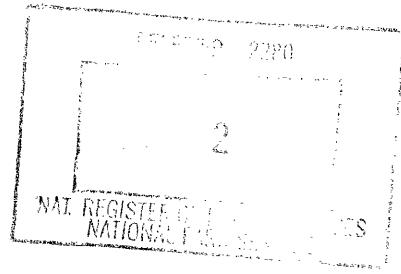


12/28

United States Department of the Interior
National Park Service



**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

1. Name of Property

historic name Lincoln Colored School

other names/site number Separate School District 25

2. Location

street & number 171 NE Walnut not for publication N/A
city or town Fairfax vicinity N/A
state Oklahoma code OK county Osage code 113 zip code 74637

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. (N/A See continuation sheet for additional comments.)

[Signature] 10-17-03
Signature of certifying official Date

Oklahoma Historical Society, SHPO
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 commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this 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): _____

for Daniel J. Viana Dec. 5, 2003
Signature of Keeper Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

Contributing	Noncontributing
<u> 1 </u>	<u> 0 </u> buildings
<u> 0 </u>	<u> 0 </u> sites
<u> 0 </u>	<u> 0 </u> structures
<u> 0 </u>	<u> 0 </u> objects
<u> 1 </u>	<u> 0 </u> Total

Number of contributing resources previously listed in the National Register 0

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Functions (Enter categories from instructions)

Cat: VACANT/NOT IN USE Sub: _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Description

Architectural Classification (Enter categories from instructions)

NO DISTINCTIVE STYLE

Materials (Enter categories from instructions)

foundation STONE: sandstone
roof ASPHALT
walls WOOD: Weatherboard

other _____

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

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

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

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

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

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

B removed from its original location.

C a birthplace or a 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 (Enter categories from instructions)

ETHNIC HERITAGE: BLACK
EDUCATION

Period of Significance 1929-1955

8. Statement of Significance (Continued)

Significant Dates 1929
1955

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

Cultural Affiliation N/A

Architect/Builder Gray, Walter L., builder

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

9. Major Bibliographical References

(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 Less than one (1)

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	<u>14</u>	<u>705620</u>	<u>4050090</u>	<u>3</u>	_____	_____
2	_____	_____	_____	<u>4</u>	_____	_____

N/A 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 Jim Gabbert, Architectural Historian

organization Oklahoma State Historic Preservation Office date 9/01/03

street & number 2704 Villa Prom, Shepherd mall telephone (405) 522-4478

city or town Oklahoma City state OK zip code 73107

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 the SHPO or FPO.)

name Catherine Williams

street & number 4033 Farmstead telephone (316) 744-3587

city or town Wichita state KS zip code 67208

name Mildred M. House

street & number 3510 Danada Drive telephone (310) 541-1642

city or town Palos Verdes state CA zip code 90274

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 9

Lincoln Colored School
name of property
Osage County, Oklahoma
county and State

The Lincoln Colored School is a single-storied, gabled, frame building located on the northeast side of Fairfax, Oklahoma. It features board and batten siding, a brick chimney, and paired entry doors centered in the front gable. The school faces onto Walnut Street and is centered on three lots. Mature elm trees shade the front of the building and the yard is surrounded with a woven wire fence. There has been little exterior alteration to the school; old playground equipment, a small coal shed, and the two outhouses have long since been removed. The school building retains excellent exterior integrity and only minor changes have been made to the inside.

DESCRIPTION

The Lincoln Colored School is a single story, board and batten, gable-front building located at the northwest corner of Walnut Street and First Street in Fairfax, Oklahoma. The building is oriented to Walnut, facing south. It occupies the southeast corner of a three-lot plot of land, bordered on the west by mature elm trees and on the south, east, and north by a wire fence. The school sits on a small rise relative to the streets.

