

SG 606



National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

Historic name Lincoln School

Other names/site number N/A

Name of related Multiple Property Listing N/A

2. Location

Street & number 907 South Wabash Street N/A not for publication

City or town Kirksville N/A vicinity

State Missouri Code MO County Adair Code 001 Zip code 63501

3. State/Federal Agency Certification

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

I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

Applicable National Register Criteria: A B C D

Toni M. Prawl

DEC 09 2016

Signature of certifying official/Title Toni M. Prawl, Ph.D., Deputy SHPO

Date

Missouri Department of Natural Resources

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register

determined eligible for the National Register

determined not eligible for the National Register

removed from the National Register

other (explain:)

For Eason H. Beall

1.31.17

Signature of the Keeper

Date of Action

Lincoln School
Name of Property

Adair County, Missouri
County and State

5. Classification

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

Category of Property
(Check only **one** box.)

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

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

<u>Contributing</u>	<u>Noncontributing</u>	
<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
1	0	Total

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

Current Functions
(Enter categories from instructions.)

EDUCATION: School

DOMESTIC/Single Dwelling

7. Description

Architectural Classification
(Enter categories from instructions.)

Materials
(Enter categories from instructions.)

Other: Plan Book One-Room School

foundation: Concrete
walls: Brick
Stucco
roof: Asphalt
other: _____

NARRATIVE DESCRIPTION ON CONTINUATION PAGES

Lincoln School
Name of Property

Adair County, Missouri
County and State

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.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

STATEMENT OF SIGNIFICANCE ON CONTINUATION PAGES

9. Major Bibliographical References

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

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: Pickler Memorial Library;
Adair County Courthouse;
Adair County Historical Society

Historic Resources Survey Number (if assigned): _____

Areas of Significance

ETHNIC HERITAGE – Black

EDUCATION

Period of Significance

1914 – 1954

Significant Dates

1914

1954

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Architect: Felt, John H. (author of plan book)

Architect: Sparks, R.J.

Lincoln School
Name of Property

Adair County, Missouri
County and State

10. Geographical Data

Acreeage of Property Less than one acre

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1 40.188110 -92.588029 3 _____
Latitude: Longitude: Latitude: Longitude:

2 _____ 4 _____
Latitude: Longitude: Latitude: Longitude:

UTM References

(Place additional UTM references on a continuation sheet.)

_____ NAD 1927 or _____ NAD 1983

1 _____
Zone Easting Northing

3 _____
Zone Easting Northing

2 _____
Zone Easting Northing

4 _____
Zone Easting Northing

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

11. Form Prepared By

name/title Cole Woodcox and Claudia Minor
organization Truman State University date 1 July 2016
street & number 616 East Harrison Street telephone 660.785.4437
city or town Kirksville state MO zip code 63501
e-mail cwoodcox@truman.edu

Additional Documentation

Submit the following items with the completed form:

- **Maps:**
 - A **USGS map** (7.5 or 15 minute series) indicating the property's location.
 - A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Photographs**
- **Owner Name and Contact Information**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

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

Lincoln School
Name of Property

Adair County, Missouri
County and State

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Photographs

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

Photo Log:

Name of Property: Lincoln School

City or Vicinity: Kirksville

County: Adair State: Missouri

Photographer: Cole Woodcox

Date Photographed: June 2016

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

Photograph 1 of 6: West (right) and North (left) façades, looking southwest.

Photograph 2 of 6: West (right) and North (left) façades, looking southwest.

Photograph 3 of 6: West (left) and South (right) façades, looking northeast.

Photograph 4 of 6: East façade, looking west.

Photograph 5 of 6: East façade, looking west.

Photograph 6 of 6: North façade, looking south.

Lincoln School
Name of Property

Adair County, Missouri
County and State

Figure Log:

Include figures on continuation pages at the end of the nomination.

Figure A	Aerial photo of site map.
Figure B	Aerial photo of contextual map
Figure C	Lincoln School, c. 1914, looking northeast .
Figure D	Lincoln School, c. 2005, before the fire in 2007.
Figure E	Historic Plan. Lincoln School, Basement. Not to scale.
Figure F	Current Plan. Lincoln School, Basement. Not to scale.
Figure G	Historic Plan. Lincoln School, First Floor. Not to scale.
Figure H	Current Plan. Lincoln School, First Floor. Not to scale.
Figure I	First Floor Interior. Classroom, looking east.
Figure J	First Floor Interior. Classroom, looking north.
Figure K	First Floor Interior. Detail of classroom ceiling.
Figure L	First Floor Interior. Vestibule and staircase to basement, looking southwest.
Figure M	Location of Lincoln School and African American churches.
Figure N	Location of neighborhoods with high percentages of African American residents.
Figure O	Bethel A.M.E. Church, c. 1911.
Figure P	Second Baptist Church, c. 1900.
Figure Q	Northside of the Courthouse Square, c. 1900.
Figure R	Registration Card for Council of National Defense, 1917.
Figure S	520 South First and West Fillmore Streets, 2005.
Figure T	415 West Fillmore Street, 2005.
Figure U	Kirksville High School, c. 1914.
Figure V	Distribution of African American Schools in Missouri, 1938.
Figure W	Lincoln School, 1954 Class Photograph.
Figure X	Felt School Plan.
Figure Y	Felt School Plan.
Figure Z	Felt School Plan.
Figure AA	Felt School Plans.
Figure BB	Model Rural School, State Normal School, Kirksville, Missouri , c. 1912.
Figure CC	Photo Key

National Register of Historic Places
Continuation Sheet

Section number 7 Page 1

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

SUMMARY

Lincoln School is a one-story, cross-gabled, red-brick building with a full basement located at 907 South Wabash Street in Kirksville, Adair County, Missouri. Erected in 1914, this simple schoolhouse served as the sole educational facility for African American children in Adair County from 1914 to 1954, when Kirksville public schools integrated. The nominated property is based on a plan by the Kansas City practice of John H. Felt & Company which was widely distributed in Missouri around the time that Lincoln School was constructed. The finished school utilized Felt's exterior and interior designs with some minor modifications by a local architect. The school was converted to a residence in 1955 and occupied as an apartment until 2006. It was vacant from 2007 to 2014, and has been used as a rental property since 2015. Measuring approximately 34 feet by 31 feet, the T-shaped structure stands approximately ¼ mile west of the campus of Truman State University and ½ mile south of Kirksville's historic Commercial District. A small, non-contributing shed also sits on the property. Despite some interior alterations from conversion to a house in the 1950s and limited damage from an attic fire in 2007, Lincoln School retains many significant, character-defining features. Because the building possesses its original lay out and several original materials, it reflects its 1914 construction date and historic function until 1954 as a school. Given its design, historic use during segregation, role in the local community, and the condition of its exterior and interior, Lincoln School is locally significant under Criterion A: ETHNIC HERITAGE – BLACK and EDUCATION. It is eligible for listing in the National Register of Historic Places.

ELABORATION

Site¹

Lincoln School sits in the middle of a double lot site (Dodson Addition, Block 8, Lots 3 and 4) measuring approximately 108 feet by 101 feet in the 900 block of South Wabash Street. Located immediately east of the Wabash Railroad tracks through Kirksville, the site appears to have been donated to the Kirksville School District in the 1870s and a school for African Americans first occupied this site in 1877.² The original frame schoolhouse was razed in 1914 when the present brick building was constructed that year.

The site is essentially level with 1) a gradual incline to the south away from the school and toward the adjoining lot and 2) a short but more pronounced incline away from the school on the east toward South Rigger Street. Landscaping is minimal and consists chiefly of five mature trees. Contemporary low-rise, vinyl-sided apartments border the lot to the north and stand across the street to the east and west. A small, rectangular, front-gabled, modern wooden storage shed sits southeast of the nominated property.³ Since the shed was erected sometime after the period of significance, it is non-contributing. Because the adjoining apartment buildings are set close to their lot lines and are surrounded by paved

¹ See Figures A and B.

² At that time the address was 500 West Wilson Street, a street that once formed the southern boundary of Block 8.

³ See Photographs 1, 2, 4, and 5.

National Register of Historic Places
Continuation Sheet

Section number 7 Page 2

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

parking, the double lot, generous setback, and tall trees help to give Lincoln School a major architectural presence along this section of South Wabash Street.

Exterior

Lincoln School's rectangular, T-shaped footprint reflects the building's interior use. The front section faces west and accommodates the foyer. The classroom is housed in the wider rear section. Foyer and classroom sit atop a full basement.⁴ The basement is made of concrete and rises four and a half feet above grade. The first story is clad with pressed red brick laid in running bond. The cross-gabled attic story features a bell cast, gable roof covered with contemporary asphalt shingles. The front section of the roof (west) is a prominent front gable that extends from the side gabled rear section (east). Modern I/I storm windows protect all ten of the original windows on the East and North façades. The gable ends on the South, East and North elevations retain their original stucco cladding; whereas the gable end in the West elevation was damaged in the 2007 fire and is now clad in vinyl siding. A rectangular chimney rises through the cross gable.

West façade⁵ Lincoln School's primary elevation consists of a projecting five-bay vestibule wing that projects approximately ten feet out from the school's rectangular classroom wing. The main entrance is set in the central or third bay. A straight run concrete staircase set between concrete piers leads to modern single leaf door. The staircase is made up of eight stairs and extends approximately nine and a half feet from the vestibule wing. At the basement level, a single I/I double hung replacement sash window flanks each side of the staircase. Above, on the first floor, openings for pairs of modern replacement windows and wooden infill stand on either side of the main entrance. From a shared, concrete, lugged sill the paired openings rise directly to the soffit. Modern wooden infill covers the transom above the main door. The overall effect of the staircase and paired windows is to concentrate attention on the entrance. A three course brick watertable separates the basement and first floor. Quoins define the building's corners and constitute one of the exterior's few decorative features. The attic soffits were originally covered with bead board but are now sheathed with vinyl siding. The west gable end exhibits the most significant change to the exterior following the fire in 2007. Originally this gable end had green stucco finish and displayed a Palladian opening that functioned as an attic vent. The fire destroyed this end of the roof. The reconstructed roof exactly follows the profile of the original bell cast roof. However, the distinctive opening was not rebuilt and this gable end has been faced with vinyl siding.

⁴ See Photographs 1, 2, and 3 and Figures C and D.

⁵ See Photographs 1, 2, and 3 and Figures C and D.

National Register of Historic Places
Continuation Sheet

Section number 7 Page 3

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

South façade (right)⁶ Modern wooden infill covers the three basement windows in the classroom wing. Above, the first floor of this elevation has no windows. The gable end features original green stucco finish and two 1/1 replacement windows.

East façade (rear)⁷ This tertiary elevation displays five main features. At the basement level, 1) A straight run staircase that parallels the classroom wing and leads down to a single leaf door in the basement. 2) A modern, enclosed frame porch with a shed roof screens the staircase and an original coal chute. 3-4) An original nine-light window on the north end of the classroom wing and a 1/1 replacement window on the south end. And on the first story, 5) Five original evenly spaced 9/1 double hung sash windows on a concrete sill provide the main light source for the classroom's interior. All five windows extend to the soffit. Modern 1/1 storm windows protect the windows on this elevation. The watertable and quoins are repeated on this facade.

North façade (left)⁸ Three original nine-light windows in the basement level are vertically aligned with three original nine-light windows in the first story. One of the three basement windows has been covered with wooden infill. Modern 1/1 storm windows protect all five of the original, basement and first story windows on this façade. The three original first-story windows sit on cast stone lug sills and the lintels are flush with the soffit. The watertable and quoins continue on this elevation. The north gable end repeats the green stucco finish found on the south gable end and the paired fenestration. Unlike the original, fixed single lights in the south gable end, however, the windows in this gable are modern, fixed single lights.

Interior

Like the simple volumes of the exterior, the plan for the schoolhouse's interior is utilitarian: a single classroom dominates the design. The interior is conservatively decorated and also displays many original finishes.⁹

Basement¹⁰ This space is entered from the east via an interior staircase and from the west via an exterior staircase. Originally it housed a multipurpose room, furnace room, coal room, and two

⁶ See Photograph 3.

⁷ See Photographs 4 and 5.

⁸ See Photographs 1, 2, and 6.

⁹ Images I, J, K, and L in the figures are from autumn 2012 and show the extent of the 2007 fire damage. The property was repaired in 2015 and direct access to the interior was not permitted by the tenant in 2016 during the final preparation of this nomination. However, on 3 August 2016 the tenant did verify that the layout of the basement and first floor was the same as the 2012 plans and photographs. The tenant also described the current repaired condition of the interior as consistent with figures I, J, K, and L. In addition, on that date one of the preparers was able to see that the original woodwork in the vestibule (wooden staircase balustrade and newel post, wooden paneled doors, wooden door and window surrounds, wooden coat rail, etc.) remains.

¹⁰ See Figures E and F.

