NPS Form 10-900
(Rev. 10-90

OMB No. 1024-0018

United States Department of the Interior
National Park Service

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NAT. REGISTER OF HISTORIC PLACES
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 any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional 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 JONES, A. QUINN HOUSE

other names/site number FMSF#AL1700

2. Location

street & number 1013 N. W. 7th Avenue N/A ☐ not for publication

city or town Gainesville N/A ☐ vicinity

state Florida code FL county Alachua code 001 zip code 32601

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.)

Barbara E. Mattick / DSHPO 12/10/2009
Signature of certifying official/Title Date

Florida Department of State, Division of Historical Resources, Bureau of Historic Preservation
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 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
☐ See continuation sheet.

☐ removed from the National Register.

☐ other, (explain) _____

Signature of the Keeper Date of Action

Edson H. Beall 1.27.10

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)

- ☒ buildings
- ☐ district
- ☐ site
- ☐ structure
- ☐ object

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

Contributing	Noncontributing	
1	0	buildings
0	0	sites
1	0	structures
0	0	objects
2	0	total

Name of related multiple property listings
(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)

DOMESTIC: single dwelling

Current Functions
(Enter categories from instructions)

Vacant

7. Description

Architectural Classification
(Enter categories from instructions)

OTHER: Frame Vernacular

Materials
(Enter categories from instructions)

foundation BRICK
walls WOOD
roof ASPHALT
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
(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)

ETHNIC HERITAGE: BLACK
EDUCATION

Period of Significance

1925 - 1957

Significant Dates

1925

Significant Person

Jones, A. Quinn

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 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 36) 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 less than one acre

UTM References
(Place additional references on a continuation sheet.)

	Zone	Easting	Northing
1	17	370780	3281560
2			
3			
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 Laurie, Murray D./Robert O. Jones, Historic Preservationist

organization Bureau of Historic Preservation date December 2009

street & number 500 South Bronough Street telephone 850-245-6333

city or town Tallahassee state FL zip code 32399-0250

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 City of Gainesville, Russ Blackburn, City Manager

street & number Post Office Box 490, Station 6 telephone 352-334-5010

city or town Gainesville state FL zip code 32605

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 amend 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.

SUMMARY

The A. Quinn Jones House is located at 1013 NW 7th Avenue in Gainesville, Alachua County, Florida. It is a one-story, wood-frame vernacular house with bungalow features built circa 1920. The house rests on brick piers and has a front gable roof. Fenestration is irregular and most of the original windows have been replaced. The house is located in the Brown Subdivision of West Gainesville. The house was used by prominent African-American educator A. Quinn Jones, and his family from 1925 until his death in 1997. The house contains Jones' office. Only recently vacated, it retains a high level of integrity from the period when Jones lived and worked in the house.

SETTING

The Jones House is located in a mostly residential setting in the historically African-American neighborhood of West Gainesville, three blocks north of University Avenue, (Highway 26) and two blocks east of NW 13 Street (US441, also designated as Martin Luther King, Jr. Boulevard) (Photo #1). The house is typical of other one-story bungalows on NW 7th Avenue, formerly known as Columbia Street. Mature oak trees shade the paved streets, the southern lot boundary line, and there are concrete sidewalks and curbs. Directly across 7th Avenue is the A. Quinn Jones Center, built in 1923 as Lincoln High School, where he was principal for thirty-four years. This center is still operated as a public school now named for Jones.

PHYSICAL DESCRIPTION

Exterior

The one-story house was built ca1920, faces north, and rests on piers, most of which are brick; others are concrete. The house features a staggered gable roof that is clad in composition shingles with open eaves and simple knee brackets at the peak of the facade gables and at each gable end. Lattice vents are set at the peak of each gable. The gable roof over the north porch is set several feet lower than the main roof (Photo #2). A flat roofed, open carport was attached to the west side of the house (Photo #3) until October of 2009. The house has three exterior brick chimneys, two on the east side (Photo #4) and one on the west side, and is clad in drop siding, painted white. A screened porch (8 feet x

20 feet) extends across most of the north façade (Photo #5), and has three, short, battered posts set on five-feet-tall square brick piers supporting the porch roof. Four concrete steps with ornamental wrought iron railings lead to the porch main door and screen door (Photo #6). A metal awning shades the north porch, and windows on the east and west side of the house (Photos #2 & 4). The fenestration is irregular and most windows are not original but double-hung aluminum sashes (Photo #7). On the south/rear elevation is a shed-roofed enclosed porch with door and steps (Photo #8). An addition on the southwest corner of the house has a separate, flat roof (Photo #8).

Interior

The main single, paneled wooden door set with a small diamond window in the upper half is located on the north porch. It leads directly into the living room of the house (Photo #9). The living room, which extends across the north end of the house (Photo #10), has a brick-faced fireplace on the east wall, filled now by a heating unit vented through the chimney (Photo #11). The dining room is southeast of the living room, linked by an eight-foot-wide framed opening (Photo #12). Immediately to the south of the dining room is the kitchen (Photo #13). An enclosed south porch/laundry room adjacent to the kitchen opens out to the rear yard. A small storage area is located to the west of the back porch. On the west side of the living room, a single door leads to small hall and the bathroom (Photo #14). Located to the rear of the bathroom and connected by another door to the kitchen is Professor Jones's office (Photo #15). A third door in the office leads to the two bedrooms located in the southwest corner of the house (Photo #16).

