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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in 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. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Sandersville High School

other names/site number Sandersville Elementary School

2. Location

street & number 514 North Harris Street

N/A

not for publication

city or town Sandersville

N/A

vicinity

state Georgia code GA county Washington code 303 zip code 31082

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X 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

Signature of certifying official/Title: Dr. David C. Crass/Historic Preservation Division Director/Deputy SHPO Date 21 OCT 2019

Historic Preservation Division, Georgia Dept. of Natural Resources
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 or Federal agency/bureau or Tribal Government

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 12/9/19

Sandersville High School
Name of Property

Washington Co., Georgia
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply.)

<input type="checkbox"/>	private
<input checked="" type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

Category of Property

(Check only **one** box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Number of Resources within Property

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

Contributing	Noncontributing	
2	1	buildings
1	0	sites
0	0	structures
0	0	objects
3	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

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: school

Current Functions

(Enter categories from instructions.)

WORK IN PROGRESS

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19th AND 20th CENTURY REVIVALS:

Colonial Revival

Materials

(Enter categories from instructions.)

foundation: CONCRETE

walls: BRICK

roof: ASPHALT

other:

Sandersville High School
Name of Property

Washington Co., Georgia
County and State

Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

Sandersville High School is located on a 20-acre lot in a residential area at the northern terminus of North Harris Street in Sandersville, the county seat of Washington County in central Georgia. The school complex consists of the original 1939 school building with two non-historic additions attached by corridors. Additionally, the property includes a 1959 cafeteria, a historic baseball field, and a 1943-1945 agriculture and cannery building that no longer historic retains integrity. The original E-shaped building, designed by prolific school architect William J.J. Chase of Atlanta, was constructed in 1939 using Public Works Administration (PWA) funds. This one-story, Flemish-bond brick building exhibits elements of the Colonial Revival style including a central block with a projecting entrance that consists of four pilasters framing a recessed entry and two engaged corner piers flanking paired windows. These pilasters and piers support a pediment, which occupies the width of the central block's front-gabled roof. A domed cupola, set back from the pediment, tops the ridge of the central block's roof. The central entrance leads into the building's central block, which contains the school's auditorium and forms the central arm of the E-shaped plan. Symmetrical side wings stretch east and west from the central block. Secondary projecting, gabled entrances, which have corner piers that frame windows and a central recessed doorway, are located at the end of each side wing, indicating the hipped roof classroom wings that extend to the north, forming the long arms of the E-shaped plan. Historic window openings, evenly spaced and often grouped throughout the building, contain non-historic, horizontally-divided, two-over-two, double-hung windows. The classroom wings feature double loaded corridors with original plaster walls, transom lights located at the top of classroom doors and walls for ventilation, and beadboard wainscoting that extends into the classrooms. These finishes are also present in the auditorium wing, which additionally retains original crown molding, built-in seating, and hardwood flooring. A simple, flat-roofed, brick kitchen and cafeteria building was constructed to the north of the main building in 1959 and connected via breezeway. In 1978, a new gymnasium and library/media center addition was constructed to the east of the main building and connected by a corridor extending from the east wing's exit, and in 1995, a new classroom and office addition was constructed to the west of the main building, also connected by a corridor. Both the 1978 and 1995 additions are large rectangular, gabled buildings constructed with concrete block clad in brick veneer. Landscaping on the property includes the original baseball field, two courtyards formed by the E-shaped plan and breezeways between the wings, oak trees planted by students, and a flag pole island in the center of the school's drive.

Narrative Description

(The following description is taken from the July 5, 2018 "Sandersville High School" Historic Property Information Form that was prepared by Lyle Lansdell of the Sandersville School Building Authority, and edited by Olivia Head, National Register Specialist, Historic Preservation Division. It is on file at the Historic Preservation Division, Georgia Department of Natural Resources, Stockbridge, Georgia.)

Sandersville High School was initially constructed as a one-story consolidated school that possesses an E-shaped plan and elements of the Colonial Revival style. It occupies a 20.36 acre lot, which encompasses the original 1939 E-shaped school building, a historic baseball field, a c.1945 agriculture and cannery building, a 1959 cafeteria and kitchen building, and two non-historic additions to the school building connected via corridors.

Setting and Landscape

Sandersville High School is located approximately one mile north of the Sandersville City Square on a slightly elevated, large lot at the northern end of North Harris Street, one of the city's main thoroughfares. This location places Sandersville High School just north of the North Harris Street Historic District, a largely residential district that was listed in the National Register of Historic Places in 1989. Sandersville High School is surrounded by mostly residential development to the south and west, with some commercial development to the north and east.

Sandersville High School is approached via North Harris Street, which diverges at a small, circular island containing a flag pole dedicated by the Sandersville High School Class of 1940 (photograph 3). A drive runs parallel to the south, front elevation of the school building with parking lots that flank the flag pole island to the southeast and southwest. A historic

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

oak tree was planted on a grassy strip just south of the southeast parking lot during a reunion of the last eleventh grade class, who graduated in 1950. This tree and its planting are commemorated by a plaque (photograph 38). Two other historic oak trees are located west of the school's west wing and are the result of a planting program organized by a first-grade teacher, Ellen Bradley.

The main building has foundation plantings in front of its south façade, and its E-shaped plan and breezeways connecting the wings form two courtyards between its central block and classroom wings (photographs 1, 17, and 27). These courtyards currently consist of turf, small trees, foundation plantings, and sidewalks. Historically, the courtyards contained small plots of vegetables, butterfly bushes, oak-leaf hydrangeas, fruit trees, and ornamentals (photographs 17, 27). The school's original baseball field is located to the west of Sandersville High School (photographs 39, 40). While the chain link fence surrounding the field was added later, the original field still retains its shape and orientation.

Main Building

Exterior

The 1939 Sandersville High School building is a one-story, Flemish bond brick building with an E-shaped plan (photographs 1-8). The E-shaped plan consists of a central block, which forms the middle arm of the "E," containing the foyer and auditorium; side wings running east to west, which form the axis of the "E," containing administrative offices and classrooms; and two classroom wings that extend north, the east of which contained high school classrooms and the west of which contained the grammar school classrooms, forming the long arms of the "E." Designed by prolific school architect, William J.J. Chase, the school exhibits elements of the Colonial Revival style including a symmetrical front façade with a projecting central entrance flanked by side wings with smaller, projecting, gabled entrances (photograph 1).

The prominent central entrance on the south, or front, façade that leads into the building's central block consists of four sandstone pilasters with fluted capitals and two sandstone engaged corner piers, all supporting a pediment, whose original stucco was covered in vinyl siding c.1978 (photographs 2, 4, 5). The pilasters frame three deeply recessed door openings, which contain non-historic metal doors with original transom light openings above (photographs 2, 4). Non-historic, horizontally divided, two-over-two, double-hung windows, occupy the four original window openings between the outer pilasters and corner engaged piers. Each window on the central entrance has a sandstone panel below and sandstone lintel above (photograph 2). A domed cupola with louvered vents on each of its four sides sits atop the ridge of the front-gabled roof of the central block (photograph 2, 3). Three sandstone steps rise from the grade to a low entrance terrace paved with quarry tile (photograph 4).

Symmetry is emphasized on this elevation as side wings, each with eight, evenly spaced windows, connect the central entrance to two flanking secondary, gabled entrances (photograph 1). Less elaborate than the central entrance, these secondary entrances to the east and west classroom wings contain recessed double-doors with transom lights and are similarly framed by corner engaged piers. These entrances each contain two windows, both with sandstone panels below and lintels above, surrounding the recessed doorways (photographs 6, 7, 8). The secondary entrances are not the full width of the classroom wings and just partially obscure the hipped roof of these wings (photograph 1). Like the roof of the entire building, the roof of these wings is clad in asphalt shingles, which replaced historic asbestos shingles (photograph 1).

The non-historic, horizontally divided, two-over-two, double-hung windows that are present on the front elevation are evenly spaced or grouped across the building. These windows replaced the original six-over-six, double-hung windows in 1978 (photographs 1-3). All of the identical classrooms in the classroom wings contain banks of five double-hung sash windows separated by wooden mullions. (photographs 9, 14, 16, 29) The west side of the east classroom wing has varied clusters of windows because the business and science classrooms were of a different configuration than the remaining classrooms.

The other elevations of Sandersville High School are less elaborate than the south elevation. The east elevation of the main building features the previously mentioned banks of five windows that delineate individual classrooms (photograph 36). Towards the north of the east elevation, a former gabled entrance now connects via a corridor the original building to a rectangular, front-gabled, brick 1978 media center and gym addition (photograph 36). The west elevation largely mirrors the east, except the west wing is slightly longer and does not contain a side, gabled entrance. Instead, a rectangular, front-gabled, brick 1995 classroom addition is connected by a corridor leading from a door on the west side of the wing

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

that is in line with the east wing corridor (photographs 9, 10). Breezeways that align with these corridors connect the east and west classroom wings to the central block (photographs 16, 26).

The north elevation reveals the rear of each wing, including the hipped roofs of the east and west classroom wings and the gabled roof of the central block (photographs 15, 23, 24, 28). The brick-screened breezeways connecting each wing are also visible on this elevation, along with the courtyards formed by the wings and breezeways. The rear of the central block features a central, simple brick chimney flanked by three windows on either side, while the east and west wings simply contain centered, recessed, double-door entries (photographs 15, 25, 28). The 1978 and 1995 additions are also visible from the north elevation.

