NPS Form 10-900
United States Department of the Interior
National Park Service

OMB No. 1024-0018

681

National Register of Historic Places Registration Form

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NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

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.

1. **Name of Property**

Historic name: Kirby Road School
Other names/site number: HAM-6206-26
Name of related multiple property listing:
N/A
(Enter "N/A" if property is not part of a multiple property listing

2. **Location**

Street & number: 1710 Bruce Avenue
Road
City or town: Cincinnati State: Ohio County: Hamilton 061
Not For Publication: NA Vicinity: NA

3. **State/Federal Agency Certification**

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X 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 X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___**national** ___**statewide** X **local**

Applicable National Register Criteria:

x **A** ___**B** x **C** ___**D**

Barbara Pierce DSHPO of Inventory & Registration July 15, 2013

Signature of certifying official/Title: **Date**

Ohio Historic Preservation Office, Ohio Historical Society

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:) _____

Patrick Andrus 9/3/2013

Signature of the Keeper Date of Action

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.)

Building(s)	x
District	
Site	
Structure	
Object	

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

Contributing	Noncontributing	
1		buildings
		sites
	4	structures
		objects
1	4	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions
(Enter categories from instructions.)
Education: school

Current Functions
(Enter categories from instructions.)
Vacant

7. Description

Architectural Classification
(Enter categories from instructions.)
Late 19th and 20th Century Revivals: Neo-Classical Revival

Materials: (enter categories from instructions.)
Principal exterior materials of the property: Reinforced concrete, brick, limestone, sandstone

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Kirby Road School is found on an elevated site within approximately five acres used for the school location, playground, parking, and passive green space. The site is situated at the northeast corner of the intersection of Kirby Avenue and Bruce Avenue within the Cincinnati neighborhood of Northside. Because of the location and prominence of its site, the building is considered a focal point within its residential streetscape setting.

Constructed in 1910, it is a large scale, three story, buff brick, symmetrical primary school building, exhibiting stylistic detailing associated with the Neo-Classical Revival style of architecture. The layout of the building exhibits a modified "H" plan. Main facade massing is accentuated by the use of a central frontispiece with recessed hyphens connecting flanking wings. The main façade frontispiece is defined by a decorative central portico that extends the height of the building. The building exhibits excellent exterior and interior integrity. Associated with the property are four temporary classroom structures that are considered to be non-contributing and will be removed in the near future. Over the years, the school has not experienced any significant changes to its excellent exterior or interior detailing.

Narrative Description

SETTING

The Kirby Road School is found on a mostly developed five-acre tract within the Northside neighborhood of Cincinnati. This neighborhood developed in the late-19th and early-20th century as part of the independent community of Cumminsville that was later annexed into the expanding city. The school is found at a prominent intersection and is located on a rise of ground higher than the surrounding residential streetscapes. The homes to the east of the school along Innis Avenue exhibit a mix of small late 19th century vernacular and cottage styles. South of the school and extending east along Bruce Avenue are larger Queen Anne and Foursquare styles that were constructed in the early 20th century. Overall, the residential buildings in close proximity to the school are simple in detailing, with many having experienced alterations over the years. The setting of the school is highlighted with a grassy landscape across the main façade and extending north along the east side of the property. Several low stairs are included in walkways that lead to the south facing main façade. Asphalt parking is located at the rear and west side of the building. A paved playground extends beyond the parking. With the demand for additional classrooms, four temporary classrooms have been constructed to the rear of the school on a portion of the playground.

(Photos 1-2, 13, 16 and Figures 7-8). Beyond the rear playground, extending to the north, is found a higher elevation of ground that has not been developed.

EXTERIOR

The entire building rests atop a slightly raised, rock-faced foundation composed of ashlar limestone. The main south-facing façade rises above the ashlar foundation and is separated from it with a continuous coved sandstone belt course. Extending across this façade above the belt course, the first floor wall treatment is composed of buff stretcher bond brick in a heavy rustication used to accentuate the horizontal massing. A smaller sandstone belt course differentiates the first from the second floor. The second and third floors continue the same stretcher bond brick treatment. Corbel courses extend horizontally to separate the top of the third floor from the roof parapet. An additional sandstone string course, flowing across the parapet, and stone coping above the parapet help to define the horizontal emphasis of the main façade. The flat roof is made up of composition materials and does not extend above the parapet. (Photo 1-2, 5-18 and Figure 1).

Overall, the three-story main façade is composed of a central frontispiece and portico flanked on either side by mixed bay fenestration, recessed five bay hyphens, and four bay side wings that project slightly from the facade line. The horizontal emphasis continues with the delineation of the window bay placement across the façade.

At the central frontispiece, the dominant large portico extends from the stepped first-story central entry (Photos 5-8). The two-story portico rises above the height of the main façade to incorporate paired, smooth tapered, limestone Tuscan order columns linked by a low limestone balustrade. The columns support a full entablature which includes a simple architrave and the frieze containing the name of the school incised across the front in block letters. The cornice incorporates large dentils that are part of the enclosed pediment gable containing a geometric detailed tympanum.

The first floor main door has been replaced with simple metal double doors. The other doors, at this façade, are original and incorporate glass or panels and glass with plain or geometric lighted transoms (Photo 18). Doorways at the side wings are enframed with broadly channeled sandstone.

The main façade fenestration, on the second and third floor stories, is composed mostly of 12/12 double-hung wood sash windows enframed with plain brick lintels and either plain sandstone lug sills or lug sills that evolve into string courses. Window bays at the first floor, by contrast, exhibit mostly 9/9 double-hung wood sash. The fenestration placement differs at the west wing, featuring three central recessed bays with rectangular blind panels extending across the second and third floors. At the east wing these bays incorporate the standard window detailing.

Overall, the east and west facades of the end wings exhibit wall treatment and door and window configurations similar to that of the main façade. However, each façade is asymmetrical, with fewer, irregularly placed window bays at the second and third floors. By contrast, the central entrance of

each façade wing is contained within a full-height stepped projection. (Photos 9-11, 16-17 and Figure 2)

The rear façade continues the same general detailing found on the rest of the building. One difference is that the central projection incorporates semicircular headed windows at the second floor. The only exterior addition to the building is found at the first floor with the incorporation of a small concrete block addition. (Photos 12-16 and Figure 2)

INTERIOR

The interior details of the building incorporate those typically associated with Cincinnati schools constructed during the first part of the 20th century, influenced by early 20th century educational reforms. Numerous architectural features in schools of this era reflect improvements the reformers had requested. These include large windows for natural light; raised basements, so light could be brought into the lower level; and transom windows and tall ceilings for proper ventilation.

Defining interior features of this building include the main stairs and mosaic tile inscription at the base, double loaded hallways at the second and third floors, decorative tile fountains at upper floors, large volumetric auditorium with decorative detailing at second floor, and a paneled bead board gymnasium at the third floor.

This building is distinguished by the excellent retention of numerous details associated with interior school spaces. Classrooms are large with dark stained trim found at door and window surrounds and baseboards. Many glass and panel and panel doors are present. Coatrooms with associated coat hooks and wooden storage cabinets are incorporated into many classrooms. Original blackboards with chalk rails are evident throughout the classrooms. Plaster walls and high ceilings add interest. Some ceilings retain their original height while others have been dropped. Most classrooms incorporate modern light fixtures although some original classroom light fixtures are extant. Halls and corridors retain the same general trim and door detailing as found within the classrooms.

The basement level housed the mechanicals, workshops, and storage. A two-story boiler and ventilation system occupy the central portion of this area. Large boilers supplied steam to radiators throughout the building. This area is unadorned with respect to any significant detailing. Ashlar stone at perimeter walls and brick and drywall partitions compose the wall treatment. Within recent years, two very simple small classrooms were configured into this level. At either end of this level are found two very plain metal stairs that extend up to the first floor. (Photos 19-20)

The first floor is distinguished by the incorporation of the central marble staircase that rises to the second floor. At the base of the stairwell is located an inscription composed of polychromic tile with a decorative design of an open book containing the Latin inscription "FAIT LUX" meaning "LET THERE BE LIGHT". A cafeteria, which occupies space originally used as a play area, has been incorporated within the west wing of this floor while the east wing has been subdivided with concrete block walls into classroom spaces. A

plain metal staircase, within a fire-rated added enclosure, leads up to the second floor from each side corridor. The main modern toilets for the school are located at this floor. Because of the lower level boiler and ventilation rooms extend up into this floor, there is no clear delineation of an east-west corridor. Instead, the floor is divided into east and west sections that utilize the two separate staircases to traverse onto the other floors. Eight classrooms incorporating typical architectural details are located on this floor. (Photos 21-27 and Figure 3)

As the central staircase opens onto the second floor, a large foyer evolves into the main hallway. An open balustrade is composed of narrow metal vertical balusters and capped with a wooden rail. A massive newel post terminates the staircase. Several rectangular columns rise to support a beamed ceiling. The central corridor is distinguished by several elliptical beams as the foyer ends. The original floor layout, at the west side of the foyer, has been altered with an enclosure to provide for an enlarged main school office. Behind this enclosure are several original rooms that had been converted into offices for teachers and administrators. The original library with original wooden book shelves is largely intact and is located behind the stairwell. Within the corridor are found two decorative arched tile water fountains. School offices have dropped ceilings and some paneled walls. The central main stairwell terminates at this floor. Another distinctive feature at the second floor is the auditorium located across the corridor from the central stairs. The auditorium's stage is flanked by a proscenium arch and extended apron, and here the interior is highlighted by a volumetric space that rises above into the third floor. This space is articulated with continuous keystone semicircular arches flanking flat engaged columns to create simple spandrels. Beyond the main foyer and administrative spaces, classrooms line the corridor, with three in each wing and one off each hyphen. Typical classroom detailing continues at this floor within each of the eight classroom spaces. (Photos 28-38 and Figure 4)

The side stairwells continue up to the third floor with their fire rated enclosures visible at the floor landing. The whole stairwell run from basement to third floor is composed of metal treads and risers and plain metal balustrades. The third floor corridors continue the same general design as the lower floors and incorporate two more decorative curved tile fountains. The auditorium vaulted space continues. Presently, one large classroom, recently used as a library, can be found elevated above the third floor and over the auditorium. Originally, it was a classroom flanked by toilets that served the third floor as well. This is reached from an interior, two-sided staircase that extends from the north side of the third floor corridor. The school's gymnasium is located on the south side of the third floor. It occupies all of the space found within the central frontispiece and has skylights that help to light the space as well as vertical bead board to protect the lower portion of the walls. This floor also exhibits eight classrooms. (Photos 39-47 and Figure 5-6)

INTEGRITY

The Kirby Road School has not experienced any significant change to its original exterior construction. It is considered to exhibit excellent exterior and interior integrity. Over the years, some of the brickwork has

been repointed, but no incompatible brick replacement has occurred. As noted, some original double entry doors have been replaced with plain metal units. Almost all other doors are original. Generally, windows retain their original configuration and materials. A few panes of glass have been replaced with plastic material. A few sashes have lost their original configuration. The only addition has been a small, rectangular, concrete block structure located at the rear of the building.

The interior has experienced some changes over the years. Incorporation of a cafeteria resulted in the loss of an original play area, some interior ceilings have been dropped and modern light fixtures added (upper portion of window surrounds are obscured but remain). Fire rated enclosures were added at the two minor stairwells. Four original tile fountains remain in place. One room enclosure was created at the second floor foyer to accommodate the need for an expanded office and reception area. Several classrooms were added to the basement and several classrooms had been reconfigured for varied school needs.

Overall, the building still retains its distinctive Neo-Classical Revival detailing and exterior accentuation contributing to horizontal and vertical emphasis. The interior of the building, with the exception of a few room alterations and minor new room construction, still retains the overall sense of an early-20th century primary school. The retention of the four tile fountains and mosaic floor tile inscription, at the main stairwell, are in keeping with the early tradition for incorporating art into the school experience.

8. Statement of Significance

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

- [x] 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.)

- [ ] 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
(Enter categories from instructions.)
Education
Community Development
Architecture

Period of Significance
1910-1963

Significant Dates
1910-1963

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

Cultural Affiliation

Architect/Builder
George Anderson
A. O. Elzner

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Kirby Road School is significant under Criterion A for its association with the Cincinnati school system's implementation of educational reforms during the Progressive Movement in Cincinnati. Various changes were made resulting in a new school that provided a broader range of teaching, classroom, and school site reforms that addressed the educational development of schools in general and within the Cincinnati neighborhood of Northside. Beginning with its construction in 1910 and continuing into the late 1960s and 1970s, these reforms continued to address the primary school needs of the northern portion of the neighborhood of Northside.

