

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

**National Register of Historic Places
Registration Form**

1. Name of Property

historic name Lincoln University Hilltop Campus Historic District (Boundary Increase I)

other names/site number N/A

2. Location

street & number 820 Chestnut Street [n/a] not for publication

city or town Jefferson City [n/a] vicinity

state Missouri code MO county Cole code 051 zip code 65101

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* *5 July 02*
Claire F. Blackwell/Deputy SHPO Date

Missouri Department of Natural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- [] 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

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

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

Contributing	Noncontributing	
3	2	buildings
0	0	sites
0	0	structures
0	0	objects
3	2	Total

Name of related multiple property listing.

N/A

Number of contributing resources previously listed in the National Register.

7

6. Function or Use

Historic Function

Education/college

Current Functions

Education/college

7. Description

Architectural Classification

Late 19th and 20th Century Revivals:
Colonial Revival

Materials

foundation brick
walls brick

roof slate
other concrete

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

Ethnic Heritage--Black

Education

Periods of Significance

Circa 1923--1954

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

Acreage of Property 6.3 acres

UTM References

A. Zone Easting Northing B. Zone Easting Northing

C. Zone Easting Northing D. Zone Easting Northing

[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 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 University

street & number 820 Chestnut Street telephone 573/681-5000

city or town Jefferson City state Missouri zip code 65101

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 1

**Lincoln University Hilltop Campus Historic District (Boundary Increase I)
Cole County, MO**

SUMMARY

The Lincoln University Hilltop Campus Historic District - Boundary Increase I consists of three contributing and two non-contributing buildings located on the Lincoln University campus bounded by Lafayette Street, Dunklin Street, Lee Drive, Chestnut Street, and Leslie Boulevard. The three contributing buildings were constructed circa 1938 to 1951 in the Colonial Revival style and are predominantly brick construction. All were constructed for education and education-related purpose.

CONTRIBUTING BUILDINGS

Logan A. Bennett Hall (1938) (Photos #1, #2, #3, #4): This three-story structure rests on a foundation of random coursed ashlar and has Flemish bond brick walls. A three-bay central pavilion capped by a denticulated pediment accents the nine-bay facade. Two Doric pilasters supporting an overhead broken pediment surround the central door opening. The gable roof is clad with variegated slate. Two-story wings flank the main portion of the building on either side. Currently vacant, Bennett Hall functioned primarily as a dormitory. It serves as the terminus of the east quadrangle and was named in honor of Private Logan A. Bennett of the 65th U.S. Colored Infantry who contributed money for Lincoln's founding.

Libby C. Anthony Hall (1940) (Photos #5, #6): This large, brick, U-shaped, three-story structure is comprised of a five-bay central section flanked by two-and-a-half-story two-bay wings that in turn are connect to two-bay by two-bay wings perpendicular to the main block. Decorative elements include brick quoins, keystone lintels above the windows, pedimented dormers, and a central arched entryway surround flanked by Doric engaged columns supporting a shelf entablature. Anthony Hall forms the south terminus of the east quadrangle. Anthony Hall is named in honor of Libby C. Anthony who was a matron of girls and an assistant in the domestic economy department. The three-story brick building was completed in 1940 and served as a dormitory for freshman and sophomore women. It is currently vacant.

Irving C. Tull Hall (1951) BUILDING #5 (Photos #7, #8, #9): Tull Hall is a four-story, brick structure with simplified Colonial Revival details. It is covered by a cross gable roof clad in variegated slate. The principal entrances are located on the gable ends of the short cross axis. The corners are accented with vestigial quoins. The architectural detailing, though simpler than other contributing buildings in the district, compliments the Colonial Revival architecture prevalent on the Hilltop Campus. Currently vacant, Tull Hall was previously used as a dormitory. Tull Hall carries the name of a former Lincoln University mathematics professor and university business manager, Mr. Irving C. Tull.

NON-CONTRIBUTING BUILDINGS

Clifford G. Scruggs University Center (1966), (Photo # 10): The Scruggs Center is composed of a two-story section with battered brick walls topped with a one-story section of glass and pebble concrete. The lower brick section has deeply set windows with concrete surrounds. The upper section is topped with a flat roof decorated with metal panels at the eaves.

William J. Thompkins Health Center (1969), (Photo #11): Thompkins Health Center is a low, one-story, brick building with an irregular footprint. Irregularly spaced metal-framed casement windows in a variety of sizes along with several glass doors punctuate the exterior walls. A broad flat stone cornice flush with the wall plane accents the top of the walls. Two large angular skylights provide interior day light.

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NATIONAL REGISTER OF HISTORIC PLACES
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Section 8 Page 2

Lincoln University Hilltop Campus Historic District (Boundary Increase I)
Cole County, MO

SUMMARY

The National Register of Historic Places listed Lincoln University Hilltop Campus Historic District on 4/28/83 for its significance in the history of education in Missouri. The proposed Boundary Increase seeks to include the campus buildings excluded from the initial historic district nomination because they had not yet met the arbitrary 50-year age requirement. In addition to expand the boundaries, this amendment also expands the areas of significance to include CRITERION A: Ethnic Heritage--Black. Furthermore, it extends the period of significance up to 1954 when the school was integrated as the result of Supreme Court ruling in Brown v. Board of Education of Topeka, Kansas. As Missouri's oldest historically black university, Lincoln University played a central role in the education of Missouri's African-American population in the era of de facto segregation. As such, it is of exceptional importance and thus meets the requirements of Criteria Consideration G.

ELABORATION

The proposed Boundary Increase helps preserve the historical integrity of Missouri's oldest historically black university. Founded in 1866 with the contributions of the 62nd and 65th United States Colored Infantry regiments and their officers for the education of Missouri's African American population, Lincoln University has contributed enormously to the educational heritage of the state of Missouri. In 1879, the University became a state-supported school when Governor John Phelps supported legislation which would grant the school \$15,000 once the school's buildings and land were deeded to the state of Missouri. Serving as president from 1880 to 1898 (and later from 1922 to 1923), Inman E. Page brought a period of stability to the school. Some financial stability was achieved when, in 1891, Lincoln Institute became a land-grant institution under the second Morrill Act of 1890. In 1921, the University made another advancement when Missouri's first black state representative, Walthall M. Moore of St. Louis, sponsored legislation to change Lincoln Institute's status to that of a four-year college. As a result, the name of the school was changed to Lincoln University. The new Board of Curators was authorized and required to reorganize Lincoln University to afford black youth the same opportunities furnished white youth at the University of Missouri at Columbia.

