

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Registration Form**

**1. Name of Property**

historic name Lincoln School

other names/site number Lincoln Hall; Building A; Graff Vocational and Technical; Eastwood Junior High School

**2. Location**

street & number 815 North Sherman Avenue [n/a] not for publication

city or town Springfield [n/a] vicinity

state Missouri code MO county Greene code 077 zip code 65802

**3. State/Federal Agency Certification**

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

*Claire F. Blackwell* 11 April 2000  
Signature of certifying official/Title Claire F. Blackwell/Deputy SHPO Date

Missouri Department of Natural Resources  
State or Federal agency and bureau

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

Signature of certifying official/Title

State or Federal agency and bureau

**4. National Park Service Certification**

I hereby certify that the property is:

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

Signature of the Keeper

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Classification**

Ownership of Property	Category of Property	Number of Resources within Property	
		Contributing	Noncontributing
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	<u>1</u>	<u>0</u>
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district		
<input type="checkbox"/> public-State	<input type="checkbox"/> site	<u>0</u>	<u>0</u>
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<u>0</u>	<u>0</u>
	<input type="checkbox"/> object	<u>0</u>	<u>0</u>
		<u>0</u>	<u>0</u>
		<u>0</u>	<u>0</u>
		<u>1</u>	<u>0</u>

Name of related multiple property listing.  
n/a

Number of contributing resources previously listed in the National Register.  
0

**6. Function or Use**

**Historic Function**  
Education/school  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Current Functions**  
Education/school  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**7. Description**

**Architectural Classification**  
Modern Movement  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Materials**  
 foundation concrete  
 walls brick  
 \_\_\_\_\_  
 roof asphalt  
 other concrete  
 \_\_\_\_\_

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

## 8. Statement of Significance

### Applicable National Register Criteria

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

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

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

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

### Criteria Considerations

Property is:

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

**B** removed from its original location.

**C** a birthplace or grave.

**D** a cemetery.

**E** a reconstructed building, object, or structure.

**F** a commemorative property.

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

### Areas of Significance

Ethnic Heritage/Black

Education

Architecture

### Periods of Significance

1930-1955

### Significant Dates

na

### Significant Person(s)

n/a

### Cultural Affiliation

n/a

### Architect/Builder

Ittner, William B./

Gillioz, M.E.

## Narrative Statement of Significance

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

## 9. Major Bibliographic References

### Bibliography

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

### Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey

# \_\_\_\_\_

recorded by Historic American Engineering Record

# \_\_\_\_\_

### Primary location of additional data:

State Historic Preservation Office

Other State Agency

Federal Agency

Local Government

University

Other:

Name of repository: \_\_\_\_\_

\_\_\_\_\_

**10. Geographical Data**

**Acreage of Property** \_\_\_\_\_

**UTM References**

A. Zone	Easting	Northing	B. Zone	Easting	Northing
15	475040	4118740			
C. Zone	Easting	Northing	D. Zone	Easting	Northing

[ ] See continuation sheet

**Verbal Boundary Description**

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

**Boundary Justification**

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

**11. Form Prepared By**

name/title see continuation sheet

organization \_\_\_\_\_ date \_\_\_\_\_

street & number \_\_\_\_\_ telephone \_\_\_\_\_

city or town \_\_\_\_\_ state \_\_\_\_\_ zip code \_\_\_\_\_

**Additional Documentation**

Submit the following items with the completed form:

**Continuation Sheets**

**Maps**

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

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

**Photographs**

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

**Additional Items**

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

**Property Owner**

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

name Ozarks Technical Community College

street & number 933 E. Central telephone (417) 895-7111

city or town Springfield state MO zip code 65802

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National Park Service

## NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Section 7 Page 1

Lincoln School  
Greene County, MO

**Summary:** Lincoln School, 815 North Sherman Avenue, Springfield, Greene County, was originally constructed in a modified U-plan, with a one-story gymnasium on the rear elevation. The building faces east, and the facade features restrained Art Deco styling, primarily centered at the entrance and as banding above the second story windows and extending the width of the building. The original building was constructed of brick with a concrete foundation. A number of additions have been constructed, many apparently added during the buildings period of significance, but some later, when the building continued to serve an educational function. The original core of the building is virtually unaltered, both exterior and interior, and the additions, though complimentary and generally balanced, still are clearly discernible as additions. The original design, provided by master school architect William B. Ittner, is still intact, and the building retains integrity of design, materials, workmanship, location, and association.

**Narrative:** Lincoln School faces east to Sherman Street on a large lot that slopes gently to the north, south and west. Because of the sloping lot the main entrance on the east side enters the building on the first floor but the ground floor is fully exposed on the north, south and west sides. The lot is landscaped in the front with lawn and a few mature deciduous trees; there are foundation plantings of alternating upright and low spreading conifers along the west side of the building.

The original building is constructed of load bearing red brick set in garden wall bond set on a concrete foundation and covered with a flat asphalt roof. All the additions have concrete foundations with concrete block walls clad in red brick set in running bond. As on the original section of the building, all roofs are flat and covered with built-up asphalt.

As originally designed and constructed, the Lincoln school had a rectangular floor plan. The plan is comprised of a U-shaped two-story section with an auditorium filling the U on the west side. The south wing of the U shaped section is a full two-stories. The North wing has a two story section on the west half; the west half of the wing is only one story. The west wall of the auditorium extends several feet from the rear walls of the U shaped section. The auditorium is not a full two-stories tall; the roof breaks midway on the second floor of the U-shaped section.

Additions to the original design have changed the design from a rectangular plan to a U-shaped plan. All additions have brick walls set in running bond as opposed to the garden wall bond on the original section of the building. Additions include the following: a one-story addition on the north that is stepped out slightly from the plan of the original façade of the school. Because of the sloping lot the ground floor is only slightly below grade on the east but is fully exposed on the north. The western half of this addition is stepped out to the north.

On the south side is a two-story addition matching that on the north. As on the north, the south addition has the ground floor at-grade and exposes all three levels on the south side. The western third of the southern addition is stepped out approximately 15 feet to the south.

On the West Side of both the north and south additions are large one-story additions that extend to the west. These form the arms of the U-shaped plan. Both are at the same level as the ground floor of the original section of the building. The space between is paved for surface parking.

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## NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

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Lincoln School  
Greene County, MO

### Exterior Description

The following description is organized as a full exterior description of the original school followed by a description of the various additions.

The original section of the school, not counting the flanking additions, has a 21-bay wide symmetrical façade. The bays are divided into five sections. The main entrance is centered in the central seven-bay section. It is flanked on each side by a three bay section. The end sections are four bays wide and step out from the wall plane slightly. Each section is separated by Art-Deco pilasters made of stepped brick work capped with diamond shaped limestone capitals with stepped lower edges, smooth upper edges and a raised center. The capitals are connected with a continuous limestone cornice with chamfered upper and lower edges and a pair of incised grooves running through the center; this exist only on the east, north and south walls of the original section of the school. The vertical division of the façade is further accented by four vertical rows of inset brick in the parapet wall directly above each pilaster capital. There are no openings to the ground floor along the original façade; it is delineated from the upper floors by the use of concrete as a finish material on the ground floor and garden wall bond red brick on the upper levels. With the exception of the central section, the first and second floors have identical fenestration patterns. That is, each bay has a non-original 1/1 aluminum frame window with soldier course headers and stone slip sills. On the second floor the soldier course forms a continuous band below the cornice. The central seven-bay section is the most heavily ornamented. The main entrance is centered and is flanked on each side with two windows. It is reached by a flight of limestone steps with a low curved stone wall to each side. The non-original panel double doors have a massive limestone surround; it is very simple with no detailing except for chamfered edges and a slight flair at the bottom. Currently a fabric awning with pipe supports covers the entryway, including the stairs. The entrance is further accented with detailing at the second floor level, the parapet wall and the roofline. The simple Art Deco design has a central stone fan above the roof line that tapers down to the stone cornice, it is flanked on each side with stone columns and scroll designs. Below the cornice the tripartite design is carried into the brick wall with three equally spaced vertical brick insets. This central decorative element is flanked on each side by three windows identical to all others on the façade.

The full second floor on the north side is visible above the north addition; there are no wall openings. The addition on the south side of the building stops at the cornice line. The parapet wall along this side is identical to that on the main façade.

