

FEB 3

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Cameron School
other names/site number Cameron Junior High School, Cameron High School, Cameron Middle School

2. Location

street & number 1034 First Avenue South NA not for publication
city or town Nashville NA vicinity
state Tennessee code TN county Davidson code 037 zip code 37210

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 for in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)
Herbert J. Hays 2/2/05
Signature of certifying official/Title Date
Deputy State Historic Preservation Officer, Tennessee Historical Commission
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See Continuation sheet for additional comments.)
Signature of certifying official/Title Date
State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:
 entered in the National Register.
 See continuation sheet
 determined eligible for the National Register.
 See continuation sheet
 determined not eligible for the National Register.
 removed from the National Register.
 other, (explain):
Edson H. Beall 3/15/05
Signature of the Keeper Date of Action

5. Classification

Ownership of Property
(Check as many boxes as apply)

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

Category of Property
(Check only one box)

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

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

Contributing	Noncontributing	
1		buildings
	1	sites
		structures
		objects
1	1	Total

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

N/A

Number of Contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/school

Current Functions

(Enter categories from instructions)

EDUCATION/school

7. Description

Architectural Classification

(Enter categories from instructions)

Late Gothic Revival

Materials

(Enter categories from instructions)

foundation STONE, BRICK

walls BRICK

roof ASPHALT, Rubber

other METAL, WOOD, CONCRETE

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

See Attached Sheets

8. Statement of Significance

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

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
B Property is associated with the lives of persons significant in our past.
C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
D Property has yielded, or is likely to yield, information important in prehistory or history.

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

Property is:

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

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

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS): N/A

- preliminary determination of individual listing (36 CFR 67) has been requested
previously listed in the National Register (church)
Previously determined eligible by the National Register
designated a National Historic Landmark
recorded by Historic American Buildings Survey #
Record #

Areas of Significance
(Enter categories from instructions)

EDUCATION
ETHNIC HERITAGE: black
SOCIAL HISTORY

Period of Significance
1939-1954

Significant Dates
1939-40, 1954

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

Cultural Affiliation
N/A

Architect/Builder
Hibbs, Henry C.
McKissack and McKissack

Primary location of additional data:

- State Historic Preservation Office
Other State Agency
Federal Agency
Local Government
University
Other

Name of repository:
MTSU Center for Historic Preservation

10. Geographical DataAcreage of Property 7.2 acres**UTM References**

(Place additional UTM references on a continuation sheet.)

Nashville West 308 NE

1	<u>16</u>	<u>521206</u>	<u>4004480</u>
	Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>

3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing
4	<u> </u>	<u> </u>	<u> </u>

 See continuation sheet**Verbal Boundary Description**

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Dr. Carroll Van West and Nancy Adgent Morgan
 organization Center for Historic Preservation date October 30, 2004
 street & number Middle Tennessee State University, Box 80 telephone 615-898-2947
 city or town Murfreesboro state TN zip code 37132

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets**Maps**

- A **USGS map** (7.5 or 15 minute series) indicating the property's location
- A **Sketch map** for historic districts and properties having large acreage or numerous resources.

PhotographsRepresentative **black and white photographs** of the property.**Additional items**

(Check with the SHPO or FPO for any additional items.)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name Metropolitan Nashville Board of Education, c/o Joe Edgens *(see continuation sheet)
 street & number 2602 Bransford Avenue telephone 615-291-6365
 city or town Nashville state TN zip code 37204

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 listing. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P. O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20303.

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Cameron School
Davidson County, Tennessee

DESCRIPTION

Cameron School is located on 7.2 acres at 1034 First Avenue South, Nashville, Davidson County, Tennessee in the midst of a residential neighborhood bordered on the north by businesses. Cameron School is only one block south of a major thoroughfare, Lafayette Street, and sits approximately four miles southeast of the State Capitol and Nashville’s downtown center. The original school building is a circa 1939-40 Late Gothic Revival¹ design by Nashville architect Henry C. Hibbs. In 1948, the firm of Hibbs Parrent & Hall² designed and built a small addition at the north end of the façade. In 1961 another extension was added here. At the south end of the façade there is a 1959 addition while at the rear (east) of the school, the Nashville architectural firm of McKissack and McKissack was responsible for the large 1954 addition. The interior of the school has been upgraded, but like the exterior, it retains its historic integrity. The adjacent athletic field with 1957 track and bleachers is a non-contributing site.

Cameron School’s muted Late Gothic Revival style with its imposing red brick, stone-accented exterior dominates the area’s landscape and provides a rare professionally designed, elegant style in the Cameron neighborhood. Its original character-defining features continue to distinguish the facade: ribbed vaulted arches, cream-colored concrete string courses, and a stone, balustraded oriel window above the second story center arch.³ The Cameron School building maintains much of its original fabric with changes to the façade consisting primarily of replacement windows, installed during the 2003-04 refurbishing, and much smaller, compatible additions. Two-story wings built at various times flank the three-story central core of the school’s façade. Approximately two-thirds of the total facade was built during the 1939 original construction. The first of three additions to the façade was in 1948 when six classrooms were appended to the north end. While compatible with the original center core, a wide, vertical ‘H’ shaped section of brick wall separates this addition from it. The next addition, in 1954, added a rear section almost as large as the original front portion. It echoes, in a simplified version, the Late Gothic Revival style of the facade and consists of two stories plus basement. In 1959 and 1961, small, two-story additions to the façade’s south and north ends, respectively, maintained the appearance of the original center core wings.

Lafayette Street cuts through the center of a historically black settlement radiating west and south from a bend in the Cumberland River and known as “Trimble Bottom,” an area that is today still occupied predominantly by black residences and businesses. When interstate highways I-65, I-24, and I-40 were built in the 1960s, the confluence of the three bisected this neighborhood, separating most of the black residential portion from the business section closer to downtown Nashville. The James Napier Housing complex, only two blocks northeast of Cameron, contains the most densely populated section of the Cameron area and, from its beginning, supplied a large percentage of Cameron students. Most single-family homes are frame, well maintained, date to circa 1940, and reflect the neighborhood’s working class economic status. A Tennessee Historical Marker in front of the school toward the northwest end conveys the significance of both the school and its namesake, Henry A. Cameron.

The west façade consists of the original 1939-40 two and three-story center with small, two-story additions on each end. The three-story (plus raised basement) portion extends forward approximately three feet from its symmetrical two-story wings. Contrasting with the red brick exterior, a cream-colored concrete coping

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Cameron School
Davidson County, Tennessee

band caps the roof and a cream-colored concrete stringcourse separates the brick parapet from the third story windows. A similar sill course along the top of the second story windows divides the second from the third story. A cream-colored concrete sill course along the base of the first floor windows separates them from the basement level. A stone, balustraded oriel window above the second story center arch entry remains a focal point of the facade. Cream-colored stone quoins accent the oriel window and windows on each side and above it. While the windows across all stories of the facade are modern replacements, they sit within the original, rectangular, stone-framed window openings. Original windows were six-over-six double hung. Present windows are one-over-one with a fixed, top panel slightly smaller than one of the glass panes. The center core of the 1939 building has five bays on the top (third) story, thirteen bays on the second story, and eleven bays on the first story. Banks of windows occupy almost all the wall space on the façade of both wings. Each of the two original wings has twenty-four bays on the second story and twenty-six on the first story.

Three additions, in 1948, 1959, and 1961 complete the facade. In 1948 the original architect's firm, Hibbs Parrent & Hall, designed the first addition consisting of six classrooms totaling 3,784 square feet. In 1959, 4600 square feet of classrooms, science laboratories, and a vocational shop were attached to the south end. The last appendage to the façade consisted of classrooms attached to the north end, joining the 1948 addition. The 1959 addition juts forward approximately three feet in front of the facade to which it is attached, as does the 1961 addition. Three of the cream colored concrete accent bands on the central core extend along the wings and additions: the coping course along the roof, the sill course above the second story windows, and the sill course below the first story windows, unifying all building phases on the front elevation.

A striking feature of the west facade is the main entry to the school. Three drop arches with simple molded stone archivolt and stone surrounds lead into the school. Seven boxed-end concrete steps span the length of the three arched entryways and lead to a covered, vaulted ceiling entrance. Metal handrails separate the steps into three segments. Recessed beneath the ribbed vaulted arches, three pairs of white metal doors, each door with one narrow pane centered in its upper half, open into the interior. On the right wall, centered between the arch and the door, a metal plaque topped by an eagle memorializes Henry Alvin Cameron with the inscription: "In Memoriam, 1st Lieut. Henry Alvin Cameron, Co. M. 365th Infantry, Teacher in Pearl High School 1897-1917 Who gave his life for his country Oct. 30, 1918 on the battle field of Argonne France. Greater love hath no man than this: that a man lay down his life for his country."

In a similar position on the left wall are two rectangular metal plaques, the upper one acknowledging the school's federal funding and is worded: "Federal Works Agency, Public Works Administration, John M. Carmody, Federal Works Administrator, Franklin D. Roosevelt, President of the United States, Cameron School, 1939." The lower one lists names and titles of five men instrumental in the school's construction – Thomas L. Cummings, Mayor, John W. Bauman and Luther L. Luton, members of the Board of Public Works; Nile E. Yearwood, Contractor; and Henry C. Hibbs, Architect.

The south elevation's most prominent features are the ends of the 1959 façade addition and the wider 1954 rear elevation addition. Each extends approximately 150 feet from the south wall/elevation joining the front and rear sections of the building. The three cream-colored concrete bands of trim on the façade and rear ex-

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Cameron School
Davidson County, Tennessee

tend around the ends of the respective sections. The raised basement bay has a double metal door, covered by a flat roof. The open space between the two projecting elevations contains a wood arbor, wood picnic table with benches, and a variety of landscape plantings. The south elevation of the rear addition has eleven bays, all one-over-one windows, on the second story, and eight bays, two of which are doors enclosed within projecting brick entrances, on the first story. Two walls of the courtyard area are formed by the west and east elevations of the 1954 addition and 1939/1959 part of the school building respectively. The east elevation follows the fenestration pattern of the façade while the west elevation contains modern paired six-over-six sashes.

The rear 1954 addition, facing east, repeats the three bands of cream concrete trim seen on the original façade—a coping course along the top of the building, a sill course above the second story windows, and another sill course at the base of the first story windows. The central core of the rear addition, like the original facade, has restrained Late Gothic Revival detailing. It extends outward from the principal elevation by about four feet, and has a stone, triple-arch vaulted doorway opening with a balustraded oriel window above the center arch. Cream-colored stone quoins accent the arches and window, mimicking the original design. This addition is two-stories with raised basement. Two stairway exits are also found on this elevation. Between the rear elevation and the street are a parking lot and expanses of lawn.

The north elevation is composed of the north elevations of the 1954 and 1961 additions and the north elevation of the “T” of the original school building. A tiny HVAC room added in 1977 where the two major building sections join was the last structural addition to the exterior of the building. Banks of replacement windows matching those on the opposite sides of each wing face inward to the parking lot. Cameron School is in large white letters on the northeast end of the rear wing. The open space between the two wings is a paved parking lot.

Building updates in 2002-2003 to bring the building in compliance with the Americans with Disabilities Act primarily impacted the interior of the school. At the same time the roof and some windows were replaced. In order to accommodate enlarged classrooms, library, kitchen, and cafeteria, less than half a dozen exterior windows were removed or added, none of which were in the original center core of the façade. Elevators were added, and offices, locker rooms, and the large gymnasium were remodeled. (See copies of original and remodeling plans.)

