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Architectural Survey of Pershing Elementary School, Fort Leonard Wood, Missouri

Sunny E. Adams and Adam D. Smith

August 2013

Construction Engineering
Research Laboratory

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Final Report

Prepared for Fort Leonard Wood
Directorate of Public Works Environmental Division
Fort Leonard Wood, Missouri 65473

Under Project 396921, "Architectural Survey of Pershing Elementary School, Fort Leonard Wood, Missouri."

Abstract

This document is an architectural survey of Building 6501, Pershing Elementary School, constructed in 1955 at Fort Leonard Wood, Missouri. This survey was initiated for a Section 106 process that satisfies Section 110 of the National Historic Preservation Act of 1966 as amended, and was used to determine the eligibility of the school for inclusion on the National Register of Historic Places (NRHP). This report determined that Pershing Elementary School is not eligible to the NRHP, since it is not individually significant and is not part of a larger historic district.

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Preface

This study was conducted for Fort Leonard Wood (FLW), under Project 396921, "Architectural Survey of Pershing Elementary School, Fort Leonard Wood, Missouri." Funding was provided by Military Interdepartmental Purchase Request (MIPR) #10195547. The technical monitor for the project was Ms. Stephanie L. Nutt, M.A., Cultural Resources Program Coordinator, FLW.

The work was performed by the Land and Heritage Conservation Branch (CN-C) of the Installations Division (CN), US Army Engineer Research and Development Center – Construction Engineering Research Laboratory (ERDC-CERL). Adam Smith was the CERL Project Manager and architectural historian and Sunny Adams was the lead architectural historian. At the time of publication, Dr. Christopher White was Chief, CN-C, and Ms. Michelle Hanson was Chief, CN. The Deputy Director of CERL was Dr. Kirankumar V. Topudurti, and the Director of CERL was Dr. Ilker R. Adiguzel.

COL Jeffrey R. Eckstein was the Commander of ERDC, and Dr. Jeffery P. Holland was the Director.

Unit Conversion Factors

Multiply	By	To Obtain
acres	4,046.873	square meters
cubic feet	0.02831685	cubic meters
cubic inches	1.6387064 E-05	cubic meters
degrees Fahrenheit	(F-32)/1.8	degrees Celsius
feet	0.3048	meters
gallons (US liquid)	3.785412 E-03	cubic meters
inches	0.0254	meters
miles (US statute)	1,609.347	meters
pounds (mass)	0.45359237	kilograms
square feet	0.09290304	square meters
square miles	2.589998 E+06	square meters
tons (2,000 pounds, mass)	907.1847	kilograms
yards	0.9144	meters

1 Methodology

Background

Through the years, the US Congress has enacted laws to preserve our national cultural heritage. The first major federal preservation legislation was the Antiquities Act of 1906. This legislation was instrumental in securing protection for archeological resources on federal property. The benefits derived from this Act and subsequent legislation precipitated an expanded and broader need for the preservation of historic cultural resources. With this growing awareness, the Congress passed the National Historic Preservation Act of 1966 (NHPA), the most sweeping cultural resources legislation to date.

The Congress created the NHPA to provide guidelines and requirements aimed at preserving tangible elements of our past primarily through the creation of the National Register of Historic Places (NRHP). Contained within this piece of legislation (Sections 110 and 106) are requirements for federal agencies to address their cultural resources, defined as any prehistoric or historic district, site, building, structure, or object. Section 110 requires federal agencies to inventory and evaluate their cultural resources. Section 106 requires the determination of the effect of federal undertakings on properties deemed eligible or potentially eligible for the NRHP.

Fort Leonard Wood (FLW), Missouri, is located off Interstate 44, in the northern portion of the Ozarks. FLW presently contains nearly 61,411 acres of the Missouri Ozarks and is located about 120 miles southwest of St. Louis, Missouri, and 85 miles northeast of Springfield, Missouri (Figure 1). The cantonment occupies approximately 6,000 acres in the northeast portion of the fort (Figure 2). Ranges and impact areas occupy most of the southern half of the fort.

The post was created in December 1940 and in early January 1941, the War Department designated the installation as Fort Leonard Wood. The post was named in honor of General Leonard Wood, former Chief of Staff. FLW received its first soldiers in April 1941. While the post was initially designated as an infantry division training area, FLW quickly took on an engineer training mission for World War II (WWII).

In 1946, training ceased completely and the post was put on the inactive list but reopened in August 1950 for the Korean Conflict. In 1956, the installation was designated the US Army Training Center-Engineer. Because of its new status as a permanent post, FLW received funds to replace the wooden construction of WWII-era buildings with permanent brick and concrete structures.[1]

In 1985, FLW entered yet another phase in its history. That year, the Secretary of the Army announced that the US Army Engineer School (USAES) would move from Fort Belvoir, Virginia, to FLW. In 1999, as part of the Base Realignment and Closure (BRAC) process, Fort McClellan, Alabama, was closed, and the US Army Chemical Corps (USACS) and Military Police Corps Schools (USAMPS) were transferred to FLW, which was concurrently redesignated the US Army Maneuver Support Center. Today, FLW is designated as the US Army Maneuver Support Center of Excellence (MSCoE).

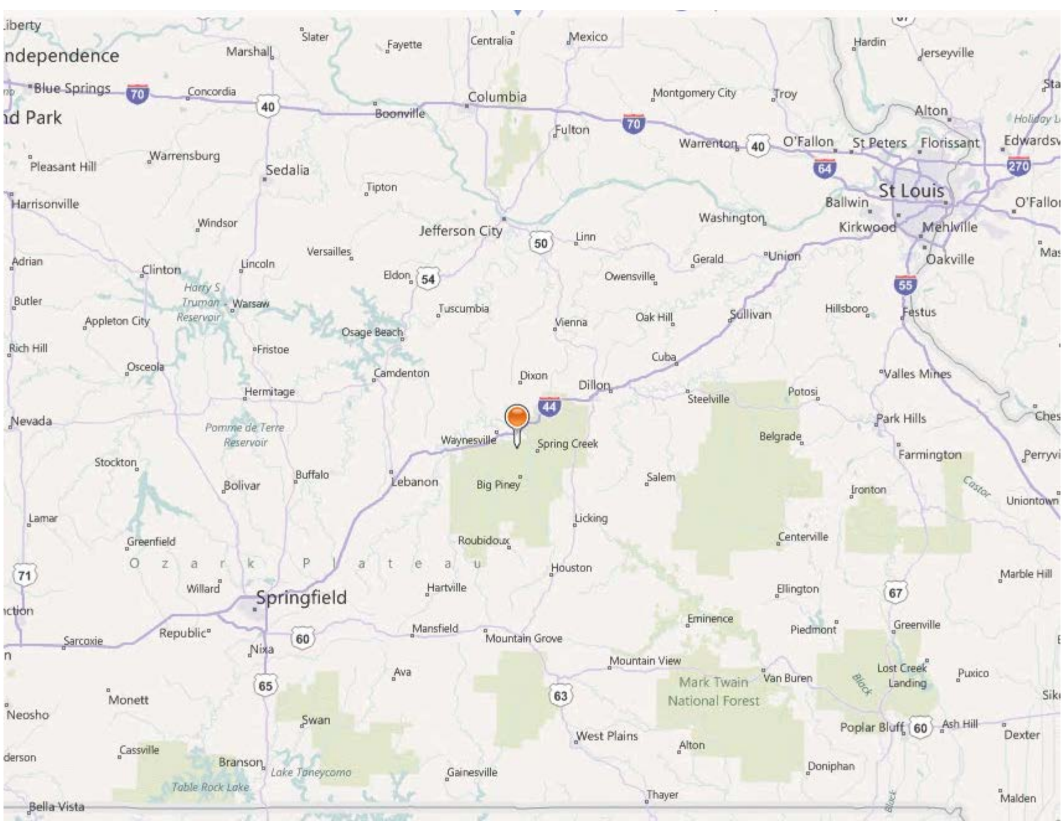

Figure 1. Location map of FLW indicated by the red push-pin (Bing maps).

[1] Excerpt from Roberts (2008)

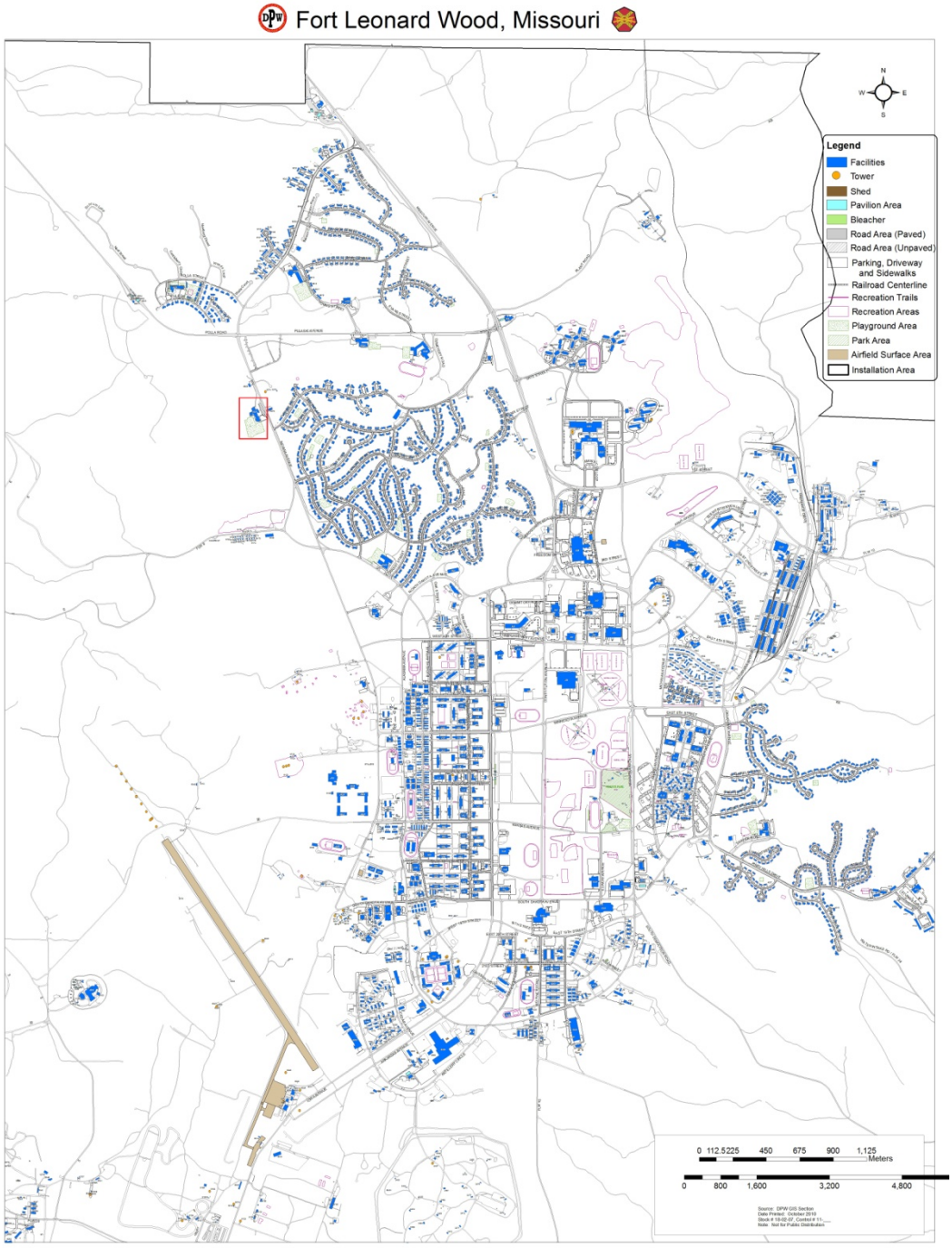

Figure 2. Overview map of FLW, with Building 6501 indicated by the red box, October 2010 (FLW Naturals Resource Branch).

Per Section 110 of the NHPA, FLW must evaluate all of its buildings and structures 50 years of age and older. FLW has completed several architectural surveys for Section 110 compliance; however, Building 6501, Pershing Elementary School, was not included in any of the previous reports. The Engineer Research and Development Center, Construction Engineer-

ing Research Laboratory (ERDC-CERL) was tasked to undertake the full assessment of Building 6501, Pershing Elementary School, located at FLW.

Objectives

The objective of this study was to determine the historical significance of the 1955 Building 6501, Pershing Elementary School, at FLW, Missouri. The specific goal, (at the request of FLW) was to assess the school for eligibility to the NRHP (Figure 3). For a property to qualify for the NRHP, it must meet at least one of the National Register Criteria for Evaluation, must be significantly associated with an important historic context, and must retain sufficient integrity to convey its significance.

Figure 3. Closeup of the location of Building 6501, indicated by the red box, FLW Installation Map, October 2010 (FLW Natural Resources Branch).

Approach

Per Section 110 of the NHPA, FLW needs to evaluate all of its buildings and structures 50 years of age and older; Building 6501 falls within this parameter with a construction date of 1955. The building was not included in previous surveys conducted by ERDC-CERL because at the time of that inventory and evaluation of FLW's buildings, Building 6501 was leased to Waynesville R-VI School District.

This work was accomplished in the following steps:

1. *Archival Research.* Archival research involves two primary tasks—the initial literature review, followed by the identification and location of primary research materials:
   a. Literature review. The research team used an existing architectural survey for a general understanding of the history of FLW. Secondary literature determined the history of Department of Defense (DoD) school construction and their significance in the history of the United States and of FLW. Sources included a variety of published and unpublished material, notably: the *Fort Leonard Wood Integrated Cultural Resources Management Plan FY 2002 to 2006* (Edging 2003), *Fort Leonard Wood Building Survey 1941 to 1956* (Smith 2003), *FLW Rolling Pin Barracks and Associated Buildings Context and Inventory* (Smith 2007), and *Fort Leonard Wood Cantonment Landscape Context, Inventory, and Management* (Tooker 2007).
   b. Primary research materials. The research team located primary research materials and additional secondary sources to establish a strategy to best use these resources. Research material for the school was gathered during the site visit to FLW.

2. *Site Visit*. In July 2012, members of the research team conducted one site visit to FLW to survey the school and conduct research. During this visit, researchers collected archival information, such as maps and historic photographs from Cultural Resources. Researchers conducted site reconnaissance on foot using photography, sketches, and note taking. After the site visit, the research team made preliminary determinations of historic significance.

3. *Analysis*. After completing the initial research, the team analyzed the gathered resources and information. Historic maps and photographs were examined and compared to current-day conditions. DoD school history was researched and synthesized with information taken from a previous

report on the history and architecture of DoD Schools (Adams et al. 2011). The team used those resources to determine the structure's integrity, and then, based on historic context and themes, determined its historic significance.

4. *Evaluation.* The evaluation of structures followed the guidelines in the National Register Bulletin #15, *How to Apply the National Register Criteria for Evaluation* (NPS 1991), and National Register Bulletin #16A, *How to Complete the National Register Registration Form* (NPS 1997). In addition, the survey followed the DoD guidance document, *Guidelines for Identifying and Evaluating Historic Military Landscapes* (Loechl et al. 2009).

2 DoD Schools Historic Context

This chapter contributes to the evaluation of the significance of Building 6501, Pershing Elementary School, at FLW by situating it within the general historic context of DoD school design and construction.

General history

In the early 1800s, the one room schoolhouse was typical (Figure 4); one teacher was responsible for all students, which made only one room necessary. Students would recite their assignments for the teacher while the rest of class listened in. Students were promoted when the teacher felt that they were ready. In this way, younger students often learned what they needed to know from their elder peers.[2]

Urban schools often had a different arrangement in the first half of the nineteenth century. The Lancastrian School System (after educator Joseph Lancaster) allowed a much greater number of students to be taught by one teacher than in the one-room schoolhouse (Figure 5). The teacher would intensively teach 50 students, who would then act as leaders and supervise 10 students each. This would allow a single teacher to be in charge of 500 students.[3] While such schools were gone by 1840, they served as an example of how group instruction could function with few resources.

Beginning in the 1840s, students were separated by grade, with a teacher provided for each grade. The curriculum expanded beyond just reading and writing to include history, grammar, and composition. The classroom organization was essentially the same as it previously was, but now several classrooms were combined into one building. Drastic improvements in lighting, heating, toilet facilities, and fire safety created much nicer environments for the students.[4] Still, schools's designs were basically stacks of classrooms with an applied Gothic, Greek revival, or Victorian facade to create a cohesive building (Figure 6).

[2] Graves 1993, 22.

[3] Graves 1993, 22.

[4] Graves 1993, 25.

Figure 4. One room schoolhouse, circa 1870 (Tanner 2006, 4).

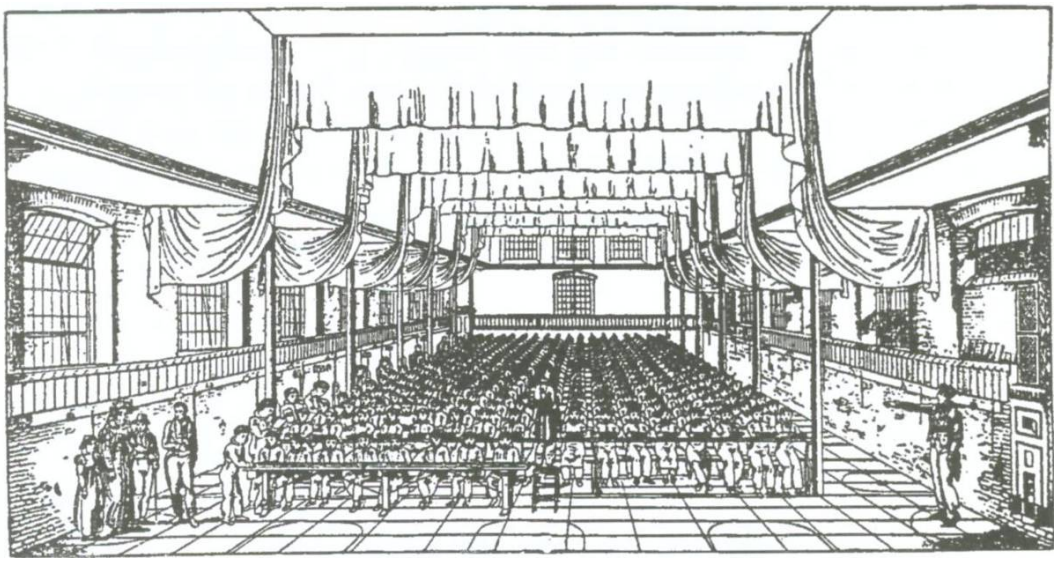

Figure 5. Lancastrian School (Graves 1993, 23).

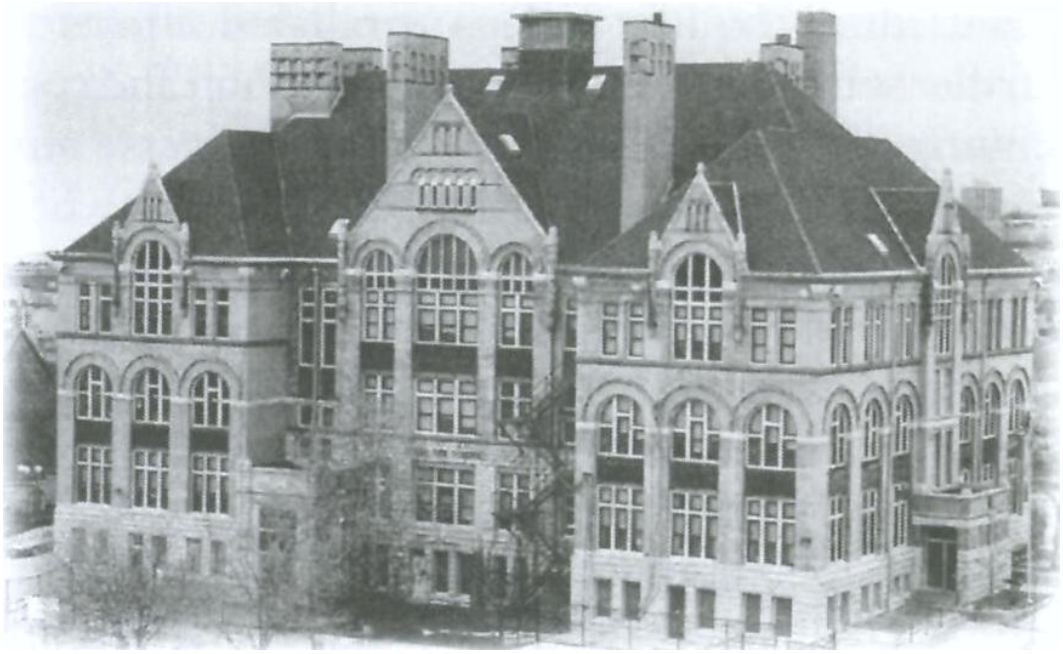

Figure 6. Romanesque Revival style school in Milwaukee, circa 1889 (Tanner 2006, 7).

Post World War II schools

The year 1950 seems to be the turning point for school architecture. By this time, contemporary architecture had won the battle against traditional architecture. People began to realize that schools should be designed to meet the needs of the students. No longer would schools look like colonial mansions, but rather they would have their own unique identity to show the world that they were indeed a school and not to be confused with any other building type. The theories—that "form follows function" and "form should express function"—were being applied to new school buildings. The students were being considered during the design process; single-story flat-roof structures were more amicable to children, because the lower classroom ceilings bring down the scale of the room to a size they are comfortable with.[5] New materials were being introduced such as glass and metal window walls with brick or concrete walls (Figure 7). Natural lighting and ventilation were being considered. Strip windows were being used for classrooms to let in more natural lighting (Figure 8). For many communities, this period was a time to improve their schools. With a lack of construction during the Depression and WW II, and with an increase in population of school-aged children, there was a demand for new schools during the 1950s. Sadly, schools were often built in a hurry and as inex-

[5] Caudill 1954, 16-17.

pensively as possible, which led to poorly insulated roofs and walls, poor lighting and ventilation, and the need for extensive yearly maintenance.[6]

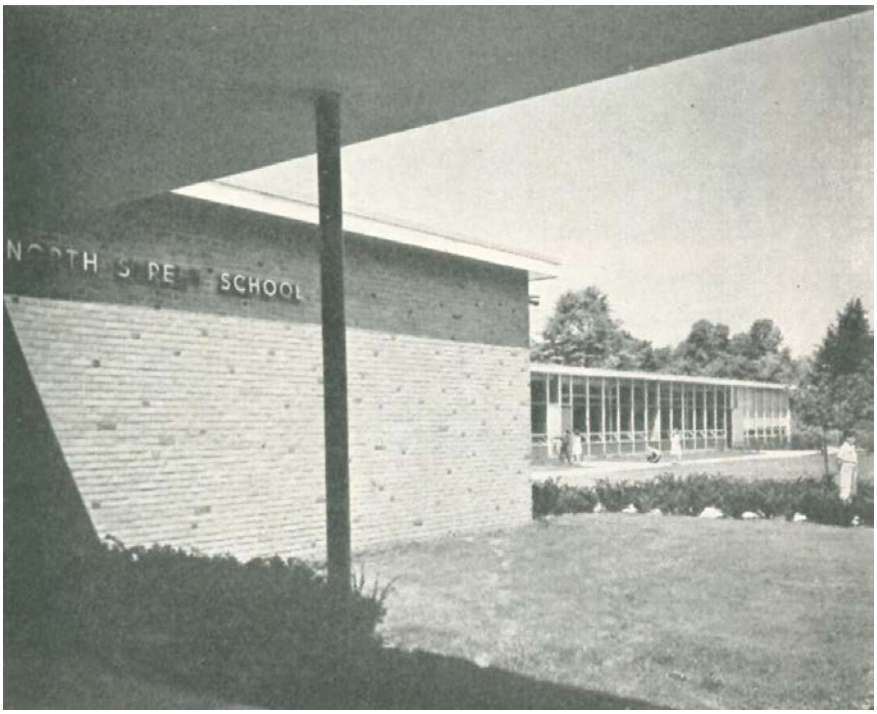

Figure 7. Combination of brick with metal and glass in the 1950s (*Two Connecticut, Architectural Record 1954,* 155).