Interior

The main 1939 building currently contains approximately 30 classrooms, an auditorium, administrative offices, and secondary spaces including bathrooms. Reconfigured over time due to changing needs and the construction of new buildings and additions, the building originally consisted of 23 classrooms, a lunchroom, a superintendent's office, a principal's office, a science laboratory, a bookroom, a library, a domestic laboratory, six restrooms, and a dental clinic.

The central block of the main, E-shaped school building is accessed via one of three recessed non-historic doors with transom lights. Red quarry tiles from the exterior stoop extend into the building's foyer ending at three hardwood steps, two of which are covered in non-skid rubber, that lead up to the school's floor level. Original hardwood floors that were later carpeted in the corridors, classrooms, and offices are exposed at the upper level of the foyer. 5' beadboard wainscoting framed by six inch molding runs through the corridors and partially covers the original plaster walls that are extant throughout the building (photographs 41, 42). A door on the east wall of the upper foyer provides access to the administrative offices, consisting of a reception area, superintendent's office, a vault and lavatory (photographs 41, 43). A door on the west wall leads to a reception area, the principal's office, four smaller offices, a room that houses the major electrical panel, and a lavatory, all of which were originally part of the home economics classroom (photographs 44, 45, 53). The upper level of the foyer splits into a corridor that runs east to west and connects the central block foyer and auditorium to the east and west classroom wings (photographs 46, 47). Three classrooms are located on the south side of this east-west corridor, two of which resulted from the subdivision of the school's original library in 1978, when the Media Center/Gym addition was constructed (photographs 54, 55, 65). Historic transom lights that have since been boarded up are situated near the top of the corridor's south wall (photographs 46, 47).

To the north of the east-west corridor is the auditorium, which occupies the central block of the building. The auditorium is accessed through two entries, each containing original wood, two-panel doors with an original multi-light transom above (photographs 41, 50). Like the foyer, the auditorium retains original hardwood flooring. It features 700 original built-in seats with shaped plywood backs, divided into three banks by two aisles that run down the gently sloping floor to the stage. More Colonial Revival-style elements appear in the auditorium, including pilasters, which frame the stage and the large paired windows along the walls (photograph 48). The auditorium ceiling is lit by four art-deco brass and opaque glass dropped light fixtures (photograph 50). Ornate crown molding surrounds the ceiling, and plaster five-pointed stars adorn the rear wall of the auditorium and down the sides of the proscenium (photograph 48). On either side of the stage are two rooms that served as dressing rooms and were used as classrooms for music and for "expression" (photographs 51). The rooms behind the stage, formerly the lunchroom and kitchen, are now two classrooms (photograph 52). These two rooms are separated from the rear of the stage by a cross hall that leads out to breezeways on either side, which lead east and west to the two classroom wings.

The west classroom wing of the main Sandersville High School building originally housed the grammar school and features a north-south, double-loaded corridor with 14 classrooms, two restrooms with tiled floors and walls likely from 1978, and a teachers' lounge (photograph 56). Thirteen of the classrooms are identical in layout and appearance with 3' beadboard wainscoting; non-historic dropped ceilings; carpeted floors; plaster walls; wide coat closets centered in the north or south wall; a bank of five non-historic, double-hung windows on the exterior wall; and three transom lights that have been boarded up near the top of the interior walls for cross-ventilation (photographs 59, 60, 61). The classroom in the southwest corner of this wing exhibits all of these features, but instead of a coat closet, contains a narrow, rectangular cloakroom at its south end, accessed by two wood, double-paneled doors (photographs 57, 58). A smaller east-west corridor bisects the west wing corridor, connecting the wing to the 1995 Classroom annex to the west and to the auditorium to the east (photograph 62).

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

The east wing of Sandersville High School, which originally housed the high school, is very similar to the west wing with a north-south, double-loaded corridor (photograph 66). The east wing is shorter than the west and thus only contains 9 classrooms, 8 of which are identical with 3 foot wainscoting on plaster walls, dropped ceilings, carpeted floors, banks of windows on the exterior walls, transom lights on the interior walls, but with no coat closets (photographs 69, 70). The classroom in the southeast corner, however, does contain a cloakroom identical to the one in the west wing. On the west side of the corridor, the west wing additionally consists of two bathrooms with tiled floors and walls (photograph 73); a science lab that once had lab sinks in long benches and a tiered floor that allowed students to view demonstrations, evidenced now only by the dropping level of the wainscoting (photographs 71, 72); a business classroom that contained typewriters (photograph 67); and an adjacent lecture room with large plate-glass windows that allowed the teacher to observe students in the business classroom (photograph 68). As in the east wing, a small, east-west corridor intersects the main corridor of the west wing connecting the wing to the auditorium to the west and the 1978 Media Center and Gym to the east (photograph 75).

1978 Media Center/Gym Addition

In 1978, as more classroom space was needed and following the demolition of the historic gym, a new brick veneer, front-gabled, rectangular gymnasium and library/media addition was built to the east of the old school. This addition was connected to the main building by a corridor extending from the east wing's east exit (photographs 30-32). The corridor leads straight into a large open library room (photograph 76). On the west wall, three small rooms with large glass partitions open into the large library A/V room. An open lounge and a conference room are located on the right. A short hall to the left off the corridor leads to the gym. The gym walls are painted concrete block and the ceiling has a high pitch with inset fluorescent light fixtures (photograph 77). At the north end of each side wall of the gym are double doors leading to the outside.

1995 Classroom Annex Addition

In 1995, a new classroom building with restrooms and several offices was connected to the west, grammar-school wing of the old school. Its design has some similarities to the 1978 media center/gym addition—it is constructed of concrete block with brick veneer and has a similarly pitched, front-gabled roof (photographs 11-13). The windows and doors are recessed in both buildings. A corridor leads west from the west wing of the main school building to a central north-south corridor in the Classroom Annex addition (photograph 63). At each end of this corridor are double door exits. Eight classrooms are placed symmetrically off the corridor (photograph 64).

1959 Cafeteria Building

In 1959, when the high school was moved to a new location and Sandersville High School became Sandersville Elementary School, a cafeteria and kitchen building was constructed to the north of the existing building behind the auditorium wing. The cafeteria is connected to the main school building via a north-south breezeway that connects to the west courtyard breezeway (photograph 18). The cafeteria is a relatively simple, one-story building with a flat roof, brick veneer in running bond, and large, floor-to-ceiling windows spaced at irregular intervals (photographs 18, 20-22, 25). About two thirds of the space is a large open cafeteria (photograph 78). There is a mural on the west wall that depicts children's book titles (photograph 79). Double doors and two sets of floor-to-ceiling windows open to the back or north side of the building (photograph 21). On the east wall, the kitchen is open to the cafeteria and has a large vent hood (photograph 80). A hall leads from the kitchen to two bathrooms and a general storage room. In 1978, an office, a large dry storage room, and a walk-in freezer and cooler were added to the cafeteria building to the northeast corner. Loading access can be seen from the exterior on the north side.

Noncontributing Resources:

Agriculture and Cannery Building

Constructed in the shape of an inverted "T" from 1943-1945, the south-facing front of the former agriculture and cannery building is aligned with the south façade of the main school building to its west (photograph 34). The one-story building is clad in brick in a running bond and has as an asphalt shingle hipped roof. Like the main school building, the agriculture and cannery building features a projecting, front gabled entry, which contains a recessed doorway through a segmental arched opening (photograph 35). All window openings on this building, which once contained six-over-six, double-hung windows, have been bricked in; a non-historic, square-shaped, concrete block addition was constructed in the east crook

Sandersville High School
Name of Property

Washington Co., Georgia
County and State

of the "T;" and the entire building has been painted gray (photographs 35, 33). Because of these alterations, the agriculture and cannery building no longer retains historic integrity and is thus a noncontributing resource.

Sandersville High School
Name of Property

Washington Co., Georgia
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.)

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

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions.)

Education

Architecture

Social History

Period of Significance

1939-1969

Significant Dates

1939 – date of construction

1959 – date of construction of cafeteria

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

William J.J. Chase

Period of Significance (justification)

The period of significance for Sandersville High School is 1939, the date of the school's construction, through 1969, the end of the historic period.

Criteria Considerations (explanation, if necessary)

N/A

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

Constructed in several phases to accommodate growing student enrollment and changing educational needs in Sandersville and Washington County, Sandersville High School was established in 1939 as a consolidated school to house students in grades 1-11 from the northern half of the county. Sandersville High School is significant in the area of education as a good, intact example of a rural, consolidated public school building. According to *Public Elementary and Secondary Schools in Georgia, 1868-1971*, a statewide context, a consolidated public school is an example of the type of school that was built in response to concerns about the state of education in Georgia in the early 20th century. Better roads and the growing use of the automobile made it possible to consolidate several small, rural schools into one larger and improved school. Additionally, various pieces of legislation in Georgia at this time encouraged consolidation of schools by providing state funds for qualified districts. A consolidated public school consisted of several classrooms with cloakrooms, physical education facilities, a library, an auditorium, administrative offices, heating plant facilities, and bathrooms. To combine all of these needs, a letter-plan—a footprint in the shape of the letters E, T, H, L, or U—was commonly used. With its intact E-shaped plan and variety of spaces, including classrooms, an auditorium, bathrooms, and administrative offices, Sandersville High School continues to reflect its association with the school consolidation movement of early 20th-century Georgia. Sandersville High School is also significant in the area of architecture for its association with William J.J. Chase, an Atlanta-based architect, who was notable for designing over 100 schools across Georgia, most during the consolidation period. Chase was noted for his predominant use of the Colonial Revival and Georgian Revival styles featuring symmetrical side wings and a projecting central entryway, which is evident in his design of Sandersville High School. Additional Colonial Revival elements often employed by Chase and present in the Sandersville High School design include pilasters framing the entryway and supporting a pediment, a domed cupola, and an overall emphasis on symmetry. Finally, Sandersville High School is significant in the area of social history as its auditorium—the largest in the county—functioned as a community center, drawing in Sandersville residents for community theater productions, concerts, religious services, beauty pageants, and more.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

Sandersville High School is significant in the area of education as a representative example of a rural, consolidated public school building that expanded over time. According to *Public Elementary and Secondary Schools in Georgia, 1868-1971*, a statewide historic context, a consolidated public school consisted of several classrooms with cloakrooms, physical education facilities, a library, an auditorium, administrative offices, heating plant facilities, and bathrooms. To combine all of these needs, a letter plan—a footprint in the shape of the letters E, T, H, L, or U—was commonly used. Originally constructed in 1939, Sandersville High School's intact E-shaped letter plan, classrooms, cloakrooms, administrative offices, and auditorium provide a depiction of the school consolidation movement that occurred in response to concerns about the state of education in Georgia in the early 20th century. These features allowed the school to house combined students in grades 1-11 from several smaller schools from north Washington County. Over time, the school was expanded in several phases to accommodate a growing student population and changing educational needs.