Cameron School’s footprint indicates its evolution from the initial 1939-40 ‘T’ shaped core to the present ‘H’ shape, formed when the 1954 rear portion was added. The first floor lobby in the 1939-40 section of the school prominently displays a photograph and a portrait of Henry A. Cameron for whom the school is named. The original building holds administrative offices (1st floor), classrooms (all floors), library (2nd floor), lockers in hallways (1st and 2nd floors), and computer room (on the 3rd floor) of the main section. The rear wing of the original building has the cafeteria and the “old” gymnasium. Original hardwood floors are still visible in some classrooms of the 1939-40 portion. Many student art projects adorn walls in the first and second floor halls.

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The 1939-40 interior portion attaches to the 1954 addition at a short hallway beside the cafeteria which transitions from a lower to a higher elevation. Just west of the attachment line, on the north side of the hall, is the original gymnasium, still in use as a gym. The original 1,560 wooden bleacher seats remain along the north side of the gym. Inside the 1954 addition are the auditorium, trophy cases, and "new" gym (originally occupied by the band room and vocal music room), the gym occupying the south side and the auditorium the north side of this addition. The auditorium retains its original 1954 furnishings and equipment: 1,263 wooden, folding, fixed seats and the stage mechanical controls. A row of windows in three-over-three sections, each holding six panes, many with original smoky gray-green glass, line each side at ceiling level. Two large paintings of a panther dominate the hallway of the 1954 addition, one on each side of doors into the "new" gym. A recently designated "Alumni Room" housing memorabilia, artifacts, photographs, and trophies from the Cameron High School period joins the "new" gym on the south side.

To the south of the school building, the athletic field occupies the land between Cameron School and Seay-Hubbard United Methodist Church, and is a non-contributing site (NC). Dedicated in 1957, it has football goal posts on each end, a small scoreboard, and a track around the perimeter. Bleachers line the west side of the field. A chain link fence, connected to the school at the building's southwest and southeast corners, surrounds the south perimeter of the school property and spans the south elevation approximately six feet from the building.

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Cameron School
Davidson County, Tennessee

STATEMENT OF SIGNIFICANCE

The circa 1939-40 Cameron School in Nashville, Tennessee is being nominated to the National Register of Historic Places under criterion A for its local significance in African-American social history. Cameron is a rare school still surviving in a historically predominantly black neighborhood that provided a family type of support structure inspiring many poor children to succeed despite numerous obstacles. Schools in, like churches, provided a community gathering place and also were the focus of neighborhood outreach programs. At Cameron, the strong Parent Teachers' Association sponsored outings otherwise denied to black children in the 1940s-60s. Parents and teachers chaperoned children when they took boat trips on the Cumberland River and spent an afternoon at a roller skating rink, both types of activities consciously intended to demonstrate to business owners that black children were well-behaved and to provide students occasions to practice the etiquette Cameron teachers instilled in pupils as part of their unofficial curriculum. Even before high school grades were added at Cameron in 1954, its junior high school classes gave art exhibitions and presented dramatic and musical performances, bringing culture to capacity crowds that attended from the economically disadvantaged community surrounding the school. The school also functioned as a governmental arm during programs such as the World War II rationing enrollment. The existing building's design reflects the most modern educational philosophy of its time, and its additions incorporated changes as education theory and social conditions evolved.

The nominated building spans the period of segregated education through integration, and the changing education concepts from small, neighborhood schools to comprehensive mega-schools whose pupils are bused from remote parts of the school district. Cameron's development, construction, location, student body, faculty, and curriculum reflect its crucial role in the ethnic heritage of South Nashville's black population. Its students and faculty influenced Nashville's music, business, sports, and education.

As the one of the first Nashville schools named for an African American, Cameron testifies to the city's racial climate and the politics of race in 1928 when the former Pearl Junior High (a different building) was renamed Cameron to honor Pearl science teacher, Henry Alvin Cameron who had been killed in France during World War I. Subsequent funding of a new school building, the nominated Cameron School, in 1939 under the New Deal era Public Works Administration is a silent reminder that Federal initiatives to "uplift" blacks, and later to ensure local adherence to national laws, were generally necessary before southern states adopted policies of tolerance and complied with legal requirements. Cameron's scholarly influence produced significant numbers of graduates with advanced degrees who are leaders in business, social, religious, athletic, and academic fields, and who expanded Nashville's title of the "Athens of the South" to include African Americans. Its music legacy lives in some of the twentieth century's top names in jazz, rock, and gospel genres and in numerous local church and school music directors and performers, all of whom contributed greatly to Nashville's "Music City" reputation.

Background

Cameron School's site, building, and people are important to Nashville's history. Soon after the Union occupied Nashville in early 1862, "contrabands," escaped slaves, gravitated to the community for Federal pro-

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tection, reunion with family members, and the economic and moral support the existing free black neighborhood provided. That nucleus expanded into today's still predominantly black community in the Trimble Bottom area where Cameron is located.

From antebellum times, when blacks rarely had an opportunity to learn to read and write, and especially after an 1856 prohibition against teaching blacks, African Americans treasured education. George Hubbard, a Freedmen's Aid officer, became the principal of the first public school for blacks in Nashville. A "colored" public school on Fifth Avenue South started in 1867 as a result of a law providing for public schools for blacks and whites. Despite the 1867 mandate of free public education for all children, few schools for blacks were developed outside major cities.

With \$10,000 from the Methodist Episcopal Church Missionary Society and \$18,000 from the Freedmen's Bureau, Central Tennessee College bought land on Maple Street (now 1st Avenue South) in Nashville and built dormitories and classrooms. Cameron School now sits on that historic site. There are no extant resources from the earlier school. Although the college did not open at this location until 1869, it had been chartered in 1866 with the mission of educating black teachers and ministers.⁴ In 1874, Meharry Medical Department was added and housed in a separate building on an adjacent parcel now occupied by Seay-Hubbard United Methodist Church. From 1900 through 1922 the college operated at the same location under the name of Walden University. The Cameron School land has held a succession of African-American educational institutions.

Both church and school groups raised money to equip, and in some cases, to build schools for black children, particularly under Tennessee's 1881 segregation (known as "Jim Crow") laws, due to the lack of, or totally inadequate, public funding for black schools. After conducting classes for Trimble Bottom blacks in an abandoned gun factory and in a former residence, in 1883 the City of Nashville built a new school, named Pearl, for blacks on Summer Avenue (now 5th Avenue South). Only two years later, 1043 students crowded into a building built for 800, reflecting African Americans' strong desire for education as well as the state's and the School Board's inadequate planning and disregard for needs of the black constituency. Another reason Nashville's "colored" schools were quickly overwhelmed with students is that schools in surrounding rural areas were either non-existent, had a limited number of grades, or were otherwise much more inadequate than Nashville schools. Not until 1886 after intense pressure from black city councilman, James C. Napier, and the courage of Mrs. Sandy Porter in attempting to have her son admitted to the white Fogg High School, did Nashville offer any high school grades to blacks. Eleven years after Nashville blacks won that victory, the Trimble Bottom community gained a high school when those grades were added to Pearl School on 5th Avenue South. In 1928 this became the first Cameron School.

In the 1896 *Plessy v. Ferguson* case, the U. S. Supreme Court ruled that "separate but equal" public facilities met Constitutional intent. Tennessee, like most other southern states, took advantage of the "separate" wording to mask unequal treatment. In 1901 Tennessee reinforced segregationist education policy by passing a law requiring blacks to be educated in separate schools from whites. This legalized social and economic separation of the races pervaded all areas of southern life including schools, churches, hotels, restaurants,

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public restrooms, public water fountains, sports, hospitals, movie theaters, swimming pools, public transportation, and, that followed even in death, to funeral homes and cemeteries.

In 1928, Cameron School was named for Henry Alvin Cameron, a Nashville native who taught science at Pearl School (then on 5th Avenue South) in the Trimble Bottom community from 1897 until he volunteered for service in World War I in 1917. After earning a B.A. from Fisk University in 1896, Cameron received his law degree from Walden University in 1898 when it was on the present site of his namesake school. He was a leader in Nashville's black community, served as an elder at his church, was president of the Middle Tennessee Teacher's Association, and was active in other professional and civic organizations including the Masons. Henry A. Cameron was killed in action in October 1918.

Blacks who served in the World War I broke through one barrier; however, courage and service did not bring social or economic equality. High expectations of returning black veterans, and increased determination of white-dominated society to keep social lines as they were before the war, launched a renewal of Ku Klux Klan activity across the South, caused increased violence against blacks, and spawned riots. Thus, it is especially notable that Cameron's sacrifice was honored, even belatedly. Although the name change occurred before the nominated building was constructed, the nominated school is located only a few blocks from the earlier school and drew pupils from the same neighborhood as the old school. Meharry Medical School's move to north Nashville in 1931 drew its professors and staff away from Trimble Bottom, leaving the Cameron's school population almost completely from working class families.

In January 1930 the Nashville Board of Education commissioned the Division of Surveys and Field Studies of George Peabody College for Teachers (NHL 12/21/65) to survey its schools and make recommendations. Although the report rated Cameron School (then in the old Pearl building on 5th Avenue) "unusable," Nashville did not allocate funds to build the new (nominated) school until the Federal government offered grants and partnerships with local municipalities during the New Deal period.⁵

Cameron School

One aspect of Cameron School's importance is that it was one of only two schools for black students built in Nashville under the Public Works Administration (PWA), a New Deal program. The other school, Pearl High School (NR 8/2/02) was built in 1936-37 in North Nashville. During each of the two (1935-37 and 1939-40) Federally supported building programs, 8 Nashville schools and 3 major additions were built. Under the New Deal, school design became more standardized, at least with respect to floor plan and essential elements, particularly those related to health, as a result of Progressive Era (1890-1930) reforms. The 'T' and 'H' style plans were most popular.⁶ The 1939-40 Cameron building's footprint was a "Progressive 'T' Plan." The modified Late Gothic Revival design for Cameron set the school apart from most other New Deal era schools in Nashville because the majority were Colonial or Classical revivals or PWA Modern styles. Henry Hibbs of Hibbs Parrent & Hall recorded "cost tabulations" on February 11, 1948 (revised December 1945) where the cost of Cameron School was noted as \$244,600 for the 1,117,708 cubic foot building. Under the "remarks" section, Hibbs noted "P.W.A."⁷

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The Tennessee Teacher praised the “thoughtful planning and cooperation” that resulted in the eight new schools and numerous additions being built with joint PWA and city funds during Nashville’s two-year construction plan. The editor wrote that “all new buildings have fire resistive construction, acoustical treatment, hardwood floors, radio and public address systems, and are fully equipped with the most up-to-date, comfortable, and useful types of equipment” at an average cost of \$203.70 per student.⁸ Cameron’s architecture, while more elaborate than Nashville’s earlier school buildings for blacks, was less ornate, smaller, and not as well-equipped as schools for whites constructed about the same time, such as West End Senior High. Nevertheless, it met the PWA goal of building modern, safe, up to date buildings with proper lighting, heat, ventilation, sanitation, and space for physical education and vocational training, all in accordance with the latest education theories of the day.

