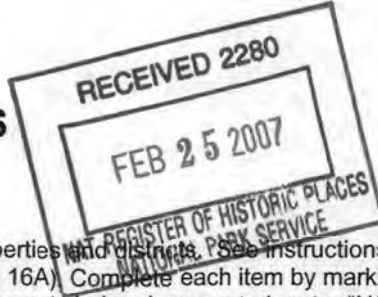


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**United States Department of the Interior
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**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**



This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Paint Lick School
other names/site number GD-89

2. Location

street & number 10973 Richmond Road (KY Highway 52) not for publication N/A
city or town Paint Lick vicinity N/A
state Kentucky code KY county Garrard code 079 zip code 40461

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant

nationally statewide locally. (See continuation sheet for additional comments.)

David Pollack 2/12/07
Signature of certifying official **David Pollack, Interim SHPO** Date

Kentucky Heritage Council/State Historic Preservation Office
State or Federal Agency or Tribal government

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting official/Title Date

State or Federal Agency or Tribal government

4. National Park Service Certification

I, hereby certify that this property is:

- entered in the National Register
 - See continuation sheet.
- determined eligible for the National Register
 - See continuation sheet.
- determined not eligible for the National Register
- removed from the National Register
- other (explain): _____

Signature of the Keeper

Date of Action

Edson H. Beal

4.10.07

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

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

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

Number of contributing resources previously listed in the National Register N/A

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education Sub: School

Current Functions (Enter categories from instructions)

Cat: Work in Progress Sub:
Domestic Single Dwelling

7. Description

Architectural Classification

(Enter categories from instructions)

Modern

Materials

(Enter categories from instructions)

foundation Reinforced Concrete

walls Brick
Aluminum
Glass
Steel

roof Synthetic

other Cut Stone

Narrative Description

(Please see continuation sheets)

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Narrative Description

The Paint Lick School (GD-89) occupies a 2.43-acre parcel situated in the small town of Paint Lick, Garrard County, Kentucky. The building is positioned at the center of the school grounds on the north side of KY Highway 52. The building faces south towards the road atop a small knoll, with the long axis of the building running east to west. The structure is in sound condition, but has experienced some deterioration due to a prolonged lack of maintenance by its previous owners. The area proposed for listing contains the significant resource, i.e., the school, and a separate modular structure located directly behind the school that is considered non-contributing because it was constructed in the 1970s.

The town square of Paint Lick is located .4 miles to the northeast. The property is bordered by one residential building positioned behind the school to the northeast and a United Methodist Church directly to the west. The school grounds are small considering the large size of the school building, which contains approximately 22,000 square feet of interior space. The surrounding landscape of the school is primarily rural with hilly topography. The school grounds do not lend themselves very readily to playground use, due to the fact that the building is situated upon a hill with a sloping front yard and the property contains virtually no space in the rear of the building for athletic fields. Despite the lack of outdoor space, there is a small playground area bordering the east side of the school. A paved parking lot is adjacent to the west and north sides of the building. The grounds in front of the school have retained several large, older trees and a flagpole. Two outdoor lavatories were originally located behind the school, but were demolished when indoor bathrooms were installed in the 1930s. The property was recently purchased by John Dupuy, who is currently in the process of rehabilitating the structure for use as a single-family dwelling for himself and his family. All interior features will be retained in order to maintain the building's historic integrity. He is seeking historic certification, and a National Register listing to obtain state historic tax credits for the project.

The Paint Lick School was built in 1912 as the first consolidated school in Garrard County, but more importantly it was one of the first consolidated schools to be constructed in the entire state. As the Garrard County school system continued to consolidate its numerous rural schools into Paint Lick, subsequent additions to the building were completed in 1918, 1934 and 1939. The large gymnasium and two-story classroom additions in 1939 were funded by the Public Works Administration, a New Deal-era federal grant program. The various phases of construction will be described in a chronological order.

1912 Two-Story Structure

The Paint Lick School was constructed as a two-story rectangular block with a full basement, which is now the central part of the present building. The long axis of the building runs east to west, allowing light to filter into the classrooms from the north and south. Funded by the

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Garrard County Board of Education and designed by an unknown architect, the building held grades 1-12 in four classrooms. A central hallway leads to another rear hallway, forming a T-shape, and there is a stairwell on the eastern side of the building. Laid in a common bond brick pattern (six rows of stretchers and one of headers), the 10-bay main block rests on a full poured concrete basement. One masonry chimney is centrally positioned on the eastern side of the original structure. The façade contains stone and concrete details, including cut stone coping along the cornice. The original windows were 6/6 double-hung wooden sashes with rusticated stone lintels and windowsills on the main façade. Although the original wood casings remain intact, all of the historic sashes have been replaced with metal windows by the current owner, due to their irreparable water damage. The original flat roof was metal, but has recently been removed and covered with a synthetic fiber material by the current owner. White metal box gutters line the eaves.

The centralized entrance bay projects from the main façade and is accented with recessed masonry pilasters on either side, reminiscent of traditional sidelights. The entranceway is recessed within the central bay and is sheltered by a square flat-roofed brick canopy with stone entablature. The double doors are paneled and have two decorative transom windows above. The entrance steps leading into the school are poured concrete. Originally, there were two side entrances, which have since been enclosed within the building's envelope following subsequent additions to both sides of the building.

The Paint Lick School does not exhibit any particular architectural style; rather, it was built with little ornamentation, which suited its utilitarian purpose. There are several architectural features that are reminiscent of the Colonial Revival style in the original structure, such as the Greek elements in portico and cornice. The interior space of the original structure still contains most of its original elements, such as paneled classroom doors, integrated coat closets, wood flooring, chair rails, and blackboards.

1918 Classroom Wing

In 1918, construction was completed on a two-story addition onto the rear of the existing building in an attempt to accommodate the rapidly increasing student population. The architect that designed this addition is not known. This rear addition consisted of an auditorium on the first floor, with two classrooms above on the second floor, all connecting to the original rear hallways of the main building. It was built upon a poured concrete slab foundation and does not have a basement. It was attached by incorporating the original outer masonry wall of the hallway as a new interior wall, extending the building approximately twenty-five feet to the rear of the property. The first-floor auditorium was later divided in half to provide two additional classrooms when a new auditorium was added in the 1930's. The rear façade has a 10-bay fenestration pattern that corresponds to the front façade, but instead of stone sills and lintels, there are brick lintels and concrete sills. The design and appearance of the classroom addition are compatible with the original construction, using

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similar massing, masonry material, window casings, and interior features.

