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 National Register Bulletin, How to Complete the National Register of Historic Places Registration Form. If any 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 certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

<table>
<thead>
<tr>
<th>historic name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>other names/site number</td>
<td>KHRI #133-320</td>
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2. Location

<table>
<thead>
<tr>
<th>street &amp; number</th>
<th>400 West 3rd Street</th>
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<tbody>
<tr>
<td>city or town</td>
<td>Chanute</td>
</tr>
<tr>
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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 at the following level(s) of significance:

___ national  ___ statewide  x local

SEE FILE

Signature of certifying official>Title  

Signature of commenting official>Title  

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register  ___ determined eligible for the National Register

___ determined not eligible for the National Register  ___ removed from the National Register

___ other (explain:)  

Signature of the Keeper>Date of Action  

Kansas State Historical Society

State of Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.
5. Classification

Ownership of Property
(Check as many boxes as apply.)

- [x] private
- [ ] public - Local
- [ ] public - State
- [ ] public - Federal

Category of Property
(Check only one box.)

- [x] building(s)
- [ ] district
- [ ] site
- [ ] structure
- [ ] object

Number of Resources within Property
(Do not include previously listed resources in the count.)

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<th>Noncontributing</th>
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Name of related multiple property listing
(Enter “N/A” if property is not part of a multiple property listing)

Historic Public Schools of Kansas

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

- EDUCATION/School

Current Functions
(Enter categories from instructions.)

- VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)

- MODERN MOVEMENT

Materials
(Enter categories from instructions.)

- foundation: CONCRETE
- walls: CONCRETE
- roof: METAL
- other:
Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a summary paragraph that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Murray Hill School at 400 West Third Street, Chanute, Neosho County, Kansas, is in a predominantly residential neighborhood on the west side of the Santa Fe Railroad tracks, just southwest of the downtown commercial center. The school property occupies the east half of the block along South Garfield Avenue between West Second and West Third Streets. The building stands at the corner of West Third Street and South Garfield Avenue. The two-story building built in 1951-1952 is U-shaped. The long east-west axis faces south toward West Third Street; two perpendicular wings extend to the north. The long block contains elementary classrooms; the east wing contains the kindergarten rooms; and the west wing contains the cafeteria and the gymnasium/auditorium. The school has a concrete structure, a flat roof, and concrete cladding with sparse geometric ornament. The low, asymmetrical form, bands of metal and glass block windows, and simple decorative elements emphasize the horizontal form of the building and communicate the Modern Movement styling of the Murray Hill School. Constructed in an era when plan form, rather than architectural style, was used to distinguish schools as a property type, the Murray Hill School illustrates the low and sprawling form typical of school buildings from this period. Each functional space had its own distinct form that was legible from the exterior. The massing, form, materials, and functional features of the Murray Hill School clearly illustrate the modern elementary school version of the City Graded School property subtype described in Section F of the Multiple Property Documentation Form “Historic Public Schools of Kansas.” The Murray Hill School has experienced minimal alterations. The most notable has been the selective replacement of windows and doors, mostly on secondary elevations. These changes do not diminish one’s understanding the building as a public school from the era of its construction. It retains integrity of location, setting, design, materials, workmanship, feeling, and association.

Narrative Description

SETTING

The Murray Hill School property occupies the east half of the block bounded by West Third Street on the south; West Fourth Street on the north; South Garfield Avenue on the east; and South Lafayette Avenue on the west. The property is three blocks southwest of Chanute's downtown commercial center, which is lined with late-nineteenth and early-twentieth century commercial buildings. The property also sits three blocks west of the Santa Fe Railroad tracks that cut diagonally through the city. Blocks filled exclusively with one- and two-story single-family dwellings surround the school. These modest late-nineteenth and early-twentieth century residences formed the neighborhood for an earlier Murray Hill School, which was constructed on the same site in 1902. A few simple Ranch houses from the post-World War II period are mixed into the neighborhood.

The U-shaped school building faces south, with the long main block fronting West Third Street. The kindergarten and gymnasium wings extend northward from the main block. Concrete walkways connect entrances on all elevations to the public sidewalks that line the block. Narrow grassy strips dotted with mature deciduous trees abut the south and east elevations. A small playground and a quarter-mile oval track occupy the remainder of the property to the north of the building. A grassy hill separates the playground from the track below. A gravel parking lot abuts the west end of the building. A chain-link fence encircles the north end of the property.