One facet of Cameron School’s significance is its impact on the interaction between education and the community, a situation that was more critical to Cameron students than to pupils from middle-class and upper class neighborhoods. “According to Jimmie Lewis Franklin, an African-American historian at Vanderbilt University, ‘as an institution’ the school was an essential entity within the black community; only the family and church were of more paramount importance.”⁹ The new building encouraged area residents to participate in the education process, in large part due to its auditorium, non-existent in the prior school. Graduate Dr. Harry Beamon observed, “In the South Nashville area, Cameron was a mecca of gathering places. Everything sort of focused around Cameron.”¹⁰ Cameron School provided a place for the parents, faculty, and neighborhood residents to form a supportive network for the students as well as a building that supplied dedicated spaces for students to engage in extracurricular activities such as band and sports.

While Cameron School construction was underway, the U. S. Congress was debating anti-lynching legislation. Although Nashville blacks gained two new school buildings (Pearl and Cameron) during this period and experienced little violence, discrimination in various forms was typical. Partly as a result of gains in opening all branches of the military to blacks, integration of units, better treatment of black soldiers, and further African-American contributions to military victory during World War II, post-war American blacks gained the confidence and power to resist the de facto inequality of *Plessy*. Even though some New Deal programs had benefited blacks, excluding them from the decision-making process “galvanized leaders in the African American community, who took important first steps toward the modern Civil Rights Movement.”¹¹ Nashville School Superintendent, W. A. Bass, publicly advocated tolerance, though not necessarily integration, in a February 1946 national Brotherhood Week column in the *Nashville Teacher*: “The world in which the children of today will live must be built on the foundation of the recognition of the dignity and rights of each individual, whatever the race, creed, or national background.”¹² And, his philosophy apparently applied to teachers as well. By December 1947, according to Bass, the city’s African-American teachers were being paid under the same salary schedule as white teachers. Staffing inequities remained. For example, white schools had a supervisor of arts by 1938; however, it was 1951 before one was appointed for “Negro” schools like Cameron.

Similarly, Cameron School did not receive its share of the “uniform equipment” the *Tennessee Teacher* listed as part of the new buildings. Students succeeded in spite of inequities between the buildings, supplies, and opportunities provided for white children versus those for black pupils. Standard procedure was to give

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black students textbooks that had been used by white pupils; second-hand classroom, sports, and music equipment; and a minimal number of supplies such as basketballs, chalkboard erasers, and maps, demonstrating that “separate” was not equal. Nevertheless, Cameron was the nicest school that blacks in South Nashville had ever occupied. In 1940 students in grades one through nine moved into the new Cameron building. In keeping with white administrators’ education philosophy of the time, black students were to be educated in order to prepare them for manual labor and lower salaried jobs; thus the curriculum at black schools emphasized courses such as shop, home economics, and typing. The new Cameron building had three home economics classrooms and two shops for its junior high. White schools offered the same courses, although typically at high school level.

With dedicated teachers and designated spaces in the new building, Cameron faculty instituted etiquette training not only through their home economics curriculum, but also in the Les Jeunes Femmes club teachers started for girls and the Lancers club male teachers began for boys. Thus from 1940 through the 1954 period of significance, all students learned how to act and dress in a variety of social situations, most new to the economically deprived student population. The new school’s gymnasium fostered development of athletic excellence that quickly culminated in the basketball team winning the state championship (for blacks) in 1944. Cameron students also began developing musical talents during the same period. For example, Bobby Hebb became part of Roy Acuff’s Smokey Mountain Boys, performing on the Grand Ole Opry in 1952. The twelve-year old was newsworthy not only because of his young age, but also because he was one of the first African Americans to appear on the Opry before 1954. With the new building’s space and convenient location, government agencies designated Cameron School for community outreach programs such as a World War II ration stamp enrollment center.¹³

The same year the *Brown* case ended, Nashville expanded the Cameron building and added high school grades to Cameron, making it Nashville’s second high school for blacks, after Pearl High School. In a move important to African-American and architectural history, the nation’s only black-owned architectural firm at that time, McKissack and McKissack, based in Nashville, designed an expansion of 24,116 square feet, approximately two-thirds of the original building size, giving Cameron a school large enough to accommodate (and comfortably) community attendance at dramatic and musical performances in the auditorium, dedicated rooms for band and chorus, and a large gymnasium with dressing rooms. The auditorium remains intact with its original 1954 seats, flooring, stage equipment, and windows. Although the portion originally used for band and music has been converted to other uses, the physical space is intact.

The nominated building provided more adequate and better-equipped space for classes and extra-curricular activities than did earlier Cameron schools, thereby supplying an environment conducive to excellence. Rooms dedicated to uses such as a library, clinic, and physics laboratory reflected the most progressive educational ideas of the time. As “the center of the neighborhood,” Cameron School functioned as a support system to the point that “The community died when they closed the school.”¹⁴ The extant building served not only an educational purpose, but also social and ethnic heritage goals.

Cameron School retains the character defining features that witnessed the historical interaction between blacks and whites with respect to education in a major southern city. Cameron’s educational history reflects

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the struggle to obtain an adequate number of and sufficiently designed and equipped schools to meet black's demand for education. Its design, less ornate than Nashville's white schools of the time period, is a silent reminder that expenditures for black schools were modest in comparison to those for white schools and the prevailing attitude of whites that blacks did not deserve or would not appreciate the more elaborate architectural elements such as those in the white West End High School (NR 8/1/03), built about the same time. Even the name, honoring a black soldier who died in World War I, is a mute reminder of the sacrifices blacks made hoping to attain social equality for decades before actually realizing those aspirations. New Deal era Federal work programs for the poor and unemployed resulted in construction of many schools such as Cameron across the state and nation and highlighted employment discrimination. Cameron's unusual architecture for a PWA school and its Late Gothic Revival style present an important step in Nashville's architectural history. In the post World War II period that typically continued to deny equal employment opportunities to blacks, the black architectural firm of McKissack and McKissack managed to gain a contract for a large addition to Cameron School, an enlargement necessitated by its conversion to a high school.

Within five years, some Cameron graduates, the Trimble Bottom community, the city, and nation were embroiled in the most significant social readjustment since the Civil War – the Civil Rights Movement. As a result, Cameron, like other schools across the country, became integrated. On the heels of segregation's end, both the comprehensive high school concept and busing to achieve integration began. Cameron ceased to be not only a high school, but also a community school. Its legacy of academic, musical, and athletic excellence by underprivileged students stands as a symbol of the potential developed through a devoted faculty's commitment to educating the whole child in a building whose spaces and design inspired a sense of self-worth and hope.

Highlights of Cameron's Post 1954 History

After the U.S. Supreme Court's 1954 decision in *Brown v. Board of Education of Topeka* that reversed the "separate but equal" premise, blacks in Tennessee, as well as across the rest of the South, began organized resistance to the inherent inequality of segregation. Groups such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Nashville Christian Leadership Conference (NCLC), and the Student Nonviolent Coordinating Committee (SNCC) advocated non-violent protests, marches, and sit-ins to focus attention on issues including teacher salaries, poll tax, and discrimination in employment, education, and access to public buildings. Andrew White, Sr., whose children attended Cameron, was the local NAACP president for years. Some Cameron teachers and parents as well as students joined these organizations. Cameron differed from many other black schools in that, according to recollections of former students and faculty, no Civil Rights related meetings, voter registration, or other such activities took place on school grounds. Those generally were held at the adjacent Seay-Hubbard Church. Through churches, sororities, and businesses, the Cameron community provided essential moral and financial support for those who were on the "front lines" of the Civil Rights movement.

Encouraged by the 1954 *Brown v. Board of Education* decision, Alfred Z. Kelley's thwarted efforts in 1955 to enroll his son, Robert Kelley, in the white East Nashville High School (along with East Nashville Junior

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High, NR 1/25/02) closer to their home than the black Pearl High, launched litigation to require school desegregation in Nashville. Although the case, *Robert W. Kelley, et al v. Board of Education of Nashville*, succeeded in court, the school board's phased plan created considerable friction within its system.

Soon after the dedicated space for music opened in 1955, Cameron began developing a reputation for musical excellence. When Leonard Morton, Cameron's band director from 1957 to 1969, moved to Nashville from Chicago, he brought a new style of playing to Cameron and set the standard for Nashville school music departments. Morton also performed professionally in the Andy Goodrich Quintet with legendary W. O. Smith as well as with several jazz artists including Beegie Adair and Dee Dee Bridgewater. He started an a cappella choir that led many of his students to carry that musical form to churches throughout the Nashville area. A group of his former students still performs with the Pearl-Cameron Community Choir

The same year that Nashville sit-ins began (1959), four classrooms a science laboratory, a physics laboratory, and a shop finishing room and storage area (approx. 4,200 square feet total), were added to the south end of the original Cameron school building, bringing its facilities more in line with those at other schools, black and white. Unlike schools in wealthier neighborhoods, Cameron's building hosted an unofficial curriculum that played a significant role in the future success of its students. Cameron's faculty emphasized proper dress, acceptable behavior in public, and dignity to their students, most of whom had never encountered social situations that required such special knowledge. Not only were the majority of Cameron students poor, they, like other Nashville blacks, were still barred from public places such as skating rinks, tour boats, and store lunch counters due to persistence of "Jim Crow" segregation laws. Former teachers and students recall the extra effort Cameron's teachers and Parent Teacher Association (PTA) made to acquaint pupils with the outside world and the etiquette needed to fit into that world. Home Economics teachers prepared a booklet detailing proper manners and held showers, teas, dances, and mock weddings to train girls how to handle such events. Similarly, male teachers taught the boys social skills and had "tie days" when boys wore dress clothes and learned to tie neckties and polish their shoes. School programs highlighted classical music, art, and drama to provide culture missing from many students' homes. PTA sponsored activities such as boat trips and roller skating parties provided experiences that white children took for granted, but that were usually denied to black children. To raise funds for these events, teachers held fashion shows, box suppers, and other family events. Reinforcing the faculty and PTA efforts, Cameron's class superlatives included a category rarely, if ever, seen in white schools - "Most Dignified," indicating the importance students attached to behavior.

This extra training benefited former students in several ways, including influencing their image and endurance during Civil Rights activities. Only on a couple of occasions did Cameron high school students actively participate in demonstrations and sit-ins *while enrolled* at Cameron. A number of factors could account for it: distance to the historically black Fisk University (NR 2/9/78), Tennessee State University (NR 6/14/96), and Pearl High School locus of activity; fear of economic retaliation against them or their parents; or obedience to their school principal. Concerned for their safety, principal Oscar Jackson asked students not to go to the downtown area where sit-ins were occurring. One former pupil said the student body "respected him so much that we did whatever he told us to do."¹⁵ An exception was the April 20, 1960 silent march after attorney Alexander Looby's house was firebombed. Many Cameron students and community residents gathered

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in front of the school and walked downtown to join protestors from north and west Nashville to bring attention to the volatility of the local climate.

