

TOWERS OF EDUCATION:
NORTHWEST MISSOURI STATE UNIVERSITY'S
ADMINISTRATION BUILDING

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Towers of Education:

Northwest Missouri State University's Administration Building

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Abstract

The Administration Building is the centerpiece of the Northwest Missouri State University campus. The Administration Building started as the center of all campus activity and as the school grew, the function of the building changed. Because the iconic towers of the Collegiate-Gothic building remain the symbol of a growing and changing institution, the Administration Building deserves placement on the National Register of Historic Places. This thesis has three components: an architectural description, an expanded historical narrative, and the nomination for the Administration Building, which upon completion will be submitted to the Missouri State Historic Preservation Office to nominate the building to the National Register of Historic Places.

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Section I

Architectural Description

Summary

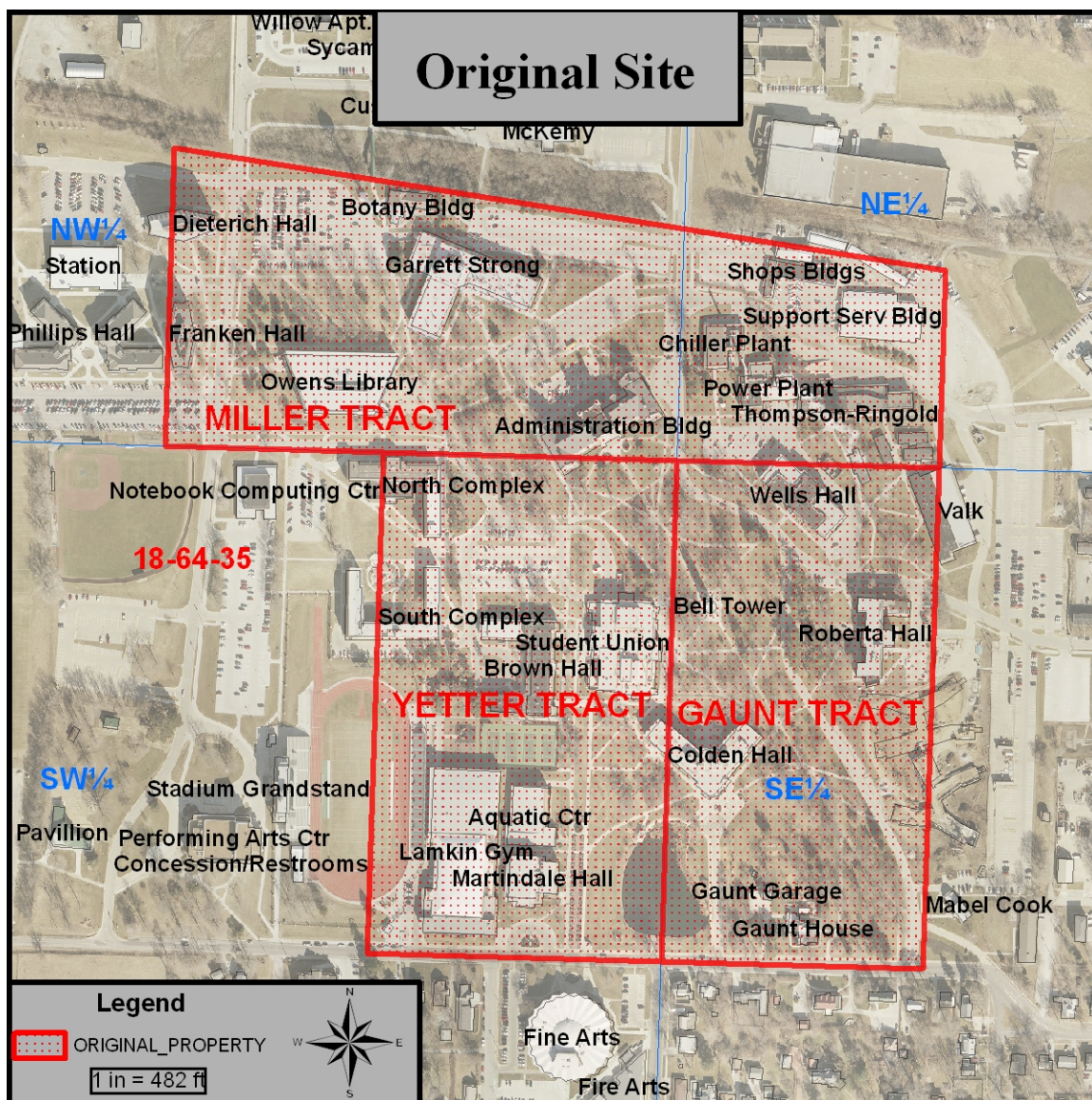
The Administration Building on the campus of Northwest Missouri State University, Maryville, Nodaway County, Missouri is a four-story brick building with limestone and terra cotta accents that has served the school since 1910. With its four towers capped by stone battlements rising above the center of the building, which resembles a gothic castle gatehouse, the Administration Building exemplifies the Tudor Gothic or Collegiate Gothic style.* The architect of the Administration Building, J.H. Felt, contrasted colors and textures with the use of stone in the belt course, quoins, and window headers and sills to add to this decorative motif. The exterior of the Administration Building remains largely unchanged since its completion in 1910, excepting the loss of a rear theater wing destroyed by a fire in 1979. The interior of the building has gone through many renovations to accommodate the changing role of the building on the campus but retains its historic central corridor and some original finishes. The building resides on a northeast, southwest line east of University Drive at the center of campus, surrounded by trees, sidewalks, parking lots, and other university buildings. Although the Administration Building has faced near destruction and the campus has changed considerably over the last century, the one-hundred thousand square-foot building remains the center-piece of a vibrant university.

* Mattie Dykes referred to the Administration Building as Tudor-Gothic, but much of the gothic architecture on college campuses in the United States is referred to as Collegiate-Gothic.

Elaboration

Site

The Administration Building sits on a northeast southwest line on the campus of Northwest Missouri State University. The building is in the Southeast Quarter of the Southeast Quarter of the Northwest Quarter, on the Miller tract of property purchased by the Fifth District Normal School in 1906. Part of the building is also on the adjacent property of the Yetter tract purchased by the Normal School at the same time. Originally, a birch tree-lined road ran from Fourth Street through the former nursery of the Gaunt tract to a parking area directly in front of the building. Currently, the Administration Building lies east of University Drive in the middle of the campus, which is a State Arboretum, with over 125 species of trees represented in the over thirteen hundred trees on campus. The Administration Building historically housed all classrooms and administrative offices. As the student body grew and the number of programs increased, other buildings were added to the campus, but the Administration Building remained at the center of campus and is the symbol the university.



Exterior

The Administration Building on the campus of Northwest Missouri State University is a Tudor-Gothic or Collegiate Gothic, four-story brick building with limestone and terra cotta accents. The red brick, supplied by Northwest Missouri brickyards, is laid in a Flemish bond pattern, each course consisting of alternating stretchers and headers, with a simple concave joint. A limestone base rises four feet from the cement footings and is back cut forty-five degrees to meet the brick. Just above the

stone base the brick is laid in a decorative pattern of eight courses topped by two recessed courses. The decorative pattern continues to a stone belt that encircles the building, drawing distinction between the first and second floors. The southeastern façade (the front of the building) measures three hundred feet in length with two gable roofed wings measuring sixty-five feet in length extending from each end of the building. The roofs are covered with slate shingles, and on the peak of the gable roofs there are six copper cupola vents that circulated air through the building during the summer. The 1979 fire destroyed the cupolas on the west wing, but Lawrence Hummel of Hamburg, Iowa created replicas as part of the building's reconstruction project. On the eaves of the roof there are decorative supports with inlaid scrolls that extend out from the trusses.

The focal point of the façade is a squared gothic gatehouse feature that has octagonal towers at each corner that rise over the roof. Decorative stone quoins accent the corners at the base of the towers. Between the towers is a squared stone surround around the main entrance. Around the door is a Tudor arch with terra cotta coping, and directly over the door carved in stone is the quote, "And the truth shall make you free." Inside the entry way bordering the inscription are two lights, and over the door is a purple leaded glass transom. Bordering the main entrance are windows framed in white stone. Above the entryway are four small windows at one-and-a-half stories that have a belt course of stone above and below them. Above the small windows is a two-story group of windows with a Tudor arch with a label hood mold. At this level there are also four equally proportioned windows with stone lintels and headers on the second and third floors. There are also three small windows that are placed in rotation at different elevations around the towers. Each tower and the roof of the gatehouse are capped with

stone battlements. Below the battlements is a large terra cotta school crest with the year of 1907 written in roman numerals. Two smaller terra cotta tiles border the school crest.

The east and west wing of the Administration Building are symmetrical. They have steep gable roofs with a copper cupola at the peak. There are twenty-seven windows on each side that all have stone lintels with steel headers hidden by the brick work. More efficient window units replace the original windows, but all the original openings remain. The gable roofs meet another gable roof forming a valley on each wing. The gable end of the front façade is a stepped parapet wall with stone coping that extends past the gable roof. Moving down the gable end there are several groups of windows, which allow most of the rooms in the wings access to natural light. The second and third floor windows, on the gable ends, have a terra cotta label hood header with label stops. The northeast and southwest or the ends of the east and west wings have outset entry ways with quoin edges, topped by stone battlements and terra cotta Tudor arches over the doors.

The rear of the building is quite different than it was prior to the fire of 1979. The fire destroyed the rear wing of the building, collapsing the roof over the theater and gymnasium. Originally, the north wing extended 108 feet from the center of the building and ended with a gable parapet wall. On each side of the north wing there were six sets of double hung windows on the first floor, and six large windows on the second and third floor with stone lintels and arched headers. Between the windows there were buttresses with stone accents that helped support the large gable roof. a smaller one-story brick addition with a hip roof now replaces the large north wing of the building. The new addition extends thirty-six feet and houses the heating and cooling system for the

building. On the rear of the building stucco fills in the hole left by the destruction of the theater and gymnasium. Rear gable ends of the back of the building are symmetrical to the front gable ends. However, there are two dormer walls on the back side of the building on both the east and west wing between the gate house feature and the gable ends. These walls have glass blocks on the second and third stories to illuminate the back stair wells.

Interior

The interior of the four-story Administration Building has gone through a variety of changes to adapt to changes in campus life. The school moved into the building in October of 1910, even before construction was complete, and it was in continual use until being vacated for a short time after the fire in 1979. This did not last long, as the Family and Consumer Science Department moved back into the east wing in 1980. Originally the Administration Building, or Academic Hall, was the center of campus life, housing school offices, classrooms, the library, two gymnasiums, room for a laboratory school, and a large auditorium. As other buildings were added around campus, the function of the building changed. Currently, the building houses administrative offices and student services on the first, second and third floors with the east half of the third floor used as classrooms and offices for the family and consumer science classrooms. Following the 1979 fire, the university relegated the fourth floor to storage space.

Upon entering the main entrance there is a small entryway with two more doors to enter the first floor of the building. Once in the main hall of the first floor there are stairways on both sides, with black, decorative, round newel posts, handrails, and square balusters, that lead to a landing a half-story above the first floor. The floor of the landing

is at the level of the leaded glass over the main entryway, and there are five plaster tiles of the Elgin Marbles hung on the back wall just above the arched glass. There is a single set of stairs to the second floor, originally designed to lead to the main entrance of the second floor Auditorium. There are also two sets of stairs in the back of the building in the east and west wings. The stairs have squared newel posts on the first floor and on each landing, with the same hand rail and balusters as the main entrance stairway. The back stairways rise to the third floor but have been closed to access the attic on the fourth floor. There is also an elevator at the back of the building just to the east of center. It is in an airshaft that was designed as part of the building's original ventilation system.

The first floor has a hall running down the center of the building from the east entryway to the west entryway. The hall is fourteen feet wide at its narrowest but widens at the center of the building where there is a large wooden kiosk for student services. The floor is concrete and covered by decorative green and tan tiles. The walls of the corridor are plaster and decorated with nine-inch base on the floor and a four-inch chair rail, four-and-a-half feet off the floor. The ceiling is thirteen-feet high, but it is covered by a nine-foot drop ceiling with acoustic tiles. The hallway is lined with six panel doors into a number of university offices. Most of the doors look the same as when the school opened with a twelve-inch plinth block, large six-inch square casing and backband and topped with a six-inch crown mold. The offices on the east end of the hall have more decorative entryways with half-glass sidelights.

The second floor is more modern because of an extensive renovation of the office space in the late 1990s. The cement floor is covered with carpet. The visible walls are drywall and there is a nine-foot acoustic tiled drop ceiling. At the top of the main

staircase on the northern half (or back) of the Administration Building is a glass window reception area that serves as office space for the Admissions office. From the center of the second floor going east and west there are two main doors to the north that lead to more office space. Along the central hallway are two bulletin boards that are inset with the new walls. Double doors separate the east and west wings from the hallway. Each wing has several offices and multipurpose rooms around a main reception area. The second floor has changed drastically since the buildings construction, but one feature that still remains is a stone statue of Abraham Lincoln that resides at the top of the main staircase.

The third floor is a mixture of the old and the new. The floor of the hallway is covered with a vinyl floor covering and replaces the base shoe rising up the plaster walls six inches. There is a four-inch chair rail that encircles the hallway four-and-a-half feet off the floor. The ceiling of the hallway is nine-foot acoustic tiled drop ceiling that covers the original thirteen-foot ceiling. The hall is lined with doors on the north and south that lead into classrooms and offices used by the Family and Consumer Science Department. The trim around the doors looks similar to that of the first floor with a twelve-inch plinth block at the base, large six-inch square casing and backbend, and topped with a six-inch crown mold. Double doors lead into a meeting space in the west wing that is encircled by offices and conference rooms that were all renovated in 1996. The floor is carpeted, and the walls are all drywall and decorated similar to the second floor. The entryway to the east wing is a single six-panel door with six-inch casing and topped with a two-foot tall transom. The wall surrounding the door is covered with a wood clapboard siding. Inside the east wing there are classrooms and offices around a sitting area. The main room has a

three-inch chair rail running around the room at three feet off the floor, and there is a ten foot drop ceiling covering the original thirteen-foot ceiling. The doors have six-inch casing with a twelve-inch plinth block, and above the doors there are transoms with brass hardware designed to open the top of the windows. The entryway to the south classroom has six-pane half-light double doors with half window side lights and a transom over the whole entryway.

The fourth floor and the basement are off limits to the public and are used as storage space. The east wing of the fourth floor gives access to a spiral staircase in the southeast tower (the only tower with a usable staircase). The west wing is not accessible because the large steel trusses that once held up the roof were destroyed by the 1979 fire. The trusses have been replaced by a wood rafter and floor truss system that replicates the roof line of the building before the fire. The fourth floor was designed as attic space but because of space constrictions was used by the school for classroom and office space until the 1979 fire damaged the building. The basement has ceilings as tall as the first floor with thick walls that support the structure above. The basement is a mechanical area filled with steam pipes and other utilities

Resources within Boundary

There are three non-contributing resources that fall within the described boundary of the Administration Building. To the southeast of the building there is a five-foot tall brick sign with a limestone cap that was dedicated by the class of 1968. Just in front of the sign there is a set of three metal flag poles. The third listed resource within the boundary is a marble fountain in the cul-de-sac to the east of the building. The National Humane Alliance dedicated the fountain to the city of Maryville in 1911 and placed the

fountain at the intersection of Fourth Street and Main Street. The fountain's original function was a place for visitors to water their horses when they came to town. As automobiles gradually replaced horses, the city moved the fountain to the entry way of the college, but it was not plumbed for water. During the administration of President Foster, the university relocated the fountain to the east side of the Administration Building and reconnected it to water.

Historical Integrity

The Administration Building demonstrates simple early twentieth century Collegiate Gothic Architecture. The large brick structure with stone accents and iconic towers rises above the Northwest Missouri State University campus and has come to symbolize education, economic growth, and culture for Northwest Missouri. The internal floor plan has gone through several renovations as the school has grown but retains its central hallways and some historic trim and finishes on the first and third floor. The 1979 fire destroyed the North wing containing the Frank Deerwester Theater and two gymnasiums. A large scale reconstruction project recreated the original roof lines, leaving the primary façade and overall appearance of the building intact. Even now, nearly a century after the Northwest Normal completed construction; the Administration Building remains the symbol and center of an ever changing campus.

Section 2

Historical Narrative

Summary

The Administration Building on the campus of Northwest Missouri State University is locally significant under criterion A in the area of EDUCATION. The Missouri State Legislature originally founded Northwest Missouri State University as the Fifth District Normal School in 1905 with construction of the Administration Building starting in 1906. Construction dragged on with several delays but the Normal moved into the unfinished building in 1910. Once occupied the Administration Building became the centerpiece of the Fifth District Normal, which sponsored a variety of on-campus and outreach programs for residents and teachers in the region. From this building, the administration coordinated the evolution of the institution from a normal school to a state university and the growth from a single academic building to over twenty buildings on 370 acres. The role of the building has changed since its completion, but the iconic towers of the high-style Collegiate Gothic building has grown to symbolize the school's affect on culture, access to education, and economic development for Maryville and northwest Missouri. The period of significance is from 1910 to 1 May 1959. The period encompasses the completion of the Administration Building through the period when the building housed the primary administration, educational, and recreational functions of the institution.

Elaboration

Chapter 1: The Normal Years (1905 – 1919)

On March 17, 1905, the Missouri General Assembly passed the bill creating the Fifth District Normal School, and by the fall of that same year a commission appointed by Governor Folk awarded Maryville the site of the new normal school. The construction of Academic Hall, which later became known as the Administration Building, started a year later in the fall of 1906. The early years of the Fifth District Normal School faced budget shortfalls that threatened the construction of Academic Hall and the financial stability of the Normal. However, the Fifth District Normal emerged from these problems a vibrant institution and became a State Teachers College in 1919.

The Fifth District Normal School was the last state-funded normal school established in Missouri, but the normal school movement began over a half-century earlier. Early educational philosophers, such as Horace Mann, established an idea that public schools taught students what it meant to be American and thus benefited business by preserving order, extending wealth, and securing property. This work was mainly done in local publically supported common schools available to everyone at no cost. However, to accomplish these goals, common schools needed professionally trained teachers. Mann and others advocated the creation of state-funded schools expressly designed to train teachers. The advocates were influenced by similar schools of Western European nations that had already established teacher-training institutions called “normal schools.” The agitation for professionally trained teachers led Massachusetts to found

three state normal schools in 1839. Normal schools expanded west, and by 1875 there were about seventy state-funded normal schools, training over twenty-three thousand prospective teachers in twenty-five states.¹

Missouri, along with most southern states, lagged behind the East and Midwest in the creation of state normal schools. The agitation for normal schools in Missouri started in the 1840s, but progress for Missouri teacher training had to wait until after the Civil War. Private normal schools arose first but provided few new teachers. In 1867, the General Assembly created the First State Normal school in Kirksville, which already had a private normal school. In 1871, Warrensburg was selected as the site of the Second District Normal School. To make travel easier for students, in 1873, Missouri founded a third normal school in Cape Girardeau. Missouri now had state funded normal schools in the Northeast, Southeast and central part of the state but other regions of Missouri would have to wait thirty years for similar state-funded normal schools.²

Lobbying for a Normal in Northwest Missouri began after the foundation of the Normal School at Cape Girardeau and culminated with the introduction of legislation in 1874. The first bill to create a normal school in Northwest Missouri was defeated in the House and never made it out of committee in the State Senate. Another attempt followed in 1890 that passed the State Senate, but fell three votes short of passing in the State House.³ By the beginning of the twentieth century the three state normal schools and various private institutions could not keep up with the demand for professionally trained teachers. The State Teachers Association met in Columbia, Missouri, in 1904 to discuss the foundation of two more normal schools. The new schools would be spread around the state to alleviate travel for students that wanted to attend. The previous year a normal

school bill had passed the State Legislature but was vetoed by the governor.⁴ In January of 1905, J.H. Lemon, a State Representative from Nodaway County, introduced a bill to create the Fifth District Normal School. The original bill provided one-hundred thousand dollars in state vouchers for the Board of Regents to build or purchase the land.⁵ To pass the bill, the Missouri State Legislature eliminated the appropriations provision from the bill, in favor of a bidding process by prospective cities. Members of the General assembly realized cities would prosper after securing a state normal so the state created a bidding system. Cities, competing for the normal schools, offered cash and land inducements to entice the placement committees to locate the normal schools in their communities.

Once the bill passed the state legislature, towns in the district began preparing bids for the 16 July deadline. Maryville's Commercial Club formed a special committee to prepare the bid for the state selection committee. The Commercial Club and other civic groups began soliciting donations from citizens of the community and the surrounding communities in Nodaway County thought too small to compete for the Normal. Maryville's final bid offered the choice of seven sites for the placement of the Normal and a guaranteed subscription of \$90,000, with half being paid 1 October 1906 and the other half paid exactly a year later. Furthermore, Maryville offered the Seminary Building, which would be donated to the city if the Normal was secured. Other communities only offered one possible site and did not give deadlines for subscription payments. After the state legislature received the bids the state selection commission planned to visit each community, and after the site visits the selection commission announced on Friday, 4 August 1905 that Maryville had won the Fifth District Normal

School. A crowd of people congregated on the court house lawn after news reached Maryville of the selection and the celebration for winning the Normal continued through the night.⁶

Once the celebration concluded, Maryville citizens and the soon-to-be-appointed Board of Regents looked towards opening the Fifth District Normal School. However, before the governor had even appointed members to the Board of Regents, the buzz in Maryville centered on opening the school immediately or waiting to secure financial support from the State Legislature, which would not meet again until 1907. The same debate hung over the first meeting of the Board of Regents on 12 September 1905. *The Daily Tribune* announced the following day the school would open for the summer term of 1906, and discussion of a proposal asking the legislature for appropriations in order to construct a glamorous campus. The details about opening the school remained out of the Board of Regents Minutes. Instead the Minutes focused on the present circumstances of collecting the money from Maryville's inducement, finding a president for the new school, and choosing the new campus. Committees were established to find a president prepared to hold a summer session in 1906. The Board of Regents appointed another committee tasked with the responsibility of collecting the money and deeds from Maryville's commercial committee. The Board of Regents Minutes give little insight into the discussion but after a lunch break the group toured the site of the future campus. The future campus consisted of the Thomas Gaunt property (twenty-one acres), a deteriorating tree nursery; the Yetter property (twenty-two and half acres); the Miller property (twenty-eight acres); the Seminary (ten acres); and two city blocks, which created a campus of eighty-six-and-a-half acres. The properties cost the Board \$31,327

and left them with \$58,673 from the original inducement of \$90,000.⁷ The successive Board of Regents meetings that followed in the spring of 1906 answered the town's questions on the future of the new Fifth District Normal School.

