WARD SCHOOL
HARTSVILLE, TENNESSEE
HERITAGE DEVELOPMENT PLAN

MTSU CENTER FOR HISTORIC PRESERVATION

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Prepared by

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INTRODUCTION

In January 2018, Tonya Blades, Preservation Planner for the Greater Nashville Regional Council (GNRC), contacted Dr. Carroll Van West of the Center for Historic Preservation (CHP) at Middle Tennessee State University to discuss nominating the Ward School building in Hartsville, Tennessee, to the National Register of Historic Places. Ms. Blades also expressed interest on the behalf of the community regarding possible adaptive reuse strategies and future interpretation of the site.

In February 2018, Dr. West, Dr. Torren Gatson, Savannah Grandey, and Tiffany Momon met with Ms. Blades, Trousdale County officials, the Ward School Community Preservation Association, and Ward School alumni to discuss the preservation of the Ward School building as well as the possibility of listing the property on the National Register of Historic Places.

The Preservation Association owns the building and has taken excellent first steps in maintaining the building and securing its future use and preservation. After discussions with the various stakeholders and a walk-through of the Ward School building, the Center envisioned a heritage development report that would aid Ms. Blades in nominating the property to the National Register and help the Preservation Association continue their progress toward their goals of preserving the building and conveying its history and significance to the larger community.

The purposes of this report include: outlining the significance of the Ward School within the context of regional Civil War history, development of African American education, and African American community building; offering suggestions on the adaptive reuse of the building; recommendations of possible interpretive themes for a heritage room in the building; and, identifying preservation needs of the Ward School building.
THE SIGNIFICANCE OF THE WARD SCHOOL

Why the Ward School Building Matters

The Ward School building is an anchor of the Emancipation-era neighborhood in Hartsville. The building represents the relentless efforts of local African Americans who consistently pursued better education for their children despite the violence and racial discrimination that characterized the American South in the 19th and 20th centuries. The building stands as a reminder of the power of African American education facilities, serving as centers of empowerment, culture, and community even after they closed due to integration.

As an early equalization-era school, the Ward building represents the institutional racism that sought to uphold segregation in education by improving African American education facilities. As such, the building’s layers of significance provide a tangible connection to Hartsville’s Civil War and Emancipation legacy and thread together important historical trends regarding African American education and community building that are essential to our understanding of Tennessee history.
ROADMAP TO ACHIEVING YOUR VISION

- **Fundraise for maintenance of building** Consider creating a portable exhibit that you can take to churches, libraries, and community events to raise awareness of the site.

- **Get building physically stabilized** Now that an initial assessment has been completed, hire a building contractor who specializes in historic properties to remedy the most pressing preservation needs of the building. Ensure a qualified professional supervises any removal of lead-based paint or asbestos to comply with local building codes and EPA regulations. Stabilizing the building will also require decisions about the use and preservation of the basement.

- **How would you like to use the space?** Designate rooms for specific activities, visit the possibility of organizations renting space for offices or events. Consider drafting a building use policy to guide arrangements with other groups.

- **Set up museum/educational space** Allocating space for educational activities and an exhibit explaining the significance of the Ward School can aid in partnering with local organizations and educators. This programming may also encourage people to donate artifacts relevant to the building and African American education generally in Hartsville, which can then become part of the display.

- **If space allows, consider allocating a small area for traveling exhibits relevant to the Ward School Community Preservation Association’s mission.** For example, the National Civil War Heritage Area, based at the Center for Historic Preservation at MTSU, develops small, easy-to-manage, traveling history exhibits that relate to Emancipation in Tennessee.

- **Evaluate and revisit plans for sustainability** Hold a strategic meeting of all Preservation Association members and community stakeholders to discuss what is working, what is not working, new opportunities for partnerships, and maintenance of the building.
HISTORY AND CONTEXTUAL INFORMATION

African American settlement of Hartsville began in the late 1790s when EuroAmerican families settled north of the Cumberland River near Little Goose Creek, many of them bringing people they enslaved. A 1943 Emancipation Day history presentation in Trousdale County began, “James Hart came in 1795 bringing his slaves…Most of them [settlers] brought slaves with them.”1 The town’s early economic activity grew from the local quarry and popular horse racetrack but soon prospered “as the central marketplace for neighboring cotton farmers” due to its proximity to the river and location in the fertile Central Basin of Tennessee.2

Early in the Civil War, Union troops gained control of Sumner County, which at the time included Hartsville. The town’s proximity to the Cumberland River lent it strategic importance to the Union’s control of the area and remained occupied until the end of the war. This federal occupation led enslaved people from the surrounding region to seek protection near the Sumner County towns of Hartsville and Gallatin. Labeled contraband, they worked for Union forces as contract laborers but many soon fought as part of the United States Colored Troops (USCT). The Federal occupation of Tennessee towns such as Hartsville often led to the early establishment of African American neighborhoods nearby, such as the one still located on a hilltop west of Hartsville’s downtown where the Ward School building now stands.3

Soon after the Civil War, the federal government organized the Bureau of Refugees, Freedmen, and Abandoned Land (Freedmen’s Bureau) in 1865 to help formerly enslaved people acquire education, basic healthcare, and fair labor contracts. General Oliver Howard, head of the Bureau, noted “the most urgent want of the freedmen is education,” and led the organization to set up schools for African Americans throughout the South, including one at Hartsville which was administered as part of the Bureau’s Nashville district.4

Encouraging to the Bureau’s education efforts was Tennessee’s Reconstruction government passing the Public School Law in March 1867. The law sought to provide

education to all Tennessee children through taxation and required a census of the school-age population before going into effect. Despite the law’s passage, opposition to publicly-funded schools and intimidation of census takers prevented meaningful, statewide progress. Though the law set up the framework upon which to build the state’s public education system, one historian noted, “With the exception of Memphis and Nashville, the public school system existed only on paper,” leaving education of African American children dependent upon the Freedmen’s Bureau, religious entities, and freedmen themselves.5

Though the Bureau provided organizational structure and modest funds for its schools, it was often the freedmen who consistently provided funds, labor, and materials that enabled the schools, which numbered around 128 in 1868, to function.6 The Freedmen’s Bureau school in Hartsville was not the only school available for local African Americans after the Civil War but it may have been one of the earliest. By 1877, there were reportedly 14 one-room schools for African Americans in Trousdale County, with one teacher for each school.7 Despite their origin, these early postwar schools resulted from formerly enslaved people of the Hartsville area pooling their resources to educate themselves and also maximize education assistance from outside entities such as the federal government.

