

United States Department of the Interior  
National Park Service

56-2029

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



### 1. Name of Property

Historic name: Casey Elementary School

Other names/site number: \_\_\_\_\_

Name of related multiple property listing:

N/A

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

### 2. Location

Street & number: 2101 Lake Circle

City or town: Jackson State: MS County: Hinds

Not For Publication:  Vicinity:

### 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

Applicable National Register Criteria:

X A \_\_\_ B X C \_\_\_ D

<u>Kate Blount</u>	<u>Nov. 21, 2017</u>
<b>Signature of certifying official/Title:</b>	<b>Date</b>
<u>SHPO</u>	
<b>State or Federal agency/bureau or Tribal Government</b>	

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
<b>Signature of commenting official:</b>	<b>Date</b>
<b>Title :</b>	<b>State or Federal agency/bureau or Tribal Government</b>

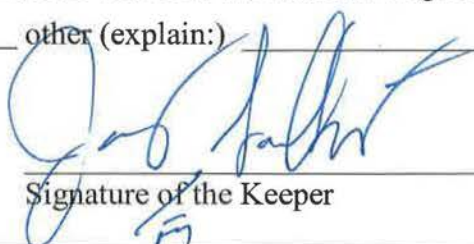
Hattie Casey Elementary School  
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**4. National Park Service Certification**

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:)



1.25.2018

Signature of the Keeper

Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>          </u>	buildings
<u>          </u>	<u>          </u>	sites
<u>          </u>	<u>          </u>	structures
<u>          </u>	<u>          </u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions.)

EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

Modern Movement: International Style

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: brick, metal

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

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### Summary Paragraph

Hattie Casey Elementary School is located on the corner of Lake Circle and Ridgewood Drive in northeast Jackson, Mississippi. The Modernist style classroom building was erected in 1961 and was designed as a joint venture of Charles Griffith Mitchell, Jr. and Neal and Chastain. The building is still used as an elementary school and retains its original massing, materials, proportion, and integrity of location.

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### Narrative Description

Hattie Casey Elementary School, facing north, is located on the corner of Lake Circle and Ridgewood Drive in Jackson, Mississippi. It is a one-story brick Modernist structure that has been used as a school since it was constructed in 1961. It was designed as a joint venture of Charles Griffith Mitchell, Jr. and Neal and Chastain, architects in Jackson, Mississippi. The school is located in a residential neighborhood in northeast Jackson. The lot on which the building stands is enhanced with mature pine, pear, and crepe myrtle trees. An addition was constructed in 2009 at the rear of the building (southwest corner) to accommodate an increase in students. This addition was designed by Cooke Douglass Farr Lemons Architects and Engineers. There is also a playground on the southwest corner of the property.

The roughly rectangular brick-veneer building is organized around two fully enclosed courtyards. The administration wing is on the east end of the building and houses the teacher's lounge, auditorium/library, and cafeteria. A system of hallways leads around the building and through the classroom wings, sometimes overlooking the interior courtyards, sometimes looking out to the grounds, and sometimes passing classrooms. Two classroom blocks are on an east-

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west axis, and these are connected by three north-south halls with classrooms that overlook the interior courtyards. The north block of rooms houses the office/principal's office, two classrooms and student's bathrooms. On the south side of the building is a classroom wing constructed in 2009 that contains 10 classrooms, restrooms, and secondary spaces, organized on a double-loaded corridor on an east-west axis.

The north façade is asymmetrical with the entrance/office section at the east end, recessed about four feet with a wide overhang. The entrance is double-leaf glazed (one vertical light) metal doors with a large one-light transom (a sign covers the transom currently). The doors are set off-center in a six-light glass wall. A section of wall to the right is clad in yellow ceramic tile and the rest of the recess is filled with a series of four-light metal louvered windows set over concrete panels. The remainder of the façade has two sets of six four-light metal awning/fixed-pane windows set over concrete panels. The roof is flat and does not have an overhang except for the recessed area.

On the west elevation, the center section is recessed with a wide overhang; a double-leaf glazed (one vertical light) metal doors is to the far left, providing access to the front east-west hallway, and two sets of six four-light metal awning/fixed-pane windows, each set reflecting a classroom inside. The wall to the left of the recess is brick. To the right is a new small hyphen that connects the building to the 2009 rear wing.