Some of the original paneled doors remain in the house. The wooden floors in the living and dining rooms and the two bedrooms are carpeted, and the other rooms have vinyl flooring in a variety of patterns. The walls in the living room and dining room have wood paneling with white baseboards and a band of white plaster above the paneling. The other walls, office, bedrooms, and kitchen are plastered. The ten-foot ceilings are covered with white ceiling tiles. Some of the original furnishings, including the piano in the living room, where Mrs. Jones gave music lessons, are still in place.

ALTERATIONS

According to Dr. Oliver Jones, the son of A. Quinn Jones, who grew up in the house, the wall between the small living room and the front bedroom, which occupied the west half of the present living room, was removed in the late 1930s, after A. Quinn Jones married Frederica Williams. The living room was enlarged to provide space for Mrs. Jones to give piano lessons. The two small bedrooms with closets with sliding doors in the southwest corner of the house were added in the late 1940s so Jones could use the existing bedroom as an office. At this time, the carport replaced a small garage. The kitchen was remodeled at about this same time.[1]

ADDITIONAL CONTRIBUTING RESOURCE

A small wood-frame shed in the rear of the house was built for storage around 1950 (Photo #17). The structure has a side gable metal roof and horizontal siding. It rests on brick piers and has two wooden doors on the front, north elevation.

[1] Dr. Oliver Jones, Personal communication, October 14, 2008.

SUMMARY

The A. Quinn Jones House is nominated to the National Register for significance under Criterion B at the statewide level for its biographical association with the personal and professional life of Allen Quinn Jones, an African-American educator. The period of significance is 1925 to 1957. Professor Jones was principal of three black schools in Gainesville during his forty-two-year career as a teacher and administrator in Florida. Jones was not only the most influential black educator in Alachua County, he also contributed to educational programs across the state. The Jones House contains his office from which he coordinated his statewide activities. Jones and his family lived in the house from 1925 until his death in 1997.

HISTORICAL CONTEXT

Black Education in Florida

1930s

Among the first casualties of the Great Depression was funding for Florida's public schools. African-American educators, already paid less than their white teacher counterparts, suffered with reductions in funding and layoffs. In 1930 black teachers were paid on average 58% less than white teachers were paid. Established in the mid-1920s, the white Florida Education Association lobbied the legislature for improvements to teacher standards. They failed to secure a tenure law, but established an eight-month school term standard, and a one-to-thirty-six teacher/student class ratio. In 1936, fewer than half of Florida's counties had any masonry black schools, and state-wide there were eighty-one masonry black schools, far fewer than white schools. Almost a third of black schools were leased, whereas all white schools were locally owned by the school districts. In 1937, a black principal and three teachers sued in court for equalization of pay with whites in their school districts; all suites were denied. The principal and a teacher were fired in reprisal, but legal appeals became more common.

1940s

During the World War II years, the duration of the school calendar extended to one-hundred and seventy-six days. Still, the conditions in black public schools remained discouraging, with a preponderance of underfunded one and two teacher isolated rural schools. Following the war there was a significant increase in black enrollment.

Returning black soldiers had new expectations of social participation, and powerful voting blocks developed. "Separate but equal" segregation laws were recognized as expensive when it came to maintenance of public schools. In 1947, the Florida Education Association was successful in establishing a formula for distribution of public funds based on public revenues in each municipality. Distribution of funds was based on local entities meeting standards, including minimum teacher salary and one-hundred and eighty school days.

1950s

Most notably, in 1954 in the court case of *Brown vs. Board of Education* of Topeka, Kansas, the U.S. Supreme Court overturned segregation in public schools, repudiating the 1896 *Plessy vs. Ferguson* ruling embodied in the "separate but equal" phrase. Subsequent lawsuits resulted in accepting integration but not forcing it. Integration was grudgingly slow.

1960s

A school in Tampa was the first to integrate in 1961, followed by Broward, Hillsborough, Palm Beach and Volusia counties. In 1966 The Florida State Teachers Association (black) agreed to merge with Florida Education Association (white). The black educators hoped to thereby equalize their rights, but within a few years they were marginalized and regretted the merger. Progress at integration of Florida schools continued during the decade so that by 1971, integration in Florida was virtually complete.[1]

Black Education in Alachua County and Gainesville

In the first decade after the Civil War, black schools were established in Tallahassee, Jacksonville, Gainesville, Ocala and other cities where local black communities purchased land and set up a Board of Trustees to oversee the schools and secure funding. The Freedmen's Bureau created in 1866, established two schools for the state, one in Gainesville was Union Academy, and one in Tallahassee was Lincoln Academy. Both achieved distinction as highly regarded public schools for African-American students. Union Academy also served as a teacher training institute for Alachua County rural

[1] "Floirda's Historic Black Public Schools" Multiple Property Documentation, (MS 12406), Listed in the NRHP in 2003.

schools.[2] At Union Academy the first classes for black students were taught by white women sent to the South after the war by the American Missionary Association. Extra funding to pay teachers was provided by the Peabody Fund. Reports sent by the teachers to their organizations indicate pupil progress, the books they used, and efforts to train their replacements from the students enrolled in the upper level classes. The Union Academy, located on Pleasant Street (at the corner of what is now NW 1st Street and 7th Avenue) was an attractive, one-story wood frame building with an impressive belfry. The building was intended to accommodate 120 students. Soon overcrowded, the Union Academy was enlarged around 1895 with the addition of a second story. Primary grades were being taught in two adjacent houses at the turn of the century.[3] The Union Academy, which held classes for grades one through ten, was the only public school for black students in Gainesville.