It is at present unclear when and where the Freedmen’s school in Hartsville was built. Records from Bureau agents in Tennessee indicate that in 1869 “the school house in Hartsville was destroyed by some evil disposed person, and will be rebuilt as soon as the necessary papers can be made out.”8 When the Bureau agent reported the burning of the school at Hartsville, he also reported burnings at Fort Donelson and Clinton in Anderson County – all within a six-month period. Whites destroying buildings where African Americans received education was a common occurrence in the state and region, especially after the Memphis riots of May 1866 when white mobs burned at least eight African American school buildings in the city. This form of terrorism proved to be a recurrent obstacle to African American education in the state and nation.9

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6 Ibid., 106. Numbers taken from Freedmen’s Bureau enrollment records which cited 10,077 pupils statewide in 1868 with an average daily attendance of 7,213. Bureau officials estimated around 20 schools and 600 students were not reported.
8 C.E. Compton, “Reports from Educational Agents of the Freedmen’s Bureau in Tennessee, 1867-1870,” ed. by Henry Lee Swint, Tennessee Historical Quarterly 1, no.2 (June 1942), 158.
Despite the constant threat of violence, students and teachers continued their work, meeting in any available building or in no building at all. The records regarding the burned Freedmen’s school in Hartsville continued, “For several weeks after the burning of this house the [Hartsville] school was continued in the open air.”\(^{10}\) It is unclear whether or not the Bureau was involved in building a replacement school for the African American children of Hartsville but it is unlikely.

By the time the school burned in 1869, the Bureau’s influence in Tennessee had decreased substantially and the August election that year resulted in conservative Democrats gaining control of the General Assembly, resulting in a more openly hostile state position regarding African Americans and a quick repeal of the Public School Law. With the passage of the School Law of 1873, the Democratic General Assembly placed public education largely in the hands of county governments, granting local officials the power to fund segregated schools through property taxes. During a time when many white rural Americans were suspect of public education, even for white children, and parents often prioritized the value of a child’s labor over learning, antagonism and apathy among locals prevented much progress. In an 1875 report from the Trousdale County Superintendent, the official cited lack of funds and interest on the part of school directors and citizens that resulted in much progress being made. This sharp decrease in state responsibility for public education and reliance on the morale of white local officials and citizens left African Americans in Trousdale County to mostly facilitate their own education, sometimes with the help of outside organizations.\(^{11}\)

The Freedmen’s Aid Society of the Northern Methodist Episcopal Church helped build a frame church for African Americans around 1866 on Sulphur College Road.

The history of the Ward School traces its roots to a dual-purpose church and school building known as the “School in the Woods” located just off of Puryear’s Bend Road (south of the current Ward School building). The building was reportedly constructed under the supervision of Richard Rutledge Burnley, a Methodist who preached and taught at the school after it opened. A 1923 tornado damaged the building, after which, Maudell Baker, a former student at the school, remembers much of the building was “propped up with a pole.” Instruction only went up to the eighth grade. If children wished to remain in school after reaching eighth grade, they repeated the grade. Baker states, “My parents wanted us to go to school...It was discouraging to have [students] repeating

\(^{10}\) Ibid.

the same things, but back then black children had no other choice.”12 In addition to Rev. Burnley, Rev. Dixon Greer and Rev. John E. Mitchell also taught at the school.

It was reported that each of the 14 African American schools that operated in Trousdale County in 1877 had one teacher and these individuals were trained and certified through local teacher’s institutes provided through the state. Superintendent Lytle Dalton reported about one of the institutes for African American teachers in 1891:

“The tenth annual Institute for colored teachers of Trousdale County convened at Hartsville. It was conducted by R.R. Burnley, assisted by J.E. Mitchell, the leading teachers of the county…There were twenty-nine teachers, eleven of whom took the examination and passed. Our conductor, an educator of twenty-five years’ experience, says the work showed a wonderful improvement. The teachers are reading educational journals and studying up to date [sic] methods of teaching the new textbooks supplemented by school government, theory, and practice.”13

These teacher’s institutes continued at least until the state passed the School Law of 1909, establishing normal schools to educate teachers, including Tennessee A&I State University (currently Tennessee State University) in Nashville.

Such enthusiasm on part of African American teachers and support for black education in Trousdale County is further supported by the existence of the local Negro Parent-Teacher Association (PTA), allegedly started in 1915, that helped raise money to match money granted by the Julius Rosenwald Fund to build a new, modern school for local African American children. Reverend Walter Ward, local carpenter, Baptist minister at St. John Baptist Church, and president of the PTA, led these efforts. The Rosenwald Foundation was a school building program that “followed a path blazed by African American southerners who for decades had been engaged in independent school building.”14 With the help of Booker T. Washington of Tuskegee Institute, Sears, Roebuck, and Co. executive Julius Rosenwald organized the Fund in 1917 to build public education facilities for African American children in the rural South.15

The program required matching contributions, in the form cash or labor, from local sources. The total cost of the Hartsville Rosenwald School building was $5225. These groups contributed the following value to the school’s construction: African Americans - $1,100; whites - $250; public funds - $2,975; Rosenwald - $900. Walter Ward was the

son of local stone mason David Ward and was listed as a carpenter himself in the 1920 Census. It is likely Walter’s knowledge of the building arts aided the construction of the new school, completed around 1922 on two acres at the top of what is now Morrison Street in the emancipation-era African American neighborhood located on a hill overlooking Hartsville’s courthouse square.\textsuperscript{16}

One of the 354 Rosenwald schools built in Tennessee and the only one to have been built in the county, the Trousdale County Rosenwald School was a “three-teacher type.” In the 1920s, the Rosenwald Fund aimed to build “model” schools and designed its own floorplans to maximize natural light and organize space with practicality and flexibility in mind. The Trousdale County Rosenwald School was a “3T” or “three-teacher type” plan and included three classrooms, a community room, and cloakrooms. As a result of their thoughtful design, Rosenwald schools became models for the construction of white

\textsuperscript{16}Fisk University Rosenwald Fund Card Database. Fisk University, Nashville, Tennessee. \url{http://rosenwald.fisk.edu/?module=search}. Accessed September 19, 2018; Carroll Van West, Site 16, “Trousdale County Courthouse Square,” in \textit{Tennessee’s Cumberland Valley Civil War Sites}, (Murfreesboro: Tennessee Civil War National Heritage Area). The entry notes Green Chapel AME Church, located in this African American neighborhood, dates to at least 1869.
schools and challenged notions of racial inequality by suggesting that “all students could and should learn in professionally designed…environments.”