1934 Small gymnasium/ 1939 Gym Expansion and Classroom Wing

In 1932, construction began on a 1-1/2-story gymnasium wing on the eastern side of the building, which was completed in 1934. The gymnasium wing consisted of a small basketball court, a raised stage with two offices on each side, and two classrooms beneath the stage area. By 1938, this combination gymnasium/ auditorium built just four years earlier was now considered inadequate for the escalating enrollment. With funding from the Works Progress Administration, architect John F. Wilson designed the expansion of the small gymnasium to the standard size, as well as a new classroom wing on the western side of the school. In order for the additions to be compatible with the original construction, similar masonry materials were used in construction. However, both the classroom addition and the front-facing gymnasium windows do not contain stone sills and hoods to match the original structure. Instead, they feature vertically positioned brick lintels and concrete sills.

The brick masonry of the gymnasium is also laid in a common bond pattern and the exterior walls are reinforced with shallow buttresses with stone caps. The façade features a central portico that has elements of Neo-Classicism, with engaged Doric pilasters and an entablature. Above the double doors are two six-paned transom windows. The hipped roof is supported by reinforced steel arches. On the façade, the original 6/6 wooden casement windows are intact, but the wood sashes have recently been replaced with metal sashes by the current owner. The windows on the eastern and northern sides of the gymnasium are fixed steel casements with concrete sills, containing the original glazing with embedded metal wiring. The interior space embodies a high level of integrity, showcasing a raised stage area complete with tall folding wooden doors, a unique substitute for a traditional cloth stage curtain.

The new classroom wing contained larger specialized rooms: a new library, an agriculture classroom, a home economics classroom, and a science laboratory. The interior spatial arrangement is similar to the original in that it is the same four unit plan as the 1912 building and attached to the main block. A wide masonry chimney is situated on the rear façade of the addition. The side entrance is recessed into the building approximately ten feet and leads into a side stairwell. Bathroom units were incorporated into the design of the classroom wing, the girls' room on the first floor and the boys' directly above on the second floor. These units have painted concrete block interior walls and steel casement windows. It was with these 1934 and 1939 additions that the building reached its present size of 22,000 square feet.

In 1971, a separated, one-story building was constructed to the rear of the school that contained two rooms to house the Kindergarten classroom and music room. This structure is modular construction with metal sliding windows, and brick panels on the exterior walls. This addition was constructed upon a concrete slab and does not have a basement. Due to the

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age of the building, it is considered a non-contributing structure. That same year, locker rooms were added onto the rear of the gymnasium to provide a dressing area for the students. The boys' and girls' locker rooms contain dressing areas, individual lockers, lavatories, and showers. The 1971 additions were designed by architect I. Browning.

In total, 650 students have graduated from the Paint Lick High School between the years of 1912 and 1964 [Lancaster Woman's Club 1974: 359]. The Paint Lick School continued to operate as an elementary school until 1992 when the school board decided that the building was too costly to repair and a newer facility was necessary. The old Paint Lick school was closed and the new building was constructed approximately one mile southwest on KY Highway 52. An annual yearbook has been published since 1940, which are highly prized items by former students. The continued devotion of the community to this school is undeniable, especially when you consider that in 1974, the faculty consisted of 17 teachers, 11 of which were former graduates. The Paint Lick School has been an important focal point of the community for many decades and will continue to serve as a valued meeting place in the future. The Paint Lick alumni association has expressed an interest in renting out the gymnasium of the school for their annual alumni dinner held every Memorial Day holiday.

In 1993, the Paint Lick School was purchased by Raymond and Milady Mixon, who turned the school building into an antique mall, utilizing each classroom as a booth for various dealers in antique furnishings. The antique mall was opened in February 1994 and operated nearly every day until it closed in the winter of 2005. During the same period, Milady Mixon also used one room of the school as a hair salon [Fox Winter 2005: 3]. The property is now owned by John Dupuy, who purchased the property in January 2006. Mr. Dupuy is in the process of rehabilitating the school to be used as a private, single-family residence for himself and his family. Mr. Dupuy is seeking historic status in order to qualify for state tax credits.

The rehabilitation of the Paint Lick School would bring vitality back to this locally important structure by providing excellent residential space and preserving it for future generations of Paint Lick citizens.

8. Statement of Significance

Applicable National Register Criteria

- 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 a grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years

Areas of Significance

(Enter categories from instructions)

Education

Period of Significance

1912 -1957

Significant Dates

1912

1939

Significant Person (Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

Wilson, John F. (1939 addition)

Narrative Statement of Significance (Please see continuation sheets.)

9. Major Bibliographical References

(For citation of books, articles, and other sources used in preparing this form see continuation sheets.)

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

- Local government
- University
- Other

Name of repository:

Garrard County Public Library

Primary location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency

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Narrative Statement of Significance

The Paint Lick School (GD-89) meets National Register Criterion A and is significant within the historic context "Public Education in Garrard County, Kentucky from 1798 to 1964". This structure is associated with the important 20th-century educational trend of school consolidation, given its status as the first consolidated school constructed in Garrard County. Further, it was one of the first consolidated schools constructed in the entire state of Kentucky. The implementation of school consolidation marked an important change in attitude regarding the type of facility that was appropriate for the education of Garrard County children. Until the 1908 School Law, the Garrard County school board spread its schools across the landscape, conducting education in numerous one- and two-room buildings, many of which were in severely dilapidated condition by the early-20th century. Starting in 1908, both Garrard and neighboring Madison County began the planning process to consolidate their schools by bringing a large number of students to a multi-room facility that separated the children by grade. The Paint Lick School is important in documenting the county's continued pursuit of school consolidation, a commitment that was sustained until 1964. Subsequent expansions of Paint Lick in 1918, 1932, and 1938 reinforced the county's acceptance of this continuing educational trend.

The historic context "Public Education in Garrard County, Kentucky from 1798 to 1964" is divided into three periods of significance.

- Educational Organization in Garrard County, 1798 to 1908
- Educational Organization in Garrard County, 1908 to 1938
- Educational Organization in Garrard County, 1938 to 1964

Much of the following contextual documentation is from the *Kentucky Historic Schools Survey*, by Rachel Kennedy and Cynthia Johnson for the Kentucky Heritage Council in 2002.

Educational Organization in Garrard County, 1798 to 1908

The first schools in Kentucky were operated in homes or some other convenient building such as a log church. When rural counties like Garrard were initially being settled, people were very concerned over the lack of schooling for their children [McVey 1949: 63]. The first settlers migrated from far more civilized regions where there were already many schools. Therefore, they were far better educated than their children. Very few teachers arrived in the first wave of settlers in Garrard County. As the dangers of pioneer life dissipated, educated people from urban areas began to appear in the county and schools were established shortly thereafter [Calico 1947: 54].

Public education was not a free system in Kentucky until relatively recent times. Unlike other states that established their system of common schools in the early-nineteenth century,

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Kentuckians did not make a substantial investment in their schools until the early-twentieth century. Before 1908, educational efforts in Kentucky were largely a local community effort supported by private academies and religious institutions [Kennedy and Johnson 2002: 15].

