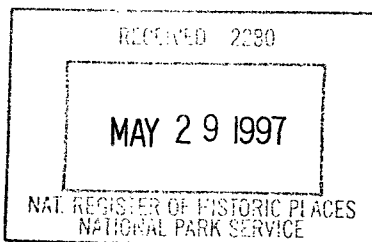


**United States Department of the Interior
National Park Service**



628

**National Register of Historic Places
Registration Form**

1 Name of Property

historic name C.C. Hubbard High School

other names/site number Lincoln School, Lincoln-Hubbard School

2 Location

street & number 721 North Osage [n/a] not for publication

city or town Sedalia [n/a] vicinity

state Missouri code MO county Pettis code 159 zip code 65301

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 [])

Signature of certifying official/Title Claire F. Blackwell/Deputy SHPO Date 21 May 1997

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:

- 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 [].

Signature of the Keeper

Date

Debra Poland 7/3/97

5 Classification

Ownership of Property	Category of Property	Number of Resources within Property		
		Contributing	Noncontributing	
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	1	0	buildings
<input type="checkbox"/> public-local	<input type="checkbox"/> district	0	0	sites
<input type="checkbox"/> public-State	<input type="checkbox"/> site	0	0	structures
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	0	0	objects
	<input type="checkbox"/> object	1	0	Total

Name of related multiple property listing.

N/A

Number of contributing resources previously listed in the National Register.

N/A

6. Function or Use

Historic Function

EDUCATION/School

Current Functions

SOCIAL/Meeting Hall
 RECREATION AND CULTURE/Museum
 WORK IN PROGRESS

7 Description

Architectural Classification

NO STYLE

Materials

foundation	Concrete
walls	Brick
roof	Asphalt
other	

Narrative Description

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

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National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section 7 Page 1

**C.C. Hubbard School
Pettis County, MO**

Summary:

C. C. Hubbard High School, 721 North Osage, Sedalia, Pettis County, is a symmetrical two-story brick building built in 1928. It was constructed adjacent to the 1911 Lincoln School, and was connected to the older building; the 1911 school was demolished in 1988. The high school building is primarily rectangular, with projecting wings on the northwest and southwest corners added in 1952 to house a cafeteria and an industrial arts classroom. Situated on a large lot in a section of Sedalia historically occupied predominantly by African Americans, the building is similar to other school buildings constructed in Sedalia during the 1920s. The exterior retains a significant amount of integrity.

Elaboration:

C. C. Hubbard High School, built in 1928, is a symmetrical two-story building typical of early twentieth-century schools. It sits on its original site, at the back of a large grassy lot higher than street level. The citing of the building on the lot gives the building an impressive appearance. The building faces North Osage Street on the east, and is bordered on the south by Johnson Street, on the west by an alley, and on the north by Henry Street. The building reflects both attitudes toward education and the available technology of its time. Rooms are large, with high ceilings and many windows, revealing the early twentieth century belief that fresh air and natural light were important for learning.

The foundation is poured concrete, and the walls are of red brick laid in running bond with entryway, sills, voussoirs, capstones, and keystones of sandstone. Multipaned windows are wood, except in the industrial arts and cafeteria wings, where awning-style metal windows are used.

The east facade of the building features a projecting entryway. On the first floor, the entryway is of sandstone blocks. The entry features an identification plaque with "C.C. Hubbard High School" carved into the sandstone. Decorative lamps light each side of the entry. Set five feet inside the round arched opening is the main entrance to the building, a pair of windowed doors surmounted by a ten light transom. The second story of the projection is a window with sandstone sill, molding, and keystone. The top of the projection is stepped and capped with sandstone.

The gable of the gymnasium is topped by a flagpole. This low-pitched triangular gable is behind (to the west) of the stepped gable of the entryway. Twelve large six-over-six windows line the south facade of the second story of the gymnasium wing.

Large nine-over-nine windows with sandstone sills are grouped along the east and south facades to allow plenty of natural light in the classrooms. On the first floor, the sills extend to form decorative banding at the windows' base.

On the south facade is a projecting brick entryway with double doors accented with vertical bricks and sandstone corners. Two nine-over-nine windows and a seven-over-seven light transom mark the second story of the south entryway. The transom is topped with sandstone voussoirs and keystone, and the windows have a sandstone sill that extends the width of the projection. The south facade also features a decorative panel outlined in brick; its corners are accented with blocks of sandstone.

The original blueprints show classrooms on the first and second floors forming a U around a combination gymnasium and auditorium. This pattern of having classrooms around a gym was

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National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section 7 Page 2

**C.C. Hubbard School
Pettis County, MO**

common in this area; at least three other schools in Pettis County, including Smithton High School in Smithton, Missouri, and Northwest High School in Hughesville, Missouri, use this design. Theatre seating is used in the gymnasium-auditorium; this plan is also typical of the area, being used in Smith Cotton High School, built in 1925 in Sedalia.

In 1952, a cafeteria wing was added on the northwest corner of the building and the industrial arts wing was enlarged and remodeled. These additions further enhance the U-shape of the building.

In 1988, the original elementary school was demolished. Further work needs to be done to remove the remnants of the elementary school. As a result, the high school building, built in 1928 and added onto in 1952, remains intact.

The building is in need of repair. Much of the interior has suffered water damage as a result of a leaking roof and an infestation of pigeons. In 1991, the roof on the Industrial Arts classroom was repaired and the roof on the remainder of the building was replaced. Between 1990 and 1992, windows were replaced in the Industrial Arts wing. However, some of the flashing was not done properly and needs to be replaced to prevent further water damage. Windows have been broken, and several, but not all, have been covered with pressed wood to prevent further damage. As a result of the repairs and stabilization measures, the building is partially stabilized, but some stabilization work remains to be done, and much of the damaged area needs to be repaired. The Lincoln-Hubbard Neighborhood Assistance Program is working to stabilize and eventually restore the building.

