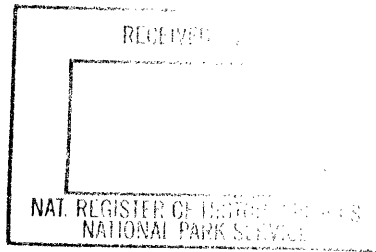


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United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form



This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Lincoln Park School

other names/site number Addor Community Center

2. Location

street & number 1272 South Carrant Street N/A not for publication

city or town Pinebluff vicinity

state North Carolina code NC county Moore code 125 zip code 28373

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.)

Jeffrey J. Crow SHPO 1/21/97
Signature of certifying official/Title Date

State of 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 Date

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:)

Edson H. Beall
Signature of the Keeper

2/29/97
Date of Action

Lincoln Park School
Name of Property

Moore County, NC
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: school

Current Functions

(Enter categories from instructions)

SOCIAL: meeting hall

7. Description

Architectural Classification

(Enter categories from instructions)

Bungalow/Craftsman

Materials

(Enter categories from instructions)

foundation BRICK

walls WOOD: weatherboard

roof ASPHALT

other BRICK

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

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

- 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

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

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

EDUCATION

ETHNIC HERITAGE: BLACK

Period of Significance

1922-1946

Significant Dates

1922

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

The Julius Rosenwald Fund

Narrative Statement of Significance

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

9. Major Bibliographical 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:

Lincoln Park School
Name of Property

Moore County, NC
County and State

10. Geographical Data

Acreege of Property 2.08

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 7	6 3 9 1 6 0	3 8 8 3 3 4 0
	Zone	Easting	Northing
2			

3			
	Zone	Easting	Northing
4			

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 Franklin E. West, Jr.

organization _____ date November, 1996

street & number 17 Lakeview Drive telephone (910) 949-3968

city or town Whispering Pines state NC zip code 28327

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 Addor Community Organization, Inc.

street & number 1272 South Carrant Street, Ext. telephone (910) 281-4026

city or town Pinebluff state NC zip code 28373

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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Section number 7 Page 1

Physical Description

The 1922 Lincoln Park School is a one-story, side-gabled, weatherboarded, rectangular building of classic Rosenwald School design. It is a largely intact example of the Rosenwald Four Teacher Community School-Floor Plan No. 400 published in Bulletin No. 3 (see Exhibit A of this Nomination). As stipulated in the Bulletin, the building is set with the points of the compass, with the main elevation facing east. The relatively flat, sandy, two-acre lot and building placement also meet the specifications of the Bulletin that call for "... [the building] should be located on the plot as to give the maximum space for playgrounds, gardens, etc., and with due regard for their accessibility. Generally if the plot is rectangular, it is best to locate the schoolhouse near one corner at a distance of sixty to seventy-five feet from the front road and about forty feet from one side of the plot ..."

The 205-foot by 435-foot lot faces east onto South Curren Street, Ext. There are two houses, one south and one east of the school and two additional ones behind the school property. Between the school property and County Road 1102, 460 feet to the north, is a rudimentary baseball field. This sparse development reflects the traditional rural character of the community served by the school.

After its construction in 1922 through the cooperative efforts of parents, the Moore County School Board, and the Julius Rosenwald Fund, the Lincoln Park School rapidly became the center of the African-American community located in the Keyser (established in the late nineteenth century south of present-day Pinebluff, and renamed Addor in 1918) area. Although decommissioned as a school in 1949, the building still serves as the Addor Community Center, and as described below only a few minor changes have been made to the original building to accommodate its continuing use.

