

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

1. Name of Property

historic name Bartlett Agricultural and Vocational School Historic District

other names/site number Dalton Vocational School Historic District [preferred]

2. Location

street & number junction of Fourth Street and MO Highway J [n/a] not for publication

city or town Dalton [X] vicinity

state Missouri code MO county Chariton code 041 zip code 65246

3. State/Federal Agency Certification

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

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

[Signature]
Date 26 June 2002

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

5. Classification

Ownership of Property	Category of Property	Number of Resources within Property		
		Contributing	Noncontributing	
<input checked="" type="checkbox"/> private	<input type="checkbox"/> building(s)	9	2	buildings
<input type="checkbox"/> public-local	<input checked="" type="checkbox"/> district			
<input type="checkbox"/> public-State	<input type="checkbox"/> site	1	0	sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	0	0	structures
	<input type="checkbox"/> object	0	0	objects
		10	0	Total

Name of related multiple property listing.

n/a _____

Number of contributing resources previously listed in the National Register.

0 _____

6. Function or Use

Historic Function
 Education/school _____
 Agriculture/animal facility _____
 Agriculture/agricultural outbuilding _____

Current Functions
 Agriculture/agricultural outbuilding _____
 Agriculture/storage _____
 Vacant/not in use _____

7. Description

Architectural Classification
 No style _____

Materials
 foundation concrete _____
 walls wood _____
 brick _____
 roof metal _____
 other _____

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

1907-1956

Significant Dates

n/a

Significant Person(s)

n/a

Cultural Affiliation

n/a

Architect/Builder

unknown

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: _____

10. Geographical Data

Acreeage of Property 123 acres

UTM References

A. Zone	Easting	Northing	B. Zone	Easting	Northing
15	500731	4362109	15	500728	4361700
C. Zone	Easting	Northing	D. Zone	Easting	Northing
15	500622	4361703	15	500621	4361211

[X] 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 Andrew M. Halter/Intern

organization DNR/DSP/Historic Preservation Program date July 2001

street & number P.O. Box 176 telephone 573/751-4692

city or town Jefferson City state MO zip code 65102

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 Roland Hughes

street & number P.O. Box 208 telephone 660/544-2232

city or town Dalton state MO zip code 65246

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NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Section 7 Page 1

Dalton Vocational School Historic District
Chariton County, MO

Summary: The Dalton Vocational School Historic District is located about a half-mile northwest of Dalton in Chariton County. The 123 acre district at the end of an unmarked gravel road, ¼ of a mile from county road J, consists of nine contributing buildings and two noncontributing buildings. The properties represent the core of the former Dalton Vocational School, which was an African American agricultural and vocational school serving Chariton and surrounding counties during the first half of the twentieth century. The nominated property includes contributing nine buildings constructed for the use of the school, its students, and its faculty; one contributing site, the remaining 123 acres; and two modern, noncontributing buildings. Although all the contributing buildings are in various states of disrepair the district retains sufficient integrity to convey its association with the school and to serve as a physical reminder of the history of African Americans in the state.

Elaboration: The Bartlett classroom building is perched on a hill in the center of what was the Dalton Vocational School. Directly northeast of the of the building are two homes, one the former principal's cottage and the other a contemporary ranch style home, which is a non-contributing building; and the former cafeteria and machine shop; the Busch classroom/dormitory building is approximately 300 feet southwest. A barn, shed, and poultry house are located approximately 600 feet north and northwest respectively. All of the contributing buildings are in various states of deterioration. Keyed to the site map, the contributing properties are as follows:

A. Bartlett Classroom Building. Constructed in 1938, this large two-story brick building is 80 feet in length and 52 feet in width. Topped by a flat roof covered with tar paper, the building stands on a concrete foundation which supports loading bearing brick walls in the Flemish bond pattern. In design, the building reflects the simplicity of form typical of the era. The horizontal, blocky quality of the structure is broken up by vertical masonry detail in the central portion of the façade and by brick quoins, which extend from the foundation to an upper belt course on all four corners of the building. The interior windowsills are ceramic tiles while the exterior sills are brick. The first floor consists of two classrooms, a home economics room, principal's office and restroom. Both floors feature hallways with floors of terrazzo tile and classrooms with floors of asbestos tiles. The second floor is reached by a set of concrete stairs with a concrete bannister. The second floor has two classrooms, an auditorium, and a restroom. An unusual feature that is found on the second floor is an octagonal ceiling vent. The plaster ceilings, mainly on the first floor, are painted white, and are accented by walls painted yellow. The basement can be accessed from a door under the stairs or by an outside entrance on the west elevation. The basement is divided into three parts, a classroom, boiler room, and a crawlspace.

B. Busch Building. Constructed in 1909, this one and one half story wood frame building is topped by a shed like roof covered in metal. It is approximately 60 feet in length and 35 feet in width. Originally a two-story building which at some point was crudely modified into a one and one half-story building. The gabled entrance and concrete steps have since collapsed; as a result the interior of the building is inaccessible. The building rests on a concrete foundation. The basement has been used as an animal facility to house cows and hogs. A large opening has been made in the concrete foundation on the south elevation to allow the animals access to the building. Originally the building housed classrooms and boy's dormitory.

C. Shed. Located to the southwest behind the Busch building is a one room wood frame shed with a metal roof. The door is missing and overall the building is dilapidated.

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Dalton Vocational School Historic District
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D. Principals Cottage. A wood frame five-room house, constructed circa 1930, rests on a concrete foundation. Metal and asbestos siding cover the original wood clapboard siding. An addition was placed on the east elevation, circa 1950 followed by a lean-to garage. The overall dimensions are 60 feet in length and 27 feet width. A low-pitched side-gabled asphalt roof tops the building. A flat roof covers the 1950 addition and a lean-to roof covers the garage. A gabled dormer supported by modified knee brackets covers the concrete entrance steps. A pair of sidelights flanks the entrance; the original door has been replaced with a wood door with three small rectangular stepped windows. A full basement can be reached from a set of stairs behind the fireplace. The interior has suffered minor fire damage, which appears to have originated in the fireplace. It has severely damaged interior walls and ceilings near the fireplace, more specifically the living and dining rooms. The northeast corner of the house is suffering from major structural damage, a portion of the kitchen floor has collapsed.

E. Barn. A gabled roof with a hay hood covered in metal tops the two-story wood frame barn, which was built circa 1915. It measures 40 feet in length and 27 feet in width. A shed addition, measuring 40 feet in length and 13 feet in width, has been attached to the west elevation, addition date unknown. A small one-story wood frame gabled roof barn has been attached to the east elevation of this barn, circa 1920. This barn measures 24 feet in length and 20 feet in width. The entrances to each portion are on the gabled ends. A large sliding door is directly beneath the hay hood; several other doors placed at various heights are also found on this elevation. There is one entrance with a sliding door on the east elevation of the main barn.

F. Shed. A wood frame shed, construction date unknown, stands to the west of the barn. It measures 20 feet by 20 feet. A gabled roof with exposed rafters covered in metal tops the building. The sliding door on the south elevation has been removed.

G. Poultry House. A concrete block poultry house, circa 1950, is located approximately 15 feet to the northwest of the shed. It measures 50 feet in length by 20 feet in width. A shed roof covered in metal tops the building. Six, three over three windows, one is missing, and a wooden door dominate the facade.

H. Cafeteria. A metal gable roof tops a long narrow wood frame building constructed circa 1920. The cafeteria is 15 feet wide and 35 feet in length. A portion of the south gabled elevation has been removed to allow farm machinery to be parked inside the building. There are three sets of paired four light windows on the west and east elevations.

I. Machine Shop. A metal gable roof tops a long narrow wood frame building constructed circa 1920. It measures 58 feet in length and 20 feet in width. The south gabled elevation has been removed to allow large farm machinery to be parked inside the building, resulting in structural problems. A room has been partitioned off in the northwest corner. The north elevation has two six paned windows and the east elevation has four.

J. 123 acres. See district map. The acreage is no longer farmed, but no significant alterations have occurred since the period of significance and, though fallow, it still reflects its agricultural use. The original 120 acres were acquired in 1907, originally owned by John Ewing. Twelve additional acres were purchased about 1910, and sixty acres were added in 1912, for a total of 192. In 1923, thirty acres were

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**Dalton Vocational School Historic District
Chariton County, MO**

sold to the State of Missouri as the site of an agricultural fair. The 123 acres included within the boundary in the remaining portion of the school most closely associated with the significant buildings and which remains under the ownership of a sympathetic owner.

Non-Contributing Buildings

J. Modern Pole Barn. A metal pole barn has been constructed between the cafeteria and the shop. It is dilapidated with a collapsed roof and two walls.