The east elevation has a series of awning-type windows (into the kitchen), a series of windows like those on the façade (into the cafeteria), and then a section that is recessed about four feet with a wide roof overhang, allowing for an entrance into the south end of the cafeteria. This recessed section is taller than the rest of the building to accommodate the stage in the auditorium/library and has a series of the same windows as the façade lighting. The rear elevation of the original section has four sections of the same windows, corresponding to the four classrooms.

On the interior, the walls are painted brick, the floors are vinyl, and the ceilings have been coated with a fire retardant. The doors are all flush wood. The office is entered through a flush wood door with a square plate glass window on the left and a one-light transom over the door and window. The auditorium, with its stage, doubles as a library with shelves built with wheels so that they can be moved against the walls to allow for seating during events. There is no decorative proscenium, as the brick walls form the sides of the stage and the ceiling forms the top of the stage opening.

The brick addition (2009) at the rear (southwest corner) of the building, while a little taller than the original building, compliments the original building with floor to ceiling windows in groups of four, mimicking the fenestration pattern of the 1961 building. It was designed by Cooke Douglass Farr Lemons Architects and Engineers

Casey School, both on the exterior and on the interior, retains its integrity of materials, design and massing.

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**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.)

- 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

\_\_\_\_\_

\_\_\_\_\_

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**Period of Significance**

1961-1967  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1961  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Charles Griffith Mitchell, Jr. and Neal and Chastain  
Cooke Douglass Farr Lemons Architects and Engineers (2009 addition)

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Hattie Casey Elementary School is eligible for listing in the National Register of Historic Places under Criterion A for association with education and Criterion C, being locally significant as an intact example of the architectural design skill of Mississippi architects Charles Griffith Mitchell, Jr. and Neal and Chastain. Built in 1961, the building reflects the growth of the city of Jackson after World War II as well as the city's commitment to providing quality educational facilities for its citizens. Casey Elementary retains its integrity of design and materials, both on the exterior and interior, massing, and location.

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

The first European settlement in the area that is now Jackson, Mississippi, was in the late 18<sup>th</sup> century by Louis LeFleur, a French-Canadian trader. During the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, the surrounding area was traversed by the Natchez Trace, a major trading route for Native Americans and later American settlers. In 1821, the Mississippi General Assembly

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commissioned Thomas Hinds (for whom Hinds County is named), James Patton, and William Lattimore to survey the central part of the state to identify a more central location for the state's capital, which at that time was in Natchez. Having identified the area of Jackson as suitable and bountiful in resources, a legislative act was passed in late 1821 which authorized the location to be the permanent seat of state government.

The city was named for Andrew Jackson, who would become the nation's seventh president, in recognition of his victory in the War of 1812 in the Battle of New Orleans. Jackson was laid out in 1822 by Peter A. Van Dorn. In 1840, the railroad arrived in Jackson, linking the city to Vicksburg. The following year, the Jackson to Canton line was chartered, and in 1858, a rail line was completed from Jackson to New Orleans. Due in part to the existence of the rail lines, Jackson became a strategic manufacturing center for the Confederacy during the Civil War, but was captured in 1863 by the Union Army under the command of William Tecumseh Sherman. The capital city suffered great damage from fires set by both sides, thereafter giving Jackson the nickname- Chimneyville.<sup>1</sup>

Jackson grew slowly in the late 19<sup>th</sup> century but did not become the largest city in the state until the 1920s. In 1900, less than 8,000 people inhabited the city of Jackson. That number grew to 22,817 by 1920 and to 48,282 in 1930, spurred by the discovery of natural gas nearby in 1929, and to 62,107 in 1940, after the 1939 discovery of oil in Yazoo County. Jackson experienced a tremendous jump in population after World War II, increasing from 144,422 in 1950 to 144,422 in 1960. This increase in residents represented not only increased density within the downtown area, but also marked the beginning of the creation of new automobile centered neighborhoods to the west and north of downtown.

#### Criterion A- Education

It is likely that the first schools in Jackson were private ones as evidenced by ads for Miss Judd's classes for young ladies beginning in about 1835. A notice in a local newspaper in 1838 also announced that Mr. Ramsey would open the Jackson Classical and Mathematical School, offering courses in Latin, Greek and the upper branches of mathematics.<sup>2</sup> In 1844, the Jackson city council enacted an ordinance to establish a common school, and the Jackson Male Academy and the Jackson Female Academy opened for the 1848 school term in two brick buildings on the College Green.<sup>3</sup> The boys' school became a munitions plant during the Civil War and was subsequently destroyed, requiring the girls to attend school in various churches after the war while the boys used the girl's building. The post-war years were described as "extremely hard and difficult years for the schools."<sup>4</sup> By the mid-1880s, the Jackson Municipal School District operated two schools that served white students- College Green School and West Jackson School. In 1888, a group of interested and influential citizens urged the city council and the

<sup>1</sup> Bern Keating. *Mississippi*. Jackson, MS: University Press of Mississippi, 1982. p.111.

