NPS Form 10-900 OMB No. 1024-0018

United States Department of the Interior
National Park Service

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 High School

Other names/site number Lincoln Academy of Accelerated Study; Lincoln College Preparatory Academy

Name of related Multiple Property Listing Historic Resources of the Kansas City Missouri School District Pre-1970

2. Location

Street & number 2111 Woodland Avenue | N/A | not for publication

City or town Kansas City | N/A | vicinity

State Missouri Code MO County Jackson Code 095 Zip code 64108

3. State/Federal Agency Certification

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

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

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

___ national ___ statewide _X_ local

Applicable National Register Criteria: _X_ A ___ B _X_ C ___ D

Mark A Miles Nov 14, 2013

Signature of certifying official/Title Mark A Miles, 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:) _____

Signature of the Keeper Date of Action

5. Classification

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

	private
X	public - Local
	public - State
	public - Federal

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

X	building(s)
	district
	site
	structure
	object

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

Contributing	Noncontributing	
1	0	buildings
		sites
		structures
		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.)

EDUCATION/School

Current Functions
(Enter categories from instructions.)

EDUCATION/School

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19th & EARLY 20th CENTURY REVIVALS – Late Gothic Revival

MODERN MOVEMENT

Materials
(Enter categories from instructions.)

foundation: CONCRETE

walls: BRICK

roof: ASPHALT

other: TERRA COTTA

X **NARRATIVE DESCRIPTION ON CONTINUTATION PAGES**

8. Statement of Significance

Applicable National Register Criteria

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

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

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

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

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

Criteria Considerations

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

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.

Areas of Significance

ARCHITECTURE
EDUCATION
ETHNIC HERITAGE- Black

Period of Significance

1935-1966

Significant Dates

1935, 1954
1966

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Smith, Charles A. (Architect) - 1935
Hewitt & Royer (Architect) - 1966

[X] **STATEMENT OF SIGNIFICANCE ON CONTINUTATION 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:

_X_ State Historic Preservation Office
_X_ Other State agency
____ Federal agency
_X_ Local government
____ University
_X_ Other

Name of repository: **Missouri Valley Room- Kansas City Public Library**

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 9.2 acres

Latitude/Longitude Coordinates
Datum if other than WGS84: N/A
(enter coordinates to 6 decimal places)

	Latitude:	Longitude:		Latitude:	Longitude:
1	39.087127	-94.560049	3		
2			4		

UTM References
(Place additional UTM references on a continuation sheet.)
_____ NAD 1927 or _____ NAD 1983

	Zone	Easting	Northing		Zone	Easting	Northing
1				3			
2				4			

Verbal Boundary Description (On continuation sheet)

Boundary Justification (On continuation sheet)

11. Form Prepared By

name/title Elizabeth Rosin (Principal), Rachel Nugent (Associate), Lauren Rieke (Associate)

organization Rosin Preservation, LLC date October 2013

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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.).
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 image 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 High School**

City or Vicinity: **Kansas City**

County: **Jackson** State: **Missouri**

Photographer: **Brad Finch, f-stop photography**

Date Photographed: **Spring 2013 (except images 10 & 11 – photographed October 2013)**

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

1 of 15: Front, west elevation, original build. View east.
2 of 15: North elevation. View south.
3 of 15: Rear, east elevation. View west.
4 of 15: 1966 additions on south elevation. View north.
5 of 15: Front, west elevation, original build and 1966 additions. View east.
6 of 15: Main entrance on front elevation. View east.
7 of 15: Entry vestibule at main entrance. View west.
8 of 15: Typical corridor, second floor. View northeast.
9 of 15: Historic newel post and railing on west stair. View northeast.
10 of 15: Auditorium. View east.
11 of 15: Auditorium. View west.
12 of 15: Gymnasium. View southeast.
13 of 15: Cafeteria. View northwest.
14 of 15: Typical classroom. View southwest.
15 of 15: Classroom in 1966 addition. View south.

Figure Log:

Include figures on continuation pages at the end of the nomination.
Figure 1: Contextual map, ArcGIS 2013
Figure 2: Site plan, ArcGIS 2013
Figure 3: Photo map A, Exterior and First Floor.
Figure 4: Photo map B, Second Floor.
Figure 5: Photo map C, Third Floor.
Figure 6: Photo map D, Fourth Floor.
Figure 7: Lincoln High School c.1936. KC Public Schools Archives
Figure 8: Historic Plans, 1935, First Floor, KC Public Schools Archives
Figure 9: Historic Plans, 1935, Second Floor, KC Public Schools Archives
Figure 10: Historic Plans, 1935, Thrid Floor, KC Public Schools Archives
Figure 11: Historic Plans, 1935, Fourth Floor, KC Public Schools Archives
Figure 12: Historic Plans, 1935, North and West (front) Elevations, KC Public Schools Archives
Figure 13: Historic Plans, 1935, Site Plan, KC Public Schools Archives
Figure 14: Historic Plans, 1966, First Floor, KC Public Schools Archives
Figure 15: Historic Plans, 1966, Third Floor, KC Public Schools Archives
Figure 16: Historic Plans, 1966, South Elevation, KC Public Schools Archives
Figure 17: Historic Photograph, Lincoln School and Lincoln High School, 11th and Campbell streets, c. 1890. Missouri Valley Special Collections, Kansas City Public Library.

SUMMARY

Lincoln High School at 2111 Woodland Avenue, Kansas City, Jackson County, Missouri, sits high atop one of the tallest hills on the east side of downtown Kansas City. The expansive primary façade of the red brick high school faces west toward Woodland Avenue, with an unobstructed view of the central business district, lying a little over a mile to the northwest. The three-story building was constructed in two phases. The main U-shaped block was completed in 1935. The hexagonal wings attached to the south end of the original block were added in 1966. These two distinct construction phases express two very different styles of architecture. The 1935 block is the Late Gothic Revival in style, although the abstract and low-relief ornament reflects the influence of the Art Deco aesthetic. Features of this style include the asymmetrical façade organization, towers and parapet crenulations, and buttresses. The 1966 addition has the geometric form, lack of windows, and simple façade detailing that illustrate the Modern Movement, particularly as it was applied to educational architecture in Kansas City. Both the 1935 block and the 1966 wing have concrete frames and double-loaded corridors. The building retains excellent integrity of the features that characterize it as an educational facility.

ELABORATION

SETTING

Lincoln High School stands on the west half of a large lot that occupies the majority of the block between Woodland Avenue on the west and Euclid Avenue on the east. A narrow strip of private lots containing small single family residences runs between the south end of the school property and East 22nd Street. A steep wooded slope at the north end of the property leads down to the tracks of the Kansas City Southern Railroad.

The surrounding area contains a mix of property types, with industrial facilities across the tracks to the north, the currently vacant Lincoln Middle School to the south, and a suburban-style single-family development to the east, all amidst an abundance of vacant land. The density of the residential neighborhood increases to the south and east. The school is two blocks south and east of the 18th & Vine area, the historic commercial and cultural heart of the African American community.

A stone retaining wall with concrete stairs and metal railings anchors the front of the lot along Woodland Avenue. The grade slopes down to the south along Woodland and from the school to the street. A steep drive separates the school from a surface parking lot that lies to the north. An oval concrete track surrounding a football field fills the rear of the property. Mature trees dot the front lawn of the school.

1935 BLOCK

Exterior

The original Lincoln High School is a three-story red tapestry brick institutional building with terra-cotta trim executed in the Late Gothic Revival style and influenced by the Art Deco movement *(Photo 1)*. The irregular U-shaped building is oriented to the west facing Woodland Avenue. A raised water table of quarry-cut limestone supports the building, while a flat roof caps it. Three irregular blocks organize the front façade. The center block stands taller at four stories and contains the main entrance and central stair tower. The three-story north block projects slightly forward from the front façade plane. The majority of the south block aligns with the center block, but the south bay projects forward. An addition of two hexagonal towers with connecting hyphen and central stair tower attaches at the south end of the 1935 building *(Photo 5)*. The fenestration is similar throughout the building. Single or paired openings with terra-cotta sills punch through the facades on all levels. Single and paired double-hung aluminum replacement windows with one-over-one sashes now fill the openings. Specialized interior spaces such as the gymnasium, auditorium, and library have larger windows with two-by-four panes.

The building's subtle buttresses between each bay, crenellated parapet, and tall narrow window openings are typical of the Late Gothic Revival style. Located on all facades, the subtle buttresses accent the vertical emphasis of the building and create distinctive bays within each block. Terra-cotta blocks cap each buttress. Crenellation adds interest and Gothic detailing to the raised parapet. Tall, narrow windows illuminate the central stair tower and first story of the north block. The terra-cotta belt courses, reliefs, and finials, including the decorative crown on the tower, all reinforce the Late Gothic Revival style, but the low and subtle execution of these details showcases the Art Deco influences. The terra-cotta belt courses ring the building above the second and third story windows. A third belt course runs along the top of the fourth story windows in the center block. A limestone water table caps the foundation around the building.

The five-bay wide center block contains the main entrance and stair tower *(Photo 6)*. The center block is a story taller than the rest of the building. The five-story, octagonal stair tower comprises the northernmost bay and extends above the four story center block. Tall, narrow windows punch through each story of the tower. Volutes and fluting decorate its terra-cotta crown. The one-story main entrance projects from the second bay. Terra-cotta surrounds the entrance and the same red tapestry brick faces the exposed south wall. "LINCOLN HIGH SCHOOL" is inscribed in the terra-cotta above the entrance. Concrete stairs with metal pipe railings lead to the entrance. Two sets of paired doors access the building. The non-historic

metal slab doors have upper glazed panels with simulated divided lights. Above each door is a six-light metal transom set in a metal frame. In the bay above the main entrance, terra-cotta panels fill the spandrels between tripartite window openings. The surrounding terra-cotta is adorned with low relief detailing, curvilinear designs, and fluting. The bay is capped with a parapet that has tripartite terra-cotta ornament with volutes and chevrons flanked on each side by multi-color brick work. The three remaining bays south of the entrance contain paired windows divided by brick pilasters that rise from the first floor to the fourth floor.

The north block is the shortest portion of the building. It consists of nine bays, the most northern and southern of which project slightly forward. Tall, narrow windows punctuate the first and second floors of these end bays, while belt courses adorn the third story. Angled end walls and a parapet that rises slightly higher than the rest of the block give these bays a tower-like appearance that mimics the central stair tower. Subtle buttresses between the bays continue as finials that rise through the battlemented parapet. A secondary, recessed entrance occupies the three central bays of the block. Concrete stairs with metal railings lead to the entrance. It features a terra-cotta surround with low relief details, finials, and reeding. “AUDITORIUM” is inscribed in the terra-cotta above the entrance. Paired metal entry doors with glazed upper panels and transoms mimic those of the main entrance. A terra cotta cartouche and fluting adorns the parapet in the center of this block.

The south block is seven bays wide. The southernmost bay projects forward. A secondary entrance is located in the projecting bay. It is less ornate than the other entrances and features brick piers connected by a terra-cotta panel above the doors. The doors have been covered with plywood panels. Fenestration is absent on the second floor of this bay and three single openings pierce the third floor. Terra-cotta ornament flanked on each side by multi-color brick work, similar to that of the center block, caps the bay.