[6] Brubaker 1998, 15.

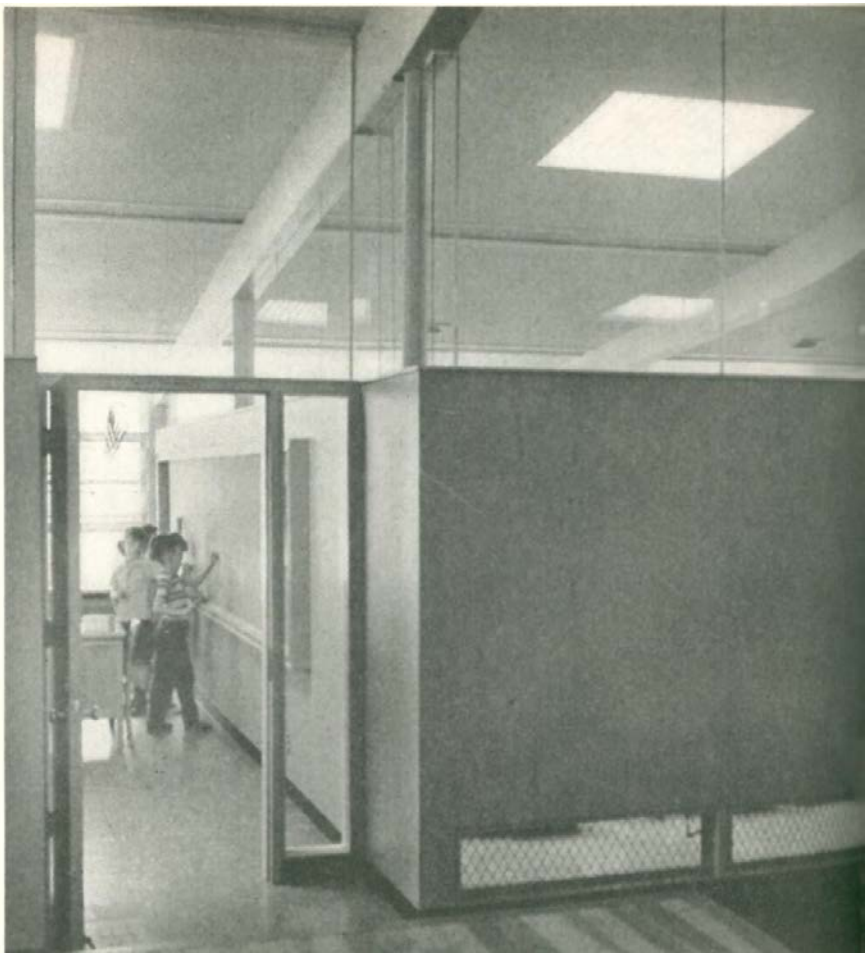

Figure 8. Clerestory windows allow more natural light through the building (*Orientation, Architectural Record 1954,* 166).

Crow Island Elementary School was a catalyst for school buildings built after the 1950s. Designed by architects Perkins, Wheeler & Will along with Eliel and Eero Saarinen, the school was constructed in Winnetka, Illinois, in 1940. This school was the first of its kind to separate from the traditional Victorian style of school buildings.[7] No longer did a school have to conform to being essentially a large cube with massive scale, formal architecture, and rigid organization of classrooms. Crow Island created an informal plan that allowed students to feel more comfortable, with each wing having its own identity (Figure 9). The school was designed to meet the needs and wants of the child, and not what adults think a child should be like (Tanner 2006, 13).

The Crow Island building was entirely built on one floor, with a clock tower near the middle (Figure 10). Classrooms created fingers off main corri-

[7] Graves 1993, 33.

dors and led to centralized shared spaces like the auditorium and library. Lots of windows allowed a tremendous amount of light into the space and helped the students feel more relaxed. Nine-foot ceilings brought the classroom down to a scale that schoolchildren were comfortable with (compared to 12 foot commonly seen in Victorian schools). Direct access to the outdoors from each classroom was also an amenity not seen in previous schools (Figure 11). Common brick was used on both the interior and exterior of the building, where exterior redwood trim and interior Ponderosa pine trim created a warm and inviting feeling for the students. Three fireplaces throughout the building also helped to reinforce the idea that students should feel at home in the learning environment.[8]

Crow Island added another classroom wing about 15 years after the original building was completed. Many aspects of the original building were duplicated, but many issues that arose over that first 15 years were also addressed. For instance, larger overhangs were added to address sky glare. Heating units were put under the windows to create more even heating, although it took away space that the sills created for housing various projects. Taller chalkboards were installed to give greater surface area, but they took away from the available space to pin up papers above the board. Classrooms remained L-shaped, but the L was reconfigured to make it more open and user-friendly.[9]

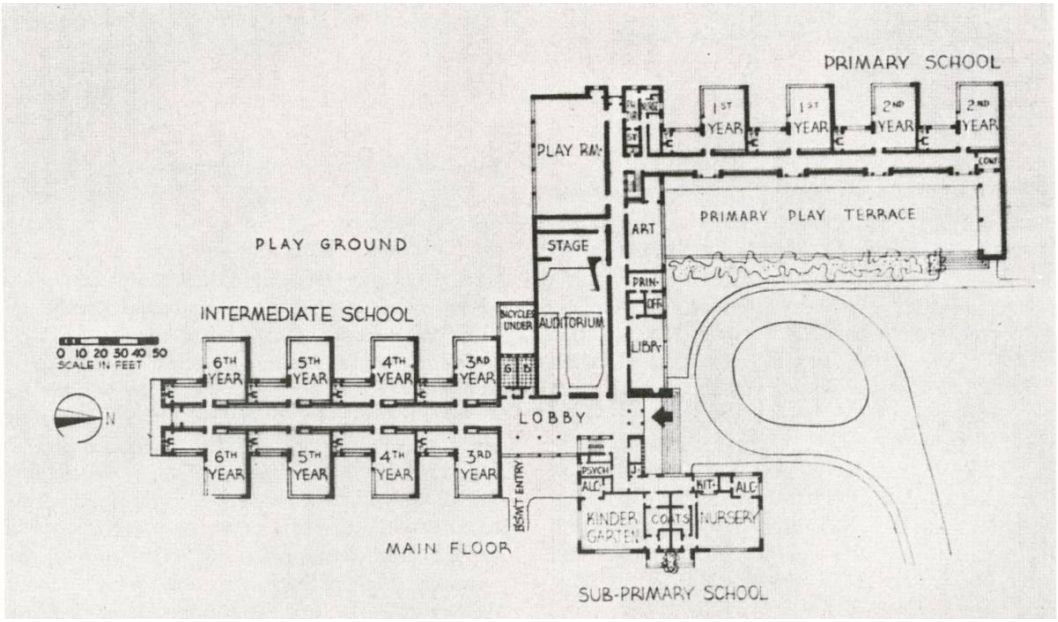

Figure 9. Crow Island School plan (Christ-Janer 1979, 95).

[8] Graves 1993, 33–35.

[9] Crow Island Revisited, 130–137.

Figure 10. Clock tower divides wings of Crow Island School (Brubaker 1998, 11).

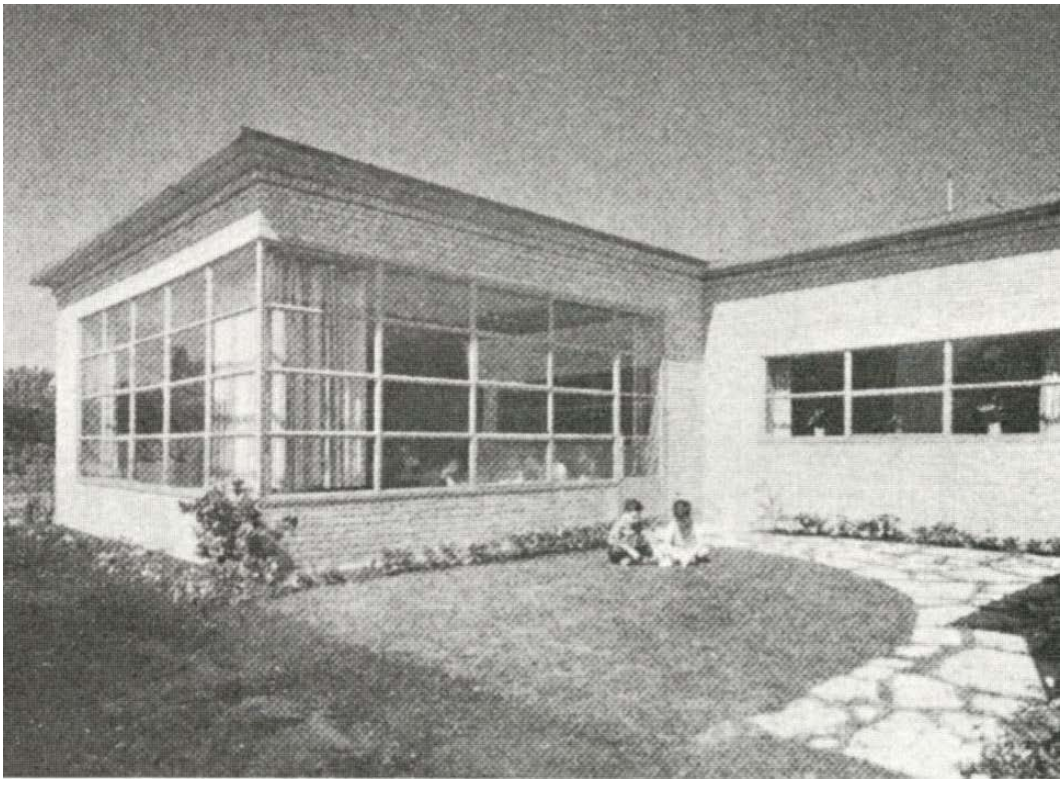

Figure 11. Each classroom has direct access to the outdoors (Christ-Janer 1979, 98).

Also in the 1950s and into the 1960s, there were a few examples of schools that were built under the "campus plan." Similar to the finger plan of Crow Island, central shared services were accessed by main corridors that connected to classrooms. The campus plan was different, however, in that instead of "fingers" projecting from the corridors, there were circular classroom pods (Figure 12). Architect Warren Ashley designed the Old Saybrook High School in Saybrook, Connecticut, with a looped corridor to connect the classroom pods to the main offices and cafeteria (Figure 13).[10] Another example of the campus plan is Montgomery Central High School in Cunningham, Tennessee. This design by Shaver and Company architects (Figure 14) allows the classroom clusters to completely surround an administrative complex (Figure 15). The gymnasium building is also connected to the administrative complex and includes the gymnasium, which is surrounded by special purpose classrooms, like home economics and woodshop.[11]

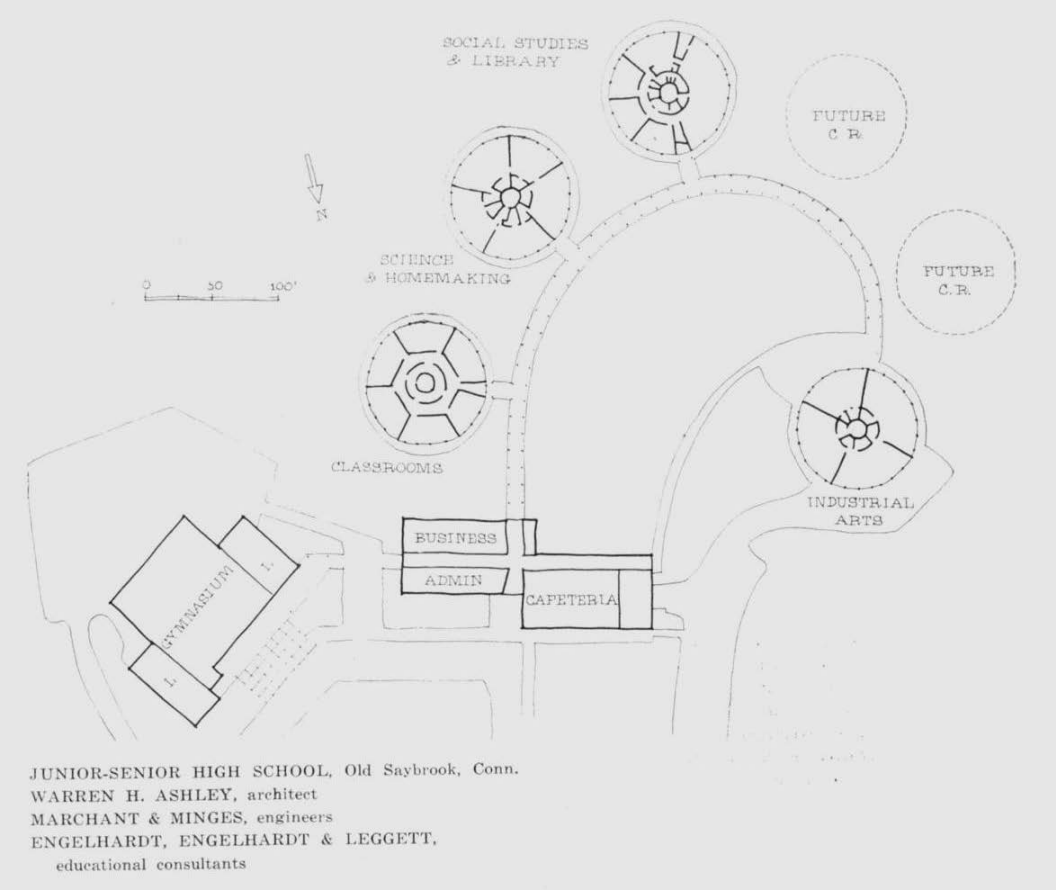

Figure 12. Old Saybrook, Connecticut, high school pod design, site plan (New Kind of High School, 147).

[10] "New Kind of High School," 147.

[11] Sanders n.d.

Figure 13. Old Saybrook, Connecticut, high school pod design, bird's-eye view (New Kind of High School, 147).

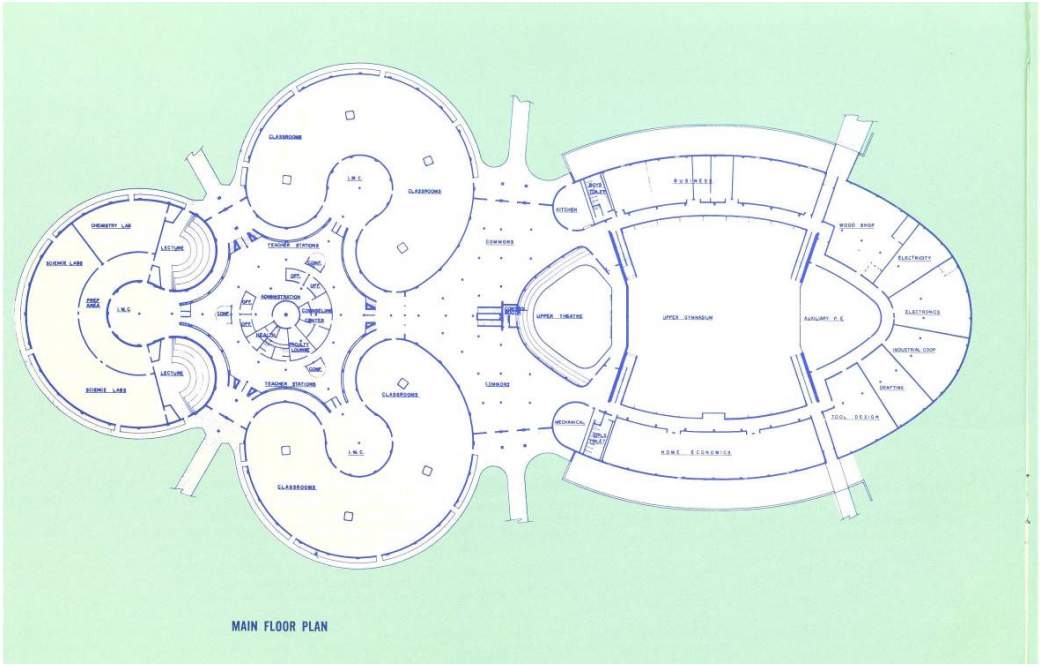

Figure 14. Montgomery Central High School, Cunningham, Tennessee, floor plan (Sanders n.d.).

Figure 15. Montgomery Central High School, Cunningham, Tennessee (Sanders n.d.).

During the 1960s, the "open plan" design influenced the layout of thousands of schools. The open plan made use of folding or moveable walls to gain flexible space. Using an open plan design allowed the space to adapt to the school's changing needs and allowed for large, open space for team teaching along with small group and individual instruction. Perkins & Will were leading proponents of this theory with their design for The Disney School in Chicago (Figure 16). This idea didn't last very long as teachers complained of noise and visual distractions (Figure 17).[12] Research studies have been done on open plan schools, and the results have been inconclusive and highly controversial. Many open plan schools have been refitted with permanent wall partitions.[13]

[12] Tanner 2006, 13.

[13] Brubaker 1998, 20.

Figure 16. Disney School plan (Tanner 2006, 16).

Figure 17. Disney School open classroom (Tanner 2006, 17).

After the 1960s, the benefits of natural lighting and ventilation were forgotten with the introduction of air conditioning and fluorescent lighting in schools. Many of the designs reduced their windows to vertical ribbons barely a foot wide, reasoning that views to the outside were distracting.

The 1980s saw a boom in enrollment, especially in high schools. In the 1980s, school designs responded to the philosophy of outcome-based edu-

cation (OBE). Today, the focus is "learner-centered classrooms." Children are techno-savvy, and the classroom needs flexibility.[14]

Lincoln Elementary School, located at Fort Campbell, Kentucky, was the first school built under Public Law 81-874, "Impact Aid Program".[15] Public Law 81-874 was an extension of the 1941 federal emergency measure, known as the Lanham Act, and was referred to as the impact law. Public Law 81-874 was passed by Congress in 1950 to assist local school districts with construction and the cost of their public education that is impacted by federal defense efforts. Local school districts qualified for funding where they served: (1) children who lived on federal property and whose parents worked on federal property; (2) children who either lived on federal property or whose parents worked on federal property; and (3) children whose parents came into the district as a result of federal contracts with private firms. Lincoln Elementary, primarily constructed of brick, exemplifies the style of the early 1950s school: a one-story structure with a flat roof (Figure 18).

Figure 18. Lincoln Elementary School, Fort Campbell, Kentucky (ERDC-CERL 2012).

[14] Rydeen 2008.

[15] US Congress 1950.

Fort Leonard Wood schools

Constructed in 1912, Rolling Heath School (Figure 19) is currently the oldest standing building on Fort Leonard Wood. It served until 1940 as an elementary school for the area during the pre-installation days, and it was restored through a grant from the DoD Legacy program between 1993 and 1995. Currently, the school is a natural and cultural outreach and education center for the Directorate of Public Works (DPW), Natural Resource Branch at FLW.

Figure 19. Rolling Heath School, constructed in 1912, is located at Fort Leonard Wood, Missouri (ERDC-CERL 2004).

FLW, along with the rest of the country, saw a boost in school construction during the 1950s due to the baby boomer generation. Thayer Elementary School, Pick Elementary School, Wood Elementary School, Partridge Elementary School, Pence Elementary School, and Pershing Elementary School were constructed at FLW during the 1950s.

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3 Survey Results

The identification of historically significant properties is achieved through the evaluation of their position within the larger historic context. According to the NRHP, historic contexts are defined as "...the patterns, themes, or trends in history by which a specific occurrence, property, or site is understood and its meaning (and ultimately its significance) within prehistory or history is made clear."[16] A historic property is determined significant or not significant based on the application of standardized National Register Criteria within the property's historical context.

Criteria for evaluation

The NRHP Criteria for Evaluation describe how properties and districts are significant for their association with important events or persons (Criterion A and Criterion B), for their importance in design or construction (Criterion C), or for their information potential (Criterion D). The following is a brief description of each of the four NRHP Criteria for Evaluation:[17]

A. Event—associated with events that have made a significant contribution to the broad patterns of our history; or
B. Person—associated with the lives of persons significant in our past; or
C. Design/Construction—embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represents a significant and distinguishable entity whose components may lack individual distinction; or
D. Information Potential—yielded, or is likely to yield, information important in prehistory or history.

[16] NPS 1991.

[17] Excerpted from *National Register Bulletin #15: How to Apply the Nation Register Criteria for Evaluation*.

Aspects of integrity

In addition to possessing historical significance, in order to be eligible to the NRHP, properties must also retain sufficient physical integrity of features to convey its significance.[18]

Historic properties both retain integrity and convey their significance, or they do not. Within the concept of integrity, the National Register criteria recognize seven aspects or qualities that, in various combinations, define integrity.

To retain historic integrity a property will always possess several, and usually most, of the seven aspects. The retention of specific aspects of integrity is paramount for a property to convey its significance. Determining which of these aspects are most important to a particular property requires knowing why, where, and when the property is significant.

Districts and individual resources are considered to be significant if they possess a majority of the following Seven Aspects of Integrity:[19]

1. *Location*. Location is the place where the historic property was constructed or the place where the historic event occurred.
2. *Design*. Design is the combination of elements that create the form, plan, space, structure, and style of a property. It results from conscious decisions made during the original conception and planning of a property (or its significant alteration) and applies to activities as diverse as community planning, engineering, architecture, and landscape architecture. Design includes such elements as organization of space, proportion, scale, technology, ornamentation, and materials.
3. *Setting*. Setting is the physical environment of a historic property. Setting refers to the character of the place in which the property played its historical role. It involves how, not just where, the property is situated and its relationship to surrounding features and open space.
4. *Materials*. Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.
5. *Workmanship*. Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.

[18] NPS 1991, 44–46.

[19] NPS 1991, 44–46.

6. *Feeling*. Feeling is a property's expression of the aesthetic or historic sense of a particular time period.
7. *Association*. Association is the direct link between an important historic event or person and a historic property.

Previous studies

Several previous reports have been completed for FLW. These reports define a historic context and their purpose was to identify, inventory, and evaluate the historic resources on site. In 2003, the report, *Fort Leonard Wood Building Survey 1941 to 1956* (Smith et al. 2003), surveyed structures at FLW; however, Building 6501, even though constructed in 1955, was not included in the report. The reason the building was not surveyed at that time was because the school was leased to Waynesville R-VI School District and was not being operated by FLW. Since then, the building lease has been terminated, and the building has been transferred back to the Army.

Final determinations of eligibility

The following sections detail this study's findings regarding the historical significance of the 1955 Pershing Elementary School, Building 6501, at FLW, Missouri.