It is also significant under Criterion A for the role the school played in the physical and cultural development of the community. With residential development of the neighborhood, especially during the late-19th and early-20th century, the community required a new modern public primary school that functioned with the existing Salmon P. Chase School in fulfilling the public educational needs of the community. As Northside developed, matured, and maintained its neighborhood vibrancy into the 1970s, the school was an active contributor to and facilitator of a variety of neighborhood functions beyond those basic to the educational role of a school. These included activities that resulted from the school being open to numerous community wide programs and events.

In addition, the school is significant under Criterion C for its architectural distinction associated with its Neo-Classical Revival-inspired design and for the high level of intact original design integrity. The building is one of a very few Neo-Classical Revival schools designed for the Cincinnati school system during the early 20th century.

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

Historical Development of Cumminsville and Northside

The original community of Cumminsville, which incorporates the present neighborhood of Northside, began to grow with the early settlement of Cincinnati. As industrial development started utilizing the nearby Mill Creek for a transportation corridor and source of water, settlement was attracted into the area. In response to the construction of the Miami and Erie Canal in the early 1820s, the road system also began to develop, with Hamilton and Spring Grove Avenues emerging as important road systems for canal related development. The opening of the local link of the canal in 1829 brought new businesses to Cumminsville. Several of these were small industrial and warehouse businesses. As the main connection between Cincinnati and area's to the north used Hamilton Road as the major route, additional businesses such as inns, taverns, lumber yards and businesses serving the local area developed. By 1838, Cumminsville had a population of approximately 200 residents. However, the area remained essentially rural in

character for a number of years, and it was not until 1853 that the first local school was established on land donated by Timothy Kirby (1797-1876), a local lawyer, banker and land developer, who had migrated from Connecticut in 1814. With the establishment of the Cincinnati, Hamilton and Dayton Railroad in 1851 that connected downtown Cincinnati and the area north of the city, Cumminsville continued to prosper.

In 1865 the area was incorporated, followed by annexation into the city of Cincinnati in 1873. By then, the community had reached a population of approximately 4,200. The importance of being annexed into the city soon became evident. The city could provide infrastructure in the form of better roads and water as well as fire and police protection. In the meantime, the local school was expanded several times. The original Kirby School was not the only school in the community. Like many Catholic parishes in Cincinnati, St. Patrick Catholic Church (National Register 1978), an Irish Catholic parish, incorporated a school. Starting in the 1850s and closing in 1991, the parish provided an educational opportunity to its younger members. In 1863, St. Boniface Church was built and also offered schooling to its school-age German Catholic parishioners. The church still retains a parish school which was constructed in 1927.

The years from 1880 into 1900 were a period of increased physical development of Cumminsville, with the northern part of Cumminsville establishing a distinct identity known as Northside. Hamilton Avenue, which passed through Northside, was a link between Cincinnati and the newer evolving suburbs. Northside emerged as a more upscale area and developers began to distinguish it from Cumminsville. In 1888, the Cincinnati school system constructed the Salmon P. Chase School within Northside. Located more central to Northside and a few blocks to the southeast of the Kirby Road School, Chase School relieved the overcrowding at the smaller Kirby School and was the dominant local public school at that time. By the early 1900s, Northside was being developed for middle-class families, and the area around the future site of the new Kirby Road School was a part of that activity.

Developers had long had land for sale in Northside. But, as with many communities, that development was scattered. Lots would be slow to be constructed upon or only a part of a development was favored for houses. At the turn of the 20th century, Northside's location attracted growth. This was in part due to increased economic development of the city and to the growth and expansion within the community. Kirby Road was improved and residential development increased. Because of this general expansion, Salmon P. Chase School became crowded. The Cincinnati school system decided to construct a new school in the northwest portion of the neighborhood to alleviate the overcrowding and provide a school to students in this part of the community. The land purchased for the new school had originally been platted for housing development.

The construction of Kirby Road School was undertaken during a time when a number of new school developments were occurring across the city. The early 20th century was a period of increased school construction with the adoption of new teaching philosophies within new facilities. From 1900 to 1919, a total of eighteen new schools were built, including the Kirby Road School. From 1920 to 1935, thirteen new neighborhood schools were constructed in Cincinnati. Reasons for this growth can be attributed to the replacement of

older schools, annexation and need for new school construction, and population growth within some neighborhoods requiring expanded school facilities. With the construction of the new Kirby Road School and the existing Salmon P. Chase School, two public schools were made available in Northside to accommodate the growing student population, while the Garfield School, which was constructed in 1897 about a mile south of the Salmon P. Chase School, educated students that lived in the Cumminsville area.

Over the following years, Northside's two public schools undertook a variety of activities that were focused not only on education, but also designed to strengthen community ties with the school and its students. Activities at Kirby Road School included such things as the choir performing at community functions, varied fund drives for both world wars, varied stage productions open to the public, and paper drives. Throughout the years, Kirby Road School continued to function until declining enrollments and school consolidations brought about a rethinking of the future prospects for the school. It ceased being a school in 2005.

CINCINNATI'S PROGRESSIVE EDUCATION MOVEMENT AND KIRBY ROAD SCHOOL

The late 19th and early 20th century was a time for varied progressive reforms within the political, social and educational development of the United States. Cincinnati incorporated many progressive reform ideas as it sought to advance within these areas including philanthropic construction of affordable housing for low income families, hiring of professionals in government for positions as city manager and city engineer, and undertaking comprehensive city planning and park development.

With respect to progressive school reforms, school systems in the United States, including the Cincinnati school system, began to upgrade teaching qualifications, design new curriculums to produce better educated students, and make the day to day student learning experience one that encouraged a greater variety of experiences. Additionally, the school evolved as a positive agent of social change. Schools were encouraged to fill a broader role within the community and began to offer adult educational opportunities, with the school often taking on the role of a neighborhood center. Facilities such as the gymnasium, auditorium, cafeteria, and larger playground, were typically made available for use by the community.

Cincinnati's Progressive Movement within education was the product of varied factors, particularly increased state legislation for educational requirements. In 1877, the Ohio Legislature mandated that all children from eight to fourteen years of age attend school for a period of twelve weeks. This new legislation requiring school attendance resulted in the need for additional local schools. By 1889, the length of school attendance was increased to twenty weeks per year. As educational requirements expanded, so did Cincinnati and its neighborhoods. Additionally, the suburban development adjacent to Cincinnati attracted new residents, and more students required more buildings.

It was within the incorporation of the progressive approach to education by the school system that Kirby Road School was designed to advance education. Architecturally, the school included larger windows, pleasant interior spaces

and rooms dedicated to specific activities such as art, music and physical education. The Cincinnati school system, prior to the Progressive Movement, provided limited space set aside for such facilities, and the Kirby Road School was built to include both an auditorium and gymnasium. The building's site was set back from the street and surrounded by grassy open space to help define its location and to make a transition from the residential area into the school site. This also separated the school from the surrounding streets and added to it its imposing location.

CONTRIBUTION TO NEIGHBORHOOD DEVELOPMENT

It has long been recognized that a productive, functioning school contributes to strong neighborhood development. This notion, coupled with the involvement of parents in local school affairs, a religious base that historically attracted families into neighborhoods, and a vibrant local neighborhood business district, resulted in a viable neighborhood for Northside. The neighborhood continued to grow and maintained these varied functions throughout the years. The PTA was active, with outreach activities contributing to the use of the school and its facilities. The local business district provided the daily and weekly needs of the community with a range of products and services that the resident sustained. With the establishment of the "Progressive Reform" principles in the new Kirby Road School and the growth and sustaining of the community over the years, the school helped maintain a good quality of neighborhood living.

However, by the late 1960s and into the 1970s, the neighborhood began to go through a transition. Desegregation mandates, social and economic shifts, the rise of alternative schools, and declining student enrollments led to changes in the Northside community. Salmon P. Chase School was closed in 1979, and students were transferred to Kirby Road School. The school also began to lose the strong neighborhood influence that it had previously maintained, with fewer neighborhood activities taking place at the school and parental involvement decreasing. At the same time, the neighborhood business district lost numerous basic stores that catered to neighborhood needs. Several banks, bakery, local café's and other businesses closed. It is felt that the period of the early 1960s was still a strong one for Northside's ongoing development, but that these changes were beginning to impact its educational, social, and economic stability. Thus the period of significance is established at 1963 to coincide with the beginnings of general neighborhood decline and with the established fifty-year cut-off date for National Register significance.

ARCHITECTURAL DEVELOPMENT

The Kirby Road School is additionally significant under Criterion C for its contribution to the Cincinnati Public Schools as they constructed examples of diverse architecture during the early 20th century. It was during this period that examples of Collegiate Tudor, Second Renaissance Revival, Tudor Revival, Georgian Revival, Colonial Revival, Beaux Arts and Neo-Classical Revival styles were incorporated to enrich the facades of their imposing buildings. As school construction evolved attention was also paid to the general design of new schools with the Ohio Education Commissioner, in annual reports of the

late 1880s relating that school's were reflecting …"three story brick buildings with raised stone foundations providing a lighted basement and classrooms on the upper floors…"[1] During this period, the Cincinnati school system continued to construct new buildings and hired Henry E. Siter to design their schools from 1890 to 1899. At that time, Romanesque Revival had evolved as a popular style for large buildings, especially schools. Siter was very familiar with the style and incorporated it within numerous school commissions. Typically, his designs utilized the characteristic elements of the Romanesque Revival style. These included large massing, three story heights, brick construction, round arch openings, expansive fenestration, and steeply-pitch roofs pierced by dormers and corbelled chimneys.

The Cincinnati school system, along with varied interest groups, strived to utilize architecture to distinguish its buildings. They hired good architects and incorporated designs and decorative motifs as statements to the importance of not only the mission of education, but also to bring attention to the respective schools and the place where that mission was carried out. Schools and more importantly, architecturally distinguished schools, became symbols within the communities as focal points for education and civic pride. Early within the development of communities it was recognized that a good school, within a good building, helped to create sustainable neighborhoods.

Figure 9 illustrates the architectural transition that took place in Northside and the adjacent Cumminsville neighborhood. Salmon P. Chase School(1888) and Garfield School (1897) are typical of the stylistic development new school construction exhibited in the late 19th century. Both buildings were designed by Henry E. Siter. Both exhibited Romanesque Revival construction and were found on small lot development. They were considered to be state-of-the-art in utilization of space for educational development. In contrast, the Kirby Road School (1910) contained fewer classrooms, but a greater square footage for educational use. Additionally, the stylistic development of Kirby Road School embodied the then evolving Neo-Classical inspiration.

An understanding and appreciation of art was not only encouraged within the schools, it was supported by varied communities as well. Many examples of art, glassworks, and distinctive tile work were supported by the Art League of Cincinnati. Founded in 1903 during the Progressive Movement, this organization was instrumental in implementing a program within which examples of art were incorporated into or added to the city's public schools. Working with benefactors and monies raised from student efforts, the Art League paid for the inclusion of the four decorative fountains within Kirby Road School designed by Wheatley Tile & Pottery out of Covington, Kentucky. Within Cincinnati, the Rookwood Pottery Company, which was located in Cincinnati, was often used by the Art League. Both firms provided decorative faience tile for Cincinnati school system fountains. Additionally the Art League lobbied for varied architecture to be applied to Cincinnati's new public schools.

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CINCINNATI'S NEO-CLASSICAL PUBLIC SCHOOL ARCHITECTURE

The Kirby Road School was a part of the overall development of new schools within growing Cincinnati neighborhoods. During the broad period from 1905 to 1915, the school system funded three additional schools across the city that incorporated the Classical Revival design. These were Highlands School (1909 and demolished in 2012), Pleasant Ridge School (1909 and demolished in 2006) and George E. Sands School (1912). Within the same broad period, the school system constructed a number of schools utilizing a variety of then popular styles that included Beaux Arts, Collegiate Tudor, Jacobethan, and Second Renaissance Revival.

Neo-Classical Revival design was a popular style that contributed to the "American Renaissance" movement prominent in the last part of the 19th century extending into the early 20th century. The design elements were used to articulate buildings, especially large buildings, and also attempt to revive classical ideals. Typical designs elements included large massing, symmetrical facades with central full-height porticos supported by classical columns, the use of dentils and modillions below the eaves, a wide frieze below the cornice, and centered doorways often capped with a decorative lintel or a broken pediment.