EXTERIOR

The Murray Hill School is a U-shaped building with asymmetrical massing. Functional and decorative elements emphasize the horizontality of the structure and communicate its Modern Movement architectural style. The building has concrete walls and a non-historic metal roof. Light beige concrete clads the concrete block structural walls on all elevations. The finished concrete is scored to look like large rectangular blocks of stone. Paint, scoring, and applied concrete forms are the only decorative elements on this simple Modern Movement building.

The irregular massing reflects the multiple educational functions housed in the building. Each functional component has its own building mass and a distinct form, differentiating administrative offices, classrooms, the kindergarten, and the gymnasium. The long east-west spine of the U-shaped building forms the main block and is divided into two sections: a one-story administrative block and a two-story classroom block. Two one-story blocks project northward from the ends of the main block. At the east end is a wing with classrooms and the kindergarten room; and the west end, a taller wing houses the gymnasium and cafeteria.

The one-story entry and administrative area occupies the western one-third of the main block. It has a very shallow non-historic side gable roof with a narrow eave. The front (south) elevation of this section is five bays wide. The two easternmost bays are recessed under a deep, flat canopy. The main entry is at the east end of the building under the canopy. Transoms and sidelights enframe a pair of non-historic metal doors. The doors are set in steel frames and each has a glazed upper panel. The adjacent bay has a band of tall rectangular non-historic windows. The three bays of the administrative block west of the canopy, the northernmost bay on the west elevation and the three bays on the north elevation are fenestrated with four-pane metal windows with hopper sashes, horizontal muntins, and concrete sills. The windows on the south and west elevation are paired. Those on the north elevation are single. The center bay on the west elevation has a single door with flanking sidelights.

The classroom area occupies the eastern two-thirds of the main block. It is distinguished from the administrative area by its two-story height. A band of green painted concrete encircles the classroom block at the roofline. The classroom block has a flat roof. The front (south) elevation has nine bays while the north elevation has eight bays. The east elevation of the classroom block, above the one-story east wing, is a blank concrete wall. The concrete cladding the two westernmost bays of the south elevation are painted green and scored to form thin vertical strips. While the scoring is historic, the paint color is not. The exterior was historically a uniform color. The westernmost bay has an entry with paired doors under a flat concrete canopy. A beige concrete band frames the two-story rectangular window above the door. The large non-historic window has multiple fixed panes in an aluminum frame. The second bay from the west contains horizontal bands of light beige concrete that step outward from the façade at each story. The narrow bands have small two-pane windows at each end. A similar paired door with a canopy and two-story, multi-pane fixed window occupies the easternmost bay of the classroom block. Slender concrete pilasters divide the remainder of the south façade into six bays. Each bay contains a large window opening filled. Four narrow hopper windows with steel frames sit beneath a large expanse of glass block in each opening. Concrete pilasters divide the north (rear) elevation of the classroom block into eight bays. Aluminum replacement windows configured with four two-pane hopper windows fill these bays.

The one-story wing containing classrooms and the kindergarten room extends north from the east end of the main block. The east wing has a blank concrete wall on the south elevation and a very shallow non-historic gable roof. The east elevation has four bays with glass block and hopper windows and one bay with paired doors. The four bays of the north elevation each contains three two-pane windows installed atop concrete block infill.

The irregular west wing, containing the gymnasium and cafeteria, parallels the east wing at the opposite end of the main block. The gymnasium matches the height of the two-story classroom block and has a gabled roof. A flat parapet obscured the low historic gable roof. A non-historic standing seam metal gable roof was added atop the historic roof. Glass block fills six clerestory openings on the west elevation and three clerestory openings on the east elevation. The west elevation also has a single solid metal door. The one-story cafeteria has a very shallow gabled roof. It has three bays with four replacement windows in the east elevation. The north elevation has one opening with three replacement windows. A non-historic concrete vestibule attaches to the north elevation. Concrete steps lead to the single metal door in the east elevation of the vestibule.

A corrugated metal canopy with slender metal posts covers a concrete walk between the east and west wings on the north side of the building. Two temporary classroom buildings with metal siding and side gable roofs stand between the two wings, accessible from the covered walk. Another temporary building with wood siding and a side gable roof stands at the northwest corner of the west wing.

