

648

United States Department of the Interior  
National Park Service

RECEIVED

JUN 15 1993

National Register of Historic Places  
Registration Form

NATIONAL  
REGISTER

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "X" in the appropriate box or by entering the information requested. If an 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name LINCOLN SCHOOL

other names/site number LINCOLN CONSOLIDATED ROSENWALD SCHOOL

2. Location

street & number Old State Highway 28 near Rockford Road  not for publication

city or town Pikeville  Vicinity

state Tennessee code TN county Bledsoe code 007 zip code 37367

3. State/Federal Agency Certification

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

Herbert L. Hager 6/10/93  
Signature of certifying official/Title Date  
Deputy State Historic Preservation Officer, Tennessee Historical Commission  
State of Federal agency and bureau

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

\_\_\_\_\_  
Signature of certifying official/Title Date  
\_\_\_\_\_  
State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register.  See continuation sheet.
- determined eligible for the National Register  See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain:)

Signature of the Keeper Delores Byars **Entered in the National Register** Date of Action 7/15/93

Lincoln School  
Name of Property

Bledsoe County, TN  
County and State

**5. Classification**

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

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

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

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

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

Contributing	Noncontributing	
1	1	buildings
		sites
		structures
		objects
1	1	Total

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

N/A

**Number of contributing resources previously listed  
in the National Register**

0

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions)

EDUCATION: School  
SOCIAL: Meeting hall

**Current Functions**  
(Enter categories from instructions)

SOCIAL: Meeting hall  
RECREATION AND CULTURE: museum

**7. Description**

**Architectural Classification**  
(Enter categories from instructions)

OTHER: Craftsman influence;  
Rosenwald Plan School

**Materials**  
(Enter categories from instructions)

foundation CONCRETE  
walls WOOD: Weatherboard  
GLASS  
roof METAL: Tin  
other Tin

**Narrative Description**

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

See continuation sheets

8. Statement of Significance

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

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

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

Property is: N/A

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

Areas of Significance  
(Enter categories from instructions)

EDUCATION

ARCHITECTURE

SOCIAL HISTORY

AFRICAN-AMERICAN HISTORY

Period of Significance

1925-26 to 1943

Significant Dates

1925-26

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Smith, Samuel--Rosenwald, Julius, Fund

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS): N/A

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

Primary location of additional data:

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

Name of repository:

MTSU Center for Historic Preservation

Lincoln School, Pikeville  
Name of Property

Bledsoe County, TN  
County and State

**10. Geographical Data**

Acreage of Property approx. two acres

UTM References Pikeville, TN 110SW  
(Place additional UTM references on a continuation sheet.)

1 

1	6	6	3	9	0	0	3	9	4	2	2	4	0
Zone	Easting					Northing							

3 

Zone	Easting					Northing							

4 

Zone	Easting					Northing							

  
 See continuation sheet

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

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

**11. Form Prepared By**

name/title Carroll Van West

organization MTSU Center for Historic Preservation date 3/5/93

street & number Box 80, MTSU telephone 615-898-2947

city or town Murfreesboro state TN zip code 37132

**Additional Documentation**

Submit the following items with the completed form:

**Continuation Sheets**

**Maps**

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

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

**Photographs**

Representative black and white photographs of the property.

**Additional items**

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

**Property Owner**

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

name Lincoln Alumni Community Historical Association (Rev. James Bridgeman, President)

street & number Box 356 telephone 615-447-6303

city or town Pikeville state TN zip code 37367

**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. 470 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number 7 Page 1

Lincoln School, Pikeville, Bledsoe County, TN

## VII. DESCRIPTION

The Lincoln School is located on old State Highway 28 at the northern city limits of Pikeville (1,771 population) in Bledsoe County, Tennessee. The property consists of about one acre and is flanked on the immediate south by a mobile home park and to the immediate north by a commercial establishment. The former recreation area for the school, however, is intact both to the front (east) and rear (west). A graveled circular drive defines the entrance to the school while a c. 1960 plywood storage building (NC) stands at the western border of the nominated property.

The architectural plans for Lincoln School follow the standardized plans for a four teacher community school in Community School Plans, Bulletin No. 3, published by the Julius Rosenwald Foundation in 1924. The frame school rests on a concrete foundation and its bracket-supported, Craftsman-influenced gable roof is covered with tin, with interior brick chimneys at either gable end. Tin was the original covering of the roof, but informants do not know if the present roof was the one installed in 1925-26.

