

Historic Structure Report

1872 Neosho Colored School

639 Young Street
Neosho, Missouri



July 17, 2012
NPS PMIS # 174533

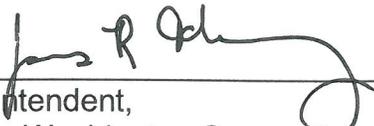
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Cover Photo:
1872 Neosho Colored School Existing Condition View Southeast. (SRJA 2011)

HISTORIC STRUCTURE REPORT
1872 Neosho Colored School

639 Young Street
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Recommended:  Date: 7-27-2012
Superintendent,
George Washington Carver National Monument

Concurred:  Date: 8.2.12
Associate Regional Director
Cultural Resources, Midwest Region

Approved:  Date: 8.15.12
Regional Director, Midwest Region

Final Report

July 17, 2012

NPS PMIS # 174533

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Executive Summary

The 1872 Neosho Colored School is a modest house that was built ca. 1871 and used as an African American school from 1872 to 1891. The building is one of the oldest African American schoolhouses in Missouri. It is a one and one-half story frame hall-and-parlor house with an open front porch and a large rear addition, both of which were added after it returned to residential use in the 1890s. It occupies a level lot at 639 Young Street, Neosho, Newton County, Missouri. The building is significant for its association with African American education in Neosho and for its most notable early student--George Washington Carver. The property is owned by the Carver Birthplace District Association (the Association), a not-for-profit organization that is working with the George Washington Carver National Monument (the park or GWCA) to preserve the building. The park is owned and operated by the National Park Service, the sponsor of this report.

The goal of this Historic Structure Report (HSR) as defined by the National Park Service (NPS) is twofold. It will provide a document to guide the interpretation, rehabilitation and maintenance of the building, and will include historical context and documentation to support a nomination of the building to the National Register of Historic Places. It should be noted that a previous attempt to list the building was unsuccessful. The new nomination will be prepared as part of a Historic Resource Study which is being prepared concurrently with this HSR under a separate contract.

The purpose of the report is to provide a record of existing conditions and past alterations through field study, conditions assessments and archival research. Preservation objectives and treatment recommendations for the building are presented at the end of the report. The HSR provides a guide for restoration and ongoing maintenance of the building. Historical research conducted for the report is intended to support future interpretive efforts and provide historical context for the planned National Register nomination. The site was previously surveyed by the NPS in 2004 as a precursor to this study. This report represents the first extensive HSR of the historic school site.

When the building became an African American school in 1872, it was the first dedicated school house for African Americans in Neosho and was often the only black school in the community. Around 1876, young George Washington Carver moved to Neosho from his home near the present town of Diamond, Missouri specifically to attend this school. The building is a significant link to the famous scientist's numerous early struggles to obtain an education.

The period of significance for the property, 1872 to 1891, corresponds to the years the building was used as an African American school. The local school board purchased the building on September 16, 1872 specifically to serve as a “colored school” and started holding classes there soon after. It continued to serve as a black school until late 1891, when students transferred to a larger new school building a few blocks to the north.

The building originally had just two rooms, with a side facing gable roof and a small interior chimney. When the building was originally constructed, the exterior walls were sheathed with weatherboards and the roof had wood shingles. Although no physical changes of note were made while it was used as a school, extensive alterations took place in the decades of residential use that followed. Three large rooms were built onto the back of the building, the second floor was finished for living space, and newer finishes were added to most interior rooms. A new front porch was added in the early 20th century, and by 2004, two layers of siding covered the original weatherboards and exterior millwork. In spite of those changes, the building retains a good deal of original fabric, inside and out. The original wood weatherboards of the exterior walls are in place beneath modern siding. Interior features of note include horizontal board wainscoting, plastered walls and ceilings and early or original wood flooring.

The building returned to residential use after it was sold by the school board in 1893, and continued in that function until the last residents abandoned the property to the Arvest Bank in 2004. It has been vacant since that time. The change of ownership, paired with plans to demolish the building, spurred an investigation to determine the likelihood that the building was the original black school. The bank donated the property to the Association in 2004. A site investigation the same year conducted by NPS Historical Architect Al O’Bright confirmed that it dated to the last quarter of the 19th century. The Association and the George Washington Carver National Monument are working together to provide for the preservation, interpretation and restoration of the Neosho Colored School.

Treatment recommendations are addressed with regard to immediate, long-term repairs and maintenance, as well as future options, which focus on the rehabilitation of the 1872 Neosho Colored School to its period of significance of 1872-1891. This will necessitate the removal of the modern additions, front porch and later alterations to the main structure. Rehabilitation was selected as an approach, as the building will be able to maintain its historic authenticity while installing modern conveniences, such as electrical, lighting, heating, ventilation and cooling (HVAC), security and accommodating Americans with Disability Act (ADA) accessibility requirements.

In order for the school building to be nominated to the National Register, at least some of the modern exterior siding from the west wall of the building will need to be removed to help return the building to its appearance during the period of significance.

Introduction

The Neosho Colored School, located at 639 Young Street, Neosho, Newton County, Missouri, is significant for its association with famed scientist George Washington Carver, as well as for its important early role in African American education in Neosho. The building became a black public school in 1872, just six years after the Neosho Board of Education was established, and it continued in that role for the next two decades. It was the first dedicated schoolhouse for African American students in Neosho and was often the only such facility during the period of significance. Around 1876, young George Washington Carver moved to Neosho from his home near the present town of Diamond, Missouri specifically to attend this school. His time at the school marked not only his first extended time in a classroom setting but also his first major experience as part of an African American community. His teacher and fellow students were all black, and he lived with an African American couple, Mariah and Andrew Watkins. The removal of modern exterior siding will render the building eligible for the National Register, for significance under Criterion A in the areas of Education and Ethnic Heritage: Black.

Although the property at 639 Young Street has long been acknowledged as the site of an early black schoolhouse, the exact construction date of the existing building and its early function had become obscured over the years. By the time the property was foreclosed upon in 2004, modern alterations and additions had masked its age and original condition. Those changes fueled speculation that the existing house had replaced the original school building in the early 20th century. Once the earlier construction date was established via physical investigation, historical sources were examined to document the history of the property. Oral histories, primary sources and published documents have confirmed the early school function and the dates of Carver's attendance.

Research into Carver's childhood which was conducted in the 1940s has allowed historians to gather firsthand information about his early life, through personal interviews with people who knew him and/or attended the school on Young Street. Transcripts of those interviews on file at the park provide valuable and fascinating accounts of events that took place in the late 19th century. Equally interesting are Carver's own recollections, including a pair of brief written autobiographies and a sketch of the school and environs that he and his assistant, Austin Curtis, drew ca. 1939 (Figure 1).

As colorful as oral histories can be, the limitations of memories of events that occurred decades before the interviews must be recognized. The information in the interviews has therefore been confirmed through written sources, including deed records,

contemporary newspapers and other publications of the 19th century, as well as modern sources. Together, these resources provide clear evidence that the building was the Neosho Colored School for close to two decades, and that George Washington Carver spent the first year of his formal education there.

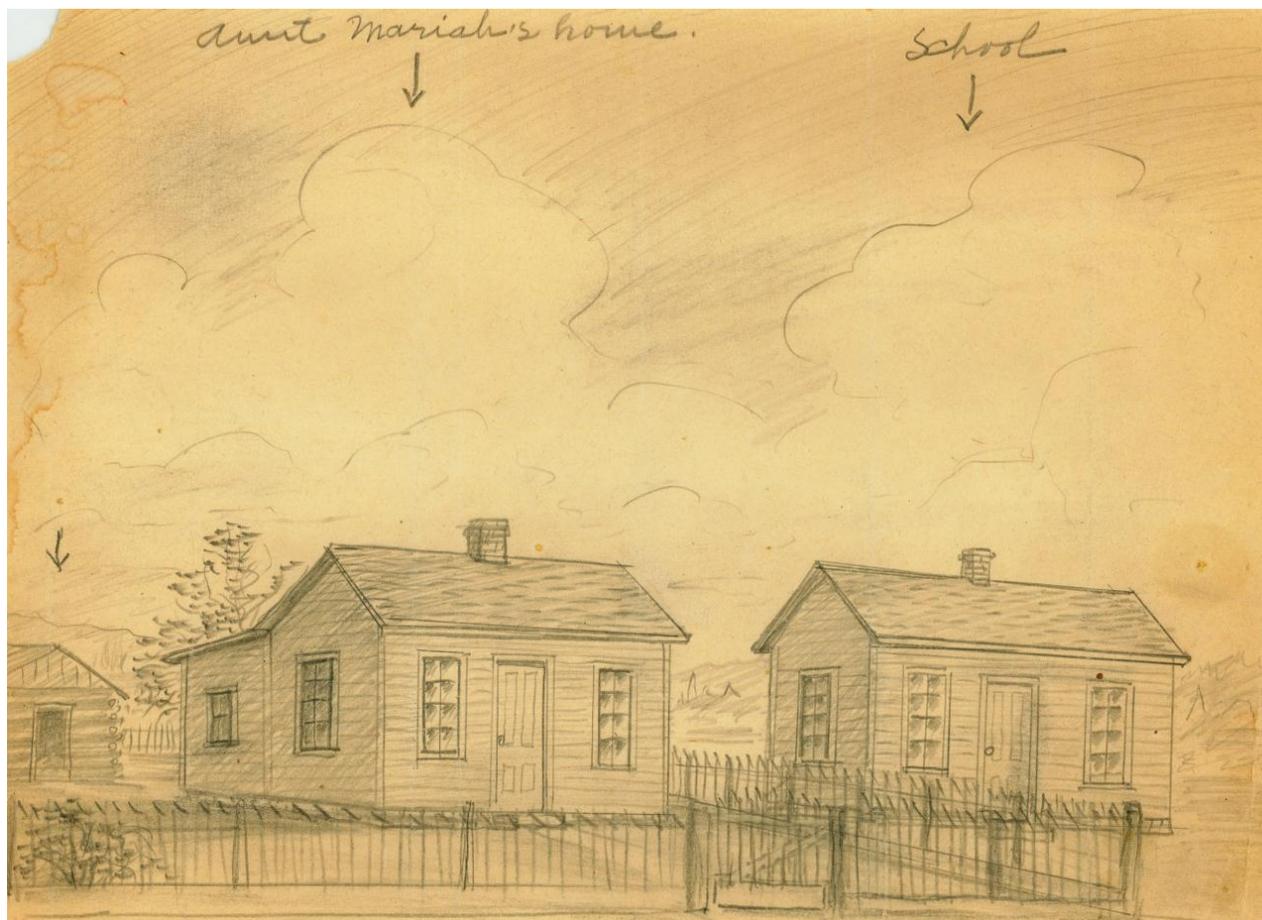


Figure 1. Drawing of the school and its surroundings.
Drawn by Carver and his assistant, Austin Curtis, ca. 1939. (GWCA park files)

Report Organization

This Historic Structure Report is organized first through its introduction, followed by the Part 1A which discusses the historical background and context of the historic school building, as well as its character defining features and significance. Part 1B presents the building chronology, along with drawings which indicate the changes to the building throughout the four defined episodes. Part 1C describes the site and the building's existing architectural, structural and MEP conditions, as well as discussing the building code, zoning and ADA accessibility review of the property. Treatment recommendations for immediate, long-term and future options are presented in Part 2 of

this report. The appendices are filled with useful documentation related to the research and investigation of the school building.

Throughout the report, the terms 'original' and 'modern' are utilized in reference to materials, architectural fabric or room layout. 'Original' refers to materials or features which are thought to date to the initial construction of the building. 'Modern' refers to materials and or alterations made within the last fifty years.

Project Team Members

The Historic Structure Report team for the 1872 Neosho Colored School consisted of the following:

Project Manager and Preservation Architect

Susan Richards Johnson Associates, Inc. (SRJA), Kansas City, Missouri
SRJA served as the Project Manager and Preservation Architect for the Historic Structure Report, prepared as-built architectural recordation drawings, performed existing conditions analysis and provided treatment recommendations related to the original historic schoolhouse.

SRJA conducted the architectural research and field documentation through multiple site visits, including meetings and discussions with the park staff and the Carver Birthplace District Association (the Association) members during the fall and winter of 2011. The first site investigation meeting was performed in September 2011 with members from the Association, representatives from the George Washington Carver National Monument (GWCA), and the National Park Service historical architect, Al O'Bright. Site investigation during that time included careful removal of select modern materials in order to observe original and historic architectural materials and construction methodology. The building was documented through photography and field measurements. Additional investigation is recommended to occur once the multiple layers of siding and the east additions and front porch are removed. All observation of the exterior of the building was conducted from grade and through the use of binoculars or telephoto lenses. No destructive testing or investigation was performed on the exterior of the structure during this survey work.

Architectural Historian

Deb Sheals (DS), Columbia, Missouri

A major focus of the historical research for the project was to reconcile oral histories and published historical accounts with information available from primary sources. Interviews conducted in the mid-20th century provided a valuable starting place, but still required extensive cross checking for confirmation and clarification. Archival research in Neosho was conducted at the park, the Newton County Courthouse, and the Newton County Public Library. The Newton County Historical Society was consulted, and indexes on file at the Newton County Abstract office in Neosho provided valuable information. Additional primary and secondary sources, including newspapers of the day and State Superintendent of Schools Reports, were accessed at the State Historical Society of Missouri in Columbia, and the Missouri State Archives in Jefferson City. Other sources include Sanborn Fire Insurance maps and U. S. Census population

schedules, which were accessed online, as well as records on file with the State Historic Preservation Office in Jefferson City, Missouri.

Potentially valuable historical records that were not found include real estate tax records from the 19th century, and early minutes or other primary documentation from the Neosho School Board. (Newton County does not keep older real estate tax records, and neither the Newton County Historical Society nor the Neosho School Board had historic school records on file.) The absence of school board records was offset somewhat by the 1888 Goodspeed History of Newton County, which included extensive lists of names and dates that appear to have come from a review of those records. On-site study and photography of the buildings and the overall site took place in October and November of 2011.

Structural Engineer

Structural Engineering Associates, Inc. (SEA), Kansas City, Missouri

SEA provided structural engineering services related to the existing conditions analysis and provided treatment repairs and recommendations.

A field survey was conducted of the foundation, floor, attic, roof and walls in September 2011. The sizes and spacing of members was obtained. Documentation on the connection of these members and their supports was recorded. Deficiencies were recorded and photographed. Samples of wall studs, ceiling joists and floor joists were collected in order to have a wood species analysis performed. In areas which were inaccessible, assumptions as to both the existing and original structure were made using previous field coordinated documents.

Information gathered was analyzed to determine the live load capacity of the floor and attic, the wind and snow load capacity of the roof and the wind load and gravity loads of the wall studs. Based upon the analysis of the existing conditions, repair recommendations for stabilization and strengthening of the structure were developed and are presented in this report. Retention of the existing historic structural elements was a high priority for the recommended treatments.

Mechanical, Electrical & Plumbing Engineering (MEP)

Henderson Engineers, Inc. (HEI), Lenexa, Kansas

HEI provided HVAC, plumbing and electrical engineering services related to the existing conditions analysis and provided treatment recommendations for the rehabilitated structure. Existing conditions were documented by HEI during the initial site investigation in September 2011.

Cost Estimating

Construction Management Resources (CMR), Mission, Kansas

CMR provided independent Class C cost estimating services for the proposed treatment recommendations.

Hazardous Materials Testing

Terracon Consultants, Inc., Lenexa, Kansas

Terracon Consultants, Inc. provided hazardous materials survey related to Asbestos-Containing Materials (ACM) and Lead Based Paint (LBP) testing for the building. The results were compiled into a report which is included in the Appendix.

Wood Species Analysis

David Arbogast, an Architectural Conservator from Davenport, Iowa was contracted to provide wood species identification of samples taken from the original structure by the Design Team during the September 2011 site visit.

Methodology & Review Standards

This report is based upon a combination of field study, data analysis and archival research, conducted by a multi-disciplinary project team. The work was guided by *Preservation Brief #43: The Preparation and Use of Historic Structure Reports* and *Historic Structure Reports & Preservation Plans; A Preparation Guide*.¹ All recommendations included in the report have been developed in compliance with the *Secretary of the Interior's Standards for the Treatment of Historic Properties*.

Building Code / Life Safety / Accessibility / Preservation Standards

The building was reviewed utilizing the following standards:

- *Architectural Barriers Act Accessibility Standards (ABAAS)*
- *International Building Code 2006 – (IBC)*
- *International Existing Building Code 2006 – (IEBC)*
- *International Mechanical Code 2006 (IMC)*
- *International Plumbing Code 2006 (IPC)*
- *National Electrical Code 2008 (NEC)*
- *National Fire Protection (NFPA)*
 - *Standard for the Installation of Sprinkler Systems 2007 (NFPA 13)*
 - *National Fire Alarm and Signaling Code 2007 (NFPA 72)*
 - *Life Safety Code 2006 (NFPA 101)*

¹ Dominique M. Hawkins and Lyssa Papazian, *Historic Structure Reports & Preservation Plans; A Preparation Guide*, New Jersey State Historic Preservation Office, no date.

- *Standard for the Installation of Lightning Protection Systems 2008 (NFPA 780)*
- *Preservation Brief #43; The Preparation and Use of Historic Structure Reports*
- *Preservation Brief #47; Maintaining the Exteriors of Small and Medium Size Historic Buildings*
- *The Secretary of the Interior's Standards for the Treatment of Historic Properties*
- *The Secretary of the Interior's Standards for Rehabilitation*

Acknowledgements

The HSR Team would like to acknowledge several important organizations and individuals for their contributions and insight related to the assessment and recommendations for the restoration of the 1872 Neosho Colored School. The National Park Service is the sponsor of this Historic Structure Report and without their support, this research would not have been possible.

George Washington Carver National Monument park staff and local historians were especially helpful. Jim Heaney (Superintendent), Lana Henry (Ranger) and Curtis Gregory (Ranger) from the park cheerfully supplied requested information and assistance. Local historian Larry James offered personal help as well as extensive historical background via several books on Neosho history. Kay and Russell Hively shared an extensive file on Mariah Watkins. Roy Shaver graciously set up site visits and provided access to the house. NPS Historical Architect Al O'Bright provided experience, insight and direction during field investigations of the historic house.

Part 1A: Historical Background and Context

Historical and Cultural Significance

George Washington Carver was born enslaved during the Civil War, a few miles from Neosho. Although the exact date of his birth has been debated, it is most likely that he was born in 1864 or 1865.¹ He grew up on the farm of Moses and Susan Carver, white farmers who had purchased his mother Mary as a slave in 1855. George Washington Carver's father is believed to have been a man enslaved on a neighboring farm who died shortly after George was born. He lost his mother after they were both kidnapped during the Civil War. George was found and returned to the Carver farm, but Mary was not heard from again. Moses and Susan Carver moved George and his brother Jim into their home after that episode, and by many accounts "treated them as blood kin."²

Young George exhibited a thirst for knowledge at an early age, and after being turned away from a white school near his home, moved into Neosho to attend the "colored school" that had opened on Young Street just a few years earlier. That experience started a quest for education that took him to ten cities in three states, and culminated with a Master of Agriculture degree from Iowa State College in 1896. He soon after accepted a position at the Tuskegee Institute, where he spent the next forty-seven years in scientific pursuits.

Carver became one of the world's best known living scientists. Well-known for his work with the peanut, he developed new uses for a variety of plants and natural products. One article about his life that was published in Joplin in the 1940s credited the "noted negro scientist" with developing some 300 products from peanuts alone, as well as "fertilizers from the muck of swamps...and paint from cow dung."³ He spent his career promoting small scale agriculture and working to improve the lives of poor southern farmers, with a particular focus on health and nutrition. Through Tuskegee's extension service, he is recognized to have supplied advice to "thousands and improved the diets of untold numbers of farmers in the south."⁴

He received numerous accolades during his career, including honorary Doctor of Science degrees from Simpson College and Selma University, the Spingarn Medal of Distinguished Service to Science, and the Roosevelt Medal for Outstanding Contribution to Southern Agriculture. A museum in his honor was established at Tuskegee in 1938, and in 1943 the United States Congress created the George Washington Carver National Monument at Diamond, Missouri.⁵ The Monument was the first unit of the national Park Service established to honor an African American, as well as the first to honor an educator and a scientist.

¹ Robert P. Fuller and Merrill J. Mattes, "The Early Life of George Washington Carver," (George Washington Carver National Monument, Diamond, MO, 1957) 24.

² Linda O. McMurry, *George Washington Carver: Scientist & Symbol*, (Oxford: Oxford University Press, 1981) 13.

³ Walker, Don, and Ray S. Cochran, "Discovery of New Drug by Dr. Carver, Noted Negro Scientist, Recalls Fact That He Was Born a Slave on Farm Near Diamond," *Joplin Globe* 27 Apr. 1941: 8A.

⁴ McMurry, *George Washington Carver: Scientist & Symbol*, 144.

⁵ Gary R. Kremer, ed., *George Washington Carver in His Own Words* (Columbia: University of Missouri Press, 1987), xiii-xiv.

The question that initiated this historic structure report: Is the building on Young Street George Washington Carver's first school? The short answer to that question is yes. Numerous sources have indicated that the building served as a black public school from 1872 to 1891, and that Carver was a student there during the 1876-77 school year.

Neosho has had a school system almost as long as it has been in existence. The town was founded in 1839, to serve as the county seat of the newly formed Newton County, and the first public school in the new town opened in 1842.⁶ Classes were first held in a Masonic Hall located on the courthouse square at the corner of Spring and Washington Streets. In the 1850s, a new school known as Miss Savage's Academy opened in a brick building a few blocks to the southwest, at Hickory and College Streets.

The academy, which may have been a private school, was operated by Union sympathizers who moved away in 1862, when it became clear that their politics were, as one historical account put it "not welcome in this area."⁷ The other school was also apparently closed during the war, as were most schools in the county. One historical account of the Neosho public schools noted that, "little was left of education in Newton County by 1865."⁸ A report filed by the Newton County Superintendent of Schools for the 1867-68 school year lamented that most schools in the county were being held in "deserted farmhouses," with no "apparatus" and little furniture of note.⁹

This was not an unusual situation; the Civil War had a devastating effect on schools throughout Missouri. The Annual Report of the State Superintendent of Schools for the school year ending in 1865 proclaimed that the "school houses [of the state] are almost universally in a bad condition...the common schools have suffered much during the bloody strife which has shaken our country...But now that peace—white winged messenger—has proclaimed her glad tidings...it is to be hoped that the discordant condition of our schools may be removed..."¹⁰

The town of Neosho apparently shared that hopeful sentiment. The community began developing a new public school system very soon after the end of the war. In the fall of 1866 the town's first board of education was organized, and a month later school patrons voted to purchase the former Academy (known as "Old Brick") to be refitted for use as a public school.¹¹ The board also made arrangements to do some work on the Masonic Hall so that it could be used for a three month term of school, presumably to fill in while the work was being done on "Old Brick". A report made for the 1866-67 school year shows that the Neosho school was one of only nine public schools in the entire county for the 1866-67 school year.¹²

⁶ Larry A. James, comp. *"Here's to the Black and Gold" A Wildcat History* (Neosho, MO: Newton County Historical Society, 2004), 5.

⁷ James, *"Here's to the Black and Gold" A Wildcat History*, 6.

⁸ James, *"Here's to the Black and Gold" A Wildcat History*, 6.

⁹ James H. Robinson, *Annual Report of the State Superintendent of Schools* (Jefferson City: Ellwood Kirby, Public Printer, 1866) 111-112.

¹⁰ Robinson, *Annual Report of the State Superintendent of Schools*, 111-112.

¹¹ *Goodspeed's History of Newton County* (1888; reprint, Hearthstone Publications Ebook Edition, 2003) 155-56.

¹² *Goodspeed's History of Newton County*, 104.

Although the first schools in the county that opened after the war were for white students, a new state law also required school districts to provide for the education of black students. In 1865 the State of Missouri enacted legislation that required school districts to provide educational facilities for all children, regardless of color, but included a provision for separate schools. The law also specifically required schools for black students to be established wherever there were more than 20 students of school age, and black children had to be included in school district enumerations even if there were fewer than the requisite number for a school. Those regulations were later amended to make it easier to get black schools up and running. The minimum number of black children was dropped to 15 in 1868, and a year later the law was changed so that two districts that separately had fewer than the requisite number could band together to establish a “union” school between the districts.¹³

Blacks in Missouri had already shown a strong interest in education, and some had even taken steps to begin the process on their own. The Missouri State Superintendent of Schools noted in 1865 that “Whilst there have been no appropriations of the public funds for the education of colored children, it is astonishing to see such prosperous private schools, supported by the colored people, in many portions of our country. Ere the State is ready to contribute the means to educate the colored man, many of them will be prepared to take places as teachers to assist in elevating that standard of his race.”¹⁴

Unfortunately, that statement proved to be overly optimistic. Efforts to establish black schools across the state were often hampered by a lack of teachers that were willing or competent to teach in black schools, as well as local resistance to the entire concept of providing public education for blacks. In spite of the work of the state superintendent of schools and organizations such as the American Missionary Association and the Freedman’s Bureau (Bureau of Refugees, Freedmen and Abandoned Lands) to promote the creation of public schools for blacks, compliance with the new laws was spotty. J. Milton Turner, a black man hired by the Freedman’s Bureau to investigate the condition of black schools across the state in the late 1860s, found a range of conditions and attitudes toward public education for black children. Many local school board members opposed the concept and did all they could to avoid having to set up black schools, while others were willing, but lacked money, qualified teachers, or both.¹⁵

Finding qualified teachers for the new black schools proved to be particularly challenging. There was a general shortage of teachers for any schools at the time, black or white. The Newton County Superintendent of Schools reported in 1867 that qualified teachers were hard to find and that he sometimes had to grant teaching “certificates more on the necessities of the schools for teachers than on the merits of the teachers.”¹⁶ Qualified black teachers were particularly scarce, since blacks had not previously been allowed an education, and it was often

¹³ Stacy Alvarez, “Special History Study: Significance of the 1872 Neosho “Colored School” Neosho, Missouri,” (Report on file with the George Washington Carver National Monument, Diamond, MO, 2005) 6-7.

¹⁴ Robinson, *Annual Report of the State Superintendent of Schools*, 111-112.

¹⁵ Lawrence J. Christensen, “Schools for Blacks: J. Milton Turner in Reconstruction Missouri,” *Missouri Historical Review* 76 (1982): 121-135.

¹⁶ J. G. Grigg, in T. A. Parker, *Annual Report of the State Superintendent of Schools* (Jefferson City: Ellwood Kirby Public Printer, 1869) 117.

difficult to find white teachers for black schools. Some of the white teachers did not want to teach in black schools and many school boards would not allow it even if the teachers were willing. Turner was clearly more interested in the quality of education offered to black students than the race of their teacher. He wrote of the Tipton, Missouri school district that the board was willing to open a school, but were “quite anxious to employ an incompetent and very ignorant negro man as teacher. I protested... After some trouble the Bd. of Ed. consented to employ Mr. Thorn, a very good teacher and a white man.”¹⁷

Annual reports filed by the Newton County superintendents of schools during this time period indicate that the county was relatively liberal when it came to education for black students. Black schools were not given the same level of attention or funding as white schools, but there is little evidence of any significant resistance to the concept of setting up “colored schools.” Newton County School Superintendent J. G. Grigg wrote of the 1867-68 school year that: “There seems to be considerable interest manifested by our citizens in the education of the colored people of this county. Newtonia being the only place in the county where a sufficient number of them are located to entitle them to a separate school, they are here furnished with a comfortable house and a number one teacher.”¹⁸

The number of black schools in the area fluctuated over the next decade, as did the number of white schools. By the 1869-70 school year, there were three black schools in the county, with two schoolhouses and two teachers. The different numbers for schoolhouses and schools indicates that some of those early schools operated in rented quarters. The enumeration showed 149 black school age children, 108 of whom were pupils, and an average 3 month-school term. (Many schools had two terms--fall and winter.) The report showed that one of those black schools was in Neosho, marking the first time Neosho is known to have offered public school for African American children.¹⁹ That school probably served black students from the entire township; census records show only eight African American families living in the city in 1870, and the state report noted that the school had 23 students--10 boys and 13 girls.

That first black school in Neosho was probably held in rented quarters. Possible locations include the old Masonic Hall, which had served as a temporary school for white students a few years earlier, or the local Baptist Church building. The Baptist congregation operated a “colored Sabbath school” that same year, and also had a connection to the board of education. The church established white and black “Sabbath Schools” in 1870, both of which were supervised by J. H. Price, who was also a member of the Neosho School Board.²⁰ The Baptist Church was definitely used for school purposes later; the school board rented it and the Masonic Hall to use while a new white school was being built in 1883.²¹

¹⁷ Christensen, “Schools for Blacks: J. Milton Turner in Reconstruction Missouri,” *Missouri Historical Review* 125.

¹⁸ J. G. Grigg, in Parker, *Annual Report of the State Superintendent of Schools*, 118.

¹⁹ T.A. Parker, *Fifth Annual Report of the State Superintendent of Schools* (Jefferson City: Horace Wilcox, Public Printer, 1871) 397.

²⁰ *Goodspeed's History of Newton County*, 97, and *The Neosho Times*, April 28, 1870, 4.

²¹ *Goodspeed's History of Newton County*, 157.

That first black school may have operated intermittently for the next couple of years. It is not mentioned in notices of the new school terms in the fall or winter, but does seem to have been in operation in February of 1872, when a Mrs. M. J. Scoles was named as teacher of the “colored school.”²² The school system appears to have been in a state of flux in this period, with frequent staff changes. The announcement for the start of the winter term that ran in December 1871, for example, noted that Mr. D. G. Walker and wife, “late of Chicago schools” were to “take charge of the public school,” and that teachers were still being selected.²³ The use of “school” in the singular there could indicate that only the white school was open at that time, or the paper may simply not have considered the black school worthy of notice at the time. Superintendent Walker resigned just a few months later, in March of 1872, and the white and black schools were “discontinued for a time” in the following months.²⁴ That closing must have been short-lived, as Mrs. Scoles was again listed as the teacher of the black school in July 1872, possibly in reference to the upcoming fall term.

In the fall of 1872, the school board took action to secure a permanent location for a black public school. *Goodspeed’s History of Newton County* noted in 1888 that, “In September (1872) a committee of the (school) board reported that they could purchase a lot and building suitable for a colored school, at \$200 (Lot 6 Block 16).”²⁵ On September 16, 1872, the Neosho School board bought a small house on Lot 6, Block 16 of Henning’s Addition to Neosho, from James Vawter.²⁶ That property now has the street address of 639 Young Street (Figure 2). The modest two-room house was new; Vawter bought the lot in late 1870 and probably completed construction of the house a few months later.²⁷

²² *Goodspeed’s History of Newton County*, 158.

²³ *The Neosho Times*, Dec. 28, 1871, 3.

²⁴ *Goodspeed’s History of Newton County*, 145.

²⁵ The authors of that book appear to have had access to school board records, which were not found in recent searches.

²⁶ Newton County Deed Records, Book Q, P. 68.

²⁷ See the Building Chronologies at the end of this chapter for more information about Vawter and the building.

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Figure 2. 1882 Atlas Map of Neosho, With Henning's Addition and the school site. (Edwards' Historical Atlas of Newton County, Missouri, 1882. Philadelphia: Edwards Bros. of Missouri, 1882.)

The neighborhood chosen for the new black school was situated between the original town of Neosho and Neosho City, which was newly incorporated. Neosho City, also known as Newtown or Martling, was established just over a mile north of the original town square when the new Pacific and Atlantic Railroad built tracks through the county in 1870.²⁸ Henning's Addition to Neosho was platted between the two towns in 1870, and in 1871, a new woolen mill opened in the same area, just south of Henning's Addition at the present intersection of Young and Grant Streets.²⁹ (That part of Young Street was called North Place in the 19th century.)

The neighborhood also had a concentration of African American residents in the late 19th century, as well as at least two churches that had black congregations. It is not clear if the area became popular with black families in part because the school was there, or if the school was located there because there were already black families living in the area. It may have been a bit of both. A few years after the school opened on Young Street, two local black churches were established in the neighborhood. The Second Methodist Episcopal Church congregation, organized in January, 1876. They may have originally met in Neosho City; the 1902 Sanborn map shows a "Colored M. E. Church" building at Washington and Commercial Streets in Neosho City.³⁰ The congregation later built a new wood frame church known as Wesley Chapel, three blocks north of the school that is still standing, albeit in poor condition.³¹

Also in 1876, the newly incorporated Second Baptist Church built a new wood frame church near the woolen mill south of the Young Street school. The Second Baptist Church building served as a social center for the African American community, hosting community events as well as religious activities over the years. It was there that the first graduating class of African American students held their graduation ceremony in the 1890s. The wood frame Baptist Church building was replaced with a substantial brick building in 1896 (Figure 3). Carver spoke in the new brick building during a visit to Neosho in 1908. The Neosho *Daily Searchlight* promised readers that "Professor Carver, a Neosho boy who has striven to the top" would "give an analytical and spectacular demonstration on the effects of narcotics upon the human body at the colored Baptist Church."³² That building, which was listed in the National Register of Historic Places in 1995, is still in use.³³

²⁸ *Goodspeed's History of Newton County*, 136. Neosho City was incorporated in Feb. 1871.

²⁹ *Goodspeed's History of Newton County*, 145. The mill was opened by Thomas Hainsworth and operated at that site into the early 20th century.

³⁰ Sanborn Map of Neosho, 1902, 7. That was the first year the Sanborn Company included anything in Neosho City.