The Board of Regents early work in 1906 focused on opening the school. The Board feared delaying opening would hinder the new Normal School's chances for funding from the next biennial budget. In January, the Board of Regents hired Frank Deerwester as the president of the new Normal and instructed him to prepare for a ten-week summer school to start June 1, 1906. The Board also requested the transfer of all the bonus funds of \$90,000 to the school (half the money was not due until October 1906), so the Fifth Normal could start the following summer. The Board planned to use \$58,672 remaining from the bonus fund, after purchasing land, to finance the operating expenses of the school. The Board's plan for opening the school was met by intense opposition, as many people in the community felt the bonus fund should only be used for the purchase of a site and its improvement. President Deerwester insisted the school could still operate in the summer using just the money from student tuition. However, this proved unnecessary after an informal meeting in St. Joseph on 22 February. Colden, the President of the Board of Regents, Deerwester, and two men from the community, not on the Board, met to discuss the opposition to opening the new Normal in June. No minutes were taken so little is known about the meeting, but all protests were dropped, and the school opened as planned on 13 June 1906. Now that the school had legal support to open, the Board of Regents worked diligently to finalize plans for the summer school program.⁸

The next Board of Regents meeting, on 13 March 1906, lasted two-and-a-half days. Many of the details for opening the school in June and running the school into the future were finalized. The remainder of the faculty was chosen, focusing on hiring a number of school superintendents from the state of Missouri and surrounding states. The Board also announced a summer training program for currently employed teachers as part of the summer program. The program allowed teachers the opportunity to observe real classrooms and work on best practice strategies with the Normal School faculty. The school further announced classes for the summer would be held in Maryville's Central School building, and then by fall would move into the Seminary Building and some rented rooms around town. Holding classes spread around town was not ideal for the new school, but the Seminary was not equipped to handle the number of students many felt would attend. The only other building on the new campus was the Gaunt House, but the Board decided the old farm house would better serve the campus in the future as the President's House.⁹ With buildings chosen and a faculty in place, the Fifth District Normal was poised to open, though the challenges were only beginning.

Plans for renovating the Seminary Building were in place, but many on the Board felt it was too small to accommodate the potential growth of the new school. Construction of Academic Hall, the name given to the large central building that would house the Fifth District Normal School, had been discussed in early Board of Regents meetings, but focus on opening the school in a timely fashion seemed the Board's primary concern. With plans in place for the school to open in June, the Board then focused on the planning and construction of Academic Hall. At the Board of Regents' meeting in March 1906, the Executive Committee ordered J.H. Felt and company, an

architectural firm out of Kansas City, to design and act as the project manager on all campus improvements.* According to a contract copied into the Board of Regents' minutes, the Normal School hired Felt on 11 December 1906 to act as the Board's agent in all parts of any construction project. At the Board of Regents next meeting on 22 June, Felt presented three sets of rough plans for a new building. The Board selected a Tudor-Gothic style building, which would house school offices, classrooms, the library, two gymnasiums, a laboratory, club rooms, and a large auditorium. The Board then requested Felt prepare a detailed design from the preliminary designs for the next meeting. In July, Felt returned to Maryville taking pictures of the grounds and collecting elevations to help in the preparations for the building plans. At the following meeting, on 7 September, the Board of Regents accepted a general survey of the grounds and an architectural plan for a new campus building. Construction of Academic Hall would begin as soon as possible with a plan of moving into the school's new home by early 1908, but financial complications delayed completion for over two years.¹⁰

The Fifth District Normal School wanted to move forward with construction but had little money to do so because the bonus fund was being used to run the school. The Board believed they could begin construction of the building using the remaining \$35,000 from the bonus fund, but the total building would cost roughly \$300,000. The Board of Regents approved the plans for the foundation, and the Executive Board

* J.H. Felt was a notable early twentieth-century Missouri architect. Although largely self-taught, under his leadership J.H. Felt and Company and later Felt, Dunham & Kriehn were responsible for designing a large number of educational faculties, civic buildings, and churches in Missouri and Kansas. Of note Felt designed four buildings that are currently listed on the Missouri Registry of Historic Places: a colonial revival house that is a contributing structure in the Krug Park Place Historic District in Saint Joseph; George Washington Carver School in Fulton; City Hall in Forest City; and Hicklin School in Lexington.

authorized the immediate advertisement and receipt of bids for the grading and construction of Academic Hall's foundation. Sparks and company from Saint Joseph won the contract, with a bid of just over \$31,000, for the pouring of a concrete base with a brick and Carthage stone foundation. The Board of Regents planned to complete the foundation to force the State Legislature to help complete the sizable investment for the Fifth District Normal School. Sparks started construction immediately at the request of the Board of Regents, and by 16 November, the Normal completed the construction of a side track from the Wabash Railroad depot to Academic Hall, for the easy delivery of materials for the large construction project. Sparks worked into the winter, but by 28 February 1907, financial uncertainty forced the Board of Regents to pay Sparks \$2,500 for work already completed and suspend further construction until the close of the State Legislature.¹¹

In November of 1906, an official Board of Visitors, or Junketing Committee, arrived in Maryville to inspect the Fifth District Normal School and make funding recommendations to the governor and the State Legislature for the next biennial budget. The Committee left town impressed with the size of the campus and the plans for Academic Hall, conservatively promising that the Board of Regents would receive sufficient funds for the new school. With this in mind, the Board submitted a budget to the State Legislature of \$456,900 of which \$315,000 was for the construction and furnishing of Academic Hall. The Junketing Committee's budget to the State Legislature proposed a more modest \$302,000 for the entire biennial budget. The more established normal schools at Kirksville, Warrensburg, and Cape Girardeau lobbied to decrease the funding for the newly founded normal school. However, after weeks of debate the State

Legislature passed the budget against the opposition of the other normals, and Governor Folk signed the appropriations bill on 16 March 1907. Disappointed with the reduction of nearly \$150,000 from the biennial budget, the Board of Regents feared the construction of a smaller building would not allow the school to grow or the building would be outgrown upon its completion. The Board of Regents pressed forward with \$225,000 from the Legislature for the construction of the original plans for Academic Hall and planned to find funding to complete the building in the next legislative session.¹²

The Board of Regents requested bids be submitted for the May 15 Board meeting. The bids were to contain costs to complete each floor with the hope that the first and second floor could be completed for less than the money appropriated for the building and used by the Normal before the rest of the building was complete. However, in April, Governor Folk informed the Board of Regents that the state faced severe budget shortfalls and the current appropriations would be rescinded. Members of the Board immediately traveled to Jefferson City to negotiate a compromise, so the school could move forward on the construction of Academic Hall. After the meeting, Folk released \$125,000 for 1907 for construction and promised that if revenue for the state was sufficient the school would receive the final \$100,000 of appropriations. The Board moved forward with plans, reviewing the bids on 16 May 1907. D.E. Marshall was the only bid under the amount appropriated by the State Legislature, so the Board accepted Marshall's bid for the first and second floor but waited to accept the bid for the third floor until more funds were released by the State Treasurer. At the May Board of Regents meeting, the board ordered Sparks to restart work on the foundation and he promised to resume construction on May 27. Academic Hall faced an uncertain future but the Board

of Regents was confident that the State Legislature would certainly finish the building once it was started.¹³

Financial problems and construction setbacks plagued the remainder of the construction of Academic Hall. The Board of Regents initially scheduled the cornerstone ceremony to take place at the beginning of August, and it would signify the building of a great Normal school in Maryville. Setbacks and bad weather continually pushed back the ceremony. In one example, almost a month after resuming work on the foundation, heavy rains caused a cave-in of the foundation that cost \$150 dollars and time to repair the damages. August 1 came and went with no indication that the foundation would be ready, and many in the area feared the school could not progress without a proper building. Eventually, Sparks finished the foundation, and the Board of Regents held a cornerstone ceremony on 12 October 1907. The problems with the foundation exemplified what was to come for the entire construction project. Prospective completion dates came and went with little progress, but the Board of Regents and the President of the school worked diligently to construct a proper building for a state institution.¹⁴

The cornerstone ceremony showcased the new Fifth District Normal School to the rest of the state and recaptured support from people in the district. The Maryville Commercial Club appointed a committee to decorate the town and planned activities to showcase the town and the campus for special invited guests like Governor Folk, other state political officials, executive officials of other state institutions, and other influential people around the state. On the 12 October, the Maryville Commercial Club decorated the town in the then Normal School colors of red and white and a procession, including

Governor Folk, started at the town square and marched to the foundation of Academic Hall. After a brief speech by Governor Folk on the importance of the Fifth District Normal School and education in the region, the past Grand Master of the Masonic order of Missouri and the former Governor Dockery performed the ceremony of placing the cornerstone. The Normal School placed a time capsule containing various Normal School memorabilia and mementos from businesses around the community in the cornerstone. With the ceremony complete, funds available, and Marshall selected as the contractor, construction of Academic Hall started immediately.¹⁵

The work on Academic Hall progressed behind schedule with continuing minor setbacks. The first financial obstacle came in November 1907 when maintenance men discovered that the floor joists in the Gaunt House were rotten and needed to be replaced, only a year after spending \$6,000 to modernize the building. Brickwork on the exterior walls of Academic Hall started the first of January, and Marshall completed the second story walls in the middle of February 1908. Work continued on the building vigorously throughout the winter, with an expected autumn delivery date for the first floor and gymnasium, which could be used almost immediately after enclosing the building. In March construction stalled because of a lawsuit filed against Marshall for unsatisfactory work on a project in Marshall, Missouri. The suit forced the Normal's architect, Felt, and the Board of Regents to stop construction and inspect the work already completed on the building. Although Felt found the work already done satisfactory, this was another delay in a construction project already behind schedule. Even with these minor delays, Marshall readied Academic Hall for steel trusses and the slate roof by 9 May 1908; but work on the building stopped on 18 June 1908 and did not start again until August of the

following year. In May, the new Normal President Homer Cook and the President of the Board of Regents traveled to Jefferson City to meet with Folk to discuss releasing the remaining \$100,000 of the biennial budget to complete Academic Hall. Folk did not release the money and told them not to expect any more funds until February because the State Treasury was depleted. By this time the Regents already owed Marshall \$20,000. The Maryville Normal had only received \$105,000 of the \$125,000, but Marshall had worked until his contracted figure of \$125,000. With no more funds available and already owed money, Marshall sent the work crews home.¹⁶

The financial problems of the Fifth District Normal were not unlike other public institutions in the state. The first half of the year saw a slight, shallow depression, which caused slackening of production and trade, large numbers of commercial failures, and a decline in raw material and crop prices. The recession was short lived, and by the fall of 1908 the economy righted itself. The depression affecting much of the country over the fall and winter had a minor impact on Missouri, according to the State Labor Bureau, which showed a net economic increase in 1907 from 1906. Even if the recession had little effect on the tax base, the means of taxing hurt educational institutions. Throughout the late nineteenth century Missouri slashed its tax revenue and decreased its expenditures. The property tax rate was cut by half during this period, which further depleted the revenue to assist the Northwest Normal. But the Fifth District Normal was not alone. The Missouri State Legislature allocated the Fourth District Normal School, in Springfield, the same amount of money for a new building and they too were stalled in

the midst of a large construction project. The Northwest Normal faced an uncertain future owing money to Marshall and only the hope of receiving money from the State Legislature to finish Academic Hall.¹⁷

Uncertain about when more money would be available, the Board of Regents severed the contract with Marshall in October 1908. To pay Marshall for the work already completed, the Board of Regents sent a requisition to the auditor for nearly thirteen thousand dollars and the remainder of the debt was carried as a six percent loan from Marshall. The Board once again began lobbying the legislature. The Board of Regents formed a lobbying committee led by Cook, who traveled to Jefferson City, before the legislature convened, to meet with officials. Then in March 1909, the new president of the Board of Regents, Anderson Craig, traveled to Jefferson City to comment on the financial needs of the Normal at the request of the State Legislature. Throughout much of the spring, news of the General Assemblies' budget debates filtered back to Maryville, and by July it was evident the Normal would receive enough money to pay back Marshall and restart construction on Academic Hall. The General Assembly appropriated \$124,000 and reappropriated nearly \$118,000 to make up for the previous budget shortfall. With money available, the Board opened negotiations with Marshall and voted to accept Marshall's original bid of \$208,924 for completion of the building. Negotiations with Marshall continued throughout the summer, and construction resumed on 16 August 1909.¹⁸

Work on Academic Hall resumed but delays continued throughout the remainder of the project. The large steel trusses were set and work began on slating the roof and constructing the cupolas on the roof, but problems persisted. In early November 1909,

Marshall threatened to leave the jobsite because he had not been paid for work done since construction resumed. A requisition had been sent to the State Auditor and Marshall withdrew the threat after receiving payment. By the end of November work slowed again. Marshall feared he would not get paid by the state, so he had not ordered tiles for the floor and withheld hiring a subcontractor for the installation of windows in the building. Work progressed slowly through the winter, but by June 1910, finish work had begun on the second floor. Marshall promised the building would be ready for occupancy in time for the start of the fall semester in August. This was an empty promise, and the school did not move into the building until October 1910.¹⁹

Although Northwest Normal started holding classes in the east wing of Academic Hall, Marshall continued work on the building through the end of 1910. Academic Hall allowed the expansion and addition of new programs with discussion of adding a manual training program that would not have been possible with the previous cramped conditions in the Seminary Building. Even with all the hope of the future, Academic Hall was still not complete and Marshall stopped work during the first month of 1911. The Board of Regents met to discuss what action to take with Marshall leaving. Felt, the architect, refused to accept the work, writing two letters to the Board of Regents outlining incomplete and unsatisfactory work done by Marshall. The Board now faced the possibility of completing the construction of the building themselves. Felt advised the Regents to use the remaining \$10,770 left in the building fund to hire another contractor to finish the incomplete building. The Board of Regents voided the contracts with Marshall, and hired E.G. Chandler, a construction firm from St Joseph, as general contractor with another contractor to finish painting the interior. Little discussion

occurred about the building after the Board of Regents took over construction, but students became accustomed to drilling and the sounds of construction. The building took just over a year to complete, and there was little fanfare when Felt advised the Board to accept the building as complete.²⁰

Once complete, Academic Hall stood at the center of the campus as an example of Collegiate Gothic Architecture. Felt designed the primary façade to resemble a large gate house that would lead into a courtyard similar to the campuses at Harvard or Yale, but also drew influence from Brookings Hall on the campus of Washington University.* The two towers in the front of the building were aesthetic, but the two towers in the rear served as large air-shafts with fans that pulled air into the basement where it was cooled and then pumped up and out vents into the rooms of the building. The thirteen-foot basement served as storage and a utility space for the entire structure. The twenty-four-inch thick walls of the basement were connected with steel reinforcement between courses, set on stone and brick footings that allowed the walls to support the weight of the massive building. The main structure had several classrooms, meeting rooms, offices, a library, and labs. Each floor had central hallways with rooms on both sides. The interior walls and the exterior walls were the same thickness on each floor, but thinner as the building rose to decrease weight on the floors below. The North Wing of the building housed two gymnasiums that were half a story below the first floor, and on this level there were locker rooms and a small walking track. The North Wing also housed a thousand seat theater that visitors and students entered from the second floor with an unfinished balcony on the third floor. The floor of the theater sloped towards the stage at

* Brookings Hall was designed by the architectural firm of Cope & Stewardson for the 1904 World's Fair in St. Louis, Missouri.

ground level. Originally, the stairways in the rear of the building were open to the hallways, which gave Academic Hall an open flow. The building underwent several changes after the Fifth District Normal School was renamed as a state teachers college, but Academic Hall remained the center of campus activity for the next half-a-century.²¹

During the construction of Academic Hall, the Board of Regents and the president of the Normal spent much of their time dealing with construction related topics. The Board felt finishing the building was paramount to the future of the school. Once the Normal moved into the building in the fall of 1910, the Board began to refocus the mission and scope of the institution. When the Northwest Normal was founded, the state lacked an adequate number of quality secondary schools, and state normal schools filled two roles. The Northwest Normal's fulfilled its primary function as a location for training teachers, but the school also served as a regional secondary school for students from communities without a high school. Under the presidencies of H.K. Taylor and his successor, Ira Richardson, the Northwest Normal became a true college by instituting new admissions requirements, strengthening the curriculum, and raising the quality of instruction to be on par with standard four year colleges.

Originally the Normal offered a thirty-hour course of study that gave teachers a two-year common school certificate and a sixty-hour life diploma. The Fifth District Normal also provided a comprehensive summer school that prepared students for the state or county superintendent's exam. The rural common schools badly needed teachers, so the state allowed county superintendents to establish local standards for teachers. In many counties, to teach the common grades, teachers only needed an eighth grade education and a passing grade on the county exams. The summer program also offered a

variety of courses for teachers already employed, so they could eventually receive a two-year certificate and then a life diploma. After the first summer session forty students received two-year certificates from the newly founded Normal. Many of the students that summer had attended other normals in the state, but it was easier to finish their degrees closer to home after the Fifth District Normal opened in Maryville. The area needed teachers, and these program trained adequate teachers to teach in the common schools of the area, but the curriculum was well below the standards of a university or college.²²

The first step to strengthening the Northwest Normal was instituting standards in the admission of students. Admission in the 1906 catalogue set the standards of age fifteen to attend the sub-normal and age sixteen to attend normal classes, but this was not always followed. The students incoming students only had possess a good moral character, and a letter from past attended schools (other normals, high schools, or common schools). In 1911, the Northwest Normal standardized admission to include evidence of graduation from common school or a student needed a district certificate to enter Normal classes. The Normal classified those students admitted in three ways: students who had attended some college or academy, high school graduates, or a holder of a first or second grade county certificate. Those admitted to the sub-normal had to hold a third grade certificate and pass the teaching exam or be a graduate of a rural or grammar school. Admissions also brought in a higher caliber of students by offering scholarships. In 1906, the Normal offered scholarships to students who had done well on county exams, but by 1916 only graduates of four-year high schools in the district received scholarships. The Normal wanted to increase the number of high school

graduates in attendance and encouraged students to stay in the high schools of the district.²³

Northwest Normal also standardized and improved the curriculum in the teacher training program. Nationally, normal schools limited the expansion of their curriculum to focus on teacher training, but with the expansion of local high schools, normal schools expanded their programs to train teachers in the content areas necessary to teach high school classes. Northwest followed the national trend by creating a ninety-hour advanced life diploma, but this was still a far cry from a bachelor's degree. So in 1911, the Regents added a Bachelor of Pedagogy. However, this was a Bachelor's degree in name only because in 1909 the Board of Regents limited the study of academic departments to no more than the equivalent of a sophomore year in college. The degree lasted only two years, but it was clear that the Normal sought to compete with other small four-year colleges.²⁴

The Fifth District Normal was not ready to be a four-year college to train teachers in 1911, but the idea was beginning to take root. The first major problem to solve was strengthening the course of study. In the fall of 1911, Ira Richardson became the head of the Training School and Director of Education. The Training School was a common school on the first floor in southeast wing of Academic Hall. Normal students taught elementary students under the direction of certified teachers in the Training School. Richardson expanded the role of the training school by requiring students to spend a quarter of the day teaching for a quarter of the semester and a half of the day for another quarter. This program gave prospective teachers more hands on experience in the field of teaching. Another major change in the Normal school's curriculum came with

the hiring of H.K. Taylor. His predecessor, President Cook, weathered a scandal over the qualifications and standards for graduation. During Cook's tenure, the Board of Regents awarded life diplomas to students, who had not successfully completed all requirements. The Carnegie Report, a survey of the history and qualifications of the teacher training programs in Missouri, had pointed out that students took classes in any order. This led to a variety of students in each class, but little idea of the level of each student. Taylor changed the system by instituting a class numbering system; so all students knew the first two years were the equivalent of the third and fourth year of high school.²⁵ These changes professionalized the product of the Fifth District Normal.

Ira Richardson took over the Presidency of the Fifth District Normal in June of 1913 and moved quickly to improve the standards of the school. His first major action was to bring in highly qualified professors. He had a master's degree from the Teachers College at Columbia University in New York, the preeminent teacher training school in the country. He worked to bring in teachers from other similar institutions who had received more education than was offered at a typical normal school. Based out of Academic Hall, these new professors and instructors visited schools around the district to understand how better to prepare students to teach in the district. Under Richardson the Fifth District Normal School soon had a greater percentage of faculty members with advanced degrees than any other normal school in the state. Richardson further worked to create a standardized course for teacher training by inviting the presidents of all the normal schools to Academic Hall in Maryville. Only two other presidents attended the meeting in the summer of 1913, but the recommendations became the foundation for state standards adopted by the State Superintendent of Schools. Richardson then prepared to

create a true Bachelor's of Science in Education. He convinced the Board of Regents to eliminate their earlier ruling on limiting academic work and after his initial success, he convinced the Board to stop offering the Bachelor's of Pedagogy. He instituted the use of semester hours and enhanced the curriculum to be on par with standard four-year teachers colleges. Finally, on 18 March 1915, the Board of Regents, at the behest of Richardson, established a four-year post-secondary Bachelor of Science in Education. The degree gained recognition a year later when a meeting of superintendents at the Northwest Normal recognized the 120-hour degree as a comprehensive B.S. in Education. The 1917 and 1918 Biennial Report of the Fifth District Normal School reported that twenty-seven students received the degree since its inception. The Normal would not become a teacher's college until 1919, but the new degree propelled the Fifth District Normal to be on par with other four-year teachers colleges.²⁶

The Northwest Normal offered a typical approach to achieving a degree, but they also offered ways for nontraditional students to achieve teacher certification. During the fall and spring semesters students who could not make it to campus could take correspondence courses. Later, Northwest added rural extension programs where instructors traveled to towns in the region to offer teacher training courses. For the teachers who wanted to achieve certification but already had teaching jobs, the Normal offered a full complement of summer courses offered in Academic Hall. In 1915 the Northwest Normal offered 124 summer courses, half of them for college credit. During the institution's years as a normal school, a majority of students attended the Fifth District Normal during the summer term. During this period fall enrollments varied from 150 to 300 students, but summer enrollments ranged from 300 students at its low to over

600 students at its peak. These programs allowed practicing teachers the opportunity to further their education.²⁷ Even though many students rarely came to campus, the Administration Building symbolized education and economic opportunity throughout Northwest Missouri.