Near the end of the eighteenth century, the Kentucky General Assembly established land grants for each county, setting aside acreage specifically for the purpose of constructing academies. At the same time, the state assumed none of the costs associated with the construction or maintenance of these schools. Thus, local education remained dependent solely on the support of private individuals. Oftentimes, the result was that poorer children were excluded from educational opportunities because they were unable to afford the steep cost of tuition for a private teacher or academy. Ultimately, the academies disbanded due to local corruption and the public's perception of these institutions as elitist [Kennedy and Johnson 2002: 16].

In Garrard County, the first schools were taught in the homes of those families who were able to afford a teacher or tutors for their children. In many cases, a few families would join together and employ a teacher. One example is the Beech Grove School located near the Point Leavell community, built by three fathers, John Walker, John Burnside, and John Leavell. Pupils came to this school from other communities if they could find board and lodging in the community. Those who could pay did, but many were educated for free. The school was eventually consolidated with the New Union School, and much later, with Paint Lick School [Lancaster Woman's Club 1974: 356].

There were only two private high schools in Garrard County during this earliest period of settlement. Those wishing to further their education went to private schools in the county seat of Lancaster: the Lancaster Male Academy and the Franklin Women's Institute. The Lancaster Male Academy was chartered by the Kentucky legislature on December 22, 1798, [Kinnaird 1924: 11]. An endowment was set up for the school with a state grant of 5,600 acres in mountainous Pulaski County, a land rich in oil and mineral deposits. It was ordered by the June court of 1804 that the trustees of the town of Lancaster pay the trustees of Lancaster Seminary the money appropriated for the construction of a schoolhouse and that all money from any sale of public property in the town of Lancaster was to be paid to the trustees for this construction [Calico 1947: 59]. A two-story brick schoolhouse was constructed sometime between 1806 and 1815. The school closed in 1885 because the trustees systematically depleted their endowment fund, selling thousands of acres of mountain to pay for teachers' salaries. The Franklin Women's Institute was erected around 1814 by the Odd Fellows, who also used the space as a meeting place. Widely respected, cultured, and refined women came from all over the country to study at this revered institution. The Franklin Female Institute was also closed after being destroyed by fire in 1897 [Kinnaird 1924: 15]. Walnutta College was the only post-high school educational facility in the area, established sometime after the Civil War, and closed around 1890. All these

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schools in Garrard County were privately supported by local citizens.

In 1821, an act was passed by the Kentucky General Assembly that marks Kentucky's first attempt to subsidize public schools through the Bank of the Commonwealth. However, this funding was routinely redistributed by the legislature to other state projects [Kennedy and Johnson 2002: 16]. In response to this legislation, Garrard County was divided into fifteen distinct districts in 1822, so that when funding became available, it might be spread out evenly and fairly amongst the county [Calico 1947: 58].

The beginning of Kentucky's common school system is often attributed to the disbursal of the Federal Surplus of 1837 [Kennedy and Johnson 2002:15]. At this time, the federal government collected funds from the sale of public lands and subsequently distributed Kentucky's share of \$1,433,757. The following year, state lawmakers moved to enact a law for the establishment of a system of common schools, known as the "School Act", which specified a new administrative structure that made local districts the primary decision makers of taxation and control over their respective school system. However, this legislation offered no standards for teacher qualifications, approved curricula, length of school terms, or recommended school building types. Unfortunately, this new legislation did not lead to immediate change on the local level, for very few counties took the initiative to tax themselves for the purposes of establishing a school system. In 1841, only 24 out of 90 counties had divided into districts and only 22 had initiated local taxation for common schools [Ligon 1942: 82]. There was also little support on the state level, considering that the Kentucky General Assembly continued to spend funds earmarked for the education system for other purposes until the fund was thoroughly exhausted.

The inauguration of the Common school system in Garrard County occurred shortly after this landmark legislation. Morgan Hudson was selected by the county court as first commissioner of the schools, and he proceeded to lay out the county into 24 school districts. John K. West succeeded him, holding the office for many years until a new law made the office elective. John T. Baughman was the first superintendent elected under the new system [Kinnaird 1924: 11].

Until 1908, the majority of the common schools were substandard by today's perspectives. The school buildings were small, inadequate, poorly constructed, poorly heated and badly ventilated. The first public school for white children in the Paint Lick community was Lowell, a two-room school established sometime in the mid-19th century. Another white school opened a short time later, which was named Paint Lick, after the town. It was located just over the Madison County line and started in connection with the New Hope Presbyterian Church. These two white schools were consolidated in 1912 to form the new Paint Lick School [Lancaster Woman's Club 1974: 35].

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There were very few changes in the white school system in Kentucky until the beginning of the twentieth century. The stagnancy in educational reforms was most likely a result of the conflict and political strife revolving around the issue of slavery and states rights.

Following the Civil War, African Americans received assistance from the federal Freedmen's Bureau and various northern missionary societies to organize their own separate schools. The first black school in Paint Lick (also named Lowell) was established just after the Civil War and funded by the Freedman's Bureau. Between the Civil War and the beginning of the 20th century, over 200 schools were opened to serve the 10,500 black children in Kentucky [Kennedy and Johnson 2002: 18]. This financial support was suspended in 1871, and black schools managed to operate with minimal financial resources until 1874, when a segregated, common schools system was finally organized for African Americans [Kennedy and Johnson 2002: 19]. Black children continued to be segregated in Kentucky schools until the mid 1960s. In Garrard County, the first public schools for black children were opened in 1870, when appropriations were made for two black schools: \$250 for a lot within the town of Lancaster and \$125 for an unknown rural location [Calico 1947: 60]. By 1936, there were six black one-room schools scattered around Garrard County in the communities of Boone's Creek, Davistown, Lowell, Oakdale, Scott's Fork, and White Oak [Hammonds 1938: 27]. Two of these schools, Scott's Fork and White Oak, were funded by the Rosenwald program, which was one of the most influential philanthropic programs to aid black residents of rural communities at that time. The first black high school was not opened in Garrard County until 1938, which was made possible through the funding of the Works Progress Administration [Allen 1941, 92].

Educational Organization in Garrard County, 1908 to 1938

In 1908, the state school system underwent momentous changes that were believed to provide a more effective management system. Before this time, the school system was managed on the district level, but the 1908 School Law made each county the primary authority of school administration. Within each county, the superintendent and board of education would assume much of the responsibilities of the district. This reorganization centered on the idea that a centralized school authority would lead to more efficient operations. The 1908 School Law also restructured the organizational system of the school district, which divided each school district evenly so that each district contained an equal number of children [Kennedy and Johnson 2002: 20].

