NPS Form 10-900 OMB No. 1024-0018

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

Historic name Bailey School

Other names/site number New Bailey School

Name of related Multiple Property Listing N/A

2. Location

Street & number 501 W. Central Street | n/a | not for publication

City or town Springfield | n/a | vicinity

State Missouri Code MO County Greene Code 077 Zip code 65802 3930

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 ___local

Applicable National Register Criteria: ___ A ___ B ___ C ___ D

Signature of certifying official/Title Toni Prawl, Deputy SHPO Date

Missouri Department of Natural Resources
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

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

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5. Classification

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

	private
x	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.)

Contributing	Noncontributing	
1	0	buildings
1	0	sites
1	1	structures
0	0	objects
3	1	**Total**

Number of contributing resources previously listed in the National Register

n/a

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.)

LATE 19TH AND EARLY 20TH CENTURY
REVIVALS/Jacobethan Revival

Materials
(Enter categories from instructions.)

foundation: concrete
walls: brick
stone
roof: not visible
other: stone

x **NARRATIVE DESCRIPTION ON CONTINUTATION PAGES**

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Bailey School
Name of Property

Greene County, MO
County and State

8. Statement of Significance

[ ] 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.

[x] 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 old or achieving significance within the past 50 years.

Areas of Significance

Architecture

Period of Significance

1931

Significant Dates

1931

Significant Person
(Complete only if Criterion B is marked above.)

n/a

Cultural Affiliation

n/a

Architect/Builder

Architect: Ittner, William B.

Architects: Heckenlively and Mark

[x] **STATEMENT OF SIGNIFICANCE ON CONTINUATION PAGES**

9. Major Bibliographical References

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

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 # _____
___ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

x State Historic Preservation Office
___ Other State agency
___ Federal agency
___ Local government
___ University
___ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): N/A

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Bailey School
Name of Property

Greene County, MO
County and State

10. Geographical Data

Acreage of Property 1.9 acres

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1	37.217595° (Latitude:)	-93.294968° (Longitude:)	3	_____ (Latitude:)	_____ (Longitude:)
2	_____ (Latitude:)	_____ (Longitude:)	4	_____ (Latitude:)	_____ (Longitude:)

UTM References
(Place additional UTM references on a continuation sheet.)
_____ NAD 1927 or _____ NAD 1983

1	Zone	Easting	Northing	3	Zone	Easting	Northing
2	Zone	Easting	Northing	4	Zone	Easting	Northing

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

11. Form Prepared By

name/title Debbie Sheals

organization Historic Preservation Consulting date June 2016

street & number 29 South Ninth St. #210 telephone 573-874-3779

city or town Columbia state MO zip code 65201

e-mail debsheals@gmail.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**
- **Photographs**
- **Owner Name and Contact Information**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

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.).

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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.

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log:

Name of Property: **Bailey School**

City or Vicinity: **Springfield, MO**

County: **Greene** State: **Missouri**

Photographer: **Debbie Sheals**

Date Photographed: **January and February 2016**

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 18. Southeast corner, looking northwest.
2 of 18. East edge of south wall, looking west.
3 of 18. Facade (south wall), looking north.
4 of 18. Facade, looking east.
5 of 18. Southwest corner, looking northeast.
6 of 18. West side wall, looking east.
7 of 18. North wall of original school, looking south. 1960s addition on the left, modern greenhouse on the right.
8 of 18. North end of 1960s addition, looking southeast from the alley.
9 of 18. Interior, first floor, front entrance; looking southeast.
10 of 18. Interior, first floor hallway, looking east.
11 of 18. Interior, first floor doorway to gymnasium on left. Looking east.
12 of 18. Interior, first floor gymnasium, looking west to kitchen.
13 of 18. Interior, first floor, 1960s addition, looking northeast.
14 of 18. Interior, first floor classroom, looking west.
15 of 18. Interior, west stairs to second floor, looking west.
16 of 18. Interior, second floor hallway, looking west.
17 of 18. Interior, second floor classroom, looking northwest.
18 of 18. Interior, second floor hallway, tile mural at water fountain, looking east.

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Figure Log:
Include figures on continuation pages at the end of the nomination.

1. Aerial photo map, from Google Earth with Coordinates. (Placemark) Accessed March 2016.
2. Aerial photo map from Google Earth, with a scale bar. (Screenshot) Accessed March 2016.
3. Survey Map with National Register Property Boundaries outlined in black. Map prepared April 2008 by White Land Surveying LLC, Republic, MO.
4. Original First Floor Plan, by Wm. B. Ittner, Inc., and Heckenlively and Mark. Courtesy of the Springfield Public School System, May 1930, 3.
5. Original Second Floor Plan, by Wm. B. Ittner, Inc., and Heckenlively and Mark. Courtesy of the Springfield Public School System, May 1930, 4.
6. Original Front and West Elevation Drawings, by Wm. B. Ittner, Inc, and Heckenlively and Mark. Courtesy of the Springfield Public School System May 1930, 6.
7. Fountain Recess Detail, by Wm. B. Ittner, Inc, and Heckenlively and Mark. Courtesy of the Springfield Public School System, May 1930, 12.
8. The first Bailey School, with an excerpt of the site plan for the new Bailey School. Photo taken ca. 1900. From "City's Best Kept Secret: Bailey Alternative High School," *Springfield!* June 1998, 36. Site plan, by Wm. B. Ittner, Inc., and Heckenlively and Mark, May 1930, 1. Courtesy of the Springfield Public Schools.
9. 1910 and 1933 Sanborn Maps of the Property.
10. First Floor Plan of Bailey School, with notes about standard 1930s plan components. Notes added by Deb Sheals May, 2016.
11. Elementary School Service Areas in Springfield as of 1948. From *A Look at Springfield Schools*. Urbana, IL: Illini Survey Associates, College of Education, University of Illinois, 1948. Print.
12. List of 1930s Elementary Schools in Springfield, with notes on alterations. From a database of Springfield Public Schools prepared by Deb Sheals 2013-2016.

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Summary:

Bailey School, at 501 W. Central Street in Springfield Missouri, is a two-story building that was constructed in 1931. It is located in a residential neighborhood less than one mile from the Springfield Public Square. It occupies a level lot which is several feet above street level. An early or original open paved parking lot occupies the west end of the lot, and the front (south) edge of the property is edged with a low stone wall and pipe rail fence. The wall, which is older than the school building, was modified when the existing building was constructed to harmonize with the new construction. It is counted as a contributing structure, and the parking lot is a contributing site. The school building is a contributing building; it has red brick walls, a high concrete foundation and a flat roof. The south-facing facade is symmetrical, with a central entrance and wide projecting end bays. It is accented with very simple Jacobethan Revival style elements which include a stone surround at the front entrance, diamond-patterned brickwork on the end bays, and brick quoins at major building corners. Most exterior walls are filled with evenly spaced windows that have smooth stone sills. The window openings are all original and unchanged; the sashes are modern. There is a long, low one-story warehouse addition on the back wall which dates to 1966. The warehouse has minimal visibility from public streets, and it is the only addition of note that the school has seen since 1931. The interior of the building is highly intact; there have been no major changes to floorplans or interior finishes. The first floor contains offices, a gymnasium and classrooms, and there are additional classrooms on the second floor. The hallways all have original terrazzo flooring, glazed ceramic tile wainscoting and plaster ceilings. Classrooms have original millwork and plaster wall and ceiling finishes. The building has seen very few interior or exterior changes, and it clearly reflects its long service as a public elementary school. To summarize the resource count for this property: the school is a contributing building, the rock wall along Central Street is a contributing structure, and the lot to the west of the building is a contributing site. There is also a small modern greenhouse behind the school that is counted as a non-contributing structure.

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Elaboration:

The school occupies a level T-shaped lot which is bounded on the south by Central Street and the north by a small alley. (See Figures 1-3, 10.) The lot has not changed size or shape since 1931.[1] It is located near the center of the 500 block of Central Street. The east edge of the property is bordered by a row of modest residences which face east to N. Campbell Street, and there are houses to the west which face N. Main Street. (See Figure 1.) Small grass lawns to the east and south of the building are dotted with mature trees.

The building sits approximately forty feet back from the front (south) property line, which is marked by the stone retaining wall. (See photos 1-5.) The wall is 1.5 feet thick and topped with a painted pipe rail fence. It is constructed of large stones that have been partially covered with concrete, and is topped with smooth stone slabs. (See photos 1, 3 and 4.) The wall is interrupted by three sets of stairs, each of which accesses a sidewalk that leads to the building. The stairs which lead to the front entrance are the widest of the three. They are flanked by smooth stone knee walls that are topped with large stone finials. (See photo 3.) The retaining wall predates the building; the stairs and knee walls appear to have been added when the present school building was constructed in 1931.[2] The wall and stairs are counted as a contributing structure.

There is a large paved parking lot west of the building, and a gravel parking area at the back of the lot, west of the warehouse. The paved lot is early or original; the gravel lot was probably installed when the warehouse was built in the mid-1960s. A small glass-walled greenhouse building sits north of the school, near the west edge of the property. The greenhouse was added after the building became home to an alternative high school in 1988.[3] It is counted as a non-contributing structure. There are also two small prefabricated metal sheds in the back lot, one near the greenhouse and one near the back wall of the warehouse. The sheds are portable and not included in the resource count.

The building has flat brick exterior walls and a blocky form. The facade is just over 155 feet wide. It has a centered formal entranceway that is flanked by rows of windows, and there are two large projecting end bays that have no front

[1] William B. Ittner Inc. Associates and Heckenlively and Mark, "New Bailey School," May 1930. (Architectural plans on file at the Springfield Public Schools Facilities Management Department), 1.
[2] Architectural plans for the building indicate that the wall was there before construction began, and a similar wall is visible in photos of the school that occupied this property before this building was constructed. "New Bailey School," May 1930, 4, 6-7.
[3] Eleanor Williamson, "City's Best Kept Secret: Bailey Alternative High School," *Springfield!* June 1998: 36-39, 60.

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windows. All of the window openings in the building are original and intact, and all of the sashes are modern. A few window openings contain newer air-conditioning units. The nearly identical east and west side walls are each approximately ninety feet long. Each wall has a wide entrance bay with double doors that lead to an interior stair hall. Tall narrow banks of windows above those doorways mark the landings between the first and second floors. (See photo 6.) Large banks of windows south of the doorways illuminate classrooms on each floor, and there are smaller pairs of windows to the north that open to restrooms. The back wall of the school is two stories, with a large one and one-half story ell that houses the gymnasium. A monitor with louvered openings that is centered in the two-story section of the back wall is part of an original ventilation shaft. (See photo 7.)

The single-story 1966 warehouse addition is located along the west edge of the back wall. It is roughly 60 feet wide and 140 feet deep. (Photos 7 and 8.) The addition has a flat roof, plain brick walls and no windows. There are three overhead doors and one pedestrian door on its west wall, which faces the gravel parking lot. There is also an overhead door opening in the rear wall of the gymnasium that appears to be approximately the same age as the warehouse. That doorway, which replaced a pair of large windows, appears to be the only major change to patterns of fenestration in the original building.

Exterior architectural embellishments are limited. A central raised section of the front parapet marks the entrance bay, and the dark brick walls are accented with pale stone elements which include coping at the roofline, a string course above the second floor windows, and smooth stone lug sills.[4] The same type of stone is used for a small cornerstone located at the top of the foundation wall at the southeast front corner of the building. The front panel of the stone reads “A.D. 1930.” (See photo 2. The plans were drawn in 1930 but the building was not completed until 1931.)

The front entranceway is also accented by stone trim. It has a wide surround that is formed of smooth stone panels. The top edges of the surround have molded trim and the sides have irregular outlines. The double doorway is set into a pointed arched opening, and the words BAILEY SCHOOL are incised into the stone above the door. (See photo 3.) The paired entrance doors are topped with a multi-light wood-framed transom that follows the shape of the pointed arch. The transom and doorframe are early or original. The flat panel doors, which have small rectangular

[4] “Stone” is used here to refer to either limestone or cast stone.

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lights, are modern. There is a newer wall-mounted light fixture on each side of the doorway.