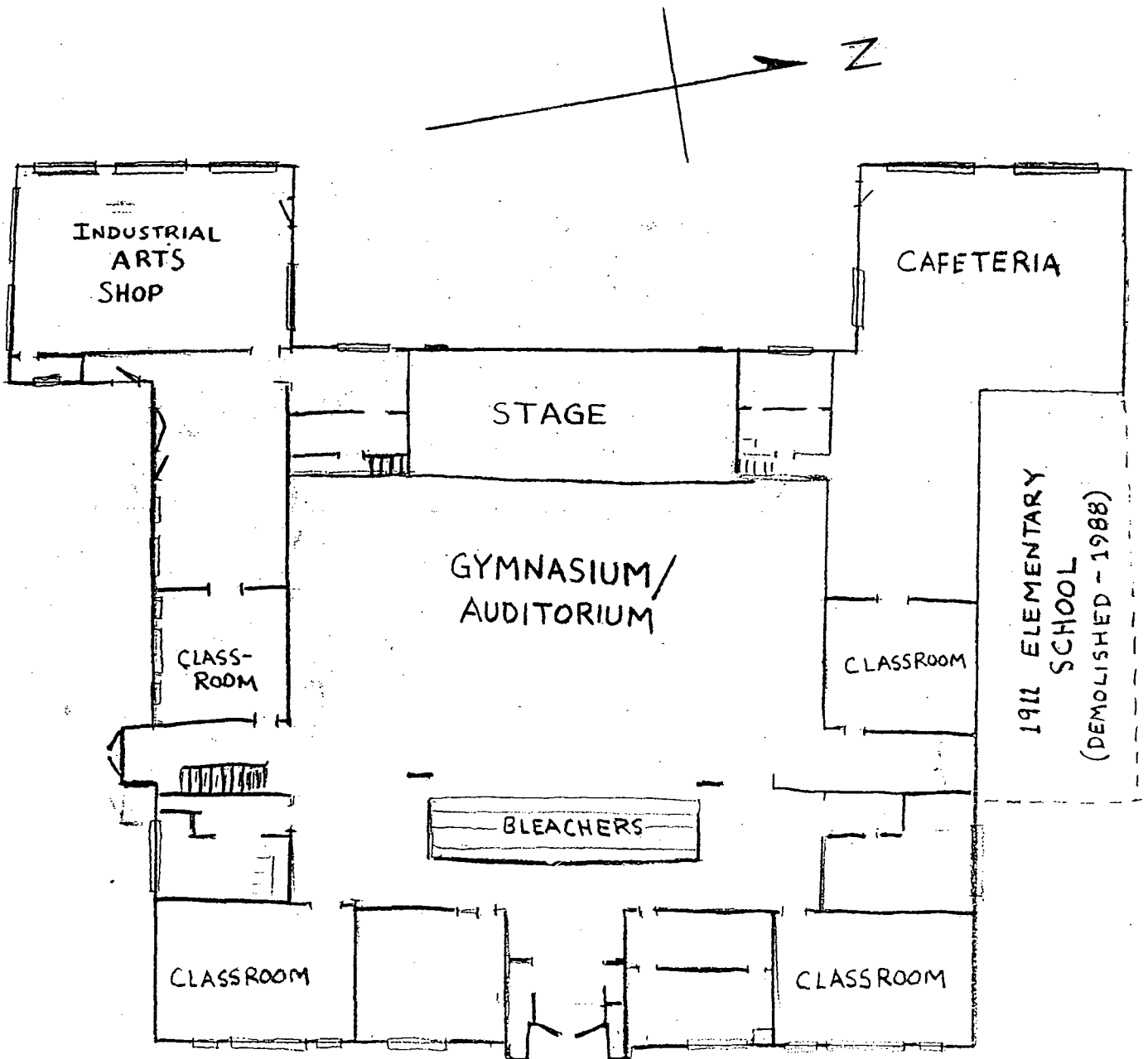
The Industrial Arts wing is now being used as a community center, with a reading library, a music area for piano lessons, and practice space for the Lincoln-Hubbard High-Steppers, a drill team. Future plans call for the addition of a "Teen Town" with video games for use by neighborhood young people in the Industrial Arts wing. In addition, the Lincoln-Hubbard Alumni Association plans the renovation of the gym-auditorium space to be used as performance space, the classrooms to be used as a black history museum and archives, and the cafeteria to be used as a thrift store.

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National Register of Historic Places
Continuation Sheet

Section 7 Page 3

C.C. Hubbard School
Pettis County, MO



(NOT TO SCALE)

8 Statement of Significance

Applicable National Register Criteria

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.

G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

EDUCATION

ETHNIC HERITAGE-Black

Periods of Significance

1928-1962

Significant Dates

1928

Significant Person(s)

N/A

Cultural Affiliation

N/A

Architect/Builder

Johnson, Clifford H./

Dean & Hancock,

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:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other:

Name of repository: _____

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 8 Page 4

C.C. Hubbard School
Pettis County, MO

Summary:

C. C. Hubbard High School, 721 N. Osage, Sedalia, Pettis county, is significant under Criteria A in the areas of EDUCATION and ETHNIC HERITAGE. Built in 1928, it is the last remaining building in Sedalia, Missouri, to be built and used as a separate school for African-American students. It represents the intense desire of the black community in Sedalia for education as a means of improving their social and economic status, as well as the heritage of racism and segregation, which legally mandated that separate educational facilities be provided for black and white students. C.C. Hubbard High School remained segregated until it was closed 1962. The period of significance-- 1928 to 1962-- is a distinct and finite period clearly associated with the building's areas of significance.

Elaboration:

Prior to the Civil War, Missouri law forbade the education of African-Americans. Following emancipation, the Missouri Constitution was re-written, and Article Nine provided that tax monies be used for the education of all children between the ages of six and twenty, regardless of color. If at least twenty black children resided within a district, a separate school was to be maintained for them, as black and white children could not by law attend the same school. If fewer than twenty black children lived in a district, the portion of tax money raised on their behalf was to be used for the education of black children as the district board of education saw fit.