Prior to school consolidation in Washington County, Ramus Freeman reported in *Cotton to Kaolin, A History of Washington County, Georgia 1784-1989* that in 1890 there were 99 schools in the county, 64 for white children and 35 for African American children. Books and other expenses were the responsibility of the parents. By 1892, the number of schools had been reduced by preliminary consolidation efforts to 79, and the state provided about 70% of expenses per child.¹

During the early 20th century, the State Board of Education recognized that the decentralized nature of public schools was costly, and they began to encourage and then fund school consolidation through a series of amendments and laws, including the Barrett-Rogers law, "which provided funds from the Western and Atlantic Railroad to be set aside annually for establishment and maintenance of schools that had been consolidated."² This type of legislation coincided with better roads and the growing use of the automobile, which made it possible to consolidate several rural schools into one larger and improved school.

¹ Mary Alice Jordan, Editor, *Cotton to Kaolin, A History of Washington County, Georgia 1784-1989* (Sandersville: WH Wolfe Associates, 1989).

² Marion Ellis, Bamby Ray, and Lynn Speno. *Public Elementary and Secondary Schools in Georgia, 1868-1971*. Historic Context on file at the Georgia Department of Natural Resources, Historic Preservation Division, Stockbridge, Georgia, 14.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

Following this statewide trend, the *Sandersville Progress* reported on April 14, 1938 that a new Sandersville school district would be created and that trustees would be elected. The county and the state would finance the school, and the district would be the largest in the county. The trustees began studying plans to build a 25-room "school plant" in the city of Sandersville. Sandersville High School (SHS), which would encompass both grammar school and high school grades, was constructed from March to September of 1939 using funding from the Public Works Administration. Students from three districts—Tabernacle, Sisters, Pleasant Grove—and part of the Warthen district, all in the northern half of the county, were enrolled.³

The 1939 school year at SHS began with 575 students enrolled—336 in the grammar school and 239 in the high school. R.L. Todd, Sandersville District Superintendent was quoted in a September 28, 1939 article in the *Sandersville Progress* as saying, "In all my experience in schools, the opening went off more smoothly than I ever saw, simply because we had enough room for everybody without crowding."⁴

The curriculum for the new school was broad. A September 1, 1938 *Sandersville Progress* article titled, "WPA [sic] Grants \$67,500 for New Sandersville School" detailed the extensive curriculum, describing the home economics department as including a miniature home, with food and clothing, laboratories, and a cafeteria. Another feature was the vocational agriculture laboratory, then under construction. The high school would have a science laboratory and two business course rooms separated by a glass partition, so that teachers could observe typing practice. A library and study hall were included. Another indication of the curriculum can be shown by the faculty who were hired, announced in a September 21, 1939 *Sandersville Progress* article, "School to Open Monday Morning." The high school faculty included Charles Bowen of Americus, who would teach mathematics and science; Arthur Williams from Blakely, who would coach and teach math and history; Miss Velma Kemp from Statesboro, who would teach civics and health; and Miss Emmie Johnson of Sandersville who would teach piano. Miss Maryan Smith of Dublin was hired to teach expression and English, and Mrs. Maude Duggan of Sandersville, French and Latin.⁵

The advantages of consolidation included the ability to fund better buildings, hire more qualified teachers, and achieve more uniform educational standards. In 1949, the state passed the Minimum Program for Education Act, which provided for more extensive school consolidation and other improvements. Sandersville High School was Sandersville's main school, until Washington County High School opened in the fall of 1959.⁶ Sandersville High School then transitioned to Sandersville Elementary School (SES), which served various combinations of primary grades for five decades until it closed in 2009. Sandersville High School's retention of its E-shaped plan, selected for its ability to house a variety of functions, an expansive curriculum, and a large student body, allows the property to continue to convey its significance as a rural, public consolidated school.

Sandersville High School is also significant in the area of architecture for its association with William J.J. Chase, a prolific Atlanta-based architect who designed over 100 schools in Georgia, mostly during the consolidation period. Chase predominantly used the Colonial Revival and Georgian Revival styles in his designs—styles that were additionally commonly associated with consolidated schools. Chase's designs frequently featured a prominent central block with a projecting entryway and symmetrical side wings, which is evident in his design of Sandersville High School. Additionally, Chase typically employed the letter-shaped plans associated with consolidated schools. With its intact E-shaped plan; projecting central entryway and side wings; and typical Colonial Revival elements employed by Chase including the central entrance elaborated with a pediment supported by pilasters, a cupola above the pediment, and overall emphasis on symmetry, Sandersville High School serves as a good, representative example of a consolidated school designed by William J.J. Chase.

William Julius James Chase (1884-1967) was a prominent Atlanta architect who designed hundreds of buildings in Georgia, including schools, courthouses, jails, and theaters, some of which have previously been listed in the National Register of Historic Places. Chase was born on November 4, 1884 in Baltimore, Maryland to William Choice and Julia Aurelia James Chase. Chase attended Reidsville Academy in South Carolina and later Alabama Polytechnic Institute in Auburn, Alabama. He studied with Atlanta Architect Gottfried L. Norrman from 1903-1906. From 1906 through 1909,

³ "County Board of Education Marks New District for Sandersville, Local School to be Consolidated." *Sandersville Progress*. April 14, 1938.

⁴ "575 Enrolled as New School Opens." *Sandersville Progress*. September 28, 1939

⁵ "School to Open Monday Morning." *Sandersville Progress*. September 21, 1939.

⁶ Jordan, *Cotton to*, 114.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

Chase worked as a draftsman for Harry Nelson Tyler in New York City. He later returned to practice in Atlanta with Arthur Francis Walker for ten years. With the firm of Walker and Chase, he helped design commercial and government buildings around the state, notably the Hand Trading Company Building in Pelham, which came to be known as “the World’s Largest Rural Department Store.” Chase was secretary of the Atlanta chapter of the American Institute of Architects (AIA) from 1917 to 1918 and continued as president from 1919 to 1920. In 1919, Chase established his own practice and began a career that included the design of more than 100 Georgia schools and numerous courthouses, hospitals and jails. In that same year, he married Miss Effie L Hurt of Alabama. Chase continued to practice until his death in 1967.⁷

Chase’s buildings through the years reveals a compositional trend in his school designs, as is evident in the schools illustrated in a *Georgia Magazine* advertisement from August 1928 (Figure 1). The front elevations of his schools were almost always symmetrical and contained a projecting central block with supporting side wings. In both his T-shaped and E-shaped plans, the projecting front of the central block typically served as the main entrance, while the rear extension of the central block often housed the school’s auditorium. In the E-shaped plan, the side wings supporting the central block had additional classroom wings extending behind them. Chase’s symmetrical, prominent central block with supporting wings composition is apparent in College Park High (c.1927), later renamed S.R. Young School, in College Park, Fulton County, which features a T-shaped plan with a central, gabled block that projects slightly forward to form the entrance and backwards to house the auditorium. The side-gabled building additionally contains flanking, gabled side projections that are similar to the side wing entrances of Sandersville High School. The College Park High side projections, however, contain three windows rather than recessed entries, as the T-shaped plan does not consist of classroom wings that extend back.

The central block with supporting wings composition can additionally be seen in the former Waynesboro Grammar School in Burke County, R.L. Hope Grammar School in Fulton County, and Perry High School in Houston County (all constructed prior to 1928), among others. With Moultrie High School (completed in 1929) in Colquitt County, which was listed in the National Register of Historic Places in 1982, Chase created a modified version of the E-shaped plan, in which the central block, or middle arm of the E, extends forwards rather than backwards. Nevertheless, this central wing of the school still contains the auditorium.

Chase additionally employed similar Colonial and Georgian Revival stylistic elements across his school buildings and other institutional buildings. A cupola topping the central block is featured in a majority of his school designs. Additional stylistic elements included in many of Chase’s designs are brick or sandstone quoining, arched entries or windows, transom and sidelights, and pilasters supporting a pediment on the central entrance. As they are on Sandersville High School’s side elevations, windows are often grouped in blocks of three or five.

Sandersville High School was constructed over 10 years after the school buildings pictured in the *Georgia Magazine* advertisement (Figure 1). Nevertheless, the school still exhibits hallmarks of Chase’s earlier school designs including the E-shaped plan; emphasis on symmetry; projecting central block with supporting wings; flanking secondary, projecting entrances; cupola; pilasters supporting a pediment; and blocks of windows. With the retention of these character-defining features, Sandersville High School is a good, representative example of the work of prolific school architect, William J.J. Chase.