The rear wall of the original section is irregular and is comprised of a two-story wing on the south and a one-story wing on the north; these surround the auditorium, which is not a full two-stories and ends mid-level on the second floor. The two-story section of the north wing does not extend as far west as the south wing; it stops at about the mid-point of the auditorium and a one-story section continues flush with the wall plane of the auditorium; the south wing extends within a couple feet of the west wall of the auditorium. The north wing has no wall openings. Because of the change in grade all three levels are above grade on the west. The south wing has three equally spaced windows on the first and second floor; the ground floor has two windows aligned with the northern windows of the upper floors. These windows match the replacement windows on the main façade. A one-story addition abuts the south wing and connects to the

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Lincoln School  
Greene County, MO

southern third of the west wall on the ground floor. Another one-story addition abuts the ground floor level of the northernmost bay of the auditorium. The west wall of the auditorium has a concrete ground floor with several large metal factory sash windows, and an overhead garage door. Above, the wall is equally divided into five bays. Each with the exception of the southernmost has paired 1/1 windows with a fixed transom; all are of the same material as the rest of the replacement windows. On the west wall of the front section of the building, above the auditorium, are four equally spaced fixed sash windows.

### North Addition

Non-historic additions flank the original façade on the north and south. The north addition is two-stories tall, with running bond brick walls and a flat roof. It is a very simple utilitarian design with no ornamentation. The east façade is nine bays wide with 6/9 metal sash windows with stone slips sill; the are grouped in three sets of three. It is stepped out to the east slightly from the wall plane of the original façade. The north wall has a centrally located double door leading into the ground floor level; the wall above the door is clad in limestone panels up to the roofline. East of the door the wall has no openings. The west half of this wall jogs to the north and has four 6/9 metal sash windows on each floor. The addition ends on the west flush with the wall plane of the rear wall of the original school.

### South Addition

Built at the same time as the north wing and consistent in design, the south wing has the same wall treatment and windows. It differs in that it is taller with two full stories above the ground floor. The east façade is stepped out from the wall plane of the original main façade of the school a couple feet. This wall is nine bays wide with three sets of three windows on all three levels. The south wall has a centrally located door at the ground floor level with stone panels above to the roofline. On the eastern side of the wall are three windows on the first and second floors. The western third of the wall extends to the south approximately ten feet from the main wall plane. This section of the wall has four windows placed to the western side of the wall; these are at all three levels.

### Rear Additions

There are large one story wings on the west side of the building that extend to the west and form the arms of the general U-shaped plan of the current structure; they have concrete foundations. Both are at the same level as the ground floor of the original building.

The south wing has a blank south wall. The southern half of the west wall extends to the west approximately 20 feet; there is a loading dock in the angle of the two sections of the west wall. A large part of this wing is used as garage/auto mechanic classroom; there are four large overhead doors along the north wall that open into the central parking area formed by the general U-shaped plan of the building.

The north wing is considerably wider than the south wing. It has a blind wall on the north side. The west wall jogs to the west on the southern fourth; there is a inset door way in the center and an overhead

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Lincoln School  
Greene County, MO

garage door on the northern section. The south section has no openings. The south wall that faces the parking area matches the north wall of the south wing with multiple overhead garage doors.

### Interior Description

#### Original Section

The interior floor plan of the original section of the school is fully intact and consists of a north and south running hall with rooms to the side. Toward the ends of the main hall is a short hall leading west to the rooms in the west wings; the wall openings into the short halls have shallow arches. Each short hall has a restroom off to the side and a single classroom at the end. At each end of the hall is a concrete stair with a solid concrete guardrail; the stairs have dogleg landings between the first and second floor.

The interior of original section of the school is surprisingly intact and retains the original floor, wall finishes, some ceiling finishes as well as the original interior doors, built-in lockers, built in class room furniture and restroom hardware. The main exception is the ground floor and some of the classrooms and offices, which have lino-tile floors plaster walls and a dropped ceilings. The first and second floors retain the original waxed concrete floors, glazed tile block wainscot with plaster walls above, and plaster ceiling. The original light fixtures have been replaced with florescents.

The basement consists of a hall running north and south; the east side of the hall was never excavated and consequently has no rooms. The west side of the hall consists mainly of rooms housing the utilities and boiler.

The main entrance has a short hall with offices on each side before it intersects the main north south hall. Classrooms line the east side of the hall; the auditorium is to the west. There is a classroom at the end of the short east/west hall toward the end of the north/south hall. The classrooms all retain the original doors; they are set deeply in the wall and have dark stained wood doors with two lower panels with nine lights above and the original S-shaped forged iron door pulls. Above the doors are six-light fixed transoms. The two entrances to the auditorium have double doors of the same design. There are two built-in display cases on the east side of the hall.

The second floor is reached by the stairs at each end of the hall. The west wall has four fixed light windows evenly spaced and set high in the wall. On the opposite side of the hall are metal lockers at the wainscot level with deeply set doors into five classrooms. The doors and hardware match those on the first floor. The classrooms on the second floor, as those on the first, retain the original chalkboards and some original built in bookcases and cabinets.

#### Additions

The north and south additions that flank the original school contain classrooms and offices. The rooms generally have lino-tile floors, painted concrete block or gypsum board walls and dropped ceilings with florescent lights. The additions on the west side of the building contain garage/auto mechanic classrooms



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**Lincoln School  
Greene County, MO**

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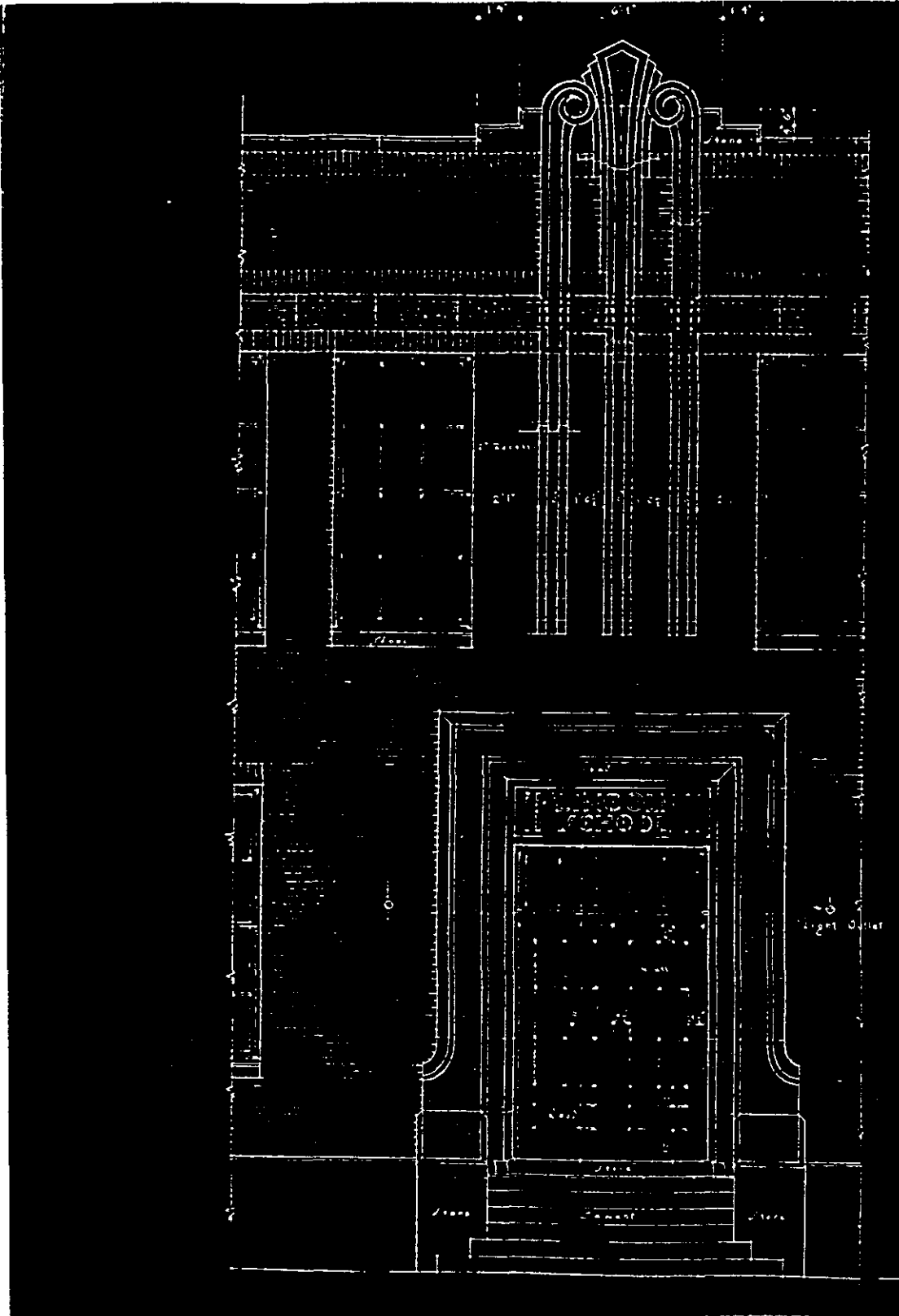
that are more sparsely finished with open metal truss ceilings, concrete floors and concrete block walls. The north side of the northernmost west wing contains classrooms finished the same as other classrooms in the additions.