**INTERIOR**

The interior of the Murray Hill School retains its original configuration of corridors and functional spaces, as well as many of its simple Modern Movement historic finishes. A double-loaded corridor runs the full length of the main block. Corridors in the east and west wings extend north from the main corridor. The single-loaded east corridor accesses several elementary classrooms and the kindergarten room. The west corridor runs along the east wall of the gymnasium and connects the cafeteria to the main corridor.
Throughout the building the concrete block walls are painted and beveled at the window openings. The corridor walls have a painted parged coating over the concrete block below a thin wood chair rail. The floors throughout the school are composite tile with different colors used in different spaces. The white tiles in the first-floor corridor have a gray border. Carpet has been removed from the composite tiles in some of the classrooms, leaving behind a layer of mastic.

Interior doorways have plain metal jambs and wood doors. Some doors are solid while others have a single light. Window frames are metal or wood. The windows have no trim but they do have terra cotta tile sills. Metal blinds attach to a recessed area above the windows. The baseboards are vinyl. Dropped grid ceilings hang below the unfinished concrete structure. A combination of lay-in acoustical tiles and fluorescent tube lights fill the ceiling grids. Most of the ceiling tiles were removed on the first floor, leaving only the metal grid and the light fixtures. While the current ceiling system is not historic, original plans indicate that the building was designed with dropped ceilings.

The main entry on the south elevation opens into a wide vestibule. Red brick veneer clads the vestibule walls. A low brick planter lines the wall between the main entry and the office on the west side of the vestibule. The vestibule leads to the long double-loaded corridor that connects the administrative and classroom blocks. The administrative block has several rectangular rooms of varying sizes, each with at least one window.

Rectangular classrooms line the double-loaded corridor on both stories of the classroom block. The spacious classrooms have high ceilings and two window bays that fill the entire length of the exterior wall. Bookshelves line the wall below the windows. Low counters with sinks and cabinets line the east and/or west wall of each classroom. The classrooms have built-in closets and storage space on the corridor wall. Non-historic white boards and cork boards fill the remaining wall space. The wall between two classrooms was removed to create a large open space for the school's library. This is one of the few interior alterations.

A short corridor at the east end of the main corridor connects to the east wing. The four classrooms in the east wing each have their own small bathroom. These rooms have configurations and finishes similar to the other classrooms in the building. The classrooms on the north end of the wing have non-historic replacement windows and concrete block infill set within the historic masonry openings. The floor of the northwest classroom has decorative composite tile designed with shapes and the letters of the alphabet.

Two sets of paired doors on the north side of the corridor in the administrative block open to the gymnasium. A series of arched concrete ribs span the gymnasium. The gentle ogee shape of the ribs forms the peak of the gable roof. Acoustical tiles line the ceiling between the ribs. Halogen lamps illuminate the space. The gymnasium has a non-historic rubber floor. At the north end of the gymnasium there is a small stage with a simple proscenium that mimics the peaked shape of the concrete ribs. The stage area has wood floors and an exposed concrete ceiling. The area under the stage floor is used for storage.

A short corridor along the east wall of the gymnasium leads to the paired metal and glass doors of the cafeteria. The cafeteria is an open rectangular space with a large opening at the north end that connects to the kitchen. The rectangular kitchen retains specialized equipment for food preparation.

The stairwells in the southeast and southwest corners of the classroom block connect to the corridor as well as to the outside. The stairs and landings are concrete with wood handrails. The two-story multi-pane windows illuminate the stairwells.

The boys’ and girls’ lavatories are adjacent to the southwest stairwell in the classroom block. Each lavatory has a small square window. The bathrooms do not retain any historic fixtures or partitions, except for several small toilets.

The boiler room is at the center of the building at the northwest corner of the classroom block, accessible from the west wing corridor that leads to the cafeteria. Concrete steps lead down to the sunken concrete floor. The non-historic furnace sits on a concrete slab at the center of the room. Updated electrical panels line the walls.

**INTEGRITY**

The Murray Hill School retains integrity of location, setting, design, feeling, and association. The replacement of some windows and doors on secondary elevations and the alteration of some interior spaces have partially compromised the integrity materials and workmanship. Non-historic shallow gable roofs with tight eaves were added above the original
gable roof of the gymnasium and flat roofs of the rest of the building. The low brick planters that stood below the office windows in the recessed entry and continued into the entry vestibule were removed on the exterior. However, according to the registration requirements set forth in Section F of the Multiple Property Documentation Form (MPDF) “Historic Public Schools of Kansas,” these alterations do not automatically render the property ineligible for register listing. More importantly, the Murray Hill School retains its historic masonry openings and historic interior configuration. Many of the simple finishes that express the building’s Modern Movement style remain extant. The building clearly communicates its historic function as a public elementary school and reflects the attributes of the City Graded School property subtype described in Section F of the MPDF. The Murray Hill School was constructed to educate children in an established residential neighborhood of the city of Chanute. The current school building replaced an earlier grade school on the same property, continuing a tradition of primary education on the premises. Multiple rectangular components assemble to create the sprawling form of the Murray Hill School. Each distinct form reflects a different function within the school, specifically administrative offices, gymnasium, kindergarten rooms, and classrooms. These character-defining functional features along with the restrained Modern Movement styling exemplify the City Graded School property subtype, specifically the modern elementary school.
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.)