The walls of the original building are all constructed of smooth variegated red brick which is laid with an ornamental bond that has a pattern of one header for every three stretchers in each course. The courses are staggered so that the headers align at every other course. Other ornamental brickwork includes the use of shaped bricks to form projecting moldings at the first floor window heads, and a header course which sits just below the stone string course at the tops of the second floor windows. (See photo 3.) Bricks are also used to form quoins at all major corners on the front and side walls, and dark bricks create an intersecting diamond pattern in the large blank walls of the projecting front bays. The warehouse addition is clad in matching brick veneer that has no bond pattern or other embellishment.

The interior of the school is highly intact. A comparison of current and original floorplan drawings shows that the original school building has seen no changes to the general layout or individual rooms, and that the 1966 rear warehouse is the only addition of note. (See Figures 5-7.) The only other change to the footprint also took place in the 1960s, when a small freight elevator was added to the back wall. Those plans also show that the building received an upgrade during the original construction project. The original plans called for restrooms only on the first floor, but the school was built with those facilities on the second floor as well. (See Figure 5-8.)

Each floor of the building has a wide east-west hallway, with entry vestibules and large open staircases at each end. The first floor contains four large classrooms, offices for the principal and the health department, and separate large restrooms for boys and girls. It also features what was labeled on the original plans as the “Community Gymnasium.” The gymnasium is a large multi-purpose room which was built with a kitchen at one end and a stage at the other. A pair of openings located high in the west end wall of the room access a projection booth which is located on the second floor. (See photo 12 and Figure 7.) Only the gymnasium has seen any changes since 1931, and those alterations have been minimal; the stage floor and stairs were removed at some point, probably when the warehouse was added in 1966. The original opening for the stage is intact.

The second floorplan is similar to that of the first floor. It has the same number of classrooms, plus a large library that is located above the first floor offices. There are no rooms on the north side of the main hallway. There is also a

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partial basement at the west end of the building, which houses a boiler room and maintenance support spaces.

Interior finishes are notably intact throughout the building. (See photos 9-18.) All hallways have terrazzo flooring, painted plaster walls and ceilings, and glazed ceramic tile wainscoting, all of which are early or original and in good to excellent condition. The staircases have matching finishes, as well as terrazzo treads, risers and railings. The classrooms have plaster walls and ceilings, and original corkboards and chalkboards.

Almost all original varnished millwork is also in place and in good condition. Doorways throughout the building are filled with original wood doors that have nine-light sashes above two raised panels, and most are topped by matching multi-light transoms that are also original. (See photos 9-11.) The first floor hallway has recessed coat closets that are faced with early varnished six-panel doors. There are also closets in the second floor hall. They are intact, but most have no doors. Classrooms have original varnished baseboards and built-in bookcases. (See photos 14 and 17.) Window openings are also intact, and although the windows are modern, the varnished casing is original in all or most rooms. (See photo 14.)

Each of the main hallways also contains two water fountains, which are backed by distinctive arched recesses that are filled with ceramic tile murals. (See photo 18.) The murals feature scenes from classic literature. Those on the first floor depict Long John Silver from Treasure Island, and those on the second floor show Aladdin and the Spirit of the Lamp. Each mural has the following inscription in the lower right corner: “Copyright 1929 Wm. B. ITTNER.” The murals and fountain recesses are original elements that were included in the 1930 construction plans that were prepared under the supervision of William B. Ittner. (See Figure 9.)

Integrity

Overall, the Bailey School is remarkably intact. Changes to the form and footprint of the building have been limited to the new warehouse and elevator shaft on the back wall, both of which have extremely low public visibility. The new windows represent an admittedly noticeable alteration, but the original openings and all associated trim are intact and the building is clearly recognizable to its period of significance. Interior finishes are essentially pristine and in good condition. The only interior alteration of note is the removal of the stage floor, but that is a minor alteration and the original wall opening for the stage survives. The

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rest of the rooms in the building appear just as they did when the school opened in 1931.

The school retains integrity of location and setting—the property boundaries have not changed since the building was completed, and the site has seen only minor changes since the 1930s. It also exhibits notable integrity of design, workmanship and materials, all of which look today much as they have for the past eight decades. Finally, the property exhibits integrity of feeling and association; it is a strongly representative example of 1930s school architecture in Springfield, and it clearly evokes a sense of its time and place.

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Summary:

Bailey School at 501 W. Central Street in Springfield, Missouri, is locally significant in the area of Architecture, under National Register Criterion C. The period of significance corresponds to the year it was placed in service—1931. The school was built during one of the city's most important early school building programs. The first purpose-built public school in Springfield was placed in service in 1871, and the school system experienced steady and often rapid growth for the next 50 years. By the mid-1920s, lack of funding, paired with ever-increasing numbers of students, had resulted in a serious deficiency in the building stock of the city's public school system. Elementary schools were in particularly poor condition. A comprehensive review of district buildings that was undertaken in 1928 concluded that "the great majority of the elementary schools of Springfield are obsolescent."[5] Not long after that study was completed, voters approved a major bond issue, which funded the largest school building program the city had seen to date. That intensive two-year program produced seven new elementary schools, including Bailey School. The building program was overseen by nationally prominent school architect William B. Ittner. For the Springfield building program, Ittner devised a flexible prototype school plan that could be modified to meet a variety of requirements, and he worked with local architects to customize the plans as needed. As a result, each of the seven schools is unique, but all share common design elements which reflect educational standards of the day. Bailey School is the only elementary school in that group to utilize Jacobethan Revival Styling, which was favored by Ittner. It is also the most intact elementary school building of the group, and a good example of 1930s elementary school architecture in Springfield. As such, it is significant as an example of a type and period of construction. The building has seen no changes of note to interior finishes, the floorplan is very much the same as it was in 1930, and the only physical expansion the school has seen is in the form of a rear addition that has very little public visibility. It embodies the distinctive characteristics of the 1930s building program that was overseen by master school architect William B. Ittner, and is a significant local example of Ittner's work.

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[5] M. G. Neale, et. al. "A School Building Program for Springfield, Missouri," *The University of Missouri Bulletin*, Vol. 29, No. 44, Education Series No. 27, 21.

Elaboration

Early School Development in Springfield

Springfield is the seat of Greene County, which was established in 1833. Anglo-American settlement in the area began in the late 1820s, and by the time Greene County was formed, several families had settled near what is now the Springfield Public Square. By 1835, the settlement had taken the name of Springfield, and the new town was officially incorporated in 1838.[6]

The first school in the settlement was operated by Joseph Rountree, who moved to the area with his family in late 1830 and opened a small private school in 1831. The first year of classes took place in "a rude little log cabin" on what is now Mount Vernon Street.[7] Demand was great enough that Rountree built a larger log building just a year later, and he taught classes there for a number of years. That second school was located near what is now the intersection of Main and College Streets, less than a mile from Bailey School. Other private schools and colleges operated in the coming decades, but there were no public schools in Springfield until after the Civil War.

After a spirited debate on the merits of public education, voters approved the city's first school levy on April 20, 1867.[8] The first school board met just four days later, and on September 9 of the same year, three public schools opened in rented quarters. There were 204 white pupils in the elementary school, 68 white high school students and 48 African-American students, who had one school for all grade levels. Classes were held in various locations over the next few years, but growing enrollment and the scattered locations soon led to calls for a dedicated public school building.

Bonds were issued in early 1868, and the school board began planning for the construction of a building which would be large enough to house most of the city's students. The bonds took a while to sell, but finally, in early 1871 the first dedicated public school building in Springfield was completed. The three-story brick building, named Central School, opened for classes in January of 1871. It was large enough to house all of the white students in the Springfield district, which by 1875 included more than 1,000 children. A year

[6] Shanna Boyle and Julie March, ed. *Crossroads at the Spring*, (Virginia Beach: Donning Company, 1997), 11.
[7] Boyle and March, 48.
[8] Laverty, et. al, 11.

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later, a new building was completed for the African American students of the district. The school for African Americans does not appear to have been named; it is referred to simply as the "colored school" in early school histories.[9] That same year, the then separate town of North Springfield built a school for white students.

Those three buildings proved to be sufficient for the next decade, but by the early 1880s, more than 1,800 students were crowded into Central School, and a levy was approved to fund a new ward school for white students. In 1882, the city's first ward school, which was later named Bailey School, was completed.[10] That first Bailey School occupied the same lot occupied by the current Bailey School. It was located on the west side of the current property, where the paved parking lot is now. (See Figure 10.)

Other ward schools were added in the 1880s, and for the next 40 years, administrators found it necessary to build new school buildings every single decade. A newspaper article published in 1957 noted that "the history of the Springfield schools has been one of constant struggle to keep buildings enough [sic] to take care of the growing population."[11] As Springfield developed into the major trade center of southwest Missouri, enrollment in the public schools saw marked increases. The number of students served by the school system jumped from 1,803 in 1880 to 6,500 in 1905.

A New Era for Springfield Schools

By 1920, the Springfield school system served more than 8,500 students in 16 school buildings. (See Appendix 1. Springfield Enrollment and Population Figures.) Many of the buildings in the district were overcrowded and in terrible condition. Administrators were faced with the double problem of a shortage of classrooms and a large number of school buildings that had reached the end of their useful lives. The superintendent of buildings and grounds reported in the late 1910s that Rogers school was about to "fall down upon the hapless heads of its pupils," and many other early elementary schools were in equally poor

[9] Jonathan Fairbanks and Clyde Edwin Tuck, *Past and Present of Greene County, Missouri.* (Indianapolis: A. W. Bowen and Company, 1915.) Electronic version posted on the website of the Springfield-Greene County Public Library. <http://thelibrary.org/>Accessed June 2013, np.)

[10] Laverty, et. al, 22-23. The early ward schools were named for prominent early citizens when Springfield and North Springfield merged in 1888.

[11] "History of School Outlined by Manley," *Springfield Daily News*, September 28, 1956: 23.

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condition.[12] In late 1919 and early 1920, limited public funds were approved to add three new junior high schools to relieve crowding, and the school board made plans to close at least two of its oldest elementary schools. Two of the junior high schools were completed in 1921, but skyrocketing enrollment in the early 1920s required that the older elementary schools be returned to service.[13]

In 1924, the appointment of a new superintendent of schools, Harry P. Study, ushered in what one history called "a new era" for the Springfield Public School system.[14] Described as progressive and visionary in his approach to education, Study was also a master of public relations and was able to persuade voters to approve a new round of school bonds. Construction of the third new junior high, Pipkin, had stalled halfway through when the district ran out of money, and the first bond issue passed under Study's leadership allowed the district to finish the school and do minor upgrades elsewhere. Those changes helped, but elementary schools were still overcrowded and rundown. Three elementary schools, including Bailey School, had been condemned and described as firetraps, but were still in service.[15]

Study's next step was to begin a methodical review of facilities, which laid the groundwork for what has been described as "the biggest building program in the schools' history."[16] He first brought in an assistant superintendent of schools for the Kansas City district to look at the existing schools and study projections for future growth. The results of that survey were then turned over to a large committee of civic leaders, and by May 10, 1926 the committee and Study had compiled a list of needed improvements and likely costs, which was presented to the school board.

The board was not fully convinced they could make an argument for a bond issue, and discussions continued. At the same time, enrollment was increasing and parents were becoming angry about school conditions. One description of the process noted that "School patrons whose children were in the risky and unsafe buildings called for new buildings or immediate improvements to the old ones."[17] To help address those concerns, the school system hired Kansas City architect Charles A. Smith to conduct a complete

[12] Laverty, et. al., 33.
[13] Laverty, et. al., 36.
[14] Laverty, et. al., 37.
[15] Laverty, et. al. 37.
[16] Laverty, et. al., 39.
[17] Laverty, et. al., 40.

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survey of the 30 local school buildings, 24 of which were elementary schools. Smith concluded that 58% of the school buildings in the city were "fire menaces." He recommended that 7 buildings, including Bailey School, should be immediately condemned, and described another 14 as "unfit".[18]

Still the school board waffled, and the ever-worsening state of the schools caught the attention of the business community. Many civic boosters recognized that a strong school system would make the city a more attractive location for new businesses. A long editorial that was published in the *Springfield Leader* in 1927 made a compelling case for school improvements. The editor believed that some boosters' desire to advertise Springfield as a great place to do business would be a waste of time if the school system did not see major improvements.