Finally, Sandersville High School is significant in the area of social history, as its auditorium functioned as a community center, drawing in Sandersville residents for community theater productions, concerts, religious services, beauty pageants, and more. With its 700 seats, the Sandersville High School auditorium is the county’s largest auditorium. The large seating capacity led the Sandersville Community Theatre, which formed in the 1920s, to begin using the auditorium space for productions including a performance of “Arsenic and Old Lace” in 1946. These Sandersville Community Theatre performances continued until 2009. Additional community organizations that used the Sandersville High School auditorium during and after the school’s period of significance include the Washington County Community Concert Association and the Sandersville Music Club. Other events including religious services and beauty pageants have been held in the auditorium. Due to its large capacity and ability to host a variety of events and organizations, Sandersville High School’s auditorium has had a significant impact on the social history of the community of Sandersville.

⁷ Gayle Sanders, William J.J. Chase Architect File on file at Georgia Department of Natural Resources, Historic Preservation Division, Stockbridge, Georgia.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

Developmental history/additional historic context information (if appropriate)

(The following historic context is taken from the July 5, 2018 "Sandersville High School" Historic Property Information Form that was prepared by Lyle Lansdell of the Sandersville School Building Authority, and minimally edited by Olivia Head, National Register Specialist, Historic Preservation Division. It is on file at the Historic Preservation Division, Georgia Department of Natural Resources, Stockbridge, Georgia.)

A Brief History of Washington County and Sandersville, Georgia

Georgia created its ninth county, named for George Washington, in 1794. It included all the territory "from the Cherokee Corner north, extending from the Ogeechee to the Oconee [rivers], and south to Liberty County."⁸ After a treaty with the Creek Nation was concluded in 1790, white pioneers crossed the Ogeechee to the west and began to settle. Others claimed land grants or won parcels distributed by lottery. The surnames of many families, mostly from England, who immigrated via Virginia or the Carolinas in the early 19th Century, are extant in the county today. Throughout the years until 1917, Washington County was divided to form seven new counties and portions of nine others. Roughly diamond-shaped, it remains one of the largest counties in the lower Piedmont at 680 square miles. The Fall Line passes through the top third from northeast to southwest.⁹

Sandersville began as a crossroads where a Mark Saunders claimed his revolutionary land grant, built a one-room cabin in the woods, and opened a store at what is now the main intersection of town—North Harris and Haynes streets. Situated in the middle of the county, Sandersville was selected as the county seat by the state legislature in 1796. A frontier town with a wild reputation, it was transformed after the invention of the cotton gin into a hub for large plantations to sell their cotton through the early 1800s. Churches and banks were then established, the Woman's Christian Temperance Union (WCTU) eliminated the availability of alcohol, and Sandersville claimed a new level of respectability. Over the decades descendants of former slaves and free African Americans populated the county.¹⁰

Cotton and other crops fueled the economy until the mining of sedimentary kaolin deposits brought a great boon to the county during the latter two thirds of the 20th century. A fine, white clay, kaolin is marketed all over the world to be used in the manufacture of numerous products, including glossy paper, ceramics, medications, and paint, to name a few. The discovery of high quality kaolin in other parts of the world and a decline in the coated paper industry has brought about some decline in Washington County's kaolin industry, but Sandersville still claims the title, "Kaolin Capital of the World." Kaolin plants and related industries employ the largest number of people in the county. The respective populations, 20,000 in Washington County and 6,000 in Sandersville, have remained stable for decades.¹¹

Education in Washington County

Around 1800, the more affluent white families in Washington County hired private tutors who lived in their homes and taught their children. According to Eleanor Rawlings in *Cotton to Kaolin*, the first mention of state-funded education was in 1827. "Poor School Fund Laws" allotted monies to teach 117 students in the county. By 1830 there were four incorporated academies—Bethlehem, Davisboro, Union and Gum Springs—located in different corners of the county. Through the years before and after the Civil War, many private schools operated, but the vast majority of children were educated in "old field" and church-affiliated schools. All the schools were racially segregated. Several African American schools opened during Reconstruction but were short lived. Formal education for African American children was said to first begin in 1866 in the home of Emily Bivins, who later moved her school to an old church building. In 1867, agents of the Freedman's Bureau opened six schools. Most of these closed when government financing expired only a year or two later.¹²

In 1872, Georgia developed a public school system for grammar schools. According to Ella Mitchell, who wrote the *History of Washington County* in 1924, the public school system was organized in Washington County by 1880. By 1892, Washington County's Board of Education oversaw 110 public schools (free tuition for elementary grades)—64 schools for

⁸ Jordan, *Cotton to*, 3.

⁹ Ella Mitchell, *History of Washington County* (Atlanta: Cherokee Publishing Company, 1973).; Jordan, *Cotton to*.

¹⁰ Ibid.

¹¹ Ibid.

¹² Jordan, *Cotton to*, 36, 71.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

2,681 white children and 46 schools for 3,173 African American children. Books and other expenses were the responsibility of parents and community benefactors. By 1903, the total number of schools was reduced by early consolidation efforts to 79. In 1912 state funds became available for high schools.¹³

Meanwhile, the city of Sandersville operated its schools independently of the Washington County School Board. In 1874, Sandersville built a frame school building arranged on the Peabody Plan, which was paid for by local subscription, near the corner of Church and Smith streets. In 1897 a two-story brick building was added, in 1910 a separate high school building, and later a vocational school building were added to form an impressive campus. After the construction of the new Sandersville High School was built in 1939 with PWA funds and the Sandersville district joined the public-school system, all of these school buildings were eventually demolished.

In Tennille, the county's second largest city and Sandersville's "sister city" two miles to the south, a similar pattern emerged. The first school house was constructed in 1881. A two-story brick school for 10 grades replaced it in 1897. The system operated as a local system until Tennille citizens voted in 1910 to have free public schools. The Tennille High School was built in 1929.

After the Freedmen's Bureau's attempt to establish schools for African American children failed during early Reconstruction, Washington County began new efforts to create schools for African American children. In 1876, a school was constructed using lumber from the old Methodist Church building. It supported 117 students its first year. Another school was established at the Springfield Baptist Church on West Church Street that thrived from 1866 to 1890. Dr. Thomas Jefferson Elder arrived from Athens in 1886 and helped to build a school that included a manual training curriculum. This program won an award at the state fair and notoriety beyond the state. Eventually this school was named the T.J. Elder High and Industrial School for Negroes. Today, Washington County's Middle School is named for Dr. T.J. Elder.

A similar history again occurred in Tennille, where a school for African American children was built using the lumber left from a fire-damaged white school in 1897. The Reverend D.D. Crawford was the principal teacher. After the first school burned, a modern school on that same site was named for D.D. Crawford.

Jo Cummings stated in *Cotton to Kaolin* that in 1875 only 37% of school-aged children were enrolled in school, and in 1900 enrollment grew to 74%. In 1901 a County School Commissioner, John Rogers implemented the consolidation of five schools and declared it successful. It is not clear where or how long this endeavor lasted, but it was said to have introduced the idea of consolidation.

A special historical edition of the *Sandersville Progress* on May 17, 1937, the main focus of which was education, includes a long article compiled by the County School Superintendent, C.A. Shealy. He recounts in detail many instances of school consolidation beginning in 1902. In different sectors of the county, two schools came together. The first was in north Washington County, when Wicker and Victor combined to become Victorwick. In southeast Washington County, a Pringle district was formed. In 1919, Watkins joined Deepstep in the western portion of the county, and Deepstep was the first to receive Barrett-Rogers funds offered by the state—\$500 to any school that would implement consolidation. Deepstep served as a model, and the rest of the county followed. In 1921, a consolidated school was built at Irwin's Cross Roads named Orville. Then Chalker, Centralia, and Hicks Spring consolidated with Warthen and received Barrett-Rogers funds. In 1926, when Victorwick joined Warthen, a bid was made to engage a truck to drive upper class students from Warthen to Sandersville. Tennille became the largest consolidated district in 1927 when three schools asked to be consolidated with Tennille. In 1935, the Warthen school district enlarged and surpassed Tennille in size. This trend of two schools joining together, smaller districts joining together, and the hiring of drivers to transport children first in their own vehicles and eventually in buses furnished by the school system continued.

According to Shealy in 1937, the county was "very proud of their accredited High Schools for they accept pupils from other schools and give them the same advantages as they do the pupils in their own systems. Through the Barrett-Rogers fund \$1000 is appropriated for one Senior High School in each county. Sandersville and Tennille both receive this on alternate years." Apparently both Tennille High in the state system and Sandersville High in its private system were accredited. Further, in the same newspaper edition, an article entitled, "City Justly Proud of Elder's School" states that the T.J. Elder High and Industrial School for Negroes was on the accredited list of high schools in Georgia. The article continues to say,

¹³ Jordan, *Cotton to Kaolin*, 70.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

"Elder School teaches home economics, vocational agriculture, and manual and industrial training, as well as literary studies."