The east, or primary, facade of the Lincoln School contains three bays in its weatherboarded wall. A gable roof portico, minus the original Colonial Revival-influenced columns, stands over a recessed entry. No firm date is known for the removal of the Colonial Revival-influenced portico. The recessed entry is decorated by a floor-to-ceiling pressed tin, which informants believe was installed at the time of construction or shortly thereafter. Flanking either side of the recessed entry are matching bands of five 6 over 6 double-hung windows. These retain their original hardware and over an estimated 80 percent of their original glass. Three original concrete steps lead to the original front paneled double-door, complete with original sidelights and transom.

The south elevation is a solid weatherboard wall, with the exception of paired ventilation grills located near the point in the gable roof and a centrally located pair of 6 over 6 windows. The southern brick interior chimney is best viewed from this elevation.

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number 7 Page 2

---

Lincoln School, Pikeville, Bledsoe County, TN

The west elevation exhibits some minor alterations to the original plans for the Lincoln School. Originally the weatherboarded wall was punctured only by matching bands of five 6 over 6 double-hung windows, exactly like those found on the east facade. But after 1960, the bottom half of two of the southern band of windows were removed for the installation of a rear door and an air conditioner.

The north elevation retains its original appearance. It is a solid weatherboarded wall, with the exception of paired ventilation grills located near the point in the gable roof. The northern brick interior chimney is also best viewed from this elevation.

The interior floor plan is an intact example of standardized Rosenwald School design, as published in the 1924 plans for a four teacher school. All classrooms and the hallway contain their original hardwood floors, and the majority of doors contain their original hardware. The most outstanding characteristic of the interior is its floor to ceiling pressed tin walls and pressed tin ceilings. These are painted white except in the hallway when the bottom pattern that runs three feet up the walls (serving the purpose of wainscoting) has been painted blue. This type of ornate interior, even if painted white, would not be part of a standardized Rosenwald design. The pressed tin certainly reflects local preferences and how locals would sometime alter Rosenwald schools to meet their own traditions and expectations.

The front concrete steps lead into a 6 feet by 10 feet vestibule from which the front door allows access into a 10 feet by 15 1/2 feet central corridor. This space gave students access to the southeast, southwest, northeast, and northwest classrooms. The hallway also contains two cloak closets along the south wall as well as a mirror where students would comb their hair before entering their respective classroom. Prominent over the doorways to the southwest and northwest classrooms is a sign that reads: "No Smoking or Spitting Allowed." It is unknown when this sign was put into place.

The southeast classroom, which measures about 13 feet by 24 feet, served originally as the industrial and home economics classroom. It has its original two blackboards and in the southern half of the room are a kitchen cabinet, a table, cupboards, sink, refrigerator, and stove.

United States Department of the Interior  
National Park Service

**National Register of Historic Places  
Continuation Sheet**

Section number   7   Page   3  

---

Lincoln School, Pikeville, Bledsoe County, TN

The southwest classroom, which measures about 22 feet by 30 feet, is also intact with its two original doors, light fixtures, and blackboards. This room on its east wall has a door leading into a large 8 feet by 10 feet cloak closet. This is the only classroom with a separate closet because the two western classrooms were designed to be used for community purposes as well as school rooms. Thus, the extra closet was designed for visitor use.

There is no interior wall between the southwest and northwest classrooms. A movable partition or curtain divided the space during the school day and could be removed to create a larger space for community events. However, that partition no longer exists and now there is no physical division between the two classrooms.

The northwest classroom, which measures about 22 feet by 30 feet, is a mirror duplicate of the southwest room, except for a raised platform at the northern end of the classroom. This was primarily designed for community use, so a speaker or the program would at least be in a somewhat elevated location and be seen easier by visitors in the rear (southwest) classroom. On the east wall are two original doors, the southernmost one leads into the central corridor while the northernmost one leads into the northeast classroom.

The northeast classroom, which measures about 22 feet by 25 feet, is also intact, and retains its three original blackboards and original doors.

Since its construction in 1925-26, the Lincoln School at Pikeville has had few changes to its original standardized design. Although some recent intrusions have eliminated portions of the original school yard, enough of the yard remains to combine with the building to convey a historic sense of time and place.