> It all gets down to this. We must not advertise Springfield in a big way until we can deliver the goods. And in this public school business we haven't anything to deliver worthy of our name…we know that our school plants, our school housing, are notoriously inadequate…And we cannot even consider presenting our case to the country at large until we have remedied conditions…the school business is ultra serious and nothing, so far as we can judge, is being done about it. We cannot allow our city to be held back, denied its rightful heritage of rapid increase in population because of its deplorable school conditions. We've got to get busy and the sooner the better. We've got to. Got to. Got to.[19]

The business community continued to follow the issue and when the school board began more targeted discussions of a bond election, the Chamber of Commerce asked for yet another survey, which they were willing to fund. The school board agreed, and chose a nationally prominent expert in the field to conduct that study, M. G. Neale, Dean of the College of Education at the University of Missouri. Neale and his team performed an exhaustive review of the city's schools, and wrote a long report which looked at everything from physical conditions to how much it would cost to carry out their extensive recommendations.[20]

[18] Laverty, et. al., 40.
[19] "Don't Put the Cart First." *Springfield Leader* [Springfield, MO] 25 Oct. 1927. Newspapers.com. Web. 8 May 2016.
[20] Neale, 55-95.

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Neale's study began with evaluation and scoring all of the existing buildings in the school system. The scores were based upon a number of physical attributes such as classrooms, mechanical systems and "special rooms" such as gymnasiums, music rooms and staff offices. The results were in line with those of other studies. Only one elementary school rated even "satisfactory" and fully 66% (16 of 24) scored less than 400 out of 1000 possible points, a level which Neale described as being the lowest at which it was worth keeping a building. The 1882 Bailey School, which had been expanded in 1890 and 1895, was ranked near the bottom of the group, with a score of just 273 out of 1000 points. The report claimed that Bailey was "another obsolete school building which should be abandoned. It is recommended that a new building be built at the present site."[21]

An article which later appeared in the local paper shows that many of the students of Bailey School agreed with that judgement. Bailey student Muriel Edwards was quoted as saying "It is so old that the bricks are falling out and once one almost hit me in the head."[22] Fellow student Roy Cobbs worried that "While I am getting my studies it might fall down," and Henry Schruber said he wanted a new school simply "because Bailey is getting old."[23]

Neale's report included specific discussion of the latest theories and standards for school design, many of which had developed as part of Progressive Era changes in public education. As one study of Kansas City schools noted, "Architects applied the same principles of standardization that improved the educational curriculum to school building design in order to support the Progressive Era focus on safety and sanitation."[24] One of the primary concerns in the area of safety had to do with the dangers of school fires. Neale lamented the fact that the majority of the "elementary school buildings are of quick burning construction" and noted that every one of the buildings recommended for abandonment…is a firetrap of the very worst sort."[25] School standards promoted by Neale and many Progressive Era school architects called for all-masonry construction, to limit the threat of fire, and for

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[21] Neale, 28.
[22] "Grade Schoolers Voice Opinions of Conditions," *Springfield Leader* [Springfield, MO] 26 March 1929: 16.
[23] "Grade Schoolers," 16.
[24] Elizabeth Rosin and Rachel Nugent, "Historic Resources of the Kansa City, Missouri School District Pre-1970," *National Register of Historic Places,* National Park Service, 2012: E-5.
[25] Neale, 16. Bailey was among that group.

wide hallways and staircases, to allow for quick evacuation if fires did break out.

Neale also addressed sanitation and quality of life issues, with information about everything from where windows should be located to how the buildings should be ventilated. Special rooms also received a lot of attention, and the report was particularly critical of the lack of gymnasiums and cafeterias:

> It may be said in a general way that they (the elementary schools) are practically without special rooms from the modern point of view…not a single elementary school has what might be considered an adequate gymnasium-auditorium.…The survey committee believes such a feature is indispensable in modern elementary schools and recommends that such provision be made in all the new elementary schools and where possible in all the reconstruction of old buildings.[26]

The report went on to discuss considerations such as ideal school size and locations, and looked at expected future enrollment, which was projected to top 16,000 by 1950. That proved to be an accurate prediction; enrollment reached that level in the late 1950s. (See Appendix 1.) Once the need was established, the authors went on to lay out a comprehensive building plan, complete with lists of which schools should be replaced, and a detailed section on financing. An itemized budget for the building program set the expected costs at $1.5 million, and included a detailed analysis of how that cost could be covered with new bonds.

New School Construction with William B. Ittner

Armed with Neale's detailed analysis, the school board took the issue to the voters and finally, in April 1929, a $1.5 million bond issue was approved.[27] That bond issue financed a major overhaul of facilities. In 1930 and 1931, seven existing elementary schools for white students, including Bailey School, were replaced with larger new buildings, a new combination elementary and

[26] Neale, 21.
[27] Charles Benton Manley, "Notes on the History of the Schools of Springfield, Missouri: 1831-1931," (Typescript on file at the Sheppard Room of the Springfield Public Library) 64.

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high school was built for African American students, and six other elementary schools were expanded.[28]

Faced with managing the largest school building program the city had ever seen, the school board turned to experts in the field for help. Dean Neale was tapped for technical assistance, and the board spent weeks meeting with and interviewing architects. In May, 1929, they contracted with William B. Ittner to take charge of the entire building program.[29]

William B. Ittner brought a wealth of knowledge to the task of rebuilding the Springfield school system. He was one of the most prominent school architects in the country. An article about his career that appeared in *Architectural Record* in 1925 claimed that "no architect has played a more prominent part than William B. Ittner" in early twentieth century developments in school design.[30]

Ittner began designing public school buildings in the late 1890s, when he became the architect for the St. Louis board of Education. In that position, he spearheaded what *Architectural Record* called a "revolution" in the design and planning of school buildings, in St. Louis as well as across the country. (The significance of his work in the St. Louis public schools has been recognized in a Multiple Property Documentation Form titled "St. Louis, Missouri, Public Schools of William B. Ittner."[31]) In 1910, he left his full time position with the St. Louis school system and established a private practice.

By the time he accepted the job in Springfield, Ittner had designed schools and other buildings in 16 different states, and was widely recognized as an expert in public school design.[32] A biographical account written in 1940 described him as a "nationally noted figure in the field of school architecture," having designed more than 500 buildings in 115 different cities over the course of his lifetime.[33] A 1941 article noted that when he began working for the St. Louis school system, "Lighting, sanitation and safety were unheard of and the

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[28] "Three New Schools Ready by October," *Springfield News and Leader* [Springfield, MO] Sun. 29 Dec. 1929: 15.
[29] Manley, 65.
[30] Guy Study, "The Work of William B. Ittner, FAIA," *Architectural Record*, Vol. 57, No. 2, Feb. 1925: 97.
[31] Cynthia Longwisch and Lynn Josse. "St. Louis, Missouri, Public Schools of William B. Ittner," *National Register of Historic Places*. National Park Service 16, July 1992 and 2000.
[32] Study, 97.
[33] Henry F. Withey and Elise Rathburn Withey, "William B. Ittner," *Biographical Dictionary of American Architects (Deceased)*, (Los Angeles, California: New Age Publishing Company, 1956), 317.

beauty of the building was not taken into account. He devoted the next 19 years to a solution of the problem."[34] He was also well known for "open" floorplans which maximized the use of natural light and were easily customized to meet changing enrollment.

As his expertise grew, he took on several large-scale school building projects, which included a $10 million program in Buffalo, New York, and a $7 million program in Birmingham, Alabama. Large projects in Missouri included work in several St. Louis suburbs plus a $2 million building program in St. Joseph.[35] A review of his career which was published in the *School Board Journal* gave special attention to his work on those large projects. The article noted that, as was the case in Springfield, the "planning and development of extensive school building programs for cities followed educational and housing surveys of the school system…Such programs proved to be the most comprehensive of William B. Ittner's school-building experience." [36]

Ittner was used to taking a supervisory role for large projects. The *School Board Journal* article noted that he often served as a "consultant and associate" when communities wanted to involve local architects in building programs. In Buffalo, for example, he worked with a 35-member cooperative of local architects to design the buildings erected during that city's building campaign of the late 1920s and early 1930s.[37]

That was also the case in Springfield, where he worked with three different local architects for the 1930s building project. The Springfield firm of Heckenlively and Mark was chosen as the local partner for the Bailey School project. Newspaper accounts of the Springfield building program show that it progressed in a typical manner, with a comprehensive survey that guided the creation of an overall work plan, and a cooperative effort between Ittner and the local architects. Ittner also consulted M. G. Neale to ensure that the deficiencies identified in the survey were addressed as part of the design process.

Ittner was far more than a manager, however; he took an active role in the design process, then worked with Neale and the local architects to make

[34]"W. B. Ittner, Noted Architect and Designer of Schools, Dies," *St. Louis Post-Dispatch* 24 July, 1936: 1C, 8C. Print. Newspapers.com. Web. 9 May 2016.
[35] "Noted Architect and Designer of Schools," 8C.
[36]Marie Anderson Ittner, "William B. Ittner: His Service to American School Architecture." *American School Board Journal,* Jan. (1941), 101.
[37] McDonnel, Paul, AIA, "School Reconstruction—Buffalo' Largest Historic Preservation Project. Ever," *Buffalo Rising,* June 27, 2012.

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sure the final product met everyone's expectations. He was also involved with overall planning, presenting the board with estimates of future enrollments for specific schools and preparing detailed budgets. He appears to have stayed within the $1.5 million budget; his early construction budget estimate came to $1,256,000, with the remainder to go to land acquisition. A later report showed that his estimates for nearly $200,000 in additions and repairs to other schools was accurate to less than $2,000.[38]

Bailey School

Ittner got the Springfield project started with tours of the schools that were due to be replaced. The old Bailey School was one of the first sites he visited, and while there he discussed the upcoming building project with members of the school board, superintendent Study, and other school system staff. An article about that tour observed that "Mr. Ittner, one of the most widely known school architects in the United States, demonstrated an admirable ability to size up a situation and make decisions at once."[39] During that tour, Ittner was also able to allay concerns that the construction projects would mean the loss of mature trees on the school sites, by telling the group that the new Bailey and other schools could be built without the loss of large trees. Ittner had a long history of attention to school grounds. He was able to convince the St. Louis school board at a very early date that they should add landscaping to their budget, and he considered the treatment of the site to be an important part of the overall design.[40]

Local newspaper articles published during the school building project show that Ittner was in charge of design development throughout the building program. He began that process with an overall design concept and then created more specific plans that were tailored to the needs of each school. He worked quickly; he had general sketches ready for review by the superintendent of schools within weeks of his first Springfield tour on June 6, 1929, and by the end of July, the school board and Dean Neale had approved his preliminary designs for three different schools. At the same board meeting,

[38] "Education Board Gives Contracts on Six Projects," *Springfield Daily News* [Springfield, MO] 21 Nov. 1929, 1.
[39] "School Issue is Under Way After Survey," *Springfield Leader* [Springfield, MO] 6 June 1929, 1.
[40] Longwisch and Josse, E-11.

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the school board authorized staff to hire local architects to begin work on construction documents.[41]

The tour of the old Bailey School also spurred discussion about the size of the lot. The paper reported that Ittner believed "the new building could be built in a desirable way on the present site," but the staff and school board apparently felt the need to expand the grounds, and they spent the next several months negotiating with adjacent landowners to purchase extra land for the new Bailey School. (Figure 10.) Finally, in February 1930, the school board was able to acquire extra land through condemnation proceedings.

Design and construction for Bailey School was delayed during that process, but by May of 1930, Ittner and the local firm had completed a full set of working drawings for the new Bailey School. The plans include a site plan, floorplans, elevations, and numerous pages of details. The details illustrate everything from exterior detailing to the profiles of terrazzo base in the hallways. Finishes were specified for each room, including such things as the number of built-in cabinets and linear feet of corkboards and chalk boards needed for each classroom. One page of details illustrates the interchangeable nature of the plans used for the building program. It is titled "New Weaver and Bailey Schools: Typical Details." Those details include drawings of millwork, the design of which is nearly identical for each of the schools. It is likely that the school system purchased all of the interior doors and other millwork items from the same supplier; almost all of the schools still retain at least some millwork, and all of it is very similar to that of Bailey School.

The detail sheets for Bailey School also include a plan and elevation drawing for "Fountain Recesses" which detail the tile murals that are still in place behind the fountains of Bailey School. (All signed "copyright 1929 Wm B. Ittner.") The notes show that Ittner had devised a total of four themes for the fountains: Treasure Island, a Flamingo, Aladdin, and Jack and the Beanstalk. Bailey School was built with the first two. (See Figure 8.)