Consolidation of the Sandersville School District

In April 1938, the *Sandersville Progress* stated that "patrons of the Sandersville school voted last year to consolidate the school and put it into the county system," adding that previously "the Sandersville school has been operated with city funds" and directed by the city board of education. The County School Superintendent, C.A. Shealy, announced an election to name trustees for a newly-created district. The new district would be the largest in the county. The article continues, describing the boundaries of each district to be consolidated.¹⁴

In June of 1938, an apparently short-lived plan was described by staff writers of the *Sandersville Progress* to build a single high school building and bus students from all sections of the county, a system in which every child in the county would have equal educational facilities. Another year would be added to the high school curriculum which would save parents money by not sending their children to college for the freshman year. Also, "The present school buildings in various sections of the county would be used for primary and intermediate grades."¹⁵ The article indicated that many counties in Georgia had adopted plans to have one county-wide high school. It said there would be a public meeting for all citizens to voice their views.

Apparently these aspirations were not achieved, and the plans outlined in the April article took precedence. In subsequent articles it is obvious that the plan for a single consolidated county high school was abandoned, and the new Sandersville school building would include both grammar and high school grades. There is no evidence that a public meeting took place. The plan announced in April to map a new Sandersville School District was implemented. The newly created district took in all of three school districts—Tabernacle, Sisters, Pleasant Grove—and a portion of a fourth, Warthen. These districts were in the northern half of the county. Consolidation did occur and, although it was not county wide, it created the largest district in the county.

In July 1938, the *Sandersville Progress* reported that architect "Wm. J.J. Chase, well known and competent," was awarded the contract to draw plans for a \$145,000 school. Stated also was that "45% of the cost of the new building would be funded by the national government."¹⁶ William J.J. Chase (1884-1967) was a prominent Atlanta architect. *Public Elementary and Secondary Schools in Georgia, 1868-1971* states that "William J.J. Chase was based in Atlanta but had commissions all over the state. Chase designed more than 100 schools in Georgia, most of them during the consolidation period."¹⁷ Mr. Chase designed at least four courthouses in Georgia including those in Carroll, Cook, Seminole, and Oconee Counties. He designed Moultrie High School, the Hall County Jail, and Davison Hall at Ft. Valley State College. All are listed in the National Register of Historic Places.

In September 1938, the result of a "quiet election" was reported. An \$82,500 bond issue to build a school was approved by a few more than half of the registered seven hundred voters in the county. Secretary of State Harold Ickes had approved a \$67,500 grant from the Public Works Administration (PWA). The school building was thus funded in part by the Public Works Administration (PWA) of Franklin D. Roosevelt's New Deal of 1933. Secretary of the Interior Harold L. Ickes headed the program created by the National Industrial Recovery Act in response to the Great Depression. Many Georgia schools built during the Depression were constructed with federal funds received from the New Deal programs. These funds and those that encouraged the consolidation of schools brought many advantages, better buildings, more qualified teachers, and more uniform educational standards. The cost of Sandersville School was approximately \$145,000, and 45% was funded by PWA funds. The PWA funded more than 34,000 projects including airports, dams, bridges, as well as 70% of the new schools and one-third of the hospitals built, beginning in 1933 and ending in March of 1939.¹⁸

Seventeen and a half acres of land for the new school were purchased by the Sandersville School District Trustees, a Division of the Washington County School System from Mrs. T.W. Gilmore in December of 1938.¹⁹ Beers-Collins

¹⁴ "County Board of Education Marks New District for Sandersville, Local School to be Consolidated," *Sandersville Progress*, April 14, 1938, 1.

¹⁵ "County Needs New School Building," *Sandersville Progress*, June 23, 1938, 1.

¹⁶ "Architect Draws Plans for School," *Sandersville Progress*, July 7, 1938, 1.

¹⁷ Ellis, Ray, and Speno, *Public Schools*, 14.

¹⁸ George McJimsey, *The Presidency of Franklin Delano Roosevelt* (Lawrence: University Press of Kansas, 2000), 221.

¹⁹ Deed Book UU page 450, Plat Book A page 134.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

Construction Company of Atlanta was chosen as the builder, and work began in March 1939. The plan was for the building to be completed in time for school to begin in September 1939. The opening was postponed three times because of delays in completing the school, and it opened on September 25th.²⁰

On the first day of school, the enrollment was 575 students—336 in the grammar school and 239 in the high school.²¹ For two decades, 1939-1959, Sandersville High School excelled in many ways, winning state One Act Play competitions, debates, and the Region 2-A Trophy in football. In a quote from Clifford Bell, class of 1944, "In 1939 Mr. A. C. Dickey became principal (and served in this position until 1948), and how wonderful that was. He was there during the World War II years. Teachers were scarce, but Mr. Dickey found excellent teachers, hiring some out of retirement. He even taught senior math. Thanks to him and these teachers we received an excellent high school education." Bell also said, "I could recall so many great times in our new school and I could name many more of the wonderful teachers who prepared us for the future."²²

There were many excellent teachers who had an impact on students at Sandersville High School and Sandersville Elementary School. Among them was Hazel Bedgood Metts (1915-2013), who taught English at Sandersville High School and then at Washington County High School for almost fifty years. She was the advisor for the newspaper, yearbook, cheerleading, and one act plays over the years; in addition she was an excellent teacher. Another was Isabel Snyder (1922-2014), who taught history and was the debate coach. Among her debaters in 1959 when they won first in state was Georgia Governor Nathan Deal. When Governor Deal was inaugurated in 2011 for his first term in office, Mrs. Metts and Mrs. Snyder were chauffeured to the inauguration by state troopers.

In 1950, the last eleventh grade graduated, as a twelfth grade was added in 1951 due to a mandate across the state by the Minimum Program for Education Act. This act provided more extensive school consolidation and other improvements, including funding of the twelfth grade. "Equalization Schools in Georgia's African-American Communities, 1951-1970," state context, states "In 1949, Georgia Governor Herman Talmadge initiated the Minimum Foundation Program for Education. This comprehensive legislation sought to eliminate geographic, class, and, eventually, racial disparities in education through improved curricula, better training for teachers, and a uniform nine-month school term."²³ The program provided for more extensive consolidation and other improvements, which increased the enrollment at Sandersville High School. The county saw the need for one high school for grades nine through twelve. Washington County High School was built and opened in the fall of 1959.²⁴ Sandersville High School had served high school and elementary school students for twenty years. It then became Sandersville Elementary School, which served various combinations of primary grades for five decades until 2009. In 1967, fourteen acres to the north of the original site were purchased by the Board of Education from Dr. Thomas Gilmore.²⁵

During the time of consolidation, the white and African American schools remained separate. When \$67,500 was granted by the PWA to build Sandersville High School for white students, \$12,000 was designated for six new classrooms and toilets at the T.J. Elder High and Industrial School for Negroes.²⁶ The Elder school had been built in the late 1800s by a Rosenwald matching-grant program. This disparity in allotted funds is a painful reminder of the inequality of educational services provided to the white and African American children of that time.

Agricultural Influence

According to *Cotton to Kaolin, a History of Washington County, Ga. 1784-1989*, agriculture was the dominant force in the life of the county in the early 20th century.²⁷ During World War II with the shortage of food, families were encouraged to produce food at home. After World War II, farms in the county numbered 1,776, and the average size was 109 acres. Larry Mathis, Sandersville High School class of 1958 and former President of Citizens Bank of Washington County, wrote

²⁰ "School to Open Monday Morning," *Sandersville Progress*, September 21, 1939.

²¹ "575 Enrolled as New School Opens," *Sandersville Progress*, September 28, 1939.

²² Clifford Bell. Memoirs of SHS, 2013.

²³ Ellis, Ray, and Speno, *Public Schools*, 6.

²⁴ Jordan, *Cotton to Kaolin*, p.114.

²⁵ Deed Book 5H page 215, Plat Book N Page 101.

²⁶ "Better School Buildings," *Sandersville Progress*, June 1, 1938.

²⁷ Jordan, *Cotton to Kaolin*, 126-139,

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

in remembrances of Sandersville High School that in "some ways our school calendar was driven by the crops. By that I mean that school didn't begin until the crops were in."²⁸

The boll weevil brought an end to planting cotton, but farmers began growing other crops and almost every home had a vegetable garden. With the increase in gardening, families needed a way to preserve their fruits and vegetables. In 1943, Sandersville High School fulfilled this need by opening a cannery that operated in the summer. Even though the agriculture and cannery building was not complete until 1945, canning began in 1943 in the unfinished building. In June 1943 the cannery was open two days a week and four days a week in July. 7,294 cans of food were preserved that month. An article in the *Sandersville Progress* of June 1, 1944 announced the opening of the cannery. It stated that during the summer of 1943, a total of 27,000 pints of vegetables were canned. In that same article, it was noted that the cannery would can pints for five cents and quarts for six cents per can.²⁹

In 1945 Mr. N.J. Deal was hired as vocational agriculture teacher and took over the operation of the cannery. In August 8, 1946, the *Sandersville Progress* reported that "as retail prices continue their upward movement, frugal families are turning more and more to producing and conserving their vegetables and fruits, storing many canned edibles in closets and attics for winter use. As a result, the school cannery is experiencing its busiest season."³⁰ More than 28,000 cans were processed by the first of August in 1946. According to a *Sandersville Progress* article, Mr. Deal continued to operate the cannery until at least 1960 with the help of his son, Nathan.³¹

Integration

According to *Public Elementary and Secondary Schools in Georgia, 1868-1971* "The Civil Rights Act [of 1964] laid the groundwork for greater federal enforcement of school desegregation via Title VI. This law forbade racial discrimination in any program that received federal funds, which led to a period of increased federal oversight of desegregation of public schools nationwide."³² Following the Civil Rights Act of 1964, white and African American schools in Washington County remained separate. African American students began to attend the formerly white public schools in Washington County first in 1967, and total integration of the school system was implemented in 1971.³³ In the southern states, this timing was not unusual. Despite federal mandates, more than one hundred school districts in Georgia still remained segregated in 1967.