Nathan Young was formally appointed President on August 10, 1923, and, from the very beginning, he set forth his goals for Lincoln University. Upon his arrival, the University was an unaccredited and a poorly organized institution, governed by politics and personalities. Lincoln University was not recognized as a quality institution of higher learning. Its graduates were not accepted as teachers in the high schools of Kansas City and Saint Louis, and its students risked having their credits reduced by twenty-five percent if they attempted to transfer to an accredited college. Lincoln Institute's name had been changed, but little else had been done.

President Young wanted Lincoln University to become more than a university in name. He wanted to make it a university that was on such a demonstrably high level of achievement that it would be recognized and respected as such across the country. This, of course, required accreditation. From the beginning, President Young wanted to upgrade the University in several areas, because each improvement would be an important step toward making it that "First-Class Institution". He made improvements in three important areas. He organized the University into departments, upgraded physical facilities, and, most importantly, raised the qualifications for college teaching. He hoped to make Lincoln University a standard, fully accredited, liberal arts college: a "First-class Institution of Higher Learning in the Middle West".

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Lincoln University Hilltop Campus Historic District (Boundary Increase I)
Cole County, MO

Nathan Young found some outstanding educators already at Lincoln University. J.W. Damel in science with a master's degree had a long association with the University as had S.F. Collins in education. Former President Clemant Richardson (1918-22) had added other quality educators such as William B. Jason, I.C. Tull, and W. Sherman Savage. William B. Jason had a bachelor's degree from Howard University and a Master of Science degree from the University of Pennsylvania. Irving C. Tull had come to Lincoln University in 1919 as Dean and Professor of Mathematics. He later became business manager and sometimes registrar. Sherman Savage had come in 1921, after graduating from Howard University and serving in Europe during World War I. He would later earn the Master of Arts degree from the University of Oregon and the Ph.D. from Ohio State University.

President Young recruited other quality educators to teach on the college level with master's degrees and doctorates from such universities as Harvard, the University of Chicago, and Boston University. Sterling Brown, who was employed to teach literature, for example, had attended Williams College with an academic scholarship and graduated in 1922 with Phi Beta Kappa honors. He went on to Harvard on a Clark fellowship in literature and earned a Master of Arts degree. While literature was already being taught at Lincoln University, Brown was the best trained teacher up to that time, and he did much to establish a strong program. In addition to Sterling Brown, Young also hired a first-rate educator in Langston Bate. Bate was graduated from Kentucky Normal at Frankfort and, then, attended the Illinois Normal College, earning a Bachelor of Education degree. He was later awarded the master's degree and the Ph. D. in chemistry at the University of Chicago. Bate was the first black Ph. D. at Lincoln University, where he set chemistry off as a separate department and encouraged a great interest in the sciences. Among the other outstanding educators attracted to the faculty by President Young and his program in the next few years were Norval Barksdale, who held degrees from University of Kansas and Dijon University in France, to teach modern foreign languages; Lucien Simington Curtis, with degrees from Harvard College and Columbia University in economics; Thomas Miles, a graduate of Lincoln University in Pennsylvania and the University of Pennsylvania, in mathematics; Dunice V. Pepsico, with both the Bachelor of Science and Master of Arts degrees from Ohio State University in home economics; James Dallas Parks, a graduate of Bradley Polytechnic Institute, in art; and Henry S. Blackiston, who earned the Doctor of Philosophy degree at the University of Pennsylvania, in German and Latin. Still others who Young recommended but who did not arrive until after he was dismissed were Albert A. Kildare, with a bachelor's and master's degree from Boston University in physics; Cecil A. Blue, with a Bachelor of Arts from Harvard college and a Master of Arts from Harvard University in English; Everett B. Jones, who earned the Bachelor of Arts degree at Colgate College, Master of Science degree at University of Iowa; William W. Dowdy with Master of Science from Cornell University in biology; and Cecil S. Maxwell with a Bachelor of Arts degree, from the University of Colorado and a Master of Science degree from the University of Chicago in chemistry. Sidney J. Reedy, an alumnus of Lincoln University, who went on to earn his Masters of Arts from the University of Iowa, returned as Principal of the High School and teacher of Latin. Reedy was the first Lincoln University graduate to receive the Ph. D. Another alumnus, Milton G. Hardiman, after graduating from Lincoln University with a bachelor's degree, received his master's degree at the University of Iowa. In 1930, he returned to Lincoln University as instructor of Latin and French. Later, he received the Ph. D. from the University of Iowa and taught Spanish and French. Myrtle Livingston with a bachelor's degree from Colorado State Teachers College was added to the physical education program. Thus, in a remarkably short time, Young raised the quality of the college and high school faculties, the number of faculty members with graduate degrees increased four fold. Gone were the political appointees of the past, and in their places were competent, college-trained educators.

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Lincoln University Hilltop Campus Historic District (Boundary Increase I)
Cole County, MO

Many of the original buildings of the campus were replaced during the Depression Era of the 1930s as a result of a Works Projects Administration grant. By 1930, Lincoln University had been educating the African American population of Missouri and the nation for sixty-four years. With continued de jure racial segregation and de facto Jim Crow, the university filled a void in the state's higher education system. African American students in Missouri who wanted a college education either had to attend Lincoln University or the state legislature would pay for them to take a course of study, not offered by Lincoln University, at a university outside of Missouri.

Such was the case in 1936 when Lloyd Gaines graduated from Lincoln University. Gaines applied for admission to the University of Missouri Law School but was denied entry because he was black. Gaines, with the aid of the NAACP, sued the school but the Missouri courts upheld the University of Missouri's decision. The case was appealed to the federal Supreme Court. The court held that the state of Missouri had either to admit Gaines to the University of Missouri Law School or provide equal facilities for Gaines and other black students to pursue legal careers.

Rather than allow blacks to enroll at the University of Missouri, however, the state of Missouri decided to set up a law school for blacks at Lincoln University. As a result, the Lincoln University Law School, which was poorly funded, understaffed and ill-equipped, came into existence in St. Louis during the summer of 1940.

In a similar case Lucille Bluford, the managing editor of the Kansas City Call newspaper and a graduate of the University of Kansas, sought admission in 1939 to the University of Missouri's School of Journalism. Again, the state and the university declined to admit a black person to the state's flagship educational institution. Instead, it created in 1941 the Lincoln University School of Journalism, which was housed in Joseph E. Mitchell Hall on the Lincoln University campus. The state's first year appropriation for the Lincoln University School of Journalism was \$65,000 for three students.