Although each of the seven elementary schools that were completed during the building program is unique, they have many common features, and a comparison of the floorplans show that Ittner took a modular approach to the design of the Springfield schools. (See Figure 11.) His ability to devise flexible plans, which was often noted in biographical accounts, is clearly evident in the

[41] "Hire Architects to Draw Plans for Three Schools," *Springfield Leader* [Springfield, MO] 27 July 1929, 1.

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plans. He appears to have developed a master set of plan elements, and then mixed and matched the parts to come up with a useful variety of layouts. The result was seven new elementary schools that have similar floorplans but vary widely in size and exterior detailing. They range from a one-story building with three classrooms and a library (Sunshine School), to a rambling two-story school with a dozen classrooms and numerous special purpose rooms (Bowerman). Bailey School fits in the middle range, with two stories and eight classrooms, as well as a library and other special purpose rooms.

Ittner used three main components for the Springfield school plans--a core, a gymnasium, and cross wings. (See Figure 11.) All of the buildings, including Bailey, have the same rectangular core. In each core, centered front doors open to an office lobby that is flanked by offices and classrooms, and there is a wide corridor at the back. At the ends of the corridors are restrooms, and the two-story schools also have open staircases. (The restrooms were no doubt a welcome addition for Bailey students, who were using outdoor facilities in 1910 and probably later. See Figure 10.) All but one new school, Sunshine, was built with an auditorium opposite the entranceway. Each auditorium is a multi-purpose room which has a stage on one end, a kitchen on the other, and a second story projection room.

The cross wings are the most variable features. Most of the schools have large front cross wings which are each wide enough for a full-sized classroom, as well as smaller offices and support spaces. (Almost all classrooms measure 22' x 32'.) Bailey is one of two schools that was built with smaller front wings that each contain a single classroom, but no offices. Bailey is also one of the two schools that does not have rear cross wings. The other schools all have rear wings which contain additional classrooms on one or both sides of the building.

Those rear classrooms are served by wide hallways which run along the inside edge of each rear wing. All of the cross corridors extend to the end walls of the building, to provide easy access for future additions. The site plan for Weaver School even includes boxes labeled “future” sketched in at the back corners of the building to show where additions could be located. That type of expansion has since occurred to four of the 1930s elementary schools. Both of the end corridors in Weaver School, for example, now connect to extensive modern additions.

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Bailey was the smallest of the two-story schools when it was built, and it is the only multi-story school to use the smaller version of the side wings. It is also the only one with Jacobethan Revival detailing of exterior features. None of the schools of the group are highly ornamented, but each has different exterior styling, which includes Colonial Revival, Classical Revival, and Art Deco. The use of Jacobethan Revival styling for Bailey School may indicate that Ittner was involved with exterior design as well as the interior layout of that building. As noted in a discussion of his early work in St. Louis, "Beginning in 1901, Jacobethan became his preferred mode of design."[42]

The Jacobethan Revival style, which is also referred to at times as "Collegiate Gothic," was extremely popular for educational buildings in the early part of the 20th century.[43] The word "Jacobethan" is a blend of the historically correct terms Jacobean and Elizabethan. The term Jacobethan Revival was coined by architectural historian Henry-Russell Hitchcock in the mid-twentieth century to describe English Revival styles that were often referred to simply as Elizabethan when they were built. Ittner was a master of the style. Noted architectural historian Marcus Whiffen followed a description of one famous Jacobethan Revival college campus with the comment: "More typical, and at least as worthy of critical consideration, is the series of schools at St. Louis Missouri, for which William B. Ittner was the architect."[44]

As was the case with all of the schools in the group, architectural styling for Bailey School was minimal, but the exterior of the building does have identifiable Jacobethan Revival motifs. Those include the use of a Gothic pointed arch and limestone cladding for the front entranceway, brick quoins at major building corners, and the combination of stone and diamond-patterned brick on the exterior walls.

The exterior walls of Bailey School also feature variegated bricks laid in a distinctive brick bond pattern which appears to have been an Ittner trademark. Brick bond patterns are defined by the way the bricks are arranged in the wall, most commonly with a variation of "stretchers," bricks laid with the widest side facing out, or "headers," which are laid sideways in the wall, with just the short end showing. The bond pattern on Bailey School, which Ittner called a "garden

[42] Lynn Josse, "The Refining of the 'Open Plan' in St. Louis Pubic Schools, 1902-1910." Context for the MPDF *St. Louis Missouri Public Schools of William B. Ittner, E-11.*
[43] Marcus Whiffen, *American Architecture Since 1780: A Guide to the Styles*, (Cambridge, MA: The MIT Press, 1992), 179.
[44] Whiffen, 182.

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wall bond" in a 1905 report to the St. Louis School Board, consists of three stretchers to each header, with the headers aligned vertically. (See Photo 3.) Ittner began using that distinctive bond pattern in St. Louis in the early 1900s and continued to specify it for the rest of his career. All of the 1930s schools in Springfield have it, as does the Missouri State Teachers' Association building which was constructed in Columbia, Missouri in 1926, the Kirkwood High School in Kirkwood, MO, and Mount Auburn School in Dallas, Texas.

The new Bailey School was completed in early 1931. It was one of the last schools of the group to be placed in service, due to the time that was required to secure property to expand the school grounds. That extra land made it possible to leave the old Bailey School in service while the new building was being constructed directly to the east of it. That proximity undoubtedly made for noisy conditions in the old school, but did make it easy for those students to attend the laying of the cornerstone for the new school. In a ceremony arranged by the Bailey PTA, the cornerstone was laid in September, 1930. A description of the event which ran in the paper a few days later noted that "Children now attending the Bailey school marched by classes out of the old building and massed in front of the cornerstone of the new one."[45] It noted that the cornerstone was filled with documents collected by the PTA, including a list of teachers who had taught in the old building over the years, and a photo of "the present building soon to be torn down."[46]

The dedication of the new Bailey School took place April 17th, 1931, and the school operated with no changes of note for the next 30 years.[47] The school appears to have opened with an enrollment that was close to its stated capacity of 270 students, but that number gradually decreased. A survey of schools that was conducted in 1948 shows an enrollment of just 179.[48] That number appears to have continued to drop, and in 1966 the building was taken out of service as an elementary school. The Bailey School service area overlaps with that of other four other elementary schools, and as those buildings were enlarged, there was likely less demand for classroom space at Bailey. (See Figure 12.)

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[45] "Bailey School Stone is Laid," *Springfield Leader* [Springfield, MO] 27 September 1930, 4.
[46] "Bailey School Stone is Laid," 4.
[47] "Good Old Days," *News-Leader* [Springfield, MO], 19 April, 1981.
[48] *A Look at Springfield Schools,* (Urbana, IL: Illini Survey Associates, College of Education, University of Illinois, 1948), 233.

The building remained in service however. Its central location facilitated a new use as a Warehousing and Distribution Center for the Springfield Public Schools System.[49] That new function spurred the addition of the warehouse wing and construction of a small freight elevator. Both of those alterations are located at the back of the building, with very limited public visibility.

The survey of schools prepared by Neale shows that Bailey was one of the only new elementary schools of the program that was not expected to see significant future expansion. Charts included in the survey report shows that Neale expected an increase of only 40 students at Bailey School by 1950, from 360 to 400. Almost all of the other schools, by contrast, were expected to see increased enrollments and physical additions by 1950. Some of those schools were expected to see major growth. Enrollment at Sunshine School, for example, was expected to increase from 100 to 380, a change that would require four new rooms to be added. Enrollment at Weaver was anticipated to jump from 420 to 780, and that school was targeted for seven new rooms.[50]

The other elementary school buildings constructed at part of that first major building program are still in operation as elementary schools, and unlike Bailey, all have seen new educational rooms and interior alterations. (See Figure 13 for a list of 1930s schools in Springfield, with notes on alterations.) Several have more than doubled in size since they were placed in service, although two of the larger schools in the group, Bowerman and Campbell, have received only modest rear additions. All of the 1930s elementary schools, including Bailey, have modern windows.

Although interior finishes of the other schools are also still largely intact, all have seen some interior alterations. Staircases have been enclosed in two buildings, and all have at least some modern lowered ceilings and other changes to interior finishes. The changes to ceilings were done in the late twentieth or early twenty-first centuries, to accommodate the installation of new HVAC equipment. That change often included the addition of very large new ducting systems in many of the gymnasiums. Because Bailey was serving as a warehousing center during much of that time, it never received upgrades to the HVAC, and as a result, the interior finishes there are highly intact. (See Figure 13.)

[49] "History by Site." (Typescript.) Springfield Public Schools Facilities Management Department. 2016. Print.
[50] Neale, et. al., 61-63.

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In 1988, the building returned to use as school, when it became home of the Bailey Alternative High School.[51] The alternative high school functioned as a type of magnet school to serve "at-risk" students. Programming for that school included an emphasis on horticulture, which included the construction of a small greenhouse behind the building, but no interior changes. An article about the school which was published in 1998 noted that the "inside of the building today is much like the one that Principal Molly MacAdoo, teachers and students found in the fall of 1931 when the building was new."[52]

The alternative high school later closed, and in 2015 the Springfield Public School system put the property up for sale. To help secure a solid future for the building, the school board asked for redevelopment proposals before deciding if, and to whom, the property should be sold. The winning proposal included plans to list the building in the National Register of Historic Places and to complete a historically sensitive rehabilitation to add new housing units.

Conclusion

Unlike the six other elementary schools built as part of the 1930s building program, Bailey School's enrollment never increased enough to warrant the addition of classroom space or other rooms and as a result, it is the most intact elementary school built during Springfield's first major school-building program. It is strongly representative of the Springfield schools that were designed by William B. Ittner in the early 1930s. Ittner's expertise in the area of public school design is well-documented, and this building is clearly the work of a master. As the president of the American Institute of Architects noted upon receiving the news of Ittner's death in 1936, "Mr. Ittner was the most influential man in school architecture in the United States."[53] His impact upon the architectural design of Springfield Schools is well-represented by the Bailey School building.

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[51] Williamson, "City's Best Kept Secret: Bailey Alternative High School," 36-39, 60.
[52] Williamson, 37.
[53] "W. B. Ittner, Noted Architect and Designer of Schools, Dies," 1C.

Appendix 1.
Springfield Public Schools Enrollment and City Population

1871-1900 *Enrollment up to 7,562.*
1870 population 5,555.
1875 Enrollment 1,052.
1880 population 6,524.
1895 Enrollment 5,155.

1901-1950 *Enrollment up to 13,000.*
1905 Enrollment 6,559.
1910 Enrollment 7,562, 16 public schools.
1910 population 42,300.
1916 Enrollment 8,000.
1920 Enrollment 8,353 (White only--a few hundred more black.) 22 schools total.
1920 Population 48,900.
1923 Enrollment 10,286.
1926 Enrollment 12,018.
1930 Springfield Population 57,527
1928 Enrollment 12,414, 27 public schools (23 elem.)
1931 Enrollment 13,327.
1940 Springfield Population 61,026.
1941 Springfield had 28 public schools and 11,784 students.
1948 Springfield had 29 public schools and approx. 12,000 students.
1950 Population 66,731.

1951-Present *Enrollment to 25,934.*
1952 Enrollment 11,757.
1955 Populations "upwards of 50,000" per directory.
1956 Enrollment 14,989.
1960 Enrollment 17,801.
1960 population 95,865,
1970 Enrollment totaled 25,943.
1969 population 124,500 (estimate by city planning dept.)
1997 Enrollment 24,876.
2016 36 schools and enrollment over 25,000, per school district website.

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Verbal Boundary Description

The boundaries of the property are shown as a dark line on the survey map in Figure Three. An additional 11' x17" copy of the map is enclosed for ease of reference.

Boundary Justification

The current boundaries encompass all of the land currently and historically associated with the building.

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Figure 1. Aerial photo map, from Google Earth with Coordinates. (Placemark.) Accessed March 2016.

Figure 2. Aerial photo map from Google Earth, with a scale bar. (Screenshot.) Accessed March 2016.

Figure 3. Survey Map with National Register Property Boundaries outlined in black. Map prepared April 2008 by White Land Surveying LLC, Republic, MO.