Soon after the building was completed, the community renamed the school Ward in honor of Rev. Walter Ward’s efforts to build a modern educational facility for the African American children of Trousdale County. In 1935, the Ward Rosenwald School, along with several other schools in the county, received nearly $700.00 worth of maintenance through the New Deal’s Works Progress Administration (WPA) School Building Rehabilitation Program. Though notes found on the images of the school indicate officials were thinking of adding on to the school and improving water access, fire destroyed the Ward Rosenwald school building on Morrison St. in 1944. A history compiled by alumni of Ward School mention a local oral tradition that a disgruntled student of the school set fire to the kitchen after being disciplined by an administrator. These allegations were never proven. While arson by a student could certainly have

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17 Hoffschwelle, Rosenwald Schools, Figure 23, 105, 113.
18 Tennessee School Building Rehabilitation Program form, Wards School, September 26, 1935, Tennessee State Library and Archives, Nashville.
been the cause of the destruction, it is also possible the school burned as a result of racial animosity.\textsuperscript{19}

\textbf{Figure 3. Image of building rear. Though the photograph is undated, it appears to have been taken some time after the previous images. Courtesy of Tennessee State Library and Archives.}

Without a building, students of the Ward school met in various homes nearby until the county’s board of education built a two-room building, the Red County House School, on Greentop Street which only taught 1st to 8th grades. Any students wishing to continue their education further commuted to Gallatin by a bus the board of education furnished. Vernon Young, a local man who worked in the nearby tobacco factory, and Vassie Burnley, a local mechanic, drove the bus.

Trousdale County Board of Education records indicate the Board authorized the Superintendent to request funds from the County Court to buy land to build new Ward School in December 1946. Sometime after, the Trousdale County Board of Education struck a deal with Buford Hall, a local man who lived in the African American neighborhood where the Rosenwald and Red County House School were built, to purchase 14 acres for the construction of a high school for African American children at the end of what is now Hall Street. In early May 1948, the Board placed ads in the local paper for bids to construct the new building and had the site graded.20

Construction of the new Ward School began after May 19, 1948 when the Board hired local contractor Clyde Reed to oversee construction for $80.00/week and ten percent of the total cost of the building which was not to exceed $40,000.00. The minutes also

20 Trousdale County Board of Education minutes, December 11, 1946, County Boards of Education Records, Tennessee State Library and Archives, Nashville; Trousdale County Board of Education minutes, May 4, 1948, County Boards of Education Records, Tennessee State Library and Archives, Nashville.
stipulated that “the construction [of the new school building] could be stopped at any time without notice,” though at present there is no evidence construction ever stopped. Upon completion of the two-story concrete block building in 1948, Ward School became the only facility in the county where African American students could pursue education beyond the 8th grade. When the school opened, all black schools in the county were consolidated to Ward School, which offered grades 1-9. With every term that followed, Ward offered additional subjects and had transitioned to a full, four-year high school by 1952.

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21 Trousdale County Boards of Education minutes, May 19, 1948, County Board of Education Records, Tennessee State Library and Archives, Nashville.
22 Lauren E. Batte, National Register of Historic Places Nomination Form, “Hartsville Historic District,” Trousdale County, Tennessee, listed June 24, 1993; Bobby J. Lewis, “The History and Inception,” 1; John L. Oliver, Jr. and the Trousdale County Historical Society, Images of America: Hartsville and Trousdale County (Charleston, South Carolina: Arcadia Publishing, 1997), 77; Julius Rosenwald Fund to P.L. Harned (Commission of Education for Tennessee), September 24, 1924, Fisk University, John Hope and Aurelia E. Franklin Library, Special Collections, Julius Rosenwald Fund Archives, Box 343, folder 4. Trousdale County Board of Education meeting minutes from January 8, 1949 mention Clyde Reed appearing before the board to report on the new building. The minutes also document the approval of the transfer of $10,000.00 “to finish paying for colored school building.” Trousdale County Board of Education minutes, January 8, 1949, County Boards of Education Records, Tennessee State Library and Archives, Nashville; Dobbins, “The History and Development of Public Schools for Negroes in Trousdale County,” 34-35.
The construction of the new school in the emancipation-era neighborhood spoke to the Civil War and Reconstruction-era legacy of Hartsville as well as the persistence of the local African American community in the pursuit of quality education for their children, despite decades of intimidation, destruction, and discrimination. Along with being a physical representation of African American persistence and success, the school also stands as a reminder of how “white collar racism” impacted the southern landscape through the building of equalization schools.23

Though African American schools such as Ward were certainly beacons of empowerment and pride in their communities, they were often consistently underfunded compared to white counterparts. Despite the 1896 Supreme Court case Plessy v. Ferguson’s ruling in favor of “separate but equal” facilities for African Americans and whites, the Court essentially legalized separate and unequal funding in the Cummings v. Richmond County Board decision in 1899. With this legal precedent in place, unequal

funding for African American schools remained widespread and prevalent throughout the beginning of the 20th century. For example, in the 1915, the education expenditure for each African American child in the South averaged $4.01. The amount allocated for white child in the South in 1915 averaged $10.82.24

One example of disparity between African American and white schools in Trousdale County is illustrated by the erection of a new high school building, Trousdale County High School, for whites in 1919 at an estimated cost of $35,000.00. The Nashville Tennessean noted the school was one of the most modern in the region. It contained 21 classrooms, science labs, and auditoriums. Meanwhile, African American children had no local opportunity to pursue schooling past the 8th grade, and it was allegedly the very dilapidated condition of the “School in the Woods” that moved the PTA and Rev. Walter Ward to pursue erecting a new school building for African American students (the Rosenwald predecessor to the current Ward School building) five years later.25

Though the 1954 Supreme Court decision in Brown V. Board is often seen as the ultimate victory in challenging the notion of “separate but equal” in schools, the NAACP had investigated “the financing of black schools in the South” for decades.26 The first NAACP reports addressing racial inequality appeared in the 1920s and included “statistics on the disparities in per capita expenditures for white and black students, information on the differences in salaries paid to white and black teachers, and pictures of schools for white and black children.”27 By the 1930s, such obvious disparities, frequently highlighted in W.E.B. Du Bois’ articles in The Crisis, helped push the NAACP to develop a “more ambitious program” regarding the study and process of challenging racial discrimination in education.28

Certainly aware of the growing legal debates and successful lawsuits challenging racial discrimination and inequality in education, including two cases (one each in Nashville and Chattanooga) that helped to equalize pay among black and white educators, Tennessee lawmakers adhered as strongly as ever to segregation as they funneled more and more resources to improve public education. According to a State Department of Education report, state funds for public education tripled from 1930 to 1945 (approximately $5,000,000 to $15,000,000) but the policy of segregation remained. For

26 Mark V. Tushnet, The NAACP’s Legal Strategy Against Segregated Education, 1925-1950 (Chapel Hill: University of North Carolina Press, 1987), 5. As early as the 1920s, the NAACP received funds from the American Fund for Public Service – or Garland Fund – to pay for studies in Georgia, Mississippi, North and South Carolina, and Oklahoma focusing on racial discrimination in education.
27 Ibid.
28 Ibid, 6.
example, was a 1941 law authorizing the State Board of Education to “provide educational training and instruction for Negro citizens of Tennessee equivalent to that provided at the University of Tennessee...provided that members of the Negro race and white race shall not attend the same institution...”\(^{29}\)

The end of World War II and the return of thousands of servicemen and women affected school spending as well. The George-Barden Act of 1946 was an expansion of the earlier George-Deen Act of 1936 which funneled millions into vocational education. The 1946 Act was largely the result of needing to “provide a means for thousands of returning World War II veterans to acquire employable skills in a rapidly expanding economy.”\(^{30}\) The bill authorized money for agricultural education to be allocated to states on the basis of farm population; spending for the Future Farmers of America (FFA) and the African American New Farmers of America (NFA); funds for home economics to be allocated based on rural population; and funds for trade and industrial education.

