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National Park Service

National Register of Historic Places
Multiple Property Documentation Form

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This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

☒ New Submission ☐ Amended Submission

A. Name of Multiple Property Listing

Education Related Properties of Macon County, Tennessee

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Small Rural Schools, 1880 - 1940

C. Form Prepared by

name/title Nancy Jane Baker, Historic Preservation Specialist

organization Tennessee Historical Commission

date September 30, 1992

street & number 701 Broadway - Room B-30

telephone (615) 532-1550

city or town Nashville state Tennessee

zip code 37243-0442

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (☐ See continuation sheet for additional comments.)

Herbert L. Haysen

Signature and title of certifying official

1/6/93

Date

Deputy State Historic Preservation Officer, Tennessee Historical Commission

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

M. J. May

Signature of the Keeper

2/22/93

Date of Action

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Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

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Primary location of additional data:

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- ☐ University
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Name of repository:

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E. STATEMENT OF HISTORIC CONTEXTS

Small Rural Schools, circa 1880 - 1940

INTRODUCTION

Macon County, in Middle Tennessee, "is bounded, north by the State of Kentucky; east by Clay and Jackson Counties; south by Smith and Trousdale, and west by Sumner." It contains about 300 square miles, nearly all of which is within the Highland Rim area. The ridge of the Rim passes east and west through the center of the county, the land to the south is drained by Goose Creek, Dixon Creek, Peyton Creek and other streams which flow into the Cumberland River. The land to the north of the ridge is drained by Long Creek, Salt Lick, White Oak and Long Creek, which flow into the Big Barren River in Kentucky" (Goodspeed, p. 834).

"The first white settlers, in present Macon County probably settled on the tributaries of the Cumberland and Big Barren River, sometime from 1787 to 1800. The first areas settled were along Goose Creek, Salt Lick, Long Creek and Gibbs Cross Roads" (Blankenship, pp. 9-10). Bledsoe Lick was the first permanent settlement in what is now Macon County. Very few people lived there in 1779. The first land surveys and grants in the present day Macon area were made in 1783, by the State of North Carolina. Most of these grants were payment and reward to Revolutionary War, Continental Line soldiers. Tennessee did not deed land grants in this area until 1806.

Macon County land grants were conferred by both the state of Tennessee and Kentucky in the years between 1825 - 1923. In South of the Walker Line, Vernon Roddy explains in detail, the dispute over the land south of the Walker Line. In essence, Dr. Thomas Walker and Daniel Smith in 1779-80, surveyed a line for the southern boundary of Kentucky. It was to have followed the parallel latitude of 36 degrees and 30 minutes. However, the line actually ran from 6 to 12 miles north of the true line. Tennessee became a state in 1796 and used the Walker Line as the northern boundary (Roddy, p. 2-3).

In the early years the bottom land in Macon County was considered to be productive. However, after the Civil War the ridge land was considered more desirable than the bottom land (Blankenship, p. 23). Macon County was

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truly an inland county, having had no means of transportation other than by wagons (Goodspeed, p. 835).

In the years preceding 1842 the settlers in northern Smith County (organized in 1799) and eastern Sumner County (organized in 1786) were "interested in the establishment of a new county because of the distance to Gallatin and Carthage" (Blankenship, pp. 19-20). Macon County was organized by an act of the General Assembly of the State, which was passed on January 18, 1842. This act mandated that a new county, known as Macon, should be established, and that it would be composed of parts of Smith and Sumner counties (Goodspeed, pp. 835-836).

Lafayette, the county seat, was incorporated in 1843. The commissioners planned the town of Lafayette in the general public square pattern, with the courthouse and jail in the center. The town was laid out around the public square with seventy-five town lots (Goodspeed, pp. 837). There have been three courthouses in Macon County. Two burned, the first in 1900 and the second in 1932. The early records of the county were destroyed in both fires. The town grew slowly as indicated by the 1850 census showing only 128 people, composed of 26 families (Blankenship, pp. 78-83). "The colored [sic] population of Macon County in the 1850 census was 826 and located mostly in the southern section of the county along the Goose Creek. It had risen to 1,046 in 1860" (Blankenship, pp. 43-47).

