mechanics (Board, 1926, October 11).

The district created a salary schedule that had three columns with 15-17 steps in each category. The first column was for teachers that had no teaching degree but had 60-120 college credit hours. The second column was for teachers with a 4-year college degree and the third column was for those who had a master's degree in education. The non-degree teachers made from \$1000-\$1700 per year. The teachers with a 4 year education degree started at \$1200 and went up to \$2100 for year 15. Teachers with an advanced degree started at \$1300 and ended at \$2500 in year 15 (Board, 1927, April 18). The board adjusted all salaries to 6% under the salary schedule for the upcoming school year. This applied to all employees except janitors and Engineers (Board, 1927, May 9).

The schools of St. Joseph, like schools all over the nation had buildings for its white students and buildings for its black students. The Board made some adjustments in September of 1927 in an attempt to try to make them comparable. The Board wrote, "Whereas it has been the purpose of this Board of Education to provide facilities and conveniences for the Negro schools that are provided for the White schools, therefore, we recommend that a cadet teacher be appointed for the three Negro Elementary Schools, thus giving them relatively equal and similar service as enjoyed by the white schools (Board, 1927, September 12).

Mr. C. A. Greene resigned as Superintendent after the 1927-1928 school year. A letter from Mr. Greene told the board that the reason for leaving was to "go to a different state where the school financial problems were not so acute and vexing as they are in Missouri" (Board, 1928, May 14). David W. Hopkins was chosen as the next Superintendent at a salary of \$5000 for the first year and \$5500 for the second year (Board, 1928, April 9).

The elementary grades that were being conducted at the Home of Little Wanderers were discontinued and the children were allowed to attend Sherwood School (Board, 1928, May 28). Later that same year the patrons of the district passed a bond issue of \$2,180,000 for site purchases, building and reconstructing school houses by a 16,256 to 2,059 vote (Board, 1928, November 12).

Mr. Hopkins didn't last long. He resigned in January, 1929 with no reason stated (Board, 1929, January 14). Mr. F. H. Barbee was appointed Superintendent at a salary of \$6000 for the current year and \$6500 for the second year plus \$40 per month for automobile operation and maintenance (Board, 1929, February 18).

Some revisions in the teachers' rules and regulations were implemented by the Board in May 1929. Teachers with less than 90 hours of college credit hours were required to attend summer school at an approved school. Teachers with between 90 and 120 college credit hours were required to attend summer school at least once every four years. Teachers with over 120 hours were required to attend summer school at least once every six years. Teachers could visit other schools up to one day each year and then they

were to report on their visit. All employees were expected to keep their debts paid and in good standing (Board, 1929, February 18).

The Board approved many contracts on different bond projects towards the end of the 1928-1929 school year (Board, 1929, July 8). These project bids can be seen in Appendix D. It is interesting to note that the projects were given out just prior to the Wall Street crash that partially led to the depression of the 1930's.

In August Benton became a junior high as well as a high school. This raised their number of pupils to between 800 and 900. Lafayette was to start a junior high for the second semester (Board, 1929, August 26). Later in the year the board decided on ninth and Logan for the new Ernst-Krug school. The cost for the school was thought to be around \$160,000 (Board, 1929, December 9).

## **Chapter 6**

### **The Depression Era 1930-1935**

The board decided to make a standard rule for the use of the school buildings. From this point on the Central, Robidoux, and Lafayette auditoriums could be rented for \$30 and other schools for \$10 to community groups for meetings of an educational nature. Absolutely no political meetings were to be allowed (Board, 1930, March 10).

The following was recommended by F.H. Barbee, Superintendent of schools, and approved by unanimous vote. "In order to be consistent in naming of schools, I am suggesting that we select a suitable name for the new Garfield-Jackson School. A school should be named in such a way that the name becomes an inspiration to the student body, and about which the many activities may center. Since this is the semi-Centennial of the famous Thomas A. Edison and since perhaps no American citizen has done more to benefit the public than he has I would suggest that we christen the new Garfield-Jackson School, the Thomas A. Edison School" (Board, 1930, March 10).

