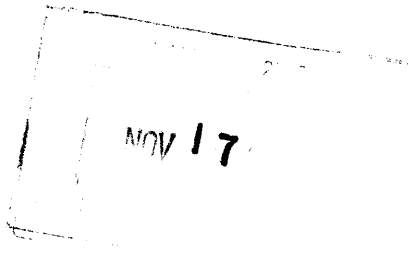


United States Department of the Interior
National Park Service



National Register of Historic Places
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Emerson School

other names/site number _____

2. Location

street & number 314 Randolph Street [n/a] not for publication

city or town Waterloo [n/a] vicinity

state Iowa code IA county Black Hawk County code 013 zip code 50703

3. State/Federal Agency Certification

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

Donnell Saika

November 16, 2004

Signature of certifying official/Title

Date

STATE HISTORICAL SOCIETY OF IOWA

State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

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

Signature of the Keeper

Laura McClelland

Date of Action

12-29-04

Emerson School
Name of Property

Black Hawk County, IA
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources in the count.)

| | | |
|--------------|-----------------|------------|
| Contributing | Noncontributing | |
| 1 | 0 | buildings |
| | | sites |
| | | structures |
| | | objects |
| 1 | 0 | Total |

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

Historical and Architectural Resources of Waterloo, Iowa

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions)

SCHOOL/education

Current Functions

(Enter categories from instructions)

DOMESTIC/multiple dwelling

WORK IN PROGRESS

7. Description

Architectural Classification

(Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS/Classical Revival

LATE VICTORIAN/Renaissance

Materials

(Enter categories from instructions)

foundation CONCRETE

walls BRICK

roof ASPHALT

other _____

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

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

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

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

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

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

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

B removed from its original location.

C a birthplace or grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

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

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance

1906-1954

Significant Dates

1906

1916

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Ralston, John G., Architect

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: _____

Emerson School
Name of Property

Black Hawk County, IA
County and State

10. Geographical Data

Acreage of Property 5 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1 [115] [5536110] [4704480]
Zone Easting Northing

2 [] [] [] [] [] [] [] []
Zone Easting Northing

3 [] [] [] [] [] [] [] []

4 [] [] [] [] [] [] [] []

[] See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Karen Bode Baxter, Architectural Historian; Mandy K. Ford, Research Associate

organization Karen Bode Baxter, Preservation Specialist date November 4, 2004

street & number 5811 Delor Street telephone (314) 353-0593

city or town Saint Louis state MO zip code 63109-3108

Additional Documentation

Submit the following items with the complete form:

Continuation Sheets

Maps

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

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

Photographs

Representative **black and white photographs** of the property.

Additional items

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

Property Owner

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

name John Foley, Central States Development, LLC

street & number 11912 Elm Street, Suite 23 telephone (402) 963-9099

city or town Omaha state NE zip code 68144

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

Emerson School
Black Hawk County, IA

Narrative Description

The city of Waterloo is located in Black Hawk County, in northeastern Iowa and is divided by the Cedar River creating what is known locally as West Waterloo, and East Waterloo. The oldest extant school campus in West Waterloo, Iowa is Emerson School. Located across Randolph Street from the southwestern edge of the original town plat of Waterloo, Emerson School actually consists of two large brick buildings connected by a small one story hyphen. Because of its size and imposing architectural design, the massive two story with raised basement buildings continue to dominate the surrounding residential area that developed in the late nineteenth century. Facing Second Street West on the block between Randolph and Wellington, Emerson School is a mere six blocks from the Cedar River to the north, less than three blocks south of the commercial area for West Waterloo (as the area south and west of the river is known in Waterloo), and two blocks from "Church Row" on Fourth Street West. On the other side of Second Street West, at the corner with Wellington Street, two large churches were built during this same period, which help Emerson School define this section of Second Street West as the core of the surrounding residential area. Today, this area is located just two blocks south of the highway that parallels the river and whose construction removed almost all of the historic buildings (commercial and residential) between Washington and Bluff Streets, separating most of West Waterloo's commercial development from the residential areas south of the highway. The older areas of Waterloo paralleled the Cedar River, rotated approximately 45 degrees from due north so that Randolph (and the river) run northwest to southeast while Second Street West runs northeast to southwest, helping distinguish the school's neighborhood from the newer additions further south and west which run north to south. Thus, in various documents, the 1906 building is referred to as the east, north or original building or wing, while the 1916 building is referred to variously as the west or south building or wing, or as the Annex. The school closed in 1973, and is currently being rehabilitated into apartments meeting the standards and guidelines of the Secretary of the Interior as part of an historic tax credit rehabilitation project that is converting the school into housing for low to moderate income households.

Although Emerson School is addressed on Randolph Street, which the original building's main entrance faced, with the addition of the Annex, the visual orientation of the building altered, paralleling near Second Street West and centered within the block between Randolph and Wellington. Symbolically, the school no longer faced toward the original city limits and its more developed nineteenth century residential areas, rather it now faced westerly where newer residential areas were being developed during the early twentieth century. The large expanses of lawn and shade trees on the Randolph Street end not only provided a stately, almost monumental approach to the main entry of the 1906 building but it also served as the original playground area and separated that original building from the visual streetscape along Randolph. Another playground area added between 1918 and 1945 with the acquisition of the two lots at the Wellington end of the block (previously houses occupied these lots), also separating that side elevation of the 1916 building from the streetscape. The eastern half of this block (Block 7, Leavitt's Addition) is residential, without an alley between those lots and the school property and, as a consequence, the back of Emerson School has always served as a buffer of grass between the school building and homes. This positioning helped maintain the residential character by blending the large school complex in the surrounding neighborhood.

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National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 2

Emerson School
Black Hawk County, IA

Narrative Description (continued)

ORIGINAL BUILDING

The two story with raised basement reddish brown brick school buildings were both designed by architect, John G. Ralston with the original structure nearly square in plan completed in 1906 and the tunnel forming a one story hyphenated section as well as the Annex to the southwest finished in 1916. The stylistic contrast is readily apparent give the stately Neoclassicism of the 1906 design with its H-shaped tipped roof and gabled clay bays that give a strong vertical appearance to the 1906 building, and the Second Renaissance Revival design of the 1916 Annex which is noted for its strong horizontal bands and its flat, parapet roof. The juxtaposition of the two distinctly designed structures provides numerous contrasts which work well together because of the common setback along Second West, the use of a similarly colored brick in a running bond pattern, the repetition of the medallion as a decorative element, the clustering of windows with multipaned upper sashes, and the small hyphenated section that is little more than a raised basement for the furnace room which ties the two structures together as a unit. While the 1906 building originally had an imposing main entry on the Randolph façade with a one story portico framed by the two gabled two story bays, the 1916 Annex minimized its two entries, at each end of the front façade on Second West with a simple name plate for "Emerson School" and the word "Entrance" on the more southerly door lintel as if needed to identify its function. Even the interior treatments are distinctive with the 1906 building have a nearly square "hall" with corner classrooms while the Annex utilized a long hallway lined with windows along the southwest (Wellington) side to connect its three classrooms on each level.

The 1906 structure was built on the site of the 1893 building, utilizing the same dimensions except extending further toward Wellington to form a nearly square structure. It has two entry facades with the main entry originally facing the expanse of lawn (playground) and Randolph Street, and the secondary entry facing Second Street West. The southwest elevation opposite the main entry is now connected by the 1916 hyphenated furnace room tunnel that connects to the Annex. The back elevation, opposite the secondary entry elevation faces the residential area on the other side of the block. The building is visually connected by the symmetrical appearance of each elevation, the reddish brown brick in a running bond pattern with narrow joints to provide a more solid appearance, the rusticated limestone with a dressed limestone cap of the raised basement, the massive H-shaped gabled roof (hipped in the middle section), the fenestration pattern with both vertical and horizontal banding of windows on all three levels, the limestone sills, the consistent use of multipaned (3 x 2) upper sashes of the first and second floor windows, and the treatment of both corners of each of the two gabled bays as brick pilasters with stylized capitals (the fluted stone portion is now missing) that wrapped each corner.

Stylized Neoclassical design features originally tied the building together: the broken pediment gable ends, the stylized pilasters on the upper level of each main elevation gable end, the Palladian dormers, the entry porticos, and the corner pilaster capitals. Rather than utilizing the classical orders for these stylistic details, the features were modified by wedge shaped pilaster strips, brick posts rather than columns, fluted capital designs, and brick pilasters. Sometime after 1952 (the last known historic photograph of Emerson), several of these features were modified or removed, most likely when the building was re-roofed. The roof on the 1906 building was originally clay tile, with a built-in gutter system that formed wide eave overhangs and a broken pediment on each gable end, but the tile roof, gutters and corresponding overhang were removed and replaced with a composition shingle roof and closely cropped fascia and external gutters, although the broken pediment is still visible on each gable end. The stylized pilasters connected by a decorative entablature and medallion above the second floor windows still remains intact, providing a Palladian window effect to the upper elevation to either side of the main entry. Centered on the building originally was a small cupola which was probably removed at the same time. Both entry facades had central Palladian dormers with paired windows (both at the second floor level and arched in the dormer area above) that formed slightly projecting bays above the entries, but the dormers were removed probably when the building was re-roofed after 1952, although most of the circular brick detailing and the brick-outlined pilaster strips of the slightly projecting dormer bays still help distinguish the entries of these two facades. The main entry portico was also removed after 1952, but the secondary entry portico remains intact. The missing stone on the corner pilaster capitals has modified the appearance of the corner pilasters but the brick portions of the capitals remain intact. These modifications occurred while Emerson was still being utilized as a grade school, sometime before it closed in 1973.

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National Register of Historic Places Continuation Sheet

Section number 7 Page 3

Emerson School
Black Hawk County, IA

Narrative Description (continued)

The main entry façade as well as the opposite elevation (connected to the tunnel) are distinguished by the three vertical divisions, with the outer two being gabled and the central section recessed slightly. Three double hung 6 over 1 sashed windows are clustered on each level of the gabled bays and in line with shorter simple double hung sashed basement windows. The front façade was originally further distinguished and articulated with wedge shaped stone pilaster strips between the windows of the upper floors in each gabled bay that terminated above the second floor windows on either side of a decorative medallion and capped by a narrow entablature to elongate the central window visually forming a stylized Palladian window effect. A simplified version of this round medallion was repeated in the gable ends of the opposite elevation, which did not get the elaborate pilaster strips. The central bay on the tunnel side has two windows on both the first and second floor level while the central section of the main façade was originally distinguished by a Palladian dormer and slightly projecting bay with paired windows at the second floor level from the paired diamond paned windows of the round arched dormer separated by another round medallion motif. Raised brick courses outline the pilaster strips that flank these windows and extended to form the flat sides to the arched dormer, thus the Palladian shape. The first floor was originally distinguished by a flat roofed, slightly projecting brick portico formed by an entablature supported by similarly stylized paired wedge shaped stone pilaster strips on the top of the brick pillars and raised on plinths formed by an extension of the raised limestone foundation. The entry portico as well as the dormer (above the eave line) has been removed (sometime after 1952) exposing the recessed entry façade wall with the off-centered doorway with its distinctive transom. The entry has paired wood framed doors with a recessed panel and single light in each door flanked by similarly detailed sidelights. Spanning the doors and sidelights is a very tall transom (nearly the same height as the doors) that is divided vertically into narrow panes of glass with a row of "X" muntins in the squares on each end. To the 2nd Street West side of this doorway is a single double hung window in line with the transom and the basement window below. Only a single shallow masonry step spans between the two gabled bays at the entry.

The secondary entry façade on 2nd Street West was also symmetrically designed with three bays. Like the side bays on the main entry façade, the 2nd Street West façade had three windows grouped symmetrically (vertically and horizontally) within each bay on either side of the central entry. The central bay had another Palladian style dormer (nearly identical to the main entry dormer) that rested on the portico, forming a slightly projecting central bay. The brick entry entablature is supported by pilasters distinguished by the same wedge shaped limestone pilaster strips and resting on projecting plinth-like extensions of the limestone foundation. A simple dressed stone cap above the entablature also serves as the lintel for the second floor windows which is topped on each end with small wedged shaped blocks to either side of the slightly narrower second floor bay area. The recessed doorway is centered in the portico and is a shorter and narrower variation of the main entry in composition and detail.

The back elevation has no recessed bay but the fenestration pattern repeats the clustering of three windows on either end with two additional openings centered on the elevation. Either originally or with the 1916 addition, a metal fire escape was installed on the back elevation with the alternating center two openings on the first and second floor forming the doors. Except for the raised limestone basement and the corner pilaster capital detail (now partially missing) that is on all four elevations, this elevation has no other distinguishing decorative details.

HYPHEN (TUNNEL)

The tunnel forming the hyphen that connects the 1906 and 1916 buildings shares the decorative elements of the 1916 building since it was built at the same time. It connects into the buildings under the first floor windows of both buildings, but the continuous stone sill dividing the first floor and raised basement of the Annex is higher than the raised limestone basement of the 1906 building, although this distinction is camouflaged by the connection in the recessed section between the two gabled bays of the 1906 building. The parapet on the tunnel is capped with dressed limestone, which merges into the continuous sill on the Annex. The band of decorative brick work above the raised basement windows, the limestone sills and the use of decorative brick friezes with small square stones at the corners in what appear as recessed window openings are all features common to the raised basement level of the Annex as well as the tunnel. A large stone exterior wall chimney extends through the roof of the tunnel (which is the furnace room) and is attached to the Annex between two bays of windows. The top of the chimney utilizes brick stringcourses and more small squares of stone as decorative details.

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Emerson School
Black Hawk County, IA

Narrative Description (continued)

ANNEX

The Annex is rectangular, with a much narrower profile for its main entry façade (2nd Street West). The Second Renaissance Revival design of the Annex was a style that remained popular in Iowa throughout the 1920s, especially for commercial and public buildings. As is characteristic of this design, the 1916 Annex is organized into distinct horizontal divisions that are separated by pronounced belt and stringcourses. The three horizontal elements are the raised basement (which includes the entries), the parapet frieze area, and the section between which comprises the first and second floor window area. The fenestration pattern of three primary elevations further emphasizes these horizontal divisions, as does the continuous sill on the upper level of the front façade's central recessed bay. As is also characteristic of the Second Renaissance Revival, the Annex's window treatments change slightly from the lower to middle band. As is common in this style, the roof is highlighted by decorative limestone pediments above the corner bays of each primary façade with the central front bay features a decorative cartouche. The two primary elevations, the front (2nd Street West) and southwest elevation (Wellington Street) elevations, are both basically symmetrical designs. Since both are divided into three vertical bays with the center section wider and recessed.

Features common to all elevations visually connect the building. This is especially true of the horizontal banding: the simple stone cap on the parapet, the vertical brick band and raised brick string course at the edge of the parapet, another raised brick and vertical brick course that forms the lintels for the second floor window, a dressed stone course that forms the sills of the first floor windows, and two additional raised brick courses that form a band between the stone sill and the basement windows. The center of this lower band consists of a row of raised brick medallion-like decorations on all but the rear elevation where the band is sans medallions. All four sides have bands of basement windows, separated by brick. Only the basement windows behind the tunnel break this pattern since they were clustered to match the first and second floor window clustered above. The three most visible elevations, along 2nd Street West, facing Wellington Street and the front bay on the side connecting to the tunnel have additional features in common: the treatment of the parapet frieze banding which forms the upper horizontal visual element, the pilaster effect which forms a repetitive vertical element in the main horizontal division (the area between the parapet friezes and the raised basement), and the stone pediments visually supporting the parapet cap. Both side elevations have window-like recesses, in place of some windows on the basement or lower level with decorative brick friezes, similar to the tunnel. The stone capital details separating each window and each edge of the projecting corner bays gives the appearance of brick pilasters between these windows, a visual element further accentuated by the creation of recessed brick areas in place of windows on the front bays of each side and by the small square brick friezes between the first and second floor windows (as if placed to either side of pilasters).

The parapet frieze area above the second floor area is defined by raised brick stringcourses at the parapet edge and as the continuous lintel and it has a variety of smaller decorative brick friezes positioned in line with vertical bands of windows. Rectangles outlined by a raised course of brick form the borders to these friezes, but the interior treatment varies. The raised brick medallion-like feature found on the band above the basement windows is also utilized in the parapet friezes as are the round stone medallions similar to those found on the 1906 building. Corner bays on each side have three small brick friezes while the central bay on the front and side elevation have narrow horizontal friezes punctuated by the stone medallions. The corner bays on the front façade have more elaborate medallions within square brick friezes, utilizing limestone details at the compass points.

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Emerson School
Black Hawk County, IA

Narrative Description (continued)

On the front, the central bay has five windows on the first and second floor separated only by the multipaned sashed window frames and clustered with continuous sills although the basement level has only four windows separated by brick. The outside bays on the front are not quite symmetrical since the placement of the north (closer to Randolph) bay's first floor windows is in line with the other first floor windows while the windows above the entry of the south front bay (Wellington end) are actually positioned at the landing level between the first and second floor. Windows on both levels of both front-end bays are paired with continuous sills. Brick pilasters project at the raised basement level on either side of the entry doors with masonry blocks forming plinths in front of these pilasters and flanking the two low masonry steps to the double-door entries. The tops of the pilasters are wrapped in the same limestone course that forms the first floor continuous lintel, serving as the capitals to the pilasters, which are topped with masonry balls. Above the southerly entry is the carved limestone nameplate, "Emerson School," with a small limestone lyre above. Below the nameplate in the continuous lintel course is engraved "ENTRANCE." The second floor stairwell window (only the southerly entrance serves the second floor of the Annex) has staggered horizontal muntins between the three vertical muntins of each window with a single diamond pattern in the center section of the upper sash. The paired front doors each have a large rectangular light.