In addition to the Union Academy, there were a number of small, one- and two-room country schools in rural Alachua County, such as the one at Liberty Hill, about fifteen miles northwest of Gainesville. Established in 1896, classes were first held in the Liberty Hill Methodist Church. Listed on the National Register in 2003, this one-room frame school still stands on the grounds of the Liberty Hill United Methodist Church at 7600 NW 23 Avenue, Gainesville. A number of Liberty Hill teachers were graduates of Lincoln High School. The one-teacher school, which only went to grade six, closed in 1949 at a time when rural schools were being consolidated. Thereafter, students were bussed to a black elementary school in Newberry or found a way to get to Gainesville to attend Lincoln High School.

A 1919 report by the Alachua County School Board noted that the Union Academy had outgrown its building and that there was an "imperative demand" for a new school.[4] The

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[2] J. Irving Scott. *The Education of Black People in Florida.* (Philadelphia: Dorrance and Co, 1974): p. 45; See also A. Quinn Jones Collection, Smathers Library, University of Florida.

[3] Murray D. Laurie. "The Union Academy: A Freedmen's Bureau School in Gainesville, Florida." *Florida Historical Quarterly.*. Volume 3, Number 2, October 1986, p.165-173

[4] Alachua County Board of Public Instruction.. *Public School Facilities of Gainesville, FL.* (Gainesville: Alachua County School Board, 1919), pp. 7-11. The proposed plan of the "Colored School" closely resembles the plan of the high school built for white students in the 1920s.. p. 7-12.

recently enacted compulsory attendance law added to the pressure on all public schools, particularly the only school for black students in Gainesville. A local bond election in 1919, that passed by a wide margin, provided a sum of $150,000 to build two new schools, one for white students and one for black students. The ten-acre property selected for the black school was eight blocks west of the Union Academy and was to have twenty classrooms and an auditorium with a seating capacity of 800. Like the Union Academy, the new school was designed for elementary, junior high and senior high classes, and was still the only public school in Gainesville for black students. The new school, named Lincoln High School (LHS) opened in 1923. A. Quinn Jones, who had been the principal of the Union Academy since 1921, became the principal of LHS.

In an interview in 1976, Professor Jones noted that LHS was as attractive in appearance as Gainesville High School, built for white students at the same time. It was a two-story red brick building on a large parcel of property, but without sidewalks or landscaping. Students and teachers did the landscaping and the principal arranged to secure bricks left over from another construction site for sidewalks, which were laid by city prisoners. Until a cafeteria was built in 1955, parents prepared food and brought it to the school for those who lived too far away to walk home for lunch.[5]

In 1925-1926, LHS attained state accreditation as a standard high school with twelve grades. Between 1928 and 1931, in response to Alachua County's urgent need for professionally trained teachers, LHS offered a High School Teacher Training Course. Until Duval and Williams Elementary schools were built in Gainesville in the 1940s, LHS was still the only public school for black students in Gainesville. By that time, junior high schools and senior high schools, as well as new elementary schools, were built for black students in some of the smaller cities in the county, such as Alachua, High Springs, Hawthorne, Archer, Micanopy and Newberry.[6] Many of the teachers in these schools were graduates of Lincoln High School and had received training for their certification through programs held at LHS.

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[5] Joyce Miller, Interview with A. Quinn Jones, 1976. See AQJC.

[6] Myron L. Ashmore. "A Survey of the Alachua County Negro School System." MA thesis, University of Florida, 1946.

In 1956, a new Lincoln High School was constructed on the Waldo Road, southeast of the center of Gainesville, on a fifty-three-acre property. Professor Jones was the first principal of this school and was very involved in its planning. He retired a year later, ending his long career as an educator. The former Lincoln High School became a black elementary school. Since 1977, this school plant, located across from the A. Quinn Jones house, has been the A. Quinn Jones Center for students with special needs.

When integration of white Gainesville High School (GHS) occurred in the 1969-1970 school year, Lincoln High School was closed midyear and the student body reassigned to GHS (on double sessions) while two new high schools were constructed and phased in, beginning with the 1970-1971 school year. Lincoln High School (which opened in the mid-1950s with A. Quinn Jones as the first principal) became a middle school.

HISTORIC SIGNIFICANCE

Allen Quinn Jones: Educator and Administrator

The A. Quinn Jones House is associated with the productive life of A. Quinn Jones. He purchased the house in 1925[7] and lived there until his death in 1997 at age 104. From his front porch he could see Lincoln High School directly across the street, the institution which he led from its opening in 1923 until it ceased to be a high school in 1956. The home contained his office from which he directed his educational endeavors, not only for LHS, but also for various educational programs across Florida.

The west side of the Jones House has been modified to accommodate the professional activities of A. Quinn Jones and his wife Frederica. A bedroom wall was removed so that the living room now extends across the front/north end of the house. This living room allowed space for a piano, still in place, where Frederica gave music lessons. This large room was also used for student meetings. A northern bedroom opening off the kitchen became Professor Jones's office/study, and built-in bookshelves, storage, and a desk, replaced bedroom furniture. Two bedrooms were added to the northwest side of the house in the late 1940s.

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[7] Contract for deed, November 5, 1925, between J. B and M. C. Howard and A. Quinn Jones. See A. Quinn Jones Collection, Smathers Library, University of Florida.