The concept of public education was not entirely well received in Sedalia, which prior to the Civil War had only had private schools. The public education of black children was resisted somewhat more strongly by the citizens of Sedalia, many of whom were Democrats and had been Southern sympathizers during the Civil War. In August 1866, Sedalia's first school tax levy was voted upon. A handbill circulated prior to the election expressed the concern that "radical leeches" wished to "impose a law upon the citizens of this City, which will tax them 2 per cent for the purpose of educating Negro children." That the tax would also educate white children was conveniently omitted from the handbill, evidence of the virulent racism that permeated Sedalia during the late nineteenth century. Although 66 people voted against the establishment of a free school, 130 people voted in its favor. Despite continuous quarrelling among members of the school board, bonds were issued, and Broadway School, a brick building for white children opened in February 1868.¹

Lincoln School, a two-room frame building for black children located at the corner of Moniteau Avenue and Cooper Street also opened in 1868. The required enumeration of potential students showed sixty black children of school age living in Sedalia; thirty of them, or fifty per cent, were enrolled during the 1867-68 school year. Enrollment continued at thirty for the next school year, then jumped to forty-eight in 1869-70. Sedalia's creation of a school for black children and the participation in the school are especially significant when compared with other districts in the state. In 1869, 34,000 black children lived in Missouri, but only 2,000 of them were attending the fifty-nine public schools; the Freedman's Bureau in Missouri reported 114 schools, mostly run by missionaries, with 6,240 attendance.²

¹B. B. Ihrig, et al. The First One Hundred Years: A History of the City of Sedalia, Missouri, 1860-1960 (Sedalia: Hurlbut Printing, 1960), 21-24.

²Henry Sullivan Williams, "The Development of the Negro Public School System in Missouri," The Journal of Negro History, 5 (1920): 144.

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Section 8 Page 5

C.C. Hubbard School
Pettis County, MO

As Sedalia grew, the number of school-aged children grew, and larger schools had to be provided. Within two years of the building of the first schools, a second school for white children was needed, so the Board of Education decided to move the Lincoln School closer to Lincolntown, as the area where most of Sedalia's black families lived was called. The building was moved to Osage Avenue and Henry Street, at a cost of \$800 for the moving, digging a well, and "fitting it up."³ A white school called Franklin School was erected on the former site of Lincoln School.

In 1872, enumeration throughout the state revealed 37,173 black children, but only 4,358 attended public schools.⁴ In 1871-72, the enrollment at Lincoln School was 217 out of 297 eligible students. Not only had the number of black children increased, the percentage of those children enrolled in school had dramatically increased, from 50 % to 73%, indicating perhaps the extent to which the black community embraced education, or perhaps a level of prosperity that would allow children to attend school. At the same time, the white enumeration was 1209, and enrollment was 823, a rate of 68%.⁵

That education was highly valued by Sedalia's African-American citizens is evident in the high percentage of students enrolled. Enrollment in Sedalia's schools continued to increase, and the schools were so overcrowded that in 1872-73, both white and black schools held split shifts. In 1879, a two-room addition was made to Lincoln School, resulting in a four-room building with "ample seating capacity for 260 pupils." By the end of the 1878-79 school year, the building was overcrowded again; enrollment was 267 that year, and increased to 342 in 1879-80.⁶

The minutes of the Sedalia Board of Education meeting of June 16, 1882, note the "dilapidated condition of the Lincoln building both as to the foundation and the superstructure." On July 27, 1882, the Committee of Buildings and Grounds proposed "that such repairs should be done on Lincoln school house from time to time as may be needed to render it comfortable and convenient." In June 1883, the board voted to rent one room from Daniel Webster for \$10 per month to use as a classroom in order to relieve the overcrowding at Lincoln School. In addition, Webster was paid \$44.60 for repairs to Lincoln school. The next year, John Gallie was paid \$45.42 for repairs, and S. P. Johns was paid \$53.73.⁷

In 1885, the cost of repairing Lincoln school seems to have become unreasonable, and plans were made for a new building. The July 9, 1886, minutes report a total of \$3922.52 spent on the building of the new school. The school, described by Sedalia Democrat as a "credit to Sedalia in every way" was "improving constantly."⁸ It had four teachers, each teaching two grades, with between 48 and 97

³I. MacD DeMuth, History of Pettis County, 1882, rpt. Clinton, MO: The Printery, n.d; and Fourth Annual Report of the Board of Sedalia Public Schools, 1870-71.

⁴W. Sherman Savage, "The Legal Provisions for Negro Schools in Missouri From 1865 to 1890," The Journal of Negro History 16 (July 1931), 314.

⁵I. MacD DeMuth, History of Pettis County, 584.

⁶I. MacD DeMuth, History of Pettis County, 583-84.

⁷Sedalia Board of Education minutes, 1882-84, passim.

⁸Sedalia Democrat, 20 February 1887.

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Section 8 Page 6

C.C. Hubbard School
Pettis County, MO

students per room. This building was also quickly outgrown, and in 1889, the board began negotiations to purchase the lot adjoining the school on the west. In June, plans were approved for a one-story, two room addition to Lincoln school.⁹

Two issues continued to plague the board of education. One was the repeated need for a school for black children on the southern end of Sedalia. In April 1884, the board was approached by a group of parents of black children residing in South Sedalia, asking that a school be established in south Sedalia. In November 1884, a teacher was hired and a room rented for the South Sedalia Lincoln School, but this school was only maintained for four months. Parents repeatedly petitioned that a school in south Sedalia be maintained, and the board seems to have engaged in delaying tactics--first by telling the parents to take an enumeration (even though this was the board's responsibility), and then by tabling the motion indefinitely. Not until August 1894, when the issue of a school in south Sedalia again came up, was Miss Flora Wright chosen teacher at \$30 per month.¹⁰

The second issue of contention concerned the faculty. On February 20, 1887, the Sedalia Democrat described the teachers as having "a high degree of culture, all are skillful and successful teachers, and their daily habits of courteous example in and out of the school room is calculated to have an elevating influence on the moral tone of this particular class of people, whose representatives they are."¹¹ The Democrat's comments (tinged with not-so-subtle racism) neglected to mention the problems with staffing. There was a high turnover of teachers, in part because of the low salaries paid to teachers. In the absence of a salary schedule, each teacher's pay was negotiated by the board. Women were paid less than men, and black teachers were paid less than white teachers. In addition, questions were occasionally raised about the principal's ability to maintain control. In February 1890, the teachers and principal conferred with the superintendent and board of education about the school's management. In 1892, when W. (H.) O. Jones hit a student in the face with his fist, the board issued a reprimand, though it hired Jones the next year, despite protests from the parents.¹²

Sedalia's black community was actively involved in the schools. In 1887, a group of parents petitioned the board to appoint a high school teacher, but the board simply took the matter under advisement. This choice of action or inaction seems to be the way the board handled many matters it did not want either to reject outright or to adopt. The Sedalia Democrat of September 3, 1890, mentions J. H. Jenkins as principal and teacher of grade 6, indicating the level of education considered appropriate for black pupils by the district board.¹³

In 1906, Christopher Columbus Hubbard became principal, beginning a forty-one year term of leadership of the school and in the black community. Hubbard had clearly been influenced by Booker T. Washington's insistence that education was the means by which the black community could achieve

⁹Sedalia Board of Education minutes, 1887-89, passim.