The passage of the George-Barden Act also coincided with African Americans’ growing intolerance for discrimination that seemed to peak after African American servicemen returned home and demanded better in all aspects of their lives, including education for themselves and their children. Though funds for the George-Barden Act did not specify funding the education of African Americans, that the money was restricted to vocational education enabled State Boards of Education and local Boards of Education to spend on African American schooling in ways that aligned with the prevalent, racist idea of African Americans being especially suited for careers in agriculture and trades. Though the funds to build the Ward School building certainly came from local and state sources with no ties to the Act, the use of funds available for vocational education was a way to improve and theoretically “equalize” educational facilities for local African American without upsetting the county’s white residents.

In 1947, while the new Ward school was being built, the Tennessee General Assembly passed a new law aimed at strengthening the state’s public education system. This law established a salary schedule for educators, provided money for education materials, health services, pupil transportation, and school plant maintenance and operation. The law also authorized a state survey of schools which resulted in recommendations that led to the passage of Tennessee’s first retail sales tax, eighty percent of which would be allocated to the state’s segregated system of public education. Together, these

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29 George N. Redd, “Educational Desegregation in Tennessee – One Year Afterward,” *The Journal of Negro Education* 24, no. 3 (Summer 1955), 335. The mentioned legislation was overturned in 1952 when the University of Tennessee was forced to accept an African American student in its graduate school.

increased funding mechanisms helped build and operate the Ward school building until integration.\textsuperscript{31}

\textit{The New Ward School Building Opens}

Typical of post-World War II school construction, the new Ward School building was built of concrete blocks and features metal windows that light and ventilate classrooms. The new building included eight classrooms, including rooms equipped to teach homemaking and agriculture, a workshop, library, cafeteria, auditorium/gymnasium, indoor bathrooms, office, reception area, and shower rooms. Soon after the school opened, administrators began involving students in extracurricular programs such as the New Farmers of America, land judging competitions sponsored by regional soil conservation districts, and football and basketball programs.\textsuperscript{32}

A point of pride within the community is Ward School’s early connection with Vanderbilt University athletic programs. No funds were available for athletic uniforms in 1950 when the school first organized its football and basketball programs. Rebecca Smith and Key Holland, teachers at Ward, reached out to Vanderbilt University in Nashville and the University donated football and basketball uniforms they were no longer using to the male and female student athletes at Ward. This early relationship with Vanderbilt resulted in Ward adopting black and gold as their school colors.\textsuperscript{33}

\textsuperscript{32} Dobbins, “The History and Development of Public Schools for Negroes in Trousdale County,” 34-35.
\textsuperscript{33} Lewis, “History of Ward School.”
The Ward School also served as a center of social and recreational activities for the surrounding community as well as the students. The Parent Teacher Association organized seasonal events such as the May Day Festival and parade that featured decorated floats, a May Day Queen, and the Tennessee State University Marching Band. Family and community members filled the new gymnasium to see students compete in sports and the large space and stage enabled the neighborhood to host music concerts.

One such event was a gospel concert performed by the Prisonaires at the Ward School in 1953. The Prisonaires were a quintet comprised of African American men imprisoned in Tennessee’s state penitentiary in Nashville that performed at church services and executions at the prison, and traveled elsewhere to perform for various civic and social groups. The group was widely known and caught the attention of Tennessee Governor Frank Clement who used the Prisonaires’ popularity as a symbol of the state’s rehabilitation program for prisoners, commenting, “their musical message is for the people everywhere.”34 Sam Phillips of Sun Records in Memphis recorded the group and sold around 225,000 copies of the recordings by summer of 1953. Of these, the group’s biggest hit was “Just Walkin’ in the Rain” co-written by founder Johnny Bragg. The crowd that gathered for the Prisonaires performance was one of the largest ever held at Ward School. Some have suggested the enthusiastic response was due in part to the

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34 Frank G. Clement, quoted in “Prisonaires Make Most of Jail,” The Orlando Sentinel September 7, 1953; “Jail Band Numbered but Quartet Goes Sporty,” The Tennessean August 30, 1953.
group’s baritone and musical director, William Stewart, who was from the Gravel Hill community in Trousdale County.³⁵

Other events at the Ward gymnasium included a brief exhibition game by the Harlem Globe Trotters in 1955, allegedly “one of the largest crowds that Ward School had ever had. It was standing room only. The stage was packed and the sliding doors were lifted in the classrooms upstairs and even the hallways of both entrances were filled.”³⁶ In 1956, the home economics educator reached out to local Grand Ole Opry fiddler “Monk” Scruggs to organize a fundraiser show that featured Earl Scruggs of the Foggy Mountain Boys. One of the last large music events held at Ward School was the “Big Gospel Explosion in 1957 that featured gospel groups and singers such as the Fairfield Four, the Soul Stirrers, the Radio Four, and Shirley Caesar.

![Figure 7. Undated photo of Ward students in the school’s lunchroom. Probably taken around 1958. Image from Dobbins’ master’s thesis.](image)

That the Ward School building provided a space for the African American community of Hartsville to interact, entertain, and overcome the discrimination that attempted to curtail the full realization of their humanity, lends it an additional layer of importance to the history of Hartsville and Trousdale County. That the school stands as such as cultural landmark in Hartsville’s Emancipation-era neighborhood connects the building to the larger Civil War and Reconstruction history of the region and the state.

³⁵ Bobby J. Lewis, “The History and Inception of Education.”
Ward High School Closes

As typical of many African American schools throughout the southern states, integration as mandated by the 1954 *Brown v. Board of Education* decision led to the eventual closure of Ward High School as students began to attend Trousdale County High School. Ward graduated its last class in 1966. Afterward, the school building housed the neighborhood service center, the Mid-Cumberland Human Resource Agency, Social Security offices, the local Recreation Department, Masonic Lodge, and the Eastern Star.