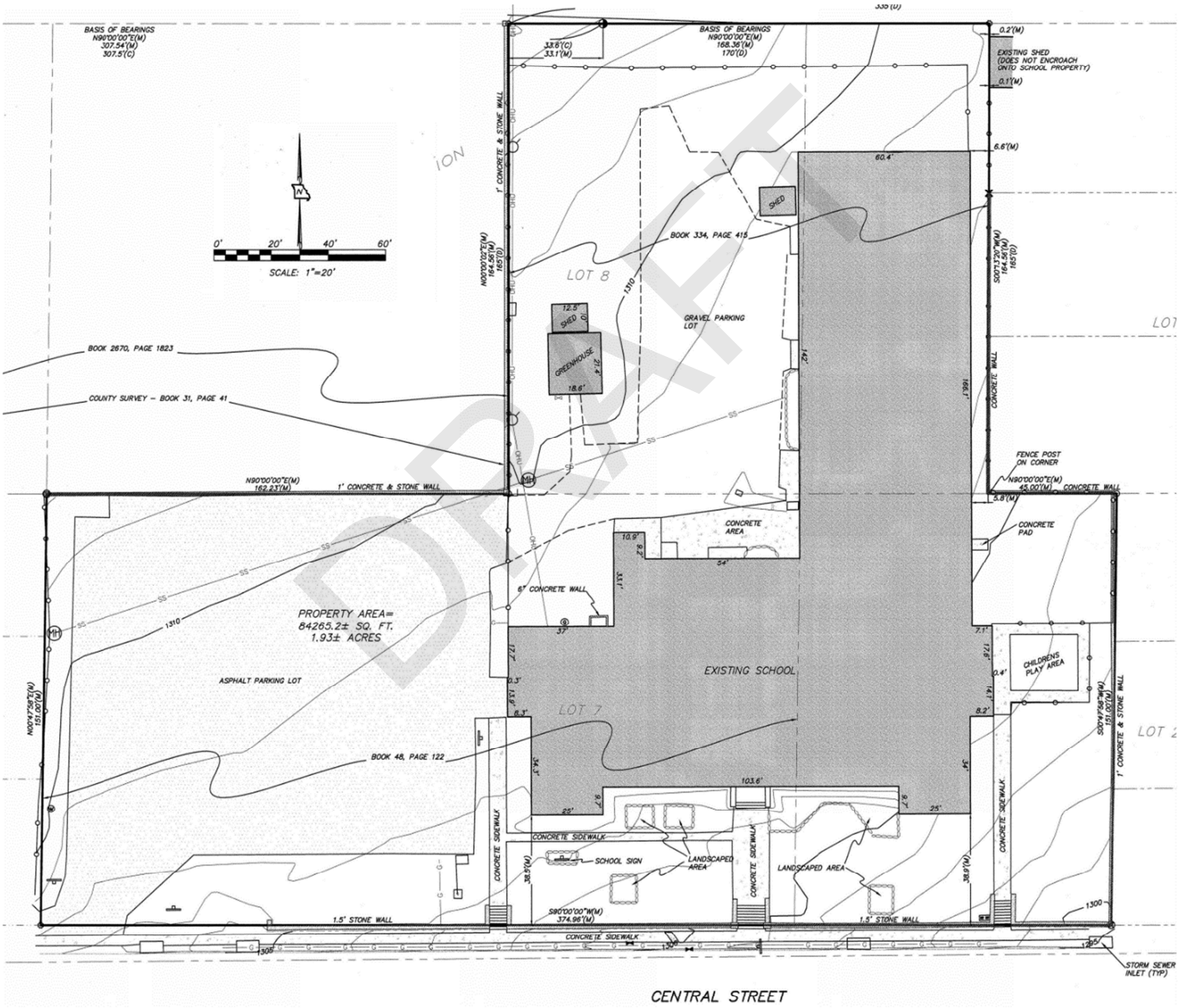

Figure 4. Current Floor Plans, courtesy of the Springfield Public School System.

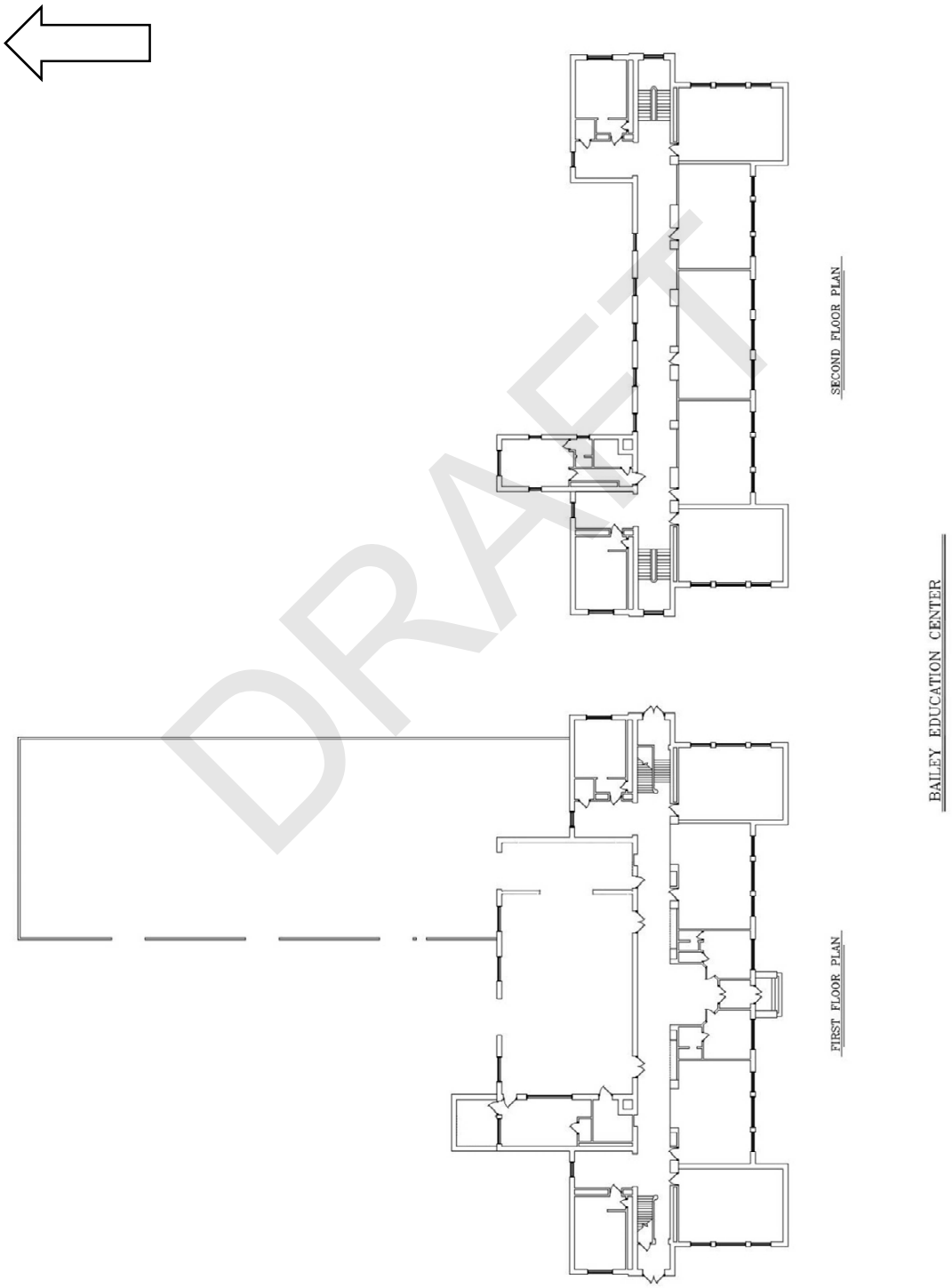

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Figure 5. Original First Floor Plan, by Wm. B. Ittner, Inc., and Heckenlively and Mark, May 1930, 3. Courtesy of the Springfield Public School System.

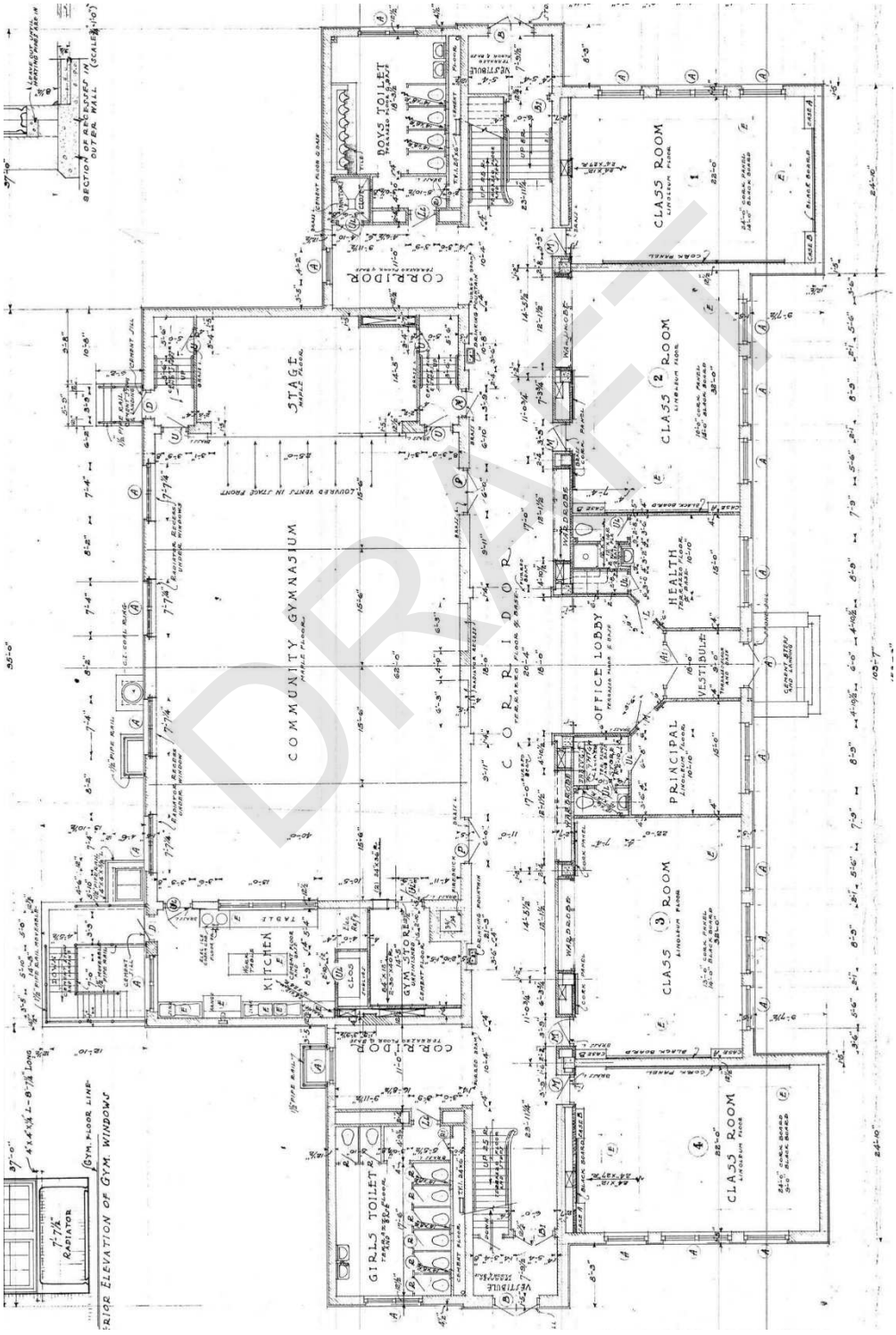

Figure 6. Original Second Floor Plan, by Wm. B. Ittner, Inc., and Heckenlively and Mark, May 1930, 4. Courtesy of the Springfield Public School System.