The north elevation features eleven bays with sparse, irregular fenestration *(Photo 2)*. The fourth and fifth bays from the east project slightly from the façade. A secondary entrance with paired metal doors projects slightly from the fourth bay. The non-historic metal slab doors have glazed upper panels with simulated divided lights. Above the entrance, the projecting bay contains two single one-over-one non-historic windows with stone surrounds. A stepped parapet caps the bay above the two windows. Louvered vents with an ornate limestone cap fill the upper portion of the fifth bay. Recessed brick panels capped with broken corbelling fill the seventh through tenth bays. Brick pilasters rise between the bays from the first floor to the parapet. Terra cotta blocks adorn the pilasters below the third floor line. The terra cotta beltcourse above the third floor continues around this elevation. Three additional secondary entrances on this elevation with metal slab doors access the instrumental music rooms and the auditorium.

The east elevation features irregular massing and minimal terra-cotta details similar to the north elevation *(Photo 3)*. The first and third blocks on this elevation project eastward, creating the U-shaped plan. An enclosed metal walkway on the fourth floor connects the southeast corner of the 1935 cafeteria, the only space on the fourth floor, to the 1966 addition at the south end of the original school building. A tall chimney with terra-cotta detailing and banding rises through the parapet of the east elevation. There are several secondary entrances on this façade.

Interior

The main entrance in Block 1 of the front (east) facade opens to a small vestibule with glazed brick walls. Radiator alcoves are recessed in the base of each vestibule wall. The pattern of the glazed brick echoes the form of the exterior buttresses. The interior vestibule wall has two sets of historic paired wood doors with six large divided lights and transoms *(Photo 7)*. Passing through these doors leads from the vestibule into the main foyer. A shallow arcade ornamented with a plaster geometric frieze separates the main foyer from a short corridor that leads through paired wood slab doors to the Auditorium foyer. The main foyer also connects to the northwest corner of the primary north-south corridor.

Beyond the foyer, double-loaded corridors follow the U-shaped footprint of the building on all floors *(Photo 8)*. The primary corridor is 16 feet wide and runs north-south. Two short corridors extend eastward from its north and south ends. Another short corridor extends north from the east end of the north corridor on the first floor, leading to the entrance on the north elevation. *(Figure 8).*

The corridors have terrazzo floors with integrated terrazzo bases, plaster walls with a high wood chair rail, and non-historic dropped ceiling grids with lay-in acoustical tiles. The historic plaster ceiling is extant above the dropped ceilings. Metal lockers are built into recesses lining the corridors on the upper floors. On the first floor, four-part display wood cases line the walls. The woodwork has a fluted detail above and below the display doors. Vertical elements between each case echo the shape of the brick buttresses on the exterior of the building.

Three stairwells located at the east and west ends of the north corridor access all four floors *(Photo 8)*. Secondary stairwells access selected floors in various areas around the building. The stairwells have terrazzo floors and stairs with integral bases, plaster walls with wood chair rails, and plaster ceilings. Decorative newel posts have stepped tops, fluted shafts, and panels with stylized vegetation *(Photo 9)*.

Classrooms, offices, and bathrooms line the wide corridors. They are accessible through recessed entries. The classrooms vary in size depending on their use *(Photo 14)*. Science laboratories and vocational shops occupy historically larger rooms or spaces where two small classrooms were combined. The classrooms dedicated to non-scientific courses are smaller, rectangular or nearly square rooms. Classrooms have VCT flooring, vinyl base, plaster walls, and non-historic dropped ceilings with lay-in acoustical tiles. The window openings retain historic marble sills set atop the wood chair rail.

The auditorium occupies the west half of the north wing *(Photos 10, 11)*. A foyer with its own exterior entrance runs along the west end of the wing. The foyer has terrazzo floors with an integrated base, plaster walls and ceilings, and a wood chair rail. A simple plaster frieze caps the walls. The wall below the chair rail is scored and textured to look like stone. Four non-historic pairs of wood slab doors open from the foyer into the rear of the auditorium. The carpeted floor slopes down towards the stage. The raised wood stage and simple plaster proscenium fill the east end of the space opposite a deep balcony at the west end. Painted metal posts support the balcony. Classically-inspired plaster ornament executed in low relief forms the frieze on the north and south walls. The auditorium was refurbished over the summer of 2013. Finishes were refreshed and the non-historic seats were replaced.

The east half of the north wing contains the former natatorium and locker rooms on the first floor. A new supported floor was constructed within the pool to create a level surface that now serves as a weight room. The room retains historic ceramic tile walls and short balconies. Two music rooms occupy the rest of the first floor. Above the music rooms, the second floor contains the gymnasium *(Photo 12)*. The long, rectangular gymnasium has a wood floor, glazed brick and plaster walls, and high ceilings covered with acoustical tile. Non-historic retractable bleachers line the walls.

The cafeteria and kitchen occupy the entire fourth floor *(Photo 13)*. These rooms have terrazzo floors, plaster walls, and dropped ceilings with acoustical tiles.

The library occupies the wing at the southeast corner of the 1935 building. This space was modified during a previous renovation and has carpeted floor, plaster walls, and dropped ceilings with acoustical tiles.

The basement contains the boiler room and mechanical spaces at the northeast corner.

1966 BLOCK

Exterior

A four-story brick addition with a concrete foundation and flat roof attaches to the center of the south wall of the 1935 building *(Photo 4)*. The addition is composed of two hexagonal blocks and a center corridor that connects to the center two bays on the south elevation of the 1935 building. Brick-clad hyphens or enclosed walkways connect each hexagonal block to the center corridor at each story *(Figure 16)*. A cast stone beltcourse runs along the bottom of each hyphen and there is an open space between each story. A cast stone beltcourse encircles the building above the first story and at the roofline. Additional cast stone blocks accent the recessed corners of the towers.

The hexagonal blocks have minimal fenestration, with only small openings for windows and vents punching through the V-shaped recesses at the corners of the hexagon. The windows are narrow, fixed, single or two-light panels with metal frames that pierce the wall near the ceiling at each floor. Two-thirds of the west hexagonal block sits on stilts creating a covered patio in four of its six sections at the first story *(Figures 14, 16)*. Paired metal slab doors access the patio space. The south elevation of the center corridor contains an entrance to the first story. It has non-historic paired metal doors with glazed upper panels set within a historic metal frame with sidelights and transoms beneath a shallow cast stone canopy.

Interior

The 1966 block connects to the south end of the 1935 block in a very sensitive manner, utilizing an existing corridor on the first floor, a former supply room on the second floor, and new corridors on the third and fourth floors *(Figures 14, 15)*. The strategic location of this connection point minimized alterations within the 1935 block. Only one window bay on each floor was widened to connect the hallway of the addition to the existing building. These new hallways connect to the east-west legs of the T-shaped corridors that access each hexagonal block. Each block has its own concrete stairwell with concrete block walls. The corridors have VCT flooring, painted concrete block walls, and dropped ceilings with acoustical tiles. The T-shaped corridors terminate in hexagonal spaces at the center of each hexagonal block. Metal slab doors access the classrooms radiating off the core.

The classrooms are not uniform in size or configuration *(Photo 15)*. Some classrooms occupy more than one section of the hexagon while others occupy less. Narrow openings pierce the top of the wall in these locations. Classrooms have VCT flooring, concrete block walls, and dropped ceilings with acoustical tiles. The first floor of the west hexagon contains only two interior

sections. Four sections of the hexagon, sheltered by the floor slab above, comprise an "outdoor classroom," interrupted only by the grid of concrete piers *(Figure 14)*.

INTEGRITY

Lincoln High School retains all aspects of historic integrity and has experienced few alterations since the periods of significance. It retains its original location and setting adjacent to the historic African American cultural and commercial center at 18th and Vine street and atop a hill with views toward the central business district. Although the density of the surrounding residential neighborhood has been diminished over the years, the school remains in close proximity to single- and multi-family residences and its traditional feeder school, the 1954 Lincoln Junior High School. The design, materials, and workmanship, exemplary of high school buildings designed by Kansas City School District architect Charles Smith, are extant. Late Gothic Revival battlements, buttresses, and window openings are enhanced by the smoother lines and ornamentation of the Art Deco style, which was popular at the time of construction. The auditorium, gymnasium, and original classroom spaces are intact, as are the wide corridors and stairwells. Although the original windows have been replaced, the historic fenestration patterns and openings are unaltered. Contrasting with the traditional form and design of the 1935 school, the 1966 block retains the clean lines and sparse fenestration characteristic of the Modern Movement. Hewitt & Royer's addition also retains integrity of design, materials, and workmanship. It is a rare example of Experimental Design applied to a secondary school in the Kansas City district. Lincoln High School strongly retains feelings about and associations with the Progressive and Modern Era philosophies of school design and trends in architectural styles that were popular at the time of construction.

SUMMARY

Lincoln High School (Lincoln) is locally significant under Criterion C for the area of ARCHITECTURE and under Criterion A for the areas of EDUCATION and ETHNIC HERITAGE/Black as the only high school for African American students in Kansas City during the era of segregation. The 1935 and 1966 construction episodes illustrate two different property types identified in the Multiple Property Documentation Form "Historic Resources of the Kansas City Missouri School District Pre-1970" (MPDF). The earliest section of the school, built in 1935, is an excellent example of an Early Twentieth Century/Progressive Era School, specifically the High School sub-type. The 1966 addition at the south end of the building illustrates the Modern Movement design aesthetic and plan of the Experimental School sub-type of the Modern Era School property type, and is eligible under Criterion C for ARCHITECTURE. The building retains excellent integrity of the features and finishes that characterize both property types. Lincoln incorporates many of the educational philosophies promoted by the Kansas City School District (District). Notable Progressive Era design elements emphasize safety and curriculum diversity through fireproof construction, wide corridors and stairwells, and the designation of rooms for specific courses of study; Modern Era design elements emphasize a freer approach to classroom instruction by incorporating non-traditional room shapes and minimizing outside distraction by reducing the number and size of windows. The restrained interior and exterior ornament reflects the austerity inherent in the design aesthetic at the time of construction, both at the height of the Great Depression and during the Modern Movement era. The 1966 Lincoln High School addition is the only example of Modern Era Experimental School design applied to a secondary school building in the District. It meets the registration requirements for the Modern Era School, Experimental School sub-type defined in the MPDF, and is therefore eligible under Criterion C for the area of Architecture.

Lincoln played a central role in shaping Kansas City's African American community. As the only high school facility in Kansas City open to African American students, it continuously promoted the importance of education. Because it was the only secondary school available to them, many of Kansas City's most prominent American African citizens attended Lincoln along with others who participated in the cultural movements of the city though their names remain unknown. While the student population is no longer restricted by race, the building continues to function as a secondary school, offering a college-preparatory curriculum for sixth through twelfth graders.

The period of significance for Lincoln High School under Criterion C is 1935, the date of construction for the original building, and 1966, the date of construction for the Hewitt & Royer addition, the last contributing alteration to the property. Under Criterion A for both Social History and Education, the period of significance also begins in 1935 and continues beyond the recommended fifty-year closing date to 1984. Activities begun historically continue to have significance up to this date. The 1977 Western District of Missouri court case of *Missouri v.*

Jenkins brought by the Kansas City Missouri School District against the State of Missouri ended in 1984 with the judgment that the District was, in fact, still operating a segregated school system and ordered remedies that altered the racial composition and educational programs of all of its schools, including Lincoln High School.