For Criterion A — Event

Building 6501, Pershing Elementary School, is not associated with any particular event that is significant in the history of the overall Cold War period or in the history of FLW. The building was constructed to meet the growing needs of the school-age child living on post.

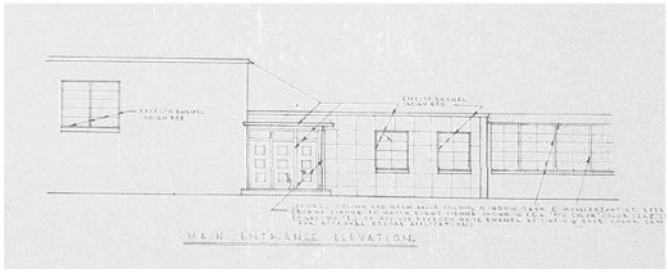
For Criterion B — Person

There is no significant person associated with the school.

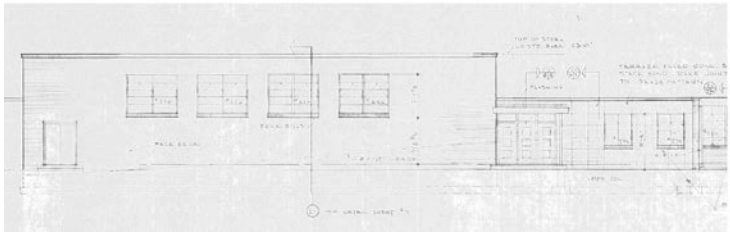
For Criterion C — Design/Construction

Dan R. Sandford and Sons, Architects from Springfield and Kansas City, Missouri, designed the elementary school in 1955. The research team could not locate any additional information regarding the designers. The construction and the design of the school are not unique to school building design of the 1950s. It is of permanent materials such as concrete block walls clad with brick veneer. The rectangular layout of the building allows

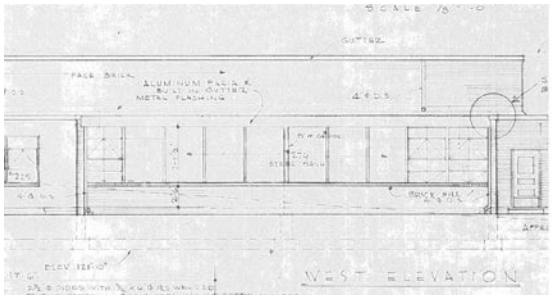
the classrooms and support rooms to be located off a central corridor. The original windows were multi-pane steel awning windows that have been replaced with bright aluminum sash awning/hopper windows and porcelain enamel metal panels. The original steel, three-light doors with transoms have been replaced with metal doors. Two additions were constructed to expand the original rectangular footprint of the 1955 school. The 1957 addition expanded the north end of the original building, while the 1984 addition expanded the 1957 addition on the east and west sides (for a complete explanation of the original design intent and the modifications please refer to the inventory form in Chapter 4).



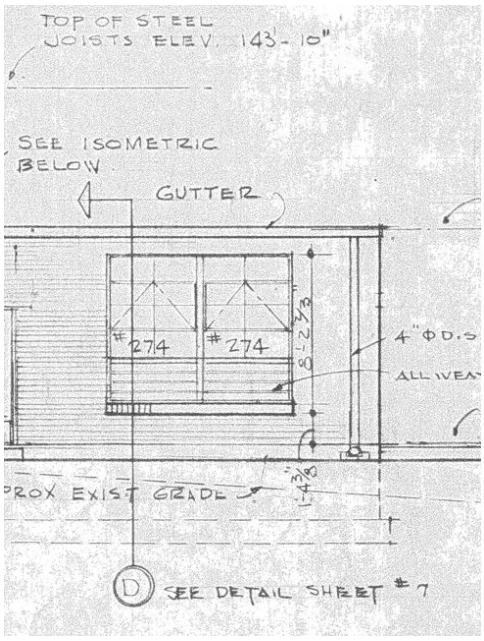
East elevation with main entrance and wall of windows: Original drawing on the left from 1955 with original awning windows compared to the current replacement doors, sidelights, transom, and metal windows.



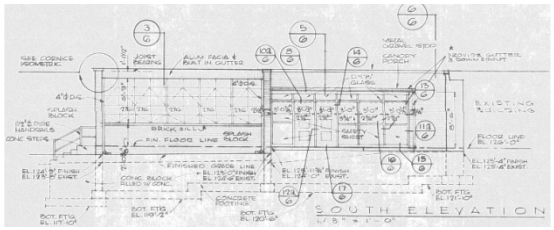
East elevation: Original drawing on the left from 1955 with original multi-pane windows located on the double-height wall of the all-purpose room compared to the current condition of the wall with the removal of the windows and use of infill brick.



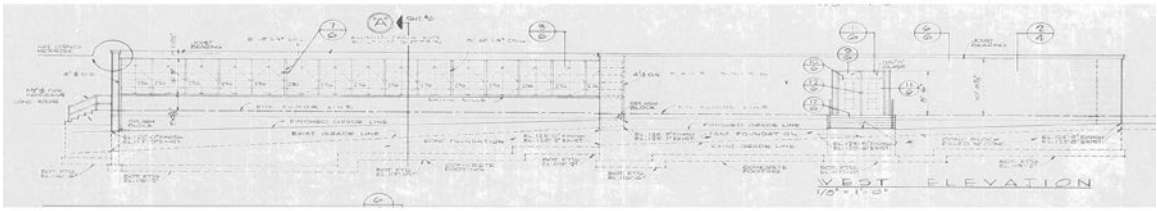
Right side of west elevation: Original 1955 drawing with design of classroom windows compared to the current condition of the elevation with replacement windows and metal panel inserts.



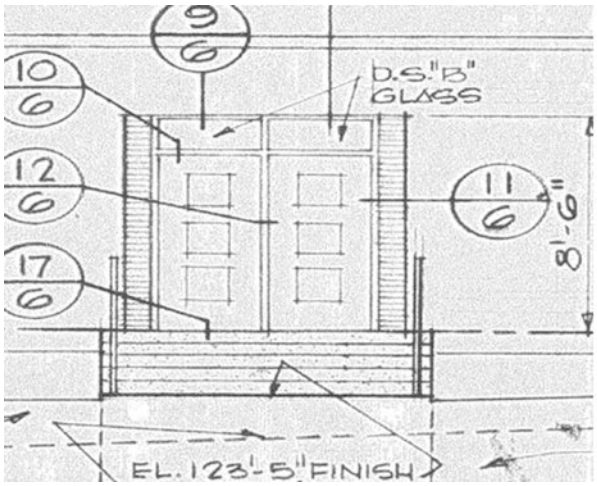
Window comparison: Original drawing on the left from 1955 showing two original multi-pane awning steel sash windows with two metal louvered vents compared to the current replacement bright aluminum and awning windows with porcelain enamel metal panel inserts and new metal louvered vents.



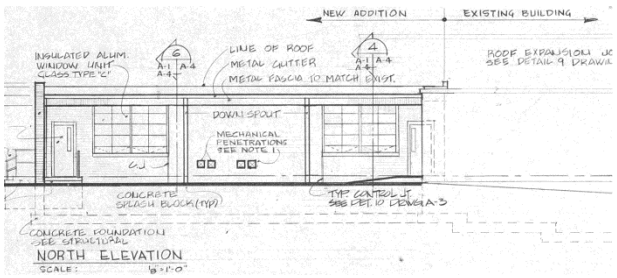
Window comparison: 1957 addition drawing on the left showing multi-pane awning/hopper steel sash windows compared to the current replacement bright aluminum and awning windows with porcelain enamel metal panel inserts. Also, the original doors have been replaced. The image on the right also shows the 1984 classroom addition on the far left.

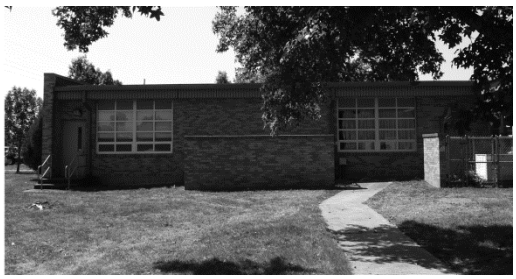


South elevation: 1984 drawing on the top showing the 1957 classroom addition on the left and the 1984 classroom addition on the right compared to the current condition of the building with the replacement windows and doors.

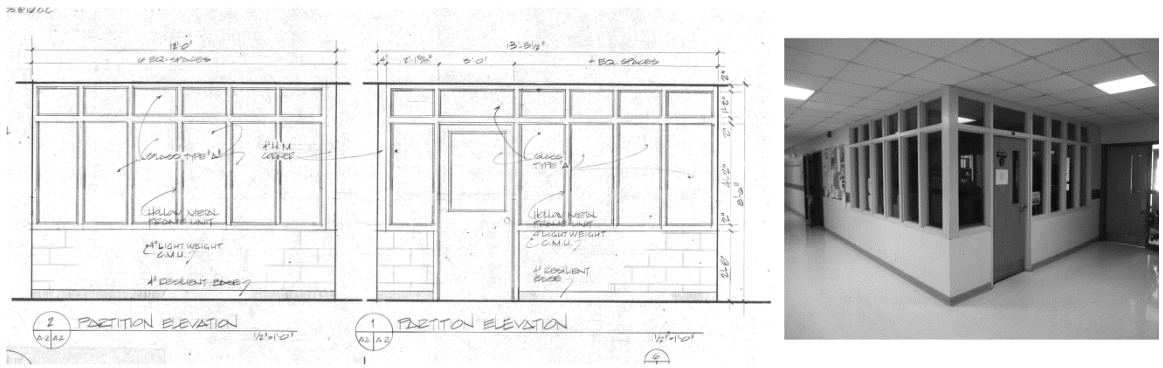


West elevation: 1984 addition drawing on the left compared to photo on right of the current replacement doors and original transom.





North elevation: 1984 addition drawing on the left compared to photo on right of the current condition of the left side of the north elevation.



Interior office: 1984 addition drawing on the left compared to photo on right of the current enclosure of the open office space near the main entry on the east elevation.

For Criterion D — History

The available historical records provided no indication that the school has yielded, or was likely to yield, any information important in prehistory or history.

Final Determination for Building 6501

It is the determination of this report that Building 6501, Pershing Elementary School, is **NOT** eligible to the NRHP. The school is not individually significant and is not part of a larger historic district at FLW.

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4 CERL Inventory Form

<table>
<tr><th colspan="4">FORT LEONARD WOOD, MISSOURI,
HISTORIC PROPERTY INVENTORY FORM</th></tr>
<tr><td><u>PROPERTY BOUNDARIES</u>
-Indiana Avenue is to the east
-It is south of the intersection of Pulaski Avenue and Indiana Avenue
-It is northwest of the intersection of Turner Street and Indiana Avenue
-It is located in the northwest section of FLW cantonment
-Located in Pulaski County, Missouri</td><td colspan="2"><u>COMMON/HISTORIC NAME/BUILDING #</u>
Pershing Elementary School/Building 6501</td><td><u>STATUS</u>
Occupied</td></tr>
<tr><td><u>ARCHITECT/BUILDER</u>
Dan R. Sandford & Sons Architects, Springfield-Kansas City, Missouri</td><td><u>DATE OF CONSTRUCTION</u>
1955
<u>DATE OF ALTERATIONS</u>
1957– addition on the north end of original school
1984– media room, an art room, a music room, three classrooms, and two storage units, and replacement doors and windows</td><td><u>NO. OF STORIES</u>
1</td><td><u>FOOTPRINT</u>
T-Shape</td></tr>
<tr><td><u>ROOF FORM</u>
Flat</td><td>FOUNDATION
Concrete</td><td><u>WALLS</u>
Concrete masonry units with brick veneer</td><td><u>ROOF</u>
Built-up</td></tr>
<tr><td colspan="2">PROPERTY FUNCTION
HISTORIC USE(S) | CURRENT USE
Education | Religious
<u>RELATIONSHIP TO OTHER BUILDINGS</u>
Building 6501 is located on the northwest corner of the cantonment and is surrounded by Mark Twain National Forest on the north, south, and west sides. The building is situated west of the Stone Gate neighborhood. The school is south of the intersection of Indiana Avenue and Pulaski Avenue.</td><td colspan="2">NOTABLE FEATURES
o T-shape footprint modified with an addition (1957) on the north end of original structure and another addition (1984) expanded the building's east and west sides
o One-story
o Brick-veneer exterior walls
o Flat roof
o Original terrazzo-faced block near main entry
o Modified window patterns with the addition of replacement windows and panel inserts
o Replacement wood interior doors (with the exception of the original wood teacher's closet in each classroom)
o Original classroom configuration
o Original bathroom fixtures such as toilets and glazed-tile walls
o Modified drop ceilings and floors throughout the school</td></tr>
</table>

Photo 1. Main entrance on the east elevation (ERDC-CERL, 2012).

Photo 2. Replacement entry doors and sidelight of the main entry on the east elevation (ERDC-CERL, 2012).

Photo 3. Left side of the east elevation (ERDC-CERL, 2012).

Photo 4. Original signage on the left side of the east elevation (ERDC-CERL, 2012).

Photo 5. Modified window openings on the left side of the east elevation (ERDC-CERL, 2012).

Photo 6. Closeup of the modified window openings on the left side of the east elevation (ERDC-CERL, 2012).

Photo 7. Air-conditioning unit addition with newer brick enclosure walls (ERDC-CERL, 2012).

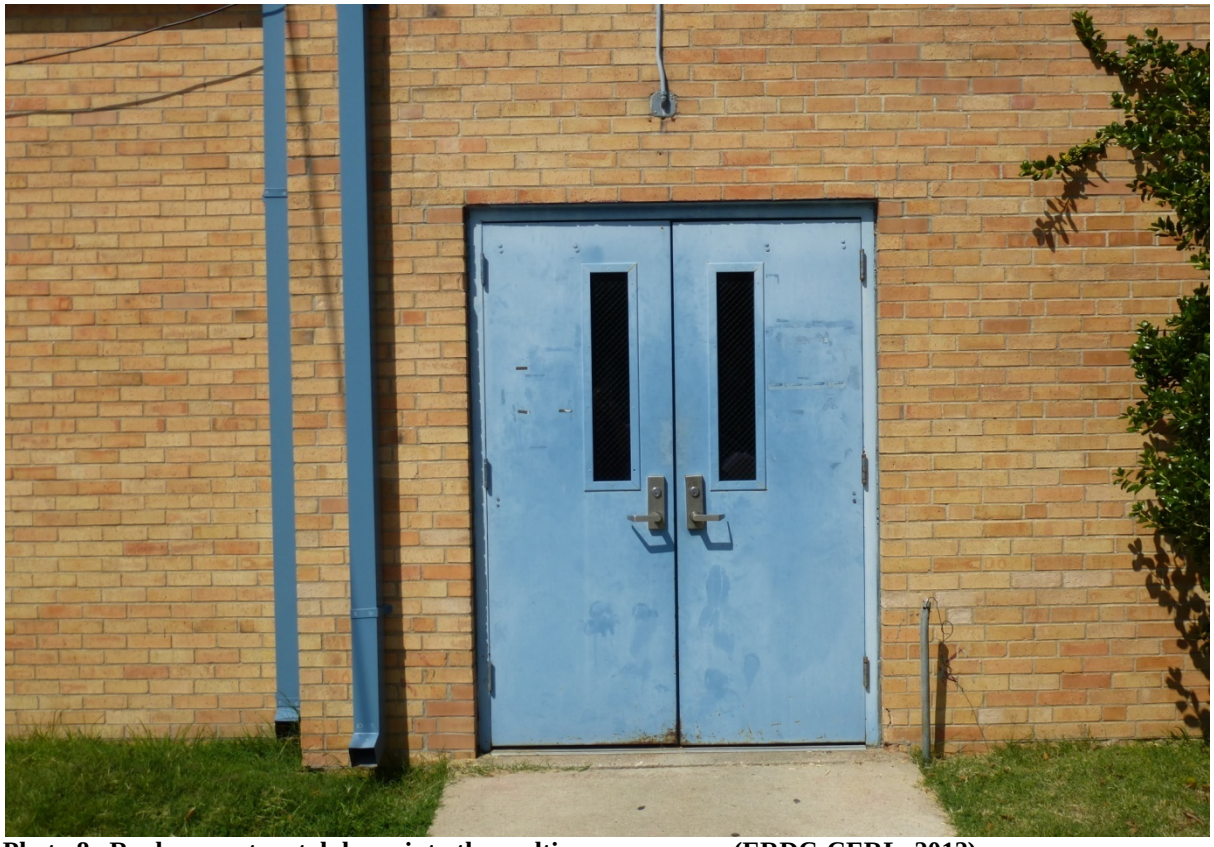


Photo 8. Replacement metal doors into the multi-purpose room (ERDC-CERL, 2012).

Photo 9. Southeast corner of original school (ERDC-CERL, 2012).

Photo 10. Replacement entry doors and replacement window on the south elevation (ERDC-CERL, 2012).

Photo 11. Closeup of replacement bright aluminum three-pane awning window (ERDC-CERL, 2012).

Photo 12. Closeup of replacement entry doors into the north-south corridor (ERDC-CERL, 2012).

Photo 13. Looking at the exterior of the boiler room on the south elevation (ERDC-CERL, 2012).

Photo 14. Closeup of replacment bright aluminum windows with metal louvered vents and panel inserts on the west elevation of the boiler room (ERDC-CERL, 2012).

Photo 15. Replacement metal door on the far left side of the south elevation (ERDC-CERL, 2012).

Photo 16. Replacement light fixture above the door on the far left side of the south elevation (ERDC-CERL, 2012).

Photo 17. Original light fixture above the door on the far right side of the west elevation (ERDC-CERL, 2012).

Photo 18. Modified window pattern with replacment bright aluminum windows and panel inserts on the right side of the west elevation of the original school portion (ERDC-CERL, 2012).

Photo 19. Closeup of replacement windows (ERDC-CERL, 2012).

Photo 20. Replacement windows and air conditioning unit addition on the west elevation of the original school (ERDC-CERL, 2012).

Photo 21. Replacement metal door and replacement light fixture on the west elevation (ERDC-CERL, 2012).

Photo 22. Closeup of replacement bright aluminum egress window (ERDC-CERL, 2012).

Photo 23. Replacement metal entry doors leading into the east-west corridor of the original school (ERDC-CERL, 2012).

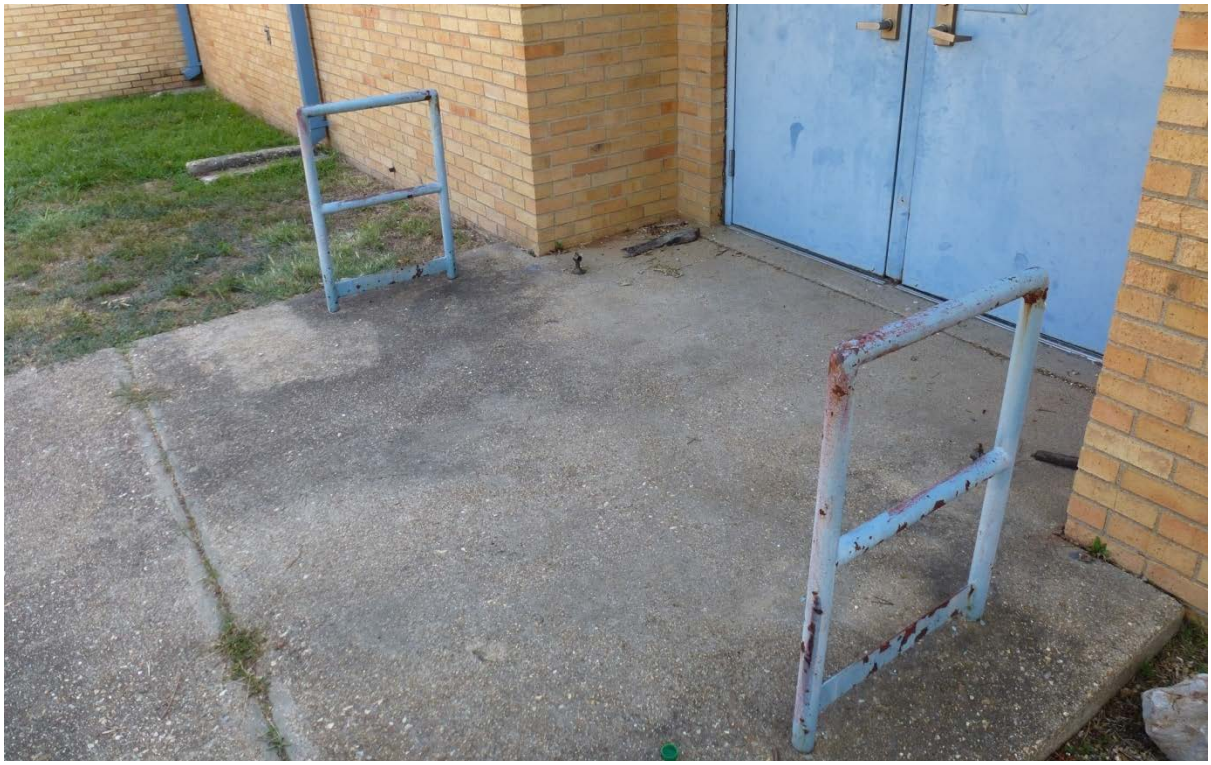


Photo 24. Original "mudscrapers" for shoes located near the entry on the west elevation (ERDC-CERL, 2012).

Photo 25. Replacement bright aluminum egress windows (ERDC-CERL, 2012).

Photo 26. Replacement bright aluminum three-pane awning window (ERDC-CERL, 2012).

Photo 27. Looking north toward both the 1957 (left) and 1984 (right) additions (ERDC-CERL, 2012).

Photo 28. Modified window pattern on the far left side of original west elevation (ERDC-CERL, 2012).

Photo 29. Close-up of replacement window and panel inserts (ERDC-CERL, 2012).

Photo 30. Close-up of connection between the original exterior wall on the west elevation (right side) and the brick wall of the 1957 addition (on the left) (ERDC-CERL, 2012).

Photo 31. Entry on the south side of the 1957 addition. The windows and angled canopy structure are original to the 1957 design and construction, while the entry doors are replacement (ERDC-CERL, 2012).

Photo 32. South elevation with modified window pattern with replacement windows and panel inserts. Left side is 1984 addition and right side is 1957 addition (ERDC-CERL, 2012).

Photo 33. West elevation of 1984 addition (ERDC-CERL, 2012).

Photo 34. Replacement entry doors on the west elevation of 1984 addition with original metal handrails (ERDC-CERL, 2012).

Photo 35. Right side of the north elevation with modified window pattern. Left side is 1957 addition and right side 1984 addition (ERDC-CERL, 2012).

Photo 36. Right side of the north elevation with modified window pattern. Left side is 1957 addition and right side 1984 addition (ERDC-CERL, 2012).

Photo 37. Left side of the west elevation of the 1957 addition with modified window pattern (ERDC-CERL, 2012).

Photo 38. North elevation of 1957 addition with replacement entry doors (ERDC-CERL, 2012).

Photo 39. East elevation of 1957 addition with modified window pattern (ERDC-CERL, 2012).

Photo 40. Closeup of bright aluminum replacement windows and panel inserts (ERDC-CERL, 2012).

