NPS Form 10-900
(Oct. 1990)

OMB No. 10024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

1. Name of Property

historic name Lincoln School

other names/site number n/a

2. Location

street & number 301 Lincoln Street [n/a] not for publication

city or town Vandalia [n/a] vicinity

state Missouri code MO county Audrain code 007 zip code 63382

3. State/Federal Agency Certification

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

Claire F. Blackwell 21 December 1995

Signature of certifying official/Title Claire F. Blackwell/Deputy SHPO Date

Missouri Department of Natural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is: Signature of the Keeper Date

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

5.Classification

Ownership of Property

[X] private
[ ] public-local
[ ] public-State
[ ] public-Federal

Category of Property

[X] building(s)
[ ] district
[ ] site
[ ] structure
[ ] object

Number of Resources within Property

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

Name of related multiple property listing.

n/a

Number of contributing resources previously listed in the National Register.

0

6. Function or Use

Historic Function

EDUCATION/school

Current Functions

COMMERCE/TRADE/warehouse

7. Description

Architectural Classification

no style

Materials

foundation concrete
walls brick
roof asphalt
other wood

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

8.Statement of Significance

Applicable National Register Criteria

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

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

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

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

Criteria Considerations

Property is:

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

[ ] **B** removed from its original location.

[ ] **C** a birthplace or grave.

[ ] **D** a cemetery.

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

[ ] **F** a commemorative property.

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

Areas of Significance
Ethnic Heritage--Black
Education

Periods of Significance
1927-1955

Significant Dates
1927

Significant Person(s)
n/a

Cultural Affiliation
n/a

Architect/Builder
unknown/Walsh Company

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

9. Major Bibliographic References

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

Previous documentation on file (NPS):

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

[ ] previously listed in the National Register

[ ] previously determined eligible by the National Register

[ ] designated a National Historic Landmark

[ ] recorded by Historic American Buildings Survey

#_____

[ ] recorded by Historic American Engineering Record

#_____

Primary location of additional data:

[X] State Historic Preservation Office

[ ] Other State Agency

[ ] Federal Agency

[ ] Local Government

[ ] University

[ ] Other:

Name of repository:_____

10.Geographical Data

Acreage of Property less than one acre

UTM References

A. Zone	Easting	Northing	B. Zone	Easting	Northing
15	629970	4351480			
C. Zone	Easting	Northing	D. Zone	Easting	Northing

[ ] See continuation sheet

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

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

11. Form Prepared By

name/title see continuation sheet

organization _____ date _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

Additional Documentation
Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

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

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

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

name James and Carol Carpet

street & number 101 West Cedar Street telephone _____

city or town High Hill state MO zip code 63350

SUMMARY: Constructed in 1927, the Lincoln School, 301 Lincoln Street, Vandalia, Audrain County, is a two-story brick building primarily rectangular in form, with the exception of a two-story projecting bay on the facade and a narrow, two-story extension which housed the heating plant on the north elevation. The school retains most of its millwork, including doors, and some chalkboards. Located between Park Street and Olive Street on Lincoln Street, the building is an unusually large example of an African American school located in a small Missouri town for the period.[1] The school retains a significant amount of its original integrity in the interior as well as the exterior.

ELABORATION: Lincoln School occupies its original location, a level lot located between Park and Olive streets in the 300 block of Lincoln Street. It is bordered by Lincoln St. on the east side, Park St. on the north-west, Olive St. on the south and South Cleveland on the west. The brick building is an unusually large black school for the period it which it was built. The school was constructed in 1927, replacing the one-room building used to house Vandalia's African American students.[2] The brick used to build Lincoln School is of the highest quality of its day and time, excellent at resisting the natural elements. The condition of the school at present is due primarily to neglect and time. Almost all of the windows are broken, although sash are intact and in place, and are boarded up; however the school retains most of its millwork, including doors, and some chalkboards. The original floorplan has not been changed and no new partitions have been added.