<sup>2</sup> William Moore Dalehite. *A History of the Public Schools in Jackson, Mississippi, 1835-1972*. Jackson, MS: Jackson Public Schools, 1974.

<sup>3</sup> Dalehite, 10.

<sup>4</sup> Dalehite, 19.



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school trustees to establish a centralized graded school system for white students.<sup>5</sup> In January 1889, the pupils and staff from the ungraded schools were moved into the new Central School building, the first graded school for whites, which was located at the corner of North West and E. Griffith streets. Enrollment at the school in the first year totaled 321 in grades 1-9.<sup>6</sup> Within a decade, a tenth grade was added. In 1897, the district's second graded school for whites opened, the West Jackson School.<sup>7</sup>

The first public education for black students was possibly located in a fire house. However, in 1870, Mississippi Supreme Court Chief Justice J. Tarbell organized a school for blacks on West Pearl Street. The school was later moved to the St. James Hotel on South Street and then to the Benevolent Society Hall on the Corner of Farish Street and Griffith Street.<sup>8</sup> In 1892, the State Superintendent of Education issued an opinion that the trustees of the Separate School District of Jackson had responsibility for all public schools in the city, including schools for black children. At the time, the black school was located on North Farish Street with 420 students enrolled.<sup>9</sup> In 1894, the City Council enacted an ordinance "providing for the issuance of bonds amounting to \$7,500 for the erection of a school building for colored children, and the payment of the purchase price for the lot on which said building is to be constructed."<sup>10</sup> A frame building was built on Bloom Street and named for Smith Robertson, a former slave who served as an alderman from 1893 until his death in 1899. The school burned in 1909, but a new building was completed in September of the same year.

In 1902, the city council directed the trustees to build a new elementary school for whites to relieve the crowded conditions of the Central School. The following year, the Robert E. Lee School opened on S. President Street. Very shortly after its opening, enrollment reached capacity. In 1906, the Jefferson Davis School (elementary) opened with Lorena Duling as principal. In 1907, the district decided to convert Central School into the city's first high school and renamed it Jackson Central High School. That same year, George School (elementary) opened on the corner of S. Gallatin and W. Winter and an annex was added to the "Negro School" building. Enrollment of black students increased and, in 1912, the Jim Hill School was constructed at 1060 Lynch Street to help alleviate overcrowding. Meanwhile, to accommodate the continued growth of the white population, the Power School (elementary) opened at the corner of N. State Street and E. Pinehurst Street in 1916. In 1921, Barr Elementary School opened at the corner of W. Capitol and S. Ethelmore.

In the early 1920s, the school board was concerned that the city might expand its limits to include the developing communities to the north and west. In anticipation of the expansion, they commissioned architect Claude H. Lindsley to design two schools for the growing communities

<sup>5</sup> Dalehite, 31.

<sup>6</sup> Dalehite, 38.

<sup>7</sup> Dalehite, 76.

<sup>8</sup> Lanier Jr.-Sr. High School, National Register of Historic Places nomination, September 2014.

<sup>9</sup> Dalehite, 61.

<sup>10</sup> Smith Robertson School, National Register of Historic Places nomination, July 1978.

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west and north of the city. In 1927, Whitfield School opened to serve the new neighborhood to the west, and the Lorena Duling School opened to serve the growing Fondren neighborhood to the north.

Jackson experienced a tremendous jump in population after World War II, increasing from 62,107 in 1940 to 98,271 in 1950 and 144,422 by 1960. Part of the growth was due to several annexations which expanded the city's boundaries from sixteen square miles to sixty-eight square miles in June 1949, to seventy-one square miles in 1960.<sup>11</sup> The tremendous growth in Jackson's population necessitated the request in 1956 for a \$45,000,000 school bond issue. The vote on Tuesday, May 8, 1956 passed by a vote of almost nine to one.<sup>12</sup> This bond issue funded the construction of three white elementary schools, one white junior high school, four temporary classroom units for an elementary school, one black elementary school, one black junior high school, and alterations and additions to a black junior high and high school.<sup>13</sup> An article in the *Clarion-Ledger* at the start of the 1958 school year stated that despite the "6.5 million school construction program instigated in 1956 rapidly nearing completion, the district will still be approximately 109 classrooms behind in January 1960."<sup>14</sup>