The Fifth District Normal provided a quality certification program for teachers in Northwest Missouri, but the Administration Building and the school's influence on teaching in Northwest Missouri extended further than certification. The Normal offered a variety of outreach programs for teachers. The center piece of these programs was a meeting of the county teachers associations held in Academic Hall. The programs consisted of entertainment by musicians, teaching demonstrations, and lectures by prominent educators from around the country. In 1911, the manual training program prepared a model playground as a display for area teachers, and in 1912, the Superintendent of Omaha Public Schools came to Academic Hall to give a lecture. The Normal started inviting teachers from six local counties in 1911, and by 1917 the gathering had grown to be named the First Annual District Convention. That year the student paper, *The Green and White Courier*, reported that over five hundred teachers from the district attended the conference held in Academic Hall.²⁸

Teacher training was the main focus of the Northwest Normal, but during this period in the school's history the agriculture program also impacted Maryville and Northwest Missouri. This program was an extension of teacher training because most Normal School graduates were required to teach courses on agriculture in local common schools. In 1909, Taylor proposed a small farm plot in front of the Administration Building to grow produce for profit. The program failed, but the school used the area for

test plots of corn and student gardens. Eventually the farm moved north towards the Wabash Railroad. Maryville was one of a few schools in the state with a comprehensive agriculture program, which was necessary considering a majority of students worked in rural schools. In fact the State Superintendent of Schools reported twenty-nine percent of students had not studied agriculture even though they would be required to teach it. The agriculture program benefited students at the Normal, but it further helped farmers in the county. The University of Missouri partnered with the Fifth District Normal School to establish a University Extension office in the community. This program brought in speakers and specialists to teach farmers new scientific farming techniques and about animal husbandry. The Normal also established an Annual Farm and Home Institute that brought in professors and agronomists to teach the local farmers to increase yields. In 1915, a former Kansas State Board of Agriculture member came to campus and spoke for the Annual Farm and Home Institute. The Normal offered direct help to farmers as well. During the decade from 1910 to 1920, students tested the quality of seeds for local farmers to ensure good yields.²⁹ All these programs brought community members to the Administration Building on the campus of the Fifth District Normal School.

The entertainment offered at the Normal was not reserved solely for teachers or for farmers. The Normal worked to bring in a number of speakers and presenters that brought culture and educational opportunities for everyone in the area. The auditorium in Academic Hall housed traveling troops of performers, musicians and lectures on national and international events. The Normal even took over a lecture series regularly offered by the city library. In 1913, Academic Hall housed a traveling art exhibit from the Chicago Art Institute. The Normal also took on the duties of organizing the city Chautauqua held

in the area that is now known as College Park. A program held for a week in the summer brought speakers, musicians and dramatists from all over the country to present in Academic Hall. Although this seems outside of the realm of teacher training, these events formed a bond between the community and students.

The Northwest Normal offered a variety of programs and a recognized Bachelors degree by 1917, but still remained a normal school. Richardson petitioned on several occasions to change the name and status of the Normal, but the measures never made it out of the General Assembly. However, attitudes and perceptions about the programs offered at the normal schools around the state were changing. In May of 1919, the Fiftieth General Assembly recognized all the normal schools in the state as standard colleges and changed the name of the Fifth District Normal School to the Northwest Missouri State Teachers College.³⁰

The Northwest Normal prepared to move into the new decade with a new name, a grand building and increased enrollment. But in March of 1919, a month before the name change, the campus was struck by a tornado. Luckily the tornado hit on a Saturday with only a handful of people on campus, so no one was injured. The tornado tore shingles off the west wing of the Administration Building and the auditorium of the north wing. There were also several windows broken in the building along with the skylight in the fourth floor art room, but much of the damage was minor and no classes were canceled. A few days later President Richardson traveled to Jefferson City and secured an additional twenty thousand dollars in the biennial budget for campus repairs. The repairs took the rest of the summer but had little effect on the transition to becoming a State Teachers College.³¹

Chapter 2: Northwest Missouri State Teachers College (1919 – 1949)

The Northwest State Teachers College (STC) faced new challenges of survival but worked diligently to raise the standards of education during a trying time in American history. President Richardson ushered in the changes necessary to raise the Fifth District Normal to the standards of a state teachers college, but after the school's promotion, he served only a short time at the helm. Uel Lamkin replaced Richardson in the fall of 1921. Although Lamkin did not have a formal college degree, he had served in school administration since 1897. His reputation in the field of education garnered him an appointment as the State Superintendent of Schools in 1916. When Lamkin succeeded Richardson, the Administration Building was still the primary academic building on campus.³² However, by the time the STC changed names again in 1949, the college added a host of new programs, a variety of buildings to the campus, and had survived a global depression and a world war.

In 1920, the STC added two new degrees, a Bachelor of Science and Bachelor's of Arts degrees, making it a standard college. This went along with a rise in the standards established for the faculty. The Board of Regents outlined qualifications for the faculty member to have at least a master's degree with five years teaching experience, and the Board went as far as outlining loyalty and teaching ability. The improved faculty and programs garnered the STC in Maryville added acclaim. In 1920, the American Association of Teachers Colleges classified Northwest as one of thirty-four grade "A" teachers colleges. Northwest went even further during the 1920s to increase the quality of the faculty. The Board of Regents outlined an expanded leave of absence policy for further education and training of STC instructors. In 1924, the Board allowed four

faculty members to take a leave of absence. Three of the teachers attended the Teachers College at Columbia University, while the fourth did graduate work at Harvard University.³³ These changes continued the improved standard started at the end of the Normal period and established the NWSTC as a premiere institution in the region.

Enrollment increased during the 1920s at the NWSTC. From 1920 to 1924, fall enrollment increased from 255 students to 723. Although Northwest offered other degrees, the school still placed a heavy focus on teacher training. Many of the teachers in the area earned degrees or certifications in the Administration Building from the State Teachers College. In 1924 alone, eighty-nine graduates from the STC found jobs in area schools. Northwest had such a large impact on the region because not all of the STC's work in the region was done on campus. With seventy-five percent of the district considered rural, it was important for the NWSTC to expand their rural extension program and correspondence work. The school offered other opportunities for teachers who could not make it to the campus. During the 1921-1922 school year, the STC held 630 meetings with an attendance of over thirty-six thousand people. The special meetings focused on a variety of topics with a variety of lecturers and were meant as informal information sessions for members of the community. In the regular thirty-six extension classes, 380 students enrolled in the courses and worked towards a degree or certification. The regular extension work grew as the decade progressed. In Lamkin's report to the Fifty-Second General Assembly, he explained the expanded role of the extension program in Northwest Missouri. The school offered 630 extension meetings

taught by twenty-one instructors and had 527 students enrolled in either correspondence work or in the extension program. These programs allowed teachers to further their education in the district and still work.³⁴

The crash of the stock market in 1929 signified a retraction in the American economy and the onset of the Great Depression. Unemployment skyrocketed in 1930 to fourteen percent nationally, eleven percent higher than the previous year. The Great Depression left many Americans out of work and without hope. Investment also tightened with the gross domestic investment declining by eighty-seven percent from 1929 to 1932. This led to greater numbers of lay-offs and a further contraction of the economy. Hoover tried to put more money into the economy, but it was never enough. The New York Governor Franklin D. Roosevelt routed Hoover in the 1932 presidential election. Roosevelt promised more government help and offered a sense of hope. He instituted sweeping changes that put people back to work and invested federal money back into the economy.³⁵ Under the leadership of President Lamkin and the use of New Deal programs, the school remained a viable institution during the trying times.

The Great Depression hit rural areas especially hard, and Northwest Missouri was no exception. The years of prosperity during the 1920s were not seen in the heartland with declining farm and commodity prices, which left shrinking budgets for state funded institutions. The faculty and college administrators inside the Administration Building were not immune to the economic problems. Severe budget cuts forced the STC to function on reduced appropriations from the Missouri State Legislature. In 1932, the faculty and staff took a ten percent pay cut. As a show of solidarity, Lamkin voluntarily took the largest pay cut of five hundred dollars. By 1934, the college had decreased

salaries four consecutive years and had not even been able to pay the full amount of those salaries. The 1933 Biennial Budget was cut fifty percent from the previous biennial period so the college had to function on \$253,000. Even then, the governor withheld twenty-five percent of the institutions appropriations, until it was clear the state would have enough money. This was a common practice to maintain a balanced budget and also happened in the 1929 biennial period. Like the rest of the country, the school learned to function on less money to perform necessary services.³⁶

During the Great Depression more students attended classes in the Administration Building. Like similar institutions around the country, the NWSTC saw an increase in enrollment during the economic downturn. Nationally, enrollment fell eight percent from 1933-1934, but the trend reversed during the 1934-35 school year, especially for modest-priced institutions such as the NWSTC. However, the Maryville STC did not follow the same trend; enrollment was steady in 1933 from the previous academic year. Then enrollment boomed in 1935 with one hundred more freshmen than the previous year. By 1939, fall enrollment reached 1050 students (combined enrollment of the college and the training school). This remained the high watermark until the 1950s. The summer sessions also saw increased enrollment, averaging a thousand students during the Great Depression.³⁷ The STC now served more students on a smaller budget.

The lack of opportunities in the job market and the creation of New Deal programs led many students to choose to further their education. On the college campus in Maryville, the Civil Works Administration (CWA) and the National Youth Administration (NYA) provided jobs to students to help with tuition. Lamkin worked diligently to secure these programs for the NWSTC. The CWA of Nodaway County

approved twenty-two jobs for the district in 1933, and a majority of the projects took place on campus. It employed 150 men, eighty of which were college students who could not afford tuition. These men did miscellaneous jobs around the campus, building tennis courts, digging a pond, and moving cottages from College Park. Roosevelt created the NYA in June of 1935 to integrate youth into the culture and economy of the country in a time of mass unemployment. It gave jobs to students sixteen to twenty-five who otherwise could not afford to stay in school. Using NYA funds, Northwest employed seventy-three students in the fall of 1935. This was small in comparison to other state teachers colleges, but Northwest had the smallest enrollment. However, Northwest emerged as a leader in the NYA program. The school held a seven-state conference in September of 1936. Over 150 NYA officials and educators came to campus to discuss the future of the NYA. The conference ultimately proposed a fifty percent increase for the program to succeed. It is unclear if this affected national funding, but in 1938 the NWSTC secured a pilot project from the NYA. Most students working in NYA jobs were office staff or members of the grounds crew. The new project hired 110 boys, aged eighteen to twenty-four. The students built eight small dormitories and went to school at the same time.³⁸

Lamkin also had to improvise to account for some of Roosevelt's programs. Early in his first term, Roosevelt closed all U.S. banks for a week to evaluate the status of the financial institutions. This fell during registration, so many students were left with no way pay their tuition. Students were allowed to pay a portion of their tuition in corn

raised by their parents.³⁹ As Lamkin looked for inventive ways to weather the storm of the Great Depression, the Administration Building grew as a symbol of an institution focused on providing education to Northwest Missouri.

Lamkin also worked diligently to secure New Deal funds to improve the campus and put people to work in Maryville. The Works Projects Administration, WPA, was one such program that gave money to colleges for research grants and capital improvement projects. In 1937, Lamkin secured the funds to use WPA workers to paint the first and second floor of the Administration Building. Then in 1940, the STC got money from the state and labor from the WPA to enlarge the stage, add acoustic tiles, and refinish the floors of the auditorium in the Administration Building. This was not the only work troop on the campus. In 1933, the local director stationed the Civilian Conservation Corp in College Park, and in one month the men spent one thousand to fifteen hundred dollars in local businesses. These were small projects that improved the campus and put money into the local economy.⁴⁰

With the increased enrollment seen during the Great Depression and the availability of funds, Lamkin promoted the expansion of campus buildings. The Administration Building was still the cornerstone of all academic work done on campus, but it had been designed for five hundred students. The college now saw enrollments nearer to one thousand students. He believed the school needed to construct a separate training school like the other state teachers colleges. However, this was not a new request. The STC in Maryville had been requesting funds to construct a separate training school since the mid-1920s, but shrinking state revenues blocked the passage of the appropriations. The STC had developed a working relationship with the Maryville

school system because there were more teachers who needed to observe and practice teaching than the current training school could handle. However, during the Great Depression, Lamkin solicited WPA labor to construct the building, if the state funded the material costs. The state voted \$225,000 for the STC, and construction began on the building in 1937. In 1938, Lamkin also received money from the Public Works Administration to construct a Library and the Training School. The PWA assumed the contract for the training school and the state legislature appropriated \$150,000 for the new library to go along with nearly \$64,000 from the PWA. These new buildings were dedicated by Governor Starks in the fall of 1939. The former spaces occupied in the Administration Building were repurposed into classrooms and offices. These large construction projects allowed NWSTC to expand classroom space and offer more opportunities to the students.⁴¹ While Northwest was expanding, the rest of the country was facing larger problems than new construction.

The New Deal did not end the Great Depression but helped the country through a difficult time. The outbreak of war in Europe opened the factories and pulled the country out of the depression. The United States declared its neutrality at the beginning of the conflict, but after the attack on Pearl Harbor on December 7, 1941, the United States entered the war effort against the Axis Powers. While the war waged around the world, people at home worked to provide supplies for the war effort. The country needed war supplies, and the NWSTC started a training program for metal work. Students learned production process to help build up the U.S. arsenal. The program quickly expanded from two shifts to four shifts of student work. The students received sixty hours of

instruction from Valk, head of the manual training department, and one hundred hours of experience in machining. This federally funded program reinvigorated the work force with skilled laborers.⁴²

During World War II, the STC, like many other institutions, faced declining enrollments, but the influx of naval cadets from the V-12 program helped the STC through the war years. Realizing they would not have enough officers if the country entered the war, the U.S. Navy started the V-7 program in June of 1940. The program enlisted college juniors and seniors in the Navy Reserves and sent them to midshipmen's school upon graduation. The Navy also enrolled freshmen and sophomores in the V-1 program. These students took a heavy course load of math, physical science, and physical training to prepare them for the Navy after graduation. The STC also partnered with the Maryville School of Aeronautics that started 28 August 1940. The program started as a civilian pilot training program but was taken over by the Army in December 1941. The military flight school opened July 13, 1942 with twenty students. Students took classes at the STC to prepare them for officer training after graduation from the aeronautics program. The partnership was short-lived, as the Army ended the program in June 1943 because they wanted to train pilots at larger locations. Northwest took part in these programs, but this was not the college's first experience working with a branch of the military. During World War I, the Northwest Normal had taken part in an Army training program on campus. Military personal were shipped to Maryville and the fourth floor of the Administration Building was remodeled for barracks. The program was

canceled after a week because of the ceasefire in Europe.⁴³ The Northwest STC had worked with the government on a variety of military training programs, but they all paled in comparison to what was about to come.

After Roosevelt lowered the draft age from twenty-one to eighteen in 1942, the Navy realized they would need more commissioned officers. To ensure sufficient officers, the Navy created the V-12 program. The program enlisted men into a college-training program administered by naval personal but housed and taught on college and university campuses. In the spring of 1942, the Navy selected the Northwest State Teachers College and 130 other institutions as part of the V-12 program. The students took classes in the Administration Building for four terms or sixteen weeks. The V-12 students studied math, English, history, physics, drawing, physical education, and naval drills, with no electives. The program started on July 1, 1942 with nearly four hundred men moving into the dorms on campus, displacing traditional college students. The program was a success, and many V-12 students enjoyed their time at the STC. In total, 2,010 Naval Cadets attend the V-12 program at the NWSTC from its inception in 1943 to when it was decommissioned in October 1945. The V-12 program boosted Northwest's enrollment of men at a time when the school was predominantly female and provided federal dollars to keep the school viable.⁴⁴ The Administration Building symbolized educational growth in the effort on the home front for two world wars.

Although the world seemed in total disarray from 1929 to 1945, the STC worked diligently to maintain a sense of normalcy. Through this period the STC continued to host the annual high school contests and the District Teachers meeting. Starting in the normal years, high school students from schools in the district competed against each

other in oratory competitions and scholastic events in the auditorium in the Administration Building. The STC also held a track and field meet on campus. In 1932 with shrinking budgets for schools in the area, the STC hosted the high school contest with no entrance fees, but they did not offer lunch for the participants. By 1937, the high school contest swelled to host over two thousand participants. During the war years the contests continued. The 1945 spring contests were held in Maryville and at satellite locations in Gallatin and Excelsior Springs. The District Teachers meetings hosted a thousand to fifteen hundred teachers every year and by 1947 celebrated its thirtieth anniversary. Most of the speakers scheduled for the District Teachers meetings were acclaimed school administrators from the region, but other high profile presenters included the Secretary of Labor, Francis Perkins in 1936, Amelia Earhart the first woman to fly across the Atlantic, and Vilhjalmur Stefansson, an arctic explorer. However, teacher training was not limited to the District Teachers meetings. In 1933, the STC hosted a two-day conference to train and increase the efficiency of school janitors in the areas of housekeeping, heating and ventilation, and general maintenance. Area Administrators also met regularly at the college to discuss current trends in education and observe how other schools deal with the changing conditions in the world. After the war, local superintendents met to discuss the needs and scope of education in the region. The STC worked to bring in programs to improve the quality of education in the region and offer activities for high school students in the region.⁴⁵

The NWSTC expanded their influence on education in the nineteen counties of Northwest Missouri during this same period. By 1949, the local extension program was doing work at centers in thirteen counties. Instructors traveled 23,000 miles a year to

serve the students enrolled in the extension program. The faculty of Northwest took a proactive role in the preparation of teachers. The extension director, Miss Elizabeth White, visited graduates to observe them in their classrooms and used these observations to prepare future graduates from the STC. The faculty also worked closely with area schools to help improve their programs and curriculum. Dearborn, Missouri requested the faculty of the STC to observe the work done in the school as a whole and present their findings to the school board. The library at the STC attempted to help high school libraries in the area become more useful and efficient. The librarians at the STC sent directions on cataloguing and a list of necessary reference material. The librarians of the college then went to the schools to catalogue their resources. By 1930, the library had already assisted twenty local libraries in the district. The STC coordinated outreach programs to improve the educational opportunities for students in the district, which amplified the recognition of the Administration Building as symbol for educational growth.⁴⁶

The Administration Building served as a central meeting location for student activities and for individuals in the community. In 1928, the Alumni of the STC hosted state legislators to discuss issues of the day and their roles in Jefferson City. The meeting continued biennially in December until 1942. Faculty members also provided insight and perspective on the changing world during the 1930s and 1940s. During the depression money was tight so the college held a four part lecture series during January of each winter for the general public. The speakers lectured on the changes taking place in this country and around the world. The college also hosted a series of events every year for farmers in the area. The experimental farm on campus served as a learning platform to

improve the yields of farmers in the region. The NWSTC was also selected as a member of the American Fine Arts Federation, and in 1942, the college exhibited a set of watercolors from a Polish artist who fled his country with the Nazi invasion. More directly, the community held meetings in the Administration Building library and auditorium, and in 1923, the American Legion used the gyms for a wrestling tournament.⁴⁷ The Administration Building served as a meeting hall and center of information for Maryville and the surrounding area.

With the end of the war in 1945, thousands of returning soldiers attempted to find jobs and a normal life. The Servicemen's Readjustment Act or the GI Bill was enacted by Congress in 1944 to help returning military personnel reenter American society. The GI Bill provided tuition assistance so veterans could continue education or job training to help them reenter civilian life. The bill further stemmed the immediate inflow of service men looking for jobs. In two years it nearly doubled the number of students attending colleges, and in its seven-year history the program helped nearly eight million veterans further their education, with about half a million attending college. A Veterans Association program established on campus (one of four in the area) advised returning veterans on training in job fields. The STC also asked the town to open their homes so the returning veterans had housing options if they chose to attend the STC after leaving the military. With the swelling number of servicemen attending school, the STC moved in federal barracks behind the Administration Building in 1946.⁴⁸

The Northwest Missouri State Teachers College faced an unsure future following the war, but the problems to come were different than those of the previous two decades. By 1944, Lamkin foresaw the effect of the GI Bill on education. He proposed a ten-year

plan to expand the campus. He hoped to add several new classroom buildings, a student union, several residential hall facilities, and remodel the Administration Building. The plan ultimately came to fruition but it took a new college President, Dr. John William Jones, who took the reins of the STC in December 1945, over two decades to realize Lamkin's campus plan. Lamkin tried but failed to convince the state legislature to remove "teacher" from the school's name, but in 1949, after years of pressure, the legislature renamed the Northwest Missouri State Teachers College, the Northwest Missouri State College.⁴⁹

Chapter 3: Northwest Missouri State College (1949 – 1972)

The Northwest Missouri State College expanded during its years as a college faster than in any other period of its history. To accommodate the growing number of students, the administration focused on the expansion of campus facilities. The college added a series of dormitories and academic buildings to accommodate the increased number of students. In an effort to shed the idea that it was still a teachers college, the administration also expanded the number of programs offered at the college. The rapid expansion drastically changed the campus, forever changing the role of the Administration Building. Even so, the iconic Collegiate-Gothic towers remained a symbol of education for northwest Missouri.

The increased enrollments started as men came back from war but continued with the baby-boomer generation starting college. During the 1960s, enrollment in higher education exploded because of a growing population of eighteen to twenty-one year-olds and more individuals choosing college than in previous generations. From 1955 to 1960 post-secondary enrollment increased thirty-five percent nationally. By 1970, enrollment increased 196 percent from 1955 enrollment numbers. In the 1950s, expanding enrollments helped the school grow faster than any other state college in Missouri. From 1953 to 1959, enrollment increased nearly three hundred percent. By 1956, the school already had problems with overcrowding, with the administration projecting enrollments to double, to 2400 students, over the next decade. Enrollment did double but sooner than expected. The state college enrolled 2,415 students for the 1962 fall semester. The astonishing growth continued through the decade, and finally peaked in 1971 with a fall enrollment of 5,632. Despite the increasing enrollments, Northwest still focused on

students in the nineteen-county district. In the fall of 1965 over fifty percent of students were from Missouri and forty-five percent of these students were from the district.⁵⁰

With this phenomenal growth, the Northwest Missouri State College suffered from overcrowding like many other colleges and universities. A federal commission on financing higher education concluded the physical plants and residential facilities at colleges had fallen behind the growth of enrollment. The Federal government and states needed to make a huge investment in capital improvement projects to allow higher education institutions to continue growing. This started a scramble by colleges and universities for resources to expand their physical plants. Northwest had always worked diligently to improve the campus, and in 1956, President Jones requested money from the state to construct a science building, a fine arts building, dormitories, and remodel the Administration Building. The money did not come immediately, but by 1958, four construction projects had begun on campus.⁵¹ Thus began two decades of constant construction, improvements, and expansion of the campus.

Throughout Northwest Missouri's time as a college, the campus was in a constant state of change. From 1958 to 1971, the school added twelve residence halls to accommodate the exploding student body. Construction started with Perrin Hall, in 1958, and did not end until students moved into Millikan and Dieterich Halls in 1971. President Jones also worked diligently to provide a meeting place for students. The student union was started November 1, 1950, completed on October 1, 1952 and renamed the J.W. Jones Student Union in 1956. By 1962, the school's growth also prompted an addition of a combination dining room and ballroom. Aside from dormitories and a student union, the school also added a number of academic buildings.⁵²

For over forty years a majority of student work was done in the Administration Building, but that was soon to change. Seven departments moved into the Classroom Building on May 1, 1959. The Classroom Building was renamed Colden Hall in 1961. The completion of Colden Hall forever changed the roll of the Administration Building because it started the gradual shift in the function of the Administration Building. There had been other academic buildings built on campus, but they were single-use buildings, and a majority of classes were still held in the Administration Building. Other classroom buildings followed with the dedication of a new fine arts building in 1965 and a new math and science building in 1968. Once the math and science departments vacated the Administration Building, the rooms were used to house a new Head Start Program on campus. In 1970, Valk was completed to house the agriculture and manual training departments. Northwest Missouri State College also moved a one-room school onto the campus in 1968. The Hickory Grove School House was moved from another area of Nodaway County and was used as a classroom. The one-room school house showed students the conditions that earlier teachers faced when they left the Normal School. By the 1970s, the Administration Building was still home to a few departments, but its primary function had forever changed.⁵³

The construction projects around campus also directly affected the Administration Building. During the early 1960s, the building underwent a series of improvements. By the summer of 1961, all four floors had new, permanent floor coverings. The building was also reroofed with slate and the gutters replaced. To improve the energy efficiency of the Administration Building, the college replaced all three hundred windows with aluminum clad windows and new exterior aluminum doors in 1966. That same summer

the auditorium was repainted and remodeled. Then in 1968 a major remodel of the Administration Building started. The college increased office space in the building and moved many of the administrative staff to the first and second floors of the building. The auditorium was also improved by adding padded seats and carpeting the isles.⁵⁴ The three-phase improvement project of the Administration Building totally renovated the centerpiece of the campus.