ELABORATION

ARCHITECTURE

The 1935 block of Lincoln High School satisfies the registration requirements for an Early Twentieth Century/ Progressive Era School as described in the MPDF. It is the last school designed by notable Kansas City architect Charles Smith after a forty-seven year tenure with the Kansas City School District (District).[1] The exterior retains its historic form, massing and materials as well as fenestration patterns. The basic interior configuration and athletic areas are extant. Following the design trend for Kansas City high schools of the period it features amenities intended to promote the academic and cultural aspects of education, including the arts, manual training courses, and physical education. In addition to two gymnasiums, a library, a two-story auditorium, and a natatorium, it was designed with specific classrooms such as a foods room, clothing room, and multiple science laboratories. The property also featured a track, athletic field, and asphalt play yard.

Lincoln exhibits multiple features characteristic of Progressive Era concerns about student health and safety. The fireproof concrete structure and masonry cladding, along with wide corridors and stairwells made for easier egress, addressing the issue of fire safety. A mechanical ventilation system, enhanced by operable transoms over interior doors and large window openings, ensured fresh air throughout the building. Additionally, multiple pairs of large windows allowed abundant natural light into each classroom.

Smith designed Lincoln High School in the Late Gothic Revival style, augmenting the traditional architectural vocabulary with the smoother and more refined elements of the then popular Art Deco style. The use of the Late Gothic Revival style for Lincoln evoked associations with prominent educational institutions across the country, while the application of Art Deco ornamentation heralded the modernity of the new building. Befitting the utilitarian function of the building and the reserved nature of 1930s New Deal projects, the architects presented restrained expressions of both styles.

In keeping with Smith's approach to design, the exterior style of the school was less important than the educational philosophies and programmatic elements the building embodied.[2] Smith developed basic criteria for each type of educational resource, elementary, junior high, and high

[1] Elizabeth Rosin and Rachel Nugent, National Register of Historic Places Multiple Property Documentation Form, "Historic Resources of the Kansas City Missouri School District Pre-1970," Kansas City, Missouri, 2012, E-35.
[2] Rosin, E-35.

school, and designed each facility to meet those criteria. The sheer number of elementary schools Kansas City needed in the early twentieth century necessitated the reuse of basic plans and building forms, which were differentiated only by applied ornament. The need for fewer but larger schools at the high school level granted Smith more freedom in their design. These schools, however, still had to meet the programmatic requirements for the District as well as Smith's design aesthetic.

Like the other six high schools erected during the Progressive Era, the grand and imposing design of Lincoln High School distinguished it from its elementary feeder schools. The plan reinforced the values and quality of education that the school and District promoted. As was typical of District high schools, the main entrance, lobby, and auditorium display the most ornament. At Lincoln this includes simple plasterwork friezes, Art Deco inspired newel posts, and an elaborate ticket counter at the auditorium. The elements contrast with the typical palette of finishes in the corridors, classrooms, and administrative areas. The seamless blending of Late Gothic Revival and Art Deco elements underscores not only Smith's design talents but his grasp of current architectural trends even at the end of his long career.

As many early-twentieth century schools experienced, after several decades enrollment exceeded building capacity and expansion was necessary. After the Supreme Court ruled in 1954 that segregation in education was illegal, District schools slowly began opening to African American students. At the same time, this was a period of rapid population growth, as the post-World War II baby boomers reached school age. Between 1956 and 1964 the student population at Lincoln High School grew nearly thirty percent, a rate similar to other District schools, such as Central High School and Northeast High School.[3] As was the practice after Charles Smith's retirement, the District contracted with the local architecture firm Hewitt & Royer to design an addition to Lincoln.[4]

Hewitt & Royer's 1966 addition reflects the District's interest in experimental school designs during this period. Of particular note are the hexagonal (or non-rectangular) classroom plan, which was thought to provide flexibility and freedom to classroom organization and instruction, and the minimal classroom fenestration, to help students better focus their attention inward.[5] These key design elements were echoed in other District schools built between 1963 and 1968.[6] Hewitt & Royer clad the oddly shaped block in red brick and ornamented it with concrete

[3] The School District, Kansas City, Missouri, Office of the Superintendent. "Report on the progress of desegregation in the Kansas City Public Schools, 1955-1970." no page. Missouri Valley Special Collections, Kansas City Public Library, Kansas City, Missouri. The current Central High School replaced the 1916 building at 3221 Indiana Avenue in 1991. Northeast High School at 415 Van Brunt Boulevard (1913-14) is extant.
[4] Rosin, E-36.
[5] Rosin, E-26, F-53.
[6] Richardson Elementary School at 3515 Park Avenue (1963), Chester Arthur Franklin Elementary School at 3400 Highland Avenue (1967) and the Martin Luther King Jr. Elementary School at 4201 Indiana Avenue(1968) are the District's other Experimental plan schools.

in reference to the primary materials of the 1935 building. The placement and physical relationship of the addition to the older structure is sensitive and compatible in that it required minimal alteration to the south façade and retained a maximum amount of historic fabric. In 1968, the Kansas City, Missouri Municipal Arts Commission bestowed an urban design award upon the Lincoln High School Addition, recognizing it as a compatible design to an existing building.[7]

The 1966 Lincoln High School addition is the only example of Modern Era Experimental School design applied to a secondary school building in the District. As such, it should be evaluated using the same parameters as those described in the MPDF to assess examples of this property sub-type. Compared against these factors, the addition retains its form, massing, and roof shape; its exterior materials and fenestration patterns; and its unique configuration of classrooms, corridors, and stairwells. It was the first Experimental design executed in the District that incorporated hexagonal classroom layouts and minimal fenestration. The 1966 Lincoln High School addition meets the registration requirements for the Modern Era School, Experimental School sub-type defined in the MPDF, and is therefore eligible under Criterion C for the area of Architecture.

ARCHITECTS

Charles A. Smith

Charles Ashley Smith was born in Ohio in March 1866 but moved with his family to Iowa in 1874. Smith began his architectural career as a draftsman in the firm Bell & Hackney in 1882.[8] When Hackney moved to Kansas City and began working for the Kansas City Board of Education, Smith moved with him, gaining experience designing school buildings. Smith was appointed Hackney's replacement as architect for the Board of Education in 1899. Smith retired from this appointment in 1936, having designed over 60 new school buildings and additions.[9] His designs elementary, middle, and high school buildings featured a wide variety of exterior cladding materials, floor plans, and popular architectural styles. Smith often employed Classical Revival or classically-inspired styles, especially for larger buildings such as junior high and high schools. His final design was Lincoln High School.

During his tenure as architect for the Board of Education, Smith was also a principal in the prominent local firm Smith, Rea & Lovitt from 1910 to 1921. In addition to numerous commercial

[7] Kansas City Landmarks Commission, *Kansas City Arts Commission Award Photographs, Landmarks Commission,* Finding Aid, Missouri Valley Special Collections, Kansas City Public Library, http://localhistory.kclibrary.org/cgi-bin/showfile.exe?CISOROOT=/Local&CISOPTR=36858&filename=36953.pdf (accessed September 4, 2013).
[8] Carrie Westlake Whitney, "Charles A. Smith," *Kansas City Missouri: Its History and Its People. 1800-1909*, Vol. II (Chicago: The S. J. Clarke Publishing Co., 1908) 643.
[9] See Appendix A for the list of Kansas City schools. Forty-eight of the new schools designed by Smith are extant.

buildings and private residences, this firm designed the YMCA Building at 1822-28 Paseo.[10] Throughout his career, Charles A. Smith designed many notable civic, commercial, religious, and residential buildings in Kansas City. Smith died in 1948.

Hewitt & Royer

John Marvin Hewitt was born in Baltimore, Maryland on August 29, 1910.[11] After pursuing engineering and architecture courses through the International Correspondence School, Hewitt commanded several engineer battalions during World War II, earning the rank of Colonel in 1941. Hewitt continued his command as a reserve during the Korean War. Shortly after World War II, Hewitt started his own firm in Kansas City. Hewitt teamed with Robert Woodrow Royer to form Hewitt & Royer in 1950.[12] Royer was born in St. Joseph, Missouri on October 9, 1916. He attended St. Joseph Junior College and later earned a Bachelor of Science in Architecture from the University of Kansas in 1943. After working several years for several different firms, Royer joined Hewitt in Kansas City. Hewitt & Royer Architects-Engineers specialized in hospitals and medical centers, designing over 160 such buildings in eighteen states from the East Coast to the Midwest.[13] Hewitt & Royer designed the Martin Luther King Jr., Memorial Hospital at 2525 Euclid Avenue in Kansas City. The hospital designated for African Americans opened in 1972 but closed in 1983.[14] During his career, Hewitt also served as president of the Kansas City chapter of the American Institute of Architects. He retired in 1975 and died in 1991.

PROPERTY HISTORY

In 1867 the Kansas City School District created the Lincoln School, the first public school for African American students in the city. Housed in a church at the corner of 10th and McGee streets, the primary school instructed students in required courses such as reading, grammar, and history, although the school lacked desks, blackboards and other necessary items. In 1869 it moved to an existing building at the corner of 9th and Charlotte Streets. It was not until 1878 when enrollment reached 1,300 that the first new school specifically built for African Americans was constructed at the northwest corner of 11th and Campbell Streets.[15]

In 1882 enrollment at the Lincoln School had grown enough that the principal, James D. Bowser, introduced high school coursework as part of a two-year curriculum. Lincoln students

[10] The YMCA Building at 1822-28 The Paseo was listed in the National Register of Historic Places 9 September 1991 under the *Historic Resources of the 18th and Vine Area MPS.* The Kansas City Club was listed in the National Register on 9 November 2002.
[11] *The American Architects Directory*, 3rd Edition, 1970, ed. John F. Gane, AIA (New York: R.R. Bowker Co., 1970) 402.
[12] "Col. John M. Hewitt" *Kansas City Star*, June 5, 1991, Obituaries, C-4, from the Kansas City Historic Preservation Office.
[13] *The American Architects Directory*, 785.
[14] "Martin Luther King, Jr., Memorial Hospital," *Kansas City Star,* May 7, 1972, Microfilm, Missouri Valley Special Collections, Kansas City Public Library.
[15] Dana Cloud, Kansas City Register of Historic Places, Staff Report "Lincoln High School," Case No. 0146-D 2111 Woodland Avenue, 4. These buildings are no longer extant.

completed the first high school program in 1885, two years before the School District initiated a district-wide High School Department.[16] In 1890, the first building to exclusively house the Lincoln High School program was constructed in the southwest corner of the lot of the earlier Lincoln School *(Figure 17)*.[17] When enrollment reached 700 in 1906, a new high school was erected at the northeast corner of 19th Street and Tracy Avenue, while the old building continued to operate as a primary school.[18]

Enrollment grew steadily through the early 1900s until the building could not accommodate all of the students. Designed to hold 800 students, the student body reached 1,100 in 1929. In 1931, the District obtained a nine-acre hilltop property overlooking downtown, at 21st and Woodland streets, to construct a modern secondary school able to accommodate the larger student body. Lincoln was the first of three new buildings constructed as part of the District's $6.75 million building program utilizing Public Works Administration funds.[19] The other two were Southeast High School (1937) and R.J. Delano School (1938), both of which are extant.