Another time Cameron students, faculty, and parents became activists was in 1968 when they conducted a silent march from the school to downtown. Tensions between white and black teams had escalated during a basketball game after a Cameron cheerleader hit one of the white cheerleaders with a pompom, causing serious damage to the girl's eye.¹⁶ As a result, Cameron was suspended from all sports except intramural. Prominent black attorney Avon Williams appealed the suspension, to no avail. Student protestors displayed the demeanor faculty members had so diligently instilled. Commenting on a march, Baxton Bryant, executive director of the Tennessee Council on Human Relations, said, "I have never witnessed a protest of adults or youth that was carried out with more dignity, order and wholesome attitudes than the Cameron High School students did today."¹⁷

The skills learned from the "unofficial curriculum" at Cameron enabled former students to endure indignities and abuse heaped upon them during protests, sit-ins, marches, and demonstrations. Cameron graduate Frankie Henry's experiences as a Tennessee State University student during Civil Rights demonstrations and sit-ins exemplify the results of such training. On February 13, 1960 during a sit-in at McClellan's, a white woman verbally abused Henry, extinguished her lit cigarette on Henry's arm, and dropped a book of lit matches down the back of Henry's blouse. Henry remained calm and dignified during the ordeal, and kept her resolve to reach goals that must have seemed as distant as attending college had once been. During subsequent protests, arrests, and imprisonments, Henry maintained her peaceful demeanor and determination to succeed in spite of hardships. Former Student Non-Violent Co-ordinating Committee (SNCC) chairman, John Lewis, credited the behavior of participants like Henry and planning with advances in Nashville integration.

Some individuals affiliated with Cameron School affected change in Nashville's racial segregation in less overt ways. In 1966, assistant principal, James McKinley Robinson and his wife, members of the National Bowling Association, forced Nashville bowling alley owners to open their facilities to blacks by pointing out that national league rules required all alleys to be open to blacks. In 1972 Dr. Harry Beamon (1960), now Professor of Human Performance and Sports Science at TSU, became the first black basketball official in the Southeastern Conference. Coping with blatant as well as subtle racism, his training at Cameron helped him remain in the Conference, opening the way for other blacks to follow.

The Trimble Bottom student population established an enduring legacy for academic and athletic excellence from the time the previous Pearl School became a high school in 1897 until the "new" Pearl opened in North Nashville in 1938. Only when Cameron became a high school in 1954 did the Trimble Bottom student body separate from the rest of the Pearl High (the current location in North Nashville) students, beginning a long rivalry between the two schools. Part of Pearl's early success as a high school had been due to students who would have gone (or later went) to Cameron. After Cameron became a high school, it soon challenged Pearl in all competitive areas. With the dedication of their new athletic field in 1957, Cameron athletes had more tools to use in honing their skills. Cameron's 1958 and 1959 football teams were undefeated and untied. The Cameron basketball team won the 1961 West Division championship, and back-to-back men's basket-

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ball state championships in 1970 and 1971. Examples of its music expertise include Cameron winning first place in Fisk University's 3rd Annual Marching Band contest (1961) and winning trophies for its Instrumental Music Band in Fisk's 1968 competition. Recognizing academic excellence, in 1963 the Southern Association of Secondary Schools fully accredited Cameron High School, then again in 1973 as a junior high school.

Cameron's unique and very effective "unofficial curriculum" began declining when the devoted group of faculty members departed. In preparation for student integration, Nashville's teaching staff integrated in 1970, causing 80 percent of Cameron's teachers to be transferred. In 1971, fifteen years after Tennessee's first court ordered high school integration, the Cameron student body integrated when court ordered busing to achieve racial balance began. At that point Cameron became a ninth grade only school. Marchers protesting busing gathered in Nashville streets, War Memorial Auditorium, and even at schools during the spring and summer. Although most busing involved transporting black children to white dominated schools, busing white children to traditionally black schools caused many white parents to send their children to private schools. Black families locally and nationally were just as divided on the issue. While some saw integration as the vehicle for improved race relations and equality, others objected to the loss of identity, reduced parental involvement, and long commutes that accompanied busing. In May 1980, Judge Thomas Wiseman summarized the persistent problem: " 'In this case, we have a white majority of the school board, acting on the advice of a white desegregation expert, recommending to the court *more* busing to achieve *more* racial balance. . . . the black plaintiffs urge upon the court *less* busing' ." ¹⁸ Well into the 1980s Nashville's school system was still attempting to meet court desegregation guidelines.

Nevertheless, the Cameron faculty's "unofficial curriculum" had benefited thousands of students. Former students, faculty, and staff interviewed unanimously named Cameron's "family" environment as its most important contribution to students. Former Cameron teacher, Vivian Starnes Sims's assessed the school's role: students "from depressed areas and economically deprived were carefully nurtured, academically motivated, inspired to achieve ever-greater heights, and encouraged to reach their highest potential."¹⁹ Former Cameron principal Oscar Jackson recognized obstacles students faced: "Some of the students came from those little shotgun houses that used to line Lafayette. They came to Cameron wanting to be somebody and they've done it."²⁰ The overwhelming number of successful adults Cameron produced attests to the school's success in instilling hope, confidence, social skills, and academic training required to inspire the predominantly poverty-stricken students.

Cameron High School had only fifteen graduating classes, with an estimated 2500 graduates. A large number of Cameron alumni are leaders in many fields including business, music, athletics, and education, a testament to the quality of Cameron's academic education and the influence, social skills, and support its faculty gave students.

One 1967 graduate who became an engineer has affected the lives of a vast majority of Americans as well as much of the international population. Jessie Russell is "a leading expert in the wireless communications industry. He is an industry leader and trendsetter, shaping industry directions at large."²¹ He headed the design team at AT&T that developed technology enabling the cellular telephone to become a viable con-

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sumer product, and was managing director of the AT & T Wireless Communications Center of Excellence at AT&T Bell Laboratories. Because of "his work in digital cellular and microcellular technology," Russell was selected as the Black Engineer of the Year in 1992.²² As chairman of the Telecommunications Industry Association's Wireless Communications Division, he testified in 1998 before a U. S. House subcommittee urging support for standardization of Third-Generation Wireless systems.

In the business world, financial analyst and former Cameron student, Eric McKissack, is considered one of the top five in his field in the country. He is a frequent guest on a nationally syndicated television investment program and is often interviewed for nationally distributed magazines including *Business Week*.

Among the music talent Cameron spawned are Bobby Hebb, Andrew White, Jr., and Freddie Carpenter. A prolific songwriter, Hebb wrote and recorded *Sunny*, the BMI all-time (as of 2000) 25th most played song in America. A performer from age three, he and his brother entertained in Nashville clubs including Hollywood Palm and Paradise Club. Coming from a musically talented family, twelve-year-old Hebb appeared with Roy Acuff's Smokey Mountain Boys, one of the first blacks to perform on the Grand Ole Opry. Hebb was working with Bo Diddley when the legendary Leonard Chess recorded the Moonglows and Little Walter performing one of his songs. In 1966, Hebb was the featured performer on a tour with the Beatles before their popularity eclipsed Hebb's. Although he remains active in the music world, Hebb completed medical school in 2001.

Andrew White, a nationally renowned jazz and classical musician, and composer, has also transcribed over 650 John Coltrane solos. The 1960 Cameron graduate has performed on the Millennium Stage of the Kennedy Center in Washington, D.C. as well as at numerous other venues across the country. In 1985 the Washington, D.C. Area Music Awards honored him with a Special Achievement Award. Early in his career, White worked with established professional performers including Stevie Wonder, Weather Report, the American Ballet Theater, the Fifth Dimension, and Otis Redding. For several years, he played with his own band, the JFK Quintet. After authoring novels and music instruction manuals over the years, White recently released his autobiography through own publishing company. He developed expertise early and excelled on several instruments (soprano and alto sax, oboe, English horn, upright bass, and the piano). While still a student at Cameron High School, he played oboe and English horn in the Tennessee State University band. Although he learned music at home, he also credits Cameron's band directors with further developing his talent.

In addition to soloing in school programs at Cameron, Freddie Carpenter formed the band, the Five C's, and recorded several popular songs, including "Money, Money, Money" in the 1950s. Cameron alumnus Wayman Reed, son of Elizabeth C. Reed who wrote Cameron's Alma Mater, became a professional trumpet and fluglehorn player, appearing with the Count Basie Band for several years, and on many recordings with various artists.

Some members of The Princely Players are Cameron alumni: Robert Smith, Odessa Settles, Nita Smith, James A. Brown, and Gloria Ransom. The group presents musical programs that tell the story of African Americans in America. They have appeared on National Public Radio, the British Broadcasting Company,

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Time-Life Civil War recordings, a Smithsonian series, and with the Nashville Symphony, in addition to individually performing with artists Randy Travis and Kathy Mattea.

In the sports arena, some graduates joined college and professional ranks including Leon Moore (St. Louis Rams, National Football League), Gordon Banks (Chicago Bears football), David Vaughan (Virginia Squires, American Basketball Association), and Ronald Lawson, Sr. (UCLA basketball). Charles Watkins (1962) was a SEC official, coached baseball, taught high school and college music, and is commentator for Fox network during Titans football games.

Other outstanding graduates (or former students) include the following:

Rev. Sherman Merritt (1966) – elected Bishop in the Pentecostal Assemblies of the World;

Dr. Janet Mitchell Finch (1968) – Department Head of Tennessee State University's Educational Administration Department and formerly president of East St. Louis, Illinois community college as well as various positions at other colleges and universities;

James McGee (1959) – president of the U.S. Postal Service Union;

E. T. Carruthers, Leon Bradley, Annie Mayes, and Ben Harris – department directors in the Metro Nashville Board of Education.

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Davidson County, Tennessee

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Davidson County, Tennessee

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National Park Service

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Section number Photos Page 25

Cameron School
Davidson County, Tennessee

PHOTOGRAPHS

Photographs by: Carroll Van West
Middle Tennessee State University, Center for Historic Preservation
Murfreesboro, TN 37132

Date: February 25, 2004

Negatives: Tennessee Historical Commission
2941 Lebanon Road
Nashville, TN 37243

Front elevation, facing west
1 of 42

State Historical Marker, Cameron School
2 of 42

Reverse of State Historical Marker, Henry A. Cameron
3 of 42

Facade, facing west
4 of 42

Plaque in front entrance
5 of 42

Bleachers and athletic field, facing northeast
6 of 42

Courtyard, facing east
7 of 42

Courtyard, facing west
8 of 42

Rear elevation (McKissack & McKissack 1954 addition), south end, facing east
9 of 42

Rear elevation, facing east
10 of 42

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

**National Register of Historic Places
Continuation Sheet**

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Cameron School
Davidson County, Tennessee

Rear elevation, center entrance, facing east
11 of 42

Detail, center rear entrance, facing east
12 of 42

End of McKissack & McKissack 1954 addition, facing north
13 of 42

McKissack & McKissack 1954 addition, facing west
14 of 42

Hyphen, facing north
15 of 42

Rear wing of original building, facing north
16 of 42

Rear of original building and 1948 addition, facing northeast
17 of 42

End of 1961 addition, facing north
18 of 42

Front lobby, facing west
19 of 42

Front hallway from lobby, facing north
20 of 42

Front hallway from lobby, facing south
21 of 42

Staircase, first floor to basement and second floor, facing west
22 of 42

Handicapped entrance, first floor, facing west
23 of 42

Hallway, first floor, facing south
24 of 42

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

**National Register of Historic Places
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Cameron School
Davidson County, Tennessee

Classroom, second floor, facing north
25 of 42

Library, second floor, facing north
26 of 42

Staircase, second floor to first floor, facing east
27 of 42

Hallway, first floor, facing north
28 of 42

Hallway, first floor, hyphen, facing north
29 of 42

Trophy cases, first floor, McKissack & McKissack 1954 addition, facing north
30 of 42

Auditorium, first floor, McKissack & McKissack 1954 addition, facing south
31 of 42

Auditorium, first floor, McKissack & McKissack 1954 addition, facing south
32 of 42

Auditorium stage, facing east
33 of 42

Auditorium, backstage equipment, facing north
34 of 42

Auditorium, facing north
35 of 42

Hallway between large ("new") gym and auditorium, McKissack & McKissack 1954 addition, facing east
36 of 42

Small ("Old") gym, facing northwest
37 of 42

Large ("New") gym, facing southeast
38 of 42

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

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Cameron School
Davidson County, Tennessee

Hallway in hyphen, facing south
39 of 42

Photograph, 1958-59 football team, Alumni Room
40 of 42

Program cover, 1963 Career Conference, Alumni Room
41 of 42

Program, inside page, 1963 Career Conference, Alumni Room
42 of 42

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National Park Service

National Register of Historic Places Continuation Sheet

Section number owners Page 29

Cameron School
Davidson County, Tennessee

CONTINUATION SHEET

Property Owner

Other Interested Parties:

Ms. Tanya Frierson
President
Cameron High Alumni Association
P. O. Box 280944
Nashville, TN 37228-0944

Mr. Donald L. Johnson
Historian, Cameron High Alumni Association
P. O. Box 60043
Nashville, TN 37206

Dr. Harry Beamon
Editor, *Cameron Newslink*
3813 DuBois Drive
Nashville, TN 37207

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National Park Service

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Cameron School
Davidson County, Tennessee

¹ Collegiate Gothic is often used as a synonym for Late Gothic Revival when discussing school architecture.