The Lincoln School is a two story building and does not have a basement. The load-bearing exterior walls are of brick, on 12" thick poured concrete foundation. The main part of the building is covered with a hipped roof. The brick chimney is off centered to the north side of the roof and is still intact. On the east side which is the front of the building there are four single windows on the first floor and two sets of triple windows on the second floor. The school has an extended front area which is centered in the face of the building. A triangle gable is above the second story multi-paned windows.

The rear of the building is a straight vertical wall. There is a single door entrance in the rear. There are nine windows on the first floor and ten on the second floor. There are two sets of double hung triple windows surrounded by single windows on the first and second floors and three small windows over the doorway.

The north side of the building has a narrow, two-story extension which houses the boiler room. There is a trap door that was used for removing the ashes after burning coal. The north side also features single standard size windows on the first floor and two small windows on the second floor. A triangle gable of colonial design is above the two small windows.

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[1] The Vandalia Public School Records, approx. 1938 by A. M. Fourt, School Superintendent 1919 until 1945. Van-Far School Dristict office of the Superintendent, Jim Dean.

[2] Vandalia Centennial Records 1874-1974, Vandalia Area Centennial Inc. pg. 18

The south side was built straight and vertical with a triangle gable of colonial design which is visible from the middle roof. There are two standard size windows on the first floor. The exterior is in very good condition as far as cracks in the foundation and brick. Repairs will be needed on the eaves and window glass replaced on every side.

The restrooms, which are on the first floor, retain the original wash basins and toilet facilities. The cafeteria has the original sink and doors separating the dining area. On the stairway the original hand rail is still intact, held by the original fixtures leading to the upstairs.

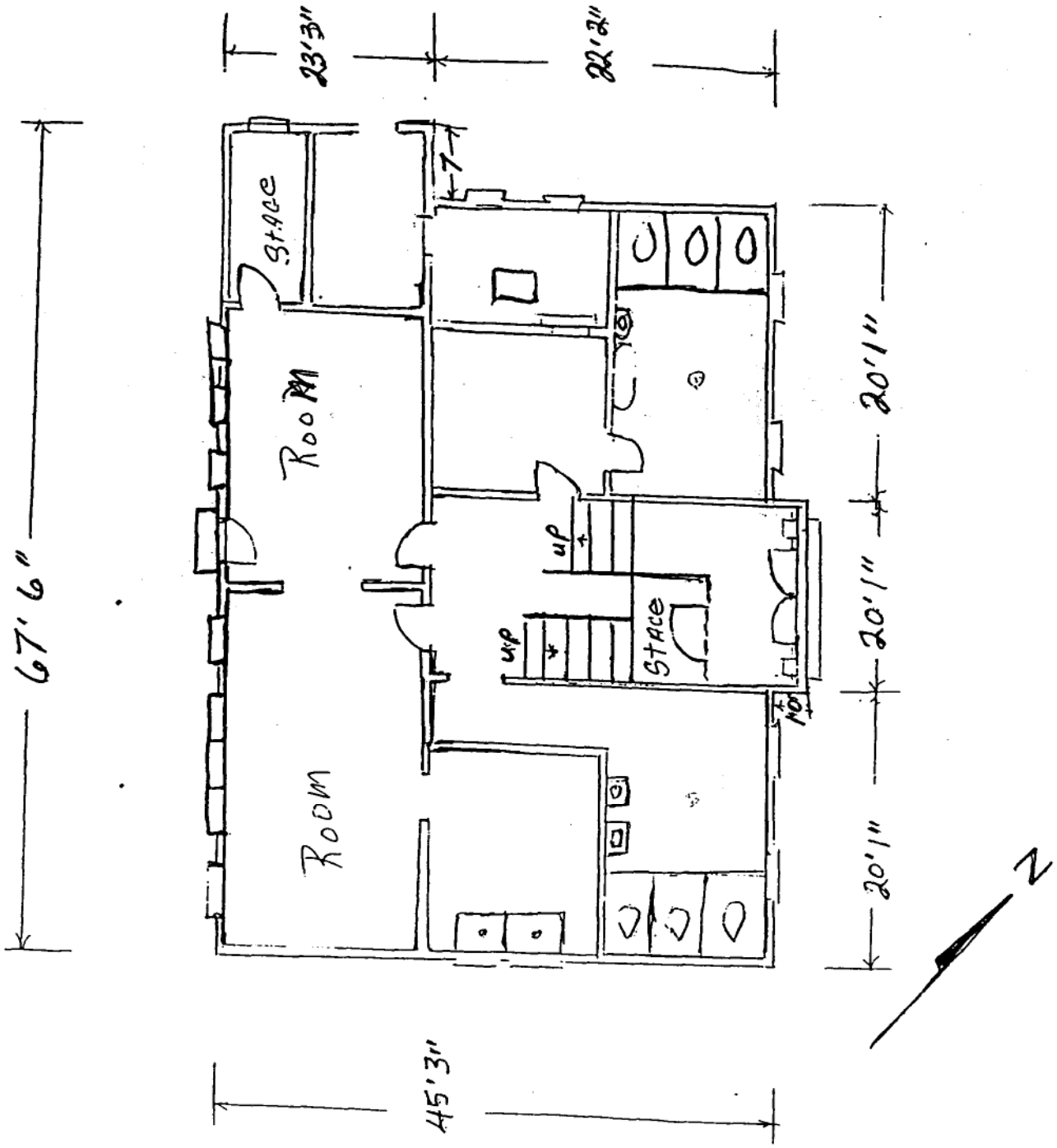
The classrooms are large open spaces and each has generous groups of double hung windows. All of the classrooms have retained their original woodwork, some chalkboards, and coat hooks in the closet spaces. There have been no significant alterations made anywhere in the school. The original front doors remain, as well as all the interior doors. The original school bell remains.