- Property is associated with events that have made a significant contribution to the broad patterns of our history. **X**
- Property is associated with the lives of persons significant in our past.
- 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. **X**
- 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:
  - Owned by a religious institution or used for religious purposes.
  - Removed from its original location.
  - A birthplace or grave.
  - A cemetery.
  - A reconstructed building, object, or structure.
  - A commemorative property.
  - Less than 50 years old or achieving significance within the past 50 years.

Areas of Significance
(Enter categories from instructions.)

- Architecture
- Education

Period of Significance
1951-1961

Significant Dates
1951-1952

Significant Person
N/A

Cultural Affiliation
N/A

Architect/Builder
Mitchell Construction Company (Builder)

Period of Significance (justification)
The period of significance is 1951-1961. This period begins with the date of construction and ends with the fifty-year closing date for periods of significance where activities begun historically continue to have importance but no more-specific date can be defined.

Criteria Considerations (explanation, if necessary)
N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)
The Murray Hill School at 400 West Third Street, Chanute, Neosho County, Kansas, is locally significant under National Register Criterion A for the area of EDUCATION and under Criterion C for the area of ARCHITECTURE. As defined by the Multiple Property Documentation Form (MPDF) “Historic Public Schools of Kansas,” the Murray Hill School possesses the distinct characteristics of a City School, specifically the City Graded School sub-type. A City School is a public school constructed for a city with a population over 2,000. The City Graded School provides separate classroom facilities for each grade within the same building. In the nineteenth century, graded schools in Kansas incorporated all grades into one building. As the concept of building separate high schools and junior high schools developed, the City Graded School evolved into the modern elementary school, housing only students in kindergarten through fifth or sixth grade. The Murray Hill School and its associated property illustrate this evolution of educational facilities. Constructed in 1951-1952, the nominated school exemplifies a modern elementary school. Each of the functional spaces, such as administration, classrooms, kindergarten, and gymnasium, has its own distinct form, and all are connected to create a single asymmetrical, sprawling mass. The location of the Murray Hill School at the heart of a residential area, near the center of the city, also expresses an essential characteristic of a City School.

The Murray Hill School meets all of the registration requirements presented in the MPDF for its property type. It was constructed as a public school prior to 1955. It remains in its original location, within the primarily residential neighborhood in which it was constructed. The building also retains its massing, exterior form, original primary building materials, pattern of window and door openings, original ornamentation and detailing, and interior corridor configuration. While the front (south) elevation retains most of its historic windows, secondary elevations have experienced selective replacement of windows and doors within the historic masonry openings. Sloped metal roofs were added over the historic flat roofs to improve drainage. Alterations within the building were strictly cosmetic. Temporary modular facilities were erected at the rear of the building. The building functioned as an elementary school through the 2008-2009 academic year when the school district vacated the building.

While architectural styling is not necessarily a defining feature of Kansas School buildings, the simple form of the Modern Movement, with minimal architectural ornament and a strong horizontal emphasis, was often employed in the design of post-WWII elementary schools. Williamson & Loebsack and Associates of Topeka, prominent architects of schools in Kansas, designed the Murray Hill School in the Modern Movement style in 1951.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