Allen Quinn Jones, always referred to as A. Quinn Jones (or Quinn), was born on March 3, 1893, in Quincy, Florida, the sixth of the seven children of Joseph Thomas and Rosa McDonald Jones. His father was a gardener and his mother a laundress. Like many other children in Quincy, A. Quinn worked in the local shade tobacco industry when school was closed each spring.[8] He began his working life as a water-boy at age eight. The family resources were limited, but education was important, and all the Jones children attended school in Quincy, during a time when education was limited in a rigidly segregated town. His oldest sister, Sarah, was one of A. Quinn's teachers in Public School #1, which only went to the eighth grade. His principal recommended him to President Nathan B. Young, president of Florida Agricultural and Mechanical College (FAMC), for the high school department. A. Quinn Jones moved to Tallahassee in 1908 and enrolled, working his way through the FAMC high school and college programs. President Young became a mentor and friend and found a job for A. Quinn as a waiter at FAMC, and each summer the young man returned to Quincy to work for local tobacco companies to earn the following year's tuition.[9]

Jones earned a Bachelor of Science degree at FAMC in 1915, ranking highest in his class in scholarship. He has stated that he would have preferred to continue his education in the field of medicine, but due to the lack of funds, he secured a teaching position in a one-room school near Quincy. He taught at rural schools in Gadsden, Liberty, and Jackson counties for two years: terms at black schools at that time were as short as three to four months and teachers moved from school to school as positions opened. Jones moved to Pensacola in the fall of 1917 to become the principal of Public School #44, an elementary school. In 1918, he transferred to Washington High School in Pensacola, and in addition to teaching English, math and science, he served as assistant principal.[10]

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[8] Miles K. Womack, Jr. *Gadsden: A Florida County in Words and Pictures*. (Quincy: Author, 1976). pp. 116-119.

[9] A. Quinn Jones, *Recollections*. (Gainesville: Author, 2003). Pp. 1-7. Personal letters from Nathan B. Young in the A. Quinn Jones collection at the University of Florida (AQJC) indicate the support and encouragement that Jones received from President Young through the years.

[10] Jones, pp. 16-23, 27, 29.

As he began his career as an educator, he also became a member of the National Association for the Advancement of Colored People (NAACP) and of the Southern Protective Association, taking an active role in these early civil rights organizations, an interest he continued to pursue throughout his life.[11] In January 1917, he married a Pensacola teacher, Agnes Marion Smith, also a graduate of FAMC. Over the next seven years the couple had four children: A. Quinn Jones, Jr., Oliver, Vera, and Lydia.

While he was pursuing his career in teaching, Jones continued his own education, earning a Master of Arts degree in 1920 from Oskaloosa College, in Iowa, through extension study. In 1921, he accepted a position as principal of the Union Academy in Gainesville, Florida. An appeal to FAMC President Nathan B. Young from the Academy trustees seeking a "real Red-Blooded man" resulted in an immediate recommendation for Jones, who moved to Gainesville with his wife and children in August of 1921. Agnes Jones was also offered a teaching position at the Union Academy.

Educational prospects for African-Americans in Alachua County were improving, and the new principal and the trustees actively promoted efforts to extend the school term to eight months and to improve teachers' salaries. A bond issue passed, vigorously supported by the black community, to fund the construction of two new high schools, one for white students and one for blacks, both to be two-story brick buildings.[12] The cost of Lincoln High School, including the auditorium that was added later, was $85,000. It was built to accommodate 500 pupils.[13] The new school was located at the corner of Northwest Tenth Street and Seventh Avenue. It replaced the inadequate and overcrowded Union Academy, eight blocks east, and Jones assumed the position of principal for Lincoln High School when it opened in 1923 with grades one through eleven.[14]

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[11] Ibid, p. 28. Later, in Gaineville, Jones was on the local Interracial Committee.

[12] Alachua County Board of Public Instruction.. *Public School Facilities of Gainesville,* p. 7-12.

[13] Edward Loring Miller. "Negro Life in Gainesville: A Sociological Study." MA Thesis, University of Florida, 1938. pp 100-103. By 1938, Miller reported that enrollment had more than doubled. (see p. 7).

[14] Laurie, p. 174.

Funds allocated to the new black school by the Alachua County School Board did not include sidewalks, a cafeteria, or a library. Jones mobilized the black community to provide these necessities and began to expand his teaching staff and the scope of the program, adding a twelfth grade in 1924. In May of 1925 eight students graduated for the first time with four-year diplomas. In addition to his teaching and administrative duties, Jones prepared the school for its next step, full accreditation from the State of Florida. He believed his graduates should continue their education, and in 1926, Lincoln High School became fully accredited, giving its graduates the credentials they needed for full acceptance at colleges and universities, the second black high school in the state to qualify for this distinction after Central Academy in Palatka (NR 1998). The class of 1925-26 was the first LHS class to complete a fully accredited high school program, and Lincoln never lost the accreditation status.[15] Lincoln High School providing grades one through twelve was the only public school available to African-American students in Gainesville and the county. Students from rural schools that ended at grade six also attended LHS, sometimes boarding with families in Gainesville during the week to complete their education as high school graduates. Jones notes one of his outstanding achievements was to rally the black community in 1929-30 to raise funds to pay teacher salaries and keep the school open for a full eight-month term. This was accomplished even after the Alachua County School Board cut the term back to six months during the Depression.[16]

In 1928, Jones's first wife, Agnes, passed away. In 1937, he married Frederica Williams, also an experienced teacher who was on the faculty of LHS. She also taught piano lessons. Frederica Marie Copper Jones was born December 7, 1903, in Fernandina Beach, and graduated from Florida A & M University with a Bachelor of Science degree in education, and later received a Master of Science degree. Freddie, as she was called, taught elementary classes and English for 40 years, 38 of them a Lincoln High School, where she became the chairman of the English Department. Freddie Jones was highly respected as a musician, having studied piano since childhood. She continued her studies under Claude Murphree, a professor of music at the University of Florida, who came to her home to give

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[15] Jones, p. 47 .