ELZNER and ANDERSON: ARCHITECTS

The Cincinnati architectural firm of Elzner and Anderson was chosen to design Kirby Road School. Not noted as school architects, the school was only the second one designed by the firm for the Cincinnati school system. In 1903, they received their first commission to design the College Hill School in the Colonial Revival style (demolished in 2009). Apart from these two schools, the firm had no subsequent involvement with the school board.

Their appointment followed a period when the school board had hired several local Cincinnati firms to exclusively design their buildings. These included Henry E. Siter and Dornette and Sheppard. They began to employ other architectural firms in an effort to incorporate a variety of styles and design concepts into Cincinnati's public school architecture.

The Cincinnati architectural firm of Elzner and Anderson began work together in 1897. They soon gained prominence with their diverse residential designs for wealthy clients in the then up-and-coming east side neighborhoods of East Walnut Hills and Hyde Park. While working in this area of the city, they also designed the clubhouse for the Hyde Park Country Club.

Elzner and Anderson's most significant design was not residential, however, but one of Cincinnati's earliest skyscrapers. The Ingalls Building (National Register 1975) was constructed in 1903 and was the world's first reinforced concrete skyscraper at the time of its construction. Mr. Anderson's brother was then a vice-president for the Ferro Construction Company and was instrument in bringing Elzner and Anderson into the role of architects for that building.

In addition to the Ingalls Building, the firm designed four buildings that have been previously listed in the National Register. In Cincinnati, these

include the George Hoadley House (1900 and listed in 1990), Edward R. Stearns House (1902 and listed in 1986), and the Procter and Collier-Beau Brummel Building (1921 and listed in 1984). One additional building located in Gray, Maine, was listed: the Stimson Memorial Hall (1900 and listed in 1992). They designed numerous upscale residential buildings in Cincinnati.

Alfred O. Elzner (1862-1933) was born in Cincinnati. He studied with prominent local artists, obtained technical training at the local Ohio Mechanics' Institute and attended MIT. He evolved into a delineator and worked for the prominent local architect James W. McLaughlin during the early 1880s. He was employed by H. H. Richardson in Cincinnati as construction manager for Richardson's Romanesque Revival Cincinnati Chamber of Commerce Building (1889 and destroyed by fire in 1911).

In 1887, Mr. Elzner established his own office in Cincinnati, undertaking a variety of commissions. He joined with Mr. Anderson in 1896. Their collaboration was sustained with the varied strength that each brought to the firm. Mr. Anderson was well connected with Cincinnati's elite, and Mr. Elzner brought technical and construction techniques.

George M. Anderson (1869-1916) was also born in Cincinnati and received a degree from the Department of Architecture at Columbia University in 1891. He obtained a second degree from the Ecole des Beaux-Arts in Paris. Returning to Cincinnati, he spent time with Samuel Hannaford and Sons, a very prominent local firm that designed residences, churches, public buildings, and apartments. Mr. Anderson decided to concentrate on residential designs and began a professional relationship with Elzner in 1897. He was also very involved locally with architectural development as local chapter president of the Cincinnati chapter of the American Institute of Architects.

In 1996, their effort in designing the school was recognized by the Cincinnati Preservation Association. This prominent preservation group undertook an inventory of active school buildings within the city. Their evaluation concluded that the Kirby Road School was potentially eligible for listing within the National Register of Historic Places for its Neo-Classical architecture and intact integrity (Figure 11).

In 2002, the Cincinnati School Board adopted a large-scale master plan that revamped school facilities. Many had experienced declining enrollments, suffered from lack of maintenance or were not compatible with modern school facility standards. The plan called for the construction of thirty-four new schools and the rehabilitation of sixteen existing schools. Demolition of older schools was associated with some new school construction. Additionally, it was foreseen that a few existing schools would not be included for rehabilitation. The Kirby Road School was not to be rehabilitated and, after evaluation, it was determined that the school along with others would be auctioned as surplus. In 2009, nine schools were sold and in 2012 an additional thirteen followed. The Kirby Road School was purchased in 2012 by Bloomfield/Schon + Partners for redevelopment into market rate housing. The firm was recently involved with the adaptive reuse of the American Can Company Building (National Register and local designation in 1997) within the Northside community.

9. Major Bibliographical References

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

Architectural Foundation of Cincinnati (2012)
Bibliographical Dictionary of Cincinnati Architects, 1788-1940
www.oldsite.architecturecincy.org/dictionary

Cincinnati Enquirer
George M. Anderson, Obituary (Oct 5, 1916)
A. O. Elzner, Obituary (Dec 7, 1933)

Cincinnati Historical Society (1988)
The Bicentennial Guide to Greater Cincinnati: A Portrait of Two Hundred Years (Vol. 2)

Cincinnati Preservation Association (1998)
Cincinnati Public Schools Historic Architecture (excerpts)

Cincinnati Preservation Association (1988)
Ohio Historic Inventory Sheet, Kirby Road School (HAM 6206-26)

Cincinnati Public Schools (2002)
Facility Master Plan

Flischel, Robert (ed) (2001)
Cincinnati Public School's Legacy of Art and Architecture, The Art League Press, Cincinnati, Ohio

Giglierano, Geoffrey j. and Deborah A. Overmyer (19880
The Bicentennial Guide to Greater Cincinnati, Cincinnati Historical Society.

Hurley, Daniel (1982)
Cincinnati: The Queen City, Cincinnati Historical Society

Kirby Road School Reunion Booklet (2002)
Kirby Road School: 90 Years of Memories

McCormick, Virginia E. (2001)
Educational Architecture in Ohio, The Kent State University Press

Ohio Book Store (2000)
Souvenir History of Cumminsville *1792-1914*, reprint

Previous documentation on file (NPS):

X 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: Ohio Historic Preservation Office

Historic Resources Survey Number (if assigned): HAM-6206-26_____

10. Geographical Data

Acreage of Property 4.933 acres

UTM References
Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 16	Easting: 712023	Northing: 4338030
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

Verbal Boundary Description:

The Kirby Road School boundary is incorporated within the property described as follows. Beginning at a set cross notch at the intersection of the west right-of-way line of Innes Avenue and the north right-of-way of Bruce Avenue; thence along said north right-of-way line west 339.90 feet to a set cross notch at the intersection of said north right-of-way line with the east right-of-way of Kirby Avenue; thence leaving said north line along the said east line of Kirby Avenue 447.42 feet to an existing ¾" pipe; thence in a northeasterly direction 128.54 feet to an existing ¾" pipe; thence leaving said northeasterly line east 238.28′ to an existing ¾" pipe; thence south 10.19 feet to an existing ¾" pipe; thence east 169.55 feet to a set cross notch in the aforementioned west right-of-way line of Innes Avenue; thence south along the west right-of-way line of Innes Avenue 546.09 feet to the point of beginning.

Boundary Justification (Explain why the boundaries were selected.)

Boundary Justification:

The boundary contains all property originally platted and historically associated with the school (Figure 10).

11. **Form Prepared By**

name/title: Fred Mitchell and Margo Warminski
organization: Historic Preservation Associates
street & number: 1026 Lenox Place
city or town: Cincinnati state: Ohio zip code: 45229
e-mail fredmitchell@netzero.com
telephone: 513-751-9629
date: May 8, 2013 (revised)

Additional Documentation

Submit the following items with the completed form:

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

- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Photographer : Bloomfield/Schon + Partners (same for all)
Will Yokel, Adam Bloomfield
660 Lincoln Avenue
Cincinnati, Ohio 45206