The board asked for recommendations from the Superintendent in trying to save money. Mr. Barbee came back to the board with some recommendations. One idea was that high school classes should have at least 15 students to be offered except in unusual circumstances. He also thought each high school teacher should carry an adequate academic load. The estimated average load would be 150-160 students per day. Each teacher should teach 5 classes per day. For elementary schools Mr. Barbee thought classrooms should have around 40 students per room. Some might be more, others a little less (Board, 1930, May 22).

The board decided it would be a good idea to "offer the advantages and privileges of a Junior High School to the children of the east side of the city." Bliss was changed from an elementary to a 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade building. The elementary students who attended Bliss were sent out to Sherwood, Hall, Blair, and Musser and those same schools sent their junior high students to Bliss. The expected enrollment for Bliss was 400. The only addition that the building needed to become a junior high was showers (Board, 1930, June 9).

The annual report for the district in 1930 showed the attendance figures for the different schools. The Junior College had a 99% daily attendance rate with an average of 276 students. The senior high schools had a 94% daily attendance rate with an average of 2369 students attending. The junior high schools' daily rate went back up to 96% with an average number attended of 1025 students. The elementary schools had a lower attendance rate of 93% and an average number attended of 11,136. The total enrollment for the district in 1930 was over 14,800 (Board, 1930, June 9). This number seems in contrast with the numbers of other records and especially with the enrollment figures of 1931 which are listed in Appendix G.

Many contracts were awarded in 1930 for additions to schools and for new buildings. Most of these are listed in Appendix E. The new Thomas A. Edison school

contract was awarded for \$165,000 as well as the Webster contract for \$157,000 (Board, 1930, March 24).

The board set aside \$160,000 for the new Ernst-Krug school and \$130,000 for the Hyde School. The board was having a very difficult time figuring the best location for the new Ernst-Krug school (Board, 1930, June 9). The board finally agreed on a location for the new school and decided to call the school Charles A. Lindbergh School. The new school cost \$143,520 (Board, 1931, May 1).

The board also approved a contract for the new Central High School for \$596,267 (Board, 1930, August 7). Hyde school contract was awarded for \$128,801 (Board, 1930, November 7). The Green Valley School name was changed to John J. Pershing School (Board, 1930, August 11).

For the first time the district offered classes for crippled children. The district used the Garfield for those classes (Board, 1930, August 11).

Apparently some patrons didn't like the idea of Bliss becoming a junior high. The board expressed appreciation to the faculty, students, and administration of Bliss for doing a great job during their tough week. They also created a resolution to let the patrons know that the school was now to be used for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades only and if children not in those grades tried to enter the school Police Officers would be on duty to enforce the rules of the district (Board, 1930, September 13).

On January 26, 1931, the students of Garfield and Jackson transferred to the new Thomas A. Edison School. The pupils of Webster were transferred to the new Webster and the pupils of Wyatt School were transferred to Washington and Webster schools (Board, 1930, December 8).

The district ran another bond issue for \$1,250,000 to pay for new building sites and building and remodeling school buildings. The patrons voted 5314 yea votes to 4893 nay votes. The bond issue failed and the board was left with some "deplorable buildings" with no money to fix them with. The Building Committee stated to the board that Old Central High was in the poorest condition and would need some immediate work. Musser School was not deemed worthy enough to sink any money into (Board, 1931, June 8).

Mr. A.L. Loving resigned as the Secretary of the Board after a long service to the school district. Mr. L.M. Haines was appointed to take his place at a salary of \$3000 (Board, 1930, June 15).

The students of Ernst, Maxwell, and Krug went to Lindbergh when it opened in October 1931. The Maxwell students were housed at Krug during construction of Lindbergh. This would give Lindbergh a student population of 564 (Board, 1931, September 14).



The district sold the Krug School to the Brotherhood Masonic Temple Association for \$5000. The Ernst building was sold for \$400 on the condition that it would be torn completely down and cleared by March 1, 1932. They also sold the Jackson building for \$510 (Board, 1931, September 23).