National Register of Historic Places
Continuation Sheet

Section number 7 Page 4

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

small bathrooms, one for girls, the other for boys.¹¹ All of these areas remain and are still discernible despite the addition of a kitchen sink to the multipurpose room, modern renovations to the two bathrooms, and the division of the coal room into two separate spaces.¹² The last two changes probably happened when the building was converted to a house in the late 1950s. But the first (the addition of a sink) probably happened during the latter half of the period of significance: hot meals were served to students in the basement's multipurpose room from the 1940s on. Lunchtime -- a significant part of the pupils' school day -- happened in this multipurpose room. An original hollow tile wall separates the multipurpose on the south side of the building from the heating and water systems on the north. Sometime after the period of significance, the floor was raised approximately 4 inches by placing joists and a wooden subfloor above the original concrete floor.

First Floor¹³ The first floor retains its original finishes: hardwood floors throughout the vestibule and classroom, plaster walls, simple wooden window surrounds, plain wooden door surrounds (the responds between the vestibule and classroom feature raised panels), a paneled wooden door between the vestibule and bathroom (originally into the classroom). The 12-foot high ceilings in both the vestibule and classroom are covered with original pressed tin, now hidden by a dropped ceiling.¹⁴

Whereas earlier vernacular one-room schoolhouses had an entrance that opened directly into the classroom, Lincoln School (and similar model one-room schoolhouses built in the early-twentieth century) has a vestibule that functions as a coatroom, as a buffer against winter weather, and as a container for an interior staircase. The rectangular vestibule has a quarterpace staircase to the basement in the southwest corner.¹⁵ An original wooden balustrade and newel post ring the stairwell. A strip of wood approximately four feet above the floor runs along the vestibule's east wall; apparently this functioned originally as a coat rack with hooks. A modern half bathroom has been located behind the southern door. Originally this was one of two doors opening into the classroom. The vestibule's original pressed tin ceiling has a framed opening for access to the attic. Both are now covered by a dropped ceiling.

The classroom is now separated into two large spaces by a modern non-load bearing wall with a wide opening and modern door.¹⁶ Originally, a chalkboard stretched across the south wall and single desks were set east to west across the room to take advantage of ample natural light coming from the students' left.¹⁷ A closet was added to one half of the classroom and a log stove to the other when the school was converted to a house in the 1950s. Around the same time, the three windows in the north wall were covered over with a frame wall. At some time a dropped ceiling was installed across the

¹¹ See Figure E.

¹² Cf. Figures E and F.

¹³ See Figures G, H, I, and J.

¹⁴ See Figures I, J, and K.

¹⁵ See Figures G, H, and L.

¹⁶ See Figures H and J.

¹⁷ See Figure G.

National Register of Historic Places
Continuation Sheet

Section number 7 Page 5

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

classroom. However, all the tiles were removed in response to the 2007 chimney fire revealing the original pressed tin ceiling; the tiles were replaced in 2015 concealing the pressed tin.

Wood at the top of the north door surround sustained some damage during the fire. Similarly, some smoke damage exists on the tin ceiling around the chimney breast. As noted, the attic area of the front gable (over the vestibule) sustained the most serious damage from the fire. The interior damage was less severe, limited, and has been repaired.

Alterations Some alterations have been made to Lincoln School since its erection in 1914. These include on the exterior:

- 1) Replacing the front gable following the 2007 fire. Although this is a significant alteration it did not change the profile of the original roofline.¹⁸
- 2) Adding an enclosed porch over the stairwell on the east facade sometime after 1960 which was rebuilt and extended over the coal chute as well in 2007. This alteration is at the rear of the building and does not obstruct this façade's defining feature, the bank of five windows on the first floor.¹⁹

And on the interior:

- 3) Adding a half bathroom, closet and log stove on the first floor in the 1950s.
- 4) Dividing the classroom by walls set on either side of one broad opening between the two spaces. A right hand, outswing door was set in this opening in 2015.
- 5) Hiding the original tin ceilings with a modern dropped ceiling.
- 6) Adding a kitchen sink to the multipurpose room in the basement, as well as constructing a non-load bearing wall across the coal room in the 1950s and placing modern bathroom fixtures in the two original restrooms.

The basement alterations are largely modernizations for the apartment. The first floor alterations modified one of two entrances to the classroom but do not seriously impede understanding the large room's historic purpose as a classroom. Beyond these updates, the building's original spatial configuration is apparent.

INTEGRITY AND CONCLUSION

Within the restrictive framework of legal segregation, Lincoln School operated from 1914 until 1954. The property was briefly used for special education classes after 1955, then sold and converted to a private residence and subsequently to an apartment. Although Lincoln School was unoccupied for eight years in the early twenty-first century and vandals broke windows in the vestibule wing, its owner continued to maintain the building and grounds. In 2015, he replaced the broken windows and repaired the interior to continue its use as an apartment. The owner, local police, and the Adair County

¹⁸ Cf. Figure C (before the fire) and Photograph 2 (after the fire).

¹⁹ See Photographs 4 and 5.

National Register of Historic Places
Continuation Sheet

Section number 7 Page 6

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Historical Society have taken steps to educate residents in the surrounding apartments about the school's importance. The exterior of the nominated structure is in good repair and both exterior and interior communicate its purpose as a one-room schoolhouse. The building retains many of its original materials and its primary exterior features. These readily communicate its 1914 construction date and its historic function as a school for 40 years. Moreover, Lincoln School 1) constitutes a strong link to segregated education in rural Missouri, and 2) represents a vital educational and cultural resource used by the African American community in Kirksville, and 3) suggests the use of a standardized design for one-room schools in Missouri. The nominated property was the only black school in Adair County. And finally, together with the Bethel A.M.E. Church (built in 1878), Lincoln School is one of only two extant structures built for and directly associated with the black community in Adair County. A sense of this school's historic past and use are easily conveyed by its original, double lot setting and the largely intact condition of its exterior.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 7

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

SUMMARY

Located at 907 South Wabash Street in Kirksville, Adair County, Missouri, Lincoln School is a good example of a standardized, one-room schoolhouse based on plans by John H. Felt and Company of Kansas City. The school is eligible for National Register listing because of its local significance under Criterion A: ETHNIC HERITAGE – BLACK and EDUCATION. Under Criterion A, the school contributed to advancing the education of children of color in Adair County for 40 years as the only African American school in Adair County. Built in 1914, the cross-gabled, one-story, brick building faces west and retains its side lot where school children played during the period of significance. The building's interior layout (comprised principally of a vestibule/cloakroom and adjoining classroom) is discernible notwithstanding some modifications. The period of significance is associated with the date of construction (1914) and extends through the school's forty-year use by the local black community to 1954 when regular classes ended and the building was soon after converted to a residence.

ELABORATION

Lincoln School and ETHNIC HERITAGE -- BLACK

Although Adair County was organized in 1841, African Americans do not appear in the county's records until the 1850 census when approximately 51 black inhabitants are listed on the Adair County slave schedule.²⁰ By 1860, 1.013% of the county's population was African American. The census lists 86 enslaved and nine free black residents. And the 1870 census records 143 black citizens in Adair County (1.211% of the county's population that year).²¹

Little is known about Kirksville's African American community before 1870. Greater documentation for the local black community and its cultural resources exists after that date. For instance, throughout the period of significance, Kirksville had one to three churches for African Americans. The oldest, Bethel A.M.E. Church, was organized in 1872 and its chapel, which was constructed in 1878, still stands at 508 South Main Street.²² When the nominated property was constructed in 1914, the congregation for Bethel A.M.E. Church numbered 78 people.²³ They continued to meet in their original chapel into the 1950s. From the late 1880s on, the African American community in town also maintained another religious congregation -- the Second Baptist Church (a.k.a. the First Baptist Church, New Hope).²⁴ And a third congregation, Apostolic Faith Church, was organized in the 1940s; they met during the last part of the period of significance. Their meeting house at 516 South Main Street meant that three black religious groups gathered weekly within

²⁰ E.M. Violette, *History of Adair County*, Kirksville, Missouri: Denslow History Company, 1911: 19.

²¹ Federal census records indicate that Adair County's African American citizens numbered 226 in 1880 (1.510% of the county's population); 303 in 1890 (1.770%); 316 in 1900 (1.475%); 216 in 1910 (0.951%); 113 in 1930 (0.581%); 93 in 1940 (0.459%); 37 in 1950 (0.187%); and 70 in 1960 (0.348%). See Violette, 19-23.

²² See Figures M and O.

²³ Violette, 1168.

²⁴ See Figures M and P for their church erected in 1893 at 116 East Normal Avenue (next to the State Normal School). During the period of significance, the Second Baptist Church met in a chapel at 601 South Main Street (no longer standing), near the A.M.E. Church.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 8

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

a block of each other along South Main Street during the 1940s. Of these three buildings, only the A.M.E. Church is extant.

Social organizations and patriotic work made up a second component of black cultural life in Kirksville during the period of significance. The most visible and documented of these groups were the Masons. Local African American men chartered a Prince Hall Grand Lodge in Adair County in 1878 (Northwestern Lodge 88) and administered a separate Masonic lodge for decades.²⁵ Although by 1916, black and white Masonic lodges in Kirksville shared the same meeting space, they maintained independent meeting times. However, black masons continued to meet separately throughout the 1930s and '40s after the white masons erected their new Temple.²⁶ Local African American men also established a second fraternal organization in town. They chartered and sustained a Knights of Pythias club for black men. In addition, women of color had two sororal groups in Kirksville: West Gate No. 157, Sisters of the Mysterious Ten (SMT) and the Dorcas Court, No. 55, Heroines of Jericho. These presented local women with official leadership opportunities, fundraising and organizational resources, and, along with the male groups, helped them coordinate benevolent work for the black community. Two of these black fraternal organizations were active when the nominated property was erected in 1914 and all of them met during the late 1910s and 1920s. At a time when civil rights were precarious, these organizations, their meetings, and their work created bridges for local black citizens to participate in community leadership, manage assets, administer social services, and develop networks. During World War One, local men and women of color joined others and contributed to the Allied effort. At least ten African American women registered with the Council of National Defense in July 1917 and were part of a local Red Cross organization during the War.²⁷ And Corporal Tyler P. Steward from Kirksville served as part of Company C, 398 Labor Battalion, working as a stevedore in the Allied logistics system in France under white supervision.²⁸

Confinement within a legally and socially constructed caste system set black Missourians on the margins of economic freedom. Nevertheless, black men owned at least two businesses in downtown Kirksville in the 1910s and, during the 1920s and early 1930s, one ran a lunch room for African

²⁵ Over the years, the town's black Masons held their meetings in various rented rooms around the Courthouse Square. During the early-twentieth century, they conducted their rituals at 214 ½ North Franklin Street, a meeting space also used by the African American unit of the Knights of Pythias. Although significantly altered, this two-part Victorian commercial block is extant.

²⁶ By 1916, the Masonic lodge for African Americans and some of the white lodges were meeting on third floor of the Foster Building (120 East Washington Street. Extant). Some of the white lodges moved to this shared common space as they collectively raised money to build a new Masonic Temple, finished in 1930. Black masons then met at 101 ½ North Wabash Street, opposite the Wabash depot in the '30s. All three of the African American social organizations mentioned here used this location, no longer extant, for their meeting during the 1930s.

²⁷ For the registration card of local resident Mattie A. Richards see Figure R. For a discussion of African American women's volunteer work see Emmett J. Scott, "How Colored Civilians Helped to Win" and "Negro Women in War Work" in *Official History of The American Negro in the World War*, Chicago: Homewood Press, 1919.

²⁸ See "Colored Boy Writes", *Kirksville Journal*, 9 May 1918: 4. Corporal Steward was the son of local residents Andy and Lena Burriss. For a discussion of the black labor battalions see Steven D. Smith and James A. Zeidler, *A Historic Context for the African American Military Experience*, Champaign, Illinois: U.S. Army Corps of Engineers, 1998: 166. Local newspapers were also excited to report that the famed black musician, John William "Blind" Boone (1864-1927), gave a Red Cross benefit concert in Kirksville in May 1918. Local African American efforts during World War Two have not been located yet.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 9

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Americans.²⁹ Other livelihoods were more common. During the period of significance men and women of color worked in countless jobs across Adair County, including in cement manufacturies, poultry processing plants, farming, mining, and as nurses, teachers, pastors, barbers, cobblers, hotel porters, janitors, domestics, cooks, plumbers, plasterers, and laundry workers.³⁰ All of these occupations contributed to Kirksville's performance as a commercial, medical, manufacturing, agricultural, and transportation hub in Northeast Missouri during the first half of the twentieth century.

During the period of significance, not only did black citizens hold various jobs, they also lived in various areas across Kirksville. Census records and city directories show that Kirksville did not have strict, racially segregated neighborhoods in the first half of the twentieth century. Instead, interracial enclaves characterized the town's residential areas. However, racially, African Americans constituted a greater percentage of residents in four specific neighborhoods. Each of these four areas backed onto the Wabash Railroad tracks.³¹ The location near the tracks made these four areas somewhat mixed racially but consistent socio-economically. Built on land donated to the school board by the Wabash Railroad in the mid-1870s, Lincoln School stood near the perimeter of two of these small, concentrated, residential areas where many African Americans lived.

