

THE ST. JOSEPH PUBLIC SCHOOLS

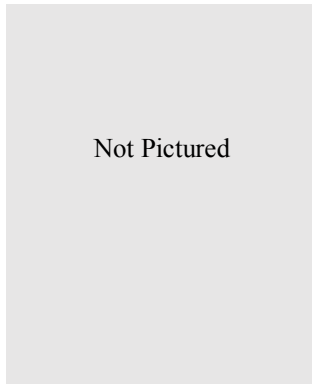


SECTION 1

The Beginning to 1904

By John Foley

St. Joseph Public Schools Superintendents: 1861-1904



George H. Hall
1861



Edward B. Neely
1864-1904



J. A. Whiteford
1904-1916

**PROLOGUE:
A BRIEF HISTORY OF PUBLIC EDUCATION IN MISSOURI,
1770-1910**

During the French and Spanish periods of Missouri's history, there was little interest in the establishment of a public school system.¹ In fact, there was little interest in education at all. Formal education was limited to a few of the officials and the wealthy, thus illiteracy was very high. There were no colleges, no high schools, and no public libraries. Although the French people were not opposed to education, they were concerned with the more immediate problem of living in a wilderness region. Furthermore, in France itself, the common people did not expect an education for an education did not seem of much value to a man who spent his days digging for lead, boiling salt, farming or trapping for furs.² Finally, even if there had been a demand for education for all children, the conditions of the frontier and the lack of facilities, teachers and books mad it nearly impossible to operate schools. There were, however, periodic attempts made in some villages to establish schools. Usually, in such cases, the village priest served as the schoolmaster. This schooling seems to have been in religion or in the social graces as much as in reading and writing. Aside from the priests, there were several lay people who acted as teachers for a small part of the population. The best known of these was Jean Baptiste Truteau. Truteau opened his school in St. Louis in 1774 and operated it successfully for over forty years. He, in fact, may have operated the only school in St. Louis during most of that period.³ Truteau was also the author of the first poem composed in Missouri. His Ballad of the Year of the Surprise described the British attack on St. Louis in 1780.⁴

In 1795, the Spanish ban on American immigration was lifted and Americans were allowed to enter the territory. Thus began a transformation of the region from French to American culture. But it would be many years before the American frontiersman would be interested in schools and education. Some observers believed that Americans with their gambling, drunkenness, duels and frontier gang fights lowered the level of civilization. In some instances thee were, of course, coarse and dissolute individuals who crossed the Mississippi river into the new territory. It would be difficult to expect that life on the frontier would encourage social graces. However, all that American was not bad. One of the most significant cultural advances during the territorial period was the establishment of schools.⁵

Soon after the Louisiana Purchase in 1803, the territorial legislature passed acts providing schools for settlements within the territory. The first territorial legislature chartered an academy at Ste. Genevieve in 1808.⁶ This was not a public school but was operated by a board of trustees that was permitted to receive gifts for the support of the school. The charter required that poor white children and Indian children to be taught free.

No real effort seems to have been made to operate public schools in Missouri during the territorial period. The early settlers in Missouri were not much interested in providing schools. In fact, "book learning" was often held up to ridicule. Many

regarded the education of children a private matter. Those financially able to do so hired private tutors. In other communities, several families might work together to form "subscription schools." Finally, there were others who felt that education belonged entirely in the hands of the churches. As a result, nearly every religious denomination in Missouri established schools of some type. Between 1820 and the close of the Civil War in 1865, education in Missouri underwent a period of great change. Population increased more than eighteen times and demands for improved schools likewise increased. Control was retained at the local level, but free public education was still regarded as charity.⁷ The general feeling toward education was that no man should be forced to support another man's child. Public schools were looked upon as institutions supported by charity whose function it was to provide an education for the children of the indigent.

Despite the indifference concerning the establishment of public schools, several pieces of legislation were enacted. In 1812, The Act of 1812 which created Missouri Territory, declared "schools and the means of education shall be encouraged and provided for from the public lands of the United States within the Territory of Missouri as Congress may direct."⁸ Unfortunately, practically nothing was done to establish schools or provide for their support as the Act of 1812 had suggested.

In 1817, St. Louis was incorporated into a special school district. Seven trustees were to manage its affairs and Congress donated land to the district from the United States Common Lands within and near the town.⁹

Although there was much resistance to public education, private schools were established in Missouri and, by 1820, nearly every settlement had a schoolteacher and some education was available to those who could pay the teacher's fees. Generally, the teachers were poorly trained; terms were short, textbooks scarce and crude in nature and subject offerings limited. Most people felt that two or three years spend in an elementary school were sufficient. The better-organized schools were in the more heavily populated areas but here too, enrollment was usually limited to the few from the wealthier families. It should be noted, however, that the public school movement had not progressed very far throughout the United States at this time and that free schools developed slowest in the frontier regions because of distance and the lack of money and time.

The early elementary schools of Missouri differed in form and purpose. One type of common school was the "subscription school" which was a voluntary association of parents to provide an education for their children. Each family paid a certain amount of money for the support of the school, usually according to the number of children they had enrolled in the school. The fee was paid to the teacher who would be boarded by each family for a week at a time. The parents also furnished a room for the school. These schools usually were held only a few months of the year. Another type of school was the "governess school," which was usually conducted by some educated woman in the community who taught elementary school subjects. The churches organized the third type of school usually held by the pastor of a local church. Since almost every denomination formed "church schools," they were by far the most numerous types of educational institutions prior to the establishment of public schools.

The lack of secondary schools was filled somewhat by the establishment of "academies." Two types of academies were established prior to the introduction of the public high school. The chartered academies were given power to function by the territorial and state legislatures; the unchartered academies were formed by some individual or organization and received no charter from the government. These institutions were not public schools except in some cases where the children of the poor or Indian children were allowed to attend without charge. All others had to pay. The academies were generally supported by tuition, endowments, or by sponsoring organizations such as churches or philanthropic societies. Some academies were formed within a community but supported by tuition not by taxation. Others were financed by the sale of stock to individuals. A stock company would be formed and the money from the sale of the stock would be used to operate the school. The curriculum offered by such academies varies greatly. There was no agency at the time to regulate course offerings and the academies offered what they felt the faculty was qualified to teach.

Until after the Civil War, private schools provided most of the educational facilities for the children in Missouri. This was particularly true of the secondary schools. They were not all academies but some called themselves institutes, seminaries, colleges, and high schools. Despite the name, one could never tell what the curriculum might include. Subjects might vary from those found in an elementary school through high school and even those offered in college.

During the antebellum period, a number of developments in Missouri education took place. The state government recognized its responsibility to "encourage" education but financial assistance was painfully slow in coming. The churches in Missouri continued to play the leading role in the establishment of schools, academies, and institutions of higher learning. The churches, in particular, also made attempts to educate the underprivileged. Finally, the public lost its distaste for free education.

The beginning of public education in Missouri dates back to the Missouri Enabling Act of 1820. The sixth section of the act granted the sixteenth section in each Congressional township (640 acres) to the state for the use of schools. The Constitution of 1820 declared that it was the responsibility of the state government to encourage education and promised, "the children of the poor shall be taught free."¹⁰ Now it was the responsibility of the General Assembly to establish a system of free public schools although no mention was made of any form of support for public schools.

The first act in support of education was passed by the General Assembly in 1825. The School Act provided that each Congressional township should form a school district to be under the jurisdiction of the County Court. This law also established a public school fund by providing that all rents, fines, and penalties derived from the use or damage to the reserved section (Section 16) was to be used exclusively as a school fund.¹¹

Public education in Missouri gained one of its greatest supporters when Daniel Dunklin was elected governor in 1832. Governor Dunklin established a commission

headed by Joseph Hertich to formulate a system of common and primary schools for the state. The committee's recommendations, adopted by the General Assembly in 1835, contained the following provisions: (1) that a state board of commissioners be created; (2) that schools should continue for at least six months during the year; (3) that school expenses should be paid out of the school funds of each county; (4) that the people of each county by a vote of two-thirds majority might tax themselves three and one-third cents on each hundred dollars valuation for school purposes; and, (5) that a board of trustees of three members should be provided for each district. A sixth recommendation stated that the subjects to be taught were reading, writing, arithmetic, geography, English grammar and other branches (theology excepted) as the funds might justify.¹²

In 1837, the General Assembly established the foundations of the State Common School Fund by setting aside the revenue derived from twelve salt springs given to Missouri by the federal government and from the state's share of the United States Treasury surplus.¹³

In 1838, Governor Lilburn Boggs proposed an increase in the State Common School Fund to solve the lack of funds that was severely handicapping the schools then in existence. The result was the Geyer Act of 1839 which established a system of public education from the primary schools through the university. Henry S. Geyer, the author of the act, was generally acknowledged as the foremost member of the early Missouri bar. He patterned his plan after the Virginia education system of Thomas Jefferson. Geyer has been called the "Father of Missouri's public school system."¹⁴ But in retrospect, the act was not effective in encouraging public education because its great length (thirty-six pages) made interpretation difficult and provided only small sums of money. It did, however, establish two cornerstones on which future laws would build: (1) a permanent fund for the support of the common schools; and, (2) the election of a state superintendent of common schools who was to apportion state school monies and submit annual reports showing the conditions of the schools and plans for their improvements.¹⁵

Despite the passage of such laws, the progress of public education was exceedingly slow. The schools continued to operate under an extreme handicap-lack of funds for buildings, equipment and operating expenses. Schools were usually nothing more than one-room cabins with dirt floors. Furniture consisted of long, backless benches with a plank fastened to the wall for a writing desk. Writing was done with a goose quill or turkey quill pen. Blackboards and textbooks were almost non-existent.

Perhaps the most serious defect was the lack of qualified teachers. Many persons employed as teachers had little formal education themselves beyond the level in which they were teaching. Few of those who had invested time and money in acquiring an education were willing to devote their talents in the classroom for the poor pay and conditions that existed. In addition, teaching was not seen as a profession that required any special education, but as a steppingstone to more lucrative and agreeable occupations or professions.

The Hertich Commission had urged the establishment of a normal school for the training of teachers. Additional support for teacher training came from the Missouri State Teachers Association at its first convention in 1856. Delegates overwhelmingly urged the immediate establishment of a normal school and teacher institutes.¹⁶

The establishment of schools, however, was delayed by the lack of a concerted effort in the General Assembly. With the outbreak of the Civil War in 1861, the idea of a state training school for teachers was set aside. It was not until 1870 that teaching was recognized as a profession.

Despite the growth in the amount of state school monies apportioned to each district, the amount still proved to be inadequate to provide the quality of education desired. In 1853, the supporters of public education were successful in their efforts when the General Assembly revised the school laws of Missouri. The new statutes provided that twenty-five percent of the state's general revenue was to be set aside annually for the support of public schools and for the appointment of county commissioners to examine teacher qualifications and manage the affairs of the schools. At the same time, state officials suggested courses of study and textbooks. The result was a strengthening of the state school system. By this time, about 2,500 school districts had been formed, and there were nearly 300,000 children of school age. Not more than 125,000 were in attendance, however. The new laws did not demand the establishment of elementary schools in Missouri and they also failed to require any local tax to be levied even for the construction of schools and the purchase of equipment.¹⁷

Tax-supported secondary education first gained acceptance in St. Louis. In 1852, Missouri's first public high school was established and named the "People's College." The completion of the eighth grade common school was not sufficient for admission to this school. All students who were admitted had to pass a very strict entrance examination. Within a year, however, the school had an enrollment of over one hundred students. The high standards of the school were evident in its subject offerings: Latin, German, French, calculus, analytical geometry, trigonometry, surveying, civil engineering, botany, physical geography, anatomy, mental philosophy, logic, political economy, geology, astronomy, and other courses considered a part of a college curriculum today.¹⁸

St. Joseph became the second city in the state to open a public high school. In March 1861, the Board of Public Schools invited Professor Edward B. Neely to conduct a public high school in his academy building. Any student who had completed the common schools and who could pay the tuition of one dollar per month was admitted. The school operated until June when it was forced to close because of the outbreak of the Civil War. It was re-opened in the fall of 1864.

Kansas City organized its public high school in 1867 following the example of St. Louis by requiring entrance examinations. Only those who had shown considerable ability in the mastery of common school subjects were admitted. Shortly afterwards, the towns of Carrollton, Hannibal, Independence, Jefferson City, Joplin, Lexington, Mexico,

and Warrensburg established high schools. However, the great encouragement for the development of high schools did not come until 1901 when the state legislature authorized the development of consolidated school districts. The acceptance of tax-supported secondary schools by the general public was slow in coming and would not pick up a great deal of interest until after the great social, economic, and political changes brought about by the Civil War.

The Civil War disrupted all public education, public and private. It was not until the conflict ended and the Drake Constitution of 1865 ratified that educational activities were resumed. The Constitution of 1865 provided for public education in the state and the legislature passed laws providing for the organization of free schools for all persons in the state between the ages of five and twenty-one years and for the money to support them. This provision at last established free public schools. Buildings were to be constructed and paid for by taxation. Teachers were to be paid at public expense and universal education was to be supplied for all of Missouri's children.¹⁹ The new laws also provided for the establishment of separate schools for black children in townships where the number of black children exceeded twenty.²⁰ This segregated school system was to persist in Missouri for nearly a century. But this new education system opened two major struggles which were not solved for years. The first was the struggle for better-educated teachers, and the second was for the education of black children.²¹

Despite new laws and increasing interest in education, most elementary schools in the late eighteenth century, especially those in rural areas and small towns changed little from pre-war days. The dirt floors were now covered with wood and school furniture somewhat improved over that of antebellum schools. Desks and benches replaced planks along the wall. Coal or wood-burning iron stoves replaced open fireplaces, but drinking water was still carried into the room in a bucket and drunk from a common dipper. With paper and pencils in scarce supply, most learning was by rote until the 1870s. As time passed, small blackboards began to appear in classrooms and textbooks were made available. The great emphasis was on spelling, reading, and ciphering. It was possible to find students of all ages, from five to twenty, in the classrooms. Whipping or knocking heads together maintained strict discipline.²²

The school laws were revised once more in 1874 to give the people of Missouri complete control over the schools. They could select their directors, set the length of the school term, levy the taxes, and elect their County Commissioner. Also in 1874, Miss Susan Elizabeth Blow established the first public school kindergarten in the nation in St. Louis. In 1887, state appropriations for the schools were increased to one-third of all general revenue.²³

Despite the seemingly aimless expansion of schools after the Civil War, there was an increasing concern with the standards in education. The leader in the battle for raising educational standards in Missouri was the Missouri State Teachers Association. In 1873, the MSTA requested the General Assembly to pass legislation lengthening the school term.

A new state constitution was adopted in 1875. Article XI of that document dealt with education and provided for: (1) the establishment and maintenance of free public schools for all persons in the state between the ages of six and twenty years; (2) all funds provided by the state for the support of free public schools be paid annually to the county treasurers; (3) school funds to be distributed according to the law; (4) free, separate schools to be established for the education of the children of African descent; (5) supervision of instruction in public schools to be vested in a Board of Education with the Superintendent of Schools to be the president of the board; (6) the Governor, Secretary of State and Attorney General to be ex-officio members of the board; and, (7) no payment from any public fund should go to support any religious creed, church, sectarian purpose, or any school, public or private, controlled by any religion.²⁴

The legislature responded in 1877 by requiring Missouri public schools to meet at least five months each year.²⁵ From its creation in 1856, the organization had urged the establishment of professional training for teachers.²⁶ After the establishment of state normal schools at Kirksville and Warrensburg, the MSTA continued to urge the establishment of teacher institutes for training those who were already engaged in the profession.²⁷ Eventually five state teacher training schools would be established in the state. In 1887, the Normal Diploma was made a life certificate to teach in all the schools of the state.²⁸

As the nineteenth century drew to a close, the state turned from binding up the wounds of the Civil War and turned to social development. One focus was on improving the education of Missouri's children. The state had already recognized the need for special education for the blind and deaf. The School of the Deaf had been founded in Fulton in 1851. In 1855 state funds were granted for the support of the privately sponsored Missouri Institution for the Education of the Blind in St. Louis.²⁹

Providing free textbooks had been recommended to the state legislature in 1898 and 1902. A constitutional amendment was proposed in 1904 but was unsuccessful. In 1907, the General Assembly authorized boards to purchase books for indigent students.³⁰

During Reconstruction, educational reformers worked to strengthen the office of the County Superintendent by recommending higher qualifications and proper compensation. But, in 1874, the General Assembly repealed the law creating the office and re-established the office of County Commissioner to perform certain administrative duties.³¹ Opponents of this action immediately complained that the elimination of the post of County Superintendent was like removing the right arm of the State Superintendent. But it would be thirty years until school supervision was once again vested at the county level.³²

Another educational objective sought by reformers was consolidation of smaller districts into larger and more efficient school administrative units. Missouri's first consolidation law passed in 1901.³³

Financing education was and still is a major concern for educators. The Missouri Constitution of 1875 provided for strict tax limitations. Several attempts were made as early as 1896 to revise the state constitution in order for the state to assume a larger responsibility for financing education.³⁴

The effect of increased financial support and the establishment of new school districts were reflected in the percentage of school age children enrolled in Missouri public schools after the Civil War. Prior to the war, about one in every five children were students. By 1900, the figure was approximately three out of every four. But at the turn of the century, new problems began to plague the advance of public education. The large number of small and largely independent school districts and the limitations on state and local taxes for the support of education resulted in an inequality of opportunity for the students in the different counties and towns. The answer was more centralized control and more money if Missouri's schools were to rank with those of other states. These were the problems to be solved as Missouri entered the twentieth century.

1 Knobbs, Pauline D. "The Missouri Educational Experience". *School and Community* (October, 1974), pp. 12-13 passim.

2 *Ibid.*, p. 12.

3 "A Missouri Education Dateline", *Missouri Schools*, (n.d.), p. 16.

4 Meyer, Duane. *The Heritage of Missouri: a History*, rev. ed. St. Louis, Missouri: State Publishing Company, c1970, p. 100.

5 *Ibid.*, p. 137, passim.

6 "Dateline", *op. cit.*, p. 16. This was the first legally organized school in what would become Missouri Territory. "Dateline", *op. cit.*

7 Knobbs, *op. cit.*, p. 13.

8 Quoted in "Dateline", *op. cit.*

9 *Ibid.*

10 Meyer, *Heritage of Missouri*, *op. cit.*, p. 286.

11 "Dateline", *op. cit.*, p. 16.

12 *Ibid.*, p. 17.

13 "Dateline", *op. cit.*, p. 17. The income was only to be used when the fund amounted to

\$500,000. This amount was not reached until 1842 when sixty cents per pupil was made by its first apportionment to 13 counties in the state.

14 Meyer, *Heritage of Missouri*, *op. cit.*, p. 286. It has been said that the Missouri school system had its origin in the legislative enactments of 1839. At this time the Common School Fund, the County School Fund, and the Township School Fund were constituted and permission was granted again for the sale of the Sixteenth section of the Congressional townships.

- 15 Knobbs, op. cit., p. 35. The superintendent was required to distribute funds based on the number of white children between the ages of six and eighteen years of age in counties where public schools were maintained. This was corrected in 1855 by a state law allocating funds to all school townships, organized or unorganized. With the exception of the University of Missouri, the state limited its consideration to elementary public schools during its first forty years.
- 16 "A Brief History of the Missouri State Teacher's Association Issued on the Occasion of Its Centennial Anniversary, 1856-1956." , p. 1.
- 17 "Dateline", op. cit., p. 17. The only way to raise money by direct taxation was to have the proposition voted on by the county, but passage required a two-third vote to be cast in favor of a proposed tax before it could be levied.
- 18 Meyer, Heritage of Missouri, op. cit., p. 289.
- 19 Knobbs, op. cit., p. 35.
- 20 Meyer, Heritage of Missouri, op. cit., p. 492. This set of laws was known as the Parker Laws after the State Superintendent of Schools, T. A. Parker.
- 21 Knobbs, op. cit., p. 35.
- 22 Meyer, Heritage of Missouri, op. cit., p. 493.
- 23 "Dateline," op. cit., p. 18. The entire system provided for under the Parker Laws was too theoretical and centralized to receive the support of the people. It was thoroughly discredited and had to be completely revised in 1874.
- 24 Ibid.
- 25 The school year was extended to seven months in 1889 and to eight months in 1909. However, the required levy in many districts would not provide even a limited school program for the minimum period. Beginning in 1908, the state legislature authorized the distribution of state school funds to make possible an eight-month school term. A series of laws between 1909 and 1931 made permanent an eight-month term of school. (A Brief History, op. cit., p. 21.)
- 26 "A Brief History," op. cit., p. 19.
- 27 St. Louis established a free normal school to train teachers for the city school system in 1857. This school later became Harris Teachers College in 1910. (Meyer, Heritage of Missouri, op. cit., p. 291.) Kirksville Normal School was opened in 1870, followed by a second normal school at Warrensburg. Cape Girardeau became the site of the state's third normal school in 1873. Maryville (1905) and Springfield (1906) rounded out the state normal schools. Black teachers were trained at Lincoln University after 1879. (Meyer, Heritage of Missouri, op. cit., p. 496.
- 28 "Dateline," op. cit., p. 18.
- 29 Knobb, op. cit., p. 36. A school for mentally challenged children and for youngsters with epilepsy opened in Marshall in 1901. State training schools were also opened for boys and girls who had difficulty adjusting to society. In 1889, a school for boys from ten to sixteen was opened in Boonville and one for girls from seven to twenty opened in Chillicothe. (Meyer, op. cit., p. 500.)

- 30 In 1913 legislation was passed which permitted districts to furnish free texts if approved by a majority of the voters in the district. Funding for those free texts were to be provided from receipts of certain insurance premium taxes. (A Brief History, op. cit., p. 21.)
- 31 Ibid., p. 22. Edward B. Neely held office of County Superintendent of Schools from 1866 to 1872.
- 32 Ibid. Between 1874 and 1909 county supervision of schools was an option.
- 33 A Brief History, op. cit., p. 27. The state passed improved consolidation laws in 1911 and 1913 which allowed transportation of school children.
- 34 Ibid., p. 25. Attempts were also made in 1905 and 1906. Attempts to call a constitutional convention were finally successful in 1922-1923. Amendments for an elected state board of education with powers to appoint a commissioner of education and removal of some tax limitations were passed by the convention but failed to win the approval of the voters.

PREFACE

If he makes two blades of grass to grow where but one grew before is a benefactor of his race, what shall we say of him that makes two thoughts to spring where but one sprung before, or causes a wholesome spiritual impulse to throb where none was felt before?

If the parent that rears a worthy family is the stay of the state, what needs belongs to him that serves as parent to the orphan, the orphan with parents as well as the orphan without parents, throughout his whole life?

If he that gives of his surplus wealth to the cause of education is worthy of praise, what shall be said of him that gives his life to this noble cause?

No other man in the history of St. Joseph, except its founder Joseph Robidoux, has been so highly regarded or held in such high esteem as Edward Bayley Neely, Superintendent of Schools from 1864-1904. The history of the public schools up to the time of his death and that of Professor Neely are identical. His constant care and management gave the schools of the city a reputation of being outstanding examples of what schools should be. Although it is recognized that no matter how perfect schools are, they will not educate our youth. His principle that "the teacher is the school" made him the organizer and guiding hand of our schools for forty years. He impressed upon the schools his own personal influence and gave them a continuity of character. To him, schools were living, vital institutions. He sincerely believed:

knowledge [could be] imparted by strangers, but for the formation of character and the accomplishment of culture, for true education, there is a need of that intimate acquaintance, mutual accountability and mingling of the spirit that are reached only by long association between a given pupil and one teacher. As with a pupil, so with the city schools.²

He was a lover of children, a leader and model of youth, a prophet of their perfection, an inspirer of their higher life, in short, a great teacher. More could not be said.³

1 William D. Rusk, Memorial Address Read at the Unveiling of the Edward B. Neely Bust (St. Joseph, Missouri: Midland Printing Company, n.d.), p. 1

2 Ibid., p. 3.

3 Ibid., p. 8.

INTRODUCTION

Edward Bayley Neely was born at The Hermitage, the home of his maternal ancestors, in Accomac County, Virginia on Christmas Day, 1828. He was the oldest of eight children, all descendents of English and Scotch-Irish immigrants who, in the early history of the United States settled on the shores of eastern Virginia. A greater portion of his youth was spent in Washington, D. C., where he was prepared for college by his father, John Neely, a well-known classical scholar and principal of Margaret Academy, one of the oldest institutions of learning in Virginia.¹ Of his early days in Washington, Professor Neely once recalled:

As a boy of fifteen, I was put on a committee of two to solicit subscriptions for a free library in Washington. It was decided between us that as the President's name would be worth more to us than that of any other man, therefore we planned to see him first. But my co-committeeman deserted me, and I had to face the terrors of a Presidential interview alone. After waiting for some time, I was finally given an interview with the President, who was James K. Polk.

He quizzed me unmercifully about the object of my visit, and required me to leave names and papers and call another day. When I returned for his answer, I was kept waiting until my courage was at the vanishing point. When I did see him, he handed me the papers without a word. I left him, feeling that all was lost. but outside, on opening the papers, I found a subscription of \$10 from the President.²

In 1845, at the age of seventeen, young Edward entered the junior class of Washington College (now Washington and Jefferson College) in Washington, Pennsylvania. Because he was so thoroughly prepared, he was named assistant teacher in the Preparatory Department and Freshman Class in the Ancient Languages.

[S]oon after entering school I was summoned before the President, at no small embarrassment to myself, as I felt sure I had already made some terrible blunder and was now going to be reprimanded. But it was only to tell me that for years there had been a standing offer in the school, that the student found to be competent was to be engaged to instruct the preparatory classes in Latin and Greek, and that I was the first upon whom they could confer that order³

At Washington College, Neely was a classmate of James G. Blaine, the famed "Plumed Knight who later served as Secretary of State under President Benjamin Harrison and who was later defeated for president by Grover Cleveland.⁴ Both Blaine and Neely graduated with honors in 1847 and served as class orators in the commencement exercises. Of his friendship with Blaine, Neely later reminisced:

'Jim', as Blaine was known at college, was a hard student and one of the brightest who ever attended Washington College. Latin and Greek, however, were difficult for Blaine and it took his very best efforts to master these subjects, particularly exercises in construing passages in the textbook [O]ne day Blaine came into [my] room with a Greek textbook in his hand and looking very worried.

'Neely', he said, 'here is a sentence I am unable to make head or tail of. There is something wrong. There is absolutely no sense in the way it is written. It is probably due to a typographical error'.

Blaine, as all who have seen him or are familiar with his photographs well known, had a very prominent nose. I took the book from his hand and glanced at the troublesome lines and remarked:

'Jim that is as plain as the nose on your face,' and I proceeded to show him where he had made his mistake in attempting to construe it.

In those days I had a very prominent nose myself. In fact, it was almost as conspicuous as that of Blaine's. Now my stumbling block at college was mathematics and it was, strange to say, the one study in which Blaine excelled. Several days after I had enlightened him in the difficult passage in Greek that I ran across a puzzler in trigonometry. After spending a great deal of time upon it and being unable to solve the problem, I hunted Blaine up and showing him the question I was unable to get, said:

'Jim, here is the most nonsensical problem I ever saw. I am sure it cannot be solved as stated here. There must be a misprint somewhere.' Blaine took the book, glanced at it a minute and replied:

'Neely, that is as plain as the nose on your face.' And he proved it by solving it without the slightest hesitation.⁵

Upon leaving Washington College, Neely accepted a position as an assistant teacher at Warfield Academy in Howard County near Baltimore, Maryland. With him he carried a letter of recommendation signed by the president and the faculty of Washington College professing young Neely to be:

a young man of excellent disposition and unexceptionable character. As a student he has been diligent and entirely successful. While he has maintained a very respectable rank in every department of study, it is but just to say that in that of Languages [sic] he has no superior in college. With his accurate scholarship, general intelligence, gentlemanly deportment, and energy of character, we doubt not that he will be able to acquit himself with credit as well as profit any institution in which he may seek to be employed.⁶

He remained at Warfield Academy for one year and then returned to Accomac County where he established his own private academy at Onancock. During the two

years he conducted this school, he began to gain his reputation as an educator and teacher that would remain with him the rest of his life. Upon the death of his father in 1850, the young headmaster was unanimously elected principal of Margaret Academy by the Board of Trustees..7 The school in 1850 was described as:

[being] situated in a healthy and pleasant location, in the midst of an intelligent and moral community, and convenient to churches of three different denominations. Though the Academy has been in successful operation for more than forty years, it is believed that not a single boarding student has died during the term-a fact which certainly speaks favorably for the healthfulness of the neighborhood. Accomac is very accessible le. The steamer "Monmouth" running from Baltimore weekly, and landing within sight of the Academy. A steamboat also runs twice a week from Norfolk to the adjacent county, Northampton, where a conveyance can always be had to the school.8

Reverend Joseph Nelson, a Presbyterian minister, assisted Professor Neely. The school, under Neely's guidance, was highly praised by "gentlemen from Northampton and Accomac counties who testified to the excellence of the school and the efficient management of the principal:

Under no other teacher has the progress of our sons been, in the same time, so rapid and yet so thorough; Mr. Neely being particularly noted for the thoroughness with which he drills his pupils on the principles of their studies. Mr. Neely is not only a good teacher, but he is an excellent disciplinarian, maintaining perfect order in the school, and that too without resorting to the rod or other severe measures.9

On May 5, 1852, two years after assuming the principalship of Margaret Academy, Edward was married to Miss Charlotte Slagle, youngest daughter of the Honorable Jacob Slagle, one of the most esteemed citizens of Washington, Pennsylvania. From this marriage four children were born, two of who survived: Minnie Neely (Mrs. Charles J. Trowbridge) and Miss Mary E. B. Neely.10

In 1854, perhaps of a desire to enlarge the scope of his work or lured by the rapid expansion of the nation westward, Neely, accompanied by a former classmate from Washington College, Robert Fulton Maxwell, left his family behind and traveled by train to Pittsburgh and then by steamboat to St. Joseph, arriving in the fall of that year.11 The city, at this time, stood at the edge of the American frontier. Incorporated only eleven years earlier, it already had a thriving population of 3,000 persons.12 Neely and Maxwell rented the basement of the New School Presbyterian Church from the Reverend T. S. Reeve who had recently conducted a femal seminary at that address.13 In addition to renting the basement of the church, "Messrs. Neely and Maxwell" purchased the furnishings and , before the end of 1854, made preparations to open the St. Joseph Male Academy, "a private classical and scientific school.14

After completing the preliminary arrangements and opening the school, Neely returned to Virginia, leaving Maxwell in charge. During Neely's absence, Robert conducted a school for both boys and girls since preparations for opening the Male

Academy were delayed until Neely's return. At this time, the school received an allotment from the public school fund and attendance rose sharply.¹⁵ The following spring, Edward returned with his family and he assumed the duties as co-principal of the school.¹⁶ By 1856, the academy boasted sixty-six students with only "four vacancies". After a year of assisting Neely, Maxwell retired from teaching to enter the mercantile business. The City Directory of 1859 lists the firm of Maxwell and Warfield doing business on "Felix Street, one door from Fourth Street.¹⁷ Maxwell later worked for the firm of Studebaker Brothers around 1875.¹⁸ Neely was now assisted by a Mr. McIlhenry, a graduate of Jefferson College, who had charge of the Mathematics Department.¹⁹ Also at this time, Edward and Charlotte purchased the northwest corner of Tenth and Felix Streets from Joseph C. and Martha Hull.²⁰ It was here that the Neely's built their home at 1003 Felix Street. Later, the Professor constructed a small frame building at the rear of the property that served as his academy building (111 North Tenth Street).²¹

Evidence of the community's acceptance of the school is to be found in the newspapers of the day. The St. Joseph Cycle, on August 3, 1855 reported:

An opportunity is here for the building up in our midst a CLASSICAL SCHOOL [sic] of the highest merit-a school that shall be a blessing to the community. . . . There is no necessity for looking abroad for good schools when one opens its portals at your very doors. The enterprise these gentlemen present. . . is no experiment.

They are teachers by profession; they desire to 'grow with your growth' until their school shall by its own intrinsic merit, be an ornament to our city and remunerative to its founders.²²

Missouri, to educate their sons without resorting to the common but pernicious practice of sending them abroad. There is not a single school in the State [sic] of the same character . . . that presents stronger claims to the patronage of the public.²³

1 Portrait and Biological Record of Buchanan and Clinton Counties, Missouri. (Chicago: Chapman Brothers, 1893).

2 "A Noted Educator Dead," Kansas City Times, March 39, 1904.

3 Ibid

4 "Tales of Town and Country", [St. Joseph] Daily News, May 7, 1904.

5 Ibid.

6 Letter of recommendation from Washington College, August 25, 1847. E. B. Neely scrapbook. Donated to the St. Joseph School District by Miss Jean Trowbridge, granddaughter of Mr. Neely.

L. B. Kellog and H. B. Norton, eds. The Kansas Education Journal (Emporia, Kansas: Emporia News, 1868).

8 "Margaret Academy", newspaper clipping dated December 20, 1853. E. B. Neely scrapbook, op. cit.

9 Ibid.

- 10 "Edward B. Neely Died Last Night", St. Joseph News and Press, March 30, 1904.
- 11 "Our City", St. Joseph Journal, August 22, 1856. Neely's scrapbook contains several clippings with a handwritten note, "fall of 1854" noting his and Maxwell's arrival in the city and the establishment of an academy. Unfortunately, the articles do not give the name of the newspapers from which they were taken or the dates they were printed.
- 12 The History of Buchanan County, Missouri (St. Joseph, Missouri: The Union Historical Company, 1881), p. 360.
- 13 Ibid. This corner was later the site of the Saxton Bank.
- 14 "Male Academy". Newspaper clipping from the E. B. Neely scrapbook, op. cit. The name of the newspaper was not noted. A hand-written note "probably fall of 1854" was written on the article.
- 15 Newspaper clipping, E. B. Neely scrapbook, op. cit. This article noted that Mr. Maxwell conducted a school composed of both males and females as arrangements could not be made for opening the "High School" before the first Monday in May. The school (Mr. Maxwell's) was to open on Monday, the eighteenth and "could be seen till Spring; after that time both principals will be in the city."
- 16 "St. Joseph High School", St. Joseph Gazette, August 15, 1855. This advertisement proclaimed the opening of classes on the first Monday in September.
- 17 H. Fotheringham, comp. St. Joseph City Directory for 1859-60 Containing the Names, Residences and Occupations of Businessmen and Citizens Generally Together with Mayor Thompson's Inaugural Address and other useful and interesting matters. (St. Joseph, Missouri: J. A. Millan's Ben Franklin book and Job Printing Establishment, 1859.
- 18 Bartlett Boder, "E. B. Neely and His Confreres", ([St. Joseph] Museum Graphic XIII (Fall, 1960), p. 12. Robert Fulton Maxwell was born on the Robert Fulton farm in Washington County, Pennsylvania in 1820. Fulton, the builder of the first successful steamboat had purchased the farm for his widowed mother and his brother and three sisters. He had earned money painting portraits in Philadelphia.
- 19 "St. Joseph Male Academy", St. Joseph Cycle, n.d. Newspaper clipping from E. B. Neely scrapbook, op. cit. "E. B. Neely and his Confreres", op. cit. See also "Deed, Recorder's Office,
- 20 Buchanan County, Missouri, Book N, p. 145. The St. Joseph City Directory for 1859-1860, op. cit. Lists Neely, Edward B.; St. Joseph Male Academy, res. Corner 10th and Felix."
- 21 H. Fotheringham, et. Al., comp., St. Joseph Directory for the Year ending May 31, 1861, Embracing a General Directory of the Citizens Together with a Business and Co-Partnership Directory and Appendix to which is added the Elwood Directory compiled on the Same Plan as the St. Joseph. (St. Joseph, Missouri: H. Fotheringham and Company, 1860) lists the St. Joseph Male Academy at the "corner of 10th and Felix, Edward B. Neely, Principal."
- 22 "St. Joseph High School". St. Joseph Cycle, August 3, 1855. E. B. Neely scrapbook, op. cit.
- 23 "St. Joseph High School", [St. Joseph] Weekly Gazette, August 15, 1855, op. cit.

CHAPTER ONE

The first school of any kind in Buchanan was a private institution kept by Francis Ferguson in 1839 in the southwest corner of section sixteen in Crawford Township near Halleck. It was constructed of logs with a puncheon floor.² Early schools in the county and in the city of St. Joseph were maintained largely through subscriptions and were open only a part of the year. In 1845, Mrs. Israel Landis established a female seminary, probably the first school in the city.³ The school remained open for only a few years. In 1850, the Reverend T. S. Reeve, pastor of the New School Presbyterian Church, opened his female seminary in the basement of the church. The Reverend Mr. Reeve's school was "liberally patronized" and, for all evidence, enjoyed a good measure of prosperity. The institution was chartered by the state legislature with "authority to confer the usual degrees recognized in American female colleges".⁴ On August 30, 1854, the Gazette announced that the St. Joseph Female High School would open its doors on the first Monday in September in a building on the corner of Fifth and Faraon Streets. This school continued to operate for many years by its founders, Miss M. A. Leseur, Principal; Miss L. Leseur, first assistant; and, Miss H. M. Leseur, second assistant.⁵ Other schools were conducted at various times by F. X. Stuppy, William O'Toole, James Hart, William M. Albin, and Professor Charles C. Byrne. In the autumn of 1865, Professors Davis and Rogers opened a female academy in the Saunders House at Third and Faraon.⁶ Reverend A. V. C. Shenck acquired the school for a short period of time and then sold his interests to William Cameron of Lexington, Missouri who conducted the school until the building was converted into a hotel. Two schools were conducted in the Cumberland Presbyterian Church at Sixth and Edmond Streets. Alonzo W. Slayback held school there in 1858 and J. P. Caldwell in 1859.⁷

The history of the Catholic schools can be traced back to June 1853 when four sisters from the Order of the Sacred Heart arrived from St. Louis. They operated from a rented building until 1856 when a foundation was laid for a building at Twelfth and Messanie Streets. In the following year, the Academy of the Sacred Heart was opened.⁸

In 1858, under the direction of Father James Powers, a three-story building was erected at Thirteenth and Henry Streets and placed under the administration of the Christian Brothers. During the Civil War, Federal soldiers used the school as a barracks and the school was discontinued until after the conflict.⁹

Prior to the Civil War, Professor Charles S. Raffington opened Bloomfield Academy in DeKalb in Bloomington Township. During the conflict, he moved to St. Joseph and opened the St. Joseph Classical Institute in the Franklin School Building. The school closed when the district re-opened the public schools in 1864.¹⁰

Until 1860, no attempt was made to establish a public school system in St. Joseph. In that year, a group of concerned citizens were successful in obtaining a charter from the

Missouri General Assembly that incorporated the "St. Joseph Board of Public Schools". Section One of the charter stated:

. . . all free white persons residing within the limits of school district number one school township eight, in Buchanan County . . . , are hereby constituted a body politic . . . , by the name and style of the 'St. Joseph Board of Public Schools11

The law, consisting of twenty-four sections, further provided that there should be a president elected at-large and two members elected from each of the wards in the city. All would serve three-year terms. The charter was to be perpetual and the board empowered to "purchase, receive, and hold property . . . and to lease, sell or dispose of the same.¹²

When the first board was elected there were three wards in the city. The board was comprised of Dr. J. H. Crane, President; first Ward directors, Louis Hax and John Sheehan; Second Ward directors, James A. Millan and John J. Abell; and, Third Ward directors, William M. Albin and Erasmus Dixon.¹³ Willis M. Sherwood, Esq., a justice of the peace, administered the oath of office. Mr. Milan was elected secretary and Mr. Joseph C. Hull was chosen treasurer.¹⁴

The lack of records does not show the actions taken at this first meeting, but it is presumed that one of the first acts of the board was to submit an estimate for the levy of a tax to the county court for the construction of schoolhouses. Three buildings were erected in 1860, one for each ward in the city, but no records exist showing that the schools were ordered built or that bids were ever invited or received.

When Joseph Robidoux platted the original town in 1843, he included in the plat, three lots at the southeast corner of Third and Charles as a free school site. It was here that the First Ward School was constructed.¹⁵

The Second Ward School was built on the east side of Twelfth Street between Francis and Jules Streets. This school later became known as the Third Ward School and, finally, as the Franklin School.¹⁶

The school which became known as the Third Ward School was erected at Second and Cherry Streets on a piece of land that had been deeded to the city by Joseph Davis in 1846 as a public cemetery.¹⁷ The building was later known at various times, as the First Ward School, the Madison School, the First Colored School, and, finally, as Humboldt School.

All three buildings followed the same design and plan. They measured thirty-four feet by twenty-five feet and were two stories in height. Constructed of brick, they were small and unattractive, lacking cloakrooms and other conveniences. There was one room on each floor with total seating capacity of one hundred and twenty student for each building. The double desks were crude and constructed locally from common pine. The new buildings were dedicated on April 23, 1860 with the following staffs: First Ward

School, William H. Harmon, principal; Miss ____ Webster, assistant; Second Ward School, Sidney P. Cunningham, principal, Miss Annie Barnes, assistant; and, Third Ward School, J. W. H. Griffin, principal; Miss Lizzie Brand, assistant. Records show that salaries in those days left much to be desired. The principals received fifty dollars per month and their assistants, twenty-five dollars per month.¹⁸

By the winter of 1861, it was found that there were a number of students in each ward who had completed the course of study offered in the elementary schools and who were now qualified to take up more advanced study. The Board of Public Schools approached Professor Neely and proposed that he establish a school for these students in his academy building at 111 North Tenth Street. He agreed and on the first Monday in March 1861, he opened what was to develop into "St. Joseph High School". "Forty young ladies and gentlemen enroll[ed] immediately at a tuition of one dollar per month".¹⁹ Thus, St. Joseph High School became the second public high school to open in Missouri and also the second oldest public high school west of the Mississippi River.²⁰

The operation of the public high school was short-lived, however. The eruption of the Civil War in April, 1861 deprived the Board of state school monies and, on May 21, 1861, the Board of Public Schools was 'reluctantly compelled to close the schools'.²¹ The high school continued until the end of June before closing. Buildings were rented out for private schools or were used by the military.

This [renting of school property] was much to be regretted, as the buildings and furniture were left in a damaged condition, and required a very considerable outlay of money to place them in a fit condition for reopening the schools.²²

In his first report upon becoming superintendent in 1864, Mr. Neely observed that the closing of the schools in Missouri was "by no means the least evil resulting . . . from the war". In St. Joseph, he noted, the private schools were filled to capacity. More distressing, however, was the fact that "hundreds of children . . . were left without the means of acquiring even an ordinary English education. Growing up in ignorance . . . their futures seemed dark indeed."²³

The city suffered further since immigrants from the East were less likely to settle in an area that afforded few advantages for the education of their children. Professor Neely was quick to point out that immigrants from New England and the Middle States were "men of enterprise and capital, the class who build up and develop [sic] the resources of the States", and were more likely to by-pass an area which lacked the quality schools to which they were accustomed.²⁴

By August 1864, conditions within the state had stabilized, and on the twelfth of that month the Board of Public Schools voted to re-open the schools. At the same time, Mr. Neely was unanimously chosen superintendent, a position he would hold until his death in 1904. The Board directed the new superintendent to hire the necessary teachers and put the schools in operation as soon as possible.²⁵ Accordingly, on October 3, 1864,

seven schools in four buildings—three primary, three intermediate, and one high school—were opened. The schools at this time had no distinct name but were designated by the ward in which they were located: First Ward Primary, First Ward Intermediate; Third Ward Primary, Third Ward Intermediate; Fourth Ward Primary, Fourth Ward Intermediate; and, the High School.²⁶ Due to a lack of funds the Board found it necessary to levy a tuition tax on each student "but in such a small amount per capita as to be easily borne by the parents of the scholars".²⁷ The rates were one dollar per month for high school students, fifty cents per month for primary and intermediate students. Payments were to be made quarterly in advance. To avoid depriving the disadvantaged from attending the schools, the Board adopted a resolution that allowed orphans and children of indigent widows and invalid parents to attend without paying the tuition tax.²⁸

Of great disappointment to the new superintendent was the fact that the schools were soon filled to capacity and many applicants had to be turned away. The First Annual Report of the Superintendent (1864-65) shows 2800 children of school age in the district but accommodations for less than 500 in the available buildings.²⁹

Mr. Neely also noted with some dismay that the parents in St. Joseph had thrown up a number of obstacles with which the Board had to contend. A major obstacle, he reported, was irregular attendance. He deplored the practice of many parents of keeping their children home for trivial reasons:

They are apt to think the loss of a day or half day . . . is a small matter But . . . he [the student] returns to school . . . and finds that some fundamental principle has been explained to the class As a consequence, his recitations are a miserable failure.³⁰

He further contended, that should the practice become a habit, the student would soon become discouraged because he could not keep pace with the class and shortly he would become a mere drone in the educational beehive.³¹

Another serious problem was the short period of attendance by many students. The Superintendent sternly cautioned that:

education was not acquired in a day . . . and that they [the parents] should be willing to make great sacrifices to enable their children to attend the schools a sufficient length of time to gain some practical benefit.³²

Last, but not least, was the "intolerable nuisance of sending notes to school asking that students be dismissed early". Mr. Neely warned that the practice tended to create habits of "deception and falsehood". It was quite easy, he said, for students to forge their excuses. Furthermore, the knowledge that a student was to be excused from school early not only made the excused student restless and impatient, but also had a bad effect on those who had to remain behind. "If parents wish to see our schools succeed," wrote Mr. Neely, "the Board and the teachers must have the hearty cooperation of the children".³³ Sadly, the Superintendent noted, "there is as much family government as of old; it is only a little modified—once parents governed children; now children govern parents".³⁴

In addition to holding the position of Superintendent of Schools, Professor Neely acted as Secretary to the Board of Public Schools. He also served as principal of the high school until 1866 and taught in the schools until 1868 when the exacting duties of his office compelled him to give up active teaching.³⁵

As a teacher and educator, he believed in thoroughness. With him good English was never out of style. He believed deeply that no student was fit to graduate without "a reasonably accurate and confident acquaintance with the English language."³⁶

He realized in a vital way that it "it was the first duty of the public schools to make American citizens, and that the accomplishments of this object was absolutely the only warrant for their existence".³⁷ To Edward Neely, the study of the Constitution of the United States was practically compulsory. "What sermons did he derive from it".³⁸ He believed deeply that the Constitution ranked among the other government compacts as the Bible does among books.

"His great delight and chief source of comfort, the thing next to his religion was the teaching of the classics, especially . . . Latin".³⁹ His teaching, though traditional, was not a matter of method, but of inspiration and full of lessons of practical use.

Given a boy without predilections, with eyes and ears open for suggestions as to what his occupation in life might be, let him read the Georgics with Mr. Neely for six weeks, and he would think seriously of being a farmer, or at least would never afterwards feel a contempt for the homely tasks of rural life.⁴⁰

As a former student, William Rusk noted, "his method was merged in his individuality. If he had a method his adherence to it was largely unconscious".⁴¹

It would be misleading to believe that a great many more ideas are derived from the curriculum of today than were derived from the meager courses of study of his day. It depends on the teacher. To realize the importance of this, one must consider the great strides that knowledge was taking in his day. Applied sciences were revolutionizing industry; the physical sciences were born and developed during his lifetime; education began a transformation from medieval traditions and began to submit to the test of scientific methods. Despite these almost daily advances in every field of knowledge, Professor Neely was always well informed in the newest theories and latest evidence the scientists and scholars offered up. More importantly, the benefit of his knowledge was always shared with his students. Whether the event was world shattering or only of local interest, "it was not forbidden fruit. The windows of his school were open and the cover was off the skylight".⁴² To whatever degree he may have lamented the changes taking place, he rarely gave into the conservatism that destroyed the effectiveness of many other teachers. The world changes constantly. To wish for the "good old days" will not slow progress. "Of the many tragedies of every life, none is sadder than that of a teacher fallen behind in the march of knowledge".⁴³ Throughout his life, he kept abreast of the times, yet he had regard more for the substance of progress rather than the form. As a pragmatist, theories in vogue at the time were tried and discarded by him, either as

unprofitable or not adaptable to the conditions under which the work was to be done. On the other hand, some of the traditional ideas to which he clung, despite public clamor for newer ones, which were later reaffirmed and readopted.

[He] never gave up the old-fashioned plan of having his pupils commit to memory illustrative examples, rules and their exceptions and appropriate vocabularies. . . even though this theory was during his time discarded and thoroughly discredited.

[N]ow, while we sit here. . . , it is being decreed by the tribunals . . . , that the first thing in importance . . . , is to commit to memory illustrative examples, rules and their exceptions, and especially an appropriate vocabulary.⁴⁴

His teaching was in harmony with the spirit of the times. The nineteenth century did not prove old theories to be in error, only antiquated. They were not wholly true or wholly false. The problem was to find the error in each and to use the remaining truth to work in harmony with the new. However strong Professor Neely was in his convictions, he was ever ready to see good in almost everything and to use it in his work.

He was a man of principles. It was a matter of principle with him to be serious and earnest in his work. Moral training in education was of paramount importance to him. "It was a matter of lessons in self-conscious ethics, but of fineness of sense, strength of will and manly resolution to do right and the habit of acting from the impulses".⁴⁵

Another principal he was committed to was the belief that boys could be reached best by appealing to their desires. To Mr. Neely, boys had two natural desires: first, to accomplish something themselves; and second, to have their achievements noted and approved by others. Thus, every boy had to be given scope and encouragement to do something on his own and the teacher had to recognize the accomplishment, whatever its worth, at full value. Without the gratification of these two desires, no boy could grow to full stature and many would not grow at all. "The boy is the man in miniature . . . , the laws of a child's development are pointed out by the child himself, and therefore the child is the proper study of the teacher".⁴⁶

One principle consistent in his work and probably his utmost concern was that his students should share his love for the best literature. William Rusk notes "it is safe to say that no boy left his charge without knowing a good book from a poor one nor without a preference for the good one".⁴⁷

One of the first changes introduced by Superintendent Neely was the graded school. This involved the placing of students of the same age and levels in separate schools or separate departments of the same school under a teacher qualified for that particular age and level of achievement. The advantages of this system over a mixed one, according to Mr. Neely, were readily apparent. The graded schools allowed more subjects to be taught more effectively since the students were of the same age and

achievement level. In addition, in systems where parents moved frequently, students would easily fit in his new school since his studies and recitations remained the same.⁴⁸

Another step forward in improving education in St. Joseph and the teaching profession was the founding of the Teacher's Monthly Association in September 1864. The purpose of the organization was to "promote the interests of the schools, and the discuss[ion] of matters pertaining to the profession of teaching".⁴⁹

In closing his first report, Superintendent Neely expressed satisfaction that the Board of Public Schools had decided to build additional schools and remarked that the public should rejoice since "the more they are taxed to establish institutions of learning, the few taxes they have will pay for the erection of jails, penitentiaries and Almshouses [sic]".⁵⁰ He called upon the Board to improve the conditions of the schools and make them models of efficiency:

Let the houses be built; let them be placed in pleasant and convenient locations; let all the late improvements in school architecture be regarded in their construction; let them be neatly furnished and provided with all the necessary appliances; let the grounds be planted in shade trees and made attractive to pupils and teachers alike; then let a prudent and liberal spirit be manifested in securing and retaining competent and learned teachers.⁵¹

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2 St. Joseph Publishing Company, comp. Daily News History of St. Joseph and Buchanan

County. (St. Joseph, Missouri: Lon. Hardman, 1899), p. 165.

3 The History of Buchanan County, Missouri, op. cit., p. 360.

4 Ibid., pp. 360-362, passim.

5 Ibid. This school would probably have been located on the lots now occupied by the Law Enforcement Center.

6 Ibid.

7 Ibid.

8 Ibid.

9 Ibid.

10 Ibid.

11 Quoted in Neely, Edward B., First Annual Report of the Superintendent and Secretary of the Board of St. Joseph Public Schools for the Year Ending August 1, 1865. (St. Joseph Missouri: Herald Printing Company, 1865), pp. 73-73, passim. Section One was Amended in 1866 to read "residents of the school district number one." In 1872, the law Was again amended to read "resident taxpayers". "Third Annual Report", Neely, Edward B., Second and Third Annual Reports of the Superintendent and Secretary of the Board

Of St. Joseph Public Schools for the Years Ending August 1, 1865-66 and 1866-67 (St. Joseph, Missouri: St. Joseph Steam Printing Company, 1875).

12 First Annual Report, op. cit.

13 Daily News History, op. cit. p. 167. The First Ward was the southern part of the city; the Second Ward was the central district; and, the northern area of St. Joseph made up the Third Ward.

14 History of Buchanan County, op. cit. p. 537. Mr. Sherwood was the leader in the organization of the school district and was a leader in securing the passage of the act creating the Board of Public Schools. Sherwood School, located at Twenty-ninth and Edmond Streets, was named in his honor.

15 By 1865, these lots were no longer suitable for school purposes but had become valuable for business property. John P. Fink, who operated a shoe factory in the city, offered the school district \$12,000 for the three lots. Because the land was donated as a school site, it was necessary to obtain a warranty deed from Mr. Robidoux which he gave for the the sum of three hundred dollars. "History of the St. Joseph School District Goes Back to Days Before the Civil War", St. Joseph News-Press, September 8, 1946.

16 First Annual Report, opt. Cit.

17 Ibid.

18 History of Buchanan County, op. cit., p. 538.

19 Bertha M. Rightmire, comp., In Search of Learning: A Brief Journey into the First Fifty Years (1860-1907) of the Public School System of St. Joseph, Missouri (St. Joseph, Missouri: Hillyard Vocational School, 1957). Tuition was charged at this time because of the lack of funds to pay for a high school.

20 David D. March, The History of Missouri, 4 vols. (New York: Lewis Historical Publishing Company, c1967).

21 First Annual Report, op. cit., p. 5. During the war, Mr. Neely conducted a private academy in his building.

22 Ibid.

23 Ibid., p. 6.

24 Ibid.

25 Mr. Neely was the second man to serve in the position of Superintendent of Schools. George Hall had been elected superintendent in 1861, but served only four months when the Civil War broke out. In Search of Learning, op. cit.

26 First Annual Report, op. cit., p. 8. There were only four buildings-the three original schools built in 1860 and the high school at 111 North Tenth Street.

27 Ibid, p. 6. In answer to complaints regarding the charging of fees, Mr. Neely noted that without this money the schools could not have opened and, in addition, compared very favorably to the tuition of private schools operating in the city.

28 Ibid., p. 7.

29 Ibid., p. 9.

30 Ibid., p. 11.

31 Ibid.

32 Ibid., p. 12.

33 Ibid., p. 11.

34 Ibid., p. 12.

35 In 1883, F. C. Parker replaced Mr. Neely as Secretary to the Board. Mr. Parker also assumed the position of Superintendent of Buildings at that time.

36 Memorial Address, *op. cit.*, p. 4.

37 *Ibid.*

38 *Ibid.*

39 *Ibid.*

40 *Ibid.*, p. 5.

41 *Ibid.*, p. 7.

42 *Ibid.*, p. 6.

43 *Ibid.*

44 *Ibid.*

45 *Ibid.*, p. 8.

46 *Ibid.*, p. 5.

47 *Ibid.*, p. 8.

48 First Annual Report, *op. cit.*, p. 14.

49 *Ibid.*, p. 16.

50 *Ibid.*, p. 15. Early in 1865, the Board petitioned the General Assembly of Missouri for and amendment to the Act of Incorporation to levy a tax of one-half of one percent on all taxable property in the district. The amendment was passed and the decision was made by the Board to build more schools before Superintendent Neely had finished compiling his first report.

51 *Ibid.*, p. 17.