The Finance committee reported the effects of the current depression on the school district. The assessed valuation had dropped from \$90,000,000 in 1928 to \$83,500,000 in 1932. Also, the percent collected of the assessed valuation had fallen from 91% in 1925 to a current 80% collection rate. All of this resulted in a \$400,000 loss in revenue for the district from the past year. Along with losses in state aid, interest, and loss in tuition, this resulted in over \$500,000 loss in revenue (Board, 1931, December 14).

The board was unable to find any banks to offer bonds on the district's money so they decided to go against statutory requirements because of unavailability of services. They decided to go with four banks that did not offer any statutory bonds (Board, 1931, December 29). This continued to be a problem for the next two years as banks were extremely cautious after the financial collapse of many lending institutions.

The board granted Christian Brothers High School the request to have their basketball game with Central High School at the new Central gymnasium. It was Christian Brothers turn to host the annual game (Board, 1932, January 11). This request was granted again in 1934.

Over 3,000 people visited Central High School's Open House celebrating the new school (Board, 1932, April 11). The school was still not finished however. The board decided to ask the voters for \$160,000 in bonds for school building renovations and property. The district did not have enough money to furnish Central High School although many in the city were working on coming up with the funds to be able to open the school. The Special Election came up just shy of passage. Over 65% voted in favor but this fell short of the 2/3 required vote (Board, 1932, June 13).

A letter was drafted and ordered sent to each employee of the district. The board decided to go ahead and carry out the full school term for the 1931-32 school year even though the funds were probably not going to be there to meet their obligations. The letter was asking employees if they would be willing to donate their services if such funds were not available to pay them (Board, 1932, May 9). This same letter was sent again in March 1933 (Board, 1933, March 16). All but four of the employees agreed to work until the end of their contract regardless of whether they got paid or not (Board, 1933, April 10).

Superintendent Barbee's request for a part-time school for the colored children was approved by the board. Mr. Barbee said he had felt the need for a Part Time school for some time and was going to use a room in the Library Building that the R.O.T.C. had previously been headquartered. Many citizens and property owners in the city later protested any use of the public library for a colored school so the district was forced to

arrange to use a room or two in one of the colored school buildings (Board, 1932, July 20).

The board expressed appreciation to the PTA, the Salvation Army and the subscribers to the Emergency Fund of the Community Chest for their work and funding for free lunches, free shoes, and free milk for the under privileged children in the district. The district weighed all children in September and those children who were considered underweight were given free milk for the year. They again weighed the children in February and March to see what progress if any was made. The percentage of underweight children went from 21% in the fall to 12 ½ % in the spring. There were 567 children given milk (Board, 1932, August 12).

The Board again ran a \$160,000 bond issue to help in the desperate need for funds. New Central High was still not being used because the district was unable to furnish the building. The voters turned out in high numbers but the issue fell short once again with 61% voting in favor (Board, 1932, October 10).

The board accepted the offer from the city and county welfare boards to allow workers working through the welfare board to provide without charge the necessary labor and machinery to finish the grading of the New Central High and the Webster building site (Board, 1932, November 21). The board also later accepted the same type of offer from some men in the south end of town to work on some grading of the Benton Athletic Field. The district purchased 12 wheelbarrows and enough shovels to keep them operating (Board, 1933, January 16). Lafayette and Lindbergh also took part in the Welfare Program (Board, 1933, January 30).

The board used some of its leftover bond money (there wasn't much) to buy some cabinets for the New Central building and decided to use whatever old furnishings it could find to be able to open up. Most of the equipment was junk but the patrons of the district wanted the building opened, regardless of what it took. In order to take some of the old equipment out of Old Central and move it to New Central, the students at Central, Robidoux Junior High, Field, Young, and the Junior College were let out an extra ten days for holiday from January 20-January 30, 1933. Robidoux Junior High was going to be moving to Old Central and the 7<sup>th</sup> and 8<sup>th</sup> grade students of the Neely district moved into the Robidoux Junior High (Board, 1932, December 7).

Each month the tax collection for the county kept coming in lower than expected. Even though the board felt it was budgeting very conservatively, the revenues kept coming in lower forcing the district to be extremely prudent with its available resources. A letter was received reporting that the state and federal governments did not guarantee any funds after January 1, 1933, for Home Economics or Vocational Programs. Many of these were eliminated in St. Joseph (Board, 1932, December 12).