At the turn of the twentieth century, the size and shape of American schoolhouses were greatly influenced by the consolidation movement that quickly spread throughout the country. Rural schools (mostly one-room) were the predominant school building type of the 19th century and by the end of World War I, several surveys studying the effectiveness of learning environments found that 50% of Kentucky school buildings were in a state of extreme

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disrepair [McVey 1949: 208]. The Kentucky Department of Education decided to rectify this situation by consolidating schools in an effort to pool resources to provide equal and adequate educational facilities for all Kentucky school children. Reformers also hoped consolidation would improve the level of education for the students; before, one teacher covered a wide range of subjects, but upon consolidation, several instructors could teach specialized subjects to children of the same age group, with no increased cost to the school district. Thousands of one-room schoolhouses in rural Kentucky were abandoned and the students bused to larger, centralized schools. Before 1908, there were no consolidated schools in the state of Kentucky [Ligon 1942: 212].

Professionalism in the educational field was another important objective for Progressive reformers. Academic standards for teachers and administrators were elevated, implementing minimum qualification standards and teacher licensing [Kennedy and Johnson 2002: 20]. Also during this period, academic curricula were standardized and a state textbook commission was established to research and develop acceptable learning material [Kennedy and Johnson 2002: 22]. All these reforms became feasible with the county's authority to levy a property tax upon its citizens. A tax on each \$100 of personal property helped provide better teacher salaries, new school buildings, equipment, and transportation for students to new consolidated schools [Kennedy and Johnson 2002: 22].

The 1908 law was driven by what is known as the "Kentucky whirlwind campaign" for education. This public education campaign was designed to inform the public about the difficulties confronting the public education system in the state, including the extreme lack of funding and need for specific legislation for educational reform. This campaign not only focused on urban schools, but also extended into rural districts, "to put new life and vigor into the country schools" [McVey 1949: 207]. As a result of the campaign's efforts, educational legislation was enacted in January 1908 that provided new employment laws, such as teacher certification and training. It also required that every county provide a high school within the next two years. A 1912 amendment to the 1908 law required school attendance by children ages 6-16, due to concerns about Kentucky's high rates of illiteracy and poverty compared to the national average [Kennedy and Johnson 2002: 22].

The land for the school site was purchased by the Garrard Board of Education in May and August of 1912. The land to the west was purchased from J.C. Rucker, W.C. Wynn, and W.W. West, who were trustees for the Methodist Church. This same land was originally the site of Walnutta Institute, a private college that closed in 1891. The eastern side of the tract was purchased from E.C. Woods [Garrard County Deed Records, County Clerk's Office]. Construction of the new school began in September of 1912, and the building was initially occupied three months later, on December 28, 1912. It was one of the earliest high schools in the state to be established under the new consolidation act, and served to consolidate two white schools in the area, Lowell and New Hope, which were located just across the Madison

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County line. At the time of the school's opening, it served a total population of one hundred students from grades 1-12 and employed only four teachers [Fox Autumn 2005: 9]. The first class of three students graduated in 1915. As a high school, standardized classes were offered consistent with the state's recommended studies, including English, social studies, agriculture, home economics, typing, Latin, mathematics, and science.

The architectural design of Paint Lick School is typical for Kentucky educational facilities built in the early-20th century. Many school buildings built during this time were multi-storied, masonry buildings and were generally austere in appearance. As consolidation of rural schools increased, many school districts in Kentucky were constructing larger school buildings to accommodate the increasing enrollment. Relatedly, school buildings were often constructed to enable future additions as enrollment numbers increased even further. This type of floor plan is known as the "unit type", and is constructed so that it has the general appearance of a complete structure, while in reality it is part of an expandable unit scheme [Chapman 1917: 166]. The Paint Lick School is not a clear representation of any particular architectural style; rather it was built relatively unadorned. School architecture from the beginning of the consolidation movement was typically utilitarian in appearance [Castaldi 1994: 15]. At the time of Paint Lick's construction, educational facilities were generally designed with flat roof lines, straight building lines, and there was an abundance of windows [Leu 1965: 4]. These qualities are all apparent in the design of the Paint Lick School.

In May 1917, the school board began construction on a new addition to the rear of the school, in an effort to accommodate the burgeoning population. The community of Paint Lick agreed to contribute 10% of the funds for construction of this addition [Fox Autumn 2005: 9]. The two-story addition was completed in 1918 and consisted of an auditorium on the first floor, with two classrooms above on the second floor. This addition was positioned next to an existing hallway located behind the two original first floor classrooms. It was at this time that another neighboring school, White Hall, was closed in another move towards consolidation, and these students were transferred into the Paint Lick School.

Between 1928 and 1932, four other school systems were consolidated into the Paint Lick School from the surrounding communities: Manse, New Union, Wrenn's View, and Cartersville [Lancaster Woman's Club 1974: 357]. It was at this time that it became necessary to furnish reliable transportation for these commuting students. Crowding worsened until 1932, when construction began on a small gymnasium connected to the eastern side of the building. This area was used as a combination gymnasium and auditorium with a small stage, but the design also included an office on either side of the stage area, as well as two more classrooms underneath the stage. Early on, it was obvious that this gymnasium was not suitable for recreational activities. Before the gymnasium was later enlarged, spectators sat on the stage and a coal-burning heater extended into one corner of the basketball floor. Men were strategically placed in front of it to keep the ball from

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hitting the hot stove, or worse, the stovepipe [Lancaster Woman's Club 1974: 357].

Before 1934, there were three types of school districts in Kentucky: county, city, and independent districts. The city and independent districts maintained superior schools due to the concentration of wealth in urbanized areas, while county districts were mainly rural and less affluent. In 1934, school code legislation was passed that abolished city districts but maintained independent districts only if they contained 200-250 white children of school age. Many independent districts were forced to consolidate with the county districts when they could not meet the new minimum population requirements. The beneficial effects of the 1934 school code were two-fold: a wealthier tax base for many county schools, and greater consolidation in many counties. Progressive educators felt that consolidation of small schools into larger county schools was the only effective way to operate a local school system [Kennedy and Johnson 2002: 27-28]. Garrard County initiated more changes to their district following this legislation. In 1935, two more schools were brought into Paint Lick: Logan's Chapel and Stoney Point [Fox Autumn 2005: 9]. The student enrollment at Paint Lick during the school year 1935-1936 was a total of 203 students, 126 of which were high school students [Hammonds 1938: 12].

School consolidation in Kentucky was facilitated in the 1930s by the Works Progress Administration, a federal relief program that began after the depression. Federal building funds were used across the state to construct not only new educational buildings, but also to make additions to existing school buildings, to accommodate the increasing student populations in these consolidated rural schools. This included new school buildings, classroom additions, cafeterias, gymnasiums, and other related educational structures. From 1930 to 1939, there were 1758 education-related building projects statewide, with a total cost of \$24,780,627, \$9,708,921 of which was paid by the Federal government [Butler 1963: 16]. According to Lindsey Allen's study on the WPA education program in Kentucky, at least 37 gymnasiums were built across the state during this time period [Allen 1941: 89].