By the mid-1970s, the Ward School building suffered from severe leaks, rotting plaster, and faulty electrical wiring. The Trousdale County fire marshal condemned the building in 1979, after which county community development director Ruth Carmen led the charge to secure funds for renovations. After the Ward school building reopened, it continued to provide space for senior citizens’ activities, Mid-Cumberland Transportation, and Social Security offices.\(^{37}\) The Ward School Preservation

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Association now owns the building and is currently working with various partner organizations to preserve the building and document its significance to local history.
ADAPTIVE REUSE POSSIBILITIES FOR THE BUILDING

Large historic buildings such as the Ward School are often most sustainable when operated with a multi-use approach that can provide various revenue streams, opportunities for community partnerships, and promote awareness of the building’s historic significance. The Preservation Association has done an excellent job of cultivating partnerships with local community organizations who will use spaces for their offices. The following are additional possible uses for the building’s various spaces:

**Education Spaces**

The Preservation Association may consider working with the Board of Education and other education entities to use spaces in the school for tutoring or other afterschool programs as well as adult programs such as GED classes.

**Walking Trail**

Members of the Preservation Association mentioned the possibility of developing a walking trail on the school’s campus. Grants such as the Transportation Alternatives Program administered by the Tennessee Department of Transportation each year provide majority reimbursement and/or matching funds for recreational trails. Many such grants will often require partnering with a local government agency to administer the grant. The Greater Nashville Regional Council is a great source for finding and preparing such grants available for Hartsville and Trousdale County projects.

**Heritage Room**

As explained in more detail below, a heritage room can provide a place for community members and tourists alike to learn about Ward School’s significance and why its continued use and preservation are important. Having a heritage room also increases the potential for field trips and student projects from local schools.

**Event Space Rental**

Certain allocated spaces could be used for as rental areas for funeral services, family reunions, weddings, receptions, and other events.
Alumni Weekend

The Preservation Association may consider organizing an Alumni Weekend to raise awareness about the current preservation efforts at the school as well as fundraise toward those efforts. Possible alumni weekend events include ticketed meals such as pancake breakfasts and fish fries, silent auctions, and bake sales. Such events would also be a great time to expand the membership of the Preservation Association and collect stories from former Ward School students to help guide content in the heritage room.
HERITAGE ROOM DEVELOPMENT

A heritage room in the Ward School building will preserve and interpret the history of the Ward School. The heritage room can also reflect the larger themes of local African American history and education and demonstrate how these themes connect local people and places to historic national trends. The creation of a heritage room will also provide a focal point for community events and education programming.

They are many stories embedded in the history of the Ward School and the Emancipation-era community in which it stands. However, it is important that the heritage room has a specific mission and identifies themes to guide the Preservation Association during decision-making processes such as accepting and displaying artifacts, creating an exhibit, and displaying traveling exhibits from partner organizations.

Once the heritage room is ready for public view, having a ceremonial opening, such as a ribbon cutting will help increase awareness of the Ward School’s significance and the efforts of the Preservation Association to preserve the building. Inviting local government officials and community leaders to such an event is a great way to engage influential individuals and cultivate strong community relationships.

Stories to Tell

The following potential themes offer some suggestions for the stories a new heritage room may be able to tell.

- **Emancipation in Hartsville** This theme will tie the Ward School and surrounding historic neighborhood into the Civil War and Reconstruction history of the local area. How did formerly enslaved people react to federal occupation of Hartsville and the larger Cumberland River Valley region? What role did local freedpeople play in the rest of the Civil War and Reconstruction? What opportunities did they take to reshape their futures?

- **Early African American Institutions in Trousdale County** This theme considers the establishment of the county’s early African American schools and churches as anchors of the communities they served, one of which was Ward School’s predecessor, “The School in the Woods.”

- **Reverend Ward and the Julius Rosenwald Foundation** The Rosenwald School that preceded the current Ward School building connects the history of Hartsville to the national trend of communities pooling their resources to provide their students education in state-of-the-art buildings. This theme can also emphasize local craftsman and Baptist preacher Reverend Walter Ward’s role in acquiring funds from the Rosenwald Foundation.
The New Ward School How did the construction of the current Ward School building come about? Once built, what role did the school play in the community? Highlight the stories of educators and students who gave the building life. Consider emphasizing the building’s use as a community center where gospel concerts, sporting events, and seasonal festivities occurred.

Second Life for the Ward School Building What happened after the school closed in the 1960s? Consider mentioning the building’s continued role as a community place and Preservation Association's eventual acquisition of the building.

Interview Community Members

Sometimes, the most intriguing histories about a place are never written down and instead are carried in people’s memories of the place. The Preservation Association should consider conducting interviews with community members who were teachers and/or students at Ward.

This activity could be an event of its own and would entail gathering volunteers to conduct the interviews and inviting members of the community to attend and share their memories about Ward School. Interviewing alumni could also be a part of already-planned class reunions and get-togethers.

Information gleaned from interviews with community members can help guide programming in the Heritage Room, increase interest and community involvement in the preservation of the Ward School building, and will contribute not only to the history of the school but Hartsville and Trousdale County in general.

The following are things to consider when conducting interviews of community members:

- **Questions** The Preservation Association should develop a list of questions to guide interviewers. While it isn’t necessary for the interviewers to ask every single question or only ask questions present on the list, it is a good idea for each interviewer to have a list of the questions to keep the conversation going and refocus the topic, if needed.

  Potential questions include: What are your memories of Ward School? How has the building changed since you attended? What are your memories of the community surrounding the School?

- **Note-taking** It is important take notes during interviews of community members. Every interviewer should write down the name of the person they are interviewing, the date of the interview, and their own name. Interviewers may
also write down what was talked about, stories that stood out, and any important names or dates.

- Take photographs! If possible have someone take pictures of the interviews. Gathering information from community members about Ward School and conveying its significance to others is part of the building and community’s history and should be documented.

- Keep records Information gleaned from community member interviews should be kept together in an organized manner so it can be accessed by researchers, community members, and the Preservation Association. Placing duplicates of the notes and photographs at the Trousdale County Archives and Fred A. Vaught Memorial Library would increase accessibility of materials.

SUCCESS STORIES

Many communities have found themselves searching for new uses for large, beloved civic buildings such as schools after they stopped being used for their original purpose. Due to their large size, these buildings can pose challenges in efforts to find meaningful, sustainable ways to continue to preserve the building and restore it to community use. However, large civic buildings can be adapted in ways that continue to serve vital functions in the community. What follows are regional examples of successful adaptations of civic buildings for new uses. The following list is not comprehensive but serves as proof that large buildings can be successfully adapted to meet the evolving needs of local communities.

Bradley Academy Museum and Cultural Center  
Murfreesboro, Tennessee

Bradley Academy was built in 1917 and served as an African American school in Murfreesboro for many years. After integration, the school closed and fell into disrepair. In 1990, the Bradley Academy Historical Association began working to reclaim the building. The building is now a museum, meeting facility, and education center. For more information about Bradley Academy, visit http://www.bradleymuseum.com.