Together with Lincoln School (*infra*), these religious, social, and professional connections represented both endemic racism and the cultural forms that supported local black identities. They constituted some of the main cultural resources for the Kirksville's black community between 1914 and 1954. In the late 1940s, the Kansas City Monarchs (part of baseball's Negro Leagues) played an exhibition game in Kirksville against The House of David baseball team (a long-haired, bearded Christian team) while barnstorming through the Midwest. No place in Kirksville would serve the famous black athletes and they had to go to Macon to eat.³² Segregation aimed to reduce visibility and regulate racial interaction.³³ However, despite the racist policies of white paternalism and social control, this rural town exhibited strong spiritual, social, economic, and educational presences of black people.

²⁹ See Figure Q. City Directories from the period of significance show that these were a barber shop owned by J.G. Jones and located at 112 West Harrison Street (the north side of the Courthouse Square), and a cobbler, Benjamin Richardson, located at 209 North Elson Street (just off the Courthouse Square). Virgil Burgis ran a lunch room at 316 West Normal Street during the 1920s and early '30s. None of these three buildings remain today.

³⁰ See *Kirksville City Directories* from 1910 to 1954.

³¹ See Figure N. For sample housing in one such neighborhood (West Fillmore Street) see Figures S and T. Neither house is still standing.

³² Jerry Forke, Personal correspondence, October 2012.

³³ Lincoln School's importance as a community resource in 1914 can be seen against the backdrop of white on black violence in Missouri. An African American man was lynched in 1901 in Pierce City, Missouri followed by the burning of houses in that town's black neighborhood by whites. And in 1903 a black man was hanged by a mob in Joplin. The infamous lynching and burning of three black men in downtown Springfield, Missouri by a mob of 3,000 people occurred in 1906. The NAACP recorded 81 lynchings in Missouri between 1889 and 1916. And locally, a KKK rally of approximately 20,000 people and a parade through downtown Kirksville with 250 robed klansmen happened in July 1924, ten years after Lincoln School's construction. See "Immense Crowd Attends Klan Celebration", *Kirksville Daily Express*, 6 July 1924: 1,3; "Flaming Circle Burned", *Kirksville Daily Express*, 17 June 1924: 1; "Klan Plans for Celebration", *Kirksville Daily Express*, 4 June 1924: 1; and ads placed in the *Kirksville Daily Express*, 2 June 1924: 5 and 10 February 1924: 5.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 10

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Lincoln School and EDUCATION: Segregated Schools in Kirksville

The Missouri General Assembly made provisions for statewide public education in 1825, however, it provided little funding until the 1850s. Instead, private “subscription schools” tended to be a more popular option for education throughout the state. The first public school district in Adair County was organized in May 1843. And by the mid-1850s six public schools had been established in the county with a total enrollment of 168 students.³⁴ Tensions and fighting during the Civil War closed schools across Missouri. After the War, the State’s development of public education resumed. The 1865 Missouri Constitution gave power to local school boards to levy tax support for schools, as well as stipulating the election of state and county school superintendents. Kirksville’s postbellum public school system took shape in 1867 with the election of school directors. The city’s first public school classes were conducted during 1867-1868. Furthermore, the establishment of the state’s normal college (now Truman State University) in Kirksville in 1867 meant that considerable thought about curriculum and methods of instruction were happening in Adair County that year.

In January 1865, the Missouri Constitutional Convention stipulated the immediate emancipation of the state’s remaining slaves. Later that spring, the state’s General Assembly took a step toward racial equality by repealing an 1847 constitutional amendment that banned educating the state’s black populace. In 1866, the General Assembly enacted a series of ordinances that were intended to authorize, establish, and fund free schools for black students across Missouri. The first public school for African Americans in the state was opened in Kansas City in April 1866. Over the next few years, educational facilities for Missouri’s African American students came to include public schools, subscription schools, and schools supported by charitable organizations. In 1869, the State Superintendent of Education reported that Missouri had 34,000 African American children “of educable age.”³⁵ That same year, the Freedman’s Bureau reported that Missouri had an enrollment of 6,240 pupils in a total of 114 African American schools.

In 1874, however, Democrats regained control of the state legislature, repealed many laws that tended to centralize power, and, in particular, they returned control of education to local school districts. In addition, the laws regulating education for African Americans were modified several times throughout the late-nineteenth century to guarantee that Missouri sponsored separate educational facilities.³⁶ Although the 1865 state law establishing schools for black pupils noted that separate structures “may” be used, the wording was changed in 1875: African American schools “shall” be

³⁴ A *Book of Adair County History*, Kirksville, Missouri: Simpson Printing Company, 1976: 230. The first subscriptions school in the Adair County opened in 1833. The county’s most notable antebellum private school was run from 1857 to 1860 by W.P. Nason, later President of the State Normal College.

³⁵ Greene, 186.

³⁶ Sherman W. Savage, “Legal Provisions for Negro Schools in Missouri, 1865 to 1890,” *Journal of Negro History* 16 (July 1931): 309.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 11

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

separate.³⁷ The first school for African American children in Kirksville opened during the 1874-1875 school year – just before the new wording of “shall” came into effect.³⁸

According to the 1870 census, the total black population in Adair County numbered 143. Since state law required that a school board set up an African American school if 15 or more eligible students resided in the district, presumably the enrollment for the 1874 Lincoln School numbered at least 15 pupils. Between 1870 and 1954 (the end of the period of significance) Kirksville had four elementary schools for white children and one for black children.³⁹ In June 1877, a contract was let to erect a school building for black students at 500 West Wilson Street (what is now the nominated South Wabash Street site).⁴⁰ This nineteenth-century building, ostensibly a frame structure, was enlarged in 1890.⁴¹ Another addition was put on the original South Wabash Street structure in 1910-1911.⁴² Between 1880 and 1910, between 39 to 81 children of color attended the original school each year.⁴³

At the turn-of-the-last century Adair County had 76 separate school districts and 82 separate schools. Secondary education was offered to white students at the Kirksville high school built in 1899 on South Halliburton Street.⁴⁴ Rising enrollments in Kirksville’s white schools meant that there was a “pressing need for more room” and in 1911 a local historian noted that “it is only a question of time when new buildings will have to be provided for.”⁴⁵ Although new elementary schools for white students were not erected in Kirksville until the 1920s and 1930s, increasing enrollments and crowded facilities forced the Board of Education to organize a committee in 1913 to submit a plan for a new high school to accommodate its 190 white students.⁴⁶ Records cannot be located, but it is presumed that since the local white school board oversaw both white and black schools, as the board reviewed the requirements for its new high school in 1913, it undertook a similar process in making decisions for a new black school: assessing needs, reviewing designs, revising building specifications, etc. Local voters passed the bond “to build a new High school for Kirksville...and will provide also for a new building for

³⁷ Savage, 319. The state of Missouri further marked out racial division in 1889 by making it a crime for races to mix within a school: “it shall hereafter be unlawful in the public schools of this state for any colored child to attend a white school or any white child to attend a colored school.”

³⁸ Mrs. A.D. Risdon was the first teacher engaged for the school (1874-1875). William H. Frakes, a graduate from Lincoln University, served as the teacher at Lincoln School for 23 years, from 1886 to 1909. See Violette, 182 and 1168 and *Book of Adair County History*, 237 and 240.

³⁹ See Violette, 177-186.

⁴⁰ Until the early twentieth century when the address stabilized, City Directories during the 1890s place Lincoln School at Wabash near Dodson Street; in the 900 block of South Wabash; and in the 500 block of West Wilson, a street that once formed the south side of the site. All these locations correspond with the nominated site.

⁴¹ Three years after the construction of the two brick elementary schools in Kirksville for white elementary students. An 1887 bond issue had proposed that \$1,000 be used to construct a school for black students.

⁴² Violette, 182. Before this building expansion, the enrollments at Lincoln School in 1900 and in 1905 were 79 and 81 students respectively.

⁴³ “County Schools Show Enrollment Loss.” *Kirksville Daily Express*, 29 August 1913: 1. In 1911, the enrollment was 39 students, the lowest number yet. However, by 1915, the first year of the nominated structure, the enrollment had further dropped to 29 students. 1905 represents the largest enrollment at Lincoln School. Throughout the forty-year period of significance, the school’s enrollment never surpassed 32 students. See *Report of the Public Schools of Missouri, 1914 – 1954*.

⁴⁴ This building was razed in 1934 for the construction of the current Greenwood School designed by Bonsack and Pearce.

⁴⁵ Violette, 182.

⁴⁶ “New Building Needed.” *Kirksville Daily Express*, 29 August 1913: 1.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 12

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

colored pupils.”⁴⁷ The new three-story brick high school on East McPherson Street cost approximately \$85,000 and the new one-story brick building for black students, built on the site of the original Lincoln School, cost \$3,500.⁴⁸ The Board of Education reviewed bids for the construction of Lincoln School on 4 June 1914. A fortnight later, the Board selected R.J. Sparks to build Lincoln School.⁴⁹ The clear similarities between Lincoln School’s elevations and plan and John H. Felt’s published designs for rural schools give the impression that Spark probably based his design on Felt’s model plan with some adaptations (*infra*).

Progress on the school’s construction was noted at a September 1914 meeting when the Board increased insurance on the new school and its contents. The nominated building replaced a dilapidated nineteenth-century structure, and offered its students furnace heat, modern sanitation, and a classroom facility that reflected up-to-date pedagogical practices.⁵⁰ Nonetheless, despite providing its students with improved physical conditions, like many segregated schools, Lincoln School utilized equipment and supplies discarded from white schools in Kirksville. This was particularly true as the city’s new elementary schools for white pupils were constructed and new equipment for them purchased during the 1920s and 1930s.

One instructor taught children at Lincoln School through the eighth grade during much of the period of significance.⁵¹ Depending on the number of children enrolled, it seems that sometimes during the period of significance grade levels at Lincoln were paired for instruction (e.g., third/fourth, fifth/sixth, etc.) and at other times grade levels were taught separately. As recorded in the *Reports of Public Schools of the State of Missouri*, the length of the school term in Adair County throughout the period of significance was 180 days. Classes at Lincoln began at 8:00 am with, as some alumni recall, the teacher ringing a hand bell to call students in from playing outside. After a recitation of the Pledge of Allegiance, lessons continued until noon. During the two brief recesses, children played outside or in the basement during severe weather. After lunch in the main classroom, lessons resumed and school was dismissed at 4:00 pm. Typical of education in a one-room school, students sat in individual desks facing the blackboard and each grade was called forward to the front of the classroom for instruction, often sitting next to the instructor for one-on-one tuition. Older pupils frequently helped teach younger ones. The curriculum through the eighth grade was straightforward, focusing on language arts, arithmetic, social studies, science, and health. White teachers from the district regularly came to Lincoln to teach art, music, and physical education. For a few years in the 1930s and ‘40s, a second instructor was hired to

⁴⁷ “\$80,000 Bonds for High School to be Voted On”, *Kirksville Daily Express*, 19 December 1913: 1.

⁴⁸ See Figure U. See “Plan Selected for the New High School Building”, *Kirksville Daily Express*, 13 February 1914: 1; “Kirksville’s New High School”, *Kirksville Journal*, 13 May 1915: 8; “Architects Drawing”, *Kirksville Daily Express* 15 May 1914: 1-2; and “New High School”, *Kirksville Daily Express*, 21 June 1914: 1.

⁴⁹ See Kirksville Public School Board Minutes, 1 July 1911–30 June 1919, 68, 69, 75, 82, 83, and 91. J.R. Sparks is shown as the architect hired. However, this appears to be an inversion: an architect named R.J. Sparks practiced in Kirksville during the 1910s.

⁵⁰ Lincoln School was built three years before Julius Rosenwald (1862-1932), the president of Sears, Roebuck and Company, established his fund to erect schools for African American children across the South. Between 1917 and 1932, the Rosenwald Fund utilized standardized, architectural plans designed by Tuskegee faculty for over 5,300 schoolhouse, teachers’ homes, and shop buildings for black children.

⁵¹ See Appendix One.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 13

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

teach high school courses to between three and eight students.⁵² These classes were conducted in the basement and included manual training courses like typing and sewing. Christmas programs and graduation exercises for local black pupils were conducted alternatingly at the A.M.E. Church and at the Second Baptist Church, with families, friends, and school board members in attendance to hear the songs, recitations, and musical numbers.⁵³ Although a tall bookcase in the northwest corner of the main classroom held some used textbooks and library books during the last years Lincoln was open, there was no library in this schoolhouse during most of the period of significance.⁵⁴ Nor did the students at Lincoln School participate in district-wide athletic competitions, spelling bees, or art exhibitions. Similarly, students' names were rarely published in local newspapers upon graduation. In short, their achievements and abilities were not publically acknowledged or rewarded in the same ways commonly accorded white students in Adair County from 1914 to 1954.