The population increase as well as the city's annexation of new neighborhoods led to another school building boom. In January of 1959, the Jackson School Board called for an election to approve a \$9 million bond issue.<sup>15</sup> The school board requested that the bonds be issued in two parts with the first \$5.8 million to provide schools for the 1961 school term and the second \$3,462,500 for construction of new schools between 1961 and 1963. The \$5.8 million would provide a new school for blacks and two additions to black schools, a white 12-classroom elementary school in the Boyd-McWillie-Spann School area, a new junior high and additions to a junior high and high school.<sup>16</sup> Five days before the special school bond election for the proposed \$5.8 million, the *Clarion-Ledger* reported that the bonds were necessary because by 1961 enrollment was expected to exceed 31,000, requiring 170 new classrooms. The editorial further stated:

"Jacksonians must face the fact that our school system has outgrown its present buildings. This year 2,272 pupils are attending classes under makeshift conditions. More than 40 classes meet in temporary quarters. More than 50 per cent of the pupils attend classes larger than the 30-pupil maximum at which the system aims. In oversize classes and in makeshift teaching situations, youngsters cannot do their best work."<sup>17</sup>

<sup>11</sup> Jackson Separate School District. "Schools: Jackson, Mississippi, 1963." p 6.

<sup>12</sup> Almost 9 to 1." *Clarion-Ledger*, 9 May 1956, p 1.

<sup>13</sup> "Keep Building Jackson Schools but Student Population Gains." *Clarion-Ledger*, 28 September 1958, p 2.

<sup>14</sup> "Keep Building Jackson Schools . . ."

<sup>15</sup> "School Board Asks Vote on \$9 Million Bond Issue." *Clarion-Ledger*, 21 January 1959, p 1.

<sup>16</sup> "School Board Asks Vote on \$9 Million Bond Issue."

<sup>17</sup> "School System Must Keep Pace With Steady Growth of Jackson." *Clarion-Ledger*, 12 April 1959, p44.

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The bond issue was approved and the prophecy was fulfilled when school began in September 1960 with the greatest increase of students in the history of Jackson Schools.<sup>18</sup> The board reported an expected peak enrollment of more than 30,000 pupils. This enrollment reflected an increase of about 3,000 students over the year before with half of the increase attributed to white elementary school students, grades 1-6, who resided in areas recently added to the city in the western part of the school district. The remaining increase of 1,500 was due to "current patterns of pupil population growth not influenced by district expansion."<sup>19</sup> The increase in 1960 required that portable classrooms be added to some schools and that "provisions are being made to have some classes on auditorium stages, libraries, and other spaces not normally planned for classroom instruction at schools where enrollments are expected to exceed typical classroom capacities."<sup>20</sup>

The white elementary school that was constructed using the 1959 bonds was Hattie Casey. It was named in honor of Hattie M. Casey (1904-1959), who was born on September 24, 1894 on Warsaw Plantation near Hollandale, MS. She received her education in the Clinton public schools, attended Hillman Junior College, graduated from Mississippi College, and continued her graduate studies at the University of Alabama, Millsaps, Peabody, Belhaven and Columbia University. After teaching for three years at Friars Point, Mississippi schools, she entered the Jackson public schools, in 1921, as a third grade teacher at Power Elementary School. In 1959 she retired after having taught in Power School for thirty-eight years. In the program celebrating the opening of the school on September 11, 1961, it was stated that the school was named for Miss Casey because her "influence will remain a living memorial in the lives of the many boys and girls who knew and loved her."<sup>21</sup> Miss Casey believed in discipline, order, and in having her students master the "tool" subjects, especially arithmetic. She was an inspiration to her colleagues and students.<sup>22</sup> Jackson schools were named after input from citizens of the school district for "persons not living, preferably former teachers, administrators, and trustees in the service of Jackson Public Schools or of other local citizens whose philanthropic or educational leadership were of outstanding repute."<sup>23</sup>

### Criterion C- Architecture

Hattie Casey Elementary School is architecturally significant as a local example of Modernist design. The building was designed as a joint venture of Charles Griffith Mitchell, Jr. and the firm of Neal and Chastain in the International Style which emphasizes horizontality and rejects applied decorative treatment because the materials and construction technique used becomes the

<sup>18</sup> "Enrollment is Record." *Clarion-Ledger*, 13 September 1960, p 1.