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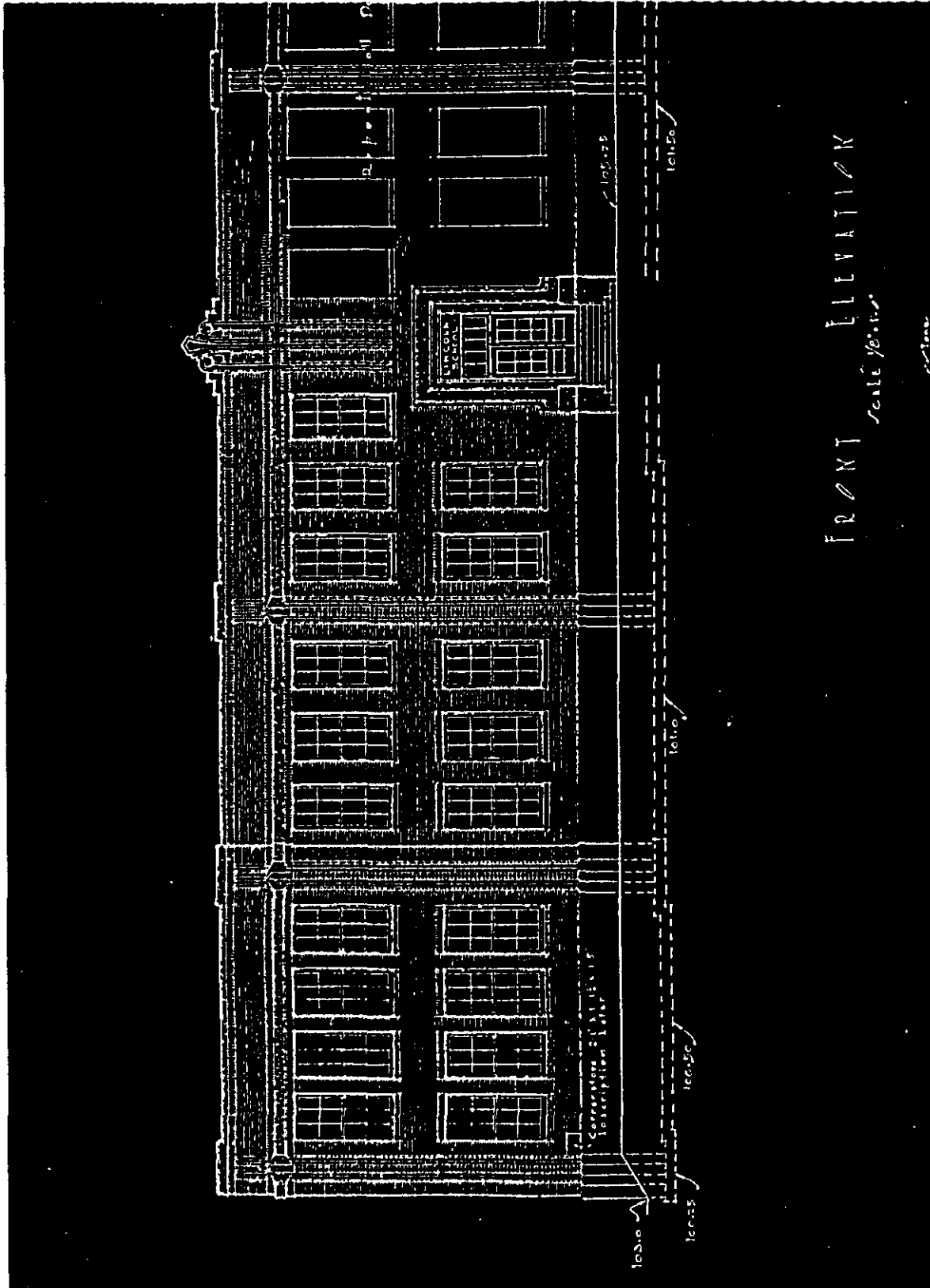


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**Lincoln School  
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## NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

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Lincoln School  
Greene County, MO

**Summary:** Lincoln School,<sup>1</sup> 815 North Sherman Avenue, Springfield, Greene County, is significant under Criterion A in the areas of Education and Ethnic Heritage--Black and under Criterion C in the area of Architecture. Built in 1930, Lincoln is the only remaining African-American school in Springfield and served the African-American students of the city for twenty-four years. The school represented efforts to mend strained relations between the races, which remained strained following a bloody 1906 race riot. Constructed in part as an effort to upgrade all the city's educational facilities, the school was also partially funded by a grant from the Rosenwald Fund. Efforts by city and state educational leaders to persuade Fund officials to extend aid to Missouri ultimately resulted in the state's inclusion in the school aid program, and three additional Rosenwald Fund schools were eventually constructed in the state.<sup>2</sup> Lincoln School was the most substantial building supported by the Fund, a twelve-teacher school which served all grades and which featured an industrial arts emphasis. Lincoln School is also the only extant Rosenwald Fund school remaining in the state. The school also served as a focal point for the community, with much of the auditorium and library designed to serve the larger community needs as well as those of the students. Finally, the school was designed by William B. Ittner, former Commissioner of School Buildings for the City of St. Louis and nationally renowned for the espousal of the open-plan of school design. The original portion of Lincoln School is an excellent example of his use of his innovative plan designed to maximize light and ventilation. For this school, designed on a smaller scale than most of St. Louis examples, Ittner returned to his earlier U-plan, which utilized the one sided corridor, and applied Art Deco detailing as exterior relief. Following the state mandate to desegregate its schools, Lincoln was closed in 1955. The period of significance extends from its construction in 1930 to 1955, the last year the building served as a segregated public school. Although the period of significance extends beyond the fifty year limit, the significance of the building was established well before the fifty year period and its function and importance continued until the educational facilities of the Greene County town were desegregated. The period of significance--1930 to 1955--is a discrete and finite period clearly associated with the building's areas of significance.

**Narrative:** The existence of slavery in Missouri preceded the creation of the state by at least one hundred years. As early as 1720, Philippe Renault established extensive lead mines near Mine La Motte, employing African slaves from the West Indies. In 1820, Missouri was admitted to the Union as a slave state, as a result of the compromise named for the state and which only slightly quelled sectional agitation over the slavery question for thirty-four years. As a slave state, Missouri enacted the usual prohibitions against educating slaves. In 1847, an amendment to the Missouri constitution decreed that "no person shall keep or teach in any school for the instruction of negroes or mulattoes in reading or writing in this state." The law was sometimes ignored. In Springfield, Danforth family slave Martha Jane Danforth Ayers was taught to read by the owner's niece. Elias Brown, later a Union soldier, taught himself to read by keeping a speller under his hat when he was hoeing. When he reached the end of a row farthest from the driver, he took his hat off to wipe his brow and learned a word.

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<sup>1</sup>The school was originally referred to as the New Lincoln Colored School; the name Lincoln School is used based on the name used on the final architectural plans and drawings.

<sup>2</sup>In Missouri, only four Rosenwald schools were constructed. Combined, the four schools had the capacity to house 1,260 students and cost \$257,959.

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Lincoln School  
Greene County, MO

The Civil War ultimately made the 1847 law irrelevant. In May, 1863, the Bureau for Colored Troops established Benton Barracks in St. Louis as a reception point for all black recruits from Iowa, Minnesota, and Missouri. Many of these men learned to read and write in regimental schools. Some of these veterans taught school after the war. On January 11, 1865, the Missouri constitutional convention, elected in the Radical election sweep in November 1864, passed an ordinance which required immediate emancipation of the state's remaining slaves. In the spring of 1865, the General Assembly rescinded the 1847 constitutional amendment which forbid the education of Missouri's African-American population. The following year the Assembly enacted a series of measures which were intended to establish and fund African-American schools in each township or city. In April 1866, the first public school for African-Americans was opened in Kansas City.

A Freedman's School was opened in Springfield in 1866. The only record of that school is the report to the Freedman's Bureau for April 1867. In that month, the school reported 137 students. Seventy-five students paid tuition, probably working adults who attended the Sunday school and night school. Emiline Howard of the Iowa Society of Friends and Letitia Townsend of the Northwestern Freedman's Aid Commission were the teachers. Public schools were not established in Springfield until 1867. In addition to primary schools and a high school for white students, a school for African-Americans was established in the African-American Methodist church. Scott Hayes was employed as teacher for the forty-eight students at a salary of \$50.00 a month, comparable to the salaries paid teachers of white pupils.