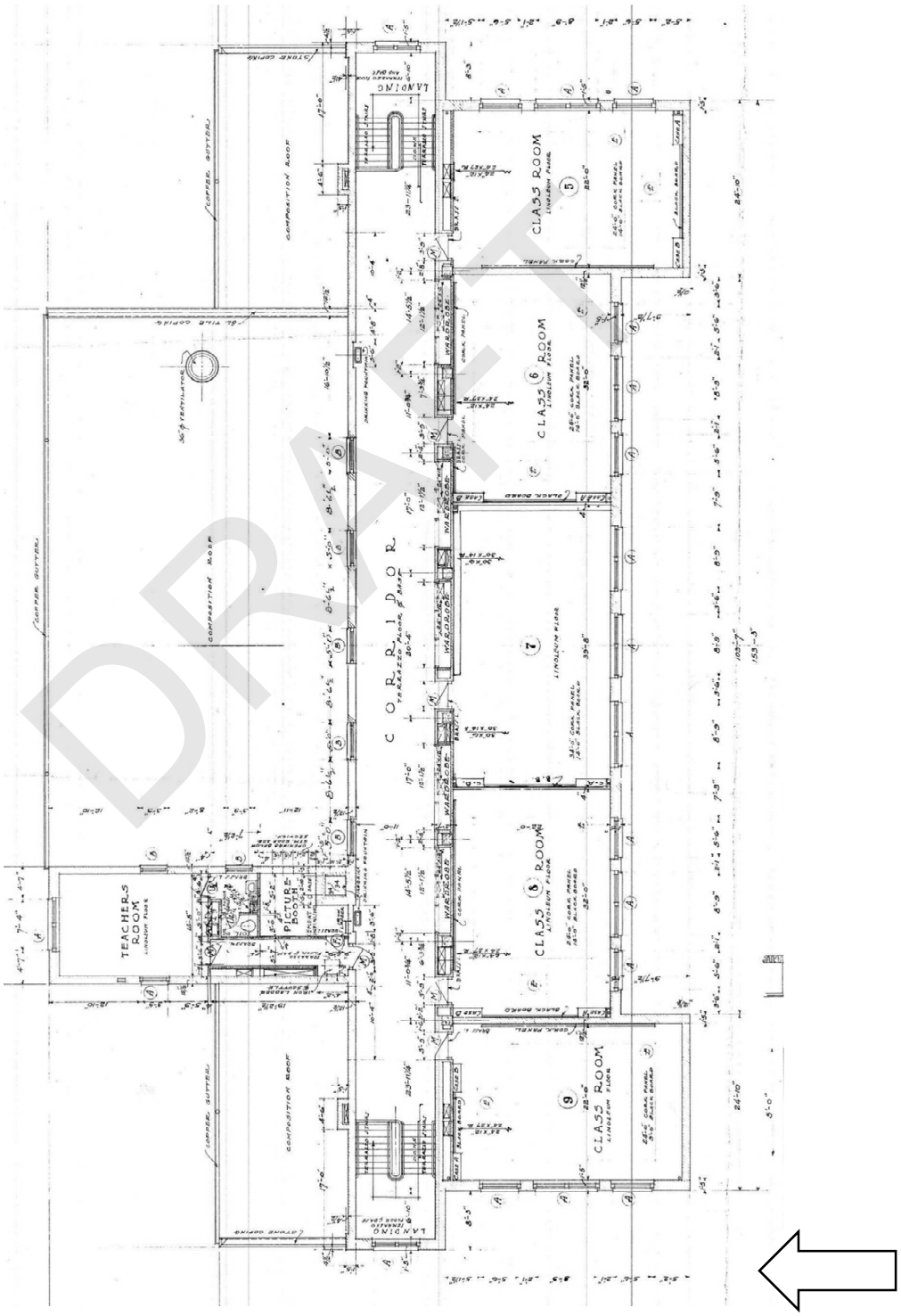

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Figure 7. Original Front and West Elevation Drawings, by Wm. B. Ittner, Inc., and Heckenlively and Mark, May 1930, 6. Courtesy of the Springfield Public School System.

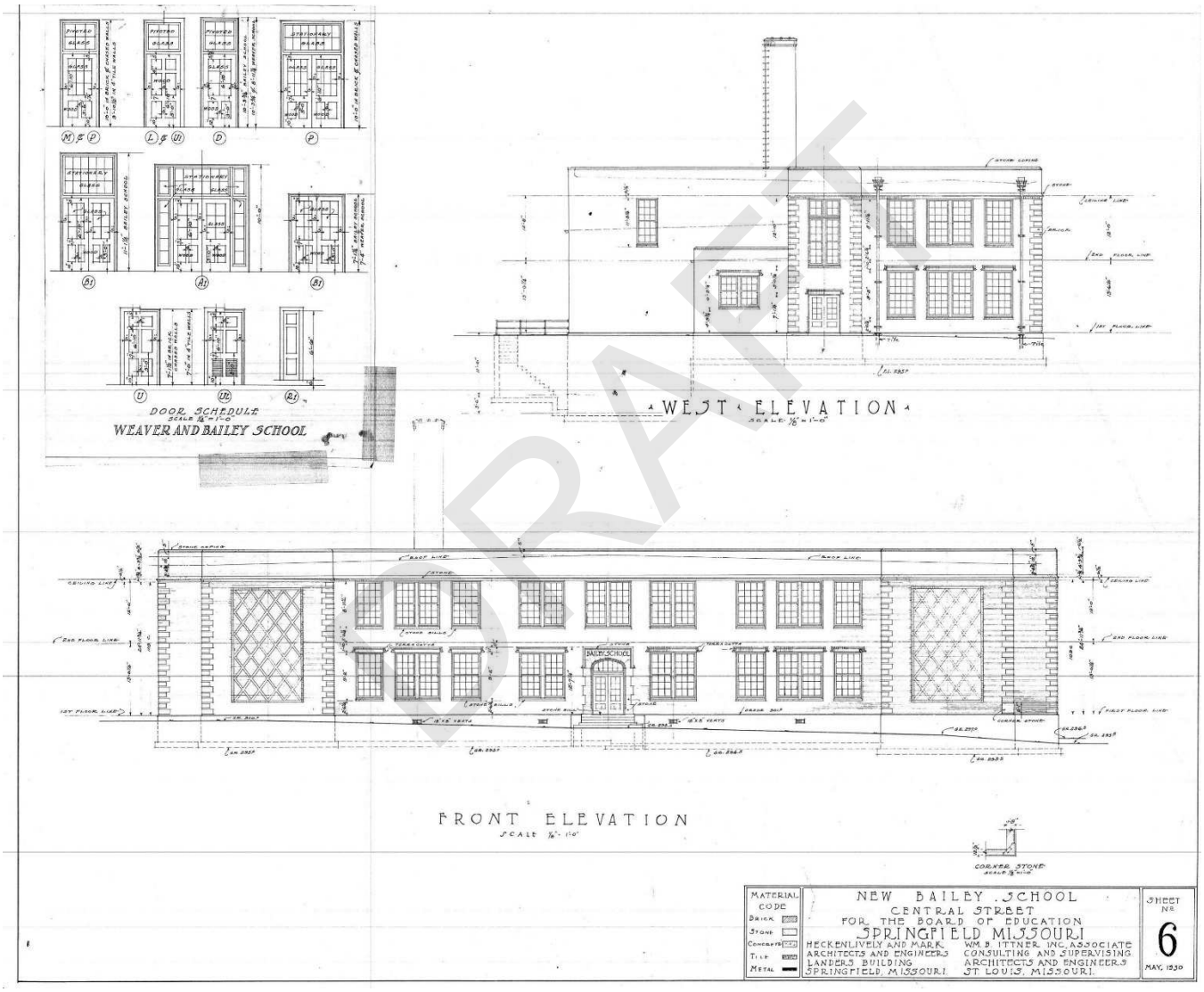

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Figure 8. Fountain Recess Detail, by Wm. B. Ittner, Inc., and Heckenlively and Mark, May 1930, 12. Courtesy of the Springfield Public School System.