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number 8 Page 4

Lincoln School, Pikeville, Bledsoe County, TN

## VIII. SIGNIFICANCE

Built from 1925 to 1926, the Lincoln School, on old State Highway 28, in Pikeville, Bledsoe County, Tennessee is a locally significant property eligible for the National Register of Historic Places under Criterion A for its role in the development of public education for African-Americans under the auspices of the Rosenwald Fund in Bledsoe County. It is the only Rosenwald school ever built in this county and served as a physical tool of reform as well as a social center in the local African-American community. Consequently, the school has additional significance under Criterion A for its association with the social history of Pikeville's African-Americans in the early twentieth century. It is also eligible under Criterion C as an excellent intact example of standardized school architecture and follows closely the building blueprints specified for a four teacher school specified in Community School Plans, published in 1924 by the Julius Rosenwald Foundation. A unique feature of its interior, a pressed tin wall and ceiling covering, also enhances its architectural significance.

Sears, Roebuck & Company magnate Julius Rosenwald funded his first school for Tennessee African-Americans in 1915. In 1919, Rosenwald hosted a meeting in Nashville for education reformers who wanted to establish a rural school building program. They created a Nashville office which would review requests from local communities and provide money from the Julius Rosenwald Fund (JRF) according to the number of teachers planned for each school. By the time the program closed in 1932, the Rosenwald Fund had helped to build 354 schools in Tennessee.

"The principles of black self-help and industrial education dominated the JRF school construction plan," according to historian Mary S. Hoffschwelle. (1) The schools included facilities for industrial, agricultural, and home economics instruction. Therein lies the educational significance of the Lincoln School compared to earlier public schools for African-Americans in Pikeville (none of which are extant today). Lincoln offered a new and thorough curriculum in vocational education, focusing on industrial training for boys and home economics for girls. Indeed, the home economics classroom is still equipped with tables, sinks, and appliances. White officials supported these new classes, and even provided more money for supplies and equipment, because the vocational classes produced, in white eyes, a "better trained" and "more reliable" workforce and helped to keep the local African-American workforce in the local area

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number 8 Page 5

Lincoln School, Pikeville, Bledsoe County, TN

rather than migrating to new opportunities in the urban North. Lincoln School, like many other Rosenwald schools across Tennessee, represented a new higher level of commitment by state and local officials to the education of African-Americans, although much of new commitment focused only on vocational education offerings. School boards spent more money on the local schools, making new teaching material and resources available to the students. The educational experience at Lincoln School was much different than anything local children had experienced at the earlier separated and poorly staffed and supplied public schools where such hands-on education in agriculture, home economics, and vocations was lacking.

Rosenwald also wanted his schools to be permanent additions to public education, so the principles of industrial/vocational training and black self-help would be taught well into the future. He required that state and local government funds match his contributions as well as those of the local African-American community. In the case of the Lincoln School, the Rosenwald Fund donated \$900 and the African-American community raised an additional \$1200, mostly from fund-raising fish fries. The county and state then kicked in another \$3,236, with the state providing most of the funds because the Lincoln School represented a consolidation of two previously existing segregated schools (neither building remains).

The Rosenwald reformers believed that local participation and involvement in the school's construction was imperative because it could teach the community how to improve the appearance and sanitation of its own neighborhood. According to Hoffschwelle, reformers maintained "that rural blacks would be reformed first by building their Rosenwald school, which would unite them as a community, and then by the building itself, which would inspire hard work and clean living." (2)

Indeed, the building was to be more than a place for education; it was to be the center for community life. Therefore, the Lincoln School has significant associations with the social history of the African-American community in Pikeville during the early twentieth century. Rosenwald publications emphasized that "service to the community" was a top priority for the school building. The 1924 Community School Plans stated:

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number 8 Page 6

Lincoln School, Pikeville, Bledsoe County, TN

In planning the schoolhouse it should be kept in mind that the best modern school is one which is designed to serve the entire community for twelve months in the year. Hence in all larger buildings at least a room for industries and for the use of the adult members of the community is important. Wherever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium [as was the case with the Lincoln School], two adjoining classrooms with a movable partition may be made to serve this purpose. While movable partitions are not always satisfactory, they are much preferred to no assembly facilities. (3)

Lincoln School had two such adjoining rooms, divided by a movable partition, in its southwest and northwest classrooms. It even had a raised platform at the north end of the combined rooms so visitors toward the rear could better see and hear the speaker at these community events. The school served as a meeting place for African-American speakers on a variety of topics, from politics to race relations to the agricultural extension service. For example, it served as a voting precinct until July 1968. Missionary women at local African-American churches, beginning first with the A. M. E. Zion and United Methodist congregations, then with the added co-operation of the Mt. Zion Baptists, used the school for meetings and when they sponsored community fund raisers.

