

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

1. Name of Property

historic name Jefferson Female Seminary

other names/site number Jefferson Female College

2. Location


street & number 416 and 420 East State Street [n/a] not for publication

city or town Jefferson City [n/a] vicinity

state Missouri code MO county Cole code 051 zip code 65101

3. State/Federal Agency Certification

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


Signature of certifying official/Title Claire F. Blackwell/Deputy SHPO


Date 5 January 2001

Missouri Department of Natural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

Signature of the Keeper

Date

- [] entered in the National Register
See continuation sheet [].
- [] determined eligible for the
National Register
See continuation sheet [].
- [] determined not eligible for the
National Register.
- [] removed from the
National Register
- [] other, explain
See continuation sheet [].

5. Classification

Ownership of Property	Category of Property	Number of Resources within Property		
		Contributing	Noncontributing	
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	3	1	buildings
<input type="checkbox"/> public-local	<input type="checkbox"/> district	0	0	sites
<input type="checkbox"/> public-State	<input type="checkbox"/> site	0	0	structures
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	0	0	objects
	<input type="checkbox"/> object	3	1	Total

Name of related multiple property listing.

N/A

Number of contributing resources previously listed in the National Register.

N/A

6. Function or Use

Historic Function
EDUCATION/school
EDUCATION/education related housing

Current Functions
VACANT/NOT IN USE
DOMESTIC/multiple dwelling

7. Description

Architectural Classification
NO STYLE

Materials
 foundation STONE
 walls BRICK
 roof ASPHALT
 other WOOD

See continuation sheet [X].

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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

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

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

Criteria Considerations

Property is:

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

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

9. Major Bibliographic References

Bibliography

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

Previous documentation on file (NPS):

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

- recorded by Historic American Engineering Record

Areas of Significance

EDUCATION

ARCHITECTURE

Periods of Significance

1884 - 1898

Significant Dates

N/A

Significant Person(s)

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

Primary location of additional data:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other:

Name of repository: _____

10. Geographical Data

Acreage of Property approximately 1/2 acre

UTM References

A. Zone	Easting	Northing	B. Zone	Easting	Northing
15	572700	4269790			

C. Zone	Easting	Northing	D. Zone	Easting	Northing

[] See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Jane Beetem
organization Preservation Consultant date September 21, 1999
street & number 1612 Payne Drive telephone 573/635-0662
city or town Jefferson City state MO zip code 65101

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

Representative black and white photographs of the property.

Additional Items

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

Property Owner

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

name Blaney Redevelopment
street & number 1060 Roseridge Circle telephone 573/634-3644
city or town Jefferson City state Missouri zip code 65101

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 1

Jefferson Female Seminary
Jefferson City, Cole County, MO

7. Materials, continued.

Foundation CONCRETE

Other WOOD, METAL

Narrative Description.

Summary: The Jefferson Female Seminary buildings are located at 416 and 420 East State Street (formerly Water Street) in Jefferson City, Cole County, Missouri. Constructed in the late 19th century, the adjacent two-story, five-bay brick buildings have both front and rear porches and hipped roofs. Although no specific style is developed, a Greek Revival influence is suggested by shallow pedimented window hoods on both buildings. The building at 416 E. State St. was constructed in circa 1884 or earlier and the building at 420 E. State St. was constructed between 1884 and 1898.¹ A circa 1892-98 poured concrete shed which at one time had a frame second story is a contributing outbuilding. The shed abuts the east property line. The remains of a noncontributing circa 1950 garage, wooden steps and old concrete steps are behind the building at 416 E. State St. The buildings have been used primarily as residential apartments since around 1900, ending with ownership by the Jefferson City Housing Authority from 1990-97. The buildings show deterioration from neglect but their original form is substantially intact. The main exterior changes have been to the front porches, one of which was rebuilt with nonmatching supports. The Housing Authority considered demolishing the property due to code violations but following discussions with local preservationists, the property was marketed and sold to the current owners. Despite minimal maintenance, the buildings retain a sufficient degree of integrity reflecting their period of significance, location, design, setting, materials and workmanship.

Elaboration: The buildings are situated on lots sloping to the southwest, with the building at 420 E. State St. at a higher elevation than the building at 416 E. State St. The buildings overlook the Missouri River from their position in the middle of the south side of the block between Adams Street on the west and Jackson Street on the east. The river is half a block to the north beyond the Missouri Pacific railroad tracks. The buildings were part of the Jefferson Female Seminary which continued functioning for several years after fire destroyed Lindell Hall, the circa 1858 main building, in 1885. They remain in their original neighborhood, which contains a variety of commercial buildings as well as properties from the period of significance. Similarities of workmanship and design confirm that they were built within a few years of each other, or at least for a similar purpose. The Lindell Hall site is now a combination of vacant land and a parking lot.

An eight-foot grassy setback is between the public sidewalk and the porches, which are accessed by four short connecting sidewalks. To the west is a parking lot and modern three-story office building facing Adams Street. To the northwest, on the north side of East State Street, is a historic train depot still operated by the Missouri Pacific Railroad and active railroad tracks. A small piece of vacant, mostly wooded land slopes toward the Missouri River just beyond. A parking lot and modern nine-story senior housing facility is north-northeast of the nominated properties. Just northeast of the senior housing facility, at 505 E. State St., is a Colonial Revival style house determined to be individually eligible for listing on the National Register in the 1991 Jefferson City Historic East survey.² Immediately adjacent to the property on the east is a vacant lot, separated by remnants of a brick walk next to a stone and concrete

¹ Urbana Group, "Jefferson City Historic East Survey," (Jefferson City, MO: Missouri DNR/Historic Preservation Program, 1991) Survey forms for 416 and 420 E. State St.

² Urbana Group, "Jefferson City Historic East Survey," Survey form for 505 E. State St..

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 2

Jefferson Female Seminary
Jefferson City, Cole County, MO

retaining wall where the ground is slightly elevated. East of the vacant land, a parking lot is at the corner of East State and Jackson Streets. This lot and the vacant land were the former location of Lindell Hall, the original seminary building, and a house which had been constructed on the site by 1898.³ Lindell Hall was an imposing three-story brick building with a two-story porch on at least two sides. Adjacent to the corner parking lot and across the street are several historic houses, most of which have been converted into offices. Behind the rear porches of the nominated buildings, the lots are open for several feet with trees and brush covering the remainder of the slight southward slope. Formerly, a 50-foot ravine was west and south of 416 E. State St.⁴ At some point the ravine was filled and, in 1997, a Dutch Colonial style house on the site was demolished for parking lot expansion. Several of the houses facing Jackson Street date from the period of significance. The vacant land and parking area across from and adjacent to the nominated buildings are open space, as they were during the period of significance.

The front porches appear to have been fully or partially rebuilt. This is indicated by their odd configuration of columns which are neither symmetrical nor matching. The oldest supports are square and tapering. Replacement first level supports are uniformly square and the balustrade is missing at 420 E. State St. The simple, sticklike balusters otherwise present are an appropriate type but may not be original. Wooden porch steps have been replaced with concrete steps on both buildings. The central portion of the porch floor at 420 E. State St. has been removed and not replaced. A concrete stoop has been poured in front of the east entrance to this building, and a small section of wooden porch provides access to the west entrance. The porch on 416 E. State St. has been altered, but the changes are more subtle. Currently the porch is two-story and spans four of the five bays. Ceilings on both levels are painted sky blue. Except as noted, this configuration closely resembles the porch on 420 E. State St. Differences in the upper and lower porch posts on 416 E. State St., an extra section of railing and a wide joist on the lower level indicate that originally it may have been a one-story porch. The original porch would likely have been centered on the entry door, covering a window on each side, with a railing on top. When it was expanded to two levels covered by a roof, it was widened but only on the west side.

The front (south) elevation of 416 E. State St. has a central door recessed one foot with an arch-topped transom, two windows to the east, and a window and a door on the west. Concrete has been applied below the two east windows, scored to look like stone and painted red, the same color the brick walls are painted. Originally the door on the far west side was a window. Similar alterations have occurred on the upper level of the front facade, as it now has a central door, flanked on either side by a single window. Originally it appears that this level may have had five evenly spaced windows, as the upper door has a pedimented window hood like the other windows, rather than an arched top transom. All windows on the front facade of 416 E. State St. are 2/2 sash, with two of the three doors and all but one of the windows having exterior aluminum storm windows or doors. The front facade of 420 E. State St. has an exposed stone foundation and five bays, with the lower level having a door on each end rather than a central entrance. This configuration appears original. The upper level has a door on the west end, but originally had five windows. All windows, as well as the window-to-door conversion on the front of this building, have shallow pedimented hoods and 1/1 sash. Lugsills on the front (and most of the side) elevations are stone. Most window hoods are metal but a few are made of wood to resemble the metal version. Most windows and doors are fitted with modern aluminum storm windows and doors. The brick walls of the front facade, having been protected somewhat by the porches, are in fairly good condition. The porch roofs begin just below the front of the hipped roof, and have a moderate size overhang. Hipped roofs are covered with asphalt shingles. Brick chimneys in the center of the west end of each building are topped

³ Sanborn Fire Insurance Map, 1898.

⁴ Ibid., 1892 and 1898.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 3

Jefferson Female Seminary
Jefferson City, Cole County, MO

with modern chimney caps.

The east side of 420 E. State St. has no exposed foundation and is only a few feet from the stone and concrete retaining wall adjacent to the vacant lot. Between the wall and the retaining wall is a brick walk, laid in the herringbone pattern. On the lower level, the original portion of the building has two windows with 1/1 sash and pedimented hoods, both showing signs of deterioration. The two upstairs hooded windows are skewed to the north rather than positioned directly above the lower windows. To the south is a brick addition, with a door on the upper and lower levels. A small wooden hipped roof porch has been added, sheltering these entrances. A simple wooden fascia and overhang are painted white.