The Administration Building also inspired the construction of another structure on campus. In 1965, President Robert Foster announced a fund raising drive to build a one hundred foot bell tower. As a memorial to the casualties of war and former faculty and students, the Bell Tower was to be constructed in the same style as the Administration Building and when completed would resemble the towers. The funding drive lasted five years and construction began in July of 1970. The school finally completed the tower in September of 1971; six years after Foster announced the start of the project. By the 1970s the towers of the Administration Building symbolized the college, and the newly constructed Bell Tower demonstrated its iconic image.⁵⁵

Northwest Missouri State College did not just expand the campus but also worked to expand the educational offerings during its years as a college. Although, a majority of students remained in the department of education, the number of majors increased rapidly during Northwest's years as a college. In 1949, the college had ten areas of study for a Bachelor of Science, Art, or Education degrees. By 1972, the Department of Agriculture alone offered ten degrees options. Northwest also expanded the business school and added a broadcasting degree during these years. Most Bachelors degrees offered at Northwest Missouri State College started as areas of emphasis to prepare secondary

teachers and expanded to full Bachelor of Science and Art degrees. During the college years, the Northwest business department added degrees in finance, accounting, economics, management and marketing. However, the broadcasting program started as a club in 1960 when the college purchased a ham radio, and students broadcast music in the men's dormitories. In 1962, KDLX, a local radio station, run by students, went on the air, broadcasting music and news across campus. The media program started in a closet of the men's dorms and expanded to include KXCV-FM, the campus radio station of KDLX, KMSU a local television station and a National Public Radio station, all housed on the fourth floor of the Administration Building.⁵⁶

The Northwest Missouri State College expanded the offerings available for undergraduates, but at the same time the college was working to create a quality graduate program. The graduate program at Northwest Missouri State College started in 1955, but went through many changes during the 1960s. After three years of internal examination and analysis, Northwest offered a Masters of Science in Education starting the summer of 1955. The program offered areas of emphasis in elementary education, business, English, and the social sciences. Designed for working teachers, Northwest offered courses throughout the summer and during the nine-month school year, in the evenings and on Saturday's. The program took two to four years, depending on enrollment during the regular school year. The graduate program grew steadily. Thirty-seven students registered for summer classes in 1955. By the summer of 1958, enrollment jumped to ninety-five students.⁵⁷

However, the administration did not seem content offering a limited masters program. In 1957, the Board of Regents instructed President Jones to continue

negotiations with the University of Missouri towards offering a cooperative Master's degree. With budget problems and limited resources, Northwest joined with the University of Missouri in 1961 to offer a Master's program. Students enrolled in the University of Missouri, but took classes in Maryville. The program offered similar courses of study but had the certification and name of a large state institution. In 1967, Northwest Missouri State College received preliminary accreditation by the North Central Association for Colleges and Universities for their own graduate program. The school now offered a Master of Arts in English, History, and business; a Master of Science in Biology; and a Master of Science in Education for secondary school, elementary school, and school administration. Much like the rest of the school's history, the graduate program started in the field of education and branched out to include other disciplines.⁵⁸

Although, building projects and expanding course offerings took up a majority of the administration's time, the college kept up the tradition of offering entertainment and speakers on campus. The Annual District Teachers meeting remained a mainstay of the fall schedule, and in 1972 the event celebrated fifty-five years of teaching workshops and prominent speakers. In 1961, Walter Cronkite, a native of Saint Joseph, spoke in the auditorium for the District Teachers meeting. The events grew in size with 1200 to 1500 teachers expected for the forty-ninth meeting in 1966.⁵⁹

Teachers meetings were only part of the activities offered by the school to the surrounding communities. The college also offered a number of activities for high school students. In the 1960s, Northwest also began holding athletic camps on campus for area students. But the largest draw was still Northwest's Annual High School Contest, with

over three thousand students competing in academic disciplines from agriculture to music, and athletic events in track and field. Northwest Missouri State College also hosted a regional oratory meet in 1968. Student winners from district competitions in Peoria, Illinois; West Branch, Iowa; and Rapid City, South Dakota came to Maryville for the competition. These programs brought teachers and students to the campus for special events.⁶⁰

The school also offered special programs for students on campus and members of the surrounding community. In 1959, Eleanor Roosevelt, the former First Lady, spoke on campus about the changing role of America in the world and the challenges of the Atomic Age. Another special program offered by the college was “People Week.” One week in April of 1970, five nationally renowned speakers came to campus for a lecture series. The speakers included Father James Groppi, a civil rights leader; Peter Weaver, business and consumer magazine writer; Karl Hess, speech writer for Barry Goldwater; Jerry Mays, a football player with the Kansas City Chiefs; and Ralph Nader, a consumer rights advocate.⁶¹

From 1949 to 1972, the Northwest Missouri State College went through many changes. The student body grew faster than in any other time of the school’s history, which forced the administration to add dormitories, new classroom buildings, and remodel the buildings already on the campus. The Administration Building still housed some classrooms but a majority of departments moved to other buildings. However, this allowed the Administration to centralize offices in a single building. Northwest Missouri State College looked to the future with a remodeled campus and plans of expanding education opportunities.

Chapter 4: Northwest Missouri State University (1972-Present)

On 21 April 1972, Northwest Missouri State College made its final name change to Northwest Missouri State University (NWMSU), when Governor Warren Hearnes signed a bill renaming the institution.⁶² As a university, Northwest continued to improve the campus, and the educational opportunities for students.

Even so, the newly named university faced academic challenges. The North Central Association of Colleges and Secondary Schools (NCA), the organization responsible for the accreditation of Northwest's programs, visited Northwest in January of 1972. The NCA raised many concerns but focused on the organizational structure at NWMSU and the inadequate library resources. The NCA reported that the university needed to hire three deans to oversee the colleges of Arts and Sciences, Education, and Vocational and Professional Studies. The report further stated that department chairs needed expanded roles in the decision-making process of hiring, promotions, and salary schedule. The NCA found fault with the library, believing it needed to increase acquisitions exponentially to keep pace with the growth of scholarship. The NCA report was concerned that the head of the library, James Johnson, was also primarily responsible for the large library science program. Because of these concerns, the administration met the 1974 NCA visitation with a large amount of skepticism. A week prior to the 1974 visit, the administration squelched a rumor that Northwest faced losing its undergraduate accreditation. The 1974 NCA report found weaknesses in Northwest's library resources and the need to streamline administrative processes, but they did give final accreditation for the graduate programs offered at NWMSU.⁶³

With the retirement of President Foster in 1977, Northwest Missouri State University hired B. D. Owens, an alumnus, to lead the school into the future. Owens arrived at Northwest in July 1977, facing the weight of a mediocre report by the NCA in 1974 and declining enrollment figures. Owens first priority was to ready the school for the 1978 visitation of the NCA. Owens instituted a new organizational structure and worked with the faculty senate to increase the faculty pay schedule. A new head librarian took over acquisitions and the library collection grew substantially after 1977. When the NCA finally arrived in March of 1978, they were impressed with the improvements to the administrative process and the growth of the library. They further gave the university high praise for an effective job placement service and the faculty's interaction with students. Northwest received continued accreditation.⁶⁴

The major reservation offered by the NCA in their 1978 report was the declining enrollment of the institution. Declining enrollments and inflation during the 1970s meant less money for colleges. The state legislature was also hesitant to appropriate more money for post-secondary schools because the state budget for higher education had ballooned from 31 million in 1962 to 167 million by 1972. For Northwest to continue to receive adequate appropriations, the school needed to compete with other institutions for students. As early as 1971, the state Senate established enrollment numbers for Northwest Missouri State College to receive their projected budget. To boost enrollment, Owens instituted a recruitment taskforce, a retention taskforce, and a graduate student taskforce. The new president changed the culture at Northwest, emphasizing the importance of enrollment on the school's budget.⁶⁵

In an effort to improve facilities for recruitment, the Administration Building underwent a major three phase remodel and restoration project in the 1970s. The improvements were meant to update the building and make it more energy efficient. Phase I, which began 1 July 1976, focused on cleaning the basement, remodeling the agriculture department, installing an elevator, repairing loose shingles and bricks, and replacing windows. Phase II started in the fall of 1976, with the goal of improving the facilities of both the speech and theater department and the broadcasting department. The speech and theater department retained classrooms on the third floor, with the faculty members moving into fourteen newly constructed offices on the fourth floor. The department also oversaw the construction of a new state of the art speech and hearing clinic. The remodel converted rooms vacated on the third floor by the speech and theater department into studios and an editing room for the campus television station. As part of the renovation, the instructional television, or ITV, relocated from Wells Library to the third floor of the Administration Building. With the goal of improving communication of administrative offices, Phase III commenced during the summer of 1977. Phase III moved the Admissions office and the Registrar's office to the second floor adjacent to Student Financial Affairs. At the same time, construction displaced President B.D. Owens and the assistant to the President's office to trailers behind the Administration Building. Eventually, the President's Office along with the offices of vice president for academic affairs, the alumni office, and the news and information offices moved to the first floor of the Administration Building. The last part of Phase III also saw a major remodel of the auditorium, and Northwest rededicated the north wing as the Frank Deerwester Theater. As part of the entire renovation project, the university fixed the

existing heating system, by replacing corroded pipes, and extended an air conditioning system to encompass the entire building. The extensive renovation project improved the efficiency of the building, but with only seventy percent of the project complete, disaster struck.⁶⁶

On 24 July 1979, Maryville Public Safety was called to a fire at 8:14 pm in the Administration Building. A passer-by witnessed smoke and flames coming from the roof of the west wing, and immediately called Maryville public safety. They arrived on scene to find a fire in the attic of the building and called other area fire departments to help extinguish the fire. Approximately 150 firefighters from six area departments helped squelch the flames. During the entire ordeal, the efforts of local firemen were hindered by several problems. The Maryville fire truck got stuck in recently laid sod outside of the Administration Building. Onlookers and volunteers helped push the truck out of the mud, so it could be hooked up to the fire hydrant. Then the firemen had problems with low water pressure, which forced a brief evacuation of the Administration Building for the safety of the fire fighters. In addition, the Maryville fire department's three-stage, twenty-seven foot ladder could not even reach the top of the building. The Saint Joseph fire department helped control the flames with a taller ladder truck, which prevented the collapse of the east wing of the Administration Building. The firefighters finally contained the fire around two o'clock in the morning, but it took another two hours before the firefighters completely squelched the flames. Once extinguished, Northwest Missouri State University and the people of Maryville began to cope with the disaster.⁶⁷

The fire destroyed the third and fourth floors of the west wing, and collapsed the roof of the partially renovated Frank Deerwester Theater. The rest of the building

suffered from varying degrees of smoke, heat, and water damage. The fire marshal later speculated that the fire had started on the fourth floor over the radio station studio, but the fire destroyed most of the evidence of a cause. The following day Owens said, “[t]he University had a great suffering last night. The Administration Building is the heart of the campus and the heart of the University.” The same sentiment was echoed by most of the crowd that gathered around the building during the fire. One onlooker said, “It was a symbol of a part of my life, and it was going up in smoke,” and another individual said, “It was kind of like seeing your own house burn.” But Owens refused to fall into the trap of negativity and held a meeting the following day, announcing that, “it is not a tragedy, just a disaster, and everything is business as usual.”⁶⁸

A day-and-a-half after the fire, Governor Teasdale came to tour the wreckage of the building and two weeks later provided the university with twenty thousand dollars, from an emergency appropriations bill, to help the university start clean-up. By late October, demolition to remove fire-damaged parts of the building was well underway, and Bob Madgett, the owner of a construction firm from Saint Joseph, started construction of a temporary roof to prevent further water damage from rain. The Diamond Damsels, a group of local women concerned about the future of the Administration Building, helped clean the third floor, home economics department classrooms. Founded by Sue Owens, Dr. Owens wife, the group of seventy-five women pledged to each work seventy-five hours to help in the clean up process.⁶⁹

With clean up underway, Owens and the Board of Regents discussed how the school would move forward. The state had self-insured the Administration Building, so any rebuilding projects would have to be funded by the state legislature. In 1977, Owens

proposed the adoption of a campus master plan, but the idea made little headway with the Board of Regents. After the fire, Owens brought in Homer Williams, an architect from Kansas City, to evaluate the viability of the campus and how to best use state resources to rebuild the Administration Building. Williams approximated reconstructing all of the Administration Building would cost fifteen million dollars, but this figure could rise substantially if the fourth floor or attic was constructed to meet modern building codes. It would also be costly to match the old foundation of the Frank Deerwester Theater using modern building techniques. Williams further evaluated the viability of Wells Hall, which had moisture problems that needed to be addressed to save the University's library collections. Wells Hall needed to be refurbished but even then the building was too small for the library collection to grow much larger. These projects would be cost prohibitive, so Williams proposed the University reconstruct the first, second, and third floors of Administration Building, but leave the fourth floor as attic space. The classroom space from the attic would be replaced by repurposing Wells Hall for classrooms and building a new state of the art library. Williams further suggested a new theater with better acoustics rather than rebuilding the Frank Deerwester Theater.⁷⁰ Owens had his campus master plan, but now he had to convince the Board of Regents, the governor, and the state legislature.

At the regularly scheduled Board of Regents meeting in November 1979, Owens presented plans for the reconstruction of the campus after the July fire. Many state officials showed interest in the disaster at Northwest. On 3 January 1980, Kenneth Rothman, speaker of the Missouri House of Representatives, visited the Northwest Missouri State University campus, and the following day Governor Teasdale came to the

campus. Owens presented them both with a sales pitch that the proposed 13.8 million dollars would not only help the University overcome the disaster, but would propel the campus into the future. Teasdale and Rothman left Northwest Missouri State University impressed with Owens and his plan, pledging to help the school receive the necessary emergency appropriations.⁷¹

A year after the fire, the Administration Building still stood empty, but work was underway to reconstruct the building and reshape the campus. Governor Teasdale signed House Bill 1014, the emergency appropriations bill, on 24 March 1980. Owens and Northwest began accepting bids for the 13.8 million dollar reconstruction project during that summer with plans to start construction that fall. By the fall of 1980, work on the Administration Building was well under way. A truss system and a slate roof installed over the west wing allowed the building to look exactly like it did before the fire. The contractors used some of the stone cleared from the collapsed Frank Deerwester Theater to start construction on the new theater, and used bricks to build a small north wing to house the new heating and air conditioning system for the building. With work still progressing in the Administration Building, the Home Economics department moved back into the building in October of 1981. The other departments displaced by the fire took-up residence on the third floor of the J.W. Jones Union, and the administrators moved their offices into the empty dorm rooms in the high-rises. Work on the building progressed through the winter and into the summer. University offices and departments moved back into the building by the end of the summer. On 28 August 1981, the University held a rededication ceremony to mark the completion of the massive reconstruction project on the Administration Building. State officials, university

officials, and local citizens gathered in-front of the Administration Building to celebrate the completion of part of the reconstruction project. Lieutenant Governor Kenneth Rothman spoke at the celebration, saying, “It was enough to break your heart to see what was left of one of the most magnificent architectural structures in the state of Missouri.” With the Administration Building rebuilt to look like it had before the fire, the university moved forward with a sense of hope.⁷²

The other emergency projects progressed on schedule, and the Northwest Missouri State University campus was in the process of a transformation. Construction of the new library started with a ground breaking ceremony 24 March 1981, a year after Teasdale signed the emergency appropriations bill. Completed in 1983, university officials named the new library after the biggest proponent of the renovation plan, President Owens. Once moved into Owens Library, work began on the renovations of Wells Hall for the Broadcasting, Journalism, and Speech and Communications departments, which moved into the building in 1986. Work on the new auditorium started with a ground breaking ceremony two months after the start of the library, 9 May 1981. The building took three years to construct with the university unveiling the Mary Linn Performing Arts Center on 3 December 1984, hosting the Kansas City Symphony for the buildings inaugural performance. With Owens foresight and determination, the University used the disaster, of the Administration Building fire, to renovate the campus.⁷³ In 1984, as the construction work from the disaster slowed, Owens announced that he was leaving his alma mater.

Northwest Missouri State University hired Dr. Dean Hubbard as the new President of the University. When Hubbard arrived on campus in 1984, the institution

had the reputation as a party school, even recognized as such by *Playboy* in 1983.

Hubbard came to Northwest wanting to create a “Culture of Quality” at the institution, using the format of Total Quality Management (TQM). While studying the production process in Japanese factories, Dr. Edward Deming, an American engineer, developed the management philosophy of TQM. Ronald and Serbrenia Sims defined TQM, in the context of higher education, as, “...the process of continuous improvement, using select tools, techniques, and training to guide decision making and plan action.”⁷⁴ The process led to a higher quality of products and services, which increased customer satisfaction. In an effort to raise the standards of the institution, Northwest adopted forty-two goals and forty action steps that improved the quality of education at the school and create a “Culture of Quality.” Hubbard’s “Culture of Quality” led to increased pay for faculty and staff, increased instructional budgets, and an overall improvement in the quality of the education. Students came to Northwest as average students but left school with above average test scores. The quality movement at Northwest garnered the university recognition in the state of Missouri and around the country. In the 1990s, the state of Missouri established an award for institutions effectively using quality principles. In 1994, Northwest Missouri State University received its first site visit, followed by winning the Missouri Quality Award in 1997 and again in 2001. By 2004, Northwest also had two site visits for a similar national quality award, the M. Baldrige award.⁷⁵ In his tenure at Northwest, Hubbard successfully changed the culture at Northwest.

Northwest Missouri State University also garnered admiration from the state and other institutions in the 1980s and 1990s for their focus on technology. During the 1977-78 school year, Northwest installed a DEC PDP 11/70 mainframe that served several

terminals around campus. Through the 1980s, the university moved away from a central mainframe to several terminals all using a single operating system to tie all terminals together on comprehensive server system. During the early 1980s, Northwest expanded the program to include terminals in every dormitory room, faculty office, and administrative office. In 1987, Northwest Missouri State University had a ceremonial presentation with Governor Ashcroft coming to campus and switching on the “Electronic Campus.” The system included extensive access to terminals available to everyone in the institution, comprehensive access to computer applications, and phone and television access all across campus. Finally, the system was built around a system of VAX time sharing computers. With computers available to all students, Northwest started providing laptops to all faculty members and started creating IT configured classrooms. In 1990, Northwest was featured in *USA Today* for its program of offering computers in all student dormitories. Northwest established a blueprint for higher education institutions to provide comprehensive and economical computer services for its students and faculty.⁷⁶

Northwest moved into the nineties on the positives of the “Culture of Quality” idea and the advent of the “Electronic Campus.” But Hubbard and the Board of Regents thought the campus needed another facelift. The Administration Building underwent a \$2.2 million renovation in the nineties. The internal renovation focused on improving the office space for administrative departments on the second floor and moving offices onto the third floor. The renovation of the Administration Building started during the fall of 1995 and was completed by the fall of 1997. The remodel moved offices and even corrected problems left from the reconstruction project after the 1979 fire. Work on the

second floor was extensive, and the financial aid office and the Registrar's office moved to Thompson-Ringold during the renovation. Once renovations finished, Career Service department moved to the first floor and the News and Information office moved to the second floor. The Vice President's office of Bob Bush moved to the east wing of the second floor, and the remodel centralized the three college deans and the dean of graduate studies in the west wing of the second floor. A tutoring program called the Talent Development Center moved from Wells Hall to the third floor of the building. The renovation project modernized the interior of the Administration Building and was the last major change to the interior and exterior of the building.⁷⁷

The Administration Building is the oldest building on the Northwest Missouri State campus built by the state of Missouri. The building started as a dream for those in Maryville, who saw the Fifth District Normal School as a center in the region for education. When the school completed the Administration Building, it served as the heart of all campus activities and even as another meeting place for the citizens of Maryville. As the school grew, the function of the building changed to the center of campus administration. But throughout the building's various renovations and even disasters, the Administration Building remained in use and at the center of all campus life. To the city and the region, the Administration Building became an iconic representation of the University, which symbolized economic development, access to higher education, raised culture, and University and community collaboration. For many in Northwest Missouri, the Administration Building is the centerpiece and symbol for an ever changing and growing campus.

 End Notes

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Appendix:

National Register of Historic Places Nomination

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 Administration Building

other name/site number Academic Hall

2. Location

street & town 800 University Drive N/A not for publication

city or town Maryville N/A vicinity

state Missouri code MO county Nodaway code 129 zip code 64468

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.)

Signature of certifying official/Title Mark A. Miles/Deputy SHPO Date

Missouri Department of Natural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is: Signature of the Keeper Date of Action

- 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:) _____

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		buildings
		sites
		structures
	3	objects
1	3	Total

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

N/A

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Function
(Enter categories from instructions)

EDUCATION/college

Current Function
(Enter categories from instructions)

EDUCATION/college

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH & 20TH CENTURY REVIVALS

Late Gothic Revival

Collegiate Gothic

Materials
(Enter categories from instructions)

foundation CONCRETE

walls BRICK

STONE / LIMESTONE

roof SLATE

other _____

Narrative Description

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

See continuation sheet(s) for Section No. 7

Administration Building
Name of Property

Nodaway County, MO
County and State

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.)

Areas of Significance
(enter categories from instructions)

EDUCATION

Period of Significance
1907 to 1959

Significant Dates
N/A

Significant Persons
(Complete if Criterion B is marked above)
N/A

Cultural Affiliation
N/A

Architect/Builder
Felt, J. H. and Co.

Marshall, D.E. and Co.
Sparks, J.H. and Co.

See continuation sheet(s) for Section No. 8

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 # _____

- Primary location of additional data:**
- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other Name of repository: _____

See continuation sheet(s) for Section No. 9

Administration Building
Name of Property

Nodaway County, MO
County and State

10. Geographical Data

Acreage of Property 3.23 AC.

UTM References

(Place additional boundaries of the property on a continuation sheet.)