The rectangular building is four bays wide by three bays deep and measures somewhat less than seventy-nine feet by forty-six feet. The building block is sheltered under a asphalt -shingled side-gabled roof. Porches located at the corners of the front are one-bay-wide engaged porches with plain wooden facias supported by single square-paneled corner posts. They are approximately eight and one-half feet wide by six feet deep and they are set back about six feet from the front with both the entrance doorways and stairs facing the front. A handicap ramp of pressure-treated wood extending from the side of the northeast porch is the only exterior addition. It does not affect the integrity of the building. On the rear the industrial room entrance is about three feet from the northwest corner. An outside chimney is located between the entrance and the corner. Under the building is a shallow crawl space with a sand floor. Red common-bond brick is used for the foundation wall, central chimney flue, northeast chimney and the front stairs (treads are beautifully worn by many feet).

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As shown in Exhibit A, the interior plan of the school is composed of four major classrooms massed around the central brick chimney flue. The secondary rooms are stacked behind the main elevation porches. In keeping with the recommendations of the Rosenwald Fund, the three twenty-two foot by thirty foot classrooms and the twenty-two foot by twenty-six foot northwest classroom receive east or west light from large double-hung windows that extend from four foot high sills to eleven and one-half feet. Each classroom has five banked double-hung nine-over-nine sash set in wooden surrounds. The two east classrooms open with wooden pocket doors to create an auditorium as recommended in Bulletin 3 when there are insufficient funds for a separate auditorium. A small stage (about ten feet by nineteen feet) is in the southeast classroom.

Ceiling height throughout is twelve feet. The typical interior door has six horizontal panels. The double-hung six-over-six sash in the front vestibules, the industrial room on the north side and the cloak and boy's rooms on the south side have sill heights of seven and one-half feet.

The interior finish features original heart pine flooring and beadboard-sheathed walls and ceilings. Ceiling boards run parallel to the building front and wall boards run horizontally. One inch quarter round is used at **wall-wall, wall-ceiling and wall-floor intersections. Exterior and interior trim around doors, windows and exterior corners consist of 3/4 inch by 4-5/8 inch boards.**

Changes to allow the building's continued use include converting the industrial room to a kitchen and the north cloak room to two one-half baths with the walls covered with sheet paneling. (Students who attended the school in the 1930s and 1940s only remember the industrial room being used for food preparation. Possibly, the school did not receive funds to support the room's intended use.) The south cloakroom is now a computer room with steel doors and sheet paneling on the original floor. The exterior doors have been replaced and the pocket doors, stoves and blackboards are gone. Also, the two outdoor sanitary privies, required by the Rosenwald Fund, were removed in 1984. On the other hand, the twenty inch by twenty-four inch framed picture of Julius Rosenwald remains.

To summarize, the 1922 Lincoln Park School has changed only minimally in almost seventy-five years. On the exterior the weatherboard, windows, brick work and trim are original. In the interior, all of the walls, ceilings, floors and trim in the four classrooms, the two vestibules, and the boy's room are original. Also, the walls and ceiling of the south cloakroom and the ceiling of the industrial room are original.

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Summary

The 1922 Lincoln Park School is nominated to the National Register under Criteria A: Education and Black Ethnic Heritage. The structure built in 1922 served for twenty seven years as an African-American elementary school (and also, briefly, as a high school) and community center for the rural population located in the vicinity of Addor in southeastern Moore County. The building is a largely intact example of the Rosenwald schools built for African-American children throughout the South in the early twentieth century. Construction money was provided from public funds, and significant donations from the black community and the Julius Rosenwald Fund. The Fund, established in 1917 by the president of Sears, Roebuck and Company to aid efforts to educate Southern black children, also provided state-of-the-art standardized plans for the structures it funded. The Lincoln Park School is an excellent example of the Rosenwald Four Teacher Community School - Floor Plan No. 400, designed to face east or west. It is a one story gabled-roof frame building with four large classrooms. Two of the classrooms open with wood pocket doors to create an auditorium. Although decommissioned as a school in 1949, the building has served as the Addor Community Center, operated by descendants of its original builders since 1952. Only a few minor changes, to accommodate its continuing use, have been made to the original building.

The Lincoln Park School is associated with events that have made a significant contribution to the broad patterns of local history in the areas of education and black ethnic heritage in Moore County. It stands as a reminder of the racially segregated system of education in the South which continued well into the 1960s. It symbolizes local and national philanthropic efforts to improve education for black Americans under that system. The period of significance begins in 1922 the year the school was built and placed in operation and ends in 1946, which meets the fifty year criterion.