INTERIORS

The interior spaces in each building were organized differently, although both had nearly identical floor plans for each of the three levels. The 1906 building had a square, central hallway with classrooms located in each corner and stairs or coatrooms between these classrooms. The Annex had a linear plan with a hallway paralleling the southwest wall from the entry and stairway (which served all three levels) on the southerly corner of the front façade. The gymnasium was located on the lowest, or basement level, of the Annex while the upper two floors were divided into three classrooms, each with a recessed entry between the two "wardrobes" serving each classroom. The variations from this plan are limited to the special uses of the basement (restrooms and gymnasium) and to office spaces located at the south end of the hall in the Annex and on the landing and above the main stairs of the 1906 building, but these variations do not disrupt the basic floorplan. Although the tunnel, which housed the furnace room, connected the two buildings and a hallway on its front wall allowed for passage between the two buildings at the basement level, it was designed for maintenance purposes and the students did not use it and each building functioned separately with the older students in classes in the Annex and younger students staying in the 1906 building.

Besides the floorplan and hall configurations, the greatest distinction between the interiors of the two buildings is the entry vestibules and stairways. The vestibules of both 1906 entries mirror the wood trim of the exterior doorway/entry with wooden doglegged staircases located beyond the vestibules. The main entry stairs of the 1906 building only served the basement and first floor, allowing room for an office on the second floor while the northwest stairway served all three levels with a large T-shaped transom above the landing office on the stairway up to the second floor, creating a dramatic interior space. The paneled newel posts are set at an angle on the northwest stairs (first floor and upper landing) while the others are not.

The vestibules of the two front entries in the Annex were treated differently since the southerly entry provided access to the doglegged, partially enclosed stairs that served all three levels of the building, while a single wide wood trimmed doorway (without doors) of the northerly vestibule leads to the double width stairs that provided access to the gymnasium only. The southerly vestibule had two separate wood framed, multipaned doors with one providing access to the basement, while the other was transomed (multipaned) and led up to the first floor hall. Above the first floor level, this stairwell was open with simple wood capped plaster half walls serving as the stair rails. It had a dramatic two story landing with the 2 pairs of multipaned windows, the upper one having staggered horizontal muntins with a decorative diamond pane centered in its upper sash.

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National Register of Historic Places Continuation Sheet

Section number 7 Page 6

Emerson School
Black Hawk County, IA

Narrative Description (continued)

Slight variations in interior trim distinguish each wing of the building, visually connected by the high ceilings, plaster walls and ceilings, transomed doorways, and the recess of the window frames within the plaster walls. The 1906 building reflected more of the classical aesthetic with its high three-member molded baseboards, 6 panel doors, plain cap trim that gave the appearance of simple entablatures above the doors, plinth-like bases on the door trim, clear transoms, and the stairways which originally had square balusters, and paneled newel posts. The use of arched openings into the coatrooms of the 1906 building is unusual but distinctive. The Annex revealed the increasing influence of the Craftsman style with its simple back band trim around doors, the square edged and shorter profile baseboards, the 6 light textured glass panes in the transoms, the textured glass multipaned fixed windows between wardrobes, classrooms and the hallway as well as the stairway with simple wooden handrails on top of the plastered railings. While the basement ceilings are lower, the trim was similar to the upper floors.

The gymnasium was designed as functional space and the windows were recessed into the plaster walls. To provide additional light and ventilation, long bands of multipaned sashed windows lined the wall to the hallway, nearly floor level in the hall, but high on the walls of the gymnasium which was a half-flight lower than the main basement floor to allow for an 18 foot ceiling height. A small wooden platform spanned the width of the northeast wall between the walls to either side that enclosed the wooden entry stairs. This platform had access doorways cut into these sidewalls onto the landing for the stairs, so that the gymnasium could be used as an auditorium when needed.

ALTERATIONS AND INTEGRITY ISSUES

The school had fallen into disrepair when the current owners purchased the property and began the historic rehabilitation that utilizes the historic tax credits and meets the Secretary of the Interior's standards and guidelines. The common areas of the interiors retain a high degree of integrity, including only minor alterations to the common spaces (halls, stairways, and entries), the original plaster walls, high ceilings, and the wood trim and baseboards. The balusters from the 1906 building's stairs have been replaced at some point. Prior to closing in 1973, the interior had only minor floorplan alterations and the current certified historic rehabilitation project converted the classrooms and gymnasium into apartments, while retaining the historic common areas. The northwest stairway on the 1906 building had already been enclosed by the school board between the first floor and upper landing for fire safety reasons. Many of the classroom doors in both wings had been replaced with hollow core doors at some point, but more appropriate wood paneled doors were installed as part of the rehabilitation. Since the school closed in 1973, the building had suffered due to vandalism and lack of maintenance so that interior as well as exterior glass was broken, the plaster has cracked, the north first floor classroom in the 1906 building had severe fire damage, the floor tiles were loose, and some interior wood trim (especially on stairways) had been damaged. All of these problems that were remedied during the rehabilitation without impacting the historic integrity of the interior, common areas and even the new apartments, each of which is confined to a simple historic classroom, retain the high ceilings and historic doorways and windows configuration.

United States Department of the Interior
National Park Service

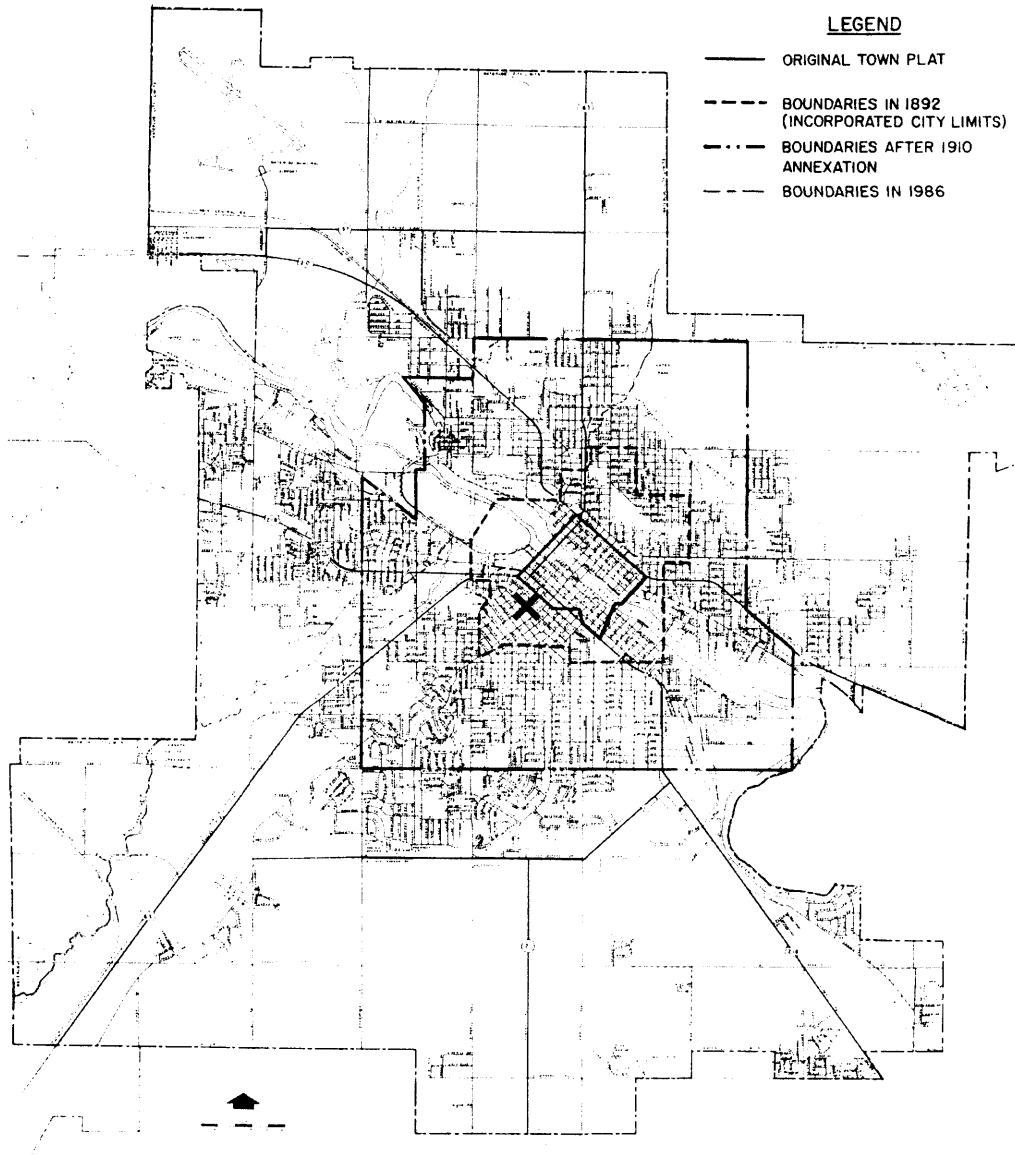
National Register of Historic Places Continuation Sheet

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Emerson School
Black Hawk County, IA

Source: Barbara Beving Long, Waterloo Factory City of Iowa,
1986, between pp. 40 and 41.

Map showing city limits
boundary changes
Locating property



CITY OF WATERLOO, IOWA

United States Department of the Interior
National Park Service

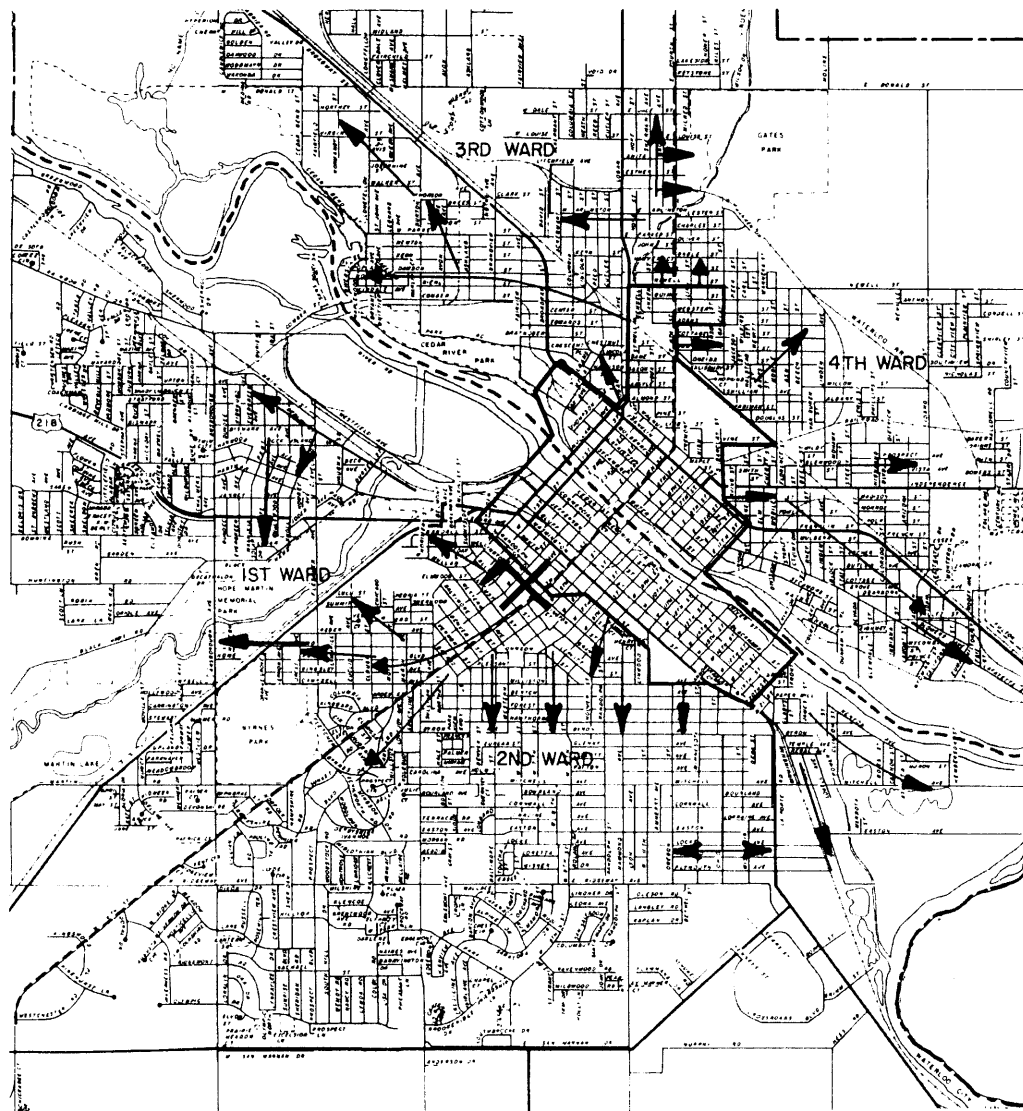
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Emerson School
Black Hawk County, IA

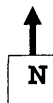
Source: Barbara Beving Long, Waterloo Factory City of Iowa,
1986, between pp. 74 and 95.

Map showing Direction of
plating Activity Locating property



DIRECTION OF PLATTING ACTIVITY

- PLATTED BY 1869
- ▶ 1870'S - 1880'S
- ▶ 1890'S
- ▶ 1900'S
- ▶ 1910'S
- (BASED ON DATE PLAT RECORDED)
- - - - - POLITICAL WARDS (1916)



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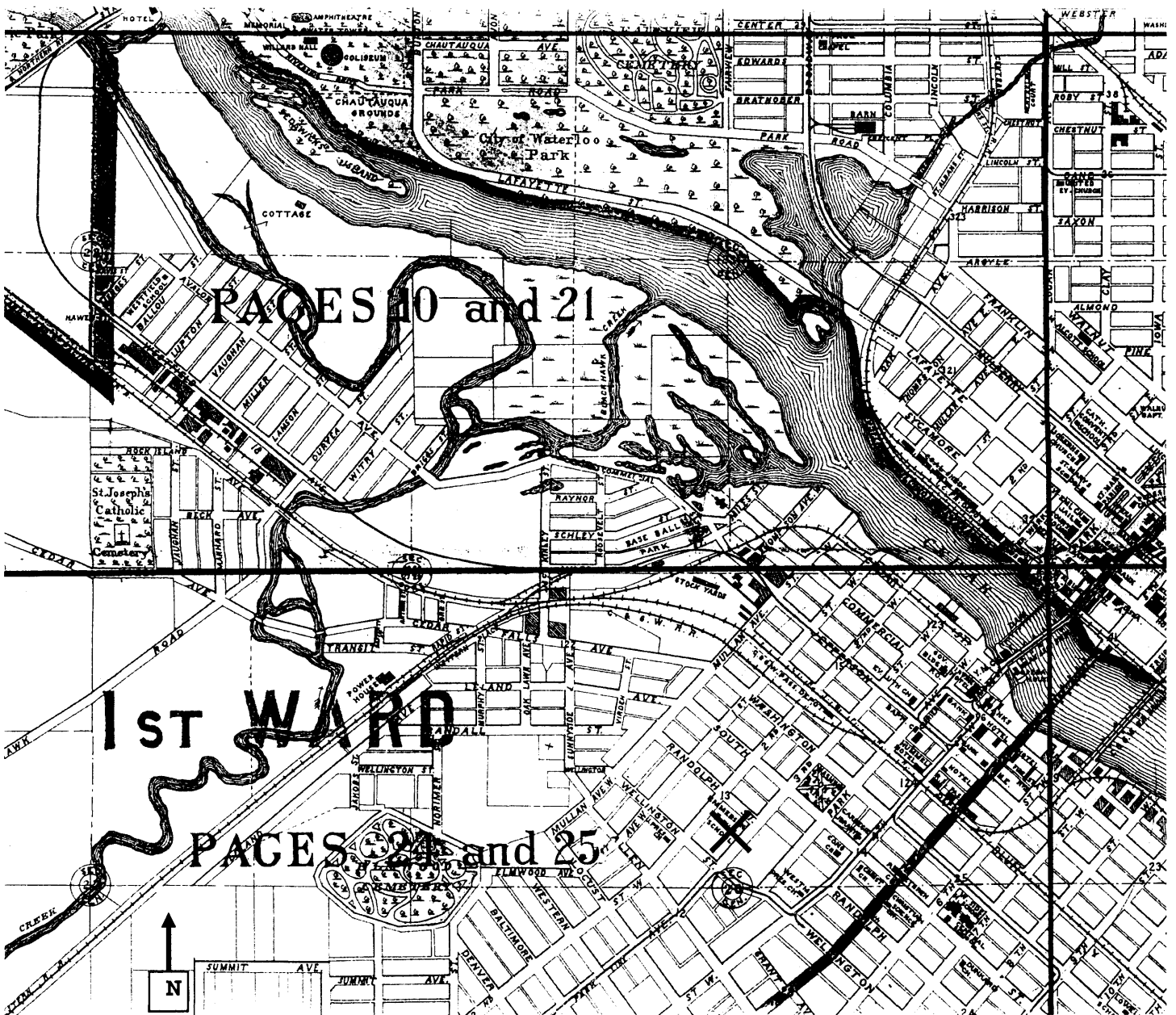
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Emerson School
Black Hawk County, IA

Atlas of Waterloo Iowa (Davenport: The Iowa Publishing Co., 1906), p. 4-5.
(Courtesy of Grout Museum Archives)

Map of West Waterloo
Locating School Property
(Original building shown)