The Murray Hill School is an excellent example of a City Graded School, a modern elementary school property sub-type, constructed in 1951-1952. According to the MPDF, early City Graded Schools in Kansas housed all grades from first through high school in one building with multiple classrooms. After high school instruction was removed to its own building, City Grade Schools included only first through eighth grades. The Progressive Era initiated changes to the curriculum and organization of primary education. There was an increased demand for specialized spaces, not just at the high school level, but for the lower grades as well, including designated spaces for art, music, kindergarten, and physical activity. Further separation of grades into junior high and middle schools increased during the Progressive Era, resulting in the development of the modern elementary school. An elementary school educated kindergarteners through sixth graders, with each grade in a separate classroom, incorporating many of the specialized spaces encouraged during the Progressive Era. The Murray Hill School occupies a site that has a long association with education in Chanute. The first school building on the site was the Third Ward School, a two-story City School constructed in 1887. The Third Ward School had two classrooms on each floor and was designated a primary school. When this building burned in December 1901, the city built a larger school on the same site. The first Murray Hill School was completed in November 1902. The simple but grand Italianate building had a battered stone foundation, brick walls, and a decorative brick beltcourse that encircled the building at each story, curving over segmented arched window openings. The two-story mass was augmented by a four-
story bell tower on the front (south) elevation. The form and massing suggest that the building contained only eight classrooms.

Prospectors discovered oil in Chanute at the turn of the twentieth century, sparking a boom that more than doubled the city’s population, from 4,208 in 1900 to 9,272 in 1910. By 1909, the Murray Hill School had enough seats for only 60 percent of the 93 students enrolled in its primary class. The school board rented a room in a nearby building and hired an additional teacher to accommodate the number of pupils. The local population peaked in 1920 with 10,286 persons, and then began a gradual decline over the next thirty years. In the 1950s, however, the population briefly spiked again, rising to 10,849 by 1960.

The Topeka architecture firm Williamson & Loeb discount was well known for their civic and educational designs beginning in the 1920s. After World War II, they again pursued school projects throughout Kansas. Their commissions included Rozel Consolidated School (1949) in Rozel, McKinley Elementary School (1950) in Iola, and Central Grade School (1950) in Goodland. Victor H. Loeb was wrote a well-timed letter of introduction to Chanute school superintendent James B. Hutton early in 1950, initiating a strong relationship between the two men. Subsequent communication between Loeb discount and Hutton revealed that the School Board planned to replace two of their older grade schools: the Cross School and the Murray Hill School. Loeb discount initially offered to assist the school district in determining if new educational facilities were needed and in developing an estimated budget for this work. While the school board did not pursue this offer, they did invite Loeb discount to interview for the job of designing the two new elementary schools. Loeb discount attended a school board meeting on March 22, 1950, and within a week the school board awarded the project to Williamson & Loeb discount.

Williamson & Loeb discount completed drawings for the new Cross School in October 1950 and the new Murray Hill School in February 1951. The two schools are very similar to each other in design and materials and reflect national trends for school design. As described in the MPDF, modern schools had larger footprints but lower profiles than their predecessors. Schools employed wing plans or campus plans with multiple connected buildings. While they still employed many of the Progressive Movement ideas, such as curriculum-specific classrooms, schools were no longer designed as public monuments and decorative ornament was considered a waste of money. The Murray Hill School has multiple one- and two-story masses grouped together to form the complete educational facility. Each functional component is differentiated by simple but distinct architectural features such as height, window configuration or cladding.

While construction of the Cross School progressed smoothly, delays plagued the Murray Hill School. By July of 1951, construction of the administrative and classroom blocks was well under way but work on the gymnasium and kindergarten wings had not yet begun. A portion of the kindergarten wing overlapped with the site of the old Murray Hill School, so the old school building had to be demolished before the new school could be completed. After weather and plumbing-related delays, the new Murray Hill School opened for the start of the 1952-53 school year. Enrollment in Chanute Schools jumped up by 184 students that academic year, with the largest increase occurring at the Murray Hill School. The new school enrolled 339 students, compared to 250 students the previous year. Loeb discount and Williamson had designed the building to accommodate a growing student population, and its capacity to do so was tested immediately.

Historic photograph, 1907. Local history room, Chanute Public Library.
“Population of Cities in Kansas, 1900-2000.”
This decision parallels statewide trends documented in Kansas Study of School Building Facilities, An Inventory of Existing Public Schools, Needs, and Resources as Reported by 3,568 School Districts conducted by the Kansas Department of Public Instruction and published in 1952. The study notes that 191 new school facilities were constructed between 1945 and 1951 (Spencer, E 24).
Correspondence related to the James B. Hutton school, Chanute, Kansas. Thomas W. Williamson Collection, Papers, Kenneth Spencer Research Library, University of Kansas, Lawrence, Kansas.
The Cross School was renamed the James B. Hutton School after the sudden death of superintendent Hutton on February 11, 1951, while the school was still under construction.
Spencer, E 24.
Murray Hill School  Neosho County, Kansas
Name of Property                   County and State

After several years of debate, state legislation passed in 1963 provided the framework for creating unified school districts in Kansas. The Chanute City School District became Unified School District #413, serving the urban and rural population in the northwest corner of the Neosho County. Within the city of Chanute the district included three elementary schools (Murray Hill, James B. Hutton, and Alcott), one middle school, and one high school. The population of Chanute declined slowly but steadily after 1960, dipping below 10,000 by 2000. In 2008, the Unified School District built a new consolidated Chanute Elementary School on the outskirts of the city and closed the three elementary schools in town at the end of the 2008-2009 school year.