Date of Photographs: Late 2012 and Early 2013

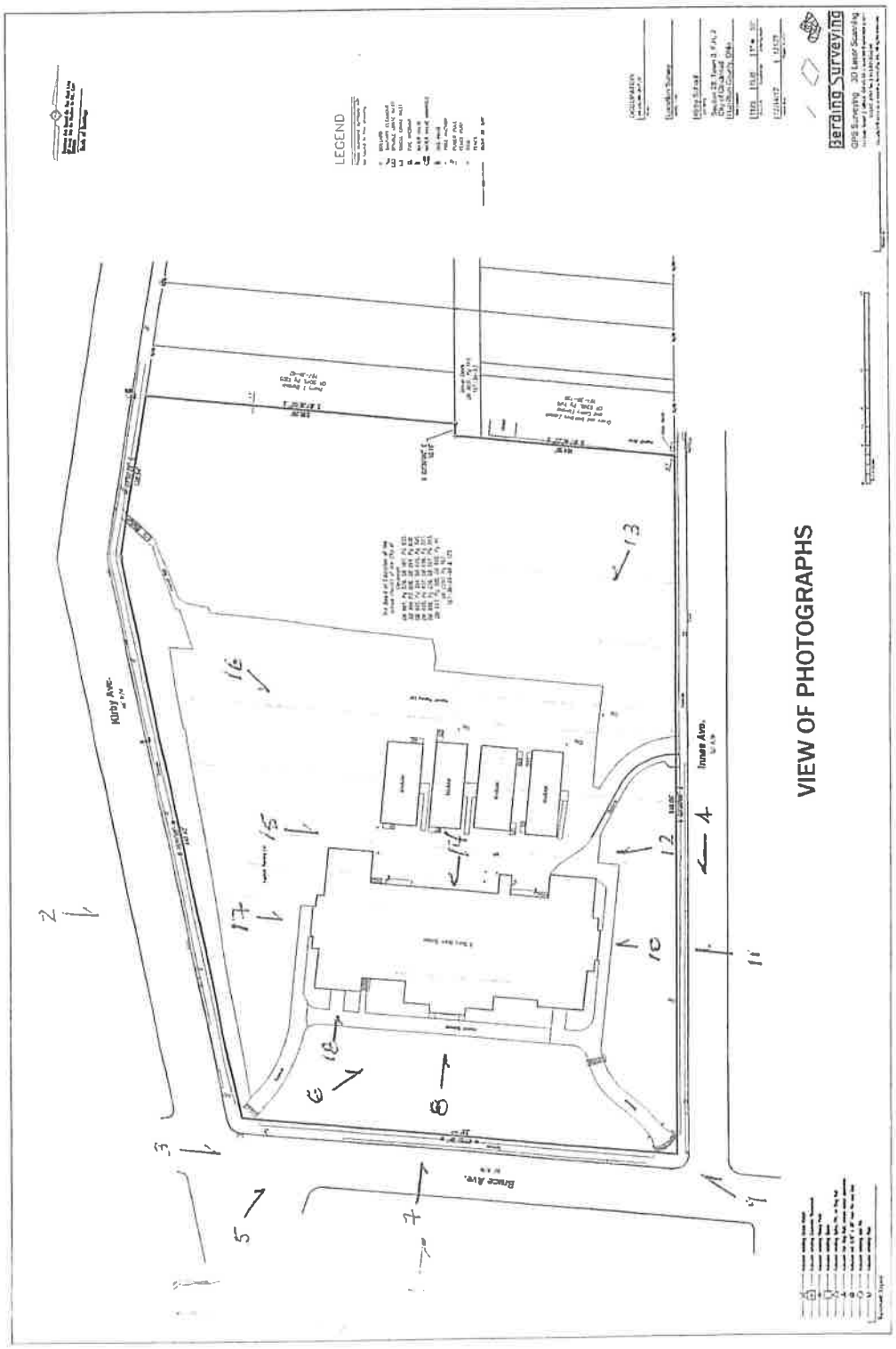
Views

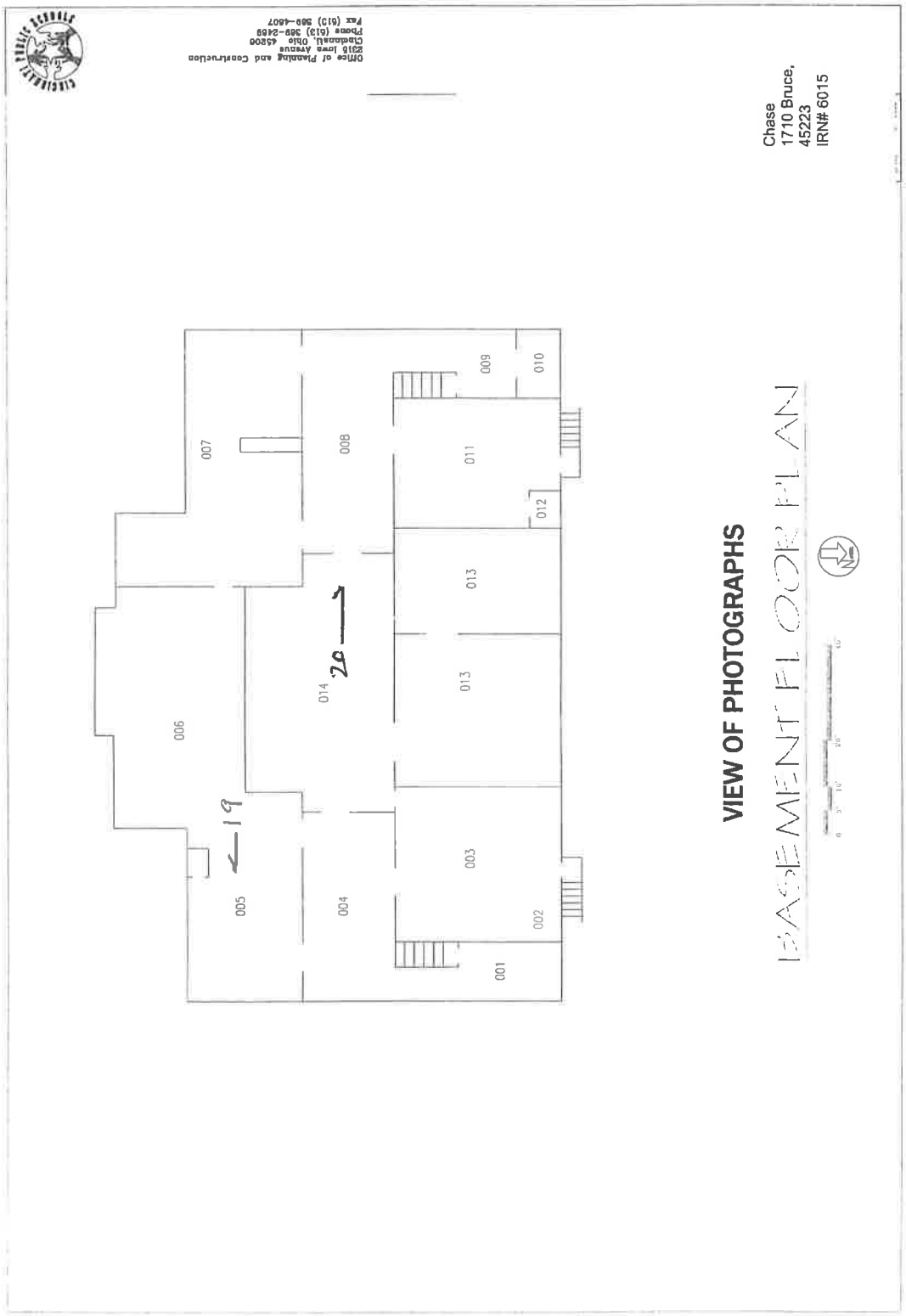
1. Aerial view of school and vicinity. View to north.
2. Aerial view of school and vicinity. View to east.
3. Streetscape along Bruce Avenue. View to east.
4. Streetscape along Innis Avenue towards Bruce Avenue. View to south.
5. Main south façade. View to northeast.
6. Part of central projection at south façade. View to northeast.
7. Main central projection at south façade. View to north.
8. Detail of upper portico. View to north.
9. South main and east side facades. View to northwest.
10. Detail of entry bay east wing. View to west.
11. Upper story detail of east wing. View to west.
12. Rear façade lower floor. View looking west.
13. General view of rear north façade. View to southwest.
14. Detail at upper level of rear north façade. View to south.
15. Lower level detail at north façade. View to east.
16. General view of rear north and west facades. View to southeast.
17. Detail at west façade. View to east.
18. Detail at main south façade first floor. View to north.

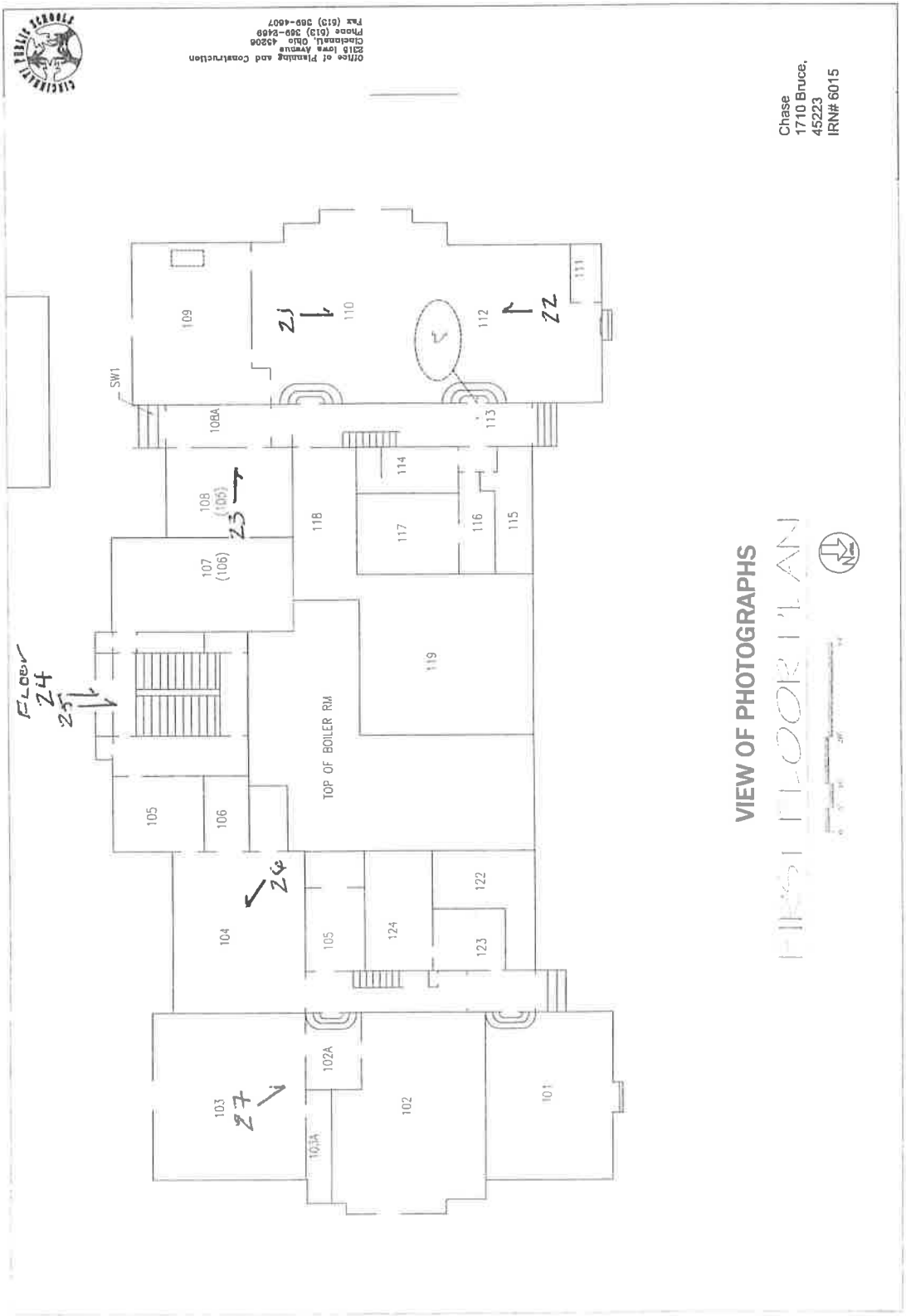
19. General view at basement. View to east.
20. General view at basement. View to west.
21. General view at first floor west side. View to north.
22. General view at first floor west side. View to south.
23. Typical classroom detail at first floor. View to west.
24. Decorative entry bay floor tile at first floor. View at floor.
25. View at central staircase from first floor. View to north.
26. Typical classroom detail at first floor. View to southeast.
27. Typical classroom detail at first floor. View to northwest.
28. Typical classroom detail at second floor. View to northwest.
29. Decorative tile fountain at second floor. View to south.
30. Corridor detail at second floor. View to west.
31. Auditorium detail at second floor. View to east.
32. Auditorium detail at second floor. View to southwest.
33. Stairwell detail at second floor. View to southwest.
34. Original library detail at second floor. View to east.
35. Decorative tile fountain at second floor. View to south.
36. Corridor detail at second floor. View to east.
37. Typical classroom detail at second floor. View to southwest.
38. Coat room detail at second floor. View to south.
39. Stairwell detail at third floor. View to north.
40. Typical classroom detail at third floor. View to northwest.
41. Decorative tile fountain at third floor. View to south.
42. Corridor detail at third floor. View to west.
43. Gymnasium detail at third floor. View to northwest.
44. Corridor detail at third floor. View to west.
45. Decorative tile fountain at third floor. View to south.
46. Corridor detail at third floor. View to west.
47. Library above auditorium. View to northeast.

Figures

1. Drawing of main (south) façade.
2. Drawing of west and north facades of west wing.
3. Drawing of first floor interior.
4. Drawing of second floor interior.
5. Drawing of third floor interior.
6. Drawing of original room above auditorium and upper part of gymnasium
7. Location of school within neighborhood of Northside.
8. Location of buildings within site.
9. View of Cincinnati Public Schools constructed in Northside and Cumminsville.
10. Boundary of nominated property.
11. Cincinnati Preservation Association recommendations for Cincinnati Public Schools.