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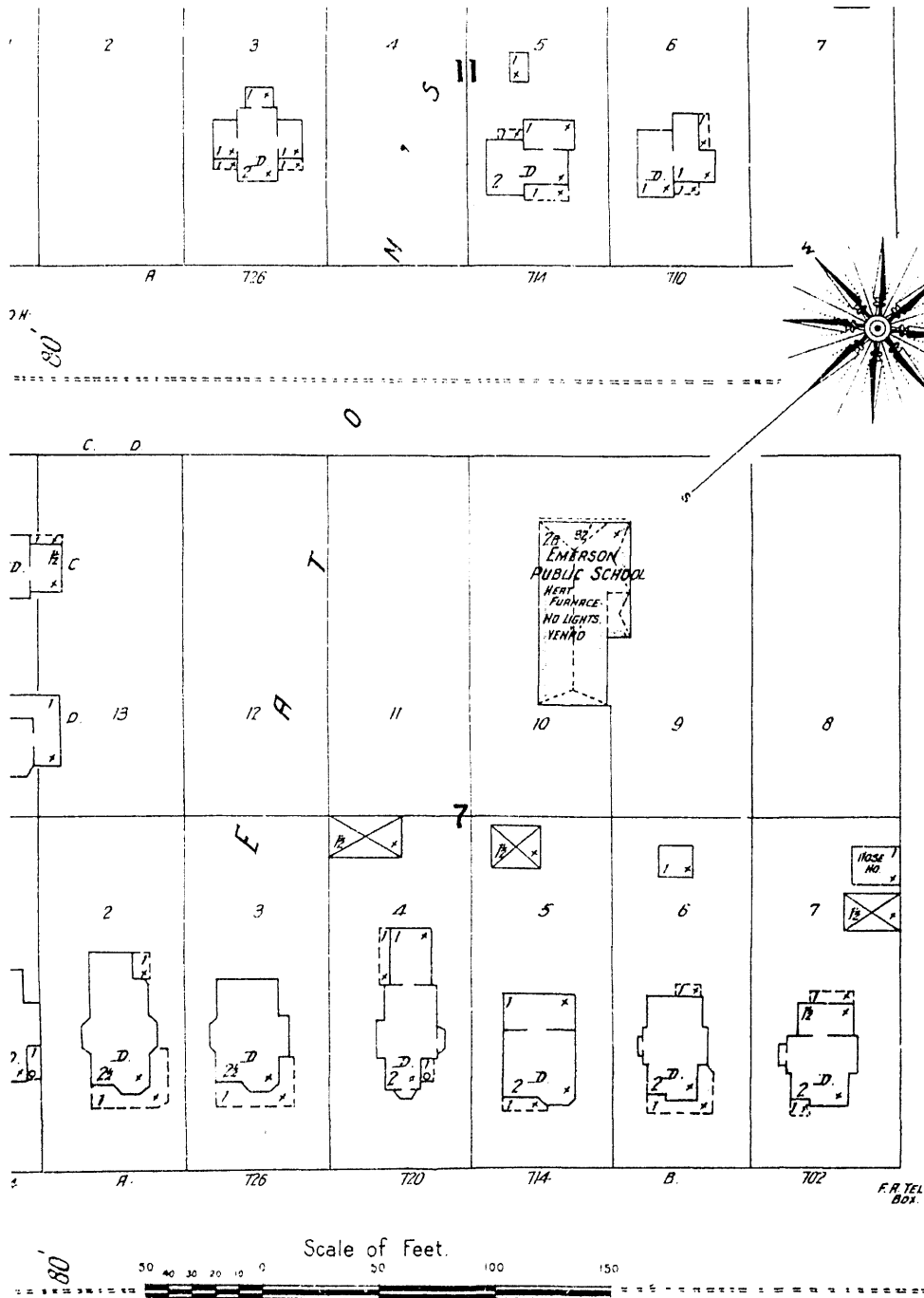
National Register of Historic Places Continuation Sheet

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Emerson School
Black Hawk County, IA

Fire Insurance Map of Waterloo, Iowa, 1900, p.26.

Original (1893ca.) Building
(Nonextant)



Scale of Feet.

50 40 30 20 10 0 50 100 150

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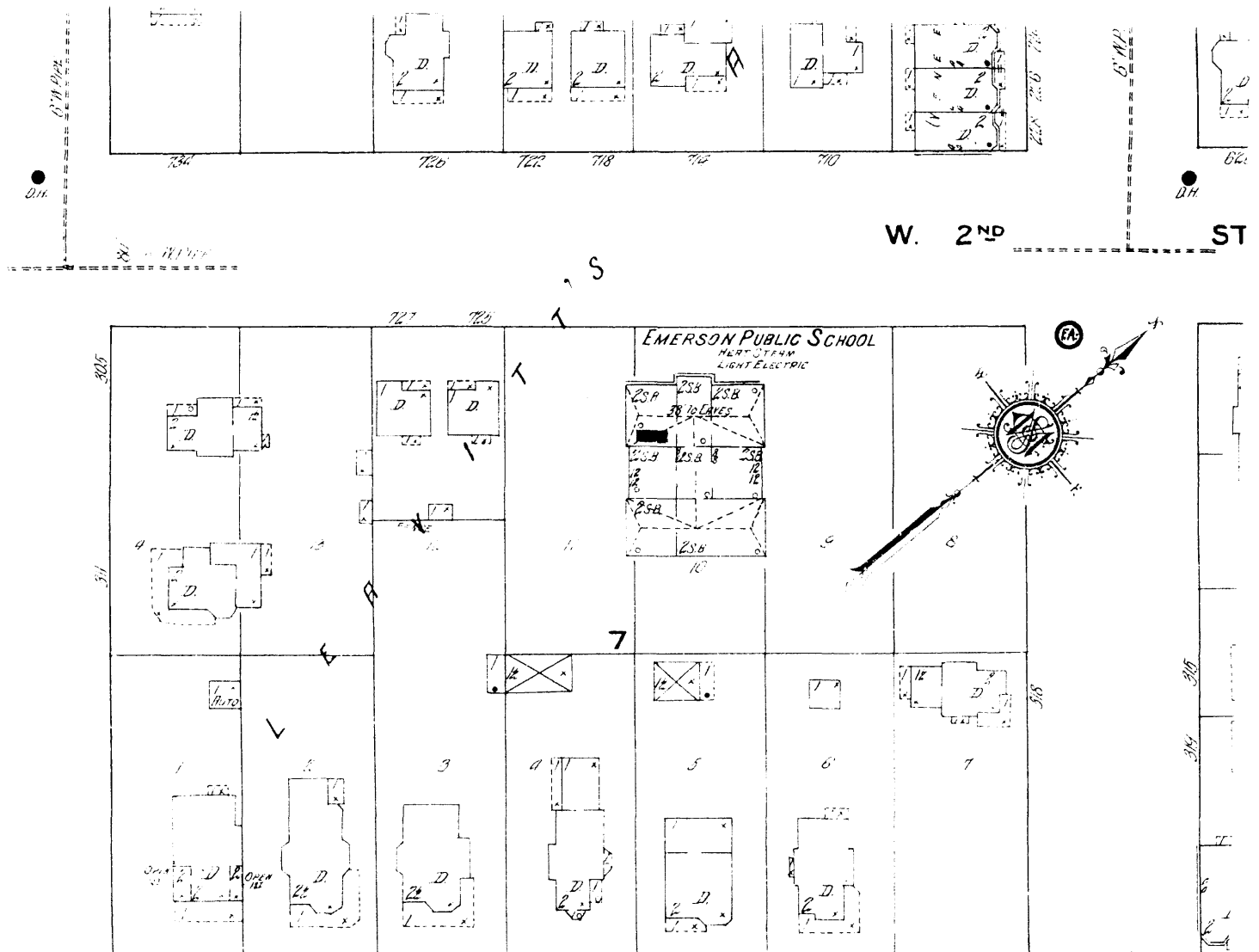
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Emerson School
Black Hawk County, IA

Fire Insurance Map of Waterloo, Iowa, 1910, p.33.
(Courtesy of Grout Museum Archives)

New School Building
Completed 1906



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National Park Service

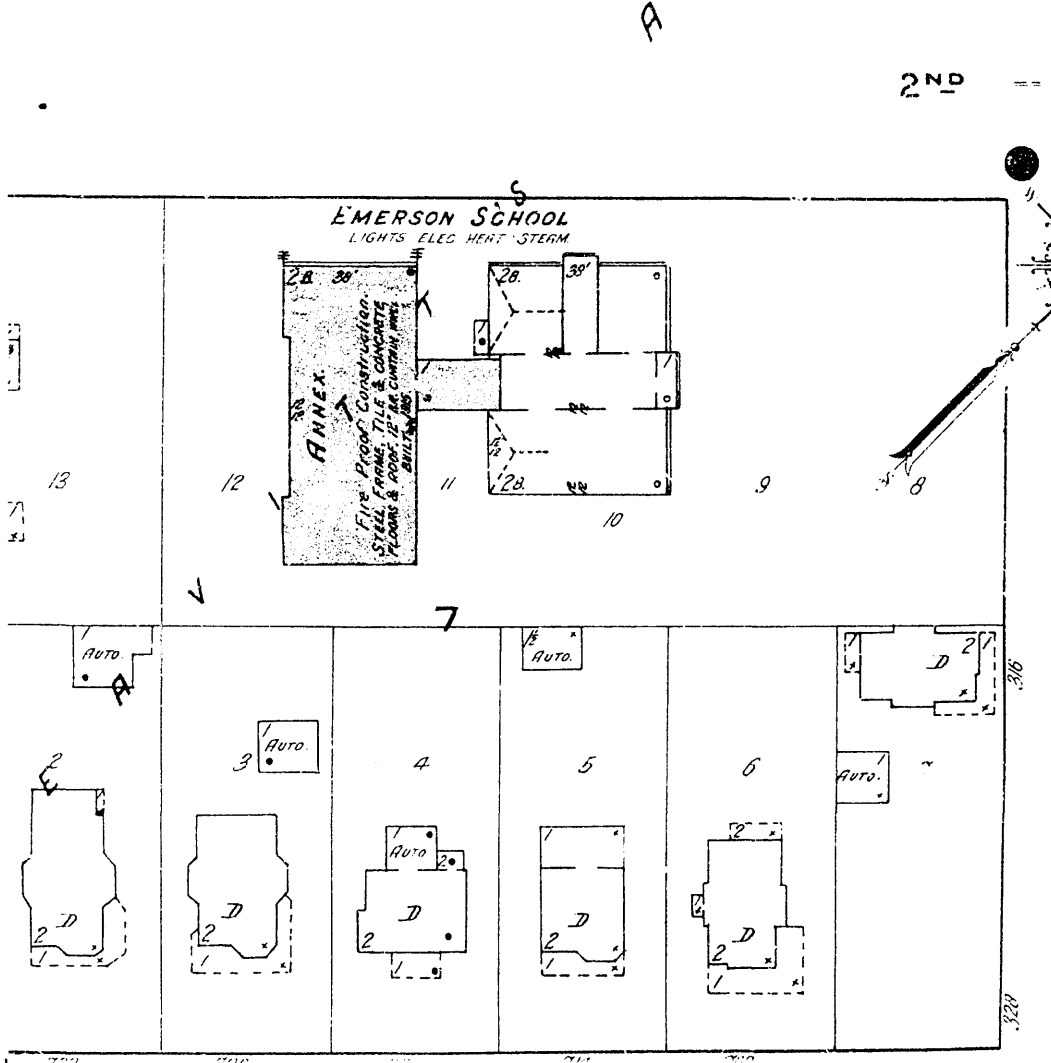
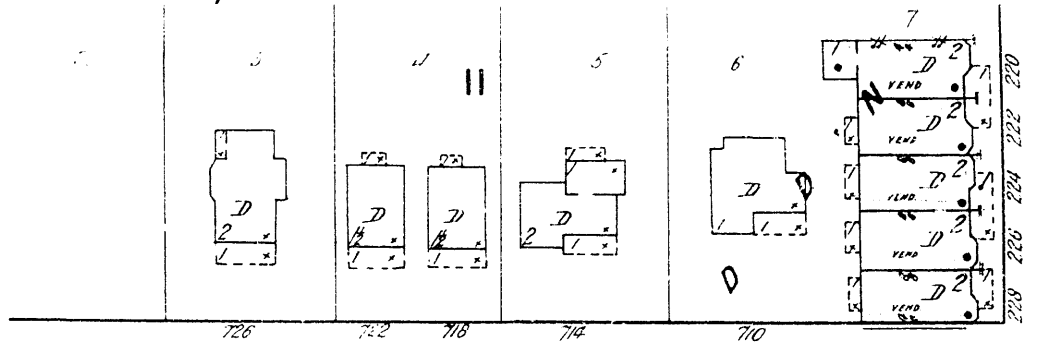
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Emerson School
Black Hawk County, IA

Fire Insurance Map of Waterloo, Iowa, 1918, p. 63.
(Courtesy of Museum Archives)

Building after completion
of Annex



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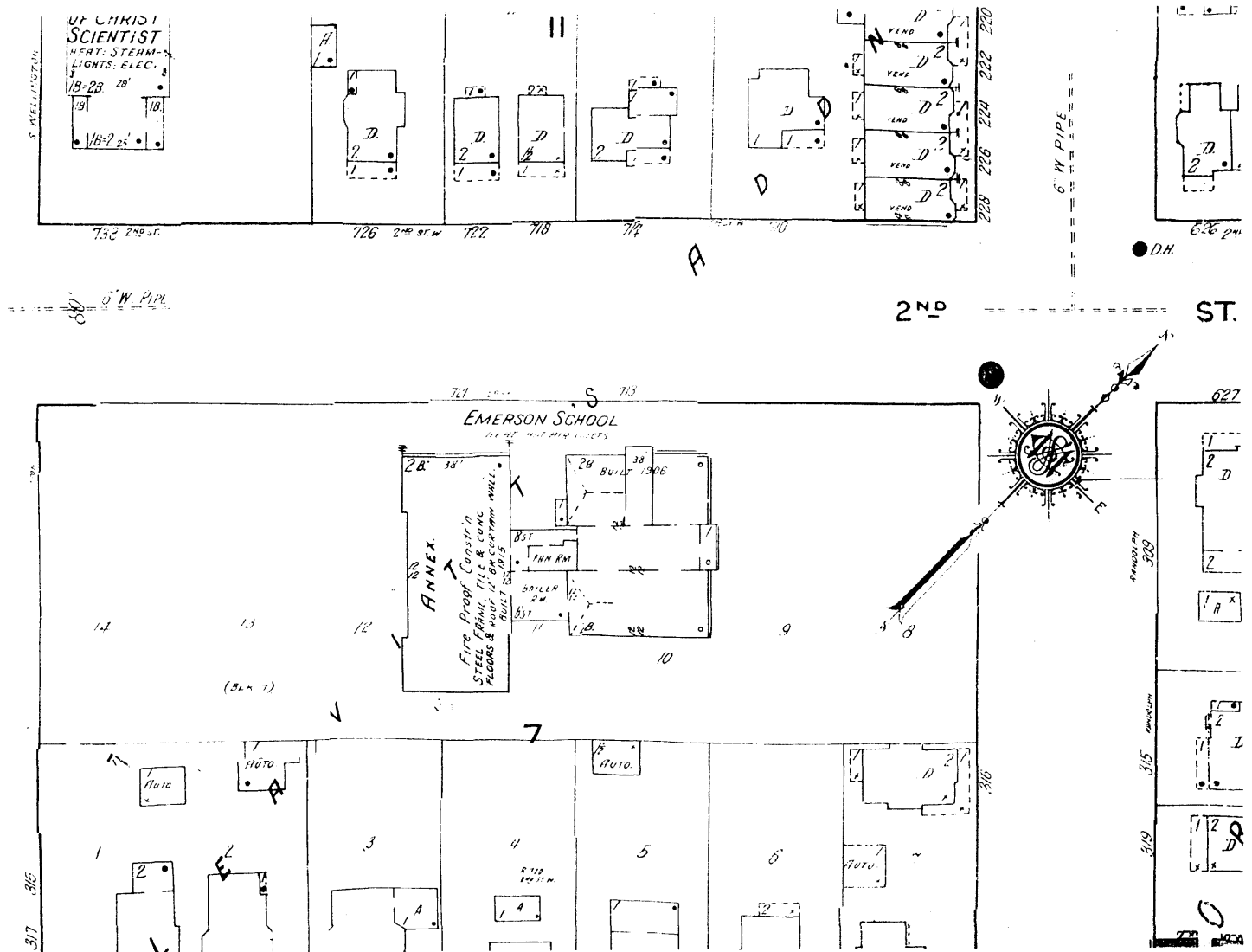
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Emerson School
Black Hawk County, IA

Fire Insurance Map of Waterloo, Iowa, 1918- (Corrected), p.63.
(Courtesy of Grout Museum Archives)

