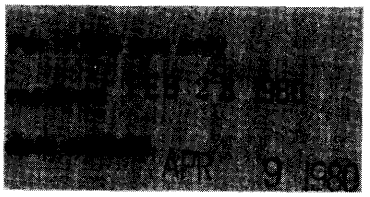
FHR-8-300 (11-78)

United States Department of the Interior
Heritage Conservation and Recreation Service

National Register of Historic Places Inventory—Nomination Form



See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic Secondary Industrial School (S.I.S.)

and/or common Columbus Junior High, 1939; currently Jordan Vocational Night School

2. Location

street & number 1112 29th Street ___ not for publication

city, town Columbus ___ vicinity of congressional district 3rd - Jack Brinkley

state Georgia code 013 county Muscogee code 215

3. Classification

Category	Ownership	Status	Present Use	
___ district	_x_ public	_x_ occupied	___ agriculture	___ museum
_x_ building(s)	___ private	___ unoccupied	___ commercial	___ park
___ structure	___ both	___ work in progress	_x_ educational	___ private residence
___ site	**Public Acquisition**	**Accessible**	___ entertainment	___ religious
___ object	___ in process	_x_ yes: restricted	___ government	___ scientific
	___ being considered	___ yes: unrestricted	___ industrial	___ transportation
		___ no	___ military	___ other:

4. Owner of Property

name Consolidated Government Center -- Contacts: Dr. Braxton A. Nail, Supt. of Education, Dr. Philip Schley, Pres., Muscogee County Board of Education, Muscogee County School District, P.O. Box 2427, Columbus, Georgia 31902

street & number Tenth Avenue

city, town Columbus ___ vicinity of state Georgia 31901

5. Location of Legal Description

courthouse, registry of deeds, etc. Consolidated Government Center

street & number Tenth Avenue

city, town Columbus state Georgia

6. Representation in Existing Surveys

title Historic Structures Field Survey: Muscogee County, Georgia has this property been determined elegible? ___ yes _x_ no

date 1976 ___ federal _x_ state ___ county ___ local

depository for survey records Historic Preservation Section, Ga. Dept. of Natural Resources

city, town Atlanta state Georgia

7. Description

Condition		Check one	Check one
___ excellent	___ deteriorated	___ unaltered	_X_ original site
___ good	___ ruins	_X_ altered	___ moved date _____
_X_ fair	___ unexposed		

Describe the present and original (if known) physical appearance

The Secondary Industrial School is a massive-looking, Beaux Art-style building situated near the middle of a large, cleared, level lot. The building stands three stories high on a raised basement. It is essentially rectangular in plan and box-like in its massing. It is constructed of red brick throughout with contrasting light-colored stone, terra cotta, and pressed-sheet-metal detailing. The Secondary Industrial School was completed in 1906.

The front (northeast) facade of the Secondary Industrial School is five bays wide. A projecting center bay is symmetrically flanked by recessed wings and shallow end pavillions. The center bay features a two-story portico of four stone Corinthian columns and two pilaster-like brick piers set in antis; within is a one-story pedimented entryway. The wings feature regular arrangements of tall, narrow windows with Roman tracery capped by flat-arched stone lintels. The end pavillions feature two-story Roman windows with keystones set between pairs of brick Corinthian pilasters.

The end facades are identical. Each consists of three bays, with a recessed central entry flanked by shallow projecting end pavillions. The central entry bay features a two-story Roman window motif. The end bays feature rows of contiguous windows set between brick Corinthian pilasters.

The rear (southwest) facade was originally three bays wide. A broad center bay of smooth brick and plain windows is flanked by end pavillions identical to those on the front facade. An addition to the Secondary Industrial School now extends from the rear wall of the building.