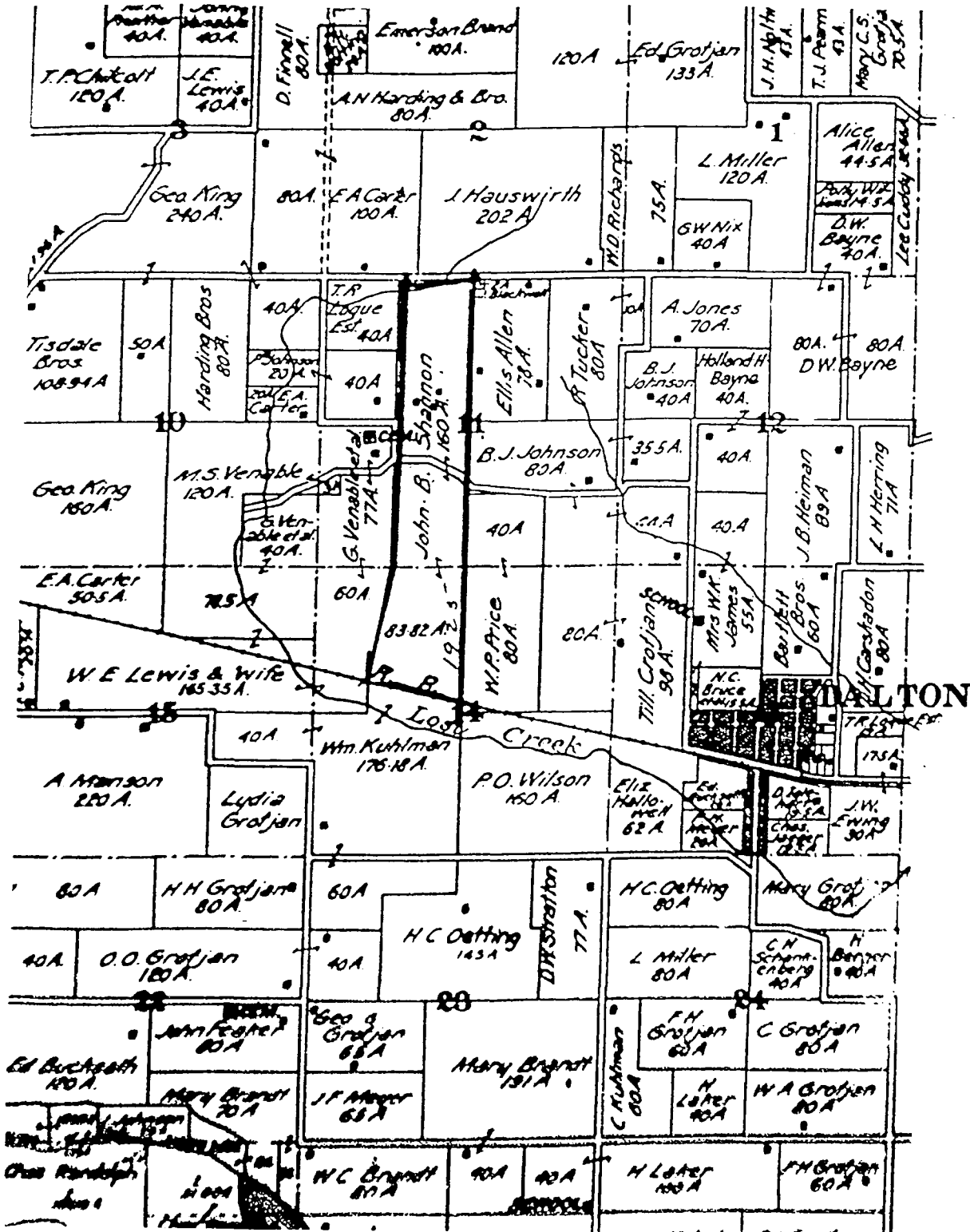
K. Hughes House. Centrally located in the district, the Hughes home has been constructed in front of the former principal's cottage. This modern ranch style home was built circa 1975. The wood frame building rests on a concrete foundation. The walls are covered in metal siding. The home has a two car attached garage on the west gabled end. The building does affect the integrity of the district but its size and scale does not overwhelm the other contributing buildings.

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Dalton Vocational School Historic District
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Scott, George; Publisher, Atlas of Chariton County, Missouri 1915, Kansas City: Tuttle & Pike Civil Engineers; Higginsville, Missouri; George Scott
Publisher, 1915. Enlarged portion showing the Dalton Vocational School located in Township 53, Range 19, Section 13.

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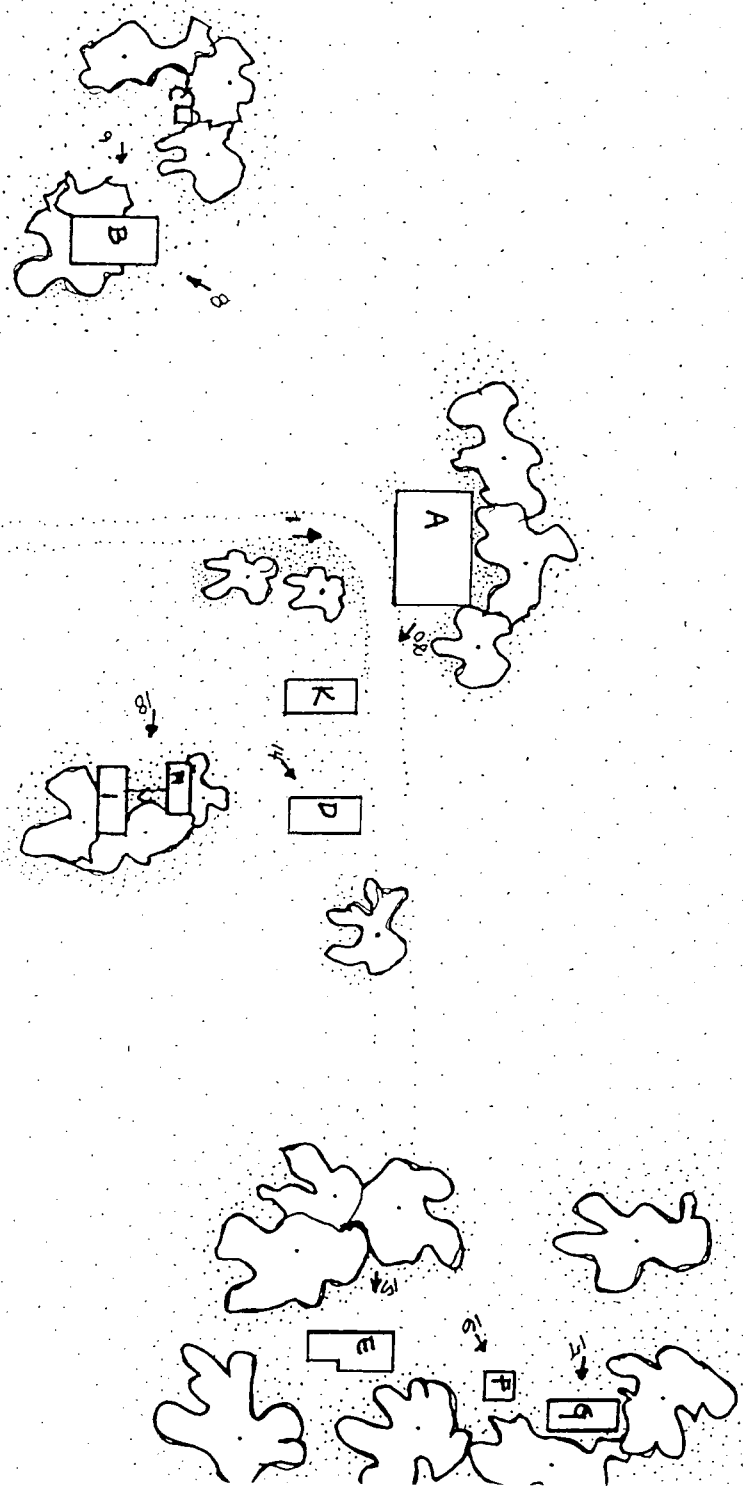
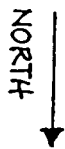
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Dalton Vocational School Historic District
Chariton County, MO

DALTON VOCATIONAL SCHOOL HISTORIC DISTRICT
DALTON, CHARITON COUNTY, MISSOURI
SITE PLAN NOT TO SCALE

- A. BARTLETT BUILDING
- B. BMSCH BUILDING
- C. SHED
- D. PRINCIPALS COTTAGE
- E. BARN
- F. SHED
- G. FOLIARY HOUSE
- H. CAFETERIA
- I. MACHINE SHOP
- J. MODERN FOLE BARN
- K. THUGHES HOUSE



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Dalton Vocational School Historic District
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Summary: Dalton Vocational School Historic District, located about a half mile northwest of Dalton, Chariton County, Missouri, is eligible for listing in the National Register of Historic Places under Criterion A in the areas of Education and Ethnic Heritage. The Dalton Vocational School was the creation of Nathaniel C. Bruce, who wanted to establish a school in the Midwest modeled after his alma mater, the Tuskegee Institute, Tuskegee, Alabama. Bruce had been a student of Booker T. Washington. Like his mentor, he believed that education was the key to African American progress, and he dedicated his life to the education of his race. Originally called the Bartlett Agricultural and Industrial School, Bruce's institution served hundreds of African Americans from the time it opened in 1907 until it closed at the end of the 1955-1956 school year as result of the 1954 *Brown v. Board of Education* decision. Bruce often referred to his school as "the Tuskegee of the Midwest" since his goals closely resembled those of the famed Alabama institution. The district is composed of nine contributing buildings, one contributing site, and two noncontributing buildings. The properties represent the core of the former Dalton Vocational School, which was an African American agricultural and vocational school serving Chariton and surrounding counties. Integration ended the school's role as an educational facility; African American youths who previously had nowhere else to go to school could, after the 1954 *Brown v. Board of Education* decision, attend schools much closer to home.¹ The period of significance extends from 1907, the date of the founding of the school and the acquisition of the original 120 acres, to 1956, with the close of the school. Although the period of significance extends beyond the arbitrary fifty year limit established by the National Register, significance was established well before that date and the extension to 1956 represents a continuation of the school's significant activities.