CHAPTER TWO

The problem of lack of space to accommodate all students in the city continued to plague the district during the 1865-1866 school year. In his Second Annual Report, the Superintendent expressed regret at the almost daily necessity of denying applications because of the lack of space. He took time to explain the purpose of the public schools in this report. The opinion that the public schools were designed for the poorer classes was a mistaken idea and one that was detrimental to the interests of the school system. To the contrary:

The . . . public schools are created for all, rich and poor alike. This is their distinguishing characteristic, and their crowning glory. They are in nature, republican, and are in fact the cornerstone of our republican institutions.²

Due to the overcrowded conditions existing in the schools and the necessity of turning away students desiring to enroll, the Board of Public Schools voted unanimously to build two additional school houses. However, the original Act of Incorporation authorized the Board to levy an annual tax, not to exceed one-fifth of one percent upon all taxable property in the district. The amount received from this tax was not sufficient to cover projected costs and to pay the expenses of building additional schools. Therefore, in the winter of 1865, the Board petitioned the General Assembly of Missouri to amend the Act of Incorporation to allow the district to levy a tax not to exceed one-half of one percent on all taxable property in the district. The amendment received the necessary approval and the tax was levied. "The willingness and even cheerfulness with which it is paid in the great majority of instances speaks volumes in praise of the liberality and intelligence of the citizens of St. Joseph."³

The locations of the two new sites for the new schools were chosen and purchased—one on the southeast corner of Tenth and Edmond Streets; the other on the corner of Twelfth and Olive Streets. The Edmond Street location was to be the site of the new high school and the other was to house a grammar school. C. A. Dunham submitted the final plans, adopted by the Board, architect from Burlington, Iowa. Both buildings were to be of the same size and design. Bids were called for and the contracts for the construction of both buildings were awarded to John DeClue of St. Joseph.⁴

The new buildings were sixty-two feet long and thirty-six feet wide, two stories high with a partial basement. The walls were of brick, fifteen inches thick. The foundations were of stone, two feet thick. A projection in front, sixteen by thirty-eight feet, contained the halls, stairway, four cloakrooms and a recitation room, twelve feet by fifteen feet. Within each of the new structures were four classrooms, each measuring twenty-nine and one-half feet by thirty-three and one-half feet in size, well lighted and heated by coal stoves. The stairs, five feet wide provided easy access to the second floor. The floors were "deafened" and the rooms wainscoted, two and one-half feet high. Each room was equipped with hard finished blackboards four feet wide and extending around

the room. The halls and cloakrooms were also wainscoted, to a height of six feet and supplied with two hundred and forty double iron clothes hooks. The Eagle combination desks were constructed of maple with frames of iron. There were four sizes, graduated to the age of the student.⁵

The two rooms on the second floor contained a very unique feature. They were divided by moveable panel partitions that were hung to pilasters with double axle pulleys. The walls could be lowered into the double walls that separated the corresponding rooms on the first floor. Thus, the two rooms could be made into one room measuring thirty-three and one-half feet by sixty feet, giving plenty of room for general exercises in vocal music, exhibitions, examinations, lectures, and meetings of every kind.⁶

The problem of adequate ventilation received a great deal of consideration. Mr. Neely was vitally concerned about the fact that most school buildings lacked a system of ventilation, which admitted a constant supply of fresh air while, at the same time, allowing the foul air to escape. In most school houses", he reported, "teachers and pupils sit . . . in a vitiated and poisonous atmosphere which . . . is planting seeds of disease and premature death".⁷ The two new buildings, therefore, were constructed with a system of ventilation, which allowed the teacher to control the circulation of air, by opening and closing a system of air ducts on the floor and near the ceiling. Those at the top drew off the excess warm air that rose naturally. The floor ventilators were designed to carry off the cold air and "poisonous gases". A cold air duct in each room, located just behind the stove, supplied fresh air from the outside. In summer, all of these "ventiducts" could be opened insuring "a perfect current or stream of cold air . . . continually passing through the rooms".⁸

Both of the new buildings were of the Grecian style of architecture. The walls were finished with pilaster, sill and belt courses with eight large windows in each room. Heavily timbered trusses of pine topped with a cupola supported the roofs. Cornices and gables were constructed on each of the four sides of the building. Finally, the grounds were planted with forest maples and were surrounded with neat and "substantial" fences with separate yards for boys and girls. The total cost of the new buildings was approximately \$16,000 each.⁹

The High School forms a most important feature in our system of Public Instruction [sic]. It is not only valuable as affording the means for a classical and scientific education to many who would otherwise have an opportunity of acquiring only an ordinary English education, but it exerts a most beneficial influence upon all the lower grades throughout the city. It is the goal for the attainment of which every scholar exerts his highest energies. Even the laggard and the drone can be quickened into something like life and energy when the High School is presented to him as the prize for his labors.¹⁰

Despite the addition of two modern buildings, the Superintendent reported that still less than one-third of the youths in St. Joseph could be provided with an education. The two new schools would seat five hundred pupils. The remaining buildings owned or rented by the district could accommodate three hundred and sixty students. At this time,

the school age of the population was estimated to be 2, 770.11 The northern and eastern limits of the district urgently needed schools. Mr. Neely proposed building a new school on Fourth Street and also urged the construction of a new building in the First or Second Ward as soon as possible.

It is not likely . . . that a point can shortly be reached in the building of schoolhouses at which we can afford to stop. The people are beginning to feel an honest pride in their system of Public Schools [sic]; they are learning that these schools are not only the cheapest . . . but they are the best and as fast as the houses are built, they will be occupied.12

In concluding his report for the 1865-1866 school year, the Superintendent noted that the schools owned by the district had been named. The schools and their locations were:

First Ward Cherry	Madison School	Second and Streets
Third Ward Jules	Franklin School	Twelfth and Streets
Fifth Ward Olive	Everett School	Twelfth and Streets
Grammar Dept. Edmond	High School (1st floor)	Tenth and Streets
High School Edmond	High School (2nd floor)	Tenth and Streets.

The Board, in addition to the buildings owned above, rented two others-Tenth Street Primary and North Market Primary Schools. The Tenth Street School was rented from Mr. Neely. The building at 111 North Tenth Street had formerly housed the High School and earlier had served, as the Professor's own St. Joseph Male Academy. The North Market School occupied the upper half of the North Market House on Market Square and was rented from the City Council.13

The opening of the 1866-1867 school year was delayed until the first Monday in October because the two new buildings were not completed. The school year was now to be divided into four, ten-week quarters with a one-week break for Christmas. The District now owned four buildings with a total value of \$53,600 and rented three others. Seventeen teachers were employed with at total of 1511 students enrolled in the schools.14 Among the new teachers hired for the new school year was John S. Crosby from Massachusetts to serve as principal of the High School.

The problem of attendance continued to plague the schools. The Superintendent once again cautioned:

The greatest obstacle . . . in the way of securing punctual and regular attendance has been the indifference and . . . decided and willful opposition of the parents themselves [No} parent having once entered his child at school has a right . . . to grant him leave of absence for the purpose of making a few day's visit, or take him on a fishing excursion . . . or to assist him in his shop . . . , office . . . , or his farm.¹⁵

He reminded parents of the rule regarding absences and asserted "sickness of the pupil, or in the family or some urgent necessity shall be regarded as the only legitimate excuse for absence".¹⁶

Mr. Neely also took time to discuss "many highly exaggerated and totally untrue reports of the severities and cruelties practiced in . . . our Public Schools. It is to be regretted", he wrote:

that . . . an unreasonable prejudice is gaining ground against teachers as a class. every . . . failing is magnified into a grave offense . . . and that wise rule of law which presumes every man to be innocent till he is proven guilty is generally reversed in the case of teachers.¹⁷

Such criticism, when combined with the low salaries paid to teachers would drive the ablest teachers into other professions, he warned, where they would be more appreciated.

Though not a strict disciplinarian, Professor Neely deplored disorderly and ill-governed schools. Above all, he believed that children should be disciplined in school, as well as home, with love and kindness and by instilling in each child, respect for themselves and others and for properly constituted authority, "by the timely word of approval, and the no less timely word of caution or censure".¹⁸ The rod was to be held in reserve behind milder measures. William Rusk reminisced that:

Mr. Neely had the old-fashioned idea that the teacher should be the master of the school; and when it became necessary he [Neely] could demonstrate to a conclusion the truth so tersely put by [George] Washington that 'persuasion is not government.'¹⁹

Expulsion of a student was to be used only as a last resort. Professor Neely firmly believed that to remove a child from an environment of restraint and reform and turning him out on a street to grow up in "ignorance and vice" would only be effective in preparing him for the "penitentiary or gallows."

It would hardly be the best mode of accomplishing one of the great ends for which the Public Schools [sic] were established-namely, the instruction of the masses in those elements of learning and morality designed to make them honest and useful citizens.

Hopefully, the time may . . . come . . . when parental training shall be reduced to a perfect system, when children cease to be dull and unruly, when the mildest form of moral suasion [sic] in the family and the school rule shall be found amply sufficient for the government of each child Let us wait patiently for the promised Millennium [sic].²⁰

The system of grades established in the district the preceding year was discussed in the Third Annual Report. There were seven grades in the district schools (excluding the High School) with work provided for each grade to be sufficient to occupy a class of average ability for one year. At the close of the school year, if a student, upon examination, gave satisfactory evidence that he had thoroughly mastered the studies required, he was assigned to the next higher grade. A child entering school at age six was assigned to the seventh grade. By age thirteen, he would have passed through the seven lower grades and would be ready for admission to the high school.²¹

In 1866, the Board of Public Schools once again responded to the Superintendent's plea for more buildings. The Board rented a new building on Third and Isadore Streets which contained six rooms and capable of accommodating two hundred and forty to two hundred and fifty pupils. The school was to be called the Washington School and was to be furnished with maple combination desks manufactured locally by John DeClue with iron standards cast by the St. Joseph Foundry.²²

Even with the addition of the new High School and the Everett and Washington Schools, the subject of providing additional and adequate buildings still occupied the attention of Mr. Neely. He was particularly concerned that the northeast limits of the city still had no school facilities even though the Board had purchased land in the area. He also pointed out that the Everett School already could not accommodate all the children who desired to attend. In addition, the Grammar Department of the High School was becoming overcrowded and taking badly needed room from the High School. The Superintendent was particularly concerned that most of the schools in the city were providing for intermediate school pupils and were turning away younger primary children who needed to be in school.

An estimate of the district's school-age children in 1866-1867 showed approximately 4,000 children between the ages of five and twenty-one. Since few students attended school after age fifteen, Mr. Neely estimated that the district still had 3,000 children between the ages of five and fifteen. Disallowing those who were forced to work to support their families and those in private and parochial schools, he estimated that nine hundred and seventy children between five and fifteen years of age could not be accommodated since the school district could provide a little over 1100 seats in the existing buildings.²³ He appealed to the Board to make these facts known to the people of the district and to call upon the voters to supply the needed funds for the construction of new schools.

It would be no difficult matter to prove that the moral obligation to educate its citizens rests upon a community with as binding forces as upon parents to educate their children. Whatever a State can legally do to prevent or lessen the evils of poverty and crime she is morally bound to do .

I have no means of estimating exactly the cost of maintaining these institutions [courts, jails, etc.] nor of calculating the amount or value of otherwise productive labor . . . , but this I do know . . . it is a sum far above and beyond the amount expended for Public Education [sic]. Now it is not pretended that universal education would entirely remove these evils . . . ; but the question is 'how far will the more general diffusing of education tend to diminish those evils and reduce the expense of maintaining them'.²⁴ He was convinced that if the State of Missouri would increase its allotment to public education, the amount spent would be returned over a period of years because the decreased cost of supporting such institutions as prisons, courts, workhouses, etc. He cited as evidence, the testimony of persons engaged in law enforcement and prison reform that the large percentage of those in prison had little or no education. "So undeniably true is it that vice and crime ever follow in the wake of ignorance".²⁵ He appealed to the Board of Public Schools to show the voters in the district the need for additional funds so that the "blessings of education may be placed within the reach of every boy and girl in the city". He encouraged the Board in this endeavor by noting that "a few old fogies . . . are ever striving . . . to hinder the wheels of progress . . . but the great mass of our citizens . . . will sustain you by their approval".²⁶

Despite the lack of money for the construction of new buildings, the district continued to expand. A "school for colored children" was established in the basement of the African Baptist Church at Fourth and Francis Streets. Mrs. A. H. Stinsman was the first teacher. The school was established in accordance with the general school laws of Missouri which stated "the Township Boards of Education . . . are hereby authorized and required to establish within their respective jurisdiction one or more separate schools for colored children, when the whole number . . . exceeds twenty".²⁷

Another addition to the teaching staff of the district was the appointment of Professor E. A. James to give instruction in vocal music at a yearly salary of \$1,000. "Music", noted Mr. Neely,

wherever it has been introduced . . . , has been found effective in destroying many bad habits . . . not the least of which is that monotonous sing-song tone usually denominate the 'Primary School tone' [I]t is absolutely painful to listen to the nasal sing-song tones of the scholar, in their recitations, whether they be engaged in a spelling exercise, in the repetition of Arithmetic [sic] tables, or in reading".²⁸

The Board also decided to introduce physical exercises "as a distinct feature of the School education". For this purpose, Miss Julia A. Floyd of St. Joseph was hired as instructor. Mr. Neely was particularly concerned with the neglect of physical exercise by young people in school. "His [the student's] mind is educated at the expense of his

body". By resolution, all teachers were "requested" to take part with their pupils in these exercises.²⁹

Of major importance to the city was the establishment of the St. Joseph Public Library Association. Although not under the direct control of the Board of Public Schools, the president of the Board was also president of the Library Association. Anyone could use the library by paying an annual fee of two dollars with provisions made for directors, officers, students, or alumni of the system to obtain life memberships for a fee of five dollars. The library was first located in Pinger's Building above Colhoun and Company's Bank on the corner of Third and Felix Streets. The first library contained over 3,000 volumes and operated with a fund of more than \$5,000.³⁰

By 1868, the district was operating eleven schools totaling twenty-two rooms. The enrollment had reached 1766 pupils with twenty-two classroom teachers employed by the district plus a teacher of music and a teacher of gymnastics for all schools. The Board was once again forced to rent additional buildings to accommodate the increasing number of students. A primary school designed for grades seven and six (first and second grades) was established in a rented room at 1209 Frederick Avenue and designated the "Avenue School". The school was to serve as temporary quarters until a new school could be completed in Highly's Addition. The school had a family living above and one family living in the basement below. The location was not well suited to learning since Frederick Avenue was one of the busiest and noisiest thoroughfares in the city.

Another building, located in a room of the Patee Market on Tenth Street between Lafayette and Olive Streets, was designated as the "Everett Branch School" and was established to take up the overflow from the Everett School at Twelfth and Olive Streets. The noise of the market interfered with the business at hand and the uncomfortable and rickety desks and general gloom of the quarters provided a poor environment for learning.

The "Washington Branch School" was established in the basement of the German Methodist Church at Third and Robidoux Streets to accommodate the overflow from grades seven, six and five of the Washington School.³¹

Mr. Neely also announced that the German language would be taught the following year (1868-1869) in the High School and also in the Washington and Everett Schools. Miss Marie A. Castelhun of St. Louis would be the teacher.³²

The tax levied by the Board of Public Schools still proved to be little more than sufficient to meet current expenses and not adequate for building purposes. The general school laws of Missouri gave the Board power to levy a special instruction tax but the members chose instead to issue bonds in the amount of \$40,000 at ten percent interest for twenty years, rather than impose an additional tax on the voters. These were the first school bonds sold in the history of the St. Joseph District and were used for the construction of two new schools-Washington School at Fifth and Poulin Streets and Webster School at Seventeenth and Highly Streets. The new buildings were not finished

and ready for occupancy until the 1869-1870 school year. Both buildings were of similar construction- stone foundations and brick walls with a French (mansard) roof. The floor plan was in the shape of the letter "T" with a projection in front. On the front, ends and sides were the chimneys and ventilating stacks. The Washington School had six rooms, three on each floor, each measuring twenty-four feet, six inches by twenty-nine feet, three inches. A recitation room fourteen feet by sixteen feet was located over the main hall entrance. The Webster building had only four rooms and a recitation room but with provisions made for adding a rear wing when the need arose and finances permitted. All rooms, halls and closets were wainscoted and the floors "deafened." Both structures were designed by W. Angelo Powell, Esq. Contractors for the Washington School were Bell and Waldron, for the Webster School, John DeClue. Total cost for both buildings and furnishings was \$22,600. The total seating capacity for both schools was six hundred and twenty.³³

The spring of 1868 saw the first graduating class of St. Joseph High School. There were five members in the class: Florence Bliss, Willard P. Hall, Jr., William D. Rusk, W. R. Hall and Helen A. Stroud. ³⁴

Despite the building of the new schools and the continued practice of renting additional space, the district, by 1869, still could not provide sufficient accommodations for the children of St. Joseph. The district now employed twenty-nine teachers, owned seven buildings and rented three others for a total seating capacity of 1664 seats. It was estimated, however, that there were 5127 children of school age now living in the district. Even disallowing those under the age of six, those over fifteen and those enrolled in private and parochial schools, there was still not enough room in the public schools. "We may still hope to see the day," wrote the Superintendent, when a seat will be provided in our public schools for every boy and girl in St. Joseph."³⁵

Another first in the history of the St. Joseph School District was recorded in 1870 with the adoption of a salary schedule for teachers and principals. Men and women doing the same work would receive equal pay. Principals were to receive from one hundred to one hundred and twenty dollars per month and teachers' thirty-six to sixty dollars per month. The Superintendent and principal of the High School were to receive one hundred and eighty dollars per month. In addition, the distinction in salaries existing between primary and intermediate grade teachers was abolished. Mr. Neely was disturbed by the fact that good primary teachers were hard to find; yet they received less pay than those in the intermediate grades. The idea that the only task of a primary teacher was to hear little children read or spell two or three times per day was utterly false. The Primary Schools", he noted:

lie at the base of the educational structure Only skilled and faithful workers should be permitted here If the foundations are not well laid, it will be in vain to expect either symmetry, strength, or beauty in the building.³⁶

Always a staunch advocate of teacher training and education, Mr. Neely proposed the establishment of a normal department in the High School. Many graduates, he noted,

were being appointed as teachers in the city schools. Although possessing a good knowledge of the sciences, mathematics and languages, they were not prepared to teach the grades in which they were most needed-the elementary levels. They had little or no knowledge of the methods employed in teaching primary and intermediate school children. The Superintendent recommended to the Board that a normal school be established not later than the fall of 1871 for the purpose of instruction and drill "in the most approved methods of primary teaching".³⁷

Professor Neely regarded teachers, to some extent, as martyrs to the cause in which they were engaged. He said it was more difficult to teach than to acquire knowledge. Teaching had been "debased by quackery" and had been made a convenience for "literary upstarts" more than any other profession. This brought teachers of true professional ability into disrepute. He often referred to those men who acquire universal knowledge most successfully, yet were "intellectual absorbents", as those who "took in everything and omitted nothing". He asked "how is the profession of the teacher to be elevated?" and answered his own question by saying "with energy, skill and devotion". He held that the complete regeneration of the profession could be attained and that advances were being made. He advocated the professional ability of teaching would be appreciated by the faculty being adequately remunerated for their services. The Superintendent concluded, "that it was for them to give to the world her statesmen, diplomats, rulers, poets, poetesses and to mould the intelligence that must govern the world socially and politically".³⁸

By 1871, St. Joseph was a city of 25,000 citizens. The school district census of that year showed an estimated 5,843 children of school age living within the jurisdiction of the Board of Public Schools. The Board now owned six buildings and seven others were being rented. These thirteen structures contained a total of thirty-three rooms. The district could also boast thirty-three teachers and an enrollment of 2,415 students.³⁹

The 1870-1871 school year brought the addition of still another new school to the district. The Board purchased the "St. Joseph Deutsche Vereins School" at the southeast corner of Tenth and Felix Streets from the German School Society (Detschen Schulverein) for \$8,500. The school was renamed the "German-English School" and would receive only those students who wished to study both the English and German languages. The study of the German language was now discontinued in all other schools except the High School. Miss M. A. Castelhun, who formerly taught German in the city schools, returned from the San Francisco Cosmopolitan Schools to become principal.⁴⁰

The district also issued school bonds in the amount of 440,000 for the purpose of enlarging Everett School and for the construction of a new school in the southern part of the city. A portion of the money was also to be used to rebuild the First Colored School on Fourth Street that was entirely destroyed by high winds in July 1871.

The new building constructed with a portion of the bond money was located on the corner of Scott and Twelfth Streets and was named the "Neely School" in honor of the Superintendent. P. F. Meagher, architect and John DeClue, Superintendent of

Buildings for the district, designed the structure. It contained four rooms, each measuring twenty-seven feet by thirty feet and was constructed of brick with stone facing and trim. The new school could accommodate two hundred and forty students and was built at a total cost of \$9,719.69.⁴¹

In his Eighth Annual Report, Mr. Neely noted with pride that, in St. Joseph, the principals of all the intermediate and primary schools, except one were women. "This was an experiment regarded by many as both dangerous and unwise but . . . such fears were unfounded . . . They have made decided improvement and advance."⁴² He cited as examples the Detroit and Cleveland Public Schools and concluded " . . . if any of our citizens still doubt the ability of women to govern and teach . . . I respectfully invite them to visit the schools and determine the question by personal observation."⁴³

After several appeals by the Superintendent, the Board added drawing and penmanship to the curriculum of the city schools. Miss Harriet M. Cole was hired as teacher of drawing and T. C. Chapman as penmanship instructor.

The first decade of Mr. Neely's tenure as Superintendent ended with the district possessing a total of seventeen schools containing a total of fifty-one rooms. Fifty-two teachers were now employed. This was a far cry from the seven schools and eight teachers when his tenure began. Seats were provided for over 2200 students compared to less than five hundred in 1864. District property was now valued at approximately \$118,000.⁴⁴ Those schools now owned by the district were:

High School	Tenth and Edmond Streets
Everett School	Twelfth and Olive Streets
Washington School	Fifth and Poulin Streets
German-English School	Tenth and Felix Streets
Webster School	Seventeenth and Highly Streets
Neely School	Twelfth and Scott Streets
Franklin School	Twelfth Street, between Jules and Francis Streets
Madison School	Second and Cherry Streets
First Colored School	Fourth and Michel Streets

In addition, the district rented the following buildings as schools:

Third Street School	Third and Isadore Streets
Sixth Street School	West side of Sixth Street between Hickory and Walnut Streets
Tenth Street School	111 North Tenth Street
Fifteenth Street School	Southwest corner, Fifteenth Street and Angelique Street

Avenue Primary School	North side of Frederick Avenue, Between Tenth and Eleventh Streets
South St. Joseph Primary School	Mitchell Avenue, between Fourteenth and Fifteenth Streets
Second Colored School	West side of Fifteenth Street, Between Messanie and
Locust	Streets
Primary Department, First Colored School Streets. ⁴⁵	East side of Second Street, Isadore and Antoine

Despite the increase in buildings, the Superintendent continued to call for still greater improvement. A new school was needed east of Twelfth Street between Jules and Sylvania Streets. Furthermore, the Board needed to make vigorous efforts to provide more and better schools for the black children of the city. The school census of 1874 showed five hundred and seventy black children of school age in the district, the district in addition to two other one-room buildings that were rented owned yet only one small frame building with one room. This made it impossible to classify and grade pupils properly and for one teacher to handle the teaching of all seven grades.⁴⁶

1

2 Neely, Edward B., Second and Third Annual Reports of the Superintendent and Secretary of the

Board of Education of the St. Joseph Public Schools for the Years Ending August 1,

1865-66 and 1866-67 (St. Joseph, Missouri: Swick, Hail and Carter, 1867), p. 6.

3 Ibid., pp. 7-8.

4 Ibid.

5 Ibid.

6 Ibid.

7 Ibid., p. 9.

8 Ibid.

9 Ibid., p. 11.

10 Ibid., p. 29. To the Superintendent, the High School was the "Temple of Fame" on the "Hill of Science". "Our Public Schools", St. Joseph Union, September 8, 1867. E. B. Neely Scrapbook, op. cit.

11 Ibid., p. 12. (School age was defined as those students between the ages of five and twenty-one. These figures do not account for the number of students enrolled in private or parochial schools. Veterans of the Civil War were also allowed to attend schools, tuition free, for a period equal to their length of service in the Union Army. Duane Meyer, *The Heritage of Missouri: a History* (Hazelwood, Missouri: State Publishing Company, 1970). p. 493.)

12 Ibid.

- 13 Ibid.
- 14 "Third Annual Report", Second and Third Annual Reports, op. cit., pp. 16-17. Prior to 1866, the school year was divided into three terms, one term of four months and two of three months each for a total of ten months.
- 15 Ibid., p.p. 21-22.
- 16 Ibid., p. 22.
- 17 Ibid., p. 29.
- 18 Ibid., p. 30.
- 19 Memorial Address, op. cit., p. 4.
- 20 Third Annual Report, op. cit., pp. 30-31.
- 21 Ibid., p. 33. Primary grades (1, 2 and 3) were numbered 7, 6 and 5 respectively; intermediate or grammar grades (4, 5 and 6) were numbered 3, 2 and 1 respectively. This idea was probably adopted after a visit to the St. Louis Public Schools.
- "Correspondence", St. Joseph Union, February 10, 1866, E. B. Neely scrapbook.
- 22 Ibid., p. 35.
- 23 Ibid.
- 24 Ibid., pp. 36-37.
- 25 Ibid., p. 37.
- 26 Ibid., p. 38.
- 27 Quoted in Ibid., p. 41. This segregated school system was to persist in Missouri for nearly a century. The History of Missouri, op. cit., p. 41.
- 28 Ibid., p. 42.
- 29 Ibid., p. 43.
- 30 Ibid., p. 45.
- 31 "Fourth Annual Report", Neely, Edward B., Annual Report of the Superintendent and Secretary of the Board of the St. Joseph Public Schools for the Three Years ending Respectfully 1868, 1869, 1870 (St. Joseph, Missouri: The St. Joseph Steam Printing Company, 1870), passim.
- 32 Ibid.
- 33 Ibid.
- 34 Ibid. Willard P. Hall, Jr. went on to study at Yale College and would serve as a judge in the Circuit Court of Buchanan County. W. R. Hall studied medicine at the University of Pennsylvania. William R. Rusk would become principal of St. Joseph High School. Miss Bliss and Miss Stroud would become teachers in the public schools of St. Joseph.
- 35 "Fifth Annual Report," Neely, Edward B., Annual Report of the Superintendent and Secretary to the board of St. Joseph Public Schools for the Three Years Ending Respectively 1868, 1869, 1870, op. cit., p. 25.
- 36 "Sixth Annual Report", Neely, Edward B., Annual Report of the Superintendent and Secretary to the board of St. Joseph Public Schools for the Three Years Ending Respectively 1868, 1869, 1870, op. cit., p. 79.
- 37 Ibid., p. 59.
- 38 Neely, Edward B., "Calling of the Teachers," quoted in, "State Teacher's Association," St. Louis Republican, April 12, 1868. E. B. Neely scrapbook, op. cit.
- 39 Neely, Edward B. Seventh Annual Report of the Superintendent and Secretary of the Board of St. Joseph Public Schools for the year ending July 31, 1871 (St. Joseph, Missouri: St. Joseph Steam Printing Company, 1872), p. 6.

- 40 Ibid. The German School Society was founded in 1855 and was chartered by German-American citizens living in St. Joseph. Until 1869, Joseph Dreis taught school in a building on North Sixth Street. In 1868, with funds the Society had raised, a plot of ground was purchased at the southeast corner of Tenth and Felix Streets and a school building erected. Instruction was given in both English and German with William Beneke and Ernst Kuehl succeeding Mr. Dreis as instructors. History of Buchanan County, op. cit., p. 362. A condition of the sale was that it would be maintained as a German-English school. Seventh Annual Report, op. cit.
- 41 "Eighth Annual Report," Neely, Edward B. Annual Report of the Superintendent and Secretary of the Board of St. Joseph Public Schools for the Three Years, 1871-72, 1872-73, 1873-74 (St. Joseph, Missouri: The St. Joseph Steam Printing Company, 1875). "A Deserved Compliment," St. Joseph Herald, May 28, 1871. E. B. Neely scrapbook, op. cit. "A Deserved Compliment," St. Louis Journal of Education, June, 1871. E. B. Neely scrapbook, op. cit.
- 42 "Eighth Annual Report," op. cit., p. 15.
- 43 Ibid., p. 16.
- 44 Neely, Edward B., Annual Report of the Superintendent and Secretary of the Board of St. Joseph Public Schools, for 1874-1875 (St. Joseph, Missouri: St. Joseph Steam Printing Company, 1876).
- 45 Ibid., passim.
- 46 Ibid.

CHAPTER THREE

The district was now beginning its eleventh year under Mr. Neely's leadership. Figures show that approximately \$17.36 was being spent on each student enrolled in the public schools², yet not all students were enjoying these benefits. In addition to the lack of accommodations, the Superintendent reported an average daily attendance of 2239 or only sixty-four percent of those enrolled. Also, 6,162 cases of tardiness were reported. In his Eleventh Annual Report, Mr. Neely called special attention to the dual problems of absences and tardiness:

because the evil seems to be greater here than in any other city in the country. This irregular attendance interferes seriously with the pupil's progress in study, besides having a demoralizing effect on the schools. The schools . . . are failing to cultivate the habit of punctuality and promptness. Long experience proves that habits formed at school cling to the student through life and are rarely corrected.³

If the parents would make fewer demands upon the services of their children during the school year, he suggested, "the teachers would soon have little cause to complain of . . . tardiness or absence".⁴

I do not believe there is a village in the United States whose inhabitants would submit their children being compelled to grope their way to school over such roads of mud, and hills and ravines and slippery excuses for sidewalks as our children are compelled to travel on their way to school in the northern, southern, and eastern portions of this fair city of St. Joseph We must admit that those pupils who have neither been absent or tardy one time during the year evince the possession of traits of character giving large promise of success in life.⁵

The High School had now graduated nine classes for a total of one hundred and ten graduates. Of this number, fifty were men and sixty were women. Of the men, twenty-one became clerks, salesmen, or bookkeepers; four clerks in railroad offices, four became lawyers (one City Attorney and one City Registrar); three became teachers; two physicians; two civil engineers; one bank clerk; three students at college; one magazine correspondent; one report for a daily paper; and two merchants. Of the women, fifteen taught in the St. Joseph Public Schools; eight taught elsewhere; twelve were married; and, one was deceased.⁶

Mr. John S. Cosby retired as principal of the High School after eleven years to enter the practice of law. William D. Rusk, an 1868 graduate of the High School was appointed his successor.

The years 1875-1877 saw the school year reduced to nine months instead of the usual ten. This was due to a clause in the newly adopted Missouri Constitution of 1875 that restricted the tax levy of the district to four mills. In addition to the reduction in the

school term, all salaries except those of teachers receiving thirty-six dollars per month were reduced ten percent effective June 1, 1875.

This is a matter which deeply concerns our citizens . . . for a blow struck at the public schools is emphatically a blow struck one of the best interests in St. Joseph If our public schools become poor and ineffective, our city must retrogress in population, in wealth and all her material interests.⁷

The problem was somewhat alleviated in 1877 when the Missouri General Assembly enacted legislation which provided that two-third of the taxpayers in a district could vote to increase the rate of taxation for school purposes not to exceed ten mills on the dollar. On April 24, 1877, the citizens of St. Joseph voted to increase the rate for general school purposes to five mills on the dollar. The County Court, in accordance with the wishes of the voters, levied the extra mill for the 1877 school year that enabled the schools once again to be conducted for the ten-month term.⁸ A controversy arose, however, when the County Court ruled that an election would be necessary each year after that to decide the tax rate for school purposes if the levy exceeded the constitutional limit of four mills on the dollar. Problems also arose in trying to find the funds necessary to pay the interest on school bonds approved in 1868 and 1871. The County Court now, in addition to refusing to levy the additional tax, declared the bonds illegal and refused to levy any further tax to pay the interest or principal on the bonds. Ex-governors Willard P. Hall and Silas Woodson were employed by the Board of Public Schools to examine the validity of the bonds and to issue an opinion in writing as to the legality of the bonds. The report of these eminent jurists was affirmative; the Board was fully authorized to issue the bonds and had followed all legal forms. The bonds were valid and must be refunded. The County Court, however, still refused to levy the tax.

By 1878-1879, the lack of funds created by the Court's refusal to levy the additional mill tax resulted in the Board reducing the salaries of all employees. Larger salaries were reduced twenty-two to twenty-five percent; smaller salaries were reduced eight percent. Despite the reductions, funds were still insufficient to operate the schools at full capacity. Bonded indebtedness of the district increased over \$1,000 that year on the principal alone plus ten percent interest each year due to the inability of the Board to pay interest accruing on the bonds.

Due to the failure of the Board to pay the interest on the bonds, certain individual holders of the bonds brought suit against the Board of Public Schools in the United States District Court to test the question of the validity of the bonds which had been raised by the County Court. After hearing the arguments from both sides, the District Court sustained the validity of the bonds. Still, the County Court refused to make the additional levy to pay the interest. The Board then petitioned the Circuit Court of Buchanan County for a writ of mandamus to compel the County Court to make a levy to pay the interest due and also a levy of an additional mill for general purposes (already authorized by the voters in 1877 and levied for one year by the County Court). The strategy of the Board here was to remove any scruples the County Court might have on account of the "Cottey Bill" which prohibited the levy of any tax to pay interest on bonds without an order of the

Circuit Court of the county, and also test the question of whether the extra mill voted by the district was to be levied annually, if the Board found it necessary, or whether it applied for only a single year as the County Court claimed.

During the progress of the suit, it was announced that the members of the County Court intended to appeal any decision against them to the Missouri Supreme Court, a process that might take several years. The attorneys for the Board, Silas Woodson and John S. Crosby, suggested that the part of the suit relating to the bonds be dropped so there would be no obstacle created for the bondholders to collect their money. The attorneys did, however, obtain a judgment for a peremptory writ command the levy of an extra mill-an action that the County Court appealed. The holders of the bonds now asked for writs of mandamus ordering the County Court to make levy for their payments. The attorneys for the Court, Benjamin F. Loan, O. M. Spencer, and Willard P. Hall, Jr., raised the point that a mandamus writ could not lie against the County Court when the judgment was against the Board of Public Schools. Furthermore, they contended, the money in the treasury of the district that was levied for general purposes should be applied to pay the interest on the bonds. The United States District Court overruled the County Court's arguments and issued a peremptory writ of mandamus against the Court. The county now signified its intentions to make a levy next year to pay not only the judgments but also all interest on the bonds issued in 1868 and 1871. The Court had first refused to levy the tax in 1878. At that time according to Superintendent Neely, the entire bonded indebtedness of the Board could have been refunded at six percent. The refusal of the County Court to make the extra mill levy forced refunding to cease and the bonds, therefore, continued to bear ten percent interest instead of six.⁹

Despite financial difficulties due to the lawsuit, the Board authorized the expenditures of seven hundred dollars cash and a lot valued at three hundred dollars for the purchase of three lots on Sixth Street. On this property, a two-room brick school was constructed and named the Floyd School in honor of William H. Floyd, president of the Board of Public Schools from 1870 to 1879. The new school replaced the Sixth Street Primary School on the west side of Sixth Street between Hickory and Walnut Street, which had been rented by the district.¹⁰

In his Fifteenth Annual Report, the Superintendent once again, appealed to the Board to realize the importance of trained teachers:

Teaching is a science; it is also an art, and must be learned, either by experience or by study, in some good training school The schoolroom is no place to try a 'prentice hand' If we could see how many young natures are dwarfed and stunted intellectually, morally and physically in the first years of their school life, through the incompetence of young and untrained teachers, we would stand appalled in view of the waste and ruin of soul, intellect and body caused by this unskilled labor We have suffered here greatly from the want of well-trained teachers. The graduates of our high school have . . . proved successful teachers . . . but they could have done far more skillful and efficient . . . if they had attended . . . a training school for teachers.

In 1880, a new school was constructed on the corner of Savannah Avenue and Richardson Street and named in honor of John S. Crosby, Esq., former principal of the High School from 1866-1877 and, later, a member of the Board of Public Schools. The new was a two-story brick structure with four rooms. It was the first school building in the city to have running water and indoor toilets.

There was now some pressure from certain interest groups for the introduction of such courses of study as manual arts and domestic science (cooking). Although not opposed to such courses, the Superintendent argued:

It is not and cannot be the function of the public schools to prepare its pupils to become artisans anymore than to fit them to become clerks, bookkeepers, editors, lawyers, doctors, or ministers. If one class of pupils has the right to demand . . . that kind of instruction and training which they must have . . . , then with equal justice may another class demand that the public schools . . . afford them the peculiar kind of instruction [they desire].

The public schools can undertake to furnish sound and thorough instruction in those branches of learning of which every citizen of a republic should acquire some knowledge, be artisan, or a professional man such as reading, writing, arithmetic, geography, grammar, history and, in the High School, languages, natural science and mathematics. All beyond this such as special training in the mechanical arts, in theology, law or medicine, must be relegated to private enterprises, or to institutions established for these specific objects.¹¹

In 1881, soon after the U. S. District Court's decision in favor of the Board of Public Schools, the Board voted to submit an additional levy of two mills to the voters for the construction of three new schools. Only forty-one voters opposed the election, held on the first day of March 1881.¹² Due to the County Court's past reluctance to levy taxes above the constitutional limit for more than one year, however, bankers were hesitant to advance money for the construction of these new buildings. When the Court did declare its intention to levy the additional tax, it was too late to have the buildings completed for the fall session of 1881. The Board, therefore, was forced to rent additional rooms and, in some primary grades, adopt half-day sessions.

Because of the lack of the experience on the part of teach applicants, Mr. Neely recommended the adoption of a rule requiring all applicants for teaching positions to produce "satisfactory evidence" that they had attended some "good" training school for at least one year or had one year of experience in teaching.¹³ As a basis for this recommendation, Mr. Neely cited the following figures. In 1882, only nine of sixty-seven teachers (13%) had any special training or preparation. Twenty-six of sixty-seven teachers (38%) had some experience before being hired, and forty-one (62%) had no experience before appointment.¹⁴

By 1881, the High School had been in existence seventeen years, "sufficient time," noted the Superintendent, to "be judged by the characters of its graduates."¹⁵ The

best evidence of the value of the scholarship offered by the High School, was to be seen by the standings of its graduates in such schools as Harvard, Yale, Wellesley, and Vassar. Graduates of St. Joseph High School were admitted to these and other colleges and universities without condition after passing the entrance examinations. As for the influence of the High School upon the character of its male graduates, the large number of them employed in business and professional pursuits in St. Joseph and other cities and the fact that many had become the respected and successful men of their communities was evidence of the High School's success as an institute of learning and discipline. Concerning graduates of the opposite sex, many of the young ladies became very successful teachers here and in other cities.

One of the greatest benefits of a high school in any city was the tendency to prolong a child's period of attendance at school. The hope and expectation of reaching high school kept many students from dropping out. The home life of many was:

debasing and demoralizing-their street associations most degrading and pernicious. The only time they were not surrounded by influences was when they were at school. Here they were subjected to a wholesome discipline and restraint and brought under the influence of principles designed to enlighten their minds and reform their nature.¹⁶

In 1882, William Rusk tendered his resignation as principal of the High School after five years of service. He entered the practice of law with John S. Cosby, his former teacher and predecessor as principal of the High School. His brother, Frank T. Rusk, a graduate of the High School and also a former pupil of Mr. Crosby replaced him.

During the year, the Board purchased the entire half block fronting on Nineteenth and extending from Francis to Jules Streets. On this lot was constructed the Garfield School, "the most perfect structure of its kind in the West. An ornament to St. Joseph and the pride of all of its people."¹⁷ The entire building was heated by steam supplied by a boiler in the basement. Water from the Missouri River was supplied to every room by means of a hydrant located in the schoolyard. Stationary washbasins were located in various classrooms and cloakrooms. Speaking tubes connected each room to the principal's room and electric bells allowed her to signal every room in the building. Sliding partitions, on the second floor, similar to those in the High School and the Everett building, made it possible to turn two rooms into one in a few minute's time. For the first time in any school in the city, a reception room for the principal was provided where she could take pupils and receive parents without being compelled to stand in the hall. The new school had seven rooms with a total seating capacity of four hundred and twenty students and was constructed at a total cost of \$22,000.¹⁸

In his Nineteenth Annual Report, Mr. Neely took time to reflect on the educational system of the city and its critics. "The world today," he remarked, "is as full as it was in the age of Horace of pessimists, of those 'laudatores temporis acti' who can see no good in the present nor bad in the past." Just the opposite was true, he observed. "The world was never so good as it is today . . . , a time when the philosophy of

education was so well understood, and its details so scientifically and beneficially carried out in the school room." To the criticisms of 'amateur educators' who were, in his eyes, "men of visionary and impracticable ideas on the subject of education." He noted that he had watched closely and studied carefully all the "various schemes of reform in the art of teaching as they had been proposed." He confessed that he had been too conservative to adopt them until he had seen them thoroughly tested and proven to be valuable in other places. "Too many," he said, "flourish for a brief day, and after acquiring a little fleeting notoriety for the authors, pass out of existence and out of memory." He was content to leave experimentation to others, adopting and appropriating anything, old or new, the merit of which had already been proven. His motto was "festina lente" (hasten slowly). "Medio tutissimus ibis" (you will go the safest in the middle, keeping at an equal distance from either extreme).¹⁹

Another topic, which drew the attention of the Superintendent in his Nineteenth Annual Report, was the lack of a good public library. "Without such books and the knowledge to use them, the work at school can only be imperfectly performed. How can pupils who have formed the habit of reading, write essays upon subjects requiring study and research?"²⁰ Furthermore, many teachers, because of the lack of school libraries, students were at a disadvantage in not being able to consult standard works of information to supplement their texts.

On July 17, 1883, a contract was awarded for the construction of a new school building on the southwest corner of Second and Louis Streets. The Steinacker School as named for Joseph Steinacker, member of the Board of Public Schools from 1865 to 1869. The new school replaced the Second Street Primary School that had been operating in a rented building at Second and Isadore Streets. The new school was constructed of brick trimmed in stone in the English-Gothic style of architecture. It was a two-story building with six classrooms and equipped with sliding partitions similar to those in other buildings. The Second Street German-English School that had been located on the ground taken by the new school was moved to the rented building vacated by the Second Street Primary School.²¹

The Superintendent now raised the question of restoring the teacher's salaries to their former level. Salaries were lowered ten percent from 1875 to 1879 and a further reduction made in 1879 (eight to twenty-five percent). In 1883, salaries ranged from \$1300 yearly for the principal of the High School to three hundred and sixty dollars a year for a beginning without prior experience. Before 1875, salaries ranged from \$2000 for the High School principal to four hundred and fifty dollars for a beginning teacher without prior experience. Many of the best teachers in the system in the system had left for higher salaries elsewhere. Furthermore, the low salaries made it difficult, if not impossible, to attract trained teachers to the system. Mr. Neely concluded his appeal for restoration of teacher's salaries with a quote from DeWitt Clinton:

It cannot be too forcibly inculcated, nor too generally understood, that in promoting the great interests of moral and intellectual cultivation, there can be no prodigality in the application of the public treasure.²²

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2 Neely, Edward B., Annual Report of the Superintendent and Secretary of the Board of St. Joseph Public Schools for 1874-1875 (St. Joseph, Missouri: St. Joseph Steam Printing Company, 1876). P. 62.

3 Ibid., p. 63.

4 Ibid.

5 "Twelfth Annual Report," Neely, Edward B., Twelfth and Thirteenth Annual Reports of the Superintendent and Secretary to the Board of Public Schools of the City of St. Joseph, Missouri for the Two Years, 1875-6, 1876-7 (St. Joseph, Missouri: St. Joseph Steam Printing Company, 1877), p., 8.

6 Ibid.

7 "Twelfth Annual Report," Neely, Edward B., Twelfth and Thirteenth Annual Reports of the Superintendent and Secretary to the Board of Public Schools of the City of St. Joseph, Missouri for the Two Years, 1875-6, 1876-7 (St. Joseph, Missouri: St. Joseph Steam Printing Company, 1877), p. 17. "Educational," St. Joseph Herald, April 6, 1875. B. Neely scrapbook, op. cit. "Educational," St. Joseph Gazette, June 30, 1876.

8 Ibid.

9 "Seventeenth Annual Report," Neely, Edward B., Fourteenth, Fifteenth, Sixteenth, Seventeenth and Eighteenth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Years 1877-8-9-80-1-2 (St. Joseph, Missouri: C. P. Kingsbury, 1883), pp. 84-86.

10 "Fifteenth Annual Report." Neely, Edward B., Fourteenth, Fifteenth, Sixteenth, Seventeenth and Eighteenth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Years 1877-8-9-80-1-2 (St. Joseph, Missouri: C. P. Kingsbury, 1883), p. 32. Figures for 1879 show a balance in the building fund of \$1672.14. An additional \$2511.03 was received from the County Collector in 1879 making a total of \$4,183.17 in the Building and Repair Fund. After construction of the Floyd School and repairs to other buildings, the figures show a deficit of \$1,643.11.

"Sixteenth Annual Report," Neely, Edward B., Fourteenth, Fifteenth, Sixteenth, Seventeenth and Eighteenth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Years 1877-8-9-80-1-2 (St. Joseph, Missouri: C. P. Kingsbury, 1883), p. 52.

11 "Fifteenth Annual Report," op. cit., pp. 37-38.

12 "Sixteenth Annual Report," op. cit., pp. 60-61.

13 Ibid., pp. 63-64.

14 "Seventeenth Annual Report," op. cit., pp. 87-89.

15 Ibid., pp. 89-91.

16 Ibid.

17 In Search of Learning, op. cit.

18 "Seventeenth Annual Report," op. cit., p. 94.

19 Neely, Edward B. Nineteenth Annual Report of the Board of Public Schools for the City of St. Joseph, Missouri, for the Year Ending July 31st 1883 (St. Joseph, Missouri: C. P. Kingsbury, 1884), pp. 27-30, passim.

20 Ibid., p. 35.

21 Ibid. pp. 33-34.

22 Quoted in Ibid., p. 37

CHAPTER FOUR

Mr. Neely's third decade as Superintendent of Schools began on a discouraging note. Soon after school began in September 1884, rumors were circulated that because of financial difficulties, the term would be shortened one to two months. The anxiety caused by these rumors had hardly been soothed over when the work of the schools was interrupted by an epidemic of malignant smallpox. Two schools were forced to close for several weeks and attendance in others was reduced seventy to eighty percent. The extent of the disease appeared to be over exaggerated and, for a time, the city seemed to be in a state of panic. Parents were afraid to send their children to school and some (including a few Board members) favored closing the schools. Superintendent Neely insisted, however, that the children were safer in the schools than on the streets. He proudly pointed out that because of teacher vigilance and the precautions taken by them, not a single case of smallpox could be traced as to originating in the schools. With the Superintendent's recommendations, wiser counsels prevailed and the schools remained open. But despite the efforts of Mr. Neely in relieving the fears of the public, fresh panics would reappear and the schools would once again be disrupted.

Although it had been the custom of the Board, when an epidemic of smallpox appeared, to issue an edict requiring every pupil to furnish a certificate from a reputable physician showing that the pupil had been successfully vaccinated before they could be admitted to school,¹ Superintendent Neely issued the following directive:

No pupil shall be permitted to attend the public schools while any member of the household to which such a pupil belongs is affected with smallpox or scarlet fever, or during the period of four weeks after the death, recovery, or removal of the person affected.²

In addition to rumors and recurring epidemics, the district also had to contend with the ever-present problem of school attendance. The 1885 school census showed 15,547 children of school age (six to twenty) living in the city. Subtracting the number of students over sixteen, the total number of students was estimated to be 11,014. Of that number, 5,004 were enrolled either in the public schools or private or parochial schools.³ If these figures are correct, less than forty-five and one-half percent of the children in the city attended any school whatsoever. In observing these figures, Superintendent Neely remarked:

These children doubtless receive their education on the street in the society of the vicious and in the haunts of iniquity. They are preparing to swell the rapidly increasing ranks of those who are filling our jails, penitentiaries and alms-houses. They are the street gamins who spend their days in idleness and mischief, and their nights in petty depredations and incipient debauchery. . . . Their parents are unable to force them to attend school and in the absence of laws compelling children to go to school it seems as if nothing can be done to reform this great and growing evil.

The great want of our city . . . is a Reform School [sic] in which these children may be placed and instructed in morals and the elements of a good English education, and at the same time be taught some manual trade or branch of industry by which they may earn an honest livelihood. . . .4

He suggested the Patee House which had been vacant and "an elephant on the hands of the owners, [and] which could be purchased for a . . . small sum.5

During the third decade of Mr. Neely's tenure, the t teachers of the district formed a Teachers Reading Circle to begin a "systematic study of the elementary principles of mental science" (i.e., psychology). According to Mr. Neely, teachers who had never made a study of mental science were too apt to be satisfied with a superficial knowledge on the part of their pupils and to take for granted that a subject was clearly comprehended by them when, in truth, they (the student) had only a vague idea of the subject. The text chosen for the study was by Dr. Jerome Allen, entitled "Mind Studies for Young Teachers." In the book, the author listed four temperaments a teacher must understand- nervous, sanguine, bilious, and lymphatic- in order to know what to cultivate and what to repress. Dr. Allen gave the following hints to assist teachers:

- 1) determine the temperament of your pupils;
- 2) treat the child as follows:
 - a. Do not put two pupils of the same temperament together;
 - b. Ask more questions of the lymphatic than the nervous;
 - c. Do not point out publicly the mistakes of the nervous child. Suggest quietly;
 - d. Speak slowly and quietly to the nervous child; and,
 - e. Bear a great deal from the nervous child without complaint. Scolding is mental arsenic to the nervous child.6

Although many groups viewed the public school system with suspicion when it was established in 1861, most of them had become its warmest supporters. In 1886, a controversy arose from the fact that no religious training was offered in the public schools. At the root of the conflict was a group labeled by Mr. Neely as "the pastors of the Christian protestant [sic] churches and more especially the pastors of those churches who are distinctly designated as orthodox."7 The leaders of these churches had often referred to the public schools as "ungodly" since Bible study was excluded. Mr. Neely answered this criticism by pointing out that even though no sectarian teaching or training could be allowed in the public schools, he was satisfied that the "essence of true religion" was "inculcated by precept and example.

Is not the course adopted the wiser one, to place in the hands of the pupils, as text books for study, volumes filled with the choicest extracts from the purest and ablest writers of the world? In what other way can they be taught so well, the highest lessons of order, punctuality, charity, purity, temperance and obedience . . . ? Even the Sunday School itself . . . , can never be so effective . . . as the public school . . . because . . . it lacks the authority to enforce regular and punctual attendance, to maintain the good order

and decorum required . . . , and . . . a lack of trained experienced and well-educated teachers.

Neither is it true the moral atmosphere of the Sunday School is in any respect better than that of the public school. The root of the whole evil lies in the laxity of parental discipline, and the want of proper home government. It will require the united efforts of all friends of humanity, in the churches and out of them; to make our public schools and our Sunday Schools such as every good citizen would wish them to be.⁸

Another change in the administration of the High School took place in January 1885. Frank T. Rusk, principal since 1882, resigned to enter the field of journalism in New York City. Mr. Frank Strong, a graduate of Yale College and former teacher in the Auburn, New York High School, was appointed Mr. Rusk's successor.

In 1887, a dramatic change in the course of study in the High School was made. Prior to this time, no student was allowed to graduate who did not study Latin. Now, a student was given a choice of four course of study: the Classical or College Preparatory, English (without Latin, Greek, French, or German), Latin-English, or Modern Languages. While not "abating one jot or tittle" of his high regard and appreciation of the ancient classics, Mr. Neely welcomed the change. "Some students," he admitted, "have no aptitude for language study." Others held "the mistaken idea" that Latin was of no use unless they prepared for a profession. These two groups, he maintained, usually dropped out during the first year of high school and never finished. Because the changes were intended to meet the wants of all classes in the community, it was hoped and expected that the popularity of the High School would be increased and its benefits for the community greatly enlarged.

A four-year commercial course was added to the High School curriculum in 1890. Included in this course of study were stenography, bookkeeping, commercial law, commercial arithmetic, and German. In addition, the practice of promotional exams at the end of the year in the High School was abolished.

In addition to other problems confronting the district, the uppermost, perhaps, in Mr. Neely's mind was the quality of education. This apparently was most important to him in the selection of teachers for the system. He was critical of the continued practice of hiring graduates of the High School simply because they were graduates. He noted with concern that no preference was given to those who had excelled in scholarship or experience. "They have had the opportunity to become possessed of only one of the requisites of a teacher, viz: a reasonably fair education,"⁹ he said. Several years earlier, the Superintendent had alluded to the same problem when he suggested a limit or restriction on the number of high school graduates appointed in any one year:

Some of the best teachers in our corps are graduates of our High School [but] they will be among the first to admit how little they understood of the science of teaching . . . , of the methods to be employed and how unsatisfactory and meager [sic] the results obtained in their first year of teaching.¹⁰

He also specified certain qualifications necessary for every teacher candidate: (1) a broad, thorough and accurate scholarship; (2) aptitude and ability to teacher evident by practice work in a good training or normal school; and, (3) good breeding, refinement, easy and elegant manners.¹¹

As a result of the Superintendent's insistence, the Teacher's Committee of the Board of Public Schools recommended that no person should be eligible to hold the position of teacher in the St. Joseph Public Schools who had not had at least one year's experience in teaching or who had not attended some good normal school for a period of at least one year. The victory was to be short-lived, however. When it came time for appointing teachers for the 1888-1889 school year, the Board voted to annul the recommendation adopted the previous year. Though expressing no intention of criticizing the Board's action, Mr. Neely reiterated that the indiscriminate appointment of inexperienced teachers could do nothing but injure the school system and eventually bring down the quality for which the district was known. At the same time, he expressed his kind feelings for the graduates of the High School and pointed out that they usually became the best teachers in the system after one or two years experience. The objection was not to the appointment of graduates of the High School. "They should have the preference, other things being equal [but only] a limited number [each year]." In answer to those who believed that only qualification necessary for a teacher is the education obtained in the average high school, Superintendent Neely furnished an outline for measuring and determining the qualifications of teachers who were preparing to teach which was used in a leading normal school.

1. The form of instruction in regard to the presentation and fixing of knowledge.
2. Does she arouse the interest of the child?
3. Does she fix the attention of the class?
4. Is the matter
 - a. Adapted to the capacity of the child?
 - b. Clear?
 - c. Concise?
 - d. Grammatically correct?
5. Is the method
 - a. Analytic, synthetic, or both?
 - b. Well planned?
 - c. What it pretends to be?
6. What does she do first? second? third?
7. Does she regard the Subjective Technic? And what does she do-
 - a. When a child has
 1. Defective hearing?
 2. Weak eyes
 3. A severe cold?
 4. A headache?

- b. When the school room has
 - 1. Bad air?
 - 2. Poor light?
- 8. Does she have regard for the children's
 - a. Clothing
 - b. Habits?
 - a. In standing?
 - b. In sitting?
 - c. Of neatness?
 - 2. Manners?
- 9. Does she have regard to her own
 - a. Dress?
 - b. Manners?
 - c. Habits?
 - 1. In standing?
 - 2. In sitting?
 - 3. Of neatness
 - d. Voice?
- 10. Does she have regard to the
 - a. Blackboards and their tidy condition?
 - b. Desk, and the books on it?
 - c. Windows, shades, etc?
- 10. Does she know the subject she is teaching?
- 11. Is she prepared to illustrate it?
- 12. Is she prepared to illustrate it?
 - a. has she pictures, cards, and other apparatus needed all ready in advance
- 13. Are her explanations clear?
- 14. Does she deal with pupils individually or collectively?
- 15. Are the questions
 - a. Clear?
 - b. Concise?
 - c. Definite?
 - e. Adapted to the capacity of the child?
- 16. Is she sure the question is
 - a. Heard by the pupil?
 - B Understood?
- 17. Are her questions in her own or in book language?
- 18. Does she ever ask a question that allows a choice of answers, as for instance, "Is it red or green?"
- 19. Does she ever suggest the answer in the question: as for illustration, "How many think the hummingbird is a very large animal?"
- 20. Does she sometimes suggest by her questions points that have been omitted?
- 21. Have her questions a stereotyped form?
- 22. Can her questions ever be answered by "Yes" or "No"?
- 23. Do her questions require a direct intellectual effort so that the answer has to be a thoughtful result of the pupil's own work?

24. Are her questions as a whole exhaustive? Logical?
25. Is the order of the room good?
26. Does she train the pupil's habits?

In conclusion,

What good points has she?

What bad points?

Is she improving or the reverse?

Is she, on the whole, a good teacher?