The rear (south) elevation of the buildings shows the greatest evolution and deterioration over time. A deteriorated two-story frame porch extends across the back wall of 420 E. State St. The stone porch foundation has been covered with concrete. Most of the railings are missing from the lower porch level. The upper porch posts lean somewhat to the east, and three horizontal boards serve as railings. The porch ceiling is painted sky blue. The brick addition to this building has a two-story frame addition on the west. The brick addition has two doors on the lower level and two windows on the upper level. The lower level of the frame addition has a door, since enclosed, immediately adjacent to a small modern window. The upper level of the frame addition is the same except the door is still functional. The porch roof is on the same plane as the hipped roof of the addition, at a slightly steeper angle than the original hipped roof. The frame additions to the rear of 416 E. State St. are recessed about six feet more than those on 420 E. State St. The additions seem to be in two parts, divided vertically. Both additions have concrete and stone foundations, with the east foundation mostly collapsed. Near the point of division, the ground level drops dramatically and is held by a retaining wall, exposing much more of the west addition foundation. The east addition resembles an open porch with the lower level enclosed in clapboard. This level has a four-panel wooden door and a 2/2 pane window, partially covered. Roof joists extending over this portion indicate that it was originally of one story. A stair extends from the upper porch, which except for the door is enclosed with panels at the bottom and wood framed screens above. The west addition, which apparently is depicted on the 1892 Sanborn map, is fully enclosed with clapboard. Originally, upper and lower levels were identical with 1/1 windows centered in each section. At some point a door was added east of the lower window and a small modern window was added west of the upper window. A simple wooden porch has been added to provide access to the rear door. Completing the rear of 416 E. State St. is a section where the rear wall of the original building is exposed. This wall is in fairly good condition. It contains a basement-level window opening with 6/6 sash and a pedimented hood. Simple wooden fascia and overhang are painted white.

The west elevation of 416 E. State St. is mostly unchanged. The basement level is largely exposed, with the ground sloping from the front to the rear. This level has a 6/6 window on the south and a two-pane window, probably a replacement of the original, on the north. The basement level of this wall shows more moisture damage than any of the other wall sections. On the first and second floors are identical, symmetrically arranged window openings with 2/2 sash. All six windows have shallow pedimented hoods. Simple wood fascia and overhang, painted white, complete the wall. Directly below the centered chimney is a crack and staining indicating that repair is needed.

A few feet behind the rear porch at 420 E. State St., a tall shed possibly used for coal storage hugs the concrete retaining wall on the east side. Constructed of concrete poured into wooden forms, this shed appears on Sanborn maps as early as 1898. Although a frame upper portion was removed earlier this year, this building is contributing. Opposite the shed, where the ground level drops and is held by another concrete retaining wall, is a deteriorated concrete stair and a wooden stair leading to the lower ground level. South of the wooden stair are three concrete walls from a circa 1950 garage. The rear yard is edged with trees. A utility pole anchors the southwest corner of the lot. The concrete shed, brick

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 4

Jefferson Female Seminary
Jefferson City, Cole County, MO

walkway and stone retaining wall on the east side date from the period of significance. The remaining retaining wall, steps and garage remnants do not significantly detract from the buildings' significance, as they are small in scale and barely visible from the front.

The interior was subjected to years of apartment usage and various reconfigurations but some historic material remains. Partitions and paneling are being removed in preparation for the installation of new mechanical systems and refinishing of original building fabric. For some reason, 420 E. State St. suffered more changes in floor plan and lost more of its original trim than 416 E. State St. Four-panel doors were stripped of their box locks and covered with paneling. Most of the original trim was removed, but enough remains to indicate that at least some of it was finely crafted with a reeded design. Baseboards were tall and reeded. Wide doorways on both floors were converted into standard rectangular openings. While this did not permanently damage the upstairs openings, part of an arched downstairs opening was removed. Floors downstairs at 420 E. State St. are covered with worn, soiled carpeting or vinyl. Upstairs flooring, some with water damage, consists of narrow boards which are decades old but not historic. The stairway in this building is intact and complete with railing, balusters and newel post. Original trim with a simple bull's-eye design survives around the doors in the stair hall, and the baseboard is also intact at this location. A window, until recently paneled over, overlooks the stairwell from the central room on the second floor. Such windows--which could provide a brief warning in case police, for example, were coming up the stairs--have been associated with buildings used as bordellos.

Fortunately, the interior of 416 E. State St. suffered mainly from neglect and few major alterations have occurred. An original door in the basement retains its original brown porcelain knob and lock. The main entry door, while historic, is nonoriginal and from a later period. The plain trim throughout this building appears to be original. Downstairs, a plywood subfloor may cover the original flooring. The most noticeable alteration is the relocation of the stair to the west side of the building, providing separate access from street level. The stair partially covers one window on the west side wall. Beadboard, or car siding, is used to panel the wainscot and upper walls of the stair hall, and is stained a dark brown. Original pine floors upstairs show many years of wear. Doors in this building are of several designs. In the original portion, four-panel doors retain their original box locks and brown porcelain knobs, their workmanship still evident through layers of peeling paint. In the first floor rear additions, four-panel doors are of slightly simpler design, and retain white porcelain knobs and box locks. A multi-paned door upstairs provided access to the rear porch, probably circa 1930s-40s. A door with five horizontal panels also survives although the small porch it opened onto was removed when the adjacent building at 420 E. State St. was constructed. The porch is depicted on the 1892 Sanborn map. Other clues to the original layout remain. A window in the second floor west room opens onto the rear addition. Just below on the first floor, an original rear door complete with transom opening and metal hood has been revealed. Other windows on the east side in the north room on both floors were blocked when 420 E. State St. was constructed. Downstairs, in the front or north room, the opening is covered with remnants of packing crates followed by a layer of fabric and multiple layers of wallpaper. Upstairs, the complete window sash is intact.

Although the seminary buildings have been changed slightly over the years, they retain integrity of location, form, design, setting, materials and workmanship. They are representative of the early brick vernacular architecture of Jefferson City, and their pedimented window hoods are one of the city's few surviving links with the Greek Revival style.

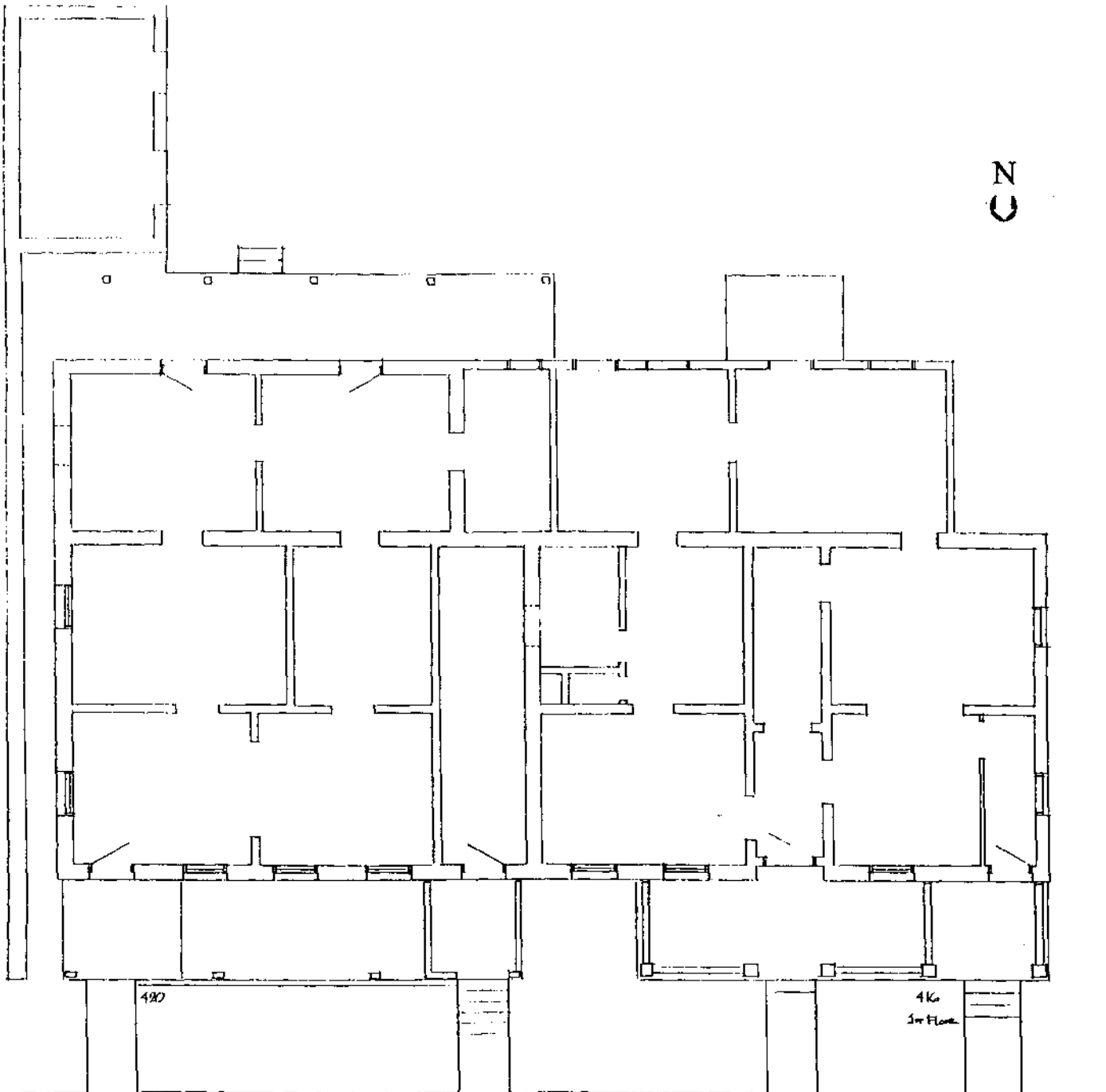
United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 6

Jefferson Female Seminary
Jefferson City, Cole County, MO

Figure Three. Floor Plans, First Floor.