The school building rests on a mortared sandstone foundation. It features vertical plank walls with the joints covered by thin strips, or battens. A small gabled porch shelters the paired front entry doors. Four large 6/6 windows are symmetrically placed on the east and west sides of the building. Two smaller windows were later cut-in to light an interior bathroom after the building stopped functioning as a school. A second entry door is located on the east side of the building, near the rear.

The roof of the Lincoln School is gabled and the rafter tails are exposed. The roof is sheathed in green asphalt shingles. A brick chimney is located on the ridgeline, approximately 4/5 of the distance back from the front gable. The chimney served a coal stove located in the classroom.

The main façade faces south and is distinguished by the paired entry doors and small, gabled porch. The porch roof is supported by 4" x 4" posts at each corner and knee braces. The porch deck is poured concrete and is raised approximately 10" off the ground. Centered above the double entry, on the flat door surround, is an iron decorative plaque in a floral design. The right-hand door has been replaced with a single, hollow core, interior-type door. The left-hand door is original. It is a five-panel, wooden door with plain hardware. To the east of the entry, offset next to the entry, is a single, hopper window with a flat surround. The top of this window is even with the top of the entry doors. This window was cut in to light a bathroom added after the school closed.

The west elevation features four, evenly spaced, 6/6 double hung windows. Each has a simple, 4" flat surround and drip cap. Some of the original panes of glass have been broken, but in whole, the windows are original and intact.

The rear, or north, elevation has no fenestration. The electrical meter is located on this elevation.

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Lincoln Colored School
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The east elevation features the greatest variety of fenestration. There are six openings in this elevation. There are four, 6/6 windows that match those on the west side. On the north side of the west elevation is a single entry door. This five-panel, wooden door offered access to the teacher's quarters at the rear of the building. Centered between the southern most window and the south corner is a single, hopper type window cut in to light an interior bathroom. It features the same 1" x 4" surround and drip cap as the original windows.

The interior of the school has been somewhat altered. The original plan featured two rooms. The primary space was a large, open classroom. At the north end of the building, a dividing wall separated the teacher's living quarters from the classroom. The living quarters measured 10' x 18'. The classroom measured 30' x 18'. Centered in this dividing wall is the brick chimney for the heating stove. It also served the cooking needs of the living quarters.

The walls of the classroom are painted "institutional" green. They are sheathed in drywall panels. The joints of the panels have battens covering them. The west side of the classroom is virtually intact. The east side and the teacher's quarters have been altered. The teacher's quarters have had all interior wall materials removed, exposing the studs on the exterior as well as the interior dividing walls. The studs are set at 30' intervals. Three rooms were created along the east side of the classroom by inserting stud walls. These have all been stripped of wall finish. The original, outside walls have been covered with paneling. It is unclear if the original wallboard is present. In the southeast corner, a bathroom was installed after the close of the school. No fixtures remain and the only evidence of it some tile remaining on the south wall and the two windows cut in to light it.

Interior finishes around the windows and doors are intact. They feature flat, unadorned, 1" x 4" surrounds. The lintels have a slight pediment shape. The floor has the remains of linoleum tiles covering 4" boards.

The Lincoln Colored School retains a high degree of architectural integrity. A replaced door and two small windows cut in to the south and east sides are not original. But, from the sandstone foundation to the brick chimney, it features all original materials on the exterior. On the interior, the space retains around 45 % of its original fabric. Although the interior space was subdivided after the period of significance, these changes have been for the most part removed and the sense, if not the materials, of the original space is intact.

The grounds of the school once featured two outhouses, one each on the northeast and northwest corners of the lot, and a small coal shed directly behind the building. These have been removed. To the west of the building were located a slide and a merry-go-round. The concrete base of the merry-go-round is all that remains. Trees planted by the first teacher mark the west boundary of the school property. Some of these have been lost to time. A woven wire fence surrounds the property on three sides. It replaces an earlier fence of similar composition.. Some of the older fence posts have been integrated into the new fence.