[16] Ibid., pp. 47-48 56.

her lessons.[17] Murphree served as the University of Florida Organist from 1925 until his death in 1958. Freddie in turn taught piano to private students in her home.
She also served as the organist for the choir at the Greater Bethel AME Church, and was a charter member of the Visionaires, an organization founded in 1938 to foster civic, cultural, and social affairs in Gainesville. For years the group was affiliated with the Florida State Federation of Colored Women's Clubs. Nationally black women's societies were organized as early as 1815 for the mutual benefit of the members and their community. They engaged in self-improvement, assisted orphans, and pursued other causes, including anti-slavery.[18] The Visionaires, still active, continue to play an important role in the Gainesville community, mentoring young black women for leadership roles, sponsoring cultural programs, and raising funds for scholarships.[19]

For Professor Jones, mentoring his students and graduates and providing educational opportunities for them continued well beyond the hours spent in teaching and administration at LHS. In addition to tutoring promising students privately in an evening class, Jones taught extension classes in Gainesville and Ocala for Florida A & M College (FAMC), Bethune Cookman College, and Edward Waters College. He also taught summer classes at FAMC in Tallahassee. He encouraged his faculty to join the black Florida State Teachers Association and to improve their education and upgrade their certification.[20] Some of his graduates returned to LHS after earning their college degrees and became long-time members of the faculty.[21] Between 1928 and 1931, the Florida Department of Education authorized LHS to offer a High School Teacher Training course to help prepare young black teachers, many of whom were not financially able to attend college.

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[17] A. Quinn Jones, Oral interview, 1976. Smathers Library, University of Florida.

[18] Sterling: 117

[19] The Visionaires scrapbooks and programs are part of the collection of the Smathers Library, University of Florida.

[20] In 1936, all 22 members of the faculty of LHS paid their $1.00 dues, according to a list preserved in the A. Quinn Jones Collection.

[21] Jones, pp. 43, 53. 78-79 For example, Joseph Dennis, a member of the first graduating class, returned to Lincoln after graduating from Clark College as a teacher of history and mathematics and also coached the football team.

A. Quinn Jones also began to work on his master's degree at Hampton Institute in Virginia in 1930, attending summer classes, and received his Masters of Arts degree in 1935. At that time, he remarked in an interview that there were only one or two other black principals in Florida who held master's degrees.[22] The following summer he enrolled at New York University (NYU) to work toward his Ph.D. degree. In the mid-1940s, half way through his doctoral studies, which were conducted mostly during the summer, his attendance at NYU was curtailed when Florida began to require principals to be on duty for twelve months of the year.

As the result of the passage of an Alachua County school bond issue in 1952, funds were allocated to construct a new high school for black students. Jones and his faculty were involved in plans for the modern facility to be built in the southeast section of Gainesville. New Lincoln High School opened at a fifty-three-acre site on Waldo Road (Highway 24) in 1956, and Jones served as its first principal. However, he decided to retire in 1957, after a forty-two-year career in education. The old Lincoln High School across from his home was renamed for him. This historic school building still serves as an Alachua County school.

Despite his many educational responsibilities, throughout his life A. Quinn Jones also took an active role in the community. During World War II, he was recognized by the President of the United States for his work serving as a member of the Selective Service Advisory Board in Alachua County. Among the many commendations received was the Booker T. Washington Plaque for Meritorious Service from the Florida State Teachers Association. He also served as the president of the Alachua County Teachers Association and was a member of the Gainesville Council on Human Relations. Jones served on the Trustee Board and as the Superintendent of Sunday Schools for the Greater Bethel A. M. E. Church for more than thirty years.

The home of Professor Jones is significant because it was from the office in his home that much of his educational work and his community activities were coordinated. It was his practice to prepare his lectures to his extension students in his office and meet with small groups of students at his home, to plan school curriculums and keep his meticulous LHS records in his home office. When Professor Jones passed away, his family donated the

[22] Brenda Webber. "A Quinn Jones: His Legacy is More Than a Schoolhouse." *Gainesville Sun* article, Box 51, A. Quinn Jones Collection.

house and its contents to the community. Had Professor Jones not saved this material in his home office, all of the material would have been lost.

The students he taught and inspired, particularly those who went on to successful careers, were the most important legacy of Professor A. Quinn Jones. He set high standards and expectations and is still revered in the educational community in Gainesville. Interviews with Jones and with some of his former students are included in the Oral History Collection at the University of Florida. [23] His son, Dr. Oliver Jones, donated his house to the City of Gainesville for use as a cultural center, and his papers have been deposited in the collection of the Smathers Library at the University of Florida. An exhibit of these documents and personal memorabilia was on display at the Smathers Library in January of 2007. [24] The A. Quinn Jones Collection is available to scholars who wish to study the educational progress of African Americans in Florida.

The most prominent property, other than his home, that figured in the educational career of A. Quinn Jones, is the 1923 as Lincoln High School, now known as the A. Quinn Jones Center. Lincoln High School at 1108 Northwest 7th Avenue is registered in the Florida Master Site File.