¹⁰Sedalia Board of Education minutes, 1884-94, passim.

¹¹Sedalia Democrat, 20 February 1887.

¹²I MacD DeMuth, 581-84; Sedalia Board of Education minutes, 1890-1892, passim.

¹³Sedalia Democrat, 3 September 1890.

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Section 8 Page 7

C.C. Hubbard School
Pettis County, MO

acceptance in a white society. Hubbard maintained rigorous discipline and demanded that his students exercise self-control. He repeatedly reminded the students to "Think!" He held high expectations for his pupils and demanded a standard of excellence in scholarship, athletics, and music. He negotiated with city officials on behalf of the school, begging the public library for its discarded books to use in the school library and negotiating with city officials so that the school band could march in a city parade. Hubbard also successfully represented Sedalia's African-American citizens in civic affairs. He was instrumental in having the streets on the north side of Sedalia paved, and in securing the donation of thirty acres of land for a park with bandstand, roller rink, and playground equipment. He served on the Board of Trustees of Lincoln University, and maintained regular correspondence with governors and other elected officials.¹⁴

When Hubbard came to Lincoln school, the "dilapidated frame building" was in "very poor condition." By 1909, the school had 426 students, with most of the enrollment in the lower grades. While there were 52 sixth graders, there were only 8 ninth graders. Hubbard was principal and also taught ninth grade.¹⁵

In 1911, Hubbard appeared before the board to point out the dilapidated condition of Lincoln School. By 1912, W. H. Powell, president of the school board, reported, "During the past year, three modern school buildings have been erected; Lincoln School for the Negroes, containing ten commodious rooms, an assembly room, Domestic Science and Manual Training rooms, steam heated, drinking fountains, lavatories and baths, etc, and the Horace Mann and Jefferson Schools [for white children] have been completed and equipped in like manner." The property, probably including both elementary and high schools, was valued at \$30,000, and its furnishings and fixtures at \$3000.¹⁶

Grades ten through twelve were added to the Lincoln School in 1916. The 1917 report from the state inspector reports a total enrollment in the high school of 58, 17 boys and 41 girls. The report noted the building—"a good modern building used jointly by grades and high school"—worth \$42,000, but criticized the lack of maps, science equipment, and library books. Despite this criticism, the report continued, "The high school [is] quite good for its kind and especially commends the earnest efforts of the teachers." The faculty were praised as "quite well qualified and working hard," again despite performances rated as average to poor based on the inspector's observations.¹⁷ The praise given for less than adequate performance and equipment reflects the high standards set for teachers at the time and the ability of the Lincoln faculty to teach despite the lack of equipment. The inspector's surprise at the quality of the Lincoln High School faculty may also reflect the racist attitude that little was expected of a black school.

By 1921, the high school enrollment had increased to 78. The library, "a good working library," now contained a total of 1020 books, valued at \$640. \$570 worth of science equipment had been added, as

¹⁴Dorothy Kitchen, "A Tribute to C. C. Hubbard," Mid-Missouri Black Watch, Fall 1995, 11,13; Sedalia Democrat, 16 September 1928.

¹⁵Sedalia Board of Education minutes, 1906-09, *passim*.

¹⁶Sedalia Board of Education minutes, 1911-12, *passim*

¹⁷State School Inspector's Report, April 1917.

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Continuation Sheet

Section 8 Page 8

C.C. Hubbard School
Pettis County, MO

had \$75 worth of maps for history and geography classes. \$25 was spent on manual training equipment, and \$200 on domestic science equipment.¹⁸ This expenditure reflects the emphasis on practical learning that permeated all schools during the progressive era; it further reveals the assumption that most black men, even those with high school education, would become laborers, and that black women would become housewives or maids.

In 1923, the North Central Association of Colleges and Secondary Schools reported that "The school has successfully served in the life of the community, and has established itself as an educational and recreational center." The school was "unqualifiedly recommended." North Central's recommendation was high praise for Lincoln School, for at that time only four high schools for black pupils had achieved North Central Accreditation, and three of those were in St. Louis or Kansas City.¹⁹

By 1926, the building had again been outgrown. In 1927, M. G. Neale, Dean of the faculty of the School of Education at the University of Missouri, was asked to prepare a proposal for the Sedalia public schools. He noted the poor condition of Franklin School, a former white school which was now being used for elementary classes for Lincoln pupils, and recommended it be abandoned. He proposed an "addition should be built to the Lincoln school providing more modern accommodations for the high school division. . . . The addition should contain a combined auditorium-gymnasium, a home economics room, science or shop rooms and four class rooms. The present building should be remodeled by making three class rooms out of the old auditorium. This would give the building a total capacity of 700 pupils."²⁰

On May 27, 1927, the Sedalia Democrat reported that a bond issue had passed, enabling the school district to remodel one school, to repair four schools, and to build a high school building for Lincoln School. Clifford Johnson, a Sedalia architect, was chosen to draw up plans for this building. The Democrat further reported that the new building would "adequately care for the needs of Sedalia's colored population."²¹ On October 21, 1927, the Democrat reported that a contract had been signed with Dean and Hancock Construction Company for the construction of the school. George Suter provided the plumbing and heating at \$7,795, and Joseph Salisbury Sash and Door provided windows and doors for \$2,576. The building was to cost \$50,014, and be ready for occupancy by August 1, 1928.²²

The new building was dedicated on September 23, 1928. The dedication ceremony followed a parade. The school chorus sang; the Honorable Fred Dabney of the Grand Lodge of Missouri delivered a

¹⁸State School Inspector's Report, April 1921.