Due to limited resources, teaching in a one-room schoolhouse was challenging. However, for the time, teachers' salaries were relatively equal in Adair County. For example, in 1913 (the year before the nominated property was built) the teacher for the black school, Herbert C. Richardson, made \$45 a year. In comparison, grade school teachers at the four elementary schools for white children in Kirksville made between \$36 and \$45 that same year.⁵⁵ And in 1953, toward the end of the period of significance, the male instructor at Lincoln was paid \$2,200 a year. A comparable white male teacher at Kirksville made \$500 more (18%), whereas a white male teacher at Novinger (the district immediately west of Kirksville) made \$244 less (15%) than the instructor at Lincoln School.⁵⁶ In addition, teacher continuity from 1914 to 1954 was generally good at Lincoln School. There were periods of stability. For instance, two teachers who worked at Lincoln during the period of significance did so for twelve terms or longer, each. That is, the tenure of these two teachers together covers slightly more than half the period of significance. Within Kirksville's African American community, on two different occasions, twelve-years' worth of brothers, sisters, cousins, neighbors, friends, etc., had the same teacher.⁵⁷ On the one hand, having a college-educated teacher and a brick building that used a model plan represented an obvious quality resource for the town's African American citizens. On the other, that certified teacher frequently also served as the school's janitor, taught a limited curriculum to multiple grade levels, and had to use secondhand textbooks and equipment. The *Report of Publics*

⁵² Macon, 30 miles south of Kirksville, had the closest black high school. African American students from Kirksville who wanted secondary education had to travel there. Like other Missouri school districts, Kirksville's Board of Education paid the tuition of black students who attended high school in another district. Transportation there may have been by private car. See *A Book of Adair County History*, 240 and Gary R. Kremer and Brett Rogers, "Lincoln School" *Missouri Historic Property Inventory Form*, 2001: 2.

⁵³ See "Lincoln School Closing Exercises Tonight", *Kirksville Daily Express*, 19 May 1927: 1 and "Public School of this City Close Today" *Kirksville Daily Express*, 20 May 1927: 1.

⁵⁴ See *Seventy-Fourth Report of Public Schools of the State of Missouri*, 1923: 111. Of the 44 black schools submitting data for 1923, Lincoln was one of 30 schools that did not offer domestic or manual training classes and one of 18 schools with no library. Black schools in Missouri with libraries that year possessed between two and 850 books.

⁵⁵ "Board Elects Teachers," *Kirksville Journal*, 8 May 1913: 1. The teacher at Lincoln frequently doubled as a principal. Richardson also served as the school's janitor. In comparison, principals at the local white grade schools in 1913 made between \$70 and \$80.

⁵⁶ The 1949 *Report for the Public Schools of Missouri* was direct about this issue: "The salaries of the 1,742 Negro teachers of the States have, for the most part, been equalized with salaries paid white teachers, according to the provision of the 1945 State Constitution." (22)

⁵⁷ See Appendix One.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 14

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Schools of the State of Missouri quixotically noted in 1925: “No teachers in the country have a more important or difficult work than colored teachers. They have the opportunity to be not only teachers, but they can also become the centers of community life. The teaching of book knowledge is only a small part of the task. There must be development of such habits as industry, thrift, perseverance and the common virtues necessary to successful living.”⁵⁸

Enrollment at the new school peaked in 1916. Thirty-seven students attended Lincoln that year. The school maintained average annual enrollments of approximately 19 students during the 1920s; 22 during the 1930s; 8 during the 1940s; and 5 in the 1950s.⁵⁹ Declining enrollments meant the Board of Education had the option of closing the school for black students. This issue was first raised publicly in 1919 when the Board noted that “the exodus of the colored population of Kirksville is imperiling the school.”⁶⁰ And the following year the Board of Education decided that “The Lincoln School for colored pupils will not be run next year [1920-1921] as there are only five colored children enrolled and it will be much cheaper for the board to send them to a colored school in Macon than maintain the school here for them. The enrollment in the colored school has been dropping steadily for years, many negro families having moved away.”⁶¹ The reported enrollment, however, was seven students and the school did not close. The following year’s report to Jefferson City recorded a male instructor and 15 students enrolled at Lincoln. While records cannot be located, school closure was most likely discussed again after 1940 because of persistent low enrollments.⁶² For the last 14 years that Lincoln School operated, it did so with between two and eight students, consistently below the 15 students required for a district in Missouri to maintain a school for black children. Despite the option to close the school, the Kirksville Board of Education remained committed to hiring a teacher each year and keeping the school open. Approximately eight students were attending Lincoln in 1954 when it closed.⁶³ In August 1954, the Kirksville School Board “did away with segregation, effective with the start of the school [in September 1954].”⁶⁴ As a local newspaper noted, this action meant that “Lincoln school will be closed. Eight Negro children will be in school this fall, one at junior high, three at Willard [School], and four at Benton [School]...The status of the Lincoln teacher, Elroy Cox, has not been definitely decided but it was made clear that the board will live up to its contract with him.”⁶⁵

Lincoln School served black students for 40 years until court-ordered integration went into effect locally in September 1954. Lincoln School was a product of segregation. But, during the period

⁵⁸ *Seventy-sixth Report of Public Schools of the State of Missouri*, Jefferson City, Missouri: Hugh Stephens Publishing Company, 1925: 124. See Figure V for distribution of black schools across Missouri.

⁵⁹ See Appendix One. Declining enrollments of black students parallel the reduced African American population in Adair County after 1920.

⁶⁰ See “Teachers are elected,” *Kirksville Journal*, 1 May 1919: 1. The Board was quick to point out that the teacher at Lincoln School, Charles B. Johnson “is considered one of the best teachers in the local schools among the colored people.” This represents a rare instance of any Kirksville teacher being singled out by the Board for professional praise.

⁶¹ See “Teachers for Grades Elected,” *Kirksville Daily Express*, 24 May 1920: 1.

⁶² See Appendix One.

⁶³ See Figure W for an image of the school’s last class and teacher.

⁶⁴ “School Board Votes End to Segregation,” *Kirksville Daily Express*, 3 August 1954: 1.

⁶⁵ “School Board Votes End to Segregation.” In 1954 the Kirksville School Superintendent, O. Wayne Phillips (who favored integration), visited with local black parents to gather input and see if they believed integration should happen that autumn or later.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 15

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

of significance, the nominated site also exemplified how Kirksville enacted goals. Both the physical structure and the classes inside it represented: 1) a community's dedication to educating black pupils, and 2) layered, sometimes conflicting approaches to education – Progressive Education (*infra*); a limited curriculum and resources; individual or small group tuition. Often these worked to maintain old orders. Sometimes they nurtured improvements and alternatives. As an alumnus of Lincoln School commented: “We had five grades, one teacher...Everything was very thorough. The years I spent there provided an outstanding foundation for my education. It was one-on-one instruction. The teachers were very interested in seeing young black children learn.”⁶⁶ At a time when black people were excluded from hotels, restaurants, libraries, playgrounds, cinemas, public facilities, economic power, and social justice, Lincoln School embodied one place in Kirksville that was theirs. As an enclosed space, this building -- together with the churches and fraternal and sororal organizations -- provided a venue where African Americans could foster community.

Lincoln School and EDUCATION: Felt Schools

In February 1914, the Kirksville School Board announced the selection of an architect for one of its two new schools.⁶⁷ Trunk and Gordon (an architectural firm from St. Joseph, Missouri) drew up the design for the Gothic Revival styled high school.⁶⁸ The elementary school for black pupils, instead, looks as though it was adapted from a standardized plan – one for a rural schoolhouse produced by John H. Felt and Company of Kansas City. Published statewide, this and other model plans by Felt helped Missouri school districts meet local needs and budgets.⁶⁹ Lincoln School closely adheres to one particular published plan for a one-room schoolhouse.⁷⁰ The most notable exception made by the local architect awarded the contract, R.J. Sparks, was to relocate the main entrance from the first to second of three bays, thereby producing a completely symmetrical main elevation (the west façade of the nominated property).⁷¹

Little is known about R.J. Sparks.⁷² However, much is known about the creator of the plan book. John Henry Felt (1867 - 1938), designed numerous buildings across the Midwest. Born in Indiana, Felt was a self-taught architect who studied architecture while teaching school in Greenfield,

⁶⁶ Trevor Harris interview with Clyde Johnson, Jr. in *Thinking Out Loud: Saving the Lincoln School*. KBIA, 2 July 2014. Web.

⁶⁷ “Plan Selected for the New High School Building,” *Kirksville Daily Express*, 13 February 1914: 1.

⁶⁸ *Engineering and Contracting*, Chicago: Myron C. Clark Publishing Company, XLI: 20 (1914): 54.

⁶⁹ For instance, Hicklin School (c. 1914, NR listed 2/24/04) is a frame example in Lafayette County. Pond School (1914, NR listed 11/06/12) in St. Louis County is a hollow clay tile building. Four Felt schools were built in Jackson County alone in 1916. Other examples have been identified in Chariton, Clark, Gentry, Green, and Jasper Counties. While many are frame construction, the plan was adaptable to a variety of materials depending on the local desire for a fireproof structure and the availability of products from local suppliers.

⁷⁰ See Figures X, Y, Z, and AA. The basic plan used is shown on page 8 of *Plans for School Improvement in Rural and Village Communities*. Jefferson City, Missouri: The Hugh Stephens Printing Company, 1914: 8-18.

⁷¹ Cf. the first floor plans for Lincoln School (Figure G) with Felt's plans (Figure AA). In addition, the vestibule wing was reconfigured for Lincoln School: the exterior staircase and main entrance moved to the central bay, and the interior staircase to a corner in the vestibule.

⁷² Kirksville City Business Directories show Sparks as an architect in Kirksville during the early 1910s. In addition, the President and Board of Regents at the State Normal School (Truman State University) worked with him between 1912 to 1914 to develop plans for a gymnasium and auditorium for the campus (a structure not erected until 1923 and by a different architect). See *Western Contractor*, Kansas City, Missouri. 26: 723 (November 1914): 16.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 16

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Indiana. In 1898, he moved to St. Joseph, Missouri and set up practice as an architect there, establishing J.H. Felt and Company. In 1904 he became the publisher of a magazine, *Modern Architecture*, and in 1906 he moved his architectural firm to Kansas City. He also opened a branch office in Mason City, Iowa in 1916 (H.H. Dunham operated that office). In 1927, he became the senior partner of Felt, Dunham, and Kriehn (later Felt and Kriehn). Before his death in 1938, Felt had designed several important civic and educational structures in Missouri, Iowa, Nebraska, Kansas, and Oklahoma.⁷³

The publication of John Dewey's theory of education in 1897 laid out the goals of a new pedagogical approach called Progressive Education. This movement focused on seeing students as social beings and, instead of rote learning, emphasized a curriculum grounded in literacy, civics, community, science, and industry. This new pedagogy of having students work with other students to construct knowledge translated into new designs for educational facilities at the turn-of-the-last century. School architecture influenced by Progressive Education stressed exploration in workrooms and classrooms as well as hygienic and optimal learning conditions.⁷⁴

In school design at the turn-of-the-last century, this frequently took the form of 1) designing flexible, multi-use as well as specific rooms (e.g., separate library, work rooms, classrooms, cafeteria) and 2) paying close attention to ventilation, lighting, and the location of the chalkboard. This union of a new pedagogy and new school design was seen in the model school building displayed at the St. Louis World's Fair in 1904 and, locally, it was seen in the Model Rural School erected at the State Normal School in Kirksville (now Truman State University) in 1907.⁷⁵ The Missouri State Superintendent of Public Schools began publishing brochures illustrating quality, affordable school design for rural districts in 1909. And from 1910 to 1917, a truncated T-shape plan provided by John H. Felt was the only one-room schoolhouse included in the annual *Report of the Public Schools of the State of Missouri*.

Designs comparable to Lincoln School, Kirksville can be found in three publications: *Bulletin of the United State Bureau of Education* (1914, no. 12, plate 40); the Superintendent's *Plans for School Improvement in Rural and Village Communities* (1914) and the *Sixty-fourth Report of the Public Schools of the State of Missouri* (1913). By making these pragmatic plans and their variations readily available, the State gave school boards the opportunity to see affordable, contemporary designs.⁷⁶ Lincoln School offers a solid example of such a standardized plan – a side-gabled building with one wall filled with windows and

⁷³ Seven examples of his work are already on the National Register of Historic Places, five of them in Missouri: 1135 Krug Park Place in St. Joseph, Buchanan County (NR listed 08/01/2002); City Hall, Forest City, Holt County (NR listed 06/27/1979); Hicklin School, Lexington, Lafayette County (NR listed 02/24/2004); Pond School in St. Louis County (NR listed 11/06/12); and George Washington Carver School (NR listed 12/02/1996), also a school for African Americans, in Fulton, Callaway County. Other examples of his work include: the First Baptist Church (1924), Wornall Road Baptist Church, and Roanoke Baptist Church in Kansas City; the Christian Church (1907), Independence; the Boone County Courthouse (1906-1909) in Columbia; the Administration Building at Northwest Missouri State University (1906-1910) in Maryville, and various buildings on the campuses of William Jewell College (Liberty, Missouri) and the College of Emporia (Emporia, Kansas).

⁷⁴ For a discussion of public school buildings and Progressive Education see Elizabeth Rosin and Rachel Nugent, *Historic Resources of the Kansas City Missouri School District Pre-1970*, MPDF, 2012, E:15-23 and F:48-51, as well as Lindsay Baker, "A History of School Design and its Indoor Environmental Standards, 1900 to Today," *National Clearinghouse for Educational Facilities*, Washington, D.C.: NCEF, 2012.