Designed by District architect Charles Smith, construction of the new high school began in 1935 under the direction of Swenson Construction Company.[20] The building was built to accommodate 1,000 students, but designed to allow for expansion as enrollment increased. Work was completed in 1936 at a cost of approximately $600,000 *(Figure 7)*.[21] The building opened for classes in September of that year, while the former school at 19th and Tracy was converted to the R.T. Coles Vocational and Junior High School.[22]

Known by some as "The Castle on the Hill," the school boasted classroom and laboratory spaces, in addition to manual training rooms and a business department *(Figures 8-13)*. An art room, a mechanical drawing room, and music rooms encouraged the creative arts, while the wood shop with special finishing and lumber rooms offered vocational training. Spaces were designated to accommodate modern subjects such as typing and R.O.T.C., and the sciences were promoted in specific laboratories for botany, chemistry, and biology.[23] The two-story

[16] Cloud, 4.
[17] Henry S. Williams, "The Development of the Negro Public School System in Missouri," (master's thesis, University of Chicago, 1917), 163-164. Reprinted in Carter G. Woodson, ed., *The Journal of Negro History*, 5, no. 2 (April 1920) (Washington, DC: The Association for the Study of Negro Life and History, Inc., 1920). Google Books: http://books.google.com/books?id=xn8TAAAAYAAJ&dq=Journal+of+Negro+History+vol+V&source=gbs_navlinks_s (accessed August 15, 2013).
[18] Cloud, 4.
[19] Rosin, E-24.
[20] City of Kansas City, Historic Preservation Commission Office, Building Permit # 15771 (May 14, 1935).
[21] "Lincoln High – New Building," *Kansas City Star*, October 28, 1934. Mounted Clippings, Missouri Valley Special Collections, Kansas City Public Library.
[22] The R.T. Coles School was demolished in 1955 after the Lincoln Junior High School was completed on the south side of East 22nd Street, across from Lincoln High School in 1954.
[23] Charles A. Smith, "Lincoln High School" Sheets 3-7, historic plans, 1934. Kansas City, Missouri Public School Archives.

auditorium sat 1,200 people, while the 160 foot by 170 foot gymnasium, along with the sports field and natatorium could accommodate a variety of athletic activities.[24]

Despite the 1954 ruling in the landmark Supreme Court case *Brown vs. Board of Education*, Lincoln remained unchanged by the effects of desegregation. Its location east of Troost Avenue in a primarily African American neighborhood, reinforced by the boundary policies of the District, maintained the predominately African American enrollment of the school.

By 1959 enrollment at Lincoln again began to outgrow its facilities. The smallest of all the District high schools, it had only thirty rooms with a projected capacity of 960 students and lacked certain amenities, such as specific types of manual training rooms. By 1964, enrollment was at 1,075.[25] The following year an addition to the overcrowded school was begun. The District hired Kansas City architecture and engineering firm Hewitt & Royer and contractor J.E. Dunn Construction Company to design and build the four-story, twenty-eight room addition.[26] Along with numerous wedge-shaped classrooms housed in a pair of conjoined hexagonal "pods", the addition included spaces for instruction in art, general sciences, "Homemaking", reading and language. The library occupied an entire floor of one hexagonal tower.[27]

SOCIAL HISTORY AND BACKGROUND

For a roughly forty-year period following the Civil War the races mixed with relative ease in Kansas City. Although the schools were official segregated in accordance with the state constitution, residential neighborhoods were not formally segregated by race or economic status.[28] African American families purchased homes in the neighborhoods of their choosing, living, with few exceptions, among white neighbors in every section of the city. Regardless of race, people lived close to their work and patronized nearby commercial establishments.[29] African Americans frequented many of the same restaurants, theaters, and hotels as whites. Only after 1900 did Jim Crow laws begin to enforce racial segregation in Kansas City's public places, such as busses, theatres, and restaurants.[30]

Kansas City's racial issues were interconnected with socio-economic issues that together created a highly segregated society in the early twentieth century. The city as a whole experienced a tremendous population boom at the turn of the twentieth century, as expansion of

[24] "The Final Plan for a New Lincoln High School," Kansas City Star, November 21, 1934.
[25] The School District, "Report on the progress of desegregation," no page.
[26] City of Kansas City, Historic Preservation Commission Office, Building Permit # 30217 (October 13, 1966).
[27] Hewitt & Royer, Architects-Engineers, "Additions to Lincoln High School," Sheets 3-6, historic plans, 1966, Kansas City, Missouri Public School Archives.
[28] Kevin Fox Gotham, *Race, Real Estate, and Uneven Development: The Kansas City Experience, 1900-2000* (Albany, NY: State University of New York Press, 2002), 27.
[29] Gotham, *Race*, 28.
[30] Sherry Lamb Schirmer, *A City Divided. The Racial Landscape of Kansas City, 1900-1960* (Columbia, MO: University of Missouri Press, 2002), 42.

the railroads led to industrial development, which in turn created employment opportunities. The opportunities attracted African Americans migrating north (the Great Migration) away from the economic limitations of the Southern sharecropping economy. The African American population alone grew from 17,567 in 1900 to 41,574 in 1940, while the total population of Kansas City grew from 163,752 to 399,178 in the same forty years.[31]

Like many urban areas across the country, racial issues in Kansas City were focused on residential neighborhoods. As the population grew, certain areas of the city developed larger concentrations of African Americans. The names of these areas vary depending on the source, but they included "Hell's Half Acre" in the West Bottoms; "Belvidere" or "Church Hill" between Main Street and Troost along Independence Avenue; "Hicks' Hollow" or "The Hollows" north of Independence Avenue between Troost and Prospect Avenues; and "Bowery" or "Lincoln-Coles" between Troost and Prospect Avenues from 12th to 18th Street.[32] The latter area was named for its proximity to the first Lincoln High School, built in 1906 at 19th Street and Tracy Avenue, and for the influence of one of the school's early teachers, Richard T. Coles, who developed a vocational training program.[33] While African Americans represented a notable segment of these neighborhoods, they were still mixed-race enclaves where African Americans typically represented less than a majority of the population.[34] These areas were considered ghettos, overcrowded with low quality buildings and low-income individuals of all races who had few other options. Most of the dwellings were two- or three-story frame houses, densely sited on narrow lots. Many buildings had been vacated by previous residents; others had been relocated to provide additional housing in the neighborhood.[35] As the number of African American children in these neighborhoods grew, more elementary schools were constructed, but Lincoln High School was still the only secondary school.[36]

The one exception to this trend was the Lincoln-Coles District anchored by the commercial center at 18th and Vine streets. This area saw the largest demographic shift during the period of the Great Migration, with African Americans increasing from 25 percent of the area's population to 75 percent.[37] African American residential neighborhoods radiated out from this commercial and cultural hub within a zone bounded by 10th Street, 27th Street, Troost and Brooklyn

[31] Untitled document from "Desegregation of Kansas City Schools" Vertical file at the Missouri Valley Special Collections, Kansas City Public Library, Kansas City, Missouri.
[32] Asa Earl Martin, *Our Negro Population: a sociological study of the Negroes of Kansas City, Missouri* (Kansas City, MO: F. Hudson Publishing Company, 1913), map insert; Gotham, 31.
[33] Susan Jezak Ford, *Biography of Richard T. Coles (1859-1930), Educator*, Biography, Missouri Valley Special Collections, Kansas City Public Library, on-line: http://www.kchistory.org/cdm4/item_viewer.php?CISOROOT=/Biographies&CISOPTR=19&CISOBOX=1&REC=1 (accessed September 3, 2013).
[34] Gotham, *Race*, 32.
[35] Martin, 92.
[36] Rosin, E-14 – E-15.
[37] Gotham, *Race*, 34.

avenues, including the site of the present Lincoln High School.[38] The need for basic, convenient consumer services that would accommodate African Americans drove the demand for neighborhood businesses. Neighborhood support for these local businesses created a small but sustained middle class.

It was near the core of this environment that the first Lincoln High School was built at 19th and Tracy in 1906 and that the current school was built at 21st and Woodland in 1935. Lincoln High School was the nexus of the African American community.[39] Anyone who pursued a high school education attended Lincoln. The business community and the residential neighborhoods in turn supported the school and the students. Homecoming parades were held on 18th Street. Parental involvement was high.

EDUCATING AFRICAN AMERICANS IN KANSAS CITY

Despite hardships wrought by racial prejudices, African Americans placed a high value on education. An education was the means by which a person could escape the effects of slavery and improve their standing in American society. This added importance to the educational facilities available to the community.[40] Long-standing racial prejudices led to policies that made it illegal for African American and white children to attend the same schools in Kansas City and throughout Missouri. Shortly after ratification of the new Missouri constitution in 1865, the legislature passed a law requiring all townships, cities, and incorporated villages to establish and maintain one or more separate schools for African American children where the population of these school-aged children numbered at least twenty. Although these provisions were mandated by the state, there were few mechanisms to enforce the legislation, resulting in decades of sporadic implementation and inadequate facilities.[41] Cities with larger African American populations offered rural families more reliable, and real, educational options. In order to educate the growing African American population Kansas City School District administrators advanced the construction of "separate but equal" schools, fulfilling both the educational and segregation orders of the state constitution.[42]

The original Lincoln School was the first school in Kansas City to open its doors to African American students when it opened with a primary education course in the fall of 1867.[43] In 1882 a high school curriculum was added. Following construction of a separate building on the property for older students, Lincoln High School became the first and only high school for

[38] Priscilla Jackson-Evans, National Register of Historic Places Nomination Form, "Santa Fe Place Historic District," Kansas City, Missouri, 1985, 8:10.
[39] James Buford, president of the Lincoln-Coles National Alumni Association, personal communication with the author, August 20, 2013.
[40] Gotham, *Race*, 11.
[41] Williams, 150.
[42] Williams, 150.
[43] Williams, 150. It is unclear when Missouri's first school for African American children was established, but Kansas City's was one of the earliest. St. Joseph opened a school one year earlier in 1866.

African Americans in the city and in the surrounding counties.[44] Segregation affected teachers as well as students. Intellectuals and academics restricted from teaching at other institutions, including colleges and universities, taught at Lincoln High School.[45]

Beginning in the late 1880s, the District constructed new elementary schools, designated existing schools, or leased space in existing buildings exclusively for African American students. These included the Attucks, Bruce, Douglas, Dunbar, Garrison, Wendell Phillips, Sumner, and Wheatley schools.[46] They were scattered around the city with higher concentrations in the north and east neighborhoods, where there were larger populations of African American students.[47]

The number of African American children in Kansas City public schools grew from an enrollment of 623 in 1880 to 3,654 in 1915, of which 462 were enrolled at Lincoln High School.[48] Eighty-six African American teachers taught in the ten elementary schools and Lincoln High School. Across the state, fifteen high schools served the African American population during this period. Of these, only Lincoln High School and St. Louis' Sumner High School were considered first class high schools, a rating determined by the size of the municipality and the extent of the course offerings. Other rated high schools were located in Hannibal, Springfield, Chillicothe, and St. Joseph.[49]

The cultural importance of education to the African American community was transmitted through Lincoln. Many African American teachers working at schools throughout Kansas City had attended Lincoln. African American teachers were attracted to positions at Lincoln by the educational excellence the school fostered and because opportunities to teach in a high-quality environment were limited.[50] The school celebrated its numerous staff members and faculty who pursued advanced degrees, instilling in its students the importance of their own educations.[51]

In addition to serving high school students, Lincoln offered night courses for adult education. One of the largest and most significant programs available to African Americans in Kansas City, in 1935 alone approximately 1,600 adult students attended thirty-two classes.[52] The program