Between the years of 1967 and 1969, many citizens of Washington County responded negatively to federal enforcement of desegregation in Washington County. Businesses were boycotted and private schools were started. In 1970, federal funds were withdrawn from Washington County at one point and school closures occurred for a week at another point. In 1971, neither the Kaolin Festival nor the county fair was held.³⁴ Maurice Friedman wrote in *Cotton to Kaolin* that "An era had died while the county was going through a painful birth to create a new one."³⁵

A *Sandersville Progress* article on March 6, 1969 stated that Georgia Senator Herman Talmadge urged the Secretary of the United States Department of Health, Education, and Welfare (HEW) not to cut federal funds to Washington County Schools, saying that 2,200 poor children would be deprived of school lunches. Senator Talmadge was on the Senate Committee on Nutrition and Human Need.³⁶

The April 24, 1969 edition of the *Sandersville Progress* reported that "the US Office of Education" presented a plan to "eliminate the dual school system" by desegregating the elementary schools at the beginning of the 1969-70 school year and the high school by the beginning of the 1970-1971 year. Rejection of the plan would mark the end of federal funds and programs in the county effective May 7, 1969.³⁷

²⁸ Larry Mathis, *Memoirs of SHS*, 2013.

²⁹ "School Cannery to Open Next Tuesday." *Sandersville Progress*, June 1, 1944, 1.

³⁰ "Canning Continues at School House" *Sandersville Progress*, August 8, 1946.

³¹ "Sandersville Cannery Will Be Open on Tuesdays, Fridays." *Sandersville Progress*, June 9, 1960.

³² Ellis, Ray, and Speno, *Public Schools*, 18.

³³ Jordan, *Cotton to Kaolin*, 115.

³⁴ Ibid. 116.

³⁵ Ibid, 117.

³⁶ "Tlamadge (sic) Urges No Cut Off For County School." *Sandersville Progress*, March 6, 1969.

³⁷ "County Board Education Ordered to Eliminate Dual School System." *Sandersville Progress*, April 24, 1969.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

On August 14, 1969, Judge W.A. Bootle ruled in favor of the Washington County Board of Education, turning down an almost identical plan presented by the Department of HEW and African American plaintiffs. The Board of Education proposed an intercultural exchange plan in which students would spend more than half a day in a school predominately of the opposite race for a minimum of 15 days during the school year. Under the judge's order the pairing of elementary and high schools would be delayed and the "freedom of choice" period would be reopened immediately.³⁸

A *Sandersville Progress* article on December 4, 1969 stated that the Washington County Board of Education was deeply concerned by the large group of students who were not attending school. The Board of Education stressed that Georgia's Compulsory School Attendance Law required parents to send their children to school, suggested children were being hurt by the disruption, and entreated parents to keep their children in school.³⁹

On January 15, 1970, the Fifth Circuit Court of Appeals reversed an earlier decision and ordered total faculty and student desegregation by February 1st. The order advised that bi-racial advisory committees be formed for school boards with no African American members, faculty members be assigned in the same racial ratio as in the system as a whole, and transportation be operated on a non-discriminatory basis.⁴⁰

Further debate on the "freedom of choice" issue was reported in a February 5, 1970 *Sandersville Progress* article, when 68 of 237 teachers refused to honor the court order to integrate teachers. Some Sandersville Elementary and Washington County High School teachers testified that they would not honor the order out of concern for the safety of both students and teachers.⁴¹

On February 5, 1970, the *Sandersville Progress* published "14 Demands of the Black Coalition of Washington County" and the "Reply from the White Negotiating Committee (WNC)." The Black Coalition was led by Richard Turner, who continued to lead the black community until his death in 2007. He published a short message every week in the *Progress* for all those decades, and he always ended by saying, "White folks ain't all devils and black folks ain't all angels." Richard Turner was a beloved leader in Washington County. The Coalition's demands asked for measures to promote equal justice, general black representation on a county committee, among voter registration clerks, in the housing authority, in job opportunity programs, among sheriff's deputies, and more. They asked for sidewalks and curbing and paving of streets in African American communities. The article went on to publish the response from the WNC. Point by point the WNC suggested compromises and constraints presented by laws. The article went on to print a rebuttal from the Black Coalition generally to say that they appreciated the careful consideration given to their demands, but that the responses fell short of justice. For each of the 14 points, the Black Coalition responded, accepting some and giving reasons for rejecting others.⁴²

Governor Lester Maddox visited at this time and spoke at a "Freedom of Choice" rally at Washington County High School. He encouraged boycotts to protest school integration.⁴³

A Federal judge threw out a suit by African American plaintiffs who sought an injunction against county officials, the *Sandersville Progress* reported on July 16, 1970. He issued a restraining order against the plaintiffs to prevent them from threatening other African American citizens who did not cooperate with their boycotts of local businesses. The judge cited evidence which showed that following threats, nine businesses, one school, and six residences had been burned and the fires were labeled arson by fire marshalls. On the same front page, the *Progress* announced that economic boycotts against local merchants had ended in an article entitled "Economic Boycott Against Local Merchants Ended Here Saturday." After almost nine months of boycotting and after 14 demands were resolved to the satisfaction of both sides, a victory march was held. Hosea Williams of the Southern Christian Leadership Conference (SCLC) said that the white leadership met the principal demands, mainly the appointment of bi-racial committees and black deputy voter registrars.⁴⁴

On July 16, 1970, US District Court Judge W. A. Bootle approved a modified freedom of choice plan. Two freedom of choice orders by Judge Bootle were previously reversed by the US Fifth Circuit Court of Appeals. Judge Bootle's plan this

³⁸ Judge Upholds County Schools Freedom Choice." *Sandersville Progress*, August 14, 1969.

³⁹ "Washington County Board of Education Makes Statement Regarding School Situation." *Sandersville Progress*, December 4, 1969.

⁴⁰ "Federal Court Orders County School System To Integrate Teachers." *Sandersville Progress*, January 15, 1970.

⁴¹ "No Teachers, No Schools in County," *Sandersville Progress*, February 5, 1970.

⁴² "14 Demands of Black Coalition Of Washington County and Reply of White Negotiating Committee." *Sandersville Progress*, February 5, 1970.

⁴³ "Governor Maddox Urges Boycott to Protest School Integration." *Sandersville Progress*, February 12, 1970.

⁴⁴ "Federal Judge's Order Bars Negroes Boycott Violence in Sandersville." *Sandersville Progress*, July 16, 1970.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

time left two all-African American elementary schools in Tennille as they were and limited the number of African American children not to exceed 51% in any school. This order rejected the plan by the HEW to pair schools and initiate costly busing. The article states that 447 white students had left the public-school system and entered two private schools. A third private school was due to open, which would bring the total number of white students in private schools to 629 and would create a ratio in the public schools of 85% African American and 15% White.⁴⁵

Finally in 1970, the US Court of Appeals rejected the earlier "freedom of choice" plans, and ordered the local school board to reorganize. Two elementary schools, Elder Elementary and D.D. Crawford, would house grades one through four. Grades five through eight would attend Sandersville Elementary and Tennille Elementary. Approximately nine hundred were enrolled in grades five through eight at Sandersville Elementary School (SES), four hundred more than were enrolled the previous year. Grades nine and ten were assigned to Elder Junior High, and grades eleven and twelve to Washington County High. This system opened with 4,503 students in 1970.⁴⁶

History from the 1990s to the Present

In 1995, a new Elder Middle School was built for the sixth through eighth grades, and Sandersville High School (at this point Sandersville Elementary School) retained grades three through five. Elder Elementary held kindergarten through second-grade classes. In 2007, due to declining student enrollment and economic difficulties, Tennille Elementary School was closed, and the fourth and the fifth grades were moved to Sandersville High School (or Sandersville Elementary School). The third grade moved to D.D. Crawford, the Tennille primary school. In 2008-2009, the last year the school was open, 630 students were enrolled in grades three through five. The new Ridge Road Elementary School was opened in 2009 on the east border of the Sandersville city limits. All of the county's community elementary schools were closed, and buses began transporting children from all over the county to the new school.

Since 2009, when the Sandersville High School building was vacated, several groups have expressed an interest in restoring the building to be used by the community. None were successful in working out a plan that the Washington County Board of Education (BOE) would accept. In June 2012, rumors circulated that the BOE was voting to demolish the building. A group from the Washington County Historical Society met with the BOE and was given ninety days to devise a sustainable plan for the building. During those ninety days, the Oconee Fall Line Technical College (OFTC) approached the WCHS group with a plan for the OFTC to form a partnership. It was approved by the BOE at their September 2013 meeting, to give the building to the State Properties Commission (SPC) who in turn was to give it to the OFTC. In August 2013, the SES planning group was advised that the OFTC had been notified by their superiors that they would not be involved in the plan. Meanwhile the SPC boarded up the school to prevent further vandalism.

Since that time, the Washington County Historical Society formed an SES committee to work with the SPC to develop a sustainable plan. Their vision was to save the historic building from neglect, lack of maintenance and possible demolition, and to acquire, stabilize and restore the property to be used by the citizens of Washington County. By state law, the SPC could not give the property to the historical society, but could give it to a city, county, or authority. Under the leadership of chair, Ed Jordan, the concept to form an authority was developed.

State House Representative Mack Jackson introduced House Bill 305 in 2015. On July 1, 2015 the Sandersville School Building Authority (SSBA) was created. A Quitclaim Deed dated August 26, 2015 shows the Georgia Building Authority passed 20.36 acres to the SSBA for \$10.