Americans of African descent faced continued legal and customary discrimination and segregation. They lived with the reality of white mob violence and the possibility of lynching during a time when the Federal Congress refused to pass a bill to outlaw lynching. During World War II, blacks found it difficult to be allowed to serve the country in the military effort. The Air force program that resulted in the famed Tuskegee Airmen was initially selected for Jefferson Barracks in St. Louis but was successfully blocked by the city's white citizens. Housing restrictions were particularly onerous during the period after World War II and discrimination against blacks in places of public accommodation was general throughout Missouri. For example in 1947, Lincoln University paid the Jefferson City school board \$50.00 to rent the city's public school stadium for its homecoming game. After accepting the fee, the school board notified the university that the black players would not be allowed to use the stadium showers.

Although Lincoln University provided African Americans the opportunity for higher education, in fact the only opportunity in Missouri, there were some black children that did not have schools in their districts and therefore had to be transported long distances to receive elementary and secondary education. For example, fifty students from Fulton traveled twenty-five miles to the Lincoln University Laboratory High School in Jefferson City to attend high school. Continual efforts were made after 1945 to open the University of Missouri to black students. In 1949, a bill to admit black students to the University of Missouri when Lincoln University could not offer similar courses was amended in the House to apply to all the state colleges. The bill was defeated in the Senate. In 1950, however, three Lincoln University seniors applied

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Lincoln University Hilltop Campus Historic District (Boundary Increase I)
Cole County, MO

for admission to graduate school at Columbia and the School of the Mines and Metallurgy at Rolla. The Board of Curators of the University of Missouri sought a ruling from the Circuit Court of Cole County. On June 27, 1950, Judge Sam Blair ordered the students admitted to the University of Missouri.

On May 17, 1954, in *Brown v. Board of Education of Topeka, Kansas*, the Supreme Court held that racial segregation in public education was unconstitutional. Inasmuch as the *Brown* decision also prohibited the exclusion of Whites from all black schools, white enrollment began almost immediately on the Lincoln University campus. On July 1, 1954, in conformity with Attorney General Blair's decision, the Board of Curators voted to allow Whites to attend Lincoln University, and during the fall semester, 1954 eighteen Whites - half of them women, in service teachers - registered. From then on, the increase in white enrollment was phenomenal. By Spring Semester, 1956, 200 Whites, 22% of the student body, were registered at Lincoln University. In March 1958, 1,184 students registered, 385, or 32.5% were white. The reason for increased white enrollment was primarily economic. The cost of a year at Lincoln University, in 1957, was around \$600.00, at a time when University of Missouri students at Columbia paid \$1,300.00. Another reason for the increase was the accessibility of Lincoln University to students in Jefferson City and in surrounding communities.

Students adapted to the new integrated environment without fanfare. *Ebony* magazine, in its March, 1958, issue painted a glowing picture of the new atmosphere. According to *Ebony*, the atmosphere at Lincoln University was perfect. The magazine praised the physical appearance of the campus, the superior yet inexpensive education available, and the successful integration of white students into the university environment. Through pictures of attractive black and white coeds on the cover, *Ebony* stressed this successful integration with page after page of photographs of integrated classrooms, the nursery school, cheerleading squads, choirs, and athletic teams. The article declared that "Whites mix freely on campus, and participate in all student programs. For the Whites, Lincoln University is not a 'Negro' university-it is a good local school they proudly attend." The *Ebony* article was an optimistic one and forecaster of the success that Lincoln University would enjoy in many areas throughout the 1950's, and well into the 1960's.

During the 20th century, Lincoln University, its faculty and students, played pivotal roles working toward equal educational opportunities for African American in Missouri. Today it continues in that role as well as having taken on the role of providing access to higher education for a local and regional population which is not only racially diverse but generationally diverse as well.

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**Lincoln University Hilltop Campus Historic District
(Boundary Increase I)
Cole County, MO**

BIBLIOGRAPHY

Greene, Lorenzo J., Kremer, Gary R., and Holland, Antonio F. Missouri's Black Heritage, revised edition, Columbia: University of Missouri Press, 1993.

Holland, Antonio F., et al. The Soldier's Dream Continued: A Pictorial History of Lincoln University of Missouri. Jefferson City, MO: Lincoln University printing, 1991.

10. Geographical Data

UTM References

	Zone	Easting	Northing
A.	15	572350	4268400
B.	15	572520	4268580
C.	15	572630	4268480
D.	15	572540	4268380
E.	15	572500	4268430
F.	15	572460	4268410
G.	15	572410	4268460
H.	15	572290	4268340
I.	15	572280	4268400
J.	15	572240	4268400
K.	15	572240	4268470
L.	15	572280	4268470

VERBAL BOUNDARY DESCRIPTION

The Lincoln University Hilltop Campus Historic District (Boundary Increase 1) is encompassed by the following boundaries. Beginning at the southeast corner of the original district (where the sidewalk that "runs along the northeast side of Young Hall" intersects with Chestnut Street), the boundary proceeds northeast along the northwest side of Chestnut Street for 128' to the west corner of a paved parking lot. The boundary then proceeds southeast for 507' along an imaginary line through the parking lot and a driveway to the northwest side of Lee Drive at the east corner of Bennett Hall. The boundary then proceeds in a southwesterly direction for 725' along Lee Drive, angling to the northwest at the south corner of the Thompkins Center and then curving in a westerly direction to the intersection with Atchison Boulevard. The boundary then proceeds northwest for 223' along the northeast side of Atchison Boulevard to the northwest side of Chestnut Street. The boundary then proceeds southwest along Chestnut Street for 552' to the intersection with Taylor Drive. The boundary then proceeds north for 256' along the east side of Taylor Drive to the south corner of Tull Hall. The boundary then proceeds west along Tull Hall for 93' to the southwest corner of the building. The boundary then proceeds north along the west wall for 157' to the northwest corner of the building. The boundary then proceeds east along the north wall for 93' to the west edge of the original historic district boundary on Taylor Drive.

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**Lincoln University Hilltop Campus Historic District
(Boundary Increase I)
Cole County, MO**

BOUNDARY JUSTIFICATION

The boundaries were drawn to include the highest concentration of buildings that predate 1954 (the end of the period of significance) while excluding a number of noncontributing resources. While there are other significant pre-1954 buildings on campus, they are visually and physically disconnected from the original historic district and current boundary increase by large post-1954 buildings.