"There are many mineral springs in the county, the most noted of which are the Red Boiling Springs, situated about twelve miles east of La Fayette [sic], the Red Sulphur Springs at La Fayette [sic], and Epperson Springs in the western part of the county" (Goodspeed, p. 834). Red Boiling Springs (NR 9/11/86) lies along the banks of the Salt Lick Creek. In 1844 Samuel Hare acquired 20 acres including the boiling springs and the use of the freestone springs. Hare built cabins to be used as a health resort in the spring area. A community grew up around the Hare Enterprise. But during the Civil War the areas fell into disrepair. It was not until the mid 1880's when James F. O. Shaughnessy bought 200 acres, building a great summer resort, that Red Boiling Springs began to grow into the a "boom town". In the 35 year period between 1900 and 1935 people flocked to Red Boiling Springs to take the waters and enjoy the resort's pleasures (Blankenship, pp. 87-96 and Denning, pp. 224-227).

Ten or eleven miles north of Lafayette was Epperson Springs. In the 1860 census it was listed as a resort. It was not until 1906 and the purchase of the land by Captain G.B. Murry, from Chattanooga that the resort flourished. There were several hotels and cabins with beautiful flower

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gardens on the grounds. However, with the advent of the automobile and competition from Red Boiling Springs, Epperson Springs popularity declined. The property burned April 26, 1926 (Blankenship, pp. 96-98).

The lumber industry was the major industry in Lafayette. As was the lumber industry of the Cumberland Valley, it was a "folk industry characterized by small-scale operations and part-time loggers, rather than the vast, full-time logging camps found in other areas. ... The upper Cumberland River Valley contained some of the finest ash, beech, cedar, hickory, oak, poplar, and walnut trees in the United States, when commercial logging operations began following the end of the Civil War" (Schulman, p. 256). "... some of the smaller mills stayed in business, their production was aimed mainly at local consumption, not to the markets outside the region" (Schulman, pp. 263-64).

Lafayette and Red Boiling Springs are the only incorporated towns in the county.

RURAL PUBLIC EDUCATION IN MACON COUNTY AND ITS RELATIONSHIP WITH THE
HISTORY OF EDUCATION IN TENNESSEE

The first teachers were also preachers and as a natural consequence the church exercised a greater influence than any other factor in the promotion of educational activities. In the early days the State granted charters to numerous academies, established by preachers, but gave little thought to public education, believing that education was a private enterprise and that the State had no right to compete (Yoe, p. 1).

The early educational acts passed into law by the State of Tennessee were: the 1815 "Pauper Act" which provided public education for orphans; in 1823 the state's first general school act which directed county courts to elect a board of five commissioners, who were "to employ teachers, to build schoolhouses, and to educate the poor free of charge" (Doak, p. 83); the 1827 Act creating funds for common schools; and the 1829 Act which created mass public education.

From there the State passed the following: in 1836 the act establishing the office of State Superintendent of Public Instruction. In 1837 a uniform system of public schools was established by law; and in 1840 the State was spending, less than 50 cents a year for each white child educated. At this

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time one-fourth of the adult population was illiterate, the African Americans exclusively so, with the exception of slave children who received instruction from a liberal preacher or along with the children of their white owner. (Yoe, p. 3).

The number of schools in Macon County prior to its' becoming a county were very few. They mostly were located in community settlements near churches. There were six or fewer schoolhouses in the county when it was organized. Salt Lick Creek had two schools as early as 1830. "Mr. James J. York taught at the Salt Lick Creek upper branch school, which was a subscription school." Records exist listing "the class roster, courses studied, and fees paid/unpaid" (Blankenship, pp. 106-108).

Tennessee was half a century old before a single penny of school tax was collected by the state for public education, and had reached an approximate age of seventy-three, before any school buildings were erected at the State's expense.