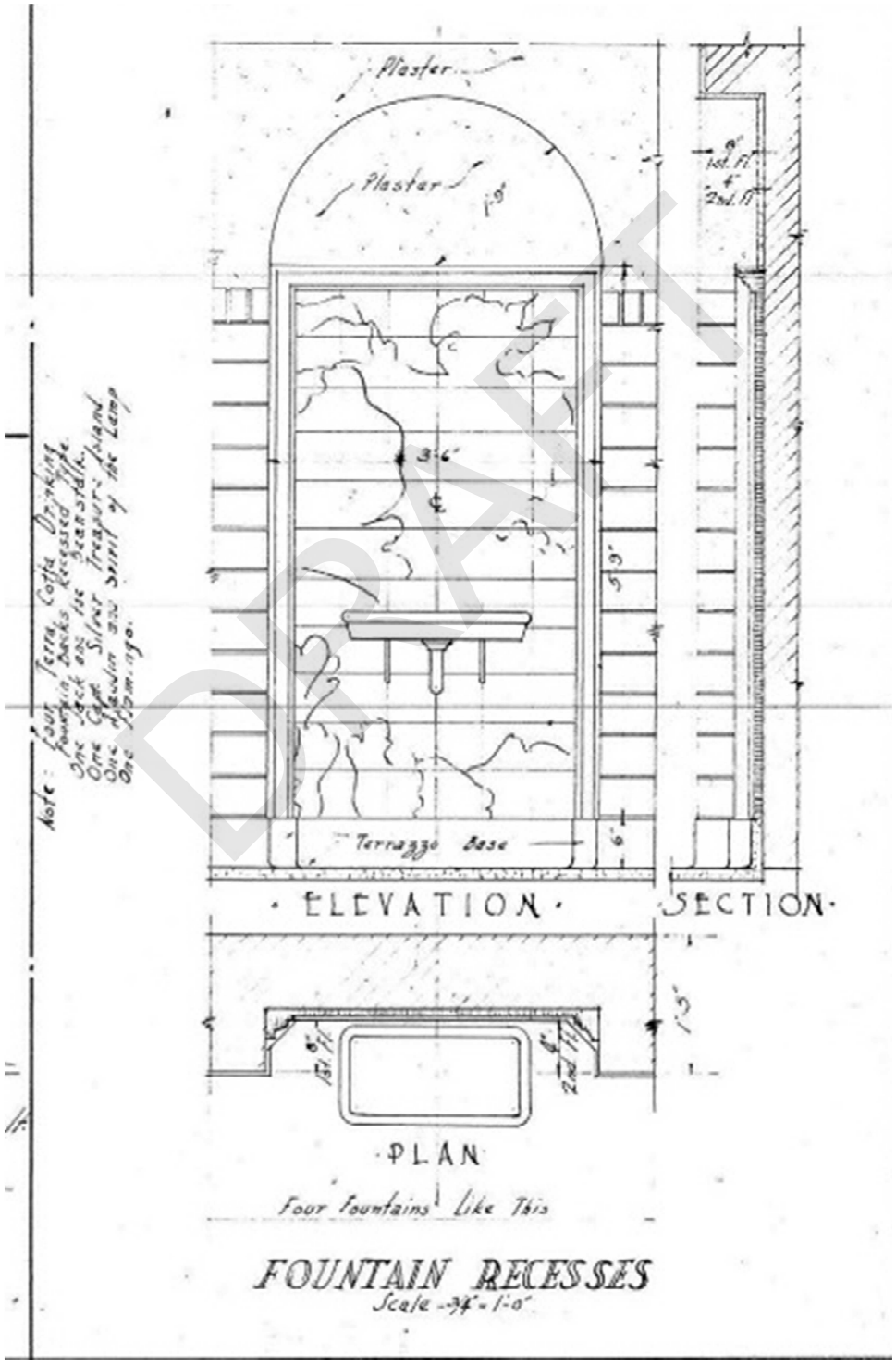

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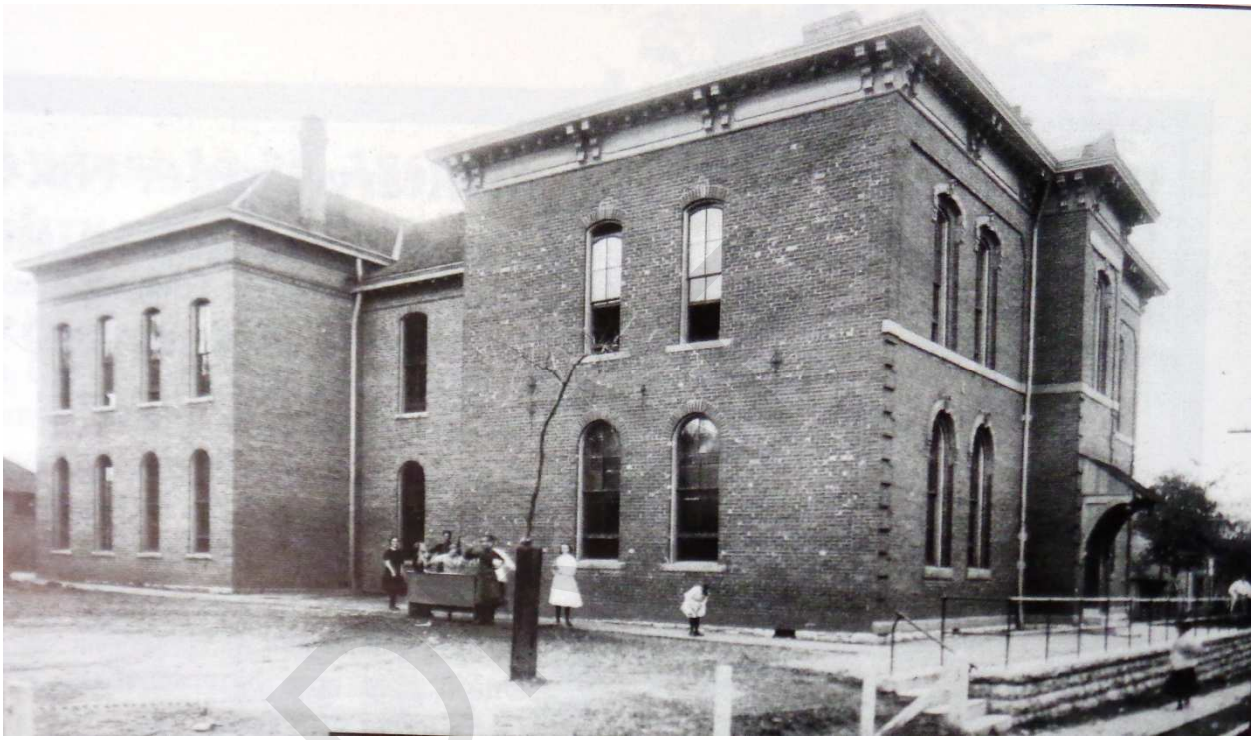
Figure 9. The first Bailey School, with an excerpt of the site plan for the new Bailey School. Photo taken ca. 1900. From "City's Best Kept Secret: Bailey Alternative High School," *Springfield!* June 1998, 36. Site plan, by Wm. B. Ittner, Inc., and Heckenlively and Mark, May 1930, 1. Courtesy of the Springfield Public School System.



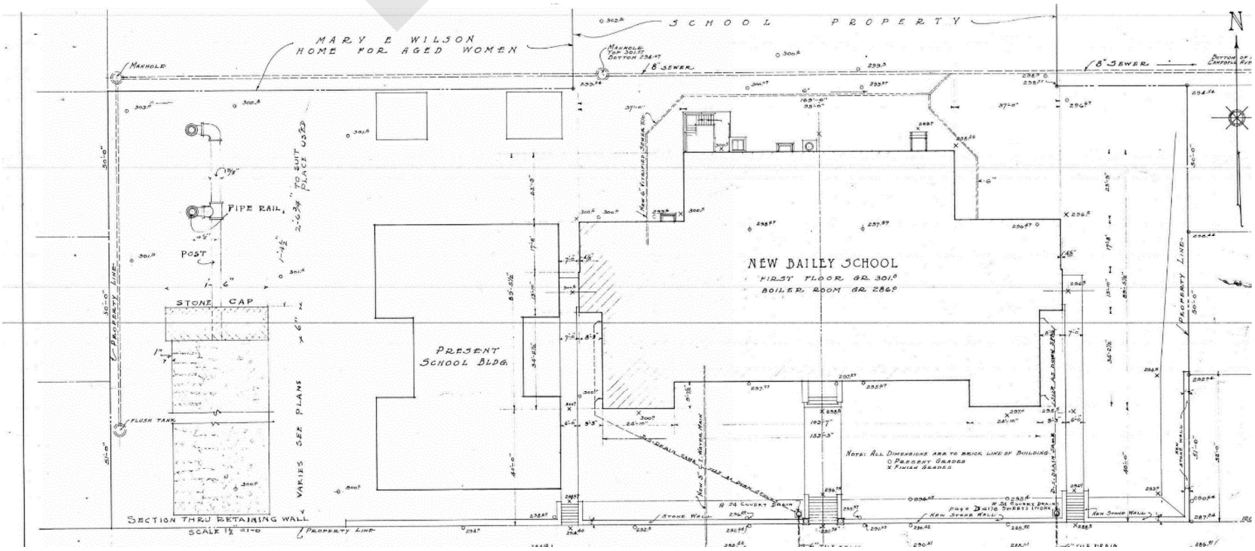
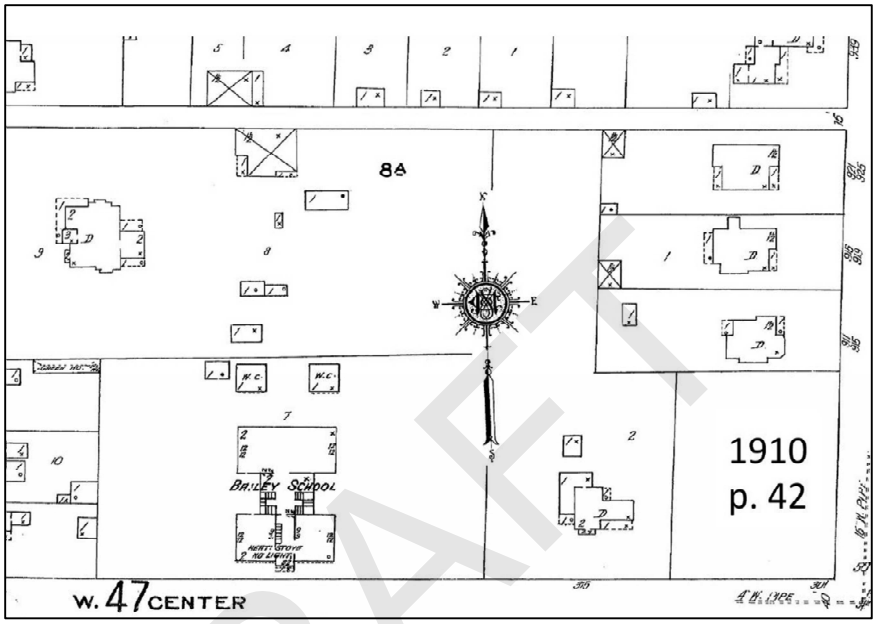


Figure 10. Top: 1910 Sanborn Map with the Old Bailey School.
Bottom: 1933 Sanborn Map, with the new Bailey School.



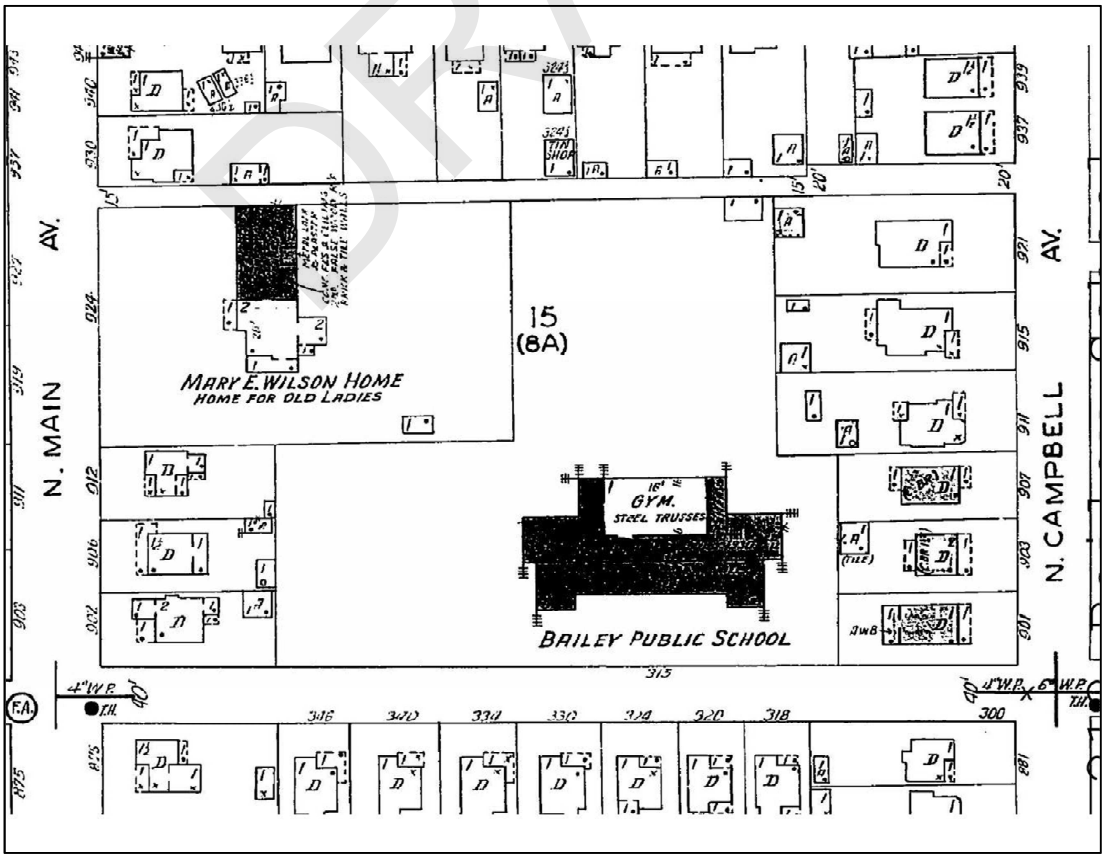


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Figure 11. First Floor Plan of Bailey School, with notes about standard 1930s plan components. Notes added by Deb Sheals May, 2016.

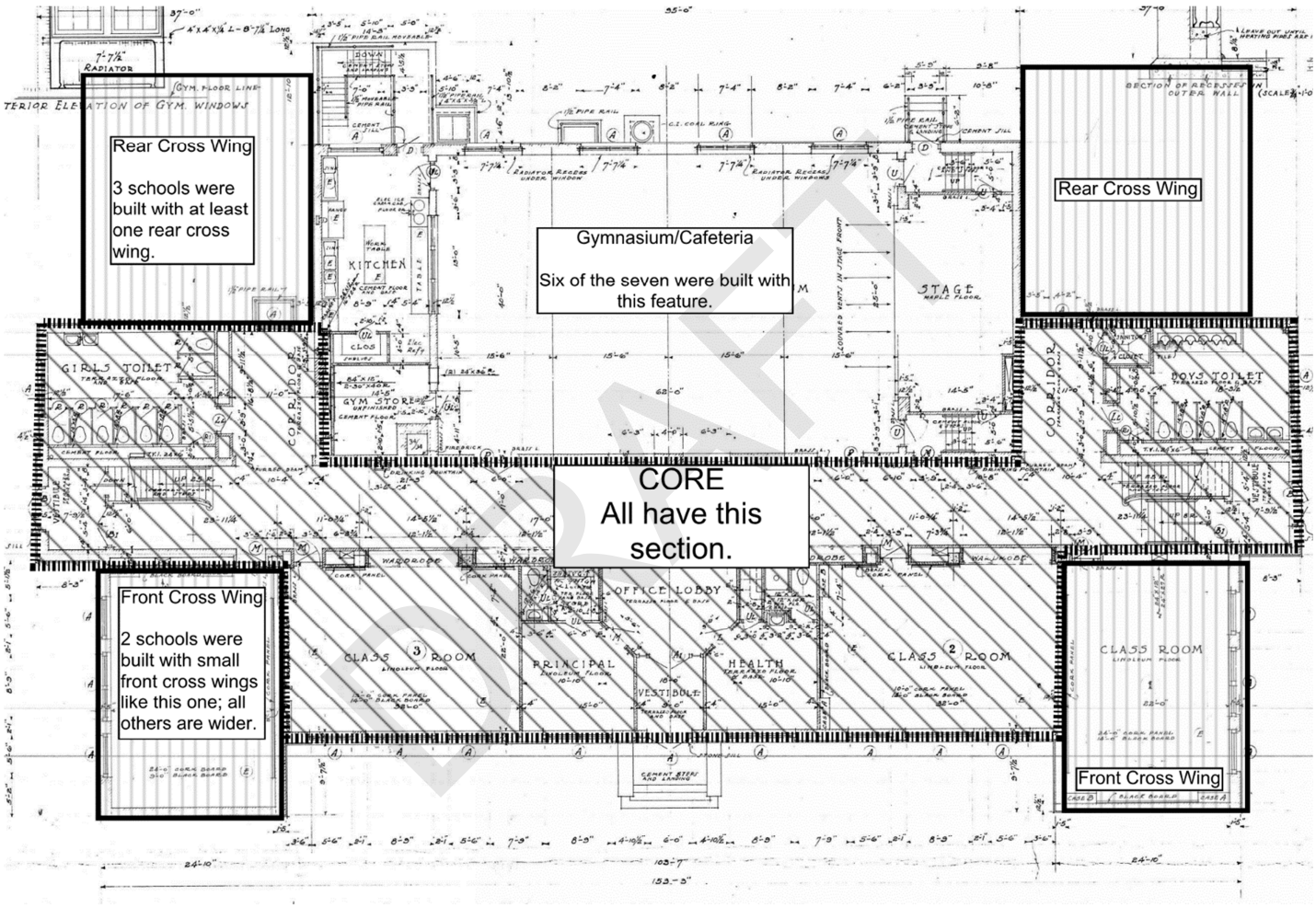

Figure 12. Elementary School Service Areas in Springfield as of 1948. Bailey School is indicated by the hatched dark circle. Each circle represents a half-mile radius around the school, and each dot stands for 10 pupils. From *A Look at Springfield Schools*. Urbana, IL: Illini Survey Associates, College of Education, University of Illinois, 1948. Print.