Originally, space for all city schools was in rented buildings. A site for the African-American school was not selected until 1872, when a lot was purchased on Washington Avenue (now Drury Lane) near Center Street and a building erected at a cost of \$4867.52. The two-story, four-room brick school was named Washington Avenue Colored Public School. Julius Rector, later elected to the city council, was the first teacher, followed by principal Sampson Lewis. This school was in a large African-American neighborhood. Three major black churches were by this time only a block or two south; four black-owned houses were across Washington Avenue from the new school. Many blocks of black houses were south and east of it.

In 1873 the new, still homeless Drury College was given a lot on Benton Avenue directly behind the Washington Avenue school and immediately tried to obtain the new school as the first Drury building. Failing to do so, Drury built an exact replica of the African-American school west of it on Benton. According to an early Drury yearbook, Drury finally succeeded in removing "reluctant colored landowners" east of Washington Avenue. In 1884, the school board agreed to exchange the building on Washington Avenue for a lot and a new building to be erected by Drury College, at a cost of \$5,000.00, at the southeast corner of Center Street and Washington Avenue. Drury then used the former African-American school, calling it East Academy Hall and calling its own replica West Academy Hall. Drury later used the old black school as a fine arts building, a science building, and a museum, finally tearing it down in 1914.

The new two-story brick school across Central was named Lincoln High School. It was never large enough to accommodate students in grades one through twelve. In 1887, an addition, at a cost of \$4,000.00, was built. Elementary students were taught in the basements of several churches. In 1891 the city built Douglass school at Main and Market a few blocks off the Public Square for grades one through five to accommodate children in several large neighborhoods on the south side of Springfield. When the new Lincoln School was built in 1930, both Douglass and the old Lincoln High School were closed.

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Lincoln School  
Greene County, MO

Douglass was torn down shortly thereafter; the old Lincoln stood until the eighties, when Drury tore it down; it now uses the space as a parking lot.

Springfield was a strictly segregated city, marked by a particularly violent racial incident which left a legacy of bitterness, suspicion, and occasional violence. In 1906, the city's population was about 30,000, with only 3,000 African-Americans. In that year, three African-American men were lynched by a mob which included many of the city's political elite. As a result of the lynchings and ensuing riot, in which at least one more African-American was killed and a large amount of property was damaged, there was an exodus of hundreds of African-American residents.<sup>3</sup> According to Norma S. Duncan, a former Lincoln student, the African-American population was segregated into a number of neighborhoods across the city:

We were sectioned off in small neighborhoods of the city, living on Sherman Street, in and around Silver Springs Park, close to Drury College and Central High. Other black sections of the city were known by their nicknames. I was reared in the "East End" by my grandparents, right off Walnut Street . . . "Westport" was another black section of the city near Chestnut Expressway going west to North Broadway. Many of the people in this section were connected to the Frisco Railroad. "Southtown" was the cluster of black families living in and around South Grant where Partview High School is now. The "north side" was beyond Commercial Street and before Kearney.<sup>4</sup>

### The Rosenwald Foundation

In 1895, Alvah Roebuck retired from the firm he and Richard Sears had founded six years earlier. In his search for another partner, Sears approached Aaron Nussbaum, an entrepreneur who had prospered selling soda and ice cream at the 1893 Chicago World's Fair. Sears offered Nussbaum a partnership in Sears, Roebuck and Company, and Nussbaum suggested to his brother-in-law, Julius Rosenwald, who owned a company that supplied men's suits to Sears, Roebuck, that they both invest \$75,000 in the firm.. Two years later Nussbaum was forced out of the firm. Rosenwald devised a "schedule system" to process orders, introduced money-back guarantees, and insisted on honest descriptions of merchandise. The company's sales, which had totaled \$1,404,237 in 1897, increased to over \$11 million in 1900, largely because of Rosenwald's innovations. Between 1901 and 1905, Sears, Roebuck's sales increased 500 percent. In 1908, Rosenwald pushed a reorganization of the company and was appointed chairman of the board; Sears was removed from control of the company he co-founded and resigned.<sup>5</sup>

Rosenwald had an interest in philanthropy which predated his association with Sears, Roebuck. At his death, his philanthropies totaled between \$60-70 million. Of that amount, \$20 million were distributed through the foundation which bore his name; \$4 million were awarded to African-American schools outside the foundation grants; \$5 million was distributed for Jewish farm relocation in Russia; \$5 million was

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<sup>3</sup>See Mary Newland Clary, "The Easter Offering: A Missouri Lynching, 1906," (Master's thesis, Southwest Missouri State College, 1970).

<sup>4</sup>Norma S. Duncan, "Lincoln School," *OzarksWatch* 11, nos. 3 and 4 (1998), p. 36.

<sup>5</sup>Martin Morse Wooster, "Julius Rosenwald: The Case against Foundation Perpetuity," *Alternatives in Philanthropy*, Capital Research Center, <http://www.capitalresearch.org/ap/ap-0897.html>, accessed June 28, 1999.

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presented to Jewish charities and organizations; \$2 million went to war work and war relief; \$3 million was given to hostipals and health agencies; and \$11 million was distributed through the Rosenwald Family Association.

Julius Rosenwald's interest in assisting African-Americans stemmed in part from his reading of Booker T. Washington's autobiography, Up From Slavery, in 1911. In May of that year, Rosenwald and Washington met in Chicago to discuss possible philanthropic projects. Rosenwald consented to lead an effort to raise \$50,000 for Tuskegee Institute, to permit Washington to devote more time to teaching rather than fund raising. Rosenwald was also elected a trustee of Tuskegee. The following year, Rosenwald and Washington began work on plans to build African-American schools. Washington would select the schools and, if they raised enough money on their own, Rosenwald agreed to donate an additional \$25,000 to be distributed to schools established by Tuskegee. Rosenwald's proposal was similar to an earlier effort in which he had agreed to provide \$25,000 for the construction of African-American YMCAs, provided each YMCA could raise \$75,000 from other contributions; this program resulted in the construction of YMCAs in twenty-five cities, as well as the construction of three YWCAs. Rosenwald's initial school grant was so successful that he provided a second grant of \$30,000, with \$300 available per school. By Washington's death in 1915, Rosenwald had helped finance eighty rural schools in three states.<sup>6</sup>

In 1917, the Julius Rosenwald Fund was incorporated and expanded the assistance to African-American schools. In 1920, in response to overwhelming requests for assistance from the Fund, the directors of the Rosenwald Fund approved a "Plan for the Distribution of Aid . . . for Building Public School Houses in the South." Their recommendations for assistance were extended to "Southern communities desiring to provide improved rural schools for Negroes." Included were recommendations that the fund cooperate with public school officials and other agencies in providing basic equipment for the schools, such as desks, blackboards, libraries, and toilets; the school buildings and their sites would be the property of the public schools; schools sites would include "ample space for playgrounds and for such agricultural work as is necessary for the best service of the community", with the minimum space for a one teacher school specified as two acres; and plans and specifications for all buildings must be approved by an authorized representative of the fund before construction began. Conditions for award of the grants were also set. The communities selected had to provide, from other sources, "an amount equal to or greater than that provided by The Fund"; the community also had to agree to "complete, equip, and furnish" the school building within twelve months after qualifying for assistance. Amounts awarded were based on size of school. One-teacher schools were granted \$500, two-teacher schools were granted \$600, and three-teacher schools were granted \$1,000. For larger schools, such as consolidated schools or training schools, the award would be determined on a case-by-case basis.<sup>7</sup>

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<sup>6</sup>Louis R. Harlan, Booker T. Washington: The Wizard of Tuskegee, 1901-1915 (New York: Oxford University Press, 1983), p. 197.

<sup>7</sup>"Plan for Distribution of Aid from the Julius Rosenwald Fund for Building Rural School Houses in the South," [1920], pp. 1-2. Copy in Katherine G. Lederer Ozarks African American History Archives, Southwest Missouri State University, Springfield Missouri. Hereafter cited as Lederer Archives.

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By Rosenwald's death in 1932, he had contributed \$4.4 million to construct 5,357 schools, primarily in the southern states (plus Oklahoma and Missouri).<sup>8</sup> His contributions were matched by \$18.1 million in government moneys, \$1.2 million from other foundations, and \$4.7 million from African-Americans. Rosenwald, a foe of foundation perpetuity, had specified that the Fund would only continue for for twenty-five years after his death. In 1947, a decade early, the Rosenwald Fund ended.