² The firm's name has also been written as Hibbs-Hall-Parrent in some records.

³ According to Tom Woodard, who worked for him, Hibb's was known to use similar details on other buildings in Nashville.

⁴ Sanborn maps from 1888 and 1897 show a "colored" school across from Central Tennessee College, about where the present athletic field starts and at the north end of the present school building, respectively.

⁵ (Present-day Martin Luther King, Jr. Magnet at Pearl High School is located across town on 17th Avenue North – NR 2002.)

⁶ Trina Binkley, "The New Deal Era Building Program in Nashville, Tennessee," unpublished manuscript, Metro Historical Commission, Nashville, TN.

⁷ Cost tabulations, February 11, 1942 (revised December 1945). From a page of Hibb's record book now at the Tennessee State Library and Archives.

⁸ Andrew D. Holt, editor, *The Tennessee Teacher*, Vol. 7, no. 7, March 1940, Anne Battle Papers, Estate of Anne Battle, Nashville, TN.

⁹ Quoted in Linda T. Wynn, ed., *Journey to our Past: A Guide to African-American Markers in Tennessee* (Nashville: Tennessee Historical Commission, 1999), xli.

¹⁰ Dr. Harry Beamon quoted in "Alumni Group Keeps alive Memory of Cameron High" Davidson A.M., *Nashville Tennessean*, 1 August 2003.

¹¹ Carroll Van West, *Tennessee's New Deal Landscape: A Guidebook* (Knoxville: University of Tennessee Press, 2001), 24.

¹² W. A. Bass, "Can We Learn to Get Along Together?" *Nashville Teacher*, Vol. II, no. 5, 20 February 1946.

¹³ Eva B. Dorsey, Telephone Conversation with Nancy Adgent Morgan, 25 September 2003.

¹⁴ Marjorie Campbelle, former Cameron teacher and retired Metro School Choral Director, quoted in Ann Moss Betts, "Residents Mark Days With Pride," *Nashville Tennessean*, 8 January 1986; Claxton Starnes, former Cameron coach, quoted in "Cameron High School," *Nashville Banner*, 25 January 1990.

¹⁵ James Wallace, Conversation with Nancy Adgent Morgan at Cameron Middle School, 27 May 2003.

¹⁶ A few years before classes were integrated, black high schools played against white sports teams.

¹⁷ Joe Lipscomb, "School Chief Hears Cameron High Protest," *Nashville Tennessean*, 4 September 1968.

¹⁸ Richard A. Pride and J. David Woodard, *The Burden of Busing: The Politics of Desegregation in Nashville, Tennessee* (Knoxville: University of Tennessee Press, 1985), 2.

¹⁹ Vivian Starnes Sims, "Set an Example for all Educators," *Nashville Banner* 18 May 1988.

²⁰ Oscar Jackson quoted in Ann Moss Betts, "Residents Mark Days With Pride," *Nashville Tennessean*, 8 January 1986.

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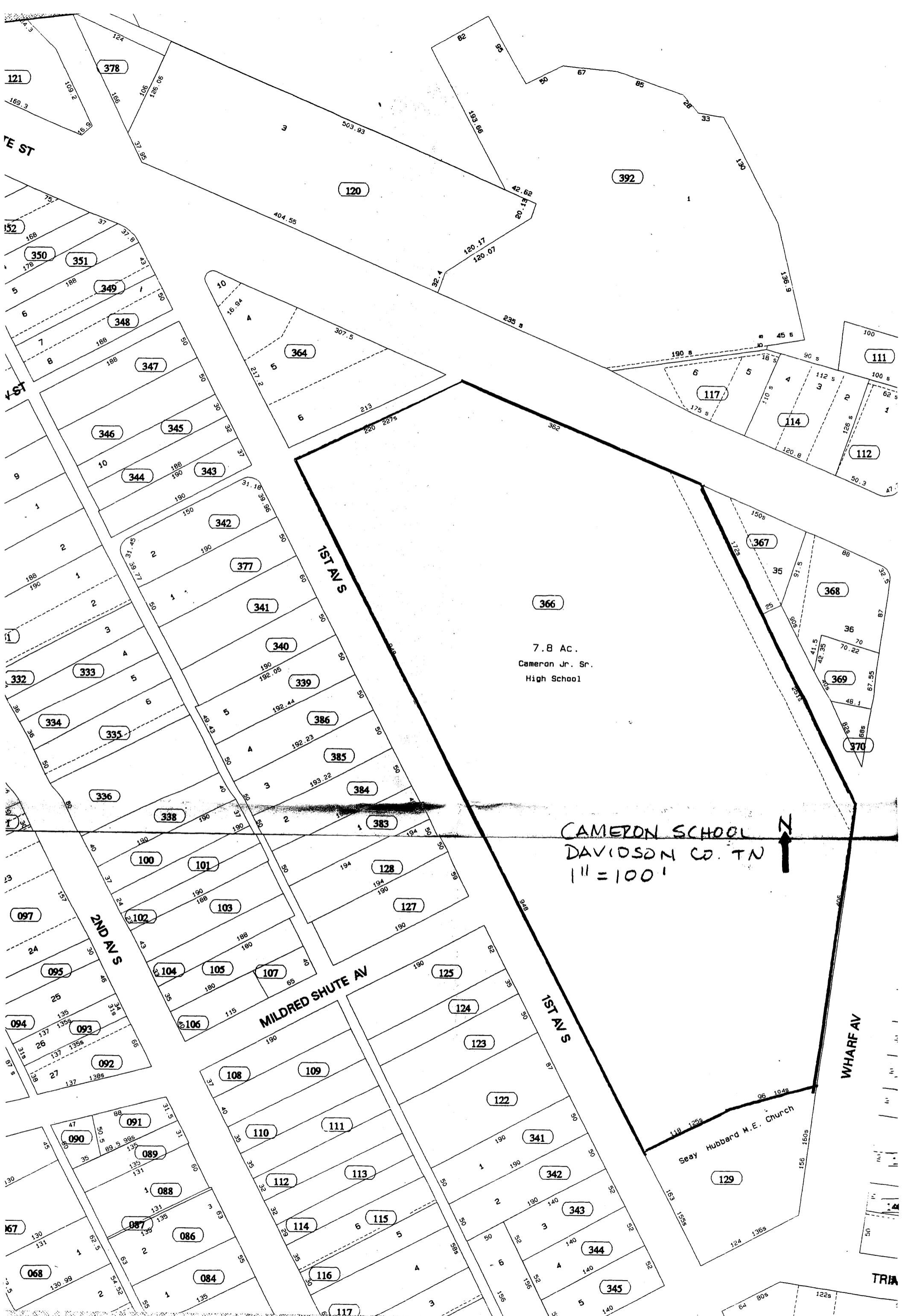
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Cameron School
Davidson County, Tennessee

²¹ GBT Wireless Page. "Board of Directors, Jesse E. Russell, Sr., Chairman."
<http://www.gbtwireless.com/pages/about/about_b4.html> (14 January 2004).

²² Lucent Technologies Page. < http://www.lucent.com/minds/discoveries/t_line90b.html> (14 January 2004).



7.8 Ac.
Cameron Jr. Sr.
High School

CAMERON SCHOOL
DAVIDSON CO. TN
1" = 100'

