National Register Nomination

(Mid-Century Schools in Grand Forks, North Dakota, 1949-1965 MPS)

NORTH DAKOTA, GRAND FORKS COUNTY,
Wilder Elementary School,
1009 North 3rd St.,
Grand Forks, RS100005265,
LISTED, 7/17/2020
(Mid-Century Schools in Grand Forks, North Dakota, 1949-1965 MPS)

PENNSYLVANIA, ALLEGHENY COUNTY,
Crawford Grill No. 2,
2141 Wylie Ave.,
Pittsburgh, SG100005373,
LISTED, 7/23/2020

PENNSYLVANIA, NORTHAMPTON COUNTY,
Wagner, John and Family Farmstead,
1789 Meadows Rd.,
Lower Saucon Township, MP100005357,
LISTED, 7/23/2020
(Agricultural Resources of Pennsylvania c1700-1960 MPS)

TENNESSEE, HAMILTON COUNTY,
Dixie Mercerizing Company,
951 South Watkins St.,
Chattanooga, SG100005374,
LISTED, 7/20/2020

TENNESSEE, HAMILTON COUNTY,
Downtown Chattanooga Historic District,
Roughly bounded by Martin Luther King Jr. Blvd., Georgia Ave., East 5th St., Walnut St., East 6th St., and Chestnut St.,
Chattanooga, SG100005387,
LISTED, 7/23/2020

TENNESSEE, HARDIN COUNTY,
Arch Bridge,
Arch Loop,
Olive Hill, SG100005375,
LISTED, 7/20/2020

TENNESSEE, MONTGOMERY COUNTY,
Sulphur Fork Bridge,
3300 Old Clarksville Hwy. over the Sulphur Fork of the Red River,
Adams vicinity, SG100005366,
LISTED, 7/20/2020

TENNESSEE, TROUSDALE COUNTY,
Ward School,
113 Hall St.,
Hartsville, SG100005367,
LISTED, 7/20/2020

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* 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.

1. Name of Property

Historic name: Ward School

Other names/site number: Ward High School

Name of related multiple property listing: N/A

(Remove "N/A" if property is part of a multiple property listing and add name)

2. Location

Street & Number: 113 Hall Street

City or town: Hartsville State: TN County: Trousdale

Not For Publication: N/A Vicinity: N/A Zip: 37074

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 __X__ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

[ ] **national** [ ] **statewide** [X] **local**

Applicable National Register Criteria: [X] **A** [ ] **B** [ ] **C** [ ] **D**

Claudette Fyr 6/4/2020

Signature of certifying official/Title: **Date**

Deputy State Historic Preservation Officer, Tennessee Historical Commission

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of Commenting Official: **Date**

Title: **State of Federal agency/bureau or Tribal Government**

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

National Register Listed
SG100005367
7/20/2020

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Deputy State Historic Preservation Officer, Tennessee Historical Commission

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of Commenting Official: **Date**

Title: **State of Federal agency/bureau or Tribal Government**

National Register Listed
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Ward School | Trousdale, Tennessee
Name of Property | County and State

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register
___ removed from the National Register
___ other (explain:) _____

_____
Signature of the Keeper Date of Action

5. Classification

Ownership of Property
(Check as many boxes as apply.)

Private	X
Public – Local	
Public – State	
Public – Federal	

Category of Property
(Check only **one** box.)

Building(s)	X
District	
Site	
Structure	
Object	

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

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

Number of contributing resources previously listed in the National Register 0

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6. Function or Use

Historic Functions (Enter categories from instructions)	Current Functions (Enter categories from instructions)
EDUCATION/school	WORK IN PROGRESS
RECREATION AND CULTURE/auditorium; sports facility	SOCIAL/meeting hall

7. Description

Architectural Classification
(Enter categories from instructions.)
No Style

Materials: (enter categories from instructions.)
Principal exterior materials of the property: CONCRETE; STUCCO; ASPHALT

Narrative Description

The Ward School is located at 113 Hall Street in Hartsville, Tennessee, the centrally located rural county seat of Trousdale County (population 11,012). Completed in 1948, the Ward School building faces south at the end of Hall Street in the town's historic African American neighborhood. The building is a large, H-shaped concrete block form with metal multi-paned windows and an asphalt shingle roof. The exterior of the school is covered in ca.1981 stucco. The school's façade includes two front-facing gable entry corridors that bookend a recessed central bay. The school has two full floors and an attic. Due to the grade of the land, the ground level floor is a full basement with classrooms flanking a full-length hall corridor. The main (upper) floor contains the double entrances, gymnasium and stage area, principal's office, and classrooms. The building retains the majority of its interior arrangement and many of its character-defining features including original wood wainscoting in the stairwell and upper floor, original gym and stage flooring, and vertical sliding doors that expose rooms behind the gym's west wall. The fenced playground lot immediately adjacent to the school's east elevation is a contributing site, as it was purchased ca.1956 and provided a defined outside play area for Ward students. None of the original playground equipment remains and the chain link fence is a later addition. There is a ca.1990s noncontributing storage shed at the edge of the playground.

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Ward School occupies its original hill-top location and remains situated within a historic African American neighborhood that overlooks Hartsville's National Register downtown historic district off Main Street (listed June 24, 1993).[1] The school faces southward onto Hall Street which is lined with small, single-family residences on either side, as it was during the property's Period of Significance. The school's non-original (ca. 1981) asphalt parking lot is located immediately adjacent to the building's west elevation. A tall, non-historic chain link security fence begins at the building's northwest corner and wraps around to the southeast corner of the building, encompassing the playground. Beyond the fence, forest and vegetation overgrowth border the property to the north and east. The building maintains integrity of location, design, setting, materials, and feeling, which enables it to convey its significant association with local African American education and social history.

Ward School, 1948, Contributing Building

Ward School is a large H-shaped building with walls and foundation constructed of concrete block, covered by stucco. The stucco was added ca.1981. The windows are original, metal framed and multi-paned. Unless otherwise noted as changed by later alterations, centrally located sashes in each window can be opened awning-style for ventilation (as seen in Figure 3). The roof is covered in asphalt shingles. Two main front entrances extend as front gabled wings that bookend a recessed central bay with a flat roof. Directly behind this recessed central bay, a higher side-gabled roofline rises over the gymnasium and auditorium/stage area. The southwest wing entrance has concrete stairs, while the southeast wing main entrance has a concrete ADA ramp added in the late 20th century. The school has two full floors and an attic. The main (upper) floor is accessed through entrances on the building's façade/south elevation and includes offices, former elementary classrooms, gym, and stage. Two secondary entrances located on the west and east elevations of the building provide access to the ground floor (basement) that includes bathrooms, former high school classrooms, a kitchen/cafeteria, storage space, and mechanical room.

By the early 1980s, the building had transitioned to a multipurpose community building and meeting hall, necessitating renovations that enabled its continued use. The ca.1981 renovation included roof repairs, bathroom and HVAC upgrades, upgrades to the cafeteria, the addition of a kitchen in a former classroom on the main floor, new lighting installation, and the addition of stucco to the exterior. The majority of the windows were kept intact, though some were made smaller with concrete block infill and others were covered on the interior with plywood. The school's original wood flooring and wainscoting can be seen in the gym, on the stage, in some of the classrooms on the main (upper) floor, and in the main stairwell leading to the basement. Other flooring found on both building levels consists of vinyl composition tile. While the building retains the majority of its spatial arrangement, partition walls were added to some rooms to create smaller spaces, but these walls can easily be removed. During the ca.1981 renovation, some windows were cut into the walls that divide interior spaces on the main floor. These changes enabled the continued use of the building as a multipurpose space that included a headstart program and various public offices. At present, the Ward School Preservation Association owns and maintains the building.

[1] National Register of Historic Places, Hartsville Historic District, Hartsville, Trousdale County, National Register #93000568.

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EXTERIOR

Façade/South Elevation

Ward School faces Hall Street at its juncture with Wilson Street, where the (south) façade contains three one-story sections: a central flat-roofed recessed section bookended by two front-facing gabled wings. Each gable front has wooden fascia with wooden vent below. Each gable wing contains an off-center umbrage, or recessed porch, that faces Hall Street. Each umbrage features a glassless rectangle opening with sill that faces into the grassy area between the wings, south of the recessed central section. Within each umbrage are non-original metal (ca. 1981), double doors with single-lite windows that lead into the school. Concrete sidewalks front the building and lead to each umbrage. The west wing has four steps that lead to the umbrage, while the east wing has a concrete ADA access ramp.

The central section of the façade includes a series of three fifteen-pane, awning-style metal windows. A single fifteen light leaded glass metal window is located west of the central window series. To the east of the central windows, only the window sill remains where another fifteen-pane window of the same style once existed but was enclosed with concrete block during a 1981 renovation.

A brick chimney used for heating all floors of the building is visible from the façade and extends upward from the east end of the flat roof portion of the central bay. Beyond the central section, the side-gabled gymnasium section is visible as it rises above the flat roof of the recessed section. This section of the gym's exterior south wall is covered in vinyl siding and has four windows, each with six panes. Above, on the south field of the side-gabled roof are three louvered dormers that ventilate the attic.

West Elevation

The uneven grade of the lot is most visible from the building's west elevation as the ground descends northward. As a result of the grade, the basement/ground level is visible. A small concrete ramp leads to a non-original metal double door (ca. 1981) located near the center of the west elevation and provides entry to the ground floor basement. Each door has three horizontal glass panes on its upper half. Along the main floor (moving south to north), two paired sets of multi-paned metal windows exist, each with six glass panes, near the southwest corner of the building. These window openings are remnants of the originals windows that were partially enclosed with concrete block during the 1981 renovation project. The extant concrete sills reveal the original shape of the larger windows, which is corroborated by a historic photograph (Figure 3) of this portion of the building.