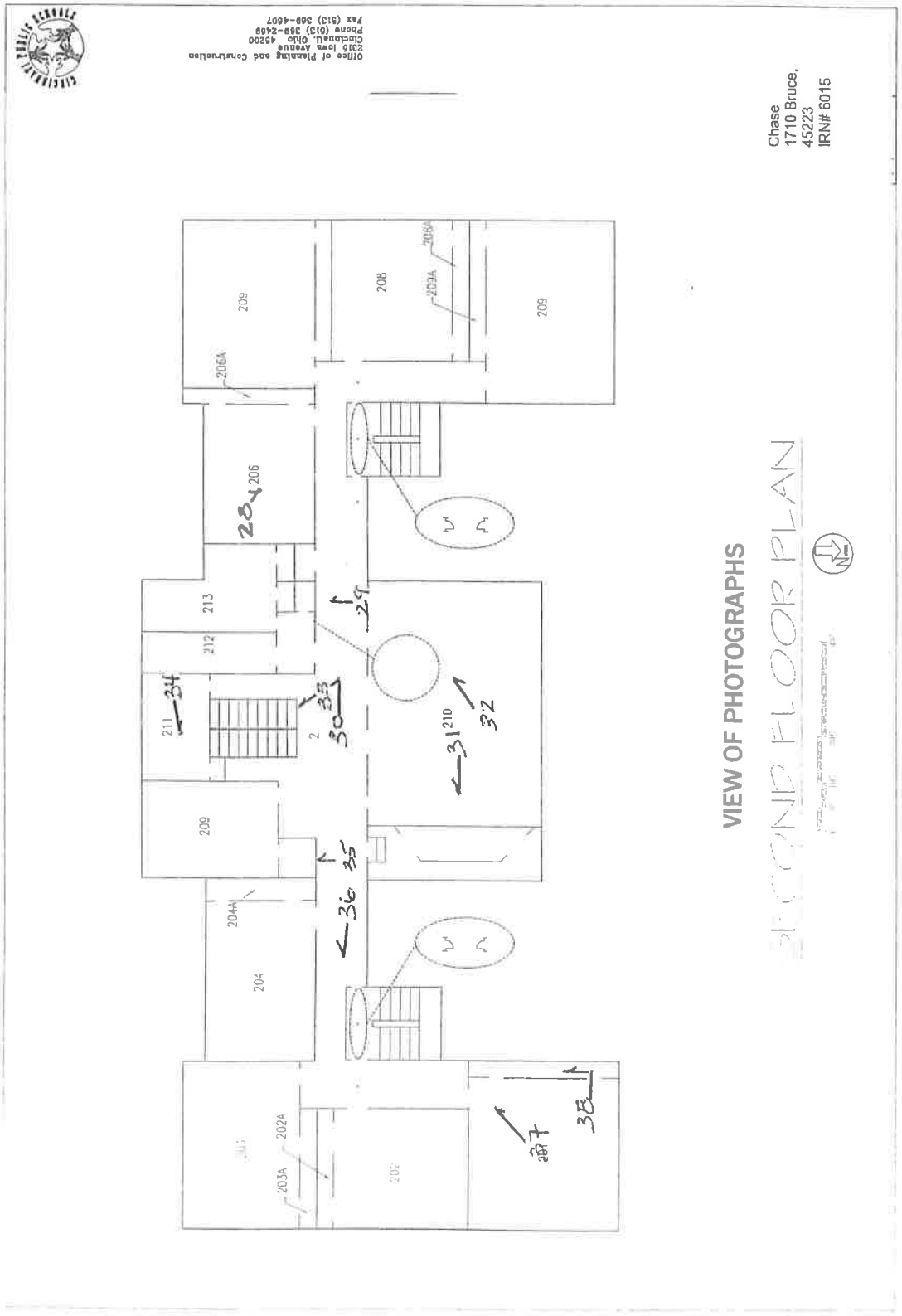

LEGEND
Kirby Ave.
Bruce Ave.
Innes Ave.
VIEW OF PHOTOGRAPHS

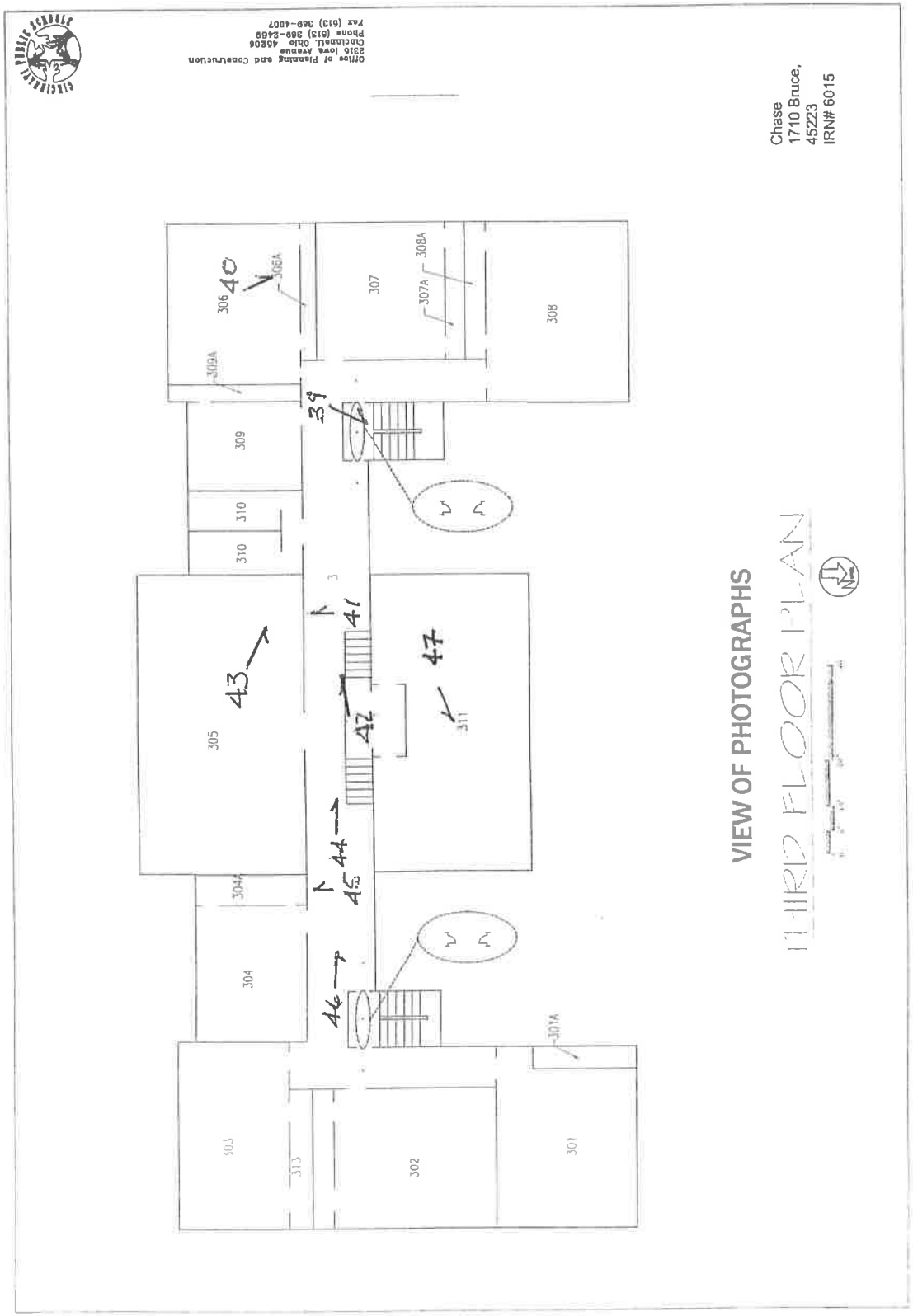

Office of Planning and Construction
2310 Iowa Avenue
Cincinnati, Ohio 45206
Phone (513) 369-2169
Fax (513) 369-4607
Chase
1710 Bruce,
45223
IRN# 6015
VIEW OF PHOTOGRAPHS
BASEMENT FLOOR PLAN
001
002
003
004
005
006
007
008
009
010
011
012
013
013
014
19
20


Office of Planning and Construction
2210 Iowa Avenue
Cincinnati, Ohio 45206
Phone (513) 369-8469
Fax (513) 369-4607
Chase
1710 Bruce,
45223
IRN# 6015
VIEW OF PHOTOGRAPHS
FIRST FLOOR PLAN
TOP OF BOILER RM
SW1
101
102
102A
103
103A
104
105
106
107 (106)
108 (105)
108A
109
110
111
112
113
114
115
116
117
118
119
122
123
124
FLOOR
22
23
24
25
26
27

KIRBY ROAD SCHOOL
Name of Property

HAMILTON:OHIO
County and State




Office of Planning and Construction
8316 Iona Avenue
Cincinnati, Ohio 45206
Phone (513) 369-2469
Fax (513) 369-4007
Chase
1710 Bruce,
45223
IRN# 6015
VIEW OF PHOTOGRAPHS
THIRD FLOOR PLAN
306
306A
307
307A
308A
308
309A
309
310
310
305
304A
304
303
313
302
301
301A
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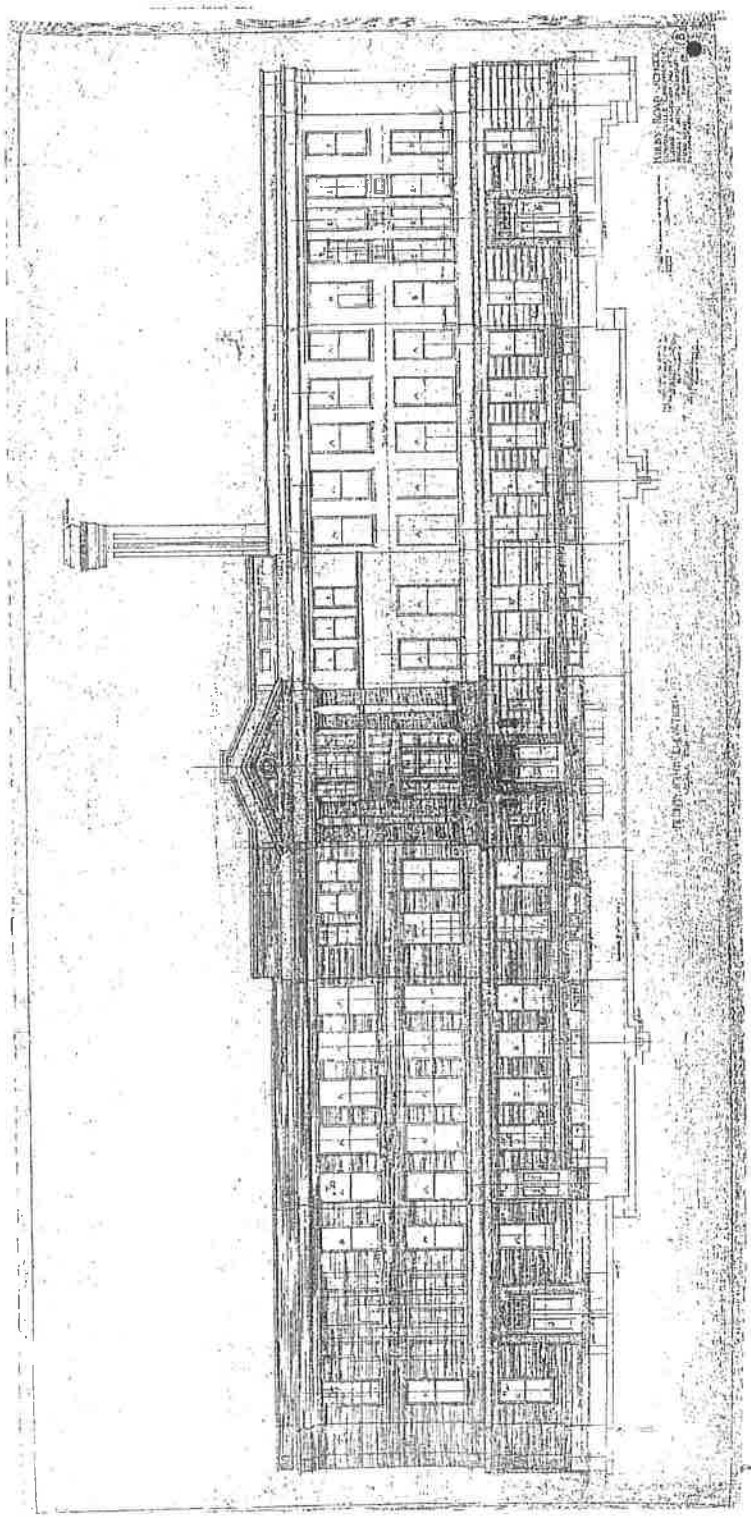


Figure 1: Drawing of main (south) façade.

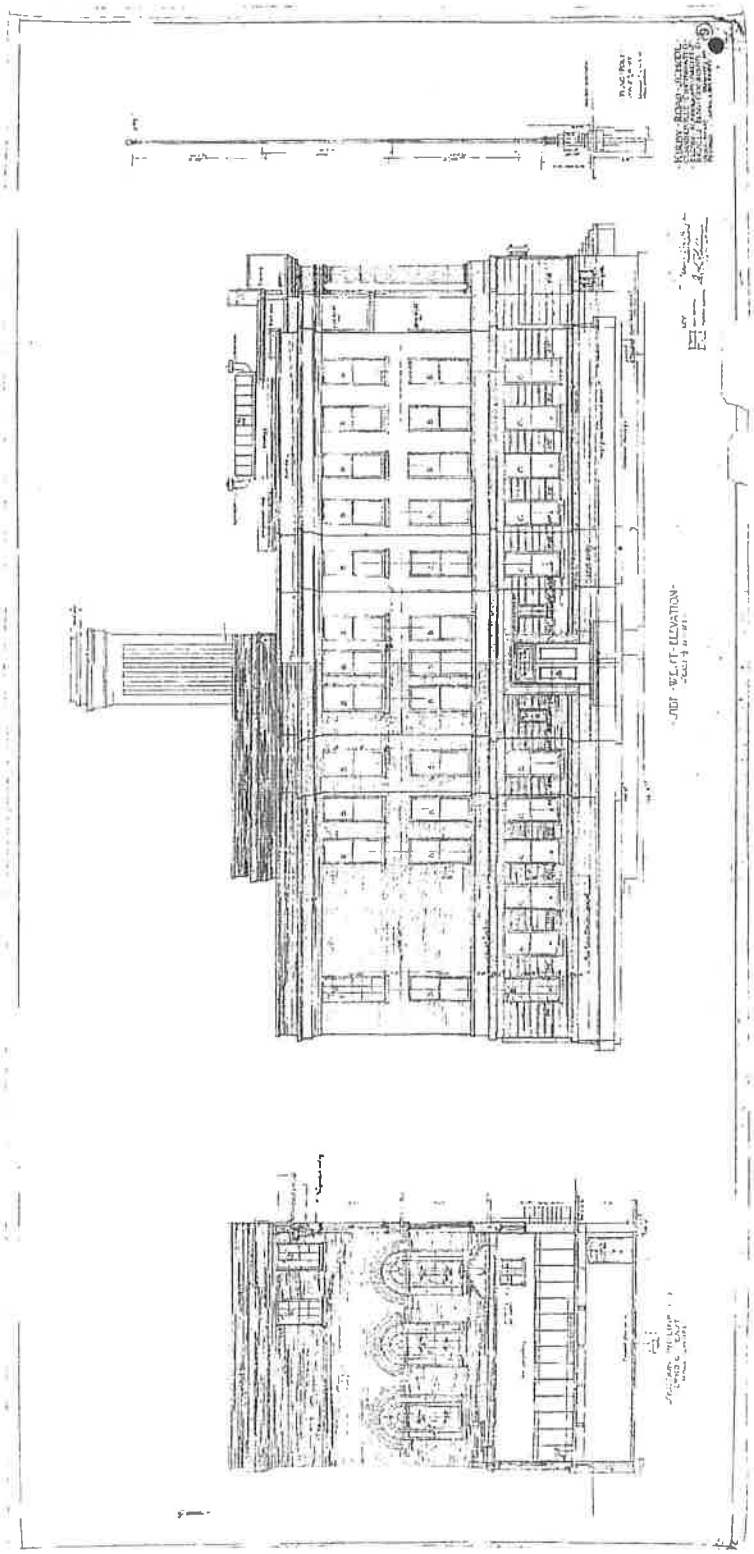


Figure 2: Drawing of west and north facades of west wing.