Photo 41. Closeup of connection between the 1957 addition (right side) and 1984 addition (left side) (ERDC-CERL, 2012).

Photo 42. North elevation of 1984 addition (ERDC-CERL, 2012).

Photo 43. Left side of the north elevation of the 1984 addition with original windows and entry door (ERDC-CERL, 2012).

Photo 44. East elevation (left side is 1984 addition while the right side is the 1957 addition) (ERDC-CERL, 2012).

Photo 45. Entry doors on the east elevation of the 1984 addition (ERDC-CERL, 2012).

Photo 46. East elevation of 1984 addition (ERDC-CERL, 2012).

Photo 47. South elevation of the 1984 addition (ERDC-CERL, 2012).

Photo 48. East elevation of the original school building with modified window pattern of replacement bright aluminum windows and panel inserts (ERDC-CERL, 2012).

Photo 49. East elevation of the original school building with modified window pattern of replacement bright aluminum windows and panel inserts (ERDC-CERL, 2012).

Photo 50. Looking toward the main entry on the east elevation (ERDC-CERL, 2012).

Photo 51. Original terrazzo faced block near the main entry on the east elevation (ERDC-CERL, 2012).

Photo 52. Replacement window with original brick windowsill near the main entry on the east elevation (ERDC-CERL, 2012).

Photo 53. Looking toward the replacement vestibule doors on the east side of the building (original school) (ERDC-CERL, 2012).

Photo 54. Remodeled office area with new glass wall (added in 1984) (ERDC-CERL, 2012).

Photo 55. Closeup of the seam between original concrete block interior wall (left) and concrete block infill wall from 1984 remodel of office area (right) (ERDC-CERL, 2012).

Photo 56. Concrete block interior walls and replacement wood door into the stage steps (original school) (ERDC-CERL, 2012).

Photo 57. Looking toward replacement vestibule doors on the west side of the building (original school) (ERDC-CERL, 2012).

Photo 58. Looking south down original corridor (original school) (ERDC-CERL, 2012).

Photo 59. Looking north down original corridor toward addition (ERDC-CERL, 2012).

Photo 60. Replacement wood doors into the multi-purpose room (original school) (ERDC-CERL, 2012).

Photo 61. Original stage with original wood floor in the multi-purpose room (original school) (ERDC-CERL, 2012).

Photo 62. Stage steps (original school) (ERDC-CERL, 2012).

Photo 63. Original light fixtures above stage (original school) (ERDC-CERL, 2012).

Photo 64. Looking up at original light dome located above the stage (original school) (ERDC-CERL, 2012).

Photo 65. Looking south in the multi-purpose room with replacement flooring and acoustic drop-tile ceiling (original school) (ERDC-CERL, 2012).

Photo 66. Looking toward east wall in multi-purpose room where the original windows were removed and the openings filled with concrete block (original school) (ERDC-CERL, 2012).

Photo 67. Original door opening filled in with concrete block and small window opening (original school) (ERDC-CERL, 2012).

Photo 68. Modified serving line (original school) (ERDC-CERL, 2012).

Photo 69. Replacement door leading into the kitchen (original school) (ERDC-CERL, 2012).

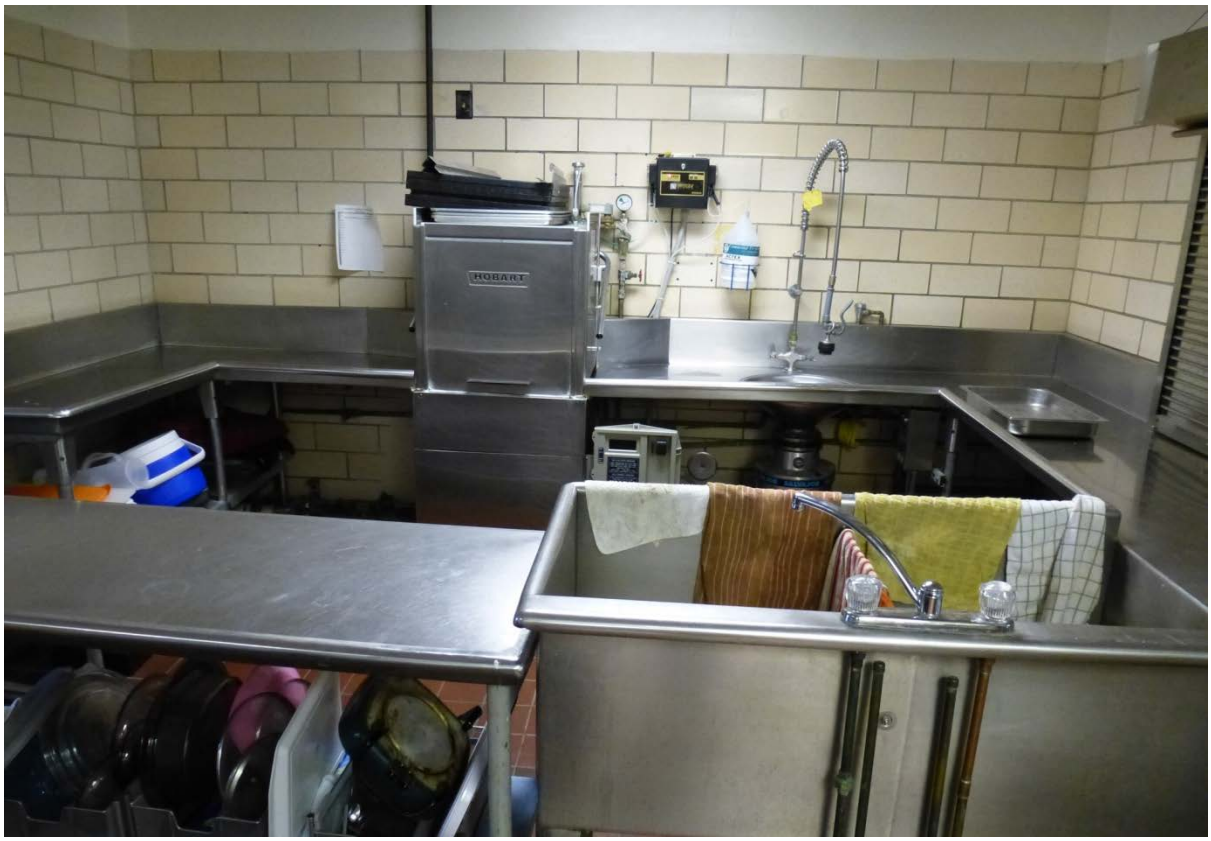


Photo 70. Kitchen with original glazed-tile floor and sanitary tile walls (original school) (ERDC-CERL, 2012).

Photo 71. Kitchen with original glazed-tile floor and sanitary tile walls (original school) (ERDC-CERL, 2012).

Photo 72. Storage room off of the kitchen (original school) (ERDC-CERL, 2012).

Photo 73. Original toilet room off of kitchen with replacement sink (original school) (ERDC-CERL, 2012).

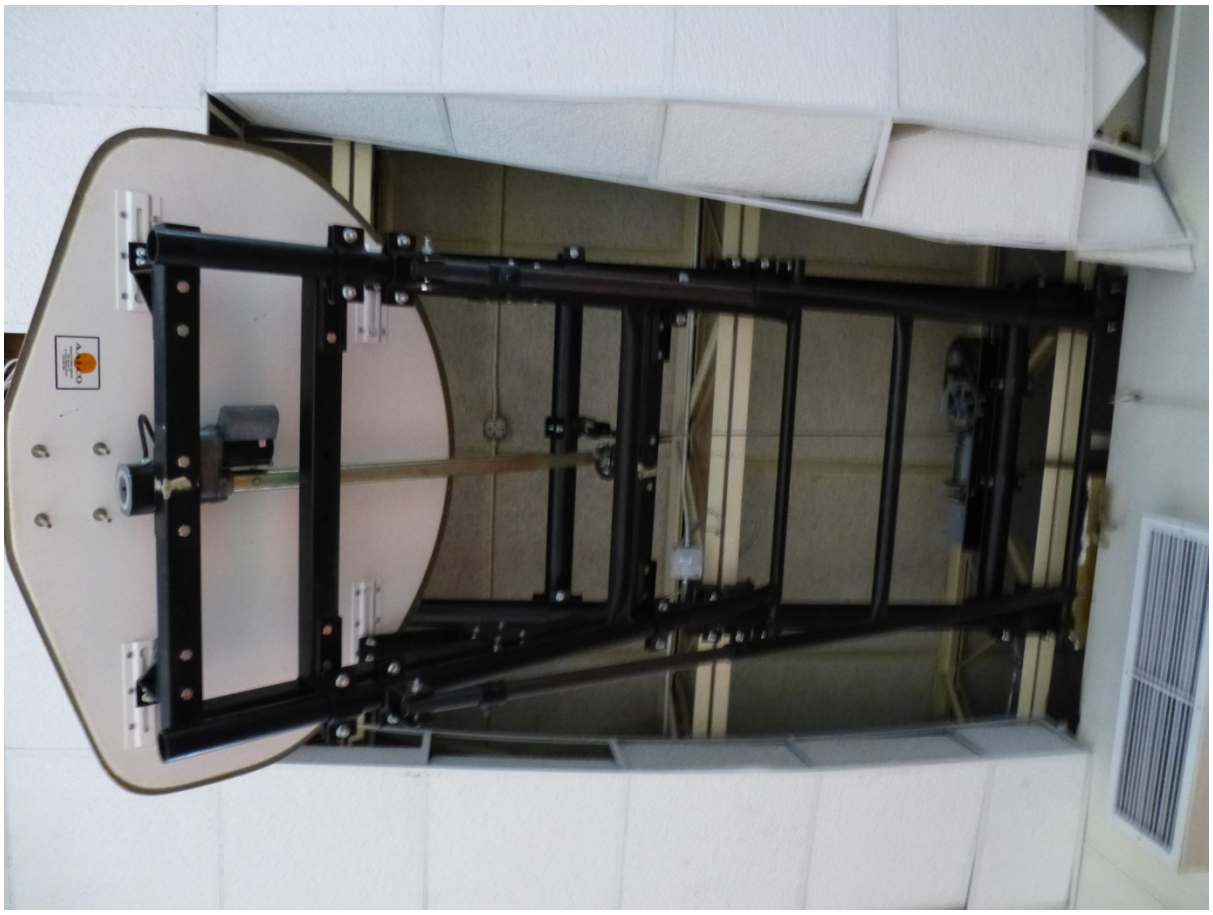


Photo 74. Looking up toward exposed roof supports of the multi-purpose room (original school) (ERDC-CERL, 2012).

Photo 75. Boiler room (original school) (ERDC-CERL, 2012).

Photo 76. Replacement door into a kindergarten room (original school) (ERDC-CERL, 2012).

Photo 77. Interior of one of the kindergarten rooms with original windowsill (original school) (ERDC-CERL, 2012).

Photo 78. Interior of one of the kindergarten rooms looking toward original cabinets and workstation (original school) (ERDC-CERL, 2012).

Photo 79. Older style light fixture in a kindergarten room (original school) (ERDC-CERL, 2012).

Photo 80. Original windowsill (original school) (ERDC-CERL, 2012).

Photo 81. Original wood closet doors (original school) (ERDC-CERL, 2012).

Photo 82. Original toilet room in between the two kindergarten rooms (original school) (ERDC-CERL, 2012).

Photo 83. Second kindergarten room (original school) (ERDC-CERL, 2012).

Photo 84. Replacement classroom door (original school) (ERDC-CERL, 2012).

Photo 85. Replacement interior door (original school) (ERDC-CERL, 2012).

Photo 86. Girls' restroom with original glazed-tile walls (original school) (ERDC-CERL, 2012).

Photo 87. Girls' restroom with replacement sinks (original school) (ERDC-CERL, 2012).

Photo 88. Girls' rest room with original toilets (original school) (ERDC-CERL, 2012).

Photo 89. Janitor's closet between girls' and boys' restrooms with original mop sink (original school) (ERDC-CERL, 2012).

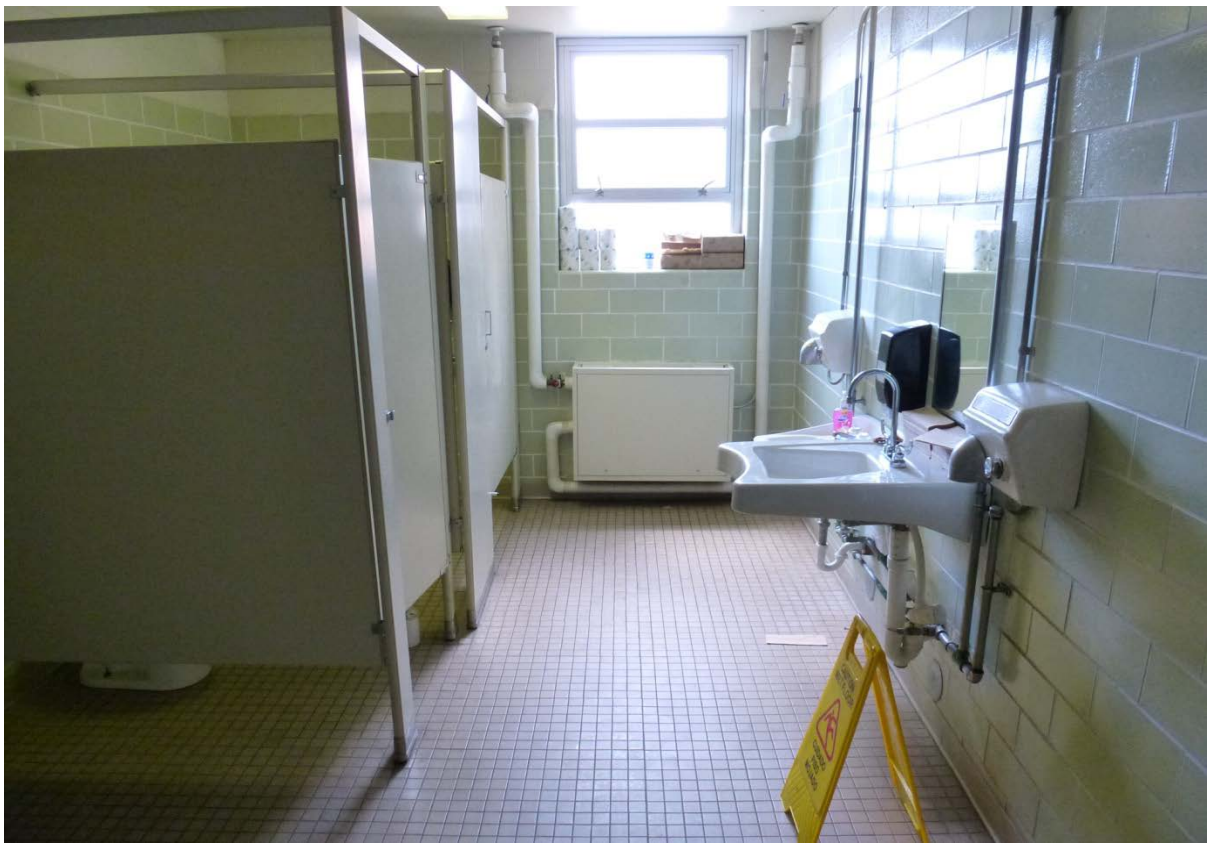


Photo 90. Boys' restroom with original glazed-tile walls (original school) (ERDC-CERL, 2012).

Photo 91. Classroom on west side of corridor (original school) (ERDC-CERL, 2012).

Photo 92. Original wardrobe in a classroom with original wood door (original school) (ERDC-CERL, 2012).

Photo 93. Closeup of replacement window hardware (original school) (ERDC-CERL, 2012).

Photo 94. Interior of classroom looking at replacement windows, floors, and ceiling (original school) (ERDC-CERL, 2012).

Photo 95. Original wardrobe and closet door (original school) (ERDC-CERL, 2012).

Photo 96. Replacement water fountain in original corridor (original school) (ERDC-CERL, 2012).

Photo 97. Classroom with replacement windows, floor, and ceiling (original school) (ERDC-CERL, 2012).

Photo 98. Original wardrobe with original closet door in a classroom (original school) (ERDC-CERL, 2012).

Photo 99. Intersection of corridors where 1957 addition is connected to the original school. Looking south down original corridor (ERDC-CERL, 2012).

Photo 100. Looking north down corridor of 1984 addition (ERDC-CERL, 2012).

Photo 101. Closeup of connection between the original brick exterior wall and conrete block wall (1984 addition) (ERDC-CERL, 2012).

Photo 102. Older style vestibule doors located on the east end of the 1984 addition corridor (ERDC-CERL, 2012).

Photo 103. Closeup of older style vestibule door hardware (1984 addition) (ERDC-CERL, 2012).

Photo 104. Interior view of media room (one-half 1957 addition and one-half 1984 addition) (ERDC-CERL, 2012).

Photo 105. Interior of media room (1957 addition) (ERDC-CERL, 2012).

Photo 106. Interior of media room looking at where the original circulation desk would have been located (1957 addition) (ERDC-CERL, 2012).

Photo 107. Door located in classroom, looking into media room (ERDC-CERL, 2012).

Photo 108. Classroom interior (1957 addition) (ERDC-CERL, 2012).

Photo 109. Classroom interior (1957 addition) (ERDC-CERL, 2012).

Photo 110. Water fountains in the corridor of 1957 addition (ERDC-CERL, 2012).

Photo 111. Replacement vestibule doors at the north end of the 1984 addition (ERDC-CERL, 2012).

Photo 112. Classroom (1957 addition) (ERDC-CERL, 2012).

Photo 113. Classroom (1957 addition) (ERDC-CERL, 2012).

Photo 114. Wardrobe and closet door in classroom (1957 addition) (ERDC-CERL, 2012).

Photo 115. Classroom (1957 addition) (ERDC-CERL, 2012).

Photo 116. Original wardrobe and closet door with new hardware (1957 addition) (ERDC-CERL, 2012).

Photo 117. Looking west down 1957 corridor addition toward the 1984 vestibule (ERDC-CERL, 2012).

Photo 118. Boys' restroom with original urnials and glazed-tile walls (1957 addition) (ERDC-CERL, 2012).

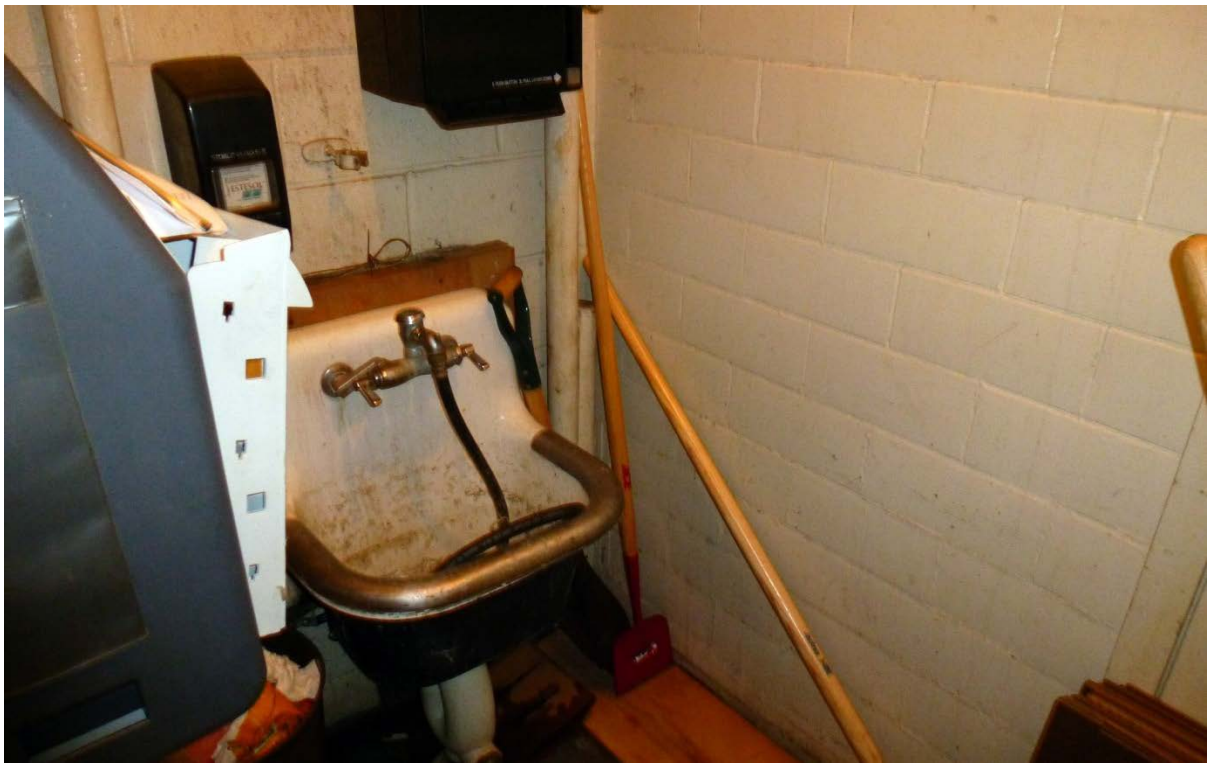


Photo 119. Janitor's closet in between the girls' and boys' restroom in the 1957 addition (ERDC-CERL, 2012).

Photo 120. Girls' restroom (1957 addition) (ERDC-CERL, 2012).

Photo 121. Storage room with original asbestos tile flooring (1957 addition) (ERDC-CERL, 2012).

Photo 122. Looking at the original north exterior wall of original school on left connected to concrete block wall of the 1957 addition (ERDC-CERL, 2012).

Photo 123. Closeup of the original north exterior wall of original school on left, connected to concrete block wall of the 1957 addition (ERDC-CERL, 2012).

Photo 124. Original 1957 curtain wall with replacement entry doors on the south side of the 1957 west wing addition (ERDC-CERL, 2012).

Photo 125. Classroom (1957 addition) (ERDC-CERL, 2012).

Photo 126. Wardrobe in classroom (1957 addition) (ERDC-CERL, 2012).

Photo 127. Replacement vestibule doors at the west end of the 1984 addition (ERDC-CERL, 2012).

Photo 128. Wardrobe and closet door with replacement hardware in 1957 addition (ERDC-CERL, 2012).