At the center of the main floor along the west elevation and above the double metal doors is a pair of original metal windows with fifteen panes and concrete sills. Moving toward the northwest corner, another pair of original metal windows with fifteen panes and concrete sills remain. North of this pair is a single original metal window with fifteen panes and concrete sill. At the northwest corner, a single original metal window with ten panes remains, including the concrete sill. Between the main and basement floor levels, there are two vent exchanges on the southern end of the west elevation. On the northern end, it appears two similarly placed vent exchanges have been enclosed with concrete block.

At basement level, to the south of the centered double door, there is a HVAC unit (where a window used to be) and a single metal window with twelve panes. There is another single metal window with twelve panes to

the south, as well as a rectangular hole in the wall near the southwest corner (appears to have once had a vent exchange in this space). The sills underneath the single windows indicate both were originally pairs (as seen in Figure 3). Half of each paired window was filled in with concrete blocks during the 1981 renovation and an HVAC system was connected to the building in the enclosed window closest to the double door.

To the north of the basement's centered double door, there is a HVAC unit (where a window used to be) and a single metal window with twelve panes. The sill underneath the window indicates it was originally half of a pair of windows, the other half being where the HVAC system is now connected to the building. Moving north, there is an enclosed space where a single metal window with twelve panes used to be. This window was enclosed during the 1981 renovations, but the original sill and outline of the window is still visible. There is a small rectangular window in the center of this enclosed area. North of this small rectangular window is another space where a single metal window with twelve panes used to be. This window was also enclosed during the 1981 renovations, but the sill and outline remain. Here, too, is a small rectangular window in this enclosed area.

Also visible above the west elevation's roof ridge is the gable end of the gymnasium. The gable wall is sheathed in unpainted wood and appears to have had a central rectangular vent that has since been replaced with plywood.

North (rear) Elevation

The north (rear) elevation of the building mirrors the façade with projecting gables that bookend a recessed central bay. However, the central bay at the north elevation is not recessed as deeply. The gabled wings on the north elevation have one rectangular wooden vent located directly underneath each gable.

Within the central bay, four paired sets of original metal windows with twenty-four panes illuminate the gymnasium. The windows and glass panes remain but a majority of the window opening has been covered with plywood on the interior. In the two middle pairs of windows, modern HVAC duct work is attached to the building which required removal of four window panes to connect to the large main HVAC unit situated outside near the building's foundation on a concrete pad. On either side of the central bay windows, single solid metal doors provide entry to the gymnasium. Due to the grade of the lot, each of the doors are accessed by a flight of concrete stairs that rise to meet the main floor level.

On ground level (basement level) of the north elevation, a single metal door is also located at the northeast corner of the building underneath the concrete stairs, which provides additional access to the ground level/basement through a classroom. Also, located at the ground floor/basement level within the central bay, original window sills remain and indicate original fenestration openings from windows partially enclosed with concrete blocks. One metal window with twenty-four glass panes remain within the eastern portion of the central bay.

East Elevation

Mirroring the west elevation, the grade of the lot on the east elevation descends northward. Centered on this elevation, concrete steps lead down to a small entry area at the basement level defined by a retaining wall. Within this space there is a single leaf metal door, and a double door. Each leaf of the double door has three horizontal glass panes on its upper half.

At basement level, near the northeast corner, a sill and outline of a window indicate an original window was enclosed during the 1981 renovation. There is now a vent exchange in this space. Moving southward, there is another vent exchange near a single metal window with twelve panes. This single window used to be half of a pair. The vent exchange has been inserted in the enclosed portion of the paired window. South of this is another vent exchange that has been inserted where an original metal window with twelves lights was originally located.

Near the center of the east elevation, concrete steps lead to the retaining wall and doorways that are enclosed by a small chain link fence, which also surrounds an HVAC unit. Moving southward beyond the small chain link fence, there is a single metal window with twelve panes. Similar to elsewhere on the building, this window was originally half of a pair of windows. The half that was enclosed in 1981 is where the previously mentioned HVAC unit is connected to the building. The next window is also a single metal window with twelve panes that was originally half of a pair of windows. A vent exchange has been placed in the enclosed half.

Along the main floor (moving north to south), a single metal window with ten glass panes and sill is located at the northeast corner of the building. Moving toward the center, there are two paired sets of metal windows with twelve panes and sills. At the building's southeast corner of the main level, two concrete windowsills remain where two more paired sets of metal windows once existed. This area was enclosed with concrete blocks during the 1981 renovation. A single vent exchange is in one of these enclosed spaces. Like the west elevation, the wooden side gable of the gym roof is visible and includes an attic vent.

INTERIOR

Upper Floor (Main) Level

Ward School's interior main floor remains largely intact and is accessed through the entry hall corridors that face south onto Hall Street. The hallways are covered in vinyl tile flooring and extend from the front doors to the school's gymnasium. The area between the hallways comprise the central bay of the front façade and include the principal and reception offices, a school library/classroom space, mechanical room, men's and women's bathrooms, and storage rooms (formerly a nurse's station/infirmary).

The east and west wall of interior hallway corridors retain the three-foot high wood wainscoting. In the west corridor, near the entry doors, is a two by two-foot window on the east wall. According to Ward School alumni, this small window did not originally exist and was likely cut into the wall during the 1981 renovation. At the end of the hallway a set of double doors provide entry into the gym. Near the end of the hallway along the east wall, a four-panel wood door with top window light opens directly from the hallway corridor to an office space. In the room's east wall is another four-panel wood door that provides access to a small mechanical room and features three-foot high wainscoting on all three walls, along with vinyl tile flooring.

Within this initial room off the corridor, a four-panel wood door opens (south) into the principal/reception office with vinyl tiles still partially covering the floor. Original wainscoting remains along the interior walls. There is a metal window with fifteen panes at center of the concrete block south (exterior) wall. The small ticket/concession box remains visible in the west wall with access to the hallway corridor. A large picture

window in the east wall looks through to the adjacent school library space, also later used as classroom. Ward School alumni also reported this large interior window is not original and was likely cut during the 1981 renovation.

The library (later classroom) remains intact and retains the original tongue and groove wood floors. The south (exterior) wall includes an A/C window unit and three metal widows, each with fifteen panes. Original wainscoting remains on two interior walls of the library/classroom, including the wall adjoining the principal's office. In later years, the original library area was partitioned down to create a small storage area (south wall), including small men's and women's bathrooms. These bathrooms are only accessible along the main (east) entry hallway. Storage areas located within the central bay and off the gymnasium are accessed through another four-panel wood door with a top light pane. Here, a nurse's station and infirmary, including a small bathroom, once existed where today athletic equipment is stored off the gym's south wall.

Classrooms along the main floor facilitated education of elementary school children. A large classroom located off the main (east) entry hallway corridor, at the southeast corner of the building, provided classroom space for the first and second grades. Classroom 1 is accessible at the end of the hallway through a four-panel wood door (top light window). Wainscoting covers the north and west interior walls, where original coat hooks remain. Vinyl tile also covers the floor. Both the south and east walls (exterior) are concrete block. The east wall was previously enclosed with concrete block where now an A/C window unit was installed where two paired sets of twelve light multi-paned metal windows once existed. Today, this classroom space is where the Hartsville Lodge #361 meets.

At the southwest corner of the building, another large classroom is located off the main (west) entry hallway corridor remans and once provided classroom space for the seventh and eighth grades. Classroom 2 is accessed at the end of the hallway through a four-panel wood door (top light panel). Its floor is now covered with carpet over vinyl tile flooring. Original wainscoting again covers the both the east and north interior walls, while the south and west (exterior) walls are constructed of concrete block. The west wall encompasses two remaining paired sets of multi-paned metal windows, with six light leaded glass which remains intact after enclosed with concrete block.

At the end of the west hallway corridor and through a double door entry into the gymnasium, another classroom opens into another smaller classroom space which provided space for the fifth and sixth grades. Today, Classroom 3 functions as a kitchen/concession area accessed through a four-panel wood door (with top light) from the west wall of the gymnasium. Another door located at the south wall permits entry to the upstairs attic through yet another four-panel wood door (with top light). Original wainscoting exists along the interior south and north walls, including a large concession window opening centered along the north wall. A large pully-operated door that slides vertically provides access to the gym and encompasses most of the east wall. Only the west (exterior) wall is concrete block and includes an unaltered pair of metal fifteen light, leaded glass, awning windows.

Adjoining this space along the north wall and shares a large open concession window, the adjacent Classroom 4 provided classroom space for both the third and fourth grades. A four-panel (top light panel) wood door allows access to the gym in the northeast corner of the room. The south and east walls retain some original wainscoting, yet most of the east wall is filled by a large pully-operated door that slides vertically. Only the west (exterior) wall is concrete block and includes an unaltered paired set of fifteen light metal leaded glass, multi-paned awning windows and sill. This room has been further partitioned to create a

storage space beyond the north wall covered in wood paneling. Within this storage space, there are remnants of a female bathroom and shower area, including an unaltered single vertical ten light leaded glass multi-paned metal window with a sill at the northwest corner.

Gymnasium/Auditorium

The gymnasium and stage comprise the auditorium situated at the rear center of the building. The west wall of the gym features original wainscoting. In the west wall, near the southwest corner of the gym, there is a metal door that opens directly into a stairwell providing access to a flight of wooden stairs that lead to the ground/basement level; original wainscoting exists along the middle portion of the stairwell walls.

At the center of the gym's west wall are two large, pully-operated doors that slide vertically and provide access to the concessions/kitchen area. The faces of these doors are comprised of the same vertical wood paneling found on the wainscoting throughout the building's upper floor. On either side of these large doors, there is a single four-panel wood door that also leads to the concessions/kitchen areas. A basketball goal with wooden backboard hangs above the pulley doors from the ceiling and wall. The original ca.1957 scoreboard is still located in the northwest corner of the gym and contributes to the authenticity of the space.