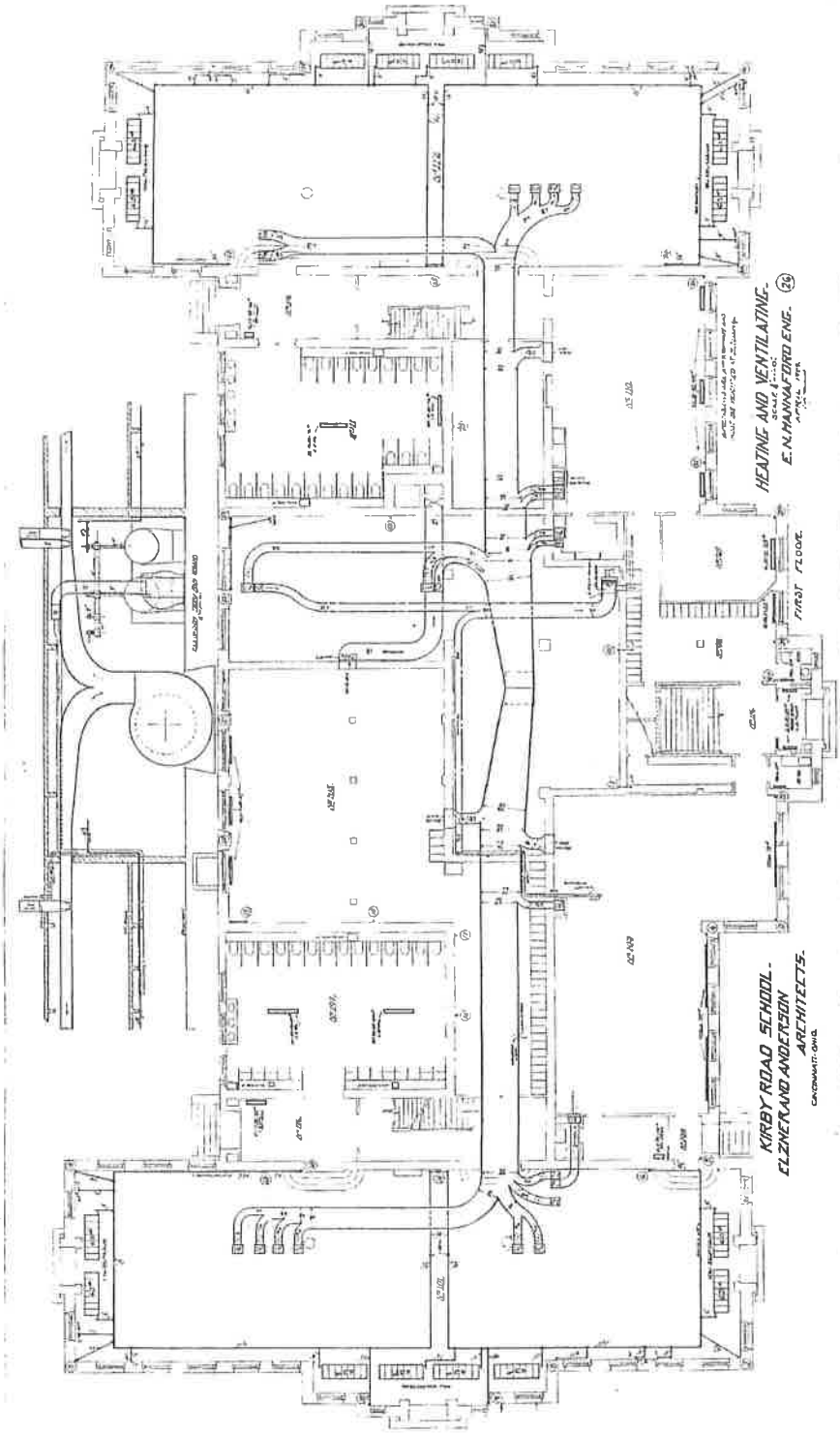


Figure 3: Drawing of First floor interior.

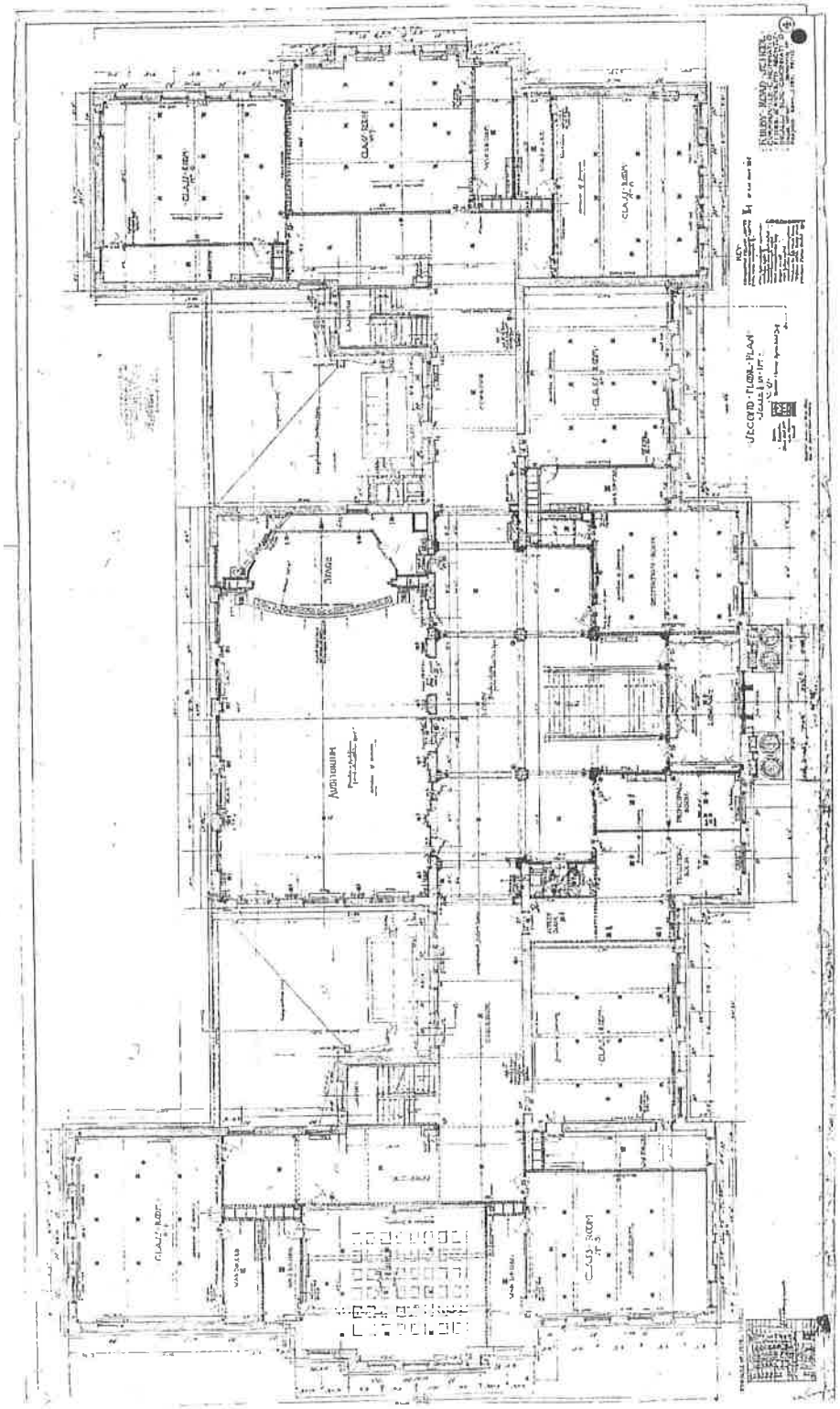


Figure 4: Drawing of Second Floor interior.

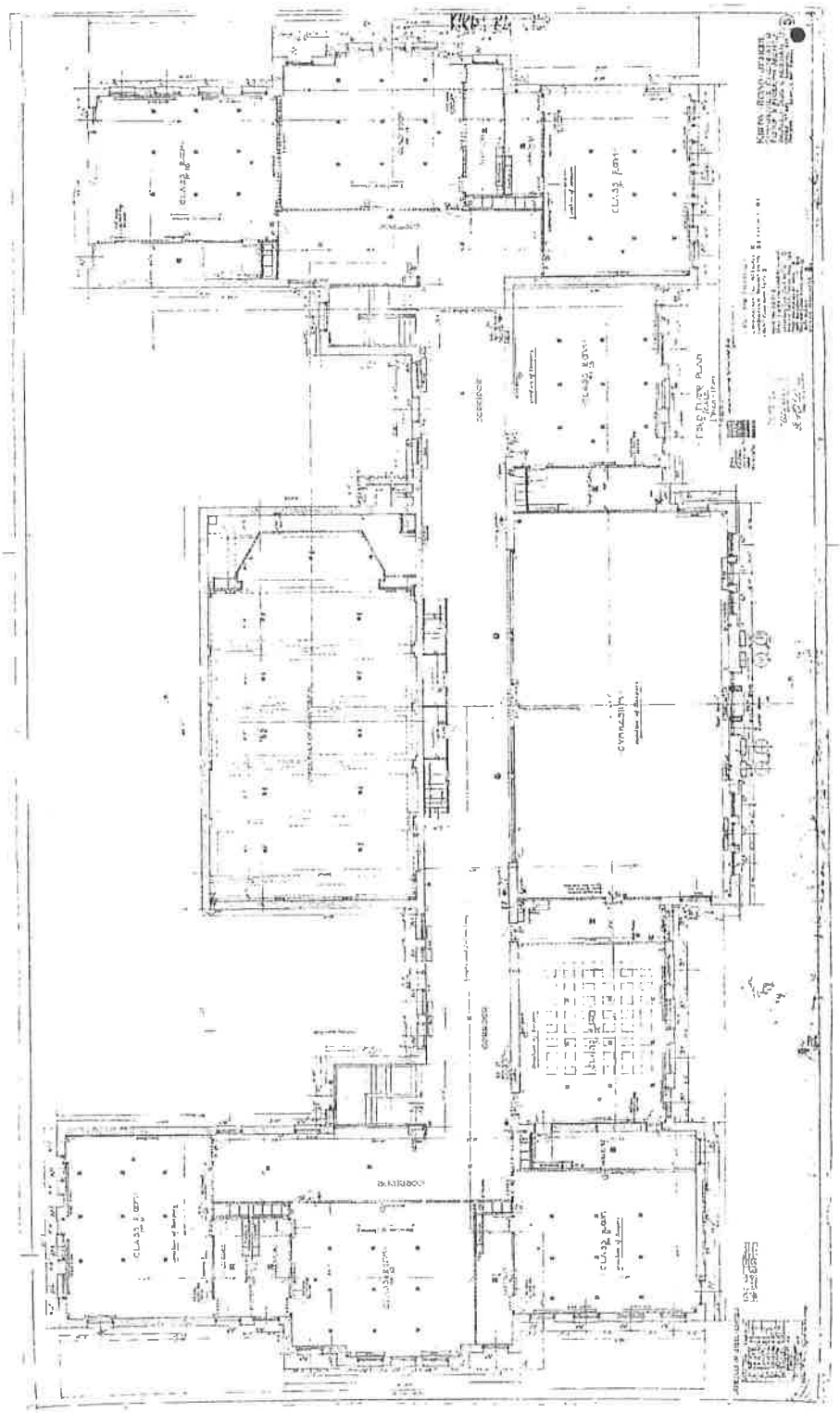


Figure 5: Drawing of Third Floor interior.