The architectural significance of Lincoln School lies with its standardized design that follows the plans for a four teacher school drawn by Samuel L. Smith in Community School Plans, a 1924 publication of the Julius Rosenwald Fund. Smith's designs, clearly influenced by the earlier work and ideas of his mentor Fletcher B. Dresslar, rely on proportion and massing of form, enhanced by such features as the grouping of windows and recessed entries, for their architectural effect. The larger the school, the stronger the likelihood that a more formal architectural statement, usually the Colonial Revival, would be emphasized. In the case of the Lincoln School, a Colonial Revival-influenced portico once defined its entrance but through the years the supporting columns have been removed. The exterior of Lincoln also exhibits a slight Craftsman-influence in its supporting roof brackets and the five-band windows, architectural characteristics found in other standardized plans by Samuel Smith.

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number 8 Page 7

Lincoln School, Pikeville, Bledsoe County, TN

For southern reformers, the primary purpose of school architecture was to enhance the education experience. Therefore, buildings should be functional in appearance more so than dazzling stylistic statements. Rosenwald officials prided themselves in having established the national standard for rural school architecture. O. H. Bernard, the state field agent for rural schools, bragged in 1927 that Tennessee's Rosenwald schools were "attractive, well-equipped" environments that enhanced African-American "civic pride" as shown in their "better kept homes, better farms, and higher standards of living." (4)

To achieve the proper environment, proper lighting and the siting of the building were crucial. If neither were correct, Rosenwald officials would refuse to fund a rural school. O. H. Bernard, the state field officer for rural schools, visited Lincoln School as it was under construction in January 1926. Its east-west orientation met Rosenwald standards as did its paired bands of windows on the east and west elevations. Bernard was pleased with the progress of construction, which was completed in the spring.

Bernard, Smith, and other reformers concerned with school architecture would not have been pleased with what the local African-American community did to the interior walls and ceiling of Lincoln School. They would have had no objection to the placement of blackboards, the solid wood flooring, cloak rooms, and room arrangements. But they probably would have despised the floor to ceiling pressed tin interior, even if it was painted white. An interior painted in a light reflective color was the preferred norm of a Rosenwald school. The 1924 Rosenwald plan book even warned that "the Fund will not aid in the construction of any building improperly lighted and painted." (5)

Clearly the pressed tin interior had not been installed at the time of Bernard's inspection in January 1926. It was either added in the final construction stage or during the years soon after its opening. Why did the community decide to deviate from the specified plans? Probably because the pressed tin interior reflected traditional ideas of beauty and reflected their pride in their own local culture. In her study of the people of the Cumberland Plateau during the early twentieth century, historian Jeanette Keith concluded that sometimes "modernized structures

United States Department of the Interior  
National Park Service

# National Register of Historic Places Continuation Sheet

Section number 8 Page 8

---

Lincoln School, Pikeville, Bledsoe County, TN

did not transform local culture in ways foreseen by reformers. Locals took from reformed institutions what seemed useful for the maintenance of local culture, and ignored those items of progress deemed irrelevant." So the pressed tin interior was added, even if it did not meet the standards of the reformers. (6)

The Lincoln School in Pikeville documents the hopes and dreams of African-Americans of the mid-1920s as they took advantage of philanthropic programs to improve their quality of life in an age when segregation ruled supreme. The school remained the only African-American school in Pikeville until 1965 when segregation officially ended. It is also an artifact of the dreams of southern reformers who believed that through new, functional architectural environments education and life would be improved within the rural African-American community.

## ENDNOTES

1. Mary S. Hoffschwelle, "Rebuilding the Rural Southern Community: Reformers, Schools, and Homes in Tennessee, 1914-1929," Ph:d Dissertation, Vanderbilt University, 1993, 111.
2. Ibid., 112.
3. Community School Plans (Nashville: Julius Rosenwald Fund, 1924), 1.
4. O. H. Bernard, "The Julius Rosenwald Fund in Tennessee," Julius Rosenwald Fund Archives, Fisk University, n. p.
5. Community School Plans, 29.
6. Jeanette Keith, "Country People: Tennessee's Upper Cumberland, 1890-1925," Ph:d Dissertation, Vanderbilt University, 1990, 12.