CONCLUSION
The Murray Hill School retains the character-defining features of a City School, specifically the modern elementary school version of the City Graded School Property Subtype, as described in the Multiple Property Documentation Form (MPDF), “Historic Public Schools of Kansas City.” Distinct functional forms combined in a low, expansive profile and simply ornamented reflect the influence of the Modern Movement architectural style. Prominent Topeka architects Thomas W. Williamson and Victor H. Loebshack & Associates designed the building in 1951. The Murray Hill School was built within the period of significance and geographical area of the MPDF. It retains integrity of location, setting, design, materials, workmanship, feeling, and association, and clearly communicates its historic function. The building retains many of its simple, Modern Movement architectural features and its historic interior configuration. The history of the building and associated property reflect the typical evolution of educational facilities in Kansas from ward school to grade school to elementary school.

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9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)


10. Geographical Data

Acreage of Property 4 acres

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

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Murray Hill School  Neosho County, Kansas  
Name of Property                   County and State

**Verbal Boundary Description** (Describe the boundaries of the property.)

Lots 1, 2, 3, and Lots 13, 14, 15, Block 18, and all of vacated alley, South of said Lots 2 and 3, in Jones Fifth Addition to the City of Chanute, Neosho County, Kansas

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary includes the parcel of land historically associated with the property.

**11. Form Prepared By**

name/title  Elizabeth Rosin, Principal, Rachel Nugent, Associate  
organization  Rosin Preservation, LLC  
date  February 15, 2011

street & number  215 West 18th Street, Suite 150  
telephone  816-472-4950

city or town  Kansas City  
state  MO  
zip code  64108

e-mail  elizabeth@rosinpreservation.com and rachel@rosinpreservation.com

**Additional Documentation**

Submit the following items with the completed form:

- **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. Key all photographs to this map.

- **Continuation Sheets**

- **Additional items:** (Check with the SHPO or FPO for any additional items.)
United States Department of the Interior  
National Park Service / National Register of Historic Places Registration Form  
NPS Form 10-900  
OMB No. 1024-0018  
(Expires 5/31/2012)

Murray Hill School  Neosho County, Kansas  
Name of Property                   County and State

Photographs:
Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Murray Hill School  
City or Vicinity: Chanute  
County: Neosho  
State: Kansas  
Photographer: Brad Finch  
Date Photographed: January 2011  

Description of Photograph(s) and number:
All digital images labeled as follows: KS_NeoshoCounty_MurrayHillSchool_.tif

1 of 18. Front (south) elevation, main entry, administrative and classroom blocks, view north.
2 of 18. Front (south) and east elevations, classroom block and east wing, view northwest.
3 of 18. Murray Hill School on the north side of West Third Street and residences on the south side, view west.
4 of 18. East elevation, view west.
5 of 18. North and east elevations, view southwest.
6 of 18. North elevation with playground and track, view south.
7 of 18. South and west elevations, view northeast.
8 of 18. Entry to west stairwell on south elevation, view northeast.
9 of 18. Main entry vestibule, view south.
10 of 18. East stairwell from second story, view south.
15 of 18. Former kindergarten classroom, view southeast.
16 of 18. Cafeteria in west wing, view northwest.
17 of 18. Gymnasium/activity room, view northwest.
18 of 18. Stage in gymnasium/activity room, view northeast.
Murray Hill School  Neosho County, Kansas
Name of Property  County and State

Additional Documents:
Murray Hill School
Name of Property

Neosho County, Kansas
County and State

Second Floor

59'
146'
56'
103'
146'
103'
Murray Hill School ____________________________ Neosho County, Kansas
Name of Property County and State

Property Owner:

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

name Murray Hill Senior Apartments, LP  (c/o Steve Foutch)
street & number 8109 NW Hillside Drive telephone 816-746-9100 x 1

city or town Weatherby Lake state MO zip code 64152

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.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 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 Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.