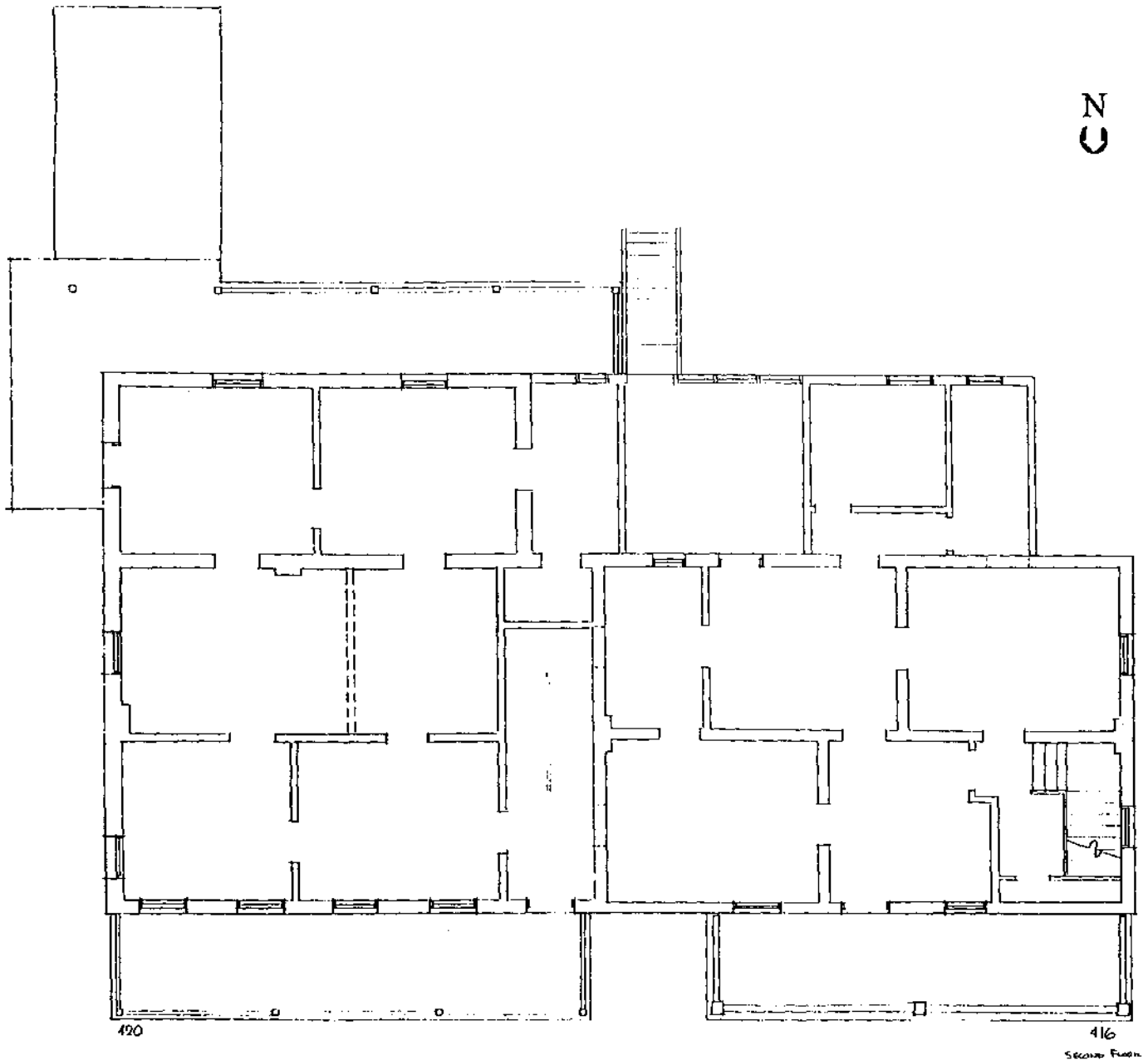
United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 7

Jefferson Female Seminary
Jefferson City, Cole County, MO

Figure Four. Floor Plans, Second Floor.



416
SECOND FLOOR

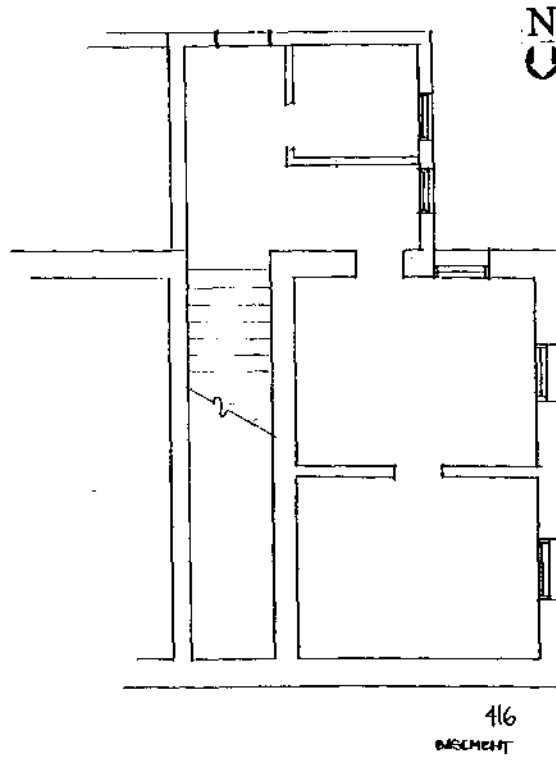
United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 8

Jefferson Female Seminary
Jefferson City, Cole County, MO

Figure Five. Floor Plans, Basement.



United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 9

Jefferson Female Seminary
Jefferson City, Cole County, MO

Summary: The Jefferson Female Seminary buildings at 416 and 420 East State Street (formerly Water Street) in Jefferson City are locally significant under Criterion A in the area of EDUCATION and Criterion C in the area of ARCHITECTURE. Constructed in the late 19th century, these buildings were part of a private school which operated for approximately 40 years at the same location beginning in circa 1858. The properties are associated with the pre-public school period in Missouri education when most students seeking education beyond the basics were trained by academies and seminaries. After the original main building, Lindell Hall, was destroyed by fire in 1885, the seminary carried on out of the nominated buildings. These buildings are among the few surviving properties that represent the academy/seminary level of education in Missouri. Architecturally, their grace and simplicity evoke images of early institutions of higher learning in Southern states. Each of these two-story brick buildings displays a modest Greek Revival influence in the form of shallow pedimented window hoods, scale and massing, cornice trim and other details.⁵ Also, the simplicity of the properties is characteristic of the many vernacular brick buildings which are being demolished in Jefferson City at an alarming rate. The obvious lack of maintenance notwithstanding, the buildings retain a high degree of integrity on the exterior, in design, materials and workmanship, and remain on their original lots adjacent to the former location of Lindell Hall, overlooking the Missouri River.

Elaboration:

Brief History of Women's Education

Throughout history, women have gained power and status not through the establishment of a new social structure but due to the breakdown of an old structure. This was true during the decline of Rome and again as the feudal period ended in the late Middle Ages.⁶ Women's education began to blossom during the Enlightenment in the late 18th century, as French literary salons taught women through conversation with men. Resulting works included The Journal of Women, founded in 1759 and directed by women in 1764, and under the protection of Marie Antoinette from 1774. Catherine the Great instituted the Smolny Institute in Russia, circa 1764. German schools encouraged education for girls and their mothers, advocating that women become teachers (in private schools only) as early as 1811.⁷

In the early 19th century, teaching was one of a handful of acceptable occupations for women in America and, perhaps because coeducation was more common in the U.S., American women led their European counterparts in pioneering women's education. Hannah Mather Crocker published *Observations on the Real Rights of Women* in 1818, and the following year Emma Willard provided the Governor of New York with a copy of her *Plan for Improving Female Education*. Willard, who taught at a coeducational academy in Vermont with her husband, studied mathematics and geography on her own after being refused an opportunity to sit for the entrance examinations for the University of Vermont. Upon mastering a subject, Willard would teach it to another female schoolteacher. By 1836, teaching was one of only seven occupations considered open to women in Harriet Martineau's *Society in America*. The others were needlework, keeping boarders, working in cotton mills, bookbinding, typesetting and housework. Catherine Beecher, who established the Hartford Female Seminary in the 1820s, also recognized the need for alternate employment for women, and organized the American Women's Education Association for the purpose of establishing women's schools. The pioneer phase of women's education in the early 19th century was completed with Mary Lyon's founding of Mount Holyoke Female Seminary for New England teachers in 1837. Mount Holyoke offered a three-year program at low cost with a broad

⁵ Haar Nomination, p. 8.17.

⁶ Phyllis H. Stock, Better Than Rubies - A History of Women's Education, (New York: Capricorn Books, 1976) p. 26.

⁷ Stock, pp. 121-122.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 10

Jefferson Female Seminary
Jefferson City, Cole County, MO

curriculum including English, French, geography, ancient and modern history, biology, chemistry, mathematics, philosophy, geology, religion, music and gymnastics. Domestic science was practiced to keep down subscription fees, but was not taught. During Lyon's lifetime approximately 1,600 girls attended Mount Holyoke and went on to become teachers, missionaries and housewives.⁸

During the 19th century, Western nations moved toward free and compulsory education for boys and girls. Change did not come quickly or easily, but in fits and starts. In the U.S., powers not specified in the Constitution were delegated to the states which followed their own individual courses. Consequently, education developed mainly through the efforts of local government and private institutions, making it difficult to compare educational opportunities available to girls with the amount and type of education available to boys.⁹

Education in Missouri

The Act of Congress which organized the Territory of Missouri in 1812 addressed education, stating:

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged and provided for from the public lands of the United States in said Territory in such manner as Congress may deem expedient.¹⁰

While education was encouraged, it remained voluntary and without government funding for a lengthy period. This was largely because of the common view, which persisted even after statehood was achieved in 1821, that education was essentially a private matter. At the time, a large number of Missourians were transplanted Southerners who set up subscription schools with their neighbors in the Southern tradition.¹¹ Parents were expected to take financial responsibility for educating their children, which of course resulted in substantially greater educational opportunities for the children of prominent families.¹² The availability of church, family and private schools reduced the demand for public schools, which in any case were slow to develop because they were viewed as public charities.¹³

In 1774, J. B. Trudeau organized the first school within the Territory of Missouri at St. Louis, where he taught for about 40 years. The development of subscription schools began after the Louisiana Purchase in 1803, as groups of families formed voluntary associations for the education of their children. In 1808, the Territorial Legislature granted a charter to establish the Ste. Genevieve Academy after residents pledged nearly \$3,000. This academy proposed to offer instruction in English and French, along with other languages and sciences as funds permitted, and to educate indigent and Indian children at no charge. Although a large stone building was constructed (and still exists), attempts to secure a federal land grant to support the school were unsuccessful. The school struggled to stay open but ultimately

⁸ *Ibid.*, pp. 184--186.