"Any substantial education acquired during the early period was through private academies" (Blankenship, p. 110). In the mid 1800's there was a three room school in Lafayette called the Lafayette Academy, in which students could continue their studies after common schools, 8th grade and up. Students came from all over the county and paid tuition. The business folks promoted the establishment of the Academy for their children. The Lafayette Female Academy was a finishing school for the girls of the county. It housed the Town of Lafayette's first eight grades of school and a high school for female students from all over the county. Six people listed themselves as teachers in 1850 (Blankenship, pp. 109).

In 1854, Andrew Johnson "The Father of Education", promoted a law that imposed a property tax and required a poll tax to be levied for education of the children of the state. Following two years later in 1856 the first teacher certification was required, in an attempt to standardize education.

Statewide as well as in Macon County "common schools were being conducted in rented houses. In 1856 the legislature passed a law providing separate schools for Negroes at the State's expense. Provision was made for a tax levy upon both property and polls for the support of the common schools, but enactment of the law did not provide for a proper school system" (Yoe, p. 4).

The Civil War effectively halted any further educational acts and reduced taxable property by 50%. The common school lacked organization and

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efficiency, due chiefly to financial difficulties, social and economic problems, and the effects of slavery. The still prevailing prejudices of the majority were against public school education.

In 1865 the State Teachers Association was formed and immediately started a movement to secure an adequate system of public schools. Public sentiment was strong against the Association, so nothing was accomplished (Yoe, p. 4). In 1867 the state established the county superintendent's offices for Common Schools. Also it created a state system of public schools, with school terms of five months, examinations for teachers, and standardized curriculum for students. At this time the first public schools for African Americans were built (Study Unit 7, p. 132).

It took several years for the education laws to make its way into the counties. It was 1870 before Macon County considered education a necessity. It was H.N. Alexander, who served as Superintendent from 1869 to 1872 and John Wooten, who served from 1873 to 1876, that improved the educational standards in Macon County.

At the state level the opponents of education prevailed from 1869 through 1872, so that the 1867 school law was repealed, abolishing the state system of public education. However, in 1873 an act established a uniform system of public education called the "Parent Act". Primarily it reinstated the 1867 Law by providing for the following: State Superintendent, County Board of Education, District School Directors (three for each district), a supportive tax system, a five month school term with teacher certification by examination, and free education for ages 6 - 21 (Study Unit 7, p. 132 & Blankenship, p. 110).

Macon County's Bellwood Academy, founded in Willette, was a preacher school started in 1882 and was leased by Enon Baptist Church to educate preachers. It was eventually overtaken by public schools. At the site of the present Red Boiling Springs school, in the late 1800's and early 1900's, stood Wesleyan College, which was a Methodist institution of higher learning. It provided education above common schools for teachers, etc. In 1912 it closed as a college but continued being used as a common school until it burned in the early 1920's (Blankenship, pp. 111-114).

Lafayette College, built and incorporated in 1901 was one of the best known in the county. Students came from all over the mid-Tennessee area. They could find room and board with nearby families within walking distance of the college. Several degrees were offered such as a Bachelor of Arts, a Bachelor of Science and, for the ladies, a Mistress of English Literature

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and a Mistress of Arts. Most of the working teachers in Macon County who were teaching in 1910 were trained at Lafayette College and Wesleyan College. The Lafayette College building burned in 1923 ending an era of education (Blankenship, pp. 114-116).

In 1891, the traditional multi-graded classrooms (with grades 1-8 inclusive) were divided into two levels of schools in each district; primary schools (grades 1-5) and secondary schools (grades 1-8) (Study Unit 7, p. 133). This was one of the issues discussed by the Macon County Teachers Association at their first monthly meeting in Willette on August 14 and 15, 1891. "It was held at the Bellwood Academy and a grand time was had by all, both speakers and audience" (Blankenship, pp. 111-113).