Some additional changes were made with names in the district. The name Custodian was ordered to replace the name Janitors in all schools (Board, 1933, January 9). The name Robidoux was kept in place for the Robidoux Junior College located in the

Robidoux Building. The school previously known as Robidoux Junior High that was moving into the Old Central Building was now known as Roosevelt Junior High School (Board, 1933, January 18). The members of the Junior College later protested the name change and the Board changed back the name of the Junior College to “St. Joseph Junior College” (Board, 1933, March 13).

The name of the “Whittier School” was changed to “Eugene Field School.” The old Eugene Field School was closed and sold (Board, 1933, February 13). The Longfellow School for regular education was disbanded, and its 97 students enrolled for the 1933-34 school year were sent to Everett, Washington, Edison, and Webster schools. Special Education continued to be housed in the Longfellow school (Board, 1933, July 24).

The district applied for a Federal grant that allowed localities to receive 30 cents on each local dollar to use on local projects. The district sent a plan that would spend \$750,000 for additions to buildings and some remodeling. The board felt that if the Federal Government supplied 30% of the cost, the Board could borrow the additional 70% (Board, 1933, June 2). There were at least 500 C.W.A. workers working on district jobs during this time period (Board, 1934, February 12).

The board ordered salaries for the 1933-34 school year to be reduced 15% and that if any funds were available at the end of the fiscal year then they were to be prorated back to the district’s employees in proportion to the amount reduced (Board, 1933, August 30). There was later a disagreement between teachers and the Board on how many funds were available at the end of the year. The teachers received most of the 15% reduction at a later date.

Mr. Barbee resigned as Superintendent. Mr. I. E. Stutsman was appointed Superintendent for two years at a salary of \$4500. He also received \$25 per month for automobile and traveling expenses (Board, 1934, May 7).

The School District received some funds for nursery schools and for adult education from the Federal Emergency Relief Administration (FERA). St. Joseph was able to have two nursery schools for children two years old up to school age. The buildings used were Neely and McKinley. The children were supposed to be chosen among the “under privileged group” and from those families that had both parents working and had no suitable child care for the children according to the government (Board, 1934, September 10).

The Board purchased a piece of property fronting Edmond Street and extending to 25<sup>th</sup> Street directly west of Central High for \$2900. The district also had to pay over \$600 in back taxes owed on the property. The district sold some property at 19<sup>th</sup> and Francis known as the “Garfield property” for \$2000 to help pay for the purchase (Board, 1934, September 26).

In June 1935 Mr. Stutsman was given a new two year contract at a yearly salary of \$5,000 plus \$300 annual car and traveling expenses. Paul Lowry was appointed Chief Engineer at an annual salary of \$2400. Alva F. Lindsay was elected Attorney for two years at an annual salary of \$860 and R. E. Critchfield was elected Attendance Officer for one year for \$1460 salary plus \$120 annual car expense (Board, 1935, June 11).

The 1934-35 school year was a much better year for the school's financial condition. The district paid all their bills and had some balances to carry over plus the forecast was for no decrease in revenues for the first time in years (Board, 1935, May 27). Although things weren't all roses yet, the picture was much brighter for the first time in years.