Building with boiler room
added and conversion
to forced air heat



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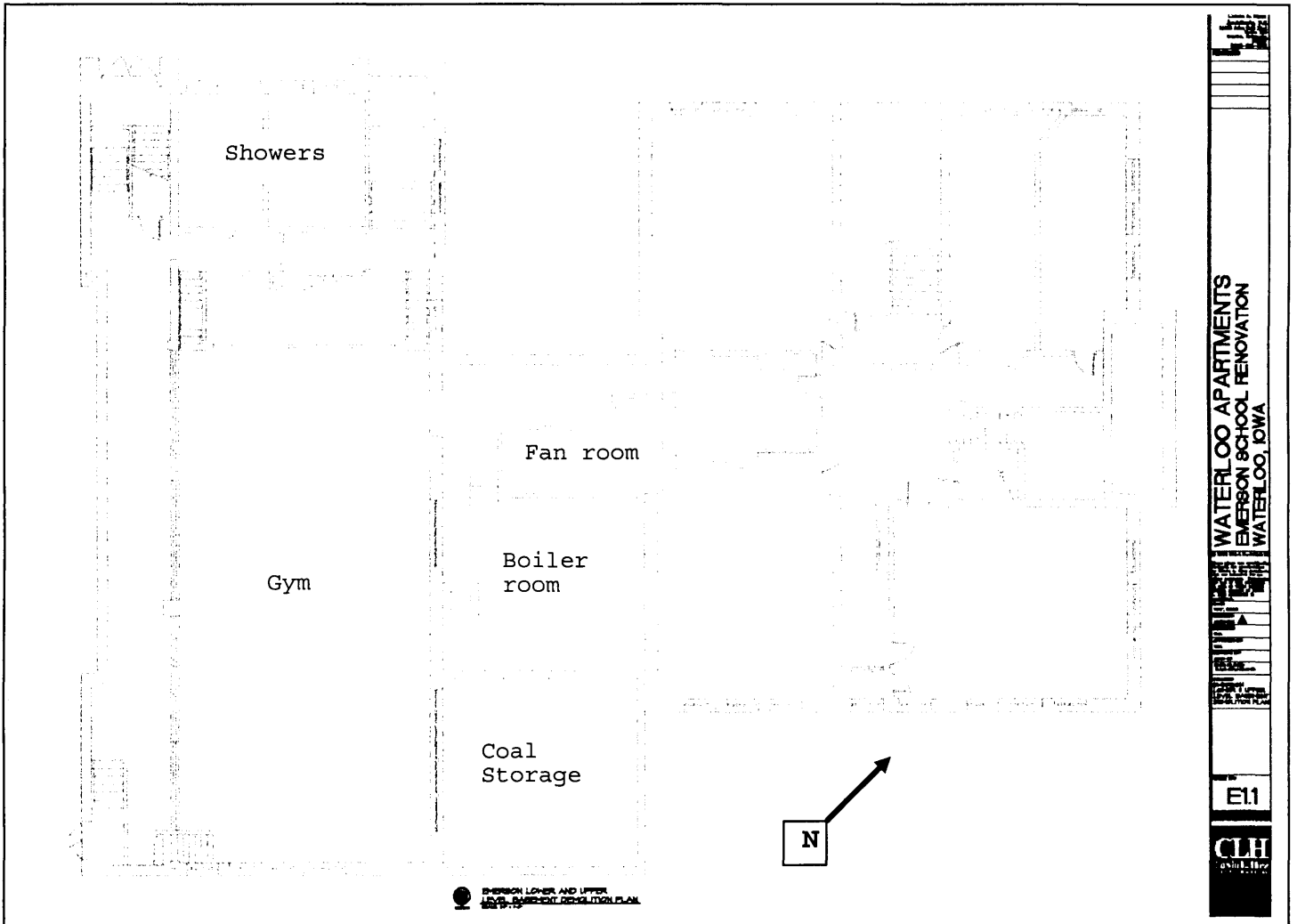
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Emerson School
Black Hawk County, IA

Historic floor plan layout circa 1930.
(Courtesy of CLH Architects, Omaha, NE)

Basement



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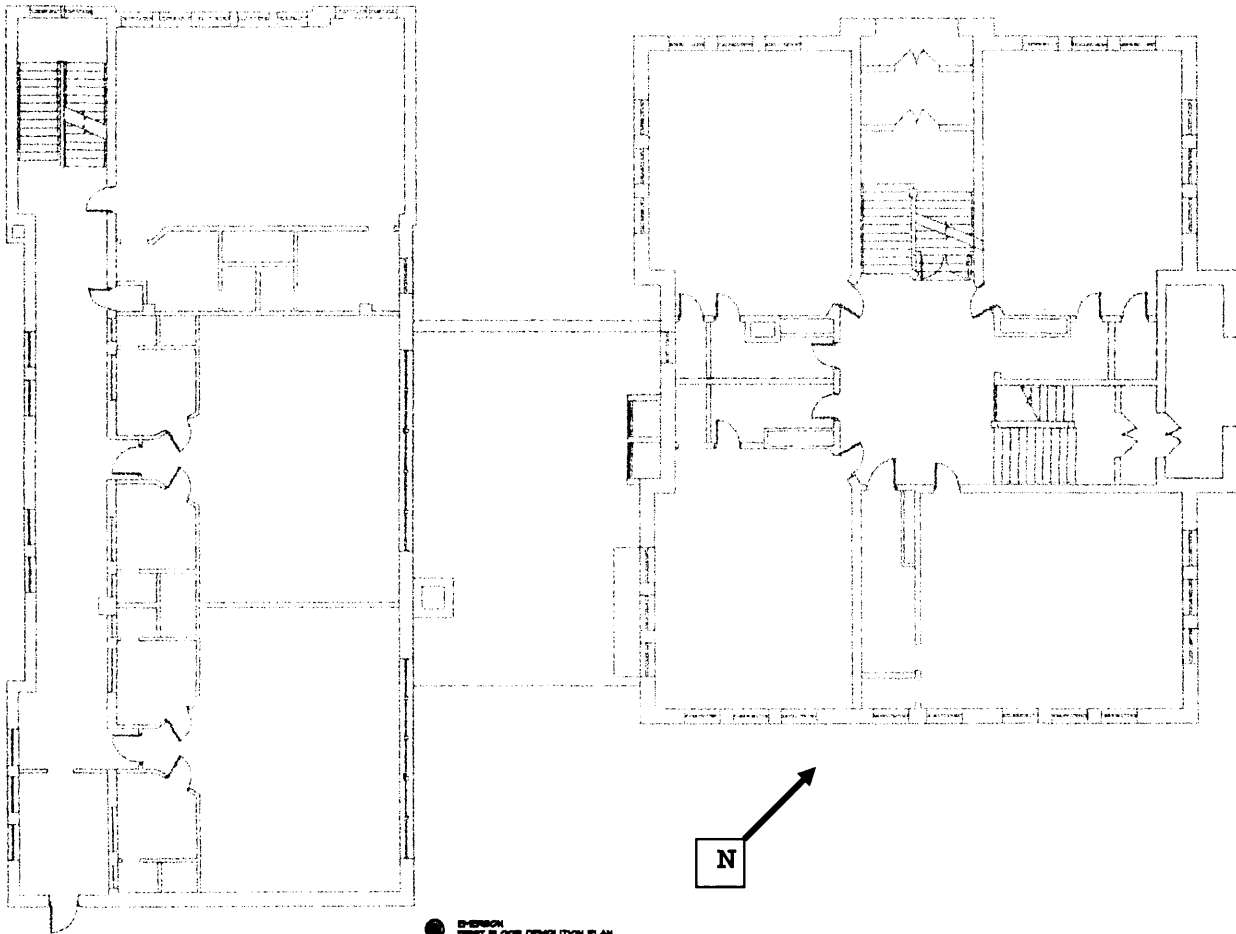
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Emerson School
Black Hawk County, IA

Historic floor plan layout.circa 1930
(Courtesy of CLH Architects, Omaha, NE)

1st Floor



WATERLOO APARTMENTS
EMERSON SCHOOL RENOVATION
WATERLOO, IOWA

E12

CLH
architects

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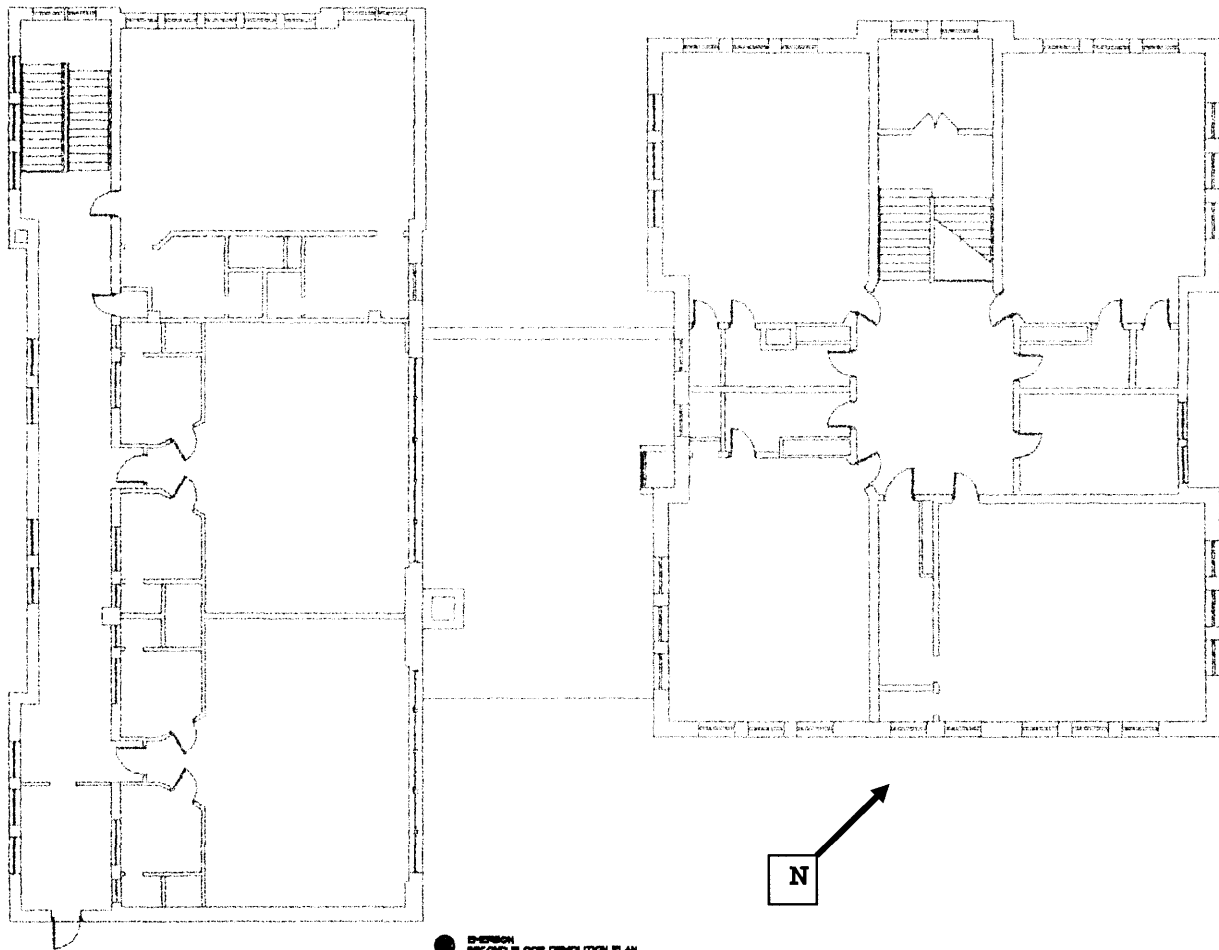
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Emerson School
Black Hawk County, IA

Historic floor plan layout circa 1930
(Courtesy of CLH Architects, Omaha, NE)

2nd Floor



EMERSON
SECOND FLOOR DEVELOPMENT PLAN
2007

WATERLOO APARTMENTS
EMERSON SCHOOL RENOVATION
WATERLOO, IOWA

E13

CLH

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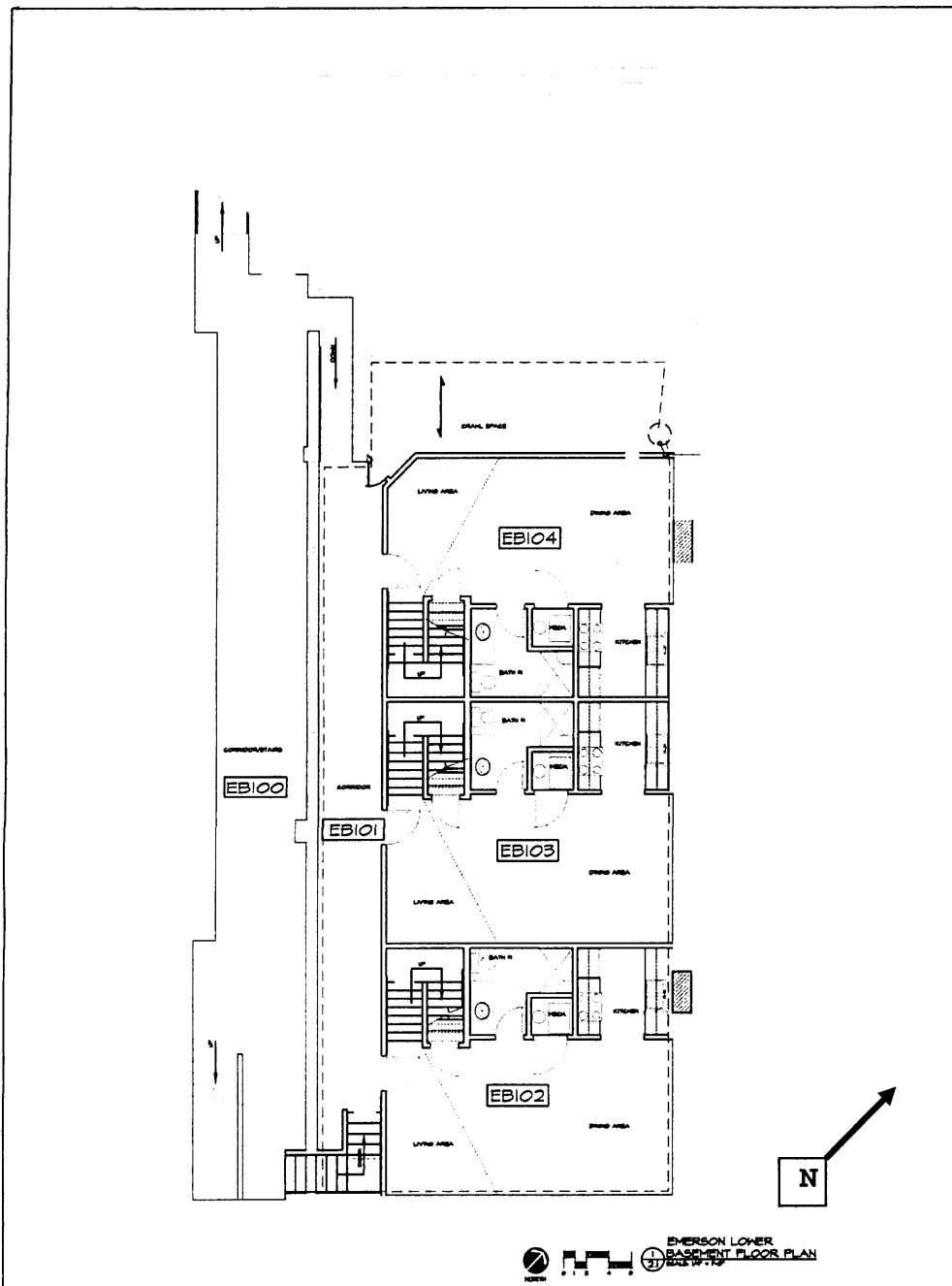
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Emerson School
Black Hawk County, IA

Floor plan layout circa 2003-4.
(Courtesy of CLH Architects, Omaha, NE)

Basement Lower



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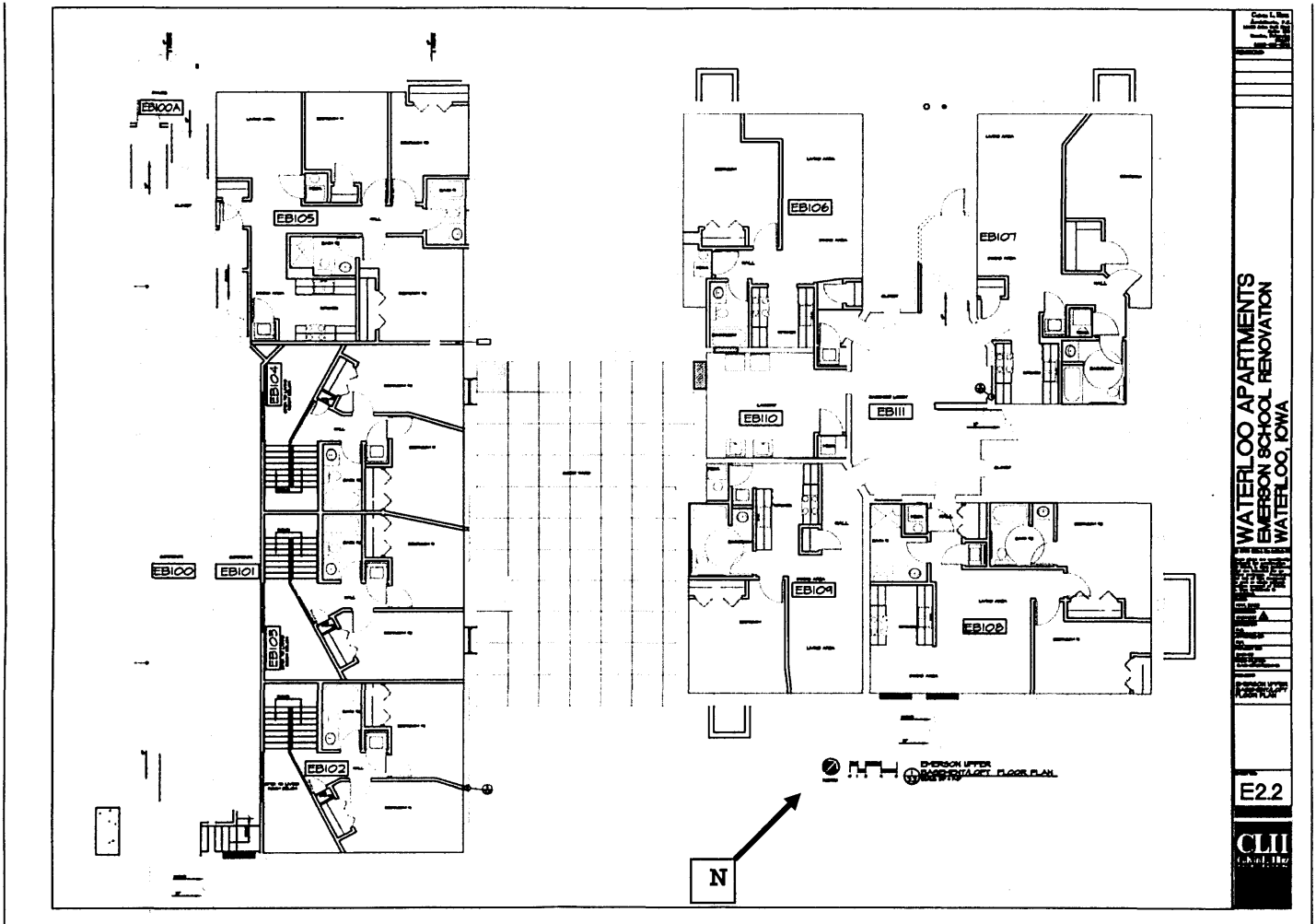
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Emerson School
Black Hawk County, IA