### The Rosenwald Fund and Missouri Schools

Originally, the Foundation limited its assistance in the construction of African-American schools to the Southern states; the border states of Kentucky and Maryland; and Oklahoma. As early as 1925, however, the Missouri Department of Public Schools sought assistance for its schools. In response to an earlier exchange of letters, on April 22 State Superintendent of Public Schools Charles A. Lee wrote the fund and candidly explained Missouri's segregated system and the unfortunate condition of its African-American schools:

. . . Missouri has the Dual System of Education. Our law states that a rural school for negroes must be established if there are as many as fifteen negro children of school age [within a school district]. If no rural school is established the board of education shall pay the tuition of the children to any other school in the county or an adjoining county . . . As [a] result many children do not get the chance to attend school. The school buildings for negro children in many places are very poor, and the school is conducted by the board of education of each district and in many instances the valuation is so small that good schools cannot be built.<sup>9</sup>

In response to Lee's letter, F.W. Shepardson of the fund's Chicago office, in a note to S.L. Smith of the Nashville office, indicated he had asked Lee for additional statistics "regarding the Negro population in Missouri," but expressed his doubt that the fund would support work in the state. Smith also noted, and Shepardson agreed, that, because there was no General Education Board representative stationed in Missouri to oversee the work of the Fund, it was unlikely the Fund would support construction of a school.<sup>10</sup>

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<sup>8</sup>Of the 5,357 buildings, 4,977 were schoolhouses, 217 were teachers' houses, and 163 were shops. After the program ended in 1932, one additional school, near Warm Springs, Georgia, was constructed at the request of President Franklin Roosevelt, who dedicated the building on March 18, 1937. Edwin R. Embree and Julia Waxman, Investment in People: The Story of the Julius Rosenwald Fund (New York: Harper and Brothers, 1949), p. 51.

<sup>9</sup>Chas. A. Lee, State Superintendent, Department of Public Schools, to Julius Rosenwald Fund, Attention: Mr. Shepardson, April 22, 1925. Copy in Lederer Archives.

<sup>10</sup>F.W. Shepardson to S.L. Smith, April 23, 1925. Copy in Lederer Collection. In 1903, the General Education Board was established by John D. Rockefeller to provide grants, program support, and scholarship assistance to colleges, universities, and state school systems at all levels "without distinction of race, sex or creed." From the beginning of the program, its emphasis was on Southern institutions and assistance to African-Americans. Within each state served by the board, a state agent for Negro education was attached to the department of education, with their salary paid by the General Education Board. In Missouri, Assistant Superintendent of Schools O.G. Sanford apparently filled this role. After 1940, only its Southern programs were continued. The program ended in 1964. In Missouri, a Division of Negro Education was apparently active from 1928 to 1944. "General Education Board Archives, (1901-1964)-1967," The



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Three years later, in a letter addressed directly to Julius Rosenwald, Lee again pleaded for assistance. Lee noted that, on a recent trip through the South, he "was very much impressed with the splendid work that is being done through your cooperation in building better school-houses for negro children. . . . I am wondering why Missouri cannot be included. Missouri has always been classed as a southern state. There are perhaps 50,000 negro children in this state."<sup>11</sup>

From January 17, 1928, to May 29, 1928, N.B. Young, Inspector of Negro Schools for the Department of Public Schools conducted his first tour of Missouri's African-American schools. In a report to Lee, and which was also supplied to the Rosenwald Fund, Young detailed a "deplorable situation . . . due to unfair and ineffective laws, to unsympathetic attitude of many school officials, and to parental disinterest in too many places." Young's tour included one or more schools in forty-five of the state's 114 counties.

According to Young,

Missouri makes adequate provisions for the elementary and secondary educational training of her Negro youth in cities and a few other districts. About 50% of her Negro school population resides in these districts. In the remaining 50%, the state makes educational provisions ranging from fair to none at all.<sup>12</sup>

Young was also critical of section 11145 of the Revised School Laws, which did not require school districts to provide an African-American school if there were fewer than fifteen children of school age within the district. "Hundreds, if not thousands, of Negro children are denied free public education through the operation of this law, which literally 'pockets' them educationally." For those students desiring a high school education, the situation was even more bleak:

In other school districts there are not enough Negro children to justify the expense of organizing a high school, even if the officials were willing. The most they can expect is elementary education at public expense. They are marooned as regards public high school education.<sup>13</sup>

State laws which provided for consolidation of elementary schools and for consolidated high schools for African-Americans were "ineffective." Deficiencies in the system were not solely attributed to laws which were not effective.

In many districts in which adequate schools are not provided for Negro children, a more distressing situation is found. In these districts the school officials are unsympathetic in their attitude toward the negro schools under their administration as evidenced by poor equipment and inefficient teachers. They are not sympathetic with the proposition of equal educational

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Rockefeller University, <http://www.rockefeller.edu/archive.ctr/geb.html>, accessed February 7, 2000; "Early Southern Program, 1901-1967," *Ibid.*, <http://www.rockefeller.edu/archive.ctr/southern.html>, accessed February 7, 2000; and Gould Beech, "Schools for a Minority," *Survey Graphic*, October 1939, online version at New Deal Network, <http://newdeal.feri.org/survey/39b15.html>, accessed December 23, 1999.

<sup>11</sup>Chas. A. Lee to Julius Rosenwald, June 1, 1928. Copy in Lederer Archives.

<sup>12</sup>N. B. Young to Chas. A. Lee, "Report of Negro Schools in Missouri," June 15, 1928, p. 1. Copy in Lederer Archives.

<sup>13</sup>*Ibid.*

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opportunities for Negro children; and, consequently, offer all sorts of alibis for their dereliction in the matter.<sup>14</sup>

Young assigned part of the blame for the poor educational system to African-Americans themselves, who were urged to "take the initiative in this matter." He advised them to seek legislative remedy by urging the General Assembly to modify and amend existing legislation, particularly the provision which required a minimum number of children within each district in order to establish a school, and he counseled them to seek the establishment of a law which would encourage the extension of secondary education to those students currently beyond the reach of a high school. "A few children have as strong a claim upon the state for educational opportunity as have many children." Young noted that other states had successfully extended the benefits of education to children in sparsely populated districts. "I am sure Missouri can also find a way to extend schools to those now denied these privileges." However, Young did not recommend that the segregated system be abolished. "Remedial legislation to meet this entire situation can be enacted through awakened public opinion that will demand equal schools for those for whom it provides separate schools."

The efforts of Lee and others may have finally born fruit the following year. On July 12, 1929, the Executive Committee of the Rosenwald Foundation allocated \$20,000 from the "Negro rural school budget for 1929-30" to extend the rural school program to Missouri. In a letter to S.L. Smith, William B. Harrell noted that it had already been agreed that no one-teacher school buildings would be constructed in Missouri.<sup>15</sup> By December of that year, the firm of St. Louis architect and former St. Louis Commissioner of School Buildings William B. Ittner had been selected to implement an extensive school building program for Springfield, including a "New Lincoln Colored School."

### Architect William B. Ittner

William Butts Ittner was born in St. Louis on September 4, 1864, and as a child attended the city's public schools. The son of builder and brick-maker Anthony Ittner, he graduated from Washington University's Manual Training School in 1884. He continued his studies at the Cornell University School of Architecture, from which he graduated in 1887. Ittner supplemented his schooling and preparation for his work by independently traveling and studying in Europe. Upon his return to St. Louis, he opened a general practice in which he designed a variety of buildings. In 1888, he married Lettie Crane Allen. In 1891, he was elected Fellow, American Institute of Architects and, in 1892, served as president of the St. Louis Chapter. Ittner became known as a prominent St. Louisan and was involved in many civic duties, receiving numerous honors throughout his life<sup>16</sup>; however, his life's work was not inaugurated until he

<sup>14</sup> Ibid., p. 2.

<sup>15</sup> William B. Harrell to S.L. Smith, "Extension of Rural School Program to Missouri," July 16, 1929, copy in Lederer Archives.

<sup>16</sup> In addition, Ittner's achievements and positions included: Corresponding Secretary, Civic Improvement League, 1902; President, Architectural League of America, 1903; Awarded Silver Medal by International Jury of Awards in connection with World's Fair, 1904; President, Public Question Club, 1907; Gold Medal for exhibit in connection with

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decided to accept an offer from the St. Louis Board of Education in 1897 to become the first Commissioner of School Buildings.<sup>17</sup>

On June 22, 1897, Ittner was appointed Commissioner of School Buildings. His appointment followed several years of tumult in the St. Louis Board of Education. In 1889, the Board had abolished the post of architect and hired school designers on a job-by-job basis. In 1893, the post of architect was reinstated, but three years later, the state legislature voted to remove the old Board of Education, which was comprised of twenty-eight members representing each of the city's wards and which had distinguished itself by its disunity. A new, twelve-member citizen board with a new charter was established, which selected Ittner to head the foundering Building Department, a post he would occupy until 1910.