⁷⁵ See Figure BB.

⁷⁶ The plan could be constructed for between \$1,000 and \$2,000 depending on site and building materials and such variations as an optional basement, toilets for districts with running water, etc. Lincoln School cost approximately \$3,500 in 1914.

National Register of Historic Places
Continuation Sheet

Section number 8 Page 17

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

a cross-gable projection holding a cloakroom and restrooms. Inside the nominated structure, the original areas are still detectable: formal education occurred upstairs in the main classroom and alternative activities could be accommodated in the basement. Felt's model plans also promoted uniform construction standards and consistent designs for a hygienic environment.

Felt's school plans were adaptable to a variety of locations and materials. Lincoln School's volumes and detailing closely adhere to Felt's published renderings. Nevertheless, Lincoln does vary from the model because of the placement of the exterior basement door; the location of the main entrance; and the placement of a bank of windows on the classroom's east and north walls. A widespread aspect of early-twentieth century school design – banks of windows -- emphasized a natural lighting system.⁷⁷ This feature is in evidence at Lincoln School. There are no windows on the south elevation. Instead of changing and distracting cross-light from southern windows filling the interior, the main chalkboard was set on the south, windowless wall of the classroom. A still extant range of original, tall windows extends across the eastern wall; these constitute the classroom's primary light source. These original windows provided ample, shadow-free, natural illumination falling over the students' left shoulders as they worked (thereby yielding unobstructed light on books and papers for right-handed students as they wrote). A set of original windows high in the north wall offers even light falling over the pupils' shoulders and further reduced eyestrain.⁷⁸ Indoor plumbing and furnace heat at Lincoln School continued the theme of education and scientific, hygienic conditions for learning. And finally the introduction of a multipurpose room in the basement provided space for indoor play, a lunch room, and, sometimes, a classroom. Adapting a Felt plan for the nominated structure offered rural black children a characteristic Progressive era one-room schoolhouse.

CONCLUSION

The exterior of Lincoln School is a good example of a model schoolhouse built across Missouri in the early-twentieth century. More noteworthy, however, is the contribution that Lincoln School made to the education of black children in Adair County from 1914 to 1954. This building had an inestimable effect on the literacy and other educational gains of rural black Missouri and it continues to represent an important part of its alumni's lives. Members of the Kirksville community attended this segregated educational facility and they are interested in its preservation. Moreover, the current owners, the city, and the local county historical society understand the building's importance and want to see it preserved. The owners, with support from the Adair County Historical Society, are therefore seeking National Register recognition as a step toward continued care and appreciation of this building. Lincoln School provided a meeting place and cultural resource for generations of black students, teachers, parents, and citizens in Kirksville. It represents a community school – an area dedicated to educating youth. For black citizens in this Northeast Missouri town, the nominated site provided both a shared educational experience and served as a cornerstone of group identities.

⁷⁷ For a longer discussion see Andrew Guliford, *America's Country Schools*, Washington D.C.: The Preservation Press, 1984: 192-194.

⁷⁸ These original windows on the north elevation remain but are now blind. A modern, timber frame wall covers them on the interior.

National Register of Historic Places
Continuation Sheet

Section number 9 Page 18

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

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National Register of Historic Places
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National Register of Historic Places
Continuation Sheet

Section number 9 Page 20

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Adair County, Missouri
County and State
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National Register of Historic Places
Continuation Sheet

Section number 9 Page 21

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County and State
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Name of multiple listing (if applicable)

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Section number 9 Page 22

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National Register of Historic Places
Continuation Sheet

Section number 9 Page 23

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County and State
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National Register of Historic Places
Continuation Sheet

Section number 10 Page 24

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

Verbal Boundary Description

All of lots 3 and 4, Block 8 of Dodson Addition, a subdivision laid out in southwest Kirksville, Adair County, Missouri.

Boundary Justification

This nomination includes the two lots currently and historically associated since 1914 with Lincoln School, 907 South Wabash Street.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 25

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)

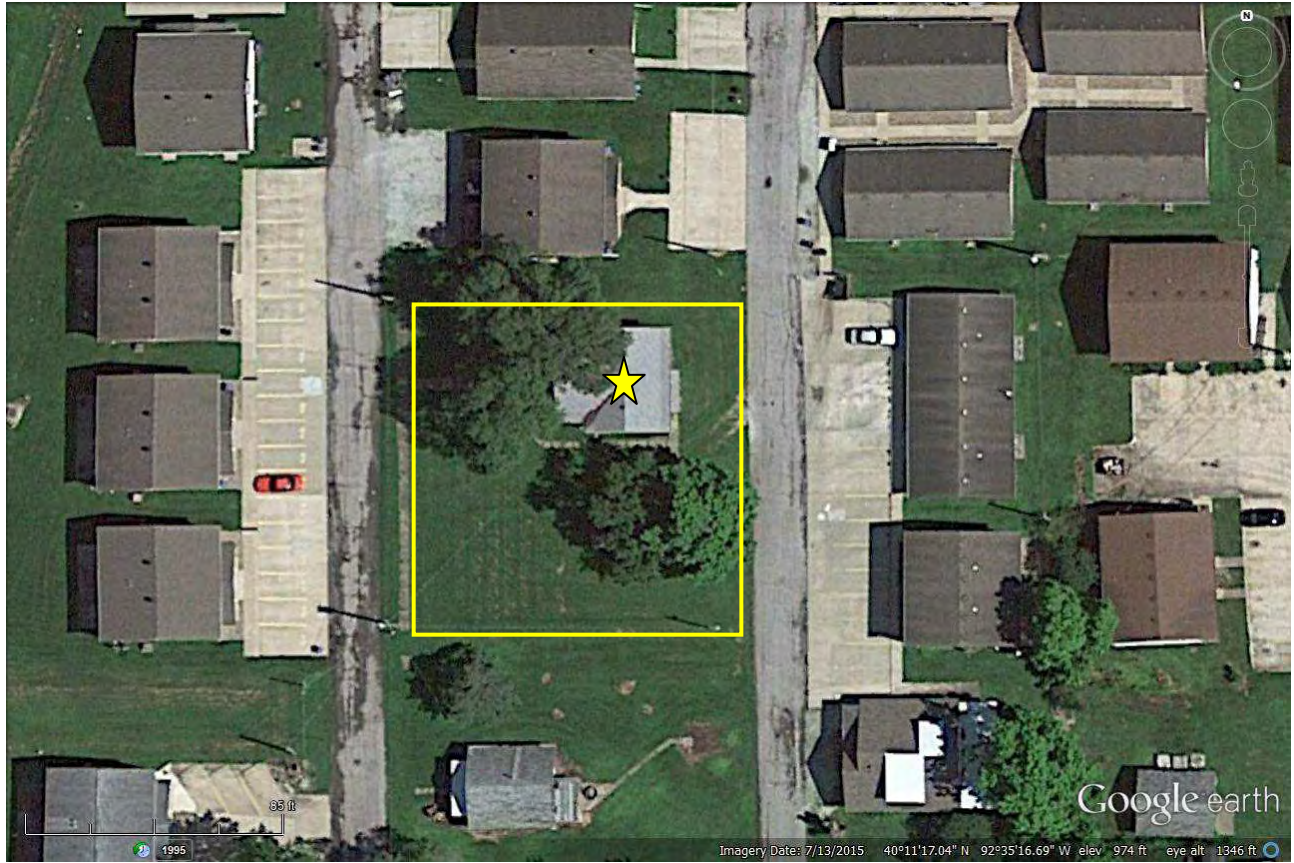


Figure A Aerial photo of site map from Google Earth, with Coordinates. Accessed 23 June 2016. Lincoln School boundary marked in yellow. Co-ordinates set to 40.188110 -92.588029

National Register of Historic Places
Continuation Sheet

Section number Figures Page 26

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)



Figure B Aerial photo of contextual map from Google Earth. Accessed 23 June 2016. Lincoln School boundary marked in yellow. Co-ordinates set to 40.188110 -92.588029



Figure C Lincoln School, c. 1914, looking northeast (Truman State University).

National Register of Historic Places
Continuation Sheet

Section number Figures Page 27

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)



Figure D Lincoln School, c. 2005, before the fire in 2007.

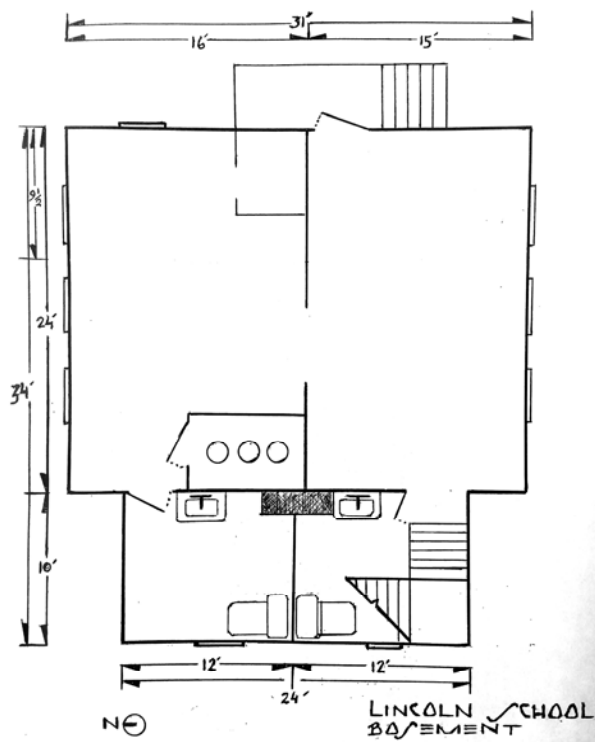


Figure E Historic Plan. Lincoln School, Basement. Not to scale.

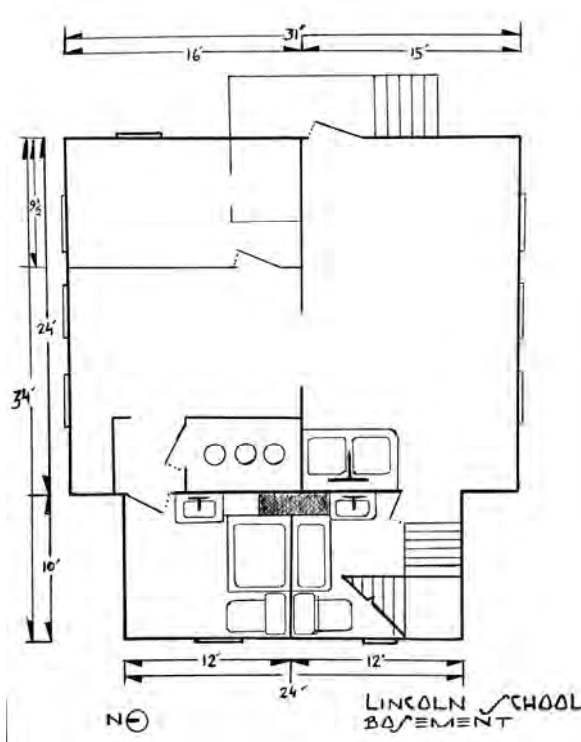


Figure F Current Plan. Lincoln School, Basement. Not to scale.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 28

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)

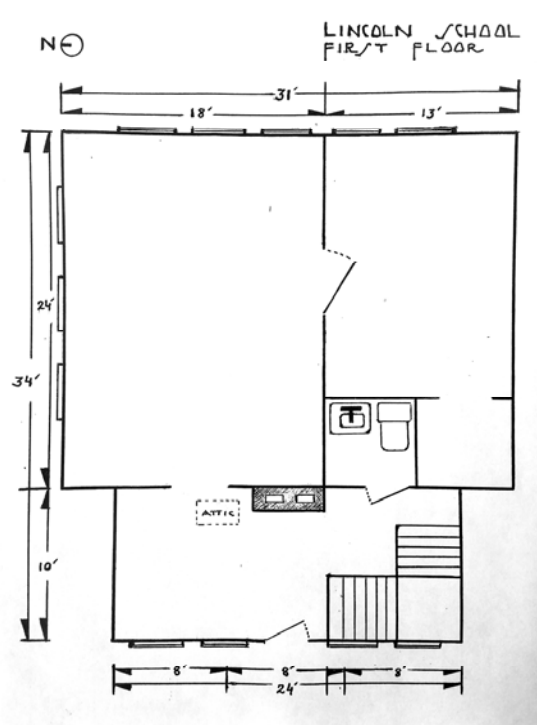
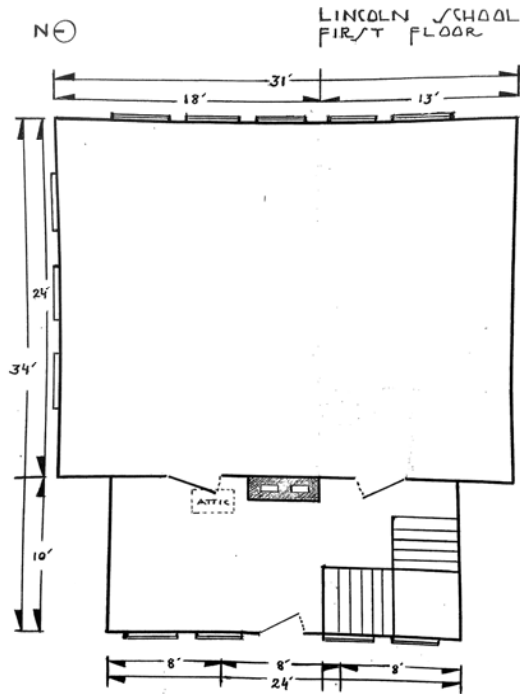


Figure G Historic Plan. First Floor. Not to scale.