The stairs leading to the upper floor are concrete and in very good condition. The largest classroom was designed to be flexible, with accordion type doors to close off part of the room so that it could be used as two rooms if necessary. The accordion type doors also have chalkboards built in on both sides.

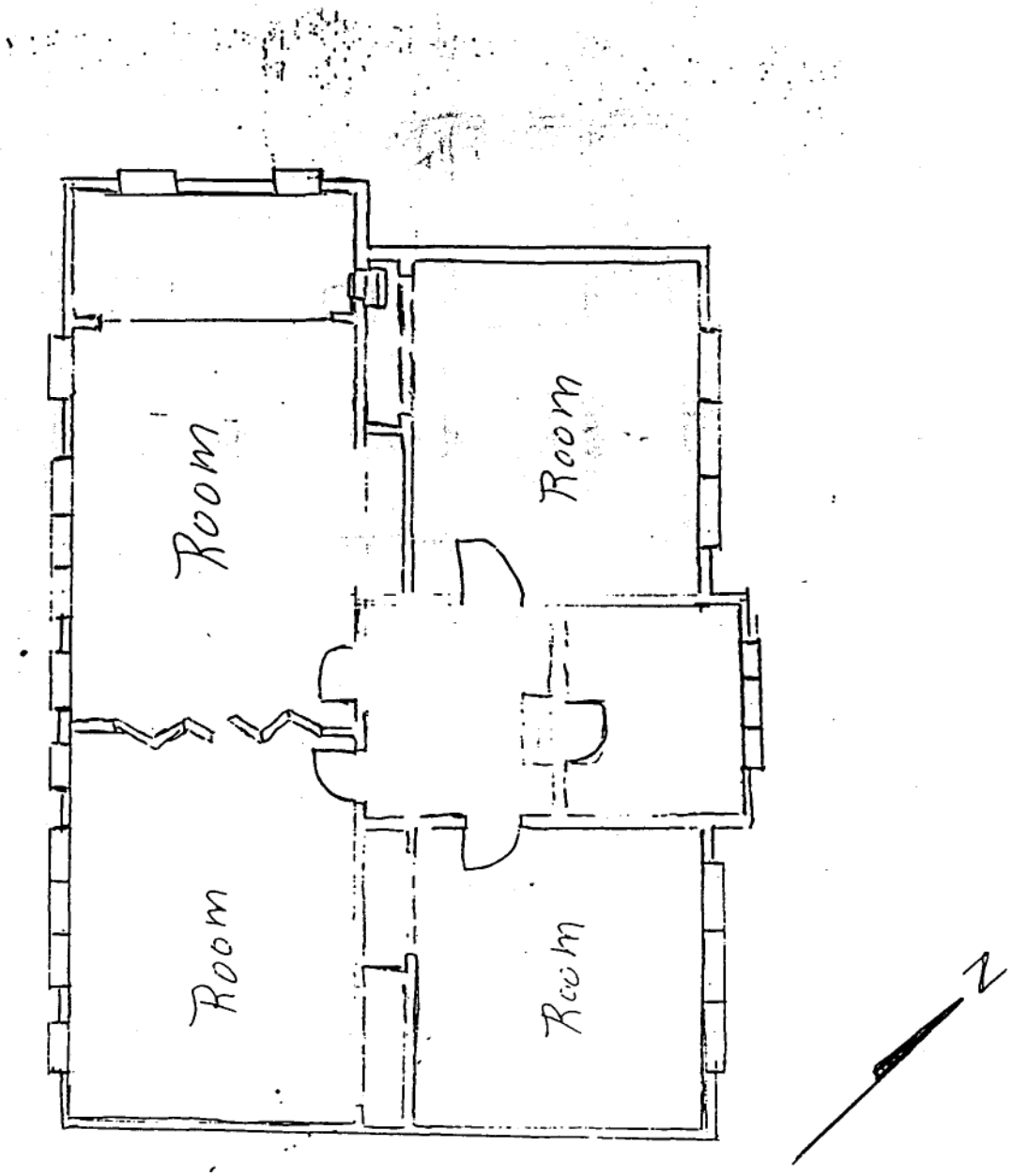
The Lincoln School operated as an exclusively African American public school from 1927 until 1955, when statewide integration of public schools was mandated. In the mid 1960s the school operated as Boys Club recreational facility for teenagers.[3]