1 1/5 3/4/0/0/4/4 4/4/6/8/6/7/6
Zone Easting Northing

2 / / / / / / / / / / / /
Zone Easting Northing

3 / / / / / / / / / / / /
Zone Easting Northing

4 / / / / / / / / / / / /
Zone Easting Northing

Verbal Boundary Description

(Describe the boundaries of the property.)

See Continuation Sheet

Property Tax No. N/A

Boundary Justification

(Explain why the boundaries were selected.)

See Continuation Sheet

See continuation sheet(s) for Section No. 10

11. Form Prepared By

name/title Jason Williamson

organization _____ date _____

street & number 1328 W. Crestview Dr. telephone 402-720-1773

city or town Maryville state MO zip code 64468

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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

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

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

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

Property Owner

name/title Northwest Missouri State University

street & number 800 University Drive telephone _____

city or town Maryville state MO zip code 64468

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

**Administration Building
Nodaway County, MO**

Summary

The Administration Building on the campus of Northwest Missouri State University, Maryville, Nodaway County, Missouri is a four-story brick building with limestone and terra cotta accents that has served the school since 1910. With its four towers capped by stone battlements rising above the center of the building, which resembles a Gothic castle gatehouse, the Administration Building exemplifies the Tudor Gothic or Collegiate Gothic style¹. The juxtaposition of color and texture by the use of stone in the belt course, quoins, and window headers and sills adds to the decorative motif. The exterior of the Administration Building remains largely unchanged since its completion in 1910, excepting the loss of a rear theater wing destroyed by a fire in 1979. The interior of the building has gone through many renovations to accommodate the changing role of the building on the campus, but retains its historic central corridor and some original finishes. The building resides on a northeast, southwest line east of University Drive at the center of campus, surrounded by trees, sidewalks, parking lots, and other university buildings. Although the Administration Building has faced near destruction and the campus has changed considerably over the last century, the one-hundred thousand square-foot building remains the center-piece of a vibrant university.

Elaboration

Site

The Administration Building is constructed on a northeast southwest line on the campus of Northwest Missouri State University. The building is primarily built in the Southeast Quarter of the Southeast Quarter of the Northwest Quarter, on the Miller tract of property purchased by the Fifth District Normal School in 1906. Part of the building is also on the adjacent property of the Yetter tract purchased by the Normal at the same time. Originally, a birch tree lined road ran from Fourth Street through the former nursery of the Gaunt tract to a parking area directly in front of the building. Currently, the Administration Building lies east of University Drive in the middle of the campus, which is a State Arboretum, with over 125 species of trees represented in the over thirteen hundred trees on campus. The Administration Building historically housed all classrooms and administrative offices. The student body grew and the number of programs increased, other buildings were added to the campus. The Administration Building remained at the center of campus and is the symbol the University.

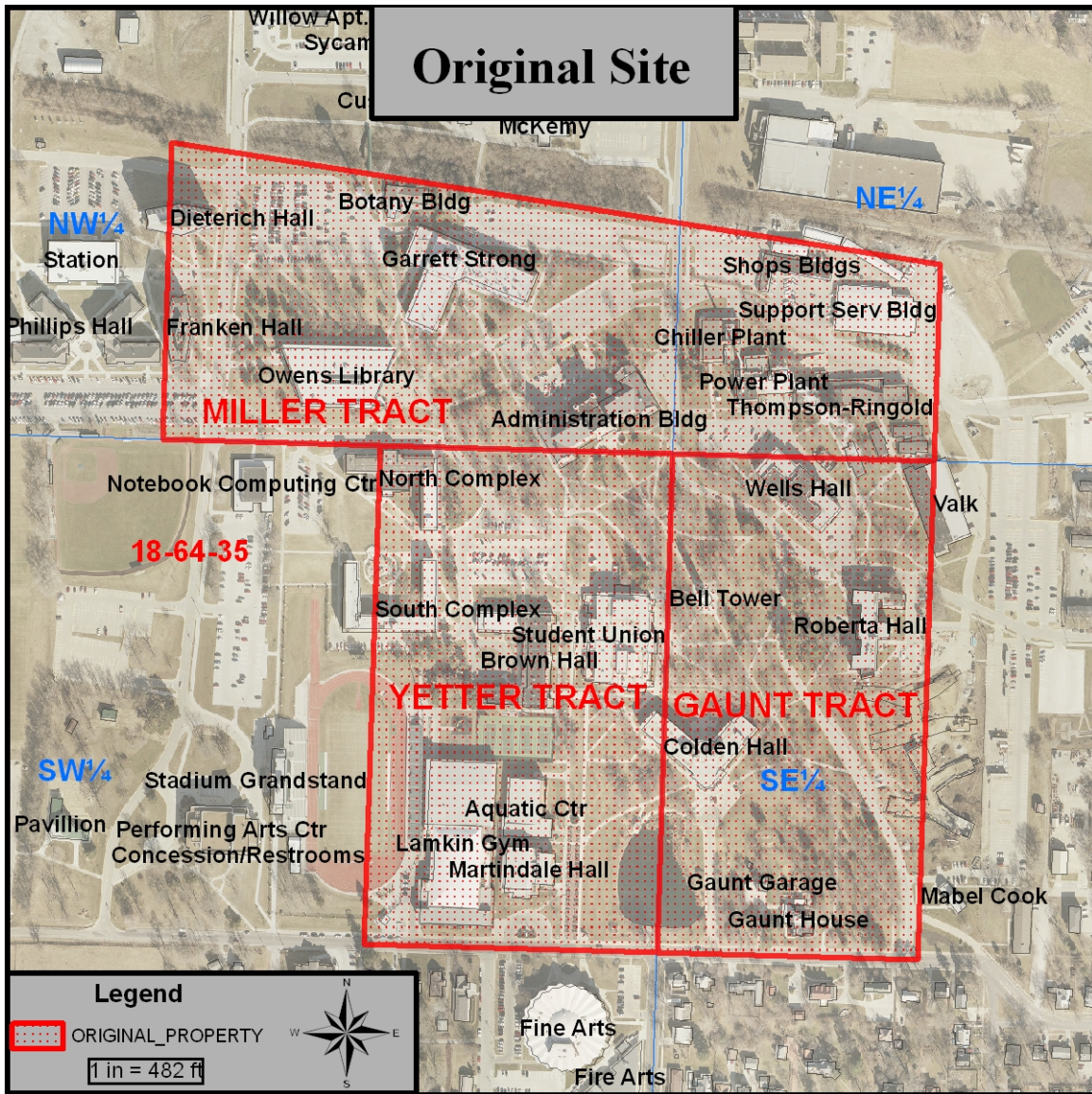
¹ Mattie Dykes referred to the Administration Building as Tudor-Gothic, but much of the gothic architecture on college campuses in the United States is referred to as Collegiate-Gothic.

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National Park Service

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Section number 7 Page 2

**Administration Building
Nodaway County, MO**



Exterior

The Administration Building on the campus of Northwest Missouri State University is a Tudor-Gothic or Collegiate Gothic, four-story brick building with limestone and terra cotta accents. The red brick, supplied by Northwest Missouri brickyards, is laid in a Flemish bond pattern, each course consisting of alternating stretchers and headers, with a simple concave joint. A limestone base rises four feet from the cement footings and is back cut forty-five degrees to meet the brick. Just above the stone base the brick is laid in a decorative pattern of eight courses topped by two recessed courses. The decorative pattern continues to a stone belt that encircles

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Section number 7 Page 3

**Administration Building
Nodaway County, MO**

the building drawing distinction between the first and second floors. The southeastern façade (front of the building) measures three hundred feet in length with two gable roofed wings measuring sixty-five feet in length extending from each end of the building. The roofs are covered with slate shingles and on the peak of the gable roofs there are six copper cupola vents that circulated air through the building during the summer. The cupolas on the west were destroyed during the fire of 1979, but replicas were created by Lawrence Hummel of Hamburg, Iowa. On the eaves of the roof there are decorative supports with inlaid scrolls that extend out from the trusses.

The focal point of the façade is a squared gothic gatehouse feature that has octagonal towers at each corner that rise over the roof. At the base of the towers the corners are accented with decorative stone quoins. Between the towers is a squared stone surround around the main entrance. Around the door is a Tudor arch with terra cotta coping and directly over the door carved in stone is the quote, "And the truth shall make you free." Inside the entry way bordering the inscription are two lights and over the door is a purple leaded glass transom. Bordering the main entrance are windows framed in white stone. Above the entryway are four small windows at one-and-a-half stories that have a belt course of stone above and below them. Above the small windows is a two-story group of windows with a Tudor arch with a label hood mold. At this level there are also four equally proportioned windows with stone lintels and headers on the second and third floors. There are also three small windows that are placed in rotation at different elevations around the towers. Each tower and the roof of the gatehouse are capped with stone battlements. Below the battlements is a large terra cotta school crest with the year of 1907 written in roman numerals. The crest is bordered by two smaller terra cotta tiles.

The east and west wing of the Administration Building are symmetrical. They have steep gable roofs with a copper cupola at the peak. There are twenty-seven windows on each side that all have stone lintels with steel headers hidden by the brick work. The windows have been replaced around the building with more efficient units, but all the original openings remain. The gable roofs meet another gable roof forming a valley on each wing. The gable end of the front façade is a stepped parapet wall with stone coping that extends past the gable roof. Moving down the gable end there are several groups of windows, which allow most of the rooms in the wings access to natural light. The second and third floor windows, on the gable ends, have a terra cotta label hood header with label stops. The northeast and southwest or the ends of the east and west wings have outset entry ways with quoin edges, topped by stone battlements and terra cotta Tudor arches over the doors.

The rear of the building is quite different, than it was prior to a fire in 1979. The fire destroyed the rear wing of the building, collapsing the roof over the theater and gymnasium. Originally, the north wing extended one hundred and eight feet from the center of the building and ended with a gable parapet wall. On each side of the north wing there were six sets of double hung windows on the first floor, and six large windows on the second and third floor with

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**Administration Building
Nodaway County, MO**

stone lintels and arched headers. Between the windows there were buttresses with stone accents that helped support the large gable roof. Now the large north wing of the building is replaced by a smaller one-story brick addition with a hip roof. The new addition extends thirty-six feet and houses the heating and cooling system for the building. On the rear of the building, where the theater once was, is stucco over the brick that fills in the hole left by the destruction of the theater and gymnasium. Rear gable ends of the back of the building are symmetrical to the front gable ends. However, there are two dormer walls on the back side of the building on both the east and west wing between the gate house feature and the gable ends. These walls have glass blocks on the second and third stories to illuminate the back stair wells.

Interior

The interior of the four-story Administration Building has gone through a variety of changes to adapt to changes in campus life. The school moved into the building in October of 1910, even before construction was complete, and it was in continual use until being vacated for a short time after the fire in 1979. This did not last long with the family and consumer science department moving back into the east wing in 1980. Originally the Administration Building or Academic Hall was the center of campus life, so the building housed school offices, classrooms, the library, two gymnasiums, room for a laboratory school, and a large auditorium. As other buildings were added around campus, the function of the building changed. Currently, the building houses administrative offices and student services on the first, second and third floors with the east half of the third floor used as classrooms and offices for the family and consumer science classrooms. The fourth floor was relegated to storage space following the 1979 fire.

Upon entering the main entrance there is a small entryway with two more doors to enter the first floor of the building. Once in the main hall of the first floor there are stairways on both sides, with black, decorative, round newel posts, handrails, and square balusters, that lead to a landing a half story above the first floor. The floor of the landing is at the level of the leaded glass over the main entryway and there are five plaster tiles of the Elgin Marbles hung on the back wall just above the arched glass. There is a single set of stairs to the second floor that originally was designed to lead to the main entrance of the second floor auditorium. There are also two sets of stairs in the back of the building in the east and west wings. The stairs have squared newel posts on the first floor and on each landing, with the same hand rail and balusters as the main entrance stairway. The back stairways rise to the third floor but have been closed to access the attic on the fourth floor. There is also an elevator at the back of the building just to the east of center. It is in an airshaft that was designed as part of the building's original ventilation system.

The first floor has a hall running down the center of the building from the east entryway to the west entryway. The hall is fourteen feet wide at its narrowest but widens at the center of the building where there is a large wooden kiosk for student services. The floor is concrete and

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**Administration Building
Nodaway County, MO**

covered by decorative green and tan tiles. The walls of the corridor are plaster and decorated with nine-inch base on the floor and a four-inch chair rail that is four-and-half feet off the floor. The ceiling is thirteen-feet high, but it is covered by a nine-foot drop ceiling with acoustic tiles. The hallway is lined with six panel doors into a number of university offices. Most of the doors look the same as when the building opened with a twelve-inch plinth block, large six-inch square casing and backbend and topped with a six-inch crown mold. The offices on the east end of the hall have more decorative entryways with half-glass sidelights.

The second floor is more modern because of an extensive renovation of the office space in the late 1990s. The cement floor is covered with carpet. The visible walls are drywall and there is a nine-foot acoustic tiled drop ceiling. At the top of the main staircase on the northern half (or back) of the Administration Building is a glass window reception area that serves as office space for the Admissions office. From the center of the second floor going east and west there are two main doors to the north that lead to more office space. Along the central hallway are two bulletin boards that are inset with the new walls. The east and west wings are separated from the hallway by a set of double doors. Each wing has several offices and multipurpose rooms around a main reception area. The second floor has changed drastically since the buildings construction, but one feature that still remains is a stone statue of Abraham Lincoln that resides at the top of the main staircase.

The third floor is a mixture of the old and the new. The floor of the hallway is covered with a vinyl floor covering and replaces the base shoe rising up the plaster walls six inches. There is a four-inch chair rail that encircles the hallway four-and-a-half feet off the floor. The ceiling of the hallway is nine-foot acoustic tiled drop ceiling that covers the original thirteen-foot ceiling. The hall is lined with doors on the north and south that lead into classrooms and offices used by the Family and Consumer Science Department. The trim around the doors looks similar to that of the first floor with a twelve-inch plinth block at the base, large six-inch square casing and backbend, and topped with a six-inch crown mold. Double doors lead into a meeting space in the west wing that is encircled by offices and conference rooms that were all renovated in 1996. The floor is carpeted and the walls are all drywall and decorated similar to the second floor. The entryway to the east wing is a single six-panel door with six-inch casing and topped with a two-foot tall transom. The wall surrounding the door is covered with a wood clapboard siding. Inside the east wing there are classrooms and offices around a sitting area. The main room has a three inch chair rail running around the room at three feet and a ten foot drop ceiling. The doors have six-inch casing with a twelve inch plinth block, and above the doors there are transoms with brass hardware designed to open the top of the windows. The entryway to the south classroom has six-pane half-light double doors with half window side lights and a transom over the whole entryway.

The fourth floor and basement are off limits to the public. The east wing of the fourth floor gives access to a spiral staircase in the southeast tower (the only tower with a usable

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**Administration Building
Nodaway County, MO**

staircase). The west wing is not accessible because the large steel trusses that once held up the roof were destroyed by the 1979 fire. The trusses have been replaced by a wood rafter and floor truss system that replicates the roof line of the building before the fire. The fourth floor was designed as attic space but because of space constrictions was used by the school for classroom and office space until the 1979 fire damaged the building. The basement has ceilings as tall as the first floor with thick walls that support the structure above. The basement is a mechanical area filled with steam pipes and other utilities.

Resources within Boundary

There are three non-contributing resources that fall within the described boundary of the Administration building. To the southeast of the building there is a five-foot tall brick sign with a limestone cap that was dedicated by the class of 1968. Just in front of the sign there is a set of three metal flag poles. The third listed resource within the boundary is a marble fountain in the cul-de-sac to the east of the building. This fountain was dedicated to the city of Maryville by the National Humane Alliance in 1911 and was originally placed at the intersection of Fourth Street and Main Street. The fountain's original function was used to water horses that came to town. As automobiles gradually replaced horses, the city moved the fountain to the entry way of the college, but it was not plumbed for water. During the administration of President Foster, the fountain was relocated east of the Administration Building and reconnected to water.

Historical Integrity

The Administration Building demonstrates simple early twentieth century Collegiate Gothic Architecture. The large brick structure with stone accents and iconic towers rises above the Northwest Missouri State University campus and has come to symbolize education, economic growth, and culture for Northwest Missouri. The internal floor plan has gone through several renovations as the school has grown, but retains its central hallways and some historic trim and finishes on the first and third floor. The 1979 fire destroyed the north wing containing the Frank Deerwester Theater and two gymnasiums. A large scale reconstruction project recreated the original roof lines, leaving the primary façade and overall appearance of the building intact. Even now, nearly a century after the Northwest Normal completed construction, the Administration Building remains the symbol and center of an ever changing campus.

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Section number 8 Page 7

**Administration Building
Nodaway County, MO**

Summary

The Administration Building on the campus of Northwest Missouri State University is locally significant under criterion A in the area of EDUCATION. Northwest Missouri State University was originally founded as the Fifth District Normal School in 1905 with construction of the Administration Building starting in 1906. Construction dragged on with several delays but the Normal moved into the unfinished building in 1910. Once occupied the Administration Building became the centerpiece of the Fifth District Normal, which sponsored a variety of on-campus and outreach programs for residents and teachers in the region. From this building, the administration coordinated the evolution of the institution from a normal school to a state university and the growth from a single academic building to over twenty buildings on 370 acres. The role of the building has changed since its completion, but the iconic towers of the high-style Collegiate Gothic building has grown to symbolize the school's effect on culture, access to education, and economic development for Maryville and northwest Missouri. The period of significance is from 1910 to 1959. The period encompasses the completion of the Administration Building through the period when the building housed the primary administration, educational and recreational functions of the institution.

Elaboration

The Normal Years (1905 – 1919)

On 17 March 1905, the Missouri General Assembly passed the bill creating the Fifth District Normal School and by the fall of that same year a commission appointed by Governor Folk awarded Maryville the site of the new normal school. The construction of Academic Hall, which later became known as the Administration Building, started a year later in the fall of 1906. The early years of the Fifth District Normal School faced budget shortfalls that threatened the construction of Academic Hall and the financial stability of the Normal. However, the Fifth District Normal emerged from these problems a vibrant institution and became a State Teachers College in 1919.

The Fifth District Normal School was the last state-funded normal school established in Missouri, but the normal school movement began over a half-century earlier. Early educational philosophers, such as Horace Mann, established an idea that public schools taught students what it meant to be American and thus benefited business by preserving order, extending wealth, and securing property. This work was mainly done in local publically supported common schools available to everyone at no cost. However, to accomplish these goals, common schools needed professionally trained teachers. Mann and others advocated the creation of state-funded schools expressly designed to train teachers. The advocates were influenced by similar institutions founded in Western European nations called "normal schools." The agitation for professionally trained teachers led Massachusetts to found three state normal schools in 1839. Normal schools

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Section number 8 Page 8

**Administration Building
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expanded west and by 1875 there were about seventy state-funded normal schools, training over twenty-three thousand prospective teachers in twenty-five states.¹

Missouri, along with most southern states, lagged behind the East and Midwest in the creation of state normal schools. The agitation for normal schools in Missouri started in the 1840s but progress for Missouri teacher training had to wait until after the Civil War. Private normal schools arose first but provided few new teachers. In 1867, the General Assembly created the First State Normal school in Kirksville, which already had a private normal school. Then in 1871 Warrensburg was selected as the site of the Second District Normal School. To make travel easier for students, in 1873, Missouri founded a third normal school in Cape Girardeau. Missouri now had state-funded normal schools in the Northeast, Southeast and central part of the state but other regions of Missouri would have to wait thirty years for similar state funded normal schools.²

Lobbying for a normal school in Northwest Missouri began after the foundation of the normal school at Cape Girardeau and culminated with the introduction of legislation in 1874. The first bill to create a normal school in Northwest Missouri was defeated in the House and never made it out of committee in the State Senate. Another attempt followed in 1890 that passed the State Senate, but fell three votes short of passing in the State House.³ By the beginning of the twentieth century the three state normal schools and various private institutions could not keep up with the demand for professionally trained teachers. The State Teachers Association met in Columbia, Missouri, in 1904 to discuss the foundation of two more normal schools. The new schools would be spread around the state to alleviate travel for students that wanted to attend. The previous year a normal school bill had passed the State Legislature but was vetoed by the governor.⁴ In January of 1905, J.H. Lemon, a State Representative from Nodaway County, introduced a bill to create the Fifth District Normal School. The original bill provided one-hundred thousand dollars in state vouchers for the Board of Regents to build or purchase land.⁵ To pass the bill the appropriations provision was dropped in favor of a bidding process by prospective cities. Members of the General Assembly realized cities would prosper after securing a state normal, so the state created a bidding system. Cities, competing for the normal schools, offered cash and land inducements to entice the placement committees to locate the normal schools in their communities.

Once the bill passed the state legislature, towns in the district began preparing bids for the 16 July deadline. Maryville's Commercial Club formed a special committee to prepare the bid for the state selection committee. The Commercial Club and other civic groups began soliciting donations from citizens of the community and the surrounding communities in Nodaway County thought too small to compete for the normal school. Maryville's final bid offered the choice of seven sites and a guaranteed subscription of \$90,000, with half being paid 1 October 1906 and the other half paid exactly a year later. Furthermore, Maryville offered the

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Seminary Building, which would be donated to the city if the normal school was secured. Other communities only offered one possible site and did not give deadlines for subscription payments.

After the state legislature received the bids the state selection commission planned to visit each community and after site visits the selection commission announced Maryville won the Fifth District Normal School on Friday, 4 August 1905. A crowd of people congregated on the courthouse lawn after news reached Maryville and the celebration for winning the normal school continued through the night.⁶

Once the celebration concluded, Maryville citizens and the soon to be appointed Board of Regents looked towards opening the Fifth District Normal School. Before the governor had even appointed a Board of Regents, the buzz in Maryville centered on opening the school immediately or waiting to secure financial support from the State Legislature, which did not meet again until 1907. The same debate hung over the first meeting of the Board of Regents on 12 September 1905. The Daily Tribune announced the following day the school would open for the summer term of 1906, and outlined the discussion of a proposal asking the legislature for appropriations to construct a glamorous campus. The Board of Regents focused on the circumstances of collecting the money from Maryville's inducement, finding a President for the new school, and choosing the new campus. The Board of Regent's Minutes gave little insight into the discussion but after a lunch break the group toured the site of the future campus. Eventually, the Board chose the campus, which consisted of the Thomas Gaunt property (twenty-one acres) a deteriorating tree nursery; the Yetter property (twenty-two and half acres); the Miller property (twenty-eight acres); the Seminary (ten acres); and two city blocks, which created a campus of eighty-six-and-a-half acres. The properties cost the Board \$31,327 and left them with \$58,673 from the original inducement of \$90,000.⁷ The successive Board of Regents meetings that followed in the spring of 1906 answered the town's questions on the future of the new Fifth District Normal School.