³¹ Larry A. James and Kay Hively, comp, "*We Gather Together*" *A History of Newton County, Missouri, Churches*. Part 1. (Neosho, MO: Shoal Creek Heritage Preservation Committee, 2010) 82-83.

³² *Daily Searchlight*. August 11, 1908. Transcript of a newspaper article on file at the George Washington Carver National Monument (GWCA) Diamond, Missouri.

³³ Mary Jean Barker, National Register Nomination for the Second Baptist Church, Neosho MO, 1995.

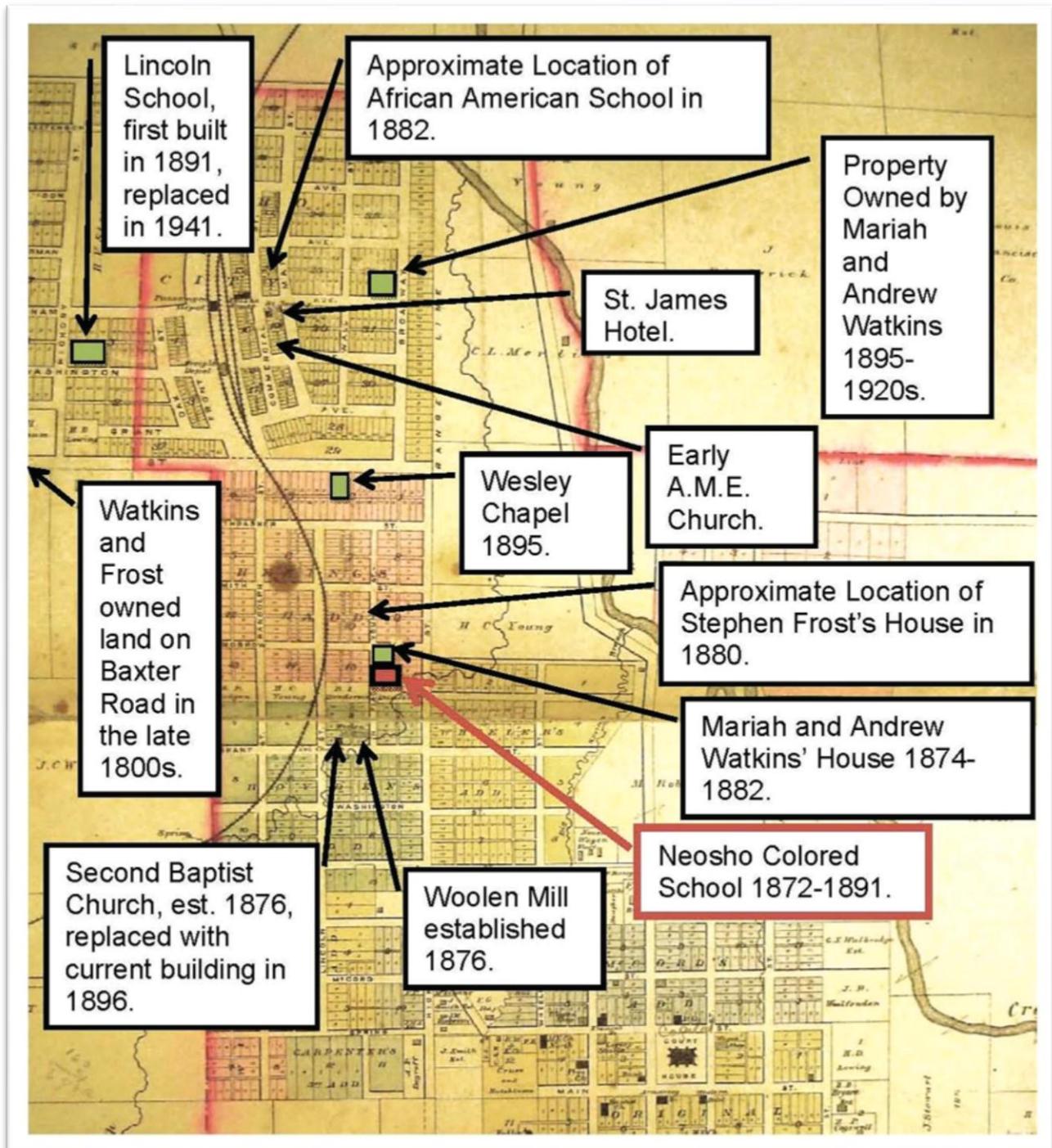


Figure 3. Detail Map of the School Vicinity, With African American Cultural Sites of Interest. (Edwards' Historical Atlas of Newton County, Missouri, 1882. Philadelphia: Edwards Bros. of Missouri, 1882)

The house on Young Street appears to have been converted to a school almost immediately after the school board purchased it in 1872. Three days after the sale, the local paper again named Mrs. Scoles as the teacher of the “colored school,” which is assumed to have opened in the building on Young Street. Mrs. Scoles was probably Marian J. Scholes, who is listed in the 1880 census as a white schoolteacher living in Cherokee Township in Kansas. (She was not found in the 1870 census). Marian Scoles would have been 28 when the school on Young Street was put into service. Both she and her husband, white physician J. P. Scoles, were natives of Ohio. As northerners, they may have had more liberal attitudes about educating blacks and therefore been less likely to object to her teaching at an African American school. She apparently enjoyed teaching, as she continued in that occupation after the family moved to Kansas in the mid to late 1870s. Census records show that they were still living in Kansas in 1900, but she was no longer listed as a teacher.

Neither Mrs. Scoles nor her immediate successors stayed at the Young Street school for very long. Scoles was succeeded by a Mrs. Danforth and Mrs. M. C. Fry, who each taught just one term, and then she came back to teach one more term. (Figure 4) Mrs. Fry was probably Florence Fry, who was named as a public school teacher in a later county history.³⁴ Calvin Jefferson, who attended classes at the Young Street location, later remembered both Scoles (as “Miss Sholes”) and Mrs. Fry as early teachers there, but did not mention Mrs. Danforth. This tendency for teachers to move on was noted by the Newton County superintendent of schools, who wrote in 1874 of all of the county schools that “only a few schools employ the same teacher for two or more years³⁵.”

In early 1875, teaching duties at the new school were taken on by Stephen S. Frost (Figure 5). Unlike his predecessors, Frost stayed on the job for years. He taught nearly every term at the school on Young Street for the next decade, and was active in public education in Newton County for the rest of the century. After a hiatus that included terms at schools in the county and a few years as the pastor of the Washington Avenue Baptist Church in Springfield, he returned to teach the final years of the Young Street school. He also served as the first principal for the newly completed Lincoln School in 1891, and was teaching in a rural Newton County school in 1900.³⁶

Frost was born in Tennessee around 1850, and moved to Missouri before 1870, when the Census records him as a resident of nearby Springfield, Missouri. Frost was remembered more for his dedication to his students than his educational prowess. His former student, Calvin Jefferson, later wrote: “He did not have much educational preparation, but he was an ideal teacher with the power to influence, inspire and impart knowledge and wisdom on what he knew in the minds of his pupils.”³⁷

³⁴ Sybil Shipley Jobe, *A History of Newton County as Portrayed in the Courthouse Mural* (Neosho, MO: Newton County Historical Society, 1998) 86. Fry was not found in U. S. Census records or other sources.

³⁵ John Monteith, *Eighth Annual Report of the State Superintendent of Schools* (Jefferson City: Regan and Carter State Printers, 1874), 297.

³⁶ Neosho Superintendent of Schools, *Course of Study: Neosho Public Schools* (1893), 24, and Jobe, *A History of Newton County as Portrayed in the Courthouse Mural*, 87.

³⁷ Calvin Jefferson, Letter to Austin Curtis, 6 April 1939.

The 1870 census record shows just how little educational background he had when he began teaching—he is described there as being unable to read or write. That was just four years before he began teaching in Neosho, but also just five years after it became legal to educate blacks in Missouri. He may have been in the process of gaining an education when that record was made. He was living with the family of a white lawyer, William Baker, whose daughter Emma was a 22 year old school teacher. It is possible that he was a student in Ms. Baker's school, or she may have been tutoring him in her spare time. He is recorded as being literate in the 1880 census, and no doubt taught himself more as he taught the hundreds of children that passed through his classroom over the years.

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School Year	Number of Black Students in the Neosho School(s)	Teacher	No. of Black Schools in Neosho, if known	Total No. of Black Schools in County, if known	Source	Notes
1866-67	51 black children counted in the entire county				Goodspeed, p. 104	County Supt report noted only 9 schools in entire county. There were 2,618 white and 51 black children of school age.
1867-68				1, located in Newtonia with "a comfortable house and a number one teacher."	<i>Annual Report of the State Superintendent of Schools.</i> - pub. 1869. (1867-68 Statistics)	First year a public school for black students is known to have operated in Newton County.
1868-69				2 (total of 80 students)	4 th Annual State Report-pub 1870	
1869-70 May be first black school in Neosho.	23		1	2 or 3 (total of 108 students)	5 th Annual State Report –pub 1871 (Includes city statistics.)	Typescript at park with this date has 108 students in 2 school houses. Also says there are three schools, one apparently private.
1870-71				1	6 th Annual Report – pub 1872	
1871-72		Mrs. Marian J. Scoles, Feb and July, 1872.	1	5	7 th Annual Report – pub 1873; Goodspeed, p. 158.	Four black schools added this year. One of the black schools in the county also had a black teacher.
1872-73		Mrs. Scoles fall term, Mrs. Danforth, Jan. 1873 term.	1		8 th Annual Report – pub 1874; <i>The Neosho Times</i>	Young St. house purchased Sept. 1872.
1873-74	30 (April 1874)	Mrs. M. C. (Florence) Fry fall 1873, S. S. Frost Jan. 1874	1		<i>The Neosho Times.</i> Goodspeed. P. 159; Neosho Times.	Goodspeed says white and black schools discontinued for a time, probably late 1873.
1874-75		Mrs. Marian J. Scoles fall term, Stephen Frost, Jan 1875 term.	1	2 (total of 84 students)	<i>The Neosho Times,</i> Annual Report – pub 1876	Note in Neosho paper says school district was reduced by the elimination of the area north of Neosho—this could mean Neosho City. Also describes the kids as being "black, spotted and saddle colored."
1875-76		Stephen Frost	1	2	<i>The Neosho Times,</i> James Buzzard Glory,	Note: Fuller and Mattes 1957 report says successive issues of

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					5.	<i>The Neosho Times</i> indicate he taught until 1884. p. 42.
1876-77	75, est.	Stephen Frost			Card to GWC, dated Dec. 22 nd , 1876. Cal Jefferson [letter 4-6-1939]	Card on file at monument has Frost's signature. Number of students is from Jefferson, may be high.
1877-78	23, approx.	Stephen Frost		5 (total of 115 students)	Fuller and Mattes, p 42.	Number of students based on an average of county totals.
1878-79		Stephen Frost			Fuller and Mattes, p 42.	Carver was in Fort Scott this year.
1879-80	42	Stephen Frost			<i>Neosho Miner and Mechanic</i> , per Larry James.	The paper said Frost had that many students. It has been assumed he was teaching on Young St.
1880-81		Stephen Frost			Fuller and Mattes, p 42.	Frost to a state teachers conf this year, per Jobe.
1881-82		Stephen Frost	1 in Neosho, 1 in Neosho City		A. A. Gowne, 2/13/1956 Oral History, park files.	A black school was supposed to be in operation across from St. James Hotel, ca. 1881.
1882-83		Stephen Frost			Goodspeed, p. 159	Interview with former student Lena King, 3-9-1955, park files said she had Frost as a teacher around this time.
1883-84		J. W. Williams, replaced by J. W. Harlow			Goodspeed, p. 159.	
1884-85						
1885-86		J. W. Harlow	1		State Supt report.; Goodspeed	Stephen Frost began a term as pastor for the Washington Ave Baptist Church in Springfield this year.
1886-87	28	Mrs. E. Boyd	1		1892 Neosho Supt. Report.	284 black students in entire county, per Goodspeed p. 105.
1887-88	22	J. W. Harlow	1		1892 Neosho Supt. Report.	
1888-89	23	J. W. Harlow	1	1 in Neosho City, per Goodspeed	1892 Neosho Supt. Report.; Goodspeed	W. R. McLane teacher in Neosho City
1889-90	21	Stephen Frost	1		1892 Neosho Supt. Report.	
1890-91	25	Stephen Frost	1		1892 Neosho Supt. Report.	
1891-92	91	Stephen Frost, principal; Miss Tennie Young	1		1892 Neosho Supt. Report.	New Lincoln School, two teachers, two classrooms.

Figure 4. Teachers and Class sizes for Black Schools in Neosho, 1866-1892. Chart by Deb Sheals.

Lack of education notwithstanding, Frost was a respected member of the community and an effective teacher. He provided stability and respect to the students of the school and helped keep the new school in operation during a period of transition. Jefferson recalled that he “was held in high regard and esteem by all of the parents and citizens, both white and black in the city of Neosho and a fine upstanding Christian man...about 95% of the students who completed work under him made good; that is they first had their education and became practical men and women.”³⁸



Figure 5. Stephen Frost. (GWCA Files)

Calvin Jefferson (Figure 6) had firsthand knowledge of Stephen Frost. Frost was his brother-in-law as well as his teacher. Frost was married to Fannie, Calvin Jefferson’s older sister, and the 1880 census shows that Calvin Jefferson was living with Stephen and Fannie Frost, on Young Street very close to the school property. That was very likely a residence at 710 Young Street.³⁹ Jefferson was 13 at the time and listed as a student. Jefferson’s letter noted that his father had died when he was 10, so he must have moved in with his sister and her husband in the late 1870s.

³⁸ Jefferson, Letter to Austin Curtis.

³⁹ Tuskegee Field Notes, *Interview with Leslie Cooper* 5-29-48.

Jefferson was one of those former students that went on to “make good.” After leaving school he worked in a livery stable until he could save up enough money to start his own livery business in the nearby town of Granby. He ran that business for some thirty years, or as he put it, “until the end of the horse and buggy days.”⁴⁰ He was also known around Granby as an accomplished musician who played guitar and mandolin and taught others to play as well.



Figure 6. Calvin Jefferson. (GWCA Files)

Although Neosho and other towns in the county generally had enough black students by the mid 1870s to trigger the requirement that schools be established for them, many of the rural school districts did not. Small school districts often didn’t have the resources to set up separate schools, even if they so desired. A review of early school reports shows that some of the early state superintendents recognized the practical burden segregation put on those districts at an early date. T. A. Parker wrote in 1868:

I call your attention to the case of colored children, where there are so few, that it is impracticable to maintain a separate school for them....We ought to provide the means of education to every child in this state. To accomplish this object in

⁴⁰ Kay Hively, *They Trusted God and Pressed On* (N.p.: Kay Hively, 2010), 27.

*the simplest manner, it is suggested that in any town where, for any reason, a separate school for colored children is not established and maintained, that the principle of admission to any public school be recognized according to the first article of the Constitution, and leave the adjustment of the principle to the majority of the people.*⁴¹

Five years later, State Superintendent John Montieth wrote “The colored people themselves are forcing a question upon us which sooner or later must be faced: that is whether the two or three little dark faces isolated in any subdistrict may slip into some corner of the white school.” While he stopped short of advocating for such a practice, he did note that “whether colored children shall be admitted to white schools is a question which confronts prejudice, and appeals to benevolence more than to law. I commend this subject to the calm and reflective sense of the people.”⁴²

Those comments could have been written specifically about the Marion Township district served by Locust Grove School. The school was established at Locust Grove in the late 1860s or early 1870s, and students met in a building that doubled as a church on Sundays.⁴³ The school was located less than a mile from Moses Carver’s farm, and George Washington Carver and his brother Jim reportedly attended Sunday school and church services there as children.⁴⁴

It was at Locust Grove that Carver encountered the first obstacle to receiving an education. Around 1875, George (Figure 7) and Jim (Figure 8) attempted to join their white neighbors at the school in Locust Grove.⁴⁵ By most accounts, they were welcome on Sundays, but not at the “day school.” Interviews with early residents of the area that were held in the 1950s revealed that the boys were refused entrance to the school because they were black.

Mr. George Jackson (born ca. 1859) recalled in 1953 that his wife knew George Washington Carver. “She went to school with him for three days at Locust Grove. A complaint was made to the school board about George being in attendance there.”⁴⁶ One woman thought they were allowed to stay as long as a year, but most others recalled that they were turned away almost immediately. Mr. Forbes Brown told interviewers in 1952 that his brother Will was a fellow student of George’s in “Mrs. Abbott’s Sunday School class. This was not long after the close of the Civil War and the resentment towards the Negro was such as to prevent George attending the day school.”⁴⁷ Mrs. Mary Lou Hardin thought they had attended a white “subscription

⁴¹ Parker, *Fifth Annual Report of the State Superintendent of Schools*, 37.

⁴² John Monteith, *Seventh Annual Report of the State Superintendent of Schools* (Jefferson City: James Regan and John Edwards, Public Printers, 1873) 45.

⁴³ *Goodspeed’s History of Newton County*, 200, and Larry James and Sybil Jobe, *From Buzzard Glory to Seed Tick: A History of the Schools in Newton County, Missouri* (Neosho, MO: Newton County Historical Society, 2010) 63.

⁴⁴ Although Carver later wrote that he was not allowed entrance to white church or Sunday School as a child, several white area residents remembered attending church or ‘Sabbath School’ with him at Locust Grove. See Toogood, *Historic Resource Study*, 25, and Fuller and Mattes, *The Early Life of George Washington Carver*, 26-29, and George Washington Carver to Isabelle Coleman, July 24, 1931. GWC Papers, Roll 12, frames 1264-1265.

⁴⁵ The exact date is unknown but they were definitely there before January of 1876, according to an interview in “The Early Life of George Washington Carver,” 29. (GWCA)

⁴⁶ Fuller, *Interview with George Jackson*, 10/4/53 (GWCA Files).

⁴⁷ Fuller and Mattes, *The Early Life of George Washington Carver*, 26.

school” in Diamond but said “people cut up about the boys (darkies) being in school with the whites so they had to go to school in Neosho.”⁴⁸

The disappointment of being turned away from the same building where they were welcome to attend church services may have been tempered somewhat by the new white teacher of the Locust Grove School, Stephen Slane. Slane began teaching at Locust Grove School in 1875 or 1876 and spent the next three decades teaching in Newton County Schools.⁴⁹ He is believed to have tutored George in his spare time, providing the young man with his first schooling, as well as a strong desire to learn more.⁵⁰

Around 1876, young George Washington Carver decided it was worth leaving his home to find a school that would accept him as a student. He had surely heard of the school in Neosho that welcomed black children and was even run by a black teacher. He later wrote that “...at the age of 10 years, I left for Neosho, a little town just 8 miles from our farm, where I could go to school. Mr. and Mrs. Carver were perfectly willing for us to go to school where we could be educated the same as white children.”⁵¹

⁴⁸ Tuskegee Field Notes, *Interview with Mrs. Mary Lou Ella Hardin* 5-26-48.

⁴⁹ A biography that appears to have been written by Slane puts his arrival in the county 1875, but he may not have started teaching at Locust Grove until 1876. (“Stephen Larnie Slane,” *The Neosho Times*, March 21, 1907, and James, *From Buzzard Glory to Seed Tick*, 64.

⁵⁰ Toogood, *Historic Resource Study*, 15 and 26.

⁵¹ A 1922 Biographical sketch, Quoted in Kremer, *George Washington Carver in His Own Words*, 23. Assuming Carver was born ca. 1864 or 65, he would have been 11 or 12 in 1876.



Figures 7 and 8. Left: George Washington Carver, Right: Jim Carver. These photos were loaned to the park by a relative of Moses Carver. The undated photos may have been taken about the time George went to Neosho to school. The fact that Moses Carver kept these two photos until his death indicates an abiding affection for the young men who grew up on his farm. (GWCA Files)

Carver's move to Neosho yielded a new foster family as well as a new school. According to biographer Gary Kremer, "Carver arrived in Neosho too late to find lodging with a friendly family so he found a comfortable spot in a barn and settled in for the night. His choice of a sleeping spot was fortuitous; first the barn was practically next door to the school; second it belonged to Andrew and Mariah Watkins, a childless black couple who took in the young waif and treated him as their own."⁵² (Figures 9 and 10) Another historian noted that "when Carver arrived in Neosho, he entered a predominantly black environment for the first time and acquired his first set of black 'parents.' Mariah and Andrew Watkins allowed him to live with them in their modest three room frame house in return for helping with the chores."⁵³ Carver himself wrote in 1927: "indeed Mr. and Mrs. Watkins took me in just as one of the family."⁵⁴

⁵² Kremer, *George Washington Carver in His Own Words*, 4.

⁵³ McMurry, *George Washington Carver: Scientist & Symbol*, 20.

⁵⁴ George Washington Carver, Questionnaire completed for a biographer, July 1927, (Copy on file at the George Washington Carver National Monument, Diamond, Missouri), 1.



Figure 9. Detail of the ca. 1939 drawing of Mariah's house. Note the arrow over the barn to the rear, possibly drawn to show where Carver slept when he arrived. (GWCA Files)



Figure 10. Mariah Watkins as a young woman. (GWCA Files)

Mariah Scales and Andrew Watkins were married in St. Louis in 1873, and moved to Neosho soon after. In April, 1874, they bought a small three room house on a corner lot next to the newly opened black school on Young Street, (Lot 8, Block 16 of Henning's Addition) (Figure 13).⁵⁵ The deed recording that sale is unusual in that it lists only Mariah Watkins as the grantee. It was also unusual for blacks to own property at the time. According to the census, only one black family in Neosho Township owned real estate in 1870. Both Mariah and Andrew Watkins were listed on the mortgage that funded the purchase, which they paid off early just a few months later. The house had likely been built by or for William Smith, who bought the lot it occupied shortly after Henning's Addition was platted. Although there was a lot between the school and the Watkins house (Lot 7), deed records indicate that it was not developed until after the mid 1880s, which means the Watkins' new house was directly adjacent to the school property. The empty lot may have served as a play space for students at the school (Figures 11 and 12).

Mariah Watkins, known widely as "Aunt Mariah," was one of the best known African Americans in Neosho during that time period. Trained as mid-wife and renowned for medical skills learned while enslaved in North Carolina, she delivered children throughout the region, for white families as well as black ones. One newspaper article estimated she delivered as many as 500 children during her long career.⁵⁶ One of the most famous of "her babies" was Thomas Hart Benton, a native of Neosho who later wrote, "I remember Aunt Mariah (Watkins) quite well. She delivered my brother and two sisters as well as me and was about our house in Neosho as a kind of over all boss of things until 1896...It was said she delivered practically every child in Neosho."⁵⁷

⁵⁵ Book 3, p 439, Newton County Deed Records, On File with the Newton County Recorder, Neosho, MO.

⁵⁶ "Aunt Mariah' Watkins a Part of Neosho Story," *Neosho Daily News*, July 2, 1958.

⁵⁷ Vesta-Nadine Robertson, "Midwife to Greatness," *Ozark Mountaineer*, Dec. 1975, 20-21.

Watkins was known as a no-nonsense nurse who often stayed with the new mothers for a time after the delivery, but made it clear she was there as a nurse and not to do housework or other chores.⁵⁸ Andrew, sometimes called “Uncle Andy” was reportedly a bit more easy going, and a special favorite of area children, who would clamber all over his wagon as he drove it down the street.⁵⁹

⁵⁸ Kidder, *'Aunt Mariah' Items Presented at Monument*, B1.

⁵⁹ Robertson, *Midwife to Greatness*, 21.

1872 Neosho Colored School
 Historic Structure Report

Lot 6 , Block 16 Henning's Addition (School Property)						
Transaction List						
Grantor	Grantee	Date of Deed	Type of Deed	Deed Book	Page	Price if known, Source and Comments
Richard A. Henning, Lewis B. Hutchinson and H.W. Goodykuntz	Henning's Addition to the town of Neosho	08-12-1870	Plat	N	280-281	Copy in park file
Richard Henning, et. al	James M. Vawter	12-16-1870	W	N	37-38	\$100 Copy in park file
James Vawter	Neosho School Board	09-16-1872	W	Q	69	\$200 Copy in park file. Deed specifically says "and buildings."
Neosho School Board	James B. Robinson	02-18-1893	W	35	92	\$150 Copy in park file
James B. and Thurse Robinson	Minnie Phelps and wife	09-22-1900	W	52	538	\$250 Deed on microfilm, State Archives
Mannie Phelps	J.B. Guevera	05-20-1933	W	143	528	Title Co. Index
J.B. Guevera	Mannie Phelps	05-20-1933	QC	143	529	Title Co. Index
Mannie Phelps and wife	Evelyn Jaunita Phelps	05-20-1933	W	143	529	Title Co. Index
Mannie Phelps	Helen Phelps et. al.	12-04-1933	Decree	142	458	Title Co. Index.
Mannie Phelps	Helen Phelps et. al.	01-18-1935	Decree	148	476	Title Co. Index.
Mannie Phelps (by Admin)	James G. Farrell	09-26-1938	Admin Deed			Title Co. Index
James G. Farrell	Wayne T. Slankard	10-14-1939	W	161	229	Title Co. Index.
Wayne T. Slankard	Chas. E. Prettyman	07-16-1941	W	164	288	Title Co. Index.
Chas. E. Prettyman	Don Turner	11-14-1978	W	315	464	Title Co. Index.
Don Turner	Jack Macy	11-28-1978	W	315	464	Title Co. Index.
Jack Macy	Orval Taylor	06-14-1979	W	318	59	Title Co. Index.
Orval Taylor	Otto W. Parbst	06-02-1981	W	322	1299	Title Co. Index
Otto Parbst estate	Campbell Family Revocable Trust	08-30-1999		348	8888	Tax form in Park Files
Campbell Family Revocable Trust	Arvest Bank	06-10-2004	Sherriff's Deed	353	6868	Copy of Deed in Park File
Arvest Bank	George Washington Carver Birthplace Association	09-30-2004	QC	354	1136	Copy of Deed in Park File

Title Co Index files are from the Newton County Abstract Company, 107 W. Main St. Neosho.

Figure 11. Ownership History for Lot 6, Block 16 Henning's Addition. (School Property.)
 Chart by Deb Sheals.

Lot 7 , Block 16 Henning's Addition (Lot north of the school)						
Transaction List During Period of Significance						
Grantor	Grantee	Date of Deed	Type of Deed	Book	Page	Price if known, Source and Comments
Henning Et. al	B.E.W. McDonald	Deed search did not uncover transfer to McDonald. In 1884, McDonald owed a total of 79 cents in back taxes, to cover 1879, '80 and '81, so it is unlikely that any building was on the lot before 1884.				
B.E.W. McDonald by Sheriff	Peter Keenan	2-19-1884	SD	10	102	\$15.50 This is the first entry in the Title Co Index.
Heir of Peter Keenan (by Sf)	J.C. Strickland	12-3-1898	SD	45	599	Title Co Index
J.C. and Rose Strickland	R.B. Rudy	2-13-1899	W	48	234	Title Co Index
R.B. Rudy and wife	Horace M. Lindsey	11-16-1899	W	48	407	Title Co Index

Title Co Index files are from the Newton County Abstract Company, 107 W. Main St. Neosho.
 Neither the tile company index nor a search of deed indexes uncovered a transfer from Henning to McDonald. Henning died around 1877 and it might have gotten lost in the estate filings.

Figure 12. Ownership History for Lot 7, Block 16 Henning's Addition. (Lot North of the School Property.)
 Chart by Deb Sheals.

Lot 8 , Block 16 Henning's Addition ("Aunt Mariah's" House Lot)						
Transaction List to 1940						
Grantor	Grantee	Date of Deed	Book	Pg.	Type of Deed	Price if known, Source and comment
Richard Henning, et. al	Wm. Smith	08-15-1870	M	408	W	\$150 Copy in park file
Wm. And Sarah Smith	Mariah Watkins (Andrew not mentioned.)	4-10-1874	S	439	W	\$237 Copy in park file
Mariah & Andy Watkins	Thomas Quirk	9-20-1882	B9	142	W	\$200 Copy in park file
Thomas Quirk and wife	Mrs. Elllen Hainsworth	9-16-1884	B11	261	W	\$150 Title Company Index
Ellen Hainsworth and husband	Albert Hartley	9-30-1884	B11	564	W	Title Company Index
Thomas Quirk	Geo Graves	2-25-1884	F	455	W	Title Company Index
A.M. Hartley	A.N. Stewart	8-03-1885	11	600	W	Title Company Index
Cynthia Ann Stewart	Albert A. Stewart, et. al.	8-24-1889	21	328	W	Title Company Index
Albert A. Stewart	Isabel Schirk	9-10-1889			QC	Title Company Index
Isabel Schirk and husband	Walter Morgan, et al	5-28-1906	69	306	W	Title Company Index
Walter E. Morgan	E.A. Rudy	12-08-1911	84	565	W	Title Company Index
Rudy	W.G. Evans	01-19-1912	87	1	W	Title Company Index
W.G. Evans	Edna Kunart	06-25-1914	92	154	W	Title Company Index
Kunart	Henry Metcalf	07-19-1922	114	603	W	Title Company Index
Metcalf	E. E. Newton	05-05-1924	118	176	W	Title Company Index
Newton	Everett J. Shelly and wife	08-08-1925	121	507	W	Title Company Index
Shelly	Newton	11-27-1925	122	152	W	Title Company Index
Newton	H.C. Bacon	11-18-1929	135	56	W	Title Company Index
Alma Bacon	Craig Rowe	070-8-1940	162	117	W	Title Company Index

Title Co Index files are from the Newton County Abstract Company, 107 W. Main St. Neosho.

* The mortgage called for a payment of \$100 by 10-1-1874 and another \$37 by 2-1-1875.

Margin note shows it was paid off early, Sept 9, 1874.

Figure 13. Ownership History for Lot 8, Block 16 Henning's Addition. (Watkins Property.)
 Chart by Deb Sheals.

Both Andrew and Mariah appear to have been especially fond of children. A long newspaper article about Aunt Mariah published in 1975 included interviews with people who had known her, including a few who had been delivered by her. Vida Murray recalled that they often kept children in the summer while their parents were vacationing and that they regularly hosted parties for the children Mariah had delivered: “Each summer Mariah would have a big birthday party for all her ‘kids’. We’d all go. She’d have them outside on her lawn.⁶⁰ Several photos of Mariah with groups of children have survived to modern times. They are almost always set on a front porch of a small house, which was probably the one on Sherman Avenue that the Watkins’ purchased in 1895 (Figure 14). It is likely that many of those photos were taken during one of the summer parties.



Figure 14. Mariah Watkins with her “babies”. This was probably taken on the front porch of the house she owned on Sherman Street. (GWCA files)

⁶⁰ Robertson, *Midwife to Greatness*, 21.

The house the Watkins' were living in when Carver moved to Neosho has not survived to modern times. They sold it in 1882, and moved to a farm just west of Neosho City, on Baxter Road. They sold that land in 1894 and moved back into town to the house on Sherman Avenue in Neosho City.⁶¹ Their former house on Lot 8 on Young Street was probably torn down to make way for the one that is currently at that location. The current house appears to have been built ca. 1890 or a little later (Figure 15). (There is a very slim chance that the current house was built around that older one, but it is highly unlikely.)⁶² The NPS is currently conducting a Historic Resource Study to determine the eligibility of the structure to the National Register.



Figure 15. A photo of the house on Lot 8, taken in 1956, before late 20th century alterations. The original Watkins house on this lot was probably demolished to make way for this house, which appears to have been built in the late 19th or early 20th century. (GWCA Files)

Although exact dates have been difficult to ascertain, it appears that Carver moved in with the Watkins' in 1876, and may have stayed until early to mid-1878. Cal Jefferson remembered him living there "several years," but another fellow student, as well as Carver himself, recalled that he was only there for about nine months. He is known to have left Neosho to attend school in Fort Scott, where he reportedly stayed for less than a year. A review of primary and secondary sources that was done in the 1950s established that Carver was definitely in Fort Scott in early 1879.⁶³ Carver later wrote that he left Fort Scott because a black man had been lynched there, and newspapers of the day set that event at March 1879. Carver was therefore likely in school in Fort Scott for the 1878-79 school year.⁶⁴ Working back from that date, Carver would have left the school in Neosho no later than the summer of 1878.

⁶¹ Deed records on file at GWCA.

⁶² Al O'Bright, "Investigation Report: Mariah Watkins House" (National Park Service, September 7, 1999), 1.

⁶³ Fuller and Mattes, *The Early Life of George Washington Carver*, 50. He was listed in a city directory on 1879.

⁶⁴ Fuller and Mattes, *The Early Life of George Washington Carver*, 51.

Carver left Neosho because he got a chance to join a family headed to Fort Scott Kansas. He told a later biographer that he had not been planning to go to Fort Scott, but seized the chance because “I was anxious to go anywhere that I could get better school facilities.”⁶⁵ Carver later wrote that his time at the black school in Neosho had “simply sharpened my appetite for more knowledge. I managed to secure all of my meager wardrobe from home, and when they heard from me I was cooking for a wealthy family in Fort Scott, Kans. for my board clothes and school privileges.”⁶⁶

Although Carver was somewhat behind in his education compared to the other students when he arrived in Neosho, he soon made up for lost time. Notes from an interview with Calvin Jefferson state that when George “came to school he was in a class by himself because he was behind in his classes. Other children were advanced.”⁶⁷ He apparently soon caught up to the others, as another classmate later recalled that “he was very smart and seemed really to know more than the teacher.”⁶⁸ He did so well that he received a “Reward of Merit” from Frost for Perfect Studies and Good Conduct” during the week of December 22, 1876 (Figure 16).

⁶⁵ George Washington Carver, Questionnaire completed for a biographer, July 1927, (Copy on file at the George Washington Carver National Monument, Diamond, Missouri) 1.