[3] Vandalia Centennial Records 1974-1974, Vandalia Centennial Inc.

First Floor



Second Floor



SUMMARY: Lincoln School, 301 Lincoln Street, Vandalia, Audrain County, is significant under Criterion A in the areas of Ethnic Heritage--Black and Education. Constructed in 1927 to house African American students for basic education before desegregation, the school was built for and used to educate all of the Vandalia African American student during the period of significance, 1927 to 1955. At the time it was built, Lincoln School was one of three schools in Vandalia. In addition to its educational function, Lincoln School was also the focus of many African American social and religious activities which required a facility larger than either of the two African American churches. The brick and construction was provided by Walsh Company, a local brick refractory, and the land donated by the owners of a local pharmacy. The school stands as an example of the contributions made by local private sector establishments and individuals during the depression era. The building is essentially unchanged from its date of construction and exhibits a significant amount of its historic integrity with most apparent loss due to neglect. Although the period of significance extends past the arbitrary fifty year limit, the significance of the school was clearly established before that date, and its function and importance continued to the end of segregated educational facilities in the state, a discreet and logical end date.

NARRATIVE: Free public education for African Americans in Missouri began just after the Civil War when the constitution of 1865 set up provisions "to provide education for the Negro as it did for the other citizens of the State."[4] Although the legislature was willing to provide the education, many of the white citizens of the state were not willing to share their schools in order to do it. Over the next few decades, the law was amended several times to ensure that education of African Americans took place in separate facilities. The 1865 law said only that schools for African Americans must be established, and noted that separate schools "may" be maintained. In 1875, the wording was changed to say that African American schools "shall" be separate entities, and, in 1889, that separation was further defined to the point that it became a crime for the races to mix within a school.[5] The latter law stated that "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." From that time until the 1950's Missouri operated two separate school systems.