Ittner immediately set out to reorganize the Building Department, and within a year Board of Education President Paul Coste praised Ittner's results:

The Commissioner of School Buildings . . . found it necessary to provide an efficient office force of draughtsmen, etc. and maintain a rigid inspection of all work. That this plan has been successful is shown not only by a considerable reduction in the cost of maintaining the old buildings, but also by a corresponding reduction in the cost of our new buildings.<sup>18</sup>

Ittner considered most of the schools currently in use, as well as those still being built, were unsuitable for their intended use. The buildings uniformly had dimly-lit corridors; too-wide classrooms that received light from only one source, resulting in difficult working conditions; no indoor plumbing, with unsanitary facilities behind the school and children drinking from a community schoolyard dipper; unsafe stairways and too few exits; dingy basement classrooms; and generally inadequate and inconvenient facilities necessary to provide a quality education. In addition, most older St. Louis schools were boxy red hulks of almost forbidding aspect and little imagination, more suited to inspire dread rather than genius. The buildings were almost invariably located right on the sidewalk line, unrelieved by vegetation or lawn of any kind.

In addition to professionalizing his staff, Ittner also visited a number of midwestern cities to compare their schools to those of St. Louis. The information he gathered revealed that the cost of school construction per student in St. Louis was much higher than in other cities, although he considered the St. Louis schools

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Jamestown Tercentennial, 1907; U.S. delegate to International Congress of Architects, Madrid, Spain, 1908; Medal for marked meritorious achievement in the design and construction of school buildings presented by the St. Louis Chapter of the AIA, 1914; Treasurer, AIA, 1924-26; Elected to Life Membership in AIA, 1927; Member of National Education Association Committee on Administration of Secondary Education and wrote the chapter on school architecture for their Bulletin 23, 1922; Lecturer on School/Home planning, New York University, 1922; Invited to White House by President Hoover to conference on building, 1926; Vice-President, St. Louis Plaza Commission, 1926; Elected to Life Membership, Missouri Historical Society, 1927; Elected to Life Membership, National Education Association, 1931; Honorary LL.D. conferred by the University of Missouri, 1931.

<sup>17</sup>The discussion of Ittner's career and accomplishments is adapted from Cynthia Hill Longwisch and Steven E. Mitchell, "St. Louis, Missouri, Public Schools of William B. Ittner" Multiple Property Submission, 1992; and "Final Report--Ittner Schools Survey: Reconnaissance Level," August 4, 1987.

<sup>18</sup>St. Louis Board of Education, Annual Report (1898), p. 21.

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to be inferior to those he toured. Although Ittner also investigated the public schools of Boston and hoped to study school design in Europe, the need for additional classrooms in St. Louis first required his attention. In 1898, his first full year as commissioner, he obtained building permits for six schools. Although Ittner's first school designs were spare and, on the exterior, somewhat similar to the older schools he had regarded as unsatisfactory, from his first design with the Eliot School he began the gradual move toward what would eventually become his open plan. Utilizing a main block with perpendicular wings, Ittner created a H-shaped form which provided more exterior wall surface and more access to light and air in a greater number of classrooms. He also introduced a number of innovations, for St. Louis, in the interior. Ittner's schools were the first in the city to feature indoor plumbing and adequate heating and ventilation mechanisms. They were also the most fireproof schools ever constructed in St. Louis and the best lighted. Ittner also interested himself in the details of the schools and not just the overall design, and often specified the grade of coal to be used in the boilers and the type of marble to be used for trim.

Following an extended information-gathering tour in Europe, Ittner continued to refine his school designs, experimenting further with his H-plan, as well as a cruciform plan and a U-plan, both employed on limited numbers of buildings. Near the end of 1900, Ittner applied for a permit for the design which he afterwards favored and which represented the culmination of his experimentation. The Edward Wyman School utilized an E-plan, also referred to as an open plan, one-sided corridors, the Jacobethan style of architecture, and a landscape designed specifically for the school. Thereafter, a large percentage of Ittner's schools featured all these characteristics; the E was sometimes modified, but the basic concept is seen over and over, whether or not the external arrangement is exactly the same. The Tudor Revival style known as Jacobethan henceforth became Ittner's favored idiom, although he occasionally designed a school in another style, usually going back to the Classical Revival or mixed revival styles. The Jacobethan style adapted well to educational architecture, its range of detailing serving to individualize the schools - turrets, curvilinear parapets, ornate brickwork with stone trim and imposing entrances all enabled the architect to suitably embellish the basic E plan. Of American Jacobethan architecture, Whiffen mentions the exuberant educational designs by Cope & Stewardson, then says, "More typical, and at least as worthy of critical consideration, is the series of schools at St. Louis, Missouri, for which William B. Ittner is the architect."<sup>19</sup>

In 1904, Ittner began taking commissions for schools in other cities and eventually designed about 500 schools. He also designed other buildings, such as the Knox County Courthouse in Edina.<sup>20</sup> Ittner's work outside of St. Louis gradually increased until 1910, when he determined to actively pursue other commissions and resigned as Commissioner of School Buildings. In the same year, however, he was appointed Consulting Architect to the Board of Education and continued to design all of St. Louis's public school buildings until 1915.

Ittner utilized an earlier variant of his open plan in his design for the Lincoln School, reaching back to the earlier U-plan. Although Ittner generally discarded the U-plan in favor of the E-plan in his later designs,

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<sup>19</sup>Marcus Whiffen, *American Architecture Since 1780* (Cambridge, Massachusetts: the M.I.T. Press, 1981), pp. 181-82.

<sup>20</sup>See "Edina Double Square Historic District" National Register Nomination, 1999.

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the earlier plan was still an improvement on most traditional schools designs, offered better light and ventilation, and the U-plan was a serviceable compromise for the smaller school and the available lot. William B. Ittner died in 1936. The firm he founded continues, however, under the leadership of Robert Little. When Mr. Little came to Springfield to see Springfield schools for which the Ittner firm had designed additions, District R-12 officials did not mention Lincoln School, since the district kept no records of African-American schools. When told that W. B. Ittner designed Lincoln, Mr. Little generously directed his office manager to search 100 years of "offsite" files. Ittner's hand drawn sketches, initialed by W. B. Ittner and Superintendent Study, were eventually located and Mr. Little generously provided copies for placement in the Lederer Archives

### Lincoln School

On December 12, at the request of Springfield Superintendent H.P. Study, William Ittner submitted a preliminary drawing of the building to O.G. Sanford, Assistant Superintendent of Schools in Jefferson City, and expressed his hope that the design would "conform to the standards set by the Rosenwald Foundation . . ." <sup>21</sup> The following day, Sanford forwarded a copy of the drawing to Smith. <sup>22</sup>

The design submitted by Ittner was too large and costly to qualify for aid from the Rosenwald Fund, which set a maximum expenditure of \$50,000 for a twelve-teacher or larger school. However, Smith informed Sanford, if the building was to be used as an industrial high school, it might qualify for special aid. <sup>23</sup> Later that month, Superintendent Study wrote to Sanford urging him to contact Fund Director Alfred Stern and "tell him something of the status of the Negro in Southern Missouri--Springfield--and what a splendid thing it would be for them to set up a model Negro school in this city along industrial lines." <sup>24</sup>

On December 28, Ittner wrote to Stern to provide additional information on his design for the Lincoln school and to urge the support of the Fund. The school, Ittner explained, would serve all grades from kindergarten through the junior grades, housing an estimated 350 pupils and costing \$115,000. He also pointed out that the school was intended

for maximum Community use by the Colored population. The Library on the first floor will be arranged as a library and reading room for adults as well as the School, and where the Auditorium is not overly large, it is placed on this floor also with the idea that it will serve the Community as a general meeting place. We have placed the Cooking and Sewing Room adjacent to the Auditorium so that it may also serve for evening meetings and on the ground floor have provided a large General Shop. <sup>25</sup>

<sup>21</sup>Wm. B. Ittner to O.G. Sanford, December 12, 1929, copy in Lederer Archives.

<sup>22</sup>O.G. Sanford to S.L. Smith, December 13, 1929, copy in Lederer Archives.

<sup>23</sup>Smith to Sanford, December 16, 1929. Copy in Lederer Archives.

<sup>24</sup>Study to Sanford, December 27, 1929. Copy in Lederer Archives.

<sup>25</sup>Ittner to Stern, December 28, 1929. Copy in Lederer Archives.