The Board of Regents early work in 1906 focused on opening the school. The Board feared delaying opening would hinder the new normal school's chances for funding from the next biennial budget. In January, the Board of Regents hired Frank Deerwester as the President of the new normal school and instructed him to prepare for a ten week summer school. The Board also requested the transfer of all the bonus funds of \$90,000 to the school (half the money was not due until October 1906) so the Fifth Normal could start the following summer. The Board planned to use \$58,672 remaining from the bonus fund to finance the operating expenses of the school, which would start 13 June 1906.⁸

The next Board of Regents meeting, on 13 March 1906, lasted two-and-a-half days. Many of the details for opening the school in June and running the school were finalized. The Board selected the faculty, hiring a number of superintendents from Missouri and surrounding states, and created a continuing education program for teachers already working in the district.

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The school further announced classes for the summer would be held in Maryville's Central School building, and by fall would move into the Seminary Building and some rented rooms around town. Holding classes spread around town was not ideal for the new school, but the Seminary was not equipped to handle the number of students many felt would attend. The only other building on the new campus was the Gaunt House, but the Board decided the old farm house would better serve the campus as the President's House.⁹ With buildings chosen and a faculty in place, the Fifth District Normal was poised to open, though the challenges were only beginning.

Plans for renovating the Seminary Building were in place, but many on the Board felt it was too small to accommodate the potential growth of the new school. Construction of Academic Hall, the name given to the large central building that housed the Fifth District Normal School, had been discussed in early Board of Regents meetings but focus on opening the school in a timely fashion seemed the Board's primary concern. With plans in place for the school to open in June, the Board focused on the planning and construction of Academic Hall. At the Board of Regents' meeting in March 1906 the Executive Committee was ordered to instruct architect J.H. Felt to design and act as the project manager on all campus improvements.¹¹ At the Board of Regents next meeting on 22 June, Felt presented three sets of rough plans for a new building. The Board selected a Tudor-Gothic style building, which would house school offices, classrooms, the library, two gymnasiums, a laboratory, club rooms, and a large auditorium. The Board then requested Felt prepare a detailed designs for the next meeting. On 7 September, the Board of Regents accepted a general survey of the grounds and an architectural plan for a new campus building. Construction of Academic Hall would begin as soon as possible with a plan of moving into the school's new home by early 1908.¹⁰

The Northwest Normal fought through budget shortfalls, disputes with contractors, and weather delays, but the Board of Regents believed the construction of a large academic building was paramount to the success of the institution. The Board started construction with the remaining \$35,000 from the bonus fund, and planned to secure the remaining \$265,000 for the construction from the State Legislature. Sparks and company from Saint Joseph won the contract for the pouring of a concrete base with a brick and Carthage stone foundation. Sparks started the foundation, working into the winter, but halted construction in February 1907 because the Board of Regents wanted to wait for funding from the State Legislature. The Normal School did not receive enough money to complete Academic Hall from the State Legislature, but the

¹¹ J.H. Felt was a notable early twentieth century Missouri architect. Although largely self taught, under his leadership J.H. Felt and Company and later Felt, Dunham & Kriehn were responsible for designing a large number of educational facilities, civic buildings and churches in Missouri and Kansas. Of note Felt designed four Missouri buildings that are currently listed in the National Register of Historic Places: a colonial revival house that is a contributing building in the Krug Park Place Historic District in Saint Joseph; George Washington Carver School in Fulton; City Hall in Forest City; and Hicklin School in Lexington.

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Board of Regents went on with the original plans, fearing a smaller building would be outgrown in the near future. In May, the Board selected D.E. Marshall to construct the building, and Sparks restarted work on the foundation in late May with the hope of finishing by August. The cornerstone ceremony had to wait until mid October, but the festivities showcased the new Fifth District Normal School to the rest of the state and recaptured support from people in the district.¹¹

With the foundation complete, brickwork on the exterior walls of Academic Hall started the first week of January and the second story walls were completed by the middle of February 1908. Work continued on the building vigorously throughout the winter, with an expected autumn delivery date for the first floor and gymnasium. While work progressed on the other parts of the building, the Board planned to use these areas almost immediately after enclosing the building. Academic Hall was ready for steel trusses and the slate roof by 9 May 1908. Because of budget cuts by the state, work on the building stopped on 18 June 1908 and would not start again until August of the following year. The Fifth District Normal School finally received appropriations to finish the building in the 1909 Biennial Budget but work progressed slowly. Marshall feared receiving payment so he often waited until being paid for each phase before ordering materials for the next phase of construction. Work progressed slowly through the winter, but by June 1910 finish work had begun on the second floor. Marshall promised the building would be ready for occupancy in time for the start of the fall semester in August. The school did not move into the building until October 1910, but Marshall continued work on the building through the end of 1910. Eventually, the Board of Regents met with Felt, the architect, to discuss the state of the building. Felt refused to accept the building as complete and advised the Regents to use the remaining \$10,770 left in the building fund to hire another contractor to finish the incomplete building. The Board hired E.G. Chandler, a construction firm from St Joseph, as general contractor, and the students became familiar with the sounds of going to school in the midst of a construction site. The building took just over a year to complete and there was little fanfare when Felt advised the Board to accept the building as complete.¹²

During the construction of Academic Hall, the Board of Regents and the president of the Normal spent much of their time dealing with construction related topics. The Board felt finishing the building was paramount to the future of the school. Academic Hall allowed the expansion and addition of new programs with discussion of adding a manual training program that would not have been possible with the previous cramped conditions in the Seminary Building. Once the Normal moved into the building in the fall of 1910, the Board began to refocus on the mission and scope of the institution. When the Northwest Normal was founded, the state lacked an adequate number of quality secondary schools, and normal schools filled two roles. The normal's primary function was to train teachers, but the school also served as a regional secondary school for students from communities without high schools. Under the presidencies of H.K. Taylor and his successor, Ira Richardson, the Northwest Normal became a

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true college by instituting new admissions requirements, strengthening the curriculum, and raising the quality of instruction to be on par with standard four year colleges.

Originally the Normal offered a thirty-hour course of study that gave teachers a two-year common school certificate and a sixty-hour life diploma. The Fifth District Normal also provided a comprehensive summer school that prepared students for the state or county superintendent's exam. The rural common schools badly needed teachers so county superintendents were allowed to establish local standards for teachers. In many counties, to teach the common grades teachers only needed an eighth grade education and a passing grade on the county exams. The summer program also offered a variety of courses for teachers already employed so they could eventually receive a two-year certificate and then a life diploma. After the first summer session forty students received two-year certificates from the newly founded Normal. Many of the students that summer had attended other Normals in the state, but it was easier to finish their degrees closer to home after the Fifth District Normal opened in Maryville. The area needed teachers and this program trained adequate teachers to teach in the common schools of the area, but the curriculum was well below the standards of a university or college.¹³

The first step to strengthening the Fifth District Normal School was instituting standards for the admission of students. The 1906 catalogue established the standards of age fifteen to attend the sub-normal and age sixteen to attend normal classes, but these admissions standards were not always followed. The students were supposed to possess a good moral character, and a letter from past attended schools (other normals, high schools, or common schools). In 1911, admission was standardized and evidence of graduation from common school or a district certificate was needed to enter Normal classes. Those admitted to the Normal were classified in three ways: students who had attended some college or academy, high school graduates, or a holder of a first or second grade county certificate. Those admitted to the sub-normal had to hold a third grade certificate and pass the teaching exam or be a graduate of a rural or grammar school. Admissions also brought in a higher caliber of students by offering scholarships. In 1906, scholarships were offered to students who had done well on county exams, but by 1916 the Normal offered scholarships to graduates of four-year high schools from the district. The Normal wanted to increase the number of high school graduates in attendance and encouraged students to stay in the high schools of the district.¹⁴

The Northwest Normal at the same time began to standardize and improve the curriculum in the teacher training program. Nationally, normal schools limited the expansion of their curriculum to focus on teacher training, but with the expansion of local high schools, normal schools expanded their programs to train teachers in the content areas necessary to teach high school classes. Northwest followed the national trend by creating a ninety-hour advanced life diploma, but this was still a far cry from a bachelor's degree. So in 1911, the Regents added a Bachelor of Pedagogy. However, this was a Bachelor's degree in name only because in 1909 the

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Board of Regents limited the study of academic departments to no more than the equivalent of a sophomore year in college. The degree lasted only two years, but it was clear that the Normal sought to compete with other small four year colleges.¹⁵

The Fifth District Normal was not ready to be a four year college to train teachers in 1911 but the idea was beginning to take root. The first major problem to solve was strengthening the course of study. Ira Richardson came to campus in the fall of 1911 and was named head of the Training School and Director of Education. The Training School was a common school on the first floor in southeast wing of Academic Hall. Normal students taught elementary students under the direction of certified teachers in the Training School. Richardson expanded the role of the training school by requiring students to spend a quarter of the day teaching for a quarter of the semester and a half of the day for another quarter. This program gave prospective teachers more experience in the field of teaching. Another major change in the normal school's curriculum came with the hiring of H.K. Taylor. His predecessor, President Cook, weathered a scandal over the qualifications and standards for graduation. During Cook's tenure, the Board of Regents awarded life diplomas to students who had not successfully completed all requirements. The Carnegie Report, a survey of the history and qualifications of the teacher training programs in Missouri, had pointed out that students took classes in any order. This led to a variety of students in each class, but little idea of the level of each student. Taylor changed the system by instituting a class numbering system; so all students knew the first two years were the equivalent of the third and fourth year of high school.¹⁶ These changes professionalized the product of the Fifth District Normal.

Ira Richardson took over the Presidency of the Fifth District Normal in June of 1913 and moved quickly to improve the standards of the school. His first major action was to bring in highly qualified professors. He had a master's degree from the Teachers College at Columbia University in New York, the preeminent teacher training school in the country. He worked to bring in teachers from other like institutions that had received more education than offered at a typical normal school. These new professors and instructors visited schools in the district to better understand how to prepare students to be teachers. Under Richardson the Fifth District Normal School soon had a greater percentage of faculty members with advanced degrees than any other normal school in the state. Richardson further worked to create a standardized course for teacher training by inviting the presidents of all the normal schools to Maryville. Only two other presidents attended the meeting in the summer of 1913, but the recommendations became the foundation for standards adopted by the State Superintendent of Schools. Richardson then prepared to create a true Bachelor's of Science in Education. He convinced the Board of Regents to eliminate their earlier ruling on limiting academic work and convinced the Board to stop offering the Bachelor's of Pedagogy. He instituted the use of semester hours, and enhanced the curriculum to be on par with standard four-year teachers colleges. Finally on 18 March 1915, the Board of Regents, at the behest of Richardson, established a four-year post-secondary

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Bachelor of Science in Education. The degree gained recognition a year later when a meeting of superintendents at the Northwest Normal recognized the 120-hour degree as a comprehensive B.S. in Education. The 1917 and 1918 Biennial Report of the Fifth District Normal School reported that twenty-seven students received the degree since its inception. The Normal would not become a teacher's college until 1919, but the new degree propelled the Fifth District Normal to be on par with other four-year teachers colleges.¹⁷

The Northwest Normal offered a typical approach to achieving a degree but they also offered ways for nontraditional students to achieve teacher certification. During the fall and spring semesters students who could not make it to campus could take correspondence courses. Later, Northwest added rural extension programs where instructors traveled to towns in the region to offer teacher training courses. For the teachers who wanted to achieve certification but already had teaching jobs, the Normal offered a full complement of summer courses. In 1915 the normal school offered 124 summer courses with half being for college credit. During the institutions years as a normal school, a majority of students attended the Fifth District Normal during the summer term. During this period fall enrollments were one hundred and fifty to three hundred students, but summer ranged from three hundred students at its low to over six hundred students. These programs allowed practicing teachers the opportunity to further their education.¹⁸ Even though many students rarely came to campus, the Administration Building symbolized education and economic opportunity throughout Northwest Missouri.

The Fifth District Normal provided a quality certification program for teachers in Northwest Missouri, but the school's influence on teaching in Northwest Missouri extended further than certification. The Normal offered a variety of outreach programs for teachers. The center piece of these programs was a meeting of the county teachers associations held in Academic Hall. The programs consisted of entertainment by musicians, teaching demonstrations, and lectures by prominent educators from around the country. In 1911, the manual training program prepared a model playground as a display for area teachers, and in 1912, the Superintendent of Omaha Public Schools came to campus to give a lecture. The Normal started inviting teachers from six local counties in 1911 and by 1917 the gathering had grown to be named the First Annual District Convention. That year it was reported that over five hundred teachers from the district attended the conference held in Academic Hall.¹⁹

Teacher training was the main focus of the Fifth District Normal School, but during this period in the school's history the agriculture program also impacted Maryville and Northwest Missouri. This program was an extension of teacher training because most normal school graduates were required to teach courses on agriculture in local common schools. In 1909, Taylor proposed a small farm plot in front of the Administration Building to grow produce for profit. The program failed but the area was used for test plots of corn and student gardens for several years. Eventually the farm moved north towards the Wabash Railroad. Maryville was

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one of a few schools in the state with a comprehensive agriculture program, which was necessary considering a majority of students worked in rural schools. In fact the State Superintendent of Schools reported twenty-nine percent of students had not studied agriculture even though they would be required to teach it. The agriculture program benefited students at the Normal, but it further helped farmers in the county. The University of Missouri partnered with the Fifth District Normal School to establish a University Extension office in the community. This program brought in speakers and specialists to teach farmers new scientific farming techniques and about animal husbandry. The Normal also established an Annual Farm and Home Institute that brought in professors and agronomists to teach the local farmers to increase yields. In 1915, a former Kansas State Board of Agriculture member came to campus and spoke for the Annual Farm and Home Institute. The Normal offered direct help to farmers as well. During the decade from 1910 to 1920, students tested the quality of seeds for local farmers to ensure good yields.²⁰ All these programs brought community members to the Administration Building on the campus of the Fifth District Normal School.

The entertainment offered at the Normal was not reserved solely for teachers or for farmers. The Normal worked to bring in a number of speakers and presenters that brought culture and educational opportunities for everyone in the area. The auditorium in Academic Hall housed traveling troops of performers, musicians and lectures on national and international events. The Normal even took over a lecture series regularly offered by the city library. But the culture brought by the Normal was not always presenters. In 1913, the Administration Building housed a traveling art exhibit from the Chicago Art Institute. The Normal also took on the duties of organizing the city Chautauqua held in the area that is now known as College Park. This was a week long summer program that brought speakers, musicians and dramatists from all over the country to present in Maryville. Although this seems outside of the realm of teacher training, these events formed a bond between the community and students.

The Northwest Normal offered a variety of programs and had a recognized Bachelors degree by 1917, but was still considered a normal school. Richardson petitioned on several occasions to change the name and status of the normal school, but the measures never made it out of the General Assembly. However, attitudes and perceptions about the programs offered at the normal schools around the state were changing. So the Fiftieth General Assembly recognized all the normal schools in the state as standard colleges and changed the name of the Fifth District Normal School to the Northwest Missouri State Teachers College in May of 1919.²¹

The Northwest Normal looked to move into the new decade with a new name, a grand building and increased enrollment. But in March of 1919, a month before the name change, the campus was struck by a tornado. Luckily the tornado hit on a Saturday with only a handful of people on campus, so no one was injured. The tornado tore shingles off the west wing of the

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Administration Building and the north wing auditorium. There were also several windows broken in the building along with the skylight in the fourth floor art room, but much of the damage was minor and no classes were canceled. A few days later President Richardson traveled to Jefferson City and secured an additional twenty thousand dollars in the biennial budget for campus repairs. The repairs took the rest of the summer but had little affect on the transition to becoming a State Teachers College.²²

Northwest Missouri State Teachers College (1919 – 1949)

The Northwest State Teachers College (STC) faced new challenges of survival but worked diligently to raise the standards of education during a trying time in American history. President Richardson ushered in the changes necessary to raise the Fifth District Normal to the standards of a state teachers college, but after the school's promotion, he served only a short time at the helm. Uel Lamkin replaced Richardson in the fall of 1921. Although Lamkin did not have a formal college degree, he had served in school administration since 1897. His reputation in the field of education garnered him an appointment as the State Superintendent of Schools in 1916. When Lamkin succeeded Richardson the Administration Building was still the primary academic building on campus.²³ However, by the time the STC changed names again in 1949, the college added a host of new programs, a variety of buildings, and had survived a global depression and a world war.

In 1920, the STC added two new degrees, a Bachelor of Science and Bachelor's of Arts degrees, making it a standard college. The Board of Regents outlined qualifications for a faculty member to have at least a master's degree with five years teaching experience, loyalty, and teaching ability. The improved faculty and programs garnered the STC in Maryville added acclaim. In 1920, the American Association of Teachers Colleges classified Northwest as one of thirty-four grade "A" teachers colleges. Northwest went even further during the 1920s to increase the quality of the faculty. The Board of Regents outlined an expanded leave of absence policy for further education and training of STC instructors. In 1924, the Board allowed four teachers to take a leave of absence with three of the teachers attending the Teachers College at Columbia University and the fourth doing graduate work at Harvard University.²⁴ These changes continued the improved standard started at the end of the normal school period and established the NWSTC as a premiere institution in the region.

Enrollment increased during the 1920's at the NWSTC. The fall semester from 1920 to 1924 saw an increase in enrollment of nearly three times from 255 students to 723 respectively. Although Northwest offered other degrees, the school still placed a heavy focus on teacher training. Many of the teachers in the area had degrees or certifications from the State Teachers College. In 1924 alone, eighty-nine graduates from the STC found jobs in area schools. Northwest had such a large impact on the region because not all of the STC's work in the region

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was done on campus. With seventy-five percent of the district rural it was important for the NWSTC to expand their rural extension program and correspondence work. The school offered more opportunities for teachers who could not make it to the campus. During the 1921-1922 school year, the STC held 630 meetings with an attendance of over thirty-six thousand people. The special meetings focused on a variety of topics and were meant as informal information sessions for members of the community. In the regular thirty-six extension classes, 380 students enrolled in the courses and worked towards a degree or certification. The regular extension work grew as the decade progressed. In Lamkin's report to the Fifty-Second General Assembly, he explained the expanded role of the extension program in Northwest Missouri. The school offered 630 extension meetings taught by twenty-one instructors and had 527 students enrolled in either correspondence work or in the extension program. These programs allowed teachers to further their education in the district and still work.²⁵

The crash of the stock market in 1929 signified a retraction in the American economy and the onset of the Great Depression. Unemployment skyrocketed in 1930 to fourteen percent nationally, which was eleven percent higher than the previous year. The Great Depression left many Americans out of work and without hope. Investment also tightened with the gross domestic investment declining by eighty-seven percent from 1929 to 1932. This led to greater numbers of lay-offs and a further contraction of the economy. Hoover tried to put more money into the economy but it was never enough. He was routed in the 1932 Presidential election by New York Governor Franklin Roosevelt. Roosevelt promised more government help and offered a sense of hope. He instituted sweeping changes that put people back to work and invested federal money back into the economy.²⁶ Under the leadership of President Lamkin and the use of New Deal programs, the school remained a viable institution during the trying times.

During the Great Depression the NWSTC, like similar institutions around the country, saw an increase in enrollment. Nationally, enrollment fell eight percent from 1933-1934, but the trend reversed during the 1934-35 school year, especially for modest priced institutions such as the NWSTC. However, the Maryville STC did not follow the same trend; enrollment was steady in 1933 from the previous academic year. Then enrollment boomed in 1935 with one hundred more freshmen than the previous year. By 1939, fall enrollment reached 1050 students (combined enrollment of the college and the training school) and this would remain the high watermark until the 1950s. The summer sessions also saw increased enrollment and they averaged a thousand students during the Great Depression.²⁷ The STC now served more students on a smaller budget.

The lack of opportunities in the job market and the creation of New Deal programs led many students to choose to further their education. On the college campus in Maryville the Civil Works Administration (CWA) and the National Youth Administration (NYA) provided jobs to students so they could afford tuition. Lamkin worked diligently to secure these programs for the

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NWSTC. The CWA of Nodaway County approved twenty-two jobs for the district in 1933 and a majority of the projects took place on campus. It employed one hundred and fifty men, eighty of which were college students who could not afford tuition. These men did miscellaneous jobs around the campus, building tennis courts, a pond and moving cottages from College Park. Roosevelt created the NYA in June of 1935 to integrate youth into the culture and economy of the country in a time of mass unemployment. It gave jobs to students sixteen to twenty five who otherwise could not afford to stay in school. Using NYA funds, Northwest employed seventy-three students in the fall of 1935. This was small in comparison to other state teachers colleges but Northwest had the smallest enrollment. Northwest later emerged as a leader in the NYA program. The school held a seven state conference in September of 1936. Over 150 NYA officials and educators came to campus to discuss the future of the NYA. The conference ultimately proposed a fifty percent increase for the program to succeed. It is unclear if this affected national funding but in 1938 the NWSTC secured a pilot project from the NYA. Most students working in NYA jobs were office staff or members of the grounds crew. The new project hired one hundred and ten boys eighteen to twenty-four to build a series of eight buildings on campus. The students built eight small dormitories and went to school at the same time.²⁸

Lamkin also worked diligently to secure New Deal funds to improve the campus and put people to work in Maryville. The Works Projects Administration, WPA, was one such program that gave money to colleges for research grants and capital improvement projects. In 1937, Lamkin secured the funds to use WPA workers to paint the first and second floor of the Administration Building. Then in 1940, the STC got money from the state and labor from the WPA to enlarge the stage, add acoustic tiles, and refinish the floors of the auditorium in the Administration Building.²⁹

With the increased enrollment seen during the Great Depression and the availability of funds, Lamkin promoted the expansion of campus buildings. The Administration Building was still the cornerstone of all academic work done on campus, but it had been designed for five hundred students and the college regularly saw enrollments nearer to one thousand students. He believed the school needed to construct a separate training school like the other state teachers colleges. The STC in Maryville had been requesting funds to construct a separate training school since the mid 1920's but shrinking state revenues blocked the passage of the appropriations. The STC had developed a working relationship with the Maryville school system because there were more teachers that needed to observe and practice teaching than the current training school could handle. Lamkin eventually used New Deal funds to construct a training school and a new library. These new buildings were dedicated by Governor Starks in the fall of 1939. The former spaces occupied in the Administration Building were repurposed into classrooms and offices. These large construction projects allowed NWSTC to expand classroom space and offer more opportunities to the students.³⁰

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The New Deal did not end the Great Depression, but helped the country through a difficult time. The outbreak of war in Europe opened the factories and pulled the country out of the depression. President Roosevelt readied the country for war in 1939 with the failure of appeasement in Europe and outbreak of war on the continent. The United States remained neutral through most of 1941, but after the attack on Pearl Harbor on December 7, 1941, the United States entered the war effort against the Axis Powers. While the war waged around the world, people at home worked to provide supplies for the war effort. The country needed war supplies and the NWSTC started a training program for metal work. Students learned production process to help build up the U.S. arsenal. The program started with two shifts but eventually had four shifts of student work. The students received sixty hours of instruction from Valk, head of the manual training department, and one hundred hours of experience in machining. This federally funded program reinvigorated the work force with skilled laborers.³¹

During World War II the STC, like many other institutions, faced declining enrollments, but the influx of naval cadets from the V-12 program helped the STC through the war years. Before the United States entered the global conflict, the Navy realized they would not have enough officers if the country entered the war. As a measure of preparedness, they started the V-7 program in June of 1940. The program enlisted college juniors and seniors in the navy reserves and sent them to midshipmen's school upon graduation. The Navy also enrolled freshmen and sophomores in the V-1 program. These students took a heavy course load of math, physical science, and physical training to prepare them for the Navy after graduation. The STC also partnered with the Maryville School of Aeronautics that started 28 August 1940. The program started as a civilian pilot training program but was taken over by the Army in December 1941. The military flight school opened July 13, 1942 with twenty students. Students took classes at the STC to prepare them for officer training after graduation from the aeronautics program. The partnership was short-lived with the Army ending the program in June 1943 because they wanted to train pilots at larger locations. Northwest took part in these programs, but this was not the college's first experience working with a branch of the military. During World War I, the Northwest Normal had taken part in an Army training program on campus. Military personal were shipped to Maryville and the fourth floor of the Administration Building was remodeled for barracks. The program was canceled after a week because of the cease fire in Europe.³² The Northwest STC had worked with the government on a variety of military training programs, but they would all pale in comparison to what would come.