¹⁹North Central Association of College and Secondary Schools, Report, 1923; Robert Irving Brigham, The Education of the Negro in Missouri, Dissertation, University of Missouri, 1946, 135.

²⁰M. G. Neale, School Building Program for Sedalia, Sedalia: Board of Education, 1927.

²¹"Bond Issue for Public Schools Carried Today," Sedalia Democrat 27 May 1927.

²²"Contract Upon New School Has Been Approved," Sedalia Democrat, 21 October 1927; Sedalia School Board Minutes, 1927-28, *passim*.

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C.C. Hubbard School
Pettis County, MO

speech. The school, while fully accredited, lacked stage equipment for the auditorium, and Hubbard had a collection taken during the dedication to raise money to finish furnishing the building. Differences in attitude toward education for white and black students seem evident in the newspaper descriptions of the school openings. While the article describing the newly remodeled white school praised the equipment in the school, the article describing the dedication of Lincoln School focused on the entertainment provided and on the attributes of C. C. Hubbard and his work on behalf of his community.²³

Lincoln School served as a regional school for black students. Section 7051a of the Missouri Laws (1889) forbade black and whites from attending the same schools. In 1929, section 11145 of the Missouri Laws provided that those districts which did not establish a separate school for black children were required to pay for the children's transportation and tuition to any black school in the county. Three black elementary schools operated in Pettis County outside the city limits of Sedalia. One was in Georgetown, with approximately twenty-three children in 1930, another was in Arator, which operated until 1941-42, and the third, in Longwood. Photographs of these schools show them to be small frame buildings.²⁴ Mrs. Dorothy Claycomb, longtime Longwood resident, remembers the black school as being less well equipped and maintained than the white school.

These schools operated with poor facilities and in the midst of resistance by the white community. Both the desire for education and the resistance of the white community to education for blacks is evident in the court case of *Morehead vs. Cartwright, et al.* In 1905, William Riley Morehead of Longwood sued on behalf of his children who were not being provided with a school. The district refused to accept an enumeration showing 21 students, and ordered another enumeration made. The second enumeration was incorrect, as the enumerator only counted children he could see, despite personal knowledge that other children lived in the district. The local courts agreed with the district, and Morehead appealed. In 1907, the Kansas City Court of Appeals noted that J. L. Cartwright "knowingly" made a false enumeration by ignoring facts known to him and information provided by parents.²⁵

Black students from Pettis County but outside the boundaries of the Sedalia school district who wanted to attend high school had to be brought to Sedalia to attend Lincoln. In addition, black high school students from towns in Cooper, Saline, Benton, and Johnson counties were brought to Sedalia because their home districts did not provide high schools for black students. According to Mrs. Juanita Grigsby, secretary to the Sedalia Superintendent of Schools, tuition was paid by either their school district or by their parents. In 1941-2, forty out-of-district students attended Lincoln High School; in 1943, thirty-two, in 1944, forty-one, in 1945, forty-eight, in 1946, forty-eight, and in 1947, fifty.²⁶ According to Alyce Williams, a graduate of Lincoln School, students were bused to Sedalia from Otterville, Syracuse, Georgetown, Longwood, Tipton, and Warrensburg. The increased number of out-of-district students suggests that many parents in the surrounding area desired a high school education for their children;

²³Sedalia Democrat, 16 September 1928; Sedalia Democrat, 24 September 1928.

²⁴Clyde Foster Scotten, History of the Schools of Pettis County, Missouri, Sedalia: n.p., 1974.

²⁵"State ex rel Morehead v. Cartwright et al." Southwest Reporter, 99, 48.

²⁶Sedalia Board of Education Minutes, 1941-47, passim.

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C.C. Hubbard School
Pettis County, MO

the numbers also reveal the effect of compulsory attendance laws on high school attendance. It further reflects the racism inherent in the separate but equal doctrine which had governed Missouri's school law since the Reconstruction.

Professor Hubbard retired in 1947, after leading Lincoln School for forty-one years. During those years, Hubbard came to be loved and respected by the African-American community in Sedalia. In 1943, he was honored by the school board's decision to name the high school after him; the African-American community in Sedalia still refers to the school as the C. C. Hubbard High School. The school did not seem to work as smoothly after Hubbard's retirement as before. The North Central Reports were not as complimentary; for example, in 1954, 1955, 1956, and 1957, the school was "warned" because teachers were not qualified, and the library was not adequately staffed.²⁷ The laxity of administration in the years following Professor Hubbard's retirement may serve as further testimony to his skill as a principal.

As the civil rights movement gained momentum in the early 1960s, Sedalia's black community began to agitate for desegregation of the schools. C. C. Hubbard High School was closed in 1962, and high school students attended Smith-Cotton High School, although separate royalty and extracurricular activities for black and white students were maintained. The grade school remained open as a neighborhood school, though most of the students were black because Sedalia's neighborhoods were themselves highly segregated.

For a short time, the school building served as a special education center for the mentally retarded and learning disabled students throughout the district. Pressures against the segregation of the exceptional children caused the school to close finally in 1973. Though the Lincoln Elementary School has been demolished, the 1928 high school building remains as a reminder of the obstacles that black Sedalians overcame in order to be educated. The building now houses the Lincoln-Hubbard Neighborhood Assistance Program, which sponsors a reading center for children, music lessons, and a drill team. A black history museum and genealogical archives are being planned.

²⁷North Central Association of College and Secondary Schools, Report, 1954-57.