In June of 2016, a fund-raising concert organized by the SSBA brought in \$10,000. In October of 2017, a Tour of Homes raised \$5,000 to benefit the school building. To date, these funds have been used to pay utility bills, repair the sprinkler system, replace windows and repair ceilings. The SSBA's vision for the SES property includes the following:

1. Auditorium as a venue for performing arts and other community events
2. Visitors/Welcoming center to support tourism
3. Community Store to sell Washington County products
4. Center for art classes and exhibit galleries
5. Kaolin Museum

⁴⁵ "Judge Bootle Orders County School Officials To Use Modified Plans," *Sandersville Progress*, July 16, 1970.

⁴⁶ Jordan, Cotton to Kaolin, 116-117.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

6. School History Museum/ exhibit area
7. A USDA certified kitchen or a restaurant in the cafeteria
8. Courtyards as a venue for large and small events
9. Adult daycare in the former Gymnasium/Media Center
10. Low cost small business area.
11. Rental of the west Classroom Building addition and the Agricultural Building, and perhaps the cafeteria and gym/media center, to reliable tenants, in order to create revenue for all the above projects.

The SSBA sees this project as a long-term undertaking. On October 3, 2016 the authority and other city officials met with the Georgia Department of Economic Development, Office of Tourism Product Development to explore possible innovative and income-producing uses for the property. The vision is to see the school building restored as much as possible to its original appearance and to make it available for community use.

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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- "Architect Draws Plans for School." *Sandersville Progress*. July 7, 1938.
- "Architect Draws Plans for School." *Sandersville Progress*. July 7, 1938.
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- "Auditions to be Held for Community Theatre's NunSense." *Sandersville Progress*. August 5, 2009.
- "Better School Buildings." *Sandersville Progress*. June 1, 1938.
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- "Community Notice, 'All Singers are invited...'" *Sandersville Progress*. October 25, 2000.
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Sandersville High School

Name of Property

Washington Co., Georgia

County and State

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"Judge Upholds County Schools Freedom Choice." *Sandersville Progress*. August 14, 1969.

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Moffson, Steven. *Equalization Schools in Georgia's African-American Communities, 1951-1970*. Historic Context on file at the Georgia Department of Natural Resources, Historic Preservation Division, Stockbridge, Georgia.

"No Teachers, No Schools in County." *Sandersville Progress*. February 5, 1970.

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Quitclaim Deed to the State Properties Commission, November 18, 2013, Real Property Records, Fulton County, Georgia

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"Sandersville Cannery Will Be Open on Tuesdays, Fridays." *Sandersville Progress*. June 9, 1960.

"School Cannery to Open Next Tuesday." *Sandersville Progress*. June 1, 1944.

"School Contract Is Let Wednesday." *Sandersville Progress*. February 15, 1939.

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Sandersville High School
Name of Property

Washington Co., Georgia
County and State

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Washington County Clerk of Superior Court. Plat Book N. Page 101. September 11, 1967.

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Previous documentation on file (NPS):

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

Primary location of additional data:

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other
Name of repository: _____

Historic Resources Survey Number (if assigned):

N/A

10. Geographical Data

Acreage of Property 20.36 acres

(Do not include previously listed resource acreage.)

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1. Latitude: 32.994196	Longitude: -82.808272
2. Latitude: 32.995694	Longitude: -82.806477
3. Latitude: 32.996169	Longitude: -82.811492
4. Latitude: 32.994549	Longitude: -82.811656

Verbal Boundary Description (Describe the boundaries of the property.)

The boundary of the nominated property is delineated by a thick black line on the attached tax map.

Boundary Justification (Explain why the boundaries were selected.)

The proposed boundary is the current legal boundary, which encompasses the extant historic resources associated with Sandersville High School.

Sandersville High School
Name of Property

Washington Co., Georgia
County and State

11. Form Prepared By

name/title Olivia Head, National Register Specialist
organization Historic Preservation Division, GA Dept. of Natural Resources date October 21, 2019
street & number 2610 GA Hwy 155, SW telephone (770) 389-7844
city or town Stockbridge state GA zip code 30281
e-mail olivia.head@dnr.ga.gov

Additional Documentation

Submit the following items with the completed form:

- **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. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Sandersville High School

City or Vicinity: Sandersville

County: Washington

State: Georgia

Photographer: Lyle Lansdell

Date Photographed: October 2016 and February 2017

Description of Photograph(s) and number:

- | | |
|-----------|---|
| 1 of 82. | South elevation of main school building. Photographer facing northwest. |
| 2 of 82. | Central entry of main school building. Photographer facing north. |
| 3 of 82. | Flag pole island and south elevation. Photographer facing north. |
| 4 of 82. | Central entry steps. Photographer facing northwest. |
| 5 of 82. | Central entry column capital. Photographer facing northwest. |
| 6 of 82. | West side of main school building south elevation. Photographer facing west. |
| 7 of 82. | Entry into east classroom wing. Photographer facing north. |
| 8 of 82. | Entry into west classroom wing with 1978 ramp. Photographer facing west. |
| 9 of 82. | West elevation of west classroom wing. Photographer facing northeast |
| 10 of 82. | South elevation of corridor to 1995 classroom annex. Photographer facing north. |

Sandersville High School

Washington Co., Georgia

Name of Property

County and State

- 11 of 82. South elevation of 1995 classroom annex. Photographer facing north.
- 12 of 82. West elevation of 1995 classroom annex. Photographer facing east.
- 13 of 82. East elevation of 1995 classroom annex. Photographer facing southwest.
- 14 of 82. West elevation of west classroom wing. Photographer facing southeast
- 15 of 82. North elevation of west classroom wing. Photographer facing south.
- 16 of 82. Breezeway from west classroom wing to auditorium. Photographer facing south.
- 17 of 82. West courtyard. Photographer facing south.
- 18 of 82. Breezeway to south elevation of cafeteria. Photographer facing north.
- 19 of 82. West elevation of cafeteria breezeway. Photographer facing east.
- 20 of 82. South and west elevations of cafeteria. Photographer facing northeast.
- 21 of 82. North elevation of cafeteria. Photographer facing southeast.
- 22 of 82. North elevation of cafeteria rear exterior. Photographer facing southeast.
- 23 of 82. North elevation of school complex. Photographer facing south.
- 24 of 82. North elevation of school complex. Photographer facing southeast.
- 25 of 82. View of cafeteria, west wing, and rear of auditorium. Photographer facing east.
- 26 of 82. Interior of breezeway to east classroom wing. Photographer facing west.
- 27 of 82. East courtyard. Photographer facing south.
- 28 of 82. North elevation of east classroom wing. Photographer facing south.
- 29 of 82. East elevation of east classroom wing. Photographer facing south.
- 30 of 82. North elevation of gym and media center. Photographer facing south.
- 31 of 82. East elevation of gym and media center. Photographer facing west.
- 32 of 82. South elevation of gym and media center. Photographer facing north.
- 33 of 82. North and west elevation of former ag building. Photographer facing southwest.
- 34 of 82. South elevation of former ag building. Photographer facing west.
- 35 of 82. South elevation of former ag building. Photographer facing north.
- 36 of 82. East elevation of east classroom wing. Photographer facing northwest.
- 37 of 82. South elevation of east wing corridor. Photographer facing north.
- 38 of 82. Oak tree beside plaque. Photographer facing southeast.
- 39 of 82. Baseball field. Photographer facing east.
- 40 of 82. Baseball field. Photographer facing west.
- 41 of 82. Main building foyer. Photographer facing northeast .
- 42 of 82. Main building foyer. Photographer facing southeast .
- 43 of 82. Principal's office. Photographer facing northwest.
- 44 of 82. Administrative offices' reception area. Photographer facing west.
- 45 of 82. Administrative office. Photographer facing east.
- 46 of 82. Main east-west corridor. Photographer facing east.
- 47 of 82. Main east-west corridor. Photographer facing west.
- 48 of 82. Auditorium. Photographer facing north.
- 49 of 82. Auditorium. Photographer facing southeast.
- 50 of 82. Auditorium. Photographer facing south.
- 51 of 82. Room off right side of stage. Photographer facing southeast.
- 52 of 82. Former lunch room. Photographer facing east.
- 53 of 82. Office west of main entry. Photographer facing southeast.
- 54 of 82. Large classroom. Photographer facing west.
- 55 of 82. Large classroom. Photographer facing east.
- 56 of 82. West classroom wing corridor. Photographer facing north.
- 57 of 82. Southwest classroom with cloakroom. Photographer facing south.
- 58 of 82. Southwest classroom cloakroom. Photographer facing west.
- 59 of 82. Typical west wing classroom. Photographer facing south.
- 60 of 82. Typical west wing classroom. Photographer facing north.
- 61 of 82. Example of classroom windows. Photographer facing southwest.
- 62 of 82. Corridor to classroom annex. Photographer facing west.
- 63 of 82. Classroom annex north-south corridor. Photographer facing north.
- 64 of 82. Typical classroom in classroom annex. Photographer facing northwest.
- 65 of 82. Main building former library. Photographer facing west.