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The Lincoln Colored School retains excellent integrity of location, setting, feeling, association, materials, and workmanship. While slightly altered, it also retains a high degree of integrity of design. It adequately reflects its significance as an all-black, separate school and reflects its significance to Fairfax's African American community.

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The Lincoln Colored School, located in the Osage County town of Fairfax, is eligible for the National Register of Historic Places under Criterion A as an excellent local example of a separate school, constructed for the education of African American children as dictated by the Oklahoma Constitution. Intended to keep the "colored" and "white" races apart in educational facilities, the separate school system was devised to provide access to educational facilities for the minority race in any school district. In 1929, it was deemed necessary to construct a separate school in Fairfax to serve the small, but growing African American population. The result is the Lincoln Colored School, an important institution to the education of African American children in Fairfax and a rare, surviving example of a separate school in Osage County.

Background

Fairfax is located in the western part of Osage County in northeast Oklahoma. The roots of the community lay in the Osage trading post of Grayhorse (or Gray Horse), located two miles southeast of the present location of Fairfax. Grayhorse had been a trading post and settlement for a number of years, but when the Atchison, Topeka, and Santa Fe Railroad obtained right-of-way for its planned route from Pawnee to Arkansas City, Kansas, the route bypassed Grayhorse. Trader L. A. Wismeyer, on hearing the news that the line would bypass Grayhorse, obtained a 40-acre lease from Kah-Wah-C, and Osage Indian whose land lay in the path of the railroad. Wismeyer negotiated with the government for a townsite plat, the railroad for a station, and the US Postal Service for a mail stop. Fairfax came into being in 1902, with the post office established early the next year.¹

Fairfax was an early success, attracting merchants and residents and benefiting from the wealth of the Osage Indians. Per capita, the Osage were the richest people on earth, acquiring a large wealth for the tribe through first the leasing of the rich grasslands of Osage County to ranchers and then to the exploitation of oil found under those lands. It was the discovery of the vast Burbank field, located around ten miles north of Fairfax, in 1918 that defined the course of Fairfax's history. Already established as a rail center, Fairfax boomed as a shipping center. (And, because it was an already established town, it did not suffer the same fate as oil boomtowns like Burbank, whose population plummeted when the oil played out.) After peaking at a population of around 3,000, Fairfax, like many smaller towns, has slowly declined as businesses and industries moved out. Currently, the population hovers around 1,800.

Agriculture was the primary source of income in the area before the oil boom and has remained a central part of the local economy. The rich bottomlands of the Arkansas valley are ideal for grain and cereal production; the tall grass prairie to the east and north is ideal cattle country. Corn was an important product as well as bluestem grass hay for

¹ Carney, George O., *et al*, "Reconnaissance Level Survey of Four Northeastern Oklahoma Towns", 1995. On file, Oklahoma State Historic Preservation Office, Oklahoma City, pp244-245.

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winter fodder. Fairfax, with its rail outlet, remains a center for commodity shipping.²

The wealth of Fairfax during the first decades of the century is reflected in many of the buildings in town. Impressive commercial buildings, distinctive homes, and towering churches define the broad streets. Also impressive is the Fairfax school campus. The town has long been proud of its educational facilities and has consistently supported new construction and expansion when needed. In 1910, a new high school building was constructed that cost over \$45,000. The Classical Revival style building was soon replaced by an even larger building and the older one was converted into an elementary school. By 1927, even the "new" high school was deemed inadequate and was relegated to duty as a junior high, replaced by an even larger building, complete with gymnasium and auditorium.³

The Fairfax Independent School District #25 was proud of its record in providing the best education for its constituents. Prior to the March 26, 1929 school election, the *Fairfax Chief* noted that the District was expected to approve the full millage increase, as they had done each year the issue came up. The vote was expected to be nearly unanimous.⁴

Of course, the Fairfax Independent School District #25 was for white and Indian children only. The small minority of African American children in and around town had no school. That is, they had no school until 1929.