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Study also wrote Stern pleading for support for the new building. The Missouri School Superintendent requested that the Fund undertake a study of conditions in Missouri "with a view of granting as much aid as possible."<sup>26</sup> According to Study, "The negroes of this section have not had as favorable educational advantages as have had the negroes of other parts of the country. We are desirous of making this a model negro school and believe it would do much to advance the status of the negro race."<sup>27</sup>

Sanford urged Stern to meet with him and Ittner in Springfield to consider Study's and Ittner's requests, but, in a letter to Smith, Stern, after consultation with Fund President Edwin R. Embree, expressed his opinion that the African-American population of Springfield did not justify a project of the size of the Lincoln school. Stern also stated his reluctance to combine kindergarden and elementary grades with the high grades in a single building: "I do not think we should encourage cities to go too far in combining the elementary and high school work. One is going to be sacrificed at the expense of the other." Stern also worried that combining the grades would allow "less conscientious public officials a chance to say that they have provided both elementary and high school facilities for Negroes and that their requirements are at least met to that extent." In his concluding remarks to Smith, Stern appeared to reject the Lincoln proposal: ". . . we will not give special consideration under our industrial high school-trade school basis to such projects."<sup>28</sup>

On February 16, Smith and W.F. Credle visited Springfield to assess the condition of their school system. They reported that the white school population of Springfield was approximately 13,000, while the African-American school population was 374.<sup>29</sup> A recent bond issue approved \$1,500,000 for the construction of new school buildings, but only \$125,000 was allotted for the construction of a new African-American school. A four acre site had been selected for the new buiding. Smith and Credle met with Superintendent Study and school board president Judge Barbour, both of whom were praised for their fairness toward the city's African-American population and concern that adequate educational facilities be provided. They also met with A.R. Houston, principal of Lincoln School, and the school engineer, Creed Young. While both Houston and Young were originally skeptical of the emphasis on industrial training proposed for the new school, both apparently emerged from the meeting converted to the plan. Smith and Credle examined Ittner's plans for the building and suggested the combined auditorium and gymnasium be enlarged to accomadate a standard basketball court, classrooms rearranged to receive either east or west light, and bathrooms be removed from the main corridor. They noted that "the building is to be of fireproof construction throughout and the best of materials are to be used. It is planned to equip the

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<sup>26</sup>Study to Stern, December 31, 1929. Copy in Lederer Archives.

<sup>27</sup>Ibid.

<sup>28</sup>Sanford to Stern, December 31, 1929; Stern to Smith, January 2, 1930; Stern to Ittner, January 3, 1930; and Stern to Smith, January 17, 1930. Copies in Lederer Archives.

<sup>29</sup>As of February 2, 1930, the enrollment in Lincoln School was 279 in the elementary grades and sixty-nine in the high school, total 348. In the Douglass School, which only served grades one through five, enrollment was twenty-six. Total African-American enrollment was, therefore, 374.

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building with modern furniture and to landscape the grounds and plant shrubs so that both building and grounds will be as attractive as possible."<sup>30</sup>

Smith and Credle also provided an assessment of the state of race relations in Springfield. Their observation was that "the Negroes have only limited opportunities in the trades of the city. No Negroes are employed in the railroad shops and only in limited numbers are they permitted to engage in the building trades, such as carpentry work and brick laying." Smith and Credle agreed that "it does not seem unreasonable to believe that in building a new school, modern in all its appointments, and in the establishing of modern library facilities that foundation is being laid for a finer feeling and closer cooperation between the white and colored people of Springfield."<sup>31</sup>

On March 18, 1930, the Rosenwald Foundation offered to provide \$6,000.00 toward the construction of the twelve-room school, with the possibility of additional funds based on rooms allotted for vocational purposes. On March 31, Study wrote Credle acknowledging the grant and notified him that one room would be utilized for boys shop work and one room for cooking, which would count under Fund guidelines as four rooms, or an additional \$1,100.00. Study also asked whether additional funds would be provided for a room designated for teacher training, raising the total of vocational rooms to five. He assured Credle that the school board would spend a minimum of \$300.00 to equip each room, which would qualify them for \$100.00 per room from the Fund.<sup>32</sup> On September 29, 1930, Credle notified Sanford that the Fund had approved \$6,000.00 for the school.<sup>33</sup>

In addition to the use of the gymnasium by the community, Rosenwald Fund officials, on learning that Springfield's African-Americans were not allowed to use the local Carnegie library, contacted Carnegie officials and the Lincoln library was designated the first Carnegie branch library in Springfield, to be open two nights a week for the public.

### Lincoln School

The school board acquired the property at Central and Sherman in return for \$15,000 and the old Lincoln High School and moved the Jonathan Fairbanks House, home of the former school superintendent, which served as a place of refuge during the 1906 race riot, from the new site to the corner of Sherman Avenue and Brower Street. (OTC demolished the Fairbanks house in 1997.) On July 1, 1930, construction began on the Lincoln School. Ittner served as consulting and supervising architect, while Hawkins and Nicholas

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<sup>30</sup>W.F. Credle, "Springfield, Missouri." Undated typescript. Copy in Lederer Archives.

<sup>31</sup>Ibid.

<sup>32</sup>Study to Credle, March 31, 1930. Copy in Lederer Archives.

<sup>33</sup>Credle to Sanford (copy), September 29, 1930. Copy in Lederer Archives.

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was the designing architect. General Contractor for the building was the M.E. Gillioz Construction Company.<sup>34</sup>

When the new building was finished, the Lincoln teachers led the students in a parade down Central Street, seniors in front, first graders last. The first senior class graduated in 1931. The building was dedicated Thursday, May 21, 1931 at 7:30 p.m. In the new auditorium the audience sang "Lift Every Voice and Sing." Fleming McCullah, who learned to read in the Freedman's Sunday School, delivered the speech of acceptance after Assistant State Superintendent O. B. Sanford presented the Rosenwald aid.

Throughout its period of significance Lincoln was the center of black American social, political, and entertainment events. Movie theaters, places of recreation, hotels, local colleges remained segregated, the colleges into the mid-fifties, some businesses into the sixties. Organizations for young people were segregated; Lincoln teachers sponsored Girl Scout, Boy Scout, and Brownie troops. There were dances, plays, talent shows, fashion shows. The Harmon Foundation, which aided young black artists, many of whom later became famous, organized its first traveling exhibition in September, 1932. The first stop on the tour was Lincoln School. Famous black American performers came to Lincoln, such as Etta Moten, the Ink Spots, and Wings Over Jordan.

After the state mandate to integrate in 1954, Lincoln students were offered the opportunity to attend a white school or stay at Lincoln. Many students transferred, and the last Lincoln senior class graduated in 1955. Lincoln became integrated Eastwood Junior High School. In 1962 Eastwood closed. All the white students and some black students were bussed to Hickory Hills Junior High School. The rest of the black students were bussed to another junior high school. The district's Graff Vocational and Technical School was moved to Lincoln. Protesting black Americans were told Lincoln was so well built that it could support the machines the school used. In 1991 Ozarks Technical Community College moved into the building, which they renamed Building A. Also in 1991, but while District R-12 was in possession, Lincoln was nominated successfully to the local historic sites list, although District R-12 opposed it.

In 1998 the OTC advisory board voted to support the attempt to nominate Lincoln School to the National Register. OTC opened its doors to former Lincoln students for several hours on the Saturday and Sunday of the annual black American reunion. Also in 1998, the OTC board voted to rename Building A, once again, and selected Lincoln Hall as the new name. On August 7, 1999, the Lincoln Class of 1949 held its fiftieth reunion luncheon in Lincoln School.

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<sup>34</sup>Maurice Earnest Gillioz was a successful, and flamboyant, businessman and contractor in southwest Missouri. After twelve years as a construction worker with the Santa Fe Railroad, he established a construction business in Pierce City, Missouri. He worked primarily on road and bridge projects, but also constructed at least three theaters, two of which bore his name: the Gillioz Theater in Monett and the Gillioz Theater in Springfield (NRHP 1991). He also constructed the Fox Theater in Joplin (NRHP 1990).