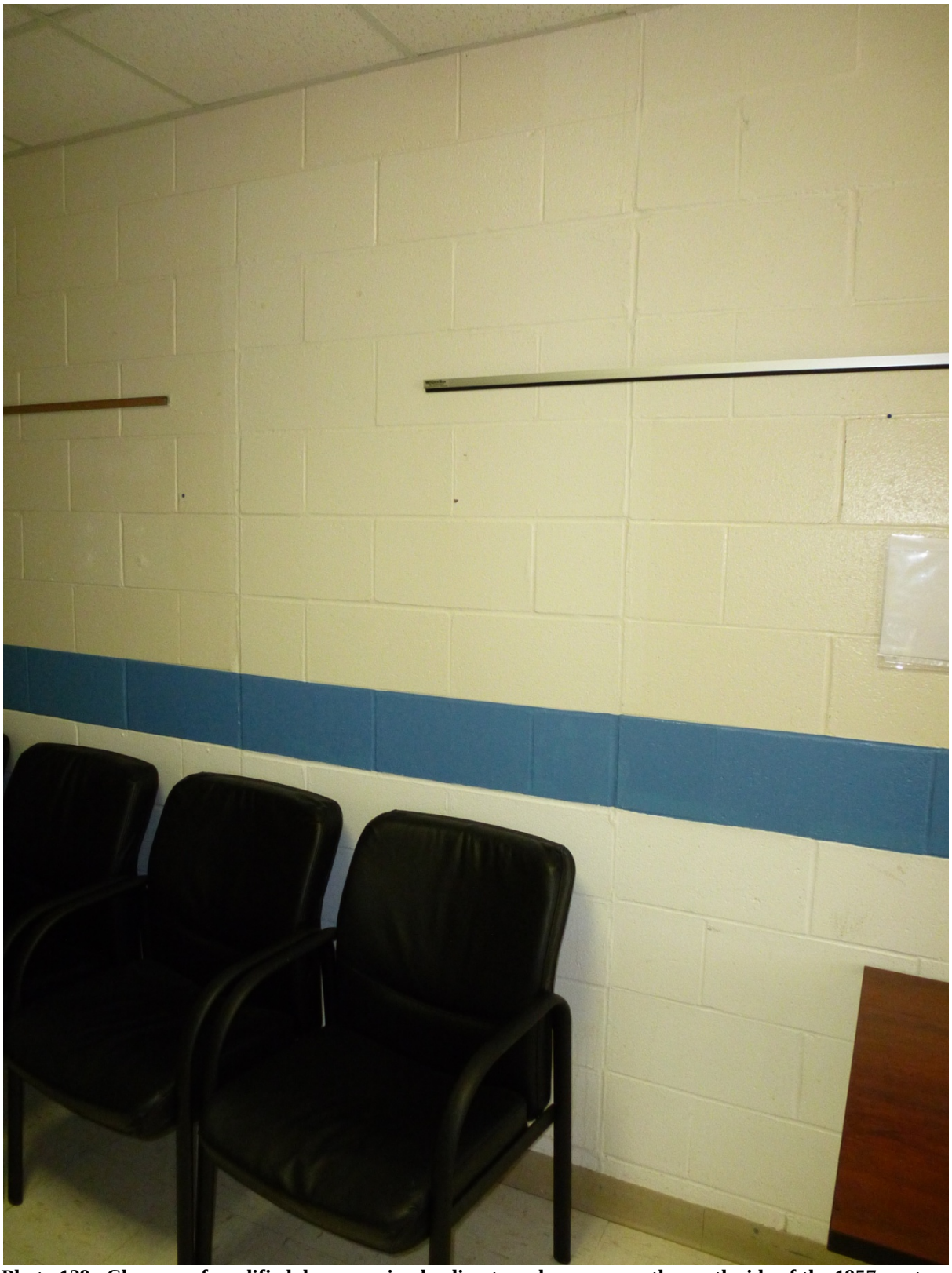


Photo 129. Close-up of modified door opening leading to a classroom on the south side of the 1957 west-wing addition (ERDC-CERL, 2012).

Photo 130. Classroom (1984 addition) (ERDC-CERL, 2012).

Photo 131. Wardrobe and closet with replacement hardware in classroom (1984 addition) (ERDC-CERL, 2012).

Photo 132. Classroom (1957 addition) (ERDC-CERL, 2012).

Photo 133. Original wardrobe and closet door with new hardware in classroom (1957 addition) (ERDC-CERL, 2012).

Photo 134. Athletic field on the south side of the school (ERDC-CERL, 2012).

Photo 135. Paved playground on the west side of the school (ERDC-CERL, 2012).

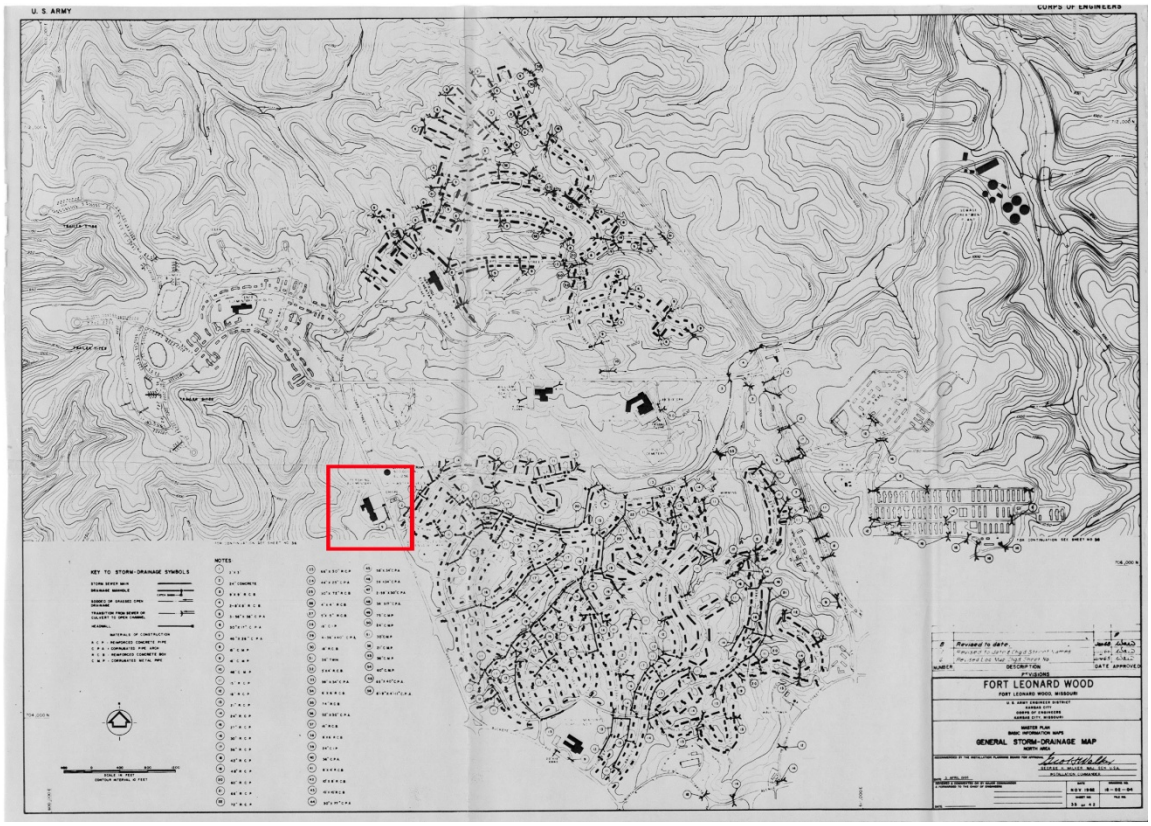
Photo 136. Paved playground area on west side of the school (ERDC-CERL, 2012).

Photo 137. Newer playground equipment on the west side of the school (ERDC-CERL, 2012).

Photo 138. Steps leading down to the play area outside of the fenced playground (ERDC-CERL, 2012).

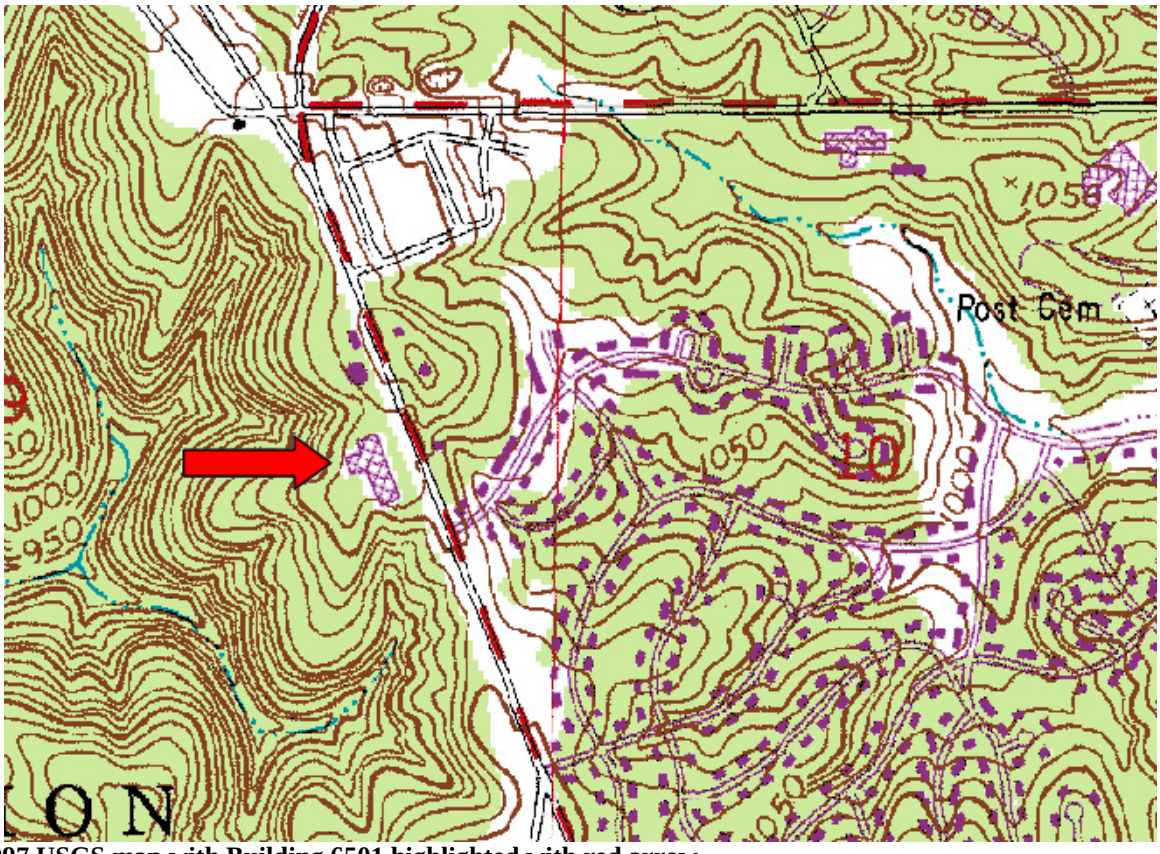
Photo 139. Older playground equipment on the west side of the school (ERDC-CERL, 2012).

COORDINATES **UTM 15** **4181129N** **575803E**	**USGS QUAD** **Waynesville**

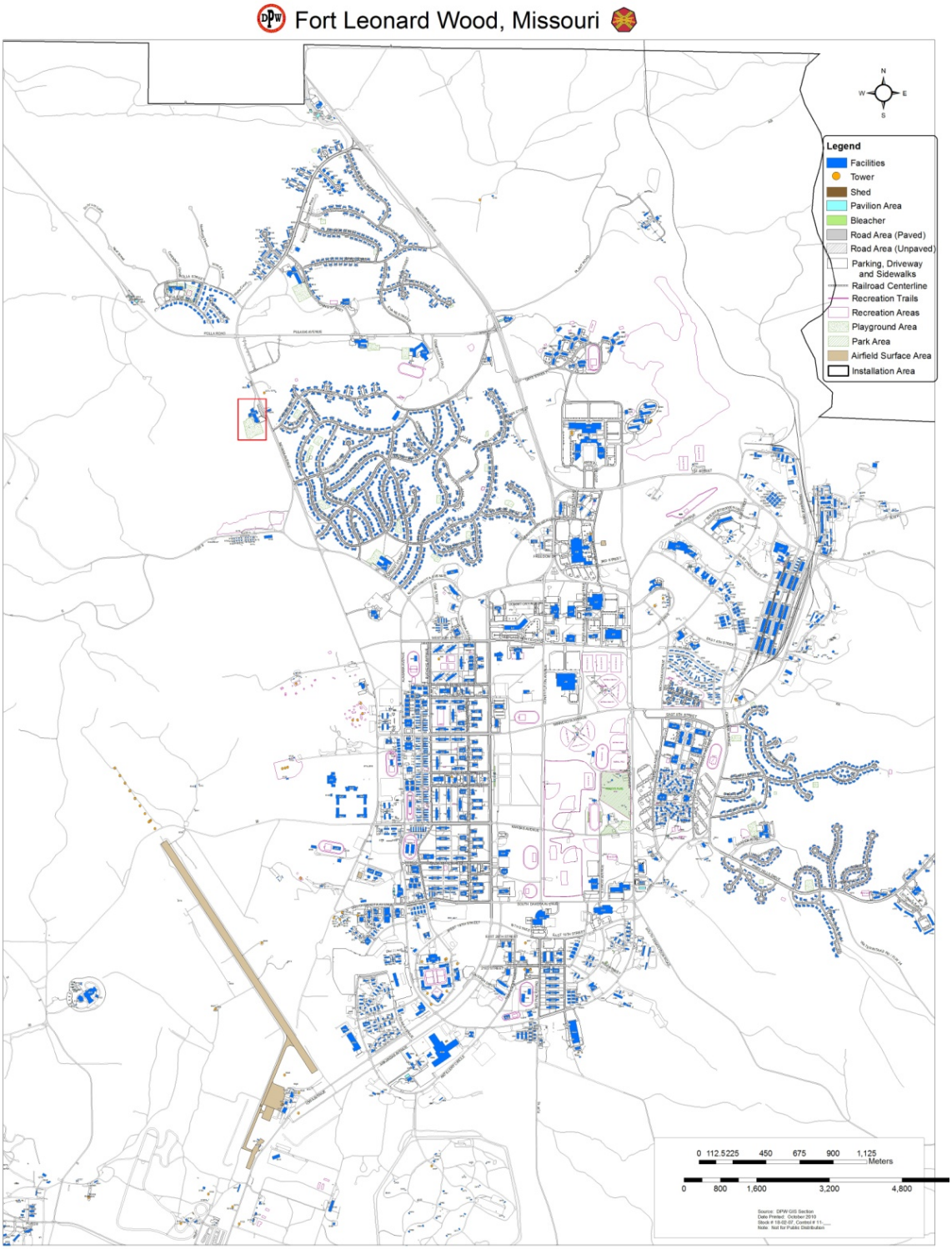


Location of Building 6501 and surrounding family housing indicated by red box, map from 1962 (FLW Natural Resources Branch).

Closeup of 1962 map (above) with Building 6501 highlighted in red (FLW Natural Resources Branch).



1997 USGS map with Building 6501 highlighted with red arrow.



Map of FLW, with Building 6501 indicated by the red box, October 2010 (FLW Natural Resources Branch).

Closeup of 2010 map with Building 6501 indicated by red arrow (FLW Natural Resources Branch).

PRESENT OWNER	**OWNER ADDRESS**
Department of Defense Department of the Army Fort Leonard Wood, Missouri	Fort Leonard Wood Directorate of Public Works Environmental Division Fort Leonard Wood, Missouri 65473
GENERAL CONDITION OF PROPERTY **EXCELLENT GOOD POOR** ☐ ■ ☐	**ADDITIONS/ALTERATIONS** ■ ☐ **IF YES, SEE DESCRIPTION** **YES NO**

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Smith, Adam, Susan Enscore, Karen Zimnicki, and Elizabeth Campbell. 2003. *Fort Leonard Wood Building Survey 1941 to 1956*. Unnumbered report. Champaign, IL: ERDC-CERL.

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Tooker, Megan Weaver, Sunny Stone, Adam D. Smith. 2007. *Fort Leonard Wood Cantonment Landscape Context, Inventory, and Management*. ERDC/CERL SR-07-21. Champaign, IL: ERDC-CERL.

PRELIMINARY NATIONAL REGISTER DETERMINATION OF ELIGIBILITY **ELIGIBLE/CONTRIBUTING** ☐ **NOT ELIGIBLE** ■	**FORM PREPARED BY:** Sunny Adams and Chris Cochran Engineer Research and Development Center Construction Engineering Research Laboratory 2902 Newmark Drive Champaign, IL 61822 **DATE: August 2013**

DESCRIPTION

Building 6501 is located on the northwest corner of the cantonment and is surrounded by Mark Twain National Forest on the north, south, and west sides. The building is situated west of Stone Gate neighborhood. The school is south of the intersection of Indiana Avenue and Pulaski Avenue. Indiana Avenue is to the east. The building is located in Pulaski County, Missouri.

Building 6501 is a simple one-story structure with a concrete foundation, tan brick exterior walls, a flat built-up roof, replacement bright aluminum windows, replacement metal entry doors, replacement metal fascia, and replacement gutters and downspouts that are painted blue. Building 6501 has a T-shaped footprint modified with an addition (1957) on the north end of the original structure and a later addition (1984) off the west side of the first addition. There is a large grassy area south of the structure that was once used as an athletic field and a large paved playground area with playground equipment on the west side of the building. The structure has an approximate area of 28,540 square feet. The building is currently used as support building for the Chaplain's office at FLW.

The exterior of the building has been modified over the years, and the major alteration is the window pattern with the replacement of the original windows with the current windows, along with the modification of replacement doors and the construction of the two additions. The one-story exterior is dominated with walls of combination of porcelain enamel metal panels and bright aluminum windows. The windows have brick windowsills and rest on brick walls. The exterior of the classroom are defined with two four-pane awning-style windows and five panels (photo 18). There are several replacement light fixtures (photo 16) and only one original light fixture intact (photo 17). Most of the original "mudscrapers" used for shoes are intact near the entries (photo 24). Several air-conditioning units have been installed outside of each interior space. Brick screen walls have been constructed to hide the units (photo 7).

The interior of the building currently has twenty-one classroom spaces, a kitchen, a double-height multi-purpose room with a stage, five office spaces, four restrooms, two toilet rooms, an art room, a music room, and a media room. The classroom are the most intact. All of the classrooms have original built-in wood wardrobes with original wood closet doors, original chalkboard frames, and glazed-tile windowsills. The majority of the floors on the interior are clad with replacement vinyl flooring and acoustic drop ceiling tiles have been installed throughout with newer fluorescent tube lighting fixtures. The glazed-tile walls in the kitchen and the four restrooms are intact.

East Elevation: The east elevation faces Indiana Avenue. The main entry into the building is located in the left of center on the elevation and is defined by a recessed entry (photos 1 and 2). The entry consists of replacement metal doors, each with one narrow glass pane. A divided sidelight is located between the two doors and three fixed transoms stretch across the doors and sidelights (photo 2). The left side of the east elevation is where the double-height multi-purpose room is located (photo 3). The east elevation of the double-height wall has been modified with the removal of the original windows (photo 5). The four large window openings have been filled in with the same brick that is found on the exterior walls of the addition (photo 6). There is a set of replacement metal doors located on the far left side of the double-height wall (photo 8) and large letters spelling out "PERSHING ELEMENTARY SCHOOL" are placed on the brick exterior wall on the upper right corner of the double-height wall (photo 4). A newer air conditioning unit shielded by a brick screen wall addition is located below the lettering (photo 7). The far-left side of the east elevation is one-story in height (photo 9).

On the right side of the main entry are two replacement windows with brick windowsills (photo 52). The windows are bright aluminum awning windows set into a wall of terrazzo faced block (photo 51). To the right of these two windows are two of the original classrooms. The original wall of windows have been removed and replaced with a combination of porcelain enamel metal panels and bright aluminum windows (photo 48). The portion of the east elevation that projects off the original brick exterior is the 1984 addition. The face brick is

slightly different in color. The east elevation of the 1984 addition has two bright aluminum windows and a recessed entry that consists of a set of metal doors (photos 44, 45, and 46). The far right side of the east elevation is the 1957 addition. It displays the same window/panel pattern of the classrooms. There are three classrooms (photos 39 and 40).

South Elevation: The south is elevation is divided into two-parts. The right side of the elevation projects forward. The right side is the original portion of the 1955 structure, while the left side is a combination of both 1957 and 1984 additions (photo 27). The right side consists of a replacement single entry door, a replacement bright aluminum three-pane window, and a set of replacement metal doors that are recessed in the brick wall (photos 9–12). Just to the left of this wall, the wall is slightly recessed and a single-entry replacement door is located there to provide access into a classroom space (photos 13 and 15). The middle section of the south elevation is recessed back from the right and left portions of the elevation (photo 27). The middle section is the 1957 addition. The middle section consists of another main entry into the building from the playground area. The entry has large divided-light fixed windows that are original to the 1957 construction, a set of replacement metal doors, and a flat roof canopy (photo 31). The far left side projects out from this entry and where two classrooms are located; however, the right classroom is the 1957 addition, while the left classroom is part of the 1984 addition (photo 32). Both classrooms are defined by the window/panel pattern.

West Elevation: The right side of the west elevation is part of the original structure. The far right side is slightly recessed and displays a large replacement window which consists of one fixed window flanked on either side by panel inserts. Three metal louvered vents are placed in the window opening below the window/panel combination (photo 14). The original west elevation consists of five classrooms that display the window/panel pattern (photos 18, 19, 28, and 29) and a recessed entry area that is defined by a set of replacement metal doors flanked on either side by two windows (photo 23). These windows are a different style from the classroom windows (photos 20, 22, 25, and 26). The middle section of the west elevation projects out from the left and right sides. This portion of the elevation is where the 1984 addition is located (photo 33). The west elevation of the 1984 addition consists of a recessed entry with replacement entry doors, a set of concrete steps, and original metal handrails (photo 34). The left side of the west elevation is the 1957 addition (photo 37). There are three classrooms that display the window/panel pattern (photo 37).

North Elevation: The original north elevation of the 1955 structure is no longer intact due to the construction of the 1957 addition. The middle portion of the elevation projects out and consists of a recessed entry with replacement metal doors, a set of concrete steps, a concrete ramp, and original metal handrails (photo 38). The left side of the north elevation is part of the 1984 addition (photo 42). The windows on this part of the building are different from the other windows located on the building. The windows are large multi-pane awning-style windows with metal panel inserts above (photo 43). This portion of the building has a raised concrete foundation. The right side of the north elevation is a combination of both the 1957 and 1984 additions (photo 35). There are three classrooms with the window/panel combination displayed on this portion of the elevation. The far right classroom is the 1984 addition, while the other two are part of the 1957 addition (photo 36).

ORIGINAL 1955 INTERIOR:

Vestibule on the east entry (This vestibule is part of the original design.): The vestibule has two replacement wood doors, each with a narrow glass pane. A two-pane fixed sidelight is located in between the two doors (photo 53). The floor has been replaced and is currently covered with vinyl tiles. This vestibule is part of the original design.

Vestibule on the west entry (This vestibule is part of the original design.): The vestibule has replacement two replacement wood doors each with a narrow glass pane. Two fixed transoms are located above the doors (photo 57). The floor has been replaced and is currently covered with vinyl tiles. This vestibule is part of the original design.

Vestibule on the south entry (This vestibule is part of the original design.): The vestibule has two replacement wood doors, each with a narrow glass pane. Two fixed transoms are located above the doors. The floor has been replaced and is currently covered with vinyl tiles.

Corridors: The original classroom corridor stretches north to south through the middle of the building, providing access to both classrooms and toilet rooms on either side of the corridor (photo 58). This corridor terminates at a vestibule on the south end and adjoins the intersection of the two corridors constructed with the two additions (photo 59 and 99).

Office near main entry on east side: The two original offices have been modified over time. The interior wall that divided the two spaces was moved. The open space of one of the offices has been enclosed with a wall of large fixed pane glass pieces framed by a metal structure (photo 54). The glass/metal enclosure is supported by a concrete block wall (photo 55). New door opening have been added to provide access into the new layout of the office spaces.