Will she make a good teacher permanently?¹²

In conclusion, the Superintendent challenged, "How many of our High School graduates have examined themselves by such a schedule before beginning to teach? [Better still,] how many of our older teachers will carefully examine themselves by these questions."¹³

During Professor Neely's third decade, a massive program of school construction and remodeling was undertaken. Not all of the building plans originated with the Board. In 1886, a group of public-spirited citizens from the southeastern portion of the city proposed to build and furnish a two-room brick school if the Board would pay for it in annual installments. Judge Willard P. Hall, Jr., a member of the first High School graduating class (1868), donated two lots on the corner of Twenty-fifth and Duncan Streets as a site for the new school. The offer was accepted by the Board and, by a unanimous vote, the school was named in honor of Judge Hall, its benefactor.¹⁴

In order to accommodate students on the waiting lists, a two-room annex was constructed on the grounds of Garfield School; a second story was added to the Floyd School; and, a two-story addition made on the north side of Washington School.¹⁵

In 1887, the Board sold its property at Fourth and Michel Streets to the railroad for \$4,000. This land had been the site of the First Colored School and, later as the site of the Primary Branch of the First Colored School. A new lot was purchased on the southeast corner of St. Joseph Avenue and Pendleton Streets and a two-room brick building constructed here which was designated as the Lincoln School. It replaced the First Colored School then located in the old Madison School at Second and Cherry Streets and the Primary Branch at Fourth and Michel Streets. J. A. Endicott was appointed first principal.¹⁶

The following year, the voters of the district approved a \$100,000 bond issue for the construction of additional schools. The proceeds from the sale of these bonds were used to construct or remodel the following schools:

one-room additions to the Webster and Neely Schools;

two-room additions to the High School, Crosby, German-English, Franklin, and Lincoln Schools;

two-rooms added to the old Madison School at Second and Cherry Streets. The building was re-designated the Humboldt School and took the place of the

Second Street German-English School then operating in a rented building at Second and Isadore Streets;
Hall School enlarged by adding a second story;
two lots purchased on the northwest corner of Belle and Pearle Streets and a new South Park School constructed.¹⁷

In addition, some of the money was used to purchase land for future building needs:

Four lots on Twenty-fourth Street between Union and Clay;
One lot on North Eleventh between Albermarle and Pendleton Streets;
One lot on Ninth and Mary Streets for the construction of a new school to Replace the Seventh Street School at Seventh and Messanie Streets; and,
Three lots purchased on the corner of Third and Hickory Streets.¹⁸

The Board also approved the construction of an eight-room school on the corner of Eighteenth and Angeline to serve as the new Colored High School. This building would also house all grammar and primary grades for black children living south of the north line of Frederick Avenue. The rent that was then being paid for several colored schools scattered throughout the area would be applied to pay for the new building. According to district records, it was "economic expediency" which led to this decision. It was thought to be cheaper to house four or five hundred children under one roof and one principal than to maintain scattered, separate schools.¹⁹

The following year, two more schools were constructed and opened for use. An eight-room building on the northwest corner of Ninth and Mary Streets was dedicated and named the Young School after the Honorable Waller Young, president of the Board of Public Schools. Room was provided for a school library-the first in the city. Mr. Young donated a sum of money to purchase books for the beginning of the library and declared his intention to donate a sum for its support each year.²⁰

A new Floyd School was constructed on the southwest corner of Third and Hickory Streets. The building was similar to the Young School but had only six rooms. The old Floyd School at Sixth and Jackson Streets, built in 1879, had become surrounded by railroads and terminal shops located almost immediately in front of the school so conduct of the school was almost impossible because of the noise. The Catholic Diocese of St. Joseph offered \$8,900 for the property and the Board accepted. The Old Floyd School then became known as the "Church of the Holy Rosary."²¹

Yet, with all the additional construction, many of the schools were so badly overcrowded the health of the teachers and pupils was endangered. Some schools had ninety to one hundred children in rooms designed for fifty to sixty pupils. The High School was conducting classes of fifty students in rooms designed for twenty-five. Although the enrollment of the district was now nearly 7,000, it would have been just as

easy to enroll 12,000 if suitable schools could have been provided in the proper locations. Unless the people voted the necessary money, no more schools could be built except with money saved at the expense of the efficiency of the schools: shortening the term, reducing already low teacher salaries, and/or eliminating such popular courses of study as drawing, music, penmanship, etc. Mr. Neely noted with pride that St. Joseph had always kept in step with the schools in her sister cities such as Denver, Omaha, Minneapolis, Milwaukee, Indianapolis, and others.

Can St. Joseph afford to take a step backward when her sister cities-east, west, north, and south-are preparing to march boldly forward, and enter even upon new fields of conquest.

As the city increases in population, the expense of conducting the schools must likewise increase. Which is the truer economy-for the citizens to put their hands in their pockets and make this slight addition to their school tax, and so continue the schools in full and increased force and efficiency or by their refusal compel the Board to adopt a system of curtailment and retrenchment and lopping that will give the schools a backset from which it will take years to recover and place us far behind the schools of our sister cities?²²

As a temporary measure to relieve some of the overcrowding and to provide seats for those desiring to attend school, the Board rented five buildings as schools: Avenue School at the northeast corner of Frederick Avenue and Twentieth Street; Steinacker Branch on the west side of Third Street, between Auguste and Isabelle Streets; Wyatt Park School, located on the southwest corner of Thirtieth and Olive Streets; Walker's Addition School, on the northeast corner of Fifth Avenue and Savannah Road; and, Holmes Chapel School.²³

In the following year, the district rented one additional school at the northeast corner of Twenty-sixty Street and Frederick Avenue called the Saxton Heights School. A new Wyatt Park school was constructed on the side of the old school by the citizens of that portion of the city and rented to the Board of Public Schools.²⁴

Additional relief to the problem of overcrowding did not come until several years later. On January 5, 1894, the Board of Public Schools called for a special election to be held in February for the purpose of submitting a proposition to the voters of the district authorizing the Board to borrow \$200,000 for the construction and furnishing of new school buildings in the district. On February 6, 1894, the voters approved the proposition and, in late May, the bonds were sold for the sum of \$190,000. Shortly afterwards, the Board purchased a piece of ground on Thirteenth Street between Olive and Patee Streets on the peak of Carpenter's Hill as a site for a new high school. Plans called for a four-story building with an auditorium capable of seating 1200 persons and classrooms equipped with "all of the appliances and conveniences of the best modern high school."²⁵ The remainder of the money from the sale of the bonds was used to erect three elementary schools-Jackson School on the east side of Twenty-fourth Street, between Union and Clay Streets; Grant School, on the southeast corner of Eleventh and Pendleton

Streets; and, Musser School, on the southeast corner of Twenty-fourth and Olive Streets. All three were completed and occupied by the fall of 1894. The Walker's Addition School and the Wyatt Park School that had been constructed by the citizens of those areas and rented to the Board were now purchased and their names changed. Walker's Addition School was designated the Charles F. Ernst School after the late member of the Board of Public Schools and the Wyatt Park School was re-named the Bliss School in honor of the late Philemon Bliss, an early member of the Board and distinguished justice of the Missouri Supreme Court. Additions were made to the Neely School, Floyd School, and Webster School. Two-story brick annexes, each containing two rooms, were constructed in the yards of the Steinacker, Washington, and Crosby Schools. The Lincoln School, destroyed by fire on July 25, 1894, was rebuilt with six rooms instead of four. The Steinacker Branch, Saxton Heights, and Hundly Chapel Schools were closed. The Washington Frame Annex and the basement rooms in the Webster and Neely Schools were abandoned.²⁶

Another first in the history of the St. Joseph School District occurred in third decade. In 1885, the district had created the Colored High School; the first accredited colored high school in Missouri. "It is hoped," wrote Mr. Neely, "that the colored people . . . will feel a pride in its success, and will be willing to make some sacrifices to enable their children to avail themselves of a High School."²⁷ In 1889, on the occasion of the first graduating class, the principal, William H. Jones, wrote:

It [the High School] was regarded ever more or less with all new undertakings, [as] a doubtful experience . . . , but after four years . . . , almost everyone in the position to know . . . , is willing to concede not only to the success of the Colored High School, but its salutary effect upon the entire colored schools, as well as the community.

[T]here are some . . . who declare that the maintenance of the Colored High School is a piece of extravagance . . . [T]here is no way to convince such persons of their error, since they will not put themselves in a position or a state of mind to receive the truth.

A condition for which no one is responsible has made it necessary to have separate schools, and justice demands that each have equal facilities. The good sense of the Missouri people has engrafted it into the school law. Let the law dominate.²⁸

Another major change in district policy also came in 1889-the abolishment of the General Substitute Teacher and the appointment of eight substitute teachers. The office of General Substitute Teacher was created in September 1877 when Miss C. L. Turnley first occupied the position. She was succeeded by Miss Kate e. Riechard who held the office from 1879 to its abolishment in 1889. The change came about as the result of a recommendation by the Teacher's Committee of the Board of Public Schools:

Your committee would respectively recommend that the office of General Substitute Teacher be abolished, and that eight substitute teachers be appointed in each of

the following schools: Garfield, Washington, Everett, Young, Neely, Webster, Steinacker, and German-English; that these substitute teachers shall act under the instructions of the principal of the school to which they may be assigned; that they shall go to their respective schools each day at the same hour as the other teachers, and remain in them till the close of school, unless called to act as substitutes in some other school; that they shall be expected to observe each day the methods of discipline and instruction of such teachers as the principals may designate, and shall conduct at least one recitation daily, under the supervision of such regular teacher as the principal may name, and that they shall be expected to take charge of the room of the principal when she may be engaged in other parts of the building; that they shall receive a salary of fifteen dollars per month and shall be appointed to vacancies as they occur in the regular corps of teachers.²⁹

The plan was not a novel one, but did solve some of the Superintendent's concern over inexperienced teachers. While furnishing substitutes whenever needed, the plan was of incalculable benefit to the young graduates of the High School since it afforded them an opportunity to teach under the observation and friendly criticism of experienced teachers. It further gave them the daily opportunity to observe modes of teaching and discipline in one or the other of the rooms where they were employed. A still greater advantage over the General Substitute Teachers was one day might be spent in one school and the next day in a school a mile away. In this manner the substitute would now be familiar with the methods of various teachers in the building where they were assigned and also with the pupils. If the substitutes were sent to a building where no regular substitute teacher was employed, no time would be lost in finding a temporary substitute. The principal had only to send to the nearest school where a regular was employed. Finally, the substitute could relieve the principal when necessary and give her an opportunity to visit the rooms of her teachers.

In June 1891, a controversial new law was passed by the General Assembly of Missouri calling for the appointment of a School Book Commission by the governor. The duties of the commission, along with the State Superintendent of Schools, were to choose a uniform series of textbooks for the use in the schools of Missouri for a period of five years. The law provided that after September 1, 1892, no school district in Missouri, except St. Louis and Kansas City, could use any textbooks in reading, spelling, English grammar, arithmetic, geography, history, civil government, physiology, and penmanship other than those chosen by the commission. The penalty for each violation was five to twenty-five dollars on any director or directors who violated the law. The passage of this law brought angry commentary from Superintendent Neely. "No greater outrage was ever inflicted in the name of education upon the people . . . than has been perpetrated by the passage of this law upon the citizens of Missouri."³⁰ He called the assumption that five men, however competent, from different areas of the state could be qualified to decide what texts were practical for each school district absurd." He further asserted that the assumption seemed all the more "absurd when one examined the commission. Only two were educators. The others were "a judge, an editor, and a farmer." Also a vital part of the issue was the fact that both St. Louis and Kansas City were exempted from the law. Mr. Neely pointed out that both cities held only nine months of school each year, while

St. Joseph held ten-month sessions. Since the purpose of the law originally had been to meet the needs of the county school districts that held school only four to six months per year, he seriously questioned the wisdom of furnishing school districts of ten to one hundred thousand inhabitants with books that were intended to meet the special needs of schools in short sessions. Although annoyed by the exemption of St. Louis and Kansas City, he was greatly irritated by the fact that St. Joseph was not represented on the commission.

The law would cause a loss to the district of nearly \$1000 since the district would have to replace the books on hand with those required by the commission. More important was the injury caused by the forced adoption of books not adaptable to the needs of the established course of study. In addition, while only \$250,000 had been required statewide annually to replace worn-out books, over \$2,000,000 would now be needed to replace the books required by the committee. The objection was not only to the forced adoption of unsatisfactory textbooks but the adoption of cheap books, "cheap in price, cheap in material, and cheap in make."³¹

Beginning in 1893, graduation exercises would be held for all pupils completing grammar school. The Board approved a public graduation exercise in which every first grade (seventh grade) in the city was represented on the program. The Superintendent of Schools awarded each student completing the grammar school course a diploma. The first exercise was held at Columbia Music Hall on June 23, 1893, with pupils from Everett, Franklin, Garfield, German-English, Steinacker, Washington, Webster, and Young Schools taking part.³²

Mr. Frank Strong resigned as principal of the High School after four and one-half years of service to assume the position of Superintendent of Schools in Lincoln, Nebraska. Mr. C. E. Miller, who had taught the Ancient Languages in the High School for eighteen years, succeeded him.³³

Miss Mary E. B. Neely, a product of the public schools and a graduate of the High School, was appointed a teacher in the High Schools in French and German. Miss Neely also studied at Vassar College and had studied French in Paris for one year and German in Berlin for one year.³⁴

The Board accepted a recommendation of the Superintendent that a reading specialist be hired to give instruction in the second and first grades (grades six and seven) of the grammar school, to enable pupils to "read intelligently" and to prevent "lack of preparation from handicapping and retarding their progress in High School."³⁵ Miss Ella DeVoe was hired to fill the new position.

36

1 Neely, Edward B., *Twenty-first Annual Report of the Board of Public Schools for the City of St. Joseph, Missouri for the Year Ending July 31, 1885* (St. Joseph, Missouri: C. P. Kingsbury, 1886), p. 11.

2 *Ibid.*, p. 13.

3 Neely, Edward B. Twenty-second Annual Report of the Board of Public Schools for the City of St. Joseph, Missouri for the Year Ending July 31, 1886 (St. Joseph, Missouri: Lon.Hardman, n.d.) pp. 10-13 passim. Children over the age of sixteen had usually gone to work or had married. The 1885 census showed only one hundred and seventy students over the age of sixteen years in the public schools and eighty-four in private or parochial schools.

4Ibid., p. 13

5 Ibid.

6 Neely, Edward B., Twenty-third Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1887 (St. Joseph, Missouri: Lon. Hardman, 1887), pp. 20-23 passim.

7 Ibid., p. 25.

8 Ibid., p. 25-28 passim.

9 Ibid., p. 39.

10 Nineteenth Annual Report, op. cit., p. 14.

11 Ibid., pp. 15-16.

12 Twenty-third Annual Report, op. cit., pp. 44-46.

13 Ibid., p. 46.

14 Twenty-second Annual Report, op. cit.

15 Twenty-third Annual Report, op. cit.

16 Ibid.

17 Neely, Edward B., Twenty-fourth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1888 (St. Joseph, Missouri: Lon. Hardman, 1888)

18 Ibid.

19 Ibid.

20 Neely, Edward B., Twenty-fifth Annual Report of the Board of the Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1889 (St. Joseph, Missouri: C. P. Kingsbury, 1890).

21 Ibid.

22 Neely, Edward B., Twenty-sixth Annual Report of the Board of Public Schools for the City of St. Joseph, Missouri for the Year Ending July 31, 1890 (St. Joseph, Missouri: C. P. Kingsbury, 1891), pp. 11-16 passim.

23 Ibid. The records of the district nor the City Directory give the address for the Holmes Chapel School.

24 Neely, Edward B., Twenty-seventh Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1891 (St. Joseph, Missouri: C. P.Kingsbury, 1892).

25 Neely, Edward B., Thirtieth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1894 (St. Joseph, Missouri: C. P. Kingsbury, 1895), p. 13.

26 Ibid., passim.

27 Twenty-second Annual Report, op. cit., p. 14.

28 Quoted in, Twenty-fifth Annual Report, op. cit., pp. 36-37, passim.

29 Quoted in, Ibid., pp. 20-21.

30 Neely, Edward B., Twenty-eighth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1892 (St. Joseph, Missouri: H. U. Hayden Publishing Company, 1893), p. 21.

31 William E. Colman, ex-State Superintendent of Schools, quoted in *Ibid.*, p. 24.

32 Neely, Edward B., Twenty-ninth Annual Report of the Board of Public Schools of the City of St. Joseph, Missouri for the Year Ending July 31, 1893 (St. Joseph, Missouri: Combe Printing Company, 1894).

33 Twenty-eighth Annual Report, *op. cit.*

34 *Ibid.*

35 Thirtieth Annual Report, *op. cit.*

CHAPTER FIVE

The first two years of Mr. Neely fourth decade saw the district forced to reduce the school term due to a lack of funds. As a result, the Board ordered the school term set at nine months each and called for a revision in the course of study to nine months instead of the traditional ten-month term. The Superintendent protested by saying:

[I] reiterate my conviction that a ten month's . . . course of study is . . . far superior to one requiring only nine months I am of the opinion that a large majority of parents and taxpayers do not want their children to be in idleness and on the streets so great a portion of the year1

The fourth decade also saw more pressure from certain interests to "enrich the course of study" (i.e., the teaching of manual arts and domestic science) in the public schools. It was perhaps that this one change that Professor Neely resisted most forcefully during his tenure as Superintendent of Schools.

I do not believe it either practicable or desirable to establish departments of manual labor in connection with the public schools When the public schools can afford opportunity to every youth for acquiring a good English education . . . , it would seem that they have accomplished all that can be reasonably expected of them. Manual training should be supplemental to and not a part of public school instruction. It should be relegated to the domain of private enterprise or to institutions established and fostered by the State for that specific purpose.2

One would think that a course comprising all these branches (spelling, grammar, reading, etc.) was already sufficiently 'enriched' But it seems, according to the apostles of the 'New Education' that these are not sufficient and they would have algebra, geometry, and latin [sic] added to the grammar course. Not only these, but children must be taught at the public expense to cook and sew and darn and, at heavy cost, workshops must be fitted up in the basements of school buildings, forges be erected in them, each pupil must be furnished with a complete set of tools required for working in wood and teachers employed especially qualified to instruct them in trades in which these tools are required. As an excuse for the extravagant expenditures of public money, the plea is set up that, the pupil who spends half his time in learning how to make a horseshoe or construct a table will be a better scholar in the ordinary and essential studies of the public school at the close of his school life than the pupil who devotes his whole time to these studies.3

Fortunately, in my judgment for our schools, the manual training 'craze' has not struck us. The advocates of this idea . . . claim the eye and hand are trained [by this kind of work] and the mental faculties are so developed and quickened that the child can learn more readily 4

No child should be taught consciously that which it can acquire unconsciously; and it should never be instructed in anything that it can acquire for itself by imitation and habituation.⁵

As a result of the Superintendent's resistance to manual training, this course was not introduced in the public schools until after the death of Mr. Neely in 1904.

In 1895, the General Assembly of Missouri amended the law governing the organization of school districts containing a population of 100,000 to 300,000 to include school districts of 50,000 to 300,000 persons. The effect was that no longer would the Board members in St. Joseph be elected from the various wards of the city, but now would be chosen at-large. Six directors would now be elected for six-year terms. The terms would be staggered so that one-third of the board members would be up for election every two years.⁶

The year 1896 marked the completion and dedication of the new high school. Two years earlier, the Board of Education had purchased a site on Carpenter's Hill on Thirteenth Street between Olive and Patee Streets for \$23,500. Although "the site [was] a magnificent one, overlooking the Missouri River for miles and commanding one of the finest views in the West,"⁷ the location was considered one of the most undesirable that could have been selected.

It is difficult of access and surrounded on three sides through which unpaved streets and sidewalks have been opened and, which in muddy weather, make walking difficult and unpleasant. These streets can be improved only by the consent of the majority of persons owning them, which consent, up to this time, has not been given. The ground is not a corner lot and can be shut in on both the north and south by other buildings. A large majority of the pupils attending the high school live so far north of the school that it will be an inconvenience for them to attend. The annual register shows that of the pupils attending the school, seventy-six percent come from the north of the school and only twenty-four percent come from the south of it.⁸

Despite the Superintendent's objections and the objections of various other groups and individuals to the choice of location for the new school, the Board of Education, on November 7, 1894, approved the plans submitted by E. J. Eckel of Eckel and Mann, Architects of St. Joseph. On May 7, 1895, elaborate cornerstone laying ceremonies were conducted under the auspices of the Masonic Grand Lodge of Missouri, the Grand Master presiding. An estimated eight to ten thousand persons watched the parade that started at the foot of Felix Street and extended eastward for ten blocks.⁹

The new building was occupied on May 4, 1896 and dedicated on the evening of May 14 with a large audience witnessing the event. At the time, the building was called one of the finest and most imposing structures in the West. It was constructed of pressed brick with native limestone foundations and trimming, slate roof and copper cornices. The interior woodwork was in yellow pine with oak staircases. When completed, the building was one hundred and fifty-five feet long, one hundred and thirty feet wide, and eighty feet high from grade to the top of the roof. A tower, sixty feet tall, dominated the

structure. The building had a capacity of nine hundred students. It was well-lighted, well-ventilated, and thoroughly equipped with all the latest equipment, including laboratories for the various physical sciences, rooms for typewriting and stenography, a gymnasium, matron's room, society halls, and an auditorium capable of seating 1200 persons. The total cost of the building was \$112,501.92.¹⁰ The old high school at Tenth and Edmond Streets was remodeled and would serve as a grammar school for the pupils from the Franklin School that was now abandoned by the district. A four-story tower was added on the northwest corner of the building. The Board of Education and Superintendent's offices occupied the first floor of the building and the grammar school, the second floor. With ten rooms, it was the largest grammar school in the city. President E. a. Donelan of the Board suggested the name "Robidoux" for the school and the Board unanimously concurred; the first school in the city to be named in honor of the founder of St. Joseph.¹¹

Summer school for teachers was now becoming vogue. While admitting that they were of some value and were a convenience to those teachers wishing to pursue study of certain subjects, Mr. Neely questioned their usefulness:

[At the risk of being] considered an old fogy, or an educational heretic . . . I am free to confess, that I have never advised our teachers to spend their vacations in that way. On the contrary, I have urged them to dismiss from their minds all thoughts of school books and school work . . . , and seek in the mountains or at the seaside that recreation which their tired bodies and overtaxed brains so greatly need. The teachers who pursue this course . . . return to school in the fall, much better prepared to do good work than those who devote their vacations to study.¹²

Another of the problems that the Superintendent devoted his attention to in his fourth decade was the steady decrease in the enrollment of black pupils despite the increased number of black children of school age. He noted that the decrease was even more difficult to explain in the light of the fact that a new school was just opened one year before where no school had existed previously.¹³ Mr. Neely cautioned the black citizens of the city to expend more of their energies in filling up these schools already provided for them instead of circulating petitions for the opening of additional buildings. In addition to the new school, there was an empty room at the Lincoln School. He pointed out, that from an economic point-of-view, it was poor business to open small, detached, one-room rented buildings when larger buildings built expressly for school purposes were much more efficient. The black population argued that their schools were often too great a distance for their small children to attend. Although this was to be regretted, the Superintendent noted, a great many white children also had to walk long distances and, many of them, regrettably, were unable to gain admission because of the lack of room.

[While] it is the desire and the disposition of the Board to provide the means of education for every boy and girl in the district, whether white or colored, colored people must see to it that the schools already provided for them are filled as well as those for the

whites before they ask for additional schools They then can come with good grace and ask the Board for more schoolhouses.14

Truancy and dropouts, particularly among the male population, was also of great concern to the Superintendent. There is nothing more demoralizing to a boy and degrading in its effects than the habit of truancy. It makes him a coward, a liar, and an associate of bad characters. When the habit gets firmly fixed in him, it is almost impossible to eradicate it. The Reform School [sic] is the only school suitable for him, and the chances are that he will graduate from it to the jail and the penitentiary.15

As for the dropouts, Mr. Neely noted that as soon as many reached the ages of ten or eleven, they began to drop out of school. Two things were necessary, in his opinion, to keep them in school. First, arrange a course of study so that pupils, especially boys, would receive, as far as possible, the elements of a good, practical English education during the time they were in school; and, second, some plan should be devised to keep the boys interested in school longer.

If the boys continue to drop out of school . . . soon . . . women of a community will be the only liberally educated class and the men will have to meet them socially or otherwise endure a mortifying sense of intellectual inferiority.16

Although St. Joseph was far removed from the recent war with Spain, the resulting acquisition of Spanish acquisitions raised the question of whether the Spanish language should be taught in the public schools. While noting that the language had a commercial value in localities where a sizable Spanish-speaking population existed, Superintendent Neely expressed his belief that the Spanish language had little or no educational value:

[being] inferior to Greek, Latin, German, French, and Italian. [The Spanish language] with the exception of it one immortal work, the 'Don Quixote' of Cervantes, it has absolutely no literature at all that is read at the present day English will be the spoken language of the world and so will be taught in the schools of our Spanish possessions . . . and [will be] learned by the adult natives as they come in contact with their American fellow-citizens.17

In his thirty-fourth report, Mr. Neely recommended the addition of bathing facilities to the schools. The Superintendent estimated that less than one-fourth of the homes in St. Joseph were equipped with bathtubs.

The air in our schoolrooms is made not only offensive and unpleasant [by those who are unbathed] but actually unhealthy by the presence of uncleanly children and . . . there are no means provided for cleansing them at school.18

He cited successful experiments with school baths in Germany and in the United States, in cities such as Chicago, as a basis for his recommendation. The Superintendent made it clear that this was not a "fad" such as manual training, cooking, or sewing (from which he had 'studiously refrained'), but something that was "essential to the health and comfort of the pupils in our public schools."¹⁹

Professor Neely's thirty-fifth year could be referred to as the "year of the epidemic." Diphtheria broke out in several parts of the city in the fall of 1898. The rules of the Board of Education forbade anyone reported as having the disease from returning to school for two weeks after their convalescence. In addition, their brothers and sisters could not attend while the disease was in the household. The epidemic affected attendance in the schools considerably. Newspapers added to the alarm by urging the Board of Education to close the schools in order to check the disease. This had the added effect of inducing "timid" parents to keep their children at home. Eventually, the Board of Health demanded that schools close for two weeks. The Board of Education refused to comply. Newspapers severely criticized the Board for not complying with the Health Board's demands. One paper went so far as to accuse teachers of not wanting the schools to close because they would lose the pay for that period. Finally, due to increasing public pressure and the demands of the City Physician, who announced that the Board of Health would close the schools if the Board of Education would not comply, the schools were closed for two weeks. While not denying the authority of the Health Board to see that sanitary conditions were maintained in the public schools, Mr. Neely expressed the opinion that only the Board of Education had the final authority to order the schools closed. He severely criticized the Board of Health and the newspapers for unduly alarming the public and creating the panic that resulted in shutting down public education in the city. The two-week delay in the school year was serious loss to the schools but one that could be partly recovered. Of more serious consequence was the continual state of unrest that preceded the closing. This had occurred early in the school year when teachers were just getting organized and settling down to the task of education. Once interrupted, the process had to begun again. On top of this, the schools had to face a smallpox scare and an epidemic of measles followed by chickenpox. While the schools did not close during these epidemics, attendance was greatly decreased. Adding to the calamity was an unusually severe winter that also affected the attendance in the public schools.

Severely criticized for his stand against the closing of the schools during the diphtheria outbreak, the Superintendent answered his critics:

I took the ground that the children were safer in school and less liable to be exposed to contagion from the disease and hence less liable to spread the epidemic than if they were permitted to roam at large in the streets and the alleys Some of the ablest physicians in the city concurred with me in this opinion [On] several occasions during my term of service as Superintendent, the city had passed through epidemics even more serious than last winter [but] the closing of the schools had never been suggested and . . . in no case had the disease spread or been communicated through the medium of the schools, but on the contrary . . .

the disease was kept from spreading because the schools were continued in session. If, as the advocates of the closing of the schools contended, the spread of the disease would be thereby prevented then . . . every theater, Sunday School, church and public gathering of every kind [should have also been closed]. The very day after the closing of the schools, a matinee was given at one of the theatres . . . , three-fourths of those present being children from the public schools. Where would those children have been more safe, at the theatre or the public schools.²⁰

An experimental program of semi-annual promotions was introduced in 1898. According to the plan, there were to be two divisions in each grade. "A" division would be eighteen weeks in advance of "B" division. The advantages were that "bright" or "diligent students could catch up to the class above if they were only one-half year behind (an impossible task if the class was a year ahead). Also the "dull" or "indolent" student who failed the semi-annual examination would be retained for only one-half year instead of a full year. The disadvantages were a shortage of rooms and teachers. Too often teachers had to divide their attention between two divisions in the same room and often lack ample time for recitation.

In August, 1899, as a partial answer to overcrowding, the voters in the St. Joseph School District authorized the Board of Education to issue \$50,000 in bonds to build additions to schools and for new heating and ventilating equipment and furnishings. A total of \$53,828.50 was realized from the sale of the bonds and two-room additions were made to the Cosby, Hall, Neely, South Park, and Young Schools. Four rooms each were added to the Jackson and Musser Schools.²¹

After repeated attempts by Dr. E. A. Donelan, president of the Board of Education, the Board authorized the establishment of free night schools in the city. On November 6, 1899, two schools were opened. A school for whites in the Robidoux building and a school for blacks in the Colored High School. Mr. A. E. Labrunerie, principal of the South Park School, was principal of the night high school in the Robidoux building and Mr. William H. Jones, principal of the Colored High School, volunteered his services as principal of the night classes at that school. Volunteers from the regular corps of teachers initially staffed both schools. Enrollment soon reached one hundred and three at the Robidoux School and fifty at the Colored High School. Mr. Neely, although favorably impressed with the value of such schools, insisted that permanent teachers be hired for the night schools.

It would be unreasonable to expect the present teachers after being engaged in hard work in their schoolrooms during the day to continue teaching for any great length of time in the night schools without compensation. . . . They need the evening for rest and study so as to be ready to enter upon their duties in the day schools mentally and physically refreshed²²

The Board, in light of Mr. Neely's recommendation, hired four teachers for the Robidoux Night School and two for the Colored High School on a permanent basis at regular salary.

Once again the problem of the lack of a notable increase in the enrollment of the Colored High School and grammar schools was given attention. William H. Jones, principal of the Colored High School, cited two reasons for this lack of enrollment. First, only a small percentage of black students went on to the High School. Since 1896, there had been quite a decrease in the enrollment of the grammar schools. A major reason was the fact that black students were obliged to walk sixteen to twenty blocks to get to school. Most of them were poorly clad and not able to withstand the cold winter. Furthermore, the older children were compelled to stay with the little ones while their parents worked. Because of this low attendance, the board closed the Eighth Street and South Eleventh Street Schools, leaving only the Grammar Department of the Colored High School and the Lincoln School available for black pupils. The South Park, Florence, Saxton Heights, and St. George (South St. Joseph) additions had no black schools.

A second reason cited by Mr. Jones was the raising of the standards of the Colored High School. Pupils not attaining the required percentage for passing were not promoted and eventually dropped out. He noted the unfairness of expecting black youth to learn Latin, Greek, math and science:

While [these are] surely indispensable to the development of the mind . . . they do not fit wholly the Negro child in the majority of cases for the function he must perform in life. The Negro boy emerging from a High School meets a cold, prejudiced world with almost every avenue to independence closed against him. There is scarcely a trade of any kind that admits him. Besides, those places in which he has found employment are now calling for men and women with some previous training of their professions. In view of these conditions it seems to me it would be no waste of money and would be serving the purposes of education to establish a mechanical department in our school. The white boy is taught bookkeeping and stenography because it prepares him for what he proposes to do in life. Then why not teach the Negro boy and girl something they will have to do?²³

The last year of the nineteenth century also marked the fortieth anniversary of the founding of the St. Joseph School District. The school census of 1899 revealed a total number of 28,764 children of school age living in the district with a total of 9,677 pupils enrolled in the public schools. One hundred and ninety-five teachers were not employed in a total of twenty-five schools. This was a far cry from the three crude buildings and six teachers that existed in 1860.

During the 1899-1900 school year, the Board spent over \$100,000 for new buildings, additions to existing structures, and the purchase of real estate and for furnishings, plumbing, heating and ventilating equipment.

An eight-room building was constructed at the southeast corner of Eleventh and Henry Streets and named the Wyatt school in honor of Judge J. J. Wyatt, an early member of the Board of Public Schools (1868-1871). Another eight-room school building was erected on the northwest corner of Sixteenth and Sacramento Streets. It was named the Eugene Field School in honor of the "poet laureate of children" and a close friend of Mr. Neely. Another eight-room building was erected on the northwest corner of Sixteenth and Sacramento Streets. It was named the Eugene Filed School in honor of the "poet laureate of children" and close friend of Mr. Neely.

The Humboldt School at Second and Cherry Streets was replaced with a new four-room building with a four-room addition planned for the near future.

The old Saxton Heights School, at the northeast corner of Twenty-sixth and Delaware streets, was replaced by a new two-room building which was re-named the Noyes School in honor of Mr. Charles W. Noyes, founder and patron of the Home for Little Wanderers.

A four-room addition was made to the Ernst School and a new heating and ventilating system installed. Two rooms were also added to the South Park School making the building a total of eight rooms.

Despite the expenditure of over \$150,000 in a period of two years for new buildings and additions, the schools remained crowded and half-day sessions were still necessary in several of the grammar schools

By 1900, the need for a larger and more modern public library was obvious. The Free Public Library at this time was housed in a building originally constructed as a private residence and was hampered by a lack of space and necessary conveniences. In February 1900, the Board of Education ordered a special election to be held on the thirty-first of March to vote upon a proposition to issue bonds in the amount of \$100,000 for the purchase of a building site and the construction of a library building. The issue passed by an overwhelming majority and the bonds were sold for \$104,780.

After examining over thirty possible sites, the Board chose a tract of land at the northwest corner of Tenth and Felix streets. The site was centrally located, convenient to streetcar lines and to businesses with no hill to climb to reach it. The plans of E.J. Eckel, Architect, were chosen and the contract let to Charles Nowland for \$84,750.

The finished building was to be two stories high and constructed of Silverdale stone. The first floor was to be used for library purposes and the second floor for the offices of the Board of Education, a large assembly room for teacher's meetings, an art gallery, and other rooms for school purposes.²⁴

1900 also marked the fifteenth year of the operation of the Colored High School. Unhappily, the principal, Mr. Jones, noted that the Negro student, after completing high school, still could find only those jobs that the uneducated Negro could do. Many of

them, therefore, dropped out of school before they graduated. He cited as further evidence, the decrease of schools in Atchison, Leavenworth, Kansas City, and Topeka.²⁵

Due to the continued overcrowding and lack of space to meet enrollment needs, the Board, in 1901, decided to submit another proposition to the voters of the district for more bonds for the construction and remodeling of schools in the St. Joseph School District. On March 30, 1901, the voters approved a \$150,000 bond issue by a margin of four to one. The Board initially sold only \$85,000 worth of the bonds, holding the remainder for future needs.

A piece of ground in Hyde Park at Fifth and Harmon Streets was purchased and a four-room building erected. The school was named the Hyde School and was consolidated with the King Hill School located four blocks away.

Another lot in Hyde Valley at the southwest corner of Park and Hyde Park Avenues was purchased and another four-room school constructed here. The new school was named Hosea School in honor of the late Issac T. Hosea, former member of the Board of Education (1895-1899).

A one-story school was erected in Florence Addition at the southwest corner of Moose and Smith Streets named the Florence School. Two-room additions were made to the Musser and Bliss School.

The Webster School at Seventeenth and Highly Streets was completely remodeled to enhance its appearance. Built in 1869, the building had been added to from time to time without regard to appearance. In 1901, a two-story wing was added on the east to match the west side. The front entrance was closed and moved to the wings. Indoor toilets and drinking fountains were added as was a new heating and ventilating system.

As an experiment, the Musser and Wyatt buildings were equipped with Johnson's Automatic Heat Regulators that allowed a uniform temperature to be maintained throughout the building during the entire day.²⁶

Another year of epidemics struck the schools in 1901. Smallpox struck early in the year and was followed by measles, whooping cough and other childhood diseases. At times, two-thirds of the pupils in the schools were absent because they themselves were ill or because there was sickness in their homes. No child was allowed to attend school that did not present a certificate of vaccination.

One new school was constructed during the year. It was erected on the corner of Twenty-ninth and Edmond Streets in the Brookdale Addition. The building was a one-story portable frame structure with one room and built in such a manner that would allow it to be easily taken apart and removed when it could no longer accommodate the children in the district. The school was named in honor of Willis M. Sherwood who took an active part in the organization of the S. Joseph School District and who was

responsible for securing the passage of the Act of Incorporation that created the Board of Public Schools in 1860.

Two rooms were added to the Everett School and the old one-story frame annex in the schoolyard was razed. Two-room additions were also made to the Garfield, Noyes, and Krug Schools.²⁷

The publication of the Superintendent's Thirty-ninth Annual Report was brief due to the continuing illness of Mr. Neely. The Assistant Superintendent, Mr. J. D. Eliff, as submitted, compiled the report.

Mr. C. E. Miller, principal of the High School, noted with pride that the University of Chicago, Washington University, and Vassar College had recently placed the High School on their list of affiliated schools and would admit graduates without examination on certification of the principal. This was in addition to Yale College and Cornell University who were already accepting graduates directly. He also noted that he had never had a single certificate refused by any college not affiliated with the High School where pupils were requested to take examinations.

New Ulm, King Hill, St. George and Woodbine districts were added to the St. Joseph School District limits.²⁸²⁹

1 Neely, Edward B., *Thirty-second Annual Report of the Board of Education of the City of St. Joseph, Missouri for the Year 1895-96* (St. Joseph, Missouri: Nelson Printing Company, 1896), p. 16.

2 *Nineteenth Annual Report*, op. cit., pp. 17-18.

3 Neely, Edward B., *Thirty-first Annual Report of the Board of Education of the City of St. Joseph, Missouri for the Year 1894-95* (St. Joseph, Missouri: Combe Printing Company, 1896), p. 12.

4 *Twenty-eighth Annual Report*, op. cit., p. 38.

5 Superintendent H. C. Missemer of Erie, Pennsylvania, quoted in *Thirty-first Annual Report*, op. cit., p. 12.

6 S. B. 212, 38th General Assembly of Missouri (1895), quoted in, *Thirty-first Annual Report*,

7 *Thirty-second Annual Report*, op. cit., p. 17

8 *Ibid.*

9 *Ibid.*

10 *Ibid.*, pp. 18-19.

11 *Ibid.*, p. 20.

12 Neely, Edward B., *Thirty-third Annual Report of the Board of Education of the City of St. Joseph, Missouri for the Year 1896-97* (St. Joseph, Missouri: Combe Printing Company, 1898), p. 11.

13 South Eleventh Street Colored School, 2501 South Eleventh Street.

- 14 Neely, Edward B., *Thirty-fourth Annual Report of the Board of Education of the City of St. Joseph, Missouri for the Year 1897-98* (St. Joseph, Missouri: Combe Printing Company, 1899), p. 8.
- 15 Ibid., p. 12.
- 16 Ibid., p. 13.
- 17 Ibid. p. 26.
- 18 Ibid., p. 29.
- 19 Ibid.
- 20 Neely, Edward B., *Thirty-fifth Annual Report of the Board of Education of the City of St. Joseph, Missouri for the Year 1898-99* (St. Joseph, Missouri: Combe Printing Company, 1900), pp. 13-15, passim.
- 21 Ibid., passim.
- 22 Ibid., p. 21.
- 23 "Report of the Principal of the Colored High School for 1898-99," quoted in, Ibid., pp.46-47.
- 24 Ibid.
- 25 Neely, Edward B., *Thirty-seventh Annual Report of the Board of Education for the City of St. Joseph, Missouri, for the Year 1900-1901* (St. Joseph, Missouri: Combe Printing Company, 1901), passim.
- 26 Ibid.
- 27 Neely, Edward B., *Thirty-eighth Annual Report of the Board of Education for the City of St. Joseph, Missouri, for the Year 1901-1902* (St. Joseph, Missouri: Combe Printing Company, 1902), passim.
- 28 Neely, Edward B., *Thirty-ninth Annual Report of the Board of Education for the City of St. Joseph, Missouri, for the Year 1902-1903* (St. Joseph, Missouri: n.p., 1903), passim.

CHAPTER 6

The end of the Neely era came in the late evening of March 29, 1904. At the time of his death, Mr. Neely was the oldest superintendent in the United States in terms of continuous service.¹ For a year, the professor had fought vainly against a complication of diseases with which he was afflicted. He had taken seriously ill several years before, and, although apparently recovered, he was never as strong as before the illness. He was able to continue his work as Superintendent, however, directing his work from his sickbed for the last year of his life. During this time some hope was offered for his ultimate recovery but three days before his death he suffered a relapse and his doctors gave him no possible chance of survival.

On Sunday evening, two days before his death, he became delirious and imagined he was conducting an examination. He talked as if to a class of small children and when he imagined the examination was finished he said, "Now we will have a little prayer," and then solemnly and with humility in his voice he prayed that God would guide them in the right path that they might grow up good men and women and then he closed with a quotation from the seventy-second Psalm, "Amen and amen."² His last conscious act was to press the hand of his wife, as she stood at his bedside and talked to him. He was unable to speak but by a pressure of the hand, he indicated his understanding of what was said to him.³ The end came at 10:30 p.m., Tuesday, March 29.

On April 1, the day of the funeral, his body was taken from the Neely home at 1003 Felix Street to the First Presbyterian Church at Seventh and Jules Street to lie in state before the services. Out of respect to the late Superintendent, the schools were closed the entire day. Hundreds of people, young and old alike, filed past the casket that was banked with mounds of flowers. Many of those coming to pay their respects had been educated under his direction and most had known him in life.

Among the active pallbearers were the principals of the city's black schools who had gone to the Neely family the day after the Superintendent's death and requested they be allowed to act as pallbearers. One of the highest tributes paid to Mr. Neely after his death was the resolution of the teachers and pupils of the Colored High and Grammar schools:

... [We] wish to express our profoundest respect for the life of such a broad minded and liberal man, whose ideal seemed to be 'Equal and exact justice and opportunities to all, and special privileges to none.'⁴

The Reverend Henry Bullard, D. D, of the Westminster Church, an old friend of Mr. Neely's, conducted the funeral services. The Reverend Doctor Bullard reviewed the simple, kindly and useful life of the late Superintendent who "in life, he said, "was the friend of all."⁵ There were few who had grown up in the city of St. Joseph who had not felt the influence of his life and "few indeed who had not benefited by it."⁶ Dr. Bullard concluded that one of Mr. Neely's last regrets was that he had left so much work

unfinished. The body was then taken to Mount Mora Cemetery for private internment services.

For almost fifty years, Edward B. Neely had been the leader of education in the City of St. Joseph-- for forty years as the leader of the public schools. He accomplished what few men could have done. In 1864, his first year as Superintendent, only seven grammar schools (in three buildings) and one high school existed. It was necessary to levy a tuition tax to meet the expenses of operating these schools. The enrollment stood at a mere four hundred and eighty pupils. The staff of the entire district consisted of Professor Neely and seven others: a high school assistant, three principals, and three assistants in the grammar school. At the time of his death, a staff of two hundred and ninety-eight teachers was operating thirty-seven schools. The total enrollment of the district stood at 11,354.⁷

During his lifetime, many honors were bestowed upon him. He was elected president of the Missouri State Teachers Convention held in 1866 in St. Louis. Also, in that year, he was elected County Superintendent of Schools for Buchanan County, a post he held for six and one-half years when he declined further nomination to devote full time to the city schools. His, consuming interest in teacher education brought him service on the MSTA committee which recommended the establishment of state normal schools for the training of teachers. In 1870, Governor Joseph W. McClurg appointed Mr. Neely to the Board of Regents of the State Normal Schools (later established at Kirksville and Warrensburg). At the Board's first meeting he was chosen president and served in that capacity for four years. The professor was a passionate lover of books and literature and work long and diligently for the establishment of a free public library in the city. He was a member of the library's first board of directors (1890) and, later, was elected its vice-president.

Throughout his life, he was offered much more lucrative positions in other cities, including that of the Office of State Superintendent of Schools of Missouri. All of these he declined to carry forward his highest ambition:

To elevate the conditions of our schools and make them efficient instruments for good instead of evil, as in many localities they now are. I propose . . . to create in the people a more general interest in the subject of education; to induce them to manifest that interest by the erection in every district of neat, convenient and handsome schoolhouses. It is, in my opinion, useless to expect much improvement in the character of our schools until the old and unsightly school houses which now disgrace so many of our districts, are torn down and replaced by others worthy of the name of the high and almost sacred uses for which they are designed. If the parents, instead of the children, could be sent for a season to those dreary and prison-like houses, with their bare and dingy walls and comfortless seats, we would not have to wait long for the needed reform. . . ; [and] I shall insist upon the employment of competent teachers in the schools and, to insure that, shall withhold certificates from all applicants failing to come up to the desired standards.⁸

As their tribute to Professor Neely, the school children of the city established a trust fund for the purchase of a bust of the late Superintendent that was placed in the main lobby of the Public Library.

Perhaps the truest and simplest sentiment and tribute to Mr. Neely was written by an old school mate from Washington College, J. Monroe Shaffer, who wrote, [H]e was a good man There is nothing left to regret in the history or work of Ed Neely."⁹

And thou art worthy;

Full of power;
As gentle; liberal-minded
great;

Consistent; wearing all that weight

Of learning lightly like
a flower.

Gentleness he joined

To noble manners, as the flower
And native growth
of noble mind-
And thus he bore
Without abuse
The grand old name of gentleman.¹⁰

1 "E. B. Neely Succumbs to an Illness Extending Over a Period of One Year," St. Joseph Gazette, March 30, 1904, p. 1.

2 "Crowds Attend Neely Funeral," St. Joseph Gazette, April 2, 1904, p. 1.

3 "Edward B. Neely Died Last Night," St. Joseph News and Press, March 30, 1904, p. 1.

4 "Resolutions are Adopted," St. Joseph News and Press, March 30, 1904, p. 1.

5 "Crowds Attend Neely Funeral," op. cit.

6 Ibid.

7 Whiteford, J. A., Fortieth Annual Report of the Board of Education of the City of St. Joseph, Missouri for the Year 1903-4 (St. Joseph, Missouri: n.p., 1905), p. 2.

8 "Women Teachers are Succeeding Men," article from E. B. Neely scrapbook, op. cit.

9 "Professor Edward B. Neely," Daily Gate City, (Council Bluffs, Iowa), March 31, 1904. E. B. Neely scrapbook, op. cit.

10 Alfred, Lord Tenneyson, "In Memoriam," passim. E. B. Neely scrapbook, op. cit.

School Board Presidents from 1860-1904

Dr. J. H. Crane	1860-1863
John Calhoun	1863-1867
Samuel Hays	1867-1870
William H. Floyd	1870-1879
Adolph Steinacker	1879-1885
Waller Young	1885-1894
C. A. Mosman	1894-1895
Dr. E. A. Donelan	1895-1904

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. 22nd through January 8th, 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 34th 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 7th and 8th grades, 40 in 9th grade, and only 11 in 10th 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 8th 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 1st 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. 3rd. 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 28th 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 18th 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 22nd street although the central part of the city was developed out to just east of 28th 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 7th, 8th and 9th grades and then some for 10th-12th 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 22nd St., Mulberry and 25th, 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 7th, 8th, and 9th 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 7th, 8th, and 9th 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 7th and 8th 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 25th 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 19th 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 th 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 th and Union	\$900,000
New Elementary near 25 th and Union	\$288,000
New Elementary near 12 th and Scott	\$166,000
New Elementary near 2 nd and Green	\$180,000
New Elementary near Green Valley	\$ 65,000

New Elementary near Lovers Lane and 3 rd	\$205,000
Extension of Hosea	\$ 60,000
New Junior High near 22 nd 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 th 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

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

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>
Total	11,715

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
541	Total (This number does not include Maintenance Personnel paid by the hour)

THE ST. JOSEPH PUBLIC SCHOOLS



SECTION 3

1935 to 1993

By Don Lentz

St. Joseph Public Schools Superintendents: 1935-1993



I. E. Stutsman
1934-1939



Tracy E. Dale
1939-1944



George Blackwell
1944-1969



Dr. Gerald D. Troester
1969-1987



Dr. Randy Dewar
1987-1992



Dr. Dan Colgan
1992-2006

Chapter 3 **The Years 1935 to 1944**

The last fifty years have seen many changes in the District. It began as the Depression was waning. Immediately it was thrust into world War II with few males available. The recovery was brief as the Korean military action further confounded the District. Then came Sputnik, the defiant sixties, man on the moon and as this report ends, Excellence in Education. Throughout this time, the economy fluctuated and the city expanded its boundaries. In spite of all these negatives, the District continued to grow and is today considered a lighthouse in a statewide sea of education.

Let us go back to the beginning of that period. The year was 1935. I. E. Stutsman was the Superintendent. The other administrators are listed in Appendix A, which also lists the schools. The previous five years had seen the closing of many large schools because the buildings had just outlived their usefulness.

The year began with a landmark decision that allowed cafeteria workers to be married. Women teachers were still required to be single, never married and to have no constant male companions (Board, 1935, January 14). By March, the Board found a need to ask the voters for a \$216,000 bond election to renovate certain schools. The economy was terrible but the bonds passed and the schools were spruced up (Board, 1935, March 25). A teacher at Central High School was moved to Vice Principal. The man was George Blackwell. He didn't know it then, but he was destined to become the Superintendent of Schools. Crayons were selling for 20 cents a box and a new typewriter cost \$47.50. These interesting but obscure facts were recorded in the Board minutes (Board, 1935, June 11). I. E. Stutsman was reappointed as Superintendent with a salary of \$5000 plus \$300 car allowance (Board, 1935, June 11).

As August of 1935 approached, the Board had to make some important decisions. They first decided to raze the old Grant School. Substitutes were hired for \$4.00 per day. The average teacher's salary was \$950 per year, but a young, popular coach at Benton High School, "Pop" Springer, would be paid the outrageous salary of \$1,785 (Board, 1935, August 31).

By November, the old Douglass School site had been sold for \$10.00 per lot. A landmark decision was reached which proposed the new idea of Kindergarten be tried in selected schools for 1936-1937 (Board, 1935, November 11).

The spring of 1936 saw a study determine that the old Longfellow School was unsafe. The Krug School, adjacent to the park of the same name, was purchased for \$6,000 and students were adjusted accordingly (Board, 1936, March 9). Mr. G. M. Coleman was hired as a Social Studies teacher for \$910 per year. This man, like Mr. Blackwell, was also destined to be a prominent figure in the District (Board, 1936, February 19).

In June, the Junior College presented the novel idea of Practice Teaching for its students going into the field of education. This idea sounded good and it was tried. Reports indicated that it worked fairly well (Board, 1936, June 8). This summer also saw the old Owen School side on Pear Street sold for \$576 (Board, 1936, July 13). As 1937 rolled around, a group of parents from the South Side asked if they could be included in a Bond Election. The Benton School was getting old

and they wanted to build a new one. Besides, it was set at the top of Harvard Street hill, which was almost impossible to get to in the winter. The Board agreed and the levy passed (Board, 1937,, April 12).

Mr. I. E. Stutsman was reappointed with a \$775 per year raise (Board, 1937, February 5), the old Jackson School site was sold for \$600 (Board, 1937, April 12), and teachers were given ten days per year sick leave (Board, 1937, November 11). The District also said that if a “colored” student wanted to attend Lincoln University, the District would pay tuition fee equal to what a St. Joseph Junior College student would pay (Board, 1937, October 11). In 1938 two seemingly routine decisions ended up having far reaching effects. The old Young School property was transferred to the city. The city promptly build a new Police Station on the land, which stands today (Board, 1938, September 28). (Please remember that this was written in 1984) Gymnasiums were added to Blair, Sherwood, Hall and South Park Schools (Board, 1938, September 28). The Noyes School would be torn down and a new structure erected on the same site (Board, 1938, December 15). In the south side, the land was purchased for the new Benton High School on Fourth Street along the Parkway. Some patrons wanted it built on King Hill between Virginia and Alabama Streets. Most, however, favored the land where Hosea School sets today. The District shouldered the controversy and time proved it to be a wise decision (Board, 1938, November 21).

A student could attend Junior College for \$100 per year. The tax rate remained at the usual 1.225%. The city had a population of 81,400 and of these, 15,219 whites and 533 negroes attended school that year (District Handbook, 1938).

January of 1939 came and Superintendent Stutsman submitted his resignation (Board, 1939, January 9). Less than a month later, the secretary, Tracy E. Dale, was appointed to take his place (Board, 1939, February 3). The idea of Kindergartens had caught hold and in 1939 they were added to Sherwood, Webster, McKinley, Floyd, South Park, Lindbergh, Everett and Hall Schools. Platte-Gard, a private business college in the city, won the bid to “engross” high school diplomas for 15 cents each (Board, 1939, April 25).

The spring of 1939 also saw the consolidation of Everett Elementary School and Roosevelt Junior High. Lincoln Elementary School took on a new look. The bids were let and construction began on a new addition to Lafayette. The new Benton High School was under construction (Board, 1939, May 15) only to have a basement wall collapse on the workers (Board, 1939, July 14). Land was purchased for playgrounds at Hosea and Blair Schools (Board, 1939, May 15) and new additions were completed at Bliss, Pershing, Humboldt and Neely (Board, 1939, July 31). The big purchases in equipment for 1939 were twofold. First the District bought a new delivery truck from M. B. Roys Auto Sales for \$537 (Board, 1939, July 10). The second major purchase was for automatic coal stokes for five schools (Board, 1939, July 31).

By the fall of the year, pressure from the patrons caused Eugene Field to have a Kindergarten as well as those schools previously mentioned (Board, 1939, August 14). Radio spots promoting the junior College were purchased on KFEQ radio as were newspaper ads in the Daily News (Board, 1939, August 14). The stone wall in front of the old Longfellow School at Tenth and Felix, collapsed and had to be rebuilt (Board, 1940, January 12). This new wall stands today and surrounds the District employees’ parking lot on the southeast corner.

Two programs really began growing in the spring of 1940. One was the sports program at Junior college. Since the facility had no gym, the Y.W.C.A. was rented for \$61. The second program was the Night School at the Hillyard building (Board, 1940, February 12). In fact the choir at Junior College was sent to perform at the New York Worlds Fair (Board, 1940, March 11). Also, Jean Trowbridge, the aforementioned granddaughter of long time superintendent, Edward Neely, donated a statue of him to the school that bears his name (Board, 1940, March 11).

The new Benton High School was completed and accepted by the Board on March 11. Ten days later, the students picked up their books and walked to their new school leaving an empty landmark to wait for the wrecking crew (Board, 1940, March 11).

The District sent a request to the city, asking them if they would spread gravel on the deeply rutted mud path called Gene Field Road, particularly where it runs by the school (Board, 1940, April 8). They also asked that the streets around Lafayette be oiled (Board, 1940, June 10)

The Blair School was undergoing a remodeling program on the oldest part of the building. During the peak of this program, a disastrous fire broke out. The damage was set at \$34,396.50 (Board, 1940, May 1). A program, destined to be short lived, in Vocational Agriculture, was started at Benton, and the old Grant Site was sold to the V.F.W. (Board, 1940, May 13).

The March 27 Board Minutes carries a statement that today seems highly unusual. Students were released for one hour per week for religious services, because "religious education is so fundamental to the development of a good citizen" (Board, 1940, May 27).

The summer of 1940 saw the bell and the old Maxwell School donated to the Oak Grove Presbyterian Church (Board, 1940, June 10). Summer School was really coming into its own, but students had to pay what many citizens considered an outrageous fee of \$9.65 to attend. The Krug School added a shoe rebuilding class and Edison received a Kindergarten. The Kindergarten would be held in the basement of Westminster Presbyterian Church which I would attend just seven short years later.

An inspection at Gene Field School revealed extensive termite damage (Board, 1940, September 9). Now the District was in the process of tearing down the old Floyd School and thus had an abundance of lumber. However, the more pressing need was at Blair in order to rebuild from the fire. Today, Blair is used as the Troester Instructional Media Center for the District. At this time, "the old ornate Floyd building" still stood (Board, 1940, October 10).

A major curriculum change was made at the high school level. General Shop was added. Another major change resulted in the closing of the open-air classrooms at Neely and Hosea (Board, 1940, December 9). These rooms, the only two in the city, were opened in the late 1920's. Anyone with a contagious disease, anywhere in the city, was bussed to one of these two locations. These rooms were southeast corner rooms chosen because the winter wind in this part of the country, characteristically comes from the northwest. The windows were removed and no heat was allowed. The reason was obvious but cruel. Not so obvious was the fact that it created more problems (colds, flu, etc.) than it solved. Even in light of this, these open-air rooms remained for

over a decade. One must wonder if the bus that brought these children there had windows. No record speaks to this.