[23] See Samuel Proctor Oral History Program at the University of Florida. http://www.history.ufl.edu/oral/people.html

[24] Cleveland Tinker. "Exhibit takes a peek into life of pioneer educator." *Gainesville Sun.* January 11, 2007.

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

VERBAL BOUNDARY DESCRIPTION

Brown Addition Bk 10PB a-64 S.J. Thomas S/D PB A-70 Lot 3 & the W 10 feet of Lot 12 or 3606/0503 & or 3650/00559.

BOUNDARY JUSTIFCATION

The property is historically associated with the active career of A. Quinn Jones.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

PHOTOGRAPHIC LIST

1. A. Quinn Jones House, 1013 NW 7th Avenue, Gainesville
2. Alachua County, Florida
3. Murray D. Laurie
4. September, 2008
5. Murray D. Laurie
6. Façade of A. Quinn Jones House, facing south
7. Photo 1 of 18

Information for numbers 1-5 is the same for each of the following photographs.

6. View of NW 7th Street, Jones House to the left, facing east
7. Photo 2 0f 18

6. East elevation, showing front porch, facing west
7. Photo 3 of 18

6. East elevation, showing rear porch, facing northwest
7. Photo 4 of 18

6. South elevation, facing northeast
7. Photo 5 of 18

6. West elevation, showing carport, facing southeast
7. Photo 6 of 18

6. Front porch, facing west
7. Photo 7 of 18

6. Front steps to screened front porch, facing south
7. Photo 8 of 18

6. Windows on north porch, facing south

7. Photo 9 of 18

6. Main, south entrance, facing north
7. Photo 10 of 18

6. Living room, facing east
7. Photo 11 of 18

6. West end of living room and Mrs. Jones's piano, facing west
7. Photo 12 of 18

6. Dining room, facing south
7. Photo 13 of 18

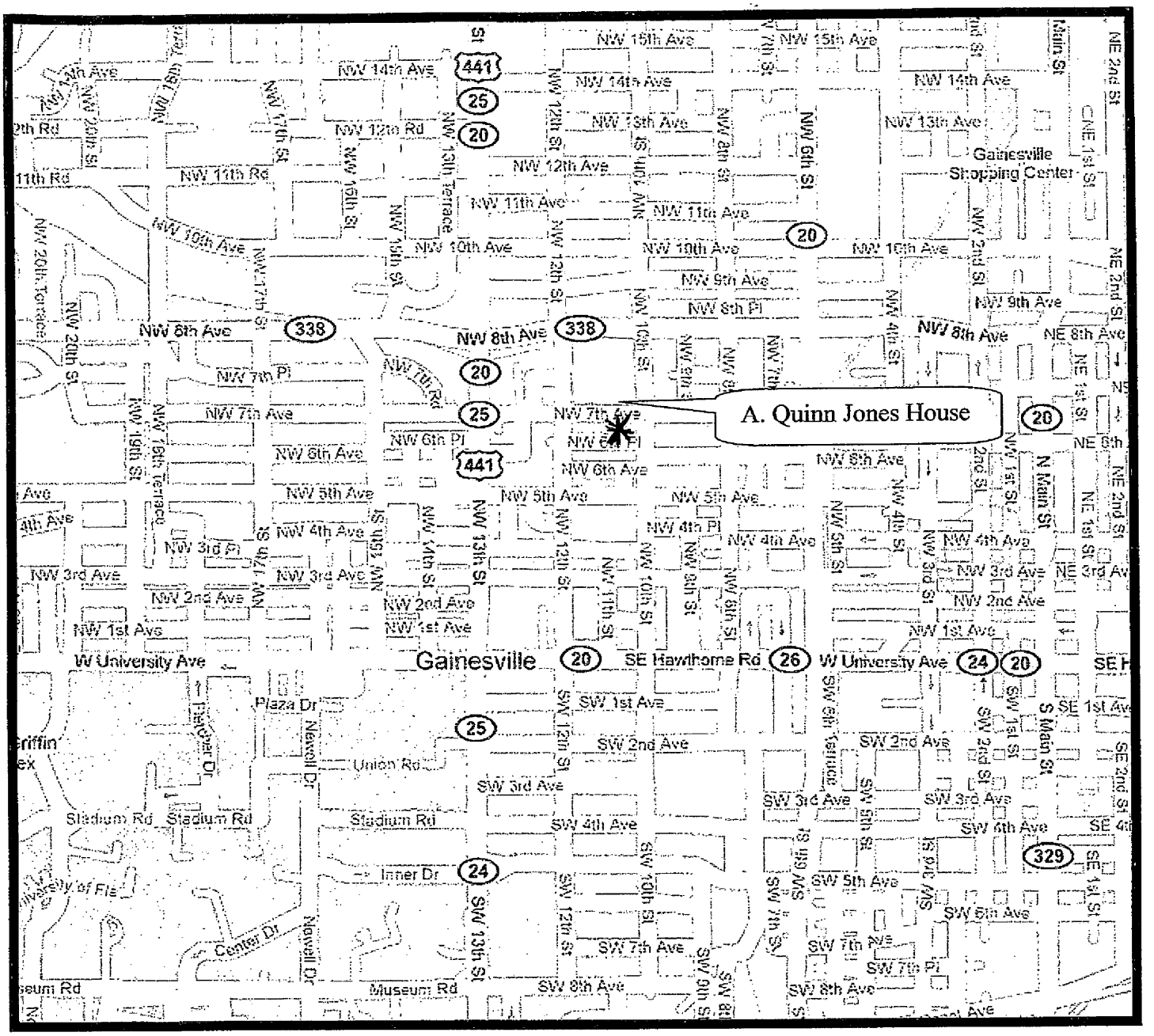
6. Kitchen, facing southeast
7. Photo 14 of 18