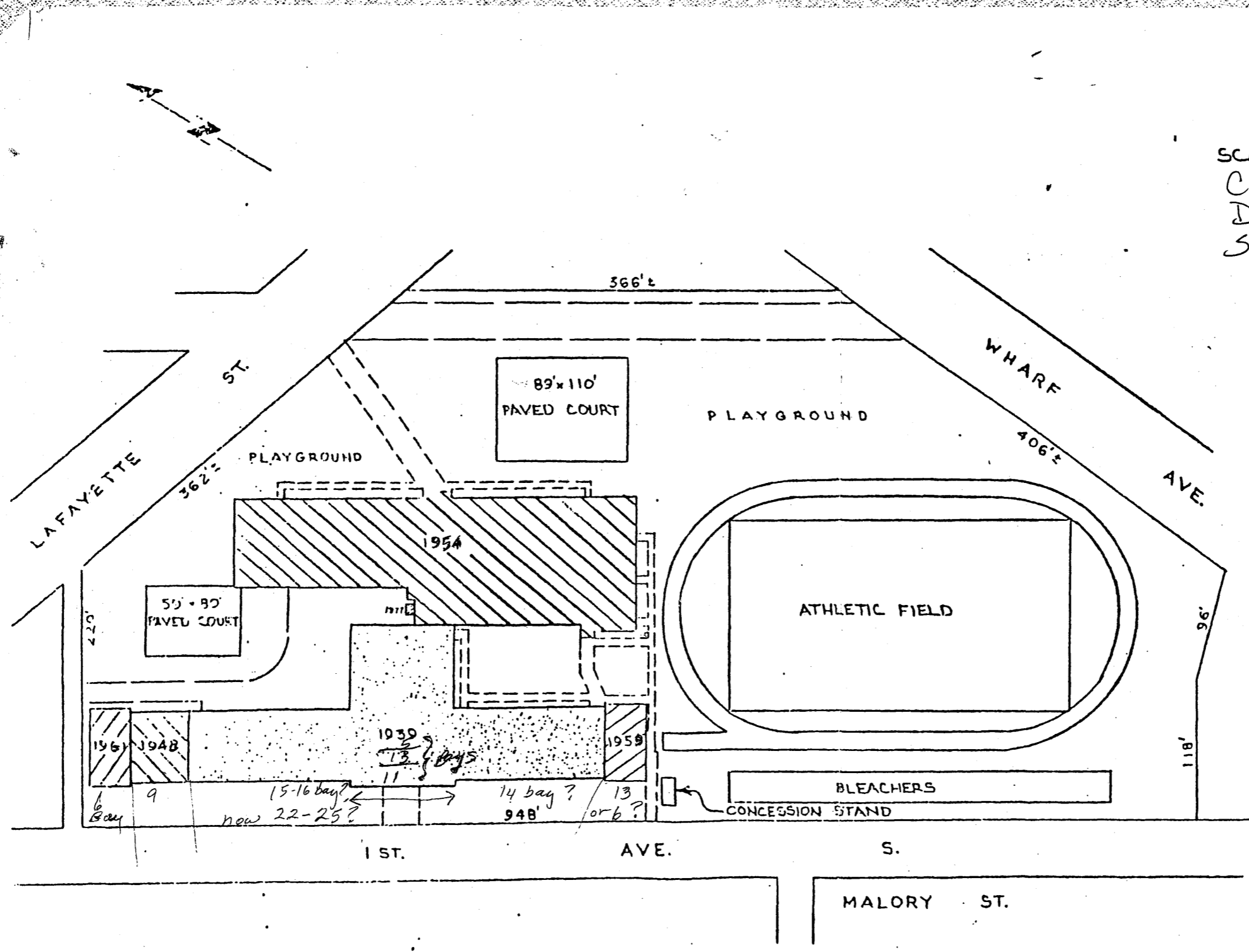


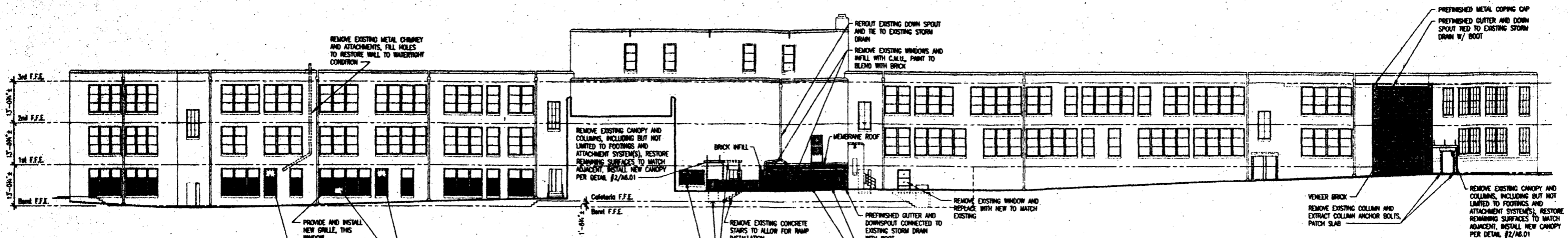
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Seay Hubbard M.E. Church

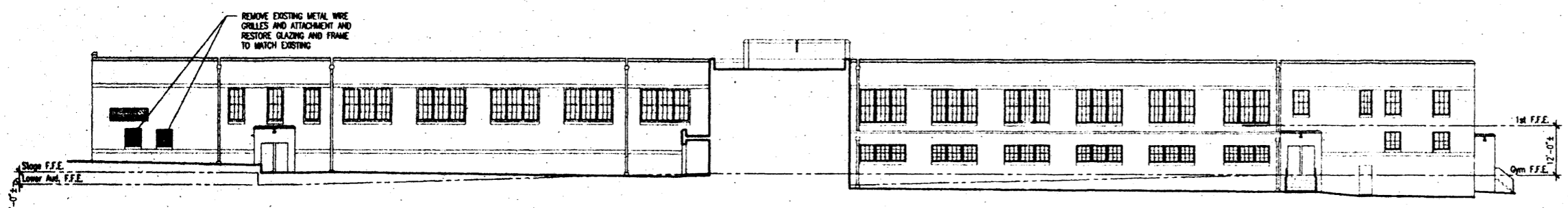
(E)

SCALE 1"=100'
CAMERON SCHOOL
DAVIDSON CO. TN
SITE PLAN

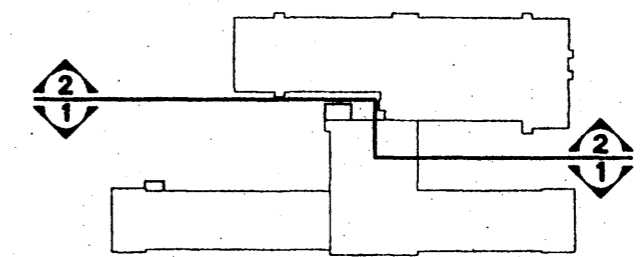




1 WEST (COURTYARD) ELEVATION
SCALE: 1/16" = 1'-0"



2 EAST (COURTYARD) ELEVATION
SCALE: 1/16" = 1'-0"



KEY PLAN
SCALE: NOT TO SCALE

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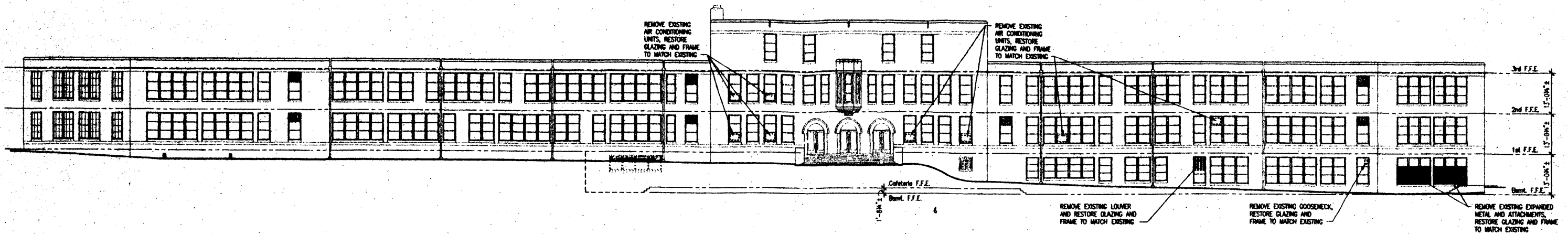
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EXTERIOR ELEVATIONS
BUILDING RENOVATIONS FOR CAMERON MIDDLE SCHOOL
1034 FIRST AVENUE SOUTH
NASHVILLE, TENNESSEE

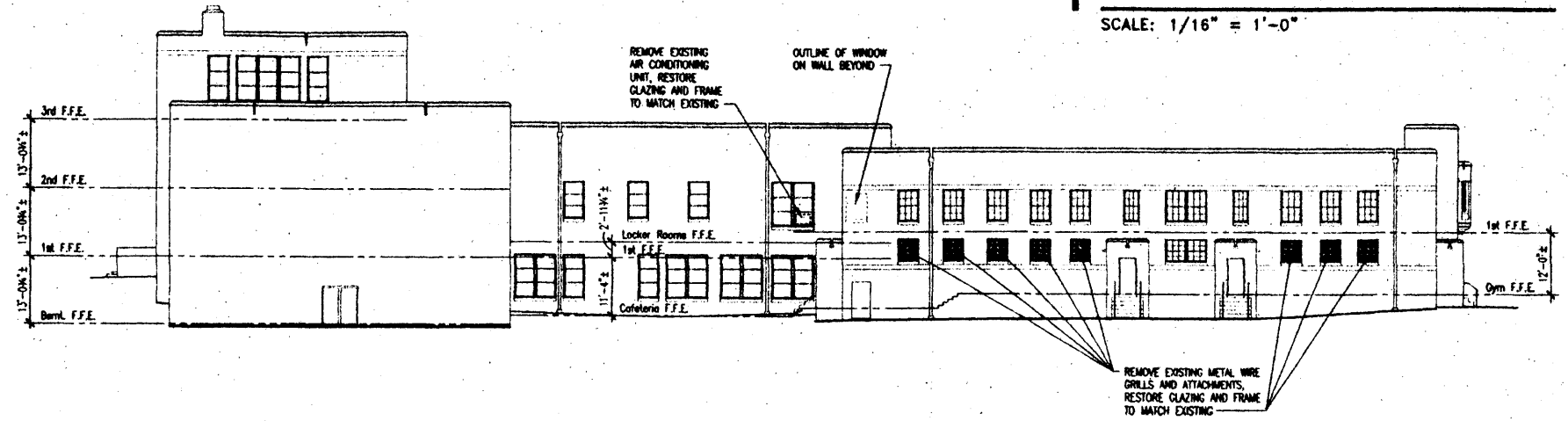
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SHEET NO.

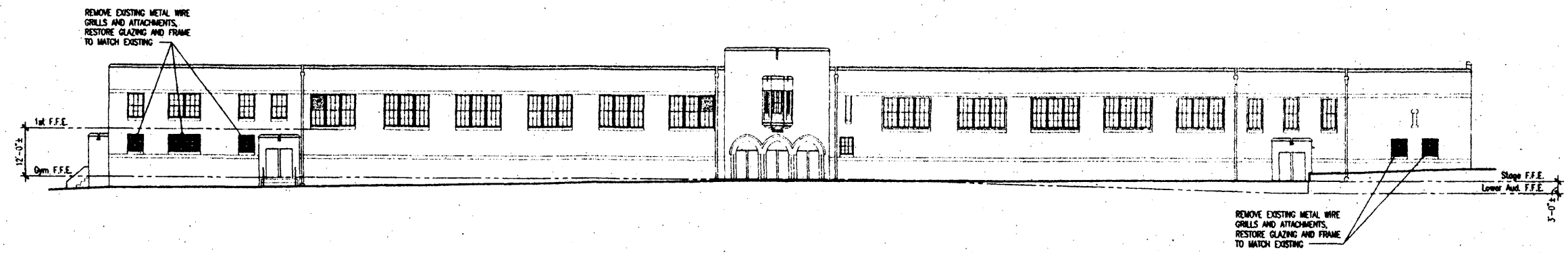
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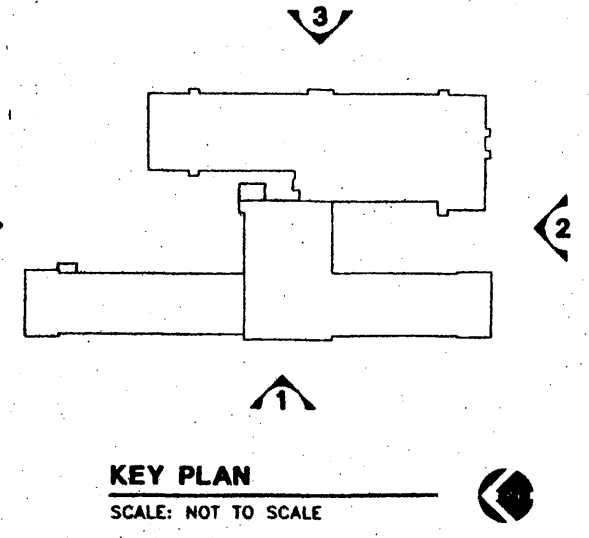
1 WEST ELEVATION
SCALE: 1/16" = 1'-0"