In early 1941, with the world in a turmoil, the District created a local one. The Musser School was becoming old and it was decided it should be closed. The patrons, as expected, protested. In fact they donated four Victrolas and a Grafonola to show their interest in keeping it open (Board, 1941, February 10 and March 10). The District backed off and the school remained open. Another complaint rose from the residents living around Neely School. It seems the smoke from the stack was choking them (Board, 1941, February 10). Perhaps the war had made everyone a bit sensitive.

Routine matters did continue, however. The Water Company purchased a part of the old Maxwell School site to erect a water tower (Board, 1941, March 10). Coal was purchased from the cap Todd-Sunshine Company for \$3.70 per ton. (Board, 1941, July 31). Payroll deduction for insurance was now available to the employees (Mortgage, 1941, April 14) and the same or guaranteed automatic reemployment after they were discharged from the service (Mortgage, 1942, January 12).

When school started in the fall of 1941, the District felled pressing need to become a member of the North Central Association. The two swerve \$5 per school, so the three high schools and the Junior College joined. Today the Junior College is close but the three high schools remain as the sole members in the district (Board, 1941, September 29).

The old Jackson site was sold for \$900 (Board, 1942, February 9) and Roosevelt Junior High was closed without opposition (Board, 1942, August 10). For the first time, traveling teachers were given a stipend, \$4 per year. There were 9750 students and 392 teachers for a pupil teacher ratio of about 25:1 (Board, 1942, October 12). Three high schools moved back 1/2 hour and now ran from 8:30 to 3:30 rather than 9:00 to 4:00. To close at the year, the District automatically to a 5% Victory Tax out of each teachers salary (Board, 1942, December 14). This was compensated for the next month when teachers were given a \$8.00 per month cost of living increase (Board, 1943, January 11).

A seeming contradiction appeared in consecutive months of 1943. In January, the war being at its peak, food was ration and students were sent home for lunch whenever possible (Boarded, 1943, January 11). The very next month saw the establishment of the Federal Lunch Program. A Type A Lunch sold for seven cents and a Type B Lunch (Type A without milk and dessert) was five cents (Board, 1943, February 22).

Only to leave bands of importance to place in the summer of 1943. Ninth graders were moved from Noyes to Central Junior High and lights were erected at Noyes Field. The full saw the donation of the Hillyard Building on South Ninth Street. It was given by the family of the late Capt. Newton S.Hillyard so that a vocational school could be continued their (Board 1943, October 22). Eye down to that anyone involved could have predicted the far-reaching effects this donation would make. If resulted in the establishment of a program that was destined to be a very major an integral part of the District. .

The year 1944 started off with a “bang.” The District sued the county because the Collector

could not account for all funds collected. The suit used the term “embezzlement” and the amount due the District from this came to \$48,984.77 (Board, 1944, July 10). The District won the suit and collected.

If this wasn't exciting enough, the District, for the first time, allowed married women to be “special teachers” (Board, 1944, February 21). The reason was pure necessity. Most of the men were off to war and there were not enough single women to fill the positions.

Tracy Dale, Superintendent, resigned early in 1944, and the Business Manager, George Blackwell was appointed in his place (Board, 1944, April 10). He would retain the position for 25 years.

A new retirement system was started by the State of Missouri. It would be solely for the use of teachers. To finance it, teachers paid 4% of their first \$1600 to the fund (Board, 1944, October 11). Other events of the year saw the old Roosevelt Junior High, which was the old Central High, which was the old St. Joseph High School, razed. The land would be leased to the Naval Reserve from then to the late 1990's when it would be given back to the District and called the Ruth Houston Learning Center. (Board, 1944, February 21).

Platte-Gard was still “engrossing diplomas” for 15 cents each (Board, 1944, March 13). A 60 cent levy was put to the voters and passed (Board, 1944, March 13). Finally, the Moore School District to the south of town requested annexation. The District took the northeast section (Board, 1944, August 14). This left a smaller but still active Moore School District. It would not be annexed in its entirety for some time.

Chapter 4

The Years 1945 to 1954

The year of 1945 was destined to go down in history. It would see Franklin D. Roosevelt begin an unprecedented fourth term. It would also see him die in office and an area man, Harry Truman, take over. By May, the Germans would surrender and by September the Japanese would follow suit.

It would be difficult to tell the war was going on by the Board Minutes. If one looked at the personnel, one would see very few men serving as teachers, but that would be the only obvious indication. In fact, all schools would be dismissed in February for the Jack Benny Parade (Board, 1945, February 12).

Now that open air classrooms had become a thing of the past, rules had to be established for students with communicable diseases. The rules amounted to the fact that if you have a communicable disease, stay home, we'll excuse you (Board, 1945, February 12). As for building, the Ernst site was advertised (Board, 1945, December 10) and sold to Keith Bookless for \$3000 (Board, 1946, January 14). The old Garfield property was sold as well (Board, 1946, July 15).

Residents of the Rosecrans Airport area asked the Board to provide a school for their children. They were currently being bussed to the City. No action was taken on this request because it was not feasible to construct a school for so few. Besides, with the war just ending, the army base would undoubtedly be thinned out very soon. This would mean even fewer students to attend this school (Board, 1946, December 9).

In March of 1947, schools were dismissed for the Army Day Parade which wound through the downtown area (Board, 1947, March 17). The next month would see a petition from the residents of the Oak Grove District east of town request to be annexed. This was passed and students were brought into the District (Board, 1947, April 14). To close out the year, a spelling committee was formed to begin in the fall. Their purpose was to help further emphasize the importance of spelling (Board, 1947, May 12).

With regard to buildings, additions were approved for Lindbergh (Board, 1947, June 9), Everett, Hall (Board, 1947, July 14) and Webster (Board, 1947, August 11). A remodeling program was also approved for Hosea (Board, 1947, July 14).

The year of 1948 began rather slowly. Routine matters filled the minutes until May, when it was decided to upgrade the switchboard in the Superintendent's office (Board, 1948, May 8). The District also granted teachers a \$25 per month cost of living increase for the next four months (Board, 1948, May 12). When this ran out, the Board voted to continue it through February of 1949 (Board, 1948, June 16). Those organizations wanting to use school buildings for meetings saw the rates change from \$6 per hour with a three-hour minimum to a flat fee of \$30 (Board, 1948, August 9). The North Central Association membership dues were raised to \$37.50 for Junior College and \$10 for each high school (Board, 1948, September 13).

As 1949 began, the District determined the need to ask for a 30-cent increase in the tax levy. The election was held May 3rd and it passed, 4140 to 194 (Board, 1949, January 15). The Reserve Officers Training Corps (R.O.T.C.) asked for and was given credit for the course for the first time. The amount granted was one-half unit per year (Board, 1949, March 14).

The Chemistry Lab at Junior College was outfitted with new tables at a cost of \$1224 (Board, 1949, April 11). New Home Economics rooms were built at Lafayette and Benton (Board, 1949, September 12).

Remember the big ruckus caused when the District tried to close the Musser School a few years ago? Well, something had to be done. The only suitable term to describe the school was, "used up". The District set forth to develop a new building (Board, 1949, May 9). It would be five years before it would become a reality. Not only that, but it would be built seven blocks east and a block north and its name would be changed to Mark Twain.

The fall of 1949 would see a new rule brought forth which would change the dates a student could enter school. Even though Kindergartens were well established by now, the rule dealt only with first graders. Any student who was six years old, on or before November 2nd, could enter first grade. Any student born between November 2nd and December 31st, could take an entrance exam, which, if passed, would allow the student to enter the first grade (Board, 1949, October 10). The year of 1950 opened the new decade with fairly routine matters. The old Douglass School site was sold for \$125, Neely was rewired and Eugene Field was put on a sewer for the first time (Board, 1950, February 20 and 1950, July 10). The big item mentioned was the District provide transportation, but only for special students, like those attending Krug. The transportation was provided by issuing a special ticket for the Everett and Neely students to ride the City bus. The District settled up with the City later.

March of 1951 saw the District taken to court as three negro youths sued the School Board for the right to attend Junior College. The battle was lost as it is still three years from the famous Brown Case which opened up integration. It is worth repeating here that the Board did pay a negro youth an amount equal to tuition at the Junior College, if the student wanted to attend an all black college (Board, 1951, March 12).

The students at Lafayette High School began the fall with a new principal. D.H. Murphy, long time principal of the school retired and Charles Thomas was chosen to replace him. History would show that Mr. Thomas would hold that position for the next twenty years (Board, 1951, April 9). Another innovation would begin in the fall of that year. For the first time, athletes traveling to out of town games would be transported at District expense in District insured vehicles. We are not told what these vehicles were, but conversations with former coaches indicate that they were not buses at this time, but were private cars with special insurance for the trip (Board, 1951, August 20).

Early winter of that year saw the Board ask for and get a 30 cent levy passed by the voters. This continued the tradition of total support by the patrons, as they had never turned

down a request for a levy increase (Board, 1951, November 12). The additional money allowed the District to become solvent enough to purchase additional property for the Humboldt School. Adjacent land was bought for the purpose of constructing a playground area (Board, 1952, January 14).

The problem in Korea was now coming to a head and inflation was starting to catch us all. One major problem was the price of food. In order to keep our lunch program solvent, it was necessary to increase the price of school lunches to 25 cents plus 5 cents for milk. The price seems very low to us today, but at that time it was a sizeable but affordable price (Board, 1952, March 10). If Korea and inflation weren't bad enough, the spring of 1952 saw one of the worst floods to hit this area in a long time. The Missouri River would cut a new channel and completely isolate the airport from the rest of the City. Even today, access to Rosecrans Field can be gained only by traveling into Kansas. It would inundate valuable farmland and prevent crops from being planted in several areas. Perhaps the worst catastrophe would be the destruction of the amusement park located on Lake Contrary, in the southwest edge of the City. This once magnificent showplace would be reduced to less than carnival status. The lady who owned the park, Mrs. Annie Ingersol, would re-open after the flood, but the major attractions such as the Old Mill and the Shoot-the-Shutes, a boat ride down a long tower into a pool, would be destroyed. The last ditch effort to re-open after the flood would be a dismal failure and after a few years, this once beautiful attraction would be leveled and turned into farmland. I have many fond memories of untold hours spent at the park. It was always where my little country grade school spent its last day of the year with a picnic and free tickets provided by "Miss Annie."

As for the School District, the "Flood of '52'" would create a problem in protecting the Floyd School. Floyd was build less than two blocks from the bank of the river and the entire board meeting of April 14th was devoted to how to protect the school. It was saved thanks to an island of sandbags.

The summer of 1952 was a busy one for the District. Hot water was added to the Hyde School for the first time. The playgrounds at Webster, Sherwood and Washington were graded and a new method using two inches of bituminous coating was applied to each. With the success of providing City bus tickets to the Neely and Everett students, the Board decided to close the small Douglass "Colored" School on the south side and provide bus tickets for those students to attend Bartlett. A petition was filed by the residents to keep the school open (Board, 1952, July 7). It was a moot point because integration loomed on the horizon and although they didn't know it then, all of the "colored" schools were soon destined to be closed.

Four short months later, the District received information of four U.S. Supreme Court decisions which would eventually result in racial integration of schools. Although none of these cases related to the St. Joseph area, they at least told the District of a trend that would have a major impact on education. The Board was in the middle of making plans to renovate the Bartlett building and this caused them to back off for a while (Board, 1952, November 10). It was, however, decided that the District needed a grade school in

the area, so plans continued but with a slightly different twist.

If it seems that 1952 was a trying year for the District, it wasn't over yet. A delegation of parents from the South Park area met with the Board just before Christmas of that year. The school was getting old and really run down. The parents wanted something done because they felt it was unsafe for their children to attend there (Board, 1952, December 8). The District would undertake a remodeling program for the school and plans would be made to build a new school for the area. Acquisition of the land would be tied up with legal technicalities for quite some time, however.

The year of 1952 finally ended and it seemed that 1953 would be much calmer, and it was. The District was finally able to put the catastrophes of 1952 behind them and get down to routine business. Improvements were made to Pershing with a two room addition (Board, 1953, January 12) and general remodeling to Sherwood, Neely, Hall, McKinley and Junior College. Humboldt was fireproofed (Board, 1953, May 11), playgrounds at Hall, Noyes and Blair were resurfaced (Board, 1953, June 1), and a three-room addition was added to Lindbergh. Students now had to be six years old by October 31st to enter the first grade, if they did not attend Kindergarten, and the idea of a test was discarded (Board, 1953, June 1 and 1953, September 14).

The District Administration was changed with the addition of G.M. "Max" Coleman being appointed as the District's first Assistant Superintendent. Mr. Coleman would hold the position through two Superintendents and last for the next 25 years. Max and his pipe would become an integral part of the District and would be responsible for hiring all of us "old-timers." Excellence in Education would be brought about by his efforts long before it became a law (Board, 1953, June 1).

The Musser School was now beyond repair and the Board accepted bids to build a new school. The new school would be located on the east end of Parkway A and would be called Mark Twain (Board, 1953, July 8). In the south end, Hosea was in the same situation. A decision was also made to build a new Hosea School on the empty land one block south of its 1953 location (Board, 1953, October 12). Plans were accepted to build a new Bartlett School on its existing site (Board, 1953, September 14).

In the far north end, the old Maxwell School site was sold. Although the school had been closed for a number of years, one room was kept open to serve as a holding room for students waiting for a bus to pick them up (Board, 1953, October 12). A bid was given to Gard University to continue "engrossing" diplomas for the District at a cost of 20 cents each (Board, 1954, January 11). A special meeting was called as the Board decided to ask for a levy election to be held on February 9, 1954. They were to ask for a 90-cent increase which they did and it passed (Board 1954, January 16 and 1954, February 10). Early April saw a tragedy occur at a neighboring school. Pickett School served the county as a Grade School and the County High School for the northern part of Buchanan County that was not included in the School District of St. Joseph. Pickett today is a part of the District. A fire broke out and completely destroyed the school. The Pickett Board asked the St. Joseph District for the right to use the old Hosea School for their elementary students and to bus the

high school students to Central until theirs could be rebuilt. Permission was granted without hesitation (Board, 1954, April 7).

On May 18, 1954, the Supreme Court of the United States rendered a decision in a case from Topeka, Kansas that would affect the entire nation. The case was called “Brown vs. Board of Education” and its result would be racial integration in schools. The School District of St. Joseph saw it coming and the very next day, met in a special session and ordered immediate integration of all St. Joseph Public Schools to begin with Summer School. Many districts across the nation did the same and integration was ordered to begin with the fall term. Because of the May 19th meeting being held and our District beginning with Summer School, the School District of St. Joseph holds the distinct honor of being the first district in the nation to integrate its students (Board, 1954, May 19 and 1954, May 26). Bartlett was closed (Board, 1954, July 12) and plans were made to continue it as a neighborhood grade school (Board, 1954, August 9). The Board felt that the name should be changed and thus was renamed as Horace Mann (Board, 1955, March 21).

Teachers in the District were now required to undergo a yearly health checkup which included a chest X-ray for Tuberculosis (Board, 1954, July 12). The Board also paved the playgrounds at Humboldt, Lindbergh, Edison and Everett (Board, 1954, August 13). Hosea needed a room for a Kindergarten, so the Valley Cottage adjacent to the grounds was rented for this purpose (Board, 1954, August 13). It should be remembered that a new Hosea had just been built and was already overcrowded. This was true throughout the District as the post-war baby boom was beginning to be felt. Because of this, a Bond Election was planned for March 1, 1955 to expand sites (Board, 1954, December 17). In keeping with tradition, the election passed and additions were made to Mark Twain, Pershing, Hyde and Hall (Board, 1955, March 4).

Due east of the City was a small county district entitled Platte Valley. On August 13, 1954, patrons met with the Board to request that the School District annex their school. Permission was granted and the school, located about five miles east on Frederick, became a part of the St. Joseph District (Board, 1954, August 13).

Krug School was now getting old and beyond repair. Plans were made to move it from its north St. Joseph location to a more centralized spot. This school served the handicapped from all over the City and it was felt that a more centralized location would be an asset. The new school would be built behind and adjacent to the new Mark Twain School. It would also be named Myrtle Miller after the long-time and dedicated principal of Krug. More than that, Myrtle Miller would serve nine more years as principal of the school that bore her name. This is an honor that has never been given anyone else in the District. It is also an honor that was very well deserved because she was dedicated to the education of the handicapped (Board, 1955, March 21). Plans for the new school were completed (Board, 1955, September 14) and the new school was built at a cost of \$432,321 (Board, 1956, May 14).

Another important event had taken place in the world. Jonas Salk had perfected his polio vaccine and this dread disease was conquered. The District immediately jumped into action and provided free vaccine to all students (Board, 1955, March 21).

The decade from 1945 to 1955 was a busy one. War, inflation, floods, annexations, and the baby boom permanently changed the face of the District. The next decade would see a legal battle over property for the new South Park School. It would also see many more annexations and it would separate itself from college education. As you will see, the baby boom would begin to be felt on the secondary level and adjustments would need to be made. As this decade closes, it is important to remember that this ten years began with the end of World War I, passed through the Korean Conflict and ended with a Supreme Court decision that shook the educational realm.

Chapter 5

The Years 1955 to 1964

May of 1955 would see the District enter into a legal battle over a piece of land. The land referred to as the Stigers Tract consists of about six square blocks. It runs from 29th Street on the west to the area of 31st Street on the east. The land begins on the south at the Pacific Street Trafficway or Highway 36 and continues north to Duncan Street. This land was needed by the District to build a new school for the South Park students. The owner did not want to sell the property to the District, so the District entered legal action to “condemn and obtain” the Stigers Tract (Board 1955, May 25 and 1955, July 6).

The court allowed the proceedings to drag out for a period of two years until it agreed that the condemnation issued by the District to be honored (Board, 1957, May 23). It wasn't until late fall of 1957 that the District would finally have all the paperwork finished and could obtain its legal rights to the property. The cost for the land was \$25,000.

I mentioned Highway 36 as being the southern boundary of the land. This was used merely as a convenient point of reference. In actuality, the District had to sell part of this tract to the State for the construction of this highway before it had a chance to build a school on it (Board, 1961, February 6). They also sold part of this property to the Huffman Memorial Methodist Church for \$5,000 (Board, 1966, January 10). It would not be until 1971 that a new school on this property would be planned.

Now that integration had become a law, the Lincoln School was closed. The District allowed it to remain open for an extra year as a neighborhood elementary school, but with Washington and Humboldt so close, it was decided to close it (Board, 1955, July 6). Some students would even be transferred to Webster.

With the completion of the new Myrtle Miller School, the old Krug site was no longer needed. The Board decided to sell it to the City for a token sum of \$200. The City had plans to construct a new swimming pool on the site for the youth of the north end of town.

The beginning of 1956 saw a controversial issue come before the voters of the City. They wanted to change the treatment of our water from chlorine to fluorine. Medical evidence indicates that this would improve the teeth of our youth. The Board went on record as being in total support of this issue (Board, 1956, February 23). However, the issue failed and several attempts since then have also gone down in defeat. Today, our City water is still purified by the addition of chlorine gas rather than the potentially more beneficial fluorine. But this is another issue for another paper, another time.

The Bliss Junior High School was beginning to sag, so it became necessary to underpin the structure (Board, 1956, March 12). In further routine matters, principals were granted a professional leave day (Board, 1956, March 12), Pickett patrons requested and obtained an extension of one year on their request for the use of the old Hosea, and Benton's parking lot was paved (Board, 1956, September 10).

To close out the year, an addition at Noyes was planned. This area was really feeling the population explosion (Board, 1956, October 8). The old Musser School was put up for bids. When these bids were received, they were all too low and were rejected. Instead of selling it at this time, it was leased to the City for recreational purposes (Board, 1956, November 12).

Sports at Junior College were really coming into their own and so they requested that football be added to the program. Careful study and research into other Junior Colleges caused the Board to deny this request (Board, 1957, January 16).

It was now obvious that the old Douglass building was of no use to the District. All the students had been moved with integration. This coupled with the proximity of the structure to the McKinley School prompted the offering of the structure for sale. It was sold to a group wanting to turn it into a black social club. The sale was finalized for \$3000 and it became known as the Tes Trams Club (Board, 1957, July 8).

The State, not the District, would begin issuing certificates for students who did not graduate from high school but passed the General Educational Development (G.E.D.) Test (Board, 1957, October 14). Another major decision stated that students who were 16 years of age and “not passing in at least three, one-unit courses” would be put on probation for a nine-week period (Board, 1957, November 18). If their grades were not satisfactory at the end of the nine-week probationary period, they would be suspended.

In dealing with the routine building matters of 1957, the playgrounds at Field, Pershing and Neely were resurfaced, bids were accepted for an addition to Hyde (Board, 1957, October 14), the old Hosea site was sold to Vineyard Construction Co for \$4500 (Board, 1957, November 18) and the old Lincoln site was sold for \$35,535.54 (Board, 1957, December 9).

The year of 1958 began with the transferring of the old Benton site to the City for a nominal \$250 (Board, 1958, January 13). The old Musser site would finally be sold to Mr. George W. Jackson for \$4200 (Board 1958, April 15). A new science lab would be installed at Lafayette as a result of the new push in science (Board, 1958, February 10). The Navy would be given a renewed lease for the old Central/Roosevelt site (Board, 1958, May 12). Teachers would no longer be allowed to accept gifts if the transaction involved a solicitation of funds (Board, 1958, June 9). Humboldt, Floyd and the Junior College would receive new tile floors (Board, 1958, July 7).

Mr. Edgar C. Little, Chemistry Instructor at Junior College, would be elevated to the title of Dean of Students and given a \$300 stipend for it (Board, 1958, September 8). The Board would also give teachers a \$100 cost of living increase (Board, 1958, September 8). Also the United American Building on the northeast corner of Tenth and Edmond was purchased for \$11,000. The building would be used by the Junior College as a Student Union (Board, 1959, March 9).

Annexation of outlying districts was really becoming a popular issue. The Woodbine School District, which lies between the present Belt Highway and I-29, and from Messanie to Gene Field Road, asked and was granted annexation. The area east of the airport, called the French Bottoms area was also granted annexation (Board, 1959, April 13).

September saw the District ask the voters for a \$2,800,000 bond election to add new classrooms. The election took place on October 9th and the bonds passed (Board, 1959, July 13 and 1959, October 12). A major purchase as the result of this gave new land to Central along Charles Street (Board, 1959, October 12) and bids were let for a new addition to the school (Board, 1959, December 14).

The Pickett area once again requested that the District annex their school. The Board voted to delay action on their request for an “indefinite period” (Board 1959, December 14). Two months later, the patrons tried again. This time the decision was “not to agree to plan for annexation for at least one year” (Board, 1960, February 8). Two months later, the Country Club area placed their request before the Board to be annexed (Board, 1960, April 1). This was also denied and the reason given was that this area was not in Buchanan County and annexation would create a tax problem.

The remainder of 1960 was not quite so controversial. Fire sprinklers were added to McKinley and South Park (Board, 1960, May 9), a new Chemistry Lab was constructed at Benton (Board, 1960, June 13), Hall got new plumbing, heating and electrical work (Board, 1960, June 13) and Blair received a new addition (Board, 1960, July 11). All of this was a result of the Bond Election money.

The winter of 1960-1961 saw the District engage in real estate transactions. Land was purchased for a new school site east of Karnes Road and the Belt (Board, 1960, November 14), the old Woodbine site was sold, property at 425 Dolman was purchased for a new parking lot for Lafayette (Board, 1961, February 6) and the Hosea Annex (Valley Cottage) was sold for \$30,000 (Board, 1961, March 13).

Because of the rapidly growing enrollment, additions were planned for Hosea (Board, 1961, September 11) and Everett (Board, 1961, October 9). The next year would see two rooms added to Field, a new gym planned for Benton (Board, 1962, June 4) and new additions at Hall and Lindbergh (Board, 1962, November 12).

A year had now passed and Pickett residents once again applied for annexation. The Board once again denied their request. The area was considered too large and the cost of bussing prohibitive. The patrons this time had an alternate plan. If the District would annex everything south as far as Pettis Road, then they had an agreement that the Faucett District would take everything else. This passed and the struggle for them appeared to be at an end (Board, 1961, October 9). For those of you who are unfamiliar with the area, Pettis Road is located due west of a line where South 169 Highway crosses I-29.

It sounded like the battle was finally over; however, Faucett declined as it didn't want to come that far north. So, once again, in February of 1963, the Pickett patrons requested annexation. The Board studied it and finally agreed to annex the entire district (Board, 1963, March 18). Now it had to be put to the voters of the area (Board, 1963, August 12). Needless to say it passed and the District was officially annexed on July 1, 1964.

Meanwhile, the Spring Garden District, the Lake Station RIII District and the Moore No. 24 District, also requested annexation (Board, 1964, July 1). The action was tabled and the final results will appear in Chapter 6.

While all this annexation talk was going on, other business had to be conducted. Gard University was once again given the contract to "engross" diplomas, but now for 30 cents each (Board, 1962, January 8). Relating to teachers, they were given the opportunity to purchase a Tax Sheltered Annuity through payroll deduction via the District (Board, 1962, June 4). Students were given the opportunity to take a TB test provided by the District if the parents gave permission (Board, 1963, August 12).

The buildings did not go unnoticed during this time either. Pershing was given a new addition. There was also a house and property bought at 3400 Beck Road. The house was demolished and this land would later hold the new Hawthorne School (Board, 1963, May 20). It was also time to begin leveling the Stigers Tract to make it ready for construction of the new school which would eventually be known as Parkway (Board, 1963, May 20). The School District would sell its land located on the northeast corner of Tenth and Felix to the City for the construction of a Senior Citizens Center. The County Court requested that the District provide another teacher for the Boys Home (Board, 1963, September 9). The home was getting full and the situation dictated this need. The request was granted. The new gym at Benton was completed and dedicated in honor of the long time coach of the school, P.B. "Pop" Springer (Board, 1963, November 11).

Another new purchase was the old Whitaker Building on South Ninth Street. It was to be remodeled and turned into the School District Maintenance Shop (Board, 1963, November 11).

By now it was obvious that the City needed a four-year college. The need was present, as was the interest. The Board resolved to help establish such a school (Board, 1963, October 14). Northwest Missouri State University submitted a proposal to the District. If the District would continue its support of the first two years, then Northwest would establish years three and four (Board, 1963, December 9). This did not exactly fit into the scheme of things. Our District wanted to separate itself from higher education and have the entire county form its own college district (Board, 1964, April 13). This idea was put to the voters and passed (Board, 1965, February 8). The old Junior College would cease to exist and the state was destined to form a four-year state college in the City. The results of this effort can be found in Chapter 6.

It seemed that there was no trouble getting recognition for athletic prowess, nor had there ever been. But what about academic achievement? The District laid formal plans to recognize high achievers by Board action and publicity with the area media (Board, 1964, March 9).

This decade closed with two buses being sold for \$250 and \$400. More importantly, a plan was put into operation which would develop the concept of School Stop Signs. These signs would be used during the hours when elementary students would be going to and coming from school. The unique design would allow these signs to be folded in half on permanent poles to be opened when needed. This concept is still in use today because of its success (Board, 1964, November 9).

Chapter 6

The Years of 1965 to 1974

Across the nation, rebellion at the colleges was the big item. Mass demonstrations were staged by students to show their dissatisfaction. In St. Joseph the climate was considerably calmer. Schools went on as normal and the attitude of rebellion was not felt here.

The year of 1965 started off with annexation requests. If a person was to take the Pickett annexation as a model, they would expect a long hard battle ahead. Such was not the case. The three districts requesting annexation were all at the edge of the city and some of their districts were already within the city limits.

On the southwest edge of the city, the Lake Station RIII District asked to be annexed. Due south of town was the Moore No. 24 District. They also requested annexation. Another district, Spring Garden, which was located along South 22nd Street, was the third to request annexation. The District granted all three requests (Board 1965, February 8 and 1965, March 25).

Students within the District were starting to be very picky and were going to whatever school they pleased because the existing transfer policy was so lenient. The District set to work and developed a much more stringent transfer policy (Board, 1965, May 27).

Now that the school stop signs had proven their worth, the Board established, in conjunction with the Police Department, the School Boy Patrol Program. This provided guards where crossing the street could be dangerous. Many schools had developed this program on their own. Now it would be official and sponsored by the District (Board, 1965, September 13).

The building program made strides with additions to Lake Contrary and Skaith (Board, 1965, September 13). As mentioned before, a new school in the northeast was needed and plans were made to build a new one along Beck Road. The name would be Hawthorne. Now that Spring Garden was in the District, a new school was needed here also. A new one was planned about one-half mile south of the current one on South 22nd Street (Board, 1965, December 13).

A name change was also in order. The St. Joseph Technical School would be called Hillyard Technical School (Board, 1966, June 13). Another action on the secondary level saw the new addition to Lafayette air-conditioned and a new recreational complex planned (Board, 1966, October 10). This would provide for a football field and track to be located a block north of the school's front door.

In a quick fix effort to alleviate overcrowding, two trailers, referred to as Portable Classroom Units, were purchased by the District to be placed where needed (Board, 1966, September 12). But just as they were adding these, a new problem arose down on Fourth Street. An old school along the river, Floyd, had a problem. Two new highways were

being planned. One was to be called I-229 or the West Belt. This would not be built for many years but the State would begin purchasing land and tearing down houses. This would eliminate a large portion of the homes that fed the school. This highway would come in from the southeast.

I mentioned two highways. The second one would be called Spur 759. It would run from Highway 36 to the southwest and terminate in the Stock Yards. Not only would it take out even more homes, but the highway would literally run right by the front door of the school. This was impetus enough to cause the District to close the school. The students would be divided between Neely and McKinley with the majority going to McKinley. The District would continue to use it for several years as its Bookroom, Audio Visual Headquarters and R.O.T.C. Headquarters (Board, 1966, October 10).

To close out the year of 1966, a building addition was planned for Lindbergh (Board, 1966, December 19). The bids were accepted and the new Hawthorne and Spring Garden Schools were well on their way (Board, 1966, September 12 and 1966, November 21).

As 1967 opened, a new modern accounting system provided by the Burroughs Company was purchased so that the District could develop an Alphanumeric Accounting System (Board, 1967, January 9). Teachers were given a new salary schedule to start in the fall of the year. A teacher with a Bachelor's Degree could start at \$5400 and earn up to \$7300 after 18 years of service. Those with Master's Degrees would start at \$5900 and could go as high as \$7900. No other steps or provisions were given (Board, 1967, February 23). The teachers had more and better coming the next year.

This time the Board provided breaks for teachers working toward advanced degrees. There was now a salary schedule for Bachelor's, Bachelor's plus 16 hours, Master's, Master's plus 16 hours and Master's plus 32 hours. Not only that, but the increments were raised to \$205 for each year of service (Board, 1968, February 12).

Buildings, particularly at the secondary level, were enlarged. This was because the post-war baby boom was now stretching the high school facilities to their fullest. Benton and Lafayette both saw additions planned that would increase their classroom space (Board, 1968, April 8). A new facility, similar to the one at Lafayette for football and track, was planned for Benton (Board, 1967, March 10). The District was concerned over the safety of students at the new Spring Garden, so they requested the city install a traffic signal on the very busy 22nd Street. Unfortunately the city never did agree to do so (Board, 1967, December 11).

A new program was started that would prove to be very successful. It would be held nights at various locations to help the adults of the community. It was called Adult Basic Education (Board, 1967, December 11).

Remember the Stigers Tract that caused such a headache? Remember also the new highways planned by the State that closed Floyd? Well, a continuation of this highway plan would establish a new Highway 36 that would cut right through the middle of the city in the approximate vicinity of Pacific Street. This meant that after fighting so hard to obtain the Stigers Tract, the District would now have to sell part of it to the State for this highway. The price was \$10,000 (Board, 1967, July 10 and 1967, August 17).

Teachers were excited about their salaries but the District wasn't through yet. Coaches were now going to be paid according to an established schedule. Prior to this, they were paid, but the amount varied from school to school. The head football coach at a school would receive an \$800 stipend and the head basketball coach would receive a \$600 stipend. The discrepancy showed the relative importance of the two sports to the District and in no way reflected the comparative length of the season (Board, 1968, April 22).

A major change was in the offing. Mr. George Blackwell would retire effective September 1, 1968. This means that the District would have to begin a search for a new superintendent (Board, 1968, May 27). After two months of discussion by the Board, they decided to hire Croft Consulting Services to find them two candidates for the position. The two Assistant Superintendents, Max Coleman and Hubert Campbell, were not interested in moving up (Board, 1968, July 8). The next two in line were Milton Day and Jerre Cooper; they had just recently been appointed to the positions of Director of Secondary Education and Director of Elementary Education, respectively (Board, 1968, May 13). The Board felt that it had to look outside the District for a candidate. They called the Principals together to inform them of the procedure they would use to select a new Superintendent (Board, 1968, August 12).

A special Executive Session was held by the Board on a Sunday evening to develop a Screening Committee for the selection process. This meeting was held at the Pony Express Motel (Board, 1968, October 6). The two candidates submitted by the Croft firm were interviewed and on November 29, 1968, the position was awarded to Dr. Gerald D. Troester (Board, 1968, November 29). As I write this paper, the year of 1985 is waning and Dr. Troester is still the Superintendent of Schools. This is an unusual length of service for a large district Superintendent today. The trend is to spend three to five years and then move on. There are many reasons why he has enjoyed such longevity, but the years alone should indicate the abilities and dedication of this man. An interesting sidelight to this story was that Mr. Blackwell's desk and chair was sold to the M.S.T.A. for \$100 (Board, 1968, August 28).

Now that a new Superintendent has been chosen, let's back up to the other events of 1968. The District was beginning to see the need for their own school busses. The City Bus Routes were not lending themselves to use by all the city schools. Only a very few schools had the busses come closer than a block away. We were also entering an era that would see law suits against school districts become popular. Because of these, the Board decided to establish six routes with new busses at a cost of \$145.08 per day (Board, 1968, June 24). With regard to buildings, 12 playgrounds were paved this summer (Board, 1968,

July 8) and the old Spring Garden Building was sold to the Seventh Day Adventist Church for \$10,500 (Board, 1968, August 12).

The Bliss Junior High School was becoming old and the District undertook an extensive study to determine the safety of the old building (Board, 1968, October 17). They found that plans needed to be made before long to replace or restore it. The use of the old Floyd building was given to the E.O.C. (Board, 1968, October 17). The final note of 1968 was that the Moore District voted 53 to 1 to be annexed (Board, 1968, November 25).

The New Year of 1969 saw the District ask the voters for a 40-cent increase in the Levy (Board, 1969, February 24). The election was held on April Fools Day but this would not be a bad omen as it would pass.

The rest of the year was devoted to buildings. Pershing would be renovated (Board, 1969, June 23), the old Kirschner structure would revert to the City (Board, 1969, June 9), the Moore School would be sold (Board, 1969, September 8), new property would be purchased at Neely (Board, 1969, October 13) and the old Student Union at the Junior College would be sold (Board, 1969, October 13). The year closed with a new idea of having Parent-Teacher Conferences in the elementary schools and N.W.M.S.C. establishing a Graduate Center in the City (Board, 1969, November 10 and 1969, December 8).

The year 1970 opened with serious discussions by the Board on a new Missouri law. The law defined Tenure for Teachers. This would result in major changes in the evaluation and contracting of teachers (Board, 1970, February 23). Another new program was Special Education. The District gave two teachers \$600 so that they could return to school for training in the field (Board 1970, April 27). On the elementary level a new course of study for music was developed (Board, 1970, April 13) and the boundaries for Eugene Field and Hawthorne were changed (Board, 1970, April 27).

In the northeast end of the City was a Catholic Parochial High School known as Christian Brothers. The Diocese had just merged this all-boys high school with the all-girls high school known as the Convent of the Sacred Heart. The new coed high school would be called Bishop LeBlond and would serve the entire city. Now that the Christian Brothers building was empty, the District purchased it for \$210,000 (Board, 1971, January 7). The reason was that the District was getting ready to develop the Middle School plan and this structure would be perfect for this use.

On January 11, 1971, J.T. "Tom" McClain was appointed Supervisor of Maintenance for the District. An ironic event would be discussed at the same meeting. It seems that Mr. McClain's first task would be at Benton High School. The roof to the gymnasium build just eight years earlier, had just collapsed (Board, 1971, January 11). I was teaching at Benton at this time and recall the event quite well. We had just had a heavy snow when the weather turned quite cold. The gym was unusual in that the walls were in a circular shape and the roof was a dome. It was built along the lines of a Geodesic Dome only out of wood, not glass. It was beautiful inside. The snow and contraction from the cold were apparently more than the struts could bear. A little after 1:00 in the afternoon, I

was right in the middle of a Physics class when the building trembled as if a small earthquake had hit us. I looked out of my classroom door and down the hall and noticed what appeared to be the absence of the gym. Fortunately, it gave a loud cracking noise several minutes before the collapse, and the gym was cleared.

I have often thought about this. About 30 minutes after the collapse, I was scheduled to be in the gym, rehearsing a group for the winter Queen Coronation. The Band would have been playing and the crack would not have been heard. The contractor who built the roof was later sued for \$325,000 (Board, 1971, April 12) but they would only collect \$175,000 in the settlement (Board, 1973, May 31). A new roof was built, but along more conventional lines. The original walls were still good and the staff still jokes about the square peg (roof) on a round hole (walls).

The Middle School program was now in full swing. The fall of 1972 would see them open. The old C.B. building would be remodeled (Board, 1971, March 8) and would be called Bode Middle School (Board, 1971, June 28) after the benefactor to the City, George Bode. Mainstreaming of the Myrtle Miller students left that new building empty and it would be turned into a Middle School for the Bliss-Miller area (Board, 1971, June 14). Its name would be Truman Middle School (Board, 1971, June 28). In the south end, the new Spring Garden School or the Hyde School would be converted to a Middle School. Spring Garden was selected and the name was retained (Board, 1971, June 28). The north end had no convenient structure for a Middle School and so one had to be built. It would be called Robidoux Middle School (Board, 1971, June 28). The center of town would see the Horace Mann building converted into a Middle School. It would cost the District \$644,130 to remodel Bode (Board, 1971, September 13), \$745,918 to change Spring Garden and expand Hyde to take Spring Garden's students (Boards, 1972, February 15) and \$888,128 to alter Myrtle Miller into Truman (Board, 1972, March 24). The new Robidoux would cost \$1,334,065 (Board, 1972, August 16) and would be built by Lawhon Construction Co.

In addition to all the new Middle Schools, the new South Park School on the infamous Stigers Tract was finally planned. It would be called Parkway (Board, 1971, June 28) and it would cost \$782,900 to build (Board, 1971, November 8).

In the north central end of town, the enrollment of the Washington School was decreasing and the District decided that with Humboldt so close, it would close the school (Board, 1973, January 8). It would not abandon the building. Delays in the construction of the Robidoux building would see the Middle School program for the north end of town begin for a couple of years at the Washington structure.

In dealing with miscellaneous events of 1973, the Board established a program for teachers that would allow them to take a sabbatical leave (Board, 1973, May 14). The Gene Field School was damaged extensively by fire and needed to be rebuilt (Board, 1973, June 16). The final note was that a new organization, the S.J.E.A., affiliated with the N.E.A., requested (Board, 1973, October 8) and was denied (Board, 1973, October 22) official recognition by the District.

As 1974 rolled around, the District asked for and received a 54-cent increase in the levy (Board, 1974, February 5). Teachers were given a 7% increase in salary (Board, 1974, March 11) and were provided with paid medical insurance (Board, 1974, March 11). On the financial end, the old Bliss was sold for \$15,010 (Board, 1974, March 25) but the rebuilding of Gene Field would cost \$392,435 (Board, 1974, May 13).

The personnel changes saw long-time Assistant Superintendent of Business, Hubert Campbell, retire (Board, 1974, June 17) and be replaced by Don Trout (Board, 1974, July 8). Charles Cummings was appointed Director of Special Education (Board, 1974, May 13). Dan Colgan was appointed as Dr. Troester's Administrative Assistant (Board, 1974, August 23). Finally, Jim Coleman was appointed as Director of Health, Physical Education and Safety (Board, 1974, September 9).

The local television station, KQTV, would, as a community service, begin broadcasting a program featuring the District, called School Days. This would have Don Ransom as its Master of Ceremonies and is still seen today (Board, 1974, September 9). The Robidoux structure and the Lafayette Field were finally accepted (Board, 1974, September 23). To close out this year, teacher's salaries were raised so that teachers would earn from \$8000 to \$14,000 and principals from \$13,750 to \$22,250.

In closing out this chapter and decade, one should remember that it started out in the rebellious 60's under George Blackwell. It ended in the 70's under Dr. Gerald Troester. The Middle School Program was established and two near disasters were averted. Times and personnel changed as did the overall structure of the District. New levy increases were asked for and passed and Special Education students were mainstreamed. All of this brought the District even closer to what is now called Excellence in Education, both in time and structure. In the final decade, we will see this approach continue and at last be named and made a law.

Chapter 7

The Years 1975 to 1984

The final decade observed in this paper began with two big building issues. The final bill was in for the reconstruction of the Gene Field School following the disastrous fire. It was around \$7000 more than expected. The total came to \$399,677.58 (Board, 1975, March 10). The second issue really created quite an uproar. Because of enrollment, the Board decided to close the Noyes School (Board, 1975, February 10). The general opinion of the populace has been that when the District makes up its mind to close a school, that is it and nothing can change their mind. This school is proof of the opposite. Patrons presented their side of the story, the District listened, and the school remained open.

At the Hillyard Vocational School, the Building Trades Class' curriculum was put into actual use. They purchased a lot at 2934 Kimbrough Lane. The idea was for them to build their own house, sell it, and use the profits to purchase another lot and repeat. This took the students out of the classroom and gave them hands-on experience. This was the whole idea behind the school and it proved very successful (Board, 1975, February 10).

The District once again renewed their lease with the Navy for the old Central High School property. This is the land behind the Everett School (Board, 1975, May 12). Students were still transferring around the District and the Board had to tighten even more their rules regarding this (Board, 1975, June 9). The S.J.E.A. once again approached the Board. This time to ask the Board for payroll deduction for membership dues. Since the Board decided earlier that as in other districts, it would recognize only the organization that contained the majority of members, it would deny this request (Board, 1975, June 23).

A grievance procedure was established to provide official guidelines for employees having a problem (Board, 1975, July 14). At about the same time, the District adopted the Management By Objective (M.B.O.) concept and set forth to put it into use (Board, 1975, July 28).

As school started, the District did something unusual. They rolled back the tax levy 40 cents from \$4.22 to \$3.82. This surprised and pleased the citizens (Board, 1975, July 28). A teacher exchange program was set up with Missouri Western College which saw Jerry Ascherman teach at Central and Jim Crenshaw teach at the College (Board, 1975, September 8). Our other area college, Northwest Missouri State, had a Graduate Center established at Lafayette High School in the evenings. They reported that 142 St. Joseph teachers were enrolled this year (Board, 1975, September 8).

In the south end of town, the McKinley School was really showing its age. The District decided it would be better for all concerned if they closed it. As in the closing of any neighborhood school, there was some opposition but most patrons of the area realized the antiquity of the building, and it was closed (Board, 1975, November 10). The Board would then redistrict all the elementary districts in the city. The McKinley students would be divided between the other south side schools (Board, 1975, December 22). Another

major change would see the Sherwood students put into the Truman Middle School District rather than the Bode District (Board, 1976, January 12).

Our Bicentennial year saw the District establish an Advisory Council. This would give teachers, administrators and patrons input into decisions. The program was quite successful and continues today (Board, 1976, January 12). The year also saw a possible food poisoning take place at Lafayette over some chicken served for lunch. Many students and a few teachers did get sick but no one was seriously hurt. It seemed to trace to some canned chicken distributed by the government (Board, 1976, January 26). On the lighter side, the three city high schools presented their annual plays. Benton produced "Annie Get Your Gun," at Central it was "The King and I," and at Lafayette the play was "George M." (Board, 1976, February 9). All three were well done and quite successful.

Both the Federal and the State Governments had a big impact on the District in 1976. The Federal Government had recently presented the Title IX plan for funding, and on the State level, advisement's were sent to the District in order for them to maintain their AAA rating (Board, 1976, February 23 and 1976, March 8). The five items the District had to work on were as follows:

1. Have more Middle School Teachers with 30+ graduate hours.
2. Establish elementary librarians.
3. Establish elementary counselors.
4. Increase the time spent on art at the elementary level.
5. Reduce the number of students in a P.E. class to less than 45, at all levels.

They immediately set to work on this, accomplished it, and maintained their AAA rating. The same month that the state issued this requirement, they also cut their funding to the District by 3% (Board, 1976, March 8).

In routine matters of the year, high school records were microfilmed for the first time (Board, 1976, March 22), Central High School underwent its North Central Evaluation, teachers' salaries ranged from \$8000 to \$15,390 (Board, 1976, April 12), computer facilities at First National Bank were contracted for high school grade reporting and scheduling (Board, 1976, April 26) and a required course in Practical Business was started at Lafayette which would soon spread to the other two city high schools (Board, 1976, May 10). The DeKalb RIV School District requested annexation but the distance was too large and the request was denied (Board, 1976, May 10). A program for the Gifted and talented student was established for grades K-12 (Board, 1976, May 24). The already working program of Science Investigations would be put under its auspices. Saturday Detention for High School Students was initiated (Board, 1976, September 13). If a student missed two days of school or less, he or she was granted exemption from semester exams (Board, 1976, September 13) a policy which lasted until 1984. Finally, the District, with cooperation of the Sheriff's Office, established the Junior Deputy Program (Board, 1976, November 8).

The year of 1977 began with the energy crunch which was felt nation-wide. Locally, gas service was cut off to many large customers, one of which was our District. They had to resort to burning oil to warm the buildings (Board, 1977, January 10).

I suppose the major event was the retirement of G. Max Coleman (Board, 1977, June 13). For many people this man was the District for 25 years. It would be odd not to see him in the Main Office. He would be replaced by Roy Cozad (Board, 1977, June 22).

Teacher's salaries were raised to the \$8100 - \$16,632 range (Board, 1977, June 22). Nick Erganian was appointed as the Director of Community Education (Board, 1977, August 1). The Washington School building and property were sold for \$10,500 (Board, 1977, September 26). An arson fire was set off in the Assistant Principal's office at Central (Board, 1977, September 26). And finally, to end the year, the Morningside Addition along Pear Street was redistricted to the Benton area at the parents' request (Board, 1977, November 14).

Less than a year after his appointment, Roy Cozad resigned for a better offer (Board, 1978, February 14). John Stolt was hired to replace him (Board, 1978, April 14). The students were now required to have twenty units of credit before they would be allowed to graduate from high school (Board, 1978, March 27).

With regard to personnel in 1978, a policy was established called R.I.F. The enrollments were declining as the post-war baby boom had now passed. It was obvious that we had to cut back on teachers. Fortunately most of the problem was taken care of by attrition. However, a plan did need to be developed when this was not possible. The District called it Retention In Force at this time (Board, 1978, April 25). Today it is better known as Reduction In Force or more commonly "riffing." The difficulty comes from the fact that if a school loses 25 students, this is one class. On the elementary level, the problem can be resolved by just cutting back a first grade teacher. But on the Middle and Secondary level, this means cutting back one class. One class is one-fifth of a teacher in each discipline. To cut a teacher, you overload another class. This was a difficult problem never before faced by our District.

In other personnel matters, a plan was established to relieve the load of night work on the high school assistant principals. A teacher would be hired for 40 nights of supervisory duty at Benton and Lafayette (Board, 1978, March 8). Further personnel changes would see Richard Miller appointed as the Supervisor of Fine Arts (Board, 1978, May 30) and Tim Fleming as Director of Community Education (Board, 1978, June 26).

Three events dealt with physical facilities. Trampolines were removed from all buildings because of their danger (Board, 1978, September 11), Horace Mann Middle School was closed because of small enrollment and the students divided between Truman and Bode, and hazardous walking conditions at Pershing caused the District to bus students who lived less than a mile from the School (Board, 1978, November 15).

In 1979, the District transferred Horace Mann to the City for \$166,000 for use as a Community Center (Board, 1979, January 29). Floyd and McKinley were also sold to the City but for a nominal fee of \$10 each (Board, 1979, February 23). As a return gesture, the City sold Noyes Field to the District but the amount was not listed (Board, 1979, February 23).

A bond election was passed which provided money to start construction of a new Hillyard Vocational School at 36th and Faraon Streets (Board, 1979, June 11). The old building was just getting too small for the “14 local and area high schools that bus students to the school for three hours a day” (Gazette, 1985, December 26).

The District made plans to restore the Main Office. This is located on the upper floors of the Library Building at Tenth and Felix Streets (Board, 1979, July 9). Many citizens felt that the District didn't have the right to remodel city property. A note here would remind everyone that the building was constructed around the turn of the century (See Chapter 2) with District funds and that the District lets the City use the main floor for a Library.

The year also saw a title change for the Business Manager, Don Trout. He would now be called the Assistant Superintendent for Business (Board, 1979, June 25). Mark Hargens would be appointed to the newly created position of Director of Pupil Personnel. The year ended with the Board developing a policy to encourage the use of a Foreign Exchange Program for students (Board, 1979, September 24).

Two major issues began the year of 1980. After almost a decade of work, the S.J.E.A. was granted payroll deduction for its membership dues (Board, 1980, January 28). The second item was a first for the District. The levy election of April 1 was defeated (Board, 1980, April 7).

The Audio Visual Center was now known as the Instructional Media Center (I.M.C.) and Jerry Chambers was appointed Supervisor replacing Earl Auxier (Board, 1980, May 22). The new trend was Instructional Television and the first bids were opened for television equipment (Board, 1980, April 21). Bids were also opened for the new Hillyard Vocational-Technical School and the amount of \$5,073,200 was accepted and awarded to the Lawhon Construction Company (Board, 1980, June 12).

Teachers became the focus of the Board's attention for the balance of 1980. They were given a new salary schedule ranging from \$10,500 to \$21,840 (Board, 1980, June 23). The District also adopted a Self-Insurance Program (Board, 1980, August 21). This was done to help defray the cost of providing employees with Medical Insurance. If a teacher was already insured under their spouse's policy, the District would invest the money in an annuity for them.

Only four events were notable during 1981. The first saw Bill McLaughlin, Chemistry Teacher at Central, recognized as Science Teacher of the Year for Missouri (Board, 1981, April 27). This was just the first of many honors to be given him. The second saw the top of the teachers' salary raised to \$23,806. The base would remain the same at \$10,500 (Board, 1981, May 27). The third event saw the District support a one-cent sales tax for Missouri that would be given to schools. The fourth and final event was that Mark Hargens would be placed in charge of all Title IX money and programs (Board, 1981, October 17).

The District found a solution to the Noyes School problem. If they were to close the much older schools of Sherwood and Blair, they could move students to Noyes and make it viable to keep open. The Sherwood students were divided between Noyes and Mark Twain.

Blair was divided between Mark Twain, Pickett and Parkway. The staff was reduced from 28 to 22 (Board, 1982, July 11).

The new Hillyard building was complete and the Board would hold its meetings there while the Main Office was being renovated (Board, 1982, April 26). A new salary schedule for the teachers was adopted. The range would now be \$12,000 to \$25,082 (Board, 1982, May 10). Teachers were no longer required to get a yearly medical exam. The threat of tuberculosis was waning (Board, 1982, June 14).

The District also adopted the idea of service pins for teachers who had been in the District 10, 15, 20, 25, or 30 years (Board, 1982, June 28). Gary Graves was appointed Math Coordinator for the District and Tim Rooney was hired as Management Accountant (Board, 1982, July 12). Two new programs were established. The first was a pilot program in reading (Board, 1982, July 12) and the second was a College Prep Program in the high schools (Board, 1982, June 28).

Sherwood was razed for \$19,500 and the lots were sold (Board, 1982, June 28). The Helen Davis State School requested the District take over operation of the facility. It was turned down (Board, 1982, October 11). The I.M.C. was moved from Mark Twain to the now abandoned Blair building (Board, 1982, October 11). Finally, the big item in the State was the Legislature's Proposition C. This would funnel money into the districts throughout Missouri. The Board went on record as being for it (Board, 1982, September 13).

The year of 1983 was filled with personnel matters. The Board began meeting at the new I.M.C. building (Board, 1983, January 24) and one of its first matters of business was to appoint Bill McLaughlin as Coordinator of Science (Board, 1983, February 28). Dan Colgan had recently obtained his doctoral degree and was moved from Administrative Assistant to Assistant Superintendent for Personnel in order to lighten the load of Dr. John Stolt, who could now concentrate on curriculum matters (Board, 1983, March 16). Don Ransom, Principal at Hall and Master of Ceremonies for the "School Days" Show on KQTV, Channel 2, was appointed to replace Dr. Colgan as Administrative Assistant (Board, 1983, April 11).

The personnel changes were not over yet. Don Trout retired as Assistant Superintendent for Business Affairs and Dr. Don Kelly was appointed as his replacement (Board, 1983, May 17). Dr. John Stolt, Assistant Superintendent for Curriculum and Instruction resigned (Board, 1983, August 25) and was replaced by Dr. Howard Harmsen, Principal at Parkway (Board, 1984, March 19). The final personnel changes saw Susan Hurst appointed the Coordinator of Foreign Languages and Doris Grunwald promoted to the position of Coordinator of Home Economics (Board, 1983, October 31).

The summer of 1983 listed two major events. The hours for all personnel were reduced to four days a week with the same 40 hours per week. This would be continued each summer (Board, 1983, April 25). The other event was discussed at some length as the Board now returned to their renovated Conference Room in the Main Office. It was the 'Nation At Risk' Report. One entire meeting was devoted to this topic (Board, 1983, June 27).

The final year in this chapter is 1984. It opened with the District combining Baccalaureate and Commencement. The attendance at Baccalaureate services had been declining. At the same meeting, the District presented to the voters a plan to transfer 30 cents from the Debt Service levy to the Operational Levy. The election would be held on April 3rd and the issue passed (Board, 1984, January 9 and 1984, April 3).

A flu epidemic struck the schools causing an absentee rate of 11% (Board, 1984, February 3). Two curricular changes were in order. One involved a differentiated program of study for high schoolers that would result in different diplomas being issued (Board, 1984, August 14). The second would be the offering of optional seventh period classes for those students who were interested in picking up an extra class and willing to stay the extra hour (Board, 1984, December 10).

In-school suspension was now in vogue. This meant that students who were discipline problems would still be in school but isolated from their peers. On the other side of the coin, the Superintendent's Scholars Program was established to recognize top students (Board, 1984, February 29). The new sport coming in was soccer. The District explored the possibility of establishing the program in the schools (Board, 1984, October 22). Today it is offered on an intramural basis. Curriculum Guides were written for each discipline. This was begun under Dr. Stolt and continued by Dr. Harmsen. To close out the year, asbestos was found at most of the schools and a containment program was instituted (Board, 1984, October 22).

Chapter 8

The Years 1985 to 1993

1985 began with a very controversial item. The Board decided it was necessary to close the Everett School since the number of children in the downtown area was declining sharply. This led to considerable unrest among the neighborhood patrons and eventually was taken to court by them (Board, 1985, January 14). Judge Frank Connett Jr. was on the bench during this trial and decided that the District was justified in its attempts to close the school (Board, 1985, May 28). The next meeting saw the Board decide to assimilate the Everett students into surrounding schools. This necessitated the changing of the boundaries of Humboldt, Lindbergh, Webster, Edison, Hall and Neely. A public hearing was held to listen to the populace speak out both for and against the closing (Board, 1985, January 21). Proposition C was now in place and the Board was forced to roll back the levy \$.87 in order to adjust for the increased money received. A new idea was tried at Central and Benton. Actually it was an old idea revisited. They tried two classes at Central in Computer Programming and Photography and Computer Science at Benton in a seventh period framework. The Board also held a study session to update Performance Based Teacher Evaluations or PBTE (Board, 1985, January 28).

On the heels of the Everett closing, rumors ran rampant about the District building a new school on the Arrowhead Drive property. The Board made a public statement dispelling these rumors, and as you will see later, tried to sell the property. The public also began to request a soccer program be installed. This was put off due to a lack of funds. The program would cost \$19,050 to establish, coupled with yearly expenditures and little or no income from gate receipts (Board, 1985, February 11 and 25).