The gym's north wall is divided into six bays by five slightly projecting concrete block support columns. There is no wainscoting on this wall. The four center bays each contain an original three over eight light paired sets of leaded glass windows which are inset within each bay. As mentioned earlier, while the metal framing and leaded glass remain, many of these windows openings are covered with plywood. Four simple wooden bleacher benches are positioned within each of the inset four bays of the north wall. The outermost bays along the north wall (at the southwest and northeast corners) each contain a single metal door that provides access to exterior stairways on the north elevation at ground level.

The east wall of the gym retains original wainscoting and features a large stage opening. The stage is flanked by a single four-panel wood door, each leading to an additional storage room and back to the rear of the stage. A smaller storage closet exists on either side of the stage and each has a single four-panel wood doors. Beyond the stage opening, an old curtain mechanism remains hung from the ceiling as well as a basketball goal with wooden backboard. Located at the back of the stage, along the east concrete block wall (stage rear) are two large paired sets of twelve light leaded glass metal windows that overlook the playground. The walls of the stage area, including the small stairwell behind the stage, retain the original wainscoting. The flooring of both the gym and the stage are original tongue and groove wood flooring. A large 10'8" x 3'10" original chalkboard also remains along the south wall of the stage. Situated in the northeast corner of the gym and stage area, two small storage areas are located off stage left, each accessed through a four-panel wood door. The northern-most space was a female bathroom with wainscoting on the south interior wall and a ten light vertical metal window along the east (exterior) wall. Another adjacent storage area further revealed a stairwell that has since been removed, yet once provided access to the girl's locker room located below in the basement.

The gym's south wall falls between the east and west hallway corridors and extends from the building's main façade. This wall also retains original wainscoting. Above the wainscoting, the wall is covered in fiberboard. Five metal column support footers divide the wall into six bays and run from the floor to the ceiling where they are supported by brackets. Between each column is a six light leaded glass, multi-paned metal window. Four simple, wood benches abut the south wall for seating in the small gym. Centered on this wall, there is a

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single four-panel wood door, with a top glass light panel that leads to an additional storage area, once used as the nurse's station/infirmary along with a small bathroom.

Ground/ Basement Level (High School Grade Classroom)

Interior access to the building's basement level is provided through the west wall of the gymnasium and down the stairwell. The basement is divided by a full-length hallway with additional classrooms, a kitchen and cafeteria space, bathrooms, additional storage, and a mechanical room that flanking either side. All classroom areas in the basement level were designated for high school student classrooms, supporting grades ninth through twelfth grade.

After descending the stairwell to the basement, the hallway corridor is accessed through a single metal door with a right sidelight. At the southwest corner of the basement and through a similar metal door, Classroom 5 accommodated the typing and math class. The walls are concrete block and the floor is vinyl tile. Within this classroom space, along the west (exterior) concrete block wall, only a single metal window with 12 panes remains. This west wall encompasses where an HVAC vent exchange was installed. The classroom was further partitioned off when the school building provided space for area Head Start programs after closing the school after integration.

The next room on the south side of the hall is a large space that housed the kitchen and cafeteria that served lunch to both elementary and high school students. There is access to this room from the hallway through two individual metal doors, with a right sidelight. Four 1.5' x 1.5' concrete block building support footers and three metal poles also exist within this room to provide structural support. Next, a narrow mechanical and electrical room with a small 4' x 5' interior janitor's office is accessible through a metal door with sidelight and has a concrete floor that wraps around the men's shower room. The men's shower room (now a men's bathroom) is accessed by through a metal door off the hallway and within the adjacent Classroom 6 supported space for the agricultural education/shop class also accessed off the hallway corridor through a metal door with sidelight.

Across the hallway, the northeast corner of the building originally housed a kitchen storage area, in addition to encompassing a girl's locker room prior to removal of the stairwell; the only access provided to the stage area upstairs. In later years, both spaces were repurposed and partitioned into additional storage space and classroom areas to support Head Start classrooms when Trousdale County maintained ownership of the building. The north and east (exterior) walls are concrete block, with the remaining interior walls as partition walls. Within the east concrete block wall, a paired set of twelve light leaded glass windows remain with sills at ground level. Partial removal of the some of the windows was enclosed with concrete block to add a vent exchange.

The adjacent Classroom 7 provided space for the English and Literature class. The classroom is accessed through a metal door with sidelight directly from the hallway corridor. Another metal access door located in the northeast corner of this room also provided an exit to the (rear) exterior ground level of the building. A small children's bathroom (likely from when the building was used for the County's Head Start program) also still exists in the northwest corner of this room and is accessed through a metal door along the west wall. The north (exterior) wall is concrete block with partial exposed support footers, including a single twelve light leaded glass, multi-paned metal window still exists, as well as a separate four light vertical window. This room also has HVAC duct work that extends from the window area. There is one metal pole in the

center of the room which provide structural support. The adjacent space originally existed as only a men's restroom area but was later partitioned into both a men's as well as women's restroom around 1981. Vinyl tile covers the floor.

Classroom 8 was used for the science and biology classroom. It is accessed from the hallway corridor through a single metal door with sidelight. The north (exterior) wall has yet another partial single twelve light leaded glass metal window, including another smaller vertical four light metal window. This classroom also has HVAC duct work extending from the window area and all four walls are concrete block.

The northwest corner Classroom 9 supported the home economics class which included a kitchen area in the back (storage) that included a stove as well as a washer and dryer. All four walls are concrete block with the west wall encompassing a partial multi-paned metal window with six leaded glass lights.

Playground, ca. 1956, Contributing Site

There is a fenced lot immediately adjacent to the school's east elevation. Trousdale County Board of Education minutes from July 17, 1956 suggest this lot was purchased sometime during the summer of the same year.[2] Ward School alumni remember the playground was not originally fenced, indicating the current chain link fence was likely installed when the building housed the local head start program ca. 1981. Despite not having a fence, alumni remember the playground having much the same boundary due to the tree line and overgrown vegetation that is still extant on the other side of the fence. Alumni also indicated none of the original equipment remains. Two non-historic climbing frames are present and date to ca.1990s. Though the original playground equipment is non-extant, the playground is considered a contributing site due to its role in providing recreation space while the school served Trousdale County's African American students. The playground is also contributing because its creation represents Trousdale County's attempts at equalization to avoid desegregation.

Storage shed, ca.1990s, Non-contributing Building

At the edge of the playground, there is a non-contributing, prefabricated wood shed that appears to date to the 1990s. It has a gambrel roof with double doors in the middle of the gable end facing the playground. The shed was likely used to store light playground equipment for the head start program the Ward School housed during the late 20th and early 21st centuries. The shed is non-contributing due to age.

Integrity Statement

Set within Hartsville's historic African American neighborhood of single-family residences, Ward School has retained integrity of location and setting. Despite the 1981 renovations, which were largely aimed at interior environmental control, the Ward School building retains integrity of design, workmanship, and materials that date to its period of significance (1948-1966). Though stucco was added to the exterior, the building's 1948 shape and understated design remain. Despite some windows having been enclosed with concrete blocks, the majority of the building's original fenestration remains and indicators such as sills and the outlines of window frames clearly indicate the original shape and scale of those that were enclosed. Other

[2] Trousdale County Board of Education Minutes, July 17, 1956, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.

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windows, such as those in the gym's north wall, have been covered with plywood from the interior which can easily be reversed.

The overall original design and character-defining features of the interior space remains. During the 1981 renovation, walls were added to divide some of the extant rooms, such those located on the first floor between the entrance corridor. These partition walls could easily be removed. No original walls were taken down during this process and the rooms that were changed make up a small portion of the overall building interior. The corridors and stairwell of the building remain unchanged, the gym and stage area remain the focal points of the first floor, and the arrangement of classrooms on either side of the basement corridor remain. The building also retains many of its interior finishes, including wainscoting in the stairwell, gym, and offices; original wood flooring in the gym and stage; original wood lift doors in the gym; and unadorned concrete block walls. Due to the level of integrity found in these areas, the Ward School also retains its historic feeling and association with local African American education and social history.

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Ward School | Trousdale, Tennessee
Name of Property | County and State

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.)

- [X] 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: N/A

- [ ] 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 old or achieving significance within the past 50 years.

Areas of Significance
(Enter categories from instructions.)
Education
Ethnic Heritage: Black
Social History

Period of Significance
1948-1966

Significant Dates
1948

Significant Person
(Complete only if Criterion B is marked above.)
N/A

Cultural Affiliation
N/A

Architect/Builder
Reed, Clyde

Statement of Significance Summary Paragraph

The Ward School is being nominated to the National Register of Historic Places under Criterion A for its local significance in Education, Social History, and African American history. It is the third and only extant building to serve as a school in the historic African American neighborhood on the hill just west of Hartsville's National Register-listed historic downtown, and the only building in Trousdale County to serve as a high school for African American children. The Ward School also served as community center for the African American neighborhood during the Jim Crow era. Ward School's Period of Significance begins in 1948 when the building was completed and opened to students and ends in 1966 when Ward's last class of seniors graduated and the building's function as a school ceased due to racial integration of the local school system.