11. Form Prepared By

Debra Greene, Instructor of History
Lincoln University
820 Chestnut Street
Jefferson City, Missouri 65101
May 29, 1998
573/681-5145

Antonio F. Holland, Professor of History
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July 1999
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United States Department of the Interior
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Section Photographs Page 8

**Lincoln University Hilltop Campus Historic District
(Boundary Increase I)
Cole County, MO**

Photographs

Photographs 1-9

Photographer: Troy Darden, Lincoln University

Date: June 1998

Location of Negatives: Lincoln University
820 Chestnut Street
Jefferson City, Missouri 65101

1. Logan A. Bennett Hall, front of building, looking southeast
2. Logan A. Bennett Hall, back of building, looking northwest
3. Logan A. Bennett Hall, back of building, looking southwest
4. Logan A. Bennett Hall, northeast side of building, looking southwest
5. Libby C. Anthony Hall, front of building, looking south
6. Libby C. Anthony Hall, back of building, looking northwest
7. Irving C. Tull Hall, front of building, looking west
8. Irving C. Tull Hall, oblique view of front, looking south
9. Irving C. Tull Hall, rear of building, looking east

Photographs 10-11

Photographer: Scott Myers, Missouri Department of Natural Resources, Historic Preservation Program

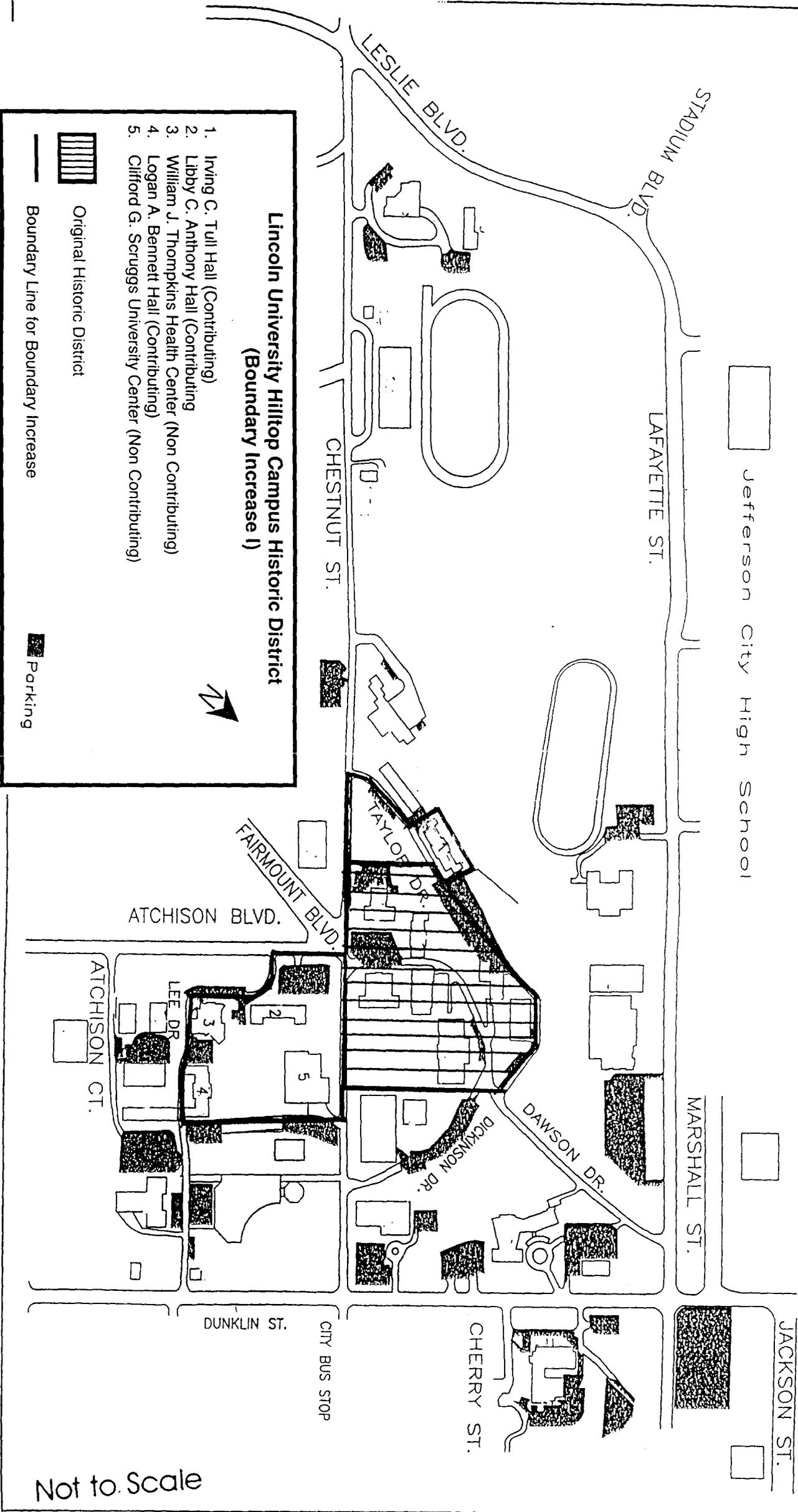
Date: August 2000

Location of Negatives: Missouri Department of Natural Resources, Historic Preservation Program,
Cultural Resources Inventory