<sup>19</sup> "30,000 Jackson Pupils is an Increase of 3,000." *Clarion-Ledger*, 21 August 1960, p 43.

<sup>20</sup> "30,000 Jackson Pupils . . ."

<sup>21</sup> Hattie Casey School Open House Program. September 11, 1961, np.

<sup>22</sup> Casey Elementary School. Retrieved 20 February 2017 from the Jackson Public Schools website: <http://www.jackson.k12.ms.us>, page 1267.

<sup>23</sup> "Hattie Casey Honored. Another School Seeking a Name." *Clarion-Ledger*, 7 August 1960, p 12.

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ornament. This concept is evident in the design of Casey in that there are no applied decorations and the beauty of the building is in the use of horizontal bands of windows and the rhythm of shadowed recessed sections of each facade. The building exhibits other tenets of Modernism including an asymmetrical façade and a window grid that expresses the interior functions. Further, Modernist design emphasizes rational and efficient use of space. The design of this building clearly exemplifies this concept with the use of bands of windows and placement of courtyards to provide both light and air. The location of the auditorium and cafeteria in a block away from the classrooms also reduces noise for the classrooms.

The choice of the Modernist style was not necessarily the choice of the architect. The use of the style resulted in the need for a less formalized floor plan, one that would provide more flexibility and expansion. This led architects away from the emphasis on symmetry and classical proportions of the former Neoclassical and Colonial Revival styles.<sup>24</sup> After 1955, almost all the new schools built in Mississippi employed Modernist design. According to Mark Gelernter in his book, *A History of American Architecture, Buildings in their Cultural and Technological Context*, in the 1950s there was an increased emphasis on the family which sparked a dramatic population explosion- 140 million in 1945 to almost 192 million in 1964. This "fueled a huge demand for new homes, home-based consumer goods, and schools."<sup>25</sup> He further explains that because of the development of new technologies during World War II and immediately afterward, "America acquired a new enthusiasm for technology which eventually influenced architectural developments in this period."<sup>26</sup> These developments led to a widespread acceptance of Modernism as the most appropriate architectural expression of the time. Modernism symbolized a break with the past and emphasized rational and efficient building technology. According to Gelernter, the Modernist conception of design as rational problem-solving appealed to the generation that had similarly used rational problem-solving methods to tackle the logistical complexities of the largest war in history.<sup>27</sup> Governments also viewed the Modernist style as rational, efficient and confident.

Prior to World War II, the Mississippi State Department of Education's standards required that school buildings be designed in one of the "alphabet plans" which resembled the letters E, H, T, L and U. The philosophy for these designs hinged on scientific research that stipulated children's light needs for reading and writing; taking into account the reality that electric light was not always available and was not the best source for such close work anyway, the plans made the most of natural light and ventilation. Wings of classrooms, arranged along a transom-lit, double-loaded corridor, featured large banks of windows facing east and west.<sup>28</sup> By the 1950s, new designs were supported by the State Educational Finance Commission which were often sprawling footprints that were called "finger type," cluster type," and "multiple purpose

<sup>24</sup> Jennifer V.O. Baughn. "Education, Segregation and Modernism: Mississippi's School Equalization Building Program, 1946-1961:" *ARRIS* Vol. 16, pg. 49-50.

<sup>25</sup> Mark Gelernter. *A History of American Architecture, Buildings in their Cultural and Technological Context*. Hanover: University Press of New England, 1999. 262.

<sup>26</sup> Gelernter, 263.

<sup>27</sup> Gelernter, 263.

<sup>28</sup> Baughn, 39.

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campus type.” These plans were said to work well in warm, sunny climates because they had outdoor corridors allowing for learning and nature.<sup>29</sup> The cluster type of design was the favorite during the late 1950s and into the 1960s. The name “cluster” refers to the different functions clustered in certain parts of a building, for instance, concentrating younger students in one wing away from older ones and the concentrating the cafeteria and vocational shop away from both. “The new school plans seem to sprawl out indiscriminately with classroom wings facing all directions while shops, auditoriums, cafeterias sprout on different sides, and no pattern emerges to encourage further classification.”<sup>30</sup> Hattie Casey Elementary School is an important example of the cluster type of school architecture.