United States Department of the Interior  
National Park Service

**National Register of Historic Places  
Continuation Sheet**

Section number 9 Page 9

---

Lincoln School, Pikeville, Bledsoe County, TN

IX. BIBLIOGRAPHY

- Bernard, O. H. "The Julius Rosenwald Fund in Tennessee."  
Julius Rosenwald Fund Archives, Fisk University, Nashville.
- Community School Plans. Nashville: Julius Rosenwald Fund, 1924.
- Dresslar, F. B. Report on the Rosenwald School Buildings.  
Nashville: Julius Rosenwald Fund, 1920.
- Dresslar, F. B. and Haskell Pruett. Rural School-houses, School  
Grounds, and Their Equipment. Washington: Government  
Printing Office, 1930.
- Hoffschwelle, Mary S. "Rebuilding the Rural Southern Community:  
Reformers, Schools, and Homes in Tennessee, 1914-1929." Ph:  
D Dissertation, Vanderbilt University, 1993.
- Keith, Jeanette. "Country People: Tennessee's Upper Cumberland,  
1890-1925." Ph: D Dissertation, Vanderbilt University,  
1990.
- "Report of O. H. Bernard, State Rural School Agent of Tennessee,"  
January 1926, Tennessee Commissioner of Education Records,  
Tennessee State Library and Archives, Nashville.
- Smith, Samuel L. Builders of Goodwill: The Story of the State  
Agents of Negro Education in the South, 1910-1950.  
Nashville: Tennessee Book Company, 1950.
- Stitely, Thomas B. "Bridging the Gap: A History of the Rosenwald  
Fund in the Development of Rural Negro Schools in Tennessee,  
1912-1932." Ph: D Dissertation, George Peabody College for  
Teachers, 1975.

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

**National Register of Historic Places  
Continuation Sheet**

Section number 10 Page 10

---

Lincoln School, Pikeville, Bledsoe County, TN

X: GEOGRAPHICAL DATA

Verbal Boundary Description

The Tax Map for this nomination has the scale 1" = 400'. This scale tax map is prepared by the Tennessee State Board of Equalization for rural areas. In the past, the Tennessee Historical Commission has used this scale map for nominations and has found that the 1" = 400' adequately meets our office needs. The Tennessee Historical Commission does not have the facilities to prepare maps to the scale preferred by the National Park Service.

The nominated boundaries are defined as plot 21 from the attached property tax map 65-A from the Bledsoe County Tax Assessor office.

Boundary Justification

The nominated boundaries contain all of the historic property associated with the Lincoln School under a single ownership.



United States Department of the Interior  
National Park Service

# National Register of Historic Places Continuation Sheet

Section number PHOTOS Page 11

---

Lincoln School, Pikeville, Bledsoe County, TN

Lincoln School  
Pikeville, Bledsoe County, TN

Photographs by: Carroll Van West  
MTSU Center for Historic Preservation  
Murfreesboro, TN 37132

Negatives: Tennessee Historical Commission  
701 Broadway  
Nashville, TN 37201

Date: September 1992

East facade, facing west  
#1 of 17

South elevation, facing northwest  
#2 of 17

West elevation, facing east  
#3 of 17

North elevation, facing south  
#4 of 17

Front recessed entrance, facing west  
#5 of 17

Detail, recessed entrance, facing northwest  
#6 of 17

Entrance hallway, facing west  
#7 of 17

Entrance hallway, facing southwest  
#8 of 17

Northeast classroom, facing southwest  
#9 of 17

Northeast classroom, facing northwest  
#10 of 17

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number PHOTOS Page 12

---

Lincoln School, Pikeville, Bledsoe County, TN

Northwest classroom, facing east  
#11 of 17

Northwest and southwest classrooms, facing southeast  
#12 of 17

Detail, pressed tin ceiling, southwest classroom  
#13 of 17

Southwest classroom, facing southeast  
#14 of 17

Detail, blackboard wall, southeast classroom, facing southwest  
#15 of 17

Southeast classroom, facing west  
#16 of 17

Storage outbuilding, facing southwest  
#17 of 17