Narrative:

Segregated Education in Missouri

Missouri was a border state with a history of mixed feelings and attitudes regarding the status of African Americans. In the pre-Civil War period there were small holdings rather than large plantations, with a system of hiring out slaves for labor. Some travel and new experiences thus afforded African American slaves a sort of education. In this period there were concerted attempts to limit the possibilities of African American education, and in 1847 laws were passed to specifically prohibit teaching African Americans in schools. Although there was a fine of five hundred dollars and six months imprisonment for violation of this law, some masters did permit their slaves to learn to read, and some African Americans managed to learn even without permission.² From the very beginning, African Americans in Missouri have had an intense interest in education. There was a general attitude of apathy toward public schools following the

¹ The school was referred to as the Bartlett Agricultural and Industrial School from 1907 until 1923. At this time the 52nd General Assembly appropriated \$15,000 for the organization and administration of a demonstration farm and agricultural school expressly for African Americans at Dalton under the University of Missouri's college of Agriculture. With the takeover, the school's name was changed to the Dalton Vocational School. In 1929 the 55th General Assembly transferred control from the University of Missouri to Lincoln University. The name remained the same through this transition and until the school closed in 1956 as a result of the Supreme Court decision, *Brown v. the Board of Education*. The preferred name of the district is the Dalton Vocational School

² Robert I. Brigham, *Education of the Negro in Missouri*, Dissertation, University of Missouri-Columbia, 1946, pp. 64-68.

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**Dalton Vocational School Historic District
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Civil War, but in 1870 Missouri had the largest proportion of schools for African American children of all the former slave states.³ Few whites were willing to pay taxes to rectify this situation after the war. Although the Radical Republicans provided some money for African American education during the Reconstruction years, black education remained segregated and, consequently, inferior. In the era when the Bartlett School was seeking state support for its programs, the state of Missouri, with a African American student population twice that of the state of Minnesota, was spending less money for African American education than the less densely populated northern state.⁴ Since the Civil War there was a steady increase in African American enrollment in the public schools, but it was an uphill struggle against the unfavorable attitudes on the part of the public and school officials. The result was neglect of the African American schools and inferior education of African American children.⁵

The Philosophy of African-American Education

African American leaders at the turn of the twentieth century, almost without exception, identified education as a key to African American progress. They disagreed, however, on the kind of education African American students needed.⁶

The philosophy of Booker T. Washington, the African American spokesman who founded the Tuskegee Institute, Tuskegee, Alabama, in 1881, dominated most discussions about African Americans' educational needs. Born a slave in the South at a time when most African Americans were illiterate and unskilled, Washington, seeking the good will of powerful whites, taught blacks not to protest against discrimination, but to elevate themselves through industrial education, hard work, and property accumulation; then, they would ultimately obtain recognition of their citizenship rights. "Our greatest danger," Washington proclaimed at the 1895 Atlanta Exposition,

is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the production of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour, and put brains and skill into the common occupations of life; shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.⁷

Alternatively, other African American leaders, most notably the freeborn, northern intellectual, W. E. B. Du Bois, decried Washington's concentration on vocational training. At first Du Bois agreed with this gradualist strategy, but in 1903 with the publication of his most influential book, *Souls of Black Folk*, he became the chief leader of the onslaught against Washington. For Du Bois the only effective way to open

³ Ibid., p. 84.

⁴ Ibid., p. 15.

⁵ Ibid., p. 97-98.

⁶ Henry A. Bullock, *A History of Negro Education in the South: from 1619 to the Present*, Cambridge: Harvard University Press, 1967, p. 12.

⁷ Booker T. Washington, *Up From Slavery: An Autobiography*, New York: Dodd and Mead, p. 151-175.

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Dalton Vocational School Historic District
Chariton County, MO

the doors of opportunity for African Americans was to adopt tactics of militant protest and agitation; by employing this style of propaganda, he made a key contribution to the evolution of black protest in the twentieth century, and to the civil rights movement.⁸

Du Bois's background helps explain this divergence from Washington's philosophy. From a young age, Du Bois saw himself as a future race leader, part of an elite corps of African American college graduates dedicated to advancing the welfare of African Americans. He was a graduate of Frisk University, one of the leading African American institutions of higher education. In 1895, Du Bois became the first African American to receive a Ph.D. from Harvard University.⁹

Du Bois also urged nothing less than a full university education for talented African Americans. They should aspire to the professions. They should, above all, fight for the immediate restoration of their civil rights, not simply wait for them to be granted as a reward for patient striving. Washington "depreciates institutions of higher learning," Du Bois argued, "but neither the Negro common schools, nor Tuskegee itself, could remain open a day were it not for teachers trained in Negro colleges." Du Bois maintained that a "Talented Tenth" a college educated African American elite, would be the key to racial elevation.¹⁰

Nathaniel C. Bruce

Nathaniel C. Bruce was born in 1868 on a farm near Danville, Virginia. He attended Halifax County Public Schools while helping his father, an ex-slave, farm. At the age of fourteen he left home to attend the Shaw Normal and Industrial High School in Raleigh, North Carolina. After completing high school, he went on to Shaw University, where he received a Bachelor of Arts degree, graduating with honors.¹¹ He received additional training at several New England colleges and at Hampton and Tuskegee Institutes. At Tuskegee, Booker T. Washington greatly influenced Bruce. Washington's philosophy was to teach African Americans not to protest against discrimination, but to elevate themselves through industrial education, hard work, and property accumulation; then, they would ultimately obtain recognition of their citizenship rights.

⁸ W. E. B. Du Bois, *The Souls of Black Folks*, New York; First Vintage Books a division of Random House, Inc., 1990, pp. 40-41.

⁹ *Black Leaders of the Twentieth Century*, ed. John Hope Franklin and August Meier, Chicago: University of Illinois Press, 1982, p. 65.

¹⁰ *Ibid.*, p. 41.

¹¹ Patrick J. Huber and Gary R. Kremer, "Nathaniel C. Bruce, Black Education and the 'Tuskegee of the Midwest,'" *Missouri Historical Review*, October 1991. Like the origins of many African American leaders, Bruce's date of birth remains obscure. A document on Bruce in the Dalton Vocational School file gives his date of birth as December 6, 1884. In contrast, Bruce's death certificate states he was about 84 years old at the time of his death in 1942, placing his birth either in 1857 or 1858. However, the 1910 federal census for Chariton County records 42 as his age for that year, making 1867 or 1868 his date of birth. The authors have trusted the later source. An untitled document on Bruce's life, unpaginated, Dalton Vocational School File. Missouri State Archives, Jefferson City, Missouri; death certificate of Nathaniel C. Bruce, Bureau of Vital Records, Missouri Department of Health, Jefferson City, Missouri; U.S. Census, 13th Report, 1910, "Chariton County, Missouri," Roll 776, Sheet 86, A-B.

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Washington made an impression on Bruce that lasted a lifetime. Convinced that his mentor had the right answers about how African American progress could best be achieved, Bruce therefore dedicated his life to the education of his race. He began his career in St. Joseph, Missouri, where he served as principal of an African American high school for a brief time. Shortly thereafter, he decided to strike out on his own and duplicate the Tuskegee experiment in the Midwest.¹²

The Founding of the Bartlett Agricultural and Industrial School

A small African American community had developed in Dalton before the turn-of-the-century, largely due to the advent of the railroad. Prior to 1900, most African Americans lived in an all-African American community called Namrash, approximately seven miles south of Dalton. By the 1890s, when it began to dissolve as families scattered through the county, augmenting other, already established African-American communities, Namrash had become the largest African American community in Chariton County. The development of Dalton's African American community coincided with the establishment of the Bartlett Agricultural and Industrial School.¹³

In 1907, Nathaniel Bruce established a school in Chariton County "in a log barn on eight acres of land owned by John Ewing, an ex-slave, who, like Bruce, was born in Virginia."¹⁴ Ewing owned 120 acres of land adjoining the little town of Dalton."¹⁵ Initially, Bruce had five students: three boys and two girls, each of whom spent one-half the day in a classroom and the other half in the field. His goal, as expressed in a school brochure, was "to train the Negro youth 'back to the land' and for efficient service in the home and on the farm."¹⁶

In 1908 and 1909 Bruce rented land for the school in the nearby Missouri River bottom. Both years flooding destroyed their entire crop. In addition to this and the absence of a food supply or money, Bruce and his students were forced to live on corn bread and water.

After the 1909 flood, Bruce decided he had to move his school to higher ground. With the help of contributions made generous benefactors from St. Joseph, Missouri, this was achieved. They included Mr. and Mrs. Herschel Bartlett, Judge and Mrs. W. K. James, and Mrs. Graham Lacy. Bruce was able to purchase twelve acres of land from George D. Dalton. Later that same year, Bruce and his students erected the first permanent building on the school's campus: a frame structure, which housed four

¹² John Francis Case, "Where Black Folks Made Good," *Missouri Ruralist* 20 July 1920, p. 5.