The "Uniform Text Book Law" of 1899 required all schools outside the state's four largest cities to use the same state approved textbook (Study Unit 7, p. 133). At this time County High Schools were considered as those schools including grades 6 on up. In 1907 the "County Board Law" was passed. Prior to this there were 3,287 school districts statewide with three (3) directors each. This law abolished the District Directors and made the county the administrator of all the schools (Study Unit 7, p. 133). It also provided for the election of a board of education which was to control all the elementary schools of the county (Yoe, p. 6).

It was the "General Education Bill" of 1909 that required every county "to establish and maintain one or more county high schools"(grades 9-12); mandated that "25% of the gross revenue of the state go into the maintaining of public school system (8% to high schools, 1% to school libraries, 13% to Normal Schools, and 4% to University of Tennessee)"; it empowered counties to levy taxes; graded high schools statewide on state standards; and established "three normal schools for whites (one in each of the three grand divisions), and one for blacks" (Study Unit 7, p. 133). The act of 1913 increased the state support to 33 1/3%. These funds could be used for new schoolhouse construction.

By the 1921 Education Act each county was "required to maintain at least one first class, four-year high school." Macon County held high school classes in the upstairs rooms over the Citizen Bank. Macon County's High School building was constructed on the Hartsville Road and opened in 1927.

The declining student population in rural areas created the need for the 1925 act empowering county boards "to consolidate two or more schools where needed" (Study Unit 7, p. 133). Several of the one room school houses were

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consolidated into other existing one room school houses as a result of this act.

The first newly constructed consolidated rural school in Macon County was built at Enon in the early 1940's. One and two teacher schools continued to be used until the early fifties.

A GENERAL HISTORY OF SCHOOLHOUSE ARCHITECTURE

The first concern of educators was not that of what type of facility education would take place in, but more a question of whether education would take place at all (Slater, p. 1). Thomas Jefferson felt that it was the state's duty to provide education. Jefferson "believed that universal education was the 'only means of preparing man for performing their part in the social order and for preserving their rights'" (Slater, p. 2).

As in other parts of the state, people settled on the land that would be Macon County in areas with good water, building homes and various farm buildings first. The church or community meetinghouse was constructed next; this structure generally doubled as the schoolhouse (Slater, p. 18). This is true of several communities in Macon County, such as Green Valley, Center Point, and Salt Lick Creek.

"The first educational laws mandated education but said nothing about school buildings. School took place in houses, farm outbuildings, churches and only occasionally did people build a structure solely for educational purposes. These early schoolhouses more often resembled a one-pen log house or frame outbuilding than a school because little or no attention was paid to aesthetics, function, or the comfort and needs of the students, and frequently the buildings sat on poor, useless, and unhealthful sites" (Slater, p. 3). "Most can be summed up as being: a log house near the area spring in the heart of the forest, with primitive peg-legged benches ... with a fireplace at one end ... slates were used to write on" (Blankenship, pp. 108-109).

Eventually, schoolhouses were built in their own right. Contributions were generally the source of funding and these generally consisted of donations of labor and local materials. The designs of the schoolhouse were generally one-pen log houses, the common known construction type of the residents in need of a schoolhouse. One story in height, the one-pen log structure generally had a gabled roof sheathed in wooden shakes. The chimney made of stone was in one gable end with the sole entrance located at the opposite end. In many cases the entrance was on one eave side of

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the structure, as seen in the Sam Houston School-house, a State Historic Site (NR 6/13/72).

In Macon County the old school at Center Point, which was established near the time of the Civil War, was a good representative example of the early type of schoolhouse. It was a log building with the furnishings of the day. This school was known as Buie's School House, because the promoter of the school and on whose land it was located was W. L. (Preacher) Buie.

Henry Barnard was one of the earliest of several crusaders for better school buildings. He created an architectural pattern book for schoolhouses, the first of which was published in 1842. Barnard's pattern or plan books moved school house architecture from "primitive, vernacular structures to a modern, attractive, and functional structures" (Slater, p. 9). The problem with Barnard's and others' work in planning schoolhouse design was that they were not usable in rural districts.