Gallatin Shalom Zone  
Gallatin, Tennessee

In 1996, a group of ministers in Gallatin began working together to meet the needs of the Clearview community. The Gallatin Shalom Zone offers health fairs, mentoring programs for youth, educational programs, and scholarships. The Gallatin Shalom Zone is housed in the former Union High School, closed in 1997. Since 2008, the Union High Resource Center has been used to bring together the Clearview community. In addition to the programs mentioned above, the building is also host to the Tennessee Technology Center Hartsville-Sumner Campus, the Gallatin Police Department Training
Center, the Mid-Cumberland Community Action Agency, the NAACP, Head Start, and other community organizations. For more information, visit http://www.gallatinshalomzone.org.

Price Community Center and Swift Museum
Rogersville, Tennessee

The Price Public School served the African American community of Rogersville, Tennessee, as an elementary school from 1923 to 1958. Restored in 2003, the building serves as a community center and museum. The museum houses an exhibit of artifacts associated with Swift Memorial Junior College, an African American Junior College that closed in 1995. Community members rent the community center to host parties, receptions, meetings, and reunions. For more information about the Price Public Community Center, visit http://www.swiftmuseum.org.
POTENTIAL FUNDING SOURCES

As a non-profit organization, the Preservation Association is eligible for a number of grants. Some grants fund programming, such as signage development or events; other grants are strictly for brick-and-mortar projects. Each grant you write should be tailored to the funding organization to which you are applying. While there is no need to completely start from scratch for every application, avoid sending the exact same proposal to several organizations.

Potential funding organizations are listed in **BOLD** followed by any applicable grants the organization offers listed in *italics*.

**GREATER NASHVILLE REGIONAL COUNCIL (GNRC)**

The GNRC serves 13 counties in Middle Tennessee by assisting communities in developing strategies to increase economic opportunity and overall prosperity. As a regional planning and economic development agency, the GNRC has a preservation planner on staff to assist groups such as the Preservation Association in caring for their heritage assets. The Preservation Association has already taken an excellent step in bringing in Tonya Blades, the GNRC’s Community and Regional Planner/Historic Preservation Specialist to assist with matters regarding the Ward School building.

The GNRC provides communities services regarding grant application writing and administration. Possible grants on which the GNRC can provide guidance include:

*Recreation Educational Services (RES) grants through the Tennessee Department of Environment and Conservation (TDEC). Specific RES grants include:*

- **Local Parks and Recreation Fund (LPRF)** – Funds may be used for trail development and capital projects in parks, natural areas, and greenways. In Spring 2018, members of the Preservation Association mentioned the possibility of developing a walking trail on the land just north of the building. The property immediately surrounding the Ward School building could be used as a trailhead.

  These grants require the benefitting property to be publicly owned, or leased from another public entity. Such requirements often result in non-profit organizations and local governments creating flexible public-private partnerships that satisfy funding requirements and regulations while securing much-needed funds and services for the community. Any questions should be directed to Tonya Blades.

Tonya Blades  
Greater Nashville Regional Council  
138 Second Ave N, Ste 300  
Nashville, TN 37201
TENNESSEE DEPARTMENT OF TRANSPORTATION (TDOT)

The TDOT provides several grants, including *Transportation Alternative (TA) Grants*. This grants funds community-based projects and aims to expand safe modes of transportation to community members. Should the Preservation Association choose to pursue the development of a walking/bike trail (using the building area as a trailhead), the organization can work with Tonya Blades at the GNRC to create a grant application for these funds.

For more information: [https://www.tn.gov/content/tn/tdot/program-development-and-administration-home/local-programs/tap.html](https://www.tn.gov/content/tn/tdot/program-development-and-administration-home/local-programs/tap.html)

Whitney Britt
Transportation Manager 2
Tennessee Department of Transportation
505 Deaderick St
Nashville, TN 37243
615-253-1387
Whitney.Britt@tn.gov

TENNESSEE HISTORICAL COMMISSION (THC)

The THC is Tennessee’s State Historic Preservation Office. The THC accepts grant applications for historic preservation projects. The amount of money awarded depends on the Federal budget.

The selection process emphasizes projects such as architectural surveys, design guidelines for historic districts, and restoration of historic buildings that are listed in the National Register and have a public use. Areas of emphasis include areas experiencing rapid growth and development, other threats to cultural resources, areas where there are gaps in knowledge regarding cultural resources, and communities that participate in the Certified Local Government (CLG) program.

Applications are available online at TDEC’s website: [http://www.tn.gov/environment/about-tdec/grants-home.html](http://www.tn.gov/environment/about-tdec/grants-home.html).

Claudette Stager
Tennessee Historical Commission
2941 Lebanon Road
UNITED STATES DEPARTMENT OF AGRICULTURE (USDA)
RURAL DEVELOPMENT

The USDA provides low-interest loans and grants to public bodies and community-based non-profit organizations. Rural areas include cities and towns with less than 20,000, meaning Hartsville organizations would qualify.

- **Community Facilities Direct Loan and Grant Program** - “Funds may be used to purchase, construct, and/or improve essential community facilities, purchase equipment, and pay related project expenses.” Essential community facilities include community support services such as child care centers and senior centers (which Ward School building has housed before) and educational services such as museums or libraries.

https://www.rd.usda.gov/programs-services/community-facilities-direct-loan-grant-program

Nashville Area Office
Faye McEwen (Area Director)
3322 West End Ave, Ste 302
615-783-1359

NATIONAL TRUST FOR HISTORIC PRESERVATION (NTHP)

*African American Cultural Heritage Action Fund* – Grants from the NTHP’s African American Action Fund are meant to advance ongoing preservation activities for historic sites, museums, and landscapes representing African American cultural heritage. Grants range from $50,000 to $150,000 and are awarded on a yearly basis.

For more information about this grant program, visit: https://savingplaces.org/african-american-cultural-heritage-action-fund-grants#.XABWoS2ZNgc

Questions should be directed to:

National Trust for Historic Preservation
The Watergate Building
2600 Virginia Ave NW, Ste 1100
Washington, DC 20037
1-800-944-6847
info@savingplaces.org
POTENTIAL PARTNERS

Developing working relationships with libraries, other cultural organizations, and experienced individuals will benefit the Preservation Association in their endeavors to restore the Ward School building and restore its centrality to the community. Being able to speak to an individual or group who has had similar experiences can produce creative and sustainable solutions to many issues. In addition, getting to know partner institutions is one of the best way to “get the word out” about your project and what you are trying to accomplish.