Floor plan layout circa 2003-4.
(Courtesy of CLH Architects, Omaha, NE)

Basement Upper



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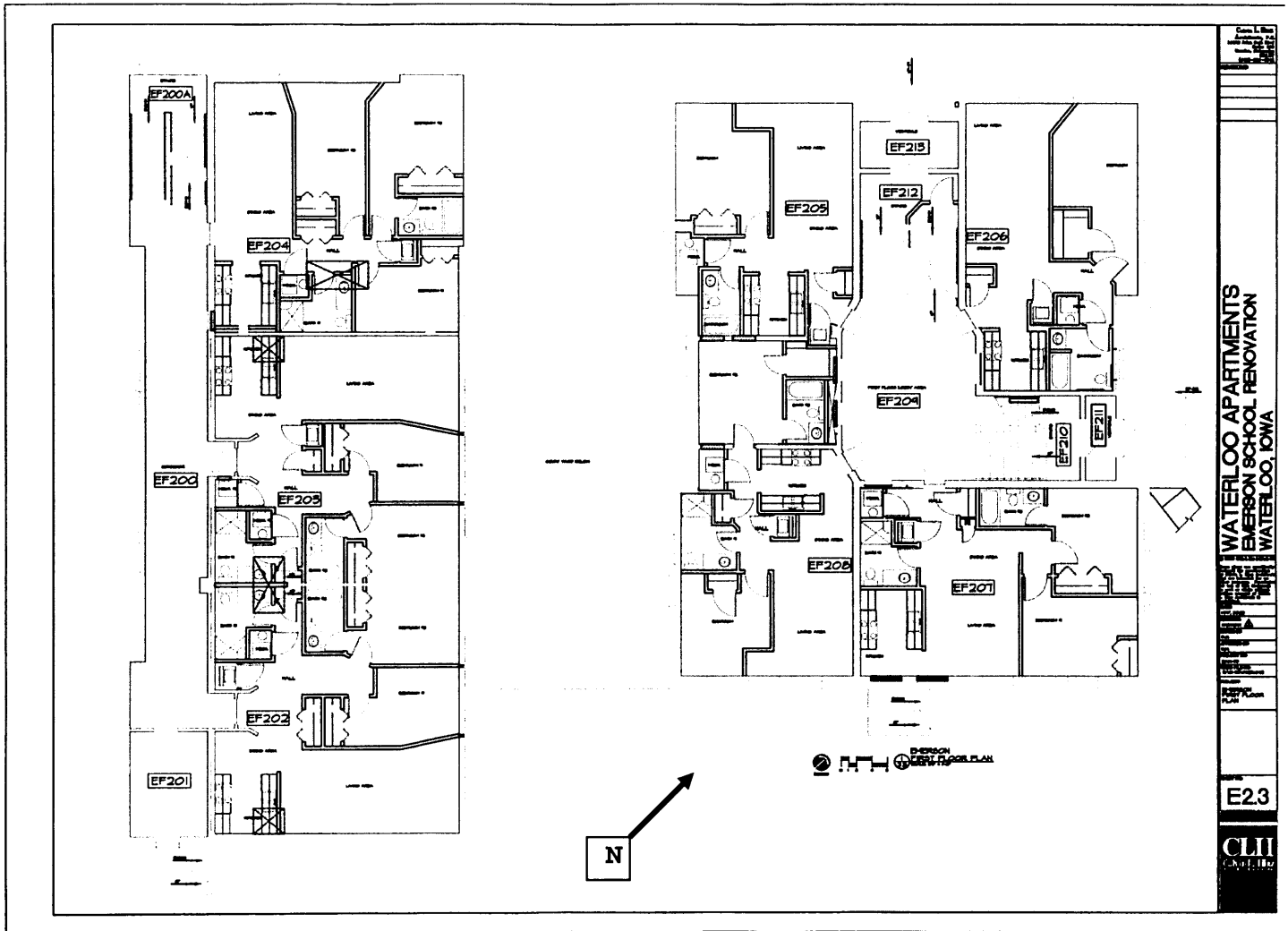
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Emerson School
Black Hawk County, IA

Floor plan layout circa 2003-4
(Courtesy of CLH Architects, Omaha, NE)

1st Floor



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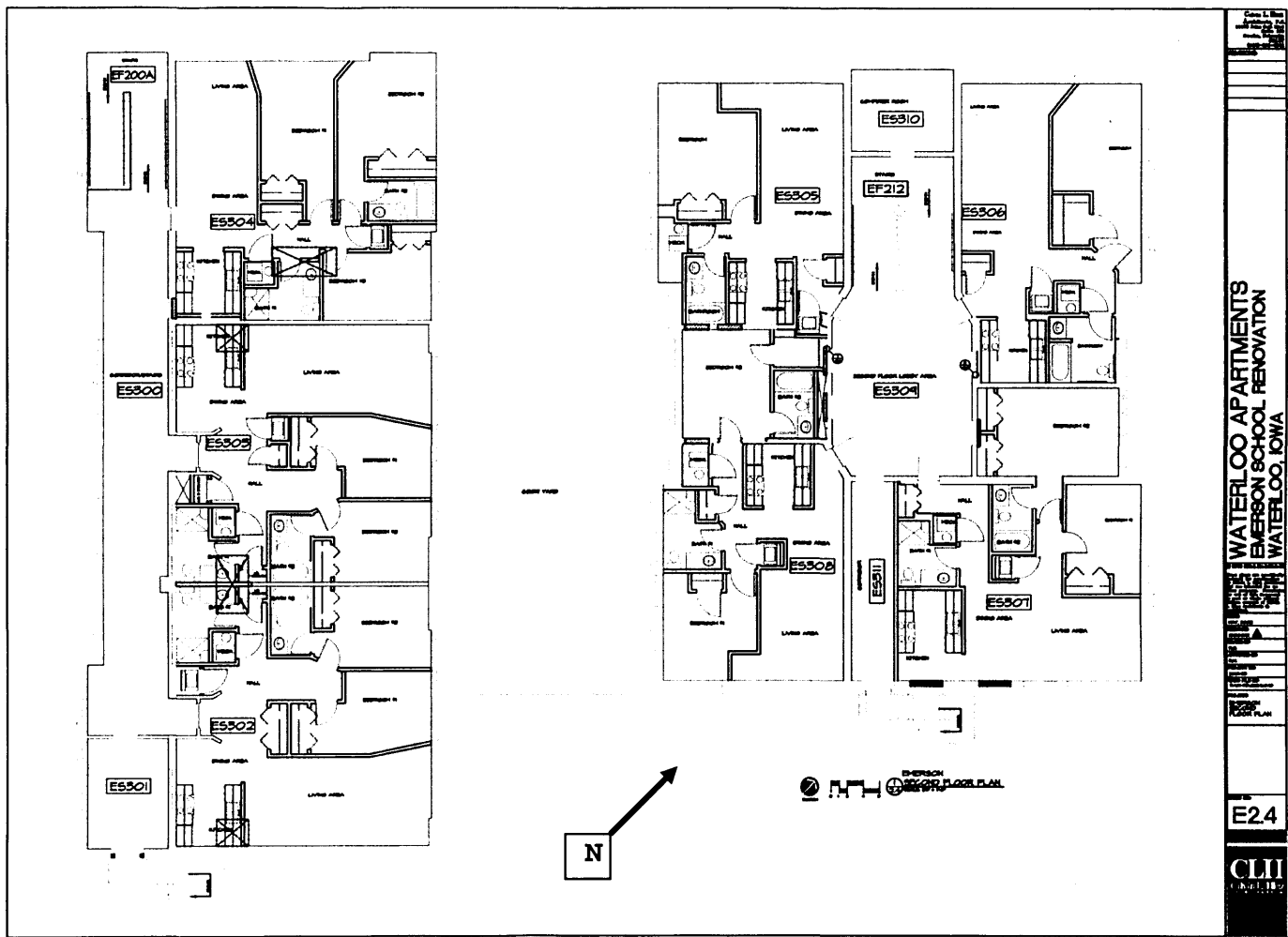
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Emerson School
Black Hawk County, IA

Floor plan layout circa 2003-4
(Courtesy of CLH Architects, Omaha, NE)

2nd Floor



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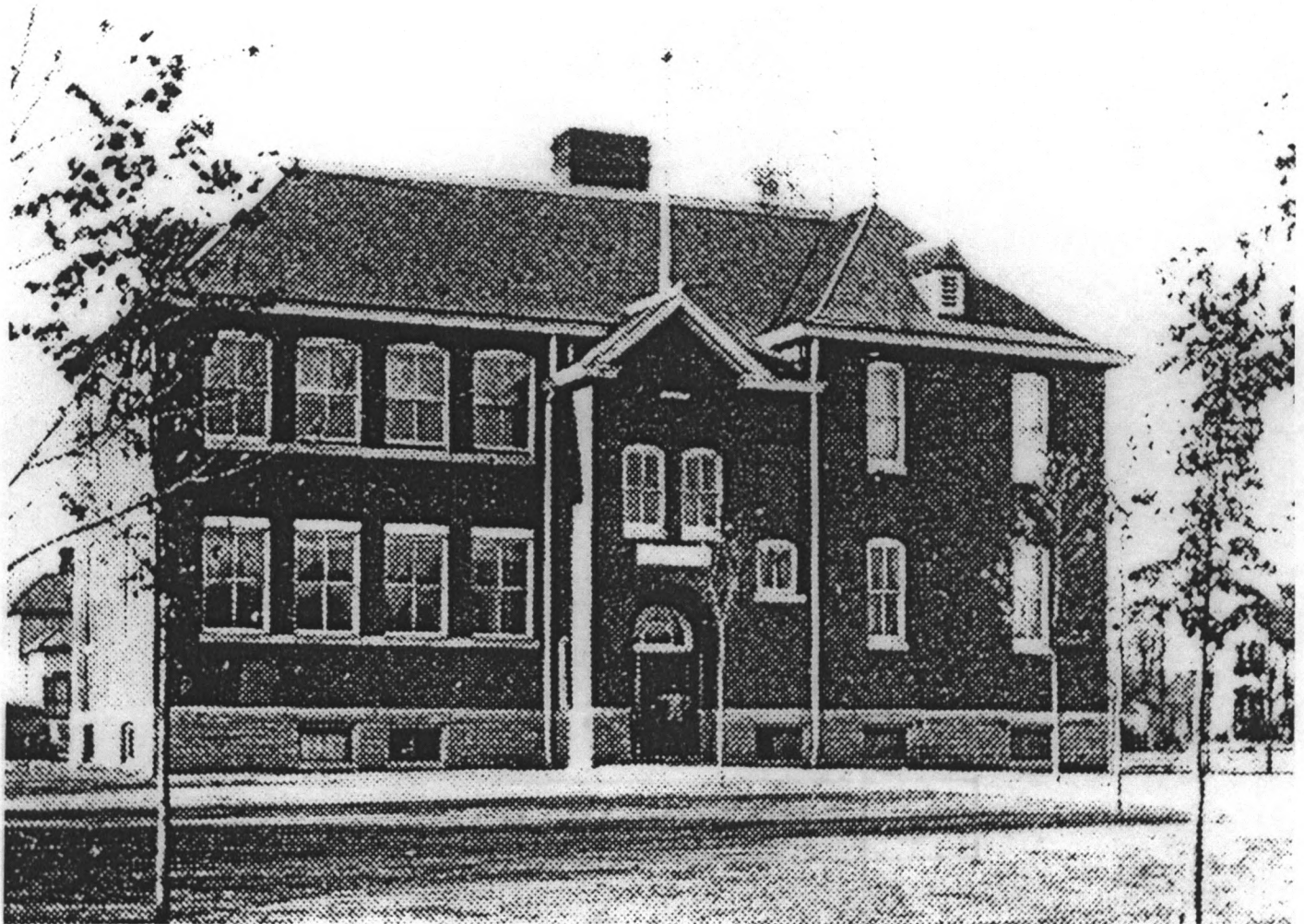
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Emerson School
Black Hawk County, IA

Source: Grout Museum Archives, Photo Archives,
"Schools-1850-1900-I" (17).
[Back of Photo says "From 1910 Atlas"]

Original Building, Pre-1906
From Randolph Street
Looking west



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Emerson School
Black Hawk County, IA

Source: Grout Museum Archives, Photo Archives,
"Schools - 1900-1920-II," (45).

1906 Building, circa 1906-1915
From Randolph Street
Looking southwest.



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Emerson School
Black Hawk County, IA

Source: Grout Museum Archives, Photo Archives,
"Schools - 1900-1920-II," (46).

View of 1906 wing, circa 1916.
From Second Street West
Looking south



1916 SOUTH

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Emerson School
Black Hawk County, IA

Source: Grout Museum Archives, Photo Archives,
"Schools - 1900-1920-II," (47).

View from Annex, circa 1916.
From Second Street West, looking east.



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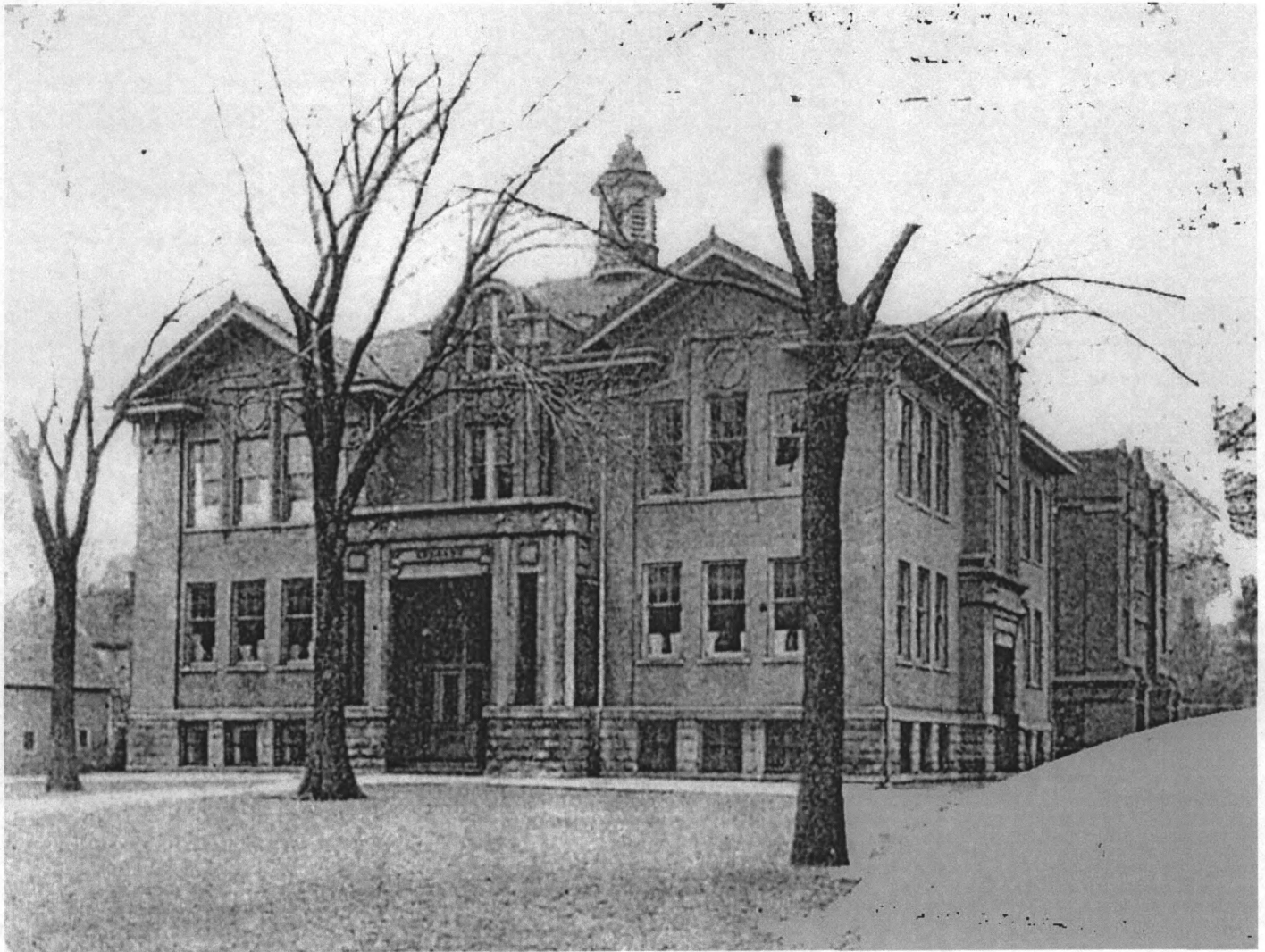
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Emerson School
Black Hawk County, IA