[44] Neither of these buildings is extant.
[45] Williams, 163.
[46] With the exception of Attucks School, these schools have been demolished. Some have been replaced with Modern Era elementary schools. Attucks School, located just three blocks north of Lincoln at 1815 Woodland Avenue, is the oldest extant elementary school in Kansas City constructed specifically for the education of African American students. Attucks School was listed in the National Register of Historic Places on September 9, 1991.
[47] Rosin, E-14 – E-15.
[48] Williams, 162, 164.
[49] Williams, 162.
[50] Charles E. Coulter, *Take Up the Black Man's Burden* (Columbia, MO: University of Missouri Press, 2006), 177-183.
[51] James Buford, personal communication with the author, August 20, 2013. Mr. Buford attended Lincoln High School from 1949 to 1953. He returned to teach math and science from 1957 to 1963.
[52] "Adult Education- A Fine Work," *Future* 1:1 (1935), 1.

continued once the new school was constructed. Beginning in the fall of 1937, Lincoln also served as a Junior College.[53]

By 1954, African American enrollment in the District reached 14,527, increasing from roughly eight percent of the total student population in 1900 to fourteen percent in 1954. This growth reflects not only the continued influx of African Americans to Kansas City at the tail end of the Great Migration, but also the on-set of white flight to the burgeoning, often segregated, suburbs after World War II.[54] Despite this dramatic influx of new students, Lincoln and its junior high feeder school, R.T. Coles Vocational and Junior High School, offered the only post-elementary education for African Americans in Jackson, Platte, and Clay counties until desegregation in 1954.[55]

The 1954 landmark decision by the United States Supreme Court in *Brown vs. the Topeka Board of Education* (*Brown*) legally terminated the policy of segregated education in the United States. The Supreme Court determined that the doctrine of "separate but equal" was unconstitutional and that the resulting segregated school districts were likewise unequal. Missouri allowed municipalities to decide how to respond to the ruling. Although Kansas City School District operated separate school systems based on race throughout its history, it did at least try to maintain these facilities equally in terms of funding, teacher salary, and expense per student.[56] When there were issues of overcrowding and inadequate or out-of-date facilities, they were experienced district-wide, not necessarily by a particular segment of the population. Kansas City voluntarily desegregated beginning in 1955 with little fanfare and no violent resistance.[57]

In compliance with the desegregation order, the District developed new boundaries for schools, using the concept of neighborhood attendance zones based on the number of students and the capacity of school buildings in a given area, regardless of race.[58] By 1955 forty schools had integrated classrooms and three employed integrated faculty.[59] The U.S. Commission on Civil Rights issued a report in 1959 praising Missouri for its desegregation efforts, based primarily on the policies initiated in Kansas City and St. Louis, while other, more rural districts remained segregated.[60] *The Call*, Kansas City's primary African American newspaper approved of the

[53] "A Negro Junior College," *Kansas City Times*, August 7, 1936. Mounted Clippings, Missouri Valley Special Collections, Kansas City Public Library.
[54] Gotham, *Race*, 9, 12.
[55] R.T. Coles Vocational and Junior High School was established in the former Lincoln School building at 19th and Tracy when the new Lincoln High School was constructed. R.T. Coles was demolished in 1955.
[56] Joshua M. Dunn, *Complex Justice: The Case of* Missouri v. Jenkins, (Chapel Hill, NC: The University of North Carolina Press, 2008) 34.
[57] Dunn, 2.
[58] Dunn, 35.
[59] John L. Rury, and Shirley A. Hill, *The African American Struggle for Secondary Schooling, 1940-1980: Closing the Graduation Gap,* (New York: Teachers College Press, 2012) 152.
[60] Dunn, 33.

steps taken by the District to comply with the ruling. The definition of successful desegregation, however, included shifting the demographics at a particular school from one hundred percent (of either race) to even ninety-nine percent.[61] The African American community generally supported the neighborhood attendance zones, citing a desire to have access to the closest schools, regardless of its racial demographics. Although the Supreme Court case changed official District policies and there was no public resistance to desegregation in Kansas City, true integration (thorough mixing of races in each school) was not achieved. Other factors outside the control of the Kansas City Board of Education contributed to the racial make-up of the student population and the distribution of African American students throughout the district. The boundaries established by the District remained racially biased, perpetuating the effects of segregation.

The larger problem remained the racial segregation of the city itself. Residential patterns limited the effectiveness of the neighborhood attendance zones in promoting integration. Many neighborhoods that developed in the first half of the twentieth century employed racially restrictive covenants and deed restrictions.[62] Although these were ruled unconstitutional in 1948, in practice, the white population tended to decrease as African American populations increased in neighborhoods that were traditionally white, effectively re-segregating the neighborhood. This was particularly prevalent on the east side of the city. Conversely, few, if any, white families moved into traditionally African American neighborhoods. In an emotional response to residential and educational integration many white families relocated from the city to the burgeoning suburbs. As Kansas City's African American population steadily increased between each decade beginning in the 1920s, the city's white population hit an all-time high in 1950 and began to decline in each subsequent decade.[63] Further compounding the situation, a transfer policy that predated desegregation allowed students to transfer to schools not within their proscribed boundaries.[64] White students could choose to attend schools that were majority white, even as their neighborhood school became increasingly integrated. Consequently after desegregation, schools that were traditionally African American schools remained as such and white schools that began integrating became increasingly re-segregated, this time with a majority African American student population.[65]

As neighborhood populations evolved, the District continually redrew boundaries for neighborhood school zones. Troost Avenue was always the east-west dividing line, reinforcing the segregation of schools and negating efforts to integrate the District.[66] Within ten years of the *Brown* case, most formerly white high schools reported an enrollment of less than 10 percent African American students. Others, such as Paseo High School and Southeast High School,

[61] Dunn, 37.
[62] *Shelley v. Kraemer*, 334 U.S. 1 (1948).
[63] Dunn, 37.
[64] Kevin Fox Gotham, "Mixed Opportunities, Enduring Legacies: School Segregation and Desegregation in Kansas City, Missouri," *American Studies,* 43:2 (2002), 14-16.
[65] The School District, "Report on the progress of desegregation," no page.
[66] Gotham, "Mixed Opportunities" 14-16.

shifted dramatically from a white majority to an African American majority as African Americans settled in previously white neighborhoods in the south and east parts of the city. Illustrating this trend, the enrollment at Central Junior High School, at 3611 E. Linwood Boulevard, jumped from 10.7 percent African American students in 1955 to 99.1 percent in 1963.[67]

The racial composition of the District's historically black schools did not fluctuate much during this period. The African American enrollment at Lincoln High School, for instance, was 99.8 percent in both 1955 and 1963. There were only slight variations in the intervening years when the one or two white students transferred in or graduated.[68] While the student population remained predominantly African American, Lincoln High School did experience a surge in enrollment of roughly 30 percent. Other District high schools saw similar jumps in their student population as the city's overall student population of the city increased.[69]

With the official policy of segregated schools eliminated and the establishment of neighborhood attendance zones, the District arguably followed the letter and the expressed intent of the *Brown* decision. The schools, however, continued to reflect the segregated residential patterns of the city. Subsequent Supreme Court cases rearranged the legal landscape, creating a situation that placed the District at risk of being accused of not actively integrating its schools and operating a segregated system despite the outside factors that enabled residential segregation. This officially happened in 1973 when the federal Department of Health, Education and Welfare (HEW) launched an investigation resulting in the declaration that the Kansas City School District was, in fact, operating a segregated system.[70] The proposed solution was forced busing. Neither the Board of Education nor local residents supported this option.[71] In 1977 the District countered with its own lawsuit against the State, several surrounding suburban school districts, and three federal agencies (HEW, DOT, and HUD), implying that the actions and policies of these entities created the racial imbalance in the city, which the school district could not overcome, and it was therefore not intentionally operating a segregated system. The highly complex case officially resolved in 1984 with Judge Russell G. Clark issuing an order to desegregate the District by implementing a two billion dollar program of updating existing schools, constructing new state-of-the-art facilities, and establishing magnet programs, all with the expressed purpose of drawing middle-class white students back to Kansas City. The State was to pay seventy-five percent of the costs while the District was responsible for the remaining twenty-five percent. Increasing mismanagement within the District administration and years spent fighting legal battles had left the physical plant in significant disrepair and the organization unable to pay the necessary costs of the ruling. A dwindling middle-class tax base, as young families with the means to relocate to the suburbs left behind an older population and/or parents

[67] The School District, "Report on the progress of desegregation," no page.
[68] The School District, "Report on the progress of desegregation," no page. In his interview, Mr. Buford confirmed the absence of white students with anecdotal evidence.
[69] The School District, "Report on the progress of desegregation," no page.
[70] Dunn, 45.
[71] Dunn, 46.

of children in private schools, prevented the District from passing bonds or raising levies, further compounding the dire financial situation. Despite the money and effort put into revamping the school district, the underlying problems were not resolved and the issue remained of providing a decent education for the students who stayed.[72] The desired results were not achieved and families of all races continued to leave the District, although the magnet programs remained intact through the 1990s.

During this period Lincoln High School operated as the magnet school Lincoln Academy, with a focus on college preparatory courses. Within this traditional educational framework, as opposed to the sometimes obscure magnet programs implemented at other District schools, Lincoln continued to succeed despite the surrounding turmoil. Although the demographics of the student population has shifted since *Brown*, Lincoln administrators, teachers, and students have remained focused on the pursuit of knowledge, building on the importance of education that was engrained in the culture at Lincoln from its start.

The quality of education at Lincoln High School remains its most enduring legacy. During the years of segregation, when African American schools were often outranked by their white counterparts, Lincoln prepared students for higher education. Many students enrolled in college courses upon graduation, often moving to larger cities such as Chicago or Atlanta to pursue their success. Others became leaders and advocates for change in the Kansas City community. Both Lincoln High School, and its Kansas City, Kansas counterpart, Sumner High School, dominated the Greater Kansas City Area Science Fairs between 1952 and 1963, culminating in Lincoln's own Vernice Marie Murray becoming Kansas City's first national champion in the Physics division in 1963.[73] Many of Kansas City's notable African American educational, commercial, cultural, and political leaders attended Lincoln. Charlie Parker, world-renowned jazz musician; Leon Jordan, founder of Freedom Inc., the city's first and most influential African American political organization; Lucille Bluford, publishes of the *Kansas City Call* newspaper; and Ollie Gates, founder of Gates Bar-B-Que, are just a few of the most recognizable names.

CONCLUSION

Lincoln High School is an important facility in the educational history of Kansas City, Missouri. At the time of construction, it reflected state and national policies of "separate but equal" education during the era of segregation, providing state-of-the-art facilities and important Progressive Era design features in a building specifically for African American students. The design was similar to school buildings constructed throughout the District. Although radically different in appearance, the 1966 addition to Lincoln High School reflects the evolving design and educational standards supported by the District. This nearly windowless block was the first example of Experimental Design employed at the secondary school level in Kansas City.

[72] Dunn, 82-111
[73] Frank T. Manheim and Eckhard Hellmuth, "Achievers Obscured by History," Special Report, August 18, 2006, http://www.blackengineer.com/artman/publish/printer_613.shtml (accessed July 23, 2013).

Throughout its history, Lincoln embodied the importance of education and community for African Americans in Kansas City, even after segregation was officially ruled unconstitutional.