Since the District owned the entire south end of the block on which Everett School sets, adjustments had to be made to other tenants. The Naval Reserve sets on district property so the Board voted to lease it to them at the nominal fee of \$1.00 per year (Board, 1985, March 11). They also purchased a mini bus with lift for \$28,525. Lafayette decided to get on the bandwagon and put its entire school on a seven period day (Board, 1985, March 25).

April saw the Board put up the South Park, Horace Mann, Sherwood and Arrowhead properties for sale (Board, 1985, April 22). The bids were opened at the May 28th meeting but the Board felt they were all too low and rejected them. This same Spring saw the District begin screening one and two year olds and implementing a stipend to teachers for having their masters in the field they teach. The District also decided to require a semester of Geography in the ninth grade which would alternate with a semester of Oral Communications (Board, 1985, June 11).

Over the summer, decisions were made such as the setting of tuition at \$2,250, raising lunch to \$1.00, allowing payroll deductions for the Teachers Credit Union, establishing Activities Coordinators at the high schools and most important, students could now wear shorts during September and May (Board, 1985, July 8 and August 19).

At the September 9th meeting, Dennis Weiser resigned from the Board. Letters of intent were received and on September 27th, Bob Fay was voted by the Board to replace Mr. Weiser. November saw the Board set a levy election for February 4th to ask the voters for \$.96 (Board, 1985, November 11). This was soundly defeated (Board, 1986, February 10).

The State of Missouri voted to allow districts to establish career ladders as a teacher incentive for pay. Because the District lacked funds it was tabled until later (Board, 1986, February 24). They did not know that it would be the 1993-94 school year before this program would become a reality.

The Avenue City School District requested that the district provide buses for their students wishing to attend city high schools. The Board agreed on a limited basis (Board, 1986, March 24). In April, the district tried once again to sell the properties of South Park, Horace Mann and Sherwood. This time there were no bids received (Board, 1986, April 14). What about the Arrowhead property? If the district should establish a soccer program, this would make a good field to use and it is today. School board elections saw Byron (Bud) Baker and Dr. Larry Jones re-elected and Maggie Lux elected.

In May, the BEST test was given to 893 eighth graders. The results showed a slight drop in Reading and Government and a slight 2% increase in Math (Board, 1986, May 12). The summer of 1986 had the Board making some tough decisions. They had to trim \$600,000 from the budget due to the failed levy election. Proposition C forced a rollback to \$2.14, discussions had to be held regarding the deterrents to chemical abuse but Project Graduation proved a big success in keeping seniors safe (Board, 1986, May 27, June 10 and August 19).

The October 13th meeting saw the District once again go to the voters to ask for the \$.96 levy increase. This time they decided to try to become more organized and informative and held many study sessions for it (Board, 1986, October thru January meetings). A major decision was made at the October 29th meeting. Smoking was banned from board meetings.

At the December 8th meeting, the Board stated that if the levy failed, they would eliminate all extra-curricular activities, eliminate kindergarten and eliminate summer school. Whether this was a scare tactic or not, it didn't work. The levy failed a second time that only lost by about 800 votes. However, the District made the statement and was now under obligation to live up to it. This caused the formation of a group of citizens calling themselves "The Rainbow Coalition." At the February 9, 1987 board meeting, 26 people addressed the Board, and at the conclusion of the meeting, the Board decided to seek an \$.83 levy in April. This worked and the levy passed 12,960 yes to 11,891 no. This information was accepted at the April 13, 1987 meeting. The Board then adjourned into executive session where they were faced with the unfortunate task of accepting the resignation of long time superintendent, Dr. Gerald Troester. After 19 years at the helm, he accepted a job in the suburban St. Louis area (Board, 1987, Executive Session, April 13).

The opponents to the levy have circulated a petition and after obtaining the necessary number of signatures have requested that the State audit the school district. The audit showed that everything was in order (Board, 1987, May 11). A sad note was reflected next month with the sudden passing of Susan Hapek, Principal of Eugene Field Elementary School. A memorial computer room will be built in her honor at the school through donations (Board, 1987, June 8).

With the search for a new superintendent concluded, the Board names Dr. Randy Dewar to head the District. Many people were involved in interviews for this selection (Board, 1987, August 13). The Board minutes for the next several years' shows a lot of review and updating of policies to make them fit current times.

Soccer is finally approved as a high school sport to be played interscholastically in the fall (Board, 1987, December 15). The winter was spent dealing with routine items, but in March, a decision was made to rename the Instructional Media Center housed in the old Blair building, to be the Troester Media Center. The District also obtained low interest loans through the Missouri School Boards Association to install new windows in some of our older schools (Board, 1988, March 14).

April saw a 6.5% increase in teachers salaries, Lou Lucas and Dr. Robert Paolillo elected to the Board and an Early Childhood Development program established at Edison (Board, 1988, April 7, 11 and 25). In May, the Board tries once again to sell Everett, Horace Mann and South Park (Board, 1988, May 9). A position of the Director of Staff Development was approved and Mr. Mike Lucas was hired to fill the post (Board, 1988, May 23).

Finally, partial success, the Everett building was sold to the Area Ministers for Christ for \$30,000. It will be opened as the St. Joseph Christian School (Board, 1988, June 27). Horace Mann will be taken by the city for use as a community center. The summer of 1988 will show the District supporting a State Amendment 4, which will change the voting from a 2/3 majority to 4/7. It will pass (Board, 1988, June 11).

A major decision was made at the October 10th meeting. The District will now guarantee its graduates to be fully trained in the basic skills. The Sherwood land was sold to Vineyard Construction Co. However, stay with us, this story is not over (Board, 1989, February 13). Two major decisions were made at the March 13th meeting. A District Mission Statement was adopted and smoking was banned in all school buildings. April saw the adoption of early retirement incentives. The longer you work, the higher your pay, thus the incentives (Board, 1989, April 10).

A very controversial proposal failed to pass the Board. It was proposed that girls swimming and pom-poms be eliminated and girls softball installed (Board, 1989, June 12). November saw the approval of an addition added to Hawthorne School since it is located in an area of rapid population growth (Board, 1989, November 13). Again the winter was spent dealing with routine matters.

Spring saw the Board hold a special hearing at Lafayette High School. Residents of the north end had petitioned the Board to have the Eugene Field elementary attendance area added to the Robidoux, Lafayette areas. The discussion at times was heated, but the Board voted to leave it optional to people in that area as to where they continued their education (Board, 1990, March 1).

Bill Tarpley was elected and Dr. Jane Frick was re-elected to the Board (Board, 1990, April 9). Dr. Vince Paolillo was appointed as Director of Secondary Education, a post left vacant for several years (Board, 1990, May 14). The summer of 1990 saw plans made for the establishment of an alternative school (Board, 1990, July 9) and the breakfast program expanded (Board, 1990, August 13).

Remember the Sherwood property? Well, since the sale to Vineyard Construction Co., the residents have petitioned the Board to reconsider since it would be for low rent housing. The Board does reconsider and sells it to the neighborhood for \$1001 (Board, 1990, October 8).

The Hawthorne School was renamed in honor of long time assistant superintendent, G. Max Coleman (Board, 1990, November 12). Now the budget crunch is on. A few years ago the District had to slash \$600,000 from its budget. Now they are faced with \$2,500,000. This was done, the District survived and things look promising today with the advent of a new Foundation Formula from the State.

The Board minutes end with February of 1991. Since that time, the District has seen Dr. Howard Harmsen retire with his position left open indefinitely. Many other directors and coordinators have retired and their position dissolved in order to save money. The middle of 1992 saw Dr. Randy Dewar resign to accept a job in a bigger district in Oklahoma.

Who will replace him? The Board has recognized that promotion from within the ranks is a wise decision. It recognized that a very capable man was already in the District and had been here all his life. So this product of our own district was promoted to the job of superintendent of schools. The man is Dr. Dan Colgan. This has proven to be an extremely popular move and one that has brought new life to the District.

This report will close at this point. It has covered the 58 years that have passed since 1935. Why this period of time? The original report was the last 50 years that ended in 1985. The District has requested that I update this to the present or 1993. The facts given here are the important, non-routine ones that caught my eye as I gleaned the minutes of nearly 1400 meetings. If something was left out that another would consider important, I apologize. It would have been physically impossible to mention each and every issue. If you deem information missing, you are invited to do what I did, read all the minutes of the Board. They are located in the Business Office at Tenth and Felix and are open for public inspection during business hours.

Chapter 9

The Lake Contrary Schools

As I began my research, necessity determined that I contact a great many people. As word got out of what I was doing, the Buchanan County Historical Society got in touch with me. They were in the process of writing Volume II of The Buchanan County History. It should be in print by the time this paper is read. Much of my paper, and Chapter 8 in its entirety, will appear in this book. At the same time, I was asked to write a history of the Lake Contrary School District, since this is the area where I was reared. Since this is now a part of the St. Joseph School District, I am including it in this paper. My apologies to other outlying districts that are now a part of the St. Joseph School District. It was not intended to slight them but time did not permit me to research all of them. They are, however, included in the Buchanan County History book under separate authors.

Today there stands one school, Lake Contrary, in an area where once five schools existed. This was a matter of necessity as the lake once was considerably larger than it is today. Many families surrounded this large ox-bow lake and since crossing it was very difficult and of course traveling around it covered many miles with a horse, small schools were needed to serve the area. These schools went by the names of Lake Station, Weis, Shepherd, Hyde and Kirschner. I will discuss them in chronological order.

Lake Station was the first to be born. It was situated on a dirt road known then as the Southwest Trail or later the Oklahoma Trail. The road took you across the Contrary Creek, southeast almost to the bluffs. The road was and is called the Lake Station Road. Its name was changed when the railroad came through the area and a small depot was constructed at the south end of this road.

A small one-room log cabin stood on this road probably as early as the 1850's. When this building became too small, it was moved to the Sparks property and used as a barn, just south of the school. A new one-room frame structure was built. It too was outgrown and a new two-room brick structure with two small wooden outer structures labeled "Boys" and "Girls" was built. The brick building is still there but unfortunately in a very sad state of disrepair.

Legend has it that while Jesse James was single-handedly fighting a battle with the Union Army, he hid in the school overnight. As they approached the building, Jesse fled out the back door and into the corn patch that was tasseled and higher than his head. The Union soldiers fired at him and of course, he returned their fire running back through the tall corn toward them. The evening sun blinded them and as they saw the tassels of corn moving, they thought that they were the decorations on army hats and that Jesse had the southern army with him. They fled in haste.

During the last 70 years, a depot, post office, glue factory, feed mill and scale house, saw mill, country store, saloon and canning factory have all existed on Lake Station Road. One earlier name for the area was Harbo Station, but that name lasted for only a short time.

The school got its money from Box Suppers, Spelling Bees, Debates, Chili Suppers and Carnivals. After one such community meeting at the school, the Allen family started home. When they crossed the tracks, their team stalled and they were all killed by an oncoming train. This was

only the first of many such disasters that occurred on this very dangerous crossing which was recently closed by the county.

The Weis School first appears on a map of 1877. It was located on the northernmost point of the lake. The river began cutting toward the lake so the school had to be moved. All indications point to this occurring in 1926. Mrs. Beulah Stewart, once a teacher at the school, said that when they were moving the building, the machinery broke down, and the school could not be turned around. A door had to be cut in the back of the building so that it could be used for the front. Mrs. Marie Jones was a teacher at the old Weis School. She states that the children played hopscotch on the sidewalk that was in the gardens of the once famous Lotus Club. She goes on to say that in 1943 the school had 18 pupils. It was closed around 1951, and a bus was purchased to transport the area students to Shepherd School.

Another school that started in a log building was the just-mentioned Shepherd School. It was located about one-fourth mile south of where the building is today. It began sometime just prior to 1870. The bayou of the lake flooded so often that it was necessary to relocate. A one-room structure was built. Soon after, a sawmill was moved into the area. This attracted families and as many as 60 children were crowded into the small building with one teacher. In 1939 the building was remodeled to accommodate two teachers. The building is now a private residence and is located about one mile due west of the old amusement park.

The Hyde School also sat on the bank of the Lower Lake. Due to flooding it was moved to higher ground. This school is not to be confused with the present Hyde School in Hyde Park. This school was in the area just north of the old Horseshoe Lake by Bankers Crossing on Highway 59 south of the city. All that remains today is the little knoll on which the school was located.

One of the residents, Mr. Wheeler, stated that "Lady Schoolmarms" were at a premium at this school. The boys all came from the farm and farmed more than they attended school. Because of this, some were 21 years old before they finished the eighth grade. Those refined school teachers just couldn't take it. Besides, a man would make \$50 a month for teaching and a woman \$25.

Edith Schaffer Greer taught here about 1910. She rode the street car as far as Kirschner and then walked to the Clyde Miles home, on dirt road, carrying her suitcase. Her feet were covered with gumbo. She lived at the Miles home, as did all the other teachers.

About 3:00 P.M. each day, some who didn't like to study too well would ask for permission to leave the room. The teacher would tell one or two other boys to go along and get the wood for the next day. This was much better than reciting lessons and one less job for the teacher. Such was life in the old Muskrat Slough area where the Hyde School stood. In 1945 the Hyde School burned, and a new building was erected. It, like many other small school building, has since been abandoned.

Mr. Clyde Bally recalled that there were two small stores in what we know as Kirschner's Addition. Folks stopped by on their way home and bought a nickel's worth of steak for supper. Some went by the packing house and bought a gunny sack full of ham hocks. Then they went to the country store to lay in a supply of food.

About 1910, a group known as the Kirschner Improvement Club became instrumental in providing a modern, four-room, two-story building. Dr. Peter Kirschner, Mayor of St. Joseph, donated the land. One picture revealed a 1915 date on the front of the building. This building was destroyed by fire in 1934. A boardwalk ran from the school to the main road where water stood under the walk the year around. Oddly enough, the building burned on Friday the 13th of 1934. Records do not show the month and there were two fires in that year. A new building was soon constructed. It too had four rooms, but all on one floor. It stands today. This was the Kirschner School.

Around 1947, this area consolidated into one district and just prior to 1960, grades one and two were at Lake Station, grades three and four at Shepherd, and grades five through eight were at Kirschner. Weis and Hyde were not in use. Christmas of 1960 saw these three schools closed and all students moved into the new Lake Contrary School where they are today (Nellie Mae King, Personal Communication, October 12, 1985).

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United States Supreme Court, (1984) 347 U.S. 483

Appendix 3A

Personnel of the District

1935-1993

1935-1936

Superintendent
Secretary
Treasurer
Attorney
Chief Engineer

I. E. Stutsman
T. E. Dale
George Richmond
Alva Lindsay
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Lindbergh
Childrens Home
Eugene Field
Everett
Floyd
Hall
Hosea
Humboldt
Hyde
Pershing
Longfellow
McKinley
Musser
Neely
Noyes
Sherwood
South Park
Edison
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
C. C. Damel
F. E. Vandersloot
Calla Varner
A. L. Dailey
Clarence Carpenter
W. L. Daffron
Annie Wells
Abbie C. Barnes
Kittie Smith
Theresa Capp
Ada Eib
Mary Moore
May Peterman
Emma Mumm
Alvina Schmitz
Minnie Nelson
Reuby Moore
Myrtle Miller
Francis O. Ritchie
Mamie E. Miles
E. G. Creek
Cecil Crawford
Mabel White
A. M. Rennison
Frances Burris
Margaret Quirk
Gertrude DeVorss
C. C. Damel
Anna Venable
Nathaniel Casey

The School Year began Sept. 9, 1935 and ended May 29, 1936
Population of the District – 13,809 whites and 544 Negroes

1936-1937

Superintendent
Secretary
Treasurer
Attorney
Chief Engineer

I. E. Stutsman
T. E. Dale
George Richmond
Alva Lindsay
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Lindbergh
Childrens Home
Eugene Field
Everett
Floyd
Hall
Hosea
Humboldt
Hyde
Pershing
Longfellow
McKinley
Musser
Neely
Noyes
Sherwood
South Park
Edison
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
C. C. Damel
F. E. Vandersloot
Calla Varner
D. H. Murphy
R. V. Bloomfield
W. L. Daffron
Annie Wells
Abbie C. Barnes
Kittie Smith
Theresa Capp
Ada Eib
Mary Moore
May Peterman
Emma Mumm
Gladys Lomax
Minnie Nelson
Reuby Moore
Myrtle Miller
Francis O. Ritchie
Mamie E. Miles
E. G. Creek
Cecil Crawford
Mabel White
A. M. Rennison
Frances Burris
Margaret Quirk
Gertrude DeVorss
C. C. Damel
Anna Venable
Goler Collins

The School Year began Sept. 8, 1936 and ended June 1, 1937
Population of the District – 13,809 whites and 544 Negroes

1937-1938

Superintendent
Secretary
Treasurer
Attorney
Chief Engineer

I. E. Stutsman
T. E. Dale
George Richmond
Alva Lindsay
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Lindbergh
Childrens Home
Eugene Field
Everett
Floyd
Hall
Hosea
Humboldt
Hyde
Pershing
Longfellow
McKinley
Musser
Neely
Noyes
Sherwood
South Park
Edison
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
C. C. Damel
F. E. Vandersloot
Calla Varner
D. H. Murphy
R. V. Bloomfield
W. L. Daffron
Annie Wells
Abbie C. Barnes
Kittie Smith
Theresa Capp
Ada Eib
Mary Moore
May Peterman
Emma Mumm
Gladys Lomax
Minnie Nelson
Reuby Moore
Myrtle Miller
Francis O. Ritchie
Mamie E. Miles
E. G. Creek
Cecil Crawford
Mabel White
Raymond Roberts
Frances Burris
Margaret Quirk
Gertrude DeVorss
C. C. Damel
Anna Venable
Goler Collins

The School Year began Sept. 13, 1937 and ended June 3, 1938
Population of the District – 15,219 whites and 533 Negroes

1938-1939

Superintendent
Secretary
Treasurer
Attorney
Chief Engineer

I. E. Stutsman
T. E. Dale
George Richmond
Alva Lindsay
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Lindbergh
Childrens Home
Eugene Field
Everett
Floyd
Hall
Hosea
Humboldt
Hyde
Pershing
Longfellow
McKinley
Musser
Neely
Noyes
Sherwood
South Park
Edison
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
C. C. Damel
F. E. Vandersloot
Calla Varner
D. H. Murphy
R. V. Bloomfield
W. L. Daffron
Annie Wells
Abbie C. Barnes
Kittie Smith
Theresa Capp
Ada Eib
Marie Nolan
May Peterman
Emma Mumm
Gladys Lomax
Minnie Nelson
Reuby Moore
Myrtle Miller
Francis O. Ritchie
Mamie E. Miles
A. M. Rennison
Cecil Crawford
Mabel White
Raymond Roberts
Frances Burris
Margaret Quirk
Gertrude DeVorss
C. C. Damel
Anna Venable
Goler Collins

The School Year began Sept. 12, 1938 and ended June 2, 1939
Population of the District – 15,219 whites and 533 Negroes

1939-1940

Superintendent
Secretary
Treasurer
Attorney

T. E. Dale
George Blackwell
George Richmond
Alva Lindsay

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hosea
Humboldt
Hyde
Krug
Lindbergh
Pershing
Longfellow
McKinley
Musser
Neip
Neely
Noyes
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Walter Cogdill
W. L. Daffron
Calla Varner
D. H. Murphy
Charles Thomas
R. V. Bloomfield
Ethel Farthing
Kittie Smith
Frances Burris
Ada Eib
Theresa Capp
Marie Nolan
May Peterman
Emma Mumm
Gladys Lomax
Minnie Nelson
Myrtle Miller
Abbie C. Barnes
Reuby Moore
Myrtle Miller
Francis O. Ritchie
Mamie E. Miles
Agnes Patterson
A. M. Rennison
Cecil Crawford
Mabel White
Raymond Roberts
Margaret Quirk
Gertrude DeVorss
Walter Cogdell
Anna Venable
Goler Collins

The School Year began Sept. 11, 1939 and ended May 31, 1940
Population of the District – 15,219 whites and 533 Negroes

1940-1941

Superintendent
Secretary
Treasurer
Attorney

T. E. Dale
James W. Evans
George Blackwell
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Walter Cogdill
W. L. Daffron
Calla Varner
D. H. Murphy
Charles Thomas
R. V. Bloomfield
Ethel Farthing
Kittie Smith
Frances Burris
R. V. Bloomfield
G. M. Coleman
Marie Nolan
May Peterman
Emma Mumm
Gladys Lomax
Theresa Capp
Myrtle Miller
Abbie C. Barnes
Reuby Moore
Mamie E. Miles
Agnes Patterson
A. M. Rennison
Cecil Crawford
G. M. Coleman
Mabel White
Raymond Roberts
Margaret Quirk
Gertrude DeVorss
Walter Cogdell
Anna Venable
Goler Collins

The School Year began Sept. 9, 1940 and ended May 30, 1941
Population of the District – 15,219 whites and 533 Negroes

1941-1942

Superintendent
Secretary
Treasurer
Attorney

T. E. Dale
James W. Evans
George Blackwell
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Roosevelt Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Walter Cogdill
W. L. Daffron
Calla Varner
D. H. Murphy
Charles Thomas
R. V. Bloomfield
Ethel Farthing
Kittie Smith
Frances Burris
R. V. Bloomfield
G. M. Coleman
Marie Nolan
May Peterman
Emma Mumm
Gladys Lomax
Theresa Capp
Myrtle Miller
Abbie C. Barnes
Reuby Moore
Ethel Farthing
Gladys Lomax
A. M. Rennison
Cecil Crawford
G. M. Coleman
Mabel White
A. M. Rennison
Raymond Roberts
Raymond Roberts
Walter Cogdell
Anna Venable
Goler Collins

The School Year began Sept. 8, 1941 and ended May 29, 1942
Population of the District – 15,219 whites and 533 Negroes

1942-1943

Superintendent
Business Manager
Attorney

T. E. Dale
George Blackwell
Paul M. Lowry

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Noyes Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Walter Cogdill
W. L. Daffron
Calla Varner
D. H. Murphy
Charles Thomas
Cecil Crawford
Ethel Farthing
Kittie Smith
Frances Burris
R. V. Bloomfield
Louis Boyle
Marie Nolan
May Peterman
Reuby Moore
Gladys Lomax
Maurine O'Malley
Myrtle Miller
G. M. Coleman
Reuby Moore
Ethel Farthing
Gladys Lomax
A. M. Rennison
Cecil Crawford
G. M. Coleman
R. V. Bloomfield
A. M. Rennison
Raymond Roberts
Raymond Roberts
Walter Cogdell
Anna Venable
Goler Collins

The School Year began Sept. 7, 1942 and ended May 28, 1943
Population of the District – 14,533 whites and 561 Negroes

1943-1944

Superintendent
Business Manager
Supv. Maint. & Oper.

T. E. Dale
George Blackwell
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Walter Cogdill
W. L. Daffron
Calla Varner
D. H. Murphy
Charles Thomas
Dorothy Osborn
Kittie Smith
Frances Burris
Ethel Farthing
Hazel Dobbs
Marie Nolan
May Peterman
Reuby Moore
Gladys Lomax
Maurine O'Malley
Myrtle Miller
G. M. Coleman
Victor Coy
Ethel Farthing
Gladys Lomax
A. M. Rennison
Cecil Crawford
G. M. Coleman
Dorothy Osborn
A. M. Rennison
Raymond Roberts
Raymond Roberts
Walter Cogdell
Anna Venable
Goler Collins

The School Year began Sept. 6, 1943 and ended May 26, 1944
Population of the District – 14,861 whites and 593 Negroes

1944-1945

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Alene Neely
Charles Thomas
Ethel Farthing
Elizabeth McFarland
Lloyd Glenn
May Peterman
Hubert Campbell
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Raymond Roberts
Victor Coy
Ethel Farthing
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Dorothy Osborn
A. M. Rennison
Josephine Lautenbach
Raymond Roberts
A. C. Shropshire
Anna Venable
Goler Collins

The School Year began Sept. 4, 1944 and ended May 25, 1945
Population of the District – 14,861 whites and 593 Negroes

1945-1946

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Alene Neely
Charles Thomas
Ethel Farthing
Lloyd Glenn
Marie Nolan
Agatha Copman
Hubert Campbell
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Victor Coy
Ethel Farthing
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Dorothy Osborn
A. M. Rennison
Garnett Parman
Raymond Roberts
A. C. Shropshire
Anna Venable
Goler Collins

The School Year began Sept.10, 1945 and ended May 31, 1946
Population of the District – 15,724 whites and 623 Negroes

1946-1947

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Victor Coy
Doyle Panigot
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
A. C. Shropshire
Anna Holmes
Albert W. Calvin

The School Year began Sept 9, 1946 and ended May 30, 1947
Population of the District – 17,396 whites and 773 Negroes

1947-1948

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Victor Coy
Doyle Panigot
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
A. C. Shropshire
Anna Holmes
Richard W. Warren

The School Year began Sept 5, 1947 and ended May 28, 1948
Population of the District – 17,711 whites and 848 Negroes

1948-1949

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Victor Coy
Doyle Panigot
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
A. C. Shropshire
Anna Holmes
William Y. Washington

The School Year began Sept 7, 1948 and ended June 3, 1949
Population of the District – 19,017 whites and 854 Negroes

1949-1950

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Victor Coy
Doyle Panigot
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
A. C. Shropshire
Anna Holmes
William Y. Washington

The School Year began Sept 6, 1949 and ended June 2, 1950
Population of the District – 19,461 whites and 855 Negroes

1950-1951

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
A. C. Shropshire
W. L. Daffron
Marion Gibbins
D. H. Murphy
Charles Thomas
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Victor Coy
Doyle Panigot
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
A. C. Shropshire
Anna Holmes
William Y. Washington

The School Year began Sept 5, 1950 and ended May 30, 1951
Population of the District – 19,461 whites and 855 Negroes

1951-1952

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Edward A. Scott
W. L. Daffron
Marion Gibbins
Charles W. Thomas
Victor Coy
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Partman
Clifford Howard
Doyle Panigot
Gladys Lomax
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
Edward A. Scott
Anna Holmes
William Y. Washington

The School Year began Sept 4, 1951 and ended May 30, 1952
Population of the District – 16,783 whites and 562 Negroes

1952-1953

Superintendent
Business Manager
Supv. Maint. & Oper.

George Blackwell
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
??????
W. L. Daffron
Marion Gibbins
Charles W. Thomas
Victor Coy
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Elizabeth Broom
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Parman
Clifford Howard
Doyle Panigot
Agnes Patterson
A. M. Rennison
Cecil Crawford
Celia Sutherland
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

Anna Holmes
William Y. Washington

The School Year began Sept 8, 1952 and ended June 3, 1953
Population of the District – 16,040 whites and 526 Negroes

1953-1954

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett Colored High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lindbergh
McKinley
Musser
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster
Bartlett Colored Elementary
Douglas Colored Elementary
Lincoln Colored Elementary

Nelle Blum
Douglas Amos
W. L. Daffron
Marion Gibbins
Charles W. Thomas
Victor Coy
Dorothy Osborn
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
Garnett Parman
Clifford Howard
Doyle Panigot
Gladys Lomax
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey
Douglas Amos
Anna Holmes
William Y. Washington

The School Year began Sept 8, 1953 and ended June 4, 1954
Population of the District – 17,737 whites and 616 Negroes

1954-1955

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Bartlett High School
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Douglas
Edison
Everett
Field
Floyd
Hall
Hillyard
Hosea
Humboldt
Hyde
Krug
Lincoln
Lindbergh
McKinley
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Nelle Blum
Douglas Amos
W. L. Daffron
Marion Gibbins
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Anna Holmes
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
William Y. Washington
Garnett Parman
Clifford Howard
Reuby Moore
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 7, 1954 and ended June 3, 1955

Population of the District – 18,386 Students

Now that Brown vs. Board of Ed in Topeka has ended segregation, you will not see a separate listing for Negroes.

1955-1956

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Douglas
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Krug
Lincoln
Lindbergh
McKinley
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Nelle Blum
W. L. Daffron
Marion Gibbins
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Anna Holmes
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
Myrtle Miller
William Y. Washington
Garnett Parman
Clifford Howard
Reuby Moore
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 6, 1955 and ended June 1, 1956
Population of the District – 18,572 Students

1956-1957

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Douglas
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lincoln
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Nelle Blum
W. L. Daffron
Marion Gibbins
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Anna Holmes
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
William Y. Washington
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Agnes Patterson
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 4, 1956 and ended May 31, 1957
Population of the District – 17,041 Students

1957-1958

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lincoln
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Marion Gibbins
W. L. Daffron
George Markley
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
Anna Holmes
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 3, 1957 and ended May 28, 1958
Population of the District – 17,631 Students

1958-1959

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Marion Gibbins
Lowell K. Bowen
George Markley
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 2, 1958 and ended May 29, 1959
Population of the District – 18,359 Students

1959-1960

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Marion Gibbins
Lowell K. Bowen
George Markley
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 8, 1959 and ended June 3, 1960
Population of the District – 19,114 Students

1960-1961

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Marion Gibbins
Lowell K. Bowen
Frank Baker
Charles W. Thomas
Victor Coy
Dollye Panigot
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Edward Evans
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 6, 1960 and ended June 6, 1961
Population of the District – 19,907 Students

1961-1962

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Marion Gibbins
Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Dollye Panigot
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Gladys Lomax
Opal Moore
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Earl Auxier
Abby Lawson
Lloyd Glenn
Ruth Huston
Jane Downey

The School Year began Sept 5, 1961 and ended June 7, 1962
Population of the District – 20,107 Students

1962-1963

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
George Miller

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Marion Gibbins
Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Dollye Panigot
Robert Neely
Ethel Farthing
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Douglas Amos
Reuby Moore
Ruth Huston
Opal Moore
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Earl Auxier
Abby Lawson
Lloyd Glenn
Leo Houser
Jane Downey

The School Year began Sept 4, 1962 and ended June 6, 1963
Population of the District – 20,491 Students

1963-1964

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Administrative Asst.
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
R. V. Bloomfield
Hubert Campbell
Cecil Weaver

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Edgar Little
Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Dollye Panigot
Robert Neely
Earl Auxier
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Agatha Copman
W. P. Green
Delores Gex
Reuby Moore
Ruth Huston
Opal Moore
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
A. M. Rennison
Elizabeth Broom
Robert Skaith
Abby Lawson
Lloyd Glenn
Leo Houser
Jane Downey

The School Year began Sept 3, 1963 and ended June 3, 1964
Population of the District – 20,883 Students

1964-1965

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
Hubert Campbell
Cecil Weaver

Buildings & Principals

Junior College
Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Sherwood
South Park
Washington
Webster

Edgar Little
Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Dollye Panigot
Robert Neely
Earl Auxier
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Ruth Huston
W. P. Green
Delores Gex
Reuby Moore
Robert Skaith
Doyle Farmer
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
Leo Houser
Elizabeth Broom
Robert Blair
Mercedes Gibson
Lloyd Glenn
Daniel Heckman
Jane Downey

The School Year began Sept 8, 1964 and ended June 4, 1965
Population of the District – 21,667 Students

1965-1966

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
Hubert Campbell
Cecil Weaver

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Pickett
Sherwood
Skaith
South Park
Washington
Webster

Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Dollye Panigot
Marie Clingan
Earl Auxier
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Ruth Huston
W. P. Green
Delores Gex
Leo Houser
Lloyd Glenn
Doyle Farmer
Charles Kelley
Garnett Parman
Dorothy Osborne
Clifford Howard
Myrtle E. Miller
Myrtle E. Miller
Ernest Hill
Elizabeth Broom
Robert Blair
Francis Skaith
Mercedes Gibson
Helen Turner
Charles Akard
Daniel Heckman
Jane Downey

The School Year began Sept 7, 1965 and ended June 3, 1966
Population of the District – 23,535 Students

1966-1967

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
Hubert Campbell
Cecil Weaver

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Blair
Childrens Home
Edison
Everett
Field
Floyd
Hall
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Pickett
Sherwood
Skaith
South Park
Washington
Webster

Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Dollye Panigot
Irene Troyer
Earl Auxier
J. Everett Bishop
Dorothy Cronkite
Marie Nolan
Ruth Huston
W. P. Green
Delores Gex
Leo Houser
Lloyd Glenn
Doyle Farmer
Charles Kelley
Garnett Parman
Dorothy Osborne
Robert Blair
Myrtle E. Miller
Myrtle E. Miller
Glen Smith
Elizabeth Broom
Oscar Kirschner
Francis Skaith
Mercedes Gibson
Helen Turner
Charles Akard
Daniel Heckman
Robert Skaith

The School Year began Sept 6, 1966 and ended June 2, 1967
Population of the District – 24,610 Students

1967-1968

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
Hubert Campbell
Cecil Weaver

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Bessie Ellison
Blair
Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Pickett
Sherwood
Skaith
South Park
Washington
Webster

Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Charles Kelley
Dollye Panigot
Irene Troyer
Earl Auxier
J. Everett Bishop
Gerry Smith
Ruth Huston
Delores Gex
W. P. Green
Robert Skaith
Leo Houser
Charles Akard
Opal Yates
Robert McCartney
Garnett Parman
Dorothy Osborne
Robert Blair
Myrtle E. Miller
Myrtle E. Miller
Glen Smith
Elizabeth Broom
Oscar Kirschner
Lloyd Glenn
Mercedes Gibson
Helen Turner
Gary Bell
Daniel Heckman
Bill Tarpley

The School Year began Sept 5, 1967 and ended June 6, 1968
Population of the District – 24,542 Students

1968-1969

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

George Blackwell
G. M. Coleman
Hubert Campbell
Cecil Weaver

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Bessie Ellison
Blair
Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Pickett
Sherwood
Skaith
South Park
Spring Garden
Washington
Webster

Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Daniel Heckman
Dollye Panigot
Irene Troyer
Earl Auxier
J. Everett Bishop
Gerry Smith
Ruth Huston
Delores Gex
W. P. Green
Bill Tarpley
Leo Houser
Charles Akard
Opal Yates
Robert McCartney
Garnett Parman
Dorothy Osborne
Robert Blair
Myrtle E. Miller
Myrtle E. Miller
Glen Smith
Elizabeth Broom
Oscar Kirschner
Lloyd Glenn
Mercedes Gibson
Helen Turner
Gary Bell
Doyle Farmer
Howard Harmsen
Robert Skaith

The School Year began Sept 3, 1968 and ended June 5, 1969
Population of the District – 25,241 Students

1969-1970

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.

Dr. G. D. Troester
G. M. Coleman
Hubert Campbell
Cecil Weaver

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Bessie Ellison
Blair
Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Pickett
Sherwood
Skaith
South Park
Spring Garden
Washington
Webster

Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Daniel Heckman
Dollye Panigot
Irene Troyer
Earl Auxier
J. Everett Bishop
Gerry Smith
Ruth Huston
Delores Gex
W. P. Green
Bill Tarpley
Leo Houser
Charles Akard
Opal Yates
Robert McCartney
Garnett Parman
Dorothy Osborne
Robert Blair
Myrtle E. Miller
Myrtle E. Miller
Glen Smith
Elizabeth Broom
Oscar Kirschner
Lloyd Glenn
Mercedes Gibson
Helen Turner
Gary Bell
Doyle Farmer
Howard Harmsen
Robert Skaith

The School Year began Sept 2, 1969 and ended June 3, 1970
Population of the District – 25,241 Students

1970-1971

Superintendent
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed

Dr. G. D. Troester
G. M. Coleman
Hubert Campbell
Cecil Weaver
Jerre Cooper
Milton Day

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bliss Junior High School
Bessie Ellison
Blair
Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Horace Mann
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
McKinley
Myrtle E. Miller
Neip
Neely
Noyes
Pershing
Pickett
Sherwood
Skaith
South Park
Spring Garden
Washington
Webster

Lowell K. Bowen
Frank Baker
Charles W. Thomas
Ray Baker
Daniel Heckman
Lila Albertson
Irene Troyer
Earl Auxier
J. Everett Bishop
Gerry Smith
Ruth Huston
Delores Gex
W. P. Green
Bill Tarpley
Leo Houser
Charles Akard
Opal Yates
Robert McCartney
Garnett Parman
Dorothy Osborne
Robert Blair
Myrtle E. Miller
Myrtle E. Miller
Glen Smith
Robert Skaith
Oscar Kirschner
Gary Bell
Mercedes Gibson
Helen Turner
Howard Harmsen
Doyle Farmer
Geneve Brown
Arbie German

The School Year began Aug 31, 1970 and ended June 3, 1971
Population of the District – 25,424 Students

1971-1972

Superintendent
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Supv Health & PE
 Dir Voc Tech
 Dir Special Ed.
 Dir. Title IV Projects
 Supv. Language Arts
 Supv. Music
 Dir. Fed. Prog. & Pupil Personnel
 Psych. Examiner
 Supv. Audio Visual

Dr. G. D. Troester
 G. M. Coleman
 Hubert Campbell
 Cecil Weaver
 Jerre Cooper
 Milton Day
 Dan Colgan
 Lynn McHarg
 Lynn McHarg
 Leo Blakley
 Jean Jones
 Marvin Gench
 Robert Stinson
 Mark Hargens
 Earl Auxier

Buildings & Principals

Benton High School
 Central High School
 Lafayette High School
 Bliss Junior High School
 Horace Mann Junior High School
 Bessie Ellison
 Blair
 Childrens Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 McKinley
 Myrtle E. Miller
 Neip
 Neely
 Noyes
 Pershing
 Pickett
 Sherwood
 Skaith
 South Park
 Spring Garden
 Washington
 Webster

Lowell K. Bowen
 Frank Baker
 Don Trout
 Ray Baker
 Sam Carneal
 Daniel Heckman
 Lila Albertson
 Irene Troyer
 Robert Blair
 J. Everett Bishop
 Gerry Smith
 Ruth Huston
 Delores Gex
 Lynn McHarg
 Leo Houser
 Charles Akard
 Opal Yates
 Robert McCartney
 Garnett Parman
 Dorothy Osborne
 Donald Parker
 Oren W. Miller
 Oren W. Miller
 Glen Smith
 Robert Skaith
 Oscar Kirschner
 Gary Bell
 Mercedes Gibson
 Helen Turner
 Howard Harmsen
 Doyle Farmer
 Geneve Brown
 Arbie German

The School Year began Aug 30, 1971 and ended June 2, 1972
 Population of the District – 25,156 Students

1972-1973

Superintendent
 Adm Assistant
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Supv Health & PE
 Dir Voc Tech
 Dir Special Ed.
 Dir. Title IV Projects
 Supv. Language Arts
 Supv. Music
 Dir. Fed. Prog. & Pupil Personnel
 Psych. Examiner
 Supv. Audio Visual

Dr. G. D. Troester
 G. L. Markley
 G. M. Coleman
 Hubert Campbell
 James T. McClain
 Jerre Cooper
 Milton Day
 Dan Colgan
 Lynn McHarg
 Oren Miller
 Leo Blakley
 Jean Jones
 Marvin Gench
 Robert Stinson
 Mark Hargens
 Earl Auxier

Buildings & Principals\

Benton High School
 Central High School
 Lafayette High School
 Bliss Middle School
 Bode Middle School
 Horace Mann Middle School
 Bessie Ellison
 Blair
 Childrens Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 McKinley
 Myrtle E. Miller
 Neip
 Neely
 Noyes
 Parkway
 Pershing
 Pickett
 Sherwood
 Skaith
 Spring Garden
 Washington
 Webster

Lowell K. Bowen
 Frank Baker
 Don Trout
 Ray Baker
 Basil Hoehn
 Sam Carneal
 Daniel Heckman
 Lila Albertson
 Irene Troyer
 Robert Blair
 Vincent Paolillo
 Gerry Smith
 Ruth Huston
 Delores Gex
 Lynn McHarg
 Leo Houser
 Charles Akard
 Opal Yates
 Robert McCartney
 Garnett Parman
 Dorothy Osborne
 Donald Parker
 Oren W. Miller
 Oren W. Miller
 Glen Smith
 Robert Skaith
 Howard Harmsen
 Oscar Kirschner
 Gary Bell
 Mercedes Gibson
 Helen Turner
 Doyle Farmer
 Robert Skaith
 Geneve Brown

The School Year began Aug 28, 1972 and ended May 31, 1973 Population of the District – 24,700 Students

1973-1974

Superintendent
 Adm Assistant
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Supv Health & PE
 Dir Voc Tech
 Dir Special Ed.
 Dir. Title IV Projects
 Supv. Language Arts
 Supv. Music
 Dir. Fed. Prog. & Pupil Personnel
 Psych. Examiner
 Supv. Audio Visual

Dr. G. D. Troester
 G. L. Markley
 G. M. Coleman
 Hubert Campbell
 James T. McClain
 Jerre Cooper
 Milton Day
 Dan Colgan
 Lynn McHarg
 Oren Miller
 Leo Blakley
 Jean Jones
 Marvin Gench
 Robert Stinson
 Mark Hargens
 Earl Auxier

Buildings & Principals\

Benton High School
 Central High School
 Lafayette High School
 Bode Middle
 Horace Mann Middle
 Robidoux Middle
 Spring Garden Middle
 Truman Middle
 Bessie Ellison
 Blair
 Childrens Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 McKinley
 Neely
 Noyes
 Parkway
 Pershing
 Pickett
 Sherwood
 Skaith
 Webster

Lowell K. Bowen
 Frank Baker
 Arend Thedinga
 Basil Hoehn
 Sam Carneal
 Oscar Kirschner
 Gary Bell
 Ray Baker
 Daniel Heckman
 Lila Albertson
 Irene Troyer
 Robert Blair
 Vincent Paolillo
 Gerry Smith
 Ruth Huston
 Delores Gex
 Lynn McHarg
 Leo Houser
 Charles Akard
 Opal Yates
 Don Ransom
 Garnett Parman
 Dorothy Osborne
 Donald Parker
 Glen Smith
 Robert Skaith
 Howard Harmsen
 Doyle Farmer
 Robert McCartney
 Robert Skaith
 Helen Turner
 Geneve Brown

The School Year began Sept 4, 1973 and ended June 4, 1974 Population of the District – 23,893 Students

1974-1975

Superintendent
 Adm Assistant
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Supv Health & PE
 Dir Voc Tech
 Dir Special Ed.
 Supv. Language Arts
 Supv. Music
 Psych. Examiner
 Supv. Audio Visual

Dr. G. D. Troester
 Dan Colgan
 G. M. Coleman
 Don Trout
 James T. McClain
 Jerre Cooper
 Milton Day
 James Coleman
 Lynn McHarg
 Charles Cummings
 Jean Jones
 Marvin Gench
 Mark Hargens
 Earl Auxier

Buildings & Principals\

Benton High School
 Central High School
 Lafayette High School
 Bode Middle
 Horace Mann Middle
 Robidoux Middle
 Spring Garden Middle
 Truman Middle
 Bessie Ellison
 Blair
 Boys Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 McKinley
 Neely
 Noyes
 Parkway
 Pershing
 Pickett
 Sherwood
 Skaith
 Webster

Lowell K. Bowen
 Frank Baker
 Arend Thedinga
 Basil Hoehn
 Sam Carneal
 Oscar Kirschner
 Gary Bell
 Ray Baker
 Daniel Heckman
 Lila Albertson
 Winifred Paddleford
 Robert Blair
 Vincent Paolillo
 Gerry Smith
 Don Ransom
 Delores Gex
 Lynn McHarg
 Leo Houser
 Charles Akard
 Opal Yates
 Rex Geary
 Dorothy Snook
 Dorothy Osborne
 Donald Parker
 Glen Smith
 Robert Skaith
 Howard Harmsen
 Doyle Farmer
 Robert McCartney
 Robert Skaith
 Helen Turner
 Geneve Brown

The School Year began Sept 3, 1974 and ended June 5, 1975
 Population of the District – 23,271 Students

1975-1976

Superintendent
 Adm Assistant
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Supv Health & PE
 Dir Voc Tech
 Dir Special Ed.
 Supv. Language Arts
 Supv. Music
 Psych. Examiner
 Supv. Audio Visual

Dr. G. D. Troester
 Dan Colgan
 G. M. Coleman
 Don Trout
 James T. McClain
 Jerre Cooper
 Milton Day
 James Coleman
 Lynn McHarg
 Charles Cummings
 Jean Jones
 Marvin Gench
 Mark Hargens
 Earl Auxier

Buildings & Principals

Benton High School
 Central High School
 Lafayette High School
 Bode Middle
 Horace Mann Middle
 Robidoux Middle
 Spring Garden Middle
 Truman Middle
 Bessie Ellison
 Blair
 Boys Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 McKinley
 Neely
 Noyes
 Parkway
 Pershing
 Pickett
 Sherwood
 Skaith
 Webster

Lowell K. Bowen
 Frank Baker
 Arend Thedinga
 Basil Hoehn
 Leo Blakley
 Sam Carneal
 Gary Bell
 Ray Baker
 Daniel Heckman
 Lila Albertson
 Winifred Paddleford
 Robert Blair
 Vincent Paolillo
 Gerry Smith
 Don Ransom
 Delores Gex
 Lynn McHarg
 Leo Houser
 Charles Akard
 Opal Yates
 Rex Geary
 Dorothy Snook
 Oscar Kirschner
 Donald Parker
 Glen Smith
 Robert Skaith
 Howard Harmsen
 Doyle Farmer
 Robert McCartney
 Robert Skaith
 Helen Turner
 Geneve Brown

The School Year began Sept 2, 1975 and ended May 28, 1976
 Population of the District – 22,464 Students

1976-1977

Superintendent
Adm Assistant
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Supv Health & PE
Dir Voc Tech
Dir Special Ed.
Supv. Language Arts
Supv. Music
Psych. Examiner
Supv. Audio Visual

Dr. G. D. Troester
Dan Colgan
G. M. Coleman
Don Trout
James T. McClain
Jerre Cooper
Milton Day
James Coleman
Lynn McHarg
Charles Cummings
Jean Jones
Marvin Gench
Mark Hargens
Earl Auxier

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Horace Mann Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Blair
Boys Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Sherwood
Skaith
Webster

Carl Chatfield
Frank Baker
Arend Thedinga
Basil Hoehn
Leo Blakley
Sam Carneal
Gary Bell
Ray Baker
Daniel Heckman
Lila Albertson
Leo Blakley
Robert Blair
Vincent Paolillo
Gerry Smith
Don Ransom
Delores Gex
Lynn McHarg
Leo Houser
Charles Akard
Opal Yates
Rex Geary
Dorothy Snook
Oscar Kirschner
Glen Smith
Robert Skaith
Howard Harmsen
Doyle Farmer
Robert McCartney
Donald Parker
Helen Turner
Geneve Brown

The School Year began Aug 30, 1976 and ended June 1, 1977
Population of the District – 21,852 Students

1977-1978

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Supv Health & PE
Dir Voc Tech
Dir Special Ed.
Supv. Language Arts
Supv. Music
Psych. Examiner
Supv. Audio Visual

Dr. G. D. Troester
Dan Colgan
Roy Cozad
Don Trout
James T. McClain
Jerre Cooper
Milton Day
Robert Alcorn
Lynn McHarg
Charles Cummings
Jean Jones
Marvin Gench
Mark Hargens
Earl Auxier

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Horace Mann Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Blair
Boys Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Sherwood
Skaith
Webster

Carl Chatfield
Frank Baker
Arend Thedinga
Basil Hoehn
Leo Blakley
Sam Carneal
Gary Bell
Ray Baker
Daniel Heckman
Lila Albertson
Leo Blakley
Robert Blair
Vincent Paolillo
Gerry Smith
Don Ransom
Donald Parker
Jim Cornett
Rex Geary
Charles Akard
Joyce Johnson
Walter Hanabury
Dorothy Snook
Oscar Kirschner
Glen Smith
Helen Richards
Howard Harmsen
Doyle Farmer
Robert McCartney
Elizabeth Hunt
Helen Turner
Geneve Brown

The School Year began Aug 29, 1977 and ended June 1, 1978
Population of the District – 21,852 Students

1978-1979

Superintendent
 Dir Adm Services
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Supv Health & PE
 Dir Voc Tech
 Dir Special Ed.
 Supv. Language Arts
 Supv. Music
 Psych. Examiner
 Supv. Audio Visual

Dr. G. D. Troester
 Dan Colgan
 John Stolt
 Don Trout
 James T. McClain
 Jerre Cooper
 Milton Day
 Robert Alcorn
 Jim Cornett
 Charles Cummings
 Jean Jones
 Marvin Gench
 Beverly Folks
 Earl Auxier

Buildings & Principals

Benton High School
 Central High School
 Lafayette High School
 Bode Middle
 Horace Mann Middle
 Robidoux Middle
 Spring Garden Middle
 Truman Middle
 Bessie Ellison
 Blair
 Boys Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 Neely
 Noyes
 Parkway
 Pershing
 Pickett
 Sherwood
 Skaith
 Webster

Carl Chatfield
 Frank Baker
 Arend Thedinga
 Basil Hoehn
 Robert E. Lee
 Vince Paolillo
 Gary Bell
 Ray Baker
 Daniel Heckman
 Lila Albertson
 Robert E. Lee
 Robert Blair
 Leo Blakley
 Gerry Smith
 Don Ransom
 Donald Parker
 Jim Cornett
 Rex Geary
 Charles Akard
 Joyce Johnson
 Walter Hanabury
 Dorothy Snook
 Oscar Kirschner
 Glen Smith
 Helen Richards
 Howard Harmsen
 Doyle Farmer
 Robert McCartney
 Helen Richards
 Helen Turner
 Elizabeth Hunt

The School Year began Aug 28, 1978 and ended May 31, 1979
 Population of the District – 20,936 Students

1979-1980

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel

Dr. G. D. Troester
Dan Colgan
John Stolt
Don Trout
James T. McClain
Jerre Cooper
Milton Day
Charles Cummings
Earl Auxier
Mark Hargens

By 1979 the main office lists many Supervisors, Directors and Coordinators. Only the main ones will be mentioned from here on. E.g. 1979 has 23 listed.