Transportation improvements in the 1930s, such as the affordability of personal automobiles and drastic improvements to the rural roads of Kentucky, made consolidation feasible. Transporting students to a centralized location was dependent on the increasing efficiency and reliability of the road system. By the mid-1930s, a coherent system of federal and state roads was in place in the majority of the commonwealth, assisted by the Public Works Administration [Kennedy and Johnson 2002: 28]. Garrard County had a good system of highways in place by this time which radiated out from the county seat of Lancaster. The link between roads and improved standards of education was readily apparent. Between 1930 and 1939, Kentucky conducted 247 education-related building projects with the assistance of the PWA [Kennedy and Johnson 2005: 38]. The first buses in Garrard County were Model T Fords, "... with a bus like, factory-manufactured wood body with a rear entrance and hinged fold-down solid panels for windows on each side," [Fox Spring 2004: 34]. Seats were wood

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benches attached on each side and through the middle. By 1935, Garrard County was using open-cab, flatbed trucks as buses and shortly thereafter the standardized model known as a symbol of education today, the yellow school bus. At that time, the Paint Lick School, as well as many other school properties, still contained a long "stall barn" to accommodate a large number of riding horses, buggies, and carts [Fox Spring 2004: 34].

The Paint Lick School benefited from federal assistance, with a new gymnasium and classroom addition designed by architect John F. Wilson in 1938 and completed in 1939. The gymnasium was enlarged to the standard size and a two-story classroom wing was added to western side of the building. This effort was sponsored by the Garrard County Fiscal Court and Board of Education, assisted by the Public Works Administration. The dedication program held at the school was presented by Dr. Francis S. Hutchins, then president of Berea College. In his speech, he said, "...enrollment increased until, for the past two or three years, the school was crowded worse than it had ever been before...our expanding curriculum and increased membership made more room an absolute necessity...today we have the fine plant which you see here, taking care of approximately 400 children in the twelve grades. The faculty has increased from four to sixteen," [Fox Autumn 2005: 9]. According to Dr. Hutchins, enrollment at the Paint Lick School nearly doubled between the years of 1935 to 1939. After the 1939 addition was completed, the school boasted a total of nineteen classrooms, a combination auditorium and gymnasium, a library room, and two offices. The building remains the same size today, with the exception of the dressing rooms that were added on the back of the gym in 1971. Other more recent improvements include an updated cafeteria and kitchen located in the basement.

Educational Organization in Garrard County, 1938 to 1964

Consolidation continued as an integral strategy in the reformation of Kentucky's education between 1938 and 1960. The architecture of new consolidated schools incorporated several of the architectural styles of the period. Modern styles, such as Art Deco and Streamline Modern, influenced the design of many of the 1930s school structures. Both of these styles emphasized stylized forms characterized by verticality in Art Deco and horizontality in Streamline Modern [Gowans 1993: 250]. Many consolidated schools were a hybrid of these two, resulting in a design known as "WPA Modern". However, the spatial arrangement of the interiors of these schools continued to follow well-established plans, such as rectangle and "U" configurations, incorporating specialized spaces for gymnasiums and cafeterias. The Paint Lick School was relatively lacking in ornamental features in its original design, and the 1930s additions were, for the most part, in keeping with this unadorned design. However, certain modern elements stood out in the 1934/1939 gymnasium addition, such as the front doors with Greek columned elements, the modern metal casing in the gymnasium windows, and the four stone-capped masonry pilasters on the façade.

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In 1938, Colonel Hammonds, the school superintendent of Garrard County, wrote his master's thesis at the University of Kentucky regarding the reorganization and consolidation of the school district. Mr. Hammonds writes that in 1938, there were seven one-room white schools, nine two-room white schools, one three-room white school, one four-room white school, four combined elementary and high schools, and six one-room black schools, [Hammonds: 1938, 12]. Colonel Hammonds believed there were entirely too many school buildings in Garrard County, and these small schools should be consolidated into larger units [Hammonds 1938: 75]. Consolidation would not only cut unnecessary costs for the county, but would also create a more efficient and equal system of education. At the time of his survey of the Garrard County school system, there were marked inequalities existing among the schools. His research suggests that the conditions of many of the schools, especially the one-room schoolhouses, white and black, were in extremely poor conditions, sometimes set in dangerous locations next to raging creeks, or situated in locations inaccessible to automobiles [Hammonds 1938: 78].

Col. Hammonds recommended consolidation of all these one-room school buildings for white children into larger physical plants in more centralized locations. This superintendent also combined the six, one-room black schoolhouses with the Lancaster Negro School, a school that was operated jointly by the Lancaster and Garrard County boards of education. In order to successfully consolidate the black children of these seven schools, a new combination elementary and high school was built in 1938 within the town of Lancaster. Named the Lancaster Colored School, this school was funded by the Works Progress Administration at the cost of \$10,000 [Allen 1941: 92]. That same year, the W.P.A. also funded a three-room addition to this structure at the cost of \$3,000. This decision marked the first opportunity for black children to attend a four-year accredited high school, where previously, only a few of the county's black pupils ever had the chance to attend high school at all.

Consolidation slowed down during the second World War, when few buildings were built and transportation became difficult due to rationing of gas, automobile accessories, and lack of building materials [Kennedy and Johnson 2002: 29]. Educational progress resumed in the post-war era. The results of the 1954 Supreme Court decision, "Brown vs. the Board of Education of Topeka, Kansas," called for the elimination of all racially segregated schools. Shortly after this decision, the Kentucky Department of Education issued a directive that ordered all school districts to "proceed rapidly toward school desegregation", although the planning phase did not end until 1964 [Wright 1992: 198]. 1964 was a landmark date, because it was the first year that most of the black schools in Kentucky were closed and these students were integrated into the local white schools. Between the years of 1964-1965, 95% of all Kentucky school districts integrated the black students into centralized white schools [Kennedy and Johnson 2002: 31].

Garrard County officials soon realized that the Paint Lick School did not provide adequate

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space to accommodate both the white and black populations. They decided that it would be more economical to build a newer and larger facility, with a centralized location (the county seat of Lancaster), resulting in Garrard County High school in 1964. Paint Lick School continued to operate as a elementary school until it closed in 1992. The only rural schools left in the county following this 1964 consolidation are elementary schools.