After Roosevelt lowered the draft age from twenty-one to eighteen in 1942, the Navy realized they would need more commissioned officers. To ensure sufficient officers, the Navy created the V-12 program. The program enlisted men into a college training program administered by naval personal but housed and taught on college and university campuses. In the spring of 1942 the Navy selected the Northwest State Teachers College and 130 other

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institutions as part of the V-12 program. The students were on campus taking classes in the Administration Building for four terms or sixteen weeks. The V-12 students took classes in math, English, history, physics, drawing, physical education, and naval drills with no electives. The program started on July 1, 1942 with nearly 400 men moving into the dorms on campus and displacing the other traditional college students. The program was a success and many V-12 students enjoyed their time at the STC. In total, 2,010 Naval Cadets went through the V-12 program at the NWSTC from its inception in 1943 to when it was decommissioned in October 1945. The V-12 program boosted Northwest's enrollment of men at a time when the school was predominantly female and provided federal dollars to keep the school viable.³³ The Administration Building symbolized educational growth in the effort on the home front for two world wars.

Although the world seemed in total disarray from 1929 to 1945, the STC worked diligently to maintain a sense of normalcy. Through this period the STC continued to host the District Teachers meeting and the annual high school contests. In 1932 with shrinking budgets for schools in the area, the STC hosted the high school contest with no entrance fees, but they did not offer lunch for the participants. By 1937, the high school contest swelled to host over two thousand participants. During the war years the contests continued. The 1945 spring contests were held in Maryville and at satellite locations in Gallatin and Excelsior Springs. The District Teachers meetings hosted a thousand to fifteen hundred teachers every year and by 1947 celebrated its thirtieth anniversary. Most of the speakers scheduled for the District Teachers meetings were acclaimed school administrators from the region, but there were also many high profile presenters at these meetings. The speakers ranged from the Secretary of Labor, Francis Perkins in 1936 to Amelia Earhart the first woman to fly across the Atlantic, and Vilhjalmur Stefansson an arctic explorer. However, the teacher training was not limited to the District Teachers meetings. In 1933, the STC hosted a two day conference to train and increase the efficiency of school janitors in the areas of housekeeping, heating and ventilation, and general maintenance. Area Administrators also met regularly at the college to discuss current trends in education and observe how other schools deal with the changing conditions in the world. After the war concluded, superintendents of the area met to discuss the needs and scope of education in the region. The STC worked to bring in programs to improve the quality of education and offer activities for high school students in the region.³⁴

The NWSTC expanded their influence on education in the nineteen counties of Northwest Missouri during this same period. By 1949, the local extension program was doing work at extension centers in thirteen counties and instructors traveled 23,000 miles a year to serve the students enrolled in the extension program. The faculty of Northwest took a proactive role in the preparation of teachers. The extension director, Miss Elizabeth White, visited graduates to observe them in their classrooms and used these observations to better prepare future graduates from the STC. The faculty also worked closely with area schools to help them

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improve their programs and curriculum. Dearborn, Missouri requested the faculty of the STC to observe the work done in the school as a whole and present their findings to the school board. The library at the STC attempted to help high school libraries of the area become more useful and efficient. The librarians at the STC sent directions on preparation for cataloguing and a list of necessary reference material. Then the librarians of the college went to the schools to catalogue their resources. By 1930 the library had already assisted twenty local libraries in the district. The STC coordinated outreach programs to improve the educational opportunities for students in the district, which amplified the recognition of the Administration Building as symbol for educational growth.³⁵

The Administration Building served as a central meeting location for student activities and for individuals in the community. In 1928, the Alumni of the STC hosted state legislators to discuss issues of the day and their roles in Jefferson City. The meeting continued biennially in December until 1942. Faculty members also provided insight and perspective on the changing world during the 1930's and 1940's. During the depression money was tight so the college held a four part lecture series during January of each winter for the general public. The speakers lectured on the changes taking place in this country and around the world. The college also hosted a series of events every year for farmers in the area. The experiment farm on campus served as a learning platform to improve the yields of farmers in the region. The NWSTC was also selected as a member of the American Fine Arts Federation, and in 1942, the college exhibited a set of watercolors from a Polish artist who fled his country with the Nazi invasion. The Administration Building was also used by the community more directly. The community held meetings in the library and auditorium, and in 1923, the American Legion used the gyms for a wrestling tournament.³⁶

When the war finally ended in 1945, the country tried to return to normalcy. However, the country had to deal with the men returning from the war abroad. The Servicemen's Readjustment Act or the GI Bill was enacted by Congress in 1944 to help returning military personnel reenter American society. The GI Bill provided tuition assistance so veterans could continue education or job training to help them reenter civilian life. The bill was also meant to stem the inflow of service men back into the economy. In two years it nearly doubled the number of students attending colleges and in its seven year history helped nearly eight million veterans further their education with about half a million attending college. At the STC a Veterans Association program was established on campus (one of four in the area) to advise returning veterans on training in job fields. The STC also asked the town to open their homes so the returning veterans had housing options if they chose to attend the STC after leaving the military. With the swelling number of servicemen attending school, the STC moved in federal barracks behind the Administration Building in 1946.³⁷

The Northwest Missouri State Teachers College faced an unsure future following the war

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but the problems to come were different than those of the previous two decades. By 1944, Lamkin foresaw the effect of the GI Bill on education. He proposed a ten year plan to expand the campus that would add several new classroom building, a student union, several residential hall facilities, and remodel the Administration Building. The plan would ultimately come to fruition but would take over two decades and be spearheaded by the new President, Dr. John William Jones. Jones took the reins of the STC in December 1945 and led the school to new heights as a standard four-year college. The STC had expanded the degree programs ever since it rose to that role in 1919 but Lamkin could never convince the State Legislature to remove “teacher” from the school’s name. However, the State Legislature finally renamed the Northwest Missouri State Teacher College, the Northwest Missouri State College in 1949 after years of pressure.³⁸

Northwest Missouri State College (1949 – 1972)

The Northwest Missouri State College expanded during this period faster than in any other period of its history. To accommodate the growing number of students, the administration focused on the expansion of campus facilities. The college added a series of dormitories and academic buildings to accommodate the increased number of students. In an effort to shed the idea that it was still a teachers college, the administration also expanded the number of programs offered at the college. The rapid expansion drastically changed the campus, forever changing the role of the Administration Building, but the iconic Collegiate-Gothic towers remained a symbol of education in northwest Missouri.

The increased enrollments started as men came back from war, but continued with the baby-boomer generation starting college. During the 1960s enrollment in higher education exploded because of a growing population of eighteen to twenty-one year-olds and more individuals choosing college than in previous generations. From 1955 to 1960 enrollment increased thirty-five percent nationally. By 1970, enrollment exploded, increasing 196 percent from 1955 enrollment numbers. At Northwest enrollment exploded in the fifties, which helped the school grow faster than any other state college in Missouri. From 1953 to 1959 enrollment increased nearly three hundred percent. By 1956, the school already had problems with over crowding and enrollment was projected to double, to 2400 students over the next decade. Enrollment did double but sooner than expected, and the state college enrolled 2,415 students for the 1962 fall semester. The trend of astonishing growth continued through the decade and finally peaked in 1971 with a fall enrollment of 5,632. Although, enrollment increased substantially during the period, Northwest still primarily focused on students in the nineteen county district. In the fall of 1965 over fifty percent of students were from Missouri and forty-five percent of these students were from the district.³⁹

The Northwest Missouri State College suffered from overcrowding like many other

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colleges and universities. A federal commission on financing higher education concluded the physical plants and residential facilities at colleges had fallen behind the growth of enrollment by the 1960s. The federal government and states would have to make a huge investment in capital improvement projects to allow higher education institutions to continue growing. This started a scramble by colleges and universities for resources to expand their physical plants. Northwest had always worked diligently to improve the campus but by the mid-fifties the college was in need of resources. In 1956, President Jones followed the plan of Lamkin and requested money from the state to construct a science building, a fine arts building, dormitories, and remodel the Administration Building. The money did not come immediately, but by 1958 four construction projects started on campus.⁴⁰ Thus began two decades of constant construction, improvements, and expansion of the campus.

Throughout Northwest Missouri's time as a college, the campus was in a constant state of change. From 1958 to 1971, the school added twelve residence halls to accommodate the exploding student body. Construction started with Perrin Hall, in 1958, and did not end until students moved into Millikan and Dieterich Halls in 1971. President Jones also worked diligently to provide a meeting place for students. The student union was started November 1, 1950, completed on October 1, 1952 and renamed the J.W. Jones Student Union in 1956. But by 1962, the school's growth prompted an addition of a combination dining room and ballroom. Dormitories and a union were a part of the construction done on campus, but the school also added a number of academic buildings.⁴¹

For over forty years a majority of student work was done in the Administration Building, but that was soon to change. Seven departments moved into the Classroom Building on May 1, 1959. The Classroom Building was renamed Colden Hall in 1961. The completion of Colden Hall forever changed the roll of the Administration Building because it started the gradual shift in the function of the Administration Building. There had been other academic buildings built on campus, but they were single use buildings and a majority of classes were still held in the Administration Building. Other classroom buildings followed with the dedication of a new fine arts building in 1965 and a new math and science building in 1968. Once the math and science departments vacated the Administration Building, the rooms were used to house a new Head Start Program on campus. Then in 1970, Valk was completed to house the agriculture and manual training departments. By the 1970s, the Administration Building was still home to a few departments, but its primary function had forever been changed.⁴²

The Administration Building was also directly affected by the construction projects on campus. During the early 1960s the building underwent a series of improvements. By the summer of 1961, all four floors had new permanent floor coverings. The building was also reroofed with slate and the gutters replaced. To improve the energy efficiency of the Administration Building, the college replaced all three hundred windows with aluminum clad

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windows and new exterior aluminum doors in 1966. That same summer the auditorium was repainted and remodeled. Then in 1968 a major remodel of the Administration Building started. The plan was to increase office space in the building and move many of the administrative staff to the first and second floors of the building. The auditorium was also improved by adding padded seats and carpeting the isles.⁴³ The three phase improvement project of the Administration Building totally renovated the centerpiece of the campus.

The Administration Building also inspired the construction of another structure on campus. In 1965, President Robert Foster announced a fund raising drive to build a one hundred foot bell tower. It was constructed as a memorial to the casualties of war and former faculty and students. The Bell Tower would be constructed in the same style as the Administration Building and when completed would resemble the towers. The funding drive lasted five years and in July of 1970 construction of the tower started. The tower was finally completed in September of 1971; six years after Foster announced the start of the project. By the 1970s the towers of the Administration Building symbolized the college and the newly constructed Bell Tower only demonstrated its iconic image.⁴⁴

Northwest Missouri State College did not just expand the campus but also worked to expand the educational offerings during this time. Although, a majority of students remained in the department of education, the number of majors increased rapidly. In 1949, the college had ten basic emphases of study for a Bachelor of Science, Art, or Education degrees, but by 1972 the Department of Agriculture alone offered ten degrees options. The college also explored offering graduate degrees in 1955. Just like the rest of the school's history the graduate program started in the field of education and branched out to include other disciplines. Although the program went through a long arduous process to receive accreditation, it allowed Northwest to offer a level of education previously unachievable for people to attain and still live in Northwest Missouri.⁴⁵

Building projects and expanding course offerings took up a majority of the administrations time, but the college kept up the tradition of offering entertainment and speakers on campus. The Annual District Teachers meeting remained a mainstay of the fall schedule, and by 1972, the event celebrated fifty-five years of offering teaching workshops and prominent speakers. In 1961, Walter Cronkite, a native of Saint Joseph, spoke in the Auditorium for the District Teachers meeting. The events grew in size with 1200 to 1500 teachers expected for the forty-ninth meeting in 1966. But the Teachers meetings were only part of the activities offered by the school to the surrounding communities. The college also offered a number of activities for high school students. The largest draw was Northwest Missouri State College's Annual High School Contest, with over three thousand students competing in academic disciplines from agriculture to music, and athletic events in track and field. Northwest Missouri State College also hosted a regional oratory meet in 1968. Student winners from district competitions in

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Peoria, Illinois; West Branch, Iowa; and Rapid City, South Dakota came to Administration Building's auditorium for the competition.⁴⁶

The auditorium of the Administration Building hosted several special programs for students on campus and members of the surrounding community. In 1959, Eleanor Roosevelt, the former First Lady, spoke on campus about the changing role of America in the world and the challenges of the Atomic Age. Another special program offered by the college was "People Week." One week in April of 1970, five nationally renowned speakers came to campus for a lecture series. The speakers included Father James Groppi, a civil rights leader; Peter Weaver, business and consumer magazine writer; Karl Hess, speech writer for Barry Goldwater; Jerry Mays, a football player with the Kansas City Chiefs; and Ralph Nader, a consumer rights advocate. These are some highlights, but the auditorium hosted a variety of programs from acclaimed musicians to national stage acts.⁴⁷

From 1949 to 1972, the Northwest Missouri State College went through many changes. The student body grew faster than in any other time of the schools history, which forced the administration to add dormitories, new classroom buildings, and remodel the buildings already on the campus. The Administration Building still housed some classrooms but a majority of departments moved to other buildings. However, this allowed the Administration to centralize offices in a single building. Northwest Missouri State College looked to the future with a remodeled campus and plans of expanding education opportunities.

Northwest Missouri State University (1972-Present)

On 21 April 1972, Northwest Missouri State College made its final name change to Northwest Missouri State University (NWMSU), when Governor Warren Hearnes signed a bill renaming the institution.⁴⁸ As a university, Northwest continued to improve the campus for the students and the community. However, the campus was forever changed 24 July 1979, when a fire extensively damaged the Administration Building. President B.D. Owens turned the disaster into a positive, using 13.8 million dollars appropriated by the state to rebuild the Administration Building and construct several new buildings on campus. The university arose from the ashes of the Administration Building with a modern campus ready for the future.

As part of the campus improvement project the Administration Building underwent a major three phase remodel and restoration project in the 1970s. The improvements were meant to update the building and make it more energy efficient. Although, plans for a major renovation project started in 1973, work on Phase I began 1 July 1976. Phase I focused on cleaning the basement, remodeling the agriculture department, installing an elevator, repairing loose shingles and bricks, and replacing windows. Phase II started in the fall of 1976, with the goal of improving the facilities of both the speech and theater department and the broadcasting

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department. The speech and theater department retained classrooms on the third floor, but fourteen offices were constructed on the fourth floor, along with a state of the art speech and hearing clinic. Rooms vacated on the third floor by the speech and theater department were converted into studios and an editing room for the campus television station. The instructional television, or ITV, was also moved from Wells Library to the third floor of the Administration Building. With the goal of improving communication of administrative offices, Phase III commenced during the summer of 1977. The Admissions office and the Registrar's office were moved to the second floor adjacent to Student Financial Affairs. President B.D. Owens and the assistant to the President's office were displaced by the construction and resided in a trailer during this phase of renovations. Eventually, the President's Office was moved to the first floor along with the offices of vice president for academic affairs, the alumni office, and the news and information offices. The remaining project, as part of Phase III, was the remodel of the auditorium. The entire renovation project further fixed the existing heating system, by replacing corroded pipes, and extended an air conditioning system to encompass the entire building. The extensive renovation project improved the efficiency of the building, but with only seventy percent of the project complete, disaster struck.⁴⁹

On 24 July 1979, Maryville Public Safety was called to a fire at 8:14 pm in the Administration Building. A passer-by witnessed smoke and flames coming from the roof of the west wing, and immediately called Maryville public safety. They arrived on scene to find a fire in the attic of the building and called other area fire departments to help extinguish the flames. In total about one hundred fifty people from six area fire departments helped squelch the flames. At around two o'clock the next morning the major fire was extinguished, but it took another two hours before the fire was completely squelched. Once extinguished, Northwest Missouri State University and the people of Maryville began to cope with the disaster.⁵⁰

The fire destroyed the third and fourth floors of the west wing, and collapsed the roof of the partially renovated Frank Deerwester Theater. The rest of the building suffered from varying degrees of smoke, heat, and water damage. It was later found that the fire started on the fourth floor over the radio station studio, but the damage destroyed most of the evidence of a cause. The following day Owens said, "[t]he University had a great suffering last night. The Administration Building is the heart of the campus and the heart of the University." The same sentiment was echoed by most of the crowd that gathered around the building during the fire. One onlooker said, "It was a symbol of a part of my life, and it was going up in smoke," and another individual said, "It was kind of like seeing your own house burn." But Owens refused to fall into the trap of negativity and held a meeting the following day, announcing that, "it is not a tragedy, just a disaster, and everything is business as usual."⁵¹

Clean up started immediately with the help of community organizers and twenty thousand dollars from a state emergency appropriations bill. At the same time, Owens and the

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Board of Regents discussed how the school would move forward. The state self insured the Administration Building, so any rebuilding projects would have to be funded by the State Legislature. After a consultation from Homer Williams, a Kansas City architect, Owens proposed the adoption of a new campus plan. Reconstruction of the Administration Building would cost roughly fifteen million dollars, but instead the Board of Regents asked the state for 13.8 million dollars for an entire campus remodel. 1.58 million dollars went to the reconstruction and renovation of the first three floors of Administration Building (excepting the third floor of the east wing that suffered from minimal fire damage), and the roof line of the west wing would be rebuilt to its original appearance. The plan further proposed the construction of a 7.4 million dollar, 100,000 square foot library; a \$477,000 remodel of Wells Hall, the current library, for classroom space; a 2.97 million dollar theater to replace the Frank Deerwester Theater; and 1.8 million dollars for incidental nonstructural damage caused by the fire. On 3 January 1980, Kenneth Rothman, speaker of the Missouri House of Representatives, visited the Northwest Missouri State University campus, and the following day Governor Teasdale came to the campus. Owens presented them both with a sales pitch that the proposed 13.8 million dollars would not only help the University overcome the disaster, but would propel the campus into the future. Teasdale and Rothman left Northwest Missouri State University impressed with Owens and his plan, pledging to help the school receive the necessary emergency appropriations.⁵²

A year after the fire, the Administration Building still stood empty, but work was underway to reconstruct the building and reshape the campus. Governor Teasdale signed House Bill 1014, the emergency appropriations bill, on 24 March 1980. Owens and Northwest began accepting bids for the 13.8 million dollar reconstruction project during that summer with plans to start construction that fall. By the fall of 1980, work on the Administration Building was well under way. A truss system was constructed and a slate roof installed over the west wing so the building looked exactly like it did before the fire. Once enclosed, new heating and cooling duct work was installed throughout the building. Some of the stone cleared from the collapsed Frank Deerwester Theater was used in the construction of the new theater and the remaining walls of the theater were used to house the new heating and air conditioning system for the building. With work still progressing in the Administration Building, the Home Economics department moved back into the building in October of 1981. The other departments displaced by the fire took-up residence on the third floor of the J.W. Jones Union and the administrative offices were moved into the high rise dorms. Work on the building progressed through the winter and into the summer. University offices and departments moved back into the building by the end of the summer. On 28 August 1981, the University held a rededication ceremony to mark the completion of the massive reconstruction project on the Administration Building. State officials, University officials, and local citizens gathered in front of the Administration Building to celebrate the completion of part of the reconstruction project. Lieutenant Governor Kenneth Rothman spoke at the celebration, saying, "It was enough to break your heart to see what was left of one of the most magnificent architectural structures in the state of Missouri." But now the

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Administration Building was rebuilt and looked much like it had before the fire.⁵³ The other construction projects progressed on schedule. With Owens foresight and determination, the University used the disaster of the Administration Building fire to renovate the campus. In 1984, as construction slowed, Owens announced that he was leaving his alma mater.

Northwest Missouri State University hired Dr. Dean Hubbard as the new President of the University. In the 1990s Hubbard and the Board of Regents thought the campus needed another facelift. The Administration Building underwent a \$2.2 million renovation in the nineties. The internal renovation focused on improving the office space for administrative departments on the second floor and moving offices onto the third floor. The renovation of the Administration Building started during the fall of 1995 and was completed by the fall of 1997. The remodel moved offices and even corrected problems left from the reconstruction project after the 1979 fire. Work on the second floor was extensive and the financial aid office and the Registrar's office were moved to Thompson-Ringold for part of the renovation. When the project was completed the Career Service department was moved to the first floor and the News and Information office moved to the second floor. The Vice President's office was moved to the east wing of the second floor, and the remodel centralized the three college deans and the dean of graduate studies in the west wing of the second floor. A tutoring program called the Talent Development Center was moved from Wells Hall to the third floor of the building. The renovation project modernized the interior of the Administration Building and was the last major change to the interior of exterior of the building.⁵⁴

The Administration Building is the oldest building on the Northwest Missouri State campus built by the state of Missouri. The building started as a dream for those in Maryville, who saw the Fifth District Normal School as a center in the region for education. When the building was finally constructed, it served as the heart of all campus activities and even as another meeting place for the citizens of Maryville. As the school grew, the function of the building changed to the center of campus administration. But throughout the building's various renovations and even disasters, the Administration Building was still used by the school and still at the center of all campus life. To the city and the region, the Administration Building became an iconic representation of the University, which symbolized economic development, access to higher education, raised culture, and University and community collaboration. For many in Northwest Missouri, the Administration Building is the centerpiece and symbol for an ever changing and growing campus.