Following recommendations by a restoration specialist from the North Carolina State Historic Preservation Office, a committee is being formed to spearhead the restoration of the Lincoln Park School. The co-chairs of the committee are two of the school's outstanding graduates. A excellent master craftsman with good leadership skills has been selected to oversee the effort. The committee and friends of the Lincoln Park School plan to apply the Secretary of Interior standards to the rehabilitation project and seek National Register status as a recognition of the school's contribution to the history of the community.

Historical Context

In the second decade of the twentieth century a number of funds were making contributions to black education in the South. Booker T. Washington's crusading zeal in support of improving black education in

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the rural South stimulated much of the effort. Largely because of his influence, Julius Rosenwald, and later the Julius Rosenwald Fund, sponsored the building of 4978 new schoolhouses throughout the rural South. These new schoolhouses, which represented excellence in school design, replaced Reconstruction-era black education facilities that were usually in disrepair and without heat, adequate light and suitable equipment. (Embree and Waxman, 37-39, 51.)

The design for the 1922 Lincoln Park School (see Exhibit A) was created by Samuel Leonard Smith who ran the Rosenwald "Southern Office" in Nashville, Tennessee. Smith, who created all of the plans in Bulletin No. 3, was a disciple of Fletcher B. Dresslar, one of America's major theoreticians on school architecture. (Hanchett, pages 400-401.)

The 1922 Lincoln Park School had a large effect on the black population in the Addor area. This school, an example of the Rosenwald Fund Floor Plan 400 (Exhibit A), replaced a schoolhouse whose condition precluded effective teaching and learning. In addition to providing ideal facilities, the Rosenwald schools usually attracted well-trained teachers and families who were interested in improving educational opportunities for their children. Prior to the 1922 construction of the Lincoln Park School, the Addor black community referred three cases a month to the courts. In 1924 Albert Gaston, the principal during the last year of the old school and the first principal of the new school, stated that there were only two court cases in the past year. (Hart, 564-567.)

In addition to having a very positive influence in the lives of the children, the school's impact on the greater community was immediate and profound. Again, Albert Gaston reported that after construction of the new schoolhouse he saw not only changes in the children's conduct and interest, but also in the parent's interest and participation. Parents who had not been in the old schoolhouse for years began participating in school activities, bringing flowers, coming to programs and visiting daily classes. "Grown-ups" who considered themselves too large to go to school regretted their lost time and were making rapid changes for better citizenship. (Hart, 567.)

The impact on the community of the new schoolhouse is also reflected in the Board of Education minutes. These minutes indicate that in May 1922, Albert Gaston and his wife were granted funds to teach adults in night school and that on September 1, 1924, approval was given to teach high school classes.

That the Addor black community obtained one of the Rosenwald schoolhouses was due to the efforts of many people in addition to Julius Rosenwald and his field agents. In 1913 Nathan Carter Newbold became the administrator responsible for North Carolina's black rural schools and in 1921 he became Director of the newly created Division of Negro Education within the State Department of Public Education. Because of his enthusiasm for the schools, Newbold arranged with Julius Rosenwald in 1915 to build in North Carolina one of the first Rosenwald schools outside of the Tuskegee area. He and his staff were so skillful in working with

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state legislators and localities that North Carolina built far more Rosenwald buildings than any other state. (Hanchett, 406-408.)

In Moore County Angus B. Cameron, the Superintendent of Schools, was very supportive in replacing most of the black schools with Rosenwald schools. In October 1921, when Albert S. Gaston came to the old Addor school as the new principal, he found that interest in education had been shattered and an air of hostility toward education. Nevertheless, within a month, he and his wife began to raise funds for the new Lincoln Park School. They visited towns on Friday nights with a program by the school children. Their success was profound: they raised twenty-six dollars at the first meeting, and at subsequent ones raised one hundred dollars in ten minutes. In total, they raised a sum of one thousand dollars. (Hart, 565-567.)