In the fall of 1964, Garrard County Consolidated High School opened for operation as a racially integrated school, which it remains today. The building comprises 112,000 square feet, twenty classrooms, four math rooms, four science labs, language lab, typing room, practice room, lecture room, music room, choral music room, three home economics classrooms, one art classroom, industrial arts room, agriculture shop, library, cafeteria, kitchen, auditorium with a stage, gymnasium seating 2,600, health room, offices, restrooms, locker rooms, storage areas and a workroom. The site also includes a three-hundred car blacktop area, access drives, service areas, grading for football field. The superintendent at that time, J.W. Marsee, stated that "...this building is a monument of the citizens of Garrard Co and Lancaster in their foresight to education in this area; it was made possible through the voting of a bond issue that brought forth the required revenue by the people of the entire county," [Lancaster Woman's Club 1974: 359].

Evaluation of the Significance of the Paint Lick School

The decision to construct Paint Lick School in 1912 reflects the priorities established by the Garrard County School Board and helps us understand the decisions made regarding the consolidation of its system during this period. The secondary phases of construction that occurred at the school in 1918, 1932, and 1938 were to accommodate the needs of a growing student population, the result of further county-wide consolidation efforts. Therefore, these other sections of the school are significant within this portion of the context as well. At present, only three elementary schools remain in Garrard County: Camp Dick, Lancaster and the new Paint Lick. There is also one middle school (Garrard Middle) and one high school (Garrard County High).

Integrity Considerations

The Paint Lick School retains historic integrity for the period of significance 1912 to 1957. In consideration of the general trend toward consolidation of districts during this period, integrity of **location** and **setting** must be intact. Paint Lick School remains on the original 2.43-acre lot that was purchased for its original construction. More importantly, nothing has encroached upon the property. Paint Lick School is situated in a rural setting, typified with hilly farmland that has remained virtually unchanged since the school's construction.

The school's integrity of **design** is in good condition. The utilitarian design from the original architect is intact, and the 1938 gymnasium addition by John F. Wilson and the 1971 rear addition by I. Browning are sympathetic to the architect's original design.

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Paint Lick School retains its integrity of **workmanship** and **materials**. It has a reinforced concrete foundation and brick masonry bearing walls detailed with cut stone and concrete. The condition of the structure is fair. The Paint Lick School had fallen in a state of disrepair even before the school's closing in 1992. The building was especially neglected during the previous ownership between 1992 and 2005, when the building functioned as an antique mall. Little if any preservation occurred during this time. Lack of maintenance of the roof and windows have led to major leaks on the second floor of the main block, resulting in significant water damage throughout the interior. The current owner has already completed a considerable amount of restoration to the interior, which is still in process as of fall 2006. The structure has not been modernized since the 1970s. The original plan of the structure is intact, with open interior halls, classrooms, and stairwell. The classrooms contain the original wood flooring, integrated coat closets, and blackboards.

For a school structure to have integrity of **feeling** and **association** within the historic context Public Education in Garrard County, Kentucky from 1798 to 1964, the building must be recognizable as an educational facility in its original location and setting. With the exception of new windows, Paint Lick has not been significantly altered since it was a functioning elementary school in the early 1990s. Therefore, Paint Lick is an excellent resource, representative of this historic context that has retained integrity of *location, setting, design, workmanship, materials, feeling, and association*.

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Paint Lick Echo, Dressing Room Remodeled, October 1951.

Paint Lick High School Commencement Exercises, May 19th, 1933.

10. Geographical Data

Acreeage of Property 2.55 acres

UTM References (Place additional UTM references on a continuation sheet)

Zone	Northing	Easting			
1	<u>16</u>	<u>4165587 N</u>	<u>728334 E</u>	3	<u> </u>
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>
	<u> </u> See continuation sheet.				

Verbal Boundary Description

(Please see continuation sheets.)

Boundary Justification

(Please see continuation sheets.)

11. Form Prepared By

name/title Erin E. House, Research Assistant
organization Center for Historic Architecture and Preservation
date August 30, 2006
street & number 100 Bowman Hall, University of Kentucky telephone 859-523-4578
city or town Lexington state KY zip code 40508

12. Property Owner

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

name John Dupuy
street & number 533 Whitlock Road telephone 859-624-5467
city or town Richmond state KY zip code 40475

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Verbal Boundary Description

The boundary of the Paint Lick School is shown on the Garrard County P.V.A. map, recorded September 23, 2004 (Book P.C. 3, page 273) on the following page 10-2. This area corresponds to Property Value Assessor Map/ Parcel No. 63-52. It is recorded in Garrard County Deed Book 237, page 193 as 2.43 acres on March 8, 2006.

Boundary Justification

The boundary includes the significant resource, i.e., the schoolhouse, and the surrounding 2.55 acres that maintains historic integrity. A separate modular structure located directly behind the school, constructed in the 1970s, does not show up on the map.

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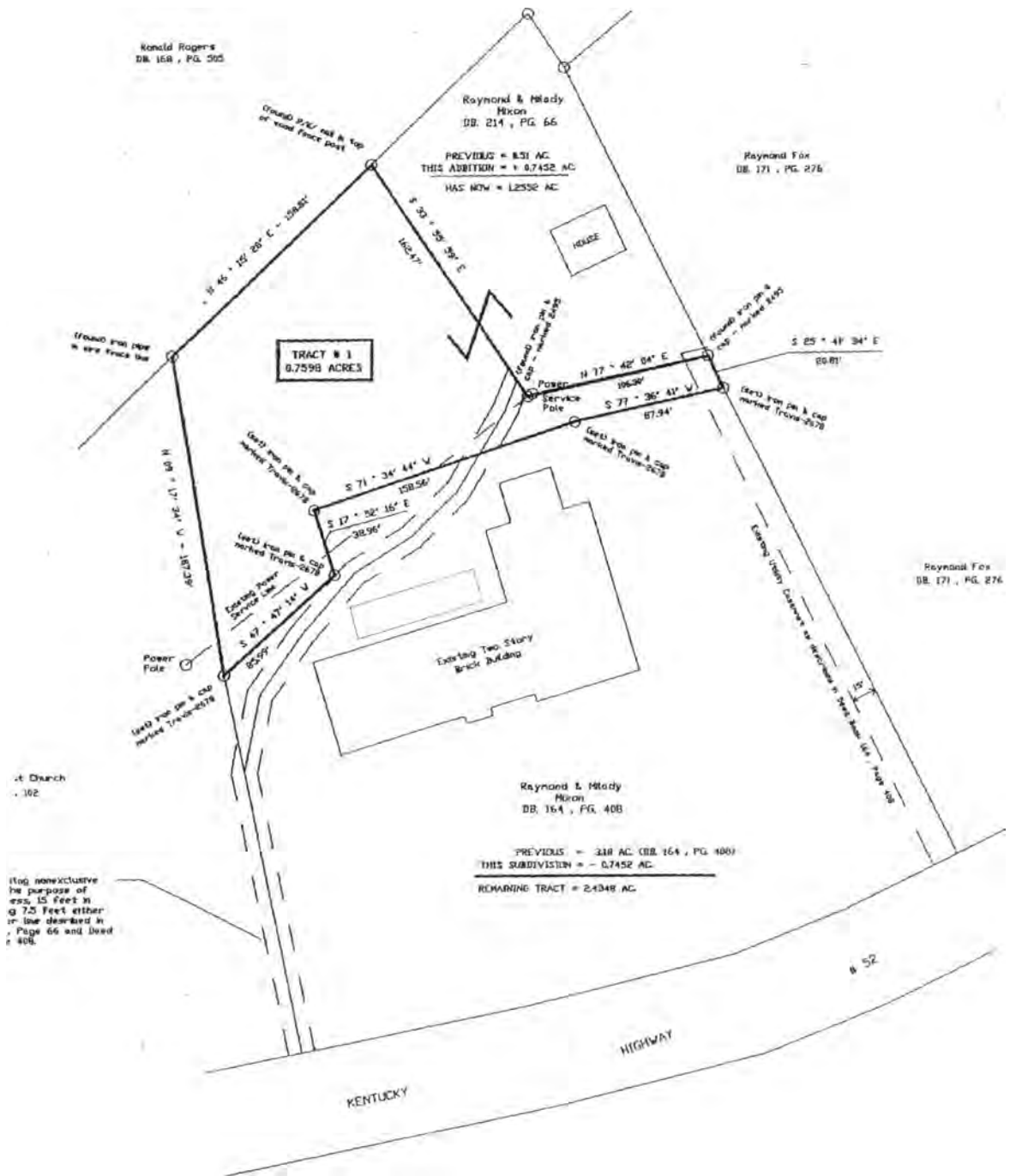
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I make no warranty as to the accuracy of the data shown hereon, and I do not warrant the depiction of all easements and/or encumbrances.