¹³ Leimkuehler, ed. *The History of Dalton Missouri and Bowling Green Township - 120 years*, Vol.1, Dalton, Missouri: Dalton, Bowling Green Township History Committee, 1988, pp. 5-12.

¹⁴ United States Census, 12th Report, 1900, "Chariton County, Missouri" Roll 265, Sheet 86, A-B.

¹⁵ Robert L. McNamara, Peter New and Donnell Pappenfort, *Rural Urban Population Change and Migration in Missouri, 1940-1950*, College of Agriculture, University of Missouri, Bulletin 620, Columbia, 1954, pp. 4-5. Chariton County is located in the north central part of the state, approximately 110 ten miles northeast of Kansas City. The Missouri River, on the west borders it on the south by the Grand River, on the north by Linn County, and on the east by Macon, Randolph, and Howard Counties. It is predominantly livestock country; although corn is the chief product in the western section. The farms are well mechanized and rural living fairly high.

¹⁶ *Ibid.*, p. 5

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classrooms and a boy's dormitory. The school was named the Bartlett Agricultural and Industrial School, after its chief benefactor.¹⁷

In 1911, the Bartlett Agricultural and Industrial School was reorganized under a board of trustees. The Bartlett School continued to operate under the supervision of Bruce with additional guidance provided by a fifteen-person board dominated by Judge James and Mr. Bartlett. The teachers' salaries and operating expense during this period came from private donations and money earned from crops and livestock raised at the school. In 1912, the board purchased an additional sixty acres of land and constructed the Bartlett Building, containing two classrooms, an auditorium, and a girls dormitory.¹⁸

By 1913, the hard work of Bruce and his students began to pay off. Professor T. R. Douglas, secretary of the Missouri Corn Grower's Association, observed the fine corn crop being grown by Bruce and urged him to enter a state wide contest sponsored by the Association. Bruce not only entered the contest, but won first place with a yield of 114 bushels per acre. Subsequently, John Case, a writer for the Missouri Ruralist, inquired how Bruce had done it. Hard work had been the key:

The winning acre had been in clover for three years. We turned it under, plowing very deep, in March, and disk harrowed and let it lay. Late in April, we disk plowed it with a new Deering small two-horse disk riding plow and disk harrowed it a week or ten days later, about the seventh of May. On the eighth we smooth harrowed it twice and put on the check row planter, planting the corn on top. When the corn was just peeping up we saw that we had a fine, uniform stand. The prize acre was harrowed with the rest, and in a few days smooth harrowed again. Three days later we put in the five-tooth single horse harrow plows, and two days after that gave our corn a deep cultivation with four teams and our best-trained plow and cultivator plowing boys. Ten days or two weeks later we went at it with thorough, but level cultivation.¹⁹

Bruce and his student's hard work paid off by gaining widespread attention for the school. Again in 1915, the Bartlett School won the prize for the best Missouri corn. In addition to this they took their corn to the San Francisco Exposition, where they finished second nationally in corn production and were awarded a \$3,000 prize contributed by Huston Wyeth of St. Joseph and Clarence H. Howard of St. Louis. With this money Bruce purchased ten head of Holstein and Jersey cattle, and built a new barn and silo. "Place Missouri black boys on Missouri black land, behind the world famed Missouri mule," Bruce boasted, "and nothing can beat the combination for raising corn or other crops."²⁰

¹⁷ V. N. Jones, "History of the Dalton Vocational School," *Dalton Vocational School Digest*, November 1954. Dalton Vocational School File, Missouri State Archives, Jefferson City, Missouri. "Brief History of B. A. & I. School"; *State of Missouri Official Manual*, 1923-1924, Jefferson City: Hugh Stephens Press, n.d., pp. 856-857.

¹⁸ Case, "Where Black Folks Made Good," p. 5; Jones, "History of Dalton Vocational School."

¹⁹ N. C. Bruce, "The Champion Acre Yield," *Missouri Ruralist*, 20 February 1914, p. 26.

²⁰ "History of Dalton Vocational High School," Dalton Vocational School File, Missouri State Archives, Jefferson City, Missouri; John F. Case, "A Black Man Champion," *Missouri Ruralist*, 5 December, 1915, p. 18.

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Using the favorable publicity generated by his prize-winning corn he pleaded for state support of his school. Calling his school "the first and only 'back to the soil' institution for black people not only in Missouri but in the West," Bruce argued that state support of the Bartlett School was an investment in an improved black citizenry:

We have shown and are going to keep on showing that black people can make for themselves their best place and opportunity back upon black land. Our school needs, has earned and deserves to be equipped for just such service. It can be useful not only to the black people of Missouri but to all the West for the Negroes of this section are eager to learn better farming methods. Tuskegee has done and can do no better than Bartlett School when it gets one-hundredth part of the equipment that Tuskegee has had.²¹

The school's Board of Trustees warmly endorsed Bruce's call for state support for the Bartlett School. Board president Judge W. K. James led the lobbying effort. He said other proponents of state support could point with pride to the Bartlett School's success, while documenting the miserliness of Missouri support of African American education historically.²²

Since 1907 the Bartlett School sponsored the annual Missouri Mid Western States Negro Farmers' and Farm Women's Conference, which sometimes attracted as many as 1,500 "country life" African Americans to its farm produce exhibits. As president of the organization, Bruce "carried the gospel of better farming" to thousands of rural Missouri African Americans. Not surprisingly, the conference's objectives paralleled the Bartlett School's:

We urge [African Americans] to stay on their jobs at home and make good in producing the largest possible yield of every edible and useful crop. Avoid all strikes, all quarrels possible, and live peaceably with all our neighbors, while others are profiteering, fighting and fussing and whining to keep out of work and to get greater pay for less work.²³

By 1920, over five hundred students had been enrolled at Bartlett since the school's beginning. More than two hundred had graduated, and Bruce proudly noted "not one has sought employment in the city." His students' impressive achievements included the following:

Thirty-six graduates now own and operate their own farms. Sixteen of the school's graduates are managing farms for white farmers. Nine are in charge of farms owned by Negroes. Of the girl graduates, twenty-nine have married Negro farmers and the remaining graduates hold positions of trust in good homes. The school has its record of loyalty; too, twenty-eight boys have served in World War I, two of them giving their lives for their country.²⁴

The Missouri Negro Industrial Commission was organized in February of 1918 by Governor Frederick D. Gardner. In the early days of America's involvement in World War I, Gardner had inquired of numerous

²¹ Quoted in Case, "A Black Man Champion," p. 18.

²² "Where Negroes Go To School," *Missouri Ruralist* 1 October 1924, p. 9.

²³ Case, "Where Black Folks Made Good," p. 5.

²⁴ *Ibid.*, p. 5.

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black leaders how African Americans could best be organized to support the war effort. The collective response of these leaders was that African Americans had to be allowed to help themselves, with out white interference. Gardner appointed a commission of African Americans whose purpose was "to unite blacks around a program of character building, hard work, and thrift."²⁵

Commission members traveled the state encouraging African Americans to plant gardens, offering them animal husbandry tips, explaining how to better cultivate crops, and how to avoid food waste, and generally "urging and stimulating our race's old time loyalty, fidelity, and hearty, persistent labor."²⁶

The first chairman of the Missouri Negro Industrial Commission was Nathaniel C. Bruce. From the beginning, the Commission offered as one of its major legislative recommendations the establishment "of a sub-experiment station under control of the state and U. S. through our white College of Agriculture, the same as Arkansas, Mississippi, Georgia, Virginia, North Carolina, South Carolina. These states have given their Negro farmers, to the great benefit of the state and to their country life Negroes."²⁷

As principal of the Bartlett School and as chairman of the Missouri Negro Industrial Commission, Bruce became a highly visible spokesman for African American education. In 1918, he sought to capitalize on his visibility by trying to become president of Lincoln Institute, the state supported, black normal school in Jefferson City. Bruce hoped to reorganize Lincoln as a vocational and industrial college in order to funnel resources to his Bartlett School. Instead, Clement Richardson of Tuskegee moved into the position and quickly acted to expand industrial training at Lincoln Institute.²⁸

In 1924 a window of opportunity opened for Bruce when State Superintendent of Schools Charles A. Lee appointed him State Inspector of Negro Schools. Later that same year, Bruce left Dalton to devote more time to his position as state inspector. H. L. Drew, who had been trained at the school by Bruce, became acting principal.²⁹

As State Inspector of Negro Schools, Bruce traveled the state campaigning for his program of vocational education. By the mid-1920s his advocacy of such training for African Americans, to the exclusion of academic training, began to upset his fellow cohorts. In 1926, before the Moberly School Board, Bruce advocated that African American youth be trained "in the work they must do if they get any work to do at all." African Americans must be trained to "take pride in any work they had to do whether cooking, washing, ironing, scrubbing or driving nails," rather than in "high book learning." "The Negro," Bruce

²⁵ Lorenzo J. Green, Gary R. Kremer, and Antonio F. Holland, *Missouri's Black Heritage*, St. Louis: Forum Press, 1980, p. 109; "Report of Negro Industrial Commission," *Appendix to the House and Senate Journals of the Fifty second General Assembly, State of Missouri*, 1919, Vol. II, p. 3.