Narrative Statement of Significance

HISTORIC BACKGROUND

Originally a part of Sumner County until 1870 when the General Assembly created Trousdale County, the town now known as Hartsville was settled by European Americans and enslaved African Americans as early as the 1790s. A speech given at a 1943 Emancipation Day celebration began "James Hart came in 1795 bringing his slaves…Most of [the settlers] brought slaves with them."[3] The town's location in the fertile Central Basin of Tennessee and siting just north of the Cumberland River, made it "the central marketplace for neighboring cotton farmers" by the 1840s. Like other towns in Middle Tennessee, enslaved labor played a large role in its early economy.[4]

The same geographical advantages that helped Hartsville's early economy thrive also lent it strategic importance during the Civil War, and the United States troops gained control of the Hartsville early in the conflict. Like elsewhere in Tennessee, the federal presence encouraged enslaved people to seek protection with the United States military which often resulted in the establishment of African American neighborhoods and institutions nearby. The African American neighborhood where the Ward School stands, located on the hill just west of Hartsville's downtown, is one such early, post-emancipation neighborhood, evidenced by historic congregations such as the African Methodist Episcopal Church, located at the corner of Greentop and Foxall Streets. One of Hartsville's early AME Bishops, Evans Tyree, was ordained in Hartsville in 1869 by Reverend Jordan W. Earley, a leader in the spread of African Methodism in the South.[5]

Freedmen's Bureau School in Hartsville

The federal government created the Bureau of Refugees, Freedmen, and Abandoned Land (also known as the Freedmen's Bureau) soon after the Civil War to help formerly enslaved people acquire education, basic healthcare, and fair labor contracts. Due to the concentration of newly freed people, the Freedmen's Bureau often set up schools and offices near places of federal strongholds during the Civil War, such as Hartsville.

[3] J.CA. McCurty, "Trousdale County Negroes," *Trousdale, A Constitutional County* (Vidette Printing Company, n.d.), 131.
[4] Jeffrey L. Durbin, "Trousdale County," Tennessee Encyclopedia website, Tennessee Historical Society, March 2018, accessed June 26, 2019, https://tennesseeencyclopedia.net/entries/trousdale-county/.
[5] John Russell Hawkins, *Centennial Encyclopedia of the African Methodist Episcopal Church, Volume I* (Philadelphia, Pennsylvania: Book Concern of the A.M.E. Church, 1916), 232.

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While the Bureau provided some of the organizational structure and funding for the schools under its jurisdiction, it was most often the freedmen who consistently provided funds, labor, and materials that enabled the schools to function. These Freedmen's Bureau schools, and other post-Civil War schools for blacks, represent not only newly freed people's eagerness to learn but also their ability to pool resources and support community institutions.

Hartsville's Freedmen's Bureau school was one of at least 128 in the state and was administered as part of the agency's Nashville district.[6] It is currently unclear when and where the Freedmen's School in Hartsville was built. However, it likely stood near the newly established African American neighborhood on the hill. Records from Freedmen's Bureau agents in Tennessee indicate the Bureau school in Hartsville burned 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."[7] In the same report, the agent also reported arson at the Bureau schools at Fort Donelson and Clinton, Tennessee. The destruction of African American school buildings by whites was not uncommon throughout 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 throughout the rest of the 19th century and for much of the 20th century.[8]

Despite having no building, the Freedmen's school in Hartsville continued. The Bureau agents noted: "For several weeks after the burning of this house the [Hartsville] school was continued in the open air."[9] It is unclear whether or not the Freedmen's Bureau constructed another building in Hartsville but it is unlikely. The Freedmen's Bureau influence in educating African Americans in Tennessee had waned considerably by 1869 and the Bureau began to officially dissolve altogether the summer of the same year.[10]

"School in the Woods": Ward School's Origins

Although the Tennessee General Assembly passed the Public School Law in 1873, as well as subsequent late-19th century laws that sought to strengthen the state's public education system for both white and African American children, underfunding, widespread apathy toward public education, and racism thwarted progress, especially in rural areas. Many Tennesseans were still recovering economically from the Civil War, and the nationwide Panic of 1873 worsened economic instability for governments and individuals alike. Making matters worse, the economic distress experienced by many families often resulted in the prioritization of a child's labor at home and on the farm over his or her education. Additionally, Tennessee's

[6] Henry Lee Swint, "Reports from Educational Agents of the Freedmen's Bureau in Tennessee, 1865-1870," *Tennessee Historical Quarterly* 1, no.1 (March 1942), 51; Paul David Phillips, "Education of Blacks in Tennessee During Reconstruction," *Tennessee Historical Quarterly* 46, no. 2 (Summer 1987), 105.
[7] CA.E. Compton. Quoted in Henry Lee Swint, "Reports from Educational Agents of the Freedmen's Bureau in Tennessee (continued)," *Tennessee Historical Quarterly* 1, no.2 (June 1942), 158.
[8] Bobby L. Lovett, "Memphis Riots: White Reaction to Blacks in Memphis, May 1865-July 1865," *Tennessee Historical Quarterly* 38, no.1 (Spring 1979), 30.
[9] Compton. Quoted in Swint, "Reports (continued)," 158.
[10] Kathleen R. Zebley, "Freedmen's Bureau," Tennessee Encyclopedia website, Tennessee Historical Society, March 1, 2018, accessed July 19, 2019, https://tennesseeencyclopedia.net/entries/freedmens-bureau/.

self-imposed legal obligation to maintain two separate racially segregated school systems multiplied the burden and costs of public education. [11]

While both white and black children bore the consequences of the above factors, African American children were doubly challenged in acquiring basic education in suitable facilities due to racism. As seen in the antagonism directed toward Freedmen's Bureau efforts, many white Tennesseans opposed the education of newly freed African Americans and their descendants. Despite such antagonism, historian Cynthia Griggs Fleming notes, "Tennessee's black citizens demonstrated great concern about the establishment of educational institutions within their state" and often partnered with outside institutions such as missionary societies to "supplement" the state's efforts.[12] By 1877, there were reportedly fourteen one-room schools for African American children in Trousdale County.[13]

According to local histories, the Ward School traces its origins back to the "School in the Woods" located in a dual-purpose church and school building established ca.1866 with the assistance of the Freedmen's Aid Society of the Northern-Methodist Episcopal Church. Though the exact location of the former building is unknown, several local accounts place it on the hill overlooking Hartsville in the post-emancipation neighborhood near Puryears Bend Road. Maudelle Baker, a former student at the school, remembers the instruction only reached eighth grade and students having to repeat the classes if they wanted to stay in school: "My parents wanted us to go to school…It was discouraging to have [students] repeating the same things but back then black children had no other choice."[14] Educators at the school included Reverends Richard Burnley, Dixon Greer, and John E. Mitchell as well as Mattie H. Coleman, Nathan Smith, H.L. Toliver, and Robert Burnley.[15]

Trousdale County/Ward Rosenwald School

By the turn of the twentieth century, Jim Crow segregation tightened its grip on the southern states and the disparity caused by Jim Crow era laws and racial mores were especially evident in the realm of education. As historian Vanessa Siddle Walker asserts, "The story of the education of African American children during segregation is one in which blacks were continuously denied adequate funding and consistently had poor facilities and materials compared to…their white counterparts."[16] Despite the 1896 *Plessy v. Ferguson*'s ruling in favor of "separate but equal" facilities for blacks and whites, the Court essentially legalized separate and unequal public education funding in the *Cummings v. Richmond County Board* decision in 1899 by

[11] Robert Ewing Corlew, Stanley John Folmsbee, and Enoch L. Mitchell, *Tennessee, a Short History: Second Edition* (Knoxville: University of Tennessee Press, 1990), 396.
[12] Cynthia Griggs Fleming, "The Plight of Black Educators in Postwar Tennessee,1865-1920," *Journal of Negro History* 64, no.4 (Autumn 1979), 355.
[13] John Allen Dobbins, "A History of the Development of Public Schools for Negroes in Trousdale County, Tennessee, 1870-1957," (master's thesis, Tennessee A & I State University, 1959), 24.
[14] Maudelle Baker to Martha Highers, "Hobby Writer Sees Hartsville Depot Something Special," *Tennessean,* February 12, 1980; "Key United Methodist Church," *Hartsville Vidette,* September 16, 1976; John L. Oliver, Trousdale County Historian, personal communication, May 3, 2019.
[15] Information gathered from Maudelle Baker, submitted to the *Hartsville Vidette* by Kimmer Hogg and Ercie Davis as part of the newspaper's "Bicentennial Series" content, "School in the Woods," *Hartsville Vidette,* March 25, 1976.
[16] Vanessa Siddle Walker, *Their Highest Potential: An African American School Community in the Segregated South* (Chapel Hill: University of North Carolina Press, 1996).

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leaving matters of education funding up to the states and not intervening in the local case of racial education discrimination.[17] With this legal precedent in place, unequal funding for African American schools remained common throughout the first half of the 20th century. For example, in 1915 the expenditure for each African American child in the South averaged $4.01, while the allocation for each white child averaged $10.82.[18]

By the late 1910s, the "School in the Woods" was dilapidated and children wishing to pursue education past 8th grade still had to travel out of county. The disparity between school facilities for white and African American children was underscored after the new Trousdale County High School for whites was built in 1919. The new school building for whites housed a full high school department, and the *Nashville Tennessean* noted the building as one of the most modern in the region with 21 classrooms, science labs, and auditoriums.[19] African American students' unequal access to education and the poor condition of the buildings in which they took lessons forced African American communities to step in and advocate for improvements on behalf of their children.

Reverend Walter Ward, a local minister at St. John Baptist Church, led the local black Parent-Teacher Association to raise money to match funds granted by the Julius Rosenwald Fund to build a new, modern school building for local African American children to replace the "School in the Woods." The Rosenwald Fund building program grew out of a partnership beginning in 1912 between Sears and Roebuck magnate Julius Rosenwald and Booker T. Washington of Tuskegee University to help build modern school buildings for African American children in rural Alabama. By the mid-1910s, Rosenwald had expanded the program to other southern states, including Tennessee.[20]

The Rosenwald Fund building program "followed a path blazed by African American southerners who for decades had been engaged in independent school building" and operated on the premise of self-help by requiring matching contributions, in the form of cash or labor, from the local African American community.[21] The schools built partially with Rosenwald funds were modern and designed with the students' education experience in mind. Series of double-hung sash windows made the most of natural light and allowed ventilation. On the interior, color schemes were meant to lessen glare and eyestrain, while movable partitions in some schools allowed for a variety of extracurricular activities and community events.