Figure H Current Plan. First Floor. Not to scale.



Figure I First Floor, North half of Classroom, looking east, 2012.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 29

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)



Figure J First Floor Interior. Classroom, 2012, looking into north section.



Figure K First Floor Interior. Detail of classroom ceiling, 2012.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 31

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

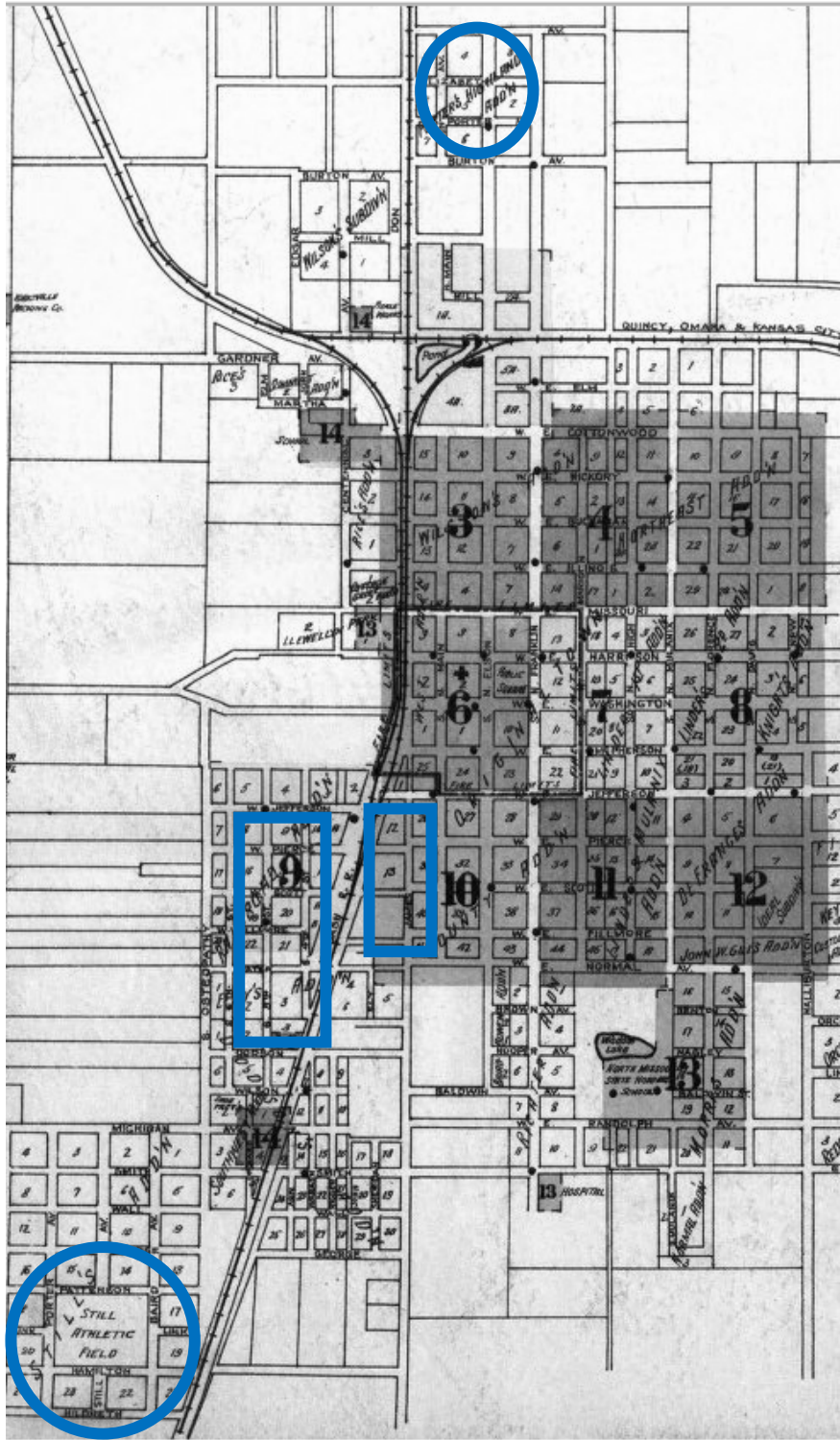


Figure N Locations in Kirksville with a high percentage of African American residents, 1910-1940
(*Fire Insurance Maps of Kirksville, Missouri*. New York City: Sanborn Map Company, 1914).

National Register of Historic Places
Continuation Sheet

Section number Figures Page 32

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)

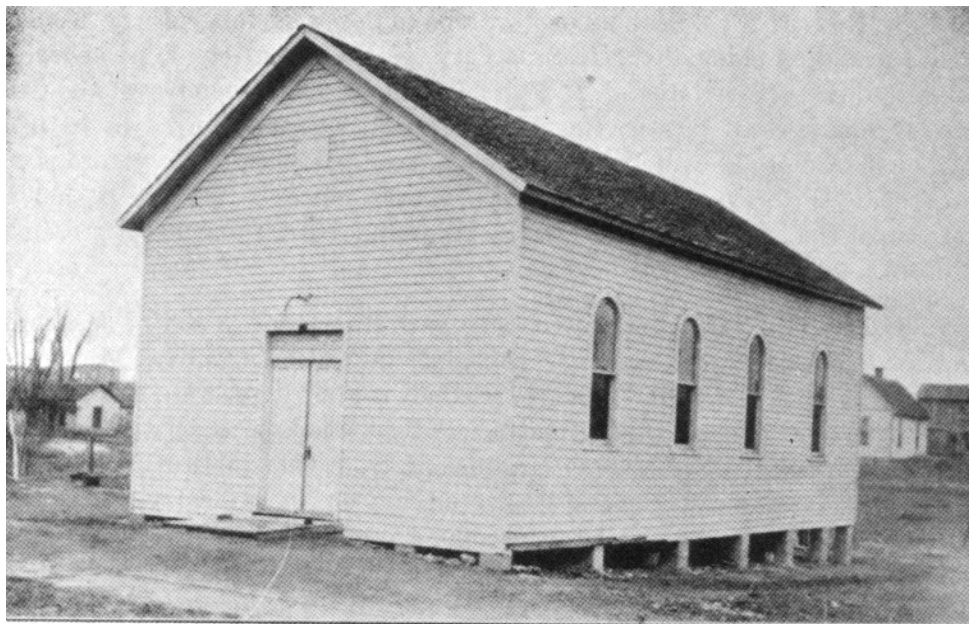


Figure O Bethel A.M.E. Church, c. 1911. Extant. (Truman State University)

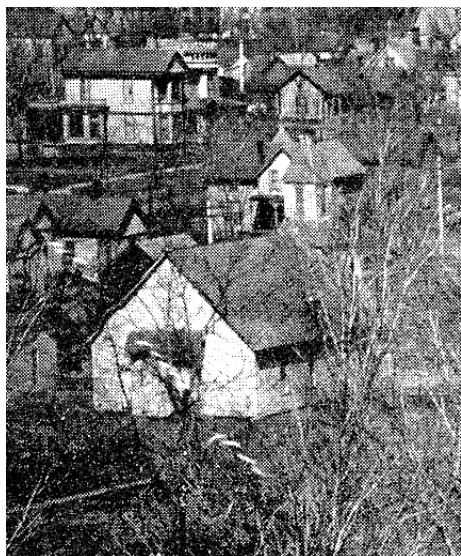


Figure P Second Baptist Church, c. 1900 (Truman State University).

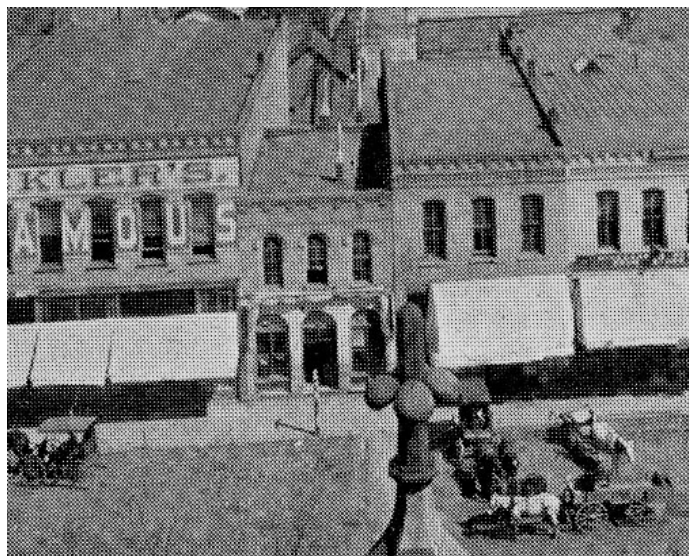


Figure Q Northside of the Courthouse Square, c. 1900. J.G. Jones' barbershop is the short, two-story, three-bay building in the center of the photograph (Truman State University).

National Register of Historic Places
 Continuation Sheet

Section number Figures Page 33

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

WOMEN'S COMMITTEE—COUNCIL OF NATIONAL DEFENSE
 Missouri DIVISION Kirkville UNIT

No. 4-5
 (Sign only one of these cards)

Name in full Richards, Mattie A.
 (Last name) (First name)

Address Hartselle, MO, N. Main St. No. 209
 (City or town) (No. and street or R. D. No.)

Age (in years) 28 Married or single Married

Color or race Negro Country of birth America

Citizen: By birth Yes By naturalization No

Persons dependent upon you, if any None

Service offered (specify whether volunteer, expenses only, or paid) None

Time pledged for service None

If training is wanted, specify line None Tuition paid or free None

Present occupation Cook
 By whom employed Self
 Where employed Home

References None
 Education (graduate or length of time attended):
 Grammar 6 years College (give name) None
 High or private None Specialized training None

Emergency service (specify whether volunteer, expenses only, or paid) None
 Will you go anywhere? Home town only! In United States? Yes
 How soon can you start? None

TRAINING AND EXPERIENCE (ENCIRCLE NUMBER TO LEFT OF OCCUPATION IN WHICH YOU ARE TRAINED, UNDERLINE ONE IN WHICH YOU WISH SERVICE OR TRAINING)

<u>1</u> Dairying	<u>34</u> Housekeeping	61 Munitions	85 Dentist	103 Publicity	VII. Social Service	Instruction—Cont'd
2 Farming	35 Knitting [employ't]	62 Paper and printing	86 Dietitian	104 Statistician	130 Camp work	133 First aid
3 Fruit raising	36 Laundress	63 Wood trades	87 Draftsman	105 Surgeon	131 Charities—Which?	154 Garments—Hospital Civilian
<u>4</u> Gardening	37 Practical nurse	64 Textiles	88 Engineer	106 Teacher (subject):	132 Club executive	IX. Miscellaneous
<u>5</u> Poultry raising	38 Trained attendant	65 Forewoman	Handicrafts:	Of adults.....	133 District nursing	X. Contributions
6 Stock raising	39 Seamstress	66 Inspector	90 Metals	Of children.....	134 Hospital	A. Ambulance
II. Clerical	40 Waitress	67 Janitress (cleaner)	91 Woods	VI. Public Service	135 Industrial welfare	B. Driver for car
10 Accountant	41 Industrial	68 Laundry operative	92 Journalist	110 Inspector	136 Investigator	C. Duplicating mach.
11 Bookkeeper	50 Baker	69 Manager	93 Laboratory worker	111 Institutional mgr.	137 Playgrounds	D. Funds
12 Cashier	51 Boarding house	70 Manicure and hairdr.	94 Languages (foreign):	112 Mail carrier	138 Protective assoc'n	E. Home for convalescent hospital
13 Clerical work (gen.)	52 Buyer	71 Messenger	Read well.....	113 Police patrol	Recreational:	F. Hospital
14 Filing	Cook:	72 Milliner	Speak well.....	114 Postmistress	139 Dancing	G. Laboratory
15 Office assistant	53 Camp	73 Retail Dealer	95 Lawyer	115 Signaling	140 Music	H. Motor boat
16 Office manager	54 Institutional	74 Restaurant	96 Lecturer	116 Telegraphy	141 Reading aloud	I. Motor car
17 Private secretary	55 Dressmaker	75 Saleswoman	97 Librarian	117 Wireless	142 Relief visiting	J. Typewriter
18 Typewriter	Factory:	76 Waitress	98 Musician	118 Telephone	143 Settlement	K. Share home with widow or children
19 Shipping clerk	56 Needle trades	V. Professional	99 Osteopath	Transportation:	144 Social clubs	L.....
20 Stenographer	57 Food trades	80 Actress	100 Pharmacist	119 Aviatrrix	VIII. Red Cross & Allied Relief	
III. Domestic	58 Leather trades	81 Architect	101 Photographer	120 Horse	Instruction:	
30 Care of children	59 Hat trades	82 Artist	102 Physician	121 Motor car	150 Surgical dressings	
31 Cleaning	60 Metal trades	83 Author		122 Motor cycle	151 Dietetics	
		84 Chemist		123 Power boat	152 Elementary hyg.	
				124 Railroad		

Figure R Registration Card for Mattie A. Richards, Council of National Defense, July 1917 (Truman State University).