In addition to Casey, there were eleven elementary school building built in Jackson between 1956 and 1963.<sup>31</sup> One of the design aspects that makes Casey School architecturally significant for this period is the use of fully enclosed courtyards. Of the eleven schools, only one other, Marshall Elementary (1956) has enclosed courtyards. The placement of the courtyards at Marshall, however, appears to be more randomly placed than those designed at Casey. Six of the eleven schools are designed in a cluster format including Marshall Elementary (1956), Lee Elementary (1959), Spann Elementary (1958), Wilkins Elementary (1963) and Clausell Elementary (1962), but none is designed in the configuration of Casey. While they are all Modernist inspired, five of the eleven schools are configured in the alphabet patterns of L, U, T, and X. The architectural design of Casey Elementary is unique within the context of elementary schools of the same period in Jackson.

Hattie Casey Elementary School was a joint venture of Charles Griffith Mitchell, Jr. and the firm of Neal and Chastain. Charles Griffith Mitchell, Jr. received his B.S. in Civil Engineering at the University of Kentucky in 1951 and moved to Jackson in 1952 to work as a draftsman with Raymond Birchett. He was a licensed architect as well as a member of the American Society of Civil Engineers. His design projects include the Tupelo Water and Light building (Tupelo, MS, 1961), the Neshoba General Hospital (Philadelphia, MS, 1962), Edna Horton Hall (Mississippi Valley State University, 1968), the Walter Sillers Building (Jackson, MS, 1969), and a number of renovations to buildings at Mississippi State Hospital.<sup>32</sup>

The firm of Neal and Chastain was composed of James G. Chastain and Edward F. Neal. Chastain was born in Leland, Mississippi in 1922 and moved with his parents to Jackson in 1933 when his father was named Superintendent of the Jackson Public Schools. He attended Power Elementary School, Central High School, Columbia Military Academy, Millsaps College and Georgia Tech School of Architecture. In 1956 he was hired by the Jackson Public Schools as Director of School Construction and in 1958 opened an office for the practice of architecture. In 1972 he was appointed Director of the Mississippi State Building Commission where he served

<sup>29</sup> Baughn, 48.

<sup>30</sup> Baughn, 49.

<sup>31</sup> Mississippi Department of Archives and History. “Post-World-War-II Jackson Public Schools DDENDUM TO MISSISSIPPI LANDMARK CONSIDERATION REPORT.” ND.

<sup>32</sup> Mississippi Historic Resources Inventory Database. Retrieved 20 February 2017, from the Mississippi Department of Archives and History website: <http://www.apps.mdah.ms.gov/Public>.

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until 1976 when he moved to the Mississippi Department of Mental Health to follow construction at the department's six institutions. During his time with the Department of Mental Health, the mental health board asked him to serve a short period as Interim Director of the Department of Mental Health. In 1980 he returned to the State Building Commission as its director until retirement in 1988.<sup>33</sup>

Edward Ford Neal was a native of Cookeville, TN and served as a pilot during World War II. He received his B.S. in Architecture from the University of Virginia in 1949 and a Master of Fine Arts in 1951 from Princeton's School of Architecture. In 1958, he formed a partnership with James Chastain and in 1961 they joined Biggs, Weir and Chandler, which became Biggs, Weir, Neal and Chastain until 1970. Neal died in 1977.<sup>34</sup>

The partnership of Neal and Chastain designed Amory Middle School (Amory, MS, 1964), Bowl-O-Rama (Jackson, MS, 1960), St. Philip's Episcopal Church (Jackson, MS, 1964), and buildings for Mississippi Valley State University. Buildings designed while with the Biggs, Weir, Neal and Chastain firm include Temple Beth Israel (Jackson, MS, 1965), St. Richard's Catholic Church (Jackson, MS, 1966), St. Andrew's Episcopal Day School (Jackson, MS, 1966), and buildings at Delta State University and Hinds Community College. In addition to Hattie Casey Elementary School, Neal and Chastain collaborated with Charles Mitchell on the design of the Walter Sillers Building in Jackson.<sup>35</sup>

<sup>33</sup> "James G. Chastain." Clarion Ledger, 19 October 2014, p. A6.

<sup>34</sup> "Edward Neal, Architect, Dies." Clarion Ledger, 27 January 1977, p. 28.

<sup>35</sup> Mississippi Historic Resources Inventory Database. Retrieved 20 February 2017, <http://www.apps.mdah.ms.gov/Public>.

Hattie Casey Elementary School  
Name of Property

Hinds, Mississippi  
County and State

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## 9. Major Bibliographical References

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

Baughn, Jennifer V. O. "Education, Segregation and Modernism: Mississippi's School Equalization Building Program, 1946-1961." *ARRIS* 16, 37.