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**APPENDIX 2A**

**St. Joseph School District**

**Budget and Tax Levy**

**1905-1936**

St. Joseph School District Budgets and Tax Levies  
1906-1936

<u>School Year</u>	<u>Budget</u>	<u>Tax Levy</u>
1906-1907	\$313,600	\$0.80
1907-1908	\$349,660	\$0.80
1908-1909	\$352,000	\$0.80
1909-1910	\$439,000	\$1.05
1910-1911	\$474,000	\$1.05
1911-1912	\$443,000	\$1.05
1912-1913	\$457,000	\$1.05
1913-1914	\$475,000	\$1.05
1914-1915	\$486,000	\$1.05
1915-1916	\$505,000	\$1.05
1916-1917	\$523,000	\$1.05
1917-1918	\$603,000	\$1.25
1918-1919	\$712,000	\$1.25
1919-1920	\$949,000	\$1.25
1920-1921	\$942,000	\$1.25
1921-1922	\$1,102,000	\$1.1205
1922-1923	\$1,188,000	\$1.1705
1923-1924	\$1,217,000	\$1.2205
1924-1925	\$1,236,300	\$1.2205
1925-1926	\$1,220,000	\$1.2205
1926-1927	\$1,220,000	\$1.2205
1927-1928	\$1,222,000	\$1.2205
1928-1929	\$1,235,000	\$1.2205
1929-1930	\$1,356,000	\$1.2205
1930-1931	\$1,336,000	\$1.2205
1931-1932	\$1,336,000	\$1.2205
1932-1933	\$994,945	\$1.2205
1933-1934	\$891,080	\$1.2205
1934-1935	\$1,162,288	\$1.2205
1935-1936	\$978,354	\$1.2205

**APPENDIX 2B**

**St. Joseph School District**

**Board of Education**

**1905-1935**



## School Boards for St. Joseph School District

### 1905-1935

1905-1906

President  
Member  
Member  
Member  
Member  
Member

Mr. Orestes Mitchell  
Mr. John P. Strong  
Judge H. W. Burke  
Mr. J. M. Wilson  
Mr. Curtin  
Mr. J. A. McEvoy

1906-1907

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. J. M. Wilson  
Mr. W. E. Warrick  
Judge H. W. Burke  
Mr. L. O. Weakley  
Mr. John P. Strong  
Mr. J. A. McEvoy

1908-1912

President  
Vice-President  
Member  
Member  
Member  
Member

Judge H. W. Burke  
Mr. John P. Strong  
Mr. Carroll Connett  
Mr. L. O. Weakley  
Mr. W. E. Warrick  
Mr. J. A. McEvoy

1912-1913

President  
Vice-President  
Member  
Member  
Member  
Member  
Judge Henry Burke died in March 1912

Mr. Carroll Connett  
Mr. John P. Strong  
Mr. J. G. Wing  
Mr. R. E. DeWitt  
Mr. Orestes Mitchell  
Mr. Curtin

1914-1915

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. John P. Strong  
Mr. Orestes Mitchell  
Mr. J. G. Wing  
Mr. R. E. DeWitt  
Mr. Carroll Connett  
Mr. Samuel Motter

1916-1917

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. Orestes Mitchell  
Mr. J. G. Wing  
Dr. F. P. Cronkite  
Mr. John E. Dolman  
Mr. Carroll Connett  
Mr. Samuel Motter

1917-1918

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. Orestes Mitchell  
Mr. F. E. Vancil  
Dr. F. G. Thompson  
Mr. John E. Dolman  
Mr. W. P. Fulkerson  
Mr. Samuel Motter

1918-1919

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. Samuel Motter  
Mr. W. P. Fulkerson  
Mr. Orestes Mitchell  
Mr. John E. Dolman  
Mr. S. A. Tooley  
Mr. David T. Aitchison

1920-1921

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. David T. Aitchison  
Mr. John Doyle Barrow  
Mr. O. A. Zollinger  
Mr. John E. Dolman  
Mr. S. A. Tooley  
Mr. W. P. Fulkerson

1922-1923

President  
Vice-President  
Member  
Member  
Member  
Member  
Mr. Fulkerson resigned in Oct. 1922  
Mr. Innis resigned in April 1923

Mr. David T. Aitchison  
Mr. O.A. Zollinger  
Mr. Clarence Innis  
Mr. Kenneth Robinson  
Mr. S.A. Tooley  
Mr. W.P. Fulkerson  
Mr. Warren Nichols appointed  
Rev. C.E. Gardner appointed

1924-1925

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. David T. Aitchison  
Mr. Kenneth Robinson  
Mr. A. J. Clark  
Mr. O. A. Zollinger  
Mr. J. S. Lucas  
Dr. J. M. Bell

1926-1927

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. O. A. Zollinger  
Mr. A. J. Clark  
Mr. N. S. Hillyard  
Mr. Kenneth Robinson  
Mr. J. S. Lucas  
Dr. J. M. Bell