²⁶ "Report of Negro Industrial Commission," *Appendix to the House and Senate Journals of the Fifty second General Assembly, State of Missouri*, 1919, Vol. II p. 8, 4.

²⁷ *Ibid.*, p. 8, 9.

²⁸ N. C. Bruce to J. D. Elliff, 9 March 1918, J. D. Elliff to N. C. Bruce, 11 March 1918, Joseph D. Elliff Papers, Western Historical Manuscript Collection, University of Missouri-Columbia; Antonio F. Holland, "Nathan B. Young and the Development of Black Higher Education," Dissertation, University of Missouri-Columbia, 1984, p. 203.

²⁹ "Brief History of B. A. & I. School"; an untitled document on Bruce's life; Jones, "History of Dalton Vocational School"; Dalton Vocational School File, Missouri State Archives, Jefferson City, Missouri.

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urged, "must be taught his place and how to work like his old parents." Furthermore, he added that African Americans "make the best servants and the best house workers of any race when they are taught pride in their work."³⁰

On June 11, 1924, Roy Wilkins, Kansas City *Call* columnist and future executive director of the NAACP, attacked Bruce's narrow-mindedness. Bruce's pronouncement, Wilkins wrote, "leaves most of us dazed and unbelieving and some of us angry and crying for blood." Bruce's comments, he continued,

Are more than disastrous. The harm is not in Mr. Bruce's belief that this kind of "practical" education is good for Negroes, but in his unqualified recommendation of it as a general program for all Negroes to be placed in local school systems of the state instead of high book learning and training. We can't get along without the higher book learning and the man who says so is either playing to a "cracker" "hill billy" gallery for a mess of pottage or else he is woefully ignorant.³¹

Whether as a result of the controversy created by his comments or not, Bruce resigned the inspector's position the next year.³²

Bruce's accomplishments brought begrudging admiration from white segregationists such as John F. Case, editor of the *Missouri Ruralist*. In July 1920, after visiting the Bartlett School, he wrote an article praising the school but urging caution:

I was impressed, as every other visitor has been, with the intelligence, courtesy, and hospitality of the men and women in charge of the schoolwork. These black folks have won the respect of the people in their section and the admiration of every visitor who has witnessed the remarkable work that has been done in crop production. There is no disposition on the part of these folks to ask or expect race equality but they do ask equal opportunity for the deserving Negro boy and girl. I have doubted sometimes whether an education brought happiness to the black man or women, for undoubtedly in many instances it brings longing for social equality with white folks that could not and should not be gratified. I do not believe in mixed schools. Mixed schools breed trouble and unhappiness for the black child and if ever a Negro graduated from one of them has brought honors to his race as [Booker T.] Washington and Bruce have I never heard of it.³³

³⁰ *Moberly Monitor-Index*, 4 June 1926.

³¹ Roy Wilkins with Tom Mathews, *Standing Fast: The Autobiography of Roy Wilkins*, New York: Viking Press, 1982, p. 74; *Kansas City Call*, 11 June 1926.

³² *Kansas City Call*, 2 December 1927. After resigning as inspector, Bruce occupied a number of educational or agricultural governmental positions. In 1928 and 1929, Bruce served as temporary U. S. farm agent for the flooded cotton counties of Southeast Missouri. In the early 1930s, Bruce was appointed director of African American education in the state's prison system, and he served in that position for almost a decade. Bruce died June 27, 1942, in Chariton County "within a short distance of the institution he loved so well." The *Kansas City Call* mourned his passing: "He spent many of his best years at the Dalton Vocational School and inspired the lives of many young people." "Briefs on the Life of N. C. Bruce"; *Official Manual of the State of Missouri, 1933-1934*, p. 786; *ibid.*, 1935-1936, p. 797; *ibid.*, 1937-1938, p. 737; *ibid.*, 1939-1940, 725; *Kansas City Call*, 10 July 1942.

³³ *ibid.*, pp. 5, 17.

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For the next several years, Bruce and his fellow commissioners used their Biennial Reports to argue for the establishment of a state-supported "experiment farm for Negroes."³⁴ Finally, in 1923, the effort paid off. The Bartlett School's board of trustees donated fifty acres of "choice" land to the state of Missouri for developing an agricultural extension model farm for the training of African American youth. With this inducement, the 52nd General Assembly appropriated \$15,000 "for the purchase of land, the organization and administration of a demonstration farm and agricultural school at Dalton, Missouri, for the Negro race, provided that the purchase of land, construction of buildings and equipment and the administration of the demonstration farm and school shall be under the supervision and control of the college of agriculture of the University of Missouri."³⁵ In 1924 the school was placed under the general control of the University of Missouri's College of Agriculture and the money was used to buy more land and erect new buildings, including a model farm house, a trade shop, and hog and poultry houses.³⁶

On September 2, 1924, a dedication ceremony was held at the Bartlett School, commemorating the state takeover. Dignitaries from all over the state attended the ceremony. A white farmer named Felby Littrell whose land lay in the vicinity of the Bartlett School offered perhaps the most telling remarks. Mr. Littrell commented that "These colored folks have won the respect of their white neighbors. At one time there was a bitter feeling here but it is changing. Many of the colored boys and men have worked for me and they make good hands. I hope this school will be developed into one of real service to the colored people of this state."³⁷

The Bartlett School remained under the control of the University of Missouri until 1929. In that year, the Fifty-fifth General Assembly passed the following law:

The board of curators for Lincoln University shall take over and conduct the demonstration farm and agricultural school for the Negro race as now established at Dalton, Missouri, and the supervision and control of said school is hereby invested in the board of curators for Lincoln University, and the board of curators of the State University is hereby directed to transfer and turn over to the board of curators of Lincoln University any properties that may be in its possession pertaining to said demonstration farm and agricultural school for the Negro race at Dalton, Missouri.³⁸

The 1929 law also provided that African American children living in a school district which made no provision for their education could attend the Dalton Vocational School without paying tuition.

The school continued to grow throughout the 1930s. Enrollment reached forty-two by 1931 and more than doubled over the next decade. Even though state appropriations were never adequate, state money

³⁴ "Third Biennial Report of the Missouri Negro Industrial Commission," Appendix, House and Senate Journals (1923), p. 40.

³⁵ *Laws of Missouri* 1923, p. 49.

³⁶ "Where Negroes Go To School," *Missouri Ruralist*, 1 October 1924, p. 9; "The Dalton Vocational School," unpaginated, Dalton Vocational School File, Missouri State Archives, Jefferson City, Missouri.

³⁷ "Where Negroes Go To School," p. 9.

³⁸ *Laws of Missouri* 1929, pp. 386-387.

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continued to provide the main source of the school's financing. The 1942 term's enrollment totaled 109 students, 49 boys and 60 girls, taught by ten instructors, seven of whom were Lincoln graduates. Even though appropriations never proved adequate, state money continued to provide the main source of the schools financing.³⁹

A fire in 1932 destroyed the Bartlett Building, which at the time housed fourteen girls and three female instructors. The building was a total loss, unrecoverable by insurance, since the policy had been allowed to lapse because of insufficient funds.⁴⁰ The Missouri legislature subsequently appropriated money for a new building. Mr. F. C. Heariold, Superintendent of Buildings and Grounds at Lincoln University designed the building. Students and faculty, in true Tuskegee fashion, pitched into help build it. The new building was dedicated on May 18, 1938 and was named after Mr. Herschel Bartlett, one of the school's early benefactors, the building cost \$38,335.56 to construct. Principal Foster presided over the corner stone laying ceremony. William J. Thompkins, a Lincoln alumnus and recorder of deeds, Washington D. C., delivered the keynote address, and others on hand included W. B. Jason, acting president of Lincoln University; Roland Wiggins, State Inspector of Negro Schools; W. G. Mosely, field agent at Lincoln University; and Nathaniel C. Bruce.⁴¹

Between the mid-thirties and mid-forties, the school received approximately \$173,000 of state funds, or an average of \$17,300 per year. By the early 1950s, the school was receiving approximately \$100,000 each legislative session, to cover a two-year period. Despite this increase in funding, however, the Dalton School received less than it needed to operate adequately. A memorandum to the General Assembly, written in 1951, summed up the situation:

Teachers in this school are among the lowest paid in the state. This school is without a physical education gymnasium and auditorium, adequate shops for both vocational agriculture and vocational industrial arts, a good barn for livestock and grain storage, and a library room with equipment and books.⁴²

That year, the Dalton Vocational School served nineteen school districts in Carroll, Chariton, Howard, Linn and Saline counties. Students from the outer districts were "transported by buses at distances up to 55 miles one way" to the school. By statutory provision, these districts remained exempt from tuition and did not have to pay transportation costs, causing a further drain on the school's limited finances.⁴³ Despite these disadvantages, the Dalton Vocational School continued to turn out competent graduates whose experiences at the school facilitated their ability to become economically self-sufficient. Ironically, the force that ultimately destroyed the Dalton School was an occurrence which men such as Nathaniel Bruce and others could only have hoped for: the 1954 *Brown v. Board of Education* case.