⁶⁶ Carver, quoted Kremer, *George Washington Carver in His Own Words*, 21.

⁶⁷ Tuskegee Field Notes, *Interview with Cal Jefferson* 5-28-1948.

⁶⁸ Fuller, *Interview with Mrs. Amelia Richardson*, 7-27-1956. (This interview was conducted by M.W. Dial.)



Figure 16. Card from Stephen Frost to George Washington Carver, December 1876.
Front and Back views. (GWCA Files)

Carver was remembered as a serious student who often used recess time to work or study. Another early classmate, Mrs. Amelia Richardson, later recalled that he “would embroider at recess after his lessons was up, and the girls would go there to him, young women like we were, and look at his work.”⁶⁹ Calvin Jefferson also noted that Carver sometimes used recess for both work and study. “At recess, Aunt Mariah had him to come home and help wash the clothes and at the same time he kept the book before him and studied his lessons.”⁷⁰

⁶⁹ Fuller, *Interview with Mrs. Amelia Richardson, 7-27-1956*. (This interview was conducted by M.W. Dial.)

⁷⁰ Jefferson, letter to Austin Curtis.

Mariah was known for a “stern insistence that time should not be wasted.”⁷¹ A few people who knew her recalled that she liked to say “Toot-toot honey, you haven’t time for that” when children wanted to play.⁷² Although some also thought she was such a hard taskmaster that Carver left town to get away from her, the fact that she and Carver remained close after he left Neosho calls that into question. She was devoutly religious, and had a strong influence on his religious life. She and George both attended the African Methodist Church together, and she gave him a Bible when he lived with her that he carried for the rest of his life.⁷³

The small school on Young Street continued to serve as a black school until 1891, often serving as the only school for African Americans in the area. There was at least one other black school in operation for part of that time, however. Historical sources show that a second black school sometimes operated in Neosho City in the late 19th century. One early resident of Neosho remembered the school board using another house for a black school a few years later. Mrs. A. A. Gowen, who moved to Neosho as a girl around 1880, recalled that “at that time there was a colored school located just across the street from the St. James Hotel....The school used by the colored people was a dwelling rented for school purposes.”⁷⁴ (See figure 3.) A list of teachers and schools published in the 1888 Goodspeed county history, for example, shows that Neosho had a black school with a seven month term, taught by J. W. Harlow, while W. R. McLane was in charge of the African American school in Neosho City, which had a five month term.⁷⁵

The school on Young Street ceased to operate in 1891, when students moved into a new building that was constructed specifically to be used as a black school. The structure, which was named Lincoln School, was a great improvement over the tiny former house. It was built of brick, with two classrooms, and much more space.⁷⁶ The building on Young Street probably sat empty or was used for storage until 1893, when the school board sold the property and it returned to residential use. The original Lincoln School was replaced with a new building which was dedicated on April 18, 1941. The older Lincoln School building was being used for storage in 1947.⁷⁷ For a while in the early 20th century, Lincoln School housed grades 1-8, and black high school students were bussed to Joplin.⁷⁸ Finally, nearly a century after blacks were given the legal right to an education, the schools of Neosho were desegregated.

⁷¹ McMurry, *George Washington Carver: Scientist & Symbol*, 20.

⁷² Tuskegee Field Notes, *Interview with Mr. Charles Powell*, 5-27-1848.

⁷³ Robertson, *Midwife to Greatness*, 20-21.

⁷⁴ Fuller, *Interview with Mrs. A. A. Gowen*, 2-13-1956, (GWCA Files).

⁷⁵ *Goodspeed’s History of Newton County*, 107,

⁷⁶ Neosho Superintendent of Schools. *Course of Study: Neosho Public Schools*, 24.

⁷⁷ Sanborn Map of Neosho 1947, 11.

⁷⁸ Jobe, *A History of Newton County Missouri as Portrayed in the Courthouse Mural*, 87.

Summary of Findings

A detailed examination of primary and secondary sources conclusively links the small house at 639 Young Street with George Washington Carver and scores of other young African American students. Carver attended this school between December 1876 and the summer of 1878.

Although there was occasionally a second black school in operation in Neosho City in the late 1800s, it is clear that Carver attended the school on Young Street.

- There is ample evidence that Carver lived with Andrew and Mariah Watkins while attending school in Neosho.
- Deed records prove that this building was owned by the school board at the same time that the Watkins' owned the corner lot to the north.
- His attendance was confirmed by Calvin Jefferson, who attended the same school and knew both Carver and Mariah Watkins.
- Another former classmate of Carver's, Mrs. Richardson, described the building and location where she and Carver went to school as being "between the towns."⁷⁹
- Leslie Cooper, another early citizen interviewed in the 1940s, identified the building by street address.⁸⁰

The time frame of Carver's attendance has been narrowed to an eighteen month period; he was in Neosho by late 1876 and left by mid-1878. Assuming a birthdate of 1864 or 1865, he was 11 or 12 years old when he moved to Neosho.

- George and Jim were refused entrance in the Locust Grove School sometime before January 1876, and S. L. Slane, who is believed to have tutored George, moved to the area in 1875 or 1876.
- The card received from S. A. Frost proves that Carver was in school in Neosho by December 1876.
- Primary sources in Fort Scott indicate that Carver was there for the 1878-79 school year, which means he left Neosho by mid-1878.

⁷⁹ A. W. Dial, *Interview with Amelia Richardson*, 7-27-1956, (GWCA Files).

⁸⁰ Tuskegee Field Notes, *Interview with Leslie Cooper* 5-29-48, (GWCA Files).

Summary of Current Appearance

The Neosho Colored School is a one and one-half story frame building with a low stone foundation and a side-facing gable, steep-pitched roof that is covered with asphalt shingles. The original section of the building has a rectangular plan, two rooms wide and one room deep; it was built ca. 1871. The house was expanded rearward beginning in the 1890s, and is now roughly twice the size it was when new. The rear portion of the house has two main sections: the main rear addition, which is the same width as the front section, has been in place since before 1926. A second rear addition was built after 1960.⁸¹

The building faces west to Young Street (Figure 17). An open front porch was added in the late 19th or early 20th century and remodeled or replaced sometime after 1956.⁸² The porch shelters a central doorway that is flanked by tall window openings. All of the exterior walls are clad with narrow wood weatherboards that were covered with wide lap fiberboard siding sometime after 1956. In the 1980s or 1990s, a new layer of rigid insulation and metal siding was installed over the fiberboard siding.⁸³



Figure 17. Northwest Corner. (DS 2011)

⁸¹ Historic Sanborn maps show that the rear ell was in place by 1926. The final addition is not included in the last known Sanborn map, which was printed in 1960.

⁸² Photos of the house taken in 1956 are on file with the George Washington Carver National Monument (GWCA). They are the only known early photos of the building.

⁸³ An information form from the Newton County Assessor indicates that metal siding was added between 1982 and 1998. (GWCA files)

The original (front) section of the building has two rooms on the ground floor that are built over a shallow crawlspace and a single room on the second floor (Figures 18-20). The front rooms of the original structure have wood flooring, plastered ceilings, and wood and plaster walls. The second floor, which was finished later, is reached via a small non-original winding stairway in the north room. The rear addition has a bathroom on the south end with a small closet on the north that opens to Room 102 in the original structure. The remainder of the rear addition, which most recently served as a kitchen, is open to the most recent rear addition. There is no basement or accessible crawlspace under the rear sections.

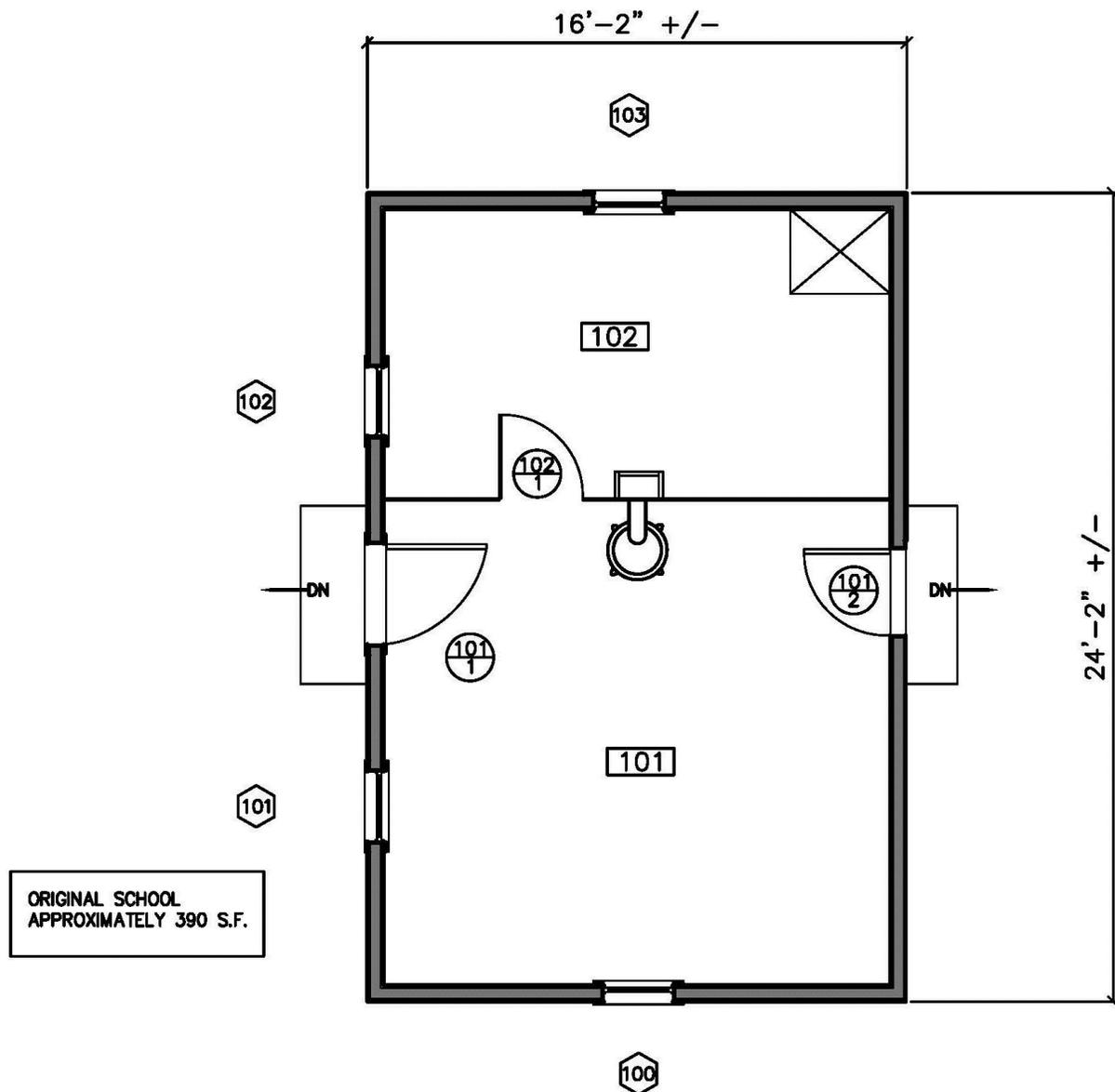


Figure 18. Original Floor Plan. (SRJA 2012)

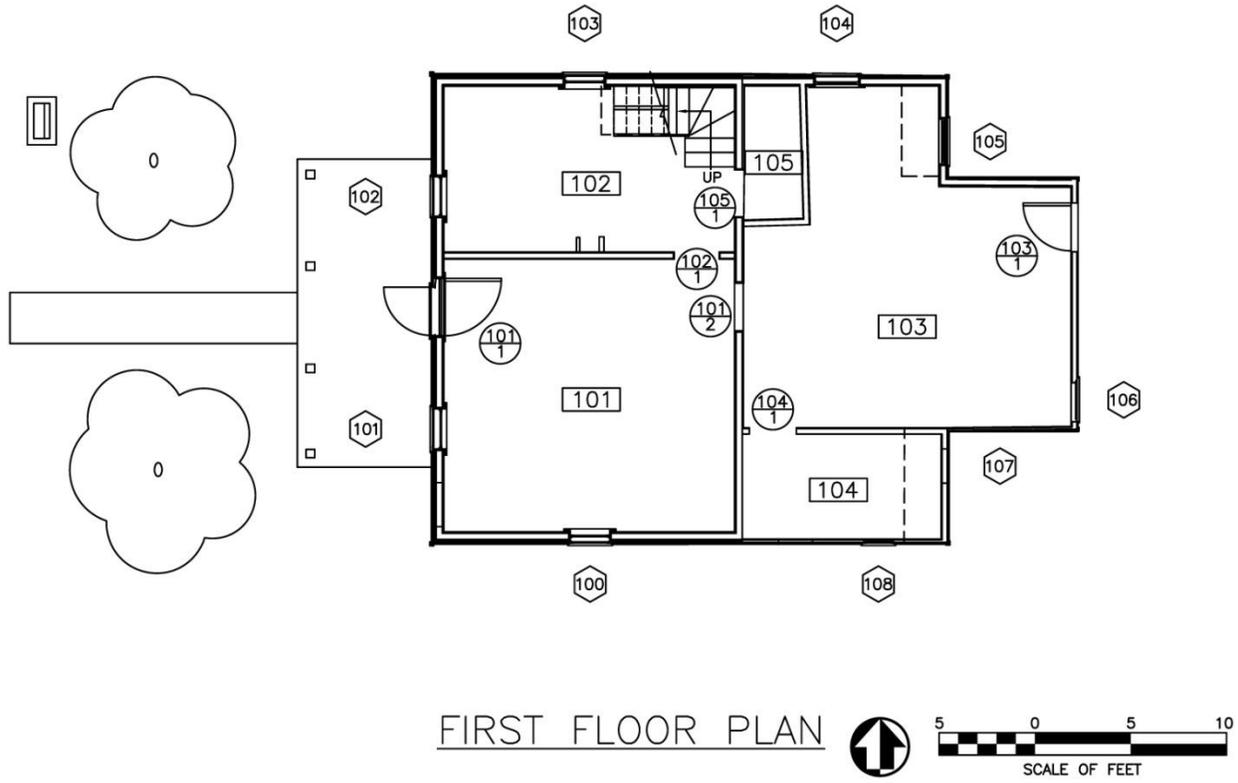


Figure 19. Existing First Floor Plan. (SRJA 2012)

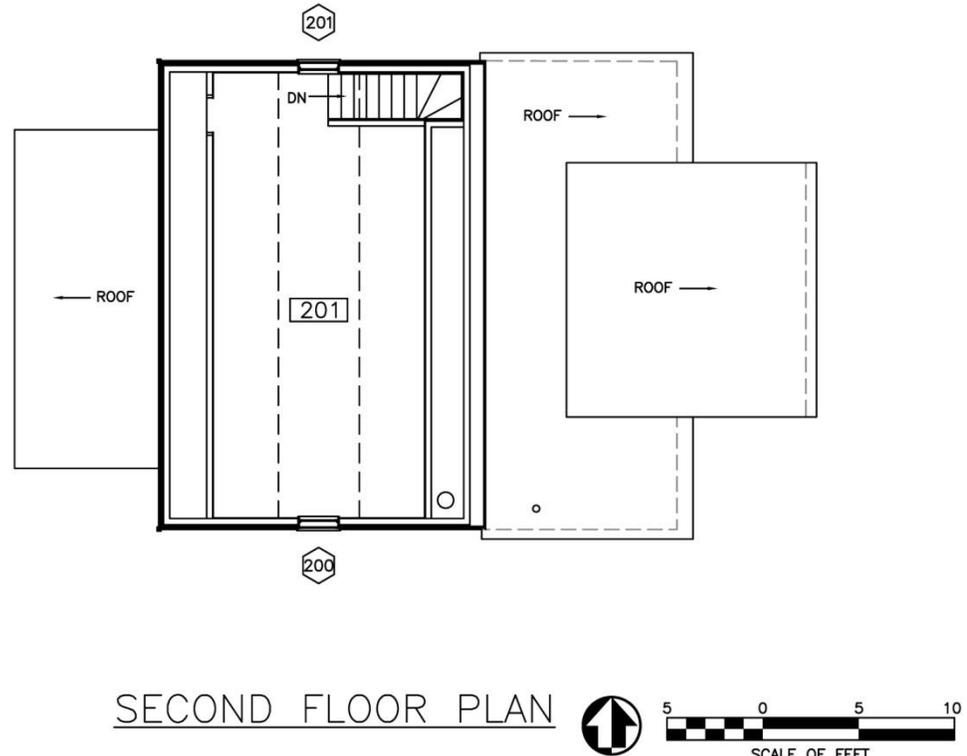


Figure 20. Existing Second Floor Plan. (SRJA 2012)

Architectural Context

The building that housed the Neosho Colored School on Young Street was built as a residence, utilizing the common vernacular house type known as the hall-and-parlor (Figure 21). Hall-and-parlor houses are by definition one room deep and two rooms wide, with a side-facing gable roof and a single front door. The two rooms were of unequal size, with the front door opening into the larger of the two, traditionally called the hall. Rear additions or other additions are common, either as original rooms or often, later additions.⁸⁴ Chimneys could be placed on end walls or in the wall between the two rooms.

The hall-and-parlor house type has a long history. The modest form was one of the most common house types in the eastern United States, and it moved westward as new areas were settled. Architectural historian Howard Marshall noted that the “hall-and-parlor house, an important dwelling type in 16th and 17th century Britain, is also a distinctive house type in the Virginia and Carolina Tidewater and Piedmont source areas and across the Blue Ridge mountains and into Kentucky.” (Figure 22)

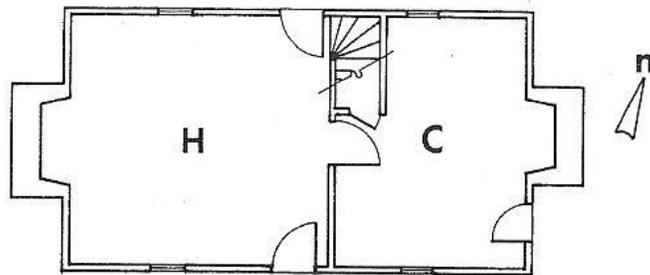


Figure 21. Hall-and-parlor house plan. Stratman House, Surry County Virginia, late 18th Century. (Dell Upton, “Vernacular Domestic Architecture in Eighteenth Century Virginia, in *Common Places: Readings in American Vernacular Architecture*, (Athens, GA: The University of Georgia Press, 1986) 347.



Figure 22. Typical hall-and-parlor house. Audrain County, Missouri, late 19th century. From Howard Wight Marshall, *Folk Architecture in Little Dixie: A Regional Culture in Missouri*. (Columbia, MO: University of Missouri Press, 1981) 47.

⁸⁴ Howard Wight Marshall, *Folk Architecture in Little Dixie: A Regional Culture in Missouri*. (Columbia, MO: University of Missouri Press, 1981) 48.

The term “hall and parlor” derives from the traditional names of the rooms. A study of 17th century housing in New England gives a good description of the terms as they were traditionally used. The author noted that most houses contained a “*hall*, or room used for a variety of purposes from cooking and eating to working and sleeping; a *parlor*, which seems to have been used as parents’ sleeping quarters or for special ritual functions...the hall was the symbolic center of the yeoman’s house for in it burned the only continuous fire. If the kitchen had not yet been removed to a rear lean-to, the hall was the room of the hearth.”⁸⁵

Although hall-and-parlor houses were once common house types in many Missouri towns, their small size often led to their demise. Often, they were extensively altered or simply torn down to make way for larger dwellings. This pattern appears to have been true in Neosho as well. A review of Sanborn maps of Neosho published in 1909, for example, shows as many as 55 small houses that could have been hall-and-parlors. Historic photos also show examples of early frame hall and parlors, as well as the similar two room double-pen house type (Figures 23 and 24). Double pens have two front doors and the rooms are often of equal sizes. By the time an architectural survey of Neosho was conducted in 1990, intact examples were so rare that the hall-and-parlor house type was not even mentioned in the summary report of that study or the subsequent National Register of Historic Places Multiple Property Documentation Form.⁸⁶

⁸⁵ Robert Blair St. George, “Set Thine House in Order: The Domestication of Yeomanry in Seventeenth Century New England,” in *Common Places: Readings in American Vernacular Architecture*, (Athens, GA: The University of Georgia Press, 1986) 353-354.

⁸⁶ Phillip Tomason, “Nesoho, Missouri.” Summary Report of a Survey of Historic Resources of Neosho, 1990, (On file with the Missouri State Historic Preservation Office, Jefferson City, MO.) The Young Street school building was apparently deemed too altered to merit recoding during that survey project, as no inventory form was prepared and it is not mentioned in the survey report.



Figure 23. Late 19th Century hall-and-parlor house in Neosho City, since demolished. (GWCA files)



Figure 24. A double pen house built about the same time as the Neosho Colored School at 609 Young Street, since demolished. (Photo courtesy of Larry James, date unknown)

Hall-and-parlor houses in Missouri were built using a variety of structural systems, including brick, log and wood frame. Marshall noted that in many log examples, “the two rooms are parted by a frame partition, often of wide planks.”⁸⁷ The original interior wall of the house at 639 Young Street appears to have been built of planks. Marks in the original wall plaster and the flooring at the current doorway between the two rooms show that the original dividing wall was approximately 1 inch wide. Although this house was clearly not built of log, it is possible that Vawter, the home’s builder, was familiar with that construction method from other projects and chose to use it here to save on materials.

The lower sections of the original exterior walls of the 639 Young Street house have wainscoting of wide horizontal boards. The upper walls are plastered and there is a small molded chair rail at the juncture of the two finishes (Figure 25). That type of wall finish is more typical of school buildings than modest houses of the time period. Although this could indicate that the interior walls were finished after the building was targeted for use as a school, it seems unlikely. The house went into service as a school almost immediately after being purchased by the school board, so there would not have been time to make interior changes. Because the building uses a common residential form and was owned by a family of modest means who would not have been able to afford to let it sit unfinished, it is more likely that it was finished by Vawter and occupied by his family before the school board bought the property.



Figure 25. Back of the east wall of Room 101, showing original wall finishes. (DS 2011)

⁸⁷ Marshall, *Folk Architecture in Little Dixie*, 48.

1872 Neosho Colored School
Historic Structure Report

The modest house proved to be easily converted to school use, and it does not appear to have seen any physical changes of note during its tenure as a school. As previously noted, it was not unusual for residences to be pressed into service for school purposes during this time period, and this house was an improvement over the “deserted farmhouses” that were used for white county schools in the late 1860s. It may not have been an ideal structure for a school, but it was a new building, and relatively close to the homes of many of its students.

Part 1B: Building Chronologies and Episodes

Floor Plan Drawings associated with the Episodes of Construction can be found at the end of this section of the report.

Site History

The Neosho Colored School is located in an area that developed between two commercial centers of Neosho in the 1870s. Those areas were for a short time separate towns; Neosho was south of the school site and Neosho City, also known as New Town or Martling, was north. The original town of Neosho is located south of the school property, in the blocks that surround the present courthouse square. Neosho was created in 1839, to serve as the county seat of the newly formed Newton County. The courthouse square quickly became the geographical and commercial center of the community. The town was resurveyed in 1846, and incorporated several times in the next decade and a half. By the eve of the Civil War, Neosho was firmly established as a trading center.⁸⁸

Although the Civil War brought a halt to development, the community recovered relatively quickly. Between 1860 and 1870 the population of the county increased from 5,252 to 12,821.⁸⁹ Post-war recovery was boosted by the continuation of work on the cross-state Atlantic and Pacific Railroad, which ran southwest out of St. Louis through Neosho and on to the southwest boundary of the state. The line made it as far as Rolla before being halted by the war, after which financial difficulties held up construction until the late 1860s.⁹⁰ Things moved quickly once the company was able to get up and running; the first train reached Neosho in December 1870.

That first train actually stopped quite a bit north of the courthouse square. As a later account of the development explained, "The coming of the railroad was a welcome and important event, giving the town access to markets to the east. But there was some ill feeling in Neosho because the depot was located more than a mile north of Neosho proper."⁹¹ Some claimed the railroad company used that route because the city did not put up enough money to secure rail service right through town, while others felt it was simply a matter of topography.

The railroad route spurred the creation of a second commercial center around the new depot and roundhouse, which was incorporated as Neosho City in 1871.⁹² A post office established in the new town in 1873 was given the name of Martling, presumably to avoid confusion with the city of Neosho. In spite of the divisive start, the two towns quickly grew together and in 1880, Neosho City/Martling officially became part of Neosho.⁹³ A year later that area was organized

⁸⁸ *Goodspeed's History of Newton County*, 1888, 134.

⁸⁹ *Campbells' Gazetteer of Missouri* (St. Louis: R. A. Campbell, 1875) 399.

⁹⁰ Jobe, *A History of Newton County Missouri as Portrayed in the Courthouse Mural*, 102-103.

⁹¹ Jobe, *A History of Newton County Missouri as Portrayed in the Courthouse Mural*, 103.

⁹² *Goodspeed's History of Newton County*, 1888, 136.

⁹³ Both names appear to have been in use during that period and later. The 1882 County Atlas still has it labeled as Martling, and later Sanborn Maps use Neosho City. Interviews of people who lived there in the late 19th century also show it was sometimes simply called New Town.

as the Third Ward of Neosho, although it continued to be referred to locally at times as Neosho City.⁹⁴

The advent of railroad service spurred development around the new depot, including the creation of Henning's Addition to the City of Neosho, which was platted Aug. 12, 1870 by Richard A. Henning, Lewis B. Hutchinson and H. W. Goodykuntz⁹⁵ (Figure 26). The addition, which included several blocks of modest lots, adjoined both towns. It was located on the northern edge of the Town of Neosho and just south of the boundaries of Neosho City. The partners ran an ad in the local paper two days after the plat was filed to announce the sale of lots. The ad proclaimed "This addition is directly between town and the depot, and those desiring suburban lots can suit themselves no better."⁹⁶

Henning and his partners no doubt hoped to capitalize on the new railroad service, as well as an apparent housing shortage. In April that same year, *The Neosho Times* declared: "Wanted immediately—about 200 comfortable dwelling houses in Neosho, for small families. Who will build them?"⁹⁷ That plea for new houses was answered in part by James Vawter, a young white carpenter from Indiana.

⁹⁴ *Goodspeed's History of Newton County*, 1888, 136.

⁹⁵ Newton County Deed Records, Book N, 280-281.

⁹⁶ *The Neosho Times*, Aug 18, 1870, 4.

⁹⁷ *The Neosho Times*, Apr. 28, 1870, 3.

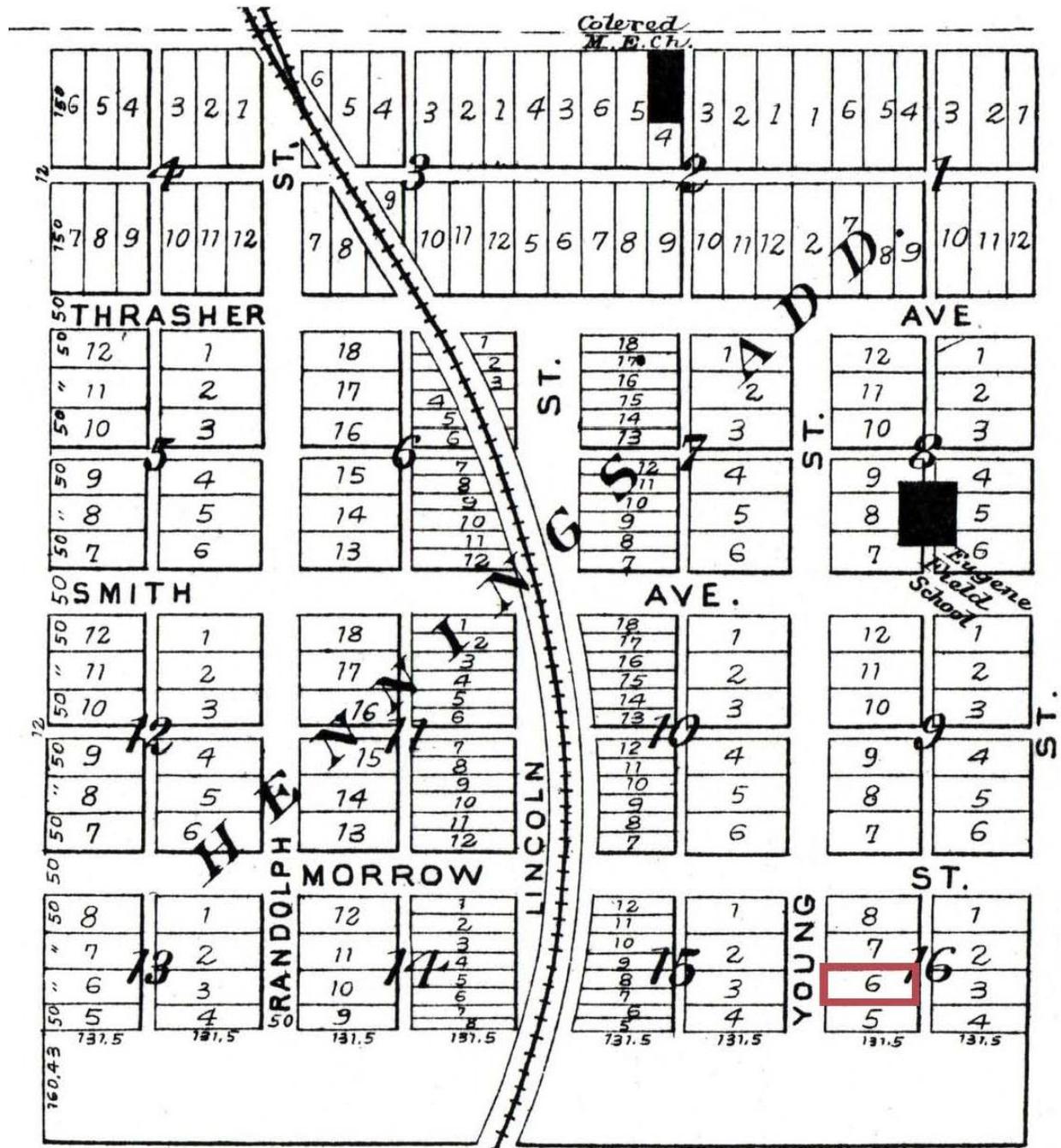


Figure 26. Henning's Addition. The school property is located in the red box.
 (Copy courtesy of Larry James, Source and Date Unknown)

Episode 1: Construction (ca. 1871-1872)

Refer to Figure 11, Chain of Ownership for Lot 6, Block 16. (Chart by Deb Sheals) and Episode Drawings at the end of this section of the report.

Just four months after Henning and his partners platted the new subdivision between the towns, they sold Lot 6, Block 16 to James M. and Sarah E. Vawter, who were white.⁹⁸ The building that now occupies that property was built by or for Vawter. The Vawter family is recorded in the 1870 population census for Neosho, which was taken on August 29th, 1870.⁹⁹ That record shows James M. (age 25) and Sarah Vawter (age 23) living in Neosho with two small children, Joseph Jr. (3) and James H. (1). Mr. Vawter was born in Indiana and his wife was native of North Carolina. Their oldest child was born in Indiana and the youngest in Missouri, indicating that they moved to Missouri between 1867 and 1869.

The Vawter's had an interesting mix of neighbors at that time, including four fellow carpenters, three of the eight black families in town and one of the richest men in the community. Vawter's entry in the census list is immediately preceded by one for A. W. Benham, one of the organizers and founding trustees of Neosho City. Benham's personal property was valued at \$1,000, and he owned real estate worth \$10,000, one of the highest such valuations in the city at the time. That high real estate value probably reflects Benham's land holdings in the Neosho City area.

Benham was the exception to rule; other nearby census entries show they were living in a working class neighborhood, probably in the north part of town.¹⁰⁰ In addition to the carpenters noted above, there were also several families headed by men who worked as railroad laborers and held other working class positions. It is also worth noting that there were three black families living side by side just a few doors from Vawter and Benham, which shows that the area was already popular with the local African American population.

Vawter may have built the house as a speculative venture, but it seems more likely that it was constructed to serve as a home for his family. According to the 1870 census, the Vawters had \$300 in personal property, but no real property, signifying that they did not own a house at the time. Whether for his family or speculation, the building was almost surely built to serve as a residence. It is in an area that was being developed as a residential neighborhood, and it is a representative example of the traditional hall-and-parlor house type.

When Vawter owned the property, the house was one room deep and two rooms wide, with no front porch, and no rear section. The exterior walls were sheathed with wood weatherboards, with wide flat cornice boards at the roofline and slightly narrower boards at the corners of the building. The exterior woodwork may have been treated with some type of clear finish, but it does not appear to have been painted until later. Weatherboards on the original back wall, which were covered by the rear addition within a few decades of being installed, are not painted.

⁹⁸ Neosho County Deed Records, Book N, 37-38, Dec. 16, 1870.

⁹⁹ United States Census Bureau, 1870 Population Census Records, <http://www.ancestry.com/> (accessed November-January, 2011).

¹⁰⁰ A review of all entries in the 1870 census of the community indicates that the enumerators worked from south to north, and this entry was near the end of the list.

They may have been finished with varnish or some other clear sealant; but there are no traces of paint on anything except a section of the cornice board, which has a mustard colored finish that appears to be early but not likely original. This may have been fairly common practice at the time; several early articles about Mariah Watkins describe her home as a “small unpainted house at the north edge of Neosho.”¹⁰¹

The house probably had two doors when it was new. The front door was centered on the façade, and the back door was directly across from it in the back wall, to facilitate cross ventilation. There was one window on each side of the front door, and one on the ground floor of each side wall. The front door probably had four panels, as shown in Carver’s early drawing of the building, as well as later photographs. (Figures 28 and 29) The side-facing gable roof was sheathed with thin wooden shingles, and a brick chimney was located at the ridgeline, slightly north of the center of the building.