Figure S 520 South First and West Fillmore Streets, 2005.



Figure T 415 West Fillmore Street, 2005.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 34

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

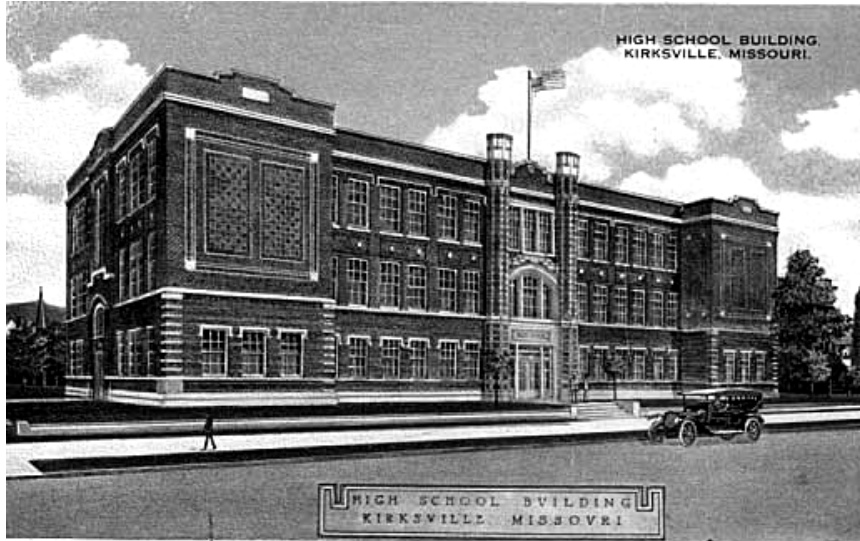


Figure U Kirksville High School, c. 1914 (Truman State University).

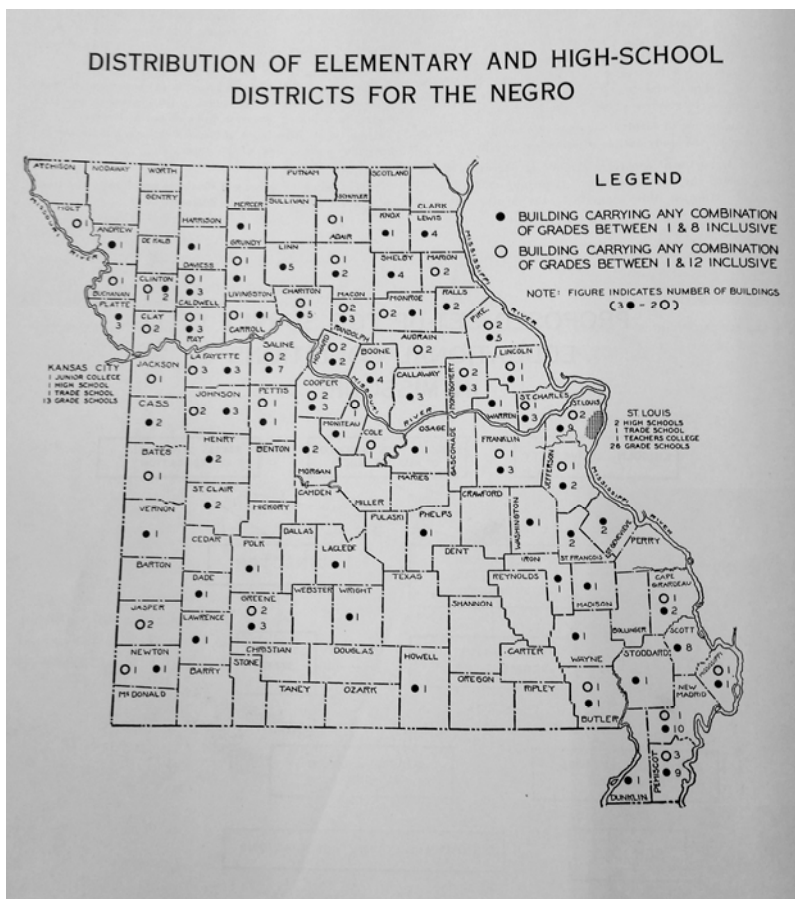


Figure V Distribution of African American Schools in Missouri, 1938 (Eighty-Ninth Report of the Public Schools of Missouri, 1938: 52).

National Register of Historic Places
Continuation Sheet

Section number Figures Page 35

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

Name of multiple listing (if applicable)



The last class at Lincoln School Clyde Johnson's picture of all of the students and teacher on the front steps. The attendees were Clyde Clyde W Johnson; Phillip Harrison; Joe Harrison; Pat Harrison; Marnae Cavel; Rocky Cavel; and Mary Mooney. He also had two first cousins attend the school during earlier years - Richard Johnson and Barbara Johnson. Their mother was one of the Aker sisters.

Figure W Lincoln School. 1954 Class Photograph.

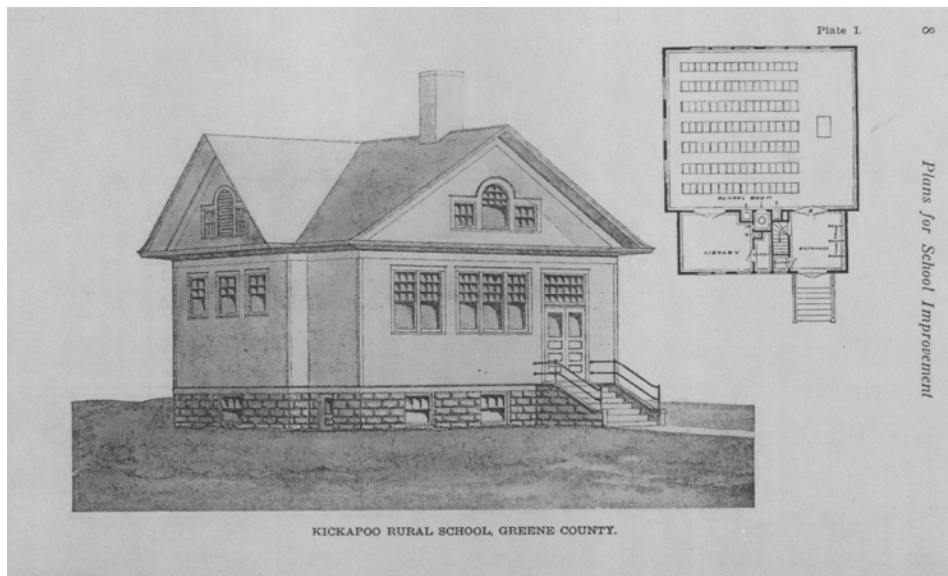


Figure X Felt School Plan (*Plans for School Improvement in Rural and Village Communities*, 1914: 8). Cf. *Sixty-Fourth Report of Public Schools of Missouri*, 1913, Plate I.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 36

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

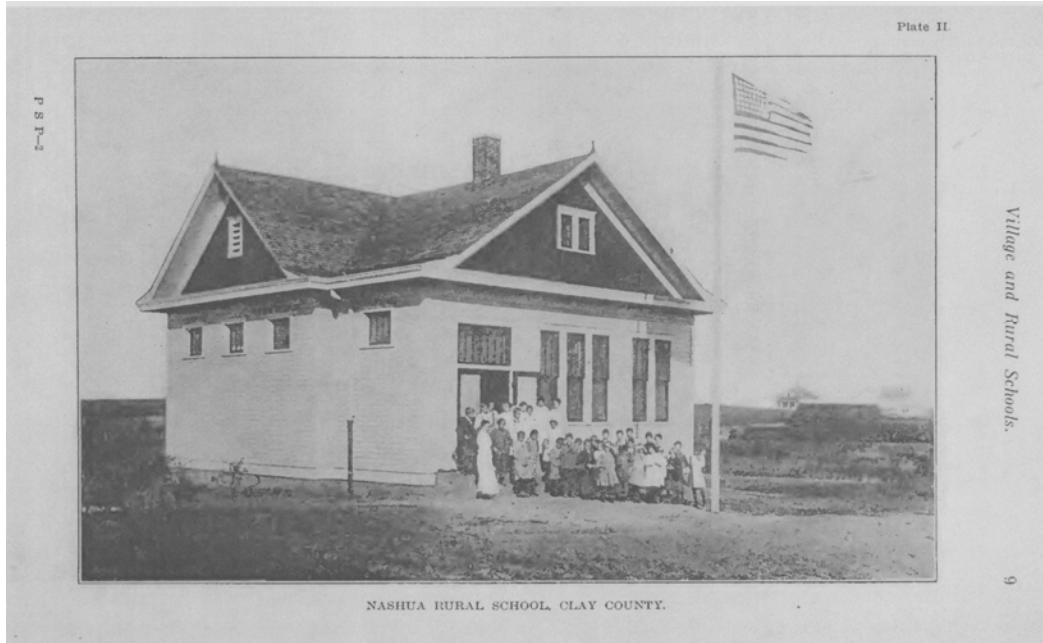


Figure Y Felt School Plan (*Plans for School Improvement in Rural and Village Communities, 1914: 9*). Cf. *Sixty-Fourth Report of Public Schools of Missouri, 1913, Plate I*. Cf. *Sixty-Fourth Report of Public Schools of Missouri, 1913, Plate II*.

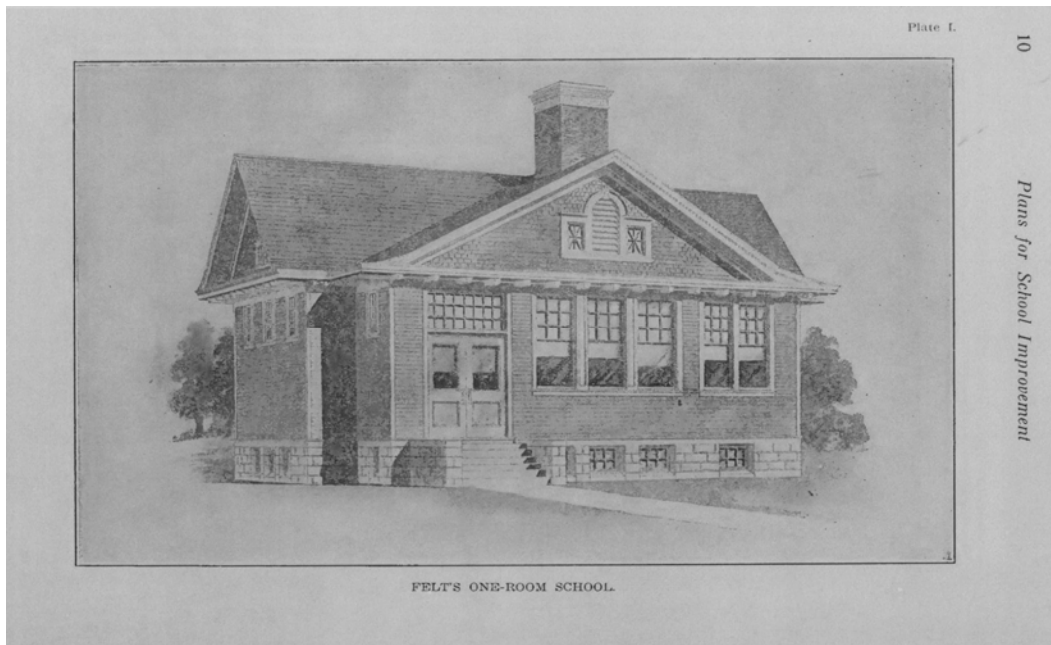


Figure Z Felt School Plan (*Plans for School Improvement in Rural and Village Communities, 1914: 10*). Cf. *Sixty-Fourth Report of Public Schools of Missouri, 1913, Plate I*. Cf. *Sixty-Fourth Report of Public Schools of Missouri, 1913, Plate III*.