Field verified before any construction begins. Any contractor, owner or designer shown hereon is hereby forewarned that any excavation upon this site may result in additional underground utilities not shown hereon.

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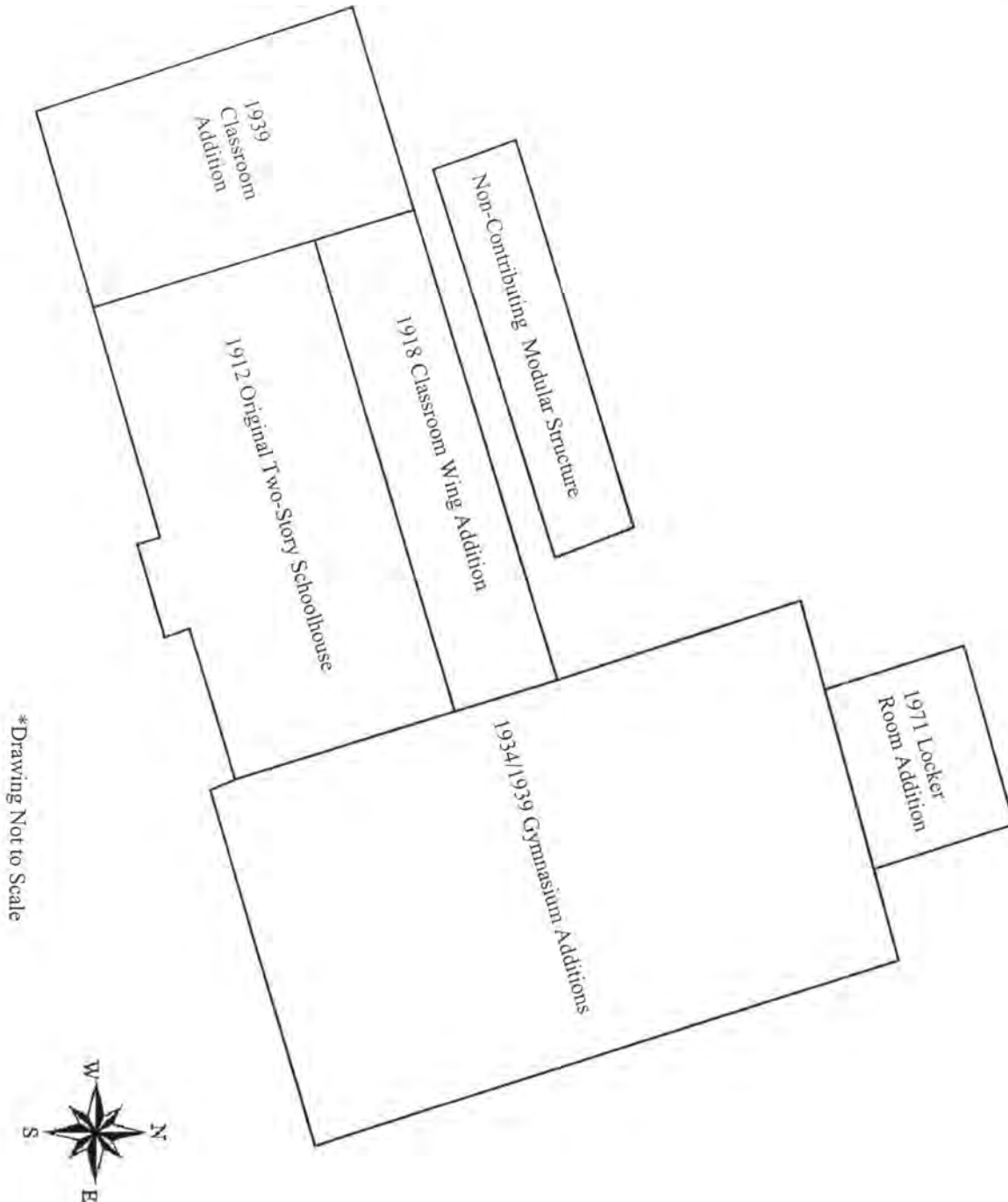
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Paint Lick School Floor Plan



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Paint Lick School

MULTIPLE NAME:

STATE & COUNTY: KENTUCKY, Garrard

DATE RECEIVED: 2/25/07 DATE OF PENDING LIST: 3.19.07
DATE OF 16TH DAY: 4.4.07 DATE OF 45TH DAY: 4/10/07
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 07000284

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 4.10.07 DATE

ABSTRACT/SUMMARY COMMENTS:

Processed in 1953
National Register

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.