⁹ *Ibid.*, pp. 171-172.

¹⁰ Noel P. Gist and others, eds., *Missouri - Its Resources, People, and Institutions*, (Columbia, Missouri: Curators of the University of Missouri, 1950) .p. 516.

¹¹ "Missouri Ozarks Rural Schools," p. E.3.

¹² William E. Foley, *The Genesis of Missouri. From Wilderness to Statehood*, (Columbia and London: University of Missouri Press, 1989), p. 279.

¹³ *History of Education in Missouri - Autobiographical*, W.T. Carrington, State Superintendent of Public Schools 1899-1907, published circa 1931, p. 33.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 11

Jefferson Female Seminary
Jefferson City, Cole County, MO

failed due to financial problems. Territorial charters were granted for academies in Potosi, Jackson, St. Charles and Franklin, but these institutions experienced difficulties similar to the Ste. Genevieve Academy.¹⁴ By 1830, only seven or eight academies had been granted charters.¹⁵ To make up for the lack of private schools, some families employed a governess to teach their children, and a large number of parochial schools were created.

In St. Louis in 1818, the Right Reverend Louis William DuBourg, Bishop of Louisiana, helped organize a school known first as the St. Louis Academy. The St. Louis Academy became St. Louis College after enlargement of its curriculum, but classes were suspended in the 1820s. The Society of Jesus (Jesuits) took control in 1829, and three years later the General Assembly approved a charter under the name of St. Louis University. A graduate program was added in 1834, postgraduate medical study in 1836, and a law school in 1843. Meanwhile St. Mary's Seminary, organized at Perryville in 1818 (listed on the National Register as St. Mary's of the Barrens Historic District, 1995) continued training Catholic priests after statehood.¹⁶

Congress incorporated a special school district in St. Louis in 1817. A seven-member board of trustees was to manage the schools, as well as a large amount of land granted by Congress in the heart of the city. Unfortunately, these lands were sold cheaply in connection with an early economic development plan. The trustees did little more than secure some good teachers, help find suitable quarters for subscription schools, and pay tuition for indigent and orphan children without property.

Missouri's first constitution in 1821 strongly favored sending every child to some form of school, whether it was run by the church, family, or privately. A charity public school was recommended for those unable to pay. The legislature in 1825 allowed for one or more public schools in every township, and established a township trustee to care for the school lands and direct the establishment of schools. The first enactment of real public school legislation was in 1835, setting up three trustees for every district and assigning them the duties of employing teachers, providing a six-month school, teaching prescribed subjects and making all other arrangements. In 1837, a permanent state school fund was created which soon reached \$600,000. Interest was first apportioned in 1842.¹⁷

Prior to statehood St. Louis had the largest number of schools with the greatest variety of subjects offered, but most settlements had at least some type of school promising to teach the basics. However, due to the uneven quality of the schools and the uncertainty of their duration, some wealthy residents continued to send their children to schools outside of the Territory. Despite the shortcomings of education in Missouri's early years, it probably compared favorably with education in other frontier areas.¹⁸

When Missouri became a state in 1821, Congress donated two townships of land for establishment of a university and 1/36th of the entire public domain to township schools.¹⁹ However it was the Geyer Act in 1839 that authorized creation of the University of Missouri, provided a plan for a university board of

¹⁴ Carrington, p. 280.

¹⁵ Perry McCandless, *A History of Missouri, Volume II - 1820 to 1860*. (Columbia, Missouri: University of Missouri Press, 1972) p. 194.

¹⁶ *Ibid.*, pp. 198-199.

¹⁷ Carrington, pp. 34-35.

¹⁸ Foley, pp. 279, 281.

¹⁹ Gist, p. 516.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 12

Jefferson Female Seminary
Jefferson City, Cole County, MO

curators and a president, and gave them general administrative supervision and control over all public colleges, seminaries and academies in the state. The act specified that the university was to be located in whichever of six central Missouri counties--Boone, Callaway, Cole, Cooper, Howard or Saline--offered the greatest inducement. Boone County won by offering \$82,000 and land valued at over \$35,000. But for operations, the university had to depend on student fees and on income from the seminary fund, which the state had created with the proceeds from the sale of federal lands provided by Congress for the support of education. In 1842, the university received its first seminary fund dividend in the amount of \$1,662, a sum totally inadequate for operation and development of the school, but the General Assembly repeatedly refused to appropriate monies from general revenue to supplement the university's limited income.²⁰ While the university had legal authority over other colleges, it struggled financially for some time, as it was dependent on student fees to supplement its meager income. So it competed with nearby colleges, many founded with the support of Missouri's churches.

Even prior to statehood, Protestant Sunday schools offered beginning level instruction in reading and writing along with traditional Bible stories. Many ministers, most of whom were superior to the territory's lay teachers, started schools.²¹ In Liberty a Baptist College named after Dr. William Jewell was organized in 1849, and was kept going in 1857 after a fund drive by Clay County residents and Missouri Baptists. Fulton College began in 1851 as a Presbyterian school, received a state charter and synod support in 1853, and changed its name to Westminster College. Columbia College, supported by the Disciples of Christ, was founded in 1851; Columbia Baptist Female College (now Stephens College) was incorporated in 1857; and the 1853 Eliot Seminary in St. Louis was redesignated as Washington University in 1857.²²

Levels of Education Available

While colleges were in operation, most instruction focused on the basics or elementary level education but educational levels of Missouri citizens varied widely. Missouri had many highly educated and well-informed citizens, but far more were semiliterate and illiterate people too busy with the demands of frontier life to be concerned about their children's education, much less their own. One observer remarked, "Not more than one-third of the inhabitants of the territory can read. Such people take but little pains to educate their children. When I converse with them on the subject, they say I cannot read & they can do as well as I have done without learning."²³

Private elementary schools were operated by churches, various organizations and some individuals. During this period, the state limited its public school efforts to the elementary level. A high school in St. Louis was organized in 1852-53 as Missouri's first public secondary school, and the second did not open in St. Joseph until just prior to the Civil War. Secondary education was almost exclusively a function of private schools commonly called academies.²⁴ Census records give the following statistics for public and private schools:²⁵

²⁰ McCandless, pp. 200-201.

²¹ Foley, p. 278.

²² McCandless, pp. 198-199.

²³ Foley, p. 278.

²⁴ McCandless, p. 194.

²⁵ Frederic Arthur Culmer AB, AM, DD, A New History of Missouri, (Mexico, Missouri: The McIntyre Publishing Co., 1938), pp. 260-261.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 13

Jefferson Female Seminary
Jefferson City, Cole County, MO

	<u># Public Schools</u>	<u># Teachers</u>	<u># Students</u>	<u># Illiterate Citizens</u>	
1840	642		16,788	19,457	
1850	1,570	1,620	51,754	36,778	
1860	4,120	4,769	175,85	60,545	
	<u># Colleges</u>	<u># Academies</u>	<u># Students</u>	<u># Teachers</u>	<u>\$ Annual Income</u>
1840	6		495		
1840		47	1,926		
1850	9		1,009	65	\$ 79,528
1850		204	8,829	368	\$143,171
1860	36		4,291	211	\$207,353
1860		240	20,143	625	\$248,930

The Academies

Academies, or seminaries, provided the only real link between elementary and collegiate education. By the end of the 1860s over 90 academies in Missouri had been granted charters. The advantage of a private institution operating under a state charter was that they were exempt from state taxation, in exchange for operating under regulations included by the state in their charters. Usually the charters required the academy to be coeducational, although relatively few girls ever attended due to the fees, and to admit children from poor families for free. The institution frequently received a portion of the state's school money to offset the cost of educating poor children. Approximately 100 other private academies operated prior to 1860 without charters from the state. Organizers of private schools often sold stock to secure the capital necessary to launch their institutions, and funding for operations depended on tuition and donations from individuals or organizations. Some academies were organized in order to make a profit, but few succeeded.²⁶

The academy in Missouri defied any rigid definition. Some were college preparatory schools. Some were chartered by the General Assembly. Most were supported entirely by private funds although more than a few received some public funds. While coeducation was supposed to be a distinctive feature of the academy, probably half were exclusively male or female. Most academies maintained a primary department for children, while some offered classes that were ordinarily taught at the college level.²⁷ In addition to varied offerings, term lengths (usually 36 or 40 weeks), entrance requirements, qualifications of teachers and diplomas granted were in no way standardized.²⁸

In the 1830s, the state attempted to legislate a standard school curriculum and in 1855, a curriculum issued by the state superintendent outlined a uniform course of elementary study, using a graded system and suggesting specific textbooks. Despite the hopes of state officials, in reality the public schools were

²⁶ McCandless, p. 194.

²⁷ David D. March, PhD., *The History of Missouri, Volume 1*, (New York and West Palm Beach : Lewis Historical Publishing Company, Inc., 1967), p. 731.