National Register of Historic Places
Continuation Sheet

Section number Figures Page 37

Lincoln School
Name of Property
Adair County, Missouri
County and State
N/A
Name of multiple listing (if applicable)

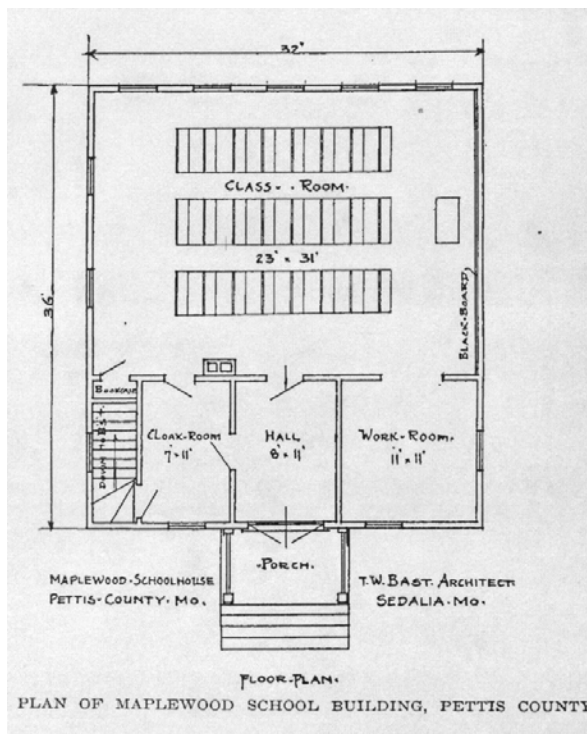
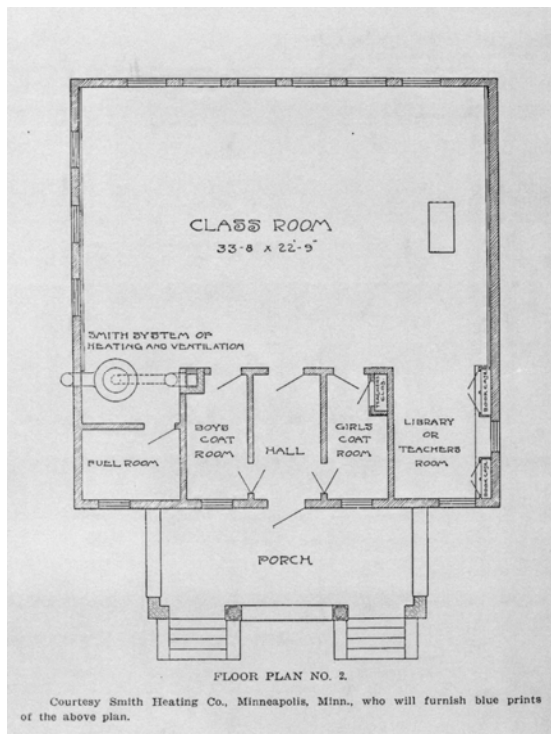


Figure AA Felt School Plans (Plans for School Improvement in Rural and Village Communities, 1914: 16, 18).



Figure BB Model Rural School, State Normal College, Kirksville, Missouri, c. 1912 (Truman State University).

National Register of Historic Places
Continuation Sheet

Section number Figures Page 38

Lincoln School

Name of Property
Adair County, Missouri

County and State
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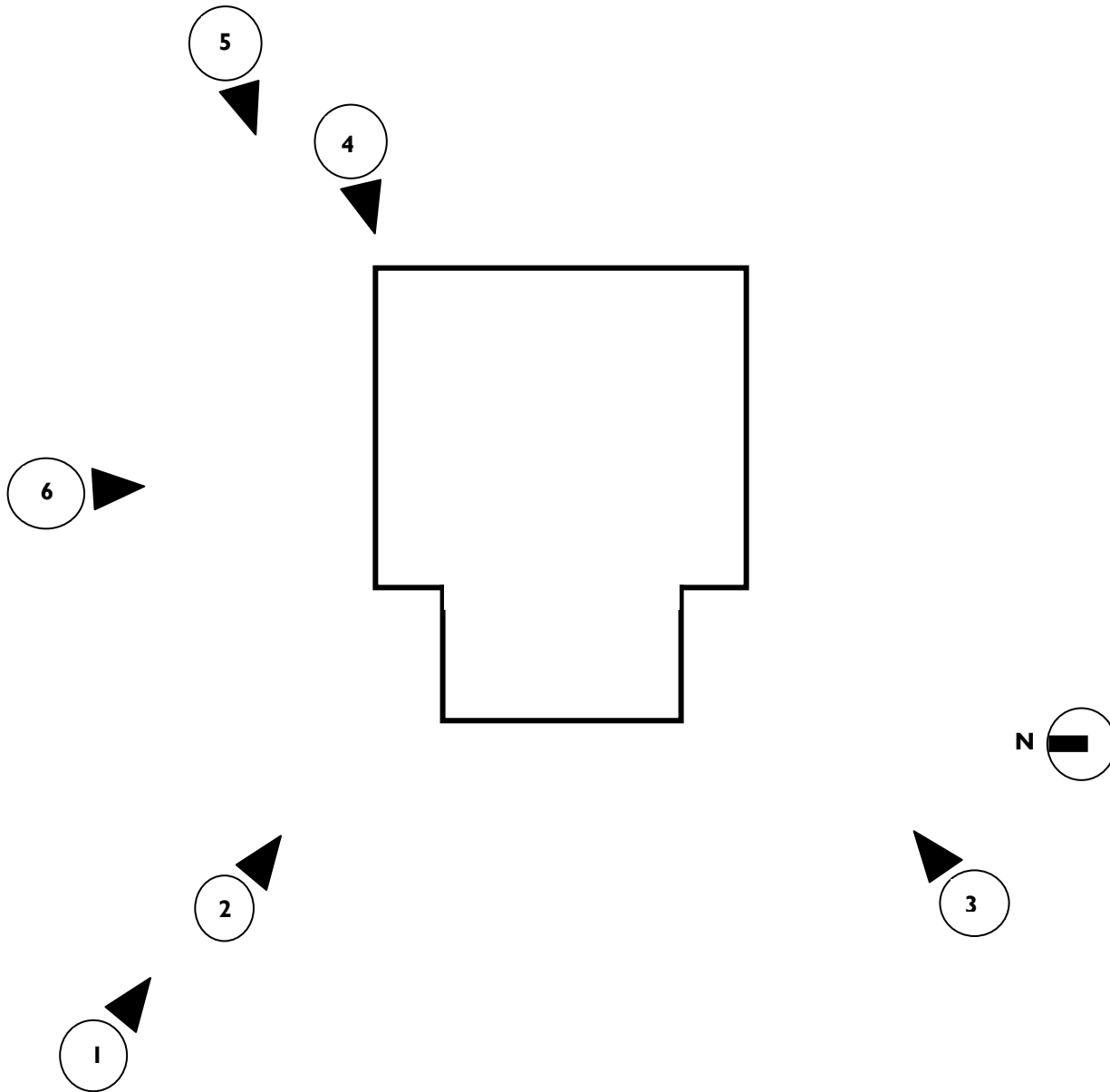


Figure CC Photo Key

National Register of Historic Places
 Continuation Sheet

Section number Figures Page 39

Lincoln School

Name of Property
Adair County, Missouri

County and State
N/A

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Appendix One: Teachers/Principals and Enrollments at Lincoln School, 1914 – 1954 ⁷⁹

1914	Herbert C. Richardson ⁸⁰	30 students
1915	Charles B. Johnson	29 students
1916	Charles B. Johnson	37 students
1917	Charles B. Johnson	23 students
1918	Charles B. Johnson	25 students
1919	Charles B. Johnson	17 students
1920	Male	7 students ⁸¹
1921	Floyd M. Ansell	15 students
1922	Floyd M. Ansell	21 students
1923	Male	22 students
1924	Floyd M. Ansell	23 students
1925	Male	29 students
1926	Male	17 students
1927	Female ⁸²	14 students
1928	Floyd M. Ansell	17 students
1929	Floyd M. Ansell	21 students
1930	Female ⁸³	17 students
1931	Floyd M. Ansell	25 students
1932	Floyd M. Ansell	32 students
1933	Floyd M. Ansell	19 students
1934	Floyd M. Ansell	26 students
1935	Mrs. J.E. (Myrtle) Smith	23 students
1936	Floyd M. Ansell	20 students
1937	Floyd M. Ansell	24 students
1938	Myrtle M. Smith Frank E. Harris	19 students
1939	Floyd M. Ansell Frank E. Harris	17 students
1940	Myrtle M. Smith Floyd M. Ansell	23 students
1941	Myrtle M. Smith Male	20 students
1942	Myrtle M. Smith	8 students
1943	Myrtle M. Smith	7 students
1944	Myrtle M. Smith	4 students
1945	Myrtle M. Smith	5 students
1946	Myrtle M. Smith	3 students
1947	Myrtle M. Smith	3 students
1948	Myrtle M. Smith	3 students
1949	Myrtle M. Smith	2 students
1950	Myrtle M. Smith	5 students
1951	Myrtle M. Smith	5 students
1952	Myrtle M. Smith	6 students
1953	Elroy Cox	7 students
1954	Elroy Cox	8 students

⁷⁹ Names are indicated where documented through local newspapers or city directories. *Missouri Report of Public Schools* indicate only an instructor's gender. Other known teachers at Lincoln during the period of significance included Mabel Range and Mattie Williams.

⁸⁰ Richardson was the teacher/principal at Lincoln from 1910 to 1914. Since his tenure spanned the period between the last addition to the original, nineteenth-century school and the construction of the nominated school, he would have helped students transition between the old and new facilities.

⁸¹ This marks the first enrollment below the required fifteen students. See "Teachers are elected," *Kirksville Journal*, 1 May 1919, 1.

⁸² City directory and the *Missouri Report of Public Schools* do not concur on instructor's name/gender.

⁸³ City directory and the *Missouri Report of Public Schools* do not concur on instructor's name/gender.













UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 12/16/2016 Date of Pending List: Date of 16th Day: Date of 45th Day: 1/31/2017 Date of Weekly List: 2/9/2017

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 1/31/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall Discipline Historian

Telephone _____ Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.

Missouri CLG National Register of Historic Places - Nomination Review Report Form

Property Name: Lincoln School, 907 South Wabash St., Kirksville, Adair County

Certified Local Government: Kirksville Historic Preservation Commission

Date of public meeting at which nomination was reviewed: 10-5-2016



Criteria of Significance

Please check below the responses appropriate to the nomination review.

NOTE: For more information on the criteria, see *National Register Bulletin: How to Apply the National Register Criteria for Evaluation*.

- Criterion A. Property is associated with events that have made a significant contribution to our history.
- Criterion B. Property is associated with the lives of persons significant in our past.
- Criterion C. Property embodies the distinctive characteristics of a type, period or method of construction, or represents a work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components may lack individual distinction (a district).
- Criterion D. Property has yielded or may be likely to yield information important in prehistory or history.
- None of the Above

Integrity

Please check below the responses appropriate to the nomination review.

NOTE: For more information on integrity, see *National Register Bulletin: How to Apply the National Register Criteria for Evaluation*.

- The property retains authentic historic character from its period of significance.
- The property has been significantly altered and no longer retains authentic historic character from its period of significance.

Review Comments

Please check below the responses appropriate to the nomination review.

Commission/Board

- The commission/board recommends that the property is significant, retains integrity and is eligible for listing in the National Register of Historic Places.
- The commission/board recommends that the property does not meet the criteria of significance and/or no longer retains integrity and is not eligible for listing in the National Register of Historic Places.
- The commission/board chooses not to make a recommendation on the nomination. An explanation of the lack of a recommendation is attached.

Chief Elected Official

- The chief elected official recommends that the property is significant, retains integrity and is eligible for listing in the National Register of Historic Places.
- The chief elected official recommends that the property does not meet the criteria of significance and/or no longer retains integrity and is not eligible for listing in the National Register of Historic Places.
- The chief elected official chooses not to make a recommendation on the nomination. An explanation of the lack of a recommendation is attached.

Attach additional sheets for further comments.

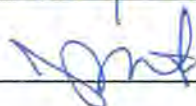
CLG Commission/Board Chair or Representative

Print Name: Derek Miller - Chairman - KHPC

Signature and Date:  10-5-16

Chief Elected Official or Designee

Print Name: JERRY MILLS - Mayor 10-6-16

Signature and Date:  10-6-16



Jeremiah W. (Jay) Nixon, Governor • Harry D. Bozoian, Director

DEPARTMENT OF NATURAL RESOURCES



dnr.mo.gov

Memorandum

Date: December 8, 2016

To: Dr. Stephanie Toothman, Keeper of the National Register of Historic Places

From: Toni M. Prawl, Ph.D., Deputy SHPO and Director, Missouri SHPO *TMP*

Subject: Lincoln School, Adair County, MO, National Register Nomination

Our state review board, the Missouri Advisory Council on Historic Preservation, approved the above nomination on **November 18, 2016**. All owners and appropriate elected public officials were notified and provided at least thirty (30) days to comment on the above proposed nomination in accordance with Section 36CFR60.6, interim regulations, using the exact notification format recommended by the National Register. **The enclosed disc contains the true and correct copy of the nomination to the National Register of Historic Places.**

Please find enclosed the following documentation:

- 1 CD with original National Register of Historic Places registration form, CLG letter
- Multiple Property Documentation Form
- Photographs
- 1 CD with electronic images
- Original USGS map(s)
- 2 Piece(s) of correspondence (cover letter and signature page)
- Other: _____

Comments:

- Please ensure that this nomination is reviewed
- The enclosed owner objection(s) do do not constitute a majority of property owners.
- Other: _____