The chimney, since removed, was located along the interior wall that divided the ground floor into two rooms. Although the framing for the current dividing wall between Rooms 101 and 102 is modern, construction details indicate that there was originally a plank wall in the same location. The bracketed chimney located on the back (north) side of the plank wall served a stove, which was probably located in the larger of the two rooms. There is no structural evidence that the house ever had a fireplace.

The two original rooms of the house had very similar finishes. The floors were covered with wood strip flooring and the perimeter walls had horizontal plank wainscoting topped with a small chair rail. The ceilings and the upper parts of the perimeter walls were plastered. The wall between the rooms was likely a thin wall that was built of wide vertical wood planks that may have been painted. A single door would have linked the two rooms, but its location has not been determined due to the existing modern wall construction over the plank wall location.

As noted previously, the second floor of the house does not appear to have been finished during Episode One. The house was built with ample space for a room or rooms on the second floor, but the original first floor ceiling joists are too small to have supported a living space on the second floor and there is no evidence of previous flooring nail holes on their top sides. The current stairway and additional upper floor joists were added when the second floor was finished later. (Figure 27) It is possible that Vawter simply built the house to allow for future expansion, and never found the need to finish the second floor. He may have found work in another town before his family expanded enough to need the extra space; by the time he sold the property to the school board, he had already moved to Jasper County.¹⁰²

¹⁰¹ “ ‘Aunt Mariah’ Watkins a part of Neosho Story. *Neosho Daily News* July 2, 1958, 6.

¹⁰² He is listed as a resident Jasper County in the deed of sale. Vawter was not found in later census records, although there were several other members of the Vawter family living in Joplin in the 1880s.



Figure 27. West side of attic space, looking north. The top layer of joists appears to have been added in the late 19th to early 20th century. The bottom joists, which support only the ceiling below, are original. (DS 2011)

It is clear that the core of the present building was constructed while Vawter owned the property. The value of the property doubled in the roughly two years that he owned it, and when he sold it to the school board in 1872, the deed of sale specifically mentioned “the buildings thereon”.¹⁰³ The reference to more than one building is interesting; no other sources have mentioned any other buildings on the lot, and it has been assumed that the deed referred to outhouses and/or minor outbuildings. Indoor plumbing was not to become common in the area for decades, and the lot would surely have contained an outhouse, and may also have had a woodshed.

Summary of Appearance in 1872, at the end of Episode 1.

See Episode Drawings at the end of this section of the report.

Plan and Shape: Rectangular footprint with two rooms (Rooms 101 and 102), plank wall between the rooms. No porches or rear addition.

Roof: Side facing gable roof, with wood shingles and a small interior brick chimney.

Exterior Walls: Unpainted weatherboards, with flat trim at the corners and eaves.

Doors and Windows: Four-panel front door, similar back door. Wood windows, with 2/2 or 4/4 sashes. Windows were probably on the first floor only.

Interior Finishes: Wood flooring, plaster ceilings and upper walls, wood wainscot on lower walls. Possible hatch and ladder in Room 102 for attic access. Cupboard for bracketed chimney in Room 102.

¹⁰³ Neosho County Deed Records, Book Q, p. 69, 9-16-1872.

Episode 2: Neosho Colored School (1872-1891)

The building was used as a school throughout this episode, which corresponds with the period of significance for the property. There were few to no physical changes of note to the building during this time (Figure 28 and Episode 2 Drawings).

The former house was probably converted into a school very soon after the school board bought the property. It was purchased by the school board on Sept. 16, 1872 just a little past the usual start date for fall school terms, and was likely pressed into service immediately. A listing of teachers published in the Neosho paper just three days after the school board bought the property included a note that Mrs. Scoles was to be the teacher for the “colored school.”¹⁰⁴ It has been assumed that Mrs. Scoles took up her teaching duties at this location.

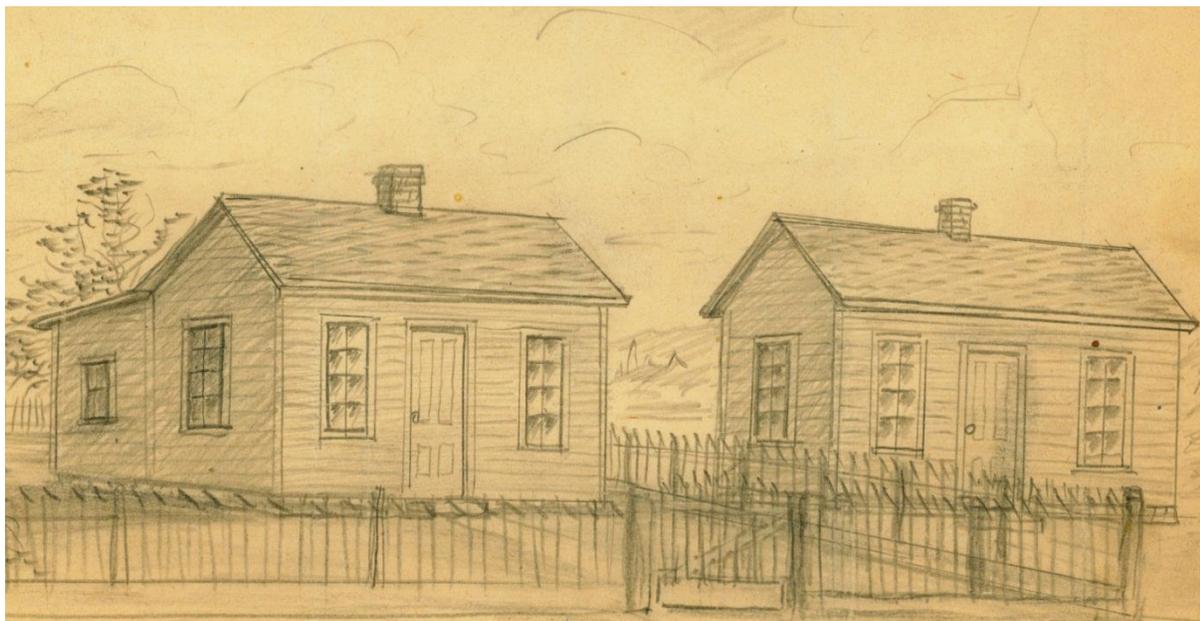


Figure 28. Detail of the ca. 1939 Sketch by Carver and Curtis.

The fact that Carver included a rear addition on the Watkins house to the left, but not on the school offers further evidence that the rear addition was constructed later. (GWCA Files)

Based upon reports from earlier school years, the first class in the Young Street school probably included between 25-30 students, with a wide range of ages. The 1869-70 State Superintendent of School report documented 23 black students in Neosho, 10 boys and 13 girls, and reports for previous years show that class sizes in black schools in the county were generally around 30 to 40 students.¹⁰⁵ “School age” at the time was defined as being between 5 and 21 years old, and since this was very early in the history of public education for blacks, the chronological age of the students probably did not always correlate to standard grade levels.¹⁰⁶

¹⁰⁴ *The Neosho Times*, Sept 19, 1872, 4.

¹⁰⁵ Parker, *Fifth Annual Report of the State Superintendent of Schools*, 136.

¹⁰⁶ The definition of school age is included in John Monteith, *Eighth Annual Report of the State Superintendent of Schools*, 5.

The teachers in the new school no doubt had everything from teenage students in their first year of school, to seven-year-olds in their third year.

It is also likely that there were no more than 3 or 4 grade levels of study available for the first several years the school was in use, and never more than 6. This would have been true for all public schools of the time, but probably more so for the African American school. A listing of teachers published in the Neosho paper in 1872 listed teachers in the white school by grade level, up to 4th grade, and included just one teacher for the colored school.¹⁰⁷ If the white students were only being educated to 4th grade, it is doubtful the black students would have been offered more, even assuming their teachers had the training.

An 1892 publication of the Neosho School board, speaking of the school system in general, noted that as late as 1886 “the school was scarcely known as a graded school.”¹⁰⁸ That same report showed that even the newly opened Lincoln School only went as high as 6th grade.¹⁰⁹ Later interviews with former students and others who lived in Neosho when the school on Young Street was in operation indicate that at most, classes “went as high as 6th grade,” as described by the son of J. W. Harlow, who taught there in the late 1880s.¹¹⁰ Former student Calvin Jefferson recalled in 1948 that the school had five grades when he and George Washington Carver were in attendance.¹¹¹

The larger room in the former house probably served as the classroom (Figure 18). It is unlikely that the school board would have bothered to tear out the wall between the two rooms, especially because the chimney for the wood stove that provided heat was supported in part by that wall. A letter written by former student Calvin Jefferson in 1939 described the school as having one room, which had “the dimensions of about 14 by 16 feet, a crude frame building.” This matches the dimensions of Room 101 quite closely; that room measures a little more than 14 feet by 15 feet.

Although that same letter indicates that Calvin Jefferson remembered that Frost taught “about 75 students” when he went to school there, published sources of the day all show lower numbers. Statistics gathered from the period of significance also indicate that there were probably no more than 30-40 students in attendance most years. The highest enrollment documented by contemporary sources such as newspaper articles or Superintendent of Schools reports is 42 for the 1879-80 school year; most other years saw 21 to 30 students on average. (See Figure 4 for a list of teachers during this time period.)

¹⁰⁷ *The Neosho Times*, Sept 19, 1872, 4.

¹⁰⁸ Neosho Superintendent of Schools. *Course of Study: Neosho Public Schools*, 21.

¹⁰⁹ Neosho Superintendent of Schools. *Course of Study: Neosho Public Schools*, 24.

¹¹⁰ Tuskegee Field Notes, *Interview with J. F. “Doc” Harlow* 5-28-48.

¹¹¹ Jefferson, Calvin. Letter to Austin Curtis, April 6, 1939.

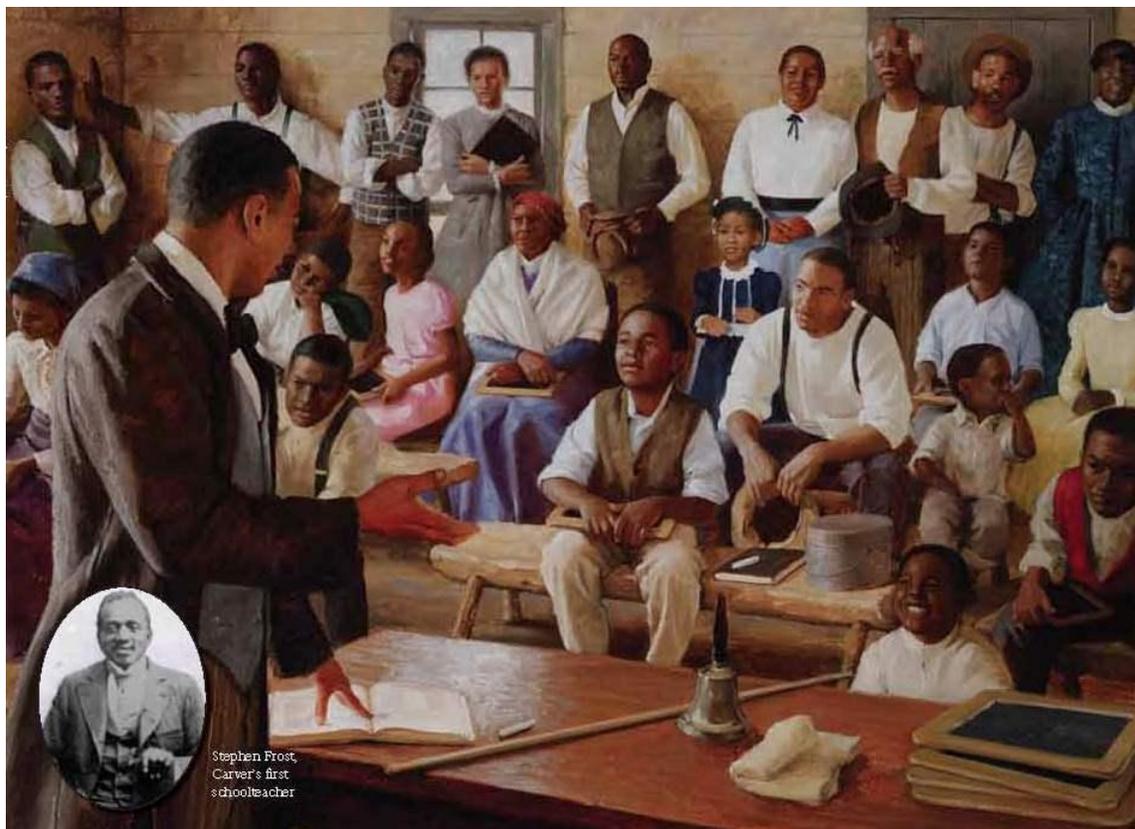


Figure 29. Artist's interpretation of the interior when school was in session. Although some of the details of the architecture are depicted differently from what was there, the overall layout of the classroom is quite plausible. (Rendering courtesy GWCA)

The school building on Young Street was probably very simply furnished and equipped. Not even the white schools in Newton County could boast of excessive furnishings or equipment in that time period. During 1875-76 school year, for example, all Newton County schools reported spending a total of just \$33 dollars on apparatus, and nothing on libraries.¹¹² (For the sake of comparison, the average monthly salary for a teacher that year was \$28 a month.) It was not until the late 1880s that any Neosho schools started receiving “patent desks”, and one may assume those were first installed in the white schools. Furnishings were probably limited to basic seating, a wood stove for heat, and perhaps a small desk for the teacher. Carver later wrote that he did not remember much about the school except “its crude wooden benches and other rickety furniture.”¹¹³

Textbooks may have included old copies of those used by the white school when it opened in 1867. The school system began to update their book selection around 1870, and may have passed along the old books to the new black school. Those books were described in an 1880s

¹¹² R. D. Shannon, 26th Annual Report of the State Superintendent of Schools (Jefferson City: Regan and Carter, State Printers, 1876) 118.

¹¹³ George Washington Carver, Questionnaire completed for a biographer, July 1927, (Copy on file at the George Washington Carver National Monument, Diamond, Missouri), 1.

history as “McGuffy’s Reader, Ray’s arithmetics, Bruell’s geographies, Pinneo’s grammar, and Webster’s speller.”¹¹⁴

That Webster’s speller would have been familiar to Carver, as it was the only book he had known to date (Figure 30). As he later wrote of his early quest for an education: “I wanted to know every strange stone, flower, insect, bird or beast. No one could tell me. My only book was an old Webster’s Elementary Spelling Book. I would seek the answers there without satisfaction.”¹¹⁵

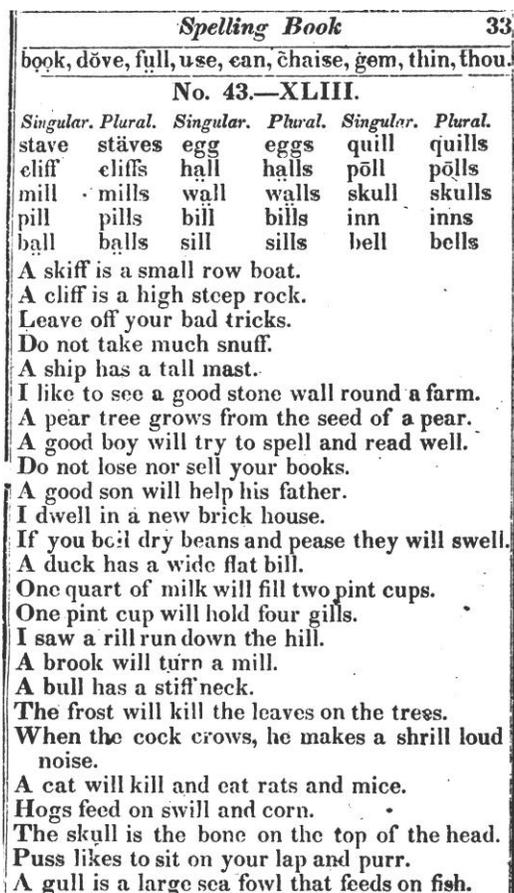


Figure 30. A page from the 1830 edition of the “Webster’s speller.” (Webster, Noah, LL.D. The Elementary Spelling Book; Being an Improvement on the American Spelling Book.” Concord, NH: Moses G. Atwood, 1832.)

We do know that the school had chalkboards, thanks to an early interview with Mrs. Amelia Thomas Richardson, who was one of Carver’s fellow students at the school. Mrs. Richardson, then 87, was interviewed in July and August 1956 and told the following story about an arithmetic problem George was asked to do in class.

¹¹⁴ *Goodspeed’s Illustrated History of Missouri*, 345.

¹¹⁵ George Washington Carver, letter to Mrs. Guy Holt, July 23, 1940, (quoted in Kremer, *George Washington Carver in His Own Words*, 167).

Well he'd worked er...Oh! It was a big problem on the board. We had blackboards then, and he worked it and the teacher said it wasn't right. He rubbed it out, and then he worked it again, and said "Professor, I can't bring it out no way but this way. It seems to come out this way everytime". He said, taint right. You have to work your brains. So Aunt Mariah told him that night to carry this problem to a high school teacher that she'd known, that she'd worked for...doctored on...she was a doctor, and he did, and he gave her the problem, and she worked it out just like he did, and she wrote her name on there, his problem, and said "correct." He brought it to the teacher the next day.¹¹⁶

The chalkboards were likely located on the east and possibly the north walls of Room 101, given that the south and west walls had windows. The east wall is the most likely location, since the stove and the doorway into Room 102 were both on the north wall. (No physical evidence of chalkboard location has been found.)

Although a school playground as we know it today is a relatively modern innovation, students of the school on Young Street did have a schoolyard of sorts, and were given time for recess. County deed records show that the lot between the school building and Aunt Mariah's house to the north was not developed until later in the 19th century, leaving a convenient open space for school activities. Carver's own sketch of the school and Aunt Mariah's house shows only those two buildings on that part of the block, with a fence around Mariah's yard. Calvin Jefferson remembered that the Watkins "yard joined the school grounds....when the bell rang for classes George would hop over the fence and return to his classes."¹¹⁷

Young African Americans attended classes in the Young Street building until the early 1890s, when a new brick school for black students was completed. The new school was apparently very well received; enrollment jumped from 25 in the 1890-91 school year to 95 in 1891-92.¹¹⁸ The new school had two rooms, one for grades 1-3 and another for grades 4-6 (there were no 5th grade students that year.) Although the school board officially accepted the new school on Jan. 1 1892, it may have gone into service before then, since the school board reported the large class size for the full school year. The building on Young Street was retired from service, and on February 18, 1893, the school board sold the property.¹¹⁹

The building probably looked much the same when the school board sold the property as it did when they purchased it, with the likely exception of deferred maintenance. The property actually decreased in price in the two decades it was owned by the school board. The board purchased the property for \$200 in 1872, and sold it for \$150 in 1893. (Figures 11 and 31) That lower price may have been due to a stigma associated with its use as a black school, but it is also likely that the school board had expended minimal funds for upkeep over the years. The

¹¹⁶ M. W. Dial, Interview with Mrs. Amelia Richardson, 7-27-1956 (GWCA Files).

¹¹⁷ Calvin Jefferson, Calvin. Letter to Austin Curtis, April 6, 1939.

¹¹⁸ Neosho Superintendent of Schools. *Course of Study: Neosho Public Schools*, 24.

¹¹⁹ Newton County Deed Records, Book 35, P 92.

modest two room building also offered limited living space, a problem that was to be addressed by the next owners of the property.

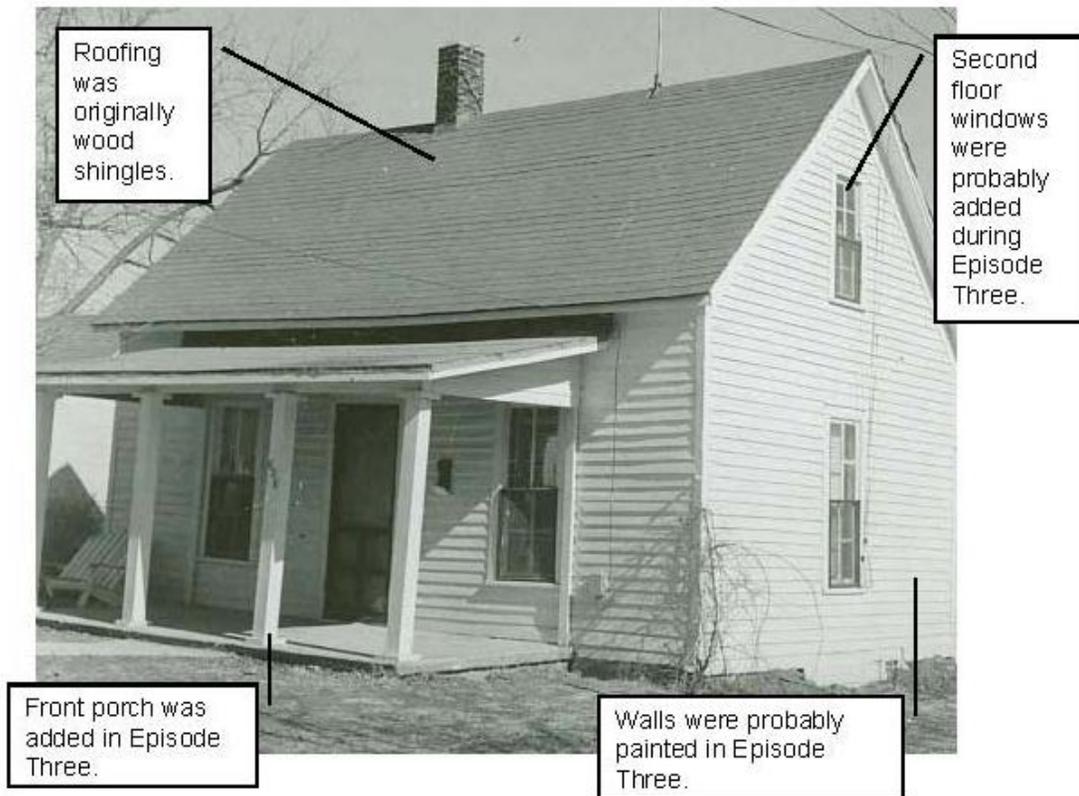


Figure 31. Although this photo was taken in 1956, it provides a good idea of what the building looked like at the end of Episode 2. Changes made later have been noted.
(Photo by GWCA historian Robert P. Fuller in 1956 from GWCA files)

Summary of Appearance in 1893, at the end of Episode 2.

See Episode Drawings at the end of this section of the report. As noted, there were no physical changes of note from Episode 1 to Episode 2. It is likely that finishes were in worse condition by this time.

Plan and Shape: Rectangular plan with two rooms (Rooms 101 and 102), plank wall between the rooms. Possible hatch and ladder in Room 102 for attic access. Cupboard for bracketed chimney in Room 102. No porches or rear addition.

Roof: Side facing gable roof, with wood shingles and a small interior brick chimney

Exterior Walls: Unpainted weatherboards, with flat trim at the corners and eaves.

Doors and Windows: Four-panel front door, similar back door. Wood windows, with 2/2 or 4/4 sashes. Windows were probably on the first floor only.

Interior Finishes: Wood flooring, plaster ceilings and upper walls, wood wainscot on lower walls. The school board may have left chalkboards on the east and possibly north walls of Room 101.

Episode 3: Return to Residential Use (1893-1956)

With a return to residential use, the building was expanded several times. A front porch was added, as were several new rooms on the back part of the house, and the second floor was finished. The end of this episode corresponds with the date of the first known photograph of the house, which was taken by GWCA historian Robert P. Fuller in February of 1956. Refer to Episode 3 Drawings.

In February of 1893, the former school building was sold to James B. Robinson. The new owner was familiar with the property. Robinson's father, also James Robinson, had been active with the Neosho school board for many years, and was serving as president at the time.¹²⁰ It is not clear if James B. Robinson lived in the house, or used it as rental property. He was 20 years old and newly married when he bought it, and it may have served as the couple's first home. If they did live there, they moved before they sold it in September, 1900. The June 1900 census entry has them listed on Mill Street, next door to the elder Robinson and his wife. James B. Robinson worked at a planing mill that was managed by his father.¹²¹

James B. Robinson and his wife, Thurse Lillian Robinson, clearly made several improvements to the property; it nearly doubled in value in the seven years they owned it. Construction details, including the use of cut nails in Room 103, indicate that at least part of the large rear addition was added before the turn of the century, likely by the Robinsons. Originally only the north end of the rear addition was enclosed. (Room 103) The south end may have been sheltered by roof but did not originally have walls (See Episode 3 Drawings). The north room, which was probably the kitchen, had a door to the back yard. It is unlikely that an indoor bathroom was added that early, but they may have built a new outhouse in the backyard.¹²²

The presence of wire nails in the flooring system for the second floor and the stairway means it is unlikely that the second floor was improved by the Robinsons. Although wire nails became widely available in the late 1880s, the presence of cut nails in Room 103 and wire nails elsewhere points to different construction periods.¹²³ Assuming they were living there, they would not have needed that extra space. They had only one three-year-old child when they sold the property in 1900 to Mannie and Maria Phelps, who were also white. The Phelps family, which eventually included three children, owned the house for nearly four decades. They bought it from the Robinsons in September of 1900 and Mr. Phelps' estate sold it in 1938. Census records show that they were living there in 1910 and 1920, but had moved by 1930. Mr. Phelps died before 1938, when his estate sold the property.

It was under the ownership of the Phelps family that the house took its current form. Changes in that time period likely included adding the staircase and finishing the second floor, and

¹²⁰ *Goodspeed's History of Newton County*, 157, U. S. Census population schedules, accessed online at ancestry.com. The Robinsons were white.

¹²¹ 1900 U. S. Census population schedules, accessed online at ancestry.com.

¹²² Preliminary archeological investigations were inconclusive on outhouse locations.

¹²³ See Hugh Howard, *How Old is this House?* New York: Farrar, Straus and Giroux, 1989, 55 for a discussion of nail technology.

enclosing the rear addition to include a bathroom and more living space. The only major structural element not in place when they sold it was the small rear addition to the east.

Finishing the second floor may have included the addition of new window openings in the upper gable ends, as these windows do not align with those on the first floor. The Phelps' may also have replaced many of the window sashes. Photos of the house taken in 1956 reveal that the two windows on the front wall had 2/2 sashes but those on the side walls all had four-light sashes. They likely built the front porch as well. The original porch flooring construction materials are unknown. Comparable porch floors in the neighborhood were constructed with either conventional wood framing or concrete slabs. The concrete slab appears to be slightly worn in the 1956 park photo, indicating the concrete slab was most definitely poured prior to 1956 (Figure 31). The rear addition enclosure and front porch addition were definitely completed by 1926, when the house was first mapped by the Sanborn Fire Insurance Company (Figure 32).

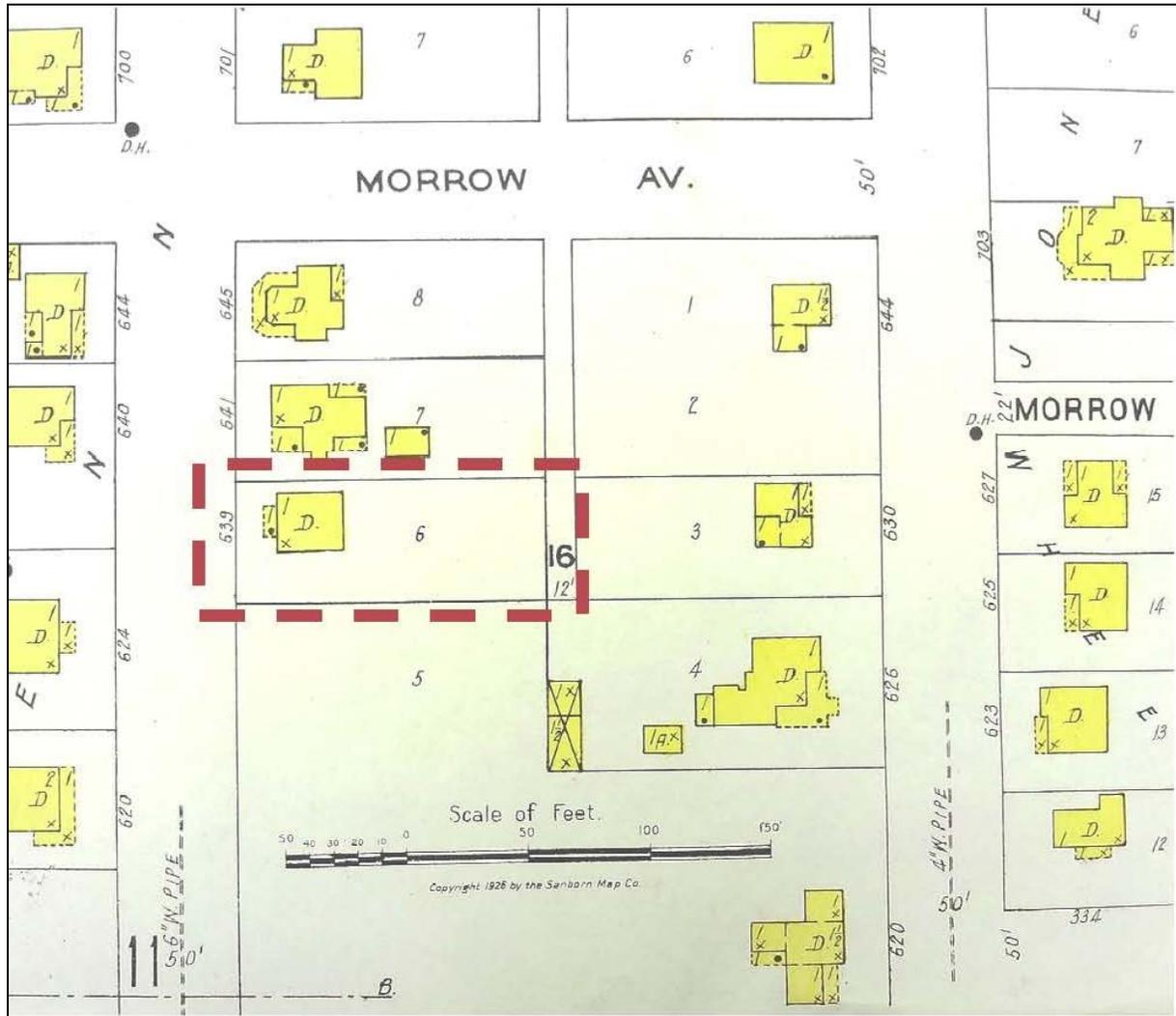


Figure 32. 1926 Sanborn Map. The school property is located at 639 Young Street, within the dashed box. (Sanborn Fire Insurance Company. *Map of Neosho*, 1926. On file at Ellis Library, University of Missouri, Columbia.)

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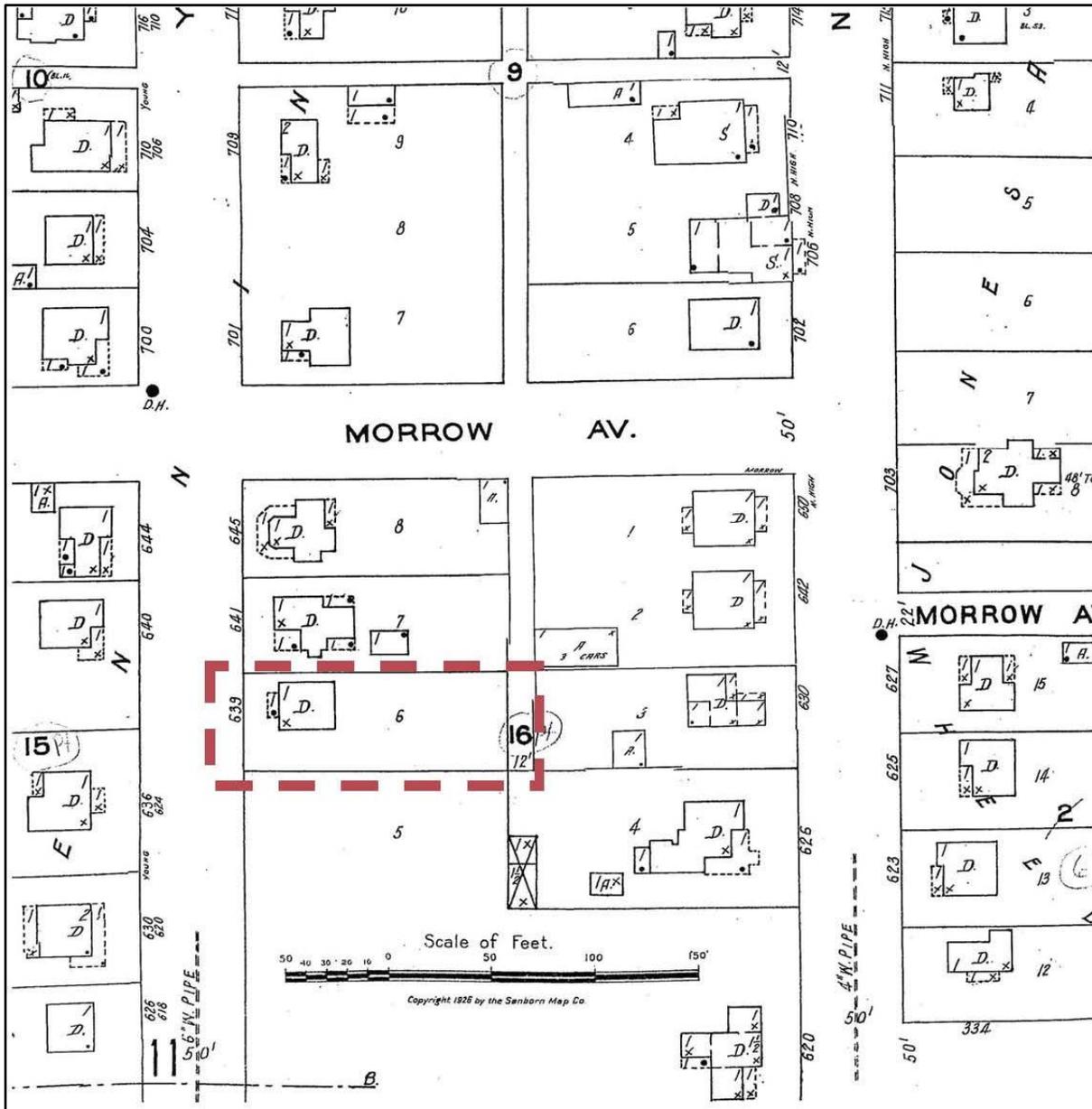


Figure 33. 1947 Sanborn Map. The school property is located at 639 Young Street, within the dashed box. (Sanborn Fire Insurance Company. *Map of Neosho*, 1947. On file at Ellis Library, University of Missouri, Columbia.)