From Gwynne F. Weston, compiler,
The Story of Waterloo, [1928], p.70.
(Courtesy of Waterloo Public Library Collections)

Emerson School, circa 1928
Looking Southwest 1906 wing
and Second Street West facades



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Emerson School
Black Hawk County, IA

From Pictorial Review of West Waterloo Schools in Action, 1933-34, p.5.
(Courtesy of Grout Museum Archives)

Emerson School, circa, 1933.
Looking south at 1906 wing
and second street west facades



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Emerson School
Black Hawk County, IA

From Pictorial Review of West Waterloo Schools in Action, 1933-34, p.5.
(Courtesy of Grout Museum Archives)

Emerson School, circa 1933
Looking West at 1906 wing
from Randolph Street



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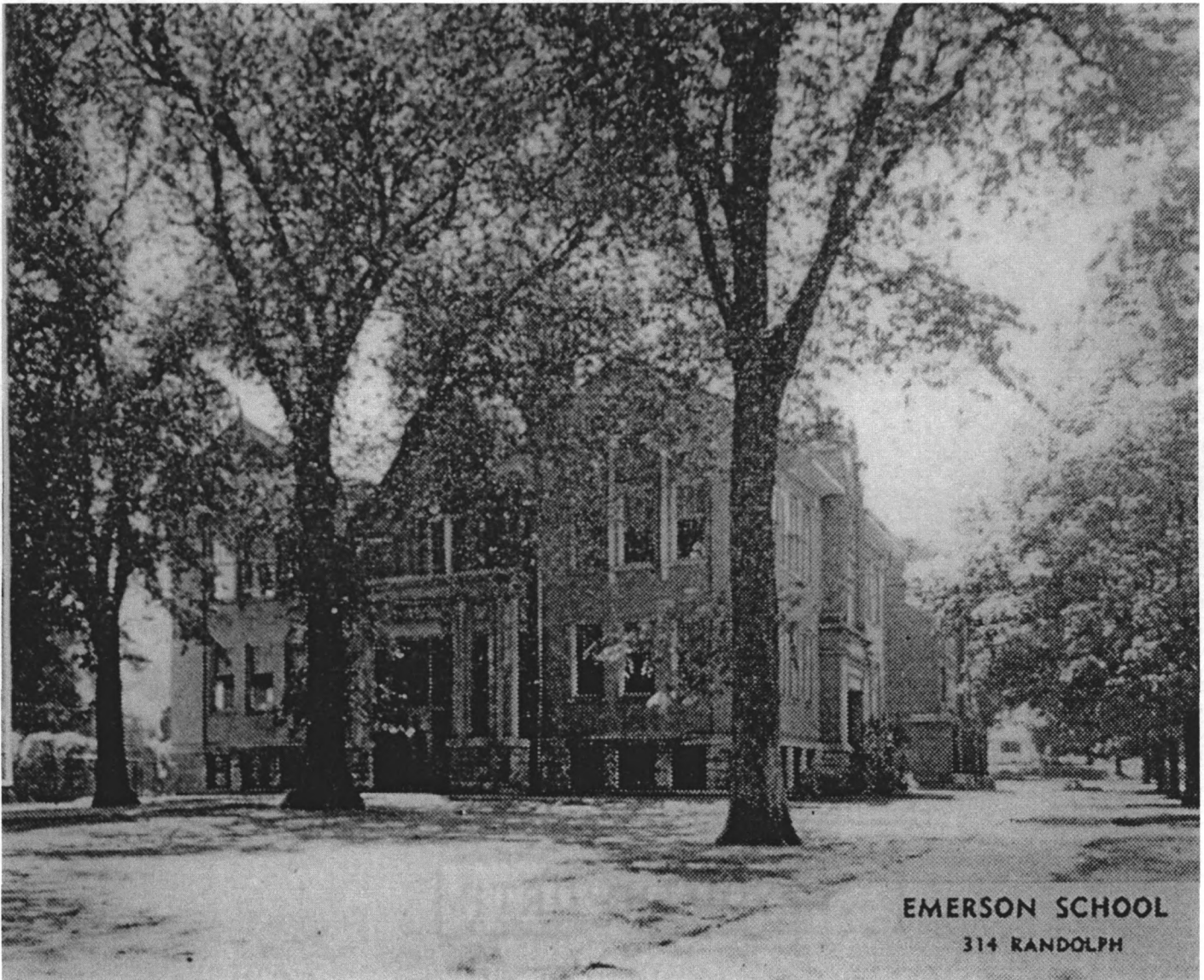
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Emerson School
Black Hawk County, IA

Source: "Waterloo's Modern Schools, "The Load Builder, (1945).
(Courtesy Grout Museum Archives.)

Emerson School, circa 1945.
Looking south at 1906 wing
and Second Street West facades



EMERSON SCHOOL
314 RANDOLPH

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National Park Service

National Register of Historic Places

Continuation Sheet

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Emerson School
Black Hawk County, IA

Source: Hawkins, Helen, comp.,
"History of Waterloo Schools, "[Scrapbook].
(Coutesy Grout Museum Archives)

Emerson School, post- 1945.
View looking south from
Second Street West



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National Park Service

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Emerson School
Black Hawk County, IA

Source: Grout Museum Archives, Photo Archives,
"Schools - 1900-1920-I" (27).

Post Card, Interior, 1906 Building, pre- 1920.



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Emerson School
Black Hawk County, IA

Narrative Statement of Significance

SUMMARY

Built in 1906 with an addition in 1916,¹ Emerson School, at 314 Randolph Street in Waterloo, Iowa, is locally significant under Criterion A: Education and Criterion C: Architecture. Its legacy extends back to 1893 when Emerson School opened its first school building on this site to relieve the pressure on the West Waterloo Independent School District's only two other schools, Central School (1869-1870; non-extant) and Lowell Elementary (1889; non-extant) as the population skyrocketed both sides of Cedar River in Waterloo.² The continued growth of the community meant that the original two story brick veneered building was replaced with the larger, solid masonry structure in 1906 that still forms the north half of the hyphenated school building complex. With its addition in 1916, Emerson School stands today as one of the symbols of Waterloo's rapid growth and its most significant period of development, the era between 1890 and 1920. Emerson School is especially significant in the educational history of the West Waterloo Independent School District, and its 1906 construction marked the beginning of its 16-year period of school construction designed to provide a modern educational system for West Waterloo and to keep abreast of the population explosion coincided with the successful development of the surrounding neighborhoods, one of the earliest areas developed during Waterloo's housing boom that lasted from 1900 to 1920. In addition to its historical significance, Emerson School is architecturally significant as one of the extant school designs of John G. Ralston, a noted Waterloo architect whose commissions of commercial and public buildings helped define Waterloo's architectural landscape. He also provided designs for major edifices throughout eastern Iowa.³ Emerson School also has architectural significance as one of the two oldest extant school building designs in West Waterloo (the other being Whittier School, built 1906-1915) and as an excellent example of early twentieth century schoolhouse design in Waterloo. Under historic context of Architecture in the Multiple Property Documentation Form, "Historical and Architectural Resources of Waterloo, Iowa," Emerson School also meets the registration requirements under Criterion C as one of the properties that represents the work of the local architect, Ralston and it retains the integrity identified in this historic context for schools, especially most of its historic window patterns, original entries, and other exterior features, as well as the original staircases, millwork around the classroom doors, and the hallway configurations.

EMERSON'S BUILDING HISTORY

In the 1890s, West Waterloo had begun experiencing the rapid population growth and development that would characterize the next three decades, making it difficult for the school system to keep ahead of the demands on its facilities. It already had its own commercial district, a number of major church edifices, as well as two school buildings, Central and Lowell, by the time the fall term started in 1892, but the West Waterloo Independent School District now faced severe overcrowding due to the growth of population west of the Cedar River. As a result, a \$10,000 bond issue for additional school buildings passed easily in March 1893 and the district quickly advertised for contracting bids based upon the plans prepared by their architects, Josselyn and Taylor, an architectural firm in Cedar Rapids, along with N. Hitchcock of Waterloo. C. A. Stoy, the selected contractor, made it evident that the cost of \$7,500 for one building (with an additional \$1,100 for the heating equipment), would prevent the completion of two school houses, and the contract was modified to build only one grade school at the corner of Randolph and Second Street West, what would become Emerson School. Although initially, the school district had hoped to occupy the new building when the fall term in 1893 began, it quickly became apparent that this was not feasible and Emerson's new two story, brick veneer building with its six classrooms did not open until December 4, 1893. When costs were finally totaled, the new school cost \$8,600.⁴

By January 1904, news reports again reported the tribulations of the West Waterloo School District, since Waterloo seemed to have no end to the demands for more school buildings, especially in the first ward, where Emerson was located, in part because of the number of factories recruited to the new Westfield industrial area created in West Waterloo in 1903. By then, the school board was already planning for the enlargement of existing school buildings, especially Emerson, as well as the erection of additional schools. To accommodate this growth and until a new school could be built to serve the Westfield area, the district had to reorganize its classroom spaces, with Emerson now serving not as a full grade school, but as a school for grades 1 through 4. Crowding continued and by March 1906, a bond issue easily passed to build two new school buildings, both designed by John G. Ralston, one being a new, larger, and more modern Emerson School to replace the older building on the same site, and the other being the new Whittier

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Emerson School
Black Hawk County, IA

Narrative Statement of Significance (continued)

School, just 7 blocks southwest. Although local histories have often stated that the 1906 construction was an addition to the original 1893 building, both the physical differences in the two buildings, as well as newspaper accounts at the time, show that in fact that original plan was scrapped and the old building was removed to make room for the new school building in 1906. While the original Emerson School had only 6 classrooms housed in a brick veneer, 2 story building that was heated by a "furnace" and had no lights, the new building would have 11 classrooms on three levels (including the raised basement) in a solid brick building, with steam heat and electric lights. Its total cost was \$20,490.⁵

Although the school board had hoped to open the new school building with the fall term that same year, but construction took longer than expected and Emerson's students had to be distributed among the school campuses. For the fall term, 1906, Emerson's Kindergarteners went to Central. Its first graders met at the First Baptist Church while the United Presbyterian Church (at Second and Wellington, cater cornered from the school property) provided its Sunday School room for the second graders. Third graders were assigned a room in the new "Home Park" building (not yet named Whittier). Central High School accommodated the fourth grade class in its gymnasium as well as the fifth graders in one of its classrooms, while Central's grade school took in the sixth grade class. Records do not indicate precisely when the students were able to move into the new Emerson School building, but it was completed by December 1906.⁶

Even with the construction of three additional grade schools and two additional wings on Whittier School by 1915, Emerson School needed to be expanded in 1916. The school board once again commissioned Ralston to design the Annex. He utilized "fireproof construction" techniques, a steel frame with tile and concrete floors as well as brick curtain walls that were 12 inches thick. Although its roof was covered with wood shingles, it was built above the concrete decking. A one story (raised basement level) tunnel connected the Annex to the original 1906 school building. The uses of the rooms were reconfigured to accommodate the changing educational philosophy, providing 6 more classrooms, a domestic science classroom and a large gymnasium (which doubled as an auditorium), as well as boys and girls shower rooms, and space for a school nurse. This new addition cost the district \$35,700, but now the combined campus could accommodate a capacity of 525 students. While the Annex also originally had steam heat and electric lights, but by the 1930s, the heating system was redesigned, utilizing hot air ducts as a more efficient system. The concern for the health and physical well-being of the school children would continue to put demands on this new, expanded facility and prior to 1933 the school board acquired the lots on the Wellington end of the block, demolishing the old homes to make room for an additional playground. Emerson continued to be used by the West Waterloo school system, and after the merger with the East Waterloo school district in 1942, but Emerson closed in 1973 as Waterloo's population shifted away from the old core of the community and further south, out to the new subdivisions.⁷

GROWTH OF WEST WATERLOO

The community of Waterloo was first settled west of the Cedar River in 1845 and its economic survival and development was assured when it won the county seat away from Cedar Falls in 1855, but it remained a typical county seat town for the next half-century.⁸ Waterloo was divided by the Cedar River, which was not bridged until 1859, and East and West Waterloo initially developed separately. By the early twentieth century, more bridges had been added, but this parallel development continued, evolving into separate commercial districts, residential areas for all classes, transportation lines, industrial areas and, as well as separate public libraries, fire stations, and school districts.⁹

Between 1890 and 1920, when Waterloo experienced its most rapid and massive growth, its population increased from 6,674 to 36,230, resulting in the rapid development of West Waterloo, as the area in Waterloo west of the Cedar River is known. The census data for Waterloo changed drastically over the twenty year period of 1900 to 1920. In 1900, the population was 12,580 and by 1910 had grown to 26,693. The population of the city had increased by over 100 percent between 1900 and 1910 alone and between 1890 and 1910 it went from seventeenth to seventh place in population centers in the state. In 1920 the population had again increased dramatically to 36,230 and Waterloo had become the leading industrial city in Iowa.¹⁰

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Emerson School
Black Hawk County, IA

Narrative Statement of Significance (continued)

Waterloo's successful growth was largely due to the successful marketing of the city as Iowa's leading factory town, and due its ties to agricultural interests and accessible transportation routes. Manufacturers in town made a variety of farm implements including gasoline engines (producing one-fifth of all gasoline engines in America in the early twentieth century), tractors (later to become John Deere, one of the largest manufacturers in the world), cream separators (third largest producer in 1910s), manure spreaders, wagon end gates, and harrow carts. In addition, other factories processed agricultural products into consumer goods, such as canned sweet corn, dairy products, and milled or baked wheat, with Rath's meat packing operation being one of the city's largest businesses for many years. The Dairy Cattle Congress, located in Waterloo, as well as agricultural journals such as the *Creamery Journal*, *Egg Reporter*, and *Kimball's Dairy Farmer*, published in Waterloo and distributed nationally, helped promote the city's food production facilities such as Rath Packing, Alstadt and Langas Baking Company, Waterloo Dairy Cooperative, Union Mills and the Waterloo Canning Corporation. Numerous businesses such as Litchfield Manufacturing (1903), Dart Truck Company (1909), the Kissell Car Company (1910), Waterloo Malleable Iron Works and Christie Engine Company came to Waterloo and while the last three businesses listed did not succeed, they all demonstrated the "Waterloo Way Wins" to attract businesses.¹¹

Businessmen in the community successfully promoted the city as "Waterloo is the Best Living and Manufacturing City of the West" resulting in this rapid economic growth. In 1881, there were 28 factories, and by 1914, there were 144 factories, and 11 new factories sprang up in 1910 alone. In 1922, there were 161 factories that employed 6,000 people that comprised fifteen percent of Waterloo's population. By 1928 there were over 7,000 factory workers in the city. West Waterloo had lagged behind East Waterloo in development until the construction of the Westfield Industrial Sector in 1903 that attracted Deere & Co., a farm implement company that still produces farm implements today.¹²

Transportation, of course, played a pivotal role in the growth of Waterloo. By the 1887 there were three trunk lines that linked local industries to national and international markets. By 1917, 155 factories were located along the railroad beltline in Waterloo, and by 1922, 27,000 carloads of freight went into and out of the city on an annual basis with livestock heading for the Rath Meat Packing Plant accounting for 4,500 cars of freight. Not only did these lines haul freight, they also hauled passengers with an interurban line begun to Cedar Falls in 1897. The railways employed 1,658 workers and in 1922, 67 passenger trains went in and out of the city transporting over 800 shoppers and salesmen.¹³

City planners included streetcar lines in Waterloo that helped attract businesses to Waterloo. The lines were positioned so that factory districts were placed along the beltline, connecting to the residential areas that supplied their employees. Electric streetcar lines extended not only from the residential to industrial areas, they also extended to the city's numerous parks and entertainment areas. Much of the late nineteenth and early twentieth century residential development in Waterloo occurred in the areas associated with industrial development or streetcar routes, with the earliest streetcar subdivisions of middle class homes occurring south of the 1888 lines along Washington Street, just one block north of the Emerson School's location. To stimulate ridership from the downtown (west side) depot of the Waterloo and Cedar Falls Rapid Transit Company, the electric line being built in West Waterloo in 1896, its developers routed the line to recreational facilities on the west side such as the race track and Elmwood Cemetery, which was used much as a park would be today and was only five blocks west of the school. In addition, the streetcar developers had options on two residential additions in Waterloo, the one in West Waterloo being the new Whitney and Sedgwick Addition (which is two blocks southwest of Emerson School), with sales of home lots utilized to fund the construction of the actual streetcar line. By 1899, the interurban system ran along Third Street West to Randolph, one block from the school, stimulating more residential development in the area. Emerson School was built in the midst of a newly developed residential area that was just beginning to expand and Emerson School grew both in population and size as the surrounding neighborhoods filled up, with its addition completed in 1916 just when residential development moved further south.¹⁴

WATERLOO'S BUILDING TRADITION

The influx of these new factories and workers had produced a massive housing shortage in Waterloo as the population skyrocketed between 1890 and 1920. Real estate speculation in this period played a major role in the financial success of the community, resulting in actual housing developments, not just paper companies. Each year from 1892 and 1904, between 109 and 247 housing units were

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Emerson School
Black Hawk County, IA

Narrative Statement of Significance (continued)

constructed annually, a pattern that would continue until the start of the Great Depression. Beginning in 1904, public utilities extended services to the new subdivisions, but the community could not keep up with the demands for more housing and utilities during Waterloo golden period of development from 1900 to 1920. The first two decades of the twentieth century witnessed the housing boom that resulted in half of all the extant houses in 1940. In 1910 alone, 706 new homes were built and, again in 1912, another 611 were finished. As a result, single family homes, multi-unit housing, flats and apartments were all built in this period and owner occupied double houses became quite popular in Waterloo, with the owner living on one side and renting the other side for additional income. Most of this housing construction occurred near factories, to accommodate the factory workers' families, but it also included the creation of prestigious residential developments on both sides of the Cedar River.¹⁵

Waterloo expanded rapidly between 1899 and 1916, with 156 new subdivisions and two major annexations added to the city, with much of this development in West Waterloo since most of the largest new factories had located there. In West Waterloo, the original town plat reached just one block north and two blocks west of the future site of Emerson and when the city limits were first extended in 1892, the boundary of the city reached seven blocks south and west from the first Emerson school then under construction, with much of the late nineteenth century and early twentieth century residential development in West Waterloo beginning in the neighborhoods around the new school. Facing Second Street West on the block between Randolph and Wellington, just a mere six blocks from the Cedar River to the north, less than three blocks south of the commercial area for West Waterloo, and two blocks from "Church Row" on Fourth Street West with two large churches on the other side of Second Street West, at the corner with Wellington Street that were built during this same period, Emerson School helped define this section of Second Street West as the core of the surrounding residential area then under development. Although West Waterloo's residential development had initially lagged behind East Waterloo, after the construction of the Westfield Industrial Sector in 1903 in West Waterloo, the building boom west of the Cedar River began in earnest. Between 1897 and 1915, 1000 new houses were constructed in Ward 1, the section of West Waterloo that surrounds Emerson School. Some of West Waterloo's most prestigious homes were built near the school at the turn of the century. This housing boom put increasing pressure on the school system, with far too many children for its facilities in West Waterloo, resulting in the replacement of the 1893 Emerson School building with a larger school in 1906. In a move first proposed in 1904, the 1910 annexation brought all of the then developed areas into the city limits, extending south over 1.5 square miles beyond Emerson School, testament to the rapid residential expansion in this part of Waterloo. World War I halted residential and non-residential construction in Waterloo, while war construction rose dramatically between 1916 and 1920,¹⁶ but Emerson's addition had been finished in 1916 on the eve of the United States' entry into World War I.