Although the state's African American schools were inferior to its white schools, they were generally better than those of many of its Southern neighbors. By the turn of the century the literacy levels for Missouri's African American population were well above the national average, and Missouri was among the highest ranked of the former slave states. In 1910, for example, 17.4% of Missouri's African Americans over the age of ten were illiterate, compared to a National average of 30.4%. By 1930 that figure had improved considerably. The Missouri average was down to 8.8%, compared to a National

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[4]From Sherman W. Savage, "Legal Provisions for Negro Schools in Missouri 1865 to 1890." Journal of Negro History, 16 (July, 1931) pg. 309

[5]Savage, pg. 319.

level of 16.3%.[6] The quality of Missouri's African American schools appeared to remain reasonably high into mid-century. A critical 1946 study of Missouri African American schools even admitted that "in terms of comparison with other states practicing segregation of Negroes and whites in their school systems Missouri would be found to be the most generous, the best provider."[7]

As early as 1884, the History of Audrain County, Missouri noted that "there is . . . a good colored school in operation in [Vandalia]," one of three African American schools noted in the county.[8] In 1920, according to the Vandalia Leader, the Walsh Company, a construction and brick-making firm, built sixty-five houses for their employees and agreed to furnish two houses for use as schools, one for white students in grades one and two and one for African American students; with the addition of twenty-five students in the Walsh Addition, the city's African American students totaled seventy-five.[9] Even though records have been lost or destroyed regarding the thought behind the design and construction of the Lincoln School only seven years later, it is an unusually large black school for the period. According to former Lincoln students, the Ellis brothers, Hab, Jess, Toot, and Will, who owned the local pharmacy, donated the land for the school to be built, so that the African American community need never have to worry about it being taken away or sold.[10] The bricks and construction were provided by the Walsh Company. In 1927, the one room building used for the African American school was abandoned, and the Lincoln School was built. During the teens and twenties, the school week began on Tuesday. This was for the purpose of keeping the children off the town streets on Saturday, when most farmers came into Vandalia to bring their produce and do their "trading."[11] The period of significance begins with he dedication of the school in 1927 and runs until the start of integration of public schools in Missouri. The school does represent the era of segregated education in Vandalia; there were three public schools in Vandalia, one for the African American children and two for white students. In addition to its use as an educational facility, the Lincoln School was also utilized for social and church activities too large to be held in either of the two black churches.

Originally, the school housed grades one through twelve; numbers of students attending the school were never very large. General classrooms were housed on the second floor of the building. Students

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[6]The Negro Yearbook, (Alabama: Tuskegee Institute Press, 1937) p. 163

[7]Robert Irving Brigham, "The Education of the Negro in Missouri," Ph.D. dissertation, University of Missouri, 1946, p. 260.

[8]History of Audrain County, Missouri (St. Louis: National Historical Company, 1884; reprint ed., Clinton, MO: The Printery, 1975), pp. 142 and 326.

[9]Vandalia Leader, August 13, 1920.

[10]The Ellis Brothers, Eunice Holman and Sherman Overton Jr., former students of Lincoln School.

[11]The Walsh Company, Vandalia Centennial Records 1874-1974, pg 18

in grades one through four sat in rows ranked by grade in the classroom in the southeast corner of the building; grades five through eight were placed in the southwest corner of the building; and grades nine through twelve held classes in the northeast corner room. The two classrooms on the first floor were reserved for mathematics, home economics, and other specialized subjects. By September 1936, the highest grade taught at the school was the eighth. High school students were bussed to Garfield High School in Mexico, Missouri.[12]

After attending one room schools most students were in awe of the huge class rooms and upper and lower levels, the tall sliding doors that closed to divide the big room or opened to reveal the auditorium and great stage. According to Forest Price, who attended the school from September 1936 to May 1943 and graduated valedictorian of the class of 1947 at Mexico's Garfield High School,

> The assembly room on the second floor where we assembled each morning took on a special importance when there was a play[,] musical, baccalaureate or graduation held. I recall the stage, which could be closed with heavy purple drapes when desired, grew smaller and smaller as I grew older and taller. . . . It was here that parents, grandparents, aunts and uncles, your minister and other friends came to see a student performance of any kind from first grade through graduation. There was usually a Halloween party for students and families as well as a Christmas play or celebration of some sort for presidential holidays, etc. Some activities involving food and drink were held in one of the larger rooms on the first floor of the building. This room was just off the kitchen, had a concrete floor which had been sealed and painted and thus could be easily cleaned. It also was near the boys and girls bathrooms which were located on the first floor.[13]

In 1937, the school year began the last week of August and ended in May. Classes started around eight o'clock in the morning and ended around three in the afternoon. The school provided a place for all activities among the black community. Along with the churches, it was a meeting place for social and business gatherings, and its programs, such as hosting the great "Wings Over Jordan" choir from Chicago, Illinois, boxing matches, plays and graduation ceremonies, brought the African American community together. The building was heated with a steam boiler; when it failed in the winter, a school holiday was declared.