²⁸ *Ibid.*, p. 732.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 14

Jefferson Female Seminary
Jefferson City, Cole County, MO

poorly organized and rarely had either the teachers or equipment needed to carry out the provisions of the prescribed curriculum. Most private academies offered superior instruction on two levels: the junior branch curriculum, which included arithmetic, geography, history, literature, reading and writing; and the senior branch curriculum, which included algebra, astronomy, botany, chemistry, composition, declamation, English, French, geometry, Greek, history, Latin, logic, natural philosophy, rhetoric, surveying, and trigonometry.²⁹ Private schools in the larger towns offered formal instruction in additional subjects ranging from languages, geography and higher mathematics to music, drawing, dancing and fencing.³⁰

Education of Women in Missouri

Early attempts were made to provide educational facilities for women. In the St. Louis area, several girl's schools offered instruction in traditional academic subjects and the domestic arts, with an emphasis on the latter. Outside of St. Louis, such opportunities were more limited. The trustees of the Ste. Genevieve Academy had promised to admit girls whenever funds were available, but these funds never materialized. The expense of maintaining separate schools discouraged the creation of women's schools in most places during the territorial period, but coeducational schools were available at Potosi, Jackson and Franklin.³¹ Maj. George C. Sibley and his wife, two pioneers in the education of women in Missouri, launched Lindenwood College as a finishing school for young ladies in 1829.³² When Fayette Academy opened in 1826, the advertisement stated, in part "that 'special attention' would be given 'the instruction of young ladies in the higher branches of Female Education.'"³³

After statehood, educational opportunities for women were greatly expanded in Missouri. As more academies opened, a significant number were exclusively female. By the latter half of the 19th century, females generally outnumbered males in the private school population. National statistics for private school enrollment from 1890-1930 showed that female students in private schools outnumbered male students six out of nine periods reported.³⁴ One source pointed out that the term "academy" in a school's name indicated a boy's school and "seminary" indicated a girl's school.³⁵

Teachers

In the 19th century, the range of teacher competence was extreme in Missouri. Students of highly qualified teachers received a solid education, while other teachers left much to be desired even by 19th century standards.³⁶ Lacking stable funding, schools competed for students and Jefferson City newspapers of the period include ads for schools as far away as St. Louis. Private schools closed and reopened frequently, causing teachers to either supplement their income or seek employment elsewhere. One Jefferson City teacher advertised his services as a teacher, and, in the same newspaper, a notice for

²⁹ Ibid, p. 195.

³⁰ Foley, p. 279.

³¹ Foley, p. 280.

³² McCandless, p. 198.

³³ March, p. 732.

³⁴ "Ursuline Academy - Arcadia College Historic District," p. 8.26.

³⁵ Giffen, p. 3.

³⁶ McCandless, p. 197.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 15

Jefferson Female Seminary
Jefferson City, Cole County, MO

his services as a surgeon and dentist.³⁷ Teachers frequently were forced to board with their students' parents, which no doubt further discouraged many from entering the profession.³⁸

There was also great variation in the preparation of Missouri's early teachers. Some received their training outside the state, but most teachers in the academies were themselves graduates of a Missouri academy.³⁹ This resulted in some teachers barely being older than their students, as sporadic attendance meant that some students were from 16 to 20 years old before completing the eighth grade.⁴⁰ Regardless of their training, the teacher's task was not an easy one. Students of all grades and ages, housed in facilities considered primitive by today's standards, posed serious handicaps to teachers.⁴¹

Equipment

Teaching equipment was greatly limited in the early schools. Writing was accomplished using a quill pen made from a goose or turkey feather. Sometimes younger students were permitted to write on a slate, if they had one, but blackboards were not available until circa 1845. Until the 1840s, textbooks were so scarce that the lack of uniformity or grade appropriateness were not considered problems. Commonly used textbooks included Webster's "Blue Back" spelling book, which did double duty as a reader, Pike's Arithmetic, Smith's Grammar, Broun's Geography, Goodrich's History, and the English Reader filled with choice extracts from great writers. The *Holy Bible* was often used as a reader in the absence of a textbook. Between 1840-50, graded texts began to appear. By 1855, when State School Superintendent Edwin C. Davis issued a pamphlet outlining a course of study and encouraging the use of specific books for each subject in the first five grades, the most popular textbooks were McGuffey's Eclectic Readers, Pinneo's Grammars, Ray's Arithmetics, Monteith's and McNally's Geographies, and Willard's Histories.⁴²

Establishment of the Jefferson Female Seminary

Missouri became a state in 1820, and the current location of Jefferson City, then an undeveloped site known as Howard's Bluff, was chosen as the location for the state capitol the next year. Incorporated in 1825, Jefferson City became the seat of Cole County government in 1829.⁴³ Also in 1829, the sale of 40 town lots and 20 "out" lots was authorized, reserving "sites selected for seminary and penitentiary."⁴⁴

The first reference to a "Jefferson Female" school at the approximate location of what became the Jefferson Female Seminary was found in a letter to the editor, when a writer described her school experiences in 1838. The school she attended was located in a two-room log building on Water Street (today State Street) and was known as the Jefferson Female and Classical School. The school was operated by J.I. Pierce and his wife and prices ranged from \$4 a term for classes in the basics to \$8 for

³⁷ Giffen, p. 8.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ "Missouri Ozarks Rural Schools," p. E.9.

⁴¹ Giffen, p. 8.

⁴² March, p. 727.

⁴³ Steven E. Mitchell, "Phase I Cultural Resources Survey of the MHTD Job No. J5S0352 Project Corridor." Report Prepared by the Cultural Resources Section, MoDOT, for the Federal Highway Administration, 1994. (On file with Missouri DNR/Historic Preservation Program), pp. 1-2.

⁴⁴ James E. Ford, *A History of Jefferson City - Missouri's State Capitol and of Cole County*, (Jefferson City: New Day Press, 1938) p. 18.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 16

Jefferson Female Seminary
Jefferson City, Cole County, MO

instruction in the classical department.⁴⁵

While the log building apparently did not survive for long, the idea of a women's school at this location and the major portion of the name did. From the records, it appears that the first building associated with the Jefferson Female Seminary was constructed at this location in circa 1857. John W. Sutherland purchased Lots 116 and 117 on July 18, 1857, and announced plans for construction of a school. At least 30 local stockholders contributed "the sum of at least ten thousand dollars for purchasing lots and erecting a Female Seminary in the City of Jefferson," in amounts ranging from \$50 to \$500. In 1866-1867, a lawsuit brought by the stockholders documented the fact that the buildings were actually constructed.⁴⁶ The new school (referred to as the Jefferson City Female College) was mentioned in a Jefferson City newspaper article, dated August 28, 1858:

The Educational Facilities of Jefferson

The fall session of our schools soon commences, and as many are unaware of our superior educational advantages, we are induced to say a few words with reference to their number and character.

First on this list is the Jefferson City Common School...numbering over one hundred scholars under the care of Misses Stevens and Lisle, whose recent public examinations prove them to be well worthy of the confidence reposed in them by the trustees. [It is doubtful that both teachers were employed for the entire year since the state report lists only one teacher.]

2nd. The Jefferson City Female College, also numbering over one hundred scholars – under the care of Rev. Mr. Loughheed. The reputation of this school for excellence in scholarship, and careful training, is not surpassed by any school in the State, or out of it.⁴⁷

The article continued and two other schools were described, the Jefferson City Male High School and the Young Ladies School, held in the basement of the Episcopal Church.⁴⁸ Typical of early private education in Missouri, a single teacher at these schools would be assigned to as many as a hundred students. Sometime in 1858, Samuel D. Loughheed purchased the property, Lots 116 and 117, from Sutherland.⁴⁹

The main building of the Jefferson Female Seminary, Lindell Hall, was an imposing three-story brick building (see photo, Figure Six).⁵⁰ A ca. 1869 bird's eye view shows Lindell Hall at the corner of what is now Jackson and State Street (see photo, Figure Seven).⁵¹ This building, discussed in greater detail in the following section on architectural significance, is representative of the 12-room structure typical of larger town schools of the period.

⁴⁵ Giffen, pp. 8-9.

⁴⁶ Cole County Recorder, Book T, p. 169.

⁴⁷ Ford, p. 25.

⁴⁸ Ibid.

⁴⁹ Cole County Recorder, Book P, p. 528.

⁵⁰ Giffen, p. 47.

⁵¹ Library of Congress web page. "Bird's eye view of Jefferson City, the capitol of Missouri 1869."

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 17

Jefferson Female Seminary
Jefferson City, Cole County, MO

Despite the high hopes of 1858, by 1867 the Jefferson Female Seminary had been twice sold on the Cole County Courthouse steps for non-payment of debts.⁵² While \$10,000 had been invested in its construction just nine years before, the property sold in 1865 to Fred Rowe, a former commissioner of schools, for \$200. Two years later, in 1867, it was sold for \$7,000 to William H. D. Hatton.⁵³ The seminary's funding difficulties were typical of those experienced by Missouri subscription schools of the period, and symptomatic of the difficulties education experienced during the Civil War. During the war, many district schools closed as state appropriations were halted.⁵⁴ Even the office of State Superintendent of Public Schools, established in 1853, was abolished in 1861. Following the war, teachers were barred if they had been Southern sympathizers, and consequently many former Confederates taught school without a license. When peace was restored, many older youths who had been denied education during the war flocked to the schools.⁵⁵

Presumably former commissioner Rowe, whose wife was a teacher, expected to profit handsomely from the increased interest in education following the war, but it was not to be. Shareholders who had invested in the seminary's construction in 1857 sued to dissolve the corporation due to nonpayment of interest on their investment, and the property was subsequently sold to Hatton. The school reopened for classes in March 1867.⁵⁶

By April 1871, the local newspaper listed only two private schools:

The Jefferson City Female Seminary has five teachers. The course of study embraces all the English branches, mathematics, ancient and modern languages with music, drawing and painting. Number of scholars 70. Seminary building has all modern improvements, worth \$18,000.