1928-1929

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. J. S. Lucas  
Dr. J. M. Bell  
Mr. N. S. Hillyard  
Mr. O. A. Zollinger  
Mrs. Ralph Douglas  
Mrs. H. W. Sandusky

1930-1931

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. Chas. A. Geiger  
Mrs. H. W. Sandusky  
Mr. N. S. Hillyard  
Mr. O. A. Zollinger  
Mrs. Ralph Douglas  
Mr. Wm. A. Maxwell

1932-1933

President  
Vice-President  
Member  
Member  
Member  
Member  
Mr. Geiger resigned in Jan. 1933  
Mrs. Sandusky elected President,  
Mr. Maxwell resigned in Aug. 1933

Mr. Chas. A. Geiger  
Mrs. H. W. Sandusky  
Mr. John W. Patt  
Mr. David E. Curtin  
Mrs. Ralph Douglas  
Mr. Wm. A. Maxwell  
Dr. H. W. Carle appointed  
Mrs. Douglas elected Vice-President  
Mr. G. D. Berry appointed

1934-1935

President  
Vice-President  
Member  
Member  
Member  
Member

Mr. John W. Patt  
Mrs. C. B. Adams  
Mr. G. D. Berry  
Mr. David E. Curtin  
Dr. H. W. Carle  
Mrs. True Davis

**APPENDIX 2C**

**St. Joseph School District**

**School Buildings with number of Teachers  
in each building for School Year  
1913-1914**

**Number of Teachers including Principals for elementary schools  
1913-1914**

Bartlett G.	6
Blair	2
Bliss	9
Crosby	10
Douglass	2
Ernst	11
Everett	8
Field	8
Florence	2
Floyd	9
Garfield	10
Hall	9
Home, L. W.	1
Hosea	12
Humboldt	16
Hyde	8
Jackson	8
Krug	7
Lincoln	6
Maxwell	3
McKinley	15
Musser	12
Neely	12
Noyes	5
Robidoux	10
Sherwood	5
South Park	12
Washington	8
Webster	10
Wyatt	8
Young	12

They did not give numbers for the high schools.

**APPENDIX 2D**

**St. Joseph School District  
Bond Projects  
1905-1935**

**Recommended Bond Projects – 1906-1907**  
**\$300,000 Bond**

Sherwood School	2 room addition
Hyde School	4 room addition
Humboldt School	8 room addition
Ernst School	2 room addition
Benton School	10 room addition
Krug School	2 room addition
McKinley School	8 room new building
Robidoux School	12 room new building
Bliss School	2 room new building

**Building Contracts - 1907**  
**\$300,000 Bond**

McKinley School	\$37,400
Benton School	\$65,000
Hyde School	\$11,000
Humboldt School	\$53,800
New School at 34 <sup>th</sup> and Renick	\$ 8,500
Krug School	\$ 7,200
Ernst School	\$ 1,849



**Building Contracts – 1908**  
**\$500,000 Bond**

Douglas School	\$ 4,079
Maxwell School	\$ 11,477
Robidoux School	\$128,000
Everett School	\$ 44,300
Neely School	\$ 38,000
Hall School	\$ 33,000
Washington School	\$ 48,700
Central High gymnasium	\$ 18,260

**Building Projects – 1915**  
**\$650,000 Bond**

Central remodeling	\$ 31,750
Garfield remodeling	\$ 11,000
Hall addition	\$ 6,500
Ernst remodeling	\$ 2,785
Sherwood addition	\$ 28,415
Krug addition	\$ 7,290
Blair addition	\$ 9,275
South Park addition	\$ 31,650
Hyde remodeling	\$ 2,630
Hosea addition	\$ 52,945
Bartlett remodeling	\$ 3,000
Benton gymnasium and remodeling	\$ 28,200
Green Valley	\$ 1,400
Bliss – new school	\$ 64,180
North End High – new school	\$162,800
Neely addition	\$ 43,350
Library addition	\$ 24,600
Owen	\$ 2,885
Whittier – new school (1917)	\$ 21,450