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The house had two short-term owners between 1938 and 1941, and was then purchased by Charles E. Prettyman III. Prettyman was a prominent local attorney who owned it for the next 35 years. The house apparently served as a rental property throughout that time period. Prettyman was already married and living on Jefferson Street when he bought the property and city directories show that he was living at 412 South Jefferson in 1967.¹²⁴

The house was well-maintained by the Prettyman family. The first known photographs of the building, taken by GWCA historian Robert P. Fuller in 1956, show freshly painted weatherboards and a tidy lawn (Figures 34 and 36). The lower window sashes were each covered with wood framed screens, and an early screen door sheltered what may have been the original front door. The door had four simple recessed panels and a simple doorknob with no back plate (Figures 34 and 35).



Figure 34. Photo of the house from the north, taken by GWCA historian Robert P. Fuller in 1956. (GWCA files) This and other photos taken at the same time show a remarkable amount of original fabric still in place, including siding, trim, windows, the central chimney and a front door that matches the one shown in Carver's sketch of his first school. The front porch, rear section, and probably the second floor windows were all added during Episode 3.

¹²⁴ Jobe, *A History of Newton County Missouri as Portrayed in the Courthouse Mural*, 106; Polk's City Directory of Neosho, 1967.



Figure 35. Front Door Details.

Left: Photo taken by GWCA historian Robert P. Fuller in 1956. (GWCA files)

Right: Detail from the Carver and Curtis drawing made ca. 1939. (GWCA files)

Although the sketch by Carver and Curtis shows the front doorknob at the left as one faces the door, the 1950s photos all clearly show it on the right, and it still opens that way today. The current configuration is almost surely original; the discrepancy is likely due to artistic license or simply a faded memory. As the door is hinged now, it swings open against the wall between the original two rooms. If it had opened the other way when the building was a school, the entry would have been partly blocked by the wall, and it would have been difficult to leave the door open for ventilation.

The 1950s photos also give some clues as to how the house was being used. The house had electricity, but may still have been heated with a wood stove. Electrical connections are visible on the west wall, as well as the west end of the north wall, and the original brick chimney was still in place as well. Judging from the presence of wiring for a TV antenna coming from the south front window, Room 101 was serving as the living room. Finally, the inclusion of screens on the second floor windows shows that the upper floor was in use as well.



Figure 36. Photo of the house from the south, taken by GWCA historian Robert P. Fuller in 1956. Note: the front windows in this photo have 2/2 sashes; the cross bar seen in the lower right sash is from the interior venetian blinds. (GWCA files)

Summary of Appearance in 1956, at the end of Episode 3.

See Episode Drawings at the end of this section of the report.

Plan and Shape: Nearly square plan with four or five rooms on the ground floor (Rooms 101,102 in the original front section, and 103, 104 and 105 in the new rear addition.) One room on the second floor. (201) Staircase to second floor, and cupboard for bracketed chimney in 102.

Roof: Side facing gable roof, with asphalt shingles and a small interior brick chimney on the front section, shed roof over the rear rooms.

Exterior Walls: White-painted weatherboards on both sections, with flat trim at the corners and eaves.

Doors and Windows: Four-panel front door, similar back door. Wood windows, with 2/2 sashes on the front wall and 4/4 sashes elsewhere. One window in each upper gable end of the front section.

Interior Finishes: Wood flooring, plaster ceilings and upper walls, wood wainscot on lower walls in Rooms 101 and 102. Original plank wall between Rooms 101 and 102. Wood flooring, and beadboard walls and ceiling in Room 201. Wood and tile flooring, and a mix of plaster and gypboard on walls and ceilings in the rear rooms.

Episode 4: Modern Alterations (1960-2011)

The last half of the 20th century brought numerous updates and remodeling projects. Most of the changes to occur in this period impacted interior and exterior finishes; the only structural change of note involved a small addition to the rear of the house (Refer to Episode 4 Drawings).

The property was owned by Charles Prettyman until 1978. He sold it to Don Turner, who may have been living there for a while by that time. Gilbert C. Turner is listed in the 1976 directory as the owner and resident of the house, but deed records indicate Don Turner only had title to the property for two weeks in 1978.¹²⁵ The house was rented from 1978 to 1982, and then became the home of the Parbst family.¹²⁶ Otto and Francis Parbst bought the property in 1981, and Francis Parbst was still living there in 1988.¹²⁷ The Parbst estate sold the property to the Campbell Trust in 1999, and it again served as rental property until being abandoned to Arvest Bank in 2004.

The wide lap fiberboard siding was likely added when Prettyman owned it. That siding is shown on a photo of the house in the county assessor's file which was taken in the 1980s (Figure 38).¹²⁸ The front porch has also been largely rebuilt since that photo was taken. An information form begun when that photo was taken indicates that the current steel or aluminum siding was added sometime before 1998, possibly while it was owned by the Parbst family. The hole for the air conditioner was cut into the front wall sometime after the second layer of siding was added. The small final rear addition was constructed on what appears to have been a raised concrete porch which was added after 1960 (the last time the property is known to have been mapped by the Sanborn Company). The walls and roof of that final addition were probably added in 1980s (Figure 37).

There were also extensive changes to interior finishes during this episode, as shown by interior photos that were taken in 2004 by NPS Historical Architect Al O'Bright. Most walls and floors had new finishes and the ceiling in Room 101 was furred down and drywalled. The existing framing for the dividing wall may also date to this time period. At some point, almost all of the early window sashes were removed, leaving only mill finish aluminum storm windows in the front part of the house. The kitchen, which was located in Room 105, had cabinets and finishes that were only a few decades old. Although the original brick chimney was removed sometime after 1956, the house still had stove heat in 2004, via a modern gas heating stove located in the south part of Room 101. The stove has since been removed, but the pipe flue for that stove is still in place on the roof, along with some attic roof vents.

In 1979 a granite marker was placed in the front yard to commemorate the property as Carver's first school, and in 2004 the house was donated to the George Washington Carver Birthplace Association (Association) by Arvest Bank. Volunteers with the Association removed truckloads of debris from the interior. GWCA Maintenance Worker Albert Banks and NPS historical architect Al O'Bright removed select modern interior finishes in 2004 to facilitate the inspection

¹²⁵ Polk's City Directory of Neosho, 1967.

¹²⁶ City directories show Gylord Bedickson as a renter in 1979, and Lee Soole in 1982, also renting.

¹²⁷ County Assessor records show Mr. Parbst died April 6, 1986.

¹²⁸ Assessor information Form, on file with GWCA.

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and investigation of the house. The Association has maintained the vacant property since that time.

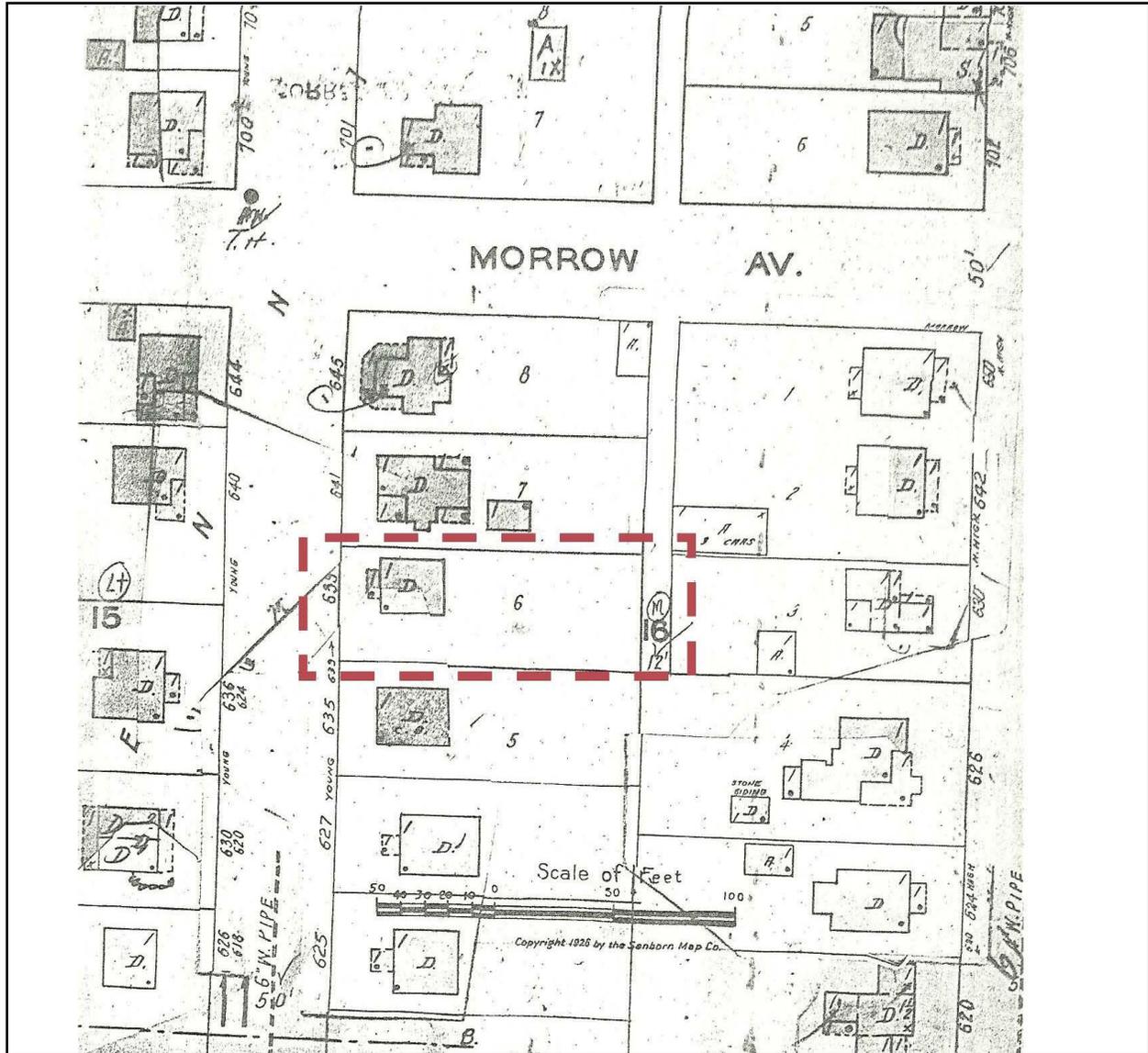


Figure 37. 1960 Sanborn Map. The school property is located at 639 Young Street, within the dashed box. (Sanborn Fire Insurance Company. *Map of Neosho*, 1960. On file at Ellis Library, University of Missouri, Columbia.)

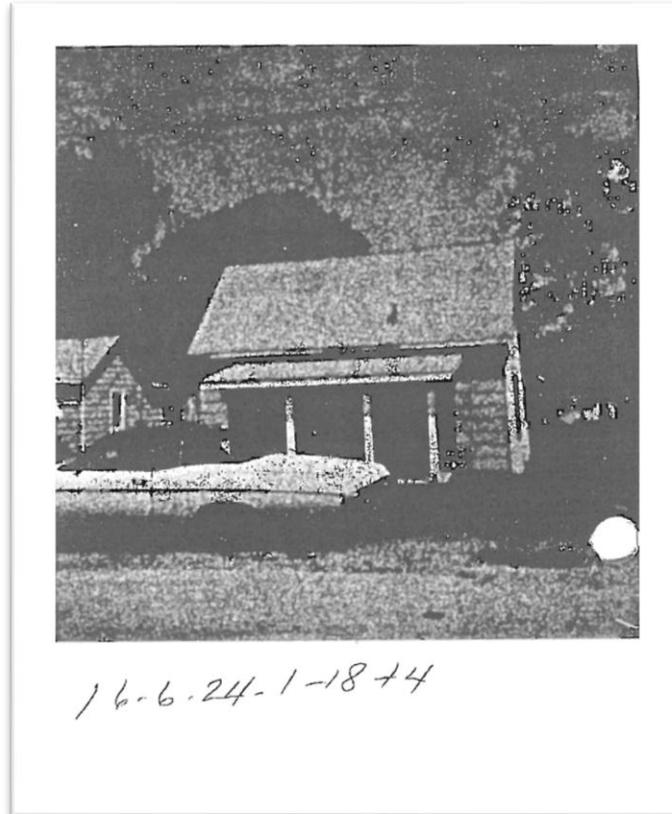


Figure 38. County Assessor photograph from the property file, 1980's, exact date unknown. Note this is the only existing photograph found which shows the wide fiber board siding. (GWCA Files)

Summary of Appearance in 2011, at the end of Episode 4.

See Episode Drawings at the end of this section of the report.

Plan and Shape: Irregular plan with five rooms on the ground floor (Rooms 101,102 in the original front section, and 103, 104 and 105 in the new rear addition.) Room 103 enlarged to fill new rear addition and Room 105 reduced to serve as a closet. One room on the second floor. (Room 201) Staircase to second floor in Room 102.

Roof: Side facing gable roof over the front section. Shed roof over the early rear addition and a second shed roof over a new addition centered in the back wall. Asphalt shingles on all sections.

Exterior Walls: Three new layers of wall coverings on all walls, obscuring all early weatherboards and exterior trim.

Doors and Windows: Modern doors throughout. Almost all original window sashes missing, with newer aluminum storm windows in window openings. Newer 1/1 wood windows in some rear rooms, and one early 4 light sash in Room 104.

Interior Finishes: Wood flooring, plaster ceilings and upper walls, wood wainscot on lower walls in Rooms 101 and 102. Newer stud and gypboard wall between Rooms 101 and 102. Wood floor and beadboard walls and ceiling in Room 201. Wood and tile flooring, and a mix of plaster and gypboard on walls and ceilings in the rear rooms.

Part 1C: Existing Conditions

The site's existing conditions were recorded by the Design Team during a September 2011 site visit and a subsequent visit in October 2011 by Susan Richards Johnson & Associates, Inc. The site was recorded through measured field drawings, photographs, wood species sampling, and visual observation. The existing conditions drawings can be found following this section of the report. A hazardous materials investigation of the existing house was also completed in October 2011 and can be located in the Appendix E of this report.

The house is rich with a significant amount of original architectural fabric, including wood flooring, trim, plaster, framing, siding and stone foundations. Excluding the rear additions and modern siding, it appears approximately 70-80 percent of the original historic fabric of the house remains. The purpose of this section of the report is to discuss the existing conditions of the exterior and interior of the house, as well as to establish the extent of original remaining fabric.

Site Context

The 1872 Neosho Colored School is located at 639 Young Street, in Neosho, Missouri. The house is located north of the downtown area in a late 19th century residential neighborhood. The house is located on the east side of Young Street, with the house facing west, and is three parcels south of Morrow Street. The house sits on a relatively flat lot and is flanked with a wood frame one-story house to the north and a concrete one-story house to the south. Young Street is currently asphalt-paved with no defined curbing. Sidewalks are sporadic along Young Street, with no defined sidewalk or street edges in front of the house. There is no current driveway access that exists to the property. Parking is located on the street directly in front of the house. The house is the only extant structure on the site (Figure 39).



Figure 39. 639 Young Street, looking southeast at property. The two small trees in the front yard have been removed since this photograph was taken. (DS 2011)

Site

The building lot is 50 feet wide by 131.5 feet deep. From older Sanborn maps, it appears there may have been an alley that serviced the rear of the property at one time. Previous outbuilding or outhouse locations are unknown at this time.

The existing house site is relatively flat, though the grade from Young Street drops slightly toward the house. The house sits very low to grade, with little to no stone foundation actually exposed above grade. This slight grade slope from the street to the house results in water ponding in the south crawlspace. The south crawlspace is lower than any other section of the crawlspace, and during the inspection in October 2011, the grade was slightly damp which indicates that water stands in this area and does not drain well. The site continues a low-grade slope down, towards the east of the property. There is a small swale along the north property line in the backyard, as the adjacent property sits at a slightly higher elevation. The entire yard is turf.

A concrete sidewalk connects the street with the front porch. The front porch is a slab on grade, set approximately 4 inches above the sidewalk and is practically level with the interior finish floor. There is no sidewalk to the back door of the house.

A wooden utility pole stands northwest of the house, along the street. Two small tree stumps flank the sidewalk. A granite and brick monument sign dating to 1979 is located in the northwest quadrant of the yard, which states that this is the site of the first school attended by George Washington Carver.

A very large walnut tree stands in the back yard, located just southeast of the rear of the house (Figure 40). The remainder of the back yard is dotted with voluntary walnut saplings, while the back fence is lined with various scrub growth. There are no other significant landscape features or plantings on the site.



Figure 40. Back yard, looking west. (DS 2011)

Exterior

The exterior of the house appears very much like it must have when it was originally constructed in 1870. Modern siding and a 20th century porch have been added, but the overall form of the house and fenestration pattern of the front elevation remain intact. It is very difficult to determine the condition of many of the original exterior materials, as most are covered by either modern siding, trim or modern roofing. These will need to be more closely observed once the modern materials can be removed. Many of the modern materials are in poor condition.

West Wall (Primary Façade)

The one and one-half story frame house faces west with a low stone foundation and a side-facing gable with a steep roof (Figure 41). The entire front wall is clad with modern metal siding. The three-quarter width front porch is centered on the wall. While the current porch is the same size and shape as a porch that was added in the late 19th or early 20th century, it appears to have been largely rebuilt sometime after 1956.¹²⁹ The current porch consists of a raised concrete slab and pressure-treated square wood columns. The roof framing of the porch appears to date to Episode 3, as it is early, and includes exposed wood rafters, notched over the front porch beam, and exposed tongue and groove decking. The decking is either stained or painted a dark brown color. Several replacement boards are present, which have a different finish. The porch roof is covered with asphalt shingles, matching the main house roof.

The front door is centered on the facade and is flanked by two matching window openings. This central doorway location is early or original, though it may have been widened and the height increased, slightly in a later episode. The front door is a modern wood replacement door and is protected with a narrower aluminum storm door. The windows were once wood double-hung, but have been removed and two sets of modern aluminum storm windows are infilled in the openings (one interior installation and one exterior installation). A small portion of the original wood trim and window frames can be observed at the edges of the storm windows. At the south end of the wall, an opening suggests a through-wall air conditioning unit was once installed in this location. The opening has been boarded over on the inside of the house. Through this hole, a cross section of the layers of exterior siding can be observed (Figure 43). The existing metal siding covers a thin layer of rigid insulation, a previous installation of wide fiber board siding and the original wood pine siding. From this opening, the historic pine siding can be measured to vary in exposure between 4.25" and 4.75".

The steeply-pitched roof is covered in medium-brown asphalt shingles. A slight hump is visible in the roofing where the original chimney was removed. The roof is pierced with a galvanized roof vent, which is not connected to anything in the interior of the house. The only original exterior wood trim visible on this side of the house is the soffit. In Figure 42 below, the original soffit board and fascia board, as well as the rake boards, can be seen from below. The fascia has been clad with a newer fascia board. It is likely that all of this wood trim is in poor condition. The condition of the trim can be more easily inspected once the roof is rehabilitated and the modern materials are removed. The stone foundation is only visible in a few areas near the corners of the house, as the siding is very low along the wall and is almost in contact with the grade. Where the foundation is visible, the stones are dislodged from their original configuration and many are missing. There are no gutters or downspouts on either the main roof or the porch, nor does there appear to be evidence of previous gutter or downspout installations.

¹²⁹ Photos of the house taken in 1956 by park historian Robert Fuller show a slightly different porch. (See Building Chronology and Episodes).



Figure 41. Exterior west wall – primary entrance. (SRJA 2011)

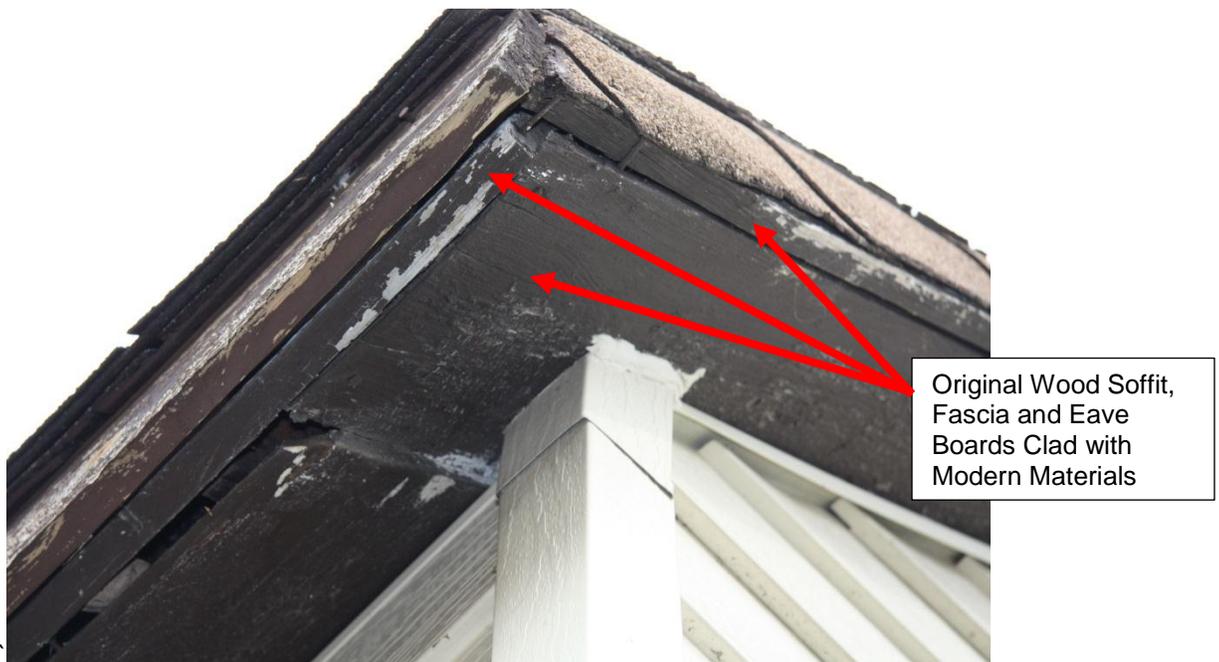


Figure 42. Southwest corner of the house, showing the original soffit boards, fascia, and rake boards, which are clad with a modern fascia and roofing materials. (SRJA 2011)

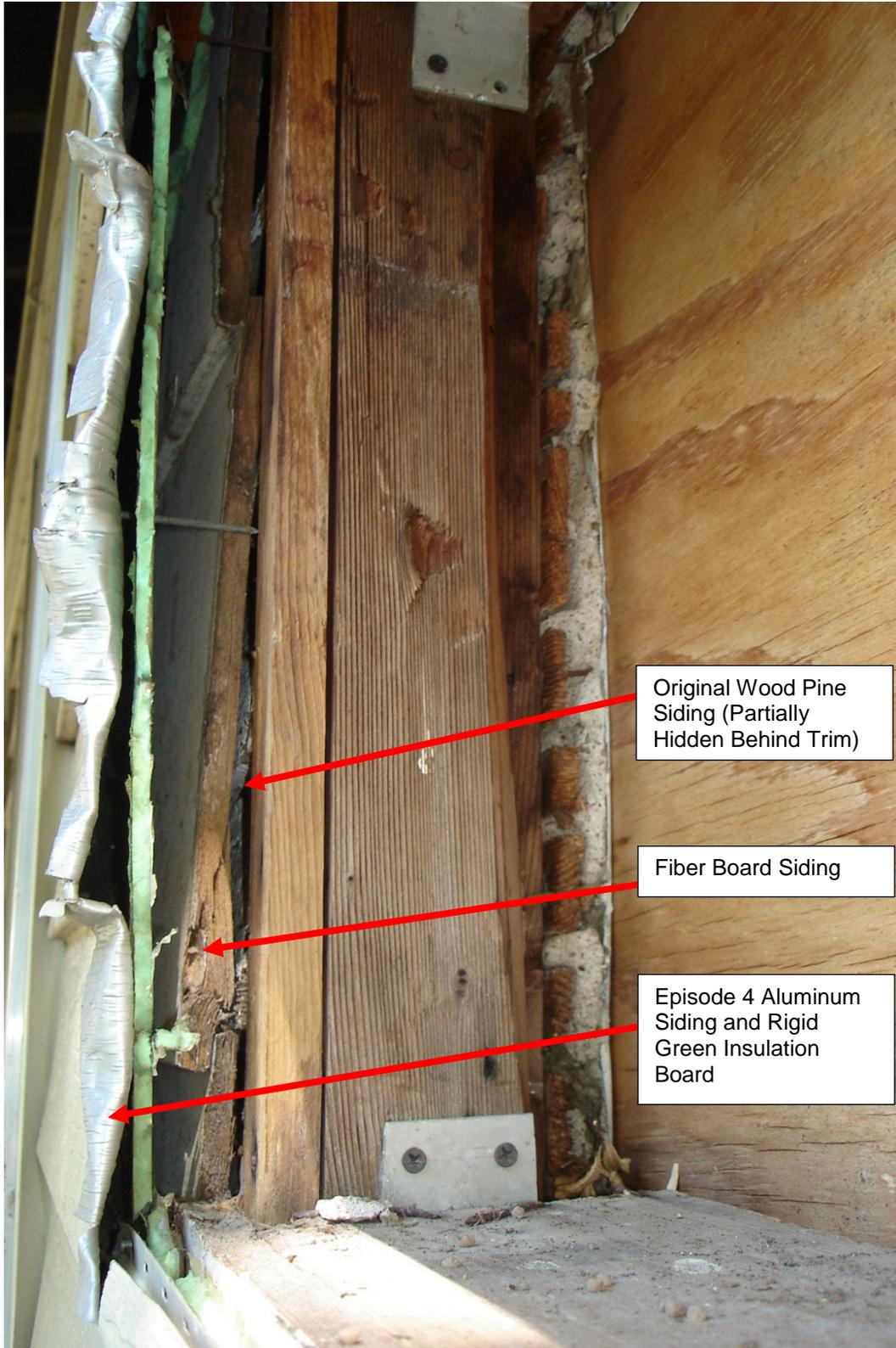


Figure 43. West exterior wall, modern opening for through-wall air conditioning unit, allows observation of layers of siding materials. (DS 2011)

North Wall

The north exterior wall of the house is comprised of the gable end of the original structure and the sides of the one-story rear additions (Figure 44). The entire wall is clad with either metal or vinyl siding. Original wood trim is visible around the edges of the storm windows. The first floor Window 103 is in the original location, though it may have been slightly altered vertically within the wall. This is discussed further in the Room 102 description. This window is slightly off center from the gable above. The second floor Window 201 was installed during the Episode 3 remodeling and is centered on the gable above. Both windows were wood double-hung windows at one time, but have been removed and replaced with aluminum storm windows. The fact that the first and second floor windows do not align with one another, suggests they were not installed at the same time.

An aluminum louvered vent is visible at the very top of the gable. The wood soffit is painted brown, and is likely original material. The rake is covered with asphalt shingles. A wood double-hung 1/1 window covered with an aluminum storm window is located near the east side of the one-story addition. It is unknown if the original siding is still under the metal siding of the one-story addition from Episode 3. The addition is roofed with a low-slope, asphalt shingle roof, which attaches to the original house under the rear soffit.

The stone foundation is not visible on this side of the house, as the siding is in contact with the grade. Electrical, cable and telephone utility connections are mounted on the west section of the north wall. Overhead utility lines connect at this location, just above the second floor level. All utilities are currently disconnected from service.

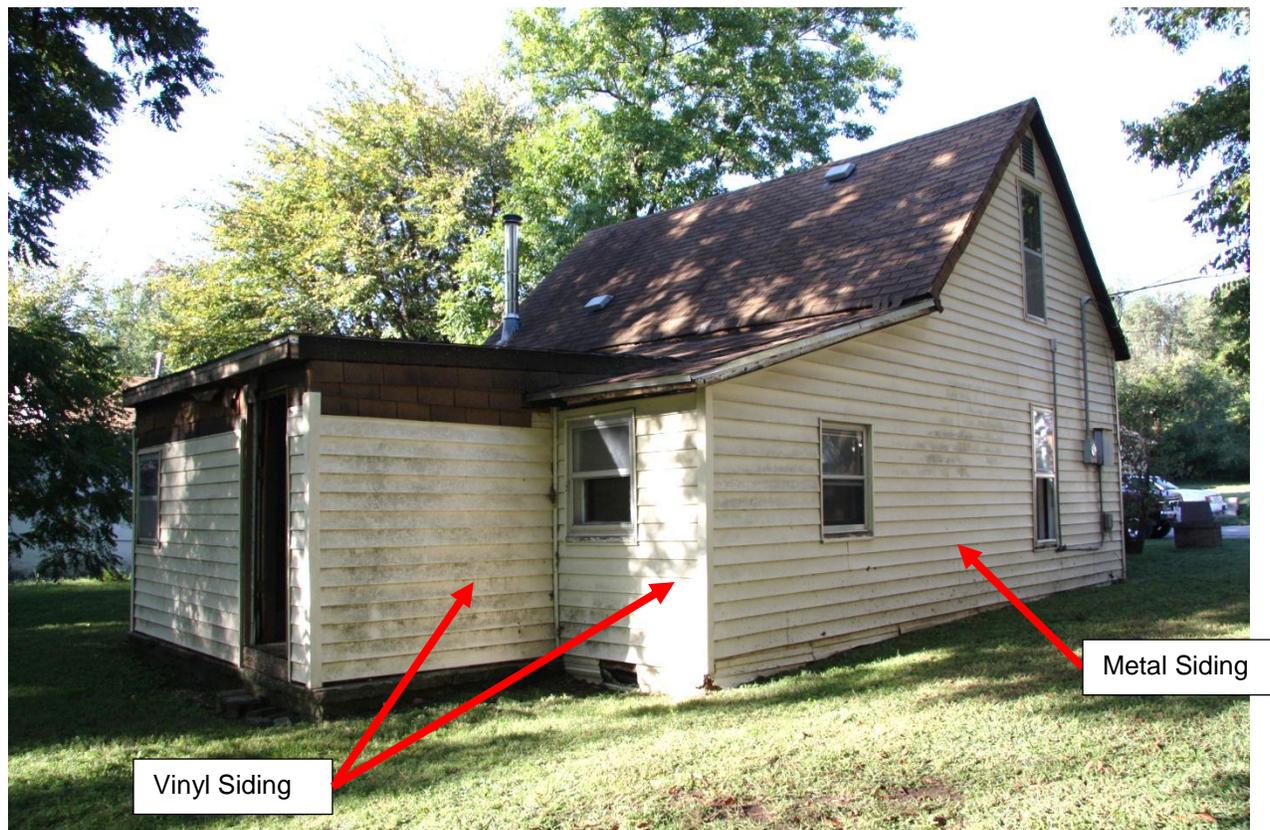


Figure 44. East and north exterior walls, looking southwest. (SRJA 2011)

East Wall

The east exterior elevation is comprised of building elements from all three episodes of construction (Figures 45 and 46). In the background, the original steep pitch roof with asphalt shingles is visible. Several roof vents can be seen, as well as a modern stove pipe. The one-story shed roof of the Episode 3 addition can be seen spanning the entire length of the rear of the house. The Episode 4 shed roof addition is constructed over the raised concrete slab and is centered on the building. The additions have low-slope roofs, covered with asphalt shingles. A double-hung wood window covered with an aluminum exterior storm window is installed in the north end of the wall, dating from Episode 3. In the Episode 4 addition a modern door and small window opening are seen at either end. The door is in poor condition and there is no threshold to protect the door opening from weather. A small wood casement window is installed in the south portion of the Episode 3 addition, though it is boarded over from the interior. The exterior walls are clad in vinyl siding. Only a portion of the stone foundation is visible in the north section of the east elevation and is in deteriorated condition. The concrete foundation under the Episode 4 addition is visible above grade. The roof and trim on both of the additions are in very poor overall condition.