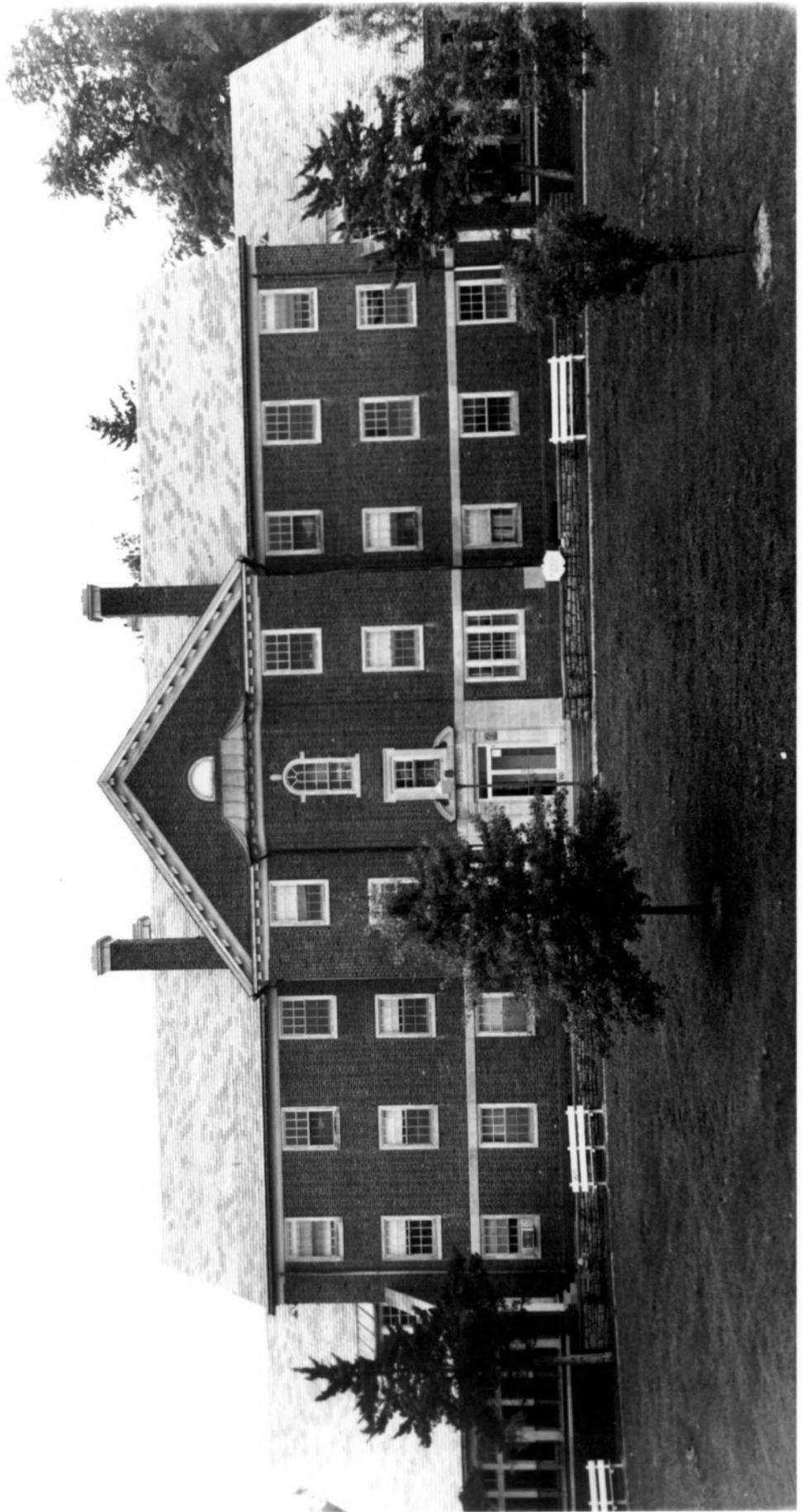
10. Clifford G. Scruggs University Center, looking north
11. William J. Thompkins Health Center, looking northeast