DEVELOPMENTS IN PUBLIC SCHOOLS IN IOWA

There were many factors contributing to the growth of the public school system in Iowa, including demographic changes, compulsory education laws and child labor laws. Compulsory education laws were first introduced to the General Assembly in 1872 and a watered down law was initially passed in 1902 after thirty years of debate. Over the next decade, the state would strengthen this law, mandating longer school terms and that children ages 7 through 14 attend school. The changing demographics in Iowa and the state's population growth contributed to the passage of this legislation, as the urban population grew. The work of the Iowa Federation of Women's Clubs and the Iowa organization of the American Federation of Labor combined forces with educators to secure passage of child labor law in 1906 that also increased the school population by placing children in school instead of the workplace, and they also encouraged manual training programs that would better prepare students for the workplace.¹⁷ As elsewhere, these laws increased the school population in Waterloo, putting increasing pressure on its infrastructure and it is no coincidence that the timing of Emerson's construction and expansion closely parallels these legal developments.

By 1900, two of the newest components in the American public school system, the kindergarten and high school had been accepted in many of the urban schools in Iowa, including West Waterloo, and Emerson School had always included a kindergarten class. The Progressive Era in the United States also changed how the public viewed the role of their schools, changing both the organization of school systems as well as the curriculum and school facilities. Just as West Waterloo was beginning to develop its school system, professional educators began promoting a new system with elementary schools that focused on the basics, as well as a mandatory high school institution to prepare students, not just with college preparatory courses, but also as vocational instruction, so that all students

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Emerson School
Black Hawk County, IA

Narrative Statement of Significance (continued)

could take their place in society. As a consequence, Emerson was developed as a grade school, kindergarten through sixth grade, rather than the older former of a grammar school with first through eighth grades in the same school. This trend would continue in West Waterloo as the school system continued to expand, leading to the creation of grade schools, junior highs and high schools.¹⁸

These trends in education also led to the development of specialized courses, such as domestic sciences, as was taught in Emerson after the Annex was completed in 1916, as well as manual training programs provided at the high school in West Waterloo. This was part of unique type of school organization, the Platoon School, developed during the Progressive Era in Gary, Indiana by William Wirt. Rather than having schools designed with uniform classrooms, one for each grade, the Platoon System encouraged the addition of specialized rooms to which the students would rotate throughout the day for physical education, art, music, science, industrial arts, and domestic sciences. Utilizing this system efficiently utilized every space in the school throughout the whole day as well as allowed teachers to focus their instruction on their specific areas of specialization. Although grade schools under this system were designed to focus on the developmental requirements of early adolescence, this still impacted the curriculum and design of grade schools, such as Emerson, where adequate playgrounds were provided (with the school board even going so far as to acquire adjacent residential properties, tearing down houses to make a second playground at Emerson) and the Annex of Emerson specifically included specialized facilities: a reading room, a domestic science room and a large gymnasium with large shower and locker facilities for both boys and girls. A 1927 publication by the Waterloo Chamber of Commerce, proudly noted that West Waterloo's school buildings had special rooms in the schools for home economics, music, science, manual training, as well as a gymnasium and shower rooms. By 1933, West Waterloo's school board proudly reported that the curriculum for grade school students compared favorably with the standard set by the California Curriculum Study, including the teaching of arithmetic, language skills, reading, spelling, writing, history and civics, geography, science art, health and living, practical arts, and music, as well as providing opening exercises, physical education, and recesses. Nationally, architects like William B. Ittner, developed school layouts that focused on providing for this increasing demand for specialized instruction, and West Waterloo even hired this nationally renowned architect to design their new junior and senior high school campus in 1922, but local architect, John G. Ralston, who designed many of West Waterloo's schools, including Emerson, tried to incorporate these ideas in his designs as well.¹⁹

This movement coupled with the growing concerns about creating an environment at school that would refine the behavior and taste of students as well as instruct them in the responsibilities of citizenship. In West Waterloo, this meant that schools like Emerson had been charged with setting an example for the students, as outlined in one of the district's promotional pamphlets:

1. By making the school building and grounds an example of cleanliness, good order, and beauty. . .
2. By maintaining among the children an atmosphere of happy cooperation, which lies at the foundation of all successful relationships . . .
3. By giving children instruction and practice in subjects directly applicable to efficient home management. . .
Girls are taught the various household arts in junior and senior high school [although Emerson even had a domestic sciences room]
Thrift programs in all schools and the home management class in senior high school train in wise spending. One semester of the eleventh grade homeroom program is devoted to discussions of various phases of home building.
4. By magnifying the home as one of the finest things in life . . .
Appreciation of parents is inspired through homeroom discussions and through various forms of recognition on special days. Children are encouraged to realize their obligations and to do their share in enriching home life.
5. By teaching city planning, which is essential to satisfactory homes under modern conditions. . .
The local community is studied in various ways throughout the schools. Special civic days are observed. Citizenship, social problems, and government classes teach the principles of city planning.
6. By giving training in recreations that enrich home life . . .
Good reading is encouraged in every way.

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Both participants and listeners learn to appreciate good music. Home interest in music is stimulated by frequent public appearances of school musicians on social occasions and in the Iowa High School Music Contest. The splendid cooperation of the Musicians Mothers Auxiliary contributes immeasurably to both home and school life.²⁰

Influenced by the movement led by Horace Mann in the late nineteenth century to improve the health and hygiene of school children, school districts across the nation attempted to make schools a healthier environment for the children. This can be seen in West Waterloo where special attention had been given to the school "closets" in 1904 by a sanitary engineer. Facilities were provided for a school nurse, such as the Nurse's Room at Emerson. West Waterloo touted in 1904 that it had deep wells drilled for pure water for the students' use, including a well at the Emerson campus. This movement even encouraged the inclusion of gymnasiums for year round exercise and team sports, as well as shower facilities to encourage cleanliness, such as the facilities in the Annex at Emerson. Large outdoor playgrounds were viewed as a special asset, one of the reasons that the West Waterloo Independent School District acquired additional land to create another playground at Emerson.²¹ By 1933, the West Waterloo school system proudly promoted that its goals promote health:

1. By cooperation with parents in an effort to have every beginner enter school free from remedial defects. . .
2. By providing for every child clean, comfortable, beautiful buildings and playfields . . .
3. By wholesome and happy school atmosphere and routine. . .
4. By wholesome recreation looking toward the wise use of leisure . . .
5. By education in personal hygiene and public sanitation and establishing health habits. . .
6. By regular health examinations and the correction of defects. . .
7. By making special provisions for under-nourished and handicapped children. . .²²

Of even greater concern, for the health and safety of school children, was the actual design of school buildings and the early twentieth century saw vast improvements in the design of schools nationwide, as well as in Waterloo, with Emerson providing a good example of the advancements made on behalf of their students' welfare. In addition to a shortage of school buildings because of the massive immigration to America before World War I, there were four main problems that plagued the public school systems and the welfare of their students across the country: fire safety, adequate ventilation, ample lighting, and proper heating. Schools of the eighteenth and nineteenth century were cold, dark, gloomy places that used adult sized benches for school children and utilized heating systems, such as jacketed stoves or hot air furnaces (which were little more than large versions of modified jacketed stoves). These school buildings and their heating plants lacked adequate ventilation, leaked combustible gases, had difficulty keeping the air supply clean and were fire hazards. The development of steam heat, utilizing boilers positioned outside the main building would prove to greatly reduce the fire danger and improve the air quality in early twentieth century school buildings. Disastrous school fires in America were commonplace in the late nineteenth and early twentieth century schools with the tragic fire in Collinwood, Ohio in 1908, which killed 173 children, provided the impetus for school districts and architects to develop these new methods for heating and lighting schools for fire safety. C.B.J. Snyder's designs for the New York City schools beginning in 1896 influenced many other school districts and school architects, when he realized that the H-shaped pattern resulted in much better light and ventilation by providing more windows in each classroom. As a result, his school district boasted a thirty percent improvement in the health and vision of New York City school children. Beginning in the late nineteenth century, three architects at the national level (Dwight H. Perkins, William B. Ittner, and John J. Donovan) all sought to address all of these issues in their school designs.²³

This change in school design was played out in the construction of Emerson School, with the older 1893 building being replaced only 13 years after its construction, with a building that had steam heat rather than the older furnace system, improving both the air quality and providing more adequate heating. John Ralston incorporated other ideas in the new 1906 building as well, although it still had a central hall and classrooms on either side, it was lighted by electric lights, while the 1893 had no lights. His 1916 Annex incorporated the new ideas of light and ventilation into the classrooms, by providing large banks of windows for cross ventilation. The design of the Annex and the hyphenated boiler room connector created a plan for the two wings of the building that formed an H shaped plan,

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positioned the boiler room outside the classroom wings, and utilized the new "fireproof construction" techniques of a steel frame, brick curtain walls, and 12 inch thick poured concrete floors and ceilings. The West Waterloo school district would continue to improve upon this design by converting the steam heat system to a hot air blast system where the boiler and furnace heated the air that was forced by large fans through a large air duct system installed throughout both wings of the school in the 1930s.²⁴

By 1933, West Waterloo proudly pointed out that all of its school buildings, including Emerson, were designed to provide a safe and healthful environment for their school children:

There is adequate protection against fire and other life and health hazards.

Healthful air conditions are secured by effective heating and ventilation.

Both natural and artificial lighting prevent eye strain.

Equipment, particularly chairs and desks, are constructed and adjusted to meet the health of the individual.

Playfields and gymnasiums are of adequate size; the latter are properly equipped with showers, lockers, and dressing rooms.

Janitors realize their responsibility for the good health of the children.²⁵

WEST WATERLOO'S SCHOOL DEVELOPMENT

The first recorded school building in Waterloo was actually west of the Cedar River, a log structure built in 1853 at West Fourth and Jefferson, but the oldest extant school building in Waterloo today is the 1858 one-room stone school building in East Waterloo. The first school building was replaced in 1860 by a large brick structure on Washington Avenue between West Sixth and West Seventh Streets, which became known as Central School. West Waterloo had initially developed separately from east Waterloo, a pattern that was evident in the establishment of two separate, independent school districts in 1866. Central School burned and was rebuilt in 1871 to serve as West Waterloo's only school (the high school on the third floor with the grammar school on the lower two levels) until 1889 when Lowell Elementary was built (at 1223 Washington Street) to relieve the congestion in Central. With mounting problems due to overcrowding, in 1893 the first Emerson School was built. In 1901, a new high school building was completed on the Central campus but the older building continued in use as a grammar school.²⁶

While the East Waterloo school system could boast eight schools by 1904, West Waterloo only had these four nineteenth century structures, a testament to the slower development of the west side prior to 1900. However, by 1904, attendance as well as enrollment increased dramatically and the West Waterloo school facilities were taxed to their limits trying to accommodate the rapidly increasing demand for classroom space, even though they had already doubled their classroom capacity in the last eight years. By 1906, the rapid development of the residential areas in West Waterloo and Waterloo's booming population demanded a major building campaign for the West Waterloo Independent School District. The school population in West Waterloo would go from 484 students in 1877 to 1706 enrollees in 1904, with 2,308 students in 1913 and 3,948 in 1926. By 1933, the school district would have more than 4,500 students.²⁷

The construction of Emerson's new building (along with Whittier's first building) in 1906 marked the beginning of the Waterloo Independent School District's efforts to deal with the demands of this increasing school population in West Waterloo. The advertisement for sealed bids for the construction of Emerson School appeared on April 10, 1906, to be covered by the successful school bond issue that estimated the total cost of construction at no more than \$27,000. Despite their best efforts, the contractors could only finish the Home Park school building (shortly to be named Whittier) but not the new Emerson new school building in time for the opening of the fall term in 1906, and Emerson's displaced children were placed in other schools until the new building was finished. In 1909, the Westfield School was finished at Ballou and Avalon to relieve overcrowding and to better serve the students in the industrial area north and west of the Black Hawk Creek. In 1912, Washington Irving School was opened at Hawthorne and Sixth Street West (further south and east as that residential area was developed) and in 1914 Kingsley School was opened in the Prospect Hills area and Edison Elementary School (800 Rock Island) replaced the Westfield School as that industrial area continued to develop.

Then in 1915, because of continued growth in West Waterloo, the school district began working on major additions to both Emerson and Whittier. In 1919, crowding necessitated the completion of Kingsley Elementary School in the Prospect Hills addition

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to serve the prestigious neighborhoods further south. Central's campus was extensively remodeled in 1922 when it was converted into Sloane Wallace Junior High, no longer serving as a grade school. Lowell was demolished shortly after the new Lowell campus was completed in 1931 at its new and current site (1628 Washington Avenue). Central's campus would be used until 1955 when it was razed.²⁸ Thus, with the demise of the Central campus, the last of the nineteenth century school buildings for West Waterloo had been replaced and Emerson and Whittier were the oldest remaining school buildings, with Emerson as the oldest campus.

Following the reorganization of the district into grade schools, junior high, and high school rather than the grammar school and high school designation utilized until 1918, and the completion of the 1922 West Waterloo Junior High and High School campus at 1115 West Fifth from designs by nationally recognized school architect, William B. Ittner, the West Waterloo Independent School District had established all but one of its schools: West Junior and Senior High School, Sloane Wallace Junior High, Edison School, Emerson School, Irving School, Kingsley School, Lowell, and Whittier. The Lowell campus which was relocated in 1931 (and the old site razed) and the last grade school built in 1933, Riverview at Hawthorne and Clinton Streets (used by the Zion Church after 1960). Then, in 1937, a junior high school building was added to the Edison campus, by when the enrollment topped 5000 students. All of these schools continued in use after the district merged with the East Waterloo School District in 1942, a consolidation that only required 37 years of debate.²⁹

The West Waterloo school district had proudly touted in 1928 that they were "equipped with fine modern school buildings."³⁰ The construction of Emerson's new building in 1906 and the new Whittier's first wing in 1906 had marked the beginning of these efforts to "modernize" the school system, which resulted in seven elementary schools, three junior highs and a high school by 1937. A special report in 1933 noted that "In recent years, three thoroughly modern fireproof grade school buildings have been erected embodying all the new features demanded by modern educational practice."³¹ as well as "fireproof additions to two older buildings doubling the capacity of each" and "old sections of these buildings being thoroughly modernized."³² Emerson, along with Whittier, represented the beginning of an intensive 16-year building campaign to provide a modern school system for West Waterloo.