Rev. Ward led the charge to raise the matching funds from the local African American community who held bake sales, fish fries, rallies, and also personally appealed to various members of the community in order to obtain the required funds. The only Rosenwald school to be built in Trousdale County, the new building was completed in 1925 at the top of Morrison St (*Figure 1*) in the same post-emancipation neighborhood where the 1948 Ward School building stands. Historian Mary Hoffschwelle notes that each school built with Rosenwald funds was a "new, modern feature [on] the black landscape," and the one in Hartsville was no

[17] James Anderson and Dara N. Byrne, *The Unfinished Agenda of Brown v. Board of Education* (Hoboken, Jew Jersey: John Wiley & Sons, Inca., 2004), 13.
[18] Kamina A. Pinder and Evan R. Hanson, "360 Degrees of Segregation: A Historical Perspective of Segregation-Era School Equalization Programs in the Southern United States," *Amsterdam Law Forum* 2, no.3 (2010), 2.
[19] "Trousdale High School Takes Rank Among Institutions in the State," *Nashville Tennessean*, Sunday morning March 29, 1931.
[20] Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2006), 30, 51.
[21] Ibid., 1.

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different.[22] The building was a "three-teacher type" designed to face north with three classrooms and cost a total of $5,225. These groups contributed the following: local African Americans $1,100; local whites $250; local and state public school funds $2,975; and Rosenwald contribution $900.[23] To honor the commitment and leadership of Rev. Ward, the community named the school after him.

Despite the progress in acquiring a new, modern school building for African American children in Hartsville, the county's African American students still lacked local access to high school classes. As late as 1942, the Ward School Parent Teacher Association, represented by Vernon and Jennie Young, spoke to the local school board requesting "among other things that high school classes be taught at Wards school."[24] There is no indication any progress was made to establish a high school department before the building burned in 1944.[25] Afterward, the Trousdale County Board of Education placed the students and educators of Ward School in what the Board referred to as a "county building." A committee appointed by the Board to plan next steps for the students of Ward School reported:

> "The committee composed of Piercey, Thompson, Lauderdale, Chairman and Superintendent reported they had just made a survey of the Wards School situation and recommended that we continue to use the county building for Wards School as a temporary building and that we make certain minimum repairs to put this building in suitable condition…"[26]

It is unclear where this county building used for the Ward School stood. Local accounts place it on Greentop Street which runs perpendicular to Morrison Street, at the top of which was the site of the Ward Rosenwald building. The building was at least the second to house a school for African American children in the post-emancipation neighborhood on the hill overlooking Hartsville.[27]

CRITERION A: Education, Ethnic History

As at least the third and only extant building to have housed a school in the historic African American neighborhood on the hill overlooking Hartsville, and the only building in the county to house a high school for African Americans, the ca.1948 Ward School building is eligible under Criterion A for its local significance in Education and African American Ethnic History because it represents broad patterns in African Americans' struggle for suitable education facilities and opportunities during the Jim Crow era of segregation. The building is also locally significant under Criterion A for social history. As other African

[22] Ibid., 263.
[23]Fisk University Rosenwald Fund Card Database, Hartsville Rosenwald School, Trousdale County, Tennessee, application no.4-D.http://rosenwald.fisk.edu/?module=search.details&set_v=aWQ9NDE0NA==&school_county=trousdale&school_state=TN&button=Search&o=0.
[24] Trousdale County Board of Education Minutes, March 14, 1942, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[25] At a school board meeting on March 9, 1944, the "Wards school situation" was discussed and a committee appointed to make recommendations for a new building, etca. Trousdale County Board of Education Minutes, March 9, 1944, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[26] Trousdale County Board of Education Minutes, June 3, 1944, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[27] Information compiled by Bobby J. Lewis of Hartsville, Tennessee, and submitted to the Trousdale County Historical Society, "The History and Inception of Education in the Negro Schools of Trousdale County, from 1920-1966,"1.

American school buildings across the state and region did, the building served as a community space for local various African American gatherings during the era of Jim Crow segregation.

While the Trousdale County Board of Education indicated the post-fire arrangement placing Ward School students and educators in the county building was temporary, the school functioned there for almost five years before the current Ward School building was completed in 1948 at the end of Hall Street in the same neighborhood as its predecessors. Since Tennessee's local school boards were comprised of whites until the latter half of the 20th century, it was common for black Parent Teacher Associations across the state to use petitions, personal appeals, and presentations at local Board of Education meetings as a means to push for better facilities and equal access to education. School board minutes from July 1946 indicate such a petition was made to the board, presumably by local African American education leaders and parents of Ward School students, "requesting that legal action be taken to acquire property for the negro school at Hartsville."[28]

In January 1947, the County Court appropriated $2,000 to secure a lot on which to build the new school.[29] In April of the same year, the Trousdale County Board of Education purchased land at the end of Hall Street from Buford and Callie Hall. This land is located along the northern edge of the same neighborhood in which the Ward School had been operating for decades.[30]About a year later in March 1948, the Board of Education requested assistance from the state's Department of Education in planning the new school building.[31] Shortly after, contractor Clyde Reed was appointed to oversee the site grading and construction of the school which was not to exceed $40,000.[32] The same May 1948 school board meeting that saw Reed appointed as contractor for the new school building also saw a motion carried that stated: "It was agreed that construction could be stopped at any time without notice." The intent behind this motion is unclear, though it could be interpreted as the all-white school board's lack of commitment to the much-needed building project. Despite this, there is no indication that construction ever stopped.[33]

The timing of the planning and construction of the current Ward School building is significant. Though the 1954 Supreme Court decision in *Brown v. Board* is often seen as the ultimate victory in upending the legal notion of "separate but equal" in schools, by the time the Trousdale County Board of Education got around to planning for the new Ward School building in the mid-1940s, the NAACP had been investigating "the financing of black schools in the South" for two decades.[34] The organization gathered statistics on

[28] Trousdale County Board of Education Minutes, July 20, 1946, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[29] Trousdale County Board of Education Minutes, January 1947, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[30] Information compiled by Lewis, "The History and Inception of Education," 1; "Ward School," *Hartsville Vidette*, April 1, 1976; Deed Book U, page 8, Register's Office of Trousdale County, Tennessee.
[31] Trousdale County Board of Education Minutes, March 11, 1948, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[32] Trousdale County Board of Education Minutes, May 19, 1948, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[33] Ibid.
[34] 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 that focused on racial discrimination in education. Mark V. Tushnet, *The NAACP's Legal Strategy Against Segregated Education, 1925-1950* (Chapel Hill: University of North Carolina Press, 1987), 5.

expenditures for white and black students, the disparity of African American teachers' salaries, and published photos of white and black schools in the NAACP publication *The Crisis.*[35] This exposure, and the legal challenges to education discrimination orchestrated by the NAACP, echoed the concerns and demands local African American parents and leaders across Tennessee had voiced for decades regarding inequality in education. Additionally, African Americans' military service and civilian support during World War II and the continued economic, educational, and social discrimination they continued to endure after the war further exposed inequality in the United States during the late 1940s. These factors contributed to white officials across the South feeling "threatened by the possibility of court-mandated public school desegregation in the late 1940s and 1950s."[36]

Certainly aware of the growing legal debates and lawsuits challenging racial discrimination and salary inequality in education, Tennessee lawmakers adhered as strongly as ever to segregation as they funneled more and more resources to improve and maintain two separate school systems in the late 1940s.[37] For example, in 1947, the Tennessee General Assembly passed legislation that 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 was allocated to the state's segregated system of public education. It was within this environment of increasing legal challenges, dissatisfaction with the status quo of education discrimination based on race, and new state funding mechanisms that the extant Ward School building was constructed.[38]

The new, concrete block Ward School building opened to students in 1948 and included classrooms, a workshop, library, cafeteria, indoor bathrooms, offices, a reception area, shower rooms, and a gymnasium with a stage that doubled as an auditorium. Because of the space and amenities provided by the new building, all African American schools in the county were consolidated into Ward. When it first opened, the school offered only 1st through 9th grades, indicating the ongoing disparity in education equality even after the construction of the new building. Local black children in Trousdale County who wanted to continue their high school education rode a bus about seventeen miles to attend Union High School in Gallatin, Sumner County, Tennessee. Each year, another high school grade was added to Ward School until it reached full high school status in 1952, making it the county's only building to house a full high school department for African Americans. This new milestone enabled Ward to graduate its first senior class of four people in 1952.[39]

Though Ward School as an institution predated the completion of the 1948 building, the new construction gave the institution a new, modern home in which to conduct school and extra-curricular activities. Elementary classes were taught mostly on the building's upper floor. Grades 1st through 8th were taught in

[35] Ibid.
[36] V.P. Franklin, "Introduction," in *Cultural Capital and Black Education: African American Communities and the Funding of Black Schooling, 1865 to the Present,* ed. V.P. Franklin and Carter Julian Savage (Greenwich, Connecticut: Information Age Publishing, 2004), xii.
[37] John A. Kirk, "The NAACP Campaign for Teachers' Salary Equalization: African American Women Educators and the Early Civil Rights Struggle," *The Journal of African American History* 94, no.4 (Fall 2009), 531-32.
[38] Eugene L. Pearson, *Tennessee Education: 1760-1962* (Nashville: Tennessee State Department of Education, 1963), 5.
[39] Dobbins, "The History of the Development of Public Schools," 33.

combined classes, meaning one teacher taught first and second grades, another taught third and fourth, and so on. This arrangement meant siblings in consecutive elementary grades were sometimes in the same class under the tutelage of the same teacher. Subjects taught to younger grades included reading, writing, grammar, and math.[40] The high school classrooms were located downstairs. Classes taught to older students included social studies and history, math, biology, english, chorus, home economics, agriculture, and health.