The Sisters School (Catholic) has five teachers and 150 scholars. Courses included lessons in Wax and Hair work, in addition to regular classes. Two story brick building worth \$10,000...Highest excellence and attended by scholars from abroad.⁵⁷

Use of 416 and 420 East State Street properties as part of Jefferson Female Seminary

While no historic photographs showing the properties in use as seminary buildings are known to exist, other evidence that the properties at 416 and 420 East State Street were actually part of the Jefferson Female Seminary leaves no doubt of their association. In addition, they are the only properties remaining from the institution which was developed in its original form by John W. Sutherland in ca. 1858. Sutherland purchased Lots 116 and 117 on July 18, 1857, and announced plans for construction of a school. In 1866-1867, a lawsuit by the stockholders referred to Lots 116 and 117 as the location "upon which the buildings were erected..."⁵⁸ The plural "buildings" indicates that more than the original main property, Lindell Hall, had been constructed for use as a school building. Sometime in 1858, Samuel D.

⁵² Cole County Recorder, Book Q, pp. 264-265; Book T, p. 169.

⁵³ Cole County Recorder, Book T, p. 169.

⁵⁴ Missouri Historical Review, Volume 9, pp. 236-237.

⁵⁵ Carrington, pp. 5-7.

⁵⁶ Giffen, p. 32.

⁵⁷ *Ibid.*, p. 45.

⁵⁸ Cole County Recorder, Book T, p. 169.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 18

Jefferson Female Seminary
Jefferson City, Cole County, MO

Lougheed purchased the property from Sutherland.⁵⁹ On August 28, 1858, The Rev. Mr. Lougheed was described in a Jefferson City newspaper as being in charge of the seminary, and deed records confirm that he, too, owned Lots 116 and 117. According to the Bird's Eye View of 1869 and the historic photograph shown in Figure 6, Lindell Hall was located at the corner of East Water (now State) and Jackson Streets, immediately adjacent to the nominated properties which would have facilitated their use as part of the seminary. An advertisement dated August 1, 1884, apparently referred to a separate building which had just been constructed as a new boarding hall, presumably the building on Lot 116 (416 E. State St.):

Boarding & Day School. The Seminary will open with a New Faculty and Boarding Hall on Monday, September 1, 1884. For circular containing particulars Address F. Rowe, Principal, Jefferson City, MO⁶⁰

Deed records show that in August 1884, the owner of Lots 116 and 117 was Fred Rowe who tried to continue operating Jefferson Female Seminary following the loss of Lindell Hall to fire in 1885. Following the loss, use of the boarding hall as a classroom building in order to be back in business in time for the school year was a logical option. In October 1885, Articles of Association for the Seminary Company stated that the company existed "for the purpose of building and conducting a Seminary of learning..." By July 1898, the Sanborn map (see Figure Two) shows a building on Lot 117 (420 E. State St.) which did not appear on the 1892 Sanborn map. An 1893 newspaper found in a rear addition to 420 E. State St. perhaps suggests that this building was constructed only a few years after the loss of Lindell Hall in 1885. Design similarities in the nominated buildings further supports their use for a common purpose. Altogether, sufficient evidence points toward use of the building at 416 E. State St. as a boarding hall for a brief period, and perhaps as the main seminary building following the loss of Lindell Hall, followed by construction of the building at 420 E. State St. for either academic or residential use by the Jefferson Female Seminary in its declining years. While the various owners undoubtedly had great plans for their private school, the handwriting was on the wall and public schools were the wave of the future.

Public Schools Gain Momentum

During the early years, private schools were the preference of most Missourians. But over time, legislation was passed to give public schools more funding and they gradually gained acceptance. In 1835, a county tax of 3 1/3 cents per \$100 assessed valuation was authorized on 2/3 vote, but was never applied. The school code in 1853 included public taxation by vote of those who paid the tax, although school boards were not given the right to levy and few districts voted for the tax.⁶¹ Legislation passed in 1866 was the first complete and workable set of school laws. Included were such things as provision for urban as well as township schools, authorization for boards to issue building bonds and assess an annual tax for school operations based on majority vote of the citizens, and a requirement that separate schools be provided for black children.⁶² In 1875, local school boards were authorized to levy 40-cents per \$100 assessed valuation, which could by vote be increased to \$1 in cities and towns.⁶³

In 1850, Missouri had 204 academies of various kinds and approximately 9,000 students were enrolled in

⁵⁹ Cole County Recorder, Book P, p. 528.

⁶⁰ Cole County Democrat, (Jefferson City, MO), August 1, 1884, p. 3.

⁶¹ Carrington, p. 57.

⁶² Giffen, pp. 32-33.

⁶³ Carrington, p. 57.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 19

Jefferson Female Seminary
Jefferson City, Cole County, MO

them. After the passage of funding legislation for public schools in 1875, the academies began to decline. By 1910 only 60 such institutions were listed in the State Superintendent's report, nearly all affiliated with religious organizations.⁶⁴ By 1870 the public schools had recovered from the effects of war, and there were 7,500 school districts with 280,000 students, nearly half of Missouri's school population.⁶⁵

Jefferson City followed this trend of moving toward improved public schools. The transitory nature of private schools in the community apparently helped mold public opinion. Prior to an election in August 1866, a newspaper account on taxation of property to support public schools stated:

Public Schools in Jefferson City – Shall We Adopt the Special Law?
Every intelligent citizen of Jefferson City knows that our city is woefully behind in the age in the matter of public schools; that the subject has never received the attention its importance demands; that the education of the children of our city has never been adequately provided for by means of public schools...And it is equally well known that the private school enterprises undertaken in our city have all proved ephemeral, in short, failures. The consequence has been a condition of educational affairs that is discreditable to the capital of the great state of Missouri, and a serious hindrance to its prosperity.⁶⁶

By the end of the 1869-70 school year, public school enrollments were close to 600. In the summer of 1870 contracts were let for construction of a new school building at Miller and Monroe, about five blocks east of the first school. A three-story brick building with 12 rooms, the new school featured three hot air furnaces and was a much more modern facility than the Jefferson Female Seminary.⁶⁷

Public schools were firmly entrenched with the completion of the new building, and support for private schools continued to decline. The Jefferson Female Seminary changed hands again in 1872.⁶⁸ Early owner Fred Rowe and his wife, one of the first teachers of the primary grades in the new public school, repurchased the seminary property in 1883. They hired the superintendent and two of the teachers of the public school over the summer. In October 1883, one month after reopening, 40 pupils were enrolled.⁶⁹ An advertisement just prior to the start of the next school year, on August 1, 1884 stated:

Boarding & Day School. The Seminary will open with a New Faculty and Boarding Hall on Monday, September 1, 1884. For circular containing particulars Address F. Rowe, Principal, Jefferson City, MO ⁷⁰

Whether the "New...Boarding Hall" (apparently the building at 416 E. State St.) was an expansion based on the success of the school under professional management, or a desperate attempt to compete with the public school system is unknown. This building appears on the 1892 Sanborn map (see Figure Two).⁷¹ But to quote one source, "Jefferson City's more durable private school – The Female Seminary or Lindell

⁶⁴ Gist, p. 518.

⁶⁵ Missouri Historical Review, Volume 9, p. 236.

⁶⁶ Giffen, p.33.

⁶⁷ *Ibid.*, p. 44.

⁶⁸ Cole County Recorder, Book Z, p. 364.

⁶⁹ Giffen, pp. 47-48.

⁷⁰ Cole County Democrat, (Jefferson City, MO), August 1, 1884, p. 3.

⁷¹ Sanborn Map, 1892, sheet 6.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 20

Jefferson Female Seminary
Jefferson City, Cole County, MO

Hall – was soon to end its 40-year history.⁷²

The local newspaper described the fire which destroyed Lindell Hall on March 20, 1885:

At 3:30 o'clock this morning a fire broke out in the Seminary and the building is totally destroyed. It is the result of the grossest kind of misconduct on the part of the fire department. How long will the people of this city continue to vote for city officers who will keep a paid engineer who will not attend to his duties, but spends his time attending the Imperial Club Balls. We are informed that the engine was not at the fire at all. Our citizens have the opportunity now to elect a man for mayor who is not pledged to keep this old gang in office, and we hope to see them do it.⁷³

Rowe tried to continue the Jefferson Female Seminary following the fire. In October 1885, Articles of Association for the Seminary Company were recorded. Shareholders listed were Fred Rowe, Mrs. E.L. Rowe, S.W. Cox and H.A. Swift, "for the purpose of building and conducting a Seminary of learning ...".⁷⁴ By July 1898, a second building is depicted on the Sanborn map at 420 E. State St. (see Figure Two).⁷⁴ But "private education, as a factor in the public educational picture, was at an end in Jefferson City. The years ahead were reserved for a steady growth in the public educational system..."⁷⁵

Since the closing of the Jefferson Female Seminary some 97 years ago, the buildings have been primarily used as residential apartments. The Jefferson City Housing Authority owned and operated the property from 1990-97. Since the seminary years, maintenance apparently has ranged from minimal to nonexistent. The most recent "tenants" have been homeless persons who lived in the buildings without the luxury of running water or electricity. The City of Jefferson, in attempting to enforce code violations, prompted the Housing Authority to consider demolition of the buildings. Due to successful efforts by local preservationists, the buildings were marketed and sold to the current owners who plan to renovate them.

Architectural Significance
Evolution of School Buildings

The first schoolhouses in Missouri were simple, primitive, and in keeping with the idea that public education was a charitable undertaking. Made of logs, these approximately 16 by 20 feet buildings had window openings covered with greased paper, split log floors, and a fireplace at one end. Students sat on benches facing the teacher's desk. These early schools were upgraded as tools became available. Many were weatherboarded, reroofed with smaller and thinner boards, fitted with glass windows and equipped with a wood stove and seats. It was this type of building that Superintendent Starke tried, from 1857 to 1861, to replace with frame schoolhouses. After 1857 few log school buildings were constructed. Thousands of frame one room schoolhouses were in use by 1875, and this style became established as the standard in rural areas for more than 30 years.⁷⁶

But in the towns and cities, thousands of graded school buildings were erected between 1865 and 1875. Depending on the average number of students, these typically contained four, eight or a dozen rooms.

⁷² Giffen, p. 47.