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Blair
Boys Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Sherwood
Skaith
Webster

Carl Chatfield
Bill Tarpley
Arend Thedinga
Basil Hoehn
Vince Paolillo
Gary Bell
Ray Baker
Daniel Heckman
Lila Albertson
Robert E. Lee
Robert Blair
Leo Blakley
Gerry Smith
Don Ransom
Donald Parker
Jim Cornett
Rex Geary
Charles Akard
Joyce Johnson
Walter Hanabury
Dorothy Snook
Oscar Kirschner
Glen Smith
Helen Richards
Howard Harmsen
Doyle Farmer
Robert McCartney
Helen Richards
Helen Turner
Elizabeth Hunt

The School Year began Aug 23 1979 and ended May 23, 1980
Population of the District – 20,340 Students

1980-1981

Superintendent
 Dir Adm Services
 Asst. Supt. Instruction
 Asst. Supt. Business
 Supv. Maint. & Oper.
 Dir Elementary Ed.
 Dir Secondary Ed
 Dir Special Ed.
 Supv. Audio Visual
 Dir. of Pupil Personnel

Dr. G. D. Troester
 Dan Colgan
 John Stolt
 Don Trout
 James T. McClain
 Jerre Cooper
 Milton Day
 Charles Cummings
 Jerry Chambers
 Mark Hargens

Buildings & Principals

Benton High School
 Central High School
 Lafayette High School
 Bode Middle
 Robidoux Middle
 Spring Garden Middle
 Truman Middle
 Bessie Ellison
 Blair
 Buchanan County Childrens Home
 Edison
 Everett
 Field
 Hall
 Hawthorne
 Hillyard
 Hosea
 Humboldt
 Hyde
 Lake Contrary
 Lindbergh
 Mark Twain
 Neely
 Noyes
 Parkway
 Pershing
 Pickett
 Sherwood
 Skaith
 Webster

Carl Chatfield
 Bill Tarpley
 Arend Thedinga
 Basil Hoehn
 Vince Paolillo
 Gary Bell
 Ray Baker
 Daniel Heckman
 Lila Albertson
 James Akard
 Rex Geary
 Leo Blakley
 Gerry Smith
 Don Ransom
 Donald Parker
 Jim Cornett
 Robert E. Lee
 Charles Akard
 Joyce Johnson
 Walter Hanabury
 Dorothy Snook
 Oscar Kirschner
 Glen Smith
 Helen Richards
 Howard Harmsen
 Doyle Farmer
 Robert McCartney
 Helen Richards
 Elizabeth Hunt
 Robert Blair

The School Year began Aug 27, 1980 and ended June 3, 1981
 Population of the District – 19,518 Students

1981-1982

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel

Dr. G. D. Troester
Dan Colgan
John Stolt
Don Trout
James T. McClain
Jerre Cooper
Milton Day
Charles Cummings
Jerry Chambers
Mark Hargens

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Blair
Buchanan County Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Sherwood
Skaith
Webster

Carl Chatfield
Bill Tarpley
Arend Thedinga
Basil Hoehn
Vince Paolillo
Gary Bell
Ray Baker
Daniel Heckman
Lila Albertson
James Akard
Rex Geary
Leo Blakley
Gerry Smith
Don Ransom
Donald Parker
Jim Cornett
Robert E. Lee
Susan Paul
Joyce Johnson
Oscar Kirschner
Dorothy Snook
Helen Richards
Glen Smith
Walter Hanabury
Howard Harmsen
Doyle Farmer
Robert McCartney
Walter Hanabury
Elizabeth Hunt
Robert Blair

The School Year began Aug 26, 1981 and ended May 28, 1982
Population of the District – 18,776 Students

1982-1983

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel

Dr. G. D. Troester
Dan Colgan
John Stolt
Don Trout
James T. McClain
Jerre Cooper
Milton Day
Charles Cummings
Jerry Chambers
Mark Hargens

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Robert Mejia
Bill Tarpley
Arend Thedinga
Basil Hoehn
Vince Paolillo
Gary Bell
Ray Baker
Daniel Heckman
James Akard
Rex Geary
Leo Blakley
Gerry Smith
Don Ransom
Donald Parker
Jim Cornett
Robert E. Lee
Susan Paul
Joyce Johnson
Oscar Kirschner
Robert McCartney
Helen Richards
Dorothy Snook
Walter Hanabury
Howard Harmsen
Doyle Farmer
Lila Albertson
Elizabeth Hunt
Robert Blair

The School Year began Aug 25, 1982 and ended June 1, 1983
Population of the District – 18,172 Students

1983-1984

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel

Dr. G. D. Troester
Don Ransom
Howard Harmsen
Don Trout
James T. McClain
Jerre Cooper
Milton Day
Charles Cummings
Jerry Chambers
Mark Hargens

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Robert Mejia
Bill Tarpley
Wallace Prawl
Basil Hoehn
Vince Paolillo
Bob Clemens
Rex Geary
Gerry Smith
Susan Paul
Nancy Mooney
Leo Blakley
Susan Paul
Marietta McLaughlin
Donald Parker
Jim Cornett
Don Weston
Michael Schooley
Joyce Johnson
Oscar Kirschner
Robert McCartney
Helen Richards
Dorothy Snook
Nancy Murphy
Daniel Heckman
Doyle Farmer
Walter Hanabury
Elizabeth Hunt
Robert Blair

The School Year began Aug 26, 1983 and ended June 1, 1984
Population of the District – 18,172 Students

1984-1985

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel

Dr. G. D. Troester
Don Ransom
Howard Harmsen
Don Trout
James T. McClain
Jerre Cooper
Milton Day
Charles Cummings
Jerry Chambers
Mark Hargens

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Everett
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Robert Mejia
Bill Tarpley
Wallace Prawl
Vince Paolillo
Dan Moppin
Bob Clemens
Rex Geary
Gerry Smith
Susan Paul
Nancy Mooney
Leo Blakley
Susan Paul
Marietta McLaughlin
Donald Parker
Jim Cornett
Don Weston
Michael Schooley
Joyce Johnson
Oscar Kirschner
Robert McCartney
Helen Richards
Dorothy Snook
Nancy Murphy
Daniel Heckman
Doyle Farmer
Walter Hanabury
Elizabeth Hunt
Robert Blair

The School Year began Aug 27, 1984 and ended June 3, 1985
Population of the District – 18,172 Students

1985-1986

Superintendent
Dir Adm Services
Asst. Supt. Instruction
Asst. Supt. Business
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel

Dr. G. D. Troester
Don Ransom
Howard Harmsen
Don Kelly
James T. McClain
Dee Peach
Milton Day
Charles Cummings
Jerry Chambers
Mark Hargens

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Bill Tarpley
Wallace Prawl
Vince Paolillo
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Susan Hapak
Nancy Mooney
Susan Hapak
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Michael Schooley
Joyce Johnson
Robert McCartney
Ann Gerhardt
Helen Richards
Doyle Farmer
Nancy Murphy
Daniel Heckman
Marietta McLaughlin
Walter Hanabury
Elizabeth Hunt
Robert Blair

The School Year began Sept 3, 1985 and ended May 31, 1986
Population of the District – 12,370 Students

1986-1987

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Dr. G. D. Troester
Don Ransom
Howard Harmsen
Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland

Charles Cummings
Jerry Chambers
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Bill Tarpley
Wallace Prawl
Vince Paolillo
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Susan Hapak
Nancy Mooney
Susan Hapak
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Joyce Johnson
Robert McCartney
Ann Gerhardt
Helen Richards
Doyle Farmer
Mary Ann Sadler
Daniel Heckman
Marietta McLaughlin
Walter Hanabury
Molly Kelly
Robert Blair

The School Year began Sept 2, 1986 and ended June 4, 1987
Population of the District – 12,360 Students

1987-1988

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Randy L. Dewar
Don Ransom
Howard Harmsen
Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland

Charles Cummings
Jerry Chambers
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Bill Tarpley
Wallace Prawl
Vince Paolillo
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Michael Flowers
Nancy Mooney
Michael Flowers
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Joyce Johnson
Robert McCartney
Ann Gerhardt
Helen Richards
Doyle Farmer
Mary Ann Sadler
Daniel Heckman
Marietta McLaughlin
Walter Hanabury
Molly Kelly
Robert Blair

The School Year began Aug 26, 1987 and ended May 26, 1988
Population of the District – 12,258 Students

1988-1989

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Randy L. Dewar
Don Ransom
Howard Harmsen
Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland

Charles Cummings
Jerry Chambers
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Bill Tarpley
Wallace Prawl
Vince Paolillo
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Michael Flowers
Nancy Mooney
Michael Flowers
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Joyce Johnson
Robert McCartney
Ann Gerhardt
Barbara Harpst
Doyle Farmer
Mary Ann Sadler
Daniel Heckman
Marietta Singer
Walter Hanabury
Molly Kelly
Jan Marriott

The School Year began Sept. 6, 1988 and ended June 2, 1989
Population of the District – 12,118 Students

1989-1990

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Randy L. Dewar
Don Ransom
Howard Harmsen
Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland

Charles Cummings
Jerry Chambers
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Bill Tarpley
Wallace Prawl
Vince Paolillo
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Michael Flowers
Nancy Mooney
Michael Flowers
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Kevin Tedlock
Kay Medsker
Ann Gerhardt
Barbara Harpst
Sue Meyer
Mary Ann Sadler
Daniel Heckman
Marietta Singer
Walter Hanabury
Molly Kelly
Jan Marriott

The School Year began Sept. 5, 1989 and ended June 2, 1990
Population of the District – 12,043 Students

1990-1991

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Randy L. Dewar
Don Ransom
Howard Harmsen
Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland
Vince Paolillo
Charles Cummings
Mike Lucas
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Sam Carneal
Wallace Prawl
Don Lentz
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Michael Flowers
Nancy Mooney
Michael Flowers
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Kevin Tedlock
Kay Medsker
Ann Gerhardt
Barbara Harpst
Sue Meyer
Mary Ann Sadler
Daniel Heckman
Marietta Singer
Walter Hanabury
Molly Kelly
Jan Marriott

The School Year began Aug. 29, 1990 and ended May 30, 1991
Population of the District – 12,061 Students

1991-1992

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Randy L. Dewar
Don Ransom
Howard Harmsen
Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland
Vince Paolillo
Charles Cummings
Mike Lucas
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Sam Carneal
Wallace Prawl
Don Lentz
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Ken Quick
Howard Harmsen
Michael Flowers
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Kevin Tedlock
Kay Medsker
Ann Weston
Barbara Silvius
Sue Meyer
Mary Ann Sadler
Lynn Smith
Marietta Singer
Walter Hanabury
Molly Kelly
Jan Marriott

The School Year began Aug. 27, 1991 and ended May 29, 1992
Population of the District – 12,061 Students

1992-1993

Superintendent
Dir Adm Services
Assoc. Supt. Instruction
Assoc. Supt. Business
Assoc. Supt. Personnel
Supv. Maint. & Oper.
Dir Elementary Ed.
Dir Secondary Ed
Dir Special Ed.
Supv. Audio Visual
Dir. of Pupil Personnel
Dir. Data Processing

Dan L Colgan
Don Ransom

Don Kelly
Dan L. Colgan
James T. McClain
Norma Harland
Vince Paolillo
Charles Cummings
Mike Lucas
Mark Hargens
Nassar Memarian

Buildings & Principals

Benton High School
Central High School
Lafayette High School
Bode Middle
Robidoux Middle
Spring Garden Middle
Truman Middle
Bessie Ellison
Buchanan County Childrens Home
Edison
Field
Hall
Hawthorne
Hillyard
Hosea
Humboldt
Hyde
Lake Contrary
Lindbergh
Mark Twain
Neely
Noyes
Parkway
Pershing
Pickett
Skaith
Webster

Lamar Hicks
Sam Carneal
Wallace Prawl
Don Lentz
Ken Quick
Bob Clemens
Rex Geary
Gerry Smith
Ken Quick
Kay Medsker
Jo Deshon
Leo Blakley
Donald Parker
Jim Cornett
Don Weston
Nancy Murphy
Michael Flowers
Tom Noeth
Kevin Tedlock
Barbara Silvius
Sue Meyer
Mary Ann Sadler
Lynn Smith
Ann Weston
Walter Hanabury
Molly Kelly
Jan Marriott

The School Year began Aug. 26, 1992 and ended May 28, 1993
Population of the District – 12,115 Students

Appendix 3B

Members of the Board of Education

1935-1993

Members of the Board of Education

1935-1936

President	John W. Patt
Vice President	Mrs. Clifford B. Adams
Member	D.E. Curtin
Member	Dr. H.W. Carle
Member	G.D. Berry
Member	Mrs. True Davis

1936-1937

President	G.D. Berry
Vice President	Mrs. True Davis
Member	Mrs. Clifford B. Adams
Member	John W. Patt
Member	Dr. H.W. Carle
Member	E.F. Garvey

1937-1938

President	G.D. Berry
Vice President	Mrs. True Davis
Member	Mrs. Clifford B. Adams
Member	John W. Patt
Member	Dr. H.W. Carle
Member	E.F. Garvey

1938-1939

President	Dr. H.W. Carle
Vice President	Mrs. Clifford B. Adams
Member	Mrs. True Davis
Member	John W. Patt
Member	G.D. Berry
Member	E.F. Garvey

1939-1940

President	Dr. H.W. Carle
Vice President	Mrs. Clifford B. Adams
Member	Mrs. True Davis
Member	David W. Hopkins
Member	G.D. Berry
Member	E.F. Garvey

Members of the Board of Education

1940-1941

President	Mrs. True Davis
Vice President	E.F. Garvey
Member	Mrs. Clifford B. Adams
Member	G.D. Berry
Member	Dr. H.W. Carle
Member	David W. Hopkins

1941-1942

President	Mrs. True Davis
Vice President	E.F. Garvey
Member	Mrs. Clifford B. Adams
Member	David W. Hopkins
Member	Dr. H.W. Carle
Member	Fairleigh Enright

1942-1943

President	Mrs. Clifford Adams
Vice President	David W. Hopkins
Member	Mrs. True Davis
Member	Fairleigh Enright
Member	Harry Herschman
Member	E.F. Garvey

1943-1944

President	Mrs. Clifford Adams
Vice President	David W. Hopkins
Member	Mrs. True Davis
Member	W. Fairleigh Enright
Member	E.F. Garvey
Member	Harry Herschman

1944-1945

President	E.F. Garvey
Vice President	W. Fairleigh Enright
Member	Mrs. Clifford Adams
Member	Mrs. True Davis
Member	Harry Herschman
Member	David W. Hopkins

Members of the Board of Education

1945-1946

President	E.F. Garvey
Vice President	W. Fairleigh Enright
Member	Mrs. Clifford Adams
Member	Mrs. True Davis
Member	Harry Herschman
Member	David W. Hopkins

1946-1947

President	D.W. Hopkins
Vice President	Harry Herschman
Member	Mrs. Clifford Adams
Member	W. Fairleigh Enright
Member	E.F. Garvey

1947-1948

President	D.W. Hopkins
Vice President	Harry Herschman
Member	Mrs. Clifford Adams
Member	W. Fairleigh Enright
Member	E.F. Garvey
Member	Mrs. Paul Knepper

1948-1949

President	W. Fairleigh Enright
Vice President	Mrs. Paul Knepper
Member	Mrs. Clifford Adams
Member	E.F. Garvey
Member	Harry Herschman
Member	David W. Hopkins

1949-1950

President	W. Fairleigh Enright
Vice President	Mrs. Paul Knepper
Member	E.F. Garvey
Member	Harry Herschman
Member	David W. Hopkins
Member	Mrs. John Wyeth

Members of the Board of Education

1950-1951

President	H.C. Herschman
Vice President	Mrs. John Wyeth
Member	W. Fairleigh Enright
Member	E.F. Garvey
Member	D. W. Hopkins
Member	Mrs. Paul Knepper

1951-1952

President	H.C. Herschman
Vice President	Mrs. John Wyeth
Member	W. Fairleigh Enright
Member	E.F. Garvey
Member	D. W. Hopkins
Member	Mrs. Paul Knepper

1952-1953

President	Mrs. Paul Knepper
Vice President	E.F. Garvey
Member	W. Fairleigh Enright
Member	H.C. Herschman
Member	D.W. Hopkins
Member	Mrs. John Wyeth

1953-1954

President	Mrs. Paul Knepper
Vice President	E.F. Garvey
Member	W. Fairleigh Enright
Member	H.C. Herschman
Member	D.W. Hopkins
Member	Mrs. John Wyeth

1954-1955

President	Mrs. John Wyeth
Vice President	D.W. Hopkins
Member	W. Fairleigh Enright
Member	E.F. Garvey
Member	H.C. Herschman
Member	Mrs. Paul Knepper

Members of the Board of Education

1955-1956

President	Mrs. John Wyeth
Vice President	D.W. Hopkins
Member	W. Fairleigh Enright
Member	E.F. Garvey
Member	Dwight Dannen
Member	Mrs. Paul Knepper

1956-1957

President	E.F. Garvey
Vice President	W. Fairleigh Enright
Member	D.W. Hopkins
Member	Mrs. John Wyeth
Member	Dwight Dannen
Member	Mrs. Paul Knepper

1957-1958

President	E.F. Garvey
Vice President	W. Fairleigh Enright
Member	D.W. Hopkins
Member	Mrs. John Wyeth
Member	Dwight Dannen
Member	Mrs. Paul Knepper

1958-1959

President	D.W. Hopkins
Vice President	Dwight L. Dannen
Member	E.F. Garvey
Member	W. Fairleigh Enright
Member	Mrs. John Wyeth
Member	Mrs. Paul Knepper

1959-1960

President	D.W. Hopkins
Vice President	Dwight L. Dannen
Member	E.F. Garvey
Member	W. Fairleigh Enright
Member	Mrs. John Wyeth
Member	Mrs. Paul Knepper

Members of the Board of Education

1960-1961

President	W. Fairleigh Enright
Vice President	Mrs. Paul Knepper
Member	Dwight Dannen
Member	E.F. Garvey
Member	Mrs. John Wyeth
Member	D.W. Hopkins

1961-1962

President	W. Fairleigh Enright
Vice President	Mrs. Paul Knepper
Member	Dwight Dannen
Member	E.F. Garvey
Member	Mrs. John Wyeth
Member	D.W. Hopkins

1962-1963

President	Dwight Dannen
Vice President	Mrs. John Wyeth
Member	E.F. Garvey
Member	Mrs. Paul Knepper
Member	D.W. Hopkins
Member	W. Fairleigh Enright

1963-1964

President	Dwight Dannen
Vice President	Mrs. John Wyeth
Member	E.F. Garvey
Member	Mrs. Paul Knepper
Member	D.W. Hopkins
Member	W. Fairleigh Enright

1964-1965

President	Mrs. Paul Knepper
Vice President	E.F. Garvey
Member	Dwight Dannen
Member	D.W. Hopkins
Member	W. Fairleigh Enright
Member	Dr. Thomas W. White

Members of the Board of Education

1965-1966

President	Mrs. Paul Knepper
Vice President	Dwight Dannen
Member	D.W. Hopkins
Member	W. Fairleigh Enright
Member	Dr. Thomas W. White
Member	Richard W. Snooks

1966-1967

President	David W. Hopkins
Vice President	Dr. Thomas W. White
Member	Mrs. Paul Knepper
Member	W. Fairleigh Enright
Member	Dwight L. Dannen
Member	Robert F. Keatley

1967-1968

President	Dr. Thomas W. White
Vice President	Mrs. Paul Knepper
Member	Dwight Dannen
Member	Wm. H. Guenther Jr.
Member	Robert F. Keatley
Member	James E. Robertson

1968-1969

President	Mrs. Paul Knepper
Vice President	Robert F. Keatley
Member	Dr. Thomas W. White
Member	James W. Roberts
Member	James E. Robertson
Member	James C. Watson

1969-1970

President	Mrs. Paul Knepper
Vice President	Robert F. Keatley
Member	Dr. Thomas W. White
Member	J. W. Roberts
Member	James E. Robertson
Member	James C. Watson

Members of the Board of Education

1970-1971

President	Robert F. Keatley
Vice President	James C. Watson
Member	Mrs. Paul Knepper
Member	J. W. Roberts
Member	James E. Robertson
Member	Dr. Thomas W. White

1971-1972

President	Robert F. Keatley
Vice President	James C. Watson
Member	Mrs. Paul Knepper
Member	J. W. Roberts
Member	James E. Robertson
Member	Dr. Thomas W. White

1972-1973

President	James C. Watson
Vice President	James E. Robertson
Member	Roger A. Grunwald
Member	Robert F. Keatley
Member	Mrs. Paul Knepper
Member	Dr. Thomas W. White

1973-1974

President	James C. Watson
Vice President	James E. Robertson
Member	Roger A. Grunwald
Member	Robert F. Keatley
Member	Mrs. Paul Knepper
Member	Dr. Thomas W. White

1974-1975

President	James E. Robertson
Vice President	Mrs. Paul Knepper
Member	Waldo Y. Burger
Member	Roger A. Grunwald
Member	James C. Watson
Member	Dr. Thomas W. White

Members of the Board of Education

1975-1976

President	James E. Robertson
Vice President	Mrs. Paul Knepper
Member	Waldo Y. Burger
Member	Roger A. Grunwald
Member	James C. Watson
Member	Dr. Thomas W. White

1976-1977

President	Roger A. Grunwald
Vice President	Waldo Y. Burger
Member	Mrs. Paul Knepper
Member	Mrs. Lee Powell Jr
Member	Mrs. Ronald Reed Jr
Member	James C. Watson

1977-1978

President	Roger A. Grunwald
Vice President	Waldo Y. Burger
Member	Mrs. Paul Knepper
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr
Member	James C. Watson

1978-1979

President	Waldo Y. Burger
Vice President	Mrs. Ronald Reed Jr
Member	Roger A. Grunwald
Member	Mrs. Jan Powell
Member	James C. Watson
Member	Dennis Weiser

1979-1980

President	Waldo Y. Burger
Vice President	Mrs. Ronald Reed Jr
Member	Mrs. Jan Powell
Member	Mrs. Bette Tolbert
Member	James C. Watson
Member	Dennis Weiser

Members of the Board of Education

1980-1981

President	Mrs. Ronald Reed Jr
Vice-President	Mrs. Jan Powell
Member	Byron (Bud) Baker
Member	Dr. Larry Jones
Member	Mrs. Bette Tolbert
Member	Dennis Weiser

1981-1982

President	Mrs. Ronald Reed Jr
Vice-President	Mrs. Jan Powell
Member	Byron (Bud) Baker
Member	Dr. Larry Jones
Member	Mrs. Bette Tolbert
Member	Dennis Weiser

1982-1983

President	Dennis Weiser
Vice-President	Mrs. Bette Tolbert
Member	Byron (Bud) Baker
Member	Dr. Larry Jones
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr

1983-1984

President	Dennis Weiser
Vice-President	Mrs. Bette Tolbert
Member	Byron (Bud) Baker
Member	Dr. Larry Jones
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr

1984-1985

President	Dr. Larry Jones
Vice-President	Byron (Bud) Baker
Member	Dr. Jane Frick
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr
Member	Dennis Weiser

Members of the Board of Education

1985-1986

President	Dr. Larry Jones
Vice-President	Mr. Byron (Bud) Baker
Member	Dr. Jane Frick
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr
Member	Mr. Robert Fay

1986-1987

President	Mr. Byron (Bud) Baker
Vice-President	Dr. Jane Frick
Member	Dr. Larry Jones
Member	Mrs. Maggie Lux
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr

1987-1988

President	Mr. Byron (Bud) Baker
Vice-President	Dr. Jane Frick
Member	Dr. Larry Jones
Member	Mrs. Maggie Lux
Member	Mrs. Jan Powell
Member	Mrs. Ronald Reed Jr

1988-1989

President	Dr. Jane Frick
Vice-President	Mrs. Maggie Lux
Member	Mr. Byron (Bud) Baker
Member	Dr. Larry Jones
Member	Mrs. Lou Lucas
Member	Dr. Robert Paolillo

1989-1990

President	Dr. Jane Frick
Vice-President	Mrs. Maggie Lux
Member	Mr. Byron (Bud) Baker
Member	Dr. Larry Jones
Member	Mrs. Lou Lucas
Member	Dr. Robert Paolillo

Members of the Board of Education

1990-1991

President	Mrs. Maggie Lux
Vice-President	Dr. Robert Paolillo
Member	Mr. Byron (Bud) Baker
Member	Dr. Jane Frick
Member	Mr. Bill Tarpley
Member	Mr. Sonny Younger

1991-1992

President	Mrs. Maggie Lux
Vice-President	Dr. Robert Paolillo
Member	Mr. Byron (Bud) Baker
Member	Dr. Jane Frick
Member	Mr. Bill Tarpley
Member	Mr. Ed Murphy

1992-1993

President	Mr. Ed Murphy
Vice-President	Mr. Bill Tarpley
Member	Dr. Jane Frick
Member	Dr. Robert Paolillo
Member	Mr. David Mejia
Member	Mr. Larry Morrow

THE ST. JOSEPH PUBLIC SCHOOLS



SECTION 4

1994 to 2015

By Dr. Chris Hubbuch

St. Joseph Public Schools Superintendents: 1994-2015



Dr. Dan Colgan
1992-2006



Dr. Melody Smith
2006-2013



Dr. Fred Czerwonka
2013-2015



Dr. Jake Long
2015 (acting)



Dr. Robert Newhart
2015-2018

Chapter 1

In June 1994, the board approved a middle school pilot that moved the 6th grade students from Mark Twain to Truman Middle School in 1994-95. August 1994, the school board approved the Journey of Excellence document which included a high school restructuring plan. This marked the beginning of block scheduling in the district (Board, 1994).¹ In April 1999, a \$35 million bond proposal was narrowly defeated, garnering only 55% support when 57% was needed for approval.²

In August 1999, the district received the *Great Place to Work* award from Practical Parenting Partnerships and the Missouri Department of Elementary and Secondary Education. In December 1999, the Chamber of Commerce recognized the district for a recent Blue Ribbon Rating from Expansion Management Magazine, a relocation trade journal for business and industries. The district earned this recognition based on the level of student achievement when compared to support given from the community (Board, 1999).

In April 2000, a \$36 million bond was approved for major improvements to all 25 school district buildings, with nearly 60% support. In October 2000, the board recognized Martha Meyer for being named the State Director of the Year by the Missouri School Food Service Association and the National Director of the Year. She was also named to the American School Food Service Association Executive Committee. The St. Joseph Public Schools Nutrition Services Department was the Mountain Plains Regional winner of the Best Practices Award for the “after school snack program” (Board, 2000).

In February 2002, district leadership discussed closing Neely School. In March 2002, the district withdrew the proposal to close Neely. In February 2003, voters defeated a 55-cent levy increase with nearly 60% opposition to the increase, a margin of 2,500 votes.²

In March 2004, Dr. Colgan proposed a 63-cent tax levy increase with a five-year sunset, stating that “In five years, I feel we will not need the additional levy.” In April 2004, voters approved a 63-cent, five-year levy with 61%, a margin of 4,800 votes.² In May 2004, the school board reviewed the functioning of block scheduling at the high school level and revised the required minutes. An additional course was added to the high school schedule, creating a 4x4 block schedule with 8 annual courses and 32 courses over four years (Board, 2004).³

In May 2005, the board of education approved Project Lead the Way (PLTW) at the high school level to support the exploration of careers in technology and engineering. It was approved as a supplement to existing curriculum in industrial technology (Board, 2005).⁴

In January 2006, the board approved a veterinary science program to be facilitated at Hillyard Technical Center (Board, 2006). In March 2006, four St. Joseph elementary schools were honored for their student’s scores on the MAP test. Coleman earned a “Top Ten Highest Performing School” recognition for its fourth grade math scores. Eugene Field earned “Highest Performing School” honors in both third grade communication arts and fourth grade math. Webster earned its “Top Ten Highest Performing” ranking in third grade communication arts. Finally, Humboldt earned a “Top Ten Most Improved School Ranking”.⁵

In May 2006, the Alternative Resource Center was named in honor of outgoing superintendent, Dr. Dan Colgan. The board also announced that the district had received the *Commissioner's Award of Excellence for Professional Development* from the Missouri Department of Elementary and Secondary Education. This recognition was awarded as a result of a rigorous written and on-site review. St. Joseph was one of only two schools with enrollments, of 10,000 or larger, to receive this award. Particular recognition pointed to use of job embedded professional development for teachers and the instructional coaching model (Board, 2006).

In July 2006, Melody Smith began her tenure as superintendent of schools. In September 2007, the district released enrollment numbers that showed an increase for the third year in a row. Data showed 119 more students than the prior year with the majority coming from the elementary schools.⁶ In December 2006, the board accepted the bid from Lehr Construction, in the amount of \$610,907 for an addition to Hillyard Technical Center, which included a lab to service its medical-and health-related programs and also to serve the community's life sciences initiative.

In April 2007, it was announced that seven schools in the district made the State's Top Ten Highest Performance list. Those schools were Coleman, Ellison, Field, Humboldt, Noyes, Pershing, and Skaith. They received a total of 19 Top Ten rankings. It was also announced that Bessie Ellison Elementary School has attained the state's "Gold Star School" status due to its student performance. The designation was Missouri's top award in terms of academic performance.

In September, 2007, Superintendent Melody Smith delivered the annual state of the schools address to the St. Joseph Area Chamber of Commerce. Smith stressed the fact that the average age of the district's school buildings is 85 years, noting that Neely and Hall Elementary schools are among the oldest buildings being built back in 1909. She noted that the next time St. Joseph taxpayers could face a significant tax rate change is in 2009.⁷

In October 2007, the board of education recognized Bessie Ellison Elementary for being designated as a Blue Ribbon School by the Missouri Department of Elementary and Secondary Education (DESE).⁸

In December 2007, the board of education approved salary raises for the 2008-09 school year. Salary increases included better pay for teachers with more than 20 years experience and improved compensation for doctoral degrees. Approved raises included a 3.1% average increase for teachers and administrators.⁹

Chapter 2

In February 2008, Superintendent Melody Smith announced proposed changes to the district. Her proposal included closing Hall, Neely, Webster and Noyes elementary schools and building two new schools, one in midtown and one on the northeast part of St. Joseph. Smith's proposal was offered to "right-size the district, which she said is needed because of the way the city's population is shifting." She noted that the plan was largely dependent on renewal of the tax levy, which was set to expire in April 2009.^{1,2}

In March, an update was provided to the community on the proposed acquisition of land and development costs of new elementary schools. The cost of the northeast school was projected at \$18.3 million, while the Carden Park school was estimated at \$17.8 million. ³

In April, Dr. Smith reported that six St. Joseph schools earned 18 Top Ten highest performing school rankings from the state's education department. The rankings, released by the Department of Elementary and Secondary Education, were based on scores from the spring 2007 Missouri Assessment Program (MAP) tests. Schools were recognized for their performance on the assessment for grades three through eight, 10 and 11 in both communication arts and mathematics. Coleman led the way with six Top Ten rankings, including fourth and sixth grade communication arts, and third, fourth, fifth and sixth grade math. Ellison had four rankings, including sixth grade communication arts, and third, fifth and sixth grade math. Field Elementary also had four Top Ten rankings, including third and sixth grade communication arts, and fifth and sixth grade math. Webster Elementary had two rankings – fourth grade communication arts and fourth grade math. Mark Twain had one ranking, sixth grade math. Pershing Elementary also had one ranking, fifth grade math. In addition to the Top Ten rankings, Ellison led the state in fifth and sixth grade math, while Coleman led the state in third grade math (Board, 2007).

In June, the district selected a property at the northwest corner of Cook and Bishop roads for the northeast St. Joseph school site. ⁴ On June 10, the Board of Education approved “a \$114.2 million operating budget for the 2008-09 year. Due to increasing revenues and expenses, the budget reflects an about 2 percent increase from the previous budget.” Also announced was the intent to ask voters in April to renew the operating levy for another five years. The district also announced plans to seek a \$43 million bond issue for new school construction. ⁵

Over the summer, the district completed a \$1.6 million capital improvement project, which included “a \$191,000 new parking lot at the expanding Hillyard Technical Center, \$147,000 to refurbish the high school tracks and \$142,000 to install a new roof at Truman Middle School”. ⁶

In August, the district held a press conference about student performance on the 2008 MAP assessments. Dr. Smith reminded everyone that the MAP was only one performance metric, adding, "one measure is not a measure of their complete improvement. When you put all the measurements together, we are improving." Results showed improved performance at the middle school levels. ⁷

In September, the district reported an enrollment of 11,603 students, a decline of 27 students from the previous year. ⁸ In October, the district reported a 29% reserve balance. When pressed about that level of reserves, school officials reported that maintaining that level would prevent the district from having to ask for an increase above the current 63-cent levy in April 2009. ⁹

In December, the “Board of Education voted unanimously to give the district approval to ask the city of St. Joseph to gift 15-acre Carden Park and also gave authorization to go under contract to purchase a 16-acre property on Cook Road for building the schools”. ¹⁰ It was announced that the district had received the Distinction in Performance Award from DESE,

which examines 14 standards in K-12 education, and required schools to meet 13 of the standards to receive the award. The district met 13 of 14 standards along with 330 other districts in the state. ¹¹

Chapter 3

In January 2009, Dr. Smith announced that Eugene Field Elementary School had been awarded the Gold Star Award and invited by the Department of Elementary and Secondary Education to apply as a National Blue Ribbon School (Board, 2009).

In February 2009, district officials shared the relatively low administrative costs in the district, noting that “of the 523 school districts in Missouri, only 56 have a lower administrative cost as a percent of expenditures than SJSD”. ¹ During the March board meeting, “district officials expressed outrage over a push poll some parents and staff members received that opposed the school's levy/bond issue.” The district was in the final stages of a campaign to pass two funding issues on April 7, the renewal of a 63-cent operating levy and a bond issue to construct two new schools. ² The district defended its financial planning and announced that discretionary expenditures would be reduced by about 10% FY2010. A narrative published in the News-Press noted that “building two elementary schools and closing buildings will result in more efficient operations; the closings will generate annual savings of about \$1.5 million. And, the district has demonstrated financial restraint - remember that in 2006 the district voluntarily rolled its tax rate back by 5 cents. Today, the levy is \$3.98; five years ago, the levy was \$4.05”. ³

Ahead of the April vote, the district addressed the opposition campaign's advertisements and claims that the district's spending on travel and professional development was extravagant. ⁴ The SJSD Citizen's for Children campaign committee reported \$55,246 in contributions from city employers, organizations and other local sources. Businesses included Heartland Health, St. Joseph School District Foundation, WireCo WorldGroup Inc., Pro Serv Business Systems, Triumph Foods, St. Joseph PTA Council, and U.S. Bank. Financial reports were also announced from the levy opposition groups which were located out of Kansas City. ⁵

In April, voters rejected question 1 by 172 votes. If passed, question 1 would have made the temporary operating tax levy of 63-cents permanent. Approximately 49.53% of residents voted to make the levy permanent. Question 2 was rejected by 976 votes. If passed, question 2 would have allowed the district to issue \$45 million in general obligation bonds for the purpose of opening two new elementary schools. Approximately 47.31% of residents voted in favor of the bond issue. ⁶ District committees met in closed session to discuss job cuts, the loss of services and other changes to be made as a result of the defeat. ⁷ The board discussed reductions in response to the failed tax levy. Items discussed were the loss of 132 certified positions and the closing of Neely and Webster elementary schools for the next school year. ⁸

In May, the district announced a limitation in granting of transfer requests due to the closure of Webster and Neely and the subsequent redistricting necessary. In the past year, about 1,100 students were granted transfers. ⁹ Curriculum for the International Baccalaureate program at Central High School was presented to the board's curriculum, instruction and assessment committee (Board, 2009). ¹⁰

In June, it was announced that Eugene Field Elementary had been selected again by the Missouri Department of Elementary and Secondary Education as a Gold Star School.

In August, the school board committed to forgoing the bond issue in November while asking for approval of the 63-cent operating tax levy. The board reinstated the five-year sunset clause for the levy proposal.¹¹ The district also announced that Edison and Noyes elementary schools would be subject to “No Child Left Behind” sanctions due to not scoring high enough on federally mandated tests for two consecutive years. Under the federal law, parents of children attending Edison or Noyes would have an option of sending their children to Coleman, Field, Hyde or Pershing elementary schools.¹²

During the fall, the district renewed efforts to connect with the community and made the case for renewal of the operating tax levy on November 3rd. In October, an independent auditors report was shared with the school board and examined the district’s reserve balance. According to Westbrook & Co., the district reserve fund in June 2009 was 28.02%, with approximately 77% of the total budget allocated for employee salaries.¹³

Experts in the field of school finance weighed in on the St. Joseph tax levy discussion in October. According to Roger Dorson, Missouri’s coordinator of school administrative services, “sunset clauses are used mostly for one-time capital improvement and debt service projects, rather than ongoing expenses such as operating levies. While the act of using sunset clauses for ongoing expenses is unique, it is one way to make a levy issue acceptable to voters. And it has drawbacks. Eventually, that's going to have to be re-evaluated. That's probably the biggest issue (the district) has to face”.¹⁴

In October, the board recognized Eugene Field Elementary School for being selected as a Blue Ribbon School by the United States Department of Education. Only 314 schools across the nation received this award, and only 8 schools in Missouri (Board, 2009).

Following the failure of the operating levy in April, the district’s level of local tax support dropped to the bottom 31% in Missouri, ranking 163 out of 523 districts, with No. 1 being the lowest and 523 being the highest. In the previous year, the district’s level of tax support ranked 359 out of 523 districts.¹⁵ On November 3, a 63-cent operating levy was approved with a 5 year sunset with 55.95% of the vote and a margin of 1,905 votes.¹⁶

In December, DESE released the annual performance reports that showed the district meeting 13 of 14 standards. According to Dr. Smith, “the APR is significant because it provides an annual indicator of trends in a school district and enables us to see where we can improve”.¹⁷ Student achievement earned the district Missouri’s “Distinction in Performance” recognition. The district was one of 266 K-12 districts to earn the designation, out of 523 school districts in the state. Dr. Smith celebrated the great news and noted, “I hope this demonstrates to our patrons that we are working hard and that we are moving in the right direction”.¹⁸ The district's financial credit rating was upgraded two notches from "A-" to "A+" following a review by Standard & Poor's (2009).¹⁹ The improved rating opened the door to future successful bond issues.²⁰ Also on December 16, former superintendent, Dr. Dan Colgan filed for a seat on the Board of Education.²¹

Chapter 4

In January 2010, the board voted to retain Unicom.ARC to conduct a long-range planning process for the St. Joseph community and its public schools, based on extensive community engagement and research. The proposal outlined a 12 month process with an option to extend two additional months if needed at the cost of \$7,000.00 per month, excluding travel expenses and research costs (Board, 2010).

In February, a community group formed to begin work on the development of a long-term plan for the district.¹ The district was informed by the state that up to \$43 million in budget cuts should be expected for the next fiscal year. The district expected to cut more than \$800,000 in response.²

In March, Dr. Smith introduced the co-chairs of the long-range plan facilitating team, Mr. Lee Sawyer, Mrs. Stacey Park and Mrs. Loes Hedge, along with Dr. Bill Hedge who could not be in attendance tonight. Mr. Sawyer unveiled the logo of the long-range plan process, PACT, or “Planning a Course Together” (Board, 2010).

In June, a demographic and enrollment study was presented to the board of education with projections through 2024-25. According to the analysis, the district should expect shifting enrollment with a projected enrollment of 12,211 for the 2019-20 school year. Schools expected to see the most growth included Skaith, Pickett and Coleman.³ The board of education approved a \$111,232,000 operating budget for the 2010-11 school year. The budget projected operating expenditures at \$109,502,000 and planned to increase the reserve fund by \$1,730,000, bringing it to a projected total of \$36.9 million.⁴

In August, the board of education approved its annual tax rate at 4.0002 of assessed valuation. That change was projected to help fund the district’s \$105 million annual operating budget and debt service account at \$2.3 million.⁵ Enrollment numbers for the 2010-11 school year were reported to the board in August. Enrollment was reported at 11,450 students, which was a decline of 137 students (Board, 2010).

In September, the district reported results from the annual performance report. According to the report from DESE, the district met 13 of 14 evaluation standards, earning the “Distinction in Performance” accreditation status.⁶ The board recognized Hillyard Technical Center for receiving the E3 Award for excellence in education, and economic development, and employment (Board, 2010).

In November, the district provided a facilities planning update to the community that projected the district would exceed its capital improvement budget in 10 years unless intervention took place.⁷ The board of education voted unanimously to hire Illinois-based BLDD architects to conduct a study to evaluate district facilities. At a cost of \$262,500, the bid estimated the cost to evaluate all educational facilities and non-instructional sites. At the time of the bid the district maintained 27 educational facilities, including the former Neely School sites and six non-instructional buildings.⁸

In December, the board of education approved the High School of Business program. The district was recommended by DESE to be the second school district in Missouri to be selected to participate in this national program (Board, 2010). Community members met with associates from Franklin Hill & Associates to discuss educational facilities planning. During a PACT community engagement session, participants examined several scenarios for school size and grade configuration.⁹ A schedule of tour dates was announced in late December for the coming spring to allow the community to take an inside look at neighborhood school buildings. As part of the PACT study, individual “building evaluation teams” planned to learn about the challenges and opportunities at each school, tour the facility and, using a specially designed evaluation tool, give feedback on the condition of that building. Each team will then be asked to attend two evening events and provide feedback for a future PACT session presentation.¹⁰

Chapter 5

In March 2011, results from the Unicom survey community engagement survey were presented to the board (Board, 2011). In April, the first draft of the district’s long-term plan was shared with the community. The three phase plan called for a reduction of four elementary schools, the addition of a middle school, and three high schools. The facilitation team known as PACT (Planning A Course Together for the St. Joseph School District) held more than 60 team meetings and facilitated 11 community engagement sessions. Surveys were sent out and input was gathered from multiple sources.¹

In June, the board of education voted to sell the Neely building. The building had been saved two times in recent years. In 2002, the district withdrew its recommendation to close the school after a public outcry. Neely was evaluated as part of the PACT long-range planning process in 2010. Despite affection for the building, Neely received the poorest grades of any structure in the district and was deemed unfit for use as a school.²

Several matching fund requests were presented to the board for approval in June. The board approved a partnership with the St. Joseph School District Foundation and committed approximately \$900,000 to be used with the Foundation’s \$500,000 and the federal dollars to build the Advanced Science Research Center addition at Hillyard Technical Center. The board approved a community group proposal to build a weight room and field house at Central High School with group contributing \$600,000 and the board committing \$1.2 million toward the project. The board approved a community group proposal to renovate a field house at Benton High School. The proposal asked the board to contribute \$875,000 to the project, while boosters would raise approximately \$350,000 toward the project.

In August, the district unveiled a new website prototype that was designed to improve communication. The website was set to go online in October. The district’s annual performance report status was released by DESE in August. Similar to previous years, the district met 13 of 14 state evaluation standards, and earned a bonus point because of its performance in six student achievement areas. The district did not meet the standard regarding sub-group performance.³ The district reported enrollment numbers for the 2011-12 school year. Enrollment saw a slight increase by three students to 11,453.⁴

In September, Dr. Smith discussed district goals for the new school year which included security upgrades, the installation of air conditioning, and the launch of a pilot program for laptop computers at four schools. Parkway Elementary was selected as the first school in the district to receive air conditioning during the 2011-12 school year, at a cost of \$372,000. Benton High School, Bode Middle School and Lindbergh and Edison elementary schools were selected to participate in a pilot project with laptops, at a cost of \$1 million.⁵

In October, the topic of student mobility surfaced as a topic of discussion. According to the district, the total district mobility rate was 27.03%, which included all elementary, middle and high schools. Poverty was cited as a primary factor influencing the high rate of mobility.⁶ The board of education approved Westbrook & Co., P.C. to complete district audits for the next three years. Westbrook had completed the district audits since 2006 and was selected through a competitive bidding process at that time.

On November 14, the board of education voted unanimously Monday to take the lowest bids to install closed-circuit security and automated keyless entry systems in all the schools.⁷ In December, Dr. Smith presented the vision, mission, beliefs, core values, and goals for the 2012-16 strategic plan. The district announced the launch “Project Connect: Advancing Learning through Technology” in January and February of 2012. The initial launch was planned at Benton and Bode in January with the elementary pilot launching at Edison and Lindbergh in February. The elementary pilot was designed to support fourth, fifth and sixth grade students.⁸

Chapter 6

In January 2012, members of PACT shared a middle school restructuring plan that would establish a sixth through eighth grade level span.¹ The board of education approved putting a \$42 million, general obligation bond issue before voters in April to fund construction of a new Midtown school, and air condition and renovate some existing school facilities.² Orientations were held for parents at Lindbergh and Edison elementary schools in preparation for distribution of iPads as part of the “Project Connect” initiative in the district.³ In February, the district announced plans to save money with a program that would recycle waste and eventually return a profit.⁴ The board of education completed Dr. Smith’s evaluation and approved a 1% salary increase. According to the three-year contract, Dr. Smith would receive an annual salary of \$128,508 beginning July 1, 2012. The board also approved a \$15,000 per year tax-sheltered annuity.⁵

In April, voters approved a \$42 million bond issue with 65.49% support and a margin of 3,853 votes.⁶ The board of education reorganized following the recent election and Dan Colgan was elected president of the board by a 4-3 vote.⁷ In May, the board of education approved Phase II of Project Connect, which will provide iPad computers to students at the remaining Title 1 schools, Humboldt, Hall, Noyes, Lake Contrary, Hosea and Mark Twain. Students at Truman, Spring Garden and Robidoux middle schools and the freshman classes at Central and Lafayette high schools will also receive the iPads for the 2012-2013 school year.⁸ The board also accepted several low bids for the installation of air conditioning: \$530,500 for Coleman Elementary, \$1.3 million for Lindbergh Elementary, \$1.5 million for Hosea Elementary, and \$850,000 for Skaith Elementary.⁸

An agreement was signed between the district and River Bluff Architects and Ellison-Auxier Architects to build the first two public schools in the city in 40 years. The fee for both firms was set at 4.75% of the total cost of construction. The estimated cost of building at 16th and Duncan streets was \$17.9 million, and the school at Bishop and Cook roads at \$15.3 million. The schools were funded through the passage of a \$42 million bond issue in April.⁹

In June, the board finance committee reached an agreement to sell the former Ruth Huston Learning Center and to begin issuing bonds to build the new schools. The committee planned to recommend the sale of Ruth Huston property at 803 S. 13th St. to Foutch Brothers LLC for \$1,500.¹⁰

In August, district officials shared results of their Annual Performance Review (APR). The district met 14 of 14 APR evaluation standards, and also showed improvement in its Missouri Assessment Program (MAP) scores. The district met five of six academic standards and was awarded bonus points for closing achievement gaps in the impoverished and minority students subgroup category.^{11, 12} The district celebrated the opening of the new school year with several elementary schools enjoying air conditioning, the expansion of the Project Connect iPad initiative, and a new parent communication system known as Alert Now.¹³

In September, the district continued to deploy iPads to students and assess the learning needs of students. The district was able to use \$499,690 in fiscal year Title I savings and planned to use \$1.2 million in local funds from FY2013 to fund Phase II of Project Connect.¹⁴ The district unveiled the new Early Learning Center in the north portion of the former Neely School building. This facility was designed to serve 100 pre-kindergarten students in half-day sessions in three classrooms.¹⁵

The new school year saw an increase in the number of non-English speaking students in the district. The district reported that 471 students were participating in the English for Speakers of Other Languages (ESOL) program in 2012-13.¹⁶ In October, the district announced the pursuit of accreditation from AdvancED to help guide continuous improvement.¹⁷ District officials, architects, engineers and city staff met with residents who live around the planned site for the new school at Carden Park to field concerns.¹⁸ In December, Dr. Smith announced her retirement from the district, effective June 30, 2013.¹⁹

Chapter 7

In January 2013, a consultant with the Missouri School Boards Association met with members of the community on to discuss the search strategy for a new superintendent. Around 60 community members met at Troester Media Center and discussed the search process and criteria. The proposed base salary range for the new superintendent was advertised as \$150,000 to \$200,000.¹ Information about Project Connect was shared with the public in January. Two primary devices were selected for the instructional initiative, laptops and iPads. The cost of the laptops was around \$800, while the iPads ranged from \$379 to \$479. The district reiterated that Project Connect was still a pilot program under review with a comprehensive evaluation due in May or June of 2013.

The goal of the Project Connect Initiative was to promote deeper learning in a changing world. To date, the district experienced \$17,310 in total repair costs for devices at Benton, Bode, Central, Edison, Lafayette, Lindbergh, Robidoux, Spring Garden and Truman schools. Beyond the cost of the initiative, concerns were expressed about the lack of internet access among low-income households and internet safety once students used the devices at home. ²

In February, the board of education approved a \$3.07 million cut to the district budget. The board approved a 24-item list of budget reductions that included the reduction of technology expenditures up to the elimination of positions. The reductions were necessary according to board president Dan Colgan, who stated that by 2016 the district would face a nearly \$10 million deficit and the depletion of all of our cash reserves. Stagnant state revenues and the expiration of the 63-cent operating levy which is set to sunset in August 2015, were cited as reasons for budget reduction measures. ³ \$843,000 of the reductions for 2013-14 came from technology funding. That translated into eliminating instructional tech specialists, not buying or distributing any more iPads and laptops to students, or purchasing anymore video projectors and other devices. The budget cuts also called for reducing technology from \$250 per student to \$192 per student. ⁴

In March, the board of education held a press conference and introduced Dr. Fred Czerwonka as the new superintendent. He was chosen from four finalists for the position and was offered a base salary of \$190,000 plus a \$12,000 annuity, a \$500 per month car allowance, and the normal staff benefit package. ⁵ Following a review of the district, an official from AdvancEd recommended improved unity between the school board and central office administration in order to cohesively and collectively support the district's vision and mission. ⁶

In May, the district broke ground for the construction of two new schools. District officials and community leaders participated in ground breaking ceremonies at Carden Park on 16th and Duncan streets and later at the Bishop and Cook roads site. ⁷ The district acknowledged a communication error with their health insurance provider and district employees that resulted in a district cost of \$31,425. ⁸

In June, the board's finance committee reviewed the preliminary budget for FY2014. The proposed budget for FY2014 was \$117.058 million. Due to over \$3 million in budget cuts the board approved in March, the district was able to add \$537,579 to its reserve fund. The reserve fund was at \$37 million at the end of June 2013. ⁹ Results from a public perception survey were shared at the school board meeting. Results indicated 55% of the community supported renewal of the 63-cent operating levy with a five year sunset, while only 37% of respondents would support making the temporary levy permanent. ¹⁰

In July, the district announced the intent to explore outside sources for their nutrition services program in the coming year. In the 2012-13 school year, the food services program had a \$594,483 deficit. According to the district, approximately 31% of school districts in Missouri contract out their food services. ¹¹

In August, Dr. Czerwonka met with the News-Press Editorial Board and discussed his goals and vision as superintendent.¹² The district launched a free mobile application to provide school-related information to parents, students and the community.¹³ The district announced changes to the Project Connect initiative to address issues that surfaced with student devices during the pilot year.¹⁴ The diversity of native languages spoken by students continued to expand in the district during the 2013-14 school year.¹⁵

District officials presented Annual Performance Report results from DESE. Overall, the district earned 126 of 140 total points, or a 90% APR score. That score placed the district on track to track to achieve the “accredited with distinction” label, which, under new guidelines, would be based on a three-year average. One area needing improvement was student attendance. The district earned 6 of a possible 10 points for attendance with a proportional attendance rate of 81.1% of students attending school 90% of the time.¹⁶

In September, the board of education approved the hiring of Opa! Food Management to provide food services for the district. By contracting with Opa!, the district hoped to gain an additional \$400,000 in revenue and over the course of 10 years, save an additional \$10 million.¹⁷ In October, Dr. Czerwonka held his first town hall meeting with the community at Troester Media Center. Topics discussed included technology, board policies, kindergarten readiness, textbooks, and work force development efforts.¹⁸

In November, the board of education voted to hire Brightergy out of Kansas City, Missouri to equip the district’s various buildings with solar panels. Following three months of careful study, it was projected that over a 20-year period, solar energy could save the district more than \$1.7 million in heating costs.¹⁹ Dr. Czerwonka gave a report on his first 100 days on the job as superintendent and his goals for the future. He shared the goal of St. Joseph becoming a premier school district in state and across the country.²⁰

Toward the end of the month, an independent auditing firm gave the district a positive audit. Following analysis of the district’s 2012-13 activities, Westbrook & Company, P.C. applauded the district’s efforts. Overall, the audit was favorable with the auditor stating, “There is nothing that we would be alarmed about, but ... there are some issues that they need to focus on, but I think that is a good sign when a district doesn’t have the same issues year after year. I would give (the district) an ‘A’ because I have worked with so many districts over the years ... but their records were in good shape and they are financially sound as well.”²¹

Chapter 8

In February 2014, the district assembled a team of teachers and administrators to explore cost savings related to Project Connect. The district team evaluated technology on its ability to comply with the new Common Core Smarter Balance testing requirements. The group used a sample test for each grade level and used different systems to determine the appropriate device. They tested Apple, iPads, Windows, Google and Android systems. Based on results, the district decided on Chromebooks. iPads cost about \$550 to \$600, compared to the unit price of \$261 for Chromebooks. Beginning with the 2014-2015 school year, 80 percent of the district will move to Chromebooks, with the other 20 percent moving to the device next year.¹

In March, the board of education delayed action on boundary changes to accommodate the addition of two new elementary schools in the 2014-15 school year.² At the March 24 school board meeting, a board of education member shared a serious financial and policy concern prior to the board's consideration of the 2014-15 salary schedule for teachers and administrators. Board member Chris Danford expressed concern about unapproved administrative stipends and staff assignments. She pointed out that Dr. Czerwonka gave all administrators, principals and assistant principals a \$5,000 stipend at the beginning of the 2013-14 school year, totaling more than \$250,000. She also expressed concern that the human resources director promoted five staff members to technical director status without board approval, including his wife. Mrs. Danford expressed concern that three board policies were violated including GBL, GCB, and GCKA.³

In response, Dr. Czerwonka said he planned to do away with administrative stipends and would approach the Board of Education for approval on his recommendation.⁴ A district official later acknowledged that stipends had been used since the 1980's.⁵ The district placed their chief financial officer on administrative leave pending an internal investigation.⁶ The superintendent held a press conference and recommended a realignment of the central office senior staff. The proposed restructuring would reduce the number of staff reporting directly to the superintendent from eight to four. Dr. Czerwonka defended his position to issue the stipends, but also gave an apology for not coming to the board with the information earlier.⁷

In April, the Missouri auditor's office contacted the district about conducting an audit on its budget.⁸ The FBI met with Dr. Czerwonka at the district office and also visited the home of Human Resources Director Doug Flowers.⁹ Concerns later surfaced about the cost of the Capturing Kids' Hearts professional development that was implemented earlier in the school year. Records indicated a payment of \$134,900 for training.¹⁰

The district hired Mickes, Goldman, O'Toole LLC to provide counsel regarding an FBI inquiry and the district's financial issues.¹¹ Concerns surfaced about the cost of legal representation the district had retained.¹² It was later disclosed that earlier in the month, the board of education approved a 2% pay increase and a one-year contract extension for Dr. Czerwonka.¹³

In May, the board voted to retain the Mickes Goldman O'Toole LLC firm¹⁴ and a federal grand jury opened an investigation into the district.¹⁵ Beau Musser filed a civil employment discrimination lawsuit naming the district, Dr. Czerwonka, Doug Flowers and board member Dennis Snethen as defendants.¹⁶

In June, the district responded to the Musser lawsuit and denied allegations of wrongful sexual harassment claims and illegal handling of school funds.¹⁷ In July, the district received another subpoena to produce records for an ongoing federal grand jury investigation.¹⁸ In August, Mickes, Goldman, O'Toole, LLC requested that it be allowed to withdraw as counsel for the district in wrongful termination lawsuit.¹⁹ Dr. Jake Long, director of student services, explained a response plan to the board finance committee in anticipation of the audit findings.²⁰

In September, results from a Missouri Sunshine Law request showed the district spent \$18,502 in school year 2013-2014 for MSTA dues for its administrators. In the 2012-2013 school year, the district paid \$17,598 in membership dues.²¹ In October, Standard and Poor's Ratings Services gave the district an A+ bond rating for its 2014 school building bonds.²² Doug Flowers refuted a claim from the media that the district paid \$270,000 in stipends to administrators from an insurance rebate.²³ It was revealed that the district had spent a total of \$291,876 in legal fees since 2012.²⁴

In November, the district received another federal subpoena to produce information pertaining to personnel records, tuition reimbursement program documents, and teacher certification reimbursement program documents.²⁵ The district's liability insurer filed a motion in federal court asking to be removed from claims related to the wrongful termination lawsuit filed by chief financial officer Beau Musser.²⁶

In December, it was announced that the district would see a reduction of \$1.034 million in Foundation Formula monies due to inaccurate reporting of summer school activities.²⁷ DESE later corrected the anticipated loss of revenue and increased the decrease of funding to \$1.85 million due to inaccurate information being reported and inflated attendance hours.²⁸ As the year concluded, DESE clarified earlier communications and stated they are just asking the district to correct mistakes on its last submitted application.²⁹

Chapter 9

In January 2015, the district placed Dr. Czerwonka and Mr. Hartigan on paid administrative leave pending further investigation. Dr. Jake Long was appointed as acting superintendent.¹ The board of education waived attorney-client privilege in the ongoing personnel investigation.²

In February, the board of education announced it had discontinued its Summer Explorers program.³ The Missouri State Auditor delivered findings from the state audit and announced a serious issue with stipends. He noted that over \$25 million worth of stipends either not approved, unauthorized or improper over the last 8 years. He added that going back to 2001 (13 years), that number could be as high as \$40 million. The overall performance of the district was rated as "poor."⁴ Commerce Bank announced that it was exercising its right to cancel the purchasing card contract with the district.⁵ Toward the end of February, the board announced it had terminated Mr. Hartigan and had reassigned the Human Resources Director.⁶

In March, Dr. Dan Colgan resigned from the board of education⁷ and the district announced it had sent out a request to hire a new external auditor.⁸ In April, it was learned through court documents that the civil lawsuit between Beau Musser and the District had been settled for \$450,000.⁹ The board of education appointed Eric Bruder to the board seat that was vacated by Dr. Colgan's resignation.¹⁰ In May, Dr. Czerwonka resigned as superintendent¹¹ and the board discussed the hiring process for an interim superintendent with an expected completion by the end of the month (Board, 2015).