Dalehite, William Moore. *A History of Public Schools in Jackson, Mississippi, 1835-1972*. Jackson, MS: The Jackson Public Schools, 1974.

Gelernter, Mark. *A History of American Architecture, Buildings in Their Cultural and Technological Context*. Hanover: University Press of New England, 1999.

The Jaeger Company. *From Frontier Capital to Modern City: A History of Jackson's Built Environment, 1895-1970*.

Keating, Bern. *Mississippi*. Jackson, MS: University Press of Mississippi, 1982.

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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):** 049-JAC-4720

Hattie Casey Elementary School  
Name of Property

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### 10. Geographical Data

**Acreege of Property** approximately 6 acres

Use either the UTM system or latitude/longitude coordinates

#### Latitude/Longitude Coordinates

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

1. Latitude: 32°20'34.26"N                      Longitude: 90° 8'25.76"W

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

Begin E/S Ridgewood Road 295 E/S Ridgewood Road 295 FT N of S/L SEC 19  
thence E 563.9 FT N 502.3 FT W 546.6 FT , S 421.4 FT to beginning SW 1/4 SW 1/4 SEC  
19 T6 R2E. Parcel number 595-270.

#### Boundary Justification (Explain why the boundaries were selected.)

The boundaries follow property lines of the parcel of land upon which the nominated resource is located.

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### 11. Form Prepared By

name/title: Nancy H. Bell  
organization: Vicksburg Foundation for Historic Preservation  
street & number: 1107 Washington Street  
city or town: Vicksburg state: MS zip code: 39183  
e-mail vburgfoundation@aol.com  
telephone: 601-636-5010  
date: 28 February 2017

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### Additional Documentation

Submit the following items with the completed form:



Hattie Casey Elementary School  
Name of Property

Hinds, Mississippi  
County and State

**Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.



- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Hattie Casey Elementary School  
Name of Property

Hinds, Mississippi  
County and State

### Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

### Photo Log

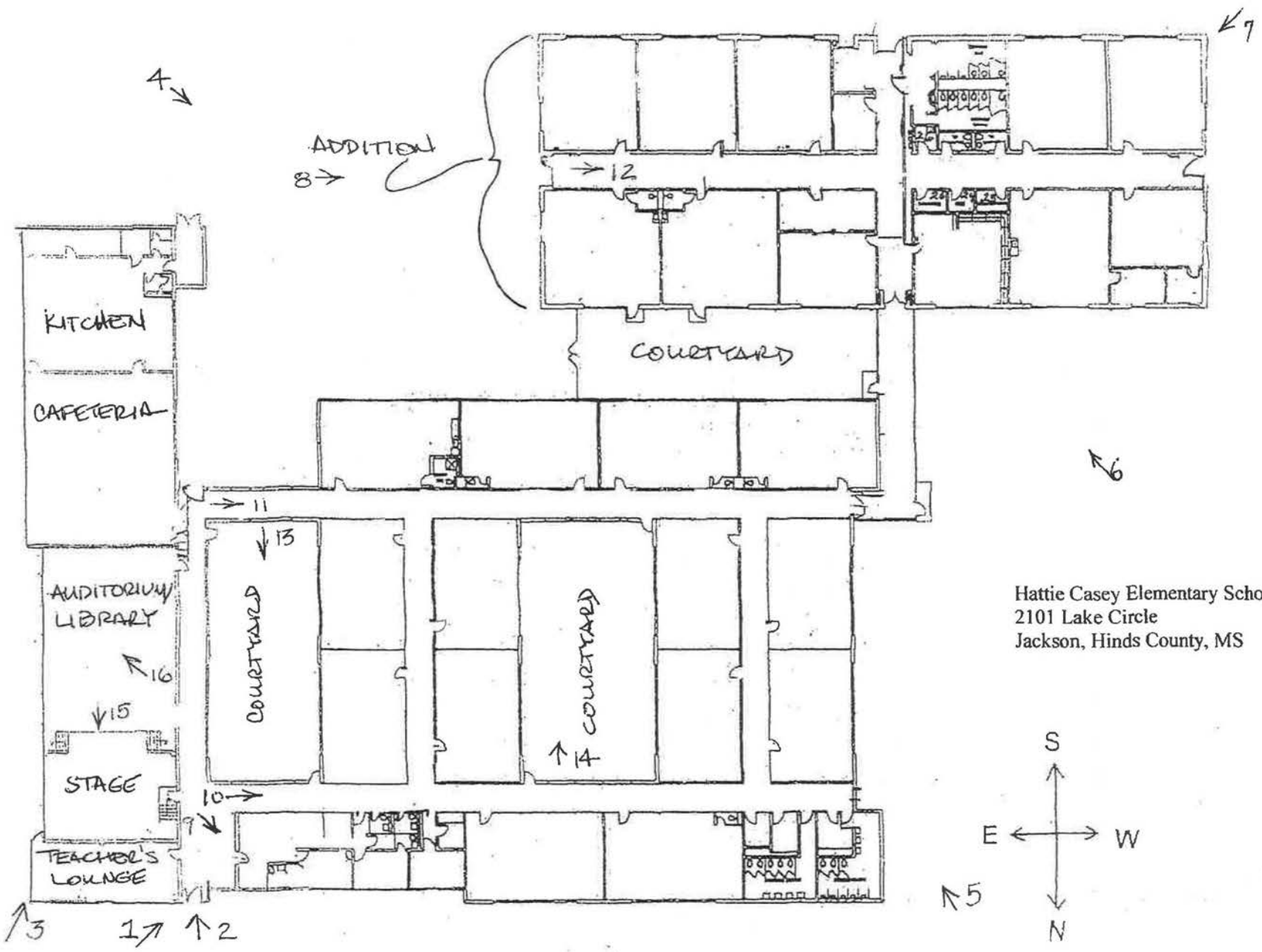
Name of Property:	Hattie Casey Elementary School
City or Vicinity:	Jackson
County:	Hinds
State:	MS
Photographer:	Nancy H. Bell
Date Photographed:	February 2017
Location of Original Digital Files:	1107 Washington Street, Vicksburg, MS 39183