A continuous Corinthian entablature, with architrave, frieze, and cornice, runs around the front, sides, and parts of the rear of the building above the second-floor level. Above this entablature, in a super-parapet, is the third floor with its simple brick walls, rectangular windows, and secondary dentilled cornice. A true parapet wall with Roman screens rises above this secondary cornice and hides the building's nearly flat roof. At ground level, the raised basement features brick foundation walls "scored" to resemble monolithic blocks of stone. The foundation is finished with a stone watertable.

To the rear of the Secondary Industrial School is attached a low, brick gymnasium and additional instructional facilities. Dating from the 1930s, this addition is essentially one story high, with a raised center section, and broad in plan. The design is utilitarian, with smooth brick walls and simple casement windows. A simple second-story stone stringcourse, stone coping, and shallow brick parapet panels, are the only ornamentation.

The interior of the Secondary Industrial School is arranged according to the usual "Quincy plan" for school buildings. Each floor is virtually identical

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and consists of a long hallway running the length of the building with classrooms and offices arranged along either side and stairways located at either end. Classrooms, offices, and hallways have plaster walls, tongue-and-groove board ceilings, and hardwood floors. Hallways and stairwells feature wainscoting and picture rails. The stairs feature turned balusters and paneled closing boards.

The Secondary Industrial School stands near the center of a cleared, level, two-and-one-half-acre lot. With the exception of two trees in front of the building, the grounds are not landscaped. This property has been associated historically with the school. Around it is a neighborhood of modest early-twentieth-century residences.

8. Significance

Period	Areas of Significance—Check and justify below				
___ prehistoric	___ archeology-prehistoric	___ community planning	___ landscape architecture	___ religion	
___ 1400–1499	___ archeology-historic	___ conservation	___ law	___ science	
___ 1500–1599	___ agriculture	___ economics	___ literature	___ sculpture	
___ 1600–1699	x architecture	x education	___ military	___ social/ humanitarian	
___ 1700–1799	___ art	___ engineering	___ music	___ theater	
___ 1800–1899	___ commerce	___ exploration/settlement	___ philosophy	___ transportation	
x 1900–	___ communications	___ industry	___ politics/government	___ other (specify)	
		___ invention			

Specific dates 1906 **Builder/Architect** J.W. Golucke and Company

Statement of Significance (in one paragraph)

The Secondary Industrial School (S.I.S.), significant in the areas of education and architecture, has been called the nation's first public-supported, coeducational industrial high school.

Education

The public-school system of Columbus, Georgia, was created in 1867 following the Civil War. It was not until Carleton B. Gibson became superintendent of education in 1896 that any effort was made to include the mill children in this system. He also included a manual training class at the grammar-school level. Finally, in 1901, he established a Primary Industrial School for mill children, where practical work was included. After this had been in operation for a few years, Gibson felt there was a need for the students to be able to continue their industrial education at a secondary level and for others to transfer to an industrial school. He then proposed the S.I.S. for these reasons.

On November 8, 1904, Gibson recommended to the board of trustees the establishment of the S.I.S. as an academic trade school of high-school rank as part of the public-school system. It was referred to a committee on February 14th of the following year. Gibson was directed by the board to examine industrial schools in the North. On November 14th, he presented a specific outline for the organization of the school to the board, and on January 9, 1906, the board decided to proceed with the establishment of the S.I.S. The city council was petitioned for $15,000 financial aid and the building committee was directed to proceed with formulating plans and locating an architect.

G. Gunby Jordan and R. Curtis Jordan presented to the board two and one-half acres of land on Rose Hill for the school and the school system later added one and one-half acres for a larger playground. Donations were also received from local persons. On March 3, 1906, J.W. Golucke & Company, the well-known courthouse architect working out of Atlanta, was selected to draw the plans. Work on the building began in April, with a tentative completion date set for October.

The site chosen provided pure air and ample grounds, which aided the students' health, pleasure and comfort, and caused it to be called "a country

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9. Major Bibliographical References

Encyclopedia of Education. The Macmillan Co. and the Free Press, Vol. 9, 1971.