Figure 45. East exterior wall. (SRJA 2011)



Figure 46. South and east exterior walls. (SRJA 2011)

South Wall

The south wall of the house is comprised of the original gabled structure on the west side, and the one-story additions with shed roofs dating from Episodes 3 and 4 on the east side (Figure 47). First floor Window 100 is almost centered on the gable, while a second floor Window 200 is centered on the gable. Both windows were wood double-hung windows at one time, but have been removed and replaced with aluminum storm windows. Wood trim is visible around the edges of the storm windows and may be original. The Window 100 opening is in its original construction location. The second floor window was installed during the Episode 3 remodeling. The entire south wall is clad in aluminum siding, installed over a fiber board siding, which is installed over the original wood pine siding. The original siding for the one-story addition from Episode 3 is a vertical board siding which is visible from the interior. An aluminum louvered vent is visible at the very top of the gable. A small aluminum louvered vent is located in the one-story addition, near the roof line. The wood soffit is painted brown, and is likely original material. The rake is covered with asphalt shingles. A wood double-hung window opening is located near the east side of the one-story addition and has been infilled with an aluminum storm window. The addition is roofed with a low-slope, asphalt shingle roof, which connects to the original structure under the eaves. The stone foundation cannot be seen on this side of the house, as it is covered with vinyl siding. The gas utility connection is roughly centered on the original portion of the house and enters directly into Room 101 through the exterior wall. The south portion of the crawlspace was accessed through removal of a small piece of siding and some earth in a depressed area adjacent to the gas service.



Figure 47. South exterior wall. (SRJA 2011)

Character Defining Features of the Exterior

- Roof pitch and all structural systems of the original building.
- Early wood siding and associated roof, soffit, fascia and window trim still in place beneath the modern siding of the original building.
- All first floor door and window openings of the original building.
- Dry-stacked stone foundation of the original building.

Note, that the rear one-story additions and front porch were added outside the period of significance of 1872-1891 and are therefore not included in the character defining features.

Interior

The original portion of the house has two rooms on the ground floor and rests on a shallow dry-stacked foundation and shallow dirt-floor crawlspace. The construction of this area is discussed in the structural portion of this report. The dry-stacked limestone foundation is in overall poor condition. The crawlspace is essentially divided, through the existing dirt floor grading, into a very shallow (inaccessible) north crawlspace under Room 102 and a deeper crawlspace under Room 101. The south crawlspace is accessed through removal of siding and some earth removal from the center of the south exterior foundation wall. This south crawlspace is the lowest point on the site and retains a large amount of water during rains.

The existing conditions of the interior will be presented in two sections; Rooms 101 and 102, which comprise the form of the original house, and then the remainder of the house.

The house is entered through Room 101, with Room 102 directly to the north. These two rooms are what are believed to be the original configuration of the historic school building. The second finished floor is not original to the building's construction and was added after the school closed, as were a series of additions to the east side of the house.

Room 101

This room appears to have most recently served as a living room, though it is also believed to be the original school room, during Episode 2 (Figures 48-52). The room is surrounded on the east, south, and west walls with a significant amount of original historic fabric. The north wall is a modern frame wall with gypsum board, and appears to date to the 1980s. The three original walls are clad with original horizontal wood tongue and groove wainscoting, which is approximately 37 inches in height, six boards high, and is topped with a simple chair rail cap. A large portion of the chair rail cap is broken or missing, though parts of the original cap can be found in the adjacent Room 102 stair. The wainscoting is pierced with outlets and a gas pipe in multiple locations. The wall above the chair rail is lath and plaster and is covered with several layers of paint and wallpaper. The lath and plaster appear to be original. Most of the window and door trim along the three outer walls in Room 101 appears to be mostly original. Without further investigation and removal of materials, it is difficult to determine for certain, whether the front Door 101/1 trim is original, or is a later installation. Curiously, the back Door 101/2 frame appears to be original, but is much narrower than the existing front door. All trim is coated with many layers of paint, which is in poor condition.

The front door is located in the west wall of Room 101. There is also an original window opening. As is typical throughout the house, the wood window sash are missing and the original frame is infilled with an aluminum storm window. In the wall just south of the window, a section of wall has been cut out where a through-wall window unit appears to have once been installed. The resultant hole in the wall has been boarded over. An original window opening is located in the south wall. It is curious to note that this Window 100 is not quite centered in the room, and is therefore, not centered on the exterior gable. The east wall has only an original Door 101/2, near the north end of the wall, which leads into the east building addition.



Figure 48. West wall of Room 101, looking west. (SRJA 2011)



Figure 49. South wall of Room 101, looking south. (SRJA 2011)



Figure 50. East wall, Room 101, looking east. (SRJA 2011)



Figure 51. North (modern) wall, Room 101, looking north. (SRJA 2011)

The lowered ceiling in Room 101 is constructed of a modern 2x4 framing system and is partially covered with gypsum board. This lowered ceiling system was installed over the historic lath and plaster ceiling. Though a majority of the historic plaster ceiling is currently covered with the modern materials, areas are visible that are covered with floral wallpaper. The plaster also shows evidence of cracking, which is likely why the ceiling was papered (Figure 52).



Figure 52. Detail of modern framing at ceiling in Room 101 with papered plaster ceiling visible above. (SRJA 2011)

Room 102

Room 102 most recently appears to have been used as a bedroom. The original west, north and east walls are clad with horizontal wood tongue and groove wainscoting and chair rail, as seen in Room 101. The wall above the chair rail is lath and plaster, appears to be original and is covered with several layers of paint and wallpaper. The ceiling is also lath and plaster, and has been covered with a layer of gypsum board. A portion of the gypsum covering has been removed to expose the ceiling where floral wallpaper can be seen, consistent with the wallpaper located on the Room 101 ceiling. The south wall is the modern partition wall (Figure 84).

An original window opening with trim is located in the west wall (Figure 53). A window opening located in the north wall appears to be an original location, but is currently covered with plywood and cannot be inspected (Figure 53). A portion of the wall studs above the window opening can be seen, and it appears they do not come into contact with the wood window frame members below (Figure 55). There does not appear to be a lintel spanning the opening, though this may also be consistent with the framing utilized in this house. Alterations have been made to this opening at some point, but further investigation would be warranted once the exterior modern siding is removed and the interior finishes can be removed.



Figure 53. West and north walls, Room 102, looking northwest. (SRJA 2011)



Figure 54. East and south walls, Room 102, looking southeast. (SRJA 2011)



Figure 55. Detail head of Window 103, covered with plywood, Room 102, looking north. (SRJA 2011)

A small winding wood staircase is located in the northeast corner of the room, which leads to the second floor (Figure 56). This stair is constructed with wire nails, indicating it was likely constructed after the school had left the building, sometime during Episode 3 when the attic was renovated. The stair wall is a vertical tongue and groove construction, which at one time appears to have enclosed a small closet under the stairs. The boards have been cut off to match the slope of the stair stringer and are clad with layers of wallpaper and wood paneling. The underside of the stairs are papered with old Joplin Globe newspapers, some of which date to 1948 (Figure 57). Curiously, a portion of the tongue and groove wood flooring under the stairs does not appear to match the remainder of the flooring in Room 102. Perhaps a section of flooring was replaced in this room when the stair was built.



Figure 56. Stair, northeast corner Room 102, looking north. (SRJA 2011)



Figure 57. Detail newspapers under stairs, Room 102. (SRJA 2011)

Closet Door 105/1 is located in the east wall, adjacent to the stair (Figure 54). This door opening is not original to the construction of the house. The wainscoting has been cut to fit the door opening. The original wall stud was cut just above the door opening and moved to create a nailer at the south side of the door for trim installation. Door trim and a threshold were added to this opening. There is a step down of approximately four inches through this door into the east addition. Currently, this door leads to a modern closet which is discussed below. This door opening appears to have been constructed during Episode 3, when the east addition was added to the house. This likely led to the kitchen.

There is one layer of wide-plank, wood, tongue and groove flooring in Room 102, which is laid continuous with the bottom layer of wood flooring in Room 101. This indicates the wood floors were laid at the same time, prior to the partition wall being constructed. The wood flooring is likely long-leaf northern yellow pine and is worn, with no visible finish present. A crawlspace access was cut through the floor along the north wall by a previous investigation team (Figure 58). This opening allows for the only access to the north crawlspace. A wood baseboard and shoe molding is installed in Room 102, which is likely an Episode 3 installation, as there is no indication of a baseboard being installed in Room 101.



Figure 58. Opening in floor along north wall, Room 102, looking east. (SRJA 2011)

A few additional interesting details in Rooms 101 and 102 remain from the house's original construction.

Wainscoting

The horizontal wood wainscoting is original to the house's construction (Figures 59 and 60). The boards are tongue and groove, all the same width, with the exception of a smaller bottom board. They are stacked six high and are topped with a simple chair rail. The wainscoting between Rooms 101 and 102 is installed continuously between the two spaces, with no joints at the partition wall. The boards are fastened with cut nails and are the only finish ever applied to the wall studs indicating that they are indeed original to the construction of the house. The wood species was not tested, though it is likely long-leaf northern yellow pine which is prevalent throughout the building. The wainscoting was likely left unfinished, as indicated in Figure 63, though it has received several coats of paint through the years. The exterior of the house also appears to have been originally unfinished. This type of wood wainscoting is an unusual treatment for a residence for the 1870s, though it is a typical treatment for walls in schools during this period. At some point, the projecting face of the wainscoting chair rail was chopped off flush with the wall surface (Figure 60), most likely to install paneling. Only a small section of the original chair rail remains at the stair to the second floor.



Figure 59. Wood wainscoting in Room 101, looking east. (SRJA 2011)



Figure 60. Detail wood wainscoting in Room 101. Note the cut finish nail which was used to fasten the chair rail to the wainscot. The chair rail face has been chopped off throughout the room. (DS 2011)

Original Partition Wall Location

The modern 2x4 frame and gypsum board wall between the rooms was likely constructed in the 1980s (Figure 61). This wall is set directly atop a shadow in the original wood floor, which is the width of a 1" thick board, indicating that there was possibly a board partition wall in this location in the past. Nail holes adjacent to the shadow, also indicate that the wall was likely toe-nailed into the wood floor boards. During the September field investigation site visit, this shadow in the floor was discovered. A portion of the modern wall framing and gypsum board was carefully removed from the east and west portions of the wall to expose the original east and west walls (Figures 62-64). Once removed, the lath and plaster walls behind, indeed, indicate a tongue and groove, vertical board partition wall was installed in this location. The impression of a groove in the unfinished plaster remains along both walls and in a section of the ceiling, directly in line with the shadow on the floor (Figures 63-65, 68). Because the small strip of plaster at these locations is unfinished, it signifies that the plaster has always been covered with some type of wall system, whether it be a board wall or the contemporary modern frame wall. First floor framing that aligns with the partition wall and bracketed chimney is described below. Figure 65 also identifies a shadow found on the floor, which may have been from a previous shoe molding installation at the joint between the wainscoting and the wood floor.

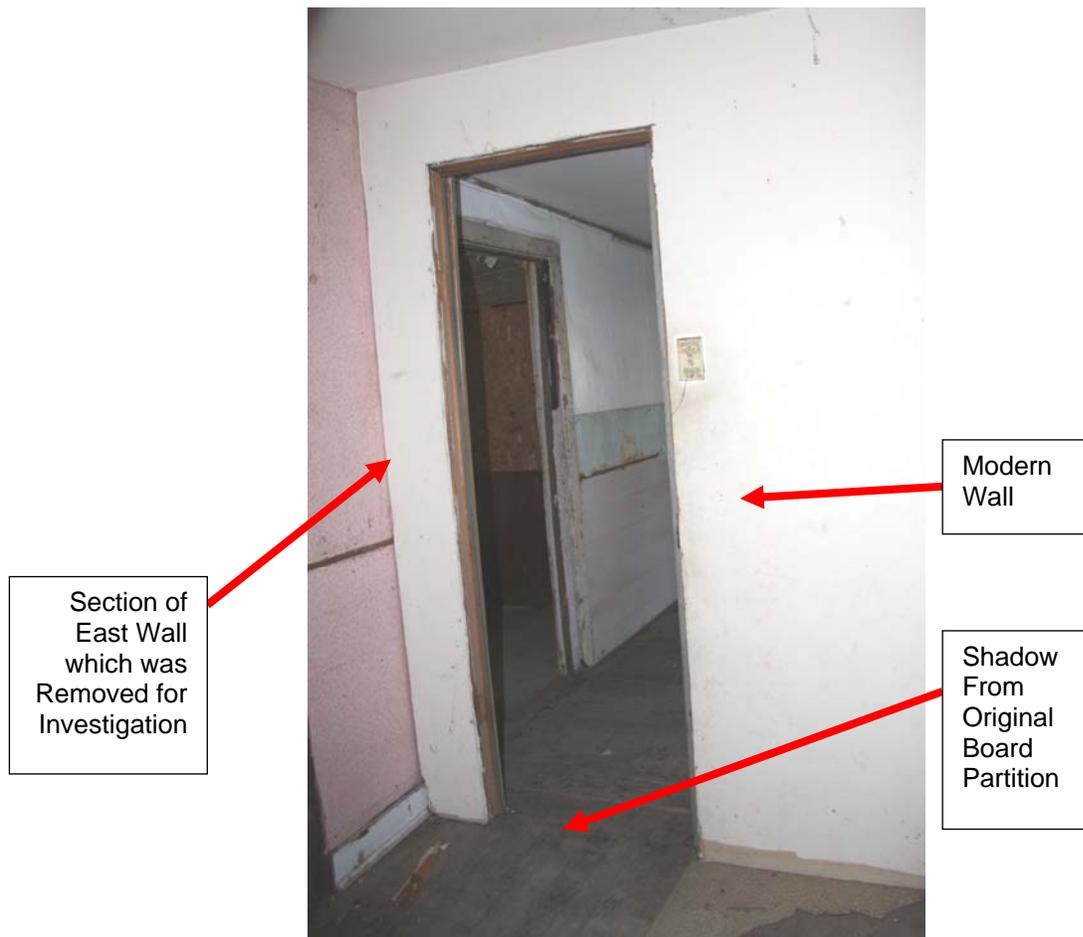


Figure 61. Modern wall between Room 102 and Room 101, shadow in wood floor of original wood board partition location. (SRJA 2011)



Figure 62. Section of demolished partition wall between Rooms 101 and 102, Right hand arrow points to location of original wood board partition on east wall. (SRJA 2011)

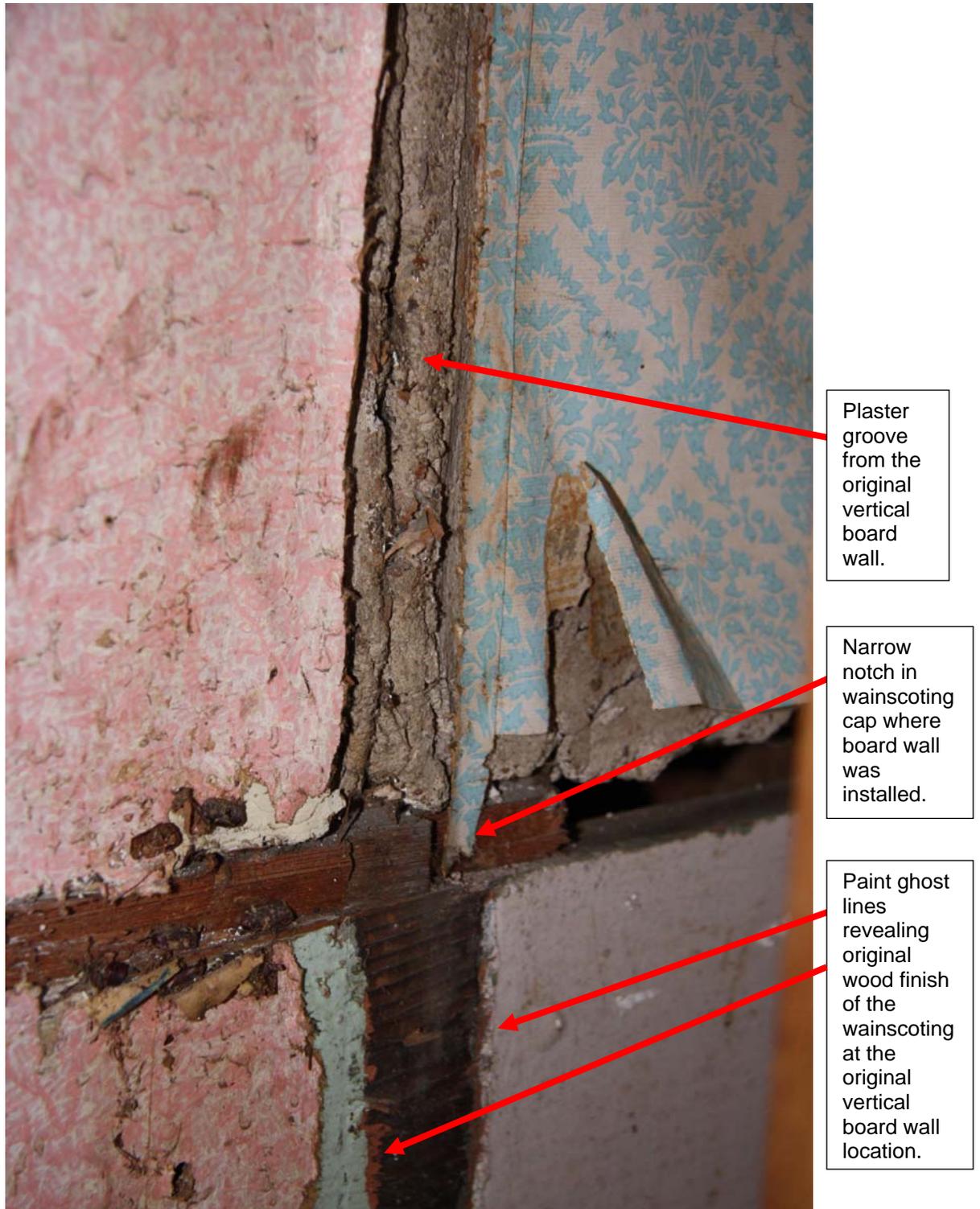


Figure 63. Detail of east wall at the original board partition wall location, indicating impression of old board groove in the unfinished plaster. Note that paint also stops at the board partition wall location. (SRJA 2011)



Figure 64. Section of demolished partition wall between Rooms 101 and 102, Left hand arrow points to location of original wood board partition on west wall. (SRJA 2011)



Figure 65. Detail at east wall, shadow in floor where later base was installed, along with gap between floor and wainscot, may indicate there was originally a shoe molding installed at this joint. (SRJA 2011)

Interior Chimney

Though there is no extant chimney, historic photos, as well as Carver's own sketch of the house, indicate there was a small brick interior chimney in the house. The evidence for this chimney remains in Room 102, as well as above in the attic and the roof framing (Figure 66). In the floor of Room 102, adjacent to the existing modern partition wall, are two pockets through the wood floor where the original framing members for an interior bracketed chimney was likely anchored. Just below the floor, the original floor joists can be seen flanking the pockets, along with headers adjacent to each pocket. The chimney supports likely attached directly to the headers, which spanned between the floor joists. A remnant of the support can still be seen attached to one of the headers. The existing floor joist just south of the floor pockets, is unusual, in that there is another identical joist only inches south of this joist. This is likely due to the need for an additional chimney support, so that the joists under the original board partition wall adjacent to the chimney were essentially doubled to carry the additional load. These joists and headers appear to be original and are fastened through the use of cut nails.

The lath and plaster ceiling in Room 102 has been infilled where the chimney once pierced through the second floor and then through the roof (Figures 67 and 68). The second floor wood flooring has been infilled, as well as the beaded board ceiling. Evidence of the original hole through the roof is present not only on the interior of the roof, but also the exterior of the house, due to the bow in the roof where the chimney was once located, as the roof framing and sheathing were never properly infilled. The section where the chimney was removed is only roofed over with tar paper and asphalt shingles.

The chimney was two bricks deep by one and a half bricks, based on the measurements of the infilled openings as well as from the 1950s photographs of the house. An old brick was found in the attic and its surface was heavily coated with creosote, strongly suggesting it came from an unlined chimney. This brick was measured to be 2.5" by 4" by 8.5" which should give a good idea of the chimney width and depth. Many bricks can also currently be found in the crawlspace that have been utilized to shore up the first floor. These bricks may be from the original chimney that was demolished, though it would be very difficult to prove.

The chimney location, on the north side of the original board partition wall, also indicates that the board wall was likely extant during the school occupation of the house, as it would have been unusual to have a bracketed chimney in the center of the room. A bracketed chimney is one constructed of a wood frame base and a brick upper portion, which was used to service a stove flue pipe. By constructing the base of the chimney of wood, much of the weight associated with a full brick chimney is alleviated, as well as the need for a chimney foundation. Many variations of bracketed chimneys exist. It is likely that the chimney here had a frame base, which extended approximately two thirds of the way up the wall before transitioning to brick. Sometimes the space between the wood framing is infilled with shelving or a cabinet with a door. An example of a similar bracketed chimney is found in Figures 69 and 70.



Figure 66. Floor detail of chimney framing openings, Room 102, looking south. (SRJA 2011)



Figure 67. Ceiling detail at original infilled chimney, Room 102.
See following Figure for detail. (SRJA 2011)



Figure 68. Ceiling detail at chimney infill in Room 102, adjacent to the modern partition wall.
The arrow is pointing at an impression in the plaster where the original board wall
was in contact with the ceiling. (SRJA 2011)



Figure 69. Interior of classroom, School House, South Pass Avenue near Jefferson Street, South Pass City, Fremont, WY, Historic American Buildings Survey, WYO, 7-SOPAC, 19-6, October 1974.



Figure 70. Chimney Detail, School House, South Pass Avenue near Jefferson Street, South Pass City, Fremont, WY, Historic American Buildings Survey, WYO, 7-SOPAC, 19-7, October 1974

The following existing conditions are discussed which include rooms which are either added in Episode 3 (including the second floor remodeling) or are from Episode 4. This construction is considered to be outside of the period of significance for this report, as this work occurred after the school board sold the house and it was converted back into a residence.

Closet 105

Closet 105 is accessed through Room 102 (Figures 71 and 72). There is a step down into the closet of approximately four inches. This closet was likely constructed in the 1980s by building the modern east and south frame walls and carving this space out of the larger adjacent Room 103. The modern east and south frame walls are clad in contemporary wood paneling, while the north wall is lath and plaster. The west wall, which is an original exterior wall of the house, is also covered in lath and plaster. Both the west and north walls have a wood baseboard. The ceiling is also lath and plaster. The flooring in this closet is a wood tongue and groove and is continuous under the modern closet walls, into the adjacent Room 103. All of the lath and plaster surfaces and the wood baseboard date to the Episode 3 addition. Refer to the Chronology Drawings for a diagram of this space.



Figure 71. West and north walls, Closet 105, looking northwest. (SRJA 2011)



Figure 72. North and east walls, Closet 105, looking northeast. (SRJA 2011)

Room 103

Room 103 appears to have most recently served as the kitchen for the house (Figures 73 - 80). This area was constructed in several phases during Episode 3, over a dry-stacked stone foundation with a shallow crawlspace (Figure 73 and 74) with the floor level approximately four inches lower than the original portion of the house. A kitchen addition was built in the northern portion of the existing space (Refer to the Chronology Drawings in this report), which was accessed from Room 102. At that time, an exterior porch was also constructed, which was accessed from Room 101 through an original door opening. During the field investigation site visit in September 2011, the team removed sections of the modern particle board flooring and uncovered historic floor framing from Episode 3 (Figure 74). The floor framing indicates that the kitchen also likely had a door to the exterior, as evidenced by the recessed section in the outer rim board for the east wall. Evidence of what would have been the south wall of the kitchen can be seen in the existing west wall of Room 103, where it attached to the exterior wall of the original structure (Figure 81). The framing under the existing floor also suggests this is where the exterior wall was located. The porch likely extended from this south kitchen wall the remaining length of the house, as evidenced in the roof framing observed through the ceiling access in this space.



Figure 73. Crawlspace under north section of Room 103, looking west. (SRJA 2011)



Recessed
Section of
Rim Joist
for Door
Threshold

Framing for South
Kitchen Wall

Floor Built Over
Concrete Porch Slab

Figure 74. The arrows are pointing to a section of removed floor in Room 103, exposing Episode 3 floor framing. The arrows are pointing to a recessed area in the original rim joist that is notched, likely to receive a threshold for an exterior door. The area in the right hand side of the photograph is framed over the old concrete porch dating to Episode 4. (SRJA 2011)

The entire kitchen and porch addition appear to have been framed at the same time. They both had a flat ceiling for a majority of the space, with a break in the east portion of the ceiling, as the eaves came down (Figures 75 and 76). This framing can still be seen, and is cut at the Room 103 south kitchen wall (Figure 78). The rear porch was in-filled at some point, to create a small Bathroom 104 in the southern portion of the porch, with primitive board walls instead of a more formal lath and plaster finish.

The eastern-most portion of the addition is constructed over a raised concrete slab and is much newer construction than the surrounding construction (Figure 77). This area was likely an exterior concrete porch built during Episode 4 and then over-built to expand Room 103 into a larger space. At this time, the Episode 3 porch roof framing over Room 103 was cut and re-framed to create a flat ceiling between the kitchen and the addition.

Currently, there are a variety of finishes in Room 103 and the space is in a deteriorated, uninhabitable condition. Only remnants of piping exist where the kitchen once was located along the south wall. Wall finishes vary from lath and plaster (Episode 3), particle board (Episode 4), gypsum board (Episode 4), a remnant of wood paneling (dating to Episode 4), and exposed historic wood siding (original to the exterior of the main house, Figure 80). Flooring in this space is composed of several layers of materials, and is inconsistent throughout the space. There is some old tongue and groove wood flooring in the Episode 3 kitchen area, several layers of linoleum, a layer of carpeting, and some particle board. The ceiling in this room is a combination of covered lath and plaster (Episode 3), particle board (Episode 4) and portions of exposed porch tongue and groove board ceiling (Episode 3).

The north wall of Room 103 is partially obscured by Closet 105 (Figures 75 and 76). The remainder of this wall is historic lath and plaster and a wood double-hung Window 104 with trim, all dating to Episode 3. The east wall of Room 103 has a small section of deteriorated historic lath and plaster and the remains of a wood double-hung Window 105, all dating to Episode 3. The remainder of the east wall is the Episode 4 addition over the concrete porch. This addition consists of modern framing and particle board construction, with a modern door to the back yard and a window opening which is in-filled with an aluminum storm window. The south wall is constructed of painted particle board and wood paneling over modern 2x4 framing. Door 104/1 in the south wall leads to the Bathroom 104. The west wall is a combination of materials, including modern wood paneling, historic pine exterior siding, lath and plaster (Episode 3) and the framing for Closet 105. The Door 101/2 cased opening in the west wall is the original back door with original trim.



Figure 75. Room 103 west and north walls, looking northwest. (SRJA 2011)



Figure 76. Room 103 north and east walls, looking northeast. (SRJA 2011)



Figure 77. Room 103 east wall, looking east. (SRJA 2011)



Figure 78. Room 103 south wall, looking south. (SRJA 2011)



Figure 79. Room 103 south and west walls, looking southwest. (SRJA 2011)



Figure 80. Room 103 west wall, wood paneling over original exterior siding and original Door 101/2 trim. (SRJA 2011)



Figure 81. Room 103 west wall detail with porch board ceiling and kitchen south wall stud and lath and plaster walls. (SRJA 2011)

An access hole was made in the ceiling of Room 103 by removing a piece of particle board, in order to observe the framing above the ceiling. Here, it was observed that this entire addition was constructed by framing directly to the exterior siding of the main house east wall. There are a few holes through the siding, where the main house wall studs can be seen. The sloped roof rafters appear to all be of the same vintage, which would date the entire length of this addition to Episode 3, as stated earlier (Figures 81-83).



Figure 82. Ceiling and roof framing over Room 103, looking north. Note the original exterior siding in the left side of the photograph, as well as the original soffit board. (SRJA 2011)

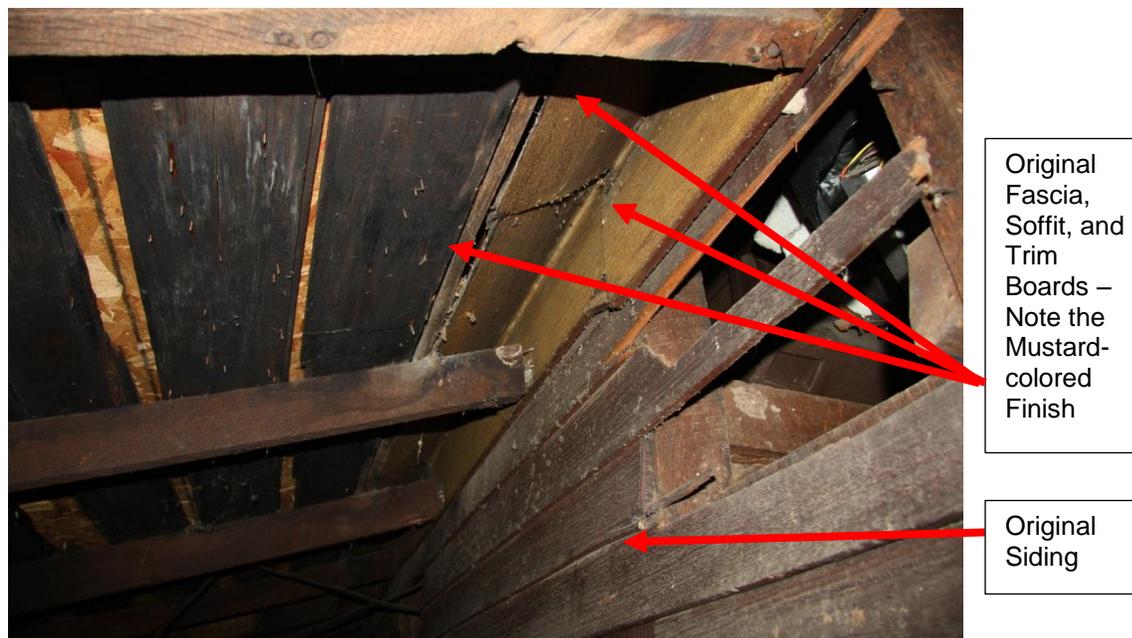


Figure 83. Ceiling and roof framing over Room 103, looking south. Note the original exterior siding in the right side of the photograph, as well as the original fascia, soffit, and trim boards. (SRJA 2011)

Bathroom 104

Bathroom 104 appears to be in a state of advanced deterioration, with many layers of historic and more modern materials exposed (Figures 84-88). The room is accessed from Room 103. The floor framing system has deteriorated and is no longer present, so upon entering this space, one is essentially walking in the dirt of the crawlspace. The flooring was missing even during the 2004 site survey. The floor area is littered with modern and historic framing materials, broken PVC piping, and an old sanitary connection. This room was constructed, along with the main portion of Room 103, during Episode 3, most likely as an exterior porch. This section appears to have been in-filled early, likely for use as a bathroom for the house. Portions of the old vertical board siding can be seen along the south bathroom wall. The stud framing for this wall is nominal 2x4's that are turned flat to create a very thin wall system (Figure 84). These studs appear to be a combination of older, rough sawn wood as well as newer, smooth wood. The south wall is a combination of this scabbed framing and is partially covered with moldy gypsum board. A modern window opening is located in the east side of the south wall with a storm window installed in the opening, while an older framed opening is boarded over in the west side of the wall.

It is difficult to determine what type of foundation the exterior walls are resting on, as the grade in this room is in direct contact with the bottom of the walls. This area indicates there has been a great deal of water and/or moisture infiltration due to the extent of the mold growing on the gypsum board. The east wall is covered with gypsum board, though from the exterior of the house, an old wood window sash and frame are still installed inside this wall (Figures 85 and 86). The north wall is a modern 2x4 frame wall dividing the bathroom and Room 103 and is partially covered with gypsum board. The west wall of the bathroom is the original east exterior wall of the main house. The wall finishes have been demolished to expose the original house balloon framing system (Figure 87). This area also allows for good observation into the south crawlspace, as the 5 ½ x 5 ½ sill beam is deteriorated most of the way through in this location (Figure 88). This section of sill beam will need to be replaced under the main house and is

discussed in the structural portion of this report. The ceiling in the bathroom is gypsum board and is framed to have the same continuous break toward the east side of the bathroom that is witnessed in the north part of Room 103.



In-filled Opening

Board Wall on 2x4 Framing

Toilet Location

Figure 84. South wall, Bathroom 104.
(SRJA 2011)



Break in Ceiling

Continuous Wood Framing

Figure 85. South wall, Bathroom 104.
(SRJA 2011)



Kitchen Sink
Plumbing for Room
103

Figure 86. North and east walls, Bathroom 104.
(SRJA 2011)



Original Main House
Exterior Wall
Framing – Shows
Back of Original Lath
and Plaster and
Wood Wainscoting
in Room 101.

Original Diagonal
Bracing

Deteriorated Original
Sill Beam

Figure 87. West wall (original east exterior wall),
Bathroom 104. (SRJA 2011)



Figure 88. Deteriorated 5 ½ x 5 ½ original sill beam and original wall studs, partially supported by modern framing. (SRJA 2011)

Room 201

Room 201 was constructed during Episode 3, at the same time the stairs in Room 102 were built (Figures 89 - 92). This second floor space does not appear to have been utilized before this time, as there is no evidence in the original first floor ceiling joists of any previous flooring installation. In order for the second floor to be occupied, additional rough sawn 2" x 4" floor joists were installed directly over the original rough sawn 2" x 4" first floor ceiling joists to carry the live and dead load weight of the second floor, as the first floor ceiling joists were not adequately sized to carry both the ceiling and the flooring loads. This detail can be seen in Figure 89.