LINCOLN UNIVERSITY

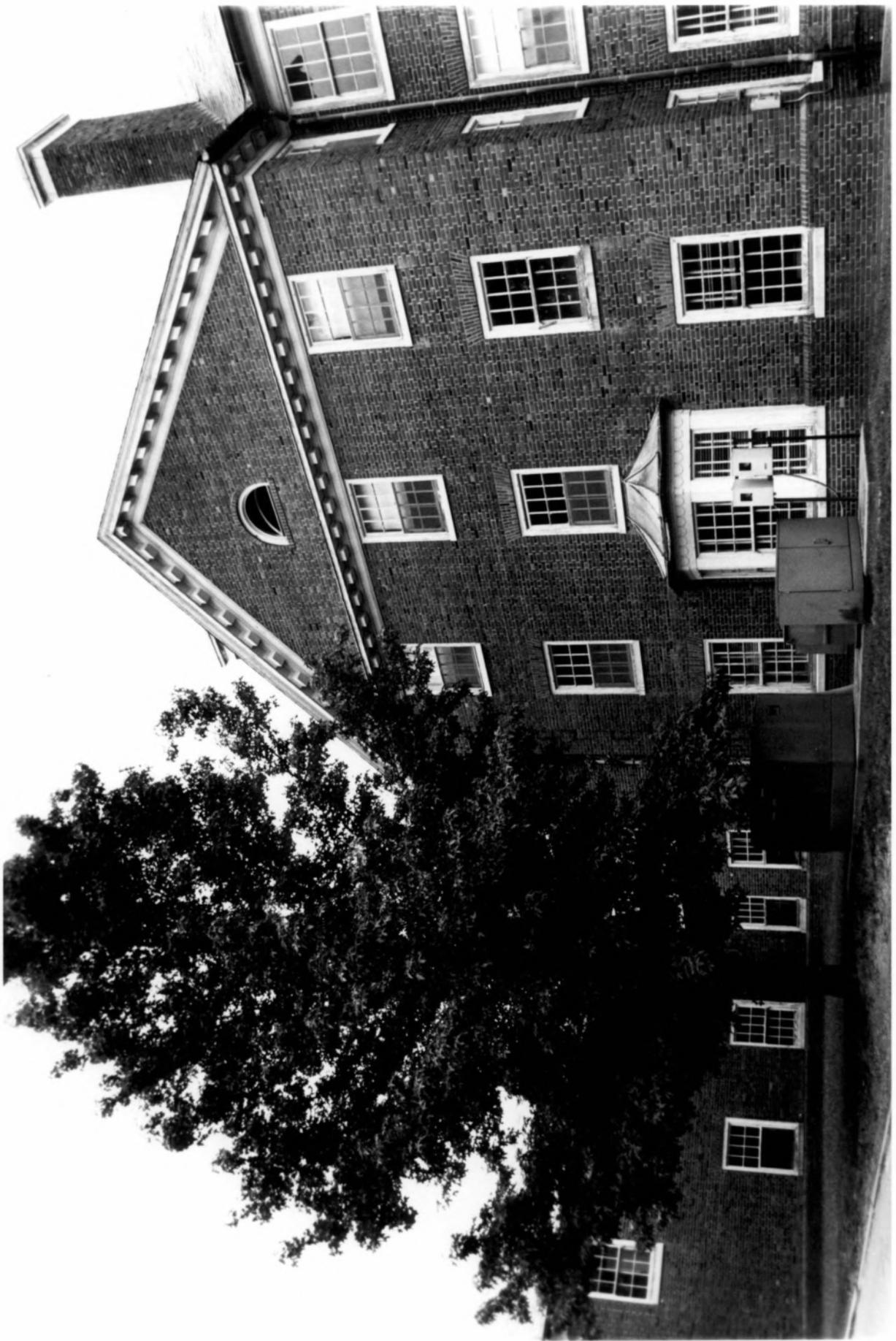
Jefferson City, Mo. 65101-0029



Not to Scale



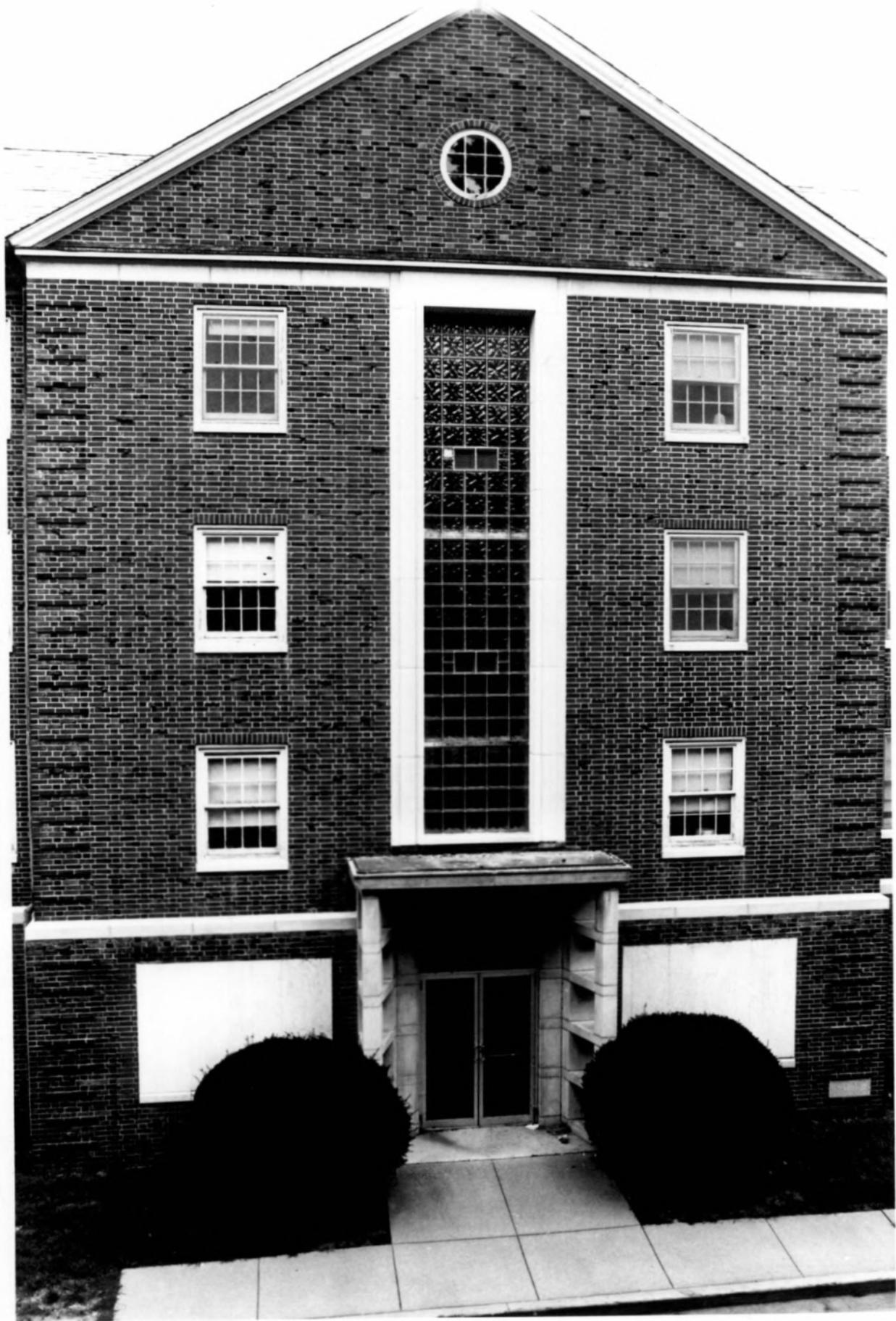