Separate Schools

Fairfax Separate School District #25 was created in 1929 to accommodate the small group of African American school-age children in the town. Known locally as the Lincoln Colored School, this simple, frame, one-room school represents the arcane educational laws of Oklahoma that called for the complete separation of the "colored" and "white" races in school facilities. By 1929, the need to create a separate school had come to Fairfax.

The School Laws of Oklahoma that provides for the separation of the two races reads:

Section 280. The public schools of the State of Oklahoma shall be organized and maintained upon a complete plan of separation between the white and colored races, with impartial facilities for both races.

² *Ibid.*, page 251.

³ *Ibid.*, pp.254-259. Also, see *Sanborn Fire Insurance Maps*, Fairfax Indian Territory, 1903; Fairfax, Oklahoma, 1917, 1923, 1928, 1936. It is unfortunate that the Fairfax maps never included the "colored" section of town.

⁴ "School Election to be March 26," *Fairfax Chief*, March 22, 1929, page 1.

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Section 281. The term "Colored" as used in the preceding section shall be construed to mean all persons of African descent, who possess any quantum of Negro blood, and the term "white" shall include all other persons. The term "public school" within the meaning of this article, shall include all schools provided for or maintained, in whole or part, at public expense.

Section 282. The county separate school in each district is hereby declared to be that school in said school district having the fewest number of children in said school district: Provided, that the county superintendent of public instruction of each county shall have the authority to designate what school or schools in each school district shall be the separate school and which class of children – either white or colored – shall have the privilege of attending such separate school or schools in said school district. members of the district board shall be of the same race as the children who are entitled to attend the school of the district, not the separate school.⁵

Funding for the separate dependent and independent schools was handled differently that for the regular district schools. Districts could levy up to 15 mills on property within their districts to support and maintain schools. Districts could also issue bonds for construction. Separate schools were supported through a county-wide levy of no more than two mills. "Those (counties) having large Negro population and many separate schools cannot, from the limited levy, provide adequate buildings, necessary equipment, essential instructional supplies, reasonable salaries for teachers, and acceptable months of school terms."⁶ A federal report from 1922 points out the inequities of this situation:

The separate school law is unjust to both races, and cannot be defended, as a matter of principle. Its injustice to the Negroes is manifest. The Negro taxpayers of Oklahoma City, and of all districts in the State where the district school is a white school, are taxed 15 mills or less to support the white schools, or school. In addition they are taxed two mills or less to maintain their own schools, in Oklahoma County, including those in Oklahoma City. In addition, they are taxed to help retire the bonds that have been issued... to build white schools.⁷

The county was responsible for the construction of separate schools. While the State Board of Education provided free plans for modern school buildings to county superintendents, it was not a requirement that they be used. As in the case of the Lincoln Colored School, the simplest, cheapest building that could adequately serve as a school was specified. It did not conform to modern standards of school design, in particular to the use of ambient light. The

⁵ *Report of a Survey of Public Education in Oklahoma*, US Department of the Interior, Bureau of Education, Washington, DC, 1922. Page 331.

⁶ Vaughn, John, State Superintendent of Public Instruction, *The Thirteenth Biennial Report of the State Superintendent of Public Instruction and the Tenth Biennial Report of the State Board of Education for Oklahoma*, Oklahoma City, 1930. Page 75.

⁷ *Report of Survey...*, page 334.

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Lincoln Colored School had simply four windows on each side to provide natural light, as opposed to the State plans which took maximum advantage of location and site of the school to light the building with ranks of windows.