United States Department of the Interior
National Park Service

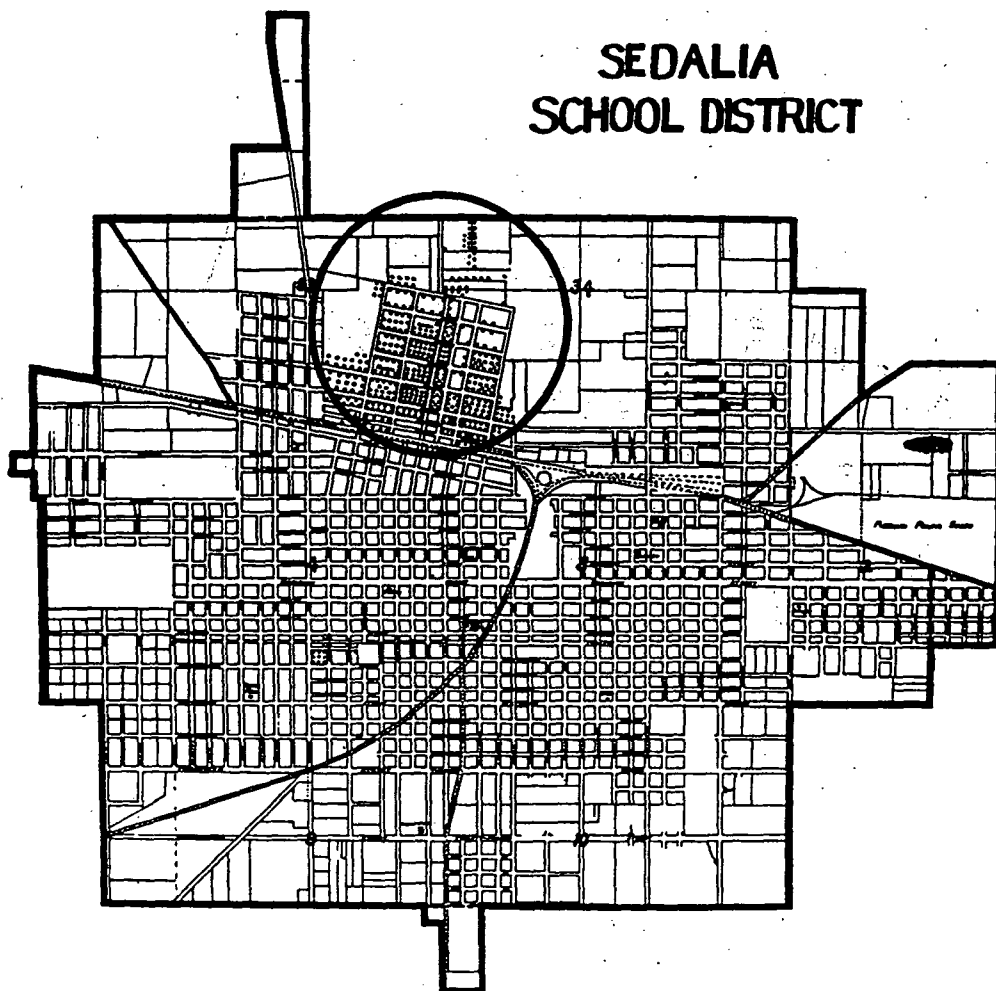
National Register of Historic Places
Continuation Sheet

Section 8 Page 11

C.C. Hubbard School
Pettis County, MO

CHART IX
COLORED SCHOOL

SEDALIA
SCHOOL DISTRICT



10 Geographical Data

Acreeage of Property 2 acres

UTM References

A. Zone 15	Easting 480240	Northing 4285105	B. Zone	Easting	Northing
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 Lincoln-Hubbard Alumni Association
street & number 721 North Osage telephone 816/826-1113
city or town Sedalia state Missouri zip code 65301

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 9 Page 12

C.C. Hubbard School
Pettis County, MO

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---. 1943.

---. 1944.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 9 Page 13

C.C. Hubbard School
Pettis County, MO

---. 1945.

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---. 1947.

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---. 1940.

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

**National Register of Historic Places
Continuation Sheet**

Section 9,10,11 Page 14

**C.C. Hubbard School
Pettis County, MO**

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Sedalia, for the year ending June 30, 1912. Sedalia: n.p., 1912.

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System in Missouri." Journal of Negro History, 5 (1920), 137-165.

VERBAL BOUNDARY DESCRIPTION

Lots seven (7), eight (8), nine (9), ten (10), eleven (11), twelve (12), thirteen (13), fourteen (14), fifteen (15) and sixteen (16), excluding twenty-five feet of the south end of lot eleven (11) in block eighteen (18) of the original plat of Sedalia, Missouri.

BOUNDARY JUSTIFICATION

This boundary was chosen because it is the legal description of the property recorded on the general warranty deed, 2 October 1989, historically associated with the C.C. Hubbard High School, including the part of the block on which the building was constructed in 1928, as well as the portions which were added in 1952.

FORM PREPARED BY

1. Rhonda Chalfant
Chalfant Consulting
619 West 32nd Street
Sedalia, MO 65301
816/826-5592
November 11, 1996
Original draft nomination, items 1-11

2. Allen Tatman, Cultural Resource Inventory Coord.
DNR/DSP/Historic Preservation Program
Jefferson City, MO 65102
573/751-7858
May 21, 1997
Editor, items 1-11

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Hubbard, C.C., High School

MULTIPLE NAME:

STATE & COUNTY: MISSOURI, Pettis

DATE RECEIVED: 5/29/97 DATE OF PENDING LIST:
DATE OF 16TH DAY: DATE OF 45TH DAY: 7/13/97
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 97000628

NOMINATOR: STATE

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: Y
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

___ ACCEPT ___ RETURN ___ REJECT _____ DATE

ABSTRACT/SUMMARY COMMENTS:

Period of significance = 1928 - 1962, primarily over 50 years ago. Period represents the date of construction through the closing of the school w/ the end of segregation.