Of the fifteen Rosenwald schoolhouses built in Moore County from 1918 to 1924 the Lincoln Park School and possibly the Bellview School are believed to be the only ones still in existence. It is believed that the latter school is referred to as the Tory Hill School in the North Carolina Department of Public Instruction Records. It is a one- teacher school that was built in 1920 east of Robbins, NC (Hanchett, Appendix). This school building was restored and moved to the Moore County Schools Administration Building grounds in 1974 where it is used for display purposes. The plan for this school shows some similarity to Community School Plan No. 1-A in Bulletin No. 3. It, however, lacks an industrial room and cross- ventilation, and there are significant differences in the number of windows, window placement and in room dimensions. Thus, the building lacks a number of the qualities associated with historic integrity. In contrast, the Lincoln Park School **has, to a high degree, all of the qualities associated with historic integrity. Even today part of its role as a community center, is as a learning center for children in a 4H program, an "afterschool" program and a "child at risk" program.**

HISTORICAL BACKGROUND

The Raleigh and Augusta Airline Railway (name changed to Seaboard Airline Railway) reached Keyser (which was named Addor in 1918 because "Keyser" sounded like "Kaiser") about 1875. The railroad brought industry: timber and its byproducts, turpentine and pitch. Many people also worked at wine vineyards and raised cotton, tobacco, peaches, strawberries, blackberries and other crops from the coming of the railroad through the early years of the twentieth century. The town, covering an area of one square mile, was incorporated in March 1881. The population in August 1884 was 128 black Americans and 101 white Americans. According to the 1890 census, it was the second largest town in Moore County with a total

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population of 295. Available Moore County School records show that for the 1916-1917 school term the town had 75 black children and 46 white children of school age. The town charter was repealed in 1971. (The Pilot, June 6, 1971; The Sandhills Citizen, August 13 & 14, 1983; History of Addor-Formerly Keyser, NC; Report of The Public Schools of Moore County 1916-1917.)

The Moore County Board of Education acquired the land for the new Lincoln Park School on December 2, 1921 (Deed Book 85, page 20). North Carolina allotted money for construction in the 1922-1923 budget year (Hanchett, Appendix). On January 1, 1923, the Board of Education authorized putting an additional teacher at Addor to take care of the increased attendance resulting from the new building, school consolidation, and other factors.

Both Phillip McMillan, who attended the school in the 1930s, and Louise Jones, who attended the school in the 1940s, state that their classmates who completed Lincoln Park School went on to lead good and productive lives. They both felt well prepared for high school at Berkley School in Aberdeen, North Carolina. Of the number of former students interviewed, these two, in particular, stand out. Phillip McMillan, was a successful student despite having to repeat the third grade because his family did not have fifty cents to rent the required textbook the previous year and despite dropping out of high school after his junior year. After serving in the U.S. Army, he finished high school and then attended Hampton Institute from 1950 to 1954. Upon graduation he returned to Moore County to pursue a career in education. He rose to the positions of assistant principal and principal at Berkley (elementary and secondary grades) and at Pinecrest. At Pinecrest, which opened in 1969 and is the only 4A high school in Moore County, he was the principal from 1972 until his retirement in 1982. Since then, he has owned and operated a small business, served in many organizations including current service with the Addor Community Organization and he is in his sixth year as a member of the Moore County Board of Education.