Of course, supplies in the separate schools were generally second-class or used and teachers (who had to be of the same race as the students) were generally paid less. Information compiled by the State board of Education for the 1935-36 school year showed that the average white teacher in Oklahoma made \$908 per year, while the average African American teacher earned \$815. The disparity in Osage County was even greater. The median yearly income for a white teacher was \$1,020 while an African American teacher averaged \$675. Of course, the numbers are slightly skewed by the sample. There were 376 white teachers in Osage County and only two African Americans.⁸

Lincoln Colored School: Educational and Cultural Significance

The Lincoln Colored School came into being in 1929 because Fairfax lacked adequate facilities to transport Black children to an existing separate school. Enough children of school age lived in the area to warrant their own building. On August 21, 1929, the following notice was published in the *Fairfax Chief*:

Notice to Contractors

Sealed bids received until 10:00 AM, 21st of September by the County Clerk for Board of Commissioners. Labor and material to be used in construction of 1 room school building known as the Negro school in District 25 adjoining the town of Fairfax. Plans and specifications on file. Bids to be opened and reviewed, September 21, 1929 meeting Board of County Commissioners.

On October 31, in an article concerning the proceedings of the County Commissioners meeting, it was noted that "One bid received on the separate school at Fairfax. Contract awarded to Walter L. Gray in the amount of \$998."⁹

The school year for white students at the Fairfax school had already started when the bid for construction of the separate school was accepted. Black students first attended classes in the home of Frank and Carrie Miles.¹⁰ According to Catherine Williams, a former student, many of the children came from outside of town in the surrounding country. The county paid her father to transport the kids into town in his Model T truck. She remembered his trying to help keep the kids in the back warm by installing a small stove, but mischief by some of the older kids necessitated an end to that experiment.¹¹

⁸ *State Board of Education Statistical Circular #73*, Division of Finance and Research, State Board of Education, Oklahoma City. 1936.

⁹ "County Commissioners Proceedings, Osage County," *Fairfax Chief*, October 31, 1929.

¹⁰ Letter from Vickie Miles-Lagrange to author, July 9, 2003. Ms. Miles-Lagrange is the granddaughter of Frank and Carrie Miles

¹¹ Catherine Williams, former student (1935-1943) interview with author, 8/22/03, in Fairfax, Oklahoma. Ms. Williams, later a teacher herself, related many stories of life in the Lincoln Colored School. These help to fill in the gaps created by the dearth of written records.

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The teachers at the Lincoln Colored School, while not as well paid as their white counterparts, were well-respected by students, parents, and the community. The first teacher, Mrs. Minnie V. Chinn, was hired in the fall of 1929 and was described as "a wonderful teacher and a devoted Christian woman."¹² She began teaching before the school building was let out for bid. The school moved into the new building soon after its completion that winter by Mr. Walter Gray.

All eight grades were located in the one classroom. The teacher, whether it was Mrs. Chinn (1929-1942) or Mrs. Bessie C. Johnson (1942-1955), would initiate instruction to one group of students (usually, according to Catherine Williams, broken up into two-grade groups) while other groups worked on assignments. Instruction was then rotated from one group to another.

The number of students attending the school probably was between 15-20 in any given year. According to Catherine Williams, who attended from 1935 to 1943, there were always around 15 kids enrolled. Most of the students were concentrated in the first few grades. This corresponds to trends in separate schools throughout Oklahoma. According to the thirteenth Biennial Report of the State Superintendent, in the 1928-29 school year 25% of all Black students in Independent Districts were in first grade and 60 % were in grades 1-4.¹³

The first graduating class of the Lincoln Colored School numbered six students. Their options for further education were severely limited. Catherine Williams indicated that school officials in the Fairfax Independent District, when approached about the matter, said that it was up to the student to find accommodations. They (the Black students) would not be allowed in the local high school. The choice was to go either to Ponca City, thirty-five miles to the west, in another county, or to Pawhuska, thirty miles east. Transportation would need to be provided; the county's solution was to pay students or parents who had cars to transport as many students as possible.¹⁴

The teachers at the Lincoln Colored School did their best to prepare their charges with a quality education. Many of the students of this school did continue on through high school and a large number continued on into college. Teachers like Mrs. Chinn and Mrs. Johnson were hampered by poor facilities and second-rate equipment. The school was virtually ignored by the rest of the town – school programs were well-attended by people from the small African American community, but received scant attention from the white community. The local newspaper covered every aspect of other local schools, but the quality programs put on by Lincoln students were ignored.¹⁵

¹² Mrs. Carrie Miles, undated manuscript recounting the founding of Lincoln Colored School. Provided by Ms. Vickie Miles-LaGrange.