RECOM./CRITERIA Accept - A

REVIEWER Doland

DISCIPLINE Historian

TELEPHONE _____

DATE 7/3/97

DOCUMENTATION see attached comments Y/N see attached SLR Y/N



C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997 W.N.W. - MAIN ENTRANCE

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: LOOKING W.N.W. - MAIN ENTRANCE

PHOTO #1



C. C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

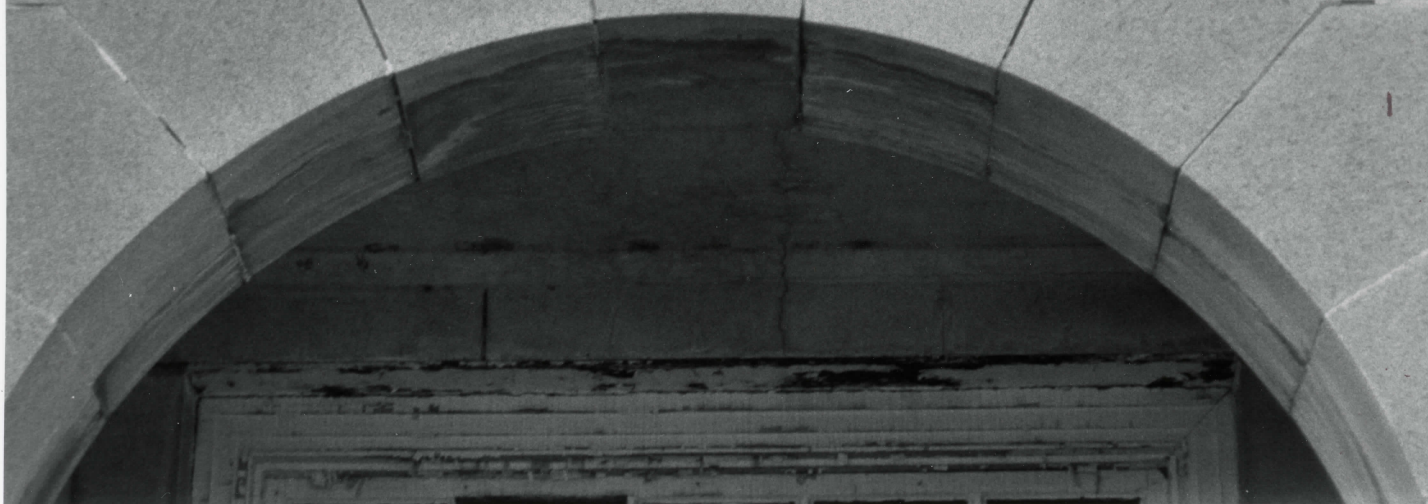
LOOKING WEST - MAIN ENTRANCE

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: LOOKING WEST - MAIN ENTRANCE

PHOTO #2

C. HUBBARD
HIGH SCHOOL



C. C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: DETAIL ABOVE MAIN ENTRANCE

PHOTO #3

CONVERSE BARD
HIGH SCHOOL



C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: DETAIL OF MAIN ENTRANCE

PHOTO #4



C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: DETAIL OF MAIN ENTRANCE

PHOTO #5



C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: LOOKING NORTH AT SOUTH ENTRANCE

PHOTO #6



C. C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: LOOKING N. N.W. AT SOUTH ENTRANCE
AND INDUSTRIAL ARTS ADDITION

PHOTO #7



C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPD

VIEW: LOOKING NORTHWEST AT INDUSTRIAL ARTS ADDITION

PHOTO#8



LINCOLN-HUBBARD
LIBRARY

C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPO

VIEW: LOOKING N.N.E. AT INDUSTRIAL ARTS WING

PHOTO # 9



C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO

PHOTOGRAPHER: R. CHALFANT

MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPD

VIEW: LOOKING WEST, OVER SITE OF
DEMOLISHED ELEMENTARY SCHOOL,
AT CAFETERIA WING

PHOTO # 10



LINCOLN
GRADUATE SCHOOL

C.C. HUBBARD HIGH SCHOOL

721 N. OSAGE

SEDALIA, PETTIS CO.