6. Professor Jones's office, facing southwest
7. Photo 15 of 18

6. Bedroom, facing west
7. Photo 16 of 18

6. Interior door from dining room to hall, facing west
7. Photo 17 of 18

6. Storage shed in rear/south yard, facing south
7. Photo 18 of 18

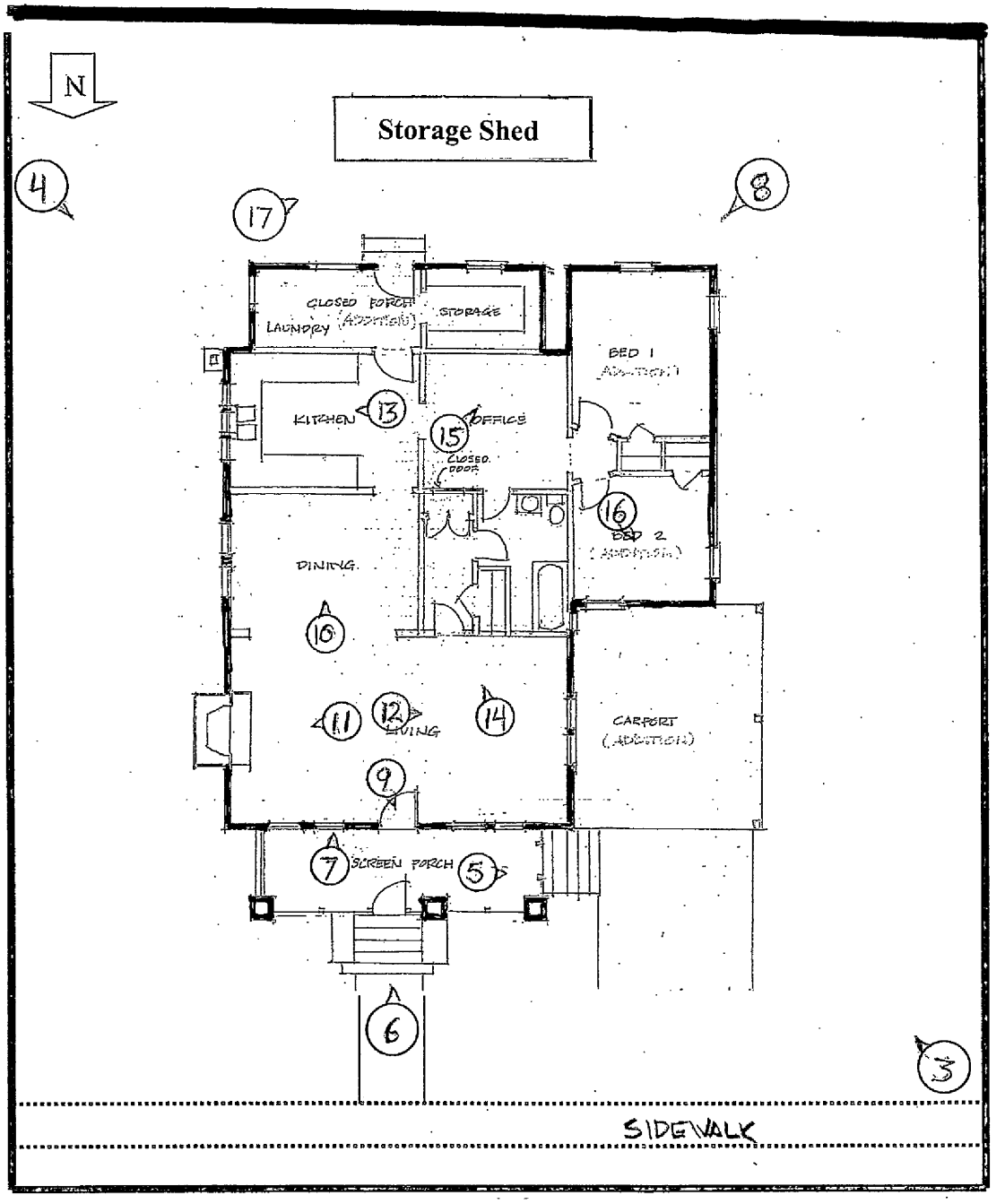


A. Quinn Jones House, Gainesville, Florida
Location Map

N