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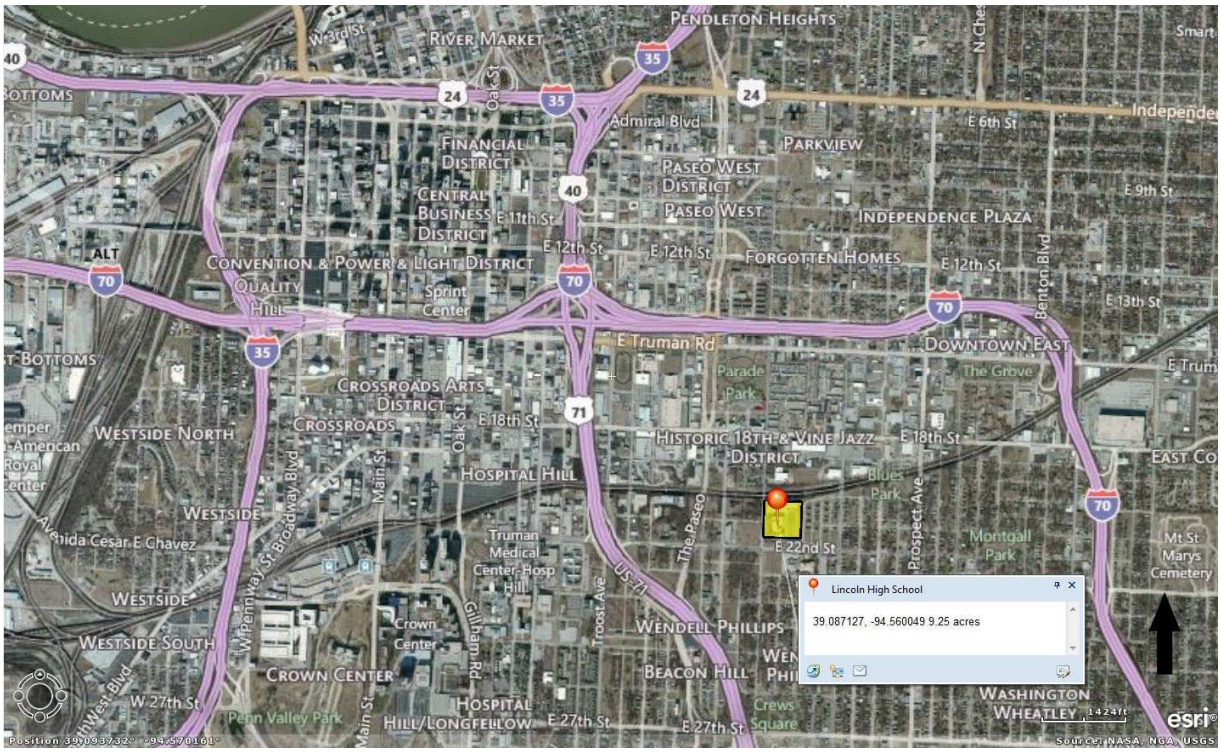
Verbal Boundary Description

Lincoln High School is located in the Ridge Heights subdivision. The nominated property includes all of Block 6 and part of the southwest 1/4 and northeast 1/4 of Section 9, Township 49, Range 33, beginning at the northwest corner of said block, then south along the east line of Woodland Avenue, 627.5 feet to the north line of an alley, then east along said north line, 627.6 feet to the centerline of vacated Euclid Avenue, then north along said centerline, 690 feet to the railroad right of way.

Boundary Justification

The boundary of the nominated resource includes the parcels of land historically associated with the resource.

Figure 1: Contextual Map



Lincoln High School
2111 Woodland Avenue
Kansas City, Missouri
Latitude: 39.087127
Longitude: -94.560049

Figure 2: Site Map

Lincoln High School
2111 Woodland Avenue
Kansas City, Missouri
Latitude: 39.087127
Longitude: -94.560049

Figure 3: Photo Map A, exterior and first floor

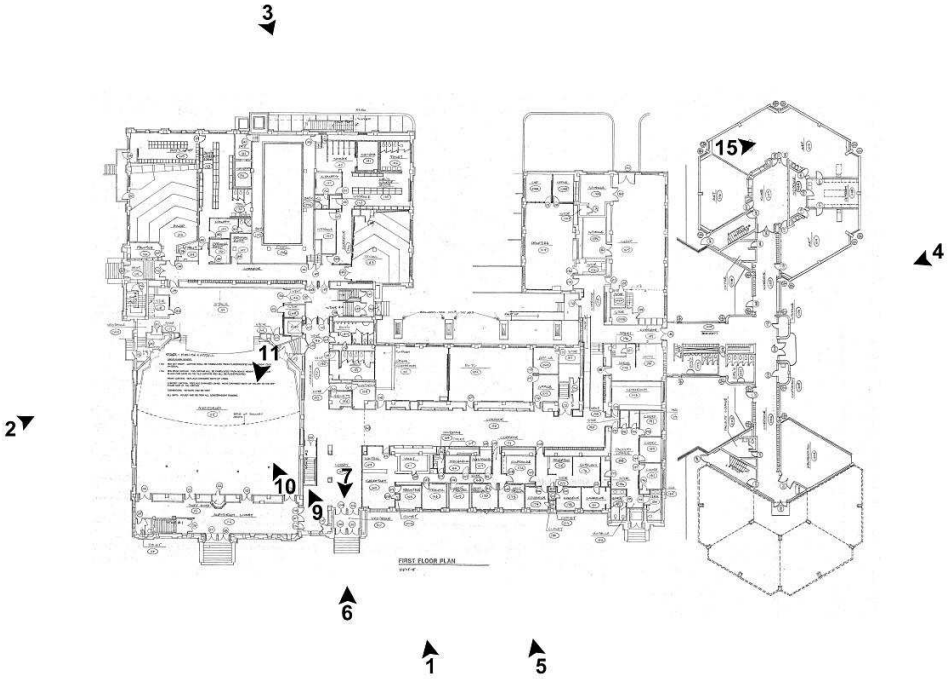


Figure 4: Photo Map B, second floor

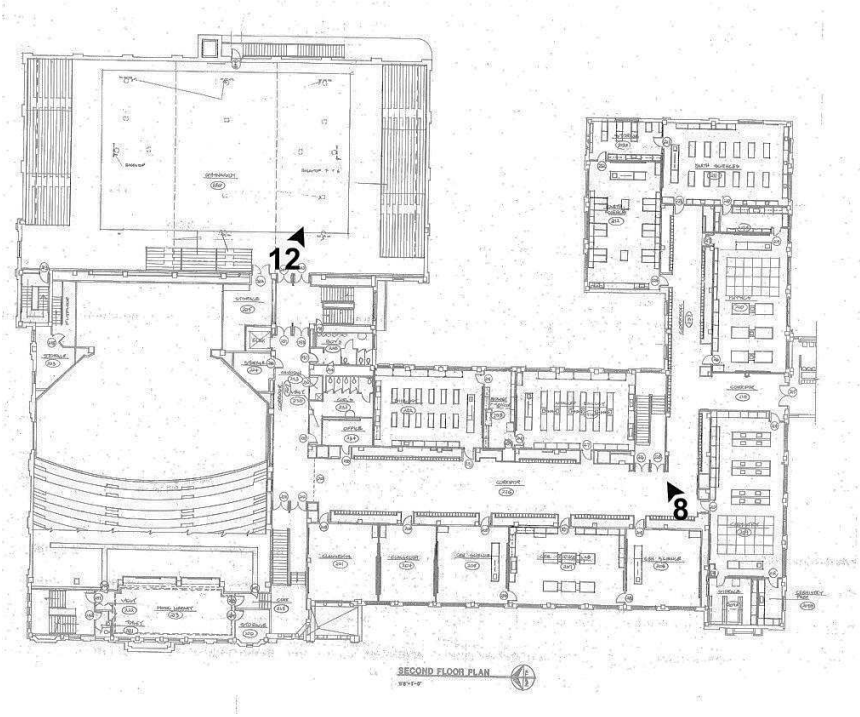


Figure 5: Photo Map C, third floor

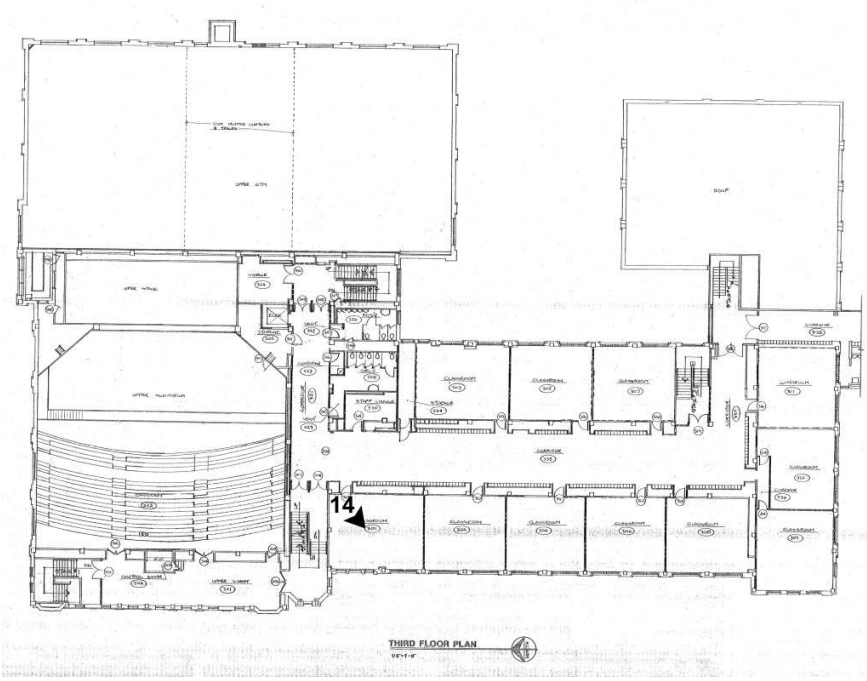


Figure 6: Photo Map D, fourth floor

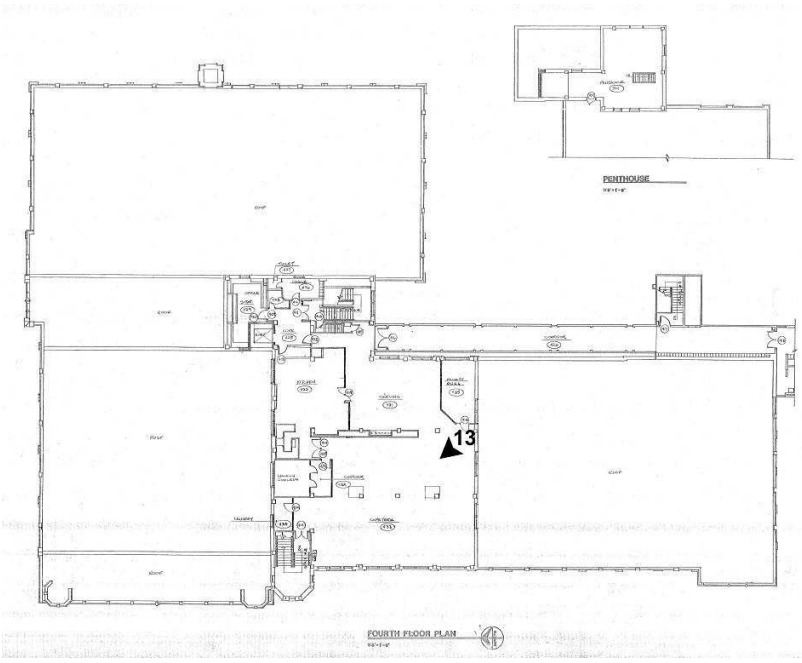


Figure 7: Lincoln High School c.1936. Missouri Valley Special Collections, Kansas City Public Library