Students who attended segregated schools were restricted to a curriculum which included only the most basic subjects; books were usually hand-me-downs and academic competition was limited. There were no competitive sports or extra curricular activities from 1938-1946. There were as many as four teachers in the beginning, but only two teachers most of the time the school was active; one teacher taught grades one through four; the other taught grades five through eight. When high school students attended the school, the principal taught grades nine through twelve. The grading system was E, S, M, I, and F.

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[12]Untitled typescript, Forest W. Price, July 1995, p. 1. Copy in the possession of William Givens, Vandalia.

[13]Price, p. 2.

Not only was the African American community proud of their school, but a feeling of camaraderie and kinship and inspiration was felt. The basic tools were provided to give students opportunity for the future and the tools to succeed in whatever they chose to do in life. Forest W. Price valued the education and experiences he received at Lincoln School:

> I cannot express the gratitude I feel for the education and social growth experiences Lincoln School, the instructional staff, and the community provided me. The high expectations of the staff and administration were clearly and consistently demonstrated and the caring expressions of older students and the community combined to motivate us to always strive to do our best academically.

In 1954, Vandalia's high school was integrated and fourteen African American students were enrolled; the primary motive in ending segregation in the higher grades was to save the more than $8,500 required to bus the African American high school students to Mexico. The elementary grades, which included an additional thirty students, were not integrated until the following year.

In 1994, the Concerned Citizenry to Save Lincoln School was organized in Vandalia. The organizational meetings was attended by former alumni of the school from Vandalia, Troy, Bowling Green, and St. Louis, in Missouri, as well as from Lawton Oklahoma, and Rockford and Springfield, Illinois. The group hopes to acquire the building and restore it as a museum and community center.

Major Bibliographic References

Brigham, Robert Irving. "The Education of the Negro in Missouri," Ph.D. dissertation, University of Missouri, 1946.

History of Audrain County, Missouri. St. Louis: National Historical Company, 1884; reprint ed., Clinton, MO: The Printery, 1975.

The Negro Yearbook. Alabama: Tuskegee Institute Press, 1937.

Price, Forest W. Untitled typescript. July 1995. Copy in the possession of Reverend William Givens, Vandalia.

Savage, Sherman W. "Legal Provisions for Negro Schools in Missouri 1865 to 1890." Journal of Negro History, 16 (July, 1931).

Vandalia Centennial Records 1874-1974, Vandalia Area Centennial, Inc.

Vandalia Public School Records. Van-Far School District, Office of the Superintendent.