Hardy, Janice A. Georgia County Courthouses. Atlanta: The Georgia Trust for [continued]

10. Geographical Data

UTM NOT VERIFIED

ACREAGE NOT VERIFIED

Acreage of nominated property 4.17 ? acres

Quadrangle name Columbus, Ga.-Ala. **Quadrangle scale** 1:24,000

UMT References

	Zone	Easting	Northing
A	16	684980	3596260
B			
C			
D			
E			
F			
G			
H			

Verbal boundary description and justification

Square block bounded on the north by 29th Street, the east by Peabody, the south by 28th and the west by 11th Ave. as marked on the accompanying Muscogee County, Ga. Tax Map No. This has been associated with this site since its building in 1906.

List all states and counties for properties overlapping state or county boundaries

state	code	county	code
state	code	county	code

11. Form Prepared By

name/title Kenneth H. Thomas,Jr., historian; Richard R. Cloues, architectural historian

organization Historic Preservation Section Dept. of Natural Resources **date** January 11, 1980

street & number 270 Washington St. S.W. **telephone** (404) 656-2840

city or town Atlanta **state** Georgia 30334

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

x national ___ state ___ local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the Heritage Conservation and Recreation Service.

State Historic Preservation Officer signature Elizabeth A. Lyon

Elizabeth A. Lyon

title Acting State Historic Preservation Officer **date** 2/21/80

For HCRS use only

I hereby certify that this property is included in the National Register

for W. Ray Luce **date** 4/9/80

Keeper of the National Register

Attest: Carol A Barbie **date** 4/8/80

Chief of Registration

GPO 938 835

school for city boys." Many students were able to develop more physical strength as well, due to a better environment in which to study and play. Originally the plans were for one central building and several smaller ones, but only one was built, at a cost of $70,000.

At the laying of the cornerstone on June 22, 1906, a number of notables were in attendance, including the governor of Georgia. It was at this event that Dr. James E. Russell, dean of Teachers College, Columbia University, New York, who was aware of educational developments throughout the country, said: "This school is the first of its kind in all of American history to be dedicated to the proposition that the common man as well as his more fortunate brother is entitled to vocational training." The school was, of course, very significant in the history of education in Columbus because it provided a higher level of industrial or vocational training. Many local architects were first trained here and went on to universities. Other students went on to work in local industries, one of the primary reasons for the school.

The main reason the school is believed to have national significance, besides what Dr. Russell said at the cornerstone-laying, is that it was a public-supported, coeducational, vocational institution locally initiated years before the federal government got involved with vocational education after World War I.

In terms of public vocational education in general, the S.I.S. emerged at a time when industrialization had destroyed the apprenticeship system and no other institution stood ready to replace it. The Massachusetts Commission on Industrial and Technical Education, known as the Douglas Commission, considered to be something of a Magna Carta of vocational education, was published in 1906. It emphasized that individuals needed specific skills for specific jobs as training for the industrial job market. The Encyclopedia of Education terms the report "a watershed in the history of vocational education."

The National Society for the Promotion of Industrial Education formed almost simultaneously with the Douglass Commission report, also in 1906. Again according to the Encyclopedia of Education, "the society's main concern was less with how and what trades were taught than with the acceptance of vocational training as the responsibility of public education." The society is credited with bringing together businessmen, labor leaders, politicians, and educators to support vocational education.

The fact that the S.I.S. development coincides with or, in fact, predates these significant developments in vocational education, places it well in the forefront of events that have made a significant contribution to the broad pattern of our educational history.

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The school opened December 10, 1906, with seventy-eight pupils, one-third of them girls. A diploma would be granted after two years, five days a week, from 8AM to 4PM, eleven months a year, plus six weeks of practical experience in the chosen field of study. The academic work was done in the morning, and the afternoon was devoted to manual training in the basement shops. Boys took courses in such things as carpentry and textiles, and girls in home economics, dress-making, and secretarial skills. A 1911 graduate who went on to study architecture at Georgia Tech (and still in his eighties practices in Columbus), James J.W. Biggers, Sr., FAIA, said he elected to go there because, "It was a new departure; the epitome of such an education at the time; a very up-to-date school." The curriculum was coordinated with the needs of local industries and field trips were quite prevalent.