Figure 8: Historic Plans, 1935, First Floor, KC Public Schools Archives

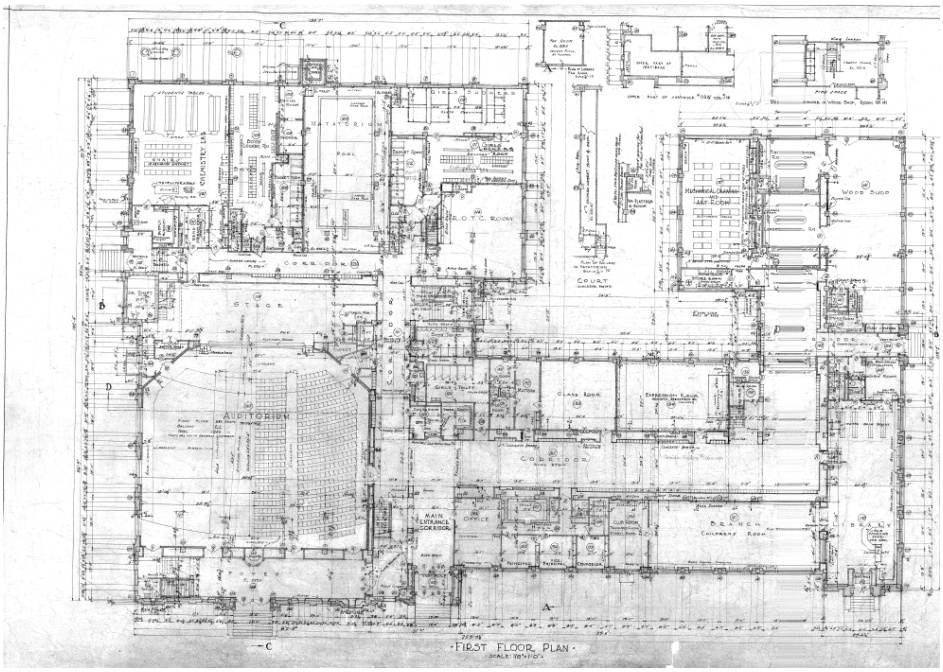


Figure 9: Historic Plans, 1935, Second Floor, KC Public Schools Archives

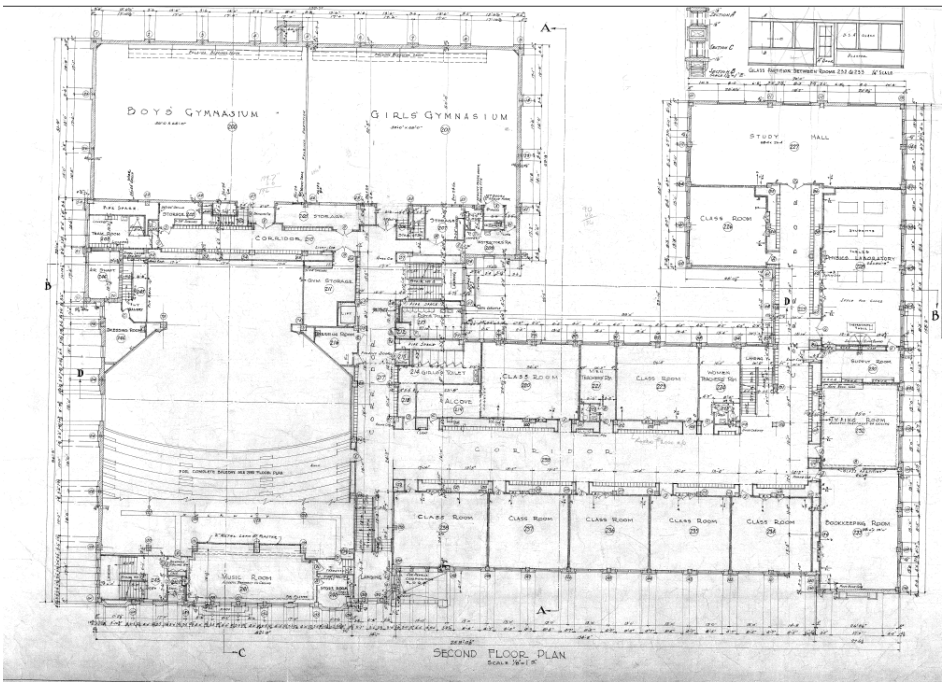


Figure 10: Historic Plans, 1935, Thrid Floor, KC Public Schools Archives

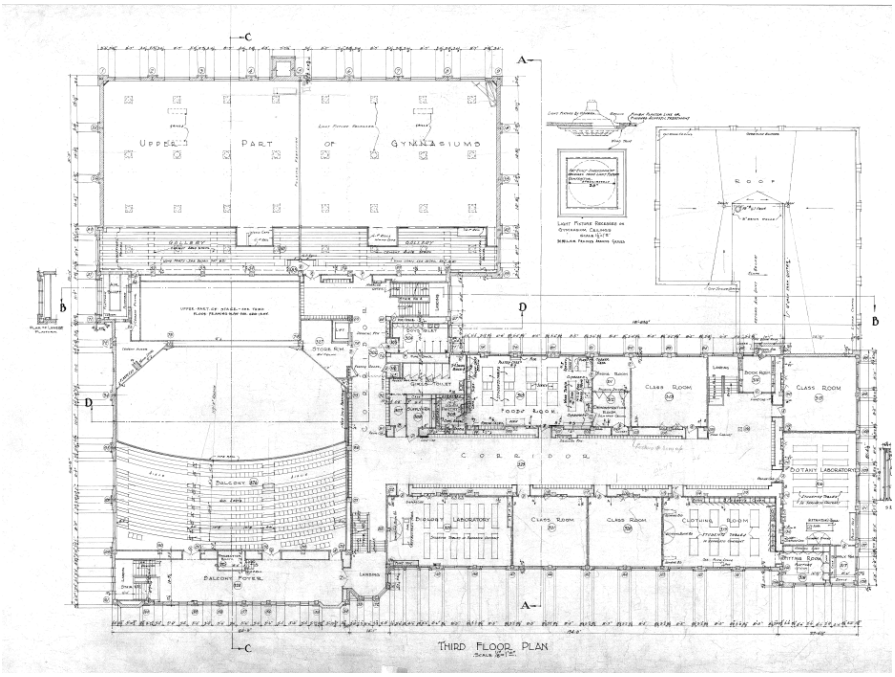


Figure 11: Historic Plans, 1935, Fourth Floor, KC Public Schools Archives

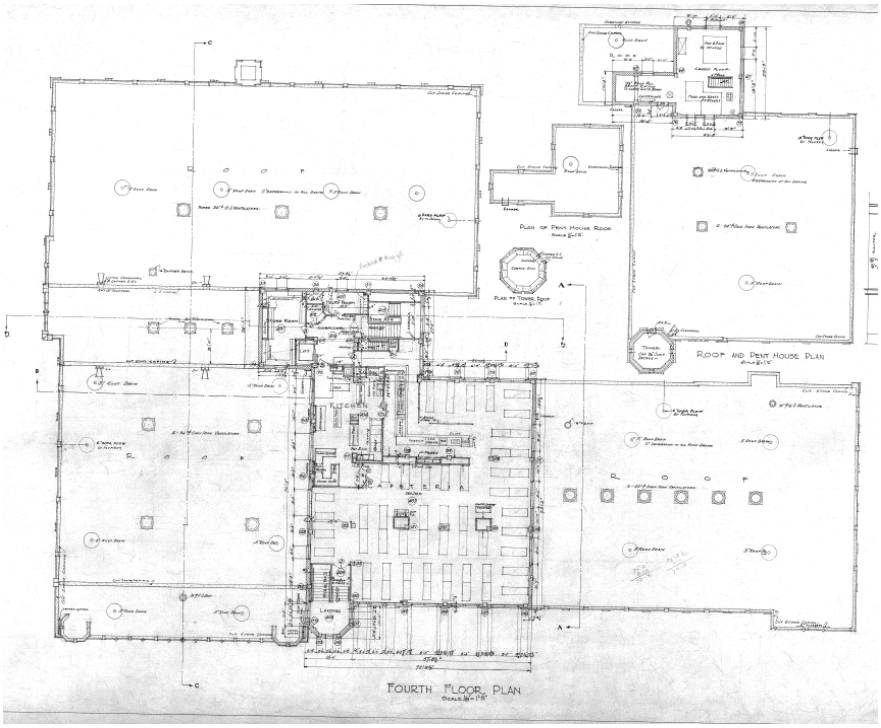


Figure 12: Historic Plans, 1935, North and West (front) Elevations, KC Public Schools Archives