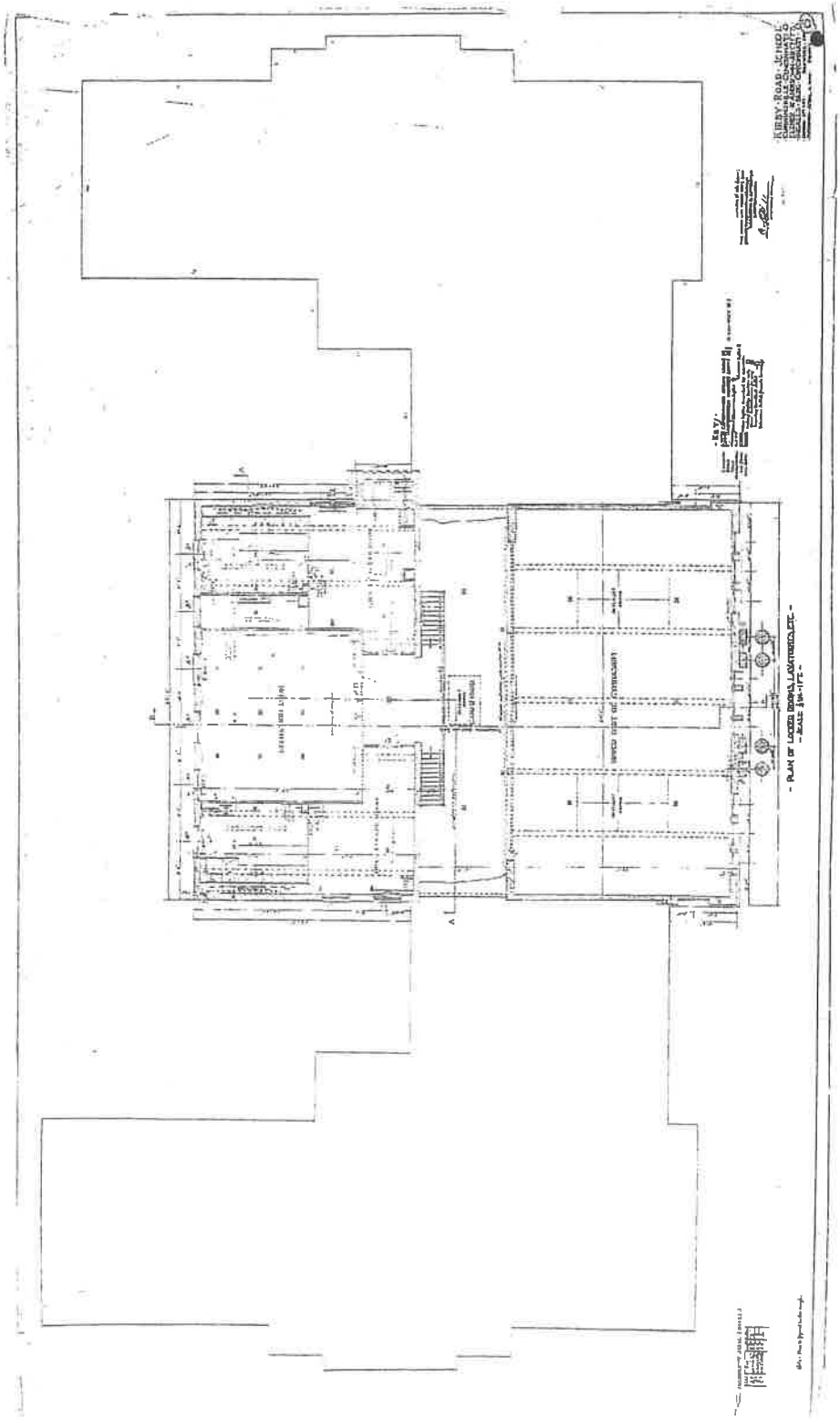


Figure 6: Drawing of original room above auditorium and upper part of gymnasium

Figure 7: Location of school within neighborhood of Northside

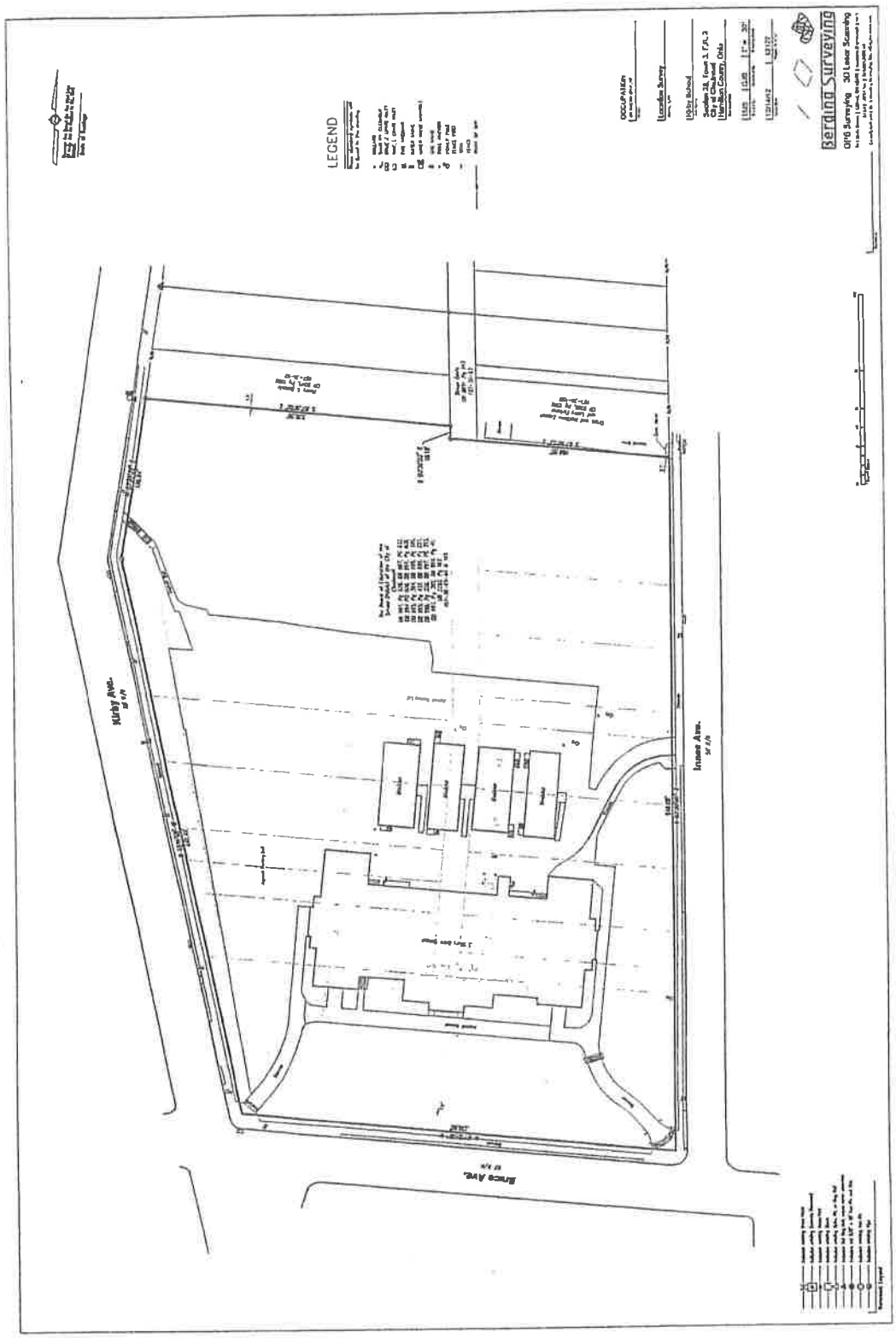
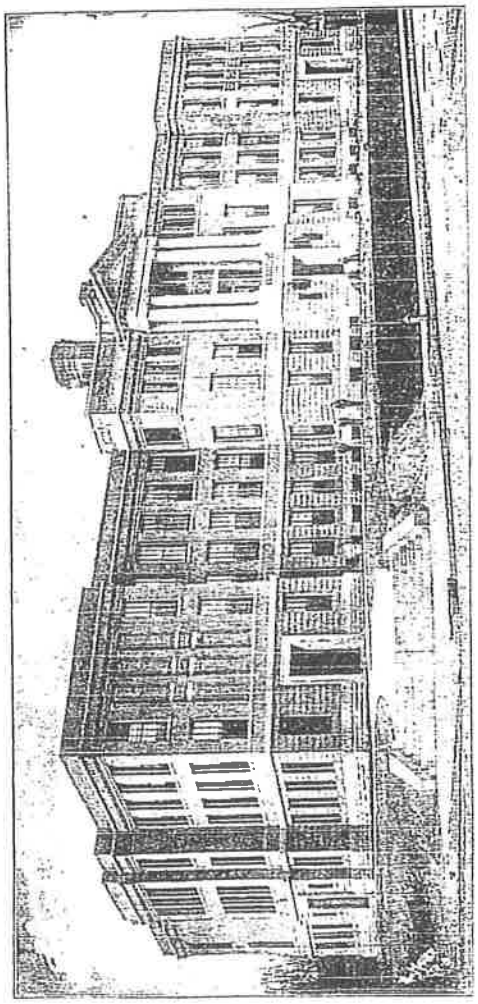
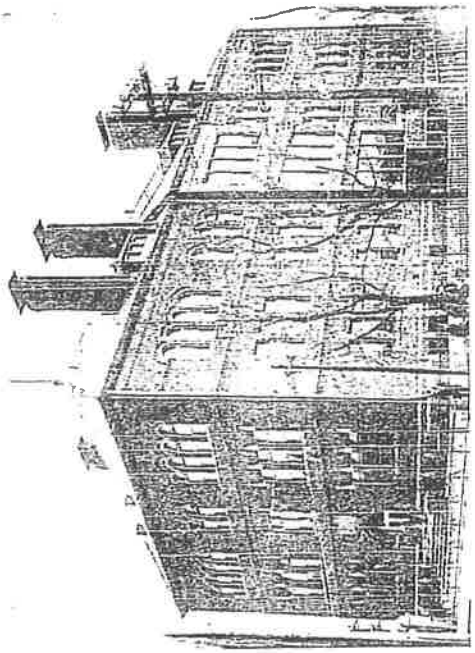


Figure 8: Location of buildings within site

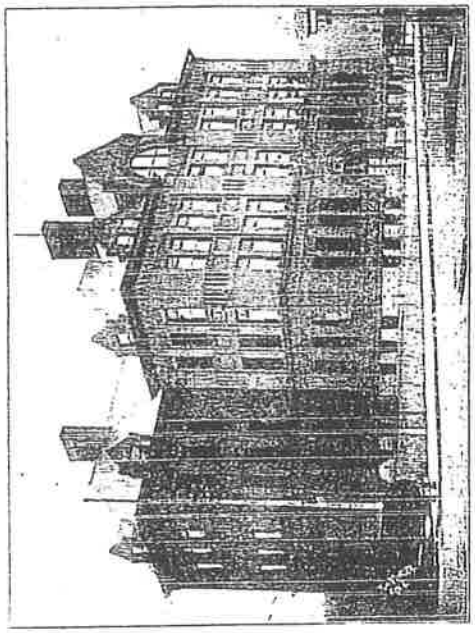
Figure 9: View of Cincinnati Public Schools constructed in Northside and Cumminsville