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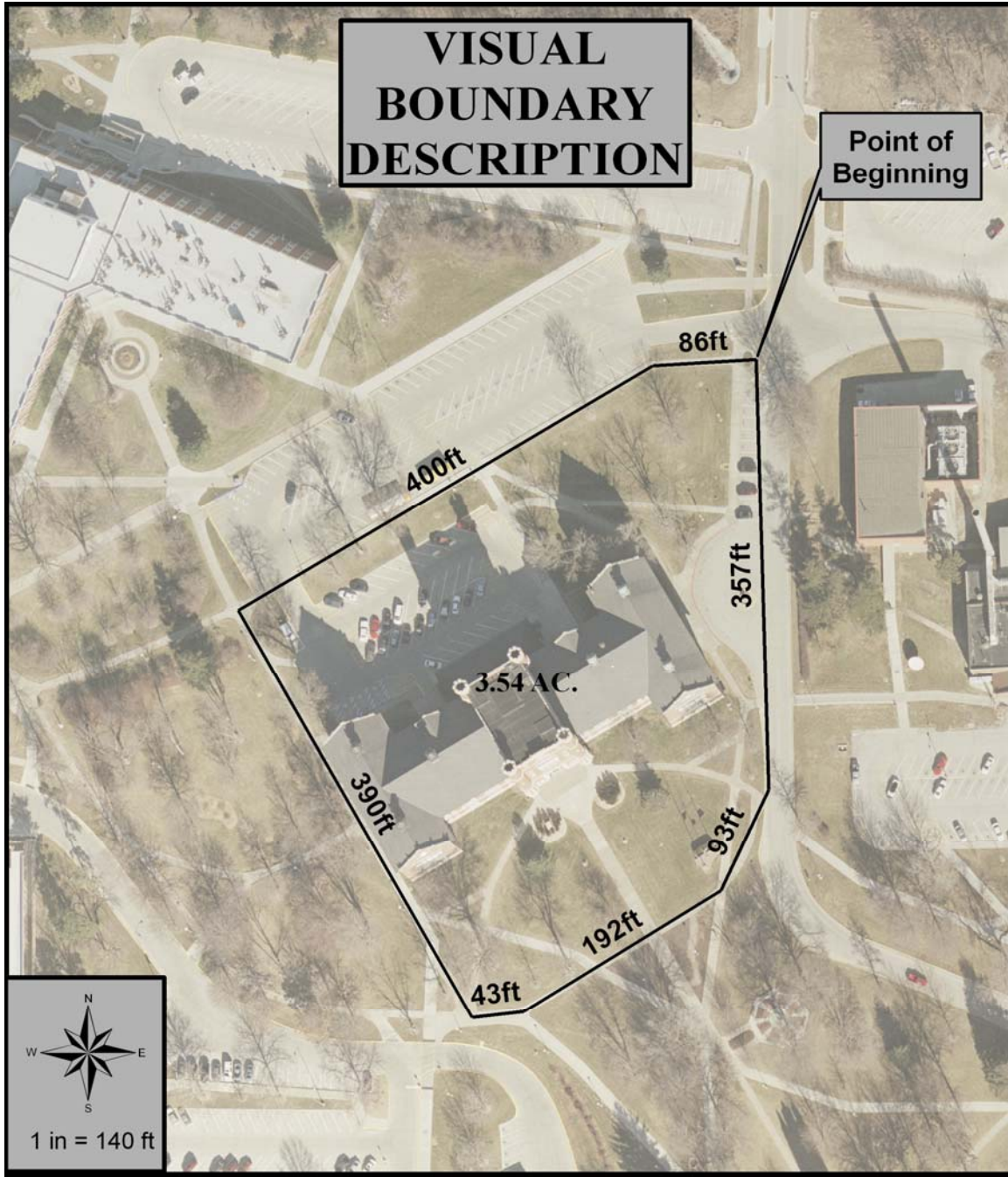
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Nodaway County, MO



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**Administration Building
Nodaway County, MO**

Verbal Boundary Description

The Administration Building is in the Southeast Quarter of the Northwest Quarter and the Northeast Quarter of the Southwest Quarter in Section 18 Township 64 Range 35 West. The boundary starts at the intersection of the sidewalk and University Drive labeled as the "Point of Beginning"; the boundary thence runs south along University Drive approximately 357' to an intersection of a sidewalk and the street; thence the property runs south west along the sidewalk approximately 93' to a sidewalk running parallel to the south façade of the Administration Building, thence along sidewalk approximately 192' to a curve in the sidewalk; thence southwest 43' to an intersection of the sidewalk that runs along the west wing of the building; thence northwest along the sidewalk 390' to the intersection of the sidewalk north of the building and adjacent to the parking long; then along the sidewalk 400' and then making slight curve and following the sidewalk approximately 86' feet back to the "Point of Beginning."

Boundary Justification

The boundary encompasses the entire original foot print of the building and part of the original grounds. It follows sidewalks and streets that currently encompass the building. However, the boundary does not include any of the buildings that have been added since construction started on the Administration Building in 1907. Although the other buildings constructed on campus changed the building's function; the Administration Building stands as the focal point of the campus.

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Nodaway County, MO**

Photographic Documentation

Photographer: Jason Williamson
Maryville, Missouri

Date of Photographs: December 2009 and April 2010

Location of Digital Photographs on CD-ROM: Missouri State Historic Preservation Office
Jefferson City, Missouri

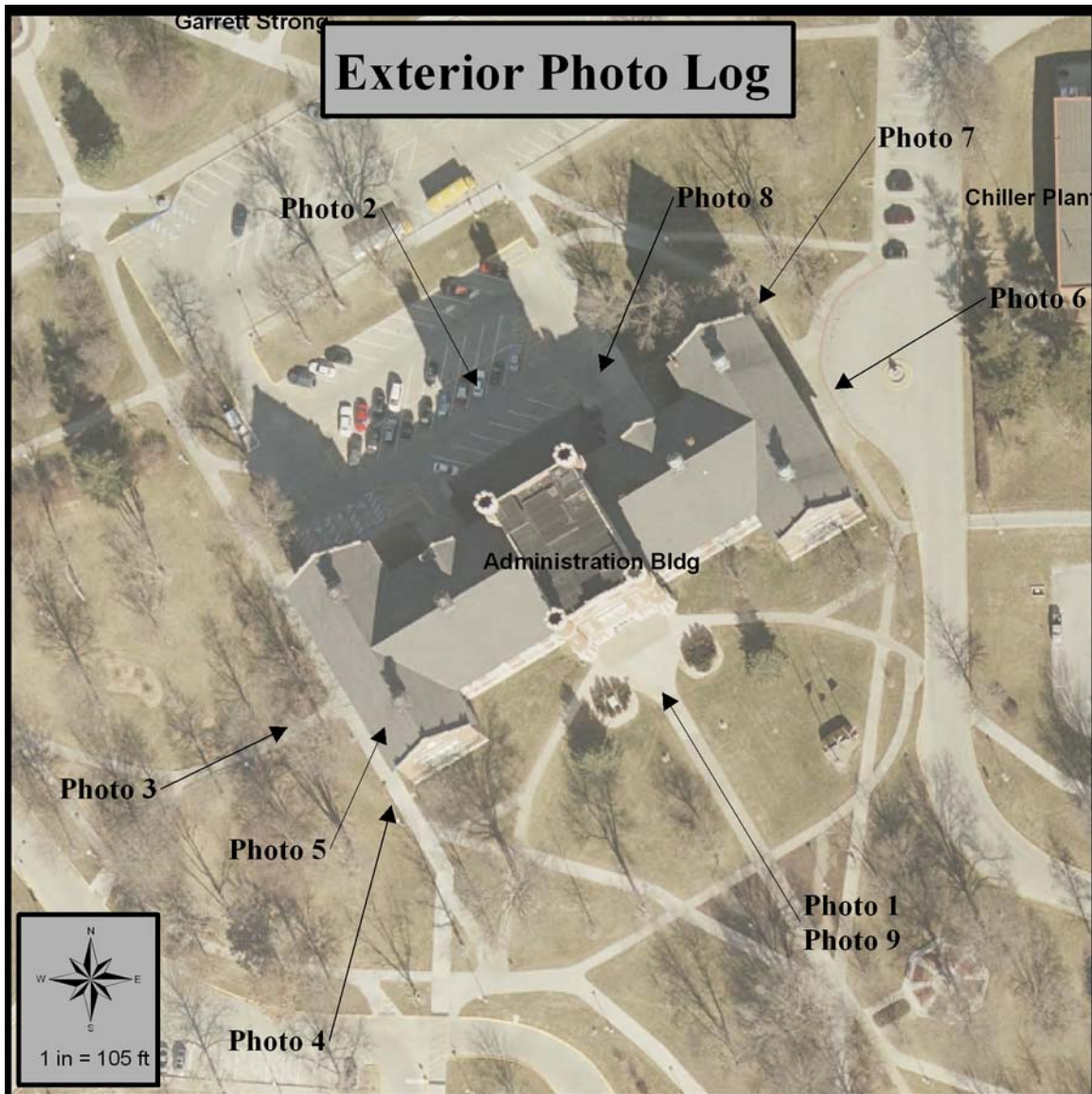
Photograph Number	Description	Camera View
1.	Southeast (Primary) Façade	Northwest
2.	Northwest side; Rear of building	Southeast
3.	Southwest side of West Wing	Northeast
4.	Southern corner of Building showing the Southeast façade and Southwest sides of the building	Northeast
5.	Copula on the southern half of the roof of the West Wing	Northeast
6.	Northeastern side of East Wing	Southwest
7.	Northern Corner of Building showing the Northwestern and Northeastern side of the building	Southwest
8.	Northeastern corner of old theater, showing the new hip roof	Southwest
9.	Southeast (primary) Façade focused solely on the center gatehouse feature.	Northwest
10.	Interior: first floor from the center of the main hall facing west entrance	Southwest
11.	Interior: first floor from the center of the main hall facing east entrance	Northeast
12.	Interior: top of stair case on the second floor overlooking the landing	Southeast
13.	Interior: second floor hallway from center facing the west wing.	Southwest
14.	Interior: third floor of east wing	Northwest

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Nodaway County, MO**



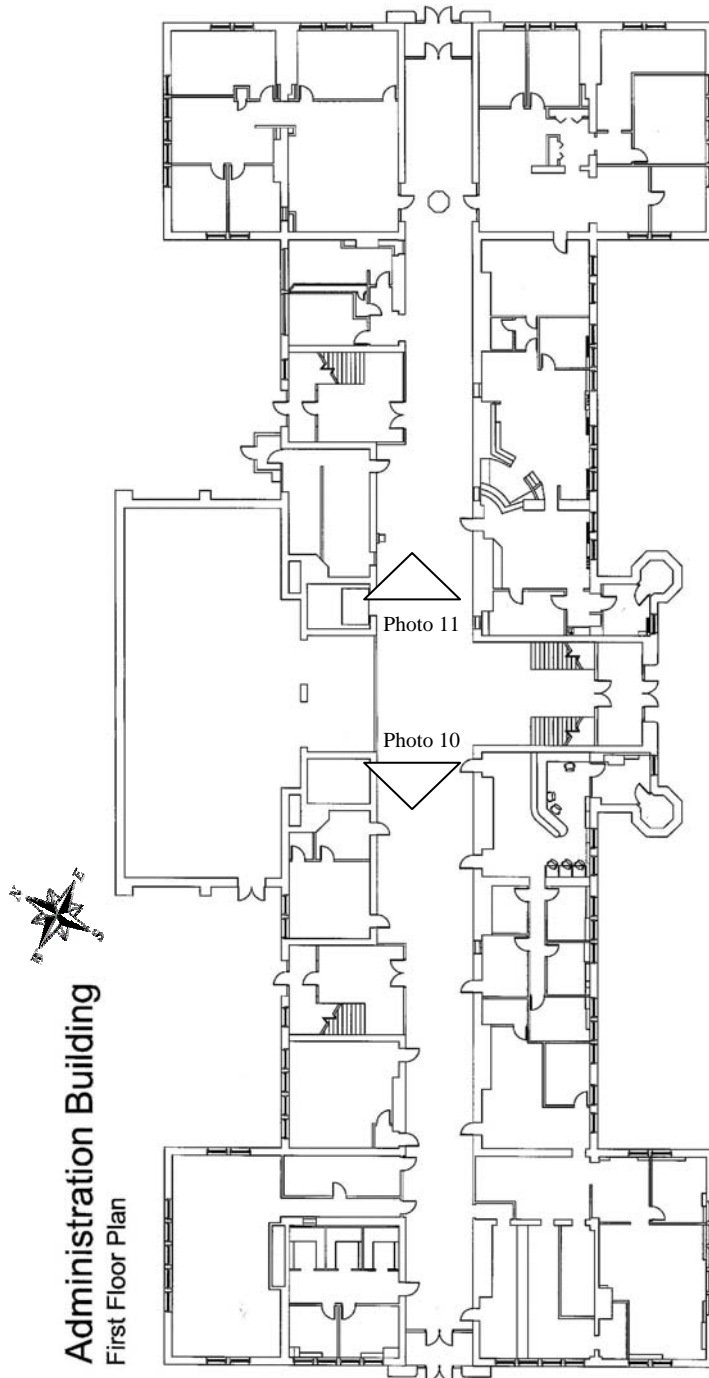
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**Administration Building
Nodaway County, MO**

Floor Plans & Photo Log

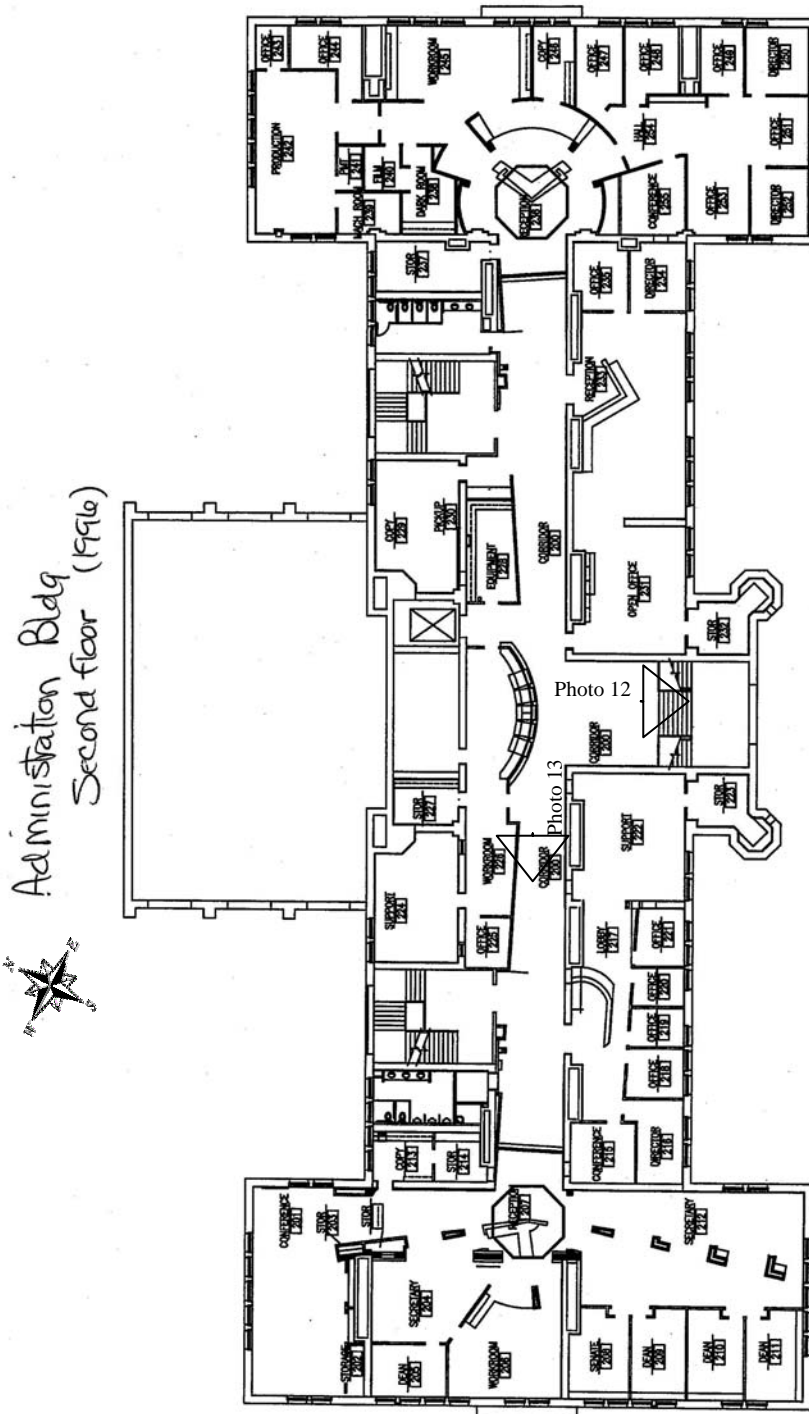


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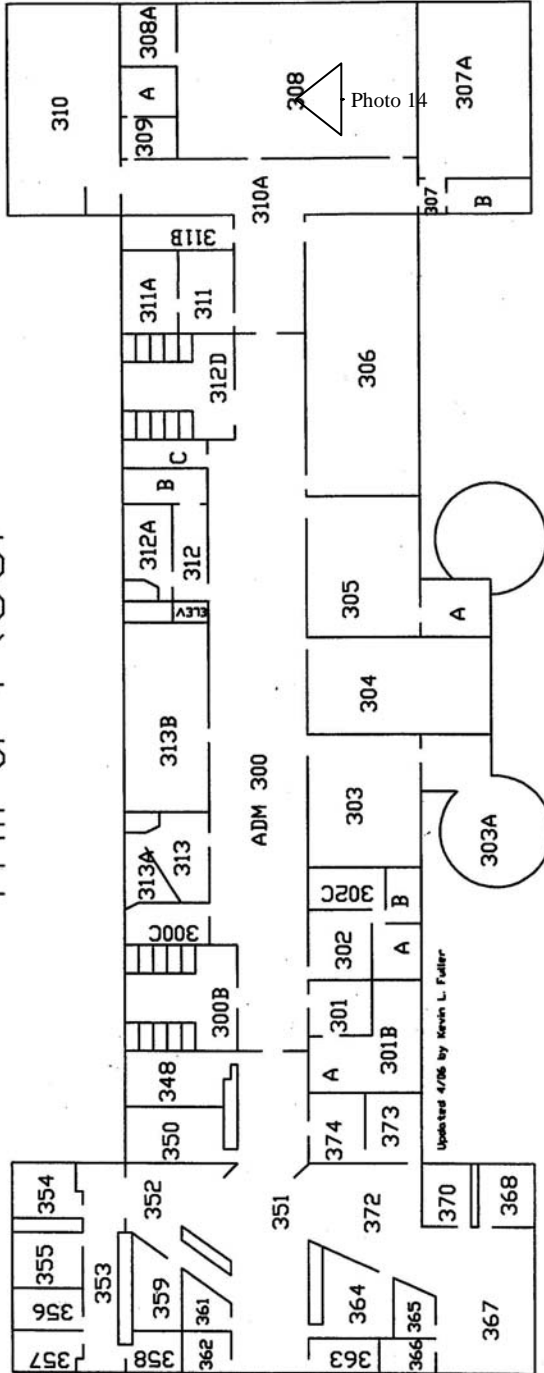
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**Administration Building
Nodaway County, MO**

ADMINISTRATION BUILDING

Third Floor



Updated 4/06 by Kevin L. Fuller





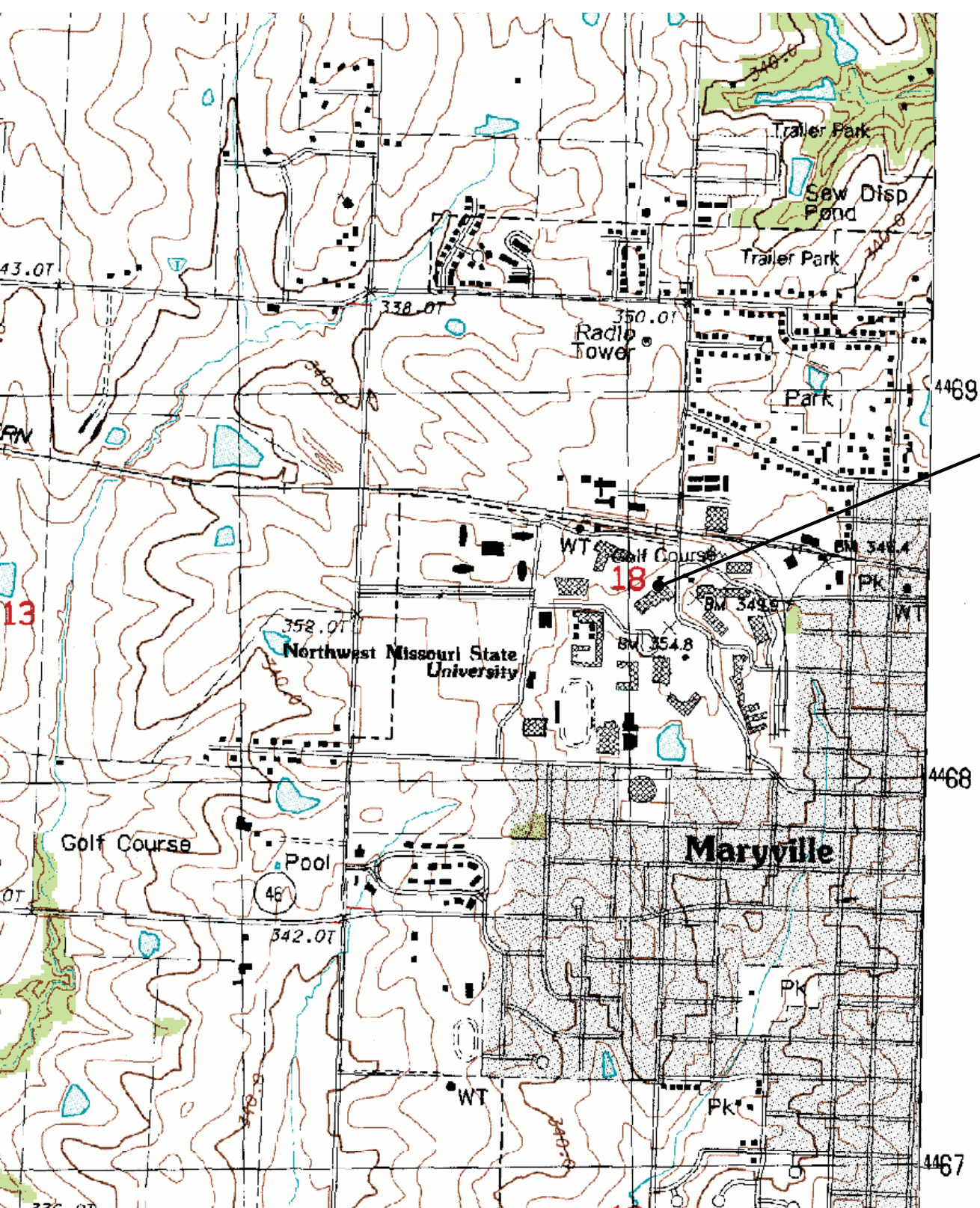












The Administration Building
on the campus of
Northwest Missouri State University
Maryville, Nodaway County, Missouri
UTM Reference:
Northing: 4468676
Easting: 340044