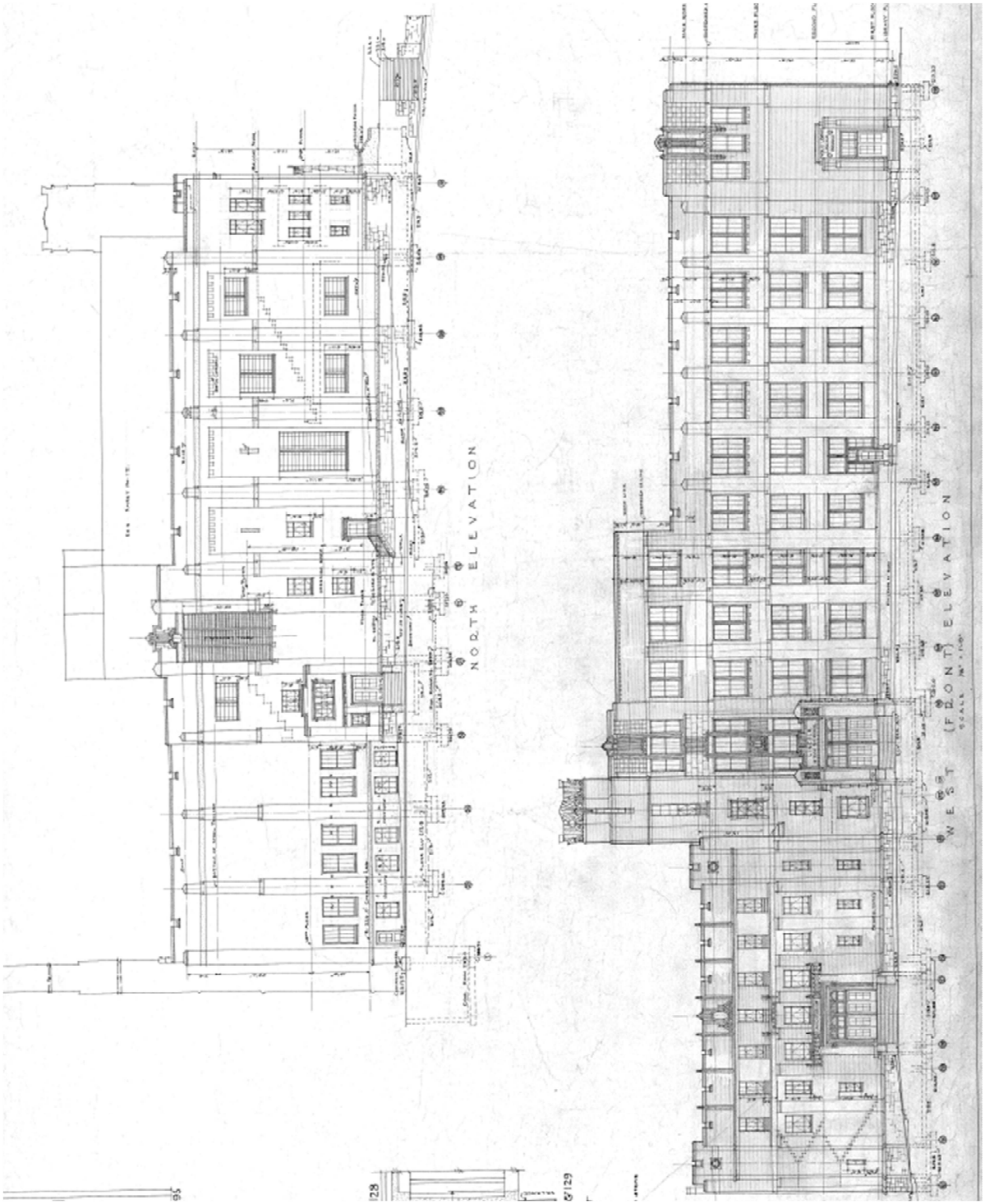


Figure 13: Historic Plans, 1935, Site Plan, KC Public Schools Archives

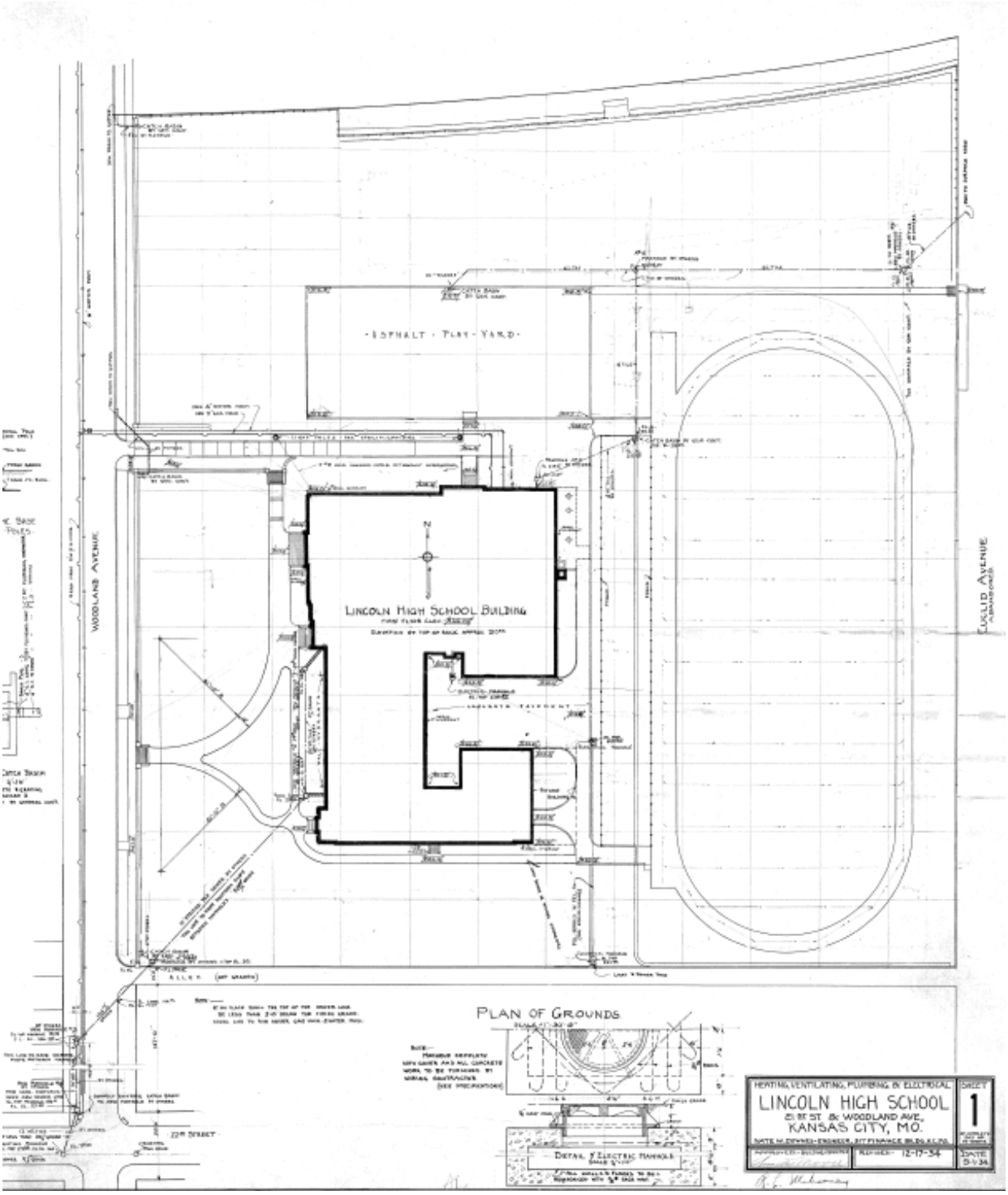


Figure 14. Historic Plans, 1966, First Floor, KC Public Schools Archives

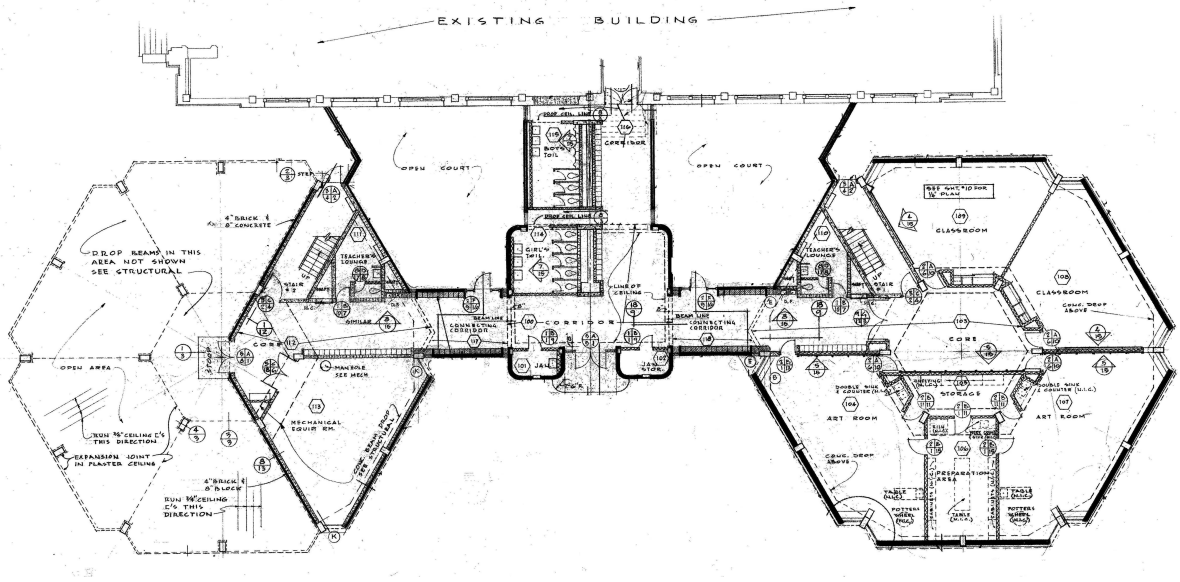


Figure 15. Historic Plans, 1966, Third Floor, KC Public Schools Archives

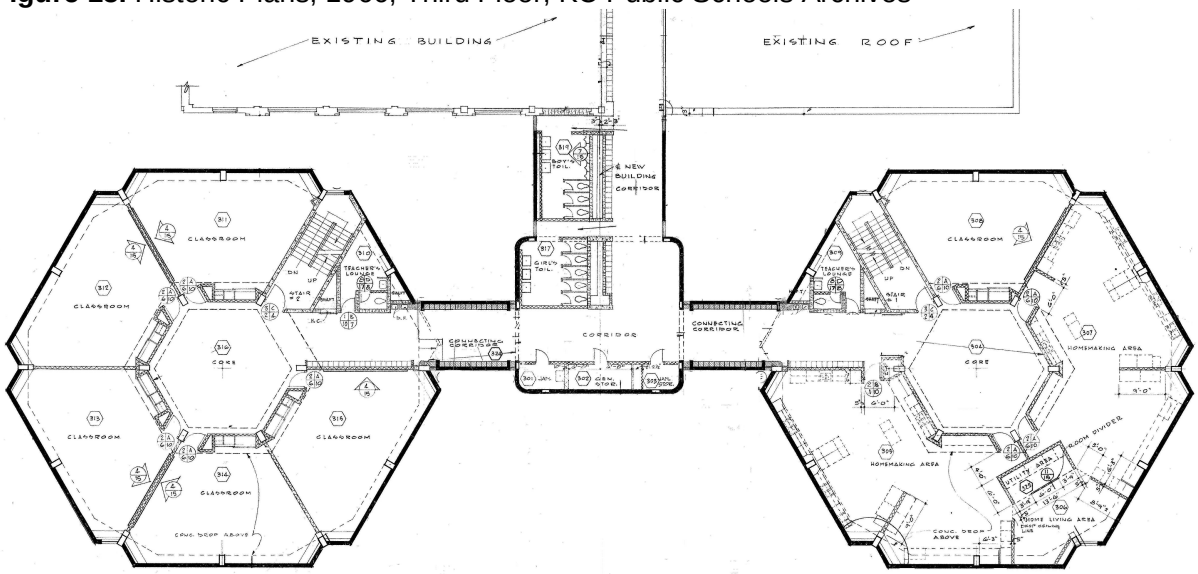


Figure 16. Historic Plans, 1966, South Elevation, KC Public Schools Archives

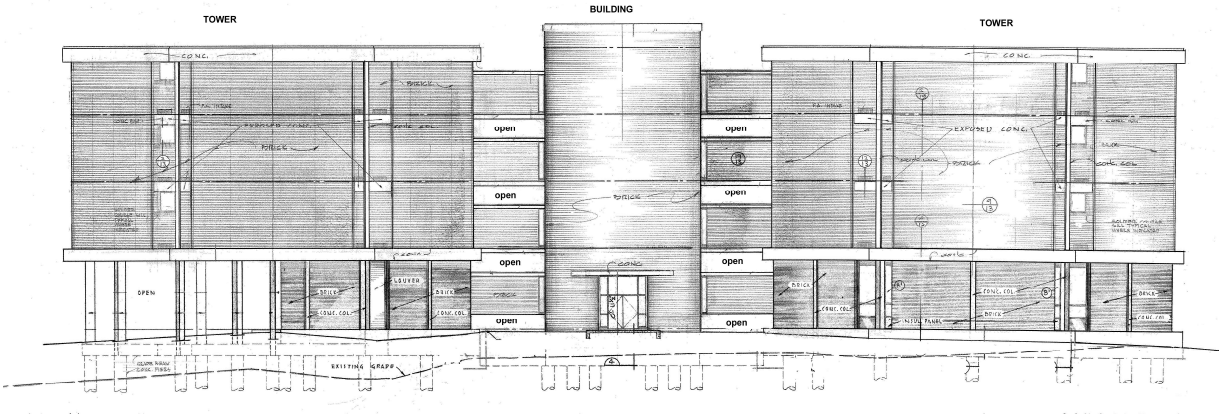


Figure 17. Lincoln School and Lincoln High School, 11th and Campbell streets, c. 1890. Missouri Valley Special Collections, Kansas City Public Library.

MVSC, Kansas City Public Library, Kansas City, Missouri

GYM ENTRANCE

LINCOLN
HIGH SCHOOL
1935
SECURITY VIDEO

EXIT

EXIT

EXIT
EXIT

BEYOND

DEAD
END