In recent times Louise Jones has done more for the Addor community than any other person. Her mother instilled in her the desire for a college education. She has very warm memories of her experiences at Lincoln Park School. She enjoyed extra activities such as plays, glee club, band and once a year field activities with all of the other black county schools. She and her twin sister did well in school, but lacked the funds to attend college. However, Lillian D. Harris, who taught the lower grades at Lincoln Park School from about 1932 to 1948, took a personal interest in the sisters and arranged for the them to attend Fayetteville State College with

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all expenses paid. Louise Jones, like her fellow Lincoln Park student, Phillip McMillan, chose a career in education and recently retired from a counselor position at nearby Sandhills Community College. She has been instrumental in obtaining grants for Addor, the Addor Community Center now housed in Lincoln Park School, and programs at the Center. As examples: in 1983 a \$10,000 grant to replace the roof, add lavatories, and upgrade the kitchen for the center (The Pilot, October 5, 1983); in 1994 a \$850,000 grant for water and sewer and housing rehabilitation (The Pilot, May 30, 1994); and this year a \$25,000 grant for a "Youth at Risk" Program (Fayetteville Observer-Times, January 20, 1996). Louise Jones's dedication to her community has been recognized by the conferring of numerous awards including a "Governor's Award for Community Service" in 1986.

Numerous other former Lincoln Park School students, such as Lorine McCants, now serving in her third year as President of the Addor Community Organization Board of Directors, have also made significant contributions over the years to the community.

In 1949, the Lincoln Park School closed. The students transferred to Berkley School, both a grade school and a high school, in Aberdeen. In 1950, the Pinebluff Maternity and Welfare Committee acquired the school from the Board of Education of Moore County (Deed Book 168, page 470). The school has operated as the Addor Community Center since 1952. In 1984, the school was officially transferred to the Addor Community Organization, Inc. (Deed Book 516, page 925.)

In addition to serving as a learning center for children, the Addor Community Center is the meeting place for large gatherings in this predominantly black community of about 580 people. It is used for "Homecoming Parties" on holiday weekends, wedding parties, feeding and receiving guests arriving for funerals, community suppers, special events such as a "Super Bowl Party," voter registration and public agency programs. The Addor Community, which is now considered by area residents to extend along Moore County Route 1102 from US Highway One to the Hoke County line, consists of two small farms, modest homes, several small churches, a very small grocery, a small heating and air conditioning business and the 1922 Lincoln Park School building. Thus, the school building is the only place suitable for community gatherings.

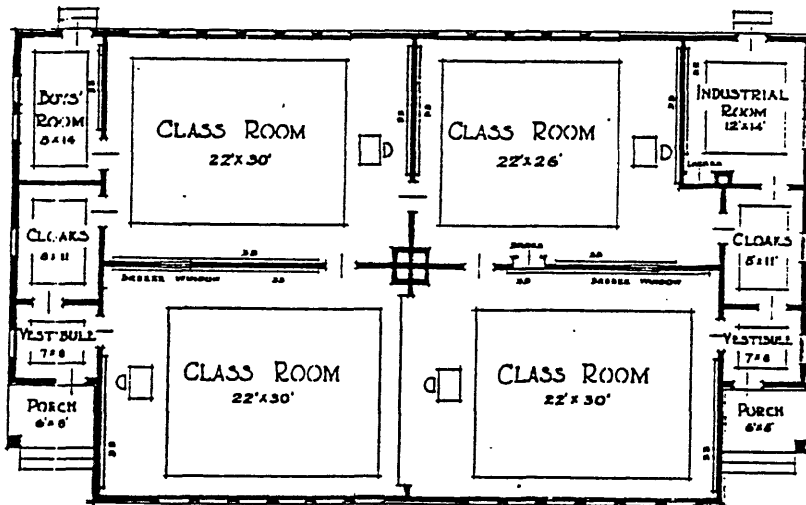
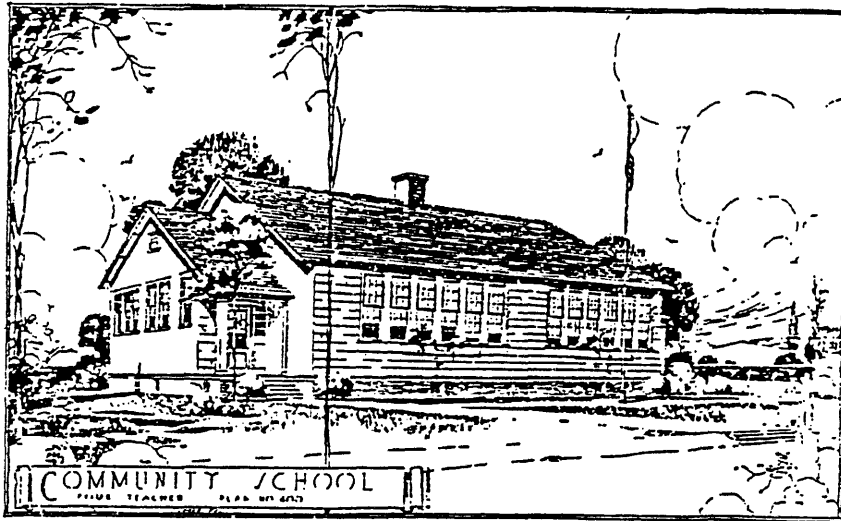
The last major repairs to the Lincoln Park School building were in 1984. A Senior Restoration Specialist from the North Carolina State Historic Preservation Office has estimated costs of about 45,000 dollars for restoration and 50,000 dollars for modernization, including adequate heating, cooling and insulation (Fomberg). To raise funds for the restoration and modernization a committee, with Phillip McMillan and Louise Jones as co-chairmen, is being organized, and the committee hopes to emphasize the historical importance of the school through its nomination and listing in the National Register of Historic Places.