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National Park Service

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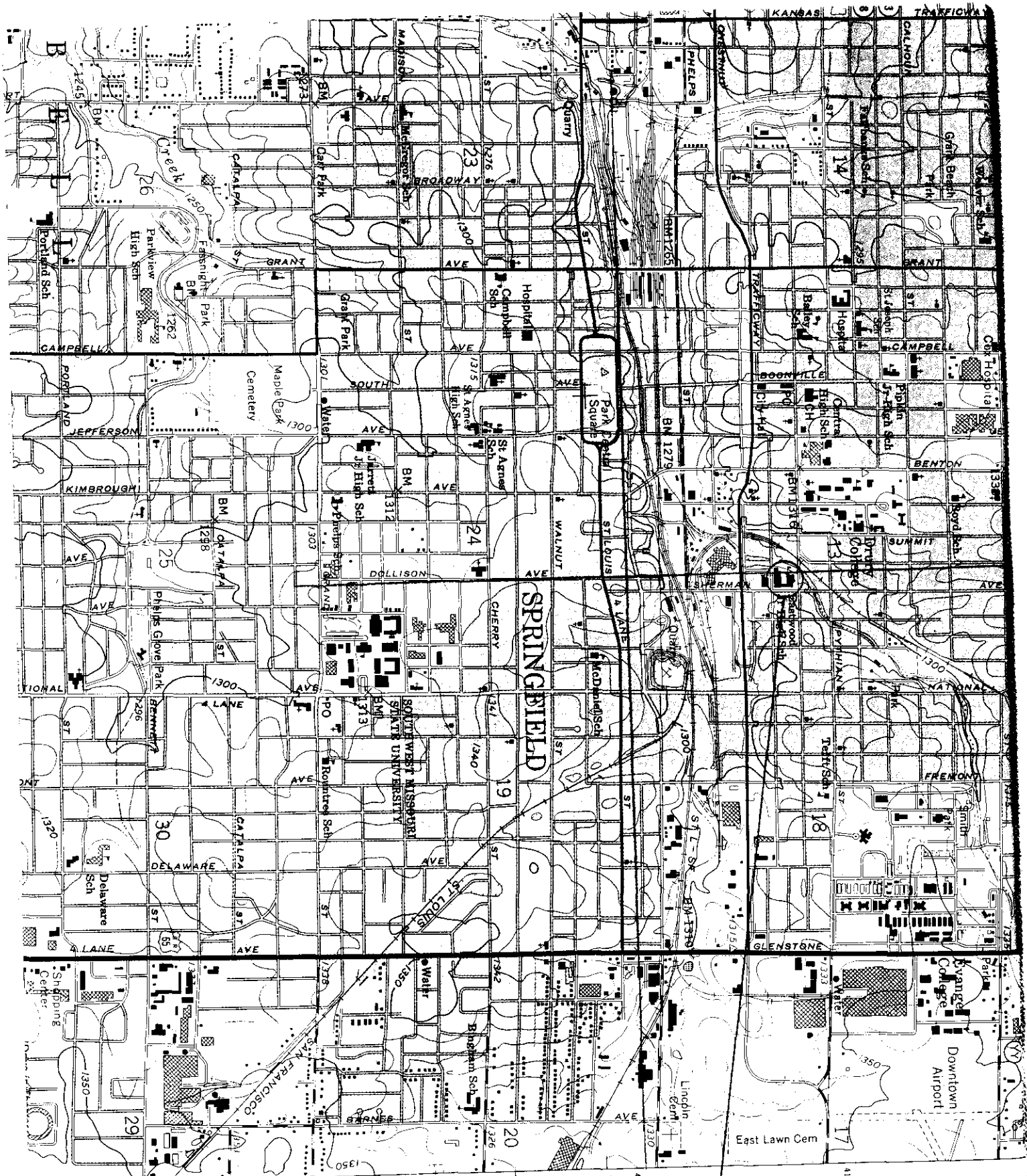
### 10. Geographical Data

**Verbal Boundary Description:** Beginning at the northwest corner of the intersection of Central Street and Sherman Avenue, proceed south along the west right-of-way of Sherman Avenue to the northwest corner of the intersection of Sherman Avenue and Brower Street; then proceed west along the north right-of-way of Brower Street to an unnamed seasonal creek; then proceed northeasterly along the creek bank (the 1320 foot contour interval) to the south right-of-way of Central Street; then proceed east along the south right-of-way of Central Street to the point of beginning.

**Boundary Justification:** The boundary includes all the property historically associated with Lincoln School.

### 11. Form Prepared By

1. Dr. Katherine Lederer  
Southwest Missouri State University  
901 S. National  
Springfield, MO 65802  
417/836-4889  
July 14, 1999  
original draft nomination
2. Scott P. Myers  
National Register Coordinator  
Historic Preservation Program  
Division of State Parks  
Department of Natural Resources  
P.O. Box 176  
Jefferson City, MO 65102  
573/751-7800  
April 10, 2000  
revisions, item 7
3. Steven E. Mitchell  
Assistant Director  
Historic Preservation Program  
Division of State Parks  
Department of Natural Resources  
P.O. Box 176  
Jefferson City, MO 65102  
573/751-4692  
April 10, 2000  
editor and revised nomination



(GALLOWAY)  
7358 II NW

4116

4117

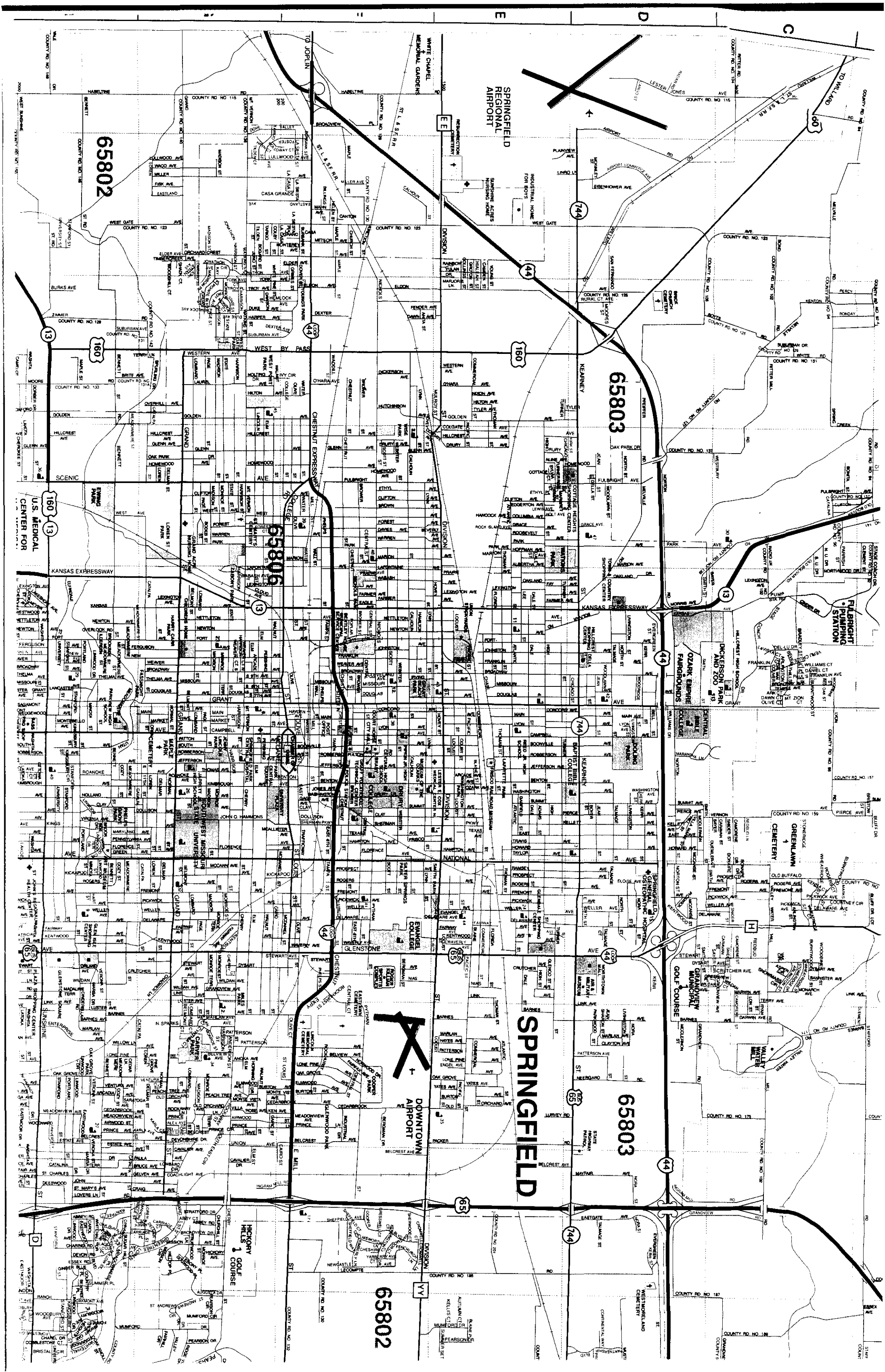
1230'

4118

4119

LINCOLN SCHOOL  
GREENE COUNTY, MO  
15/475040/4118740





65802

65803

65806

65803

65802

SPRINGFIELD  
REGIONAL  
AIRPORT

SPRINGFIELD

DOWNTOWN  
AIRPORT

OZARK EMPIRE  
FAIRGROUNDS

DICKERSON PARK  
AND ZOO

U.S. MEDICAL  
CENTER FOR

FLIBRIGHT  
STATION

GREENLAWN  
CEMETERY

GRANVIEW  
MUNICIPAL  
GOLF COURSE

HICKORY  
HILLS  
GOLF COURSE