Within a few years it was believed that the S.I.S. did not have to be just a continuation of the Primary Industrial School, and so the name was changed to the Columbus Industrial High School in 1912. During 1936-37, a new facility was built at another location, and when the school was moved there, it was renamed Jordan Vocational High School. This building then became Columbus Junior High School in 1939, and more recently a night school.

Architecture

The Secondary Industrial School is significant in terms of Georgia's architectural history as a fine example of the Beaux-Art style of architecture prevalent at the turn of the century. This Beaux-Art influence is perhaps most vividly felt in the compact yet monumental character and appearance of the building, an impression achieved primarily through careful proportioning from the overall massing to the smallest details. The overall arrangement of the building is characteristically Beaux Art, with a subdivision of the mass into five bays including a central portico, flanking wings, and end pavillions. The vocabulary of architectural elements, including columns, pilasters, piers, parapets, cornices, entablatures, and raised foundations, continues the Beaux Art theme. Detailing, with its wide range of motifs drawn from classical sources, yet freely handled, completes the Beaux Art image. In Georgia, as elsewhere, the Beaux Art style was applied primarily to public and institutional buildings, and the Secondary Industrial School is a good example of this application in Columbus.

Perhaps more importantly connoting the architectural significance of the structure is J.W. Golucke's association with the building. Golucke (1865-1907) is best known for designing twenty known courthouses in Georgia and some in other states. He used brick with stone almost exclusively, and these buildings illustrate the evolution of the stylistic influences in the late-nineteenth

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and early-twentieth centuries in Georgia. Golucke was an important Georgia architect, and this structure exemplifies one of his few known works that is not a courthouse.

Golucke was a native of Georgia and died only a year after the completion of this building, on October 26, 1907, making this one of his last works.

Conclusion

In his 1913 report, published by the U.S. Bureau of Education, Roland B. Daniel said:

> The aim of this school is to give the boys and girls of this community and contiguous territory an opportunity to make some definite preparation for life's work, as well as to give them the culture that may be obtained from the study of the ordinary high-school branches.... The school appeals strongly to that class of young people who are so industrially and commercially inclined that they leave school and accept positions where little skill is required ... rather than pursue to them meaningless and uninteresting courses ... Pupils are not admitted ... until they are 14 years of age... [and] have completed the seven year grammar school course.... There is no prejudice against attending this school. There may be found here the sons of the well-to-do and the sons of the less fortunate, plying their work side by side in their overalls.... The school offers for girls trades courses in millinery, dressmaking, and business training while every girl is required to take the course in home economics. For boys, trade courses are offered in carpentry, machinery, textile work, and business training, and all boys taking the course offered in the mechanical drawing.... The vocational courses thus far introduced in this school were selected to meet local conditions and needs.

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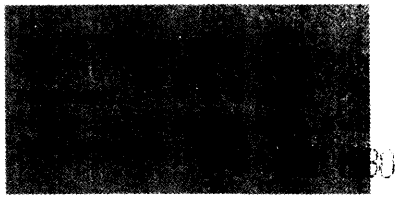

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Mitchell, William R., Jr. Draft nomination, personal inspection and interviews, Feburary, 1979.

Telfair, Nancy. A History of Columbus, Georgia. Columbus, 1928.

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Worsley, Etta Blanchard. Columbus on the Chattahoochee. Columbus, 1951.

The Columbus Enquirer-Sun, June 22 and 23, 1906. Articles concerning the laying of the cornerstone and dedication of the school.

Daniel, Roland B. "Industrial Education in Columbus, Georgia," Bulletin No. 25, 1913, U. S. Bureau of Education.