The winding stair from the first floor was constructed during Episode 3 and is constructed with wire nails, as opposed to cut nails (Figure 90). Wire nails were in production post-1895, and therefore, the stair and entire second floor date to this later period, after the school board sold the house. The stair appears to be constructed with pine, though wood analysis has not been conducted on these materials, as they were considered to be outside of the period of significance for the school house. The second floor is one large room with a ¾" x 3" tongue and groove wood floor. The knee walls and ceiling are covered in tongue and groove beaded boards which are 7/16" x 3 ¼". The knee walls along the east and west walls were constructed when the second floor was finished and bear on top of the wood flooring. The ceiling height is low, at only 6'-6" at the middle of the room. When this room was first built, the brick chimney from the first floor pierced through the center of the floor as it passed through the roof. Evidence of this chimney location can be seen in both the floor and the ceiling, where they have been in-filled with boards (Figures 91 and 92). It is possible that the second floor had an additional heating stove that could have also connected into the chimney. Window openings are centered on both the north and south walls, though only the wood frames remain, as they are in-filled with aluminum storm windows. The interior window trim has been removed. These

windows were added during Episode 3, and are therefore not original to the construction of the house.

In a few locations, knee wall beaded boards have been removed for access to the structure beyond. The openings are large enough that the original wall framing system of the house can be observed (Figures 93 and 94). These photographs also show the interesting framing methodology for the second floor, similar to balloon framing methods. Typical construction for a one story house would have the second floor joists resting on the first floor top plate. The construction of this house, with the 2x4 first floor ceiling joists resting on a ledge board which was let into the exterior wall studs, has left a small knee wall on the exterior of the house, well above the first floor joists. This additional exterior east and west wall height is what allowed the second floor to be finished at a later date. If the attic had been framed conventionally, the second floor would have been much smaller in overall height and would not have accommodated a normal room on the second level.

Boards have also been removed from the ceiling to allow access for roof framing observation.

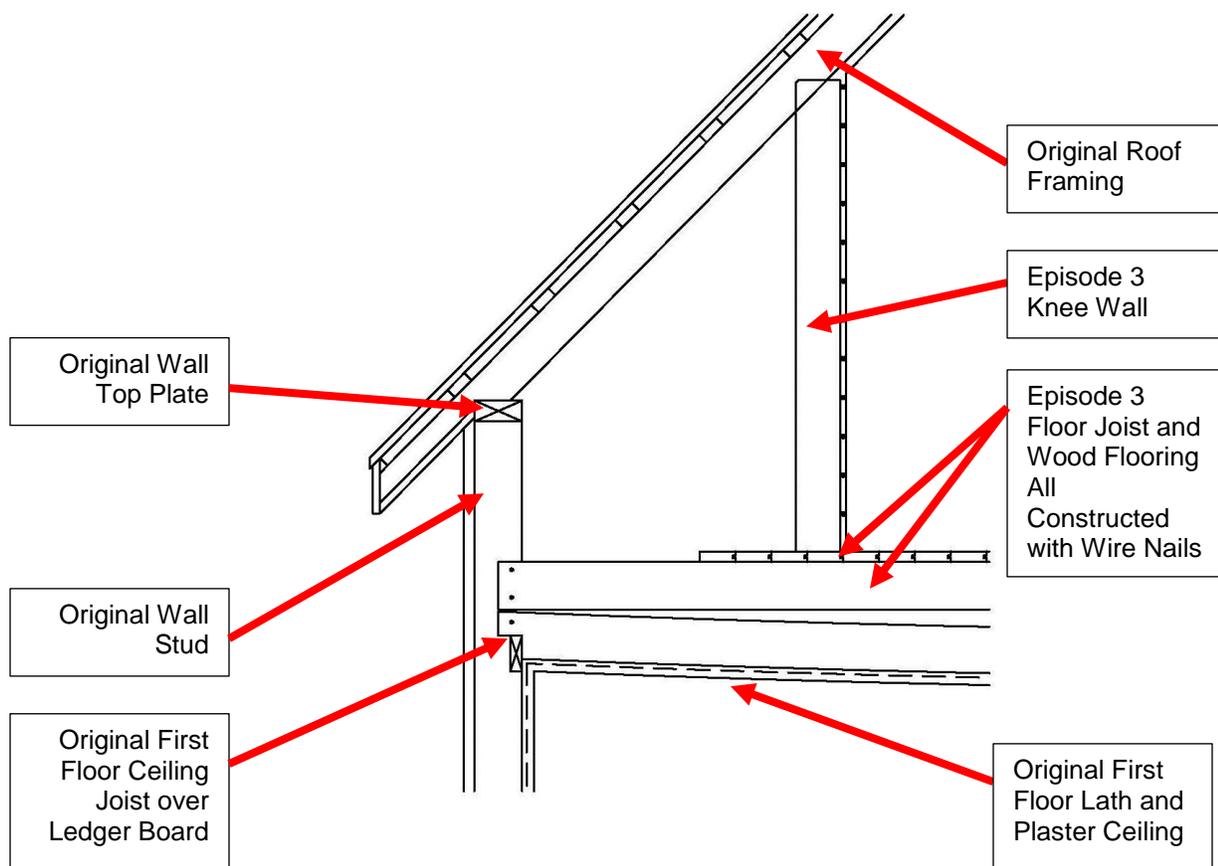


Figure 89. Typical section through west attic wall indicating changes made during Episode 3. (SRJA 2012)

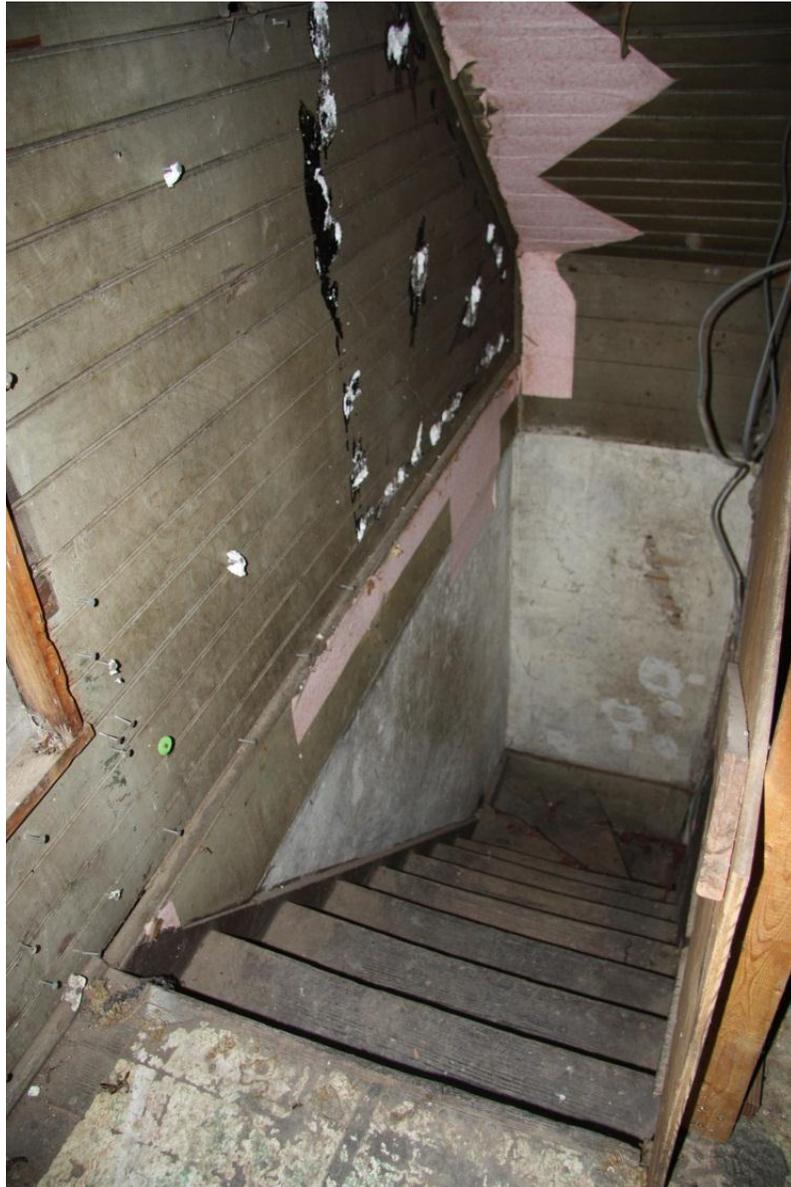


Figure 90. Stair to the first floor, looking east. (SRJA 2011)



Figure 91. Room 201, looking north. (SRJA 2011)



Figure 92. Room 201, looking south. (SRJA 2011)



Roof Rafter

Top Plate

Diagonal Bracing

Wall Studs

Upper – 'Newer' Joist
Lower – Original Joist

Figure 93. East attic space, looking northeast. (SRJA 2011)

Figure 94. West attic space, looking north. (Below) (SRJA 2011)



Roof Framing

The roof framing over the main structure appears to be original, as it can be observed from a ladder in Room 201 (Figure 95). The 2"x4" rough sawn roof rafters are discussed in further detail in the structural portion of this report. The rafters are topped with random-laid skip sheathing and old wood shingles can be seen installed over the sheathing. The location of the original brick chimney can be seen, as this area was not properly repaired when the chimney was removed. The attic is vented through two existing modern aluminum louvers in the gable end walls. Blown-in rock wool insulation is installed across the collar ties. The roof slopes vary, depending upon which rafter is measured from 42 degrees to 45 degrees. This is due to the bowing and uneven dimensions of the rafters. Many of the rafters are full length, stretching from the exterior wall top plates to where they meet in the center of the roof. Other rafters are much shorter and are sistered with additional material to span the full distance to the center of the roof.



Figure 95. Attic rafters – note angled, sistered rafters. (SRJA 2011)

The ends of the shorter, sistered rafters were observed to have old nail holes in the center from a previous installation. The nail holes in the rafters of the east side of the roof do not match the holes in the rafters on the west side of the roof, and therefore, they were never originally paired together in their current configuration. In addition to observing the nail holes, measurements and outlines of the existing shorter rafters were made to test the theory that they possibly were part of an original, shorter roof. The angle of the tops of the rafters were traced in relation to the existing sistered, longer rafters. An AutoCAD drawing was constructed which is utilized to indicate the shorter rafters (in green) rotated on their bearing point (in red), towards the center of the roof (Figure 96). The resultant drawing does suggest that these shorter rafters could have easily fit together at the center. If these members were originally cut for this house, then during framing, a change was made, and the birds-mouths near the ends of the rafters as they currently sit on the exterior wall top plates would have had to be re-cut, as the diagram shows to

accommodate a more steeply-pitched roof. They would not properly sit on the top plate in this lower configuration. It appears these shorter rafters were constructed of wood rafters either salvaged from another similar structure of the same overall depth, or were originally cut for a much shorter, lower-pitched roof early in construction. Over half of the rafters are the shorter, sistered members, while those on the south side of the house are almost all full-length rafters. It is possible that framing started at the south gable with the longer rafters until they ran out of the longer material and switched to the shorter rafters.

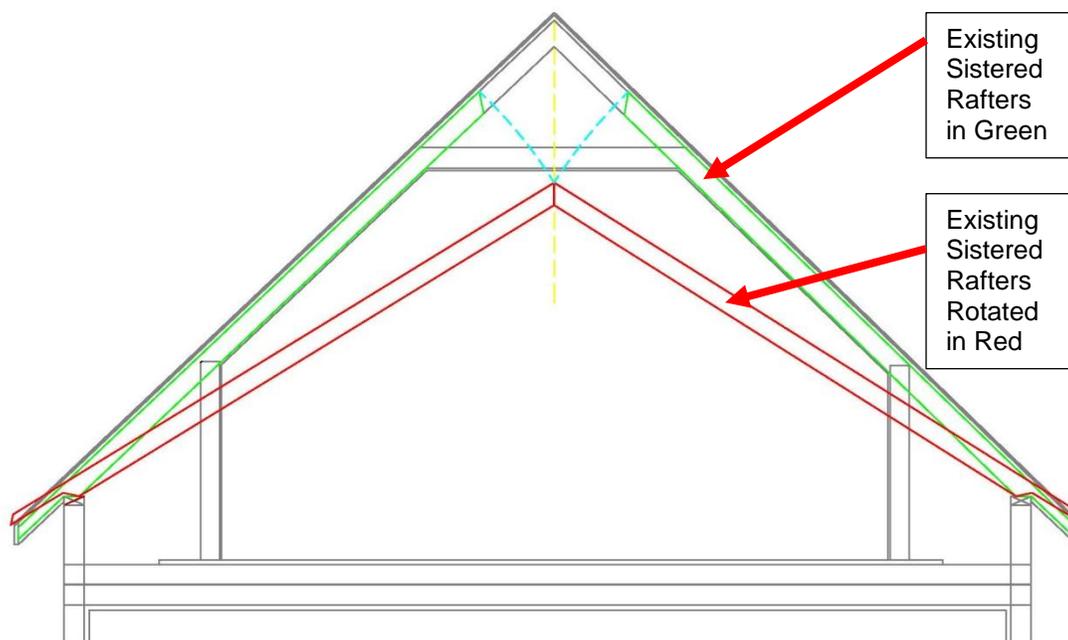


Figure 96. Attic rafters – sistered rafters rotated to meet in the middle. (SRJA 2012)

The existing roof framing, though unusual, appears to be the original structure for this house, as it does appear to be the same age as the surrounding top plate and wall framing system. There is also no evidence at the gable ends of the house that the roof pitch was once lower and then raised.

Hazardous Materials Survey

Terracon Consultants, Inc. provided a Hazardous Materials Survey in October of 2011. Their survey included the review of possible asbestos, lead paint and hazardous materials on the exterior and interior of the site, as accessible. They conducted both visual and physical assessments and collected samples of suspect asbestos containing materials (ACM) and suspect lead based paint (LBP) materials. A copy of this Asbestos, Lead Paint and Hazardous Materials Survey and sample findings is included in Appendix E of this report.

A total of 63 ACM samples were collected and tested in the lab. Of these samples, approximately 200 square feet of texture on the gypsum board ceiling in Room 101 was found to be a regulated asbestos containing material (RACM), as was approximately 100 square feet of brown and green patterned linoleum flooring in Room 103 (beneath the carpet and plywood) and approximately 1 square foot of blue linoleum flooring in Room 102. Additional Category 1 non-friable ACM was identified as approximately 5 square feet of tar based mastic, scattered

throughout the second floor second floor east and south walls and on the ceiling of Room 103 and approximately 6 square feet of flashing tar on the roof pip and vent penetrations.

All RACM materials must be removed prior to renovation or demolition, as noted in the report. Also, the Category I non-friable materials should be removed, as they will be disturbed during renovation.

A total of 115 paint sample readings were taken, as noted in the report. Those considered to be LBP included approximately 800 square feet total of the interior surfaces and approximately 1400 square feet of exterior surfaces. The exact locations can be referenced in the report. Most of the historic millwork and plaster surfaces contain LBP.

All hazardous materials should be removed prior to rehabilitation by a licensed contractor, per all local, state and federal regulations. Additional hazardous materials may exist in the building in confined or inaccessible locations, as noted in the survey.

Character Defining Features of the Interior

Note: Only Rooms 101 and 102 are character defining spaces, as defined by the period of significance 1872-1891; unless otherwise noted, the following list refers only to features of those rooms.

- All structural members.
- All lath and plaster walls and ceilings.
- Wood wainscoting and any surviving chair rail.
- Early or original wood tongue and groove flooring.
- Original wood interior trim.
- Original bracketed chimney location.
- Original weatherboards and exterior trim now visible in and above Room 103.

Structural Existing Conditions

Structural Descriptions

A set of existing conditions drawings have been prepared to record the existing conditions of the 1872 Neosho Colored School. These drawings follow this section of the report.

The original school has had multiple additions and renovations throughout the years. This structural condition study only addresses the original school building.

Much of the structure can be physically observed. Where actual observation was not possible, assumptions have been made based on areas that could be observed.

The original anchors found throughout the investigation were various sizes of nails; most of these anchors were square type cut nails which were commonly used during the time period of the original 1870s construction. Round wire nails were found in construction dating to later alterations.

All design checks have been performed in accordance with provisions of International Building Code (IBC) 2006 & National Design Specification (NDS) 2005. Building is occupancy category II as described in IBC 2006. Exposure category C is used to determine wind load. Ground snow load is 15 psf. Soil bearing capacity is assumed to be 2000 psf.

Wood species analysis testing of existing wood samples was performed by David Arbogast, Architectural Conservator in Davenport, Iowa.

Foundation

The majority of the foundation materials are not visible from the exterior due to cover by the existing exterior siding. Access to the south portion of the crawlspace under the original structure was obtained by removing earth and a small section of vinyl siding along the south foundation wall.

From this vantage point the foundation can be described as a dry-stacked native stone. The stone sizes varied ranging from 8" to 18" wide. Additional stones can be found under the partition wall between Rooms 101 and 102. They support two wood floor joists under the first floor partition. Additional stones and bricks were stacked at various locations to act as shores for additional supports at areas that seemed to have settled or deflected (Figure 97). These seemed to have been placed at a later time than original construction and appear to be stones salvaged from the perimeter foundation walls.

In the south portion of the crawlspace a low area was discovered beneath Room 101. This area was holding some moisture and erosion in the crawlspace dirt indicate ongoing water infiltration issues. Water is traveling from the west side of the structure at an opening in the foundation eastward through the depressed area and out the southern portion of the east foundation wall (Figure 98).



Figure 97. North crawlspace, looking east. (SEA 2011)



Figure 98. South crawlspace, looking west. (SEA 2011)

The stone foundation is in very poor condition. Due to the original dry-stacked, random sized stone wall construction, the foundation stones have shifted and settled. Erosion and animal intrusion have displaced many of the stones causing failure of the perimeter foundation wall in many locations. The present condition leaves areas of the upper frame walls and floor framing

unsupported. Due to the advanced deterioration, the stone foundation system is currently inadequate to provide support for the building. Damage to the frame building structure resulting from the stone foundation system deficiencies has been limited due to the light weight of the frame building construction and the “Box Effect” of the building wood structure transferring loads. Major repairs and alternations to the building foundation system are recommended.

Exterior Walls

The wall framing is 2”x4” rough sawn wood studs spaced at 18” o.c. The wood species has been determined to be white oak from a sample taken at the building site.

The studs on the east and west walls are founded on a 5½”x5½” wood sill beam which runs continuous on top of the stone foundation wall. The north and south wall studs are founded on a 2”x 5½” rough sawn wood rim joist. It runs continuous on top of the stone foundation wall. The 4” studs are notched and lapped over the rim joist and are therefore face-nailed into the rim joists (Figure 99). The exterior stud walls have diagonal bracing members at the tops and bottoms of each corner that the studs fit to top and bottom. Corner bracing is typical of this period of construction (Figure 100).



Figure 99. South crawlspace, southern rim joist detail with studs lapped on interior face, looking south. (SEA 2011)

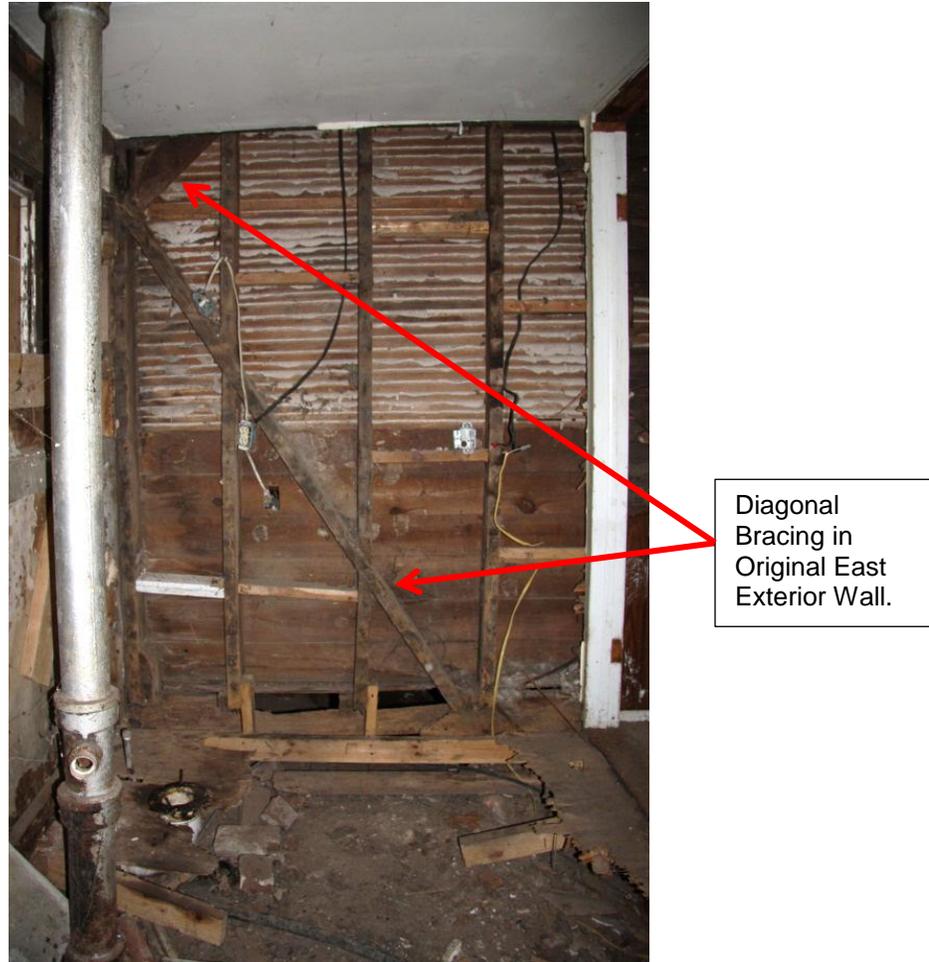


Figure 100. West Bathroom 104 wall
(original east exterior wall). (SRJA 2011)

The wall studs are balloon framed, as they continue to the roof rafters. The east and west walls have a 2"x4" cap plate that the rafters support on. Approximately 1'-1½" below the top of the cap plate a 1"x3" continuous wood ledger board which runs north and south and is notched into the studs. The ledger board, in turn, supports the original ceiling joists (See Section 2 on Sheet S2).

The capacity of the existing wall wood studs was determined based on the members being white oak, no. 1 grade. The studs carry the axial load of the ceiling/second floor framing and the lateral load of the wind. Wind pressure per the applicable code was 20 psf. Axial load based on roof and second floor dead and live/snow loads was 243 pounds per stud. The combined axial and bending loads on the stud checked for it to be acceptable. Due to the materials on the interior and exterior of the studs it was not possible to observe the studs except for a portion of the top of some of them in the attic. Therefore while their capacity is adequate if they are in good condition the actual current field condition could not be determined in the scope of the current survey.

First Floor

The first floor (Rooms 101 and 102) is framed with rough sawn wood joists that are 2"x5½" and are spaced at 18" o.c. The wood species has been determined to be white oak from a sample taken at the building site. The floor deck material in Room 101 is two layers of tongue and groove wood flooring (the original wood floor topped with an additional layer of ¾" wood flooring). Room 102 has only the one original layer of wood flooring.

The floor joists clear span east and west to the exterior foundation walls. They notch over and bear on a 5½"x5½" wood sill beam that is supported on the stone foundation wall (Figure 101). The joists are doubled up with two joists under the existing modern partition wall between Rooms 101 and 102.



Figure 101. North crawlspace, looking northeast at the east sill beam. (SEA 2011)

The condition of the wood joists varied from being in good condition to a deteriorated condition in which they have failed. The joists have a deflection at the center which can be seen in the board floor. One joist in Room 101 has failed (Figure 102). Various locations have been shored to support joists that are failing (Figure 103). These shores appear to have been from stones and bricks available at the time and are free stacked with little attention to workmanship.



Figure 102. South crawlspace, failed joist at the center span, looking north. (SEA 2011)



Figure 103. South crawlspace, additional support of floor joists, looking northwest. (SEA 2011)

The capacity of the existing wood joists was determined based on the members being white oak, No. 1 grade with the joists being in good condition, though many of them are not. The joist span is 14.50 feet. The analysis was calculated for their allowable capacity for flexure, shear, shear at the support and deflection. The flexure analysis result was a live load capacity of 21.01 pounds per square foot (psf). Due to the depth of the end notch of 3.25" out of the 5.5" total

depth of the member, the live load capacity was 3.16 psf. If the joists were adequately fastened to the sill beam with nails from the joist to the sill beam, the capacity would be higher.

The live load capacity of the joist based on full depth of the member for shear is 134.44 psf. This would not be the controlling factor for the member capacity. The live load capacity of the joist based on an allowable live load deflection of the span (L) divided by 360 would be 6.98 psf. In summary, several of the joists are in poor condition or failed and if in good condition their live load capacity is far below the minimum acceptable live load capacity of 40 psf. Supplementary new floor joists are going to be required to meet the live load capacity requirements. For historic integrity, the original joists would remain, though they would no longer carry any load.

First Floor Ceiling/Second Floor Framing and Attic

The building as originally constructed had a first floor ceiling with 2"x4" ceiling joists at 18" on center that spanned east-west to the exterior wall studs. It has a lath and plaster ceiling. The ceiling in Room 101 has been built over with 2x4 modern joists covered with gypsum board. The ceiling in Room 102 has been overlaid with a layer of gypsum board. The wood species of the original ceiling joists has been determined to be white oak from a sample taken at the building site. The ceiling joists notch over a 1"x3" ledger board that is recessed into the face of each wall stud and are nailed into the studs (Figure 104).

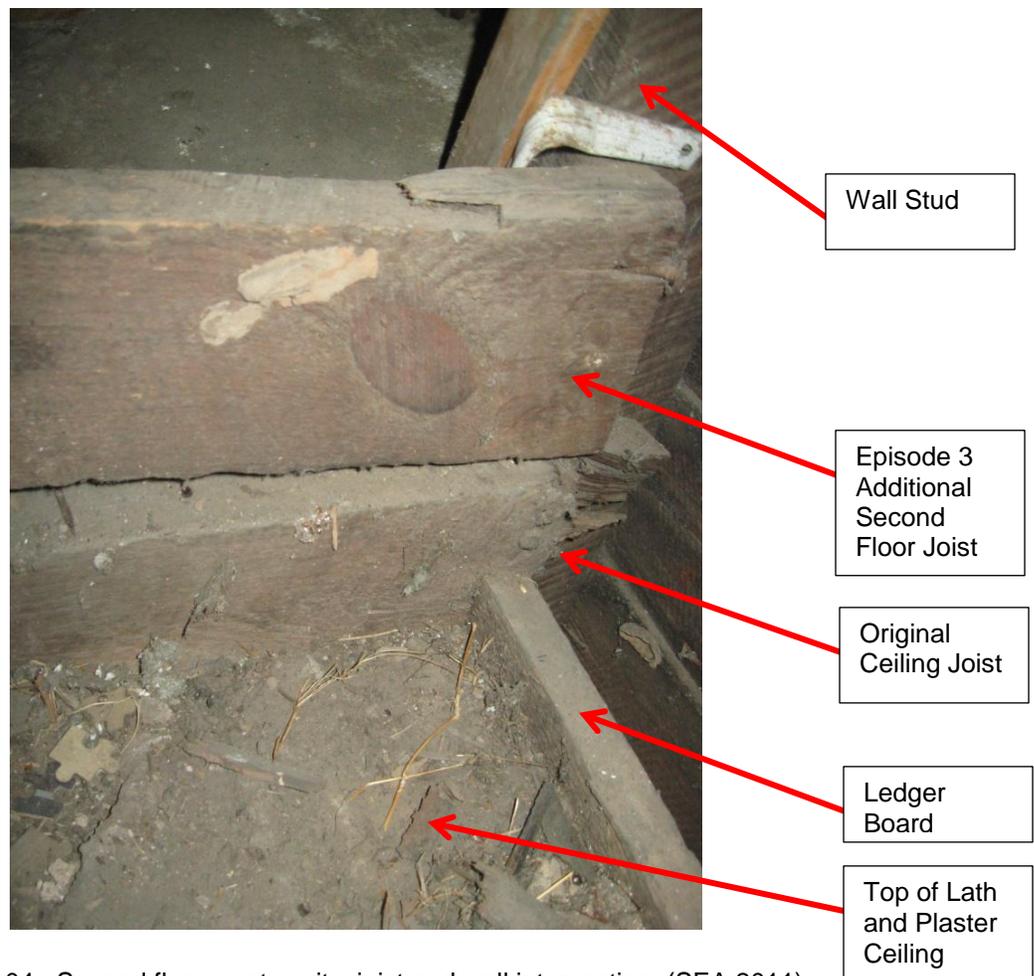


Figure 104. Second floor west cavity, joist and wall intersection. (SEA 2011)

The second floor was constructed sometime after the school was sold, in order to create a second floor room. A wood stair was built in the northeast corner of Room 102 for access. A new second floor was framed with 2x4 wood joists at 18" o.c. These new floor joists were placed directly over the original first floor ceiling joists and were nailed to the wood wall studs (Figure 105). At the present time the original ceiling joists deflect 3 1/4" below the second floor joists at the center of the span (Re: Drawings 1/S1-S2 and 3/S2-S2). Knee walls were built 2'-2 1/2" inside the face of the original exterior wall studs (Re: Drawing 2/S2-S2). A 3/4" thick wood tongue and groove floor was installed in the finished second floor. The knee walls rest on top of the wood floor and extend up to the rafters. Beaded boards cover the knee walls and ceiling (Re: Existing Second Floor Framing Plan Sheet S1).

The analysis on the second floor capacity is based on the following criteria. First the original ceiling joists are not capable of any load due to their excessive deflection of 3 1/4" and they are supported now with vertical wood hangers from the newer second floor joists (Figure 106). Second the species of the second floor joists is not known but is assumed to also be white oak. The existing ceiling joist has a capacity of 3.18 pounds per square foot (PSF) for bending. They have a capacity of 89.52 psf. for shear and with an allowable live load deflection they have a capacity of 0 psf.

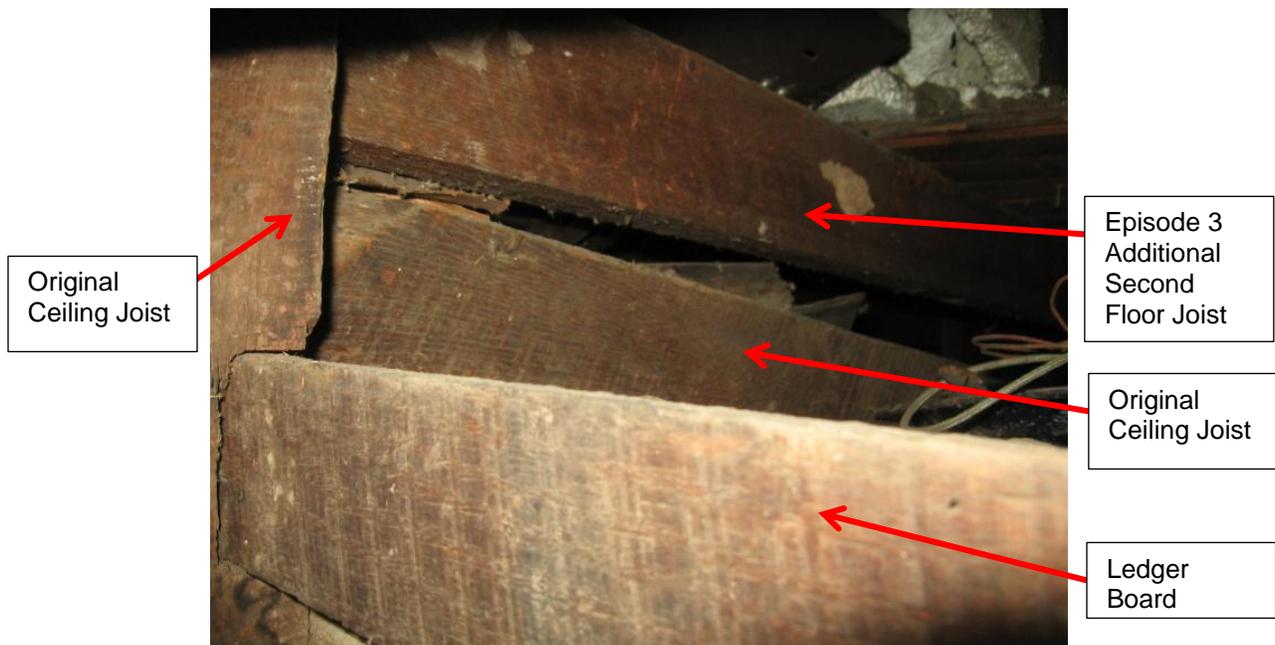


Figure 105. First floor ceiling cavity, perimeter joists, east end. (SEA 2011)

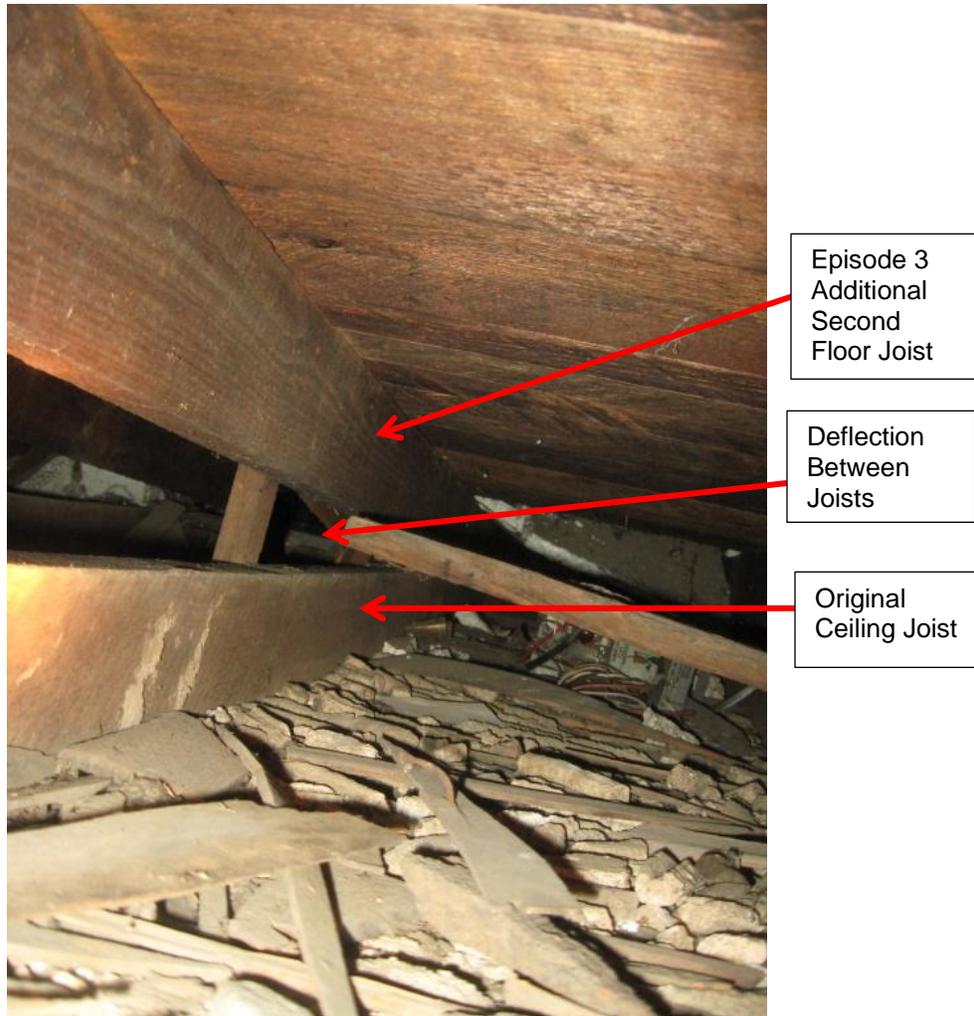


Figure 106. Interior first floor ceiling cavity, looking east. (SEA 2011)

Roof

The roof has rafters that are 2"x3.5" spaced at 24" o.c. The wood species has been determined to be red oak from a sample taken at the building site. The rafters span approximately 10.67 feet. At the top they rest on each other without a ridge member (Figure 107). At the bottom they bird mouth over a 2x4 wood plate on top of the wall studs and overhang to create an eave (Re: Drawing 2/S2-S2). The rafters that could be appear to be in good condition. Many have been spliced, though the splices appear to be original to the construction of the house (Figure 108).