Dr. Long announced that the district was making steady progress on the audit recommendations.¹² Dr. Long reported to the board that there would be a salary compensation study completed by September to address the issues of stipends and competitive salaries. A new purchasing card system and a better way to track expenditures was also underway. Dr. Long also informed the board that the Missouri auditor's office staff were scheduled to return later in May to see how many issues have been addressed. Dr. Long noted that progress on recommendations will continue to be posted on the district website for the public.¹³ Officials from the Missouri State Auditor's Office visited the district and announced that significant improvements had been made since the state audit.¹⁴

In June, the board completed interviews for an interim superintendent¹⁵ and announced the hiring of Dr. Robert Newhart, the current superintendent in Princeton, Missouri.¹⁶ District officials confirmed that the superintendent's office received a letter from the IRS seeking to "examine" the district's federal tax returns for the 2013 calendar year.¹⁷ Toward the end of June, the board of education approved a budget for FY2016 with a \$12.2 million deficit. The sunset of the 63-cent levy and rising payroll and health insurance costs were factors for the deficit.¹⁸ The board hired announced the restructuring of the human resources department with the hiring of Amy Todd as director and Carolyn Sanders as assistant director.¹⁹

In July, Dr. Newhart began his tenure as superintendent.²⁰ The first board meeting with the new superintendent focused on ethics, conflicts of interest, and communication. Dr. Newhart stressed the importance of following the proper channels of communication with any concerns.²¹ Later in the month, Dr. Newhart pitched a plan for a new district leadership structure with one superintendent, two associate superintendents and eight directors.²²

In August, the district auctioned off the controversial painting from the office of the former chief operations officer.²³ The winning bid from the online auction brought in \$5,000.²⁴ In September, the board of education voted to stop all current and future insurance payments for health care coverage for Dr. Dan Colgan.²⁵ The district scheduled a series of town hall meetings to solicit community input with development of their new comprehensive school improvement plan.²⁶

In October, the Missouri State Auditor released a follow-up report to the district audit, saying the district has met 10 recommendations following the "poor" audit rating in February.²⁷ More good news was shared in October as the district released results of its Annual Performance Report. Local schools earned 124.5 points out of a possible 140, good for a score of 89%.²⁸

In November, the board of education met to discuss plans to spend bond funds on air conditioning projects.²⁹ The district received word that they would be required to pay \$27,249 in additional taxes and \$2,200 in penalties after the Internal Revenue Service released its findings from a July audit.³⁰ The district received another subpoena from federal investigators in November. The superintendent's office received a subpoena to produce district records for the U.S. District Court for the Western District of Missouri. The request asked for documents relating to former administrators of the district.³¹

In December, the district announced that DESE would conduct an audit of the district's use of federal funding. The notice placed the district on a "Cash Management Plan" which requires the submission of additional documentation.³² To guide improvement efforts, the board of education participated in a retreat put on by the Missouri School Boards Association. Board members discussed roles, board relations, confidentiality, and the Missouri Sunshine Law.³³

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2011-2012

DISTRICT ADMINISTRATION

Dr. Melody Smith	Superintendent of Schools
Cheri Patterson	Associate Superintendent
Steve Huff	Assistant to the Superintendent
Janet Pullen	Chief Financial Officer
Rick Hartigan	Chief Operating Officer
Tim Ellis	Director of Data Management
Dr. Brian Shindorf	Director of Elementary Education
Doug Flowers	Director of Human Resources
Chris Silcott	Director of Operations and Warehousing
Dr. Jaime Dial	Director of Secondary Education
Denise Colhour	Director of Special Services
Jenny Gaddie	Assistant Director of Special Services
Beery Johnson	Assistant Director of Student Services
Dr. Laura Nelson	Assistant Director of Assessment and Program Evaluation

BUILDING ADMINISTRATION

Dr. Jeanette Westfall	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Dr. Marlie Williams	Principal	Central High School
Mike Otto	Principal	Coleman Elementary School
Deborah Sisco	Principal	Colgan Alternative Resource Center
Dr. Matt Martz	Principal	Edison Elementary School
Kim Siela	Principal	Ellison Elementary School
Dr. Deborah Stephens	Principal	Field Elementary School
Heather Gladheart	Principal	Hall Elementary School
Regenia Briggs	Director	Hillyard Technical Center
Lindsay Minson	Principal	Hosea Elementary School
Lacey Adams	Principal	Humboldt Elementary School
Jeaneen Boyer	Principal	Hyde Elementary School
Dr. Tyran Sumy	Principal	Lafayette High School
Dr. Jasmine Briedwell	Principal	Lake Contrary Elementary School
Dr. Julie Gaddie	Principal	Lindbergh Elementary School
Dr. Suzanne Tiemann	Principal	Mark Twain Elementary School
Dr. Adam Willard	Principal	Noyes Elementary School
Joni Owens	Principal	Parkway Elementary School
Tara Wells	Principal	Pershing Elementary School
Sarah Gerving	Principal	Pickett Elementary School
Krista Sly	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Sandy Steggall	Principal	Truman Middle School
Betty Wymore	Director	Webster Learning Center

2012-2013

DISTRICT ADMINISTRATION

Dr. Melody Smith	Superintendent of Schools
Cheri Patterson	Associate Superintendent
Steve Huff	Assistant to the Superintendent
Janet Pullen	Chief Financial Officer
Rick Hartigan	Chief Operating Officer
Tim Ellis	Director of Data Management
Dr. Brian Shindorf	Director of Elementary Education
Doug Flowers	Director of Human Resources
Chris Silcott	Director of Operations and Warehousing
Dr. Jaime Dial	Director of Secondary Education
Denise Colhour	Director of Special Services
Jenny Gaddie	Assistant Director of Special Services
Beery Johnson	Assistant Director of Student Services
Dr. Laura Nelson	Assistant Director of Assessment and Program Evaluation

BUILDING ADMINISTRATION

Dr. Jeanette Westfall	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Dr. Marlie Williams	Principal	Central High School
Mike Otto	Principal	Coleman Elementary School
Michele Thomason	Principal	Colgan Alternative Resource Center
Dr. Matt Martz	Principal	Edison Elementary School
Kim Siela	Principal	Ellison Elementary School
Dr. Deborah Stephens	Principal	Field Elementary School
Heather Gladheart	Principal	Hall Elementary School
Regenia Briggs	Director	Hillyard Technical Center
Lindsay Minson	Principal	Hosea Elementary School
Lacey Adams	Principal	Humboldt Elementary School
Jeaneen Boyer	Principal	Hyde Elementary School
Dr. Tyran Sumy	Principal	Lafayette High School
Dr. Jasmine Briedwell	Principal	Lake Contrary Elementary School
Dr. Julie Gaddie	Principal	Lindbergh Elementary School
Dr. Suzanne Tiemann	Principal	Mark Twain Elementary School
Dr. Adam Willard	Principal	Noyes Elementary School
Joni Owens	Principal	Parkway Elementary School
Tara Wells	Principal	Pershing Elementary School
Sarah Gerving	Principal	Pickett Elementary School
Precious Kurth	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Dr. Sandy Steggall	Principal	Truman Middle School
Betty Wymore	Director	Webster Learning Center

2013-2014

DISTRICT ADMINISTRATION

Dr. Fred Czerwonka	Superintendent of Schools
Steve Huff	Assistant to the Superintendent
Beau Musser	Chief Financial Officer
Rick Hartigan	Chief Operating Officer
Tim Ellis	Director of Data Management
Dr. Brian Shindorf	Director of Elementary Education
Doug Flowers	Director of Human Resources
Chris Silcott	Director of Operations and Warehousing
Dr. Sandy Steggall	Director of Secondary Education
Denise Colhour	Director of Special Services
Jenny Gaddie	Assistant Director of Special Services
Dr. Jake Long	Assistant Director of Student Services
Dr. Kendra Lau	Director of Research, Evaluation, and Assessment

BUILDING ADMINISTRATION

Beery Johnson	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Dr. Deborah Stephens	Principal	Central High School
Mike Otto	Principal	Coleman Elementary School
Jeremy Burrigh	Principal	Colgan Alternative Resource Center
Terri Deayon	Principal	Edison Elementary School
Kimberly Siela	Principal	Ellison Elementary School
Joni Owens	Principal	Field Elementary School
Heather Gladhart	Principal	Hall Elementary School
Dr. Dennis Merritt	Director	Hillyard Technical Center
Dr. Kevin Carroll	Principal	Hosea Elementary School
Lacey Adams	Principal	Humboldt Elementary School
Jeaneen Boyer	Principal	Hyde Elementary School
Dr. Tyran Sumy	Principal	Lafayette High School
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Tara Wells	Principal	Pershing Elementary School
Sarah Gerving	Principal	Pickett Elementary School
Precious Kurth	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Jason Callaway	Principal	Truman Middle School
Betty Wymore	Director	Webster Learning Center

2014-2015

DISTRICT ADMINISTRATION

Dr. Fred Czerwonka	Superintendent of Schools
Beau Musser	Chief Financial Officer
Rick Hartigan	Chief Operating Officer
Joey Austin	Director of Communications
Tim Ellis	Director of Data Management
Dr. Brian Shindorf	Director of Elementary Education
Doug Flowers	Director of Human Resources
Chris Silcott	Director of Operations and Warehousing
Dr. Sandy Steggall	Director of Secondary Education
Denise Colhour	Director of Special Services
Dr. Jake Long	Director of Safety and Transportation
Dr. Kendra Lau	Director of Research, Evaluation, and Assessment

BUILDING ADMINISTRATION

Beery Johnson	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Lacey Adams	Principal	Carden Park Elementary School
Dr. Deborah Stephens	Principal	Central High School
Heather Gladhart	Principal	Coleman Elementary School
Jeremy Burrigh	Principal	Colgan Alternative Resource Center
Terri Deayon	Principal	Edison Elementary School
Kara Anderson	Principal	Ellison Elementary School
Joni Owens	Principal	Field Elementary School
Dr. Dennis Merritt	Director	Hillyard Technical Center
Dr. Kevin Carroll	Principal	Hosea Elementary School
Jaimee Lawrence	Principal	Humboldt Elementary School
Jeaneen Boyer	Principal	Hyde Elementary School
Dr. Tyran Sumy	Principal	Lafayette High School
Dr. Jasmine Briedwell	Principal	Lake Contrary Elementary School
Dr. Julie Gaddie	Principal	Lindbergh Elementary School
Dr. Suzanne Tiemann	Principal	Mark Twain Elementary School
Mike Otto	Principal	Oak Grove Elementary School
Brad Owings	Principal	Parkway Elementary School
Tara Wells	Principal	Pershing Elementary School
Sarah Gerving	Principal	Pickett Elementary School
Precious Kurth	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Jason Callaway	Principal	Truman Middle School
Betty Wymore	Director	Webster Learning Center

Members of the Board of Education: 1994-2015

1993-1994	President Vice President Member Member Member Member	Mr. Ed Murphy Mr. Bill Tarpley Dr. Jane Frick Dr. Robert Paolillo Mr. David Mejia Mr. Larry Morrow
1994-1995	President Vice President Member Member Member Member Member	Mr. Bill Tarpley Mr. David Mejia Dr. Jane Frick Mr. Larry Morrow Mr. Ed Murphy Mr. Daniel Kellogg Mr. David Liechti
1995-1996	President Vice President Member Member Member Member Member	Mr. Bill Tarpley Mr. David Mejia Dr. Jane Frick Mr. Larry Morrow Mr. Ed Murphy Mr. Daniel Kellogg Mr. David Liechti
1996-1997	President Vice President Member Member Member Member Member	Mr. Larry Morrow Mr. David Liechti Mr. David Hornaday Dr. Teresa Humphreys Mr. David Mejia Mr. Ed Murphy Mr. Bill Tarpley
1997-1998	President Vice President Member Member Member Member Member	Mr. Larry Morrow Mr. David Liechti Mr. David Hornaday Dr. Teresa Humphreys Mr. David Mejia Mr. Ed Murphy Mr. Bill Tarpley

Members of the Board of Education: 1994-2015

1998-1999	President Vice President Member Member Member Member Member	Mr. David Liechti Mr. David Hornaday Mr. Byron Bud Baker Mr. Leo Blakley Dr. Teresa Humphreys Mr. David Mejia Mr. Ed Murphy
1999-2000	President Vice President Member Member Member Member Member	Mr. David Liechti Mr. David Hornaday Mr. Byron Bud Baker Mr. Leo Blakley Dr. Teresa Humphreys Mr. David Mejia Mr. Ed Murphy
2000-2001	President Vice President Member Member Member Member Member	Mr. David Hornaday Dr. Teresa Humphreys Mr. Byron Bud Baker Mr. Leo Blakley Mr. David Mejia Mr. Ed Murphy Mrs. Diane Watson
2001-2002	President Vice President Member Member Member Member Member	Mr. David Hornaday Dr. Teresa Humphreys Mr. Byron Bud Baker Mr. Leo Blakley Mr. David Mejia Mr. Ed Murphy Mrs. Diane Watson
2002-2003	President Vice President Member Member Member Member Member	Dr. Teresa Humphreys Mr. Leo Blakley Mr. Byron Bud Baker Mr. David Hornaday Mr. David Mejia Mr. Ed Murphy Mrs. Diane Watson

Members of the Board of Education: 1994-2015

2003-2004	President Vice President Member Member Member Member Member	Dr. Teresa Humphreys Mr. Leo Blakley Mr. Byron Bud Baker Mr. David Hornaday Mr. David Mejia Mr. Ed Murphy Mrs. Diane Watson
2004-2005	President Vice President Member Member Member Member Member	Mr. Leo Blakley Mrs. Diane Watson Mr. David Hornaday Mr. Bob Hughs Dr. Teresa Humphreys Mr. Ed Murphy Mr. Martin Rucker
2005-2006	President Vice President Member Member Member Member Member	Mr. Leo Blakley Mrs. Diane Watson Mr. David Hornaday Mr. Bob Hughs Dr. Teresa Humphreys Mr. Ed Murphy Mr. Martin Rucker
2006-2007	President Vice President Member Member Member Member Member	Mrs. Diane Watson Mr. Martin Rucker Mr. Leo Blakley Mr. David Hornaday Mr. Dennis Snethen Dr. Teresa Humphreys Mrs. Barbara Moore
2007-2008	President Vice President Member Member Member Member Member	Mrs. Diane Watson Mr. Martin Rucker Mr. Leo Blakley Mr. David Hornaday Mr. Dennis Snethen Dr. Teresa Humphreys Mrs. Barbara Moore

Members of the Board of Education: 1994-2015

2008-2009	President Vice President Member Member Member Member Member	Mrs. Diane Watson Mr. Martin Rucker Mr. Leo Blakley Mrs. Sarah Siemens Mr. Dennis Snethen Mrs. Barbara Moore Ms. Susan Wagner
2009-2010	President Vice President Member Member Member Member Member	Mrs. Diane Watson Mr. Martin Rucker Mr. Leo Blakley Mrs. Sarah Siemens Mr. Dennis Snethen Mrs. Barbara Moore Ms. Susan Wagner
2010-2011	President Vice President Member Member Member Member Member	Mrs. Barbara Moore Ms. Susan Wagner Dr. Dan Colgan Mr. Brad Haggard Mrs. Sarah Siemens Mr. Dennis Snethen Mrs. Diane Watson
2011-2012	President Vice President Member Member Member Member Member	Mrs. Barbara Moore Ms. Susan Wagner Dr. Dan Colgan Mr. Brad Haggard Mrs. Sarah Siemens Mr. Dennis Snethen Mrs. Diane Watson
2012-2013	President Vice President Member Member Member Member Member	Dr. Dan Colgan Mr. Brad Haggard Mrs. Chris Danford Mrs. Sarah Siemens Mr. Dennis Snethen Mr. Martin Rucker Ms. Susan Wagner

Members of the Board of Education: 1994-2015

2013-2014	President Vice President Member Member Member Member Member	Dr. Dan Colgan Mr. Brad Haggard Mrs. Chris Danford Mrs. Sarah Siemens Mr. Dennis Snethen Mr. Martin Rucker Ms. Susan Wagner
2014-2015	President Vice President Member Member Member Member Member	Mr. Brad Haggard Mr. Martin Rucker Dr. Dan Colgan Mrs. Chris Danford Mrs. Kappy Hodges Mr. Dennis Snethen Mrs. Lori Prussman
2015	President Vice President Member Member Member Member Member	Mr. Brad Haggard Mr. Martin Rucker Dr. Dan Colgan Mrs. Chris Danford Mrs. Kappy Hodges Mr. Dennis Snethen Mrs. Lori Prussman
2015	President Vice President Member Member Member Member Member	Mr. Brad Haggard Mr. Martin Rucker Mr. Eric Bruder Mrs. Chris Danford Mrs. Kappy Hodges Mr. Dennis Snethen Mrs. Lori Prussman

THE ST. JOSEPH PUBLIC SCHOOLS



SECTION 5

2016 to present

By Dr. Chris Hubbuch

St. Joseph Public Schools Superintendents: 2016-present



Dr. Robert Newhart
2015-2018



Dr. Doug Van Zyl
2018-present

Chapter 1

In January 2016, the district posted the results of its recent compensation study online and presented the findings to the board.¹ In February, the board of education discussed a proposal that would add two new associate superintendent positions. Additionally, the board gave district staff a mandate to craft a balanced budget for the 2016-17 fiscal year, which could require roughly \$6 million in cuts.²

The board approved the freeze of all administrative salaries and the elimination of the mileage stipend for administrators. The freeze included no movement on steps on the salary schedule for the 2016-17 school year. The board decided to replace the director of human resources and the director of secondary education, and to not add an associate superintendent position at this time. The board eliminated all instructional coaches and engaged J.W. Terrill as the new benefit/broker consultant. The board eliminated the Universal Breakfast program and closed the Colgan Alternative Resource Center and authorizing the sale of the building.³

In March, the board of education approved a new salary schedule for the 2016-17 school year Monday that included a \$1,200 raise in base pay. The raise moved local teachers closer to the average salaries of their counterparts in similar districts.⁴ In April, Dr. Newhart proposed a district improvement plan known as the “SJSD All-In Plan” that would address issues related to student achievement, attendance, test scores that measure college and career readiness, and the district’s graduation rate.⁵

In May, the board of education heard a nearly two-hour presentation from an outside architectural firm Wednesday that explained various ways the district could reduce its number of schools.⁶ It was confirmed by the Missouri Public School Retirement System that Mr. Hargens repaid \$90,000 and Dr. Smith has repaid \$23,000.⁷

In June, Dr. Colgan plead guilty to a fraud scheme involving the inflation of his compensation in reports to the state, thereby increasing the amount of money he received in future pension payments. His plea agreement required him to pay more than \$662,000 in restitution and serve one year in federal prison.⁸

In August, the district approved a new assessment plan that included a computer adaptive testing feature through i-Ready.⁹ As a follow-up to the Colgan plea agreement, the district submitted a victim impact statement to the U.S. Probation Office asking for an additional \$39,348 to cover interest that would have accrued on the sum of its overpayment since 2005.⁸

In October, Dr. Marlie Williams, Assistant Superintendent of Academic Services, shared an overview of the work of the academic services department since July. The Gallup Student Poll was implemented in the district as a measure of student hope and engagement. Several college and career readiness events were also reviewed including Manufacturing Day, the My Success Event, and Breakfast with the Experts. A working draft of a curriculum handbook was also provided to the board for review.¹⁰

In November, an overview of the 2017 summer school program was provided to the board of education. Stakeholder feedback and a new academically oriented theme for summer school was included.¹¹ In December, a high school schedule and graduation credit study was presented to the board of education. This study was completed in support of the “SJSD All-In Plan” that Dr. Newhart launched earlier in the year. Detailed information was provided to the board about scheduling formats and credit requirements around the state.¹²

Chapter 2

In January 2017, the board of education approved the increase of required credits at the high school level from 25 to 28. This increased the percentage of required credits from 78.1% to 87.5% on the block schedule.¹

In February, the Advanced Science Research Center opened at Hillyard Technical Center. The two-story, 10,000-square-foot addition included science laboratory space, two classrooms and a commons and lounge space on both levels, along with a new secure entry and reception office. The expansion will provide additional research space for those already enrolled in programs at Hillyard. It also will create opportunities for students from all three of the district’s high schools, and gifted students, among others. The board of education approved a \$1.6 million contract with Herner Construction in 2015 to construct the facility, which was designed by River Bluff Architects. A mix of donations and grant funding covered about 40 percent of the cost of the project.²

Also in February, Mrs. Danford resigned from the board with a letter that alleged the district had funneled at-risk students to home-school and criticized the district for “tumbling scores” and having too many students who cannot read. District officials responded to the concerns and provided data to illustrate how the number of home-school transfers had changed over more than a decade. The superintendent, assistant superintendent, and the vast majority of district directors were not with the district when the transfer numbers spiked suddenly, and no official policy was known to be responsible for the surge. The district developed new procedures to deal with potential home-school transfers last summer. Dr. Kendra Lau, director of assessment for the district, responded to concerns about student test scores. She noted that the district always had areas to improve, but cited reports that showed scores had not been continuously falling.³

According to a News-Press report, during the 2016-17 school year, the district served 726 students through the English Speakers of Other Languages program, which was the highest number served through that program in district history.⁴ In March, information was shared with the board of education about trends related to class rank, weighted grades and student recognition at the high school level.⁵

In April, Larry Koch was selected by the board to fill a vacant seat on the board of education. Mr. Koch was selected to serve until the end of Mrs. Danford’s term in April 2018.⁶ In May, the SJSD Task Force met for the first time as part of a community engagement campaign. 40 people attended the first meeting at emPowerU.⁷

In May, a weighted grading and student recognition proposal was approved by the board of education. Under the proposal a new weighted grade scale would be implemented the next school year that differentiated between regular, honors, and AP, IB, DC coursework. The Latin Honors system was also approved to be implemented in part during 2017-18 and completely by 2020.⁸ The final version of the curriculum handbook was presented to the board of education for the 2017-18 school year.⁹

In June, an virtual learning and credit recovery program was approved by the board of education for implementation at the high school level in August. Edgenuity was approved as an online learning platform with the intent of providing regular instruction, academic interventions, homebound services, credit recovery, and support for academic reassignment and the Missouri Options programs at Webster Learning Center.¹⁰ The board of education on approved a \$133 million budget for 2017-18. The district planned to operate at a deficit of about \$7.7 million, which dropped the estimated ending fund balance to about 16% of total expenditures.¹¹

In August, the board of education voted to place a proposal on the November ballot. If approved, the proposal would reinstate the 63-cent decrease in the rate that occurred in 2015 and eliminate the Proposition C Rollback Waiver.¹² At the start of the new school year, the district launched an initiative known as Strive for Five in an effort to partner with parents, students, and community members to combat the important issue of chronic absenteeism.¹³ Dr. Newhart announced his departure as superintendent following the 2017-18 school year noting that the formation of a new board and superintendent would give the district a fresh start after the restructuring and reforms of the past two years.¹⁴

In October, Dr. Williams shared a draft of a certified apprenticeship program with the board of education in October.¹⁵ She also shared a three-year strategic plan from the academic services department along with measures of progress. The document shared several accomplishments from academic services since July 2016 including the utilization of the Gallup Student Poll, the implementation of career exploration activities for students and staff, the revision of teacher and administrator evaluation procedures, the development of focused district-wide school improvement goals, and the creation of focused procedural documents for curriculum, professional development, and academic services.¹⁶

On November 7, voters rejected the tax levy proposal with 72% of voters opposing the issue.¹⁷ Following the failure of the levy, budget cuts for 2018-2019 were discussed at a board work session on November 30. Items discussed included the closure of Humboldt and Lake Contrary, reducing the district contribution to health insurance by \$100 per month, switching high schools to a seven period day from a block schedule, eliminating team planning hour at middle schools, administrative cuts, eliminating the PTO buyback, operating PAT on state funding only, streamlining assessment and online resources, eliminating all middle school sports, introducing pay to participate at high school level, restructuring the curriculum advisor program, eliminating 66 department chair positions, eliminating adult programs at HTC, eliminating High school summer activities, eliminating payment for IB test fees, eliminating extra periods, eliminating activities at EmPowerU, and adding middle school pay to participate.¹⁸

In December, The board of education approved the closure of Humboldt and Lake Elementary Schools, approved movement of salary steps for all employees, approved the implementation of a 7-period schedule at the secondary level, approved the restructuring of the curriculum advisors, and approved the restructuring of administrative positions. ¹⁹

Chapter 3

In January 2018, the district shared a mid-year APR update with the board that showed substantial gains in math and English language arts. Attendance data from the first semester was also shared and showed that 89.66% of students had attended school 90% of the time through the first semester. ¹ Dr. Williams shared the framework of a regional apprenticeship program with the board of education for Northwest Missouri. ²

In February, the board of education announced the hiring of Dr. Doug Van Zyl from Fort Dodge, Iowa as Superintendent of Schools, effective July 1. Dr. Van Zyl received a three-year contract with an annual salary of \$210,000 for the first two years. ³ The board of education approved participation in the Missouri Seal of Biliteracy initiative. Under this initiative, students meeting established criteria and earning the Seal on their high school diploma, would be on the path toward earning 12 hours of college credit. ⁴ At the February 26 meeting, the board of education approved the reallocation of Title I Part A funds, placed a cap on PAT expenditures, eliminated the PTO buyback, and approved payment for IB testing for second year students. ⁵

In March, the district launched the NWMO Regional Apprenticeship Program with a tour of partner sites including Triumph Foods, LifeLine Foods and I&M Machine and Fabrication. Students from Savannah, Benton, Central and Lafayette High Schools attended the tour and learned more about operations at each site. Dr. Williams presented an overview to 31 interested students and provided helpful interviewing tips for the competitive application process with employers. ⁶

In April, the board of education installed Seth Wright, Lute Atieh, and Larry Koch, who were elected to 3 year terms. Seth Wright was elected board president and Tami Pasley was elected vice president. ⁷ For the fifth consecutive year, the district received recognition from the NAMM Foundation as one of the best in the nation for music education. ⁸ 12 sophomores were selected for the NWMO Registered Youth Apprenticeship program from Benton, Central, and Lafayette. ⁹ The Missouri Department of Economic Development announced their intent to fund a \$106,639 MORAP grant submitted by the district. This grant was developed to support the launch of the NWMO Registered Youth Apprenticeship program. ¹⁰

In May, an update about the Strive for Five attendance initiative was shared with the board of education. Results at the May board meeting showed a 3.79% increase in proportional attendance since the launch of the initiative in August. ¹¹ A revised version of the district's 2018-19 budget was presented to the board, updated with all state funding and some federal funding figures. Anticipated revenues were projected at \$125,983,223 while planned expenditures totaled \$125,983,858. ¹² The district announced that they were seeking an assessment of physical security measures and processes that are currently in place, or are recommended to be in place, at designated buildings throughout the School District in its efforts to assess and improve security.

The scope of work would include an assessment of certain typical school facilities, an analysis of the implications of the schools' physical set up and security measures, including a best practices analysis, and the development of recommendations for consideration.¹³

In June, a balanced budget was approved by the board of education with a projected surplus of \$635. This proposal reflected a cut of \$7,378,300.81 from the operating budget and reduced the fund balance to 15%.¹⁴ In July, Dr. Doug Van Zyl joined the School District as superintendent of schools.

In September, the board of education approved a policy revision to establish four sub-committees to address operations and long-range planning. The committees approved were the Finance/Audit/Scholarship Committee, the United SJSN/Negotiations/Insurance Committee, the Policy Committee, and the Long-Range Planning/Facilities Committee.¹⁵ The board also approved an agreement to join the LAUNCH virtual learning consortium in advance of the newly revised Missouri Online Course Access Program (MOCAP).

In October, The Missouri School Public Relations Association (MOSPRA) announced the School District's Strive for 5 attendance campaign as a recipient of the Award of Merit in the Golden Achievement category. Dr. Van Zyl invited citizens to learn more about the schools during a series of community meetings known as Coffee and Conversation, scheduled in October, November and January.

In November, the board of education approved an identification and scanning security system for district implementation. The new system will allow schools to monitor access to schools while scanning the national sex offender registry. Initial installation would cost \$41,400 at each elementary, middle and high school. The approved bid has an annual cost of \$12,960 for the service.¹⁶

In December, the board of education approved a summer school program for grades K-8 through Catapult Learning. A financial guarantee was provided by the vendor that could provide at least \$100,000 surplus to the summer school operational costs.¹⁷

Chapter 4

In January 2019, the board of education approved a 61-cent levy with a five-year sunset, that if approved by voters, would provide the district with \$6,588,000 each year to attract and retain teachers, focus on security upgrades and pay for general operational costs.¹

In February, the Academic Services Department shared a data informed update on SJSN performance during a board work session. This presentation included an update of the district's 2018 Annual Performance Report. The report from DESE showed the district earning 91.2% of possible points in the annual report, the highest percentage of points earned during the MSIP 5 accreditation era.² The board of education approved a 3-year pilot program with AllHere Education at the Harvard University Innovation Lab to evaluate interventions aimed at decreasing chronic absenteeism.³

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2015-2016

DISTRICT ADMINISTRATION

Dr. Robert Newhart	Superintendent of Schools
Joey Austin	Director of Communication
Tim Ellis	Director of Data Management
Dr. Brian Shindorf	Director of Elementary Education
Wes Metz	Director of Finance
Amy Todd	Director of Human Resources and Compliance Officer
Chris Silcott	Director of Operations and Warehousing
Leah Schmidt	Director of Nutrition Services
Dr. Sandy Steggall	Director of Secondary Education
Denise Colhour	Director of Special Services
Dr. Solon Haynes	Director of Student Services
Dr. Kendra Lau	Director of Research, Evaluation and Assessment
Tim McKay	Director of Technology

BUILDING ADMINISTRATION

Beery Johnson	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Lacey Adams	Principal	Carden Park Elementary School
Dr. Deborah Stephens	Principal	Central High School
Heather Gladhart	Principal	Coleman Elementary School
Terri Deayon	Principal	Edison Elementary School
Kara Anderson	Principal	Ellison Elementary School
Joni Owens	Principal	Field Elementary School
Dr. Dennis Merritt	Director	Hillyard Technical Center
Dr. Kevin Carroll	Principal	Hosea Elementary School
Jaimee Lawrence	Principal	Humboldt Elementary School
Jeaneen Boyer	Principal	Hyde Elementary School
Dr. Tyran Sumy	Principal	Lafayette High School
Dr. Jasmine Briedwell	Principal	Lake Contrary Elementary School
Dr. Julie Gaddie	Principal	Lindbergh Elementary School
Dr. Suzanne Tiemann	Principal	Mark Twain Elementary School
Mike Otto	Principal	Oak Grove Elementary School
Heather Beaulieu	Principal	Parkway Elementary School
Tara Wells	Principal	Pershing Elementary School
John Davison	Principal	Pickett Elementary School
Mark Weis	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Jason Callaway	Principal	Truman Middle School
Jeremy Burrigh	Principal	Webster Learning Center

2016-2017

DISTRICT ADMINISTRATION

Dr. Robert Newhart	Superintendent of Schools
Dr. Marlie Williams	Assistant Superintendent of Academic and Education Services
Joey Austin	Director of Communication
Tim Ellis	Director of Data Management
Dr. Michele Norman	Director of Elementary Education
Wes Metz	Director of Finance
Dr. Brian Kraus	Director of Human Resources and Compliance Officer
Chris Silcott	Director of Operations and Warehousing
Leah Schmidt	Director of Nutrition Services
Dr. Chris Hubbuch	Director of Secondary Education
Dr. Denise Colhour	Director of Special Services
Dr. Solon Haynes	Director of Student Services
Dr. Kendra Lau	Director of Research, Evaluation and Assessment
Tim McKay	Director of Technology

BUILDING ADMINISTRATION

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Kara Anderson	Principal	Ellison Elementary School
Joni Owens	Principal	Field Elementary School
Dr. Dennis Merritt	Director	Hillyard Technical Center
Dr. Kevin Carroll	Principal	Hosea Elementary School
Jaimee Lawrence	Principal	Humboldt Elementary School
Jeanee Boyer	Principal	Hyde Elementary School
Dr. Tyran Sumy	Principal	Lafayette High School
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Dr. Julie Gaddie	Principal	Lindbergh Elementary School
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Tara Wells	Principal	Pershing Elementary School
John Davison	Principal	Pickett Elementary School
Mark Weis	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Jason Callaway	Principal	Truman Middle School
Jeremy Burrignt	Principal	Webster Learning Center

2017-2018

DISTRICT ADMINISTRATION

Dr. Robert Newhart	Superintendent of Schools
Dr. Marlie Williams	Assistant Superintendent of Academic and Education Services
Bridget Blevins	Director of Communication
Tim Ellis	Director of Data Management
Dr. Michele Norman	Director of Elementary Education
Wes Metz	Director of Finance
Dr. Brian Kraus	Director of Human Resources and Compliance Officer
Chris Silcott	Director of Operations and Warehousing
Leah Schmidt	Director of Nutrition Services
Dr. Chris Hubbuch	Director of Secondary Education
Dr. Denise Colhour	Director of Special Services
Dr. Solon Haynes	Director of Student Services
Dr. Kendra Lau	Director of Research, Evaluation and Assessment
Tim McKay	Director of Technology

BUILDING ADMINISTRATION

Dr. Beery Johnson	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Lacey Adams	Principal	Carden Park Elementary School
Dr. Deborah Stephens	Principal	Central High School
Heather Gladhart	Principal	Coleman Elementary School
Terri Deayon	Principal	Edison Elementary School
Kara Anderson	Principal	Ellison Elementary School
Joni Owens	Principal	Field Elementary School
Dr. Dennis Merritt	Director	Hillyard Technical Center
Dr. Kevin Carroll	Principal	Hosea Elementary School
Leah Richardson	Principal	Humboldt Elementary School
Jaimee Lawrence	Principal	Hyde Elementary School
Chris Early	Principal	Lafayette High School
Julie Crum	Principal	Lake Contrary Elementary School
Dr. Julie Gaddie	Principal	Lindbergh Elementary School
Dr. Suzanne Tiemann	Principal	Mark Twain Elementary School
Natalie Arnold	Principal	Oak Grove Elementary School
Heather Beaulieu	Principal	Parkway Elementary School
Tara Wells	Principal	Pershing Elementary School
Dr. John Davison	Principal	Pickett Elementary School
Mark Weis	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Landi Quinlin	Principal	Truman Middle School
Dr. Michele Thomason	Principal	Webster Learning Center

2018-2019

DISTRICT ADMINISTRATION

Dr. Doug Van Zyl	Superintendent of Schools
Dr. Marlie Williams	Assistant Superintendent
Bridget Blevins	Director of Communication
Dr. Michele Norman	Director of Elementary Education
Dr. Gabe Edgar	Director of Finance
Dr. Brian Kraus	Director of Human Resources
Chris Silcott	Director of Operations and Warehousing
Dr. Robert Sigrift	Director of Non-Academic Support and Student Services
Dr. Kendra Lau	Director of School Improvement
Dr. Chris Hubbuch	Director of Secondary Education
Dr. Michele Thomason	Director of Special Programs
Kim Hill	Coordinator of Counseling
Mary Fleming	Coordinator of Early Childhood
Maria Burnham	Coordinator of Health Services
Mickey Gill	Coordinator of Maintenance and Warehousing
Brian Tarr	Coordinator of Nutrition Services
Dr. Susan Anderson	Coordinator of Technology & Data Management

BUILDING ADMINISTRATION

Dr. Beery Johnson	Principal	Benton High School
Roberta Dias	Principal	Bode Middle School
Lacey Adams	Principal	Carden Park Elementary School
Dr. Terri Godfrey	Principal	Central High School
Heather Gladhart	Principal	Coleman Elementary School
Dlo DuVall	Principal	Edison Elementary School
Kara Anderson	Principal	Ellison Elementary School
Joni Owens	Principal	Field Elementary School
Jill Huntsman	Director	Hillyard Technical Center
Justin McCarthy	Principal	Hosea Elementary School
Jaimee Lawrence	Principal	Hyde Elementary School
Dr. Ashly McGinnis	Principal	Lafayette High School
Leah Richardson	Principal	Lindbergh Elementary School
Mindi Richardson	Principal	Mark Twain Elementary School
Natalie Arnold	Principal	Oak Grove Elementary School
Dr. Solon Haynes	Principal	Parkway Elementary School
Tara Wells	Principal	Pershing Elementary School
Dr. John Davison	Principal	Pickett Elementary School
Mark Weis	Principal	Robidoux Middle School
Dr. Jennifer Patterson	Principal	Skaith Elementary School
Dr. Lara Gilpin	Principal	Spring Garden Middle School
Landi Quinlin	Principal	Truman Middle School
Jon Salanky	Principal	Webster Learning Center

Members of the Board of Education: 2015-2018

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THE ST. JOSEPH PUBLIC SCHOOLS



SECTION 6

Individual School Histories

Updated 2018

District Schools in Operation	Opened
Eugene Field Elementary School	1917
Lafayette High School	1917
Pershing Elementary School	1925
Bode Middle School	1927
Hyde Elementary School	1930
Edison Elementary School	1931
Lindbergh Elementary School	1931
Webster Learning Center	1931
Central High School	1933
Benton High School	1940
Bessie Ellison Elementary School	1954
Hosea Elementary School	1954
Mark Twain Elementary School	1954
Truman Middle School	1956
Pickett Elementary School	1958
Skaith Elementary School	1965
Coleman Elementary School	1966
Spring Garden Middle School	1967
Parkway Elementary School	1971
Robidoux Middle School	1971
Hillyard Technical Center	1982
Carden Park Elementary	2014
Oak Grove Elementary School	2014

ANGELIQUE PRIMARY



In existence in 1874, this school was located in a rented building situated on the southwest corner of Fifteenth and Angelique Streets. The school had been named the Fifteenth Street Primary for the years previous to 1874.

AVENUE GERMAN-ENGLISH SCHOOL



This school was located on the north side of Frederick Avenue, between Tenth and Eleventh Streets. The District rented the building from 1887 until 1892 when the district purchased the property. From 1874 to 1887 it was known as the Avenue Primary School. The District moved the school into the building of the former Frederick Avenue Colored School, located on the northeast corner of Frederick Avenue and Thirteenth Street. After one year, it was closed and remained vacant until 1907 when the district turned it into a carpenter shop.

AVENUE PRIMARY SCHOOL



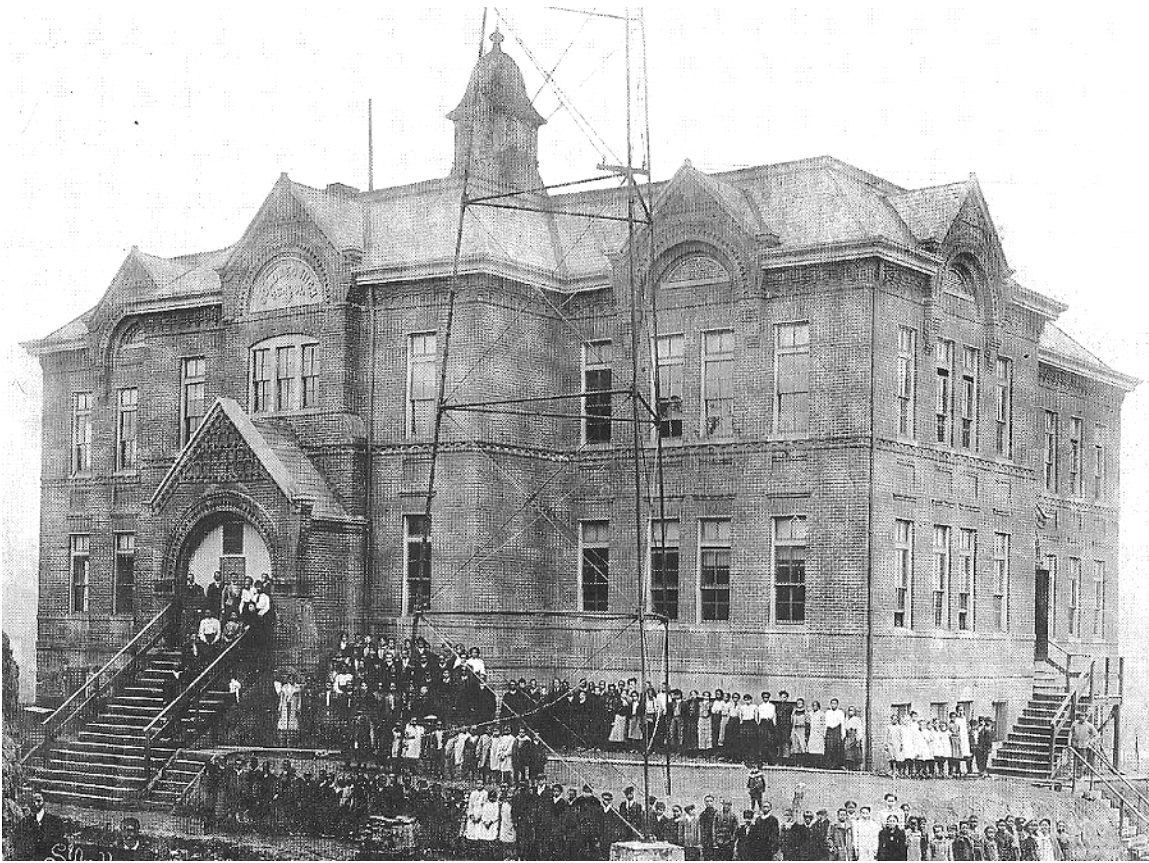
This was a temporary school used from 1868 to 1869, while the district was building the Webster and Washington Schools. It was a rented building at 209 (sic) Frederick Avenue. This is an impossible address and must surely have been 1209 Frederick Avenue (Rusk, n.d.). It was a three-story apartment house and the district rented the middle floor. Families lived above and below the school.

AVENUE SCHOOL



There were two schools with the same name; the one referenced here existed from 1874 to 1877. It was located in a rented building that was situated on the north side of Frederick Avenue between Tenth and Eleventh Streets. It was purchased at a cost of \$10,000 (Superintendents Report, 1907). The school was later called the Avenue German-English School.

BARTLETT HIGH AND GRAMMAR SCHOOL



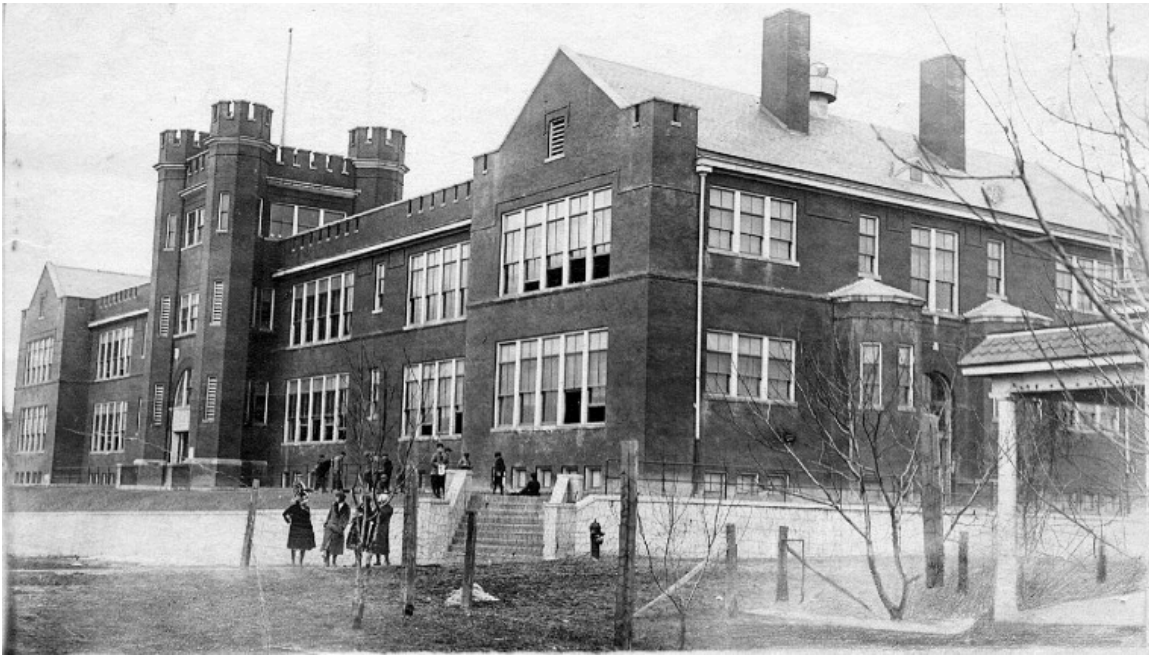
In 1904, the District changed the name of the Colored High and Grammar School to Bartlett High and Grammar School. It was named in honor of Herschel Bartlett who helped bring industrial arts to the school. Bartlett was built at the cost of \$17,690 (Superintendent's Report, 1907) and was located on the corner of 18th and Angelique Streets. Bartlett closed in 1954 due to desegregation efforts.

BENTON HIGH SCHOOL ¹



Named in honor of Thomas Hart Benton, Missouri statesman from 1820-1850, it existed only from September to November of 1905 while a permanent location was found. The district rented the Old English Hall at King Hill Road and Colorado Avenues.

BENTON HIGH SCHOOL II



November of 1905 saw the students move to the top of the Harvard Street Hill where Cumberland Street intersects. The early classes of 1909 and 1910 were sent to Central High School and it was not until 1911 that the first class actually graduated. The original structure cost \$91,000 to build (Superintendent's Report, 1907). The school still has a silent, 16mm film made by Fred Vandersloot, the principal during the thirties. In the latter part of this decade, it became apparent that a new building was needed. A survey, (Strayer, 1922) states the following:

The site upon which the Benton School is located was chosen without reference to adequate standards. Because of its location on the brow of one of the highest pieces of land in South St. Joseph, it was impossible to get an adequate playground in this locality which would suffice for the present school and for future growth. The inadequacy of site and the unfortunate location have also greatly influenced the style of architecture and also limited that possibility of expansion. Five or six acres should be procured across First Street in the sloping territory to the east of the present plant. This was done and the aforementioned film shows the leveling of the land, using only shovels, single blade plows pulled by mules, and one rather primitive tractor. The leveling took the side of a hill and made a football field out of it. In the late thirties, a new site was chosen. Much controversy arose because the new site was not the one recommended nor was it the one preferred by the members of the community. The recommended site was at Tenth and Noyes Avenue (Strayer, 1922).

Noyes Avenue is the street currently known as Mason Road (District Handbook, 1929).

BENTON HIGH SCHOOL III



On the morning of March 21, 1940, the students picked up their books and marched down the east slope of Harvard Street Hill to 5655 South Fourth Street and the new Benton High School. In 1941, the seventh grade was dropped and in 1968, with the establishment of the middle school program by the District, the eighth grade left. Today, the school has had four additions and remains as one of the three public high schools in the city.

BESSIE ELLISON ELEMENTARY



While St. Joseph was busy with desegregation, an area east of the city was organizing into the Platte Valley School District. In 1954, ten small districts consolidated into one. They purchased a 13-acre tract and opened the school with 175 pupils on November 14, 1954. The school was annexed by the St. Joseph School District in 1967 and renamed in honor of the former superintendent of the Platte Valley R-1 School District. Located five miles east of the Belt Highway on State Highway 6, the elementary school is somewhat unique with its lighted athletic field and rural setting. The school has a capacity around 500 students.

BLAIR SCHOOL



Blair School was named in honor of Francis P. Blair, Missouri congressman during the Civil War and staunch supporter of the Union (Foley, 1976). It is situated on the northeast corner of 34th and Renick Streets. The original building was a two-room structure built at a cost of \$11,300 (Superintendent's Report, 1907) for both building and grounds (District, 1984).

At this time it was located within the Bliss School boundaries and served as an annex for them. In the fall of 1924, it was recognized as a separate school. In 1925, two additional rooms were built, making four rooms on each floor. On Sunday, April 14, 1940, while the structure was being remodeled, the front section burned. The students were sent to Hall, Musser, and the Second Presbyterian Church to finish the year. The remodeling just mentioned was the addition of a gymnasium-auditorium on the east end. In 1959, "an east wing of four rooms was added" (District, 1984).

As the 1970's came to a close and the 1980's opened, the district had many schools within a few blocks of each other. The city continued to move east and the Blair District became an area of retired citizens. This decline in enrollment caused the District to close Blair and convert it into the District's audio-visual department, bookroom, retrieval center, and general warehouse.

BLISS SCHOOL



A very notable member of the community was Judge Philemon Bliss. Not only was he an early member of the District Board of Education, but he was a distinguished Justice of the Missouri Supreme Court from 1865 to 1891 and Dean of the Law Department at the University of Missouri during the same dates. Therefore, in 1890, the District renamed the old Wyatt Park School in his honor (Foley, 1976). The structure was a rented building located on the southwest corner of 30th and Olive Streets.

This new school was located on the northwest corner of 30th and Lafayette Streets. It opened its doors in 1916. The District invested \$7,500 to build the structure (Superintendent's Report, 1907). A survey taken during World War I (Strayer, 1922) states that "because of its splendid construction and adherence to many of the modern standards in school planning, this building will continue to be used as an elementary school over a period of at least thirty-five years."

BLISS JUNIOR HIGH SCHOOL

Bliss School was converted into a Junior High School in 1931 and served as a feeder for Central High School. Benton and Lafayette High Schools had their Junior Highs under one structure. In 1973, the building was sold and converted into a rest home for the elderly.

BODE MIDDLE SCHOOL



The building that is known today as Bode Middle School was built in 1927 and was named Christian Brothers High School. The school operated as a parochial high school until it closed in 1970 when the Catholic Parochial Schools decided to become co-educational. With the middle school program expanding in the early 1970's and the availability of this sound structure, the District purchased it. Renovation began and in the fall of 1972 Bode Middle School opened its doors. The school was named for a benefactor of the city, George Bode. He left his entire fortune to the city to use. Bode serves the northeast section of the city and is one of two middle schools that feed Central High School. Bode is located at 720 North Noyes Boulevard.

CARDEN PARK ELEMENTARY



Located at 1510 Duncan Street, Carden Park Elementary opened in August 2014 and serves students in kindergarten through sixth grade. The school was named after Ernest (Ernie) Carden, who worked hard in the Carden Park neighborhood and donated countless volunteer hours to the midtown community. In 1977, the city council named the park in his honor. Carden Park is the home of the "Titans" and the school colors are purple, silver, and black.

CENTRAL HIGH SCHOOL ¹



Before 1907, there was only one high school in St. Joseph and it was simply known as St. Joseph High School. When Benton High School was established, it became obvious that a name change was in order. The history of St. Joseph High School is described under its own listing in this report so the school known as Central High School will be considered starting in 1907. It was located at 13th and Olive Streets. By the early 1920's it was obvious that the school was too small. According to the 1992 survey by Strayer and Associates:

The Central High School is greatly overcrowded and many of the children are being housed under most unfortunate conditions. The school has its auditorium on what is practically the fourth floor. The balcony of the auditorium is, of course, above this height. The fire escapes which are connected with this auditorium would serve for only a very small fraction of the children who at times fill the auditorium. The use of basement classrooms should be discontinued at the earliest moment. The health of children and teachers attending school in these classrooms is seriously endangered. The natural light is very inadequate and adequate ventilation cannot be provided. The gymnasium facilities, the provision for shops and household arts are of such a nature as to make it impossible to ever provide a modern high school. If St. Joseph is to place its high school facilities on par with those of other progressive cities, it will be necessary to select a site of at least 20-acres and to plan at the present time the beginnings of what will become ultimately the educational center of the city. The site and school plant should be located considerably to the east of the present plant and as near as possible to what has been and what promised to be the residential building center of the city.

It would be another eleven years before the District would heed this report. The gymnasium referred to was built in 1910, between the Everett School so it could serve both.

CENTRAL HIGH SCHOOL II



In 1933, the new high school was built at 26th and Edmond Streets to accommodate more students. Over the years the number of students continued to increase at Central High School. Enrollment peaked at almost 2,400 in the 1970's as a result of the Baby Boom. This increase caused Central to expand the original main building in 1961, with a 24-room addition, now called the Sophomore Annex. By 1967, there again was need for more space, so in 1968, a 25-room addition known as the Freshman Annex was completed. Since 1968 two other spaces have been added, the current library completed in 2002, and the Morgan Multipurpose Building in 2013. Today, the student population fluctuates around 1,600 students.

COLEMAN ELEMENTARY

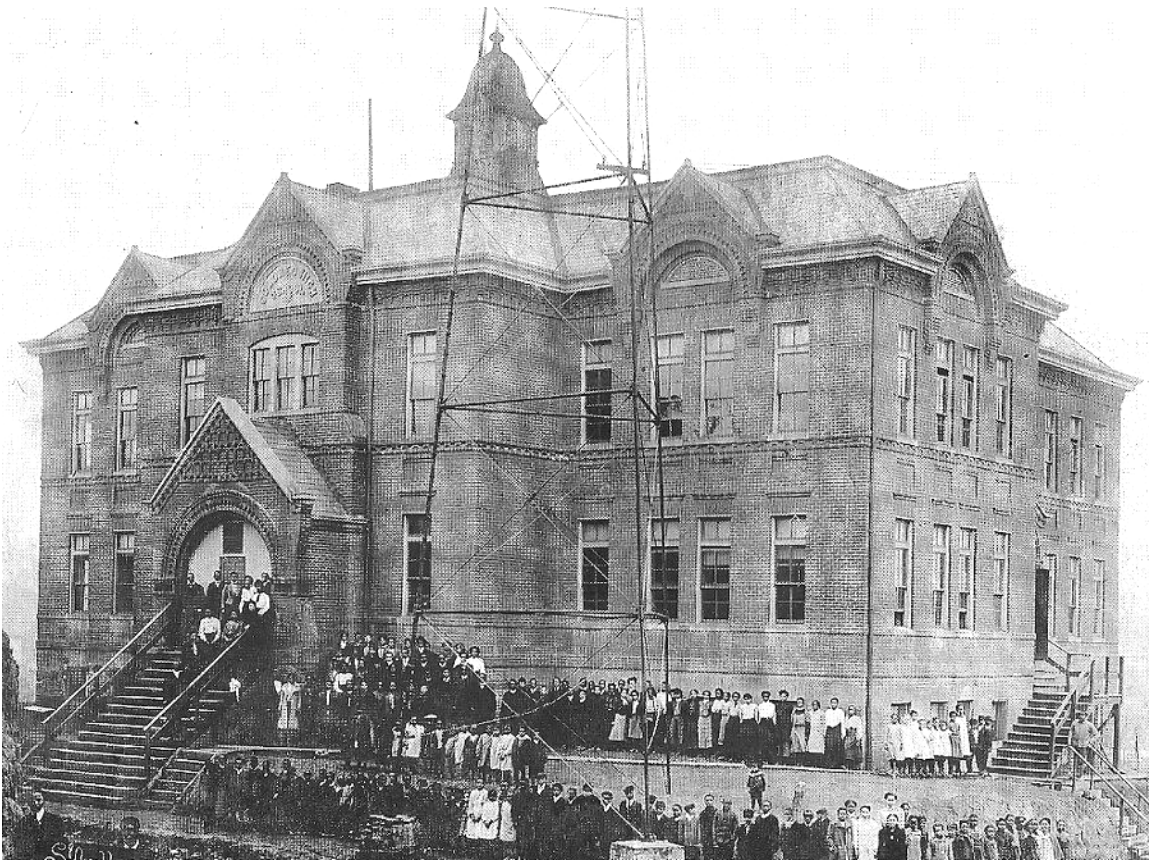


Coleman Elementary is located at 3312 Beck Road. Built in 1966, Coleman was originally named Hawthorne Elementary School for the famous American novelist and writer of short stories, Nathaniel Hawthorne. In 1996, it was renamed Coleman Elementary School in honor of long time District Assistant Superintendent, Mr. G. Max Coleman.

COLORED HIGH SCHOOL

The school existed for three years from 1885 until 1888 when it was moved to a permanent structure at Eighteenth and Angelique Streets. The building was a rented room located on the northeast corner of Frederick Avenue and Twentieth Street. The District had created elementary schools for negroes after the Civil War had ended. It became obvious as well as the law, that a high school education must be provided for the “colored” (Foley, 1976).

COLORED HIGH AND GRAMMAR SCHOOL



The successor of the Colored High School, previously mentioned, was located at Eighteenth and Angelique Streets. It was not a rented building as was the previous site. The school existed under this name from 1888 until 1904 at which time it was renamed Bartlett High School. The Grammar and Primary portion would serve all colored students south of Frederick Avenue, while the newly constructed Lincoln School would serve the northern populace. The High School, however, would serve the entire city. In 1904, the District changed the school name to Bartlett High and Grammar School.

COURTHOUSE HILL PRIMARY

Not much is known of this school. It existed for only two years in a rented building located between Jules and Faraon Streets on Fourth Street. It was probably used while other schools were being built during the late 1880's.

CROSBY SCHOOL & ANNEX



From 1866 to 1877, Mr. John S. Crosby served as principal of the St. Joseph High School. Upon retirement, he served as a member of the Board of Education for one year. In 1879, when it became apparent that a new school was needed to be built in the North End, it was decided to name it in honor of him. The school was located on the northwest corner of Savannah Avenue and Richardson Streets. As the area expanded, more space was needed and in 1894, an annex was built to the school. It became obvious that the North End of town needed a high school. In 1917, the Lafayette School was built and housed all twelve grades. It was at this time that the Crosby School was closed.

DOUGLASS SCHOOL



Established in 1901 as the South St. Joseph Colored School, Douglass was created to serve the increasing number of colored children living on the South Side. In 1904, the name was changed to honor the abolitionist, Frederick Douglass. This structure of two rooms was located on Iowa Avenue near King Hill. In 1907, a more permanent structure was needed. The school was moved to “Division Street, West of King Hill Avenue” (Foley, 1976). It was a temporary wooden structure, hung on a cliff that drew the following statement from the Strayers report of 1922:

Certain needed repairs and additions be made to the Douglass to care for the children in that center. No plan for a permanent building at this center should be made, as it is almost certain that this school will be eliminated within the next few years. At that time, a proper site and location may be secured which may be developed to adequately care for the children who live in or near this territory.

It is interesting to note that the report tries to minimize the existence of these Colored Schools. They must have been deplorable because the report continues to say:

The use of the basement classrooms in this four-room school should be discontinued and two new rooms should be added at this point so that the children of this school are housed under healthful conditions. Modern toilet connections can be made, chemical toilets are recommended for temporary use.

In spite of these two apparently contradictory statements in the same report, the District took heed and went up the hill, east, for two blocks to the corner of Russell and Barbara Streets to build a permanent brick structure in 1929. The school was closed, as were the other colored schools in 1954 when the district integrated.

EDISON ELEMENTARY



Named after Thomas A. Edison, this brick school, located at 22nd and Clay Street was opened in the fall of 1931. It really is the combination of two schools, Garfield and Jackson, both of which were in the area and were closed when the school opened. It is a beautiful three-story brick structure whose grounds occupy an entire city block. Its first principal was Francis Burriss who came over from the Jackson School. The structure is still in use today.

EIGHTEENTH STREET COLORED SCHOOL



This school was located on the southwest corner of 18th and Beattie Streets. It was rented and used for the colored children of the north-central portion of the city. Established in 1888, it lasted for only nine years until 1897 when it combined with the Lincoln Colored School on St. Joseph Avenue.

EIGHTH STREET PRIMARY

This school existed for only a few months during 1870. It was located on the east side of Eighth Street between Seneca and Lafayette Streets (Polk, 1870). Miss Rosa Sommerville served as principal during its existence in a rented room. Evidence indicates it was probably used while waiting on the Neely School to be built.

ELEVENTH STREET PRIMARY



Like the Eighth Street Primary, this school existed for only a few months during 1870 while waiting for Neely School to be built. It too was a rented room located on the corner of Eleventh and Pacific Streets. Ms. M.N. Edwards was its principal.

ERNST SCHOOL



The school was named in honor of Charles F. Ernst, a member of the board of education from 1871 to 1883. The school was a rented building first opened in 1888 and called the Walkers' Addition School. In 1891 it was decided to change the name to the Ernst School. In 1894, the rented building was demolished, the land purchased by the District, and a permanent structure was erected at a cost of \$7,500 (Superintendent's Report, 1907). Both buildings were located on the northeast corner of Fifth Avenue and Savannah Road (Foley, 1976). The school was "located upon a very limited site adjacent to the most extensively used north and south thoroughfare in the city" (Strayer, 1922). The building was in terrible shape by 1922 and recommendations for closing it were many. Strayer (1922) goes on to say:

It is recommended that a new Ernst School be made a part of the immediate building program. This school should be located in the vicinity of Second Street and Green Avenue where an extensive acreage can be secured at a very reasonable figure. The initial unit of this new Ernst School should provide for 640 children. This will relieve the overcrowding at the Humboldt school and provide for all of the children of the present Ernst plant who live west of St. Joseph Avenue. It will also reduce the number of children at the Krug School so that only such rooms in this building that are desirable will be used. This new plant will also provide relief for the elementary grades in the present Lafayette structure.