³⁹ "Dalton Vocational School," *Missouri High School Reports*, 1931-32, 1940-41, 1942-43.

⁴⁰ Jones, "History of Dalton Vocational School."

⁴¹ News Release, Cornerstone Laying Dalton Vocational School.

⁴² Unidentified Author, Memorandum to the General Assembly, September 24, 1951.

⁴³ Sherman D. Scruggs to members of the board of curators of Lincoln University, 13 September 1951, Dalton Vocational School File, Missouri State Archives, Jefferson City, Missouri, pp. 2-3. The letter recommended increased funding for the Dalton Vocational School was sent to the Governor as well as twelve state senators and representatives.

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On May 17, 1954, the Supreme Court of the United States ruled segregated education to be unconstitutional. The decision was a reversal of the principle established in 1896 in the *Plessy v. Ferguson* case, which served as the basis for the separate-but-equal doctrine. Although the *Plessy* case involved transportation facilities, the decision on it was also applied to the area of education, and separate schools were sanctioned if equal facilities were provided. In 1938, however, equality was defined in such a way by the Court as to pave the way for the 1954 decision. The court's unanimous decision to desegregate the public schools was based on five cases, called the "School Segregation Cases." Four of these were decided under the equal protection clause of the Fourteenth Amendment, and one, in the District of Columbia, under the due process clause of the Fifth Amendment. Applying existing psychological and sociological knowledge of human relations, the Court declared that, "in the field of public education the doctrine of separate-but-equal has no place," and that, "separate educational facilities are inherently unequal."⁴⁴ On May 31, 1955, the court, after hearing arguments on both sides, decreed that the defendants make a prompt and reasonable start toward desegregation.⁴⁵ The actual method of accomplishing the desegregation of the schools was left to the discretion of the District Courts of the United States.

The laws of seventeen states and the District of Columbia required segregation in the public schools at the time of the Supreme Court decision. These states were Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. In Arizona, Kansas, New Mexico and, Wyoming segregation was optional, and in the remaining twenty-seven states it was prohibited or there was no legislation regarding it.⁴⁶

Although segregation had been mandatory in Missouri since 1875, the transition to integrated school systems had progressed with a minimum of friction. Following the Supreme Court order, Governor Philip N. Donnelly announced that the state would comply, and on July 1, 1954, John M. Dalton, Missouri Attorney General, ruled that the segregation laws of the state were no longer valid. Education officials urged a quick change over and Hubert Wheeler, Commissioner of Education, made a point of advocating the principle of integration.⁴⁷

When *Brown v. Board of Education* ordered the desegregation of schools, Dalton students, who had been bussed in from surrounding communities, were able to attend local high schools. The landmark decision brought an end to the student pool from which the Dalton School had drawn. By the late 1950s students from communities such as Marceline, Salisbury, and dozens of other little towns in and around Chariton County could now attend school in their own hometowns. The school closed at the end of the 1955-1956

⁴⁴ Rayford W. Logan, "The United States Supreme Court and the Segregation Issue," *The Annals of the American Academy of Political and Social Science*, 304: 15-16, March, 1956.

⁴⁵ *Ibid.*, p. 16.

⁴⁶ Arthur E. Sutherland, "Segregation by Race in Public Schools, Retrospect and Prospect," *Law and Contemporary Problems*, 20: 169-71, 1955.

⁴⁷ Seth B. King, "Report on the South: The Integration Issue," (Missouri), *New York Times*, 13 March 1956.

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school year.⁴⁸ The superintendent of an area school district expressed an interest in leasing the property, but when the arrangements fell through, Lincoln University's board of curators recommended to the general assembly that the state sell the school property.⁴⁹

In 1957, the 69th General Assembly passed House Bill 562, which authorized the board of curators to transfer the land and property of the school "to any state agency." The bill further stipulated that if not conveyed to a state agency within two years, the board of curators could sell the property "on the most advantageous terms obtainable."⁵⁰

The property stood idle for several years, making it fair prey for squatters, vandals, and the ravages of cruel Missouri winters. In 1960, since no state agency had expressed an interest in the acquiring the property during the stipulated two-year period, Lincoln University advertised the buildings and approximately 123 acres of land for public sale "by Special Warranty Deed." Bids ranged from \$4,558 to a bid of \$15,498. In 1961, the high bidder declared himself unable to purchase the property because a bank had refused to finance purchase by "Special Warranty Deed."⁵¹

Following this attempt to sell the property, none of the other bidders expressed an interest in buying the land. Subsequently, the board of curators approved a request for grazing rights to the land, with understanding that the leasee would maintain the property's upkeep. Finally, in 1971, a Chariton County farmer and Dalton Vocational School alumnus, Roland L. Hughes, and his wife, Rosia, purchased the property for \$20,000.00.⁵²

Education Significance of the Dalton Vocational School

The primary objective of the Dalton Vocational School throughout the years was to "train present and prospective farmers for proficiency in farming." Vocational education in agriculture originated in 1917. In that year the National Vocational Education Act was passed. It was "designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or farm home."⁵³ Vocational agriculture never had a greater responsibility to provide early, functional training in agriculture for those who are to operate our farms in the future. This training must not only deal with agricultural technology, along with the development of managerial skills, problem

⁴⁸ See memo from Elliot Battle, Dalton Vocational School principal, to school districts, which had been sending black students to the Dalton Vocational School. Memo announced that the school's funding would cease May 31, 1956. It is dated August 6, 1955.

⁴⁹ "Report and Recommendations of the President of the University to the Board of Curators of Lincoln University, Jefferson City, Missouri," 11 April 1969; letter from Earl E. Dawson, acting president of Lincoln University, to Virgil V. Bachtel, Superintendent Salisbury School District R-4, 6 August 1955; Dalton Vocational School File, Missouri State Archives, Jefferson City, Missouri, pp. 3-4.

⁵⁰ "Report and Recommendations," p. 4.

⁵¹ *Ibid.*, p. 4.

⁵² *Ibid.*, p. 5; General Warranty Deed from Board of Curators, Lincoln University of Missouri, to Roland L. Hughes and Rosia L. Hughes, 2 July 1971.

⁵³ United States Congress, Sixty-fourth First Session, *Vocational Education Smith-Hughes Act of 1917*, 23 February 1917, Public Law 347, Washington D. C.: Government Printing Office, 1917.

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solving techniques, business management practices. As fewer boys have the opportunity to be farm reared, as a result of declining farm population, vocational agriculture must assume the responsibility of providing farm experiences and agricultural training for those who will make up the labor and management forces in the non farm agricultural occupations and in education and research in agriculture.⁵⁴

In the rural areas of Missouri, unprecedented changes in farming and other allied and related occupations have taken place since 1917. The revolution in farming presented a new challenge to agricultural education. As a result of many new discoveries, not only in the technology of farming, but also of industry, farming and the farmers' way of life has changed. With this change the rapid increase in farm mechanization and the increased application of scientific principles and practices are causing a decrease in the number of farms and, consequently, a decline in the number of persons engaged in farming.

Not only has the total population of the county dropped, but also the proportion of children to the total population has decreased over 50 percent since 1910. Dalton is located in Bowling Green Township and both have suffered a population decline. In 1960 the population was 197 and in 2000, 27 people were living within the city limits.

The Dalton Vocational School severed hundreds of mid Missourian African Americans since it opened its doors in 1907. The Dalton Vocational School was the creation of Nathaniel C. Bruce, who wanted to establish a school in the Midwest modeled after his alma mater, the Tuskegee Institute, Tuskegee, Alabama. Bruce had been a student of Booker T. Washington. Like his mentor, he believed that education was the key to African American progress, and he dedicated his life to the education of his race. Integration ended the school's role in Missouri's educational picture; African American youths who previously had nowhere else to go to school could, after the 1954 Supreme Court decision, *Brown v. the Board of Education*, attend schools much closer to home.

⁵⁴ Cola D. Watson, "A Story That Needs Telling", Journal , Vermont Ag Teachers, 25:164, July, 1959.