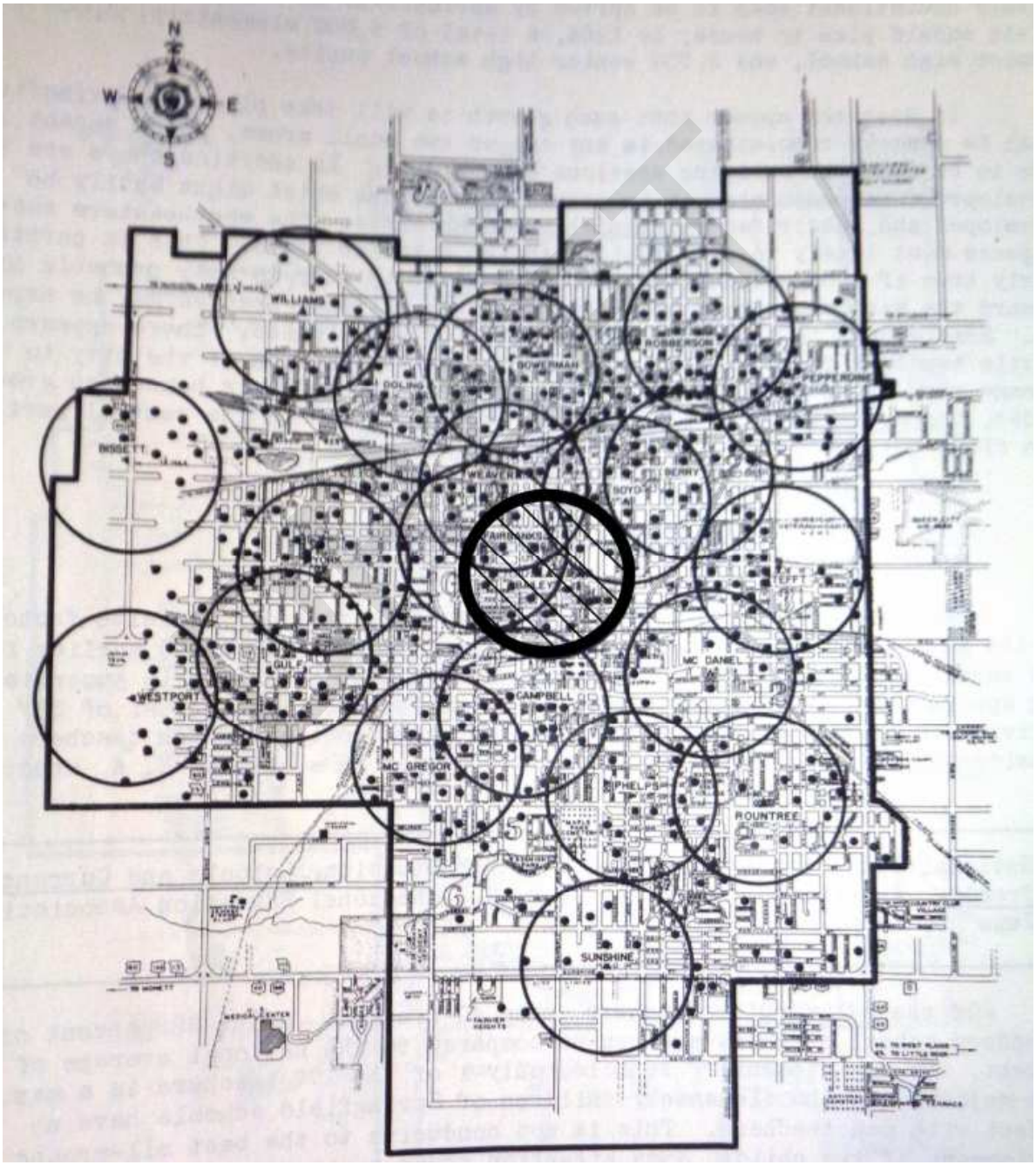

Figure 13. List of 1930s Elementary Schools in Springfield, with notes on alterations. From a database of Springfield Public Schools prepared by Deb Sheals 2013-2016.

Historic Name	Addtion dates	No. of stories	Plan Date and Architects	Alterations
Bailey 2	1965 rear addition	2 Architectural Style: Jacobethan Revival	May 1930 William B. Ittner, St. Louis Heceknlively and Mark,	New windows. Stage probably changed when warehouse was added to the rear. No interior changes of note.
Bowerman 2	1991 Learning Resource Center	2 Architectural Style: Art Deco	Oct. 1930 Earl Hawkins, Springfield William B. Ittner, St. Louis	New windows. Lowered ceilings, very large HVAC duct in gymnasium. 1991 LRC addition to rear and new parking lot. Marshall Waters Woody Archs
Campbell 2	1987 Learning Resource Center	2 Architectural Style: Classical Revival	Jan. 1930 William B. Ittner, St. Louis Heceknlively and Mark,	New windows. Very large HVAC in gym. Stairs enclosed, ceilings lowered. 1987 New LRC at rear. Richard and Hardy, Springfield
Phelps 2 (Center for Gifted	ca. 2010	2 Architectural Style: Art Deco	March 1930 Earl Hawkins, Springfield William B. Ittner, St. Louis	New windows. Ceilings lowered, large HVAC ducts in Gym. Rear addition, ca. 2010; no plans
Sunshine 2	1950, 1991	1 Architectural Style: Colonial Revival	Jan. 1930 William B. Ittner, St. Louis Geo. Reed, Springfield	New windows. Lowered ceilings in halls, classrooms and 1950 gym. 1950 large rear addition, Dan R. Sanford and Sons, Springfield 1991 Library and classroom addition on the east, Butler Group, Springfield.
Weaver 2	1987 LRC 2000s rear addition.	2 Architectural Style: Art Deco	May 1930 William B. Ittner, St. Louis Heceknlively and Mark,	New windows. Lowered ceilings, stairs enclosed, new HVAC ducts in gym. Very large rear addition, ca. 2000's.
Williams	1954 rooms MPR; 1967 3 rooms K; 1968, 1970,	1 Architectural Style: Colonial Revival	No date on plans William B. Ittner, St. Louis Geo. Reed, Springfield	New windows. Lowered ceilings. 1954 large side addition, later additions to the rear. Window openings on facade possibly removed.

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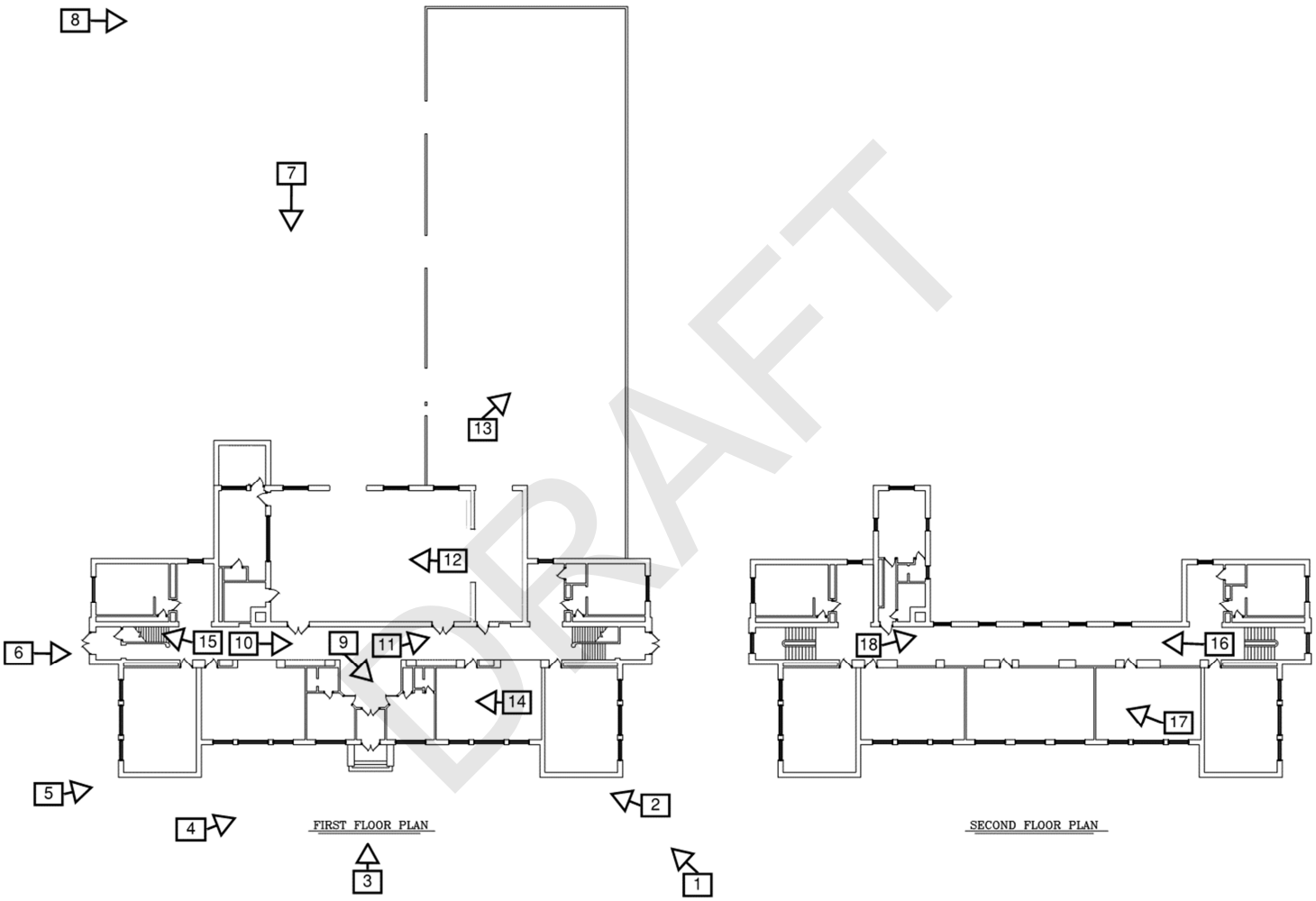
Photo Key.



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BAILEY SCHOOL

EXIT
OFFICE
PRINCIPAL

hope
serve
peace
caring
trust
honesty
BAILEY
grow
respect
create
Ziploc

JUST Look IT IT
Josh dies
2 the end!
They all die?

EXIT

03-04
02-03
03-04

MNEA

JOSH M.
JEREMY W.
JOSH D.
DAMON
MACHEL
CASEY
MELISSA
MONIQUE
KIM
JOHN
LEIGH C.
98-99