JOHN G. RALSTON, ARCHITECT

Emerson School's architect, John G. "Rocky" Ralston, was born in 1870 in Vinton, Iowa. He graduated from Tilford Academy in Vinton and from 1892 through 1897, he worked as a carpenter for Murphy and Wallace, a contracting and architectural firm in his home town. He supplemented his education with architectural training from a mail order course from the International Correspondence School in Scranton, Pennsylvania, a common practice for Iowa architects at that time. After establishing a new architectural firm in Vinton with his old employer, William F. Murphy, in 1897, the next year the young firm of Murphy and Ralston moved its practice from Vinton to Waterloo in the wake of the building boom and growth in Waterloo. When William F. Murphy died in 1904, Ralston continued in the practice alone until 1927 when his son, Glen E. Ralston, joined the firm, at which time he renamed the firm, Ralston and Ralston. Glen Ralston received his training with his father as well as from two years at the Iowa State College and two more years at Chicago's Armour Institute. When John G. Ralston died in 1956, still practicing architecture, both Glen and his brother, Richard, worked as architects in their father's firm.³³

During his career, Ralston was responsible for the design of many of Waterloo's major buildings, including: The National Dairy Cattle Congress Hippodrome, both public libraries: the Russell-Lamson Block, 12 schools, 2 fire stations, lodge halls for the Masons, Knights of Pythias and Moose fraternal orders, Memorial Hall, and the Waterworks offices. By 1912 he had designed 100 Waterloo residences, 33 of its commercial and public buildings, as well as 90 homes and 46 other buildings elsewhere in Iowa. By the 1920s, he had a field representative specifically to gain school commissions throughout Iowa and during his career he designed hundreds of Iowa's school buildings, including most of the buildings for the Waterloo Independent School District, the school system of West Waterloo. Of his designs for the Waterloo Independent School District, Emerson School along with Whittier School, both begun in 1906, are the oldest, extant school buildings and probably his first designs for the school district since the four earlier schools had been completed between 1860 and 1893 before Murphy and Ralston located in Waterloo. Of Ralston's Waterloo Independent School District commissions, Emerson is the most elaborate example of the Second Renaissance Revival style and the only Neoclassical design. Unlike Emerson and Whittier, most other Ralston school designs in Waterloo had been drastically altered after Ralston's death in 1956 and no longer retain as much of their exterior historic appearance.³⁴

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CONCLUSION

As Waterloo grew and developed on both sides of the Cedar River, the school districts were not united for almost 100 years after the first settlement west of the river. The West Waterloo Independent School District merged with the Independent School District of East Waterloo in 1942. Emerson School's construction in 1906 and its addition in 1916 coincided with the rapid growth of the school district and Emerson continued to be an important grade school in the Waterloo public school system until 1973 when the school was closed.³⁵ Even today, the building continues to be an important part of the visual landscape of the surrounding residential area, serving as a focal point for the surrounding neighborhood. The two wings of the school reflect the changes in building tradition and ideas in school design from nineteenth century standards to twentieth century design standards. As one of the oldest school buildings in Waterloo today, it serves as a visual and physical reminder of the early twentieth century expansion of Waterloo and its school system development.

ENDNOTES

¹ "Fire Insurance Map of Waterloo, Iowa, December 1910," (New York: Sanborn Map Company, 1911), p. 33, Waterloo, Iowa., from Grout Museum, Archives, Waterloo, Iowa; "Fire Insurance Map of Waterloo, Iowa, [Blue Set. Corrected]," (New York: Sanborn Map Company, 1918 – 1964), p. 63, from Grout Museum, Archives, Waterloo, Iowa.

² "Additional Locals." *Iowa State Reporter*, 1 June 1893, p. 1; "Local Brevities." *Iowa State Reporter*, 1 June 1893, p. 8; "Local Brevities." *Iowa State Reporter*, 6 July 1893, p. 8; "School Elections." *Iowa State Reporter*, 16 March 1893, p. 1; "Things Talked About." *Iowa State Reporter*, 23 November 1893, p. 1; Untitled [West Side Schools are Overcrowded]. *Iowa State Reporter*, 8 September 1892, p. 8; Untitled [Bond Issue for New School]. *Iowa State Reporter*, 2 March 1893, p. 8; Untitled [E. Johnson Re-Elected President of Board of Directors]. *Iowa State Reporter*, 23 March 1893, p. 8; Untitled [Advertising for Bids for New West Side School]. *Iowa State Reporter*, 18 May 1893, p. 8; Untitled [Plans for West Side School Not Yet Received]. *Iowa State Reporter*, 15 June 1893, p. 8; Untitled [Corrected Plans for West Side School House Received]. *Iowa State Reporter*, 22 June 1893, p. 8; and Untitled [C.A. Stoy Awarded Contract]. *Iowa State Reporter*, 13 July 1893, p. 8.

³ Hartman, "History of Black Hawk County.," 1910, from Grout Museum, Archives, Waterloo, Iowa.

⁴ "Additional Locals." *Iowa State Reporter*, 1 June 1893, p. 1; *Atlas of Waterloo Iowa*, 1906, pp. 4-5; "Fire Insurance Map of Waterloo, Iowa, July 1897," (New York: Sanborn Map Company, 1897); "Fire Insurance Map of Waterloo, Iowa, September 1900" (New York: Sanborn Map Company, 1900), p. 26; Helen Hawkins, comp., "History of Waterloo Schools," [Scrapbook], from Vertical Files, Grout Museum, Archives, Waterloo, Iowa; "Local Brevities." *Iowa State Reporter*, 1 June 1893, p. 8; "Local Brevities." *Iowa State Reporter*, 6 July 1893, p. 8; "Pictorial Review of West Waterloo Schools in Action, 1933-34," (Waterloo, Iowa: Stewart-Simmons Co., [1934]), p. 5, from "School Elections," Grout Museum, Archives, Waterloo, Iowa; *Iowa State Reporter*, 16 March 1893, p. 1; "Things Talked About." *Iowa State Reporter*, 23 November 1893, p. 1; Untitled [West Side Schools are Overcrowded]. *Iowa State Reporter*, 8 September 1892, p. 8; Untitled [Bond Issue for New School]. *Iowa State Reporter*, 2 March 1893, p. 8; Untitled [E. Johnson Re-Elected President of Board of Directors]. *Iowa State Reporter*, 23 March 1893, p. 8; Untitled [Advertising for Bids for New West Side School]. *Iowa State Reporter*, 18 May 1893, p. 8; Untitled [Plans for West Side School Not Yet Received]. *Iowa State Reporter*, 15 June 1893, p. 8; Untitled [Corrected Plans for West Side School House Received]. *Iowa State Reporter*, 22 June 1893, p. 8; and Untitled [C.A. Stoy Awarded Contract]. *Iowa State Reporter*, 13 July 1893, p. 8.

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⁵ “Enrollment Large,” *Semi-Weekly Iowa State Reporter*, 16 September 1904, p. 3; “Fire Insurance Map, September 1900,” p. 26; “Fire Insurance Map of Waterloo, December 1910,” p. 33; Hawkins, “History of Waterloo Schools; “New Law is Effective,” *Waterloo Daily Courier*, 2 July 1906, p. 7; “Notice to Contractors,” *Waterloo Daily Courier*, 10 April 1906, p. 3; “Notice to Contractors,” *Waterloo Daily Courier*, 11 April 1906, p. 3; “Notice to Contractors,” *Waterloo Daily Courier*, 12 April 1906, p. 3; “Notice to Contractors,” *Waterloo Daily Courier*, 22 April 1906, p. 3; “Our Public Schools,” Annual Improvement Edition, *Waterloo Daily Reporter*, 1 January 1904, p. 38; “Pictorial Review,” p. 5; “Plan School Improvements,” *Semi-Weekly Iowa State Reporter*, 2 March 1906, p. 1; “Public Improvements,” *Waterloo Daily Courier*, 1 January 1907, p. 9; “School Election Was Very Lively,” *Semi-Weekly Iowa State Reporter*, 16 March 1906, p. 6; “Turn of Time on the Dial of Days,” *Waterloo Daily Reporter*, 30 December 1905, supplement, p. 1.

⁶ “Public Improvements,” p. 9; “School Opens Next Monday,” *Waterloo Daily Courier*, 13 September 1906, p. 4.

⁷ American Foundry and Furnace Company (Milwaukee, Wisconsin), “Emerson School: Blast System, Heating and Ventilation Plans,” 1930-1934; “Emerson P.T.A. District 1 Waterloo, Iowa [scrapbook September 1969-May 1973],” from “Waterloo Schools” Collection; Row 24, Box “Emerson School,” Catalog Room, Grout Museum, Archives, Waterloo, Iowa; “Fire Insurance Map of Waterloo, Iowa, December 1918,” (New York: Sanborn Map Company, 1918), p. 63; “Fire Insurance Map of Waterloo, December 1918 [Corrected through 1964],” p. 63; “First Schools Here Established Nearly 90 Years Ago; Both East, West Districts Formed in 1866,” [Newspaper Clipping], [14 August 1942], from “Schools/Waterloo, 1850-1899,” Vertical Files, Grout Museum, Archives, Waterloo, Iowa; Hawkins, “History of Waterloo Schools;” “Pictorial Review,” p. 5.

⁸ Barbara Beving Long, “Historical and Architectural Resources of Waterloo, Iowa,” National Register of Historic Places Multiple Property Document Form, Certified on 15 July 1988 by the Iowa State Historic Preservation Office, E1 and E15; Barbara Beving Long, *Waterloo Factory City of Iowa Survey of Architecture and History* (Des Moines: Midwest Research, 1986), p. 40; F. Gwynne Weston, compiler for the Waterloo Chamber of Commerce, *The Story of Waterloo. The Factory City of Iowa* (Waterloo, Iowa: Stewart-Simmons Co., [1928]), pp. 75-76, from the Waterloo (Iowa) Public Library.

⁹ *Atlas of Waterloo Iowa* (Davenport: The Iowa Publishing Co. 1906), pp. 4-5, from Grout Museum, Archives, Waterloo, Iowa; Long, *Historical and Architectural Resources of Waterloo*, E4-E5, E10, and E16; Long, *Waterloo*, p. 87; Weston, *Story of Waterloo*, p. 75.

¹⁰ Long, *Historical and Architectural Resources of Waterloo*, E1 and E4; Long, *Waterloo*, p. 67; Weston, *Story of Waterloo*, p. 76.

¹¹ Long, *Historical and Architectural Resources of Waterloo*, E1-E4; Long, *Waterloo*, pp. 60-62; 65, and 67; Weston, *Story of Waterloo*, p. 79.

¹² Long, *Historical and Architectural Resources of Waterloo*, E2; Long, *Waterloo*, pp. 66-67 and 75-76.

¹³ Long, *Historical and Architectural Resources of Waterloo*, E1, E12-E15; Long, *Waterloo*, pp. 22-27, 60 and 67; Weston, *Story of Waterloo*, pp. 78-79.

¹⁴ Long, *Historical and Architectural Resources of Waterloo*, E4, and E13-E14; Long, *Waterloo*, pp. 22-24, 59-60, 67, 76, 83-84 and 87.

¹⁵ Long, *Historical and Architectural Resources of Waterloo*, E6-E7, E9 and E16; Long, *Waterloo*, pp. 65-66, 76-77, 87, and 233.

¹⁶ Camilla Deiber and Peggy Beedle, *City Schools for Iowa*, edited by K. Kris Hirst (Hiawatha, Iowa: J & A Printing, September 2002), p. 11; Long, *Historical and Architectural Resources of Waterloo*, E4-E8 and E16; Long, *Waterloo*, pp. 40-41, 66, 74-76, and 87; “Our Public Schools,” p. 38.

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¹⁷ Camilla Deiber and Peggy Beedle, *Town Schools for Iowa*, edited by K. Kris Hirst (Hiawatha, Iowa: J & A Printing, September 2002), p. 4; Engelhardt, Carroll. "Compulsory Education in Iowa, 1872-1919." *Annals of Iowa* 3rd Series 49 (Summer/Fall 1987), 58-76.

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²⁰ "Pictorial Review," p. 42.

²¹ American Foundry and Furnace Company, "Emerson School;" "Enrollment Large," p. 3; Johnson, "State of Elementary and Secondary Education in Iowa," p. 27-28; "Pictorial Review," p. 5 and 21; Spain, *The Platoon School*, p. 132.

²² "Pictorial Review," p. 21.

²³ "Deiber and Beedle, "Town Schools," p. 12; Long, *Waterloo*, p. 158 and 1960; Meiberg, James E. *A 50-Year Period in the Evolution of Schoolhouse Design and Construction in Iowa 1919-1969*. PhD Dissertation Vol. I 1970, 1, 5, 7, 12, 15, and 19; "Pictorial Review," p. 54.

²⁴ American Foundry and Furnace Company, "Emerson School;" "Fire Insurance Map, 1897;" "Fire Insurance Map, September 1900," p. 33; "Fire Insurance Map, December 1918," p. 63; "Fire Insurance Map, December 1918 [Corrected through 1964]," p. 63.

²⁵ "Pictorial Review," p. 21.

²⁶ Hawkins, "History of Waterloo Schools;" Long, *Waterloo*, 157; "School Elections." 16 March 1893; "Things Talked about," 23 November 1893; Untitled [Bond Issue for New School], 2 March 1893; Weston, *Story of Waterloo*, p. 75.

²⁷ "Annual Report of County Superintendent of Schools," *Iowa State Reporter*, 27 October 1892, p. 4; "Enrollment Large," 16 September 1904; Long, *Waterloo*, pp. 160-161; "Near 5,000 Scholars," *Semi-Weekly Iowa State Reporter*, 27 September 1904, p. 1; "Our Public Schools," 1 January 1904; "Pictorial Review," p. 2; "Waterloo's Modern Schools," *The Load Builder (Iowa Public Service Co., East Division)*. (September 1945), Special Edition, from "Schools/Waterloo, 1900-1950," Vertical Files, Grout Museum, Archives, Waterloo, Iowa; Weston, *Story of Waterloo*, p.76.

²⁸ Hawkins, "History of Waterloo Schools;" "Notice to Contractors," 10 April 1906; "Our Public Schools," 1 January 1904; "Plan School Improvements," 2 March 1906; "School Election was Very Lively," 16 March 1906; "Waterloo's Modern Schools."

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³¹ Hawkins, "History of Waterloo Schools;" Weston, *Story of Waterloo*, p. 71.

³² Weston, *Story of Waterloo*, p. 71.

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Endnotes continued)

³³ Hartman, "History of Black Hawk County," pp. 77; "John Ralston, Dean of Architects, Dies," *Waterloo Courier*, August 1956 [?], A44 [Clipping]; Long, *Waterloo*, pp. 45-46.

³⁴ "Benton's Court House. Architects Submit Plans to Board of Supervisors Today," *Semi-Weekly Iowa State Reporter*, 10 January 1905, p. 8; "Bid on the Twins," *Semi-Weekly Iowa State Reporter*, 10 January 1905, p. 6; "The City in Brief," *Waterloo Daily Courier*, 26 January 1905, p. 8; "The City in Brief," *Waterloo Daily Courier*, 1 March 1905, p. 8; "For Public Libraries," *Semi-Weekly Iowa State Reporter*, 16 September 1904, p. 8; Hartman, "History of Black Hawk County," pp. 77; "John Ralston, Dean of Architects, Dies," "Local Reporter," *Semi-Weekly Iowa State Reporter*, 8 August 1904, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 9 August 1904, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 4 October 1904, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 20 January 1905, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 28 February 1905, p. 8; "Local Reporter (From Friday's Daily)," *Semi-Weekly Iowa State Reporter*, 10 January 1905, p. 8; "Local Reporter (From Thursday's Daily)," *Semi-Weekly Iowa State Reporter*, 2 September 1904, p. 8; "Local Reporter (From Thursday's Daily)," *Semi-Weekly Iowa State Reporter*, 16 December 1904, p. 8; "Local Reporter (From Wednesday's Daily)," *Semi-Weekly Iowa State Reporter*, 16 September 1904, p. 8; "Local Reporter (From Wednesday's Daily)," *Semi-Weekly Iowa State Reporter*, 23 September 1904, p. 8; Long, *Waterloo*, pp. 45-46; "Picked up in Passing," *Waterloo Daily Reporter*, 21 November 1905, p. 8; "Plans Out for Twin Libraries," *Semi-Weekly Iowa State Reporter*, 27 January 1905, p. 6; Untitled [Murphy & Ralston to meet with Library Board], *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 8; Untitled [J.G. Ralston returns from LeHigh], *Waterloo Daily Courier*, 6 January 1905, p. 4; Untitled [J.G. Ralston to meet with School Board in West Branch], *Semi-Weekly Iowa State Reporter*, 3 February 1905, p. 8; Untitled [Murphy & Ralston Secure Contract for Methodist Church], *Semi-Weekly Iowa State Reporter*, 28 February 1905, p. 8; Untitled [Murphy & Ralston to meet with Library Board], *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 8; "Views of Waterloo's Proposed Twin Carnegie Libraries," *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 1; "Waterloo, Ia.—Grade School," *American Contractor*, 34, I (29 March 1913): 74; "Waterloo, Ia.—School," *American Contractor*, 39, II (4 May 1918): 79; "Waterloo, Ia.—School Bldg," *American Contractor*, 34, I (5 April 1913): 103; "Our Two Libraries," *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 1.

³⁵ "First Schools Here Established Nearly 90 Years Ago," [14 August 1942].

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Verbal Boundary Description

Lots 8 through 14, Block 7, Leavitt's Addition to Waterloo, Iowa

Boundary Justification

These boundaries incorporate all of the area historically associated with the school property.

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Black Hawk County, IA

Photo Log

Photographer: Paul R. Porter
April 2004

Negatives with: Karen Bode Baxter, 5811 Delor Street, St. Louis, MO 63109

- Photo #1: Exterior, east elevation, north façade, southwest
- Photo #2: Exterior, south and east elevations, facing northwest
- Photo #3: Exterior, north façade, west elevation, facing southeast
- Photo #4: Exterior, west and south elevations, facing northeast
- Photo #5: Exterior, 1906 (east wing) entrance facing west
- Photo #6: Exterior, 1906 (east wing) north entrance facing south
- Photo #7: Exterior, 1916 (ANNEX) north entrance facing south
- Photo #8: Exterior, 1916 (ANNEX) cornice detail north façade, facing south
- Photo #9: Exterior, 1916 (ANNEX) northwest corner of north façade, brick design detail
- Photo#10: Interior, 1906 wing, east entrance facing east
- Photo#11: Interior, 1906 wing, stairs from east entrance facing west to hall
- Photo#12: Interior, 1916 ANNEX, hall 2nd floor facing south/southeast
- Photo#13: Interior, 1916 ANNEX, hall lower level facing southwest