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Division of Public Schools
Jefferson City, Missouri

African American High Schools in the State of Missouri

1954-1955

School	City	Principal
Sumner	Boonville	John Spicer
Washington	Caruthersville	Joseph H. Davis
Catron	Catron	D. M. Hughes
Lincoln	Charleston	Charles Bowden
Garrison	Chillicothe	John White
Douglass	Columbia	Clarence B. Walker
Lincoln Junior	Fayette	C. C. Hamilton
Douglass	Festus	Thomas Cooper
Washington Junior	Greenfield	Mrs. Charlsie Hannah
Douglass	Hannibal	Coleman Wells
Central	Hayti	Elmore Nelson
Lincoln	Joplin	M. W. Dial
Lincoln	Kansas City	Earl D. Thomas
R. T. Coles Jr. High	Kansas City	Harry I. Harwell
Dunbar	Kinloch	Miss Lucy Belue
J. Milton Turner Junior	Kirkwood	William Wynn
Vernon	Lebanon	E. C. Rainey
Douglass	Lexington	John Carter
Lincoln	Louisiana	Andrew J. Lane
Lincoln Junior	Marshall	Henry A. Peyton
Garfield Jr. High	Mexico	Mark McGowan
Lincoln	Moberly	Lawrence B. Swisher
Bugg Ridge Junior	Morley	C. A. Patterson
O'Bannon	New Madrid	T. B. Howard
Wheatley	Popular Bluff	C. E. Coursey
Franklin	St. Charles	M. A. Washington
Sumner	St. Louis	G. D. Brantley
Vashon	St. Louis	W. G. Mosley
Washington Technical	St. Louis	A. C. Phillips
Hubbard	Sedalia	Beverly Foster
Lincoln Junior	Sikeston	Russell V. Ford
Lincoln	Springfield	Goler Collins
Douglass	Webster Groves	H. B. Goins

Educational Programs of Lincoln University

Lincoln University Lab.	Jefferson City	James Seeney
Dalton Vocational	Dalton	Eliot Battle

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United States Department of the Interior
National Park Service

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Dalton Vocational School Historic District
Chariton County, MO

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National Park Service

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Section 10 Page 23

Dalton Vocational School Historic District
Chariton County, MO

UTM References:

E. 15/501049/4361211	F. 15/501048/4361107
G. 15/500621/4361106	H. 15/500621/4360952
I. 15/500233/4360959	J. 15/500243/4361721
K. 15/500290/4361721	L. 15/500290/4362106

Boundary Description: The following legal description is from the 1961 notice of sale of the property by Lincoln University: The southeast quarter (SE $\frac{1}{4}$) of the Southwest quarter (SW $\frac{1}{4}$) of Section Twelve (12), and The South half (S $\frac{1}{2}$) of the North half (N $\frac{1}{2}$) of the Southwest quarter (SW $\frac{1}{4}$) of the Northeast quarter (NE $\frac{1}{4}$) of Section Thirteen (13), and The East half (E $\frac{1}{2}$) of the northwest quarter (NW $\frac{1}{4}$) of Section Thirteen (13), Except the West Seven (7) acres of the South Twenty-five (25) acres of said East half (E $\frac{1}{2}$) of the Northwest quarter (NW $\frac{1}{4}$) of Section Thirteen (13), all in Township Fifty-three (53) North of Range Nineteen (19), and situated in Chariton County, Missouri.

Boundary Justification: By 1912, the Dalton School had reached its greatest extent, 192 acres. In 1923, the school donated thirty acres to the state of Missouri for the site of an agricultural fair. The 123 acres included within the proposed boundary represents the remaining acreage which was included as part of the vocational-agricultural school; seven acres were sold at an unknown date, and the remaining twelve acres were disposed of for unknown purposes and also at an unknown date. The proposed boundary includes the remaining significant buildings of the Dalton Vocational School campus situated on 123 acres, all of which were an integral part of the school and are directly related to its significance, and are now owned by Roland L. and Rosia L. Hughes in Chariton

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Section Photographs Page 24

Dalton Vocational School Historic District
Chariton County, MO

Photographs

The following information is the same for all photographs except as noted:

Dalton Vocational School Historic District
Dalton vicinity
Chariton County, Missouri
Roger Maserang #1-20
June 18, 2001
Missouri Cultural Resource Inventory
Missouri Department of Natural Resources, Jefferson City

1. Bartlett building east elevation, facing west.
2. Interior, first floor hallway showing location of former lockers, Bartlett building, facing west.
3. Interior, first floor classroom Bartlett building, facing east.
4. Interior, first floor restroom Bartlett building, facing southwest.
5. Interior, Bartlett building concrete stair case, facing east.
6. Interior, Bartlett building second floor hallway, showing octagonal ceiling vent, facing south.
7. Interior, Bartlett building second floor auditorium showing stage area, facing west.
8. North and west elevations of Busch building, facing southeast.
9. South elevation of Busch building, facing north.
10. Classroom, Busch building, facing southeast.
11. Interior hallway of Busch building, facing west.
12. Interior, looking down from what was once the second floor of the Busch building.
13. Interior, Busch building basement, facing west.
14. South and east elevations of Principals cottage, facing northwest.
15. South elevation of barn, facing northeast.
16. South and east elevation of shed, facing northwest.
17. South elevation of poultry house, facing north.

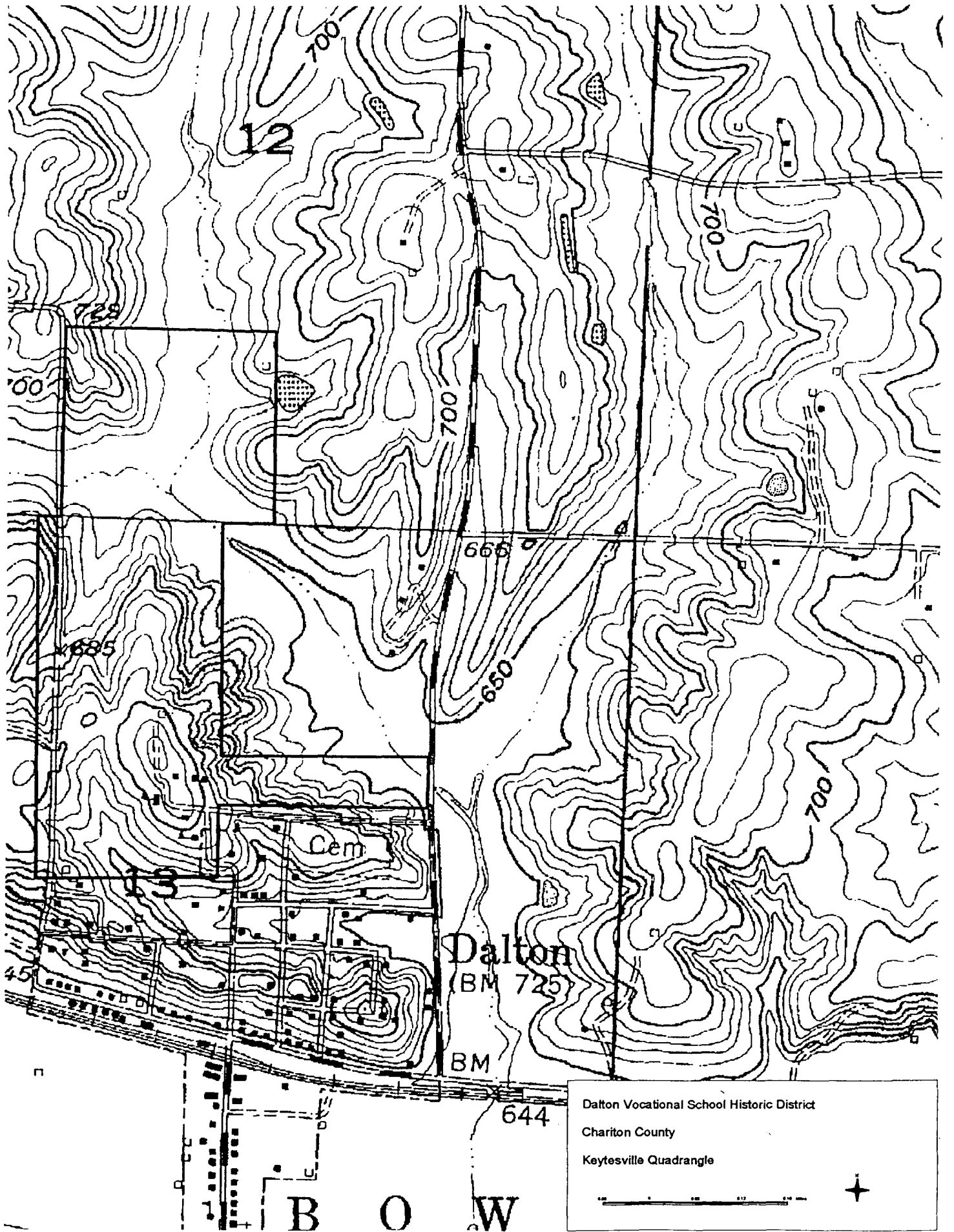
United States Department of the Interior
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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

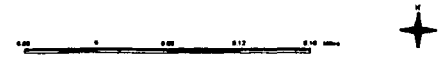
Section Photographs Page 25

**Dalton Vocational School Historic District
Chariton County, MO**

18. View of cafeteria, left, modern pole barn, center, and machine shop, right; facing north.
19. Interior of machine shed, facing north.
20. View of Hughes home, foreground, Principals cottage, background, facing northeast.