This was close to what actually happened. The school existed for nine more years and in 1931, the students were moved to the new Charles A. Lindbergh School, which is located four blocks south of the proposed site. A picture from the Strayer Report shows a very cramped room, long and narrow, full of children, with paint hanging from the ceiling and no artificial lighting. The location where the school was located is one-half block east of St. Joseph Avenue on 5th Avenue.

EUGENE FIELD SCHOOL ¹



Unlike other schools of the same name, the two Eugene Field Schools have no connection. The original Eugene Field School, the one mentioned here, was located on the northwest corner of 16th and Sacramento Streets. The structure was a \$32,500 investment by the District (Superintendent's Report, 1907). It was obviously named after the "Children's Poet Laureate" (Foley, 1976). The school existed until 1933 when it was closed with its students being divided between Everett, Hall and Neely Schools with the majority going to Neely. Neely at this time was a new school with lots of rooms unused. The Strayer Report of 1922 states that the school was "poorly planned" and that the building "could not possibly be retained in any ultimate elementary program and should be abandoned as the program advances."

EUGENE FIELD ELEMENTARY II



On the close of Eugene Field School, the name was moved to an already existing school in the northeast part of town, Whittier School. Located at 26th Street and Gene Field Road, Whittier originally consisted of two rooms. As the population increased in the northeast part of the city, additions were made to the original building. In the summer of 1973, the oldest part of the school burned, destroying the office, four large classrooms, the gymnasium and the long hall which had beautiful arched windows that opened out. The fire was probably caused by burning trash escaping from the incinerator smokestack, landing on the old dry wooden shingle roof. The building was redesigned and by 1974 a renovated building continued under the name of Eugene Field School. A library was added, the main office centralized and the parking lot and circle drive was created.

EVERETT SCHOOL



Everett School was built in 1909 and located at 14th and Olive Streets, right behind the St. Joseph High School. It was named in honor of Edward Everett, the Constitutional-Unionist candidate for president in 1860. Everett remained open as an elementary school until 1985 when declining enrollment in this part of town forced its closure.

FIFTEENTH STREET PRIMARY



This school existed from 1871-1874 when it was renamed the Angelique Primary and then closed that same year. Located at the southwest corner of Fifteenth and Angelique Streets. It spent its entire life in a rented building with Ms. A.E. Williams serving as its principal.

FIFTH WARD SCHOOL



Built at the corner of 12th and Olive Streets in 1866, its name was changed to the Everett School only one year after its construction. The school itself existed until 1908 when the new Everett School was built.

FIRST COLORED SCHOOL

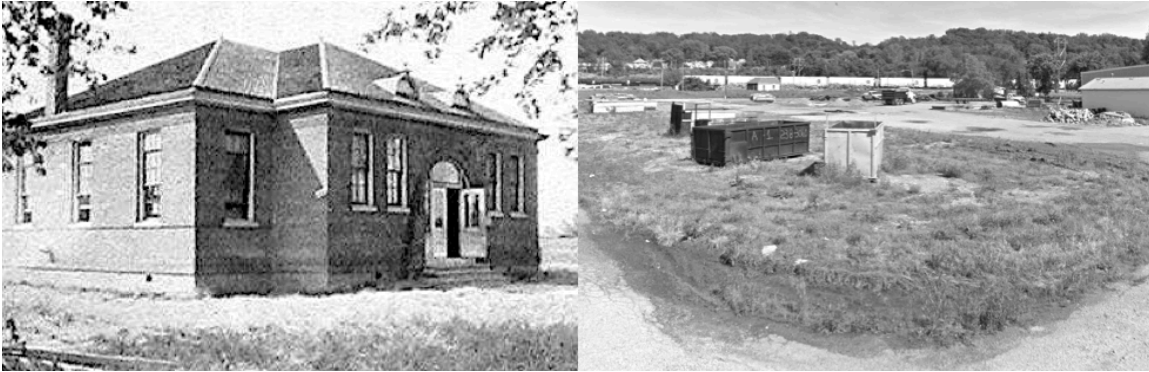
In 1866, after the Civil War and the need to open schools for the colored, the District opened this school in the basement of the African Baptist Church located at 4th and Francis Streets. In 1867, a permanent structure was built at 4th and Michel Streets. In July 1871, a wind storm destroyed this structure and it was relocated northwest of this point to Second and Cherry Streets. This had been the Madison School since 1867. Prior to 1867 it was called the Third Ward School and from 1860 to 1866 it was named the First Ward School. In 1887, the students were moved to the new Lincoln School at St. Joseph Avenue and Pendleton Street. The building itself remained until 1901 when it was renamed Humboldt. The original 4th and Michel Street location was sold to the railroad for \$4,000.

FIRST WARD SCHOOL



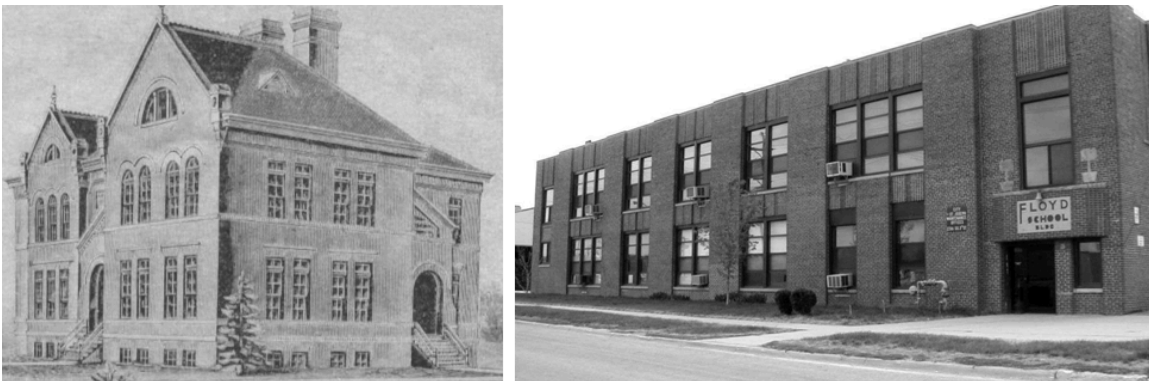
One of the first three schools built by the District, (the other ones being the Second Ward School and the Third Ward School) was opened April 23, 1860. It was built on land donated by Joseph Robidoux, the founder of Blacksnake Hills, a small town that was later renamed St. Joseph. The school started on the southeast corner of 3rd and Charles Streets. On May 21, 1861, the school was forced to close because of the Civil War. It reopened in October 1864. In 1865, the school was sold to John P. Fink for \$12 as a site for a shoe factory (Neely, 1877).

FLORENCE ADDITION SCHOOL



The name came from the area in which the school was located. It was a small rural, two room, brick structure located on the southwest corner of Moose and Smith Streets. Built in 1901 at a cost of \$4,800 (Superintendent's Report, 1907), it was abandoned in 1927 by the district.

FLOYD SCHOOL I, II



From 1870 to 1879, William H. Floyd served as president of the school board. When a new school was opened on the northwest corner of 6th and Jackson Streets, it seemed fitting to name a school after him. The Floyd School replaced the 6th Street School located a few blocks south. The school was opened in 1877 and in 1886 a second story was added.

Due to increasing enrollment the board built a new building at 3rd and Hickory Streets that cost \$18,920 (Superintendent's Report, 1907). An annex was added in 1904 due to growing enrollment. In the early 1930's the district razed the old structure and built a modern two-story building. By 1967, the city was moving east and the area was becoming populated with elderly citizens. Therefore, the school closed and was used for a time as a district book room and audio-visual center until the Blair School closed and those offices relocated there. Today the building houses the offices of the City of St. Joseph Maintenance Department.

FOURTH STREET SCHOOL

This school was located in the Studebaker Building at 4th and Patee Streets. It was rented for only one year from 1877 from 1878.



FOURTH WARD SCHOOL

No records remain of this school other than the fact it existed between 1864 and 1865.

FRANCIS STREET GERMAN-ENGLISH SCHOOL

This school was a rented room located on the corner of 4th and Francis Streets. It existed for only one year from 1873 to 1874, when it was turned into the Francis Street Primary School.

FRANCIS STREET PRIMARY

This was the new name for the Francis Street German-English School. It was still in a rented room in the Fall of 1874, but did not exist long enough to see the New Year.

FRANKLIN SCHOOL



The old Third Ward School, a new name for the original Second Ward School, became the Franklin School in 1867 and lasted under that name until 1896. The structure was located on the east side of 12th Street between Francis and Jules. When it was closed, the building was demolished and the new Robidoux School replaced it at the new location of 10th and Felix Streets. In 1871, Superintendent Neely wrote, “this school is occupied by the more advanced grades of primary scholars. The building is made of brick, two stories high. It was one of the first public school houses built in St. Joseph, and is neither ornamental in appearance nor conveniently arranged for school purposes. It contains two school rooms, one on each floor, and a small hall in front for the stairs. The size of each room is 32 by 23 feet. The building is in good repair and is comfortably and handsomely furnished. Scholars of the sixth, fifth and fourth grades only are admitted into this school. During the year 1870-1871, there were enrolled one hundred and seventy-eight pupils.”

FREDERICK AVENUE COLORED SCHOOL



The school existed from 1885 to 1891 on rental property located on the northeast corner of Frederick Avenue and 13th Street. The District purchased the property in 1891, but did not use it until 1907 when it converted it into the District Carpenter Shop.

GARFIELD SCHOOL



Garfield School was named after our 20th President, James A. Garfield and operated from 1882 to 1930. The school was located on the northeast corner of 19th and Francis Streets. In 1884, a branch was built on the north side of Francis Street between 16th and 17th Streets. The annex was physically moved to the Garfield grounds in 1887 where the name was changed to the Garfield Annex (Foley, 1976). Further additions were made in 1902 and 1916 (Strayer, 1922). The Strayer Report of 1922 recommended closing the school and combining the enrollment of Garfield and Jackson schools into a modern school with adequate facilities. The District closed both schools in 1930 and moved students to the new Thomas A. Edison School at 22nd and Clay Street.

GERMAN-ENGLISH SCHOOL



Built in 1869 by the St. Joseph Deutsch Scul Verein (German School Society), it was sold to the District in 1871 (Foley, 1976). Originally this school received students who wished to study both English and German. When it was sold to the District, a condition was written into the sale that German would continue to be taught. As the number of students increased, a brick annex was added in 1887. In 1918, the school was renamed the Longfellow School.

GRANT SCHOOL



This school, named after the 18th President of the United State, was built in 1894, at a cost of \$7,500 (Superintendent's Report, 1907). It was located on North Eleventh Street and Pendleton Avenue. The school was short lived in that it was closed in 1907. However, it was briefly used during the 1917-18 school year and contained 37 students. School board minutes indicate, but do not specifically state that the Grant School was perhaps used as an overflow for Washington School.

GREEN VALLEY SCHOOL



The school was opened in 1916 on Blackwell Road north of the city. There were 38 students in the building that fall (Strayer, 1922). The first school was a two-room frame building. The population in this area grew so fast the two-room structure was replaced by a six-room school and auditorium. Several rooms have been added since and instead of Green Valley School it is Pershing Elementary, named in honor of General John J. Pershing.

HALL SCHOOL



Named in honor of Judge Willard P. Hall, Jr., this building was erected on the land donated by him. Judge Hall was a member of the first graduating class of St. Joseph High School in 1868. He was the son of Willard Preble Hall who served as the 17th Governor of Missouri from 1864 to 1865. The building was erected in 1887 on the northeast corner of 25th and Duncan Streets at a cost to the District of \$5,450. In the early 1900's, it became obvious that the structure was too small. In 1908, students entered a new brick structure located on the same corner. The District purchased land around Hall School which allowed the building to expand several times. Hall School was closed by the District in 2014.

HAWTHORNE ELEMENTARY



Hawthorne Elementary School was built in 1966 and was named for the famous American writer, Nathaniel Hawthorne. In 1996, it was renamed Coleman Elementary School in honor of long time District Assistant Superintendent, Mr. G. Max Coleman.

HILLYARD VOCATIONAL TECHNICAL SCHOOL



Hillyard I
701 Messanie Street



Hillyard II
800 S. 9th Street



Hillyard III
800 S. 9th Street

The school began its daytime vocational classes in 1941 with an auto mechanics class taught in the former Central Police Station at 701 Messanie Street. William P. Green, the school's first director, was responsible for much of its development. At the start of World War II, he was in charge of evening courses conducted for the National Defense Agency at the former Hillyard Chemical Co. building at 800 S. 9th Street. In 1943, the government closed out the school and donated the vocational equipment to the District. The Hillyard Company then donated the building which became the school's first permanent facility. In 1964, the District purchased the former Whitaker Cable Co. factory at 1000 S. 9th Street. It was remodeled at a cost of \$137,000 and classes started in the new facility in 1966. Hillyard outgrew the facility and moved to their current facility in 1982. Today, the structure at 1000 S. 9th Street is the location for the School District's Maintenance Department.

HILLYARD TECHNICAL CENTER



In 1982, Hillyard moved to its present location at 3434 Faraon Street. In 1999, the board of education voted to change the name of the school to Hillyard Technical Center. In February 2017, the Advanced Science Research Center opened. The two-story, 10,000-square-foot addition includes science laboratory space, two classrooms and a commons and lounge space on both levels, along with a new secure entry and reception office. The expansion provides research space for students in agricultural science programs and creates opportunities for students from all three of the district's high schools, and gifted students.

HOME FOR LITTLE WANDERERS SCHOOL



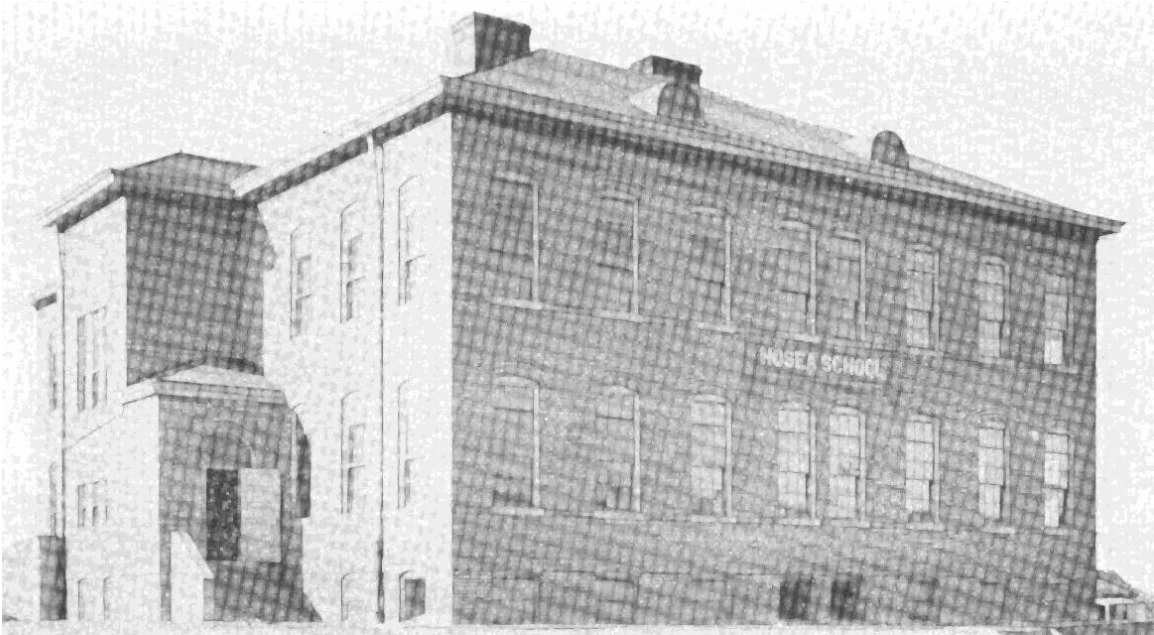
This is an orphanage located on Noyes Boulevard and Union Streets. The orphanage itself was established by C.W. Noyes. In 1897, with approximately 40 children in the home, the District furnished a teacher and supplies. This lasted until 1929 when the students were transferred to other area schools.

HORACE MANN SCHOOL



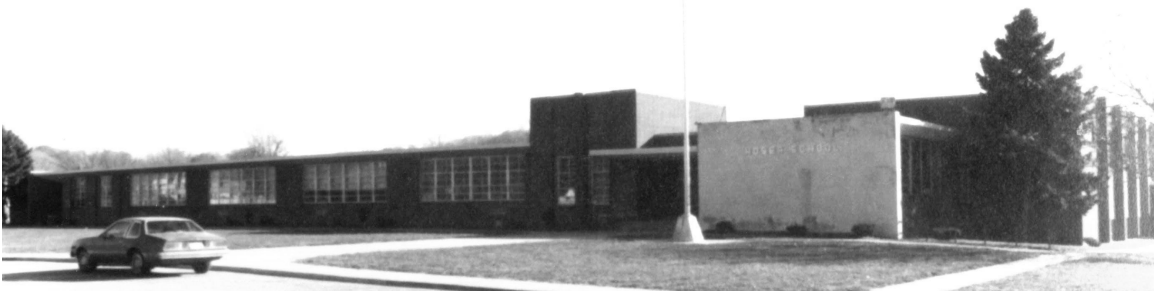
Horace Mann was built on the site of where Bartlett High School was located until it closed in 1954. Horace Mann opened as a desegregated elementary school in 1954 and became a middle school in 1971. Due to declining enrollment it closed in 1979 and was given to the city as a recreation center. It is known today as the Bartlett Center.

HOSEA SCHOOL ^I



The original structure was built in 1901 on the corner of Hyde Park and Park. Park was later changed to Gordon Avenue. Hosea School was named in honor of Isaac T. Hosea, a member of the board of education for two terms. A very popular man, Mr. Hosea was serving his second term on the board when he died on August 21, 1901. This brick structure contained four rooms. The land was purchased for \$1,000 and the structure was built for \$12,700. By 1908, four more rooms had been added.

HOSEA ELEMENTARY ^{II}



In 1954, a large acreage was purchased just south of the intersection of Valley and Gordon Streets and Hosea Elementary was built. Pickett School was destroyed by fire just one month after the new Hosea was occupied and the old Hosea was used by the Pickett children until their school was rebuilt. An annex was added to the southwest corner of Hosea in 1961.

HUMBOLDT SCHOOL



From 1860-1865, it was called Third Ward School. From 1866-1880, it was called the Madison School. In 1880, it became St. Joseph's First Colored School and kept that name until 1887 when students were moved to Lincoln School (Foley, 1976). In 1887, the District closed the German-English School at 2nd and Isadore Streets and move the students to the now vacant building. They decided to rename it in honor of Alexander von Humboldt (1769-1859), a noted German naturalist, traveler, and statesman. In 1901, the structure was razed and a new brick structure was built. In 1907, the school was enlarged to accommodate students from the Steinacker School which was abandoned in 1907 (Foley, 1976). Humboldt was closed in 2018 and students were relocated to elementary schools on the North Side.

HUNDLEY CHAPEL SCHOOL



From 1890-1894, the District rented the basement of this church at 19th and Union Streets.

HYDE ELEMENTARY



In 1850, Anliff C. Hyde donated a plot of land where a small one-room school was later built. In 1860, a new four-room structure was built nearby. In 1870, a new large frame structure was built adjacent and to the east of the 1860 Hyde School and was used until it was destroyed by fire in 1893. In 1894, a new school was built on the same ground and was known as King Hill School. In 1901, a new four-room brick school was built at 6th and Harmon. In 1908, an addition was added and King Hill students moved there. In 1930, land was purchased south of the old school on Thompson Street. Hyde Elementary was made of brick and had eight rooms, a cafeteria, and a gym. By 1952, two classrooms, one on each floor, were added on the northwest. In 1968, a ten-classroom annex with cafeteria was built on the northeast.

JACKSON SCHOOL



In 1894, this large structure was built on the east side of 24th Street between Union and Clay. Named in honor of President Andrew Jackson, the building cost \$6,550. The Strayer Report of 1922 recommended closing both Jackson and Garfield Schools in favor of more modern and educationally appropriate facility. In 1930, the District closed Jackson and Garfield and students relocated to Thomas A. Edison School.

KEATLEY CENTER



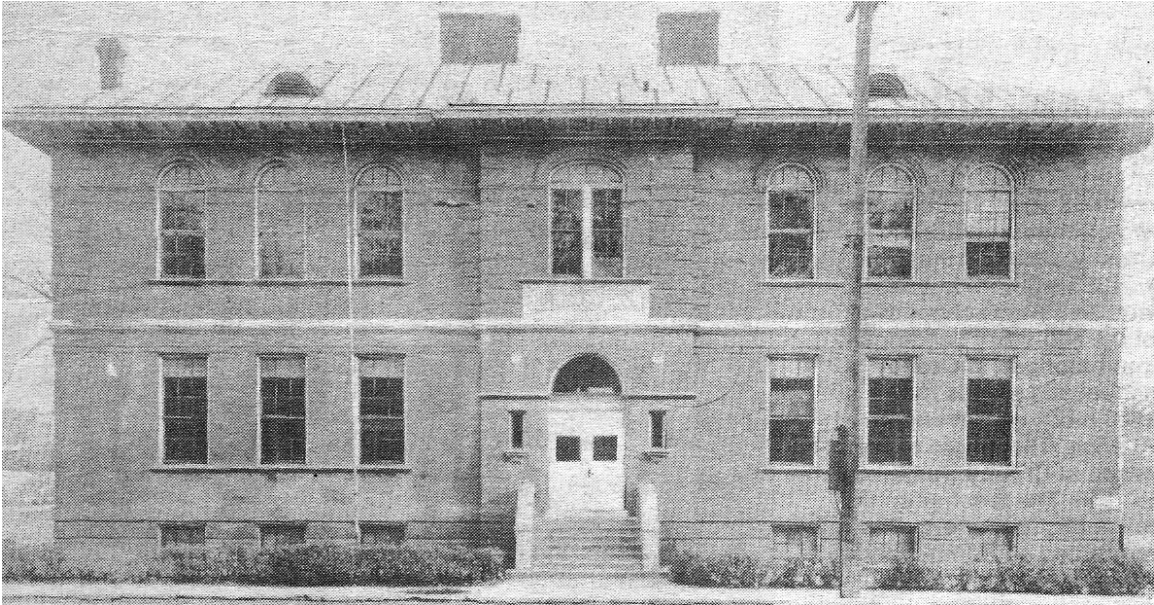
The Keatley Center was purchased by the District in 1998 from the Wyatt Park Baptist Church when they closed their church at 28th and Mitchell Street. The Keatley Center serves as Truman Middle School's gym and also houses the Parents as Teachers offices.

KING HILL SCHOOL



When Hyde School number three burned in 1893, the new building was called King Hill School. It was located on the same land as the one that burned on 4th and Hyde Park. It was only big enough to house grades one through four until it emerged with a new Hyde building at 6th and Harmon.

KRUG SCHOOL



Henry Krug, Sr. was a wealthy land owner whose properties were located in the north end of the city. In 1849 he came to America from Germany. In 1868, he and his brother moved to St. Joseph where he founded the Henry Krug Packing Co. By 1887 he had become quite a successful banker. He and his family donated a total of 160 acres to the city for a park (L.C. Kimberlin, 1984). When the school was built in 1902, it was named in honor of this man.

The School was built in 1902 at a cost of \$17,000 (Superintendent's Report, 1907). It was located on St. Joseph Avenue on the east side of the street adjacent to the Boulevard. A swimming pool is located there today. According to the Strayer Report of 1922,

This school has the largest acreage of any elementary school in the city. A ditch, however, cuts the acreage, and lies so low that it is practically unusable for play purposes. The future school building should include the erection of a new building in the vicinity of Savannah and Amazonia Roads. The current Krug building and the Maxwell building should be eliminated.

Krug School was established, but did not become part of the District until 1936 when it was used as a school for students with intellectual disabilities. The long time principal was Myrtle Miller and the school was vacated in 1956. A new school was established for this purpose and the school was named for her.

LAFAYETTE HIGH SCHOOL



Lafayette High School has served the St. Joseph community since 1917. Over the years, the school has adjusted to changes in population and culture of the community. Lafayette has provided an increasing variety of academic and extra-curricular opportunities for the students. In 1917, North High School was built on a block of property surrounded by Highland, Dolman, Washington and Fourth Streets. The official address is 412 E. Highland Avenue.

In September 1917, seventeen teachers, under the direction of Principal Vincent A. Davis, served students in grades 1 through 10. Mr. Davis' salary was \$1,800 for ten months. Extra-curricular activities included basketball and football. The students chose green and gray for their colors. In December 1917, the board of education changed the name North High School to Lafayette High School, honoring the Marquis de Lafayette. In 1919, a winning football team, under the direction of D.H. Murphy, became known as "The Fighting Irish", and the school emblem became the shamrock. The Booster Club was organized this year. In 1920, the first school newspaper, Hi-Life, later called The Light was published. A boys' vocational program and girls' domestic science program were soon added.

The following years brought many significant changes. In 1940, building an extension on the west side provided a library, ROTC facilities and new classrooms. new gym In 1961, a gymnasium, cafeteria and more classrooms were added. In 1969, another physical change provided a four story annex on the east side, offering more classrooms and resource centers. During the 1990-91 school year, the building was extended again with the completion of a two-story addition on the south side of the building. This addition provided a very modern learning resource center with the latest in technology. It also provided courses for students in grades nine through twelve. During the 2001-03 school years, the building was extended once again. A two story addition on the south side of the media center and to the east of the cafeteria provided a new practice gym on the top floor and below the gym, a new modern band room, storage areas and a new girls locker room. The LHS track was resurfaced and at the same time, two rooms on the west end of the building were remodeled to give Lafayette two state of the art science laboratories. The building was further enhanced when the original office, the vice principals offices and one classroom were remodeled to contain the East Office, for the Vice Principals, a conference room, and the West Office for the Principal and Activities Coordinator.

LAKE CONTRARY ELEMENTARY



Opened in 1961 as part of the Buchanan County School District, Lake Contrary Elementary joined the St. Joseph School District the fall of 1965. Located on a large plot of land, Lake Contrary took in students from Hyde, Kirchner, Lake Station, Shepherd, and Weis Schools. Note that the Hyde school (not pictured below), was not the school near Hyde Park, rather it located near the Muskrat Slough area. Kirchner was located two blocks east and two blocks north of Lake Contrary Elementary. Shepherd was two miles west of the Lake Contrary Amusement Park. Weis was located between the beach area between Lake Contrary and the Missouri River. The location of Weis today is the middle of the river. Lake Contrary closed in 2018 and students were relocated to Hosea, Hyde, and Spring Garden Middle School.



Kirchner School



Lake Station School



Weis School



Shepherd School

LINCOLN SCHOOL

This building was located on the southeast corner of St. Joseph Avenue and Pendleton Streets. It was built in 1887 to consolidate all the colored schools in the North End. It was named after President Abraham Lincoln, “The Great Emancipator.” On July 25, 1894, it was destroyed by fire, but was rebuilt the same year (Foley, 1976). The school was abandoned in 1954 due to desegregation. In fact, the District claims the honor of being the first District to totally desegregate following the Brown v. Board of Education decision in 1954. The V.F.W. hall stands on this ground today.



LINDBERGH ELEMENTARY



Lindbergh Elementary is named in honor of the famed aviator, Charles A. Lindbergh. It was first occupied in the fall of 1931 and is still in use today. The school is located on the west side of St. Joseph Avenue, running the full block from Monroe to Concord Streets.

LONGFELLOW SCHOOL



In 1918, reaction to World War I caused the teaching of German to be dropped and the name was changed to the Longfellow School. It was operated under that name as an elementary school until the spring of 1936. At this time, it was used as a school for crippled children (News-Press, 1940). For four years it sat as a storage building for the District until the spring of 1940 when it was razed. After that, the annex remained and was used as the ROTC headquarters. This was later razed and has been a parking lot for the district ever since. The steps and the front retaining wall still exist. The students transferred to Robidoux and Young when it was closed.

MADISON SCHOOL



From 1867-1880, this was one of the names used for the Humboldt School. It was named in honor of President James Madison. It was the original Third Ward School and after 1880 was known as the First Colored School. It was located at Second and Cherry Streets.

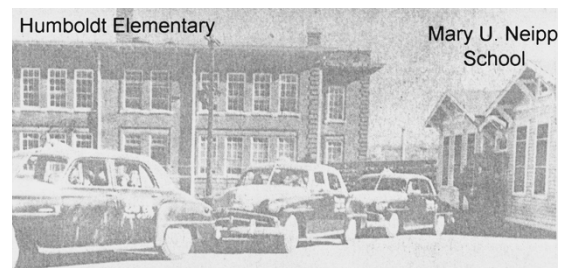
MARK TWAIN SCHOOL



Named in honor of the famed American writer, Mark Twain Elementary was built in 1954. When the Musser School closed in 1954, Mark Twain opened and welcomed students from the same attendance area. The school is located on a large acreage at 31st and South Noyes Boulevard on the east end of Parkway Avenue.

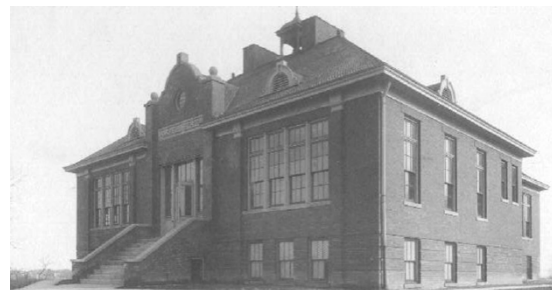
MARY U. NEIPP SCHOOL FOR CRIPPLED CHILDREN

This school was located at 2nd and Cherry Streets in the Humboldt building. When it closed in 1945, the student were sent to the Hosea School. It was opened in 1927 with Ms. Agnes Patterson teaching all eight grades in the school during its entire 18 year existence. It was later moved to the Myrtle Miller School.



MAXWELL SCHOOL

The Maxwell School was located in "Maxwell Heights" near the Old Amazonia Road. It was annexed into the District in 1908 and remained in use until 1931 when students transferred to Lindbergh Elementary.



MCKINLEY SCHOOL



This school was named in honor of our 25th President, William McKinley. The original structure was located on the north end of where Pryor Avenue and Colorado intersect, between King Hill and Lake Avenues and was built in 1892. The District took over operation of the school in 1901. By 1907, it was obvious that a new structure was needed and in the fall of that year, students moved to the new building located on the northeast corner of Barbara and Kansas. This is three blocks east and two blocks north of the old school. The new location was on the crest of a hill and the Strayer Report of 1922 listed it as one of the best schools in the city. The only fault they found was that extensive grading needed to be done to the north to create a playground. This was finally done in the early 1960's. In fact, the entire top of the hill was literally flattened. McKinley remained an integral part of the District until 1976 when old age forced the District to close it. The students were divided between the other three Southside schools, Hosea, Hyde and Lake Contrary. The building was razed, but the gym remained for the city to establish a youth center.

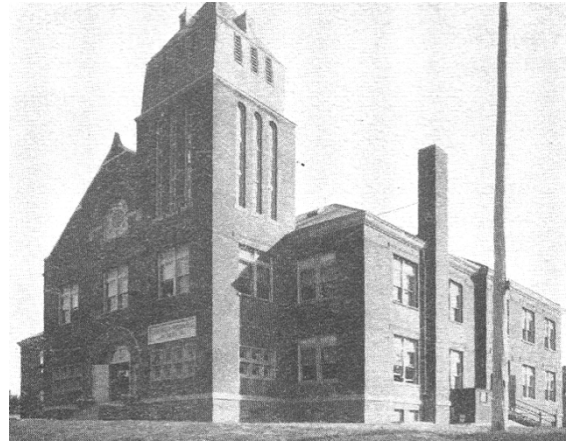
MITCHELL AVENUE PRIMARY



This was another of the one year, rented buildings used by the District in the late 1800's. It was located on the northeast corner of 14th and Mitchell Avenue. It was only used from 1876-1877. An interesting note is that the school for two year prior was known as South St. Joseph Primary. In the 1870's with was considered the south end of the city.

MUSSER SCHOOL

The Musser School was built in 1895 and was named after Robert S. Musser, a member of the board of education from 1880-1883. The structure was located on the southeast corner of 24th and Olive Streets. According to the Strayer Report of 1922, "It is an old school with wooden stairways, poorly arranged corridors, inadequate toilet facilities and limited playground. St. Joseph will not be content to use this building over an extended period, but will continue to do so until the second phase of the building program is made possible."



The building was remodeled and modernized and used until 1954 because it was a sound structure. The phases referred to involved first, building several new schools and second, remodeling several old ones or replacing them. Once closed, students from the Musser School were relocated to Mark Twain Elementary.

MYRTLE MILLER SCHOOL



When the old Krug School was abandoned, the District built a new school behind Mark Twain Elementary at 33rd and Olive Streets. Myrtle Miller had served as the principal at Krug for many years and the school board decided to name the new school after her. Ms. Miller then served as the principal of the school that carried her name for nine more years. This school served students with disabilities from all over the city. In 1973, the District decided that research supported greater inclusion and mainstreaming of students with disabilities. The school was then used as part of the new District middle school plan and the name was changed to Harry S. Truman Middle School.

NEELY SCHOOL



As the city expanded to the south, a permanent school was needed in the area of 12th and Pacific. The District had used its rented room plan, but the area was growing so fast in 1871, they dedicated the school at 12th and Scott Streets, a few blocks north of Pacific. The building was named in honor of Edward B. Neely, the Superintendent of Schools at the time. It lasted until 1908 when age and space caused it to be razed and a new school was built on the same ground (Foley, 1976). Neely Elementary was closed in 2009.

NORTH MARKET PRIMARY

On Main Street, in an area now occupied by approach ramps to Interstate 229, was a block known as Market Square. It was the center of the city for it was in this area that the buying, selling and trading of goods took place for the entire city. The building was a large two-story type of warehouse. In 1866, the District rented the north half of this building for use as a school. It was used for three years until 1869 when its students were transferred to Madison.



NOYES SCHOOL



In 1900, it was obvious that the Saxton Heights School need to be replaced. The District moved northeast to the corner of 26th and Delaware Streets. The school was named after Charles W. Noyes, a shoe manufacturer who had just recently passed away. Mr. and Mrs. Noyes had three children, all of whom had died in childhood. They decided that they would spend most of their wealth on the less fortunate and built an orphanage that bears his name. To honor him, the school, in the same relative area, was named after this man. In 1939, a new structure was built on the same site, and served as a Junior High School for a few years. It was soon changed back to an elementary school and additions were made in June of 1957 and January of 1963. The school's claim to fame is that Jane Wyman, the movie and TV star and first wife of President Ronald Reagan, spent her grade school years in this building. Noyes was closed by the District in 2014.

OAK GROVE ELEMENTARY



Located at 4901 Cook Road, Oak Grove Elementary opened in August 2014 and serves students in preschool through sixth grade. The school was named for a school of that same name that once sat in the area of Bishop and Cook Roads. Oak Grove is the home of the “Grizzlies” and the school colors are royal blue and silver.

OLIVE STREET SCHOOL



The District rented a building on the north side of Olive Street near 10th Street from 1891 to 1895. It was used to eliminate overcrowding at Everett School until it could be expanded.

OWEN SCHOOL



This school was situated in the country south of the city. The city expanded and its location is now known as the northwest corner of 28th and Pear Streets. It was built in 1896 and inherited by the District in 1917. According to the Strayer Report of 1922, "This two-room structure should be continued without change. Its site is approximately correct for future building in this section when growth makes it necessary to think in terms of a modern plant at this point. In short, it was a little two-room country school with four grades in each room. It lasted until 1931 when it was closed and its students were sent to South Park.

PARKWAY ELEMENTARY



When the South Park School became too old to remodel, the District decided to build this new structure in 1971. The name came from its location of 29th and Duncan Streets, adjacent to Bartlett Park. It is built of masonry blocks covered with brick veneer. The total cost of the Parkway School project was \$890,286 for site development, construction, furniture, equipment, and architect fees. This school was built so that every classroom would have exterior door to provide direct access to the playground or for rapid evacuation if needed. It was designed to allow for flexibility and for possible future growth with movable walls and folding partitions between some of the rooms.

PERSHING ELEMENTARY



Pershing Elementary was built in 1925 and is named in honor of General John J. Pershing, the World War I Army General from Missouri who led the American Expeditionary forces. Two additions were made in 1953 and again ten years later in 1963.

PETTEPIER'S SCHOOL

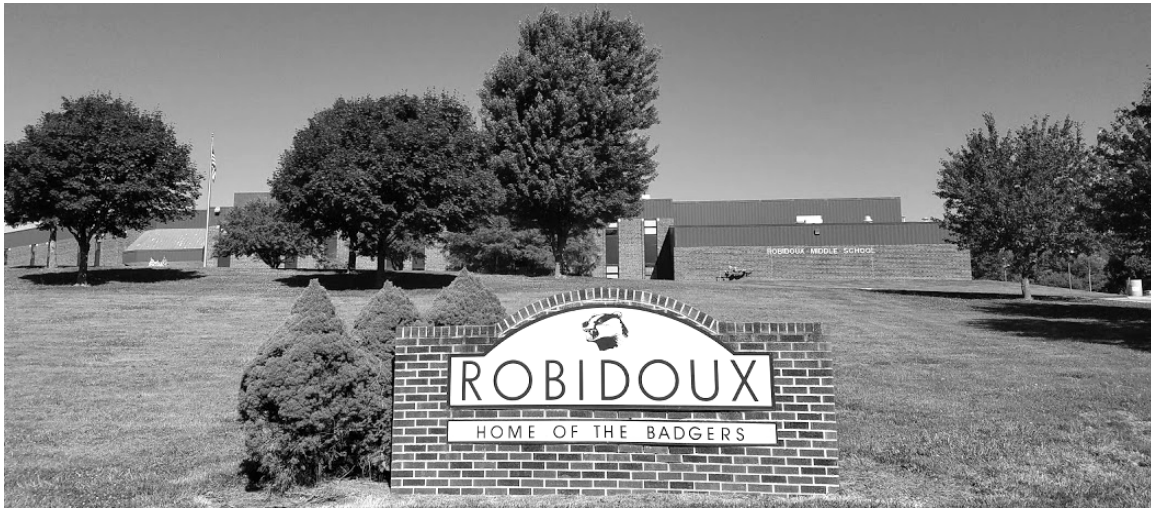
In 1902, a small one room frame school was built in Pettepier's Addition at the southwest corner of Diagonal (Lower Lake Road) and Pearle. It was taken over by the District in 1905 and abandoned in 1910.

PICKETT ELEMENTARY



The original Pickett School was part of the county organization of schools. The school was added to the District in 1965 when the county district dissolved. The original building was located across the road, south of the present structure at 3923 Pickett Road. When it was a county school it served grades 1-12. The original structure burned in 1954. The current structure was enlarged in 1958 and at one time held 680 students. When the District saw that it was to take over the school because the county organization was to be dissolved, it planned ahead and built Skaith Elementary to the east in order to split the large enrollment. The present building has 17 classrooms along with a gym, office, cafeteria, and library.

ROBIDOUX MIDDLE SCHOOL



With the adoption of the new middle school plan in 1968, it was necessary to establish new plants. In the fall of 1971, this school was opened to serve the students of the North End of town. During its first two years of existence, the school was located in the abandoned Washington Building while awaiting the completion of the new structure. Robidoux Middle School is located at 4242 St. Joseph Avenue at the northwest corner of St. Joseph Avenue and Maxwell Road. From 1933 to 1971, no school carried the name of the city's founder. The name was aptly selected for this new school.

ROBIDOUX SCHOOL

In 1896, the St. Joseph High School moved to its new location and the building was changed into the Robidoux Grammar School. It was named after the founder of the city. The school board occupied the second floor of the building until 1901 when the District constructed the Downtown Library Building. The structure was located on the southeast corner of 10th and Edmond Streets. In 1908, the building was razed and a new structure was erected on the same spot (Foley, 1976). Eleven years later it was converted into a vocational high school. When it was closed in 1927, it served as an annex to Central High School and as a Junior High School until it was converted into St. Joseph Junior College in 1933.



ROBIDOUX POLYTECHNIC HIGH SCHOOL



Robidoux Polytechnic High School was located at 10th and Edmond and provided vocational education. The aim of this school was to give practical training in commerce and industry. The school remained in operation from 1919-1933. It wasn't until 1944 when Hillyard emerged that a separate building was once again set aside for vocational training at the high school level.

ROOSEVELT JUNIOR HIGH SCHOOL



When Central High School moved to its new location in 1933, its old building was converted into Roosevelt Junior High School. It remained until 1941 when the structure was razed and the students transferred to Bliss Junior High School. As an interesting note, the building was the same minus the tower. It was removed once it became a junior high school.

SAXTON HEIGHTS SCHOOL

From 1889 until 1900, the District rented a building on the northeast corner of 26th and Frederick. In 1900, the elementary school was abandoned and the students moved into the new Noyes School at 26th and Delaware.



SECOND COLORED SCHOOL

This school existed in a rented building on the west side of 15th Street between Messanie and Locust Streets. It was established in 1870 and lasted until 1889. When the Bartlett School was complete, all other rented schools were closed.



SECOND STREET GERMAN-ENGLISH SCHOOL

Students from the 3rd Street German-English School were moved here in 1879. The school was in a rented building located on the northwest corner of Second and Louis Streets until 1882. The land was purchased by the District and the Steinacker School was built in 1884.

SECOND STREET SCHOOL

This school existed in a rented building located on the corner of 2nd and Isadore Streets from 1879 to 1884. In 1882, the District purchased the building and the land. When the Steinacker School was built in 1884, the District moved its students there and the 2nd Street German-English School moved into this structure where it continued as a private school.



SECOND WARD SCHOOL



This was one of the three original schools operated by the District. It was opened on April 23, 1860, only to be closed over a year later on May 21, 1861, because of the Civil War. It was re-opened in October of 1864. The school was located on the east side of 12th Street between Francis and Jules Streets. The building itself was abandoned in 1896, but not until it was renamed twice. In 1866, it was called the Third Ward School and in 1867 the name was changed again to the Franklin School.

SEVENTH STREET SCHOOL



Confusion abounds regarding this school. The reader should refer to the 6th Street School with its many locations to get the full picture. In 1884, the 6th Street School was renamed the 7th Street School. It was a rented building that was located on the west side of 6th Street between Patee and Mary Streets. By 1885, the 7th Street School was moved from 6th Street to 7th Street on the west side between Messanie and Locust Streets where the District rented the Perry Building. The school was expanded in 1888 when a branch was opened up in another rented building located on the south side of Messanie between 7th and 8th Streets (Foley, 1976). Both the school and its branch were closed in 1889 and its students moved to Everett.

SHERWOOD SCHOOL



In 1860, Willis Sherwood secured passage of the act incorporating the St. Joseph School District. In 1904, a four room, two story, brick building was built at 29th and Edmond Street and was named in his honor. Additions were made in 1916, 1935 and 1966. As student enrollment shifted and the building became old, the District found it necessary to close the school in 1982. Students were relocated to Mark Twain and Noyes Schools.

SIXTH STREET PRIMARY

This school was established in 1869 in a rented room located on the west side of 6th Street between Hickory and Walnut (Foley, 1976). In 1870, it was moved to the southeast corner of 6th and Monterey where Ms. Anna Maxwell served as principal (Polk, 1870). In 1871, the school was moved to 6th Street between Maple and Hickory with Ms. M.W. Edwards as principal (Polk, 1871). The school did not operate from 1872-1873. It re-opened in 1874 at the 1871 location (Polk, 1871). In 1877, it was moved north on 6th Street between Patee and Mary Streets (Foley, 1976). If all of these moves weren't enough to confuse the students, they changed the name in 1877 to the 7th Street School, but left it on 6th Street (Foley, 1976). The reason for all of these moves is that every location was a rented building and no permanent structure was ever established.

SKAITH ELEMENTARY



Skaith Elementary was built in 1965 in anticipation of the Pickett School joining the District. Located at 4701 Schoolside Lane in the Deer Park Addition, it is named for Francis L. Skaith, a well-known principal at Pickett in the mid 1900's. The original building consisted of one long hall with 14 rooms arranged on either side. In 1967, 10 classrooms, a gymnasium and kitchen were added. In 1972, another 11 classrooms were added to the school.

SOUTH PARK COLORED SCHOOL



Although no official park ever existed in this area, the name was used when referring to the area around 18th and Commercial. The District rented a building at 17th and Commercial Streets from 1890 to 1907 (Foley, 1976). The school was closed because of declining enrollment.

SOUTH PARK SCHOOL



In 1888, the District bought the land and erected a permanent structure on this ground. According to the 1922 Strayer Report,

Neither the site nor the building structure at this point is satisfactory to the degree that they may be considered as part of an ultimate desirable elementary plant. For the present, this building should continue to care for elementary school children to care for elementary school children. By the removal of the seventh and eighth grades to a new junior high school, this school will be relieved to such an extent as to eliminate all overcrowding for the present. The future South Park School should be located in the vicinity of Walnut and 23rd Streets since the present site is too near possible manufacturing and commercial development of the future. The many fire hazards in this building should be cared for at the earliest possible moment.

The building was renovated and used until 1972. The closing of the building caused the students to be transferred to the new Parkway School considerably east and north of this location. It was the oldest building in the District when it was closed.

SOUTH ST. JOSEPH COLORED SCHOOL

This school existed for only three years from 1901 to 1904 while the Douglass School was being built. It was located on Beaver Street near King Hill.

SOUTH ST. JOSEPH PRIMARY

This school existed for two years from 1874 until 1876. It was located on Mitchell Avenue between 14th and 15th Streets in what was then the southern part of the city. The school was in a rented building and in 1876 its name was changed to the Mitchell Avenue Primary.

SPRING GARDEN SCHOOL I



This school was originally a part of the Buchanan County School District and was located just southeast of the city limits. The present South Park Christian Academy now occupies this space. It was located on the northeast corner of South 22nd Street and South 11th Street. It was an elementary school through grade 8.

SPRING GARDEN SCHOOL II



When the District annexed the old Spring Garden district, it built a new school to the south at 5802 S. 22nd Street in 1967. It was an elementary school and was changed to a middle school in 1973.

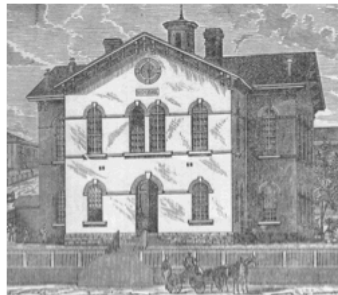
ST. GEORGE'S SCHOOLS

This was the name for the McKinley School until it was incorporated into the District in 1901. The building was located on the north side of Colorado Street where Pryor ends. The name comes from the area that was annexed in 1899.

ST. JOSEPH HIGH SCHOOL



111 N. Tenth Street (1861)



101 S. Tenth Street (1866)



13th and Olive Street (1900)

In March 1861, the District found it was necessary to open a high school. They rented E.B. Neely's Academy at 111 North 10th Street with Mr. Neely serving as Principal. In June 1861, it was closed because of the Civil War and re-opened in October of 1864.

In 1864, Mr. Neely became the Superintendent of Schools, and in 1866 built a new structure on the southeast corner of 10th and Edmond Streets. John S. Crosby became the principal succeeding Mr. Neely who had served a dual role for two years.

In 1896, the school was moved to Carpenter's Hill on Olive between 13th and 14th Streets. The old structure became the Robidoux. When Benton High School was established in 1907, the name was changed to Central High School (Foley, 1976).

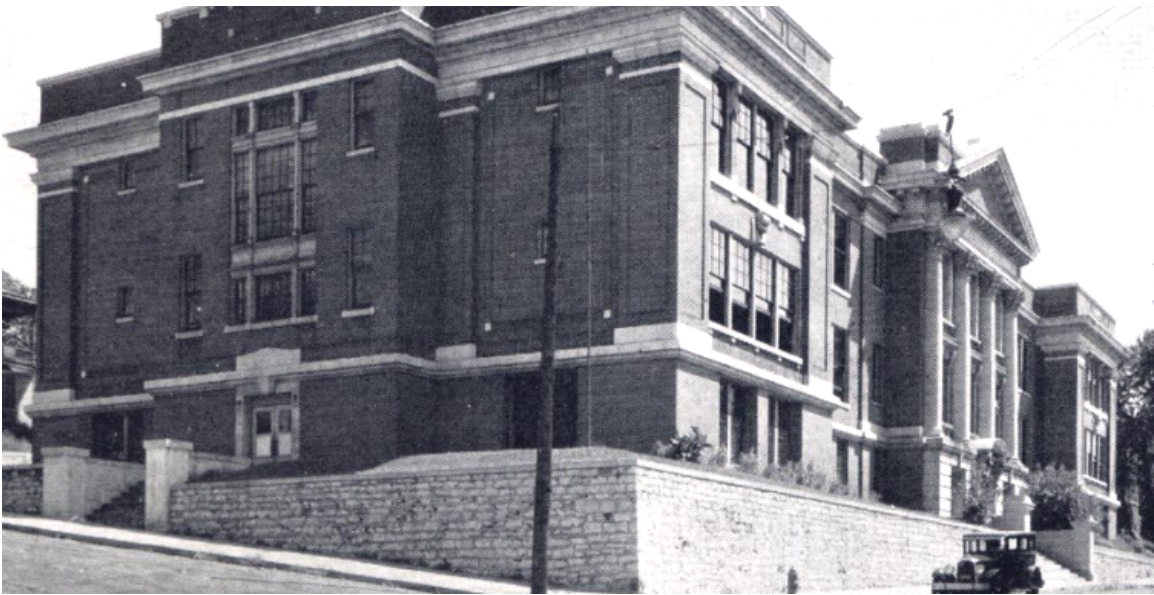
In 1915, twenty-three students occupied an area of the school and became the first class of the new St. Joseph Junior College. As it grew, more space was needed both for the High School and the Junior College. The new Everett School, directly behind it was used from 1928 until 1933 and the Junior College was moved there.

In 1933, when the new structure for Central was built at 26th and Edmond, the High School became Roosevelt Junior High, the Robidoux School was closed, the Junior College moved into that building and Everett was once again an elementary school.

ST. JOSEPH JUNIOR COLLEGE



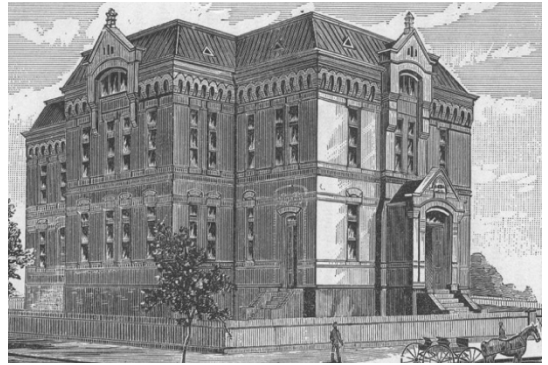
The old Robidoux Polytechnic High School was dissolved in 1933. It was obvious that there was sufficient need in St. Joseph for a two-year college. The structure at 10th and Edmond was then changed for this purpose. The college was actually opened in 1915. It existed in the Everett and Central Buildings until 1933.



In 1933, it was moved to 10th and Edmond. Basic courses in math, science, social studies and English were offered with a few selected electives to satisfy these first two years of college. In 1965, voters affirmed the desire for establishing a four-year college and becoming part of the Missouri College System. Missouri Western State College was born and remained in the building for two years while their new campus was being constructed. From 1933 to 1965, the college was under the jurisdiction of the St. Joseph School District.

STEINACKER SCHOOL

When the 2nd Street German-English School moved, the District bought the land on the southwest corner of 2nd and Louis Streets. It was built in 1884 and named after Joseph Steinacker, a member of the board of education from 1865 to 1869 (Foley, 1976). The school was abandoned in 1907 and its pupils moved to Humboldt.



TENTH STREET PRIMARY

When Mr. E.B. Neely's Academy was turned into the High School in 1861, it was obvious that a new structure was needed. This was built one block south and the High School moved there in 1866. That fall, the District used his Academy as a Primary School until 1889. This Structure was located at 111 North 10th Street.



THIRD COLORED SCHOOL

As the name implies, this was the third school established for the black population of the city. It was located on the east side of 2nd Street, between Isadore and Antoine Streets. It was a rented building during its brief existence from 1871-1873. In 1873, it became the Primary Department of the First colored school.



THIRD STREET GERMAN-ENGLISH SCHOOL

When the Washington School closed its branch at 3rd and Robidoux Streets, this school was opened. It was a rented building from 1873 to 1879. Then it was moved to 2nd and Isadore Streets to become the 2nd Street German-English School.

THIRD STREET PRIMARY

When the Washington School was moved to its permanent site, the rented building that had housed it became the 3rd Street Primary. It lasted from 1869 to 1873 at 3rd and Isadore Streets. When it was closed it became the 3rd Street German-English School until 1879.

THIRD WARD SCHOOL

This was one of the first three schools in the St. Joseph School District. Like the others (First Ward and Second Ward Schools) it was opened on April 23, 1860 only to close on May 21, 1861, because of the Civil War. It was also re-opened in October 1864.



TRUMAN MIDDLE SCHOOL



The middle school concept arrived in the District in the early 1970's. In 1973, the school formerly known as the Myrtle Miller School closed and was re-opened as Truman Middle School, named after President Harry S. Truman.

WALKERS ADDITION SCHOOL

The District rented a building in 1888 at the northeast corner of 5th Avenue and Savannah Road. In 1891, the District purchased the land and build a permanent structure. In 1894, the name was changed to the Ernst School.

WASHINGTON SCHOOL

In 1908, the District built a brick structure named after our first President. The school was located at 3rd and Isadore Streets. When enrollment declined in this area, the building was closed. In 1972, its students were divided between Webster and Humboldt. The school was used for two more years as the Robidoux Middle School while their new building was under construction. It was finally abandoned in January of 1974 (Foley, 1976).



WEBSTER SCHOOL ^I

Webster School was built in 1869 and was named for Daniel Webster. The original building was built at the corner of 17th and Highly Streets. It was two stories with a French style roof. It was extensively remodeled in 1901. Many problems in construction were encountered in an effort to retain the French style of architecture (Strayer, 1922).



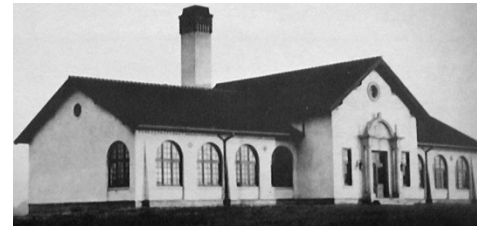
WEBSTER SCHOOL ^{II}

By the end of the 1920's, the District saw the need for an entirely new building. This building was built in front of the old structure and dedicated in September 1931. An addition was added in 1948. The original structure cost \$172,000 and the addition cost \$19,000.



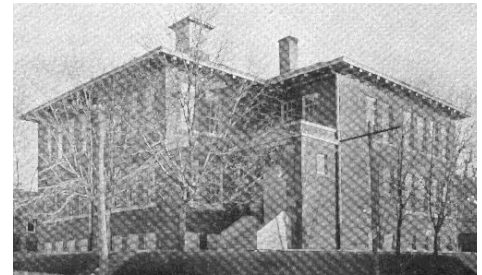
WHITTIER SCHOOL

This school was built on the northeast corner of 26th and Gene Field Road. It was opened in 1917 and in 1933 its name was changed to Eugene Field School. While the school was under construction, classes were held in a house at 2001 N. 22nd Street. It was a two-room structure that was added on to several times before its name was changed.



WYATT SCHOOL

The Wyatt School was named in honor of Judge J.J. Wyatt, an early member of the board of education. The structure was located at 11th and Henry Streets. The Strayer Report of 1922 recommended school closure due to inadequate facilities and poor site location. The school was closed in 1930, the building abandoned and the land sold by the District.



WYATT PARK SCHOOL

In 1888, the District rented a building on the southwest corner of 30th and Olive Streets. In 1894, the land was purchased and a permanent structure was erected. The name was changed at this time to the Bliss School.

YOUNG SCHOOL

This large and imposing structure stood on the corner of 9th and Mary Streets. It was built in 1889 and named for Waller Young, member of the board of education in 1884 and its president from 1885 to 1891. It was the first school to have a room set aside for a library and Mr. Young himself donated the books. The school was closed and razed in 1993. Its students were sent to Everett and Neely Schools.



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