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Exhibit A: From, "Community School Plans," Bulletin No. 3, Issued by The Julius Rosenwald Fund. Nashville, Tennessee, 1924.



FLOOR PLAN No 400
FOUR TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

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Major Bibliographical References

Embree, Edwin R. and Waxman, Julia, "Investment in People", Harper & Brothers, New York, 1949.

"Community School Plans," Bulletin No. 3, Issued by The Julius Rosenwald Fund, Nashville, Tennessee, 1924.

Hanchett, Thomas W., "The Rosenwald Schools and Black Education in North Carolina," The North Carolina Historical Review, Volume LXV, Number 4, October 1988.

Hart, Joseph K., "The Negro Builds for Himself,"

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Moore County Board of Education Minutes, 1911-1950. Moore County Public Schools Administrative Offices, Carthage, NC.

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Lunday, Julia, "Addor: There's Not Much Left In This Once-Lively Town." The Sandhills Citizen, Aberdeen, NC, August, 13 & 14, 1983.

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Author Unknown, "History of Addor-Formerly Keyser, N.C.", given to Flora Jean Core of Addor by her father, Rufus Core, in December 1974.

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Lincoln Park School
Name of Property

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Major Bibliographical References

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Gilkeson, Florence, "Grant Bid By Addor Supported By Board." The Pilot, Southern Pines, NC, May 30, 1994.

Sinclair, David, "\$25,000 Grant Chisels Alternative To Drugs," Fayetteville Observer-Times, Fayetteville, NC, January 20, 1996.

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Verbal Boundary Description

The nominated property is identified by a leader and it is also outlined in pencil on the enclosed Moore County Tax Match Map 8458-04 drawn to a scale of 1" = 200'. It constitutes the entire parcel bought for the Lincoln Park School by the Moore County Board of Education. It measures 205 feet by 435.5 feet.

Boundary Justification

The nominated property represents the entire lot historically associated with the Lincoln Park School.

Lincoln Park School
Name of Property

Moore, NC
County and State

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National Register of Historic Places Continuation Sheet

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Photographs:

Lincoln Park School
South of Pinebluff, Moore County, NC
Photographer: William M. Stoffel
Photographed: August 1996
Negatives on file at Survey and Planning Branch, NC Department of Cultural Resources

1. Front and south elevation: camera pointing northwest.
2. Rear elevation: camera pointing east.
3. North elevation: camera pointing south.
4. Northeast and southeast classrooms: camera pointing south.
5. Northeast classroom and north vestibule: camera pointing north.
6. Southwest classroom: camera pointing north.
7. Northwest classroom: camera pointing southeast.