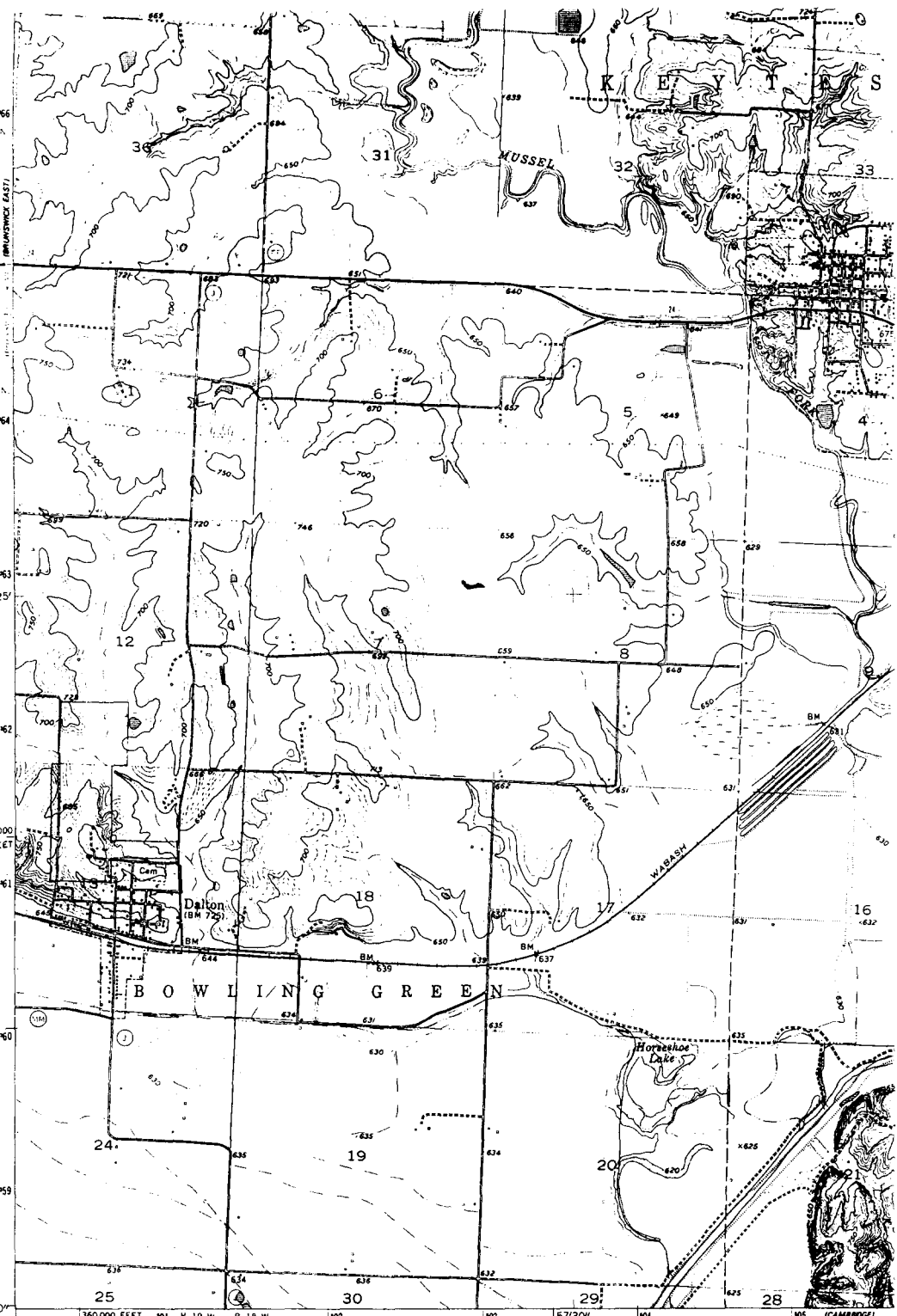
Dalton Vocational School Historic District
Chariton County
Keytesville Quadrangle



B O W

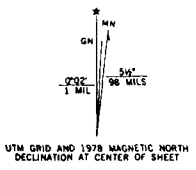
DALTON VOCATIONAL SCHOOL HISTORIC DISTRICT
 DALTON, CHARITON COUNTY, MISSOURI

A. 15/500731/4362109
 B. 15/500728/4361700
 C. 15/500622/4361703
 D. 15/500621/4361211
 E. 15/501049/4361211
 F. 15/501048/4361107
 G. 15/500621/4361106
 H. 15/500621/4360952
 I. 15/500233/4360959
 J. 15/500233/4361721
 K. 15/500290/4362106
 L. 15/500290/4362106



39°22'30" 93°00' 1360000 FEET 101. R. 19 W. R. 18 W. 1402 1403 157'30" 1404 1405 (CAMBRIDGE) 1402 N. 24'

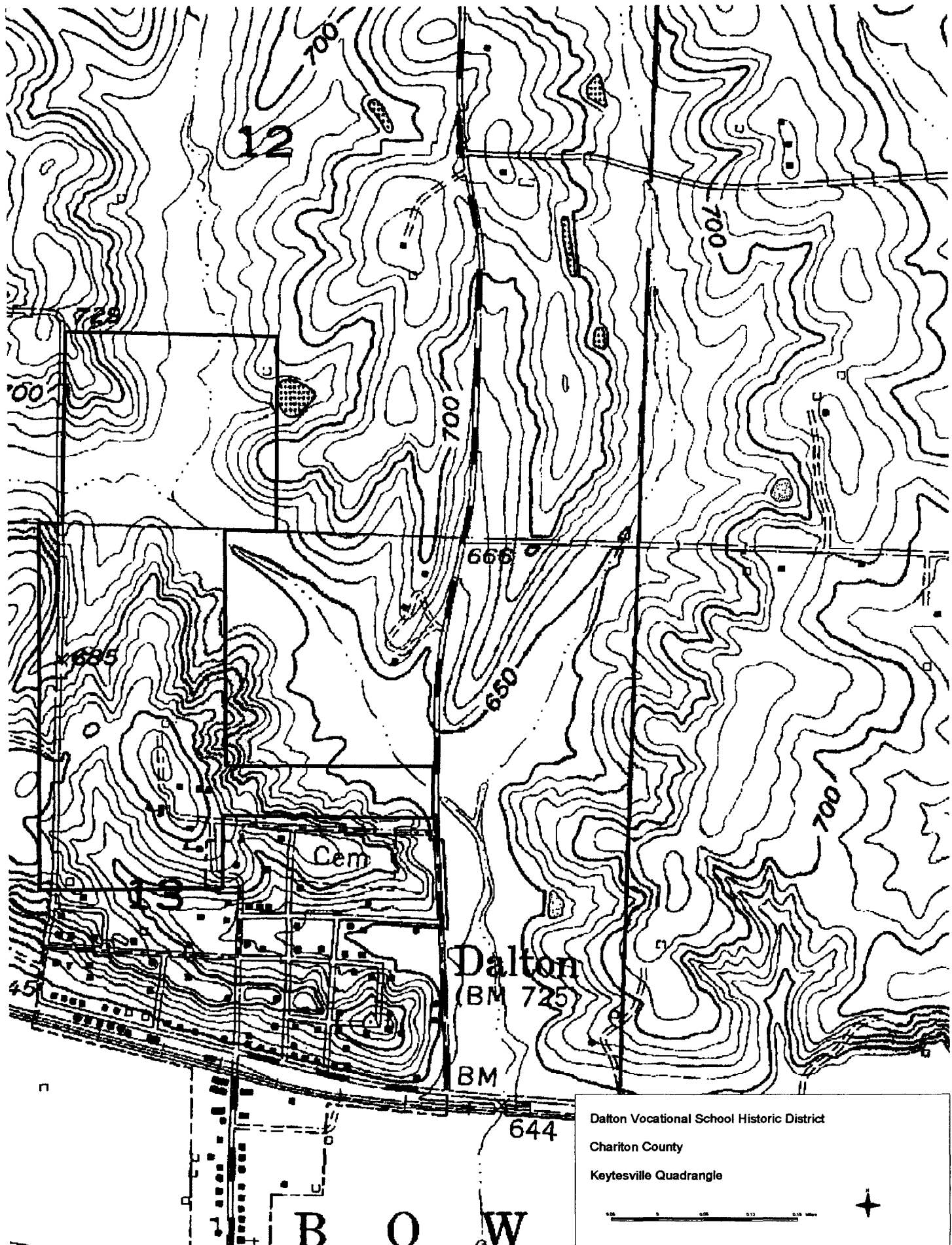
Mapped, edited, and published by the Geological Survey
 Control by USGS and USC&GS
 Topography from aerial photographs by photogrammetric methods
 and by planetable surveys 1956. Aerial photographs taken 1948
 Polyconic projection. 1927 North American datum
 10,000-foot grid based on Missouri coordinate system,
 central zone
 1000-meter Universal Transverse Mercator grid ticks,
 zone 15, shown in blue
 Revisions shown in purple compiled from aerial photographs taken
 1977. Map edited 1978. This information not field checked



SCALE 1:24000

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CONTOUR INTERVAL 10
 NATIONAL GEODETIC VERTICAL DATUM
 THIS MAP COMPLIES WITH NATIONAL MAP
 ACT OF 1946
 FOR SALE BY U. S. GEOLOGICAL SURVEY, DENVER, COLORADO
 AND THE DIVISION OF RESEARCH AND TRENDS
 MISSOURI DEPARTMENT OF NATURAL RESOURCES
 A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS



Dalton Vocational School Historic District

Chariton County

Keytesville Quadrangle











































EXTRA
PHOTOS

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3 TMY 1 KODAK 5053 TMY 2 KODAK 5053 TMY 3 KODAK 5053 TMY 4 KODAK 5053 TMY 5 KODAK 5053



1 1A 2 2A 3 3A 4 4A 5 5A



6 6A 7 7A 8 8A 9 9A 10 10A



11 11A 12 12A 13 13A 14 14A 15 15A



16 16A 17 17A 18 18A 19 19A 20 20A



21 21A 22 22A 23 23A 24 24A

3 TMY 0 KODAK 5053 TMY 1 2 KODAK 5053 TMY 3 KODAK 5053 TMY 4 KODAK 5053



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