Multi-purpose room: The multi-purpose room is a large double-height space. Most of the space has been modified with new flooring, replacement light fixtures, an acoustical drop-tile ceiling, and replacement wood doors (photos 65 and 74). Two sets of replacement wood doors provide access into the multi-purpose room from the corridor (photo 60), while a set of replacement metal doors, located on the east wall provide access to the outside.

Stage: The stage is located at the north end of the multi-purpose room. It is still being used as a stage area (photo 61). The original wood floors of the stage are intact as well as the light fixtures and acoustic ceiling tiles (photo 63). Two sets of wood steps provide access to the elevated stage (photo 62). There are two light domes that are still visible from the stage area (photo 64). A small storage area is located on the east side of the stage.

Kitchen: The kitchen is located on the south end of the multi-purpose room. The space of the kitchen is intact, along with the original red tiled floor and glazed-tile floor (photo 70). The kitchen has concrete block walls, a red clay tile floor, and an acoustical tile drop ceiling. There are newer stainless steel sinks, countertops, and appliances (photo 71). A large window opening is located on the wall that divides the kitchen from the multi-purpose room. The opening has a bright aluminum roll-door that can be opened so that the space can be used as a serving line (photo 68). A small storage area is located on the east side of the kitchen. A small "pass-through" window is located in this room (photos 67 and 72). A small toilet room is located in the southwest corner of the kitchen. The toilet room has a replacement door, red tile floor, a sink, and a toilet (photo 73).

Boiler Room: The boiler room is part of the original school design and is located on the southwest corner of the original footprint. The boiler room is filled with mechanical equipment and has a concrete floor (photo 75). A replacement wood door provides access into the boiler room from the corridor. A replacement metal door provides access to the exterior, while a large replacement window/panel is located on the west wall of the boiler room.

Kindergarten Rooms: The two kindergarten rooms are slightly different than the other classrooms in the building. The two rooms are divided by a partition wall but connected via a toilet room (photo 82). The rooms each have two closets with original wood double doors (photo 81). One wall in each room is lined with original cabinets and workspace (photo 78). Each room has a replacement metal door that leads to the exterior (photos 77 and 83), and a single entry replacement wood door that provides access to the room from the corridor (photo 76). The rooms have replacement vinyl tile and replacement acoustic drop-tile ceilings.

Classrooms: There are six classrooms intact as part of the original design of the school. Each classroom has replacement vinyl tile flooring, replacement acoustic drop-tile ceilings, replacement light fixtures, and replacement wood doors that provide access from the corridor to each classroom (photos 91, 94, and 97) Each classroom has a wall of metal panels and two windows with original glazed-tile windowsills (photo 91). The classrooms each have an original built-in wood wardrobe. The wardrobe is open with no doors; however, there is a small teacher's closet adjacent to the wardrobe, and all of the original wood closet doors are intact (photos 92, 95, and 98). Along one wall in each classroom are the original wood chalkboard frames.

Teacher Workroom/Nurse Room: These rooms are now used as offices. Each room has a replacement vinyl tile flooring, acoustic drop-tile ceiling, replacement light fixtures, concrete block walls, and replacement wood entry doors that provide access from the corridor (photos 84 and 85).

Boys' Restroom: Restroom consists of the original mosaic tile floor, original glazed-tile walls, original urinals, and original toilets. There is a single replacement window located on the west wall (photo 90).

Girls' Restroom: The restroom consists of the original mosaic tile floor, original glazed-tile walls, and original toilets. There is a single replacement window located on the west wall (photos 86–88).

Janitor Room: The room is located between boys' restroom and girls' restroom on the west side of the building near the main entry. The room is small and consists of the original walls, concrete floor, and an original mop sink (photo 89).

1957 ADDITION:

Vestibule on the north entry (This vestibule is part of the 1957 addition.): The vestibule has two replacement wood doors, each with a narrow glass pane. Two fixed transoms are located above the doors (photo 111). The floor has been replaced and is currently covered with vinyl tiles.

Corridors: The 1957 corridor is L-shape in plan and stretches north and west (photo 117). The corridor has acoustical drop-tile ceilings, concrete block walls, and vinyl tile floors (photo 56). The brick north end of the original structure is visible and is connected to the concrete block addition walls (photos 122 and 123). The leg of the L-shaped corridor that expands west is where another main entry is located (photo 124).

Classrooms: There were originally ten classrooms designed and constructed as part of the 1957 addition; however, with the construction of the 1984 addition, there are only nine classrooms intact. The design and construction of these classrooms are similar to the original 1955 classrooms. Each classroom has replacement vinyl tile flooring, replacement acoustic drop-tile ceilings, replacement light fixtures, and replacement wood doors that provide access from the corridor to each classroom (photos 113 and 115). Each classroom has a wall of a combination of metal panels and two windows with original glazed-tile windowsills (photos 109 and 132). The classrooms each have an original built-in wood wardrobe. The wardrobe is open with no doors; however, there is a small teacher's closet adjacent to the wardrobe and all of the original wood closet doors are intact (photos 108, 112, 114, 116, 126, 128, and 133). Along one wall in each classroom are the original wood chalkboard frames.

Bookstore: This room is now used as a storage room and is located west of the girls' restroom. Originally the room was one large space, but a partition wall has been constructed to divide it into two rooms. The one room has original asbestos tile floor (photo 121).

1984 ADDITION:

Vestibule on the east entry (This vestibule is part of the 1984 addition.): The vestibule has older-style metal doors with bright metal hardware (Photos 102 and 103). These doors are more appropriate to the age of the school but according to the drawings, these were not original to the design. The floor has been replaced and is currently covered with vinyl tiles.

Vestibule on the west entry (This vestibule is part of the 1984 addition.): The vestibule has two replacement wood doors, each with a narrow glass pane (photo 127). Two fixed transoms are located above the doors. The floor has been replaced and is currently covered with vinyl tiles.

Corridors: The 1984 corridor stretches east off the intersection of the 1955/1957 connection point (photos 100 and 101). The corridor has acoustical drop-tile ceilings, concrete block walls, and vinyl tile floors (photo 59).

Classrooms: There were originally three classrooms designed and constructed as part of the 1984 addition. Two classrooms expanded the west side of the 1957 addition. These two rooms are similar in layout and design of the all the other classroom in the building. Each classroom has replacement vinyl tile flooring, replacement acoustic drop-tile ceilings, replacement light fixtures, and replacement wood doors that provide access from the corridor to each classroom (photo 130). Each classroom has a wall of a combination of metal panels and two windows with original glazed-tile windowsills. The classrooms each have an original built-in wood wardrobe. The wardrobe is open with no doors; however, there is a small teacher's closet adjacent to the wardrobe and all of the original wood closet doors are intact (photo 131). The third classroom is smaller in size than the other two and is located on the east side of the building across from the media room.

Media Room: The media is a large open space (photo 104). Half of the media room is part of the 1984 construction, while the other half of the room, including a small storage area, utilized the 1957 classroom (photo 105). The original circulation desk is no longer intact. The floor is covered with carpet. A door connects the media room to a 1957 classroom on the north side (photo 107). The room has acoustic drop-tile ceilings, a single entry door that provides access to the outside, and a set of replacement wood entry doors that provide access from the corridor.

Boys' Restroom: Restroom consists of the original mosaic tile floor, original glazed-tile walls, original urinals, and original toilets (photo 118).

Girls' Restroom: The restroom consists of the original mosaic tile floor, original glazed-tile walls, and original toilets (photo120).

Janitor's Room: The room is located between boys' restroom and the girls' restroom on the west side of the building near the main entry. The room is small and consists of the original walls, concrete floor, and an original mop sink (photo119).

Art room: This room is located on the east side of the building. It was not accessible at the time of the survey.

Music room: This room is located on the east side of the building south across the corridor from the art room. It was not accessible at the time of the survey.

HISTORY

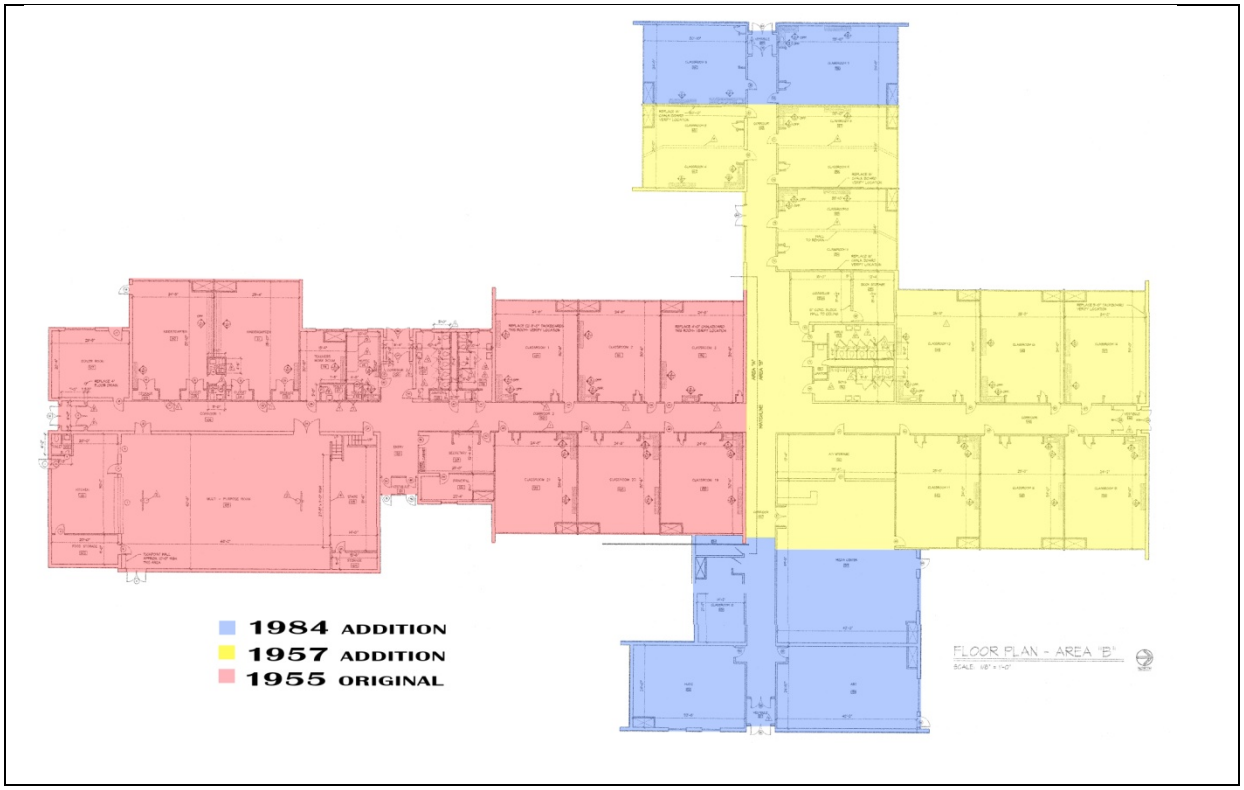
Building 6501, Pershing Elementary School was built in 1955 by the US Army. The school was designed by Dan Sandford and Sons, Architects from Springfield and Kansas City, Missouri.

The building was used as a school in support of children at FLW from 1955 to 2006. It is currently used as building for supporting religious activities at FLW.

The original building was one-story in height, with the exception of the double-height all-purpose room located on the southeast corner. The original building had two kindergarten rooms, six classrooms, an all-purpose room, a stage, a kitchen, a boiler room, a girls' rest room, a boys' restroom, a teachers' workroom, a nurses' room, a janitor's closet, an office, a principal's office, and two storage rooms. The overall layout of the original footprint is intact; however, there have been two large additions constructed at the north end of the original school.

In 1957, the original school was expanded. The design of the addition was also done by Dan Sandford and Sons. The addition was constructed at the north end of the original structure. The addition was laid out in an L-shape footprint. The construction of the addition included ten classrooms, a girl's restroom, a boy's restroom, a teacher's room, a bookstore, a janitor's closet, and another main entry on the south side.

A second addition was constructed in 1984. This addition was designed by FGM Inc. Architects, Planners, Engineers, of Mt. Vernon and Belleview, Illinois. This addition added a media room, an art room, a music room, three classrooms, and two storage units. The media room was actually an enlargement of one of the 1957 classrooms, and a new corridor was created in place of the 1957 teacher's room. Two of the classrooms were constructed on the west side of the 1957 addition, while the rest of the 1984 addition was constructed on the east side of the 1957 addition. Also in 1984, all of the windows and doors were replaced on the building with a typical window bay of bright aluminum sash windows with porcelain enamel metal panels. The original open office space near the main entry on the east elevation (part of the original building) was enclosed. The 1984 addition drawings also noted the construction of brick screen walls around exterior air-conditioning units located outside of each interior space.


1984 ADDITION
1957 ADDITION
1955 ORIGINAL
FLOOR PLAN - AREA "B"

INTEGRITY

Building 6501, Pershing Elementary School, is in good condition. Building 6501 has undergone changes since it was constructed in 1955. The exterior has been altered with replacement windows and a new window pattern, new metal fascia and soffit, two one-story brick additions constructed to enlarge the original footprint, and replacement metal doors. Building 6501 no longer conveys some of its original construction materials, though its function has remained constant as an education/care facility.

The original office area and principal's office located near the main entry have been modified over time. The original wall that divided the two rooms ran east and west. This wall has been taken down and a new partition wall has been added running north and south to divide the rooms. The original office was open to the intersection of the two corridors. A glass curtain wall framed by concrete block infill has enclosed the space.

The all-purpose room located at the southeast end of the original structure is still used as an all-purpose room. The open, double-height interior space is intact. The original floor has been replaced. The original open, exposed ceiling and roof supports have been covered with a drop ceiling with the addition of fluorescent tube lighting.

The hop-scotch pattern located at the south end of the original corridor has either been removed or covered over with the current vinyl tiles.

The stage area is still intact. The original woodwork used for the stage area is intact. Two of the original skydomes are visible above the stage area.

Exterior:

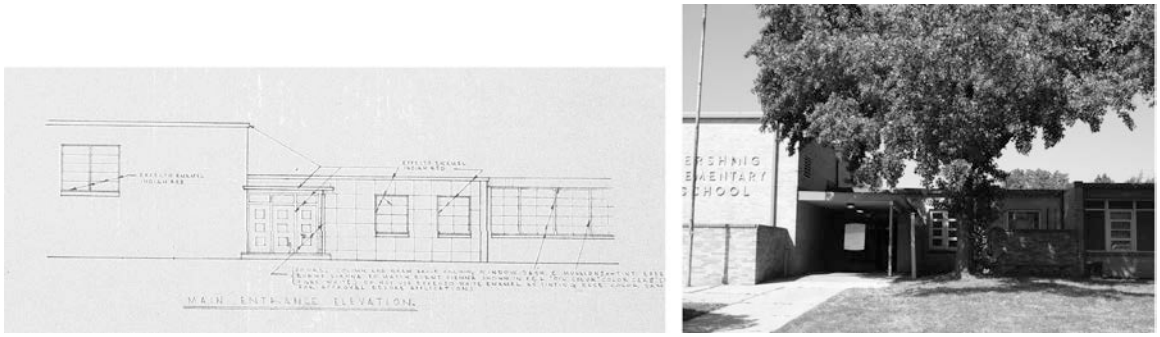
Original Architectural Features	*Replacement Features*
Rectangular footprint	Modified with the construction of two addition on the north end creating a T-shaped footprint
Concrete block construction with a tan brick veneer	Additions are constructed of same materials but different brick colors used.
Flat built-up roof	----
Multi-pane steel awning windows	Windows have been removed and replaced with multi-pane bright aluminum windows awning/hopper windows and the window pattern has been modified to include porcelain enamel metal panels
Three-light steel entry doors	Removed and replaced with a different types of metal doors
Metal canopy over main entry on the east	----
Wood fascia and soffit	Modified with metal
Brick windowsills	----
Terrazzo-faced block near main entry on east elevation	----
Playgrounds	Most of the playground equipment is intact with the addition of newer playground equipment

Interior:

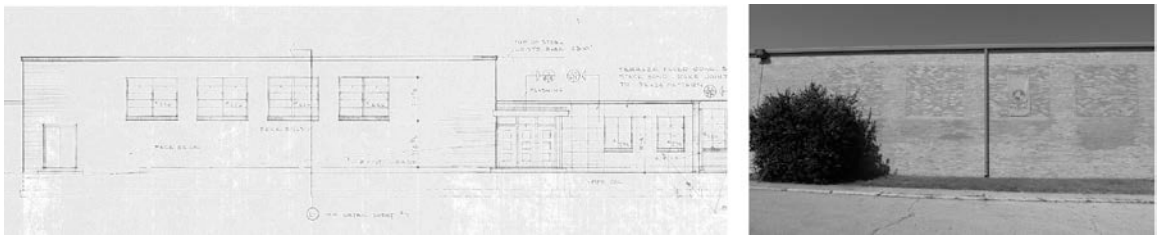
Original Architectural Features	*Replacement Features*
2 kindergarten rooms, 6 classrooms, an all-purpose room, a stage, a kitchen, a boiler room, a girls' rest room, a boys' restroom, a teachers' workroom, a nurse's room, a janitor's closet, an office, a principal's office, 2 storage rooms, and 2 toilet rooms with one central corridor	The original layout of the rooms are intact and the room functions are still being used as intended, with the exception of the open office area near the main entry on the east side which was enclosed in 1984
——	1957 addition added 10 classrooms, a girls' restroom, a boys' restroom, a teachers' room, a bookstore, a janitor's closet, and another main entry on the south side.
——	1984 addition added a media room, an art room, a music room, three classrooms, and two storage units. The media room was actually an enlargement of one of the 1957 classrooms, and a new corridor was created in place of the 1957 teachers' room
Concrete block walls	——
Central corridor	Expanded into a T-shaped corridor with the construction of the two additions
Asbestos tile floors	Removed and replaced with carpet or vinyl tiles
Classrooms with framed chalkboard, framed tack board, built-in wardrobe with teacher closet with wood door, and a workstation with a sink	——
Toilet rooms with toilets, urinals, sinks, glazed-tile walls, and mosaic tile floors	The majority of the original features are intact with the exception of a few replaced sinks
Janitor's room with mop sink and concrete floor	——
Wood doors with two lights	All have been replaced
Unknown	Drop-tile ceilings installed throughout
Pendent ceiling light fixtures	Fluorescent tube lighting
Hop-scotch game designed in tile floor and four-square game designed in tile floor in the all-purpose room	Covered with newer flooring

COMPARISON PHOTOGRAPHS

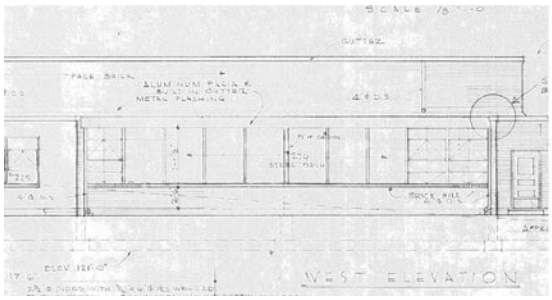
Comparison maps for location of Building 6501: 1962 map on left and 2010 map on right.



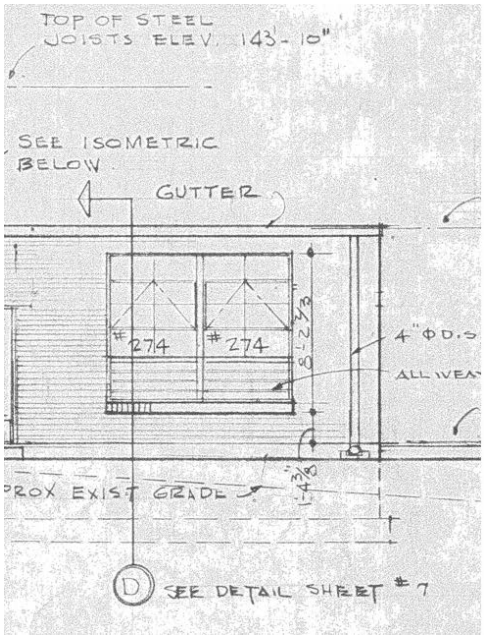
East elevation with main entrance and wall of windows: Original drawing on the left from 1955 with original awning windows compared to the current replacement doors, sidelights, transom, and metal windows.



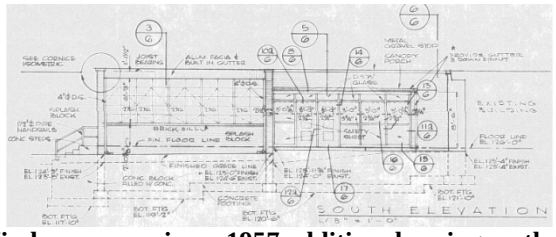
East elevation: Original drawing on the left from 1955 with original multi-pane windows located on the double-height wall of the all-purpose room compared to the current condition of the wall with the removal of the windows and infill brick.



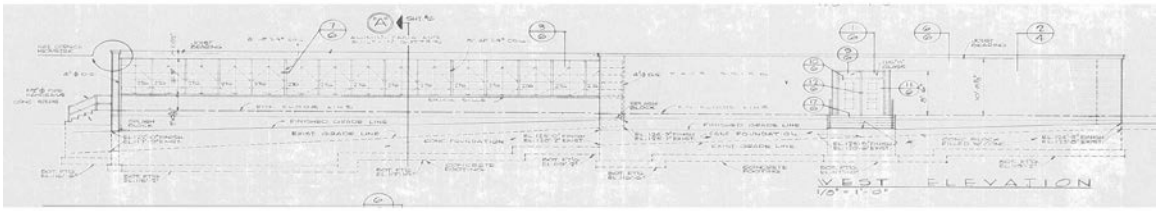
Right side of west elevation: Original 1955 drawing with design of classroom windows compared to the current condition of the elevation with replacement windows and metal panel inserts.



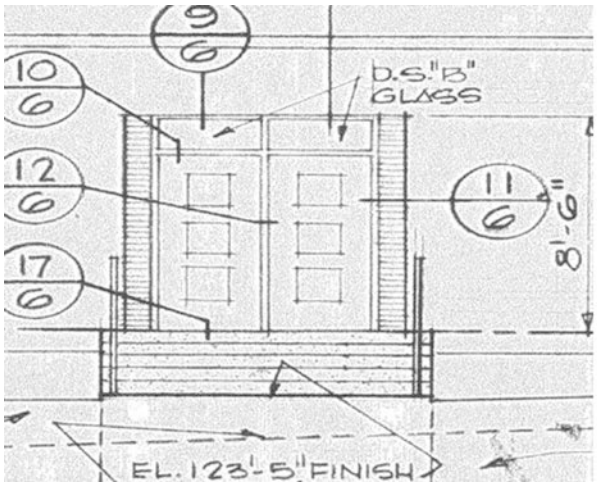
Window comparison: Original drawing on the left from 1955 showing two original multi-pane awning steel sash windows with two metal louvered vents compared to the current replacement bright aluminum and awning windows with porcelain enamel metal panel inserts and new, metal louvered vents.