Students at Ward were involved in the New Farmers of America (NFA) and New Homemakers of America (NHA) organizations, which were the African American counterparts to the white Future Farmers and Future Homemakers of America organizations before integration of the clubs in the mid-1960s. Ward School alumnus Kenneth Locke remembers Ward School's NFA chapter traveled from Hartsville to Tennessee A & I (today Tennessee State University) in Nashville to participate in public speaking, livestock judging, and land judging competitions. Some of these agriculture-related activities were sponsored by Trousdale County's soil conservation district.[41]

Ward School alumna Jeanetta Strawther was involved in the New Homemakers of America club and remembers the organization putting on fashion shows annually near the end of the school year: "We [FHA students] had to make all the clothes for the show and fashion them. We'd begin working on them after Christmas and have them done in time for the show."[42] The fashion show was held in the Ward School's gym. Other school-related activities held in the gym included folk dancing classes, annual plays put on for the public by students, graduation ceremonies, coronation balls, May Day events open to the community, and basketball practice and competitions.

In addition to men's and women's basketball teams, Ward School boasted cheerleading and a football team. The school's colors were black and gold, likely due to the acquisition of secondhand football equipment from Vanderbilt University. Alumni remember making use of some of the land around the school building for various athletic practice activities but the Ward School athletic teams also paid to use the fields at the white Trousdale County High School as long as it did not conflict with the white school's activities. At one particular Board of Education meeting, a motion passed authorizing the money paid by African Americans to use the white school's athletic field was used to improve the field.[43]

Though the Ward School building was never enlarged, the school's campus did see improvements during its time as a segregated African American school. Similar to many local school boards in Tennessee and across the South, the Trousdale County Board of Education showed no signs of integrating the racially segregated system even years after the 1954 *Brown v. Board* decision declared "separate but equal" unconstitutional. As historian Bobbly L. Lovett notes, "*Brown* had not proven to be a substantial threat to southern segregation by 1963."[44] With no real threat to the status quo, school boards across the state spent public funds maintaining

[40] Jeanetta Strawther, Ward School alumna class of 1961, interview by Savannah Grandey, May 3, 2019; Margaret Banks, Ward School alumna class of 1964, interview by Savannah Grandey, March 10, 2020.
[41] Kenneth Locke, Ward School alumnus class of 1966, interview by Savannah Grandey, March 10, 2020.
[42] Strawther, interview.
[43] Trousdale County Board of Education Minutes, December 11, 1948, and September 8, 1951, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee; Locke, interview.
[44] Bobby L. Lovett, *The Civil Rights Movement in Tennessee: A Narrative History* (Knoxville: University of Tennessee Press, 2005), 69.

and improving African American schools for several years after the *Brown* decision, indicating lack of interest in pursuing a racially integrated school system, and attempting to "equalize" African American school facilities with white ones in order to avoid integration.

For example, in 1956, the Trousdale County Board of Education began planning for a playground at Ward School since one had never existed there before and purchased new seats for the building's upper floor.[45] Once the playground lot immediately east of the school was acquired, the school acquired playground equipment. Alumnus Kenneth Locke remembers, "a huge swing, see-saw, and a huge slide" in the playground, none of which remain.[46] Locke also noted the playground was not fenced in as it is now but was bordered on the north and east by overgrown vegetation and brush, a barrier known to students as "the Jungle."

The improvements to Ward School as documented by Trousdale County Board of Education minutes continued. In 1957, Ward received a new electric school board (still extant) for the gym and had the men's restroom relocated from a place adjacent to the gym into the basement.[47] These post-*Brown* changes to Ward School provide tangible evidence of school authorities avoiding integration by continuing to run and attempting to improve African American facilities. Other National Register-listed African American school buildings that received additions or improvements during this post-*Brown* era include the Gibson County Training School (also known as Polk-Clark School, National Register listed March 12, 2012) in Milan, Tennessee, the Green McAdoo School (NR listed November 8, 2005) in Clinton, Anderson County, Tennessee, and the Dunbar Public School (also known as the Dunbar Rosenwald School, NR listed November 15, 2007) in Loudon, Tennessee.[48] Though not listed on the National Register of Historic Places, the Townsend School in Winchester, Franklin County, also received new equipment and costly building improvements for several years between *Brown* and local integration.

By the beginning of the 1965-1966 academic year, integration was underway and the Trousdale County Board of Education reportedly allowed high school students from Ward to attend the formerly all-white Trousdale County High School (TCHS). Ward alumnus Kenneth Locke remembers only a couple of students choosing to attend TCHS, while the majority of students remained at Ward until spring of 1966 when the last senior class graduated, and the school closed as the county completed integration of the schools.

[45] Trousdale County Board of Education Minutes, July 10 and 17, 1956, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[46] Locke, interview.
[47] Trousdale County Board of Education Minutes, August 2 and December 23, 1957, microfilm roll A-2878, County and Municipal Records, Tennessee State Library and Archives, Nashville, Tennessee.
[48] Mary Hoffschwelle, Leigh Ann Gardner, Carroll Van West, Elizabeth Humphreys, "Gibson County Training School," National Register of Historic Places nomination form, Milan, Gibson County, Tennessee, listed March 12, 2012; Cleo Ellis, James Cain, Marilyn Hayden, Carroll Van West, "Green McAdoo School," National Register of Historic Places nomination form, Clinton, Anderson County, Tennessee, listed November 8, 2005; Jane Davis, Carroll Van West, Elizabeth H. Moore, "Dunbar Public School," National Register of Historic Places nomination form, Loudon, Loudon County, Tennessee, listed November 15, 2007.

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CRITERION A: Social History

The Ward School building is also locally significant under Criterion A for Social History because the building functioned as a de facto community center, providing a safe, public space for African Americans to gather, celebrate, play, mourn, and even worship during Jim Crow segregation. Not only did the building provide unprecedented local, public space for large African American gatherings, the Ward School as an educational institution had long been inextricable from the community that had supported it for decades.

Alumna Jeanetta Strawther remembers various community events were held at Ward School "because the building was so big."[49] The school's dual auditorium and gym space was particularly important to the building becoming a hub for African American social events in Trousdale County during segregation, and made the space especially accommodating to large revivals held by local congregations, as well as concerts.

One such concert was a gospel performance by the Prisonaires in 1953. The Prisonaires were a quintet comprised of African American men imprisoned in Tennessee State Prison in Nashville that performed at church services and executions in the prison, and traveled off campus to perform for various civic and social groups. Most popular for their hit "Just Walkin' in the Rain," by the time the group performed at Ward, Sam Phillips of Sun Records in Memphis had recorded the group and sold several thousand copies. The crowd that gathered at Ward to hear the Prisonaires was reportedly one of the largest ever held at the school. Perhaps the enthusiastic response was due to the group's baritone and music director, William Stewart, who was a local man from the Gravel Hill community in Trousdale County.[50]

Other major events at the Ward gymnasium include a brief performance by the Harlem Globe Trotters in 1955. One attendee remembers the event, "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."[51] 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, DeFord Bailey, and Shirley Caesar.[52]

In addition to large events put on for recreation and pleasure, alumna Jeanetta Strawther remembers funerals were sometimes held in the school's gym "when a big crowd was expected."[53] This practice of having large funerals in auditoriums and gyms of African American schools was not uncommon, particularly in rural areas. Obituaries from the *Tennessean* indicate the Ward School's gym was occasionally used for funerals even after the school closed for integration.[54] Strawther also noted that, although not nearly as often as in the

[49] Strawther, interview.
[50] Lewis, "The History and Inception"; John Dougan, *The Mistakes of Yesterday, the Hopes of Tomorrow: The Story of the Prisonaires* (Amherst: University of Massachusetts Press, 2012), 85.
[51] Bobby Joe Lewis, quoted in John Oliver, "Look back: When the Harlem Globe Trotters Came to Hartsville," n.d., http://www.hartsvillevidette.com/local-news/look-back-harlem-globetrotters-came-hartsville/. Accessed September 29, 2018.
[52] Lewis, "The History and Inception."
[53] Strawther, interview.
[54] "Death Notices, Hartsville, Tenn.," *Tennessean*, December 15, 1973; "Death Notices, Hartsville, Tenn.," *Tennessean*, December 21, 1974.

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past, a few African American funerals are still held at Ward School, the last funeral as recently as a couple of years ago.

In addition to the physical space it provided, Ward School was an important community institution to African American community members in Trousdale County. Since Emancipation, the very exclusion and discrimination that resulted in paltry government funds for black schools made local community support and parental involvement in schools an essential part of African American education. As a result of such community involvement and the ideas hope and mobility attached to acquiring a formal education, African American schools and the buildings in which they operated were held in high esteem by their communities.

Ward School alumni recall that the Ward School received "a lot of assistance from the community" and that "community members were very much involved" in goings on at the school's campus.[55] In the school's 1952-1953 yearbook, the *Ward Reflector*, Principal John Dobbins stated, "We are grateful for our parents and friends who are giving their cooperation and support individually to the school. Your enthusiasm manifests the interest and pride you have in Ward High School."[56]

Many large school events were open to parents and the public, including the annual play put on at the end of the school year by Ward students, Blue Ribbon parades, graduations, basketball games, and homecoming ceremonies. The May Day celebrations held at Ward is an example of large school events that relied on involvement from the larger community. Jeanetta Strawther remembers "there were people everywhere during May Day, inside and outside the building. The parents would come and set up booths to sell food as a fundraiser."[57] During May Day events, children played games, adults congregated, and, during the event, crowds watched as an older female student was crowned "May Day Queen."