A. QUINN JONES HOUSE
Gainesville, Alachua County, Florida

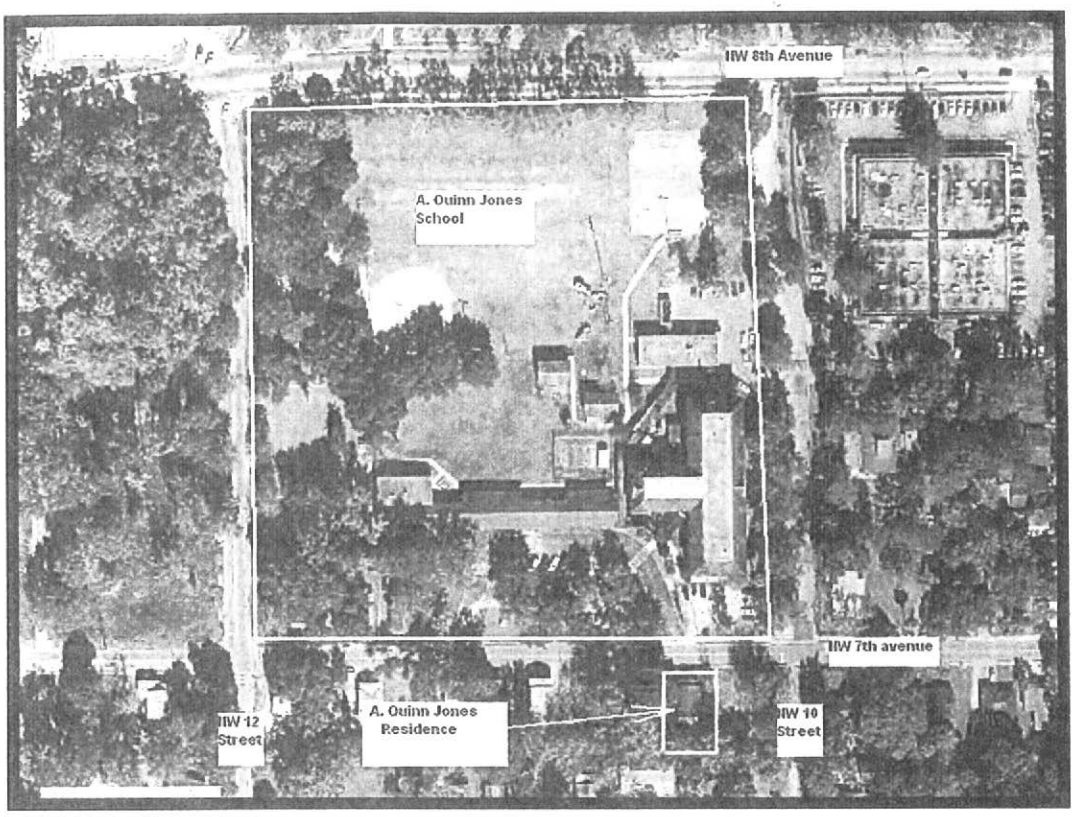
FLOOR PLAN & PHOTO DIAGRAM

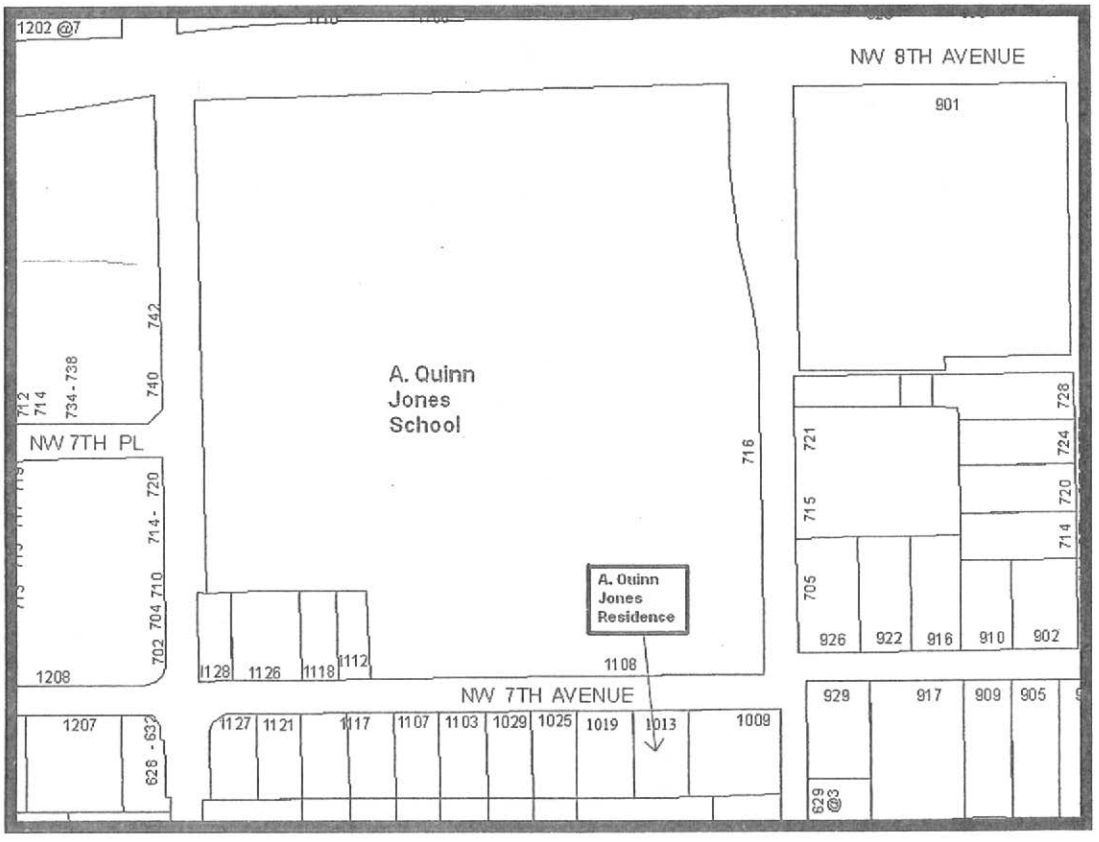


NW 7th Avenue

2

1





N

A. Quinn Jones House, Gainesville, Florida
Site Location Maps

LA NOUE

A. Quinn Jones, Sr.
for
Meritorious Service
CERTIFICATE
AWARD
Florida
Star
Award

Reliant