African American History & Genealogical Society
https://aahgsnashville.org
aahgsnashville@gmail.com

Bradley Academy Historical Association
415 S. Academy Street
Murfreesboro, TN 37130
info@bradleymuseum.com

Fred A. Vaught Memorial Library
211 White Oak Street
Hartsville, TN 37074
615-374-3677

Middle Tennessee Tourism Council
Greer Broemel
501 Union Street, 6th Floor
Nashville, TN 37219
615-862-8828
http://middletennesseetourism.com

Swift Museum
203 Spring Street
P.O. Box 684
Rogersville, TN 37857
pricepubliccommu@bellsouth.net
SECTION III: PRESERVATION NEEDS ASSESSMENT

Moisture

Moisture is a primary cause of building deterioration and should be addressed as soon as possible. A moisture inspection from a qualified professional is highly recommended. This inspection should include the areas of damage and causes of moisture within and underneath the building, and the behavior of moisture such as humidity, leaks, and areas of constant condensation.

Roof

At the time of this report, the Preservation Association had secured USDA matching grant funds for new roof and gutter system. Ensuring the integrity of the roofing framework and replacing the old, leaky roof with a new one are excellent first steps in the preservation of the building's structural integrity and defining features.

It is important that all components of the gutter system are properly installed and attached to one another, especially in areas where gutter sections meet and downspouts attach to the drop outlets. Other actions to take include adding flexible drainpipes to the down spouts of gutters to extend their length and lead water away from the foundation of the building.
Considering the recent roof repairs, it should be inspected regularly to ensure previously identified problems areas are carrying water away effectively. Areas of special attention should include the roof’s “valleys” where different parts and phases of the building meet, the areas of the roof where dormers project from the field, and any area that is pierced by utilities, such as chimneys and plumbing vents. Having a qualified professional install proper flashing at these seams and inspecting them regularly will increase the effectiveness of a new roof.

![Figure 11. Cropped view of the building's west elevation. Areas of concern include the flashing around wooden gable and utility pipe.](image)

Wooden components of the roof, particularly the wood clad gables and dormer vents located on the gym roof and the rakes on the gable ends of the building, should be inspected. Damaged wood may be stabilized with consolidant or epoxy as needed and repainted where appropriate. Wood damaged beyond repair should be replaced in kind with wooden components of a similar profile and composition and repainted where appropriate.

When repainting wooden components, it is advisable to remove the flaking, deteriorated paint as gently as possible (hand scraping with tools or hand sanding) down to the first sound layer, clean the area of dust and loose particles, then repaint with an appropriate exterior paint.
Figure 12. View of the north elevation’s west wing. Notice deterioration on wooden roof rakes. The Preservation Association should restore the “Ward School” sign.

Figure 13. Cropped view of building’s west elevation. Notice deterioration of wood cladding on gable and, below, gap between gutter sections.
Foundation

During our site visit in the winter of 2018, there appeared to be no failure of the school building’s continuous foundation. To ensure the foundation’s continued integrity, efficient drainage of rainwater away from the foundation is crucial. According to the National Park Service “Preservation Brief 39: Holding the Line: Controlling Unwanted Moisture in Historic Buildings,” ground moisture can cause significant damage to historic structures. The following excerpt explains:

“Proper handling of surface rain runoff is one of the most important measures of controlling unwanted ground moisture. When soil is saturated at the base of the building, the moisture will wet footings and crawl spaces or find its way through cracks in foundation walls and enter basements. Moisture in saturated basement or foundation walls – also exacerbated by high water tables – will generally rise up within a wall and eventually cause deterioration of the masonry and adjacent wooden structural elements.”
There is moss growing on the ground near the building’s foundation on the north elevation. This is often a sign of poorly-drained soil. It is important to ensure water is not entering the basement from deterioration in the foundation. To remedy this situation a masonry and foundation expert should be consulted. Often, a trench is dug to expose the damaged foundation and inspect the masonry units and mortar, after which various methods of “waterproofing” can be applied to prevent further deterioration.

To help with drainage around the foundation, the Preservation Association may consider having a professional grade the soil around the entire foundation in order to divert water away, thus reducing ground saturation and splashback onto exterior walls.

Developing a controlled ground gutter, or other effective drainage around the perimeter of the building, or at least in the places with the most extensive drainage problems is another, more extensive option. A popular method is implementing a French drain system.
**Windows**

The Ward School building’s steel windows are one of its character defining features, as their use increased exponentially after World War II and are found in many mid-20th century schools. Some windows, such as those on the west elevation, have been filled in with concrete blocks. Other windows, such as those that light the gym from the north, have been partially covered with fiberboard similar to that used on the ceiling and walls. Decreasing window surface area by blocking or boarding up windows was a common response to later concerns about heating and cooling these large buildings effectively.

![Figure 17. Cropped view of west elevation. Notice modification of original window bank.](image)

Windows throughout the building should be assessed individually to prioritize which need to be worked on first. When evaluating each window, the following should be assessed:

- Presence and degree of corrosion/rust
- Condition of paint
- Bowing, bent sections, or misalignment of sashes
- Condition of glass and glazing putty/compound
- Condition of masonry around the windows
- Ensure exterior window sills are sloped properly to prevent pooling of water

If windows are in generally good condition: remove light rust and flaking/peeling paint as needed, prime the metal with anticorrosive agent, repaint, replace any broken glass and repair any glazing putty, clean and lubricate hinges (if windows are operable), and caulk the masonry surrounds as needed with a high quality elastomeric caulk.

If rust is superficial, it can be removed with an aluminum brush, aluminum oxide sandpaper, or power tools fitted with a wire brush or rotary whip attachment. Power tools should be used with extreme caution. Moderate corrosion – rust that has
penetrated the metal but has not caused structural damage – can usually be treated with commercially prepared products, such as phosphoric acid based compounds.

If heavy corrosion results in structural damage and needs to be patched or spliced, windows are bowing, misaligned, or otherwise severely damaged, consulting with a professional is highly recommended.

***Any removal of rust will also remove paint. Historic steel windows have usually been coated with lead paint. Removing paint by abrasive methods such as sanding can cause toxic dust. Safety goggles, toxic respirator mask, and other protective gear is necessary. Environmental Protection Agency policies and local codes mandate proper handling and disposal of such debris.38

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Stucco

The stucco exterior appears to be in relatively good condition, except for the middle section of the south elevation facing Hall Street which has water marks, metallic stains, and possibly mold. These stains can be removed by appropriate poultices and solvents and soft, natural bristle brushes. Low-pressure water may be used as a last resort. Before applying any cleanser or method on a large surface area of the stucco, try it on a small, inconspicuous area to monitor any troubling change in the stucco.39

Figure 19. Middle section of south elevation.

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Gymnasium

There are some areas of the walls and ceiling that have small to medium size holes. It appears the Preservation Association has already taken steps to patch the holes that are most easily accessed. Before patching the remaining holes in the walls and ceiling, ensure any issues with moisture have been resolved before patching these holes with appropriate commercially-prepared products and repainting as necessary.