¹³ Vaughn, *Thirteenth biennial Report*, chart, page 77. Actual breakdowns for each grade: 1st, 25.7%; 2nd, 11.5%; 3rd, 11.4 %; 4th, 10.2 %; 5th, 9.3%; 6th, 8.1%; 7th, 6.2%; 8th, 5.5%; 9th-12th, 12.1%. There were few opportunities for Blacks to go beyond 8th grade, especially in rural districts. The percentages for Separate schools in Dependent districts are even more abysmal with only 3% being listed in grades 9-12.

¹⁴ Catherine Williams, interview, 8/22/03. Preston Smallwood was the first student driver; he was paid a small fee for the service.

¹⁵ Catherine Williams, interview, 8/22/03. A check of the *Fairfax Chief* showed no notice of the school's construction, opening, or any programs in subsequent years. Fairfax and other district schools were extensively covered with news of academic achievement, club notices, and programs.

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Graduating Class, 1939.

(Photograph provided by Vickie Miles-LaGrange)

The decision, on May 17, 1954, by the Supreme Court of the United States in *Brown v. Topeka Board of Education* wherein the doctrine of "separate but equal" educational facilities was declared inherently unequal, signaled the end of the Lincoln Colored School. On June 17, 1955, Governor Raymond Gary declared all state statutes void that conflicted with the *Brown* decision. "We will not pay for two separate school systems."¹⁶ The next school year, Lincoln Colored School did not open. The teacher's contract was not renewed and the children were accepted into the Fairfax

¹⁶ *Minority Report: A Survey of Civil Rights in Oklahoma City*, Oklahoma City: League of Women Voters, 1964, Page 11.

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Lincoln Colored School
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schools. The school building sat empty for the next year or so. The building and land were offered by the county to the adjacent land owner, Curtis Williams, Senior and his wife, Earnestine. All five of the Williams' children and even four of their grandchildren attended the school. He purchased the property and used the school building for storage for a time, eventually converting it into a rental property. It has remained in the Williams family ever since.¹⁷

Conclusion

The significance of the Lincoln Colored School in Fairfax, Oklahoma lies in its importance to the African American community of the area. The school represents an educational policy created by the State of Oklahoma and codified in its laws that called for the complete separation of the races in educational facilities. This policy necessitated the duplication of efforts in terms of facilities and faculties. Separate schools (or transportation to separate schools) were, by law, provided for minority students in any given school district. The law mandated that the facilities were to be "impartial." The reality was that separate schools were never "impartial;" they were often substandard in facilities, faculties, and supplies.

The Julius Rosenwald Fund helped many African American schools construct new, more modern facilities. But, for the most part, Black children attended schools that were measurably inferior to the majority school in their respective districts. Only the effort of dedicated teachers and a concerned community created a positive learning experience under these conditions.

Since the *Brown v. Topeka Board of Education* decision effectively ended the separate school system, many of the old "Colored" schools have disappeared. Usually poorly constructed in the first place, they soon disappeared from the landscape. The Lincoln Colored School is one of the few remaining, intact separate schools and the only one in Osage County. As such, it is eligible for the National Register of Historic Places under Criterion A, for its importance to the African American community of Fairfax, and more importantly as a rare surviving example of a separate school. It retains a high degree of all aspects of integrity and accurately reflects its period of significance.

¹⁷ Catherine Williams, interview, 8/22/03.

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Lincoln Colored School
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Verbal Boundary Description

Lots 22, 23, 24, Block 6, Fair Fax Original Townsite.

Boundary Justification

Contains all of the property historically associated with the Lincoln Colored School.