**Building Committee Recommendations after Strayer Report**  
**1923**

New Senior High School near 25 <sup>th</sup> and Union	\$900,000
New Elementary near 25 <sup>th</sup> and Union	\$288,000
New Elementary near 12 <sup>th</sup> and Scott	\$166,000
New Elementary near 2 <sup>nd</sup> and Green	\$180,000
New Elementary near Green Valley	\$ 65,000

New Elementary near Lovers Lane and 3 <sup>rd</sup>	\$205,000
Extension of Hosea	\$ 60,000
New Junior High near 22 <sup>nd</sup> and Pacific	\$ 10,000
Extension of Humboldt	\$ 30,000
Extension of Lafayette	\$ 30,000
Remodeling several buildings for safety reasons	\$100,000
Extension and Remodeling of Bartlett	\$ 40,000
New Elementary near 10 <sup>th</sup> and Richardson	\$ 90,000
Remodeling Douglass	\$ 3,000

**Building Projects – 1925**  
**\$300,000 Bond**

Whittier addition	\$ 17,000
Hosea addition, boiler	\$ 60,000
Lincoln remodeling	\$ 1,430
Blair	\$ 40,000
Green Valley – new construction	\$ 40,000
Central stairwell, balcony in gymnasium	\$ 31,000
Douglas – new construction	\$ 22,000

**Building Projects – 1929**  
**\$2,180,000 Bond**

Benton remodeling	\$ 44,000
Bartlett High addition	\$ 51,000
Humboldt addition	\$ 43,900
Lafayette High – new construction	\$ 71,300
McKinley addition	\$ 41,300
Washington addition	\$ 26,300
Whittier addition	\$ 40,750
Various Repairs in district	\$138,000
Webster – new school	\$157,701
Thomas A. Edison – new school	\$165,000
Ernst/Krug – new school	\$143,520
-name then changed to Charles A. Lindbergh School	
Hyde – new school	\$128,801
Central High - new school	\$596,267

**APPENDIX 2E**

**St. Joseph School District**

**Enrollments**

**Various Dates within 1905-1935**

**Total Enrollment in five year increments 1915-1925**

	<b>1915</b>	<b>1920</b>	<b>1925</b>
Grade School	10,554	11,297	11,143
High School	1,354	1,880	2,515
Junior College	23	67	249
<b>Total Enrollment</b>	<b>11,951</b>	<b>13,244</b>	<b>13,907</b>

## Enrollment Figures for the various schools in September 1931

Junior College	364
Bartlett High	126
Benton High	323
Central High	1045
Lafayette High	351
Benton Junior High	545
Bliss Junior High	454
Lafayette Junior High	490
Robidoux Junior High	440
Blair	237
Children's Home	20
Ernst	334
Eugene Field	260
Floyd	240
Garfield	0
Hall	357
Hosea	626
Humboldt	279
Jackson	0
Krug	230
Longfellow	147
Maxwell	0
McKinley	465
Musser	327
Neely	546
Noyes	126
J.J. Pershing	213
Sherwood	254
South Park	402
Washington	286
Webster	473
Whittier	147
Wyatt	0
Young	226
Bartlett Elementary	183
Douglass	75
Lincoln	134
Thomas A. Edison	<u>464</u>
<b>Total</b>	<b>11,715</b>

Ernst, Maxwell, and Krug students went to Lindbergh when it opened in October, 1931. The Maxwell students were housed at Krug during construction of Lindbergh. This would give Lindbergh a student population of 564.

**APPENDIX 2F**

**St. Joseph School District**

**List of Employees**

**September 1931**



**St. Joseph School District Employees  
September 1931**

1	Superintendent
1	Secretary of Board
1	Chief Engineer
6	Clerks in the downtown office
2	Foremen
3	Carpenters
1	Painter
1	Truck Man
1	Part Time Teacher
1	Attendance Officer
11	Special Teachers and Supervisors
6	High School Principals
138	High School Teachers
10	High School Clerks and Registrar
14	Junior College Teachers
23	Elementary Principals
237	Elementary Teachers
16	Cadets
<u>68</u>	Janitors, Engineers, and Matrons
<b>541</b>	<b>Total</b> (This number does not include Maintenance Personnel paid by the hour)