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

0001 of 16	façade (north), view to southwest
0002 of 16	front entrance (north), view to south
0003 of 16	left side (east) elevation, view to southwest
0004 of 16	rear (south) elevation and left side (east) of addition, view to west
0005 of 16	right side (west) elevation, view to southeast
0006 of 16	addition on south end, view to south
0007 of 16	side (west) and rear (south) of the addition, view to northeast
0008 of 16	courtyard between original building and addition, view to west
0009 of 16	office, view to northwest
0010 of 16	north hall, view to west
0011 of 16	south hall, view to east
0012 of 16	addition hall, view to west
0013 of 16	east courtyard, view to north
0014 of 16	west courtyard, view to south
0015 of 16	auditorium/library, view to north
0016 of 16	auditorium/library, view to east

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Hattie Casey Elementary School  
 2101 Lake Circle  
 Jackson, Hinds County, MS



RAYNE CASEY  
ELEMENTARY SCHOOL  
COURTESY: [unreadable]  
[unreadable]

2015  
A Blue Ribbon  
School of Excellence  
Awarded by the Model Schools

HATTIE CASSEY  
ELEMENTARY SCHOOL

Casey Elementary  
All School. All the Time. All the Way.

AVOID  
5



♿  
H  
HANDICAPPED  
PARKING  
→













ne to Casey



a creative arts space









Darkness cannot drive out  
darkness; only light can do that.



TOILET

Darkness cannot drive out  
darkness; only light can do that.







C





UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 12/11/2017      Date of Pending List:      Date of 16th Day:      Date of 45th Day: 1/25/2018      Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept       Return       Reject      1/25/2018 Date

Abstract/Summary Comments:

Recommendation/ Criteria:

Reviewer Jim Gabbert      Discipline Historian

Telephone (202)354-2275      Date \_\_\_\_\_

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.



HISTORIC PRESERVATION  
Jim Woodrick, director  
PO Box 571, Jackson, MS 39205-0571  
601-576-6940 • Fax 601-576-6955  
mdah.state.ms.us

December 6, 2017

Mr. Paul Loether  
Program Director, National Register of Historic Places  
National Park Service  
Mail Stop 7228  
1849 C St, NW  
Washington, D.C. 20240

Dear Mr. Loether:

We are pleased to enclose the nomination form and supporting documents to nominate the following properties to the National Register of Historic Places:

Hattie Casey Elementary School, Jackson, Hinds County, Mississippi

The property was approved for nomination by the Mississippi National Register Review Board at its meeting on November 16, 2017.

We trust you will find the enclosed materials in order and will let us hear from you at your convenience.

Sincerely,

A handwritten signature in black ink, appearing to read 'Katie Blount', written over a horizontal line.

Katie Blount  
State Historic Preservation Officer

By: Jennifer V.O. Baughn  
Chief Architectural Historian