PHOTOGRAPHER: R. CHALFANT

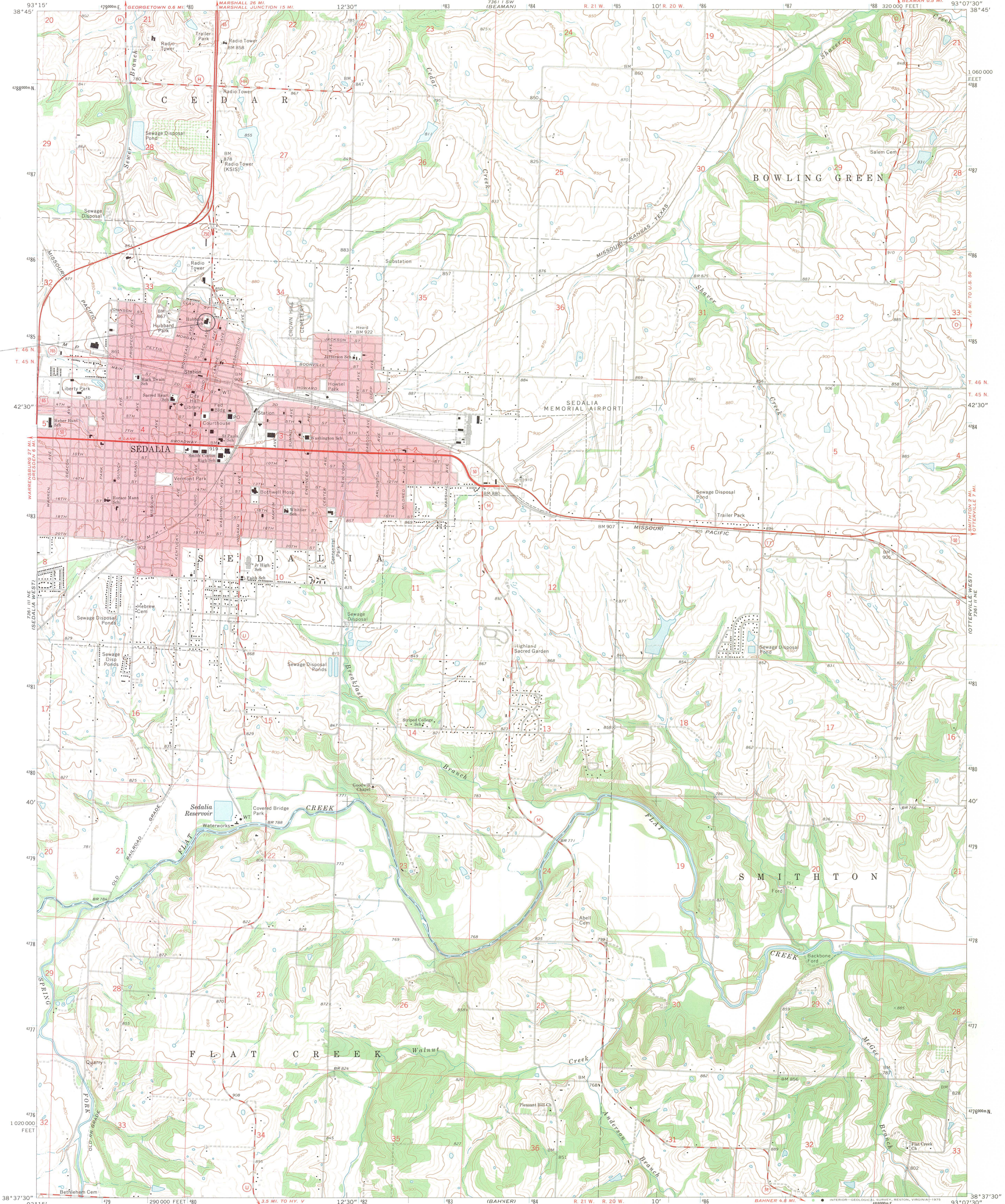
MARCH 1997

LOCATION OF NEGATIVES: MISSOURI SHPD

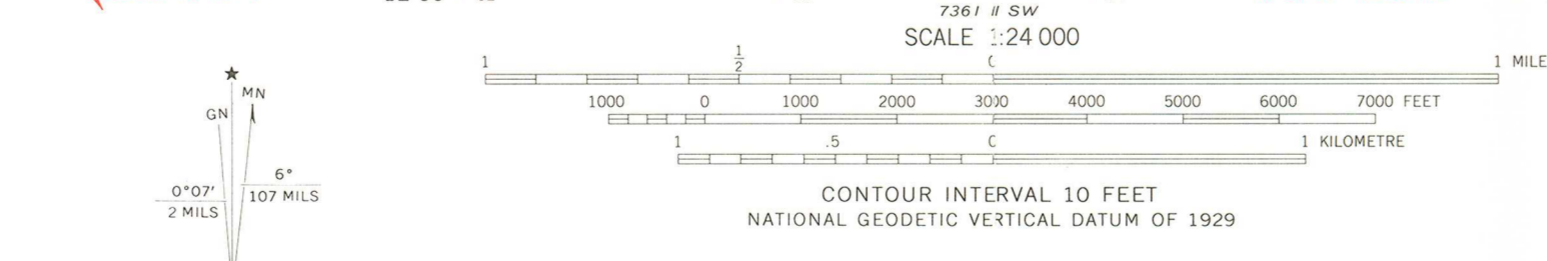
VIEW: DETAIL OF ELEMENTARY SCHOOL SIGN

PHOTO # 11

C.C. HUBBARD HIGH SCHOOL, PETTIS COUNTY, MO
ZONE 15 EASTING 480240 NORTHING 4285105



Mapped, edited, and published by the Geological Survey
Control by USGS and NOS/NOAA
Topography by photogrammetric methods from aerial
photographs taken 1972. Field checked 1973
Supersedes map dated 1944
Projection and 10,000-foot grid ticks: Missouri coordinate
system, central zone (transverse Mercator)
1000-metre Universal Transverse Mercator
grid ticks, zone 15, shown in blue. 1927 North American datum
Red tint indicates areas in which only landmark buildings are shown
Fine red dashed lines indicate selected fence and field lines where
generally visible on aerial photographs. This information is unchecked



THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, DENVER COLORADO 80225, OR RESTON, VIRGINIA 22092
AND BY THE DIVISION OF RESEARCH AND TECHNICAL INFORMATION
MISSOURI DEPARTMENT OF NATURAL RESOURCES, ROLLA, MISSOURI 65401
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

SEDALIA EAST, MO.
N3837.5—W9307.5/7.5
1973
AMS 7361 II NW—SERIES V879

NATIONAL REGISTER OF HISTORIC PLACES PROPERTY REPORT

REFERENCE No.: 97006628

Control No.: 970618/nep

PROPERTY NAME: Hubbard, C.C., High School

OTHER NAME/ Lincoln School, Lincoln--Hubbard School

SITE No. :

MULTIPLE NAME: NOT APPLICABLE

ADDRESS/ 721 N. Osage Ave.

BOUNDARY :

CITY: Sedalia

COUNTY: Pettis

STATE: MISSOURI

Restricted Location Information: Owner: PRIVATE Resource Type: BUILDING

Contributing Noncontributing

Buildings	1	0
Sites	0	0
Structures	0	0
Objects	0	0

Nomination/Determination Type: SINGLE RESOURCE

Nominator: STATE GOVERNMENT

Nominator Name:
NOT APPLICABLE

Federal Agency: NOT APPLICABLE

NPS Park Name: NOT APPLICABLE

Certification: DATE RECEIVED/PENDING NOMINATION

Date: 05/29/97

Other Certification: NOT APPLICABLE

Historic Functions: EDUCATION

Historic Subfunctions: SCHOOL

Current Functions: SOCIAL
RECREATION AND CULTURE
WORK IN PROGRESSCurrent Subfunctions: MEETING HALL
MUSEUM

Level of Significance: LOCAL Applicable Criteria: EVENT

Significant Person's Name: NOT APPLICABLE

Criteria Considerations: NOT APPLICABLE

Area of Significance: EDUCATION
ENTERTAINMENT/RECREATION
BLACK

Periods of: 1725-1945 1950-1974 Circa: Specific Sig Years:

Significance:

1928

Architect/Builder/Engineer/
Designer:

Cultural Affiliation:

Johnson, Clifford H.
Dean & Hancock

NOT APPLICABLE

Other Documentation:

NOT APPLICABLE

HABS No. N/A

HAER No. N/A

Architectural NO STYLE LISTED
Styles:

Describe Other Style: NOT APPLICABLE

Foundation Materials: CONCRETE
Wall Materials: BRICK
Roof Materials: ASPHALT
Other Materials: NONE LISTED

Acreage: 2.0

UTM Zone Easting Northing Zone Easting Northing

Coordinates: 15 / 4 90 240 / 42 85 105 / / / /