The original gym floor is in good condition overall and only requires very gentle cleaning and regular maintenance. Using a slightly water-saturated microfiber “mop” to clean the floor of dust and dirt will usually suffice to clean a hardwood gym floor. It is also safe to use a neutral-pH floor cleaner.
Avoid “soaking” the floor or over-mopping with a traditional mop and bucket – these processes can cause water damage.

There are sections of the gym’s wooden base molding that need repair. It appears excessive moisture caused the deterioration. Once the source of moisture has been identified and remedied, damaged areas should be inspected for the level of wood rot present. In some cases, damaged wood can be stabilized with consolidants or epoxies and repainted. In other cases, the amount of damage and rot warrant total replacement. In this case, replacing sections of the deteriorated base molding with new pieces that match the profile of the original base molding may be the best labor- and cost-effective way to restore the appearance of the base molding, considering it is not a character defining component of the building.

Figure 21. Deterioration of base molding along gym floor.
Figure 22. South wall of gym. The wainscoting along the gym walls is in excellent shape and should be preserved.

Figure 23. Scoreboard in northwest corner of gym. The scoreboard contributes to the authenticity of the space and should be preserved in place.
Figure 24. North wall of gym. Notice original window banks have been partially boarded.
Individual rooms on second floor

The former classrooms, offices, and kitchen spaces on the second floor of the Ward School building enable its potential as event and office space for partner organizations. The heritage room should also be located on the second floor for accessibility and security reasons. The first step in planning for these spaces should be to remove trash and unwanted furniture and dispose or store (storage on bottom floor) as necessary. Clearing these spaces will allow the Preservation Association to identify the most pressing concern in each room and plan for specific, future uses. Any furniture or items that are original to the school or items that could be used in the heritage room should be set aside in a specially allocated space. The following preservation issues were noted during the field visit:

Any insect or rodent infestation should be resolved immediately. The Preservation Association may consider planning for routine extermination. Assess the walls, especially any openings in the interior finish or the mortar between the concrete blocks, to identify possible entrances for insects and rodents. These small openings can also be present along the window and door casings. Such spaces should be filled in with the appropriate commercially-prepared products.
Paint is peeling on the walls of individual spaces on the second floor. The cause of the deteriorated paint should be identified and resolved before walls are repainted. The same goes for any damaged plaster or drywall. Much of the damage appears to be moisture damage. It is important to determine from which direction the moisture is affecting the interior wall cladding and resolving it before repairing the wall finish proceeds.

Areas of the vinyl composition tile (VCT) flooring in the rooms have been stained from constant moisture. These stains can often be removed with bleach, oxalic acid, or organic solutions. For more extensive stains, consult with professional commercial flooring specialist for best removal methods. Replace any missing or partially missing tiles with new ones of similar profile and composition. Floors may be cleaned and sealed after replacement and stain removal.

After moisture issues are resolved, any mold should be cleaned with bleach or antifungal solutions to improve air quality and prevent further deterioration of underlying material. If mold is extensive, removing pieces of walls, ceiling, and flooring may be necessary. If removal of original material is necessary for any reason, it should be replaced with similar materials and refinished with historically appropriate finishes.

If possible, retain any original light fixtures and replace modern light fixtures with historically appropriate (mid-20th century commercial style) ones.

Remove any inoperable electrical wiring.
Once the building’s moisture problems are resolved, the Preservation Association might consider the option of “mothballing” some or all of the rooms on the bottom floor until resources enable the proper restoration of those spaces, or until those spaces are needed by the Association or partner groups. This strategy will aid the Preservation Association in funneling funds to the most important spaces first. Should the Preservation Association decide to do this, the following steps will help in the mothballing process:

- Clear out any unwanted furniture, debris, and potentially hazardous materials such as paint and chemicals. If storage space is needed, consider allocating one of these rooms solely for that purpose to consolidate items.
- Remedy any insect or rodent problems.
- Broom-clean the floor.
- Ensure the electrical wiring in the rooms are in safe condition.
- Leave the doors open for proper ventilation of the spaces.
- Check the spaces regularly for musty air, insects and rodents, and moisture issues.

Figure 27. Photographer facing west down hall of bottom floor.
Vegetation

Bushes planted alongside the foundation of the building along the west elevation should be trimmed to allow adequate airflow between the plant and the exterior wall of the building. Otherwise the lack of sunlight and airflow will encourage biological growth on the wall and deteriorate the stucco.

Security

The gate near the building’s northwest corner should be repaired to deter illegal access and vandalism.

Figure 28. Damaged security gate near rear (north) of building.
Bibliography


Lewis, Bobby J. “The History and Inception of Education in the Negro Schools of Trousdale County.” Submitted to the Trousdale County Historical Society. n.d.


“Prisonaires Make Most of Jail.” The Orlando Sentinel. September 7, 1953.

Redd, George N. “Educational Desegregation in Tennessee – One Year Afterward,” The Journal of Negro Education 24, no. 3 (Summer 1955), 333-347.


APPENDIX

1. ROUTINE MOISTURE MAINTENANCE PLAN

After all moisture issues have been successfully resolved, the Preservation Association should follow a routine moisture maintenance plan for the building to keep moisture under control to prevent and divert further problems. Throughout this maintenance, the Preservation Association should record building conditions with a journal, photos, a file of professional inspection reports and repairs.

Immediately:

- When it rains, walk through the entire building to look for leaks. Outside, walk around the perimeter of the building to inspect the gutter systems and other exterior issues.

- After it rains, walk through the entire building to look for leaks, condensation, and other moisture issues; walk around the perimeter of the building outside to inspect exterior for problems. Inspect the foundation for standing water and saturated masonry.

- After a storm, insect the roof and check for missing shingles and replace them immediately, or cover any damaged areas with NPS recommended temporary roofing material such as galvanized corrugated metal roofing panels, 90 lb. rolled roofing, or a rubberized membrane until the roof can be fixed.

Every Four to Six Months:

- Walk through the entire building to monitor the building materials and humidity levels, check any persistent or recurring problems, and identify new problems that arise.

- Clean and insect gutter systems to ensure gutters and their related equipment are in good condition and are working properly. As the equipment wears or is damaged over the years, all issues need to be addressed as soon as possible.

- Monitor the building and surrounding grounds for drainage and erosion issues. Make sure the ground absorbs water efficiently.

- Check to make sure rainwater is properly draining away from the building, to the city water system, if available.

Yearly:

- Inspect the roof for missing shingles and damaged parts, make needed repairs as soon as possible.
• Inspect the foundation for standing water, mold on floor joists, pests, saturated masonry, and fungus on exterior cladding.

Every Five Years:

• Have a qualified professional inspect the roof, gutter systems, attic areas, and foundation.

• Inspect for termites; exterminate them if found and treat the wood as needed.