Sandersville High School

Name of Property

Washington Co., Georgia

County and State

- 66 of 82. East classroom wing corridor. Photographer facing north.
- 67 of 82. Business classroom. Photographer facing southeast.
- 68 of 82. Adjacent lecture room. Photographer facing northeast.
- 69 of 82. Typical east wing classroom. Photographer facing north.
- 70 of 82. Typical east wing classroom. Photographer facing south.
- 71 of 82. Science lab. Photographer facing south.
- 72 of 82. Science lab. Photographer facing north.
- 73 of 82. East wing restroom. Photographer facing west.
- 74 of 82. East wing teachers' lounge. Photographer facing east.
- 75 of 82. East wing corridor to gym and media center. Photographer facing east.
- 76 of 82. Media center. Photographer facing east.
- 77 of 82. Gym. Photographer facing northwest.
- 78 of 82. Cafeteria. Photographer facing east.
- 79 of 82. Cafeteria. Photographer facing west.
- 80 of 82. Cafeteria kitchen. Photographer facing northeast.
- 81 of 82. Former agriculture building central entry hall. Photographer facing north.
- 82 of 82. Former agriculture building classroom. Photographer facing southeast.



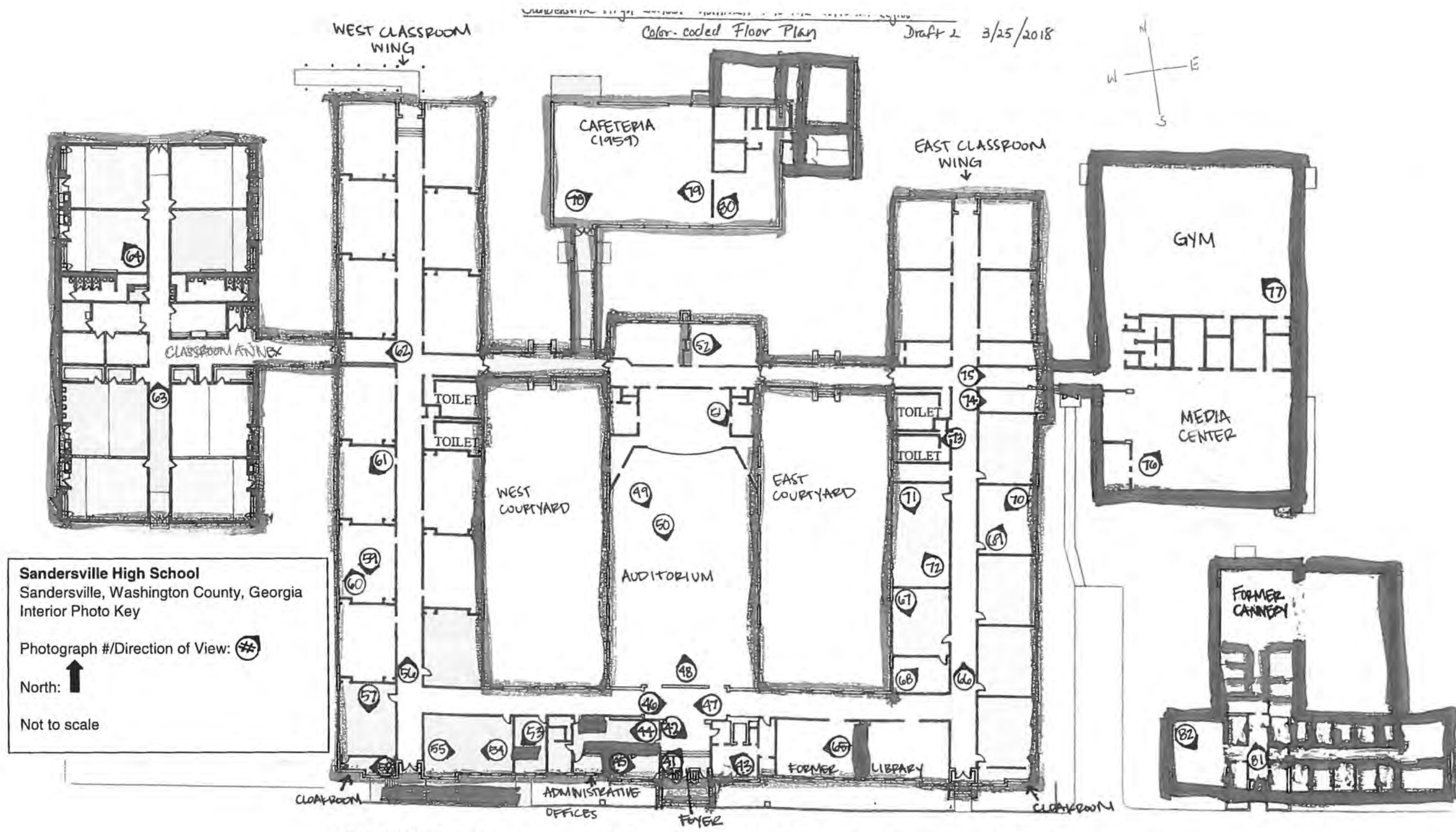
Sandersville High School

514 North Harris Street

Sandersville, Washington County

Source: Bing Maps, 2018

- | | |
|------------------------|-----------------------|
| 1. Latitude: 32.994196 | Longitude: -82.808272 |
| 2. Latitude: 32.995694 | Longitude: -82.806477 |
| 3. Latitude: 32.996169 | Longitude: -82.811492 |
| 4. Latitude: 32.994549 | Longitude: -82.811656 |



SANDERSVILLE SCHOOL BUILDING AUTHORITY

Sandersville High School
 Washington County, Georgia
 Additional Documentation: advertisement

Georgia magazine August, 1928



COLLEGE PARK HIGH

SOME RECENT GEORGIA SCHOOLS DESIGNED BY
WM. J. J. CHASE, A. I. A., ARCHITECT
 SCHOOL BUILDING SPECIALIST

140 PEACHTREE STREET ATLANTA

HIGH SCHOOLS

ATLANTA COMMERCIAL
 MARSHALLVILLE
 COLLEGE PARK
 FAYETTEVILLE
 MONTEZUMA
 MOULTRIE
 CLAYTON
 ZEBULON
 THOMSON
 CONCORD
 AUSTELL
 MONROE
 DULUTH
 MOLENA
 CANTON
 JERSEY
 PERRY

(Miscellaneous)
 ATLANTA NORMAL
 & RABUN GAP-
 NACOOCHIE SCHOOLS



GRAMMAR SCHOOLS

COLLEGE PARK (2)
 FLOWERY BRANCH
 BALL GROUND
 WAYNESBORO
 WEST POINT
 YATESVILLE
 HABERSHAM
 EAST POINT
 MIDDLETON
 SCOTTDAL
 AYONDALE
 ELBERTON
 MILSTEAD
 THOMSON
 ZEBULON
 ATLANTA
 MONROE
 GRIFFIN



WAYNESBORO GRAMMAR



PERRY HIGH



R. L. HOPE GRAMMAR SCHOOL, ATLANTA



RABUN GAP-NACOOCHIE SCHOOL, RABUN GAP, GA.

Figure 1: William J.J. Chase, A.I.A, Architect advertisement in Georgia Magazine, 1928.





SANDERSVILLE ELEMENTARY SCHOOL



SANDERSVILLE ELEMENTARY SCHOOL







SANDERSVILLE ELEMENTARY SCHOOL

































































































WOODROW WILSON
WASHINGTON COUNTY
LIBRARY



































Welcome Home
Class of

Nathan!!
1960













SES



Respect	Courtesy	Honesty	Responsibility	Patriotism	Generosity	Compassion	Loyalty	Tolerance	Perseverance	Self-reliance
										
There the Sidewalk Ends										







UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Sandersville High School

Multiple Name:

State & County: GEORGIA, Washington

Date Received: 10/25/2019 Date of Pending List: 11/14/2019 Date of 16th Day: 11/29/2019 Date of 45th Day: 12/9/2019 Date of Weekly List:

Reference number: SG100004745

Nominator: SHPO

Reason For Review:

<input type="checkbox"/> Appeal	<input type="checkbox"/> PDIL	<input type="checkbox"/> Text/Data Issue
<input checked="" type="checkbox"/> SHPO Request	<input type="checkbox"/> Landscape	<input type="checkbox"/> Photo
<input type="checkbox"/> Waiver	<input type="checkbox"/> National	<input checked="" type="checkbox"/> Map/Boundary
<input type="checkbox"/> Resubmission	<input type="checkbox"/> Mobile Resource	<input type="checkbox"/> Period
<input type="checkbox"/> Other	<input type="checkbox"/> TCP	<input type="checkbox"/> Less than 50 years
	<input type="checkbox"/> CLG	

☒ Accept ☐ Return ☐ Reject 12/9/2019 Date

Abstract/Summary NR Criteria: A & C.
Comments:

Recommendation/ Criteria AOS: Education, Architecture, Social History; POS: 1939-1969; LOS: local

Reviewer Lisa Deline

Discipline Historian

Telephone (202)354-2239

Date 12/9/19

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



MARK WILLIAMS
COMMISSIONER

October 21, 2019

Kathryn Smith
National Park Service
National Register of Historic Places
1849 C St, NW, Mail Stop 7228
Washington, D.C. 20240

Dear Ms. Smith:

The enclosed disk contains the true and correct copy of the nomination for the **Sandersville High School, Washington County, Georgia** to the National Register of Historic Places.

- ☒ Disk of National Register of Historic Places nomination form and maps as a pdf
- ☒ Disk with digital photo images
- ☒ Physical signature page
- ☐ Original USGS topographic map(s)
- ☐ Sketch map(s)/attachment(s)
- ☐ Correspondence
- ☐ Other: Letters of support or notarized letters of objection

COMMENTS:

- ☒ Please ensure that this nomination is reviewed
- ☐ This property has been certified under 36 CFR 67
- ☐ The enclosed owner objection(s) do ☐ do not ☐ constitute a majority of property owners.
- ☐ Special considerations:

Sincerely,



Olivia Head
National Register Specialist