Geographical Data

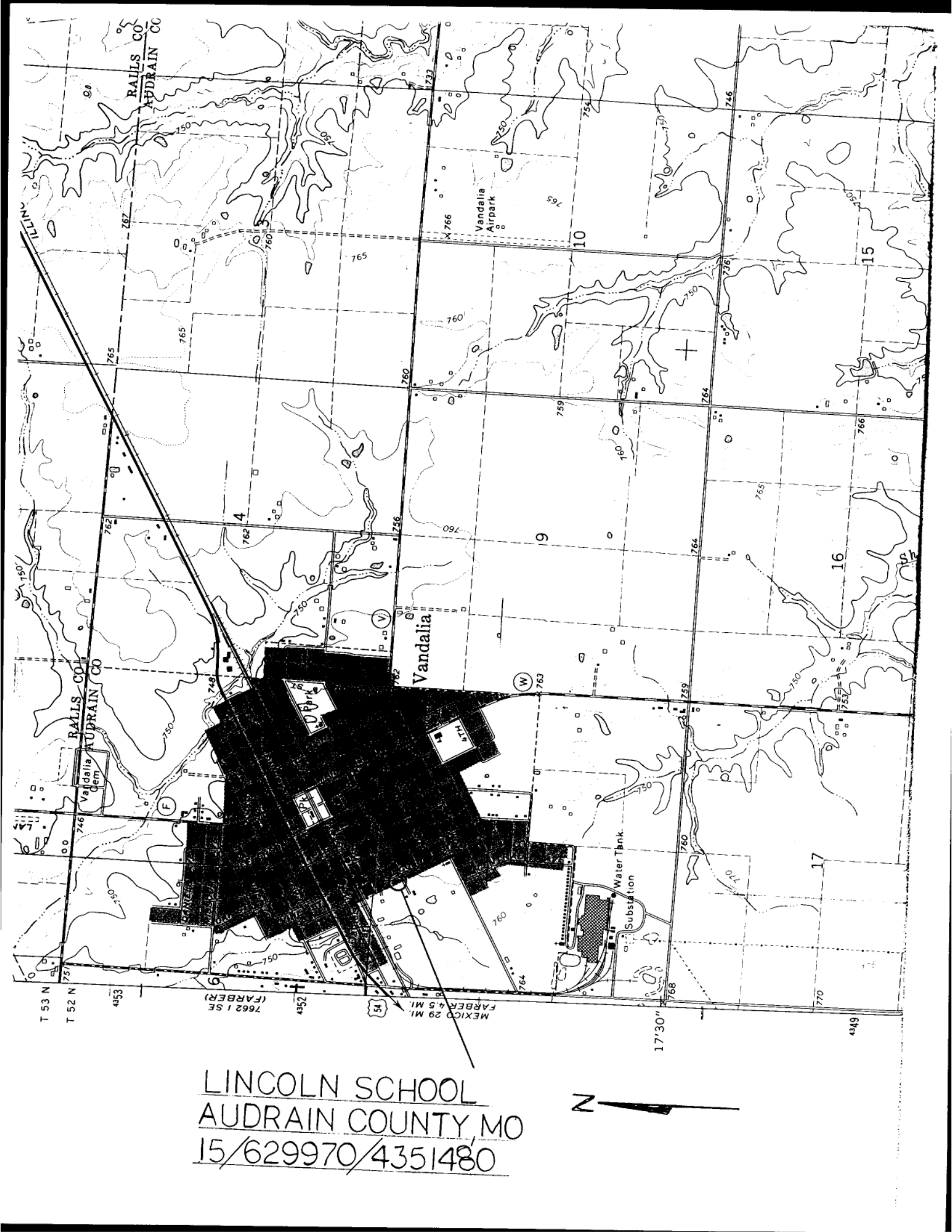
Verbal Boundary Description: Beginning at the northwest corner of the intersection of Olive and Lincoln streets, Vandalia, Audrain County, proceed north along the west right-of-way of Lincoln Street to the intersection of Lincoln and Park streets; then proceed west along the south right-of-way of Park Street to the intersection of South Cleveland and Park streets; then proceed south along the east right-of-way of South Cleveland Street to the intersection of Olive and South Cleveland streets; then proceed east along the north right-of-way of Olive Street to the point of beginning.

Boundary Justification: The boundary includes the entire city block, otherwise unplatted and undesignated, historically associated with the Lincoln School.

11. Form Prepared By

1. Joyce Holman
   Concerned Citizens to Save Lincoln School
   601 West Woodlawn
   Vandalia, MO 63382
   314/594-2026
   April 30, 1995
   Original draft nomination, items 1-11

2. Steven E. Mitchell
   National Register Coordinator
   Missouri Department of Natural Resources
   Division of State Parks
   Historic Preservation Program
   P.O. Box 176
   Jefferson City, MO 65102
   314/751-7800
   October 25, 1995
   Revisions and editor, items 7 and 8


RALLS CO
AUDRAIN CO
Vandalia Airpark
Vandalia
Vandalia Cem
Water Tank
Substation
MEXICO 29 MI.
FARBER 4.5 MI.
7662 1 SE (FARBER)
T 53 N
T 52 N
17'30"
LINCOLN SCHOOL
AUDRAIN COUNTY MO
15/629970/4351480

CARPET
USED TRUCKS

CARPET
USED TRUCKS

CONOCO

Greetings From Vandalia, Mo. "A Good Place