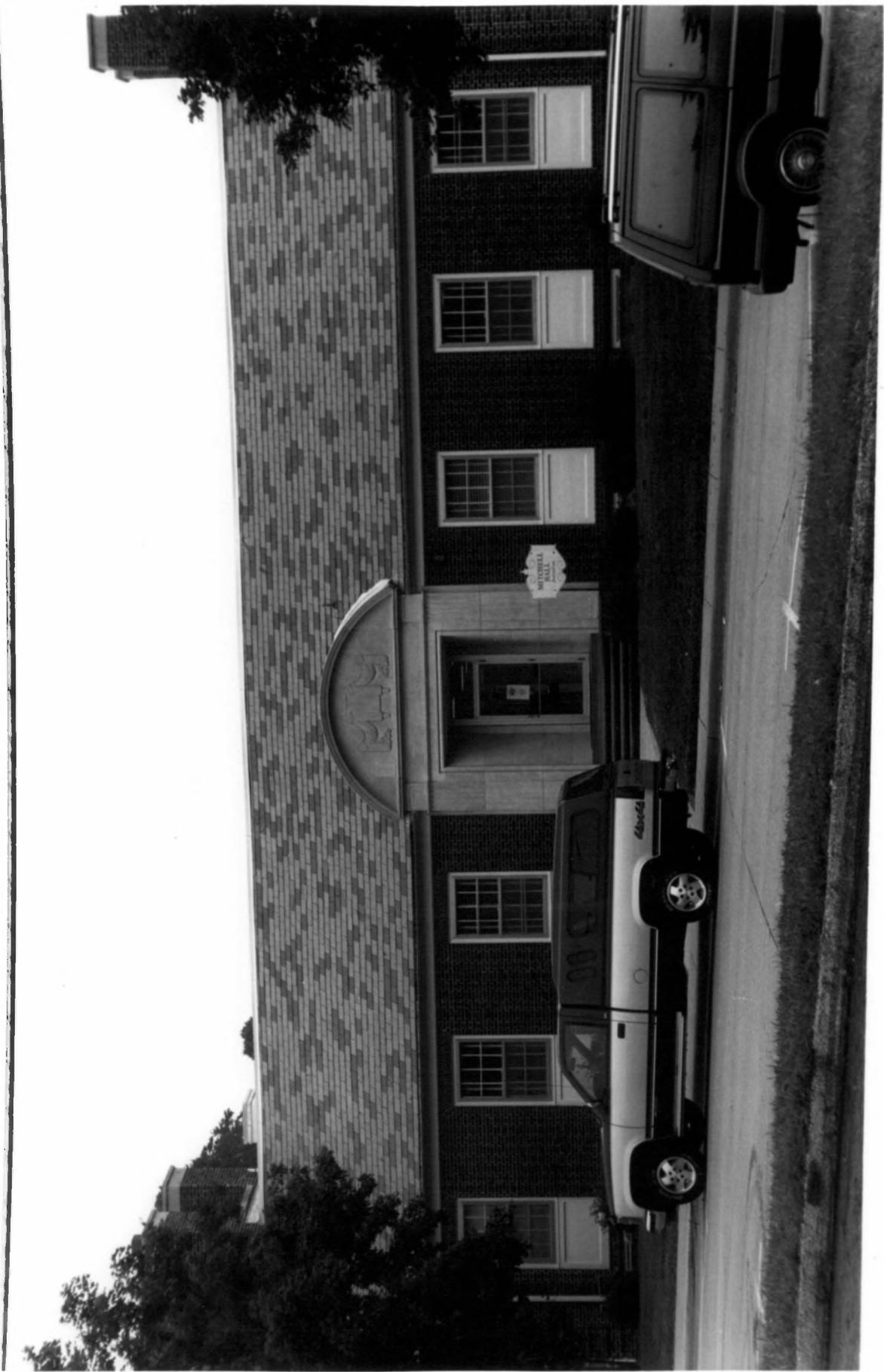


EXTRA

PHOTOS

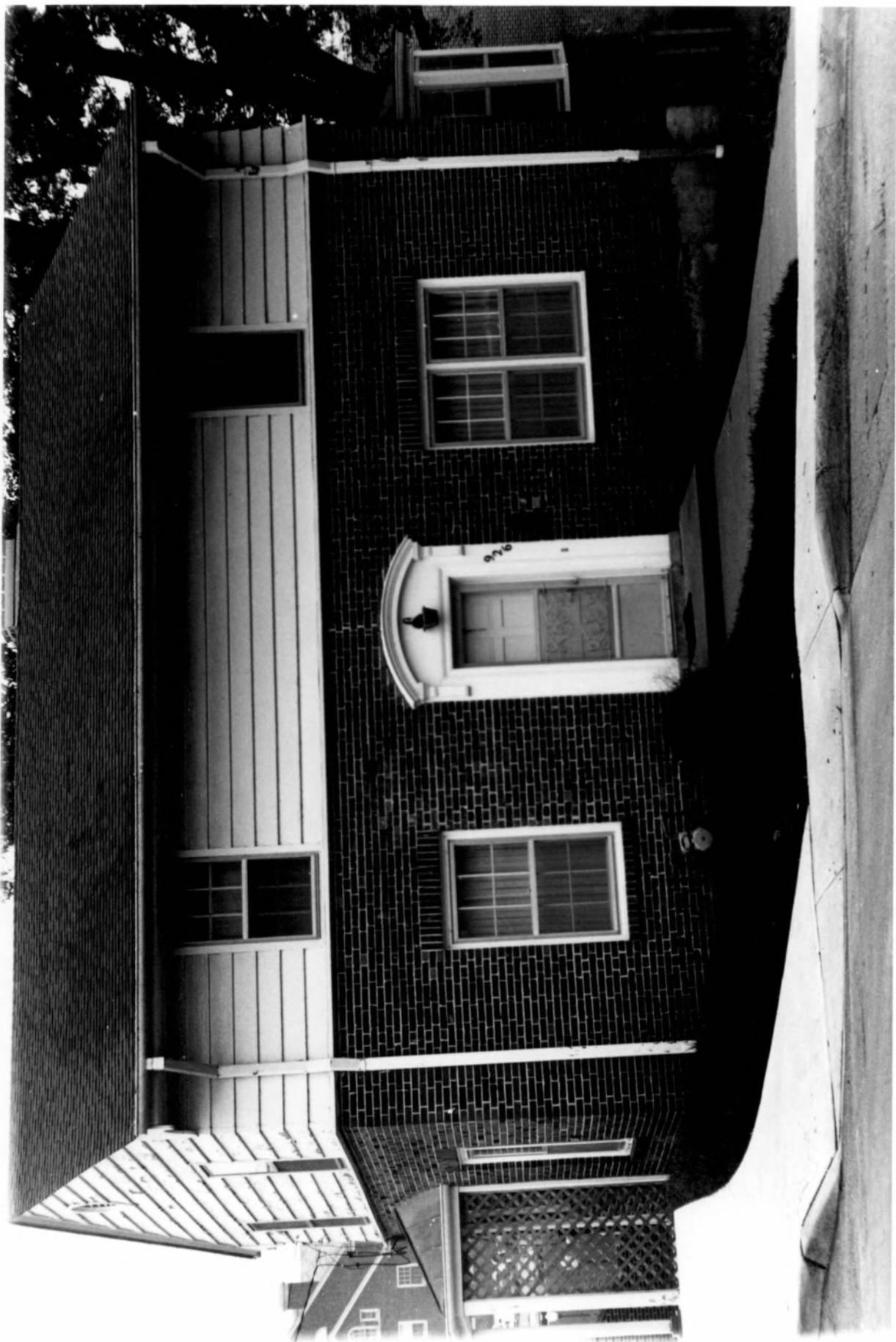


