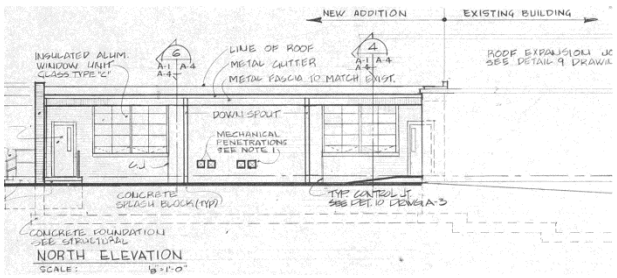
Window comparison: 1957 addition drawing on the left showing multi-pane awning/hopper steel sash windows compared to the current replacement bright aluminum and awning windows with porcelain enamel metal panel inserts. Also, the original doors have been replaced. The image on the right also shows the 1984 classroom addition.

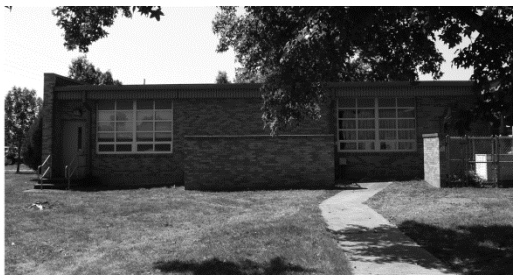


South elevation: 1984 drawing on the top showing the 1957 classroom addition on the left and the 1984 classroom addition on the right compared to the current condition of the building with replacement doors, sidelights, and transom.

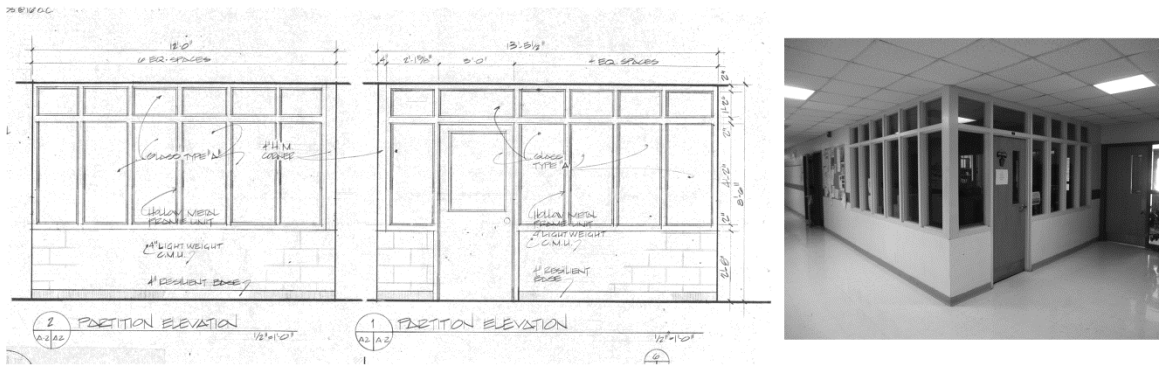


West elevation: 1984 addition drawing on the left compared to the current replacement doors and original transom.

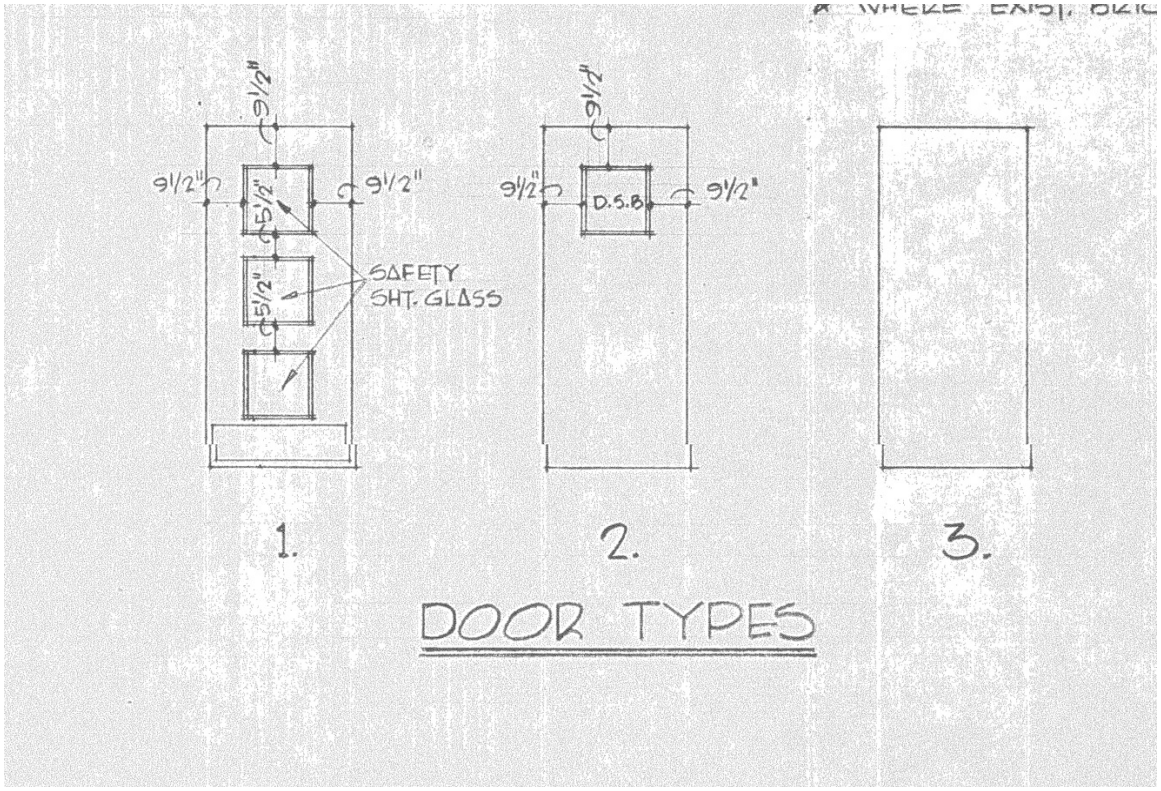




North elevation: 1984 addition drawing on the left compared to the current condition of the left side of the north elevation.



Interior office: 1984 addition drawing on the left compared to the current enclosure of the open office space near the main entry on the east elevation.



Original door types from 1955 drawing.

Replacement exterior doors.

Replacement exterior metal door.

Replacement exterior metal door with narrow pane.

Replacement exterior main entry doors with sidelight.

Replacement interior double door.

Replacement interior vestibule doors by main entry on east elevation.

Replacement interior door with narrow pane.

Replacement interior wood door.

Replacement interior double door (1950s metal doors with original hardware).

Replacement interior vestibule doors.

Original wood closest doors.

Original wood closet door.

Removed original windows and openings filled with brick.

Replacement three-pane bright aluminum hopper window.

Replacement bright aluminum fixed window with porcelain enamel metal panels and metal louvered vents.

Replacement paired bright aluminum awning windows.

Replacement three-pane bright aluminum awning window.

Replacement bright aluminum awning window with porcelain enamel metal panel.

Original 1984 windows on addition.

Original brick windowsill on exterior.

Original glazed-tile windowsill on the interior.

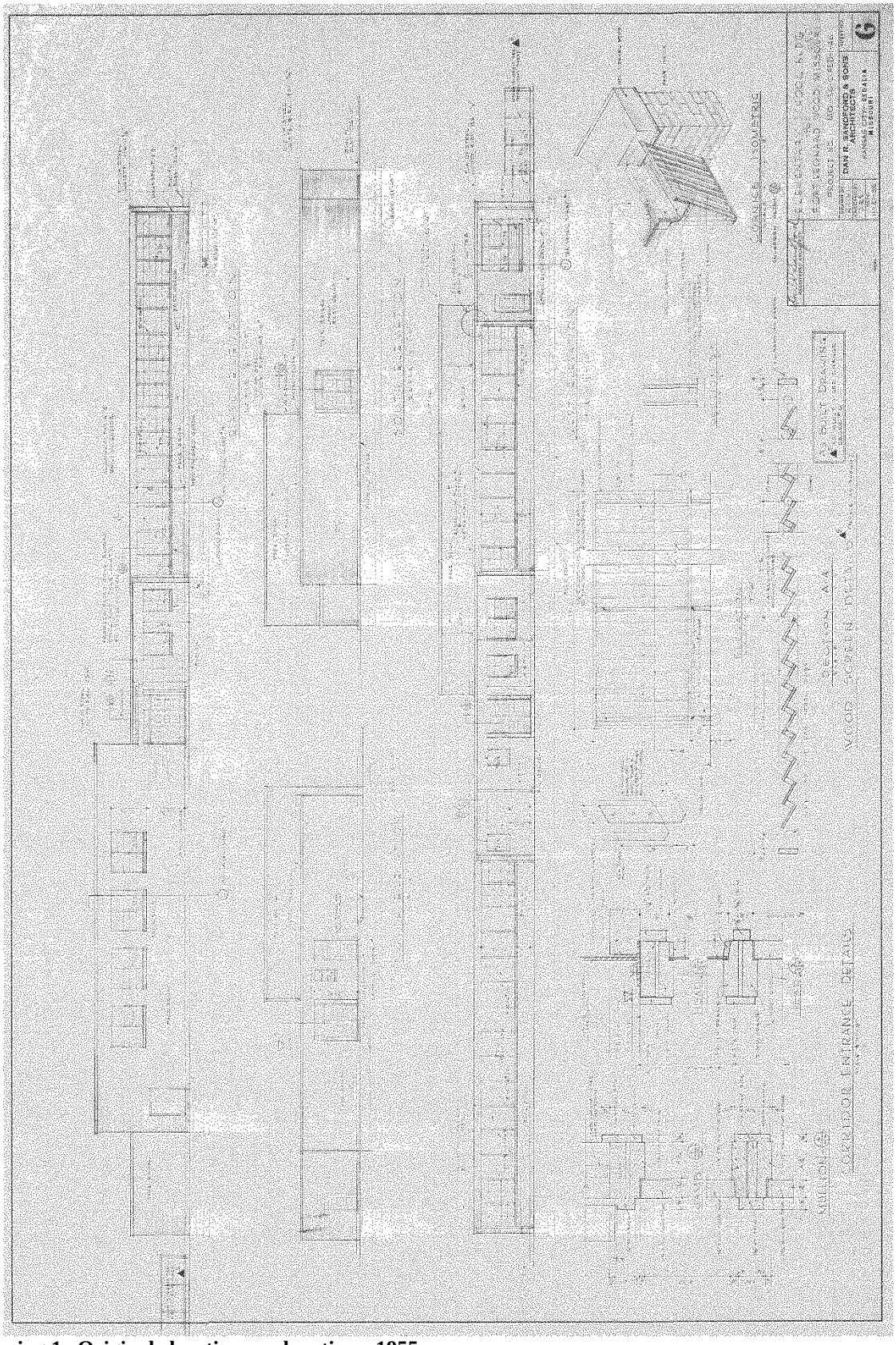
SIGNIFICANCE

Building 6501, Pershing Elementary School, is not associated with any particular event that is significant in the history of the overall Cold War period or in the history of FLW. The building was constructed to meet the growing needs of the school-age child living on post.

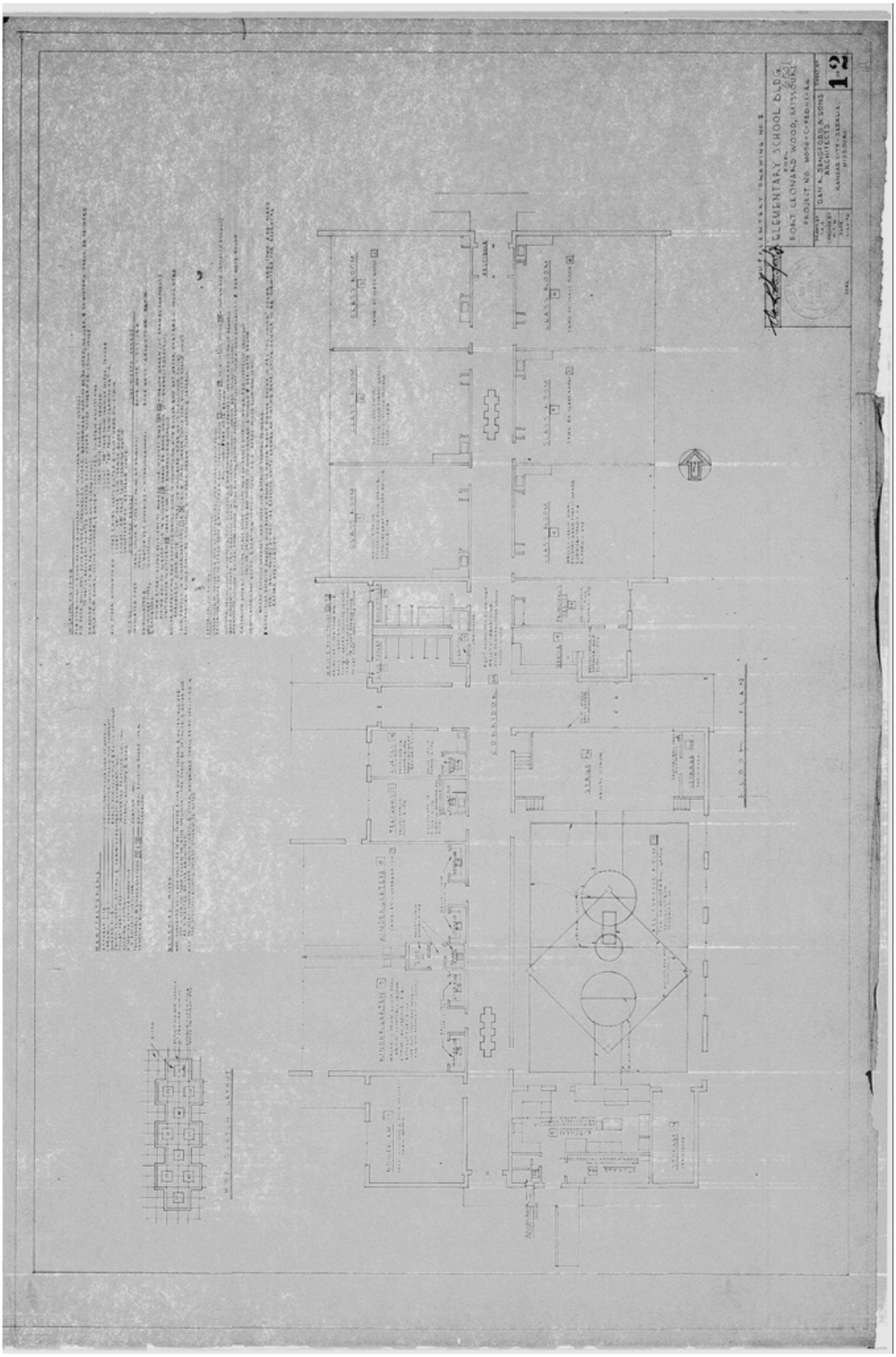
DETERMINATION OF CONTRIBUTING/NONCONTRIBUTING STATUS

It is the determination of this report that Building 6501, Pershing Elementary School, is **NOT** eligible to the National Register of Historic Places (NRHP). The school is not individually significant and is not part of a larger historic district at FLW.

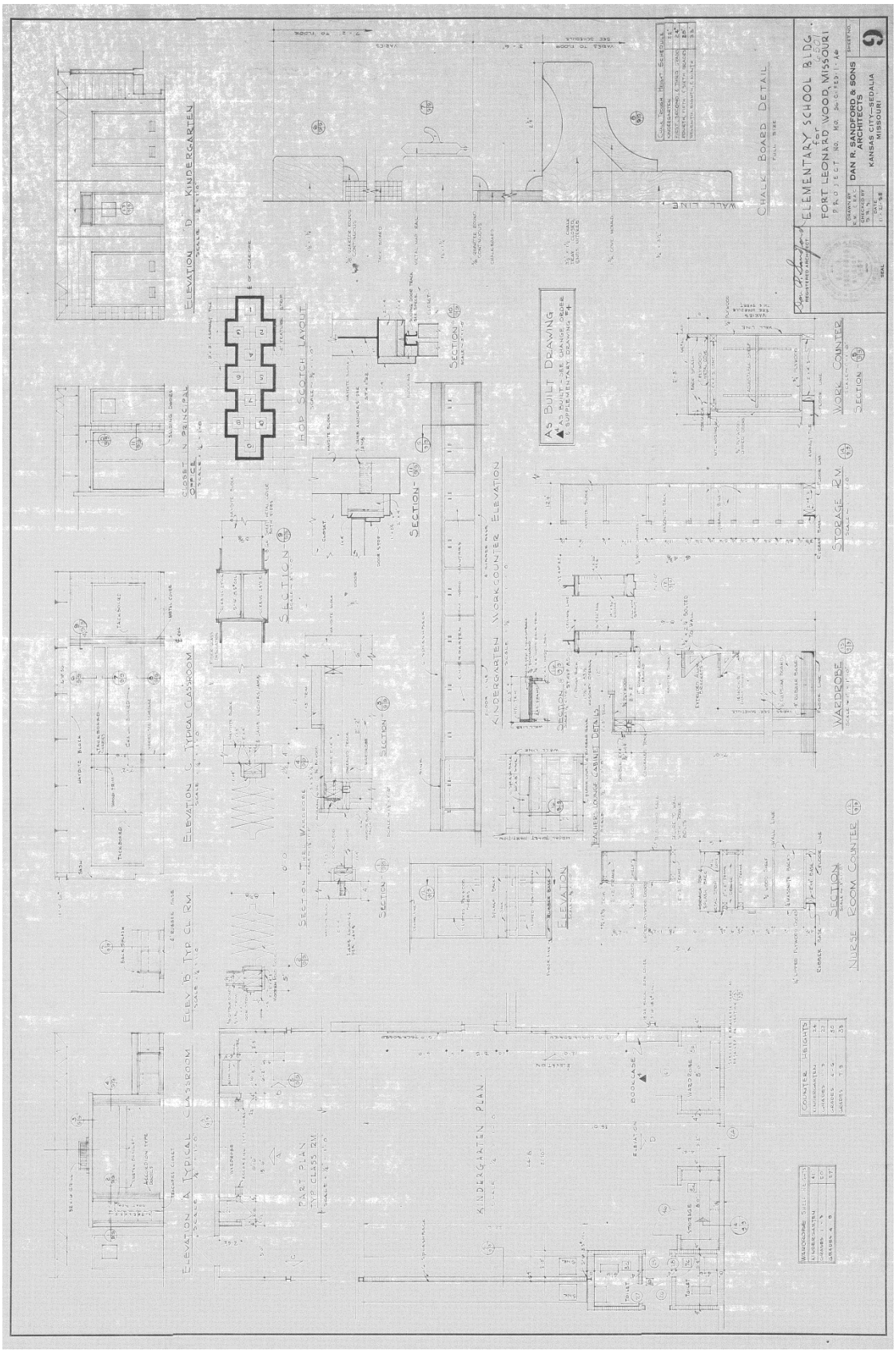
DRAWINGS



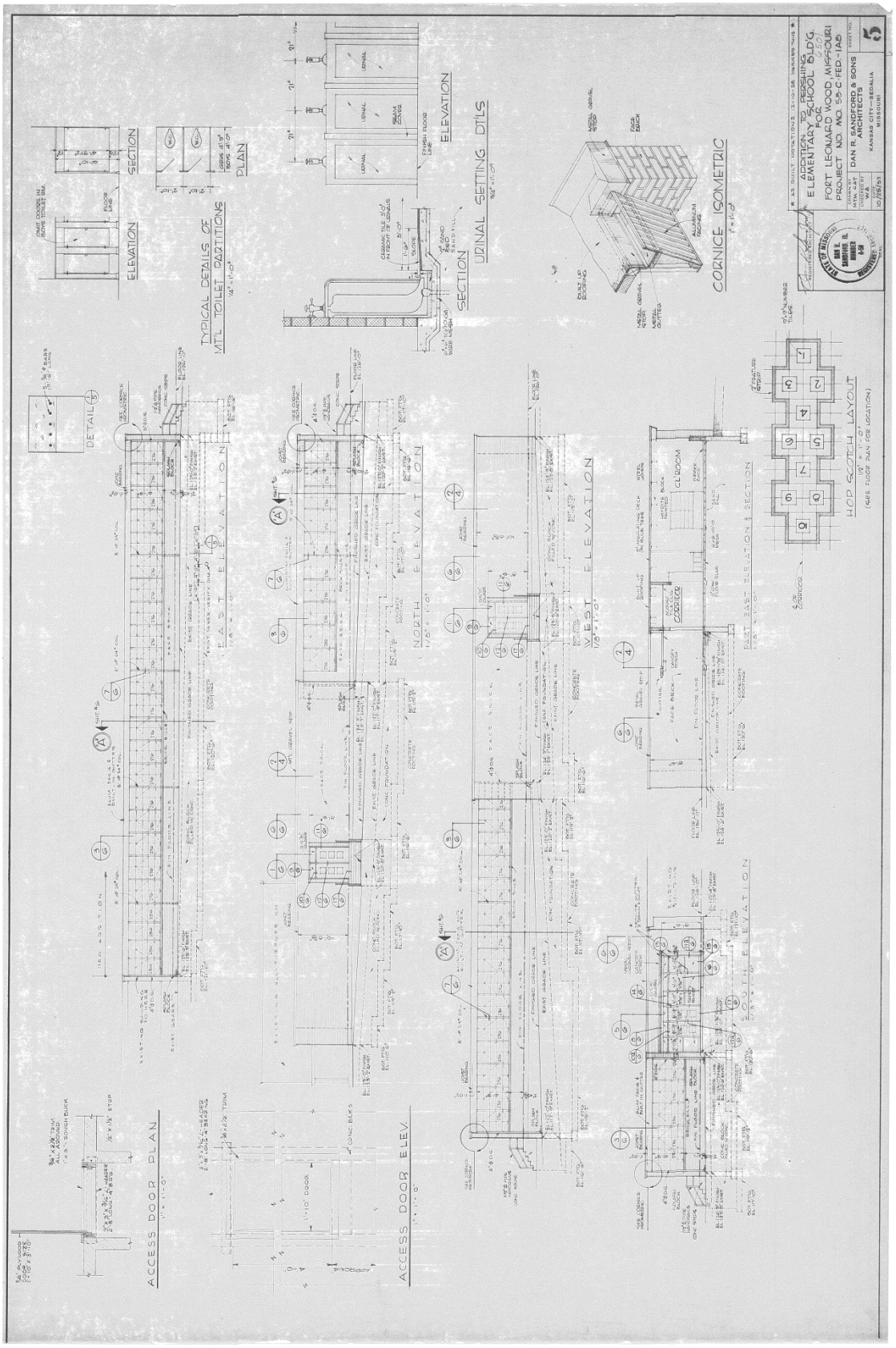
Drawing 1. Original elevations and sections, 1955.