As the only building to have served as a high school for African Americans in Trousdale County, the Ward School building is locally significant under Criterion A due to its role in Education and African American history. The building is also significant to local Social History for its role as a center of African American community and activity for the historically black neighborhood in Hartsville during the Jim Crow era. In regards to integrity, the ability of the Ward School to convey its significance to education and African American history is supported by its location and setting within the historically black neighborhood, as well as the retention of its design, materials, and workmanship from the period of its significance. Taken together, these aspects enable the property to retain its historic association to and feeling of its historic significance under Criterion A.

[55] Strawther, interview; Banks, interview; Locke, interview.
[56] John A. Dobbins, quoted in the "Ward Reflector," 1952-1953, page 8. Yearbook graciously provided by alumnus James D. McDonald, Sr.
[57] Strawther, interview.

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Previous documentation on file (NPS):		Primary location of additional data:	
	preliminary determination of individual listing (36 CFR 67 has been requested)	X	State Historic Preservation Office
	previously listed in the National Register	X	Other State agency: Tennessee State Library and Archives
	previously determined eligible by the National Register		Federal agency
	designated a National Historic Landmark		Local government
	recorded by Historic American Buildings Survey #		University
	recorded by Historic American Engineering Record #		Other
	recorded by Historic American Landscape Survey #	Name of repository:	
Historic Resources Survey Number (if assigned): N/A			

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10. Geographical Data

Acreage of Property Less than 1 **USGS Quadrangle** Hartsville 317-NW

Latitude/Longitude Coordinates
Datum if other than WGS84: N/A

A. Latitude: 36.394185 Longitude: -86.171684

B. Latitude: 36.394093 Longitude: -86.170626

C. Latitude: 36.393726 Longitude: -86.170687

D. Latitude: 36.393771 Longitude: -86.171063

E. Latitude: 36.393858 Longitude: -86.171405

Verbal Boundary Description

The boundaries of the Ward School property are an irregular polygon that begins at Point A Latitude/Longitude coordinate, proceeds slightly southeast to Point B, slightly southwest to Point C, slightly northwest to Point D, then again slightly northwest to Point E, and northwest to meet Point A. Latitude/Longitude coordinates are noted above. These boundaries encompass the school building, a portion of the parking lot to the west, and adjacent playground area to the east. The property is bounded by both a tree and fence line to the north, east and then partially along the south, Hall Street and a residential property to the southeast, and Wilson Street to the west. These boundaries are depicted on the accompanying maps and site plan.

Boundary Justification

These boundaries include all resources historically and currently associated with the Ward School. These boundaries were narrowly selected to exclude land is currently legally associated with the school but is unnecessary to convey the property's significance.

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Ward School | Trousdale, Tennessee
Name of Property | County and State

USGS Topographic Map with location of Ward School circled



Hartsville, Trousdale County, TN Quadrangle 7.5-Minute Series, USGS 2019 Scale 1:24,000

Trousdale County Property Tax Map with Ward School Boundaries Outlined



Aerial Imagery dated 2017, courtesy of Trousdale County, Tennessee
& retrieved from Tennessee State Data Center

Aerial Imagery with Ward School National Register Boundaries and Coordinates



Imagery courtesy Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community, 2016

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11. Form Prepared By

Name	Savannah Grandey (MTSU Center for Historic Preservation) and Tonya Blades (Greater Nashville Regional Council)		
Organization	Middle Tennessee State University Center for Historic Preservation; Greater Nashville Regional Council		
Street & Number	220 Athens Way, Suite 200	Date	10/29/2019
City or Town	Nashville	Telephone	615-862-8857
E-mail	tblades@GNRCA.org	State TN	Zip Code 37228

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to map.
- **Photographs (**refer to Tennessee Historical Commission National Register *Photo Policy* for submittal of digital images and prints**)**
- **Additional items:** (additional supporting documentation including historic photographs, historic maps, etca. should be included on a Continuation Sheet following the photographic log and sketch maps)

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.CA.460 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 CA. Street, NW, Washington, DCA.

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Photo Log

Name of Property: Ward School
City or Vicinity: Hartsville
County: Trousdale State: TN
Photographer: Savannah Grandey
Date Photographed: February 20, 2018; May 3, 2019; March 10, 2020

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 26 Exterior. Façade. Photographer facing north.

2 of 26 Exterior. Façade. East entrance. Photographer facing northeast.

3 of 26 Exterior. Façade. West entrance. Photographer facing north.

4 of 26 Exterior. Façade. Photographer facing northeast.

5 of 26 Exterior. Façade. Recessed central section. Photographer facing north.

6 of 26 Exterior. West elevation. Photographer facing east.

7 of 26 Exterior. West elevation. Doorway. Photographer facing east.

8 of 26 Exterior. North elevation. Photographer facing southeast.

9 of 26 Exterior. East elevation. Photographer facing northwest.

10 of 26 Interior. Eastern front hallway entry. Photographer facing south.

11 of 26 Interior. Western front hallway. Photographer facing south.

12 of 26 Interior. Former office and classroom in central bay between entrance hallways. Photographer facing southeast.

13 of 26 Interior. Classroom in central bay. Photographer facing east.

14 of 26 Interior. Gym. West wall. Photographer facing west.

15 of 26 Interior. Gym. Scoreboard on west wall. Photographer facing west.

16 of 26 Interior. Gym. North wall. Photographer facing northwest.

17 of 26 Interior. Gym. East wall and stage. Photographer facing east.

18 of 26 Interior. Gym. East wall of stage area. Photographer facing east.

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19 of 26 Interior. Gym. South wall. Photographer facing southwest.

20 of 26 Interior. Former classroom/current kitchen behind west wall of gym. Photographer facing northwest.

21 of 26 Interior. Former classroom/current storage behind west wall of gym. Photographer facing northwest.

22 of 26 Interior. Stairwell to basement, facing downward. Photographer facing west.

23 of 26 Interior. Basement hallway. Photographer facing east.

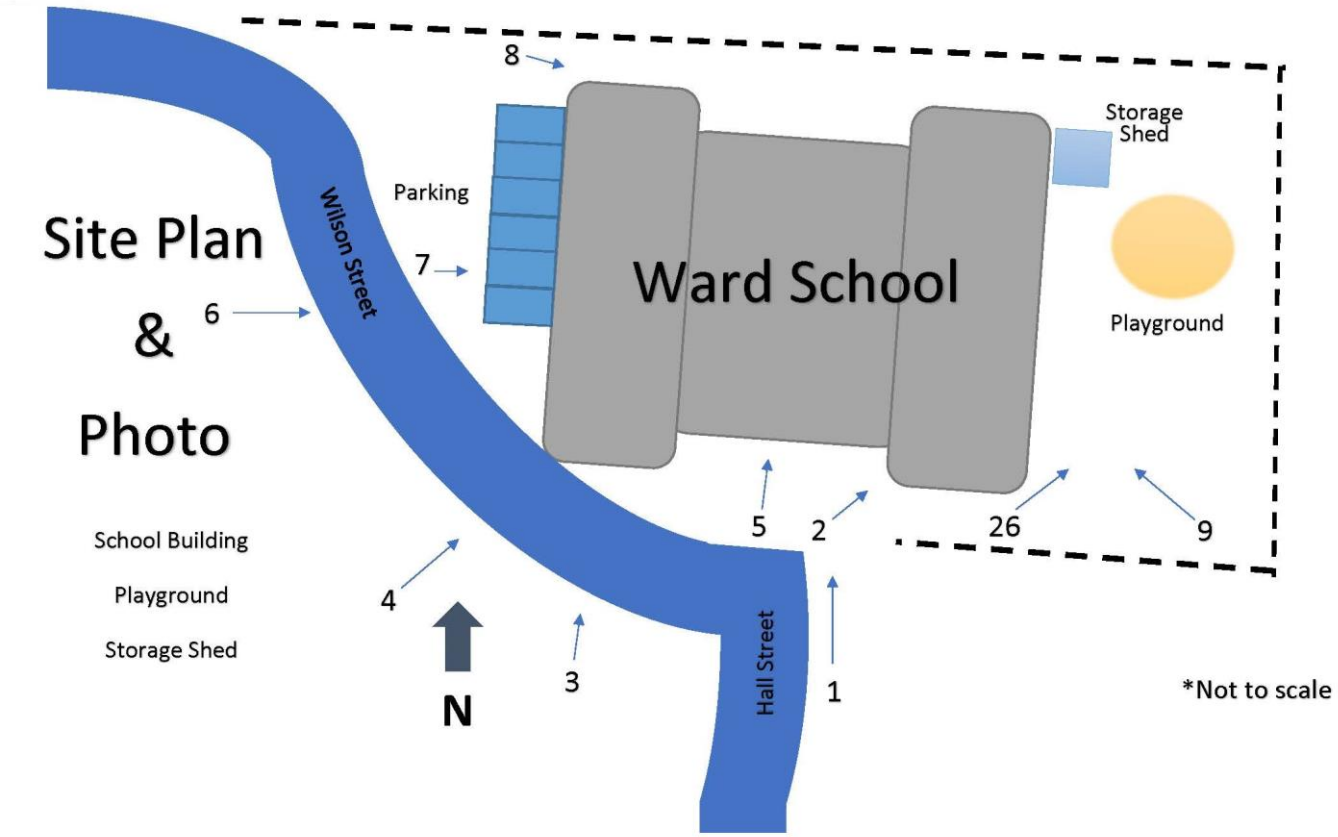
24 of 26 Interior. Basement. Kitchen/former cafeteria. Photographer facing southeast.