Figure 107. Interior roof attic, looking north. (SEA 2011)



Figure 108. Interior roof attic, looking northeast. (SEA 2011)

The rafters have spaced $\frac{3}{4}$ "x6" and $\frac{3}{4}$ "x8" skip sheathing boards on top of them with old wood shingles installed on the spaced boards. Tar paper has been put over the wood shingles and at least one layer of asphalt shingles is installed over the tar paper (Re: Drawings 1/S1-S2 and 2/S2-S2).

The knee walls extend up and attach to the rafters. A collar tie was added to install a flat ceiling across the second floor space (Re: Drawing 1/S1-S2).

A design analysis of the rafters was done to determine their capacity for snow and wind loads. The analysis was based on the rafter's capacity as they originally existed before the addition of the second floor space and knee wall construction. The live load capacity of the roof for bending of the rafters was 9.71 psf. The total live load capacity based on allowable deflection is 2.04 psf. The analysis indicates the rafters are not acceptable for the code required loads. It will be necessary for the rafters to be supported by the existing knee walls in order to meet current code requirements.

Mechanical, Electrical and Plumbing Existing Conditions

Heating and Cooling Systems

Currently there are no heating or cooling systems in the building. At some point it appears that the building had a gas heater and a packaged through the wall air conditioning (PTAC) unit, both located in Room 101.

The gas service entrance is located on the south side of the building. The gas piping enters the building at the southeast corner of Room 101 and is equipped with a regulator and a shutoff valve (Figure 97). There is no longer a gas heater at this location. A modern metal flue extends through the ceiling in the southeast corner of Room 101, and continues through the roof. A previous gas line in the southeast corner of Room 101 has been abandoned and cut off at the floor.



Figure 97. Gas entrance on south side of building. (HEI 2011)

The west exterior wall of Room 101 has a square cutout that appears to have been used for a PTAC unit. The opening has been boarded up on the inside.

Plumbing Systems

The plumbing system is not operational. The domestic water piping has broken, is missing parts and is not fit for use. Piping is also exposed in the crawlspace. These pipes are uninsulated and are subject to freezing.

The water service entrance is on the south side of the house and runs through the crawlspace to serve the kitchen (Room 103) and bathroom (Room 104) areas. There are no fixtures remaining in the building and most of the piping is broken (Figure 98). Piping is visible that once served a sink in the kitchen and a water closet, lavatory, and bathtub in the bathroom. Waste piping is present and a soil stack extends through the roof in the bathroom (Room 104). Waste connections for most fixtures are buried.



Figure 98. Water piping in bathroom, Room 104, looking east. (HEI 2011)

Electrical and Lighting Systems

The electrical and lighting system in the building is incomplete and outdated. Some receptacles are broken or missing. Several light fixtures are missing as well. There are miscellaneous wires throughout the building that have been cut and abandoned.

The electrical service is routed above ground from the electric pole and attached to the roof at the northwest corner of the building. The electrical wires are routed down through PVC conduit through the meter and to an exterior panel board (Figure 99). From the panel board the wire enters the building through the north wall at approximately six inches above the second floor.



Figure 99. Electrical service entrance, north exterior wall. (HEI 2011)

A wall mounted cable box is located below the exterior panel board. The wire serving the cable box has been cut. There is also a grounding rod at this corner of the building. There are no wires connected to the rod. Cable wire is serving the southwest corner of Room 101.

The exterior telephone box is located on the west side of the building, near the south end of the porch. The wires serving the box have been cut. Below the telephone box is a grounding rod. There are no wires attached to the rod. There is an old telephone jack on the north wall of Room 102 and there used to be one on the west wall of Room 101. Telephone wire also runs to the kitchen area, but no telephone jack is evident.

Insulation

Insulation in the house is sparse. Loose rock wool insulation is installed in the attic joists. An occasional Styrofoam insulation board can be found throughout the house. It appears at one time, that many Styrofoam boards were adhered to the second floor walls, as well as many of the walls and ceilings in the east addition.

Building Code / Life Safety / Zoning / Accessibility Evaluation

The historic 1872 Neosho Colored School was originally constructed to serve as a private residence. It was utilized as a school for approximately twenty years and has served as a private residence since 1893.

The existing condition of the structure is not habitable. The building is a hazard in its existing condition and should not be occupied by volunteers or visitors at this time. Permanent stabilization of the structure in the future can be accomplished and is addressed in the future treatment recommendations section of this report. The building currently is not ADA accessible.

The future use for the structure is as a museum for visitors to come and learn about the schooling of George Washington Carver and other African Americans in Neosho during the 1872-1891 period of significance.

For future design and planning purposes, as proposed for the original building first floor footprint (Rooms 101 and 102), the building would be considered to require the following:

- Current zoning for this property is R-3. This designation may require rezoning to be utilized as a museum. Due to the low frequency of visitors, it is possible that the local zoning board might review a zoning variance.
- Type V Construction, Un-Sprinklered
- 'B' Occupancy, as the proposed solution for this is a museum (occupancy of less than 50 persons shall be classified as Group B).
- The Occupant Load shall be limited to 23 persons, based on an Assembly use at 15 square feet per person.
- First floor egress is compliant, as there are two exists, which in the proposed new use, will both lead directly outside.
- Emergency egress lighting is not required, but is recommended.
- Installation of a fire alarm/smoke detection system on the first and second floors.
- The second floor will not be able to be occupied, as it is proposed to be accessible only by a ladder or possible pull down folding stair.
- Restrooms and drinking facilities for this building currently do not exist, but are addressed in the future plans.
- A new ramp would be proposed to be constructed at the east door to allow ADA access. The east door will be required to be widened to 36" in order to accommodate the ADA width for wheelchair access. For ADA access into the north room, the door width for the proposed wood plank door would be required to be 36".
- The current site would be required to have a new sidewalk to the front door and to the new ADA ramp. If Option 3 is required with the restroom outbuilding, a new sidewalk would be required to lead to the outbuilding, as well.
- A proposed new outbuilding would be required to be built a minimum of 7' from the side yards property line and 15' from the rear yard property line, if the current R-3 zoning is allowed to be retained.
- There is no on-site parking, which may need to be reviewed with the City during zoning review.

Part 2: Treatment Recommendations and Use

This Historic Structure Report for the 1872 Neosho Colored School shall serve as the primary supporting document that outlines the treatments of the historic school building. This section of the report will address the treatment recommendations, based on the following: Immediate Need, Long Term Need and Future Treatment Options. The Immediate and Long Term Needs are addressed only as a guide for the current caretakers in the preservation of the existing structure, while the Future Treatment Options take into account the interpretation of the structure for a future use, including rehabilitation costs associated with these recommendations.

The intended future use for the restored structure would be to serve as the 1872 Neosho Colored School museum, where visitors can learn about the early life and education of George Washington Carver and other African Americans in Neosho during the period of significance, which is 1872-1891. The exterior and interior of the house will be restored to the period of significance of 1872-1891, the years in which the school board owned and utilized the house. In order to achieve this goal, an extensive amount of work will need to be undertaken to stabilize and restore the original school building to the period of significance. This will require complete demolition of the addition, porch and other architectural elements that were constructed after 1891.

The existing structure retains a substantial amount of original architectural fabric that will lead to a fairly accurate presentation of the building during this time frame. While rehabilitating the structure, plans will be made to accommodate modern amenities including new gutters and downspouts, insulation, a new foundation, new utilities, HVAC, fire detection and ADA accessibility. Therefore, the proposed treatment for this historic structure will be **rehabilitation**.

All architectural, structural and mechanical recommendations are designed with the *Secretary of the Interior's Standards for Rehabilitation* in mind. The charge is to retain and preserve the extant original historic materials with the least amount of visible alterations to the structure, while supporting the proposed interpretive use of the school building.

Future Research and Investigation Recommendations

Additional investigation and research may assist with the future rehabilitation and interpretation of the house. These include:

- Once the modern partition wall is removed, the existing wood floor should be examined closely for shadows or evidence to determine the location of the door opening in the original plank board wall between Rooms 101 and 102.
- Paint and Finish Analysis: There are many areas which warrant analysis of the historic finishes, including the original wood siding exposed in Room 103. The original wood trim above the Room 103 ceiling, where a mustard-colored paint finish is visible on the upper wall trim and where a varnish-like finish is visible on the original soffit, should also be sampled. These areas have been well-covered within 20-30 years of the house's original construction, so it is likely these finishes can reveal a great deal about the original exterior finishes. Once the exterior modern siding is removed, the remaining historic wall trim, window and door trim and siding should be sampled, as well. The interior wood wainscoting, wood window and door trim, and plaster walls and ceilings should also be sampled.
- Archaeological Investigations: Investigations on site during any excavation, re-grading or construction activities that disturb the soil should be overseen by qualified

archaeologists to prevent loss of future significant archaeological exploration. It would be important at some date to explore the back yard further to determine the location of any possible outhouses and/or outbuildings.

- Careful documentation during demolition of the rear addition and staircase should be undertaken by an experienced professional. Material samples should be retained for recordation and photographs should be taken throughout the demolition.
- Further exploration should be undertaken of Window 103 to determine its original construction. Further exploration should be undertaken of Door 101/1 to determine its original construction. Both of these can be accomplished once the modern exterior and interior materials are removed.
- A review of historic Neosho Public School records on file with the Newton County Historical Society may yield more information about how the building functioned during the period of significance as well as clues to how it was furnished and equipped. Those records are not currently catalogued or readily accessible.
- Additional research into the African American community of Neosho during the period of significance may also contribute to a better understanding of the school's place in local history. Research done to date has revealed an interesting cast of characters, including several former slaves who went on to become community leaders. Mariah Watkins, Stephen Frost and other early teachers of the school merit additional study, as does the role of black churches in the area.
- A furnishings study should be conducted for the school during the period of significance.
- A full site survey, including topographic information should be conducted in order to prepare for the site rehabilitation and required re-grading work.

Immediate and Long-Term Recommendations

These recommendations are based on the preservation of the existing structure in its current configuration until funds can be raised and a preferred future rehabilitation treatment is realized. Work would include focusing on maintenance and repair of damaged materials, rather than intensive restoration. A useful reference for small building caretakers is the National Park Service, Preservation Brief 47: Maintaining the Exteriors of Small and Medium Size Historic Buildings by Sharon C. Park, FAIA (See Appendix G). This brief outlines example maintenance schedules and checklists, as well as making recommendations for preparation of maintenance and a means for determining qualified contractors who will understand the project objectives for the structure's preservation.

Once any building is constructed, it immediately begins to deteriorate. If proper maintenance does not occur, loss of historic fabric will occur. The primary destructive elements for a structure such as this historic house are water and vandalism. As witnessed during the 2011 site visits by the Design Team, the house has experienced neglect and many years of weathering. Maintaining the envelope of the building is the most important objective to preserving the integrity of the historic structure. Regular inspections are important in order to discover deficiencies in the exterior envelope as they occur.

Immediate Maintenance and Repair Recommendations

1. Secure the building, including installing more permanent window enclosures in lieu of plywood. Both of the south windows (first and second floor main structure) and the first floor north window are not water-tight. This needs to be corrected as soon as possible. It may be possible to replace the glass in the storm windows to offer this protection. The storm glass in Window 105 is also missing and should be replaced.

2. No current roof leaks were detected, though a more thorough inspection of the roof should be done during or following a heavy rain. All leaks should be properly repaired to ensure a water-tight and weather-tight seal.
3. Prevent animal and pest intrusion. There is a substantial amount of animal droppings present, especially in the attic. It will be difficult (without more aggressive measures) to prevent animals and pests from entering into the crawlspace. At a minimum, it should be a priority to prevent them from entering into the main structure.
 - a. Install a temporary enclosure over the opening in Room 101/2 to prevent animal and pest intrusion.
 - b. Install a temporary door in the existing Door 101/2 frame to prevent animals and pests from entering the historic structure from the addition. The addition has many open areas in the crawlspace and in floor which can allow animals to enter and freely wander throughout the house.
 - c. Install temporary boards over the existing openings in the original east exterior wall of the main house which can be accessed above the ceiling in Room 103. This will prevent animals and pests from entering the attic of the main house from Room 103.
 - d. Seal any other visible means of entrance into the building from animals and pests.
4. Install a more permanent, water-proof cover over the through-wall air conditioning opening in the west exterior wall to prevent water infiltration from the interior of the wall as well as from between the layers of siding.
5. Caulk or install bronze wool in all crevices in the exterior millwork at the eaves to prevent insects and pests from entering into the attic. Many trim boards are loose or have been damaged by intrusive animals, which are providing additional access into the structure.
6. Cap the roof vent from the old stove pipe Room 101.
7. Keep grass, leaves and other vegetation away from the siding on the house.
8. Cover exposed areas of the rear addition side wall sheathing with a temporary waterproofing material (currently, asphalt shingles are being utilized).
9. Repair loose soffit boards at the rear addition south wall above bathroom.
10. Paint all exposed worn wood trim surfaces to prevent further deterioration.
11. Install patches over the siding in a few places where utilities have been drilled through or holes have been made through the siding in order to prevent water and pest infiltration.

Long-Term Maintenance and Repair Recommendations

1. Re-grading of the site to prevent standing water in the crawlspace area.
2. Repairs should be undertaken to the dry-stacked foundation to prevent ingress of animals and pests.
3. The asphalt shingle roof is experiencing advance deterioration, especially along the east side. If the reality is that it will be a few years before the overall rehabilitation of the house can be accomplished, a new asphalt roof should be installed to continue in the protection of the house. The existing asphalt shingle and wood roof shingles should be removed in their entirety prior to the new roof installation. This will likely necessitate the installation of additional solid sheathing, as asphalt shingles cannot be installed directly over the skip sheathing. The skip sheathing appears to be mostly original and should remain in place. This new roof installation does not need to conform to the historic, as it would still be considered to be a temporary solution until funding is available for the overall rehabilitation project.

Future Treatment Recommendations

The following Treatment Recommendations are presented in the form of options. All options focus on the preservation and retention of only the historic main structure, with the understanding that the only solution for presenting an authentic historic interpretation of the building during its period of significance is through the removal of as many existing modern intrusions as possible from the main building and its site. All options address the need for life-safety upgrades and ADA accessibility, as well.

Option 1: Restoration of the 1872 Neosho Colored School

Refer to the Option Treatment Recommendations Drawings

This option focuses on the rehabilitation of the main historic structure only. In this proposal, there are no restroom facilities on site and only minimal utility upgrades to the building.

Demolition and Preparation for Rehabilitation:

- Conduct hazardous materials abatement, as recommended in the 2011 Terracon report, prior to any construction activities.
- Demolish the entire east addition and front porch structures.
- Demolish the existing sidewalk.
- Remove all aluminum, fiberboard and vinyl siding, along with any non-original wood trim.
- Remove the existing roofing materials and roof vents to expose the existing historic sheathing.
- Remove the existing aluminum storm windows and gable louvers.
- Remove the existing second floor windows in their entirety, including all trim. Infill the openings and prepare the walls for the new siding installation.
- Re-grade and re-seed the site to direct water away from the school building.
- Remove excess vegetation in the back yard, as well as removing the two existing tree stumps from the front yard.
- Remove all modern and non-original materials from the interior of the house including the first floor partition wall, the staircase, the upper layer of wood flooring in Room 102, the modern frame ceiling and gypsum board ceiling covering.
- Remove all exposed existing utilities back to their sources and prepare for the installation of new utilities.
- Demolish the existing historic lath and plaster first floor ceiling in order to accommodate required structural repairs and reinforcing of the first floor ceiling.
- Carefully salvage, remove and label the existing historic wood tongue and groove first flooring material in order to provide access for the crawlspace rehabilitation and proposed work. This may be tricky, in that it is was installed before the exterior walls were built, and therefore lies between the top of the sill plate and the bottom of the wood wainscoting. It may need to be cut off flush with the face of the wainscoting in order for it to be removed. This detail should be further explored so no damage is caused to the wainscoting.
- Remove all wallpaper from the historic plaster walls. Salvage samples for archival recordation.
- Demolish existing lath and plaster from the east exterior wall where the addition was constructed.
- Carefully remove all deteriorated or damaged original pine siding.
- Carefully salvage all existing foundation stones for re-use, during the new foundation installation.

Proposed Rehabilitation Work:

- Hand-excavate the crawlspace to create a more level surface and better clearance under the joists.
- Install a new foundation system and supplemental first floor joists, as indicated on the structural treatment drawings. Install salvaged foundation stones as a veneer to mimic the historic dry stacked stone foundation.
- Replace damaged section of the east wall sill beam.
- Install a new vapor barrier with pea gravel throughout the floor area of the crawlspace.
- Install a crawlspace access along the south foundation wall and within the new foundation support walls.
- Inspect Window 103 to determine extent of original fabric and the original opening dimensions. Currently this window location cannot be evaluated due to the plywood installation. Remove all materials that are not original to the window configuration and prepare the opening for restoration. Carver's own sketch indicates there was a window here, but the cut stud above the window suggests changes have been made.
- Repair and/or replace all of the original pine siding. The proposed treatment for the siding will be to strip the existing lead-containing paint from it in its entirety to expose the natural wood graining. A transparent water preservative/repellent will be applied to mimic the original house finish. The original house was not painted until much later.
- Repair or replace, in kind, all exterior window, roof trim, soffits, fascia and corner boards and paint.
- Repair the existing skip sheathing and install new wood shingles to match the historic shingles. Install all new flashings and drip edges, as required.
- Install new galvanized steel half-round gutters and 3" round downspouts. The original structure did not have any gutters or downspouts, but they are highly suggested, as they will assist in keeping water out of the crawlspace.
- Install a new monolithic limestone front step at the entrance. (The original entrance step or access is unknown).
- Reconstruct wood-supported brick chimney. Utilize a brick that is similar to that found on site.
- Insulate crawlspace, walls and roof. Investigate insulation systems that will do no harm to the structure.
- Strip paint and Dutchman repair wood wainscoting where outlets and piping were installed. The original wainscoting does not appear to have been finished. Restore to a natural finish. Replace/repair the chair rail cap in its entirety to match the one found extant section at the stair.
- Install a traditional lath and three-coat plaster ceiling in Rooms 101 and 102 to match the historic ceilings, prior to new plank dividing wall installation.
- Install a reproduction tongue and groove wood plank dividing wall and door between Rooms 101 and 102.
- Repair plaster above wainscoting. Paint plaster with calcimine paint.
- Install reproduction 4-paneled front and back doors with antique or reproduction hardware and weatherstripping.
- Repair existing window jambs and interior and exterior trim, in kind. Install new reproduction 2/2 double-hung windows in all four first floor window openings.
- To accommodate an accessible entrance into the school, a new ramp is proposed for the east entry into the building. While the grade at the east side of the house is slightly lower (requiring a longer ramp) than the grade at the west side, it is believed that the construction of a ramp along the east side of the house would have less impact on the

overall historic scene of the original school site. New sidewalks would be required to access the school and the ramp. The east door would be required to be widened to 36" in width which would substantially damage the existing historic door trim and opening. The interior two rooms would be accessible, by constructing the new wood plank wall that would have a 36" wide door. An additional option would be to build a low-profile ramp on the front (west) side of the building to the front door.

- First floor original salvaged wood flooring should be re-laid in its original configuration after the installation of a new flooring sheathing. Install a quarter-round shoe molding around base of the wainscoting. Evaluate the potential for walnut-shell blasting the wood flooring and finishing with a penetrating low-gloss sealer.
- Infill the non-original stair to the second floor. Install a hatch to the second floor with a permanent ladder or folding pull-down stair.
- Install new attic eave access doors on the second floor.
- Install missing replacement boards in attic ceiling and walls to accommodate conditioning of the space.
- Install reproduction or antique potbelly heating stove and stove pipe.
- Install a new frost-free hose bib for water supply on site.
- Install all new utilities, interior lighting, exterior security lighting, HVAC, fire and smoke alarm, and security alarm as inconspicuously as possible and as indicated on the treatment drawings.
- Install additional period-appropriate interior interpretive elements such as chalk board and furnishings, per proposed future furnishings study.

Option 2: Restoration of the 1872 Neosho Colored School with On-Site Restroom

Refer to the Option Treatment Recommendations Drawings

Option 2 requires the same scope of work of that which is included in Option 1, with the addition of a new ADA compliant restroom in the north Room 102.

Option 3: Restoration of the 1872 Neosho Colored School with Outbuilding Restroom Facility

Refer to the Option Treatment Recommendations Drawings

Option 3 requires the same scope of work of that which is included in Option 1, with the construction of an independent restroom outbuilding in the northeast corner of the site. This restroom may consist of one or two restroom facilities and a janitor's closet with a mop sink for use in maintaining the restrooms and the house. In this scheme, the hose bib from the house would be installed at the restroom building instead. The restroom building would be clad with weathered vertical board and batten siding with board and batten doors and a wood shingle roof. Additional sidewalks would be required for accessibility from the house to the restroom outbuilding.

Structural Treatment Recommendations

Foundation

The existing foundation is in severely deteriorated condition and will require replacement. Foundation repair recommendations include the construction of a new concrete foundation faced with salvaged historic foundation stones and a new mid-span foundation under the existing first floor. The new foundations will provide support for new floor joists and the existing floor joists. The center support is to allow splicing of new floor joists at the center so they can be put in as two pieces to allow easy installation and so they can be extended out to the existing sill beam on each end.

The new foundation support walls would have a 1'-6" wide x 8" deep concrete footing, and the 12" wide reinforced concrete foundation wall would be formed with a shelf to support the salvaged historic stones. Normal weight 8" concrete blocks would set on the concrete mid-span foundation and support a wood plate that the joists use for support (Re: Drawing Sheets TS1 and TS2).

Exterior Walls

The exterior wall studs that could be observed are adequate, as described in the structural existing conditions portion of this report. Additional exposure of the studs may be possible during rehabilitation. At that time, damaged or deteriorated studs should be repaired by placing a new stud adjacent to the historic stud. The new stud should attach to all structural members the existing stud attaches to now.

First Floor

The first floor, as documented in the structural existing conditions of this report, is structurally inadequate to be used without reinforcement. The recommended modification is to add new 2x10 wood joists at 18" o.c. between the existing 2"x5½" joists. The new joists would be installed in two separate pieces and lap at the new center foundation wall 1'-0" (Re: Drawing D/TS2). The live load of the 2x10 floor would be 40.23 psf. This live load would meet the code requirement for a residential floor live load. The existing floor covering is two layers of floor in Room 101 and one layer in Room 102. The bottom layer of floor is thought to be original and the top layer of floor a later addition. The recommended installation would be to carefully remove both board floors and install an underlayment sheet floor on the new and old joists then put the original wood board floor on top of the underlayment. This leaves the original wood members as part of the structural and floor system.

Approximately 15 feet of the existing 5½" x 5½" sill beam at the east foundation wall will need to be replaced, in kind, due to dry rot.

Second Floor and Ceiling Framing

The overbuild of the original ceiling joists to create a second floor room has made the second floor structure complex. In the structural existing conditions portion of this report the existing framing was found to be structurally inadequate. The recommended modification is to add 2x10 joists at 18" o.c. to the existing second floor/first floor ceiling joist framing (Re: New Second Floor Framing Plan Sheet TS1). This repair will require the complete removal of the first floor lath and plaster ceiling for access to the structural system from below. The new joists would be

installed on the opposite side of the wall stud from the two existing joists. They would rest on the existing 1x3 ledger board and be attached to the wall stud (Re: Drawings A/S1-S2 and F/S2-S2). They would be attached to the existing ceiling and second floor joists with 2x4 wood blocking through-bolted (Re: Drawings F/S2-S2 and C/S2-S2). The top surface of the new joists would be against the bottom of the existing flooring. The original ceiling joist with 3¼" of sag will need to be raised at the center and held by the new blocking to allow a replacement ceiling to be put on the new joists. The new joists could be installed by removing exterior wall boards on one side of the building at the joist location to slide them in then put the wall boards back. The wood blocking would be installed from the bottom prior to replacing the ceiling. An additional benefit of the new 2x10 joists is that they provide support for the existing 2"x3½" roof rafters as discussed in the roof section of this report that follows this item.

The area where the stairs are planned to be removed from the first to second floor will require framing for a new access hatch, with the remainder of the area requiring framing infill.

Roof

The roof rafters are structurally inadequate to support the required loads as discussed in the structural existing conditions of this report. A design analysis was done using the present attic knee walls and attic collar ties as supports for the rafters. A 2x6 has been designed to be nailed to each of the 2x3½" existing wall studs to insure the load they receive from the studs is transferred to the new 2x10 attic joists (Re: Drawing B/Ts2) The present collar tie that supports the attic board roof is used to tie the rafters together and provides support (Re: Drawing A/Ts2).

Repair Recommendation Summary

The existing wood frame school structure has survived 130 years. It was built from available lumber which was primarily oak. While the original structural framing systems have survived with moderate damage, the primary structural elements do not meet current code requirements for load capacity. The intent of the repair recommendations in this report is to provide additional members that will bring the existing structure to code recommended load capacity while preserving the existing historic structural members. These recommendations accomplish this goal of preserving much of the existing historic fabric, with the exception of the recommendation to demolish the first floor lath and plaster ceiling for structural repair access. The ceiling is currently overlaid with modern framing and gypsum board, and we believe the lath and plaster ceiling above it is damaged beyond saving. If this is found to not be the situation upon removal of the modern framing and gypsum board, and the ceiling can be preserved, then the second floor boards can be removed to allow the installation of the new second floor joists. The attachment of the new joists to the existing second floor and first floor ceiling joists could be accomplished and then the flooring re-laid. This direction was not originally explored due to the existing construction of the second floor knee walls which are constructed on top of the wood flooring. This will create issues with flooring removal.

Mechanical, Electrical and Plumbing Treatment Recommendations

Option 1: Restoration of the 1872 Neosho Colored School

Demolition

All present utilities shall be removed and reconnected, as required. Gas service will no longer be required for the rehabilitated structure.

HVAC System

- This option would install a commercial grade geothermal heat pump to condition the building. It would consist of one heat pump located in the attic, accessible through a ceiling hatch by ladder from Room 102. Distribution ductwork would be located in the attic and serve grilles in the first floor ceiling. These grilles would be located around the perimeter so as to be as unobtrusive as possible. Locating the heat pump in the crawlspace is not feasible due to lack of maintenance access, installation difficulties, and the likelihood of damp conditions. One or two vertical bore holes will be drilled on site for the geothermal heat exchanger. A test bore and conductivity test will be required to determine depth of bore needed. A circulation pump will be located in the attic. A manual fill connection would be provided at the air separator or pot feeder.
- An alternative to the geothermal system would be a traditional split system with furnace and air conditioner in the attic and a condensing unit outside on grade. The geothermal system has several advantages over a split system. It is considerably more efficient which would result in lower operating costs. It would also eliminate the need for an exterior condensing unit, allowing the site to be more historically accurate.
- Supply diffusers would be located in the ceiling along the perimeter walls, with the return grille located in Room 102. The door between Room 101 and 102 will need to be undercut to allow return air to circulate back to the attic.
- To improve efficiency and reduce operating costs, we recommend considering insulating the exterior walls, crawlspace, and attic. Insulation for the walls could be blown in at the attic level. This would avoid cutting holes in the first floor walls.

Plumbing

- The water service entrance would be located in a closet in Room 102. This would house the backflow preventer and a floor drain.
- The condensate drain from the heat pump would be routed to the floor drain in the water entrance closet.
- One hose bib will be located on the exterior of the east wall.
- An interior water meter with remote readout is preferred.

Electrical

- A new electrical service would be installed for the building. The main panel would be located on the north wall in Room 102.

- Electrical wiring would be distributed in the crawlspace or in other hidden locations. Approximately 6 receptacles would be located on the main floor with 1 or 2 additional in the attic.
- The lighting would consist of two uplights above the doors in Room 101, one light in Room 102, 2-3 lights in the attic and two exterior security lights on motion sensors. The exterior lights would be located in a soffit to minimize visual impact.
- The electric meter will be installed in an inconspicuous location on the north or east exterior wall. If an interior meter with remote readout is allowed, that would be preferred.
- A security alarm would be installed with smoke detectors tied in.
- Telephone and possibly cable/internet service would enter in Room 102.

Option 2: Restoration of the 1872 Neosho Colored School with On-Site Restroom

Option 2 is the same as Option 1 with the following restroom-related additions/changes:

HVAC System

- Supply diffusers would be located in the ceiling along the perimeter walls, with the return grille located in Room 102a. The door between Room 101 and 102a will need to be undercut to allow return air to circulate back to the attic.
- An in-line exhaust fan would be located in the attic with a grille in the ceiling of restroom 102b. The fan discharge would be routed to a grille located in the soffit.

Plumbing

- A new restroom would be located in the northeast corner and include one water closet and one lavatory. Low flow fixtures should be used to reduce water usage. Hot water would be provided with an electric instantaneous water heater. New sanitary waste piping will be routed in the crawlspace to existing main

Electrical

- The lighting would consist of two uplights above the doors in Room 101, one light in Room 102, 2-3 lights in the attic and lighting for the restroom. Two exterior lights on motion sensors would be provided. The exterior lights would be located in a soffit to minimize visual impact.

Option 3: Restoration of the 1872 Neosho Colored School with Outbuilding Restroom Facility

Option 3 is the same as Option 2 with the following restroom-related changes:

HVAC System

- An in-line exhaust fan would be installed in the restroom building. Fan discharge would be routed to a grille in the soffit or eave. The fan would be 2-speed and would provide minimum exhaust during the winter and ventilation air during the summer. No cooling would be provided for the restroom building. Electric baseboard heaters would be installed for heating.

Plumbing

- The water service entrance and backflow preventer would be located in the restroom building on the site. A floor drain would be installed for the backflow preventer.
- The restroom would include a small janitor's closet with mop sink, and two family restrooms. Low flow fixtures should be used to reduce water usage. Hot water would be provided with electric instantaneous water heaters. New sanitary waste piping would be routed from the restroom to existing main.
- One hose bib will be located on the exterior of the restroom building.
- A floor drain would be installed in Room 102 of the main building for the heat pump condensate drain.
- An interior water meter with remote readout is preferred.

Electrical

- A security alarm would be installed with smoke detectors tied in for the restroom building.
- Electrical service for the restroom building will be fed from the main building. It will feed lights, receptacles, and HVAC in the restroom building.

Conclusion

The priorities would include addressing the Immediate Maintenance and Repair Recommendations, as outlined and then either moving forward with the Long-Term Maintenance and Repair Recommendations or selecting a Future Treatment Recommendation Option. Once funding is secured, a design team should be assembled to prepare the preferred Treatment Option. This HSR represents the architectural portion of Schematic Design. The remaining phases of work to be contracted would include Design Development, Construction Documents, Bidding and Negotiation and Construction Administration. Recommended consultants would include a registered Land Surveyor, Preservation Architect, Structural Engineer, Civil Engineer, Mechanical Electrical Plumbing Engineer, Hazardous Materials Abatement and Cost Estimating. Considerations for additional consultation may also include the professional services for an Archeologist and a Paint/Finish Analysis Consultant.

In conclusion, it will be very important to maintain the house in its current configuration with a priority of preserving the historic structure that is currently buried within the many layers of modern materials, until appropriate funding can be obtained for its rehabilitation. This house is worthy of attention, as it is historically important and retains a substantial amount of original material, making its restoration/rehabilitation to the period of significance possible.

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