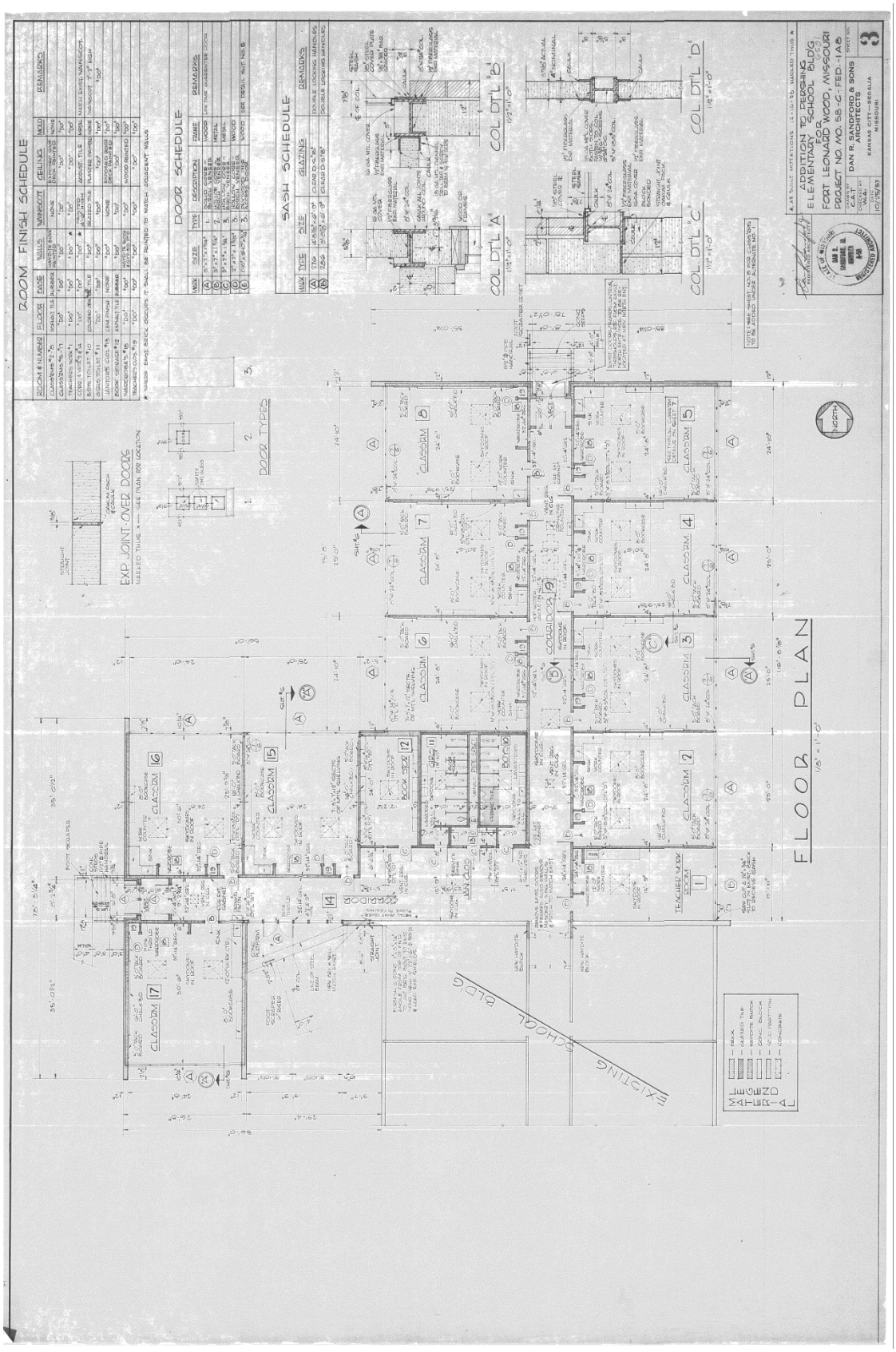
Drawing 2. Original floor plan, 1955.



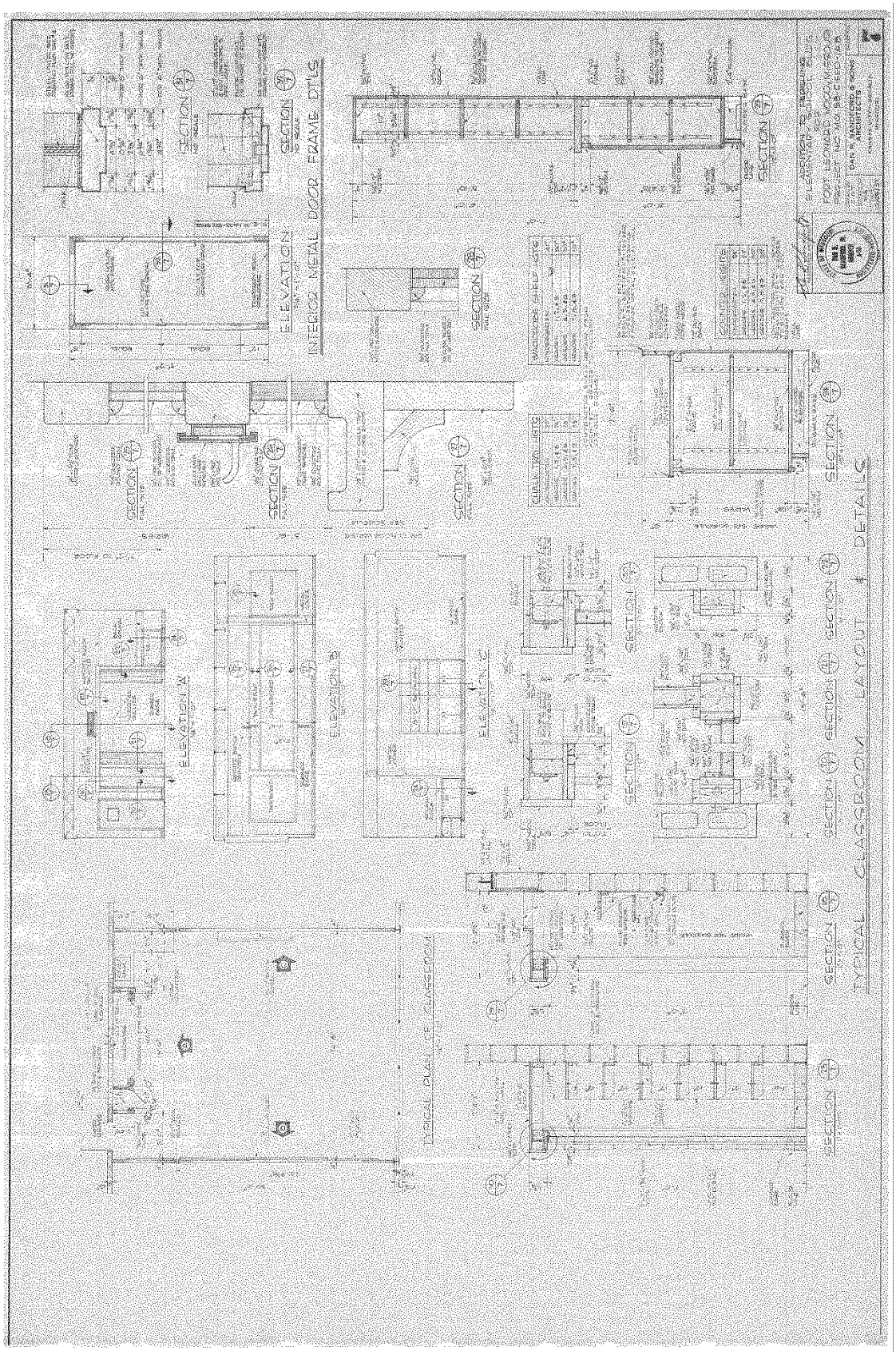
Drawing 3. Typical classroom plan, elevations, sections, and details, 1955.



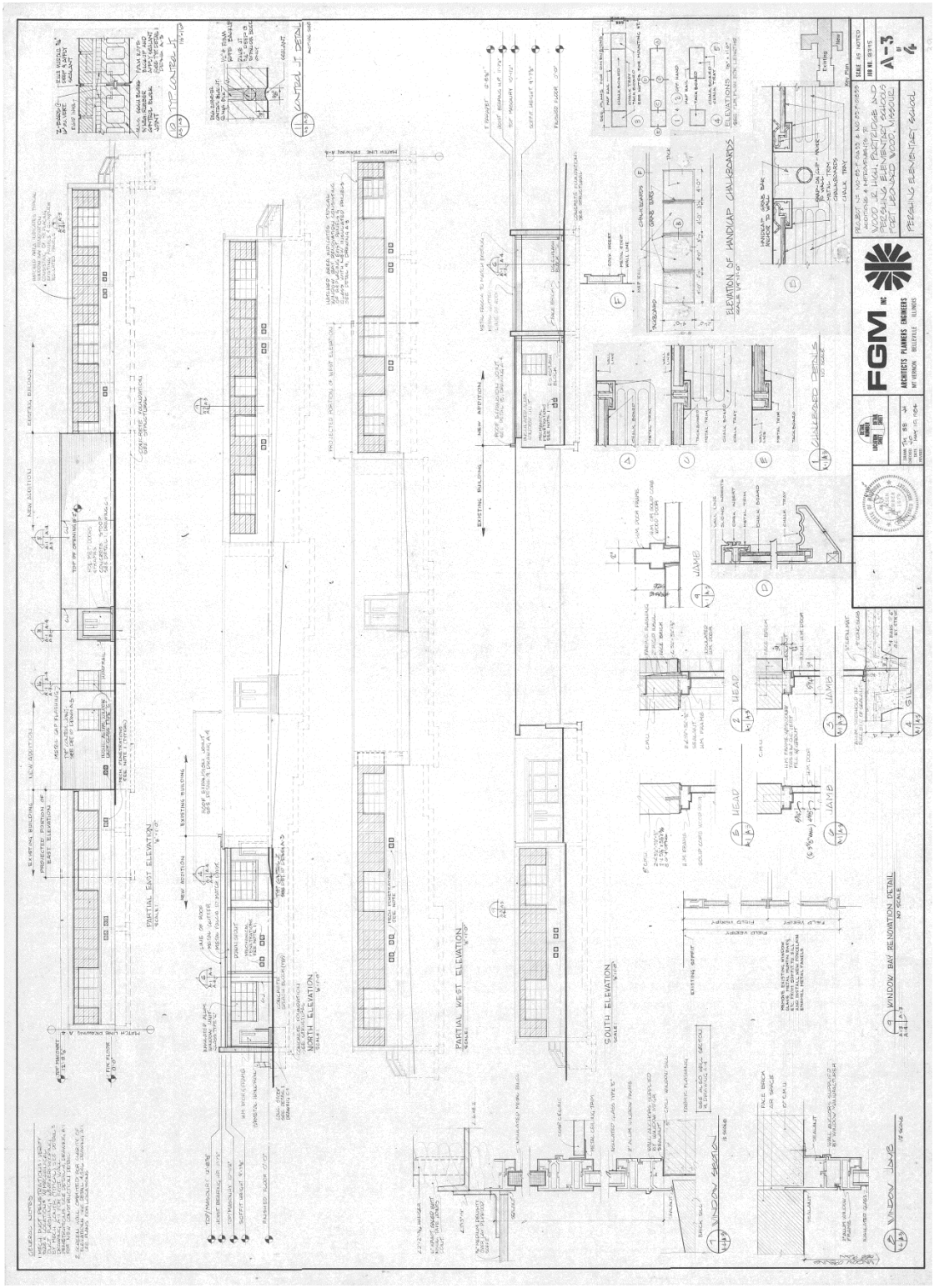
Drawing 4. 1957 addition elevations.



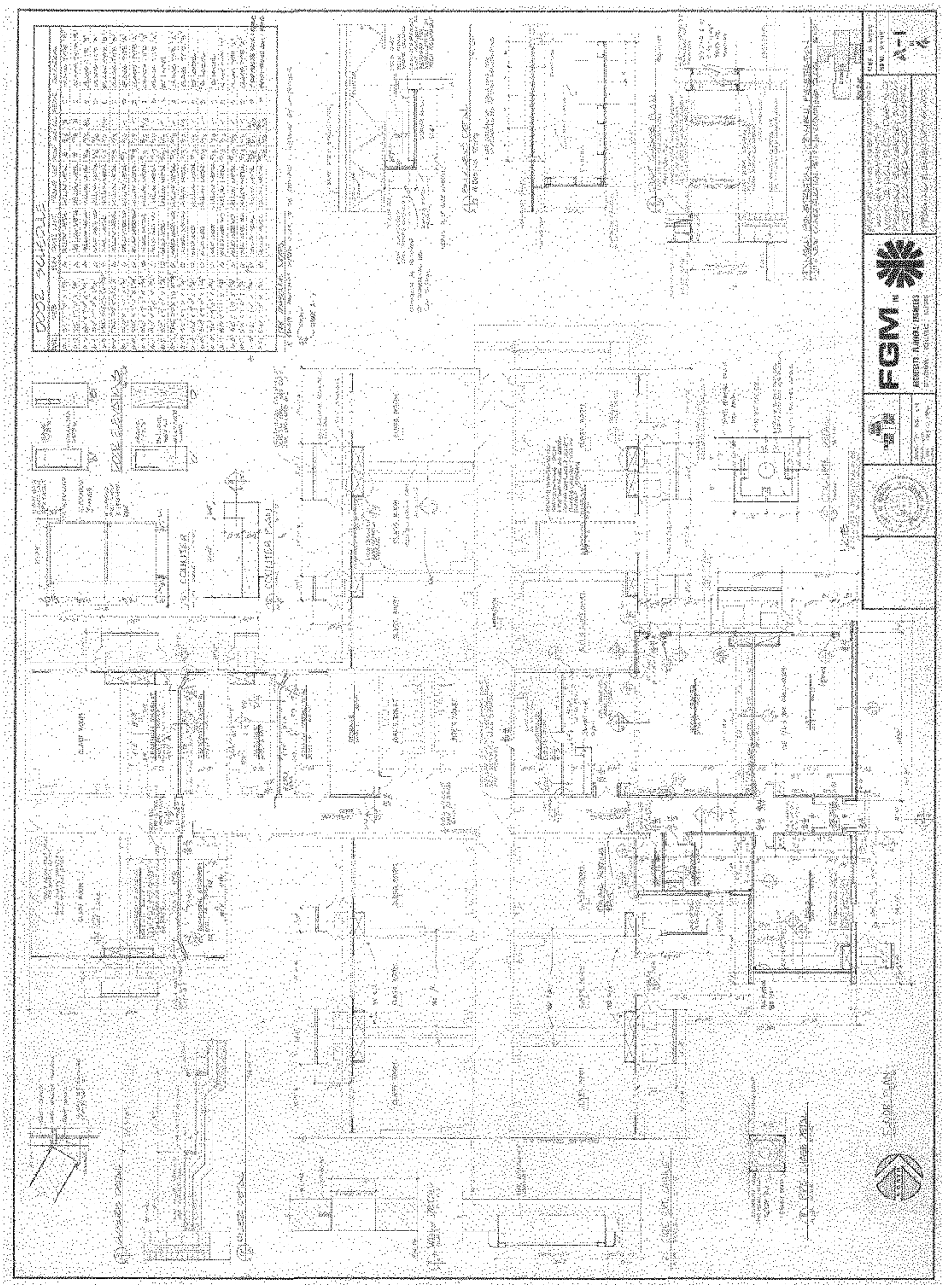
Drawing 5. 1957 addition floor plan.



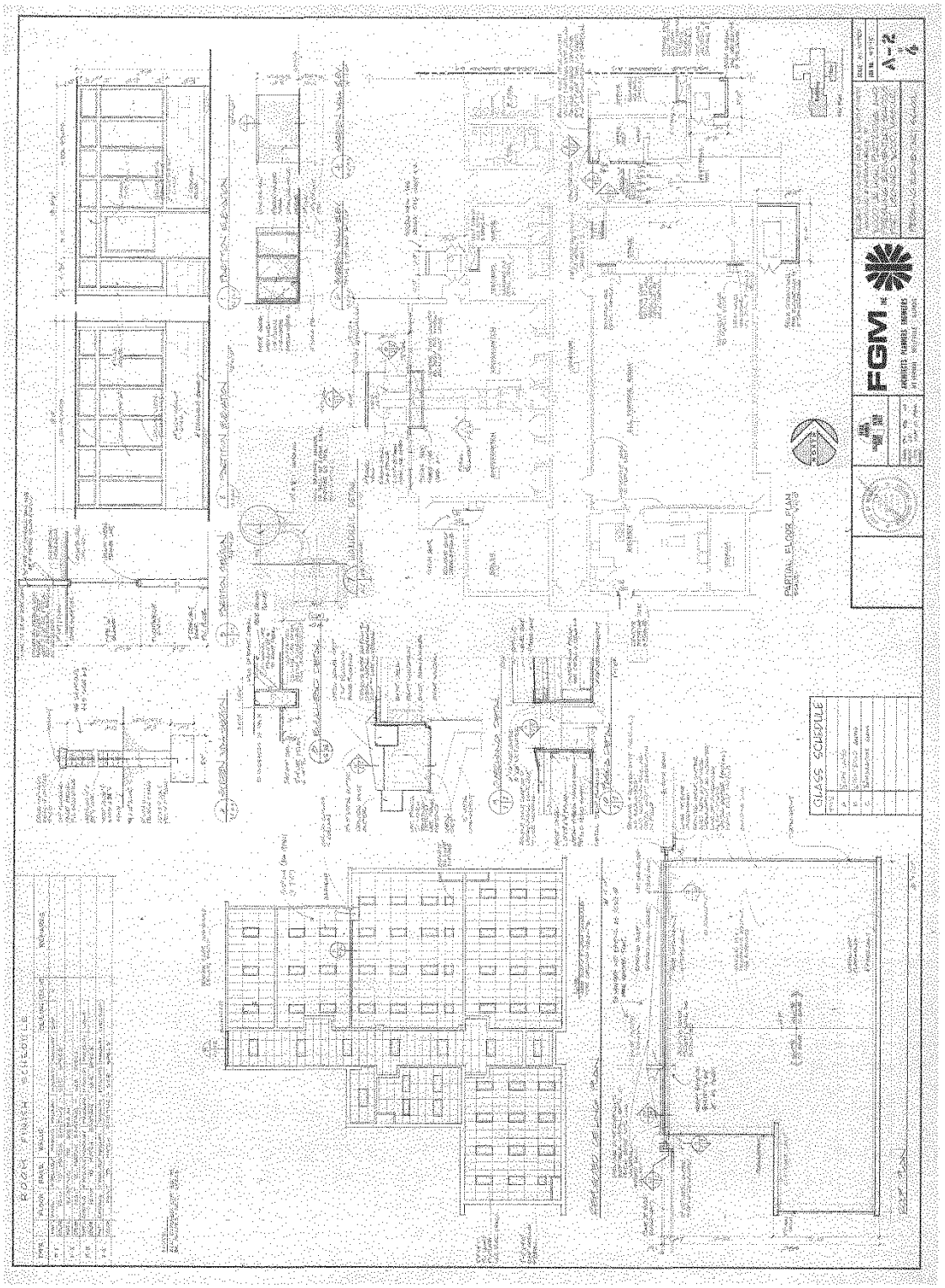
Drawing 6. 1957 addition, typical classroom plan, elevations, sections, and details.



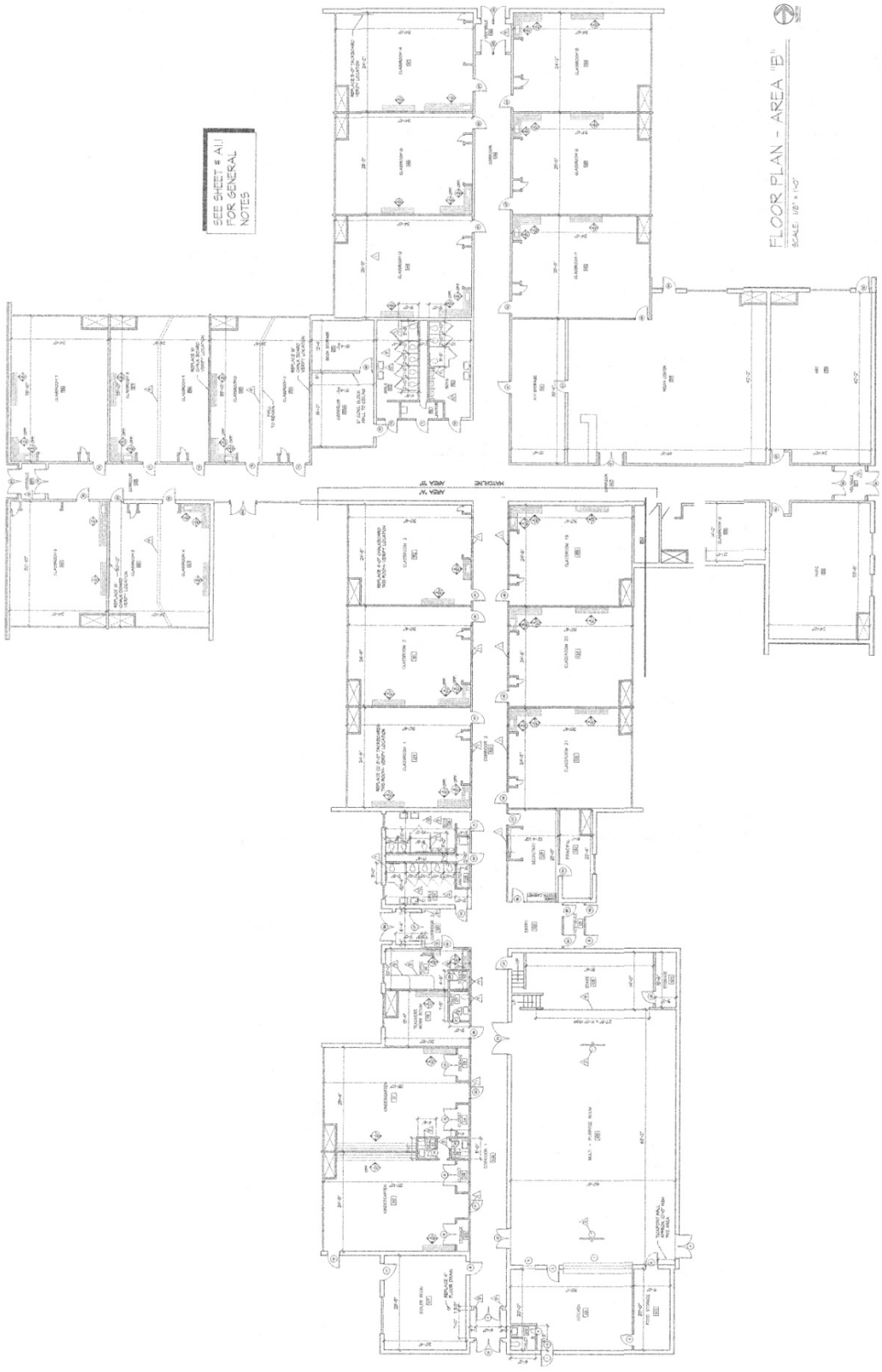
Drawing 7. 1984 addition, elevations.



Drawing 8. 1984 addition, partial floor plan-north.



Drawing 9. 1984 addition, partial floor plan-south.



Drawing 10. 1999 floor plan.

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14. ABSTRACT

This document is an architectural survey of Building 6501, Pershing Elementary School, constructed in 1955 at Fort Leonard Wood, Missouri. This survey was initiated for a Section 106 process that satisfies Section 110 of the National Historic Preservation Act of 1966 as amended, and was used to determine the eligibility of the school for inclusion on the National Register of Historic Places (NRHP). This report determined that Pershing Elementary School is not eligible to the NRHP, since it is not individually significant and is not part of a larger historic district.

15. SUBJECT TERMS
Fort Leonard Wood, Missouri; National Register of Historic Places (NRHP); cultural resources management; Pershing Elementary School; historic buildings

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