KIRBY ROAD SCHOOL



SALMON P. CHASE SCHOOL



GARFIELD SCHOOL

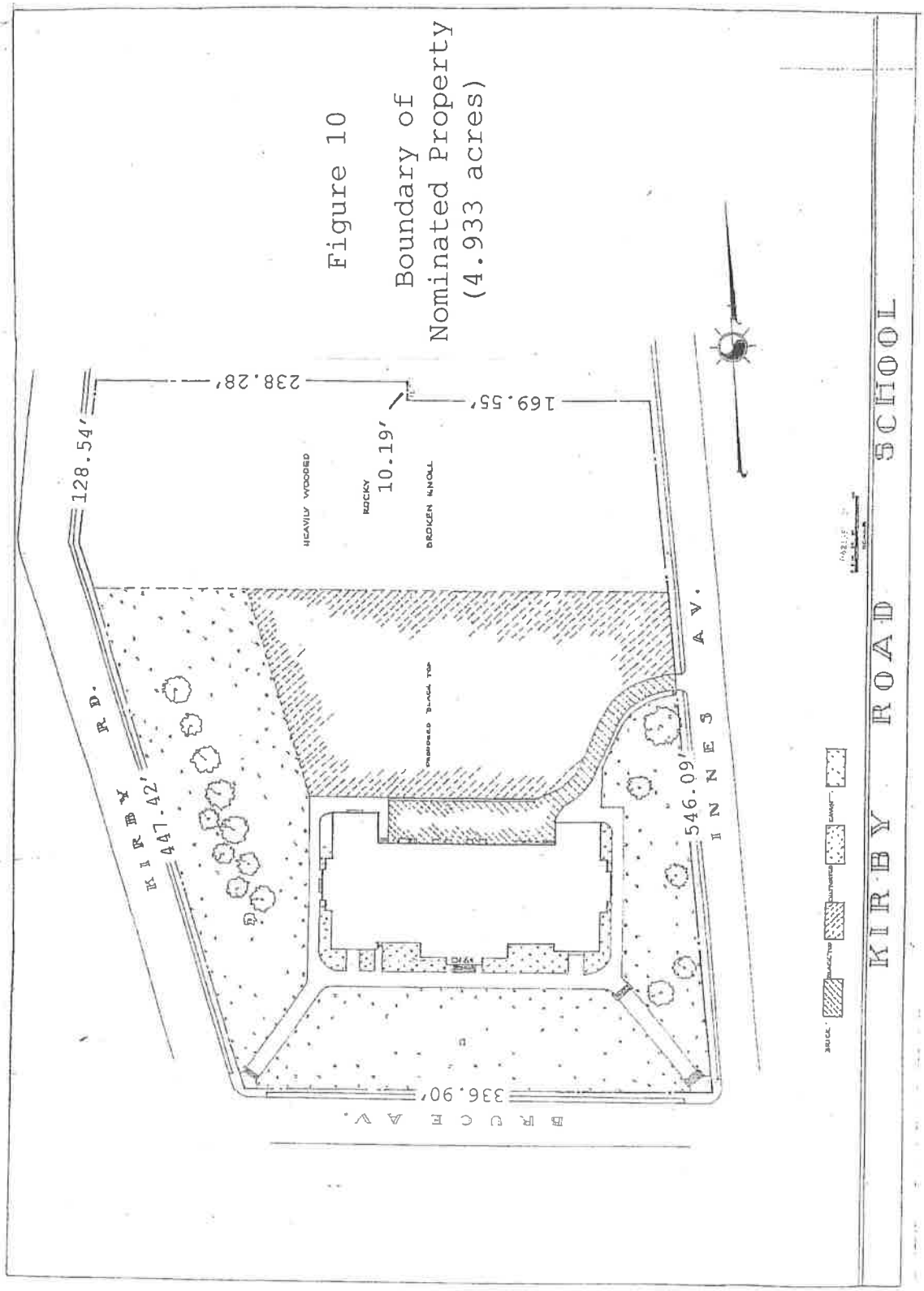


Figure 10
Boundary of
Nominated Property
(4.933 acres)
238.28'
169.55'
128.54'
10.19'
HEAVILY WOODED
ROCKY
BROKEN KNOLL
KIRBY RD.
447.42'
546.09'
INNES AV.
336.90'
BRUCE AV.
KIRBY ROAD SCHOOL

Cincinnati Public School Buildings
Listed in or Considered Eligible for
The National Register of Historic Places

1. Bloom Middle School (1915)*
2. Bond Hill School (1932)
3. Carson Montessori (1916)
4. Central Fairmount School (1906)
5. Cheviot School (1926)
6. Clark Montessori (1909)
7. Clifton Multi-Age Intermediate School (1906)*
8. College Hill Academy (1903)
9. Fairview School (1888)
10. Hartwell School (1925)
11. Heberle School (1929)*
12 Hoffman School (1922)
13. Hughes Center (1910)
14. Hyde Park School (1901)
15. Kilgour School (1922)
16. Kirby Road Primary (1910)
17. Linwood Academy (1929)
18. McKinley School (1876)*
19. Mt. Washington School (1933)
20. Oyler School (1930)
21. Pleasant Ridge School (1909)
22. Roosevelt School (1925)
23. Rothenberg School (1914)*
24. Sands Montessori (1912)
25. Sayler Park School (1929)
26. Schiel School (1911)
27. School for the Creative & Performing Arts (1910)
28. Walnut Hills High School (1931)
29. Washburn School (1910)
30. Western Hills High School (1928)
31. Westwood School (1909)
32. Windsor School (1888)
33. Winton Place Academy (1888)
34. Withrow High School (1919)**

* located in a National Register historic district.
** invidually listed in the National Register.

Figure 11: Cincinnati Preservation Association recommendations for Cincinnati Public Schools (1998)

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 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.

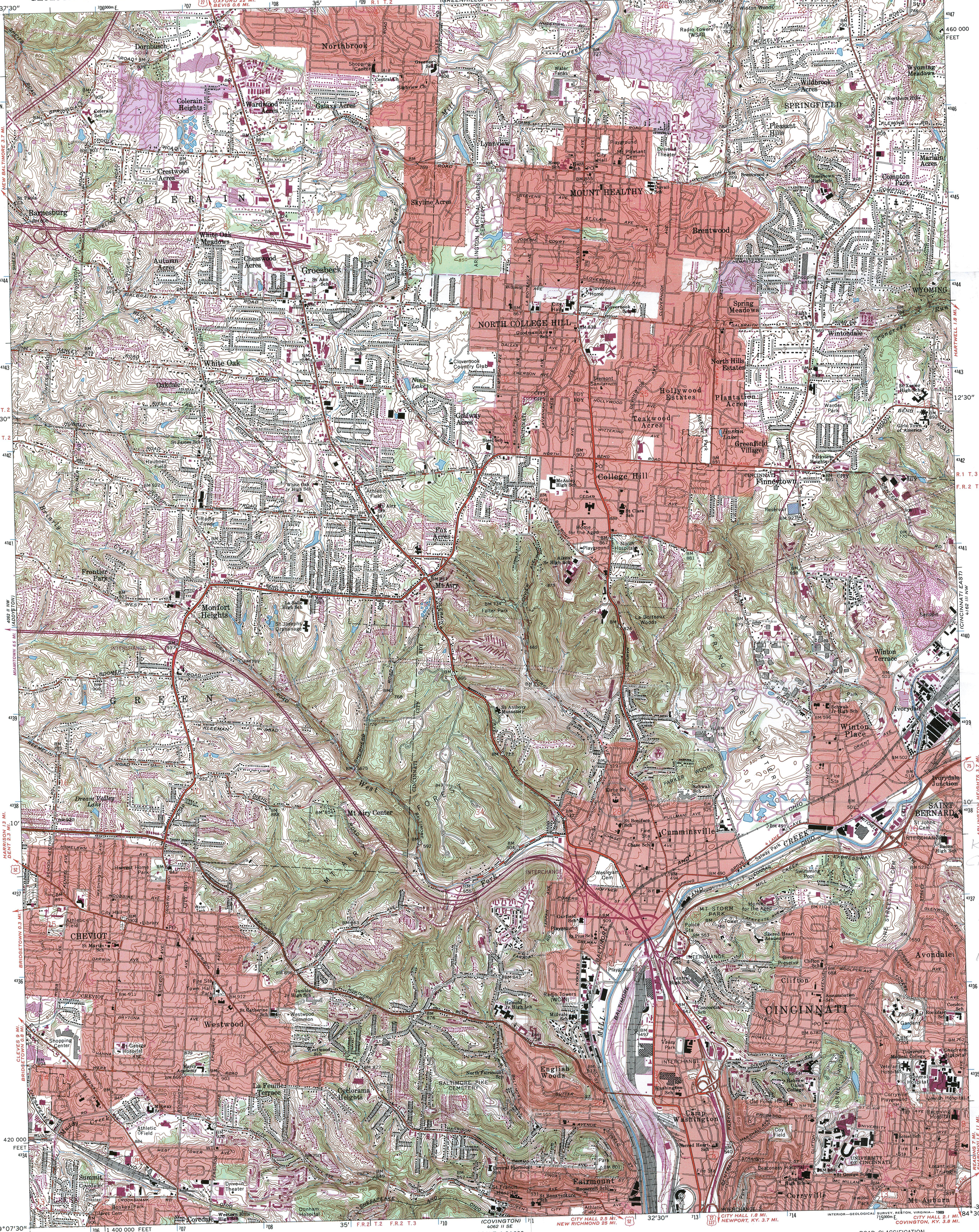
UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

CINCINNATI WEST QUADRANGLE
OHIO–HAMILTON CO.
7.5 MINUTE SERIES (TOPOGRAPHIC)

4062 I SW (SHANDON)

4162 IV SW (GLENDALE)

4062 I SE (GREENHILLS)



(BURLINGTON) 4062 II SW

(NEWPORT) 4162 III SW

Kirby Rd. School
Cincinnati Hamilton Co
OHIO
UTM
Zone 16
E 712023
N 4338030

Mapped, edited, and published by the Geological Survey

Control by USGS, NOS/NOAA, and City of Cincinnati

Topography by photogrammetric methods from aerial photographs taken 1949 and in part by City of Cincinnati. Field checked 1953. Revised 1961

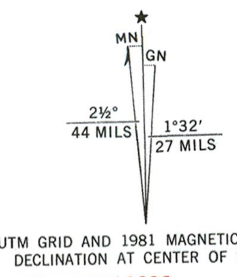
Polyconic projection. 10,000-foot grid ticks based on Ohio coordinate system, south zone. 1000-meter Universal Transverse Mercator grid ticks, zone 16, shown in blue. 1927 North American Datum To place on the predicted North American Datum 1983 move the projection lines 3 meters south and 5 meters west as shown by dashed corner ticks

Red tint indicates areas in which only landmark buildings are shown

Entire area lies wilthin the Between the Miamis
Land lines based on the Great Miami River Base
Dotted land lines established by private subdivision of the Symmes Purchase

Revisions shown in purple and woodland compiled in cooperation with State of Ohio agencies from aerial photographs taken 1979 and other sources
This information not field checked. Map edited 1981

Purple tint indicates extension of urban areas



UTM GRID AND 1981 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

Map photoinspected 1986
No major culture or drainage changes observed

SCALE 1:24 000

1 ½ 0 1 MILE

1000 0 1000 2000 3000 4000 5000 6000 7000 FEET

1 .5 0 1 KILOMETER

CONTOUR INTERVAL 10 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY
DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

ROAD CLASSIFICATION

Heavy-duty	Light-duty
Medium-duty	Unimproved dirt

Interstate Route U. S. Route State Route

QUADRANGLE LOCATION

USGS NMD HISTORICAL MAP ARCHIVES
AUG 29 1996
REC'D FILE COPY

CINCINNATI WEST, OHIO

39084-B5-TF-024
PHOTOINSPECTED 1986
1961
PHOTOREVISED 1981
DMA 4062 II NE–SERIES V852

ISBN 0-607-42207-6

KIRBY
SCHOOL
SPEED
20

BRUCE
STOP
CHASE SCHOOL
STOP
SCHOOL
SPEED
20

KIRBY ROAD PUBLIC SCHOOL
auction.com
COMMERCIAL
REAL ESTATE AUCTION
1-800-524-6000
www.auction.com
WELCOME TO THE TEMPORARY HOME of
CHASE SCHOOL

auction.com
COMMERCIAL
REAL ESTATE AUCTION
1.800.504.6000
www.auction.com
WELCOME TO THE
TEMPORARY HOME of
CHASE SCHOOL

KIRBY ROAD PVBLIC SCHOOL

SCHOOL
SPEED
20

NOT AN
EXIT

FUEL UP
Play 60
Eat Healthy. Get Active.
Make a Difference.

FIAT LUX

HAPPY
GOOD
BYE
FOR
EVER
ZAC
GAY

riendship Adventure with
Ronald McDonald
cooperate
et out and play
DON'T BULLY!
e a good friend!
IN MEMORY OF
ELSIE C. WILFERT
TEACHER
LOVING - KIND - SINCERE
1916 1925

EXIT

EXIT
EXIT

IN MEMORY
OF
WILBUR S. STRICKLAND
TEACHER
HIS MOTTO WAS
ACTIVITIE

EXIT

Welcome t
I am your tea
I am excited
We will learn
We will learn

AMALIA ALBERT
TEACHER
1880 - 1930

EXIT

EXIT

IN MEMORY OF
THOSE WHO SERVED
WORLD WAR II