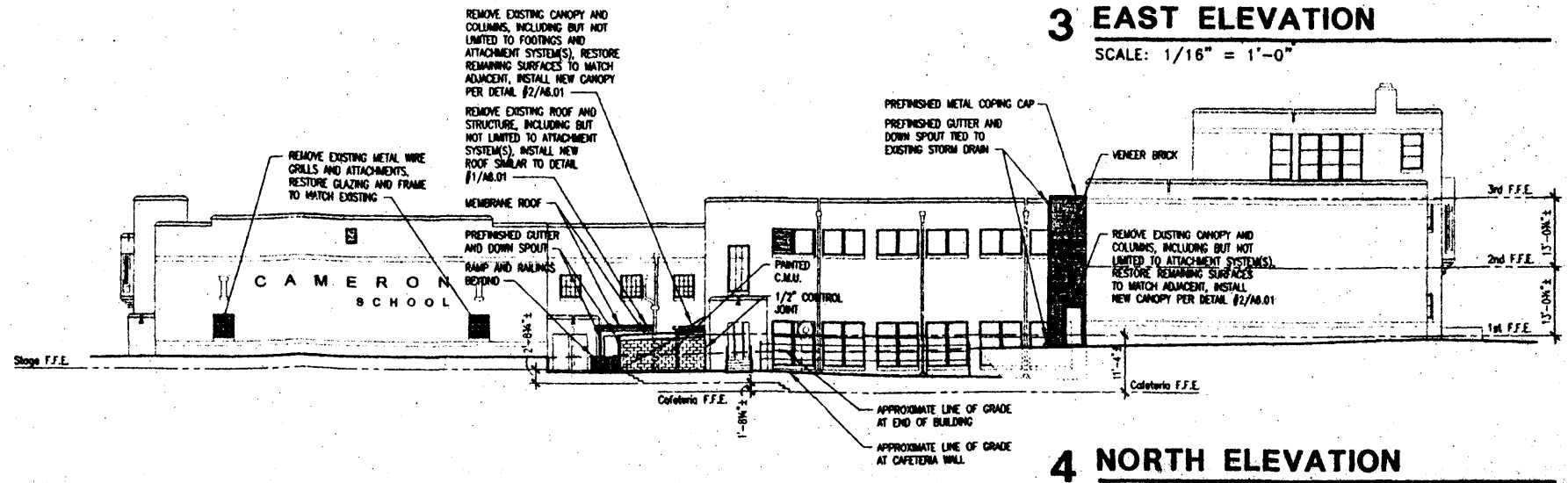
2 SOUTH ELEVATION
SCALE: 1/16" = 1'-0"



3 EAST ELEVATION
SCALE: 1/16" = 1'-0"



KEY PLAN
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4 NORTH ELEVATION
SCALE: 1/16" = 1'-0"

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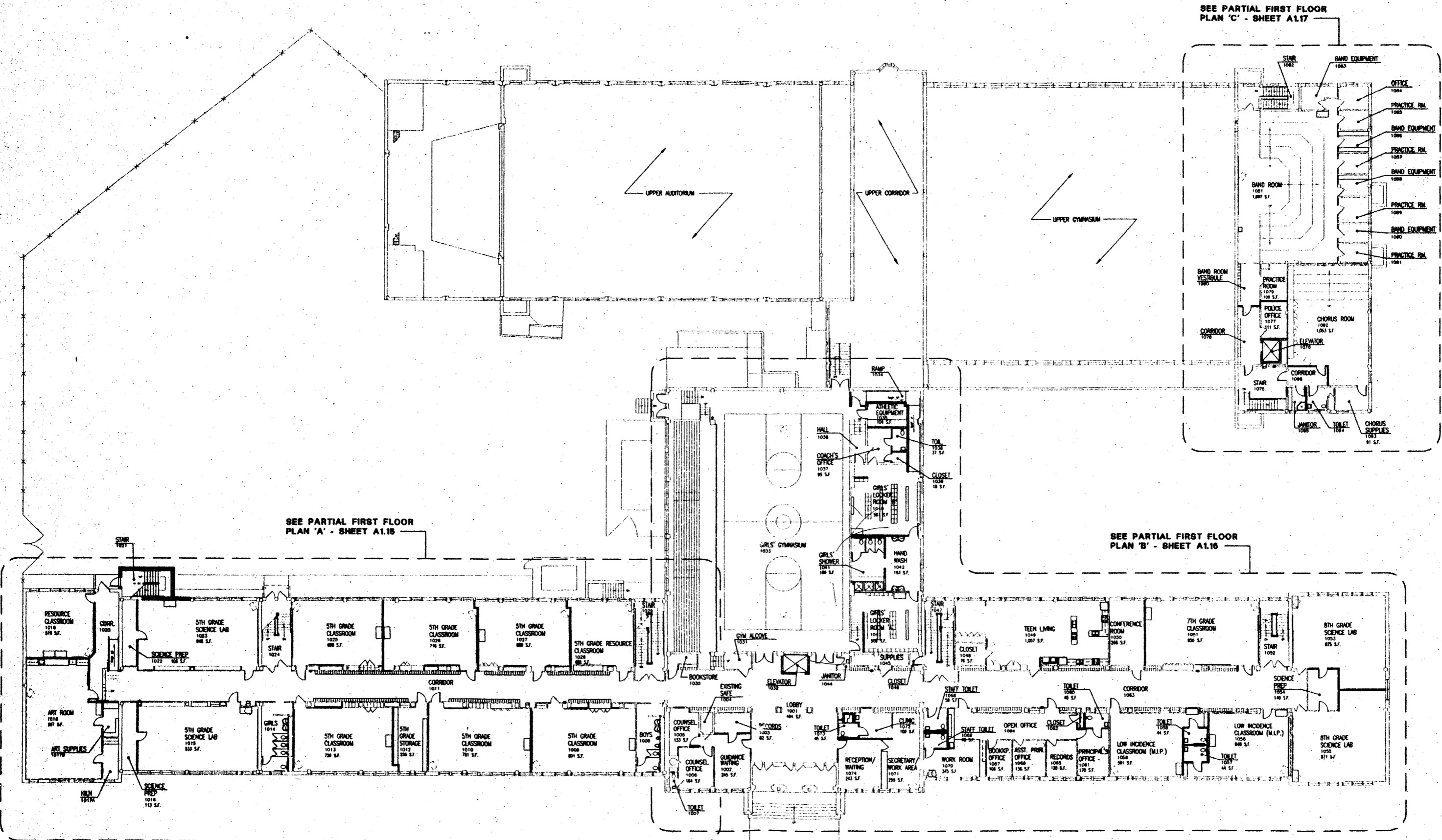
EXTERIOR ELEVATIONS
BUILDING RENOVATIONS FOR CAMERON MIDDLE SCHOOL
1034 FIRST AVENUE SOUTH
NASHVILLE, TENNESSEE

REVISIONS

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DATE 18 FEB 02
SHEET NO.

A5.01

P:\PROJECTS\WOODRIDGE CAMERON SCHOOL\W02B101.dwg THU FEB 14 14:08:20 2002



SEE PARTIAL FIRST FLOOR PLAN 'A' - SHEET A1.15

SEE PARTIAL FIRST FLOOR PLAN 'C' - SHEET A1.17

SEE PARTIAL FIRST FLOOR PLAN 'B' - SHEET A1.16

PROPOSED FIRST FLOOR PLAN
 SCALE: 1/16" = 1'-0"



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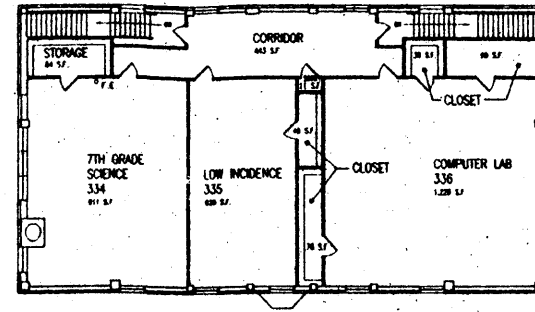
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FIRST FLOOR PLAN
BUILDING RENOVATIONS FOR CAMERON MIDDLE SCHOOL
 1034 FIRST AVENUE SOUTH
 NASHVILLE, TENNESSEE

REVISIONS

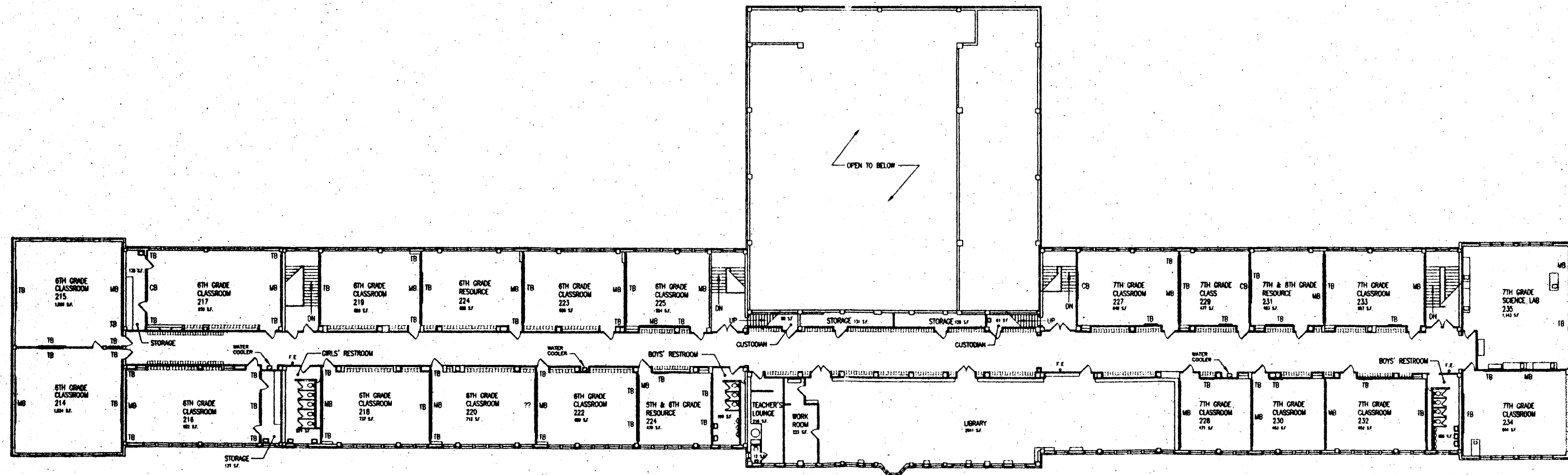
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A1.01



EXISTING THIRD FLOOR PLAN

SCALE: 1/16" = 1'-0"
GROSS AREA - 4,247 S.F.



EXISTING SECOND FLOOR PLAN

SCALE: 1/16" = 1'-0"
GROSS AREA - 27,481 S.F.