⁷³ Cole County Democrat. (Jefferson City, MO) March 20, 1885, p. 3.

⁷⁴ Sanborn Map, July 1898, sheet 6.

⁷⁵ Giffen, p. 48.

⁷⁶ Carrington, pp. 64-68.

United States Department of the Interior
National Park Service

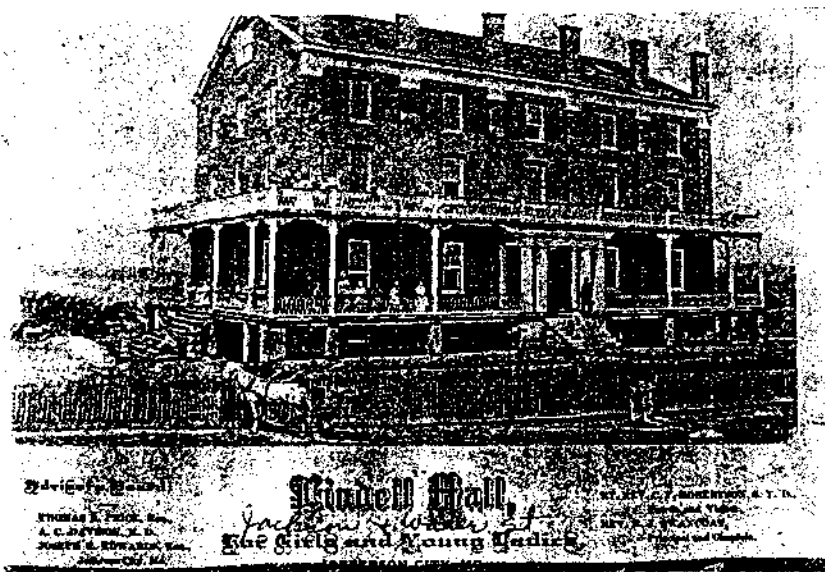
NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 21

Jefferson Female Seminary
Jefferson City, Cole County, MO

Four-room buildings were typically frame, and the larger buildings were of brick construction. The general plan provided a broad hall through the center of the building with double doors at either end, and two large rooms on both sides of the hall. Since as many as 60 students were assigned to a teacher, the classrooms were relatively large. Eight-room buildings were of two stories and 12-room buildings had three stories, but all used the same basic floor plan.⁷⁷

Figure Six. Historic Photograph of Lindell Hall.



This was the type of building described by a writer recalling his early education in Phelps County, Missouri:

In 1859 my father and Lyndsey Coppedge each donated one-half acre of land for a school. They furnished all the material for a building, paid all carpenter bills, and made the building ready for a school. It was a large two-story edifice with pillars and colonial portico. They selected Professor E.S. Stoddard of Illinois and Professor Simeon Phillips of Vermont for instructors. There were no grades. Students might study any text books in use at that time. Pupils came from twenty-five to one hundred miles to attend the school, which was said to be the best in our section of Missouri, and was called Springdale Academy. After the Civil War, districts were organized and schools graded. A number of good teachers were educated in this Academy who have been very successful in their profession. The old Academy burned down on Tuesday night, January 4, 1898, and has never been rebuilt - an old landmark gone and sadly missed. The lower room

⁷⁷ Carrington, pp. 68-69.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 22

Jefferson Female Seminary
Jefferson City, Cole County, MO

was used for school and church, and the upper, later, for a lodge hall.⁷⁸

Later architects began studying adaptations of school buildings to meet specific purposes. St. Louis obtained a new charter, which provided for a superintendent of construction. W. B. Ittner was selected for the position, and eventually was credited with the design of more than 500 buildings in 29 communities.⁷⁹ Ittner's buildings were a model of school design for many years. The general plan had an "H" shape, with one side of every room consisting of mainly windows arranged close to the high ceiling. This design quickly caught on and examples were constructed in all parts of the country.⁸⁰

Significance of 416 and 420 E. State Street

The buildings at 416 and 420 E. State St. are representative of the two-story, eight-room brick schoolhouse type from the academy/seminary era, each having four original rooms per floor. Very few school buildings of this type and era, which bridged the gap between basic education and college, are thought to remain in Missouri. One example is the Paris Male Academy in Monroe County (listed on the National Register 7/19/90), a two-story brick building erected in the mid-1850s. In the Paris Male Academy nomination, the rarity of the form is addressed by the preparer: "Any surviving academy building in Missouri, and there are very few, is a genuine curiosity....Virtually none of the buildings that housed these institutions [is] extant today."⁸¹ Except for those associated with religious organizations, the academy was a type of private school that practically vanished with the rise of public schools in Missouri.

During this time education in Missouri was shifting from primarily a private affair, with schools controlled by churches, families, or private shareholders, to government funded public education. Once tax-supported funding for public schools gained popularity, private schools which charged tuition and were not associated with churches could no longer attract donors and stockholders, and simply could not compete with public schools. As a result, this type of school building is now rare in Missouri.

The buildings are also representative of the rapidly disappearing early brick vernacular architecture of Jefferson City. In the years following statehood, large numbers of German immigrants began settling in Missouri and a strong tradition of building with brick evolved in various areas including Jefferson City. Many of the immigrants were from areas (such as northern Germany) where a strong history of brick construction existed and their influence on the brickmaking industry in Jefferson City was quickly apparent. Brick construction was relatively more popular in urban than rural areas where both wood and stone were more readily available.⁸² One study noted that "wherever suitable clay deposits could be exploited, brick became the dominant and longest-lasting feature of townscapes in the Midwest's German settlements."⁸³ Brick kilns were often among the first industrial enterprises to be established in Missouri-German towns, including Jefferson City where one was in operation before 1826.⁸⁴ While they were

⁷⁸ *Missouri Historical Review, Volume 19*, p. 101.

⁷⁹ "Ursuline Academy - Arcadia College Historic District" (National Register Nomination, Cultural Resource Library, Historic Preservation Program, Missouri Department of Natural Resources, Jefferson City, MO), p. 8.26.

⁸⁰ Carrington, pp. 69-70.

⁸¹ "Paris Male Academy," (National Register Nomination, Cultural Resource Library, Historic Preservation Program, Missouri Department of Natural Resources, Jefferson City, MO), pp. 8.4, 8.8.

⁸² "Historic Resources of Boonville, Missouri," (National Register Nomination, Cultural Resource Library, Historic Preservation Program, Missouri Department of Natural Resources, Jefferson City, MO), p. 8.7.

⁸³ "Historic Resources of LaGrange, Missouri," (National Register Nomination, Cultural Resource Library, Historic Preservation Program, Missouri Department of Natural Resources, Jefferson City, MO), p. E.15.

⁸⁴ "Herman Haar House, Cole County, Missouri," (National Register Nomination, Cultural Resource Library, Historic Preservation Program, Missouri Department of Natural Resources, Jefferson City, MO), p. 8.10.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 23

Jefferson Female Seminary
Jefferson City, Cole County, MO

usually well constructed, most of the early brick vernacular buildings of Jefferson City have been obliterated in connection with the construction of new state office buildings and parking lots, highway expansion and the preference of many for new construction over rehabilitation.

The properties are also a lingering example of the Greek Revival influence in Jefferson City. The influence is subtle (these are vernacular buildings), evident primarily in their scale and massing, low-pitched hipped roofs, cornice trim, full-width two-story porches with shed roofs in front of the main roofs, and shallow pedimented window hoods. The Greek Revival style, especially when configured with a full facade porch, is most common in the South.⁸⁵ The preference for private schools or academies relates to Southern educational philosophy,⁸⁶ so this architectural treatment was logical. Similarities between Lindell Hall, which was larger and grander than the extant buildings at 416 and 420 E. State St., include such things as similar scale and massing, brick construction, symmetry, full-facade two-story porches slightly raised to meet the central entrance, and pedimented window hoods which clearly reflect Greek Revival styling.⁸⁷

The 1991 Jefferson City Historic East Survey found that the nominated buildings would contribute to a potential National Register historic district.⁸⁸ The association of these buildings with the Jefferson Female Seminary was subsequently discovered. Based on this information, the buildings were determined individually eligible for listing in the National Register by the Missouri Historic Preservation Program.

The Pendulum Swings Back

Ironically, current trends indicate a possible resurgence of the private school. Especially in urban areas, the consensus is that public schools do not provide a quality education. This generally accepted idea led to school busing and subsequent years of litigation by the State of Missouri to end the expensive practice. Cases now before the U.S. Supreme Court raise the issues of public funding and tax exempt donations for parochial schools. The issue of school vouchers to allow a student to attend any school, using tax revenue to defray tuition, has been the subject of much legislative debate. Depending on how the current cases are resolved, vouchers could become a reality leading to a new demand for private schools.

⁸⁵ Virginia & Lee McAlester, A Field Guide to American Houses, (Alfred A. Knopf, Inc., 1984; reprint, 1989), pp. 178-179, 192.

⁸⁶ "Missouri Ozarks Rural Schools" (National Register Nomination, Cultural Resource Library, Historic Preservation Program, Missouri Department of Natural Resources, Jefferson City, MO), p. E.3.

⁸⁷ Jerena East Giffen, The House on Hobo Hill - The History of the Jefferson City Public Schools, (Jefferson City, MO: Jefferson City Public Schools, 1964), p. 47.

⁸⁸ Urbana Group, "Jefferson City Historic East Survey," (Jefferson City, MO: Missouri DNR/Historic Preservation Program, 1991)

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 24

Jefferson Female Seminary
Jefferson City, Cole County, MO

Figure Six. Photo Key Map.