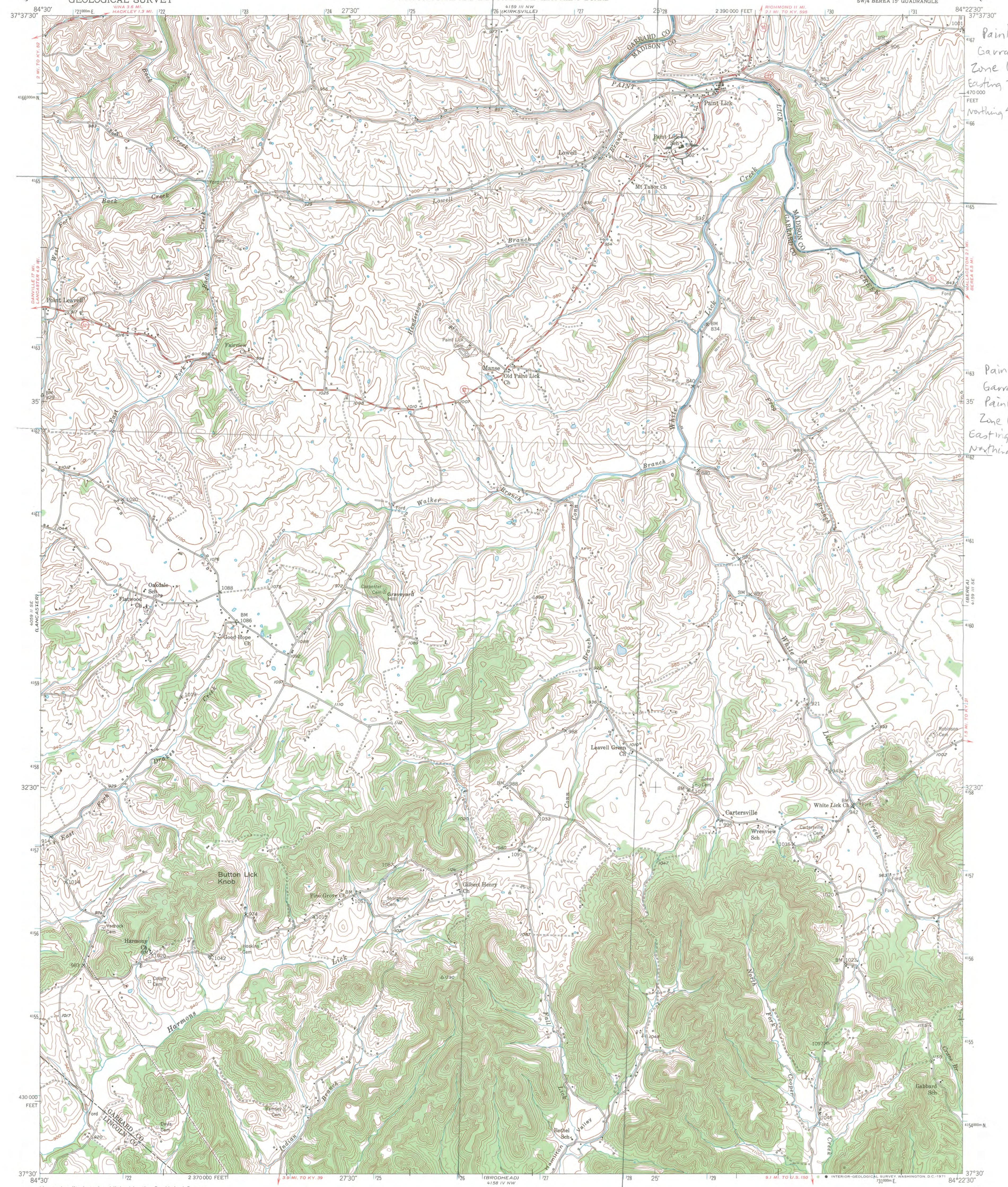










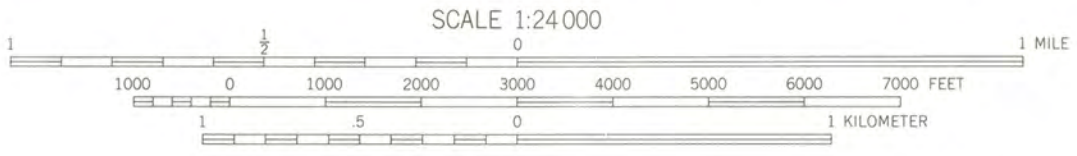


Paint Lick School
Garrard Co., Ky
Zone 16
Easting 728 33A
Feet
Nothing 4165 587

Paint Lick School
Garrard Co., Ky
Paint Lick quad
Zone 16
Easting
Nothing

Mapped, edited, and published by the Geological Survey
Control by USGS and USC&GS
Topography from aerial photographs by multiplex methods
Aerial photographs taken 1950. Field check 1952
Polyconic projection. 1927 North American datum
10,000-foot grid based on Kentucky coordinate system,
south zone
1000-meter Universal Transverse Mercator grid ticks,
zone 16, shown in blue

UTM GRID AND 1952 MAGNETIC NORTH
DECLINATION AT CENTER OF SHEET



CONTOUR INTERVAL 20 FEET
DATUM IS MEAN SEA LEVEL

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, WASHINGTON, D. C. 20242,
KENTUCKY GEOLOGICAL SURVEY, LEXINGTON, KENTUCKY 40506,
AND KENTUCKY DEPARTMENT OF COMMERCE, FRANKFORT, KENTUCKY 40601
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST



ROAD CLASSIFICATION
Heavy-duty 4 LANE 16 LANE Light-duty
Medium-duty 4 LANE 16 LANE Unimproved dirt
U. S. Route State Route

PAINT LICK, KY.
SW/4 BEREA 15' QUADRANGLE
N3730-W8422.5/7.5
1952
AMS 4159 III SW-SERIES V853



COMMERCE CABINET
KENTUCKY HERITAGE COUNCIL

Ernie Fletcher
Governor

The State Historic Preservation Office
300 Washington Street
Frankfort, Kentucky 40601
Phone (502) 564-7005
Fax (502) 564-5820
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George Ward
Secretary

February 9, 2007

Jan Snyder Matthews, Ph.D., Keeper
National Park Service 2280
National Register of Historic Places
1201 "I" (Eye) Street, NW 8th Floor
Washington DC 20005

Dear Dr. Matthews:

Enclosed are nominations approved at the January 24, 2007 Review Board meeting. We are submitting them for listing in the National Register:

- ✓ **Weehawken**, Franklin County, Kentucky
- ✓ **Paint Lick Elementary School**, Garrard County, Kentucky
- Union Bus Station**, Madison County, Kentucky Heritage Council
- Carson-Annis Ferry Farm**, in Butler County, Kentucky

Note that **Carson-Annis Ferry Farm** calls for the listing of a 301-acre farm which will contain two previously listed properties, Carson's Landing (98000935) and Annis Mound and Village Site (85003182).

A fifth item, **Cleveland Home**, Woodford County, Kentucky, is also included and submitted for listing. That form was approved at the September 28, 2006 Review Board meeting. The submission of the form for listing was delayed according to the owner's request.

We appreciate your consideration of these nominations.

Sincerely,

David Pollack
Interim Executive Director Kentucky Heritage Council,
Interim State Historic Preservation Officer, and
Director, Kentucky Archaeological Survey