EXISTING SECOND & THIRD FLOOR PLANS

BUILDING RENOVATIONS FOR
CAMERON MIDDLE SCHOOL
1034 FIRST AVENUE SOUTH
NASHVILLE, TENNESSEE

NO.	REVISIONS

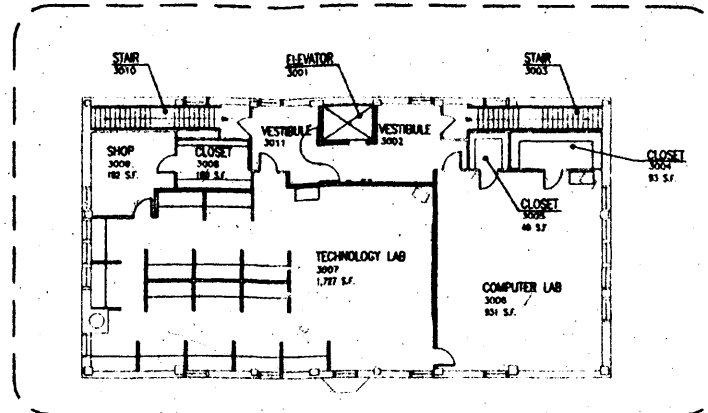
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EX1.02



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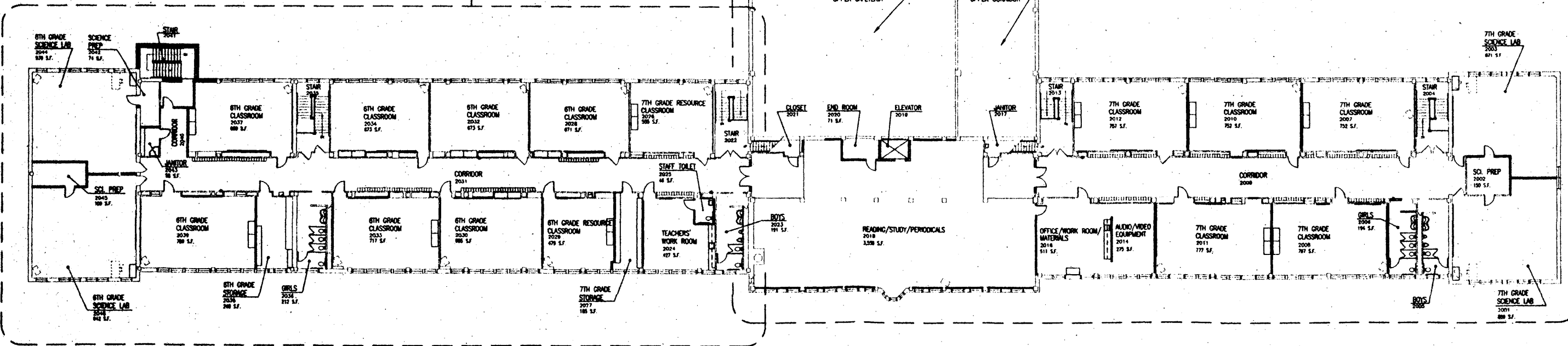
SEE THIRD FLOOR PLAN - SHEET A1.19

PROPOSED THIRD FLOOR PLAN

SCALE: 1/16" = 1'-0"

SEE PARTIAL SECOND FLOOR PLAN 'B' - SHEET A1.19

SEE PARTIAL SECOND FLOOR PLAN 'A' - SHEET A1.18

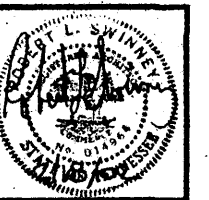


PROPOSED SECOND FLOOR PLAN

SCALE: 1/16" = 1'-0"



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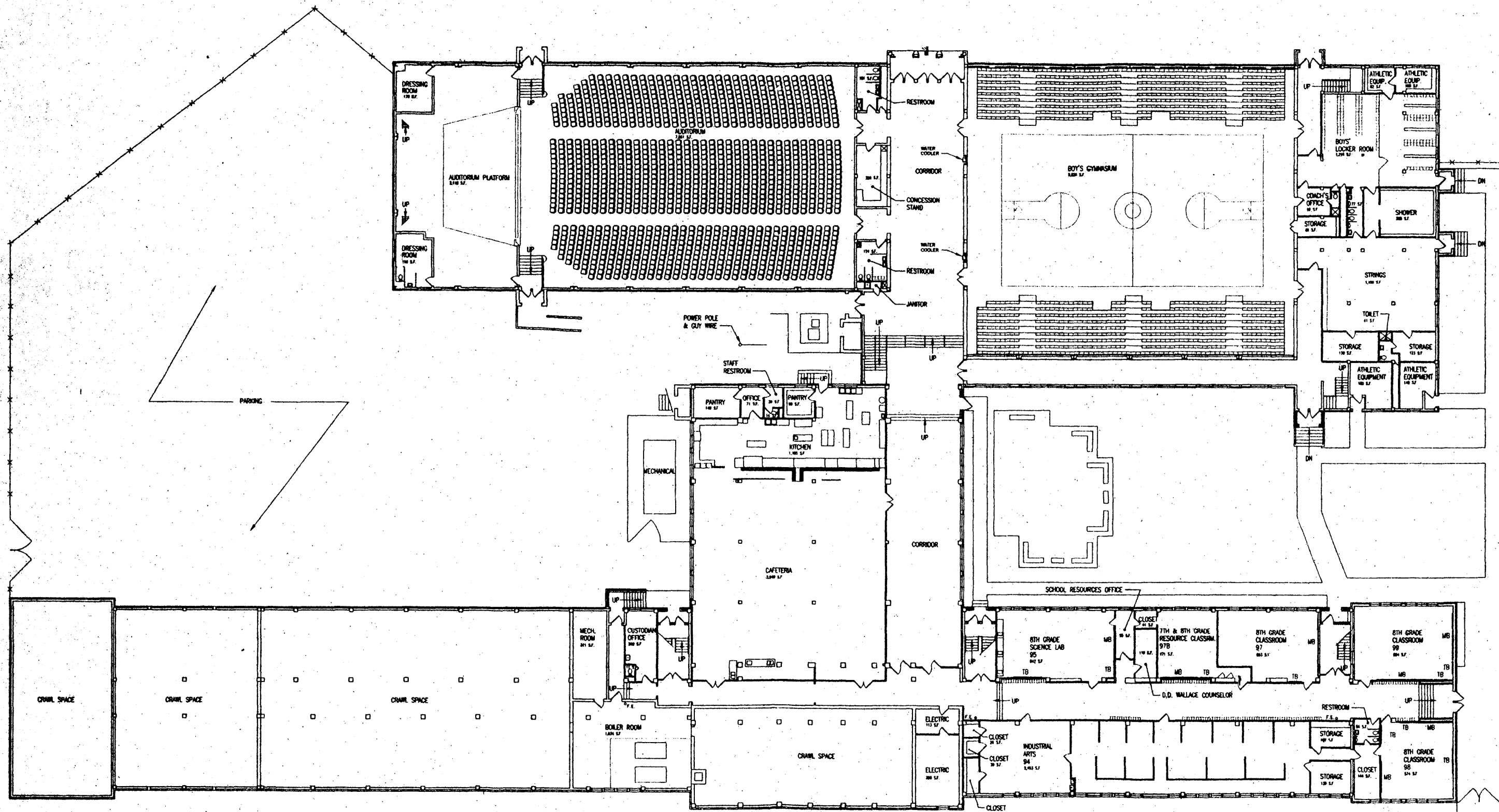
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SECOND AND THIRD FLOOR PLANS
BUILDING RENOVATIONS FOR CAMERON MIDDLE SCHOOL
 1034 FIRST AVENUE SOUTH
 NASHVILLE, TENNESSEE

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A1.02



EXISTING BASEMENT FLOOR PLAN
 SCALE: 1/16" = 1'-0"
 GROSS AREA - 53,297 S.F.
 TOTAL ALL FLOORS - 125,669 S.F.



EXISTING BASEMENT FLOOR PLAN
BUILDING RENOVATIONS FOR
CAMERON MIDDLE SCHOOL
 1034 FIRST AVENUE SOUTH
 NASHVILLE, TENNESSEE

REVISIONS

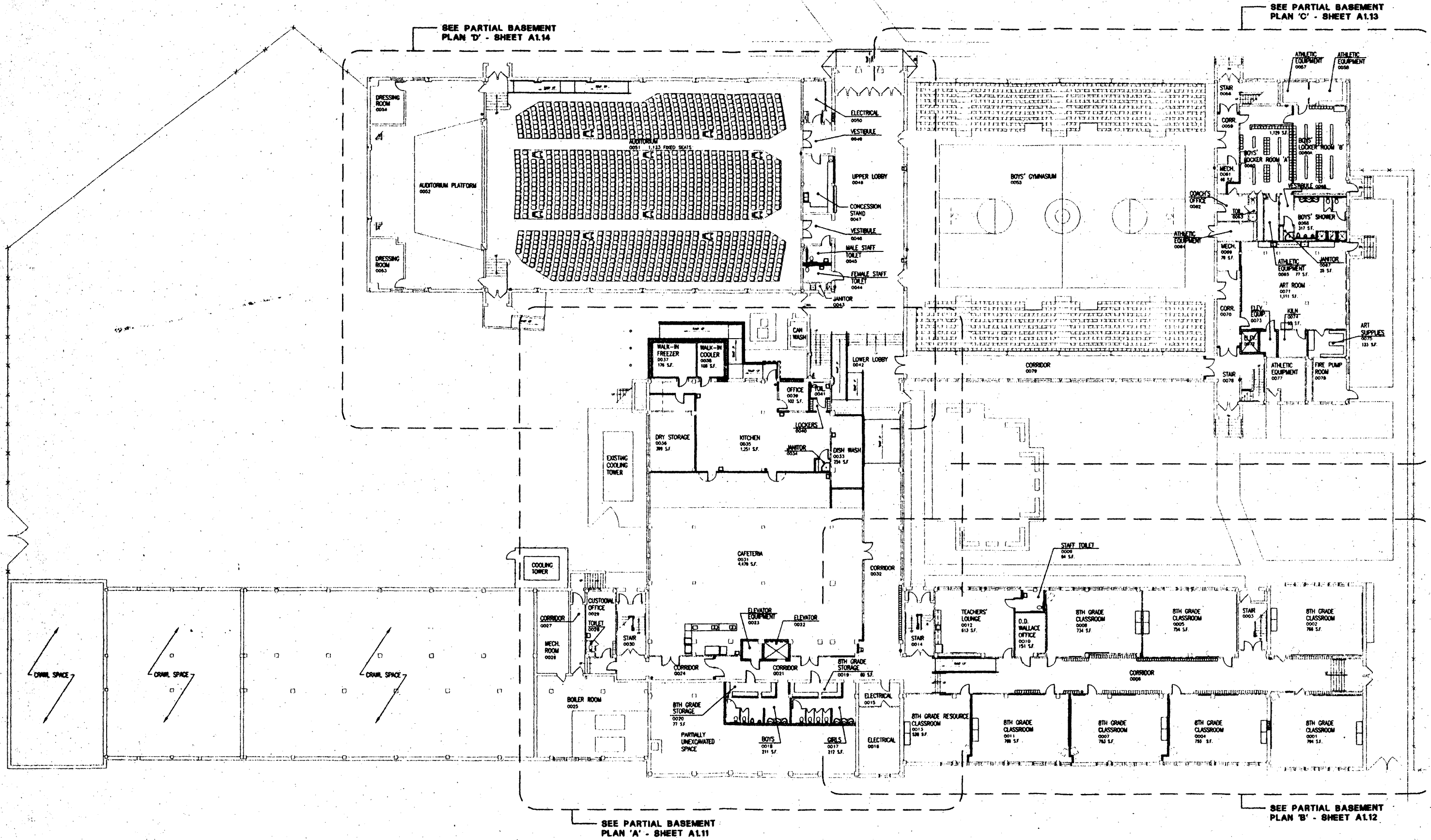
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EX1.00

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BASEMENT FLOOR PLAN
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 SHEET NO.

A1.00

PROPOSED BASEMENT FLOOR PLAN

SCALE: 1/16" = 1'-0"