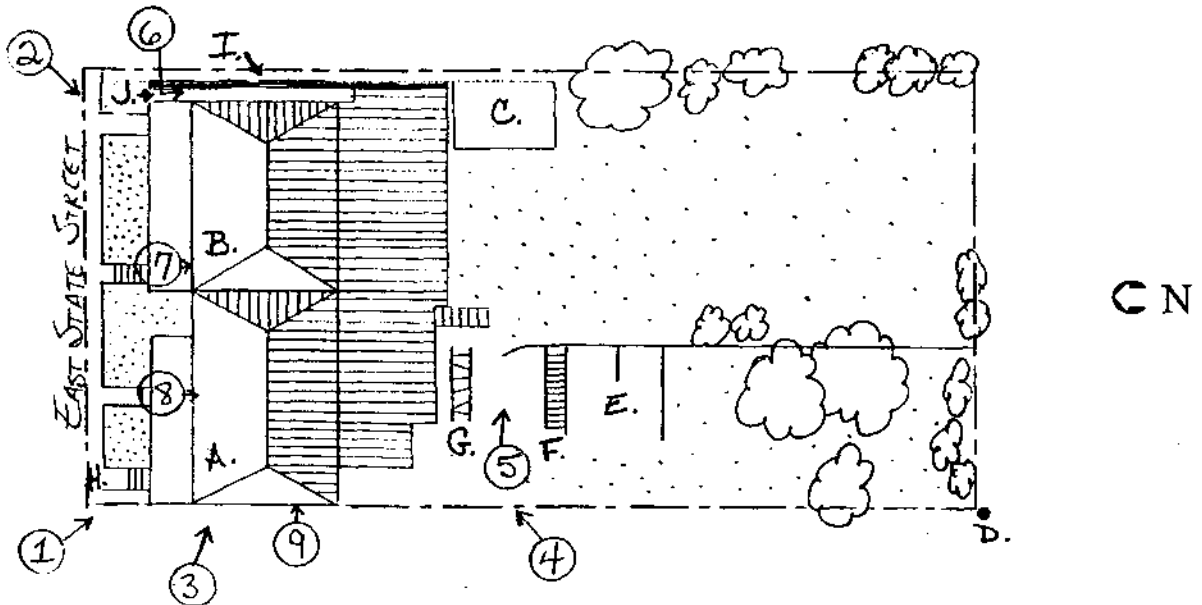
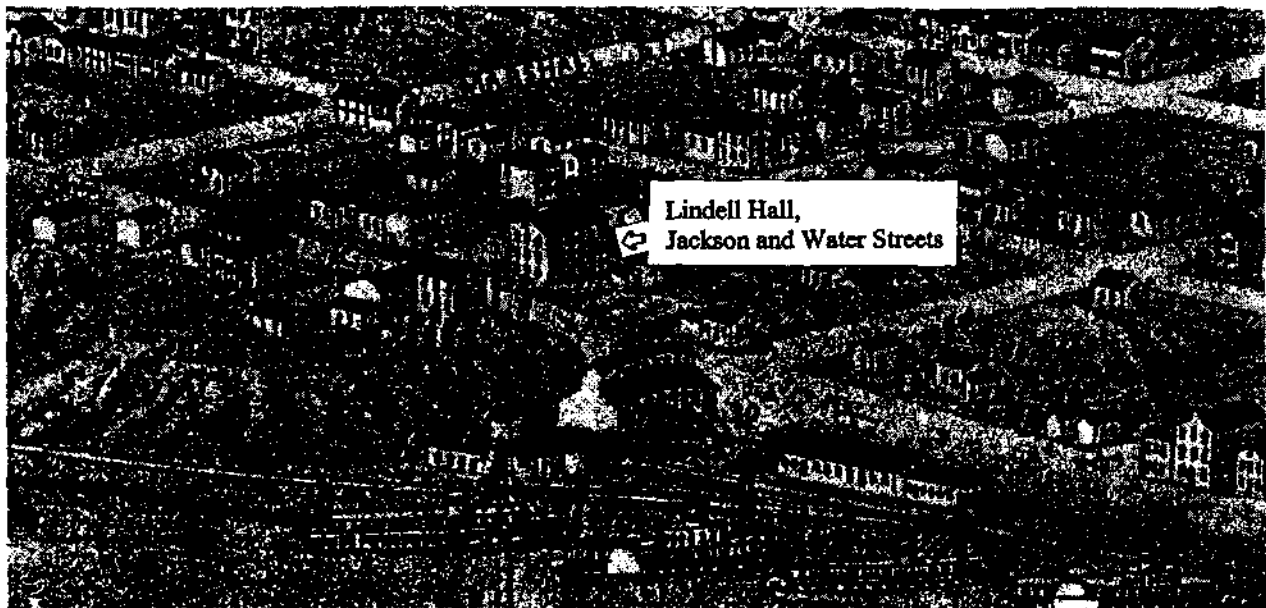


Figure Seven. Bird's Eye View of Jefferson City, Missouri, in 1869.



United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 9 Page 25

Jefferson Female Seminary
Jefferson City, Cole County, MO

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 10 Page 26

Jefferson Female Seminary
Jefferson City, Cole County, MO

Verbal Boundary Description.

All of subdivisions Number 1 and 2 of Inlots Number 116 and 117 of the City of Jefferson, County of Cole, State of Missouri.

Boundary Justification.

These two lots encompass all of the buildings and structures remaining (Lindell Hall having been destroyed by fire in 1885) which were associated with the Jefferson Female Seminary during the period of significance.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section Photographs Page 27

Jefferson Female Seminary
Jefferson City, Cole County, MO

The following information is the same for all photographs:

Jefferson Female Seminary
416 and 420 E. State St., Jefferson City
Cole County, Missouri
Jane Beetem
September, 1999
Jane Beetem, 1612 Payne Dr.
Jefferson City, MO 65101

List of Photographs

See photo map key for indication of camera angles.

Front and west facades.

Front and east facades.

West facade.

Rear (south) additions.

Concrete shed, steps, garage walls.

Brick walk and concrete / stone retaining wall.

Entrance door, 420 E. State St.

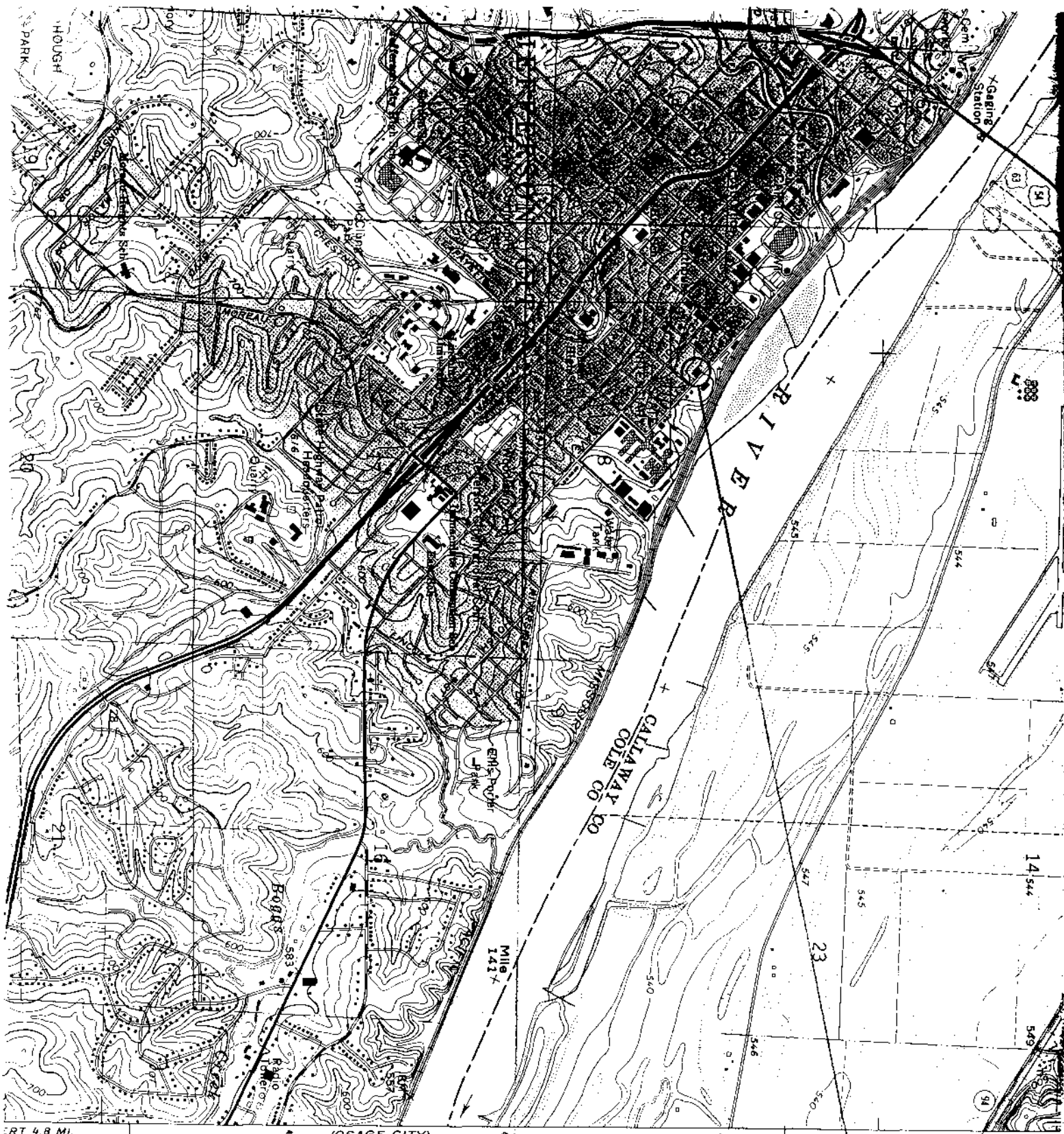
Entrance door, 416 E. State St.

Window, west facade, 416 E. State St.

Interior stairway, 420 E. State St.

Interior door, rear addition, 416 E. State St.

Interior door, 416 E. State St.



PORT 4.8 MI.
VIA U.S. 63: 60 MI.

4268 (OSAGE CITY)
7561 11 SE

4269

4270

35'

4271

DEFERSON
FEMALE
SEMINARY
DEFERSON CITY,
COLE CO., MO
UTM REFERENCES
15 572700 E
15 4269790 N

WAINWRIGHT