25 of 26 Interior. Basement. Classroom. Photographer facing northeast.

26 of 26 Playground, two climbing frames, and noncontributing shed. Photographer facing northeast.

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Ward School Site Plan including Keyed Photos

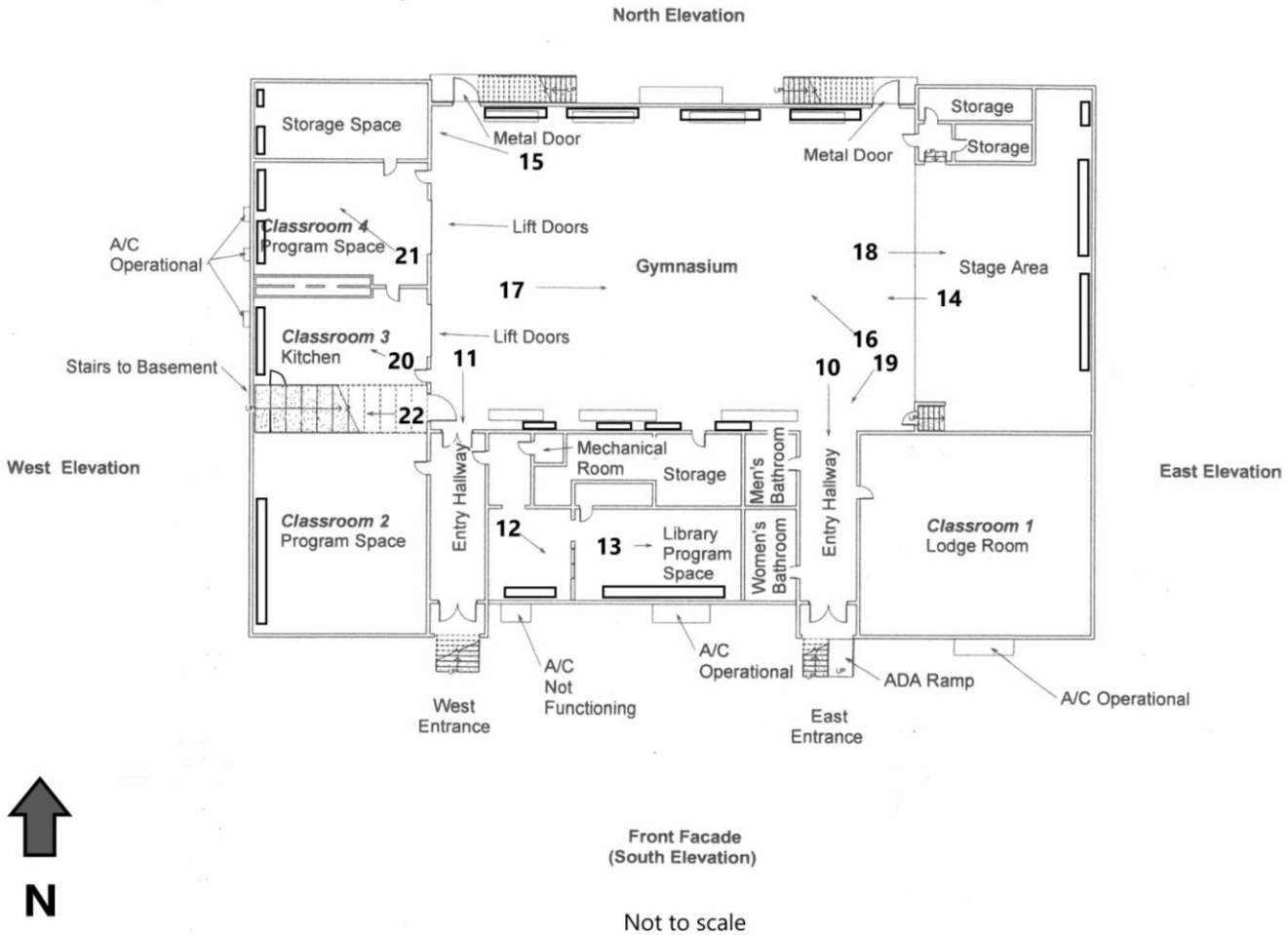


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Ward School — Trousdale, Tennessee
Name of Property — County and State

WARD SCHOOL

MAIN LEVEL (FIRST FLOOR)

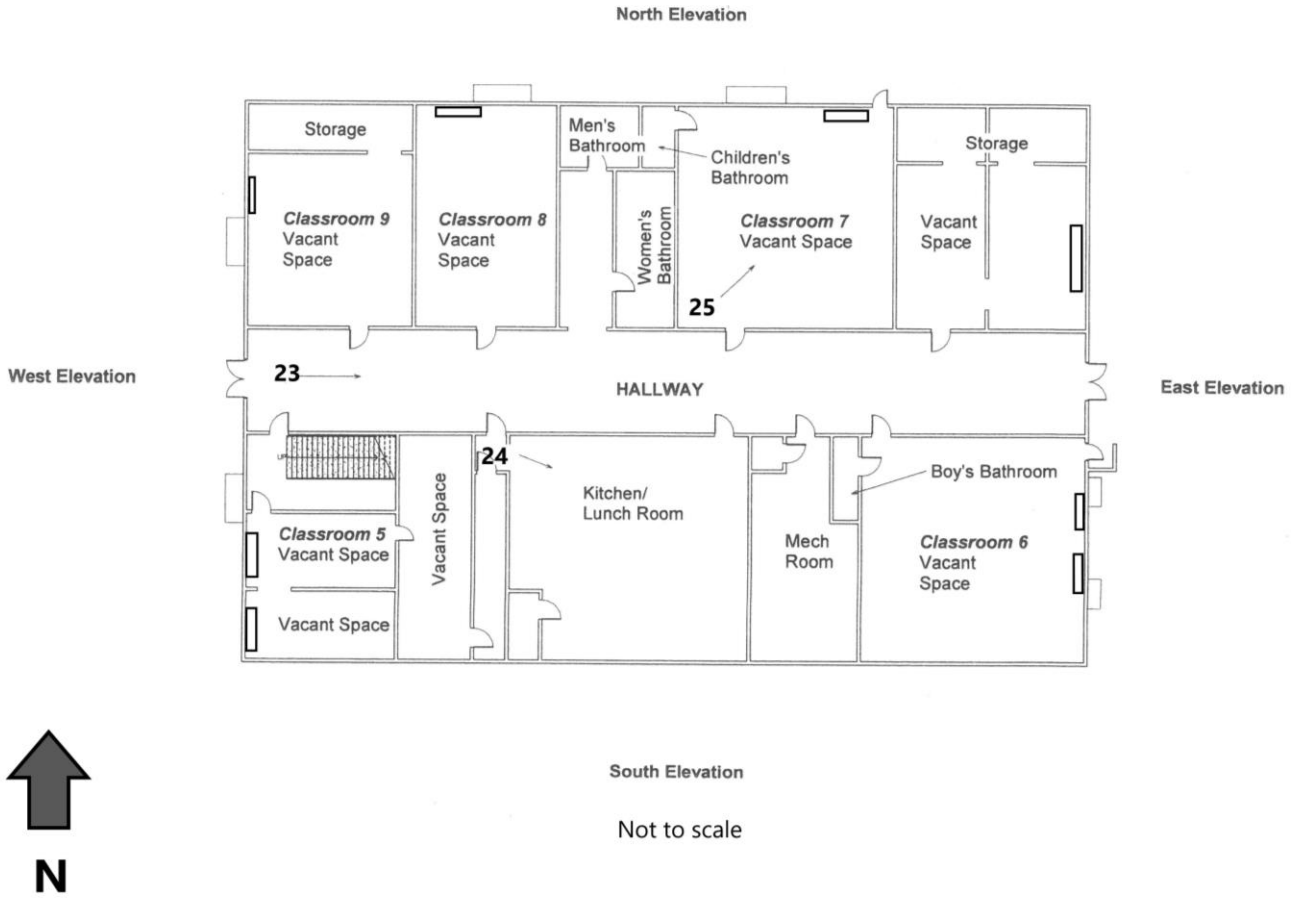


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Ward School — Trousdale, Tennessee
Name of Property — County and State

WARD SCHOOL

BASEMENT LEVEL (GROUND FLOOR)



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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Ward School
Name of Property Trousdale County, Tennessee
County and State N/A
Name of multiple listing (if applicable)



Figure 1. Undated image of Trousdale County/Ward Rosenwald School. *Courtesy of Tennessee State Library and Archives*

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Ward School
Name of Property
Trousdale County, Tennessee
County and State
N/A
Name of multiple listing (if applicable)



Figure 2. ca.1958 image of Ward School‘s primary façade taken by John Dobbins for his MA thesis at Tennessee A&I.

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Ward School
Name of Property Trousdale County, Tennessee
County and State N/A
Name of multiple listing (if applicable)



Figure 3. ca.1958 image of showing Ward School‘s west elevation behind students loading buses. Image shows original fenestration. Taken by John Dobbins for his MA thesis at Tennessee A&I.

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Ward School
Name of Property
Trousdale County, Tennessee
County and State
N/A
Name of multiple listing (if applicable)



Figure 4. ca.1958 image of students in the cafeteria located on the south side of the ground level corridor. Image taken by John Dobbins for his MA thesis at Tennessee A&I.

WARD SCHOOL

HARTSVILLE, TROUSDALE COUNTY, TENNESSEE

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2 OF 26


WARD
SCHOOL
1947-1966
COUNTY
RECREATION Center
NEIGHBORHOOD Center

3 OF 26


WARD
SCHOOL
1947-1966

4 OF 26



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