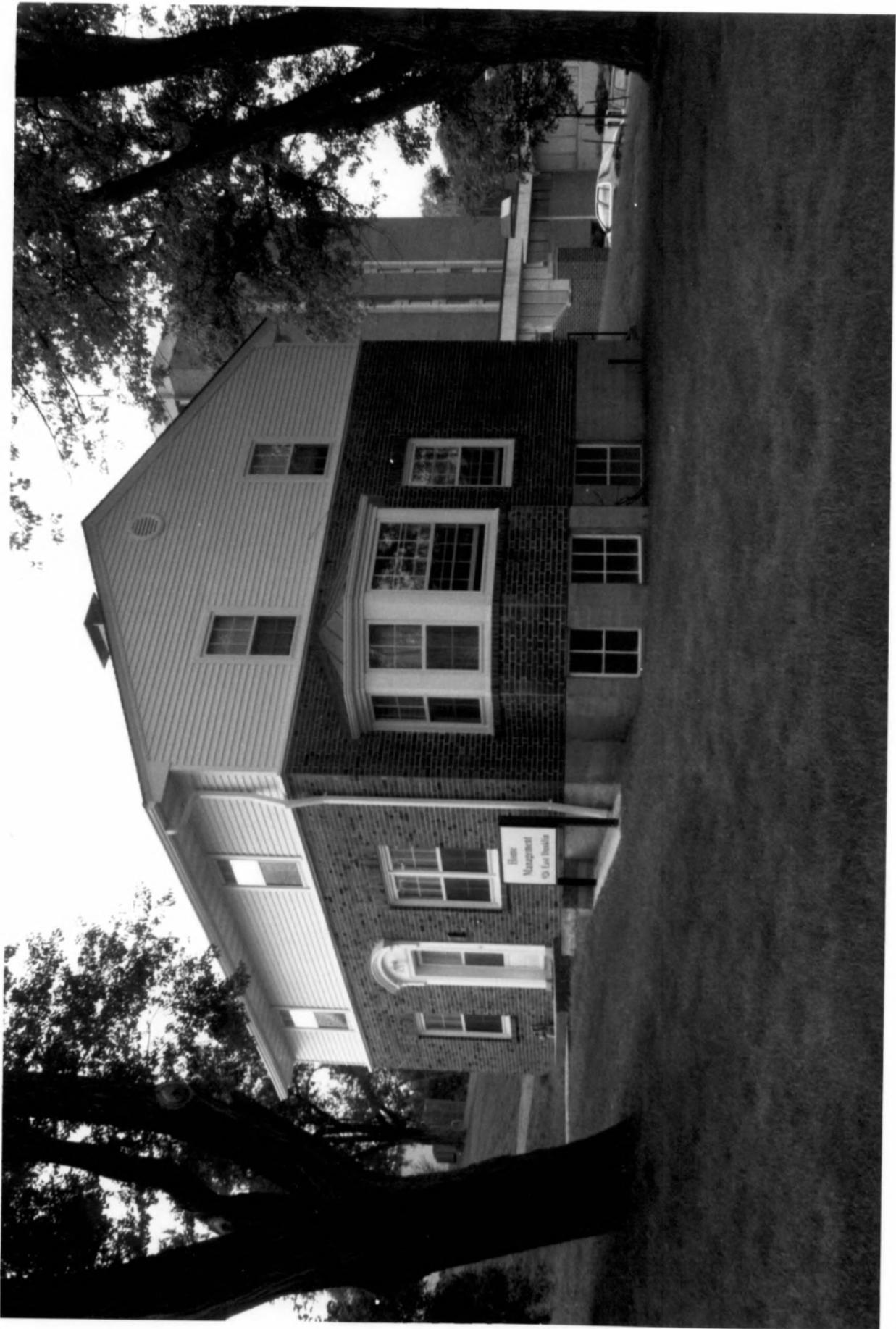


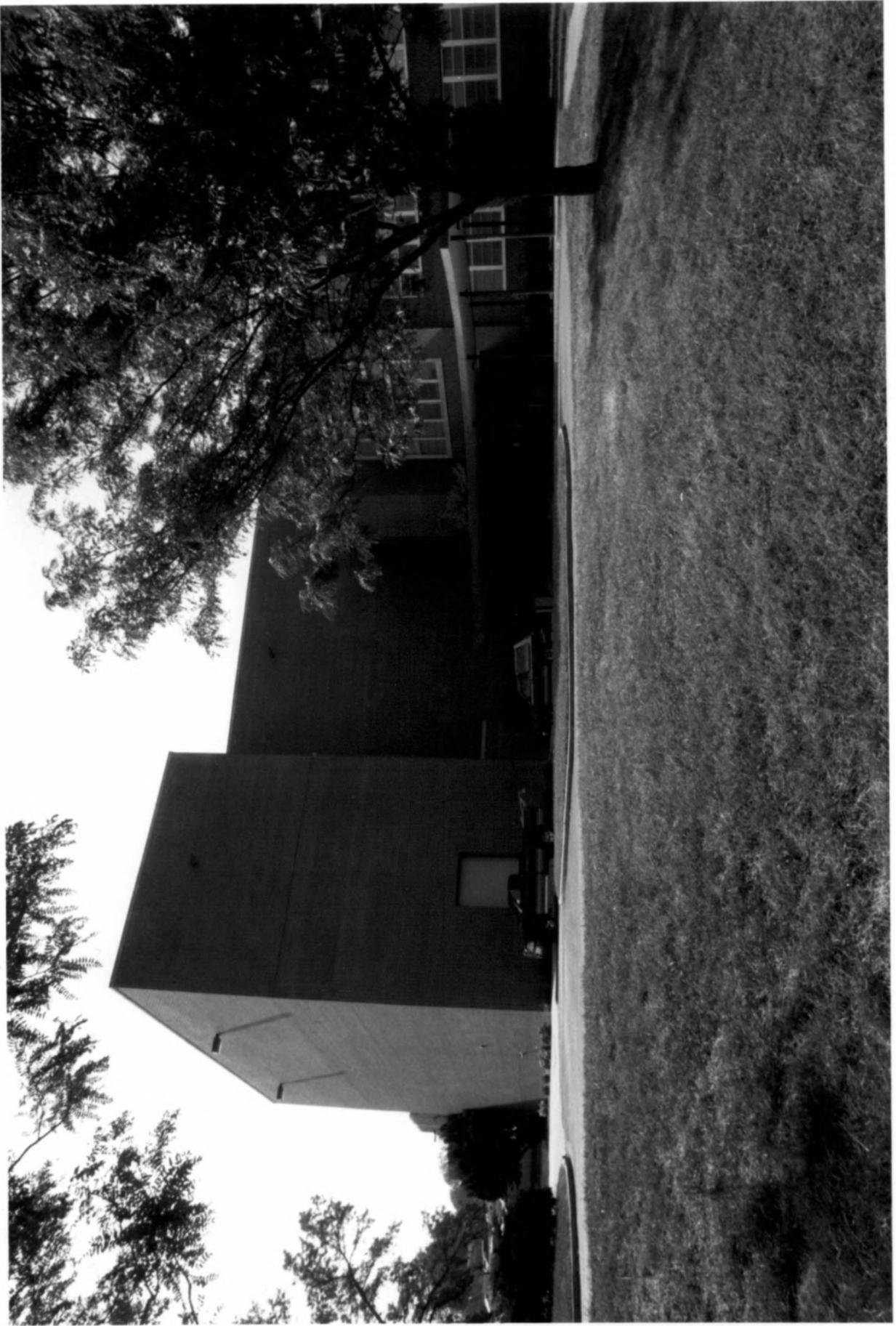














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