After the Civil War rural schoolhouse design in the South begin to change. Although most of the schoolhouse designs did not reflect the plan books, they did include more windows, better lighting and ventilation, in a neat frame school building. By the late nineteenth century, plan book schoolhouses were common in both urban and rural settings. William A. Alcott a contemporary of Henry Barnard wrote an discourse for the Journal of the America Institute of Instruction entitled "Essay on the Construction of School House", which was very popular. The construction of rural schoolhouses began to reflect the information contained in the essay. The general "plan was more or less a variation of Alcott's 1831 design," (Slater, p. 14) rather than the more formal designs of the plan books by Barnard.

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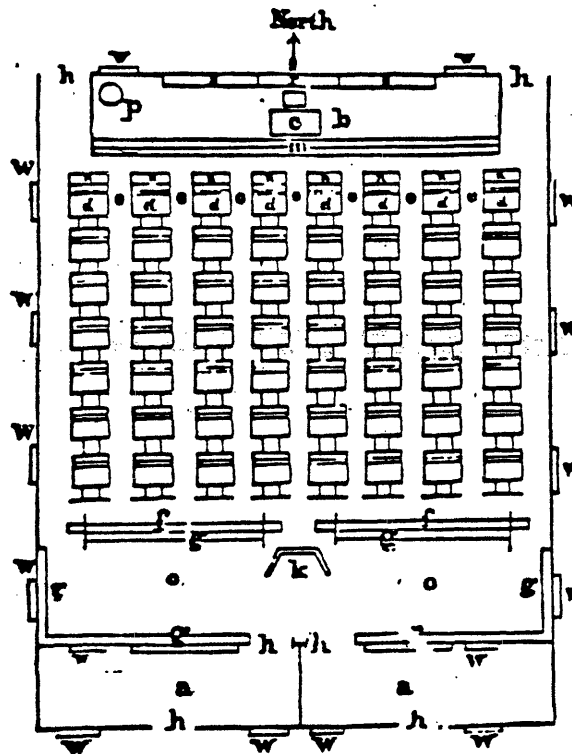
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PLATE 1.

FIGURE 1.



Alcotts Plan of a One Room Rural Schoolhouse

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The log structures were the forerunners of the small one room weatherboarded structure which was generally built near the site of the log schoolhouse. The next improvement in the structures came in the form of a two room brick house with two teachers (Blankenship, p. 109).

The Macon County School Superintendent stated in his 1887 report to the State Superintendent that the "work of building and furnishing school-house goes on slowly. Sorry houses and short funds are two disadvantages that will be seriously in the way of the advancement of public schools of this county towards the usefulness for which they were destined" (Annual Report 1887, p. 215).

In 1890 the Macon County School Superintendent stated in his Annual Report that there were 50 school districts in the county with 4,237 students. The major problem was that several of the districts had school for only eight (8) to ten (10) weeks per year.

The State Annual or Biannual reports of the superintendents office beginning in 1887 included statistical Tables. Table VIII "Showing the Number and Character of School Houses..." gives an idea of both the number of rural schools and their construction type. The chart below indicates the changes that occurred in the construction of Macon County schoolhouses.

		1887	1890	1895	1900	1905	1910	1915	1920	1925
CHARACTER OF EXISTING SCHOOLHOUSES	LOG	24	22	10	5	2				
	FRAME	30	37	50	59	62	61	61		
	BRICK									
CHARACTER OF SCHOOLHOUSES ERECTED DURING THE YR	LOG	1								
	FRAME	4	2	1					3	2
	BRICK									
TOTAL NUMBER OF SCHOOLHOUSE IN MACON COUNTY										
	TOTAL	59	61	61	64	64	61	61	56	59

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In Macon County the small rural schools, built between 1880 and 1930, represent the spectrum of schoolhouse styles. Probably the earliest of the still standing schoolhouses are Rosehill School, Winklers School, and Greenwood School. They are atypical in that they do not follow any known schoolhouse plan. However, they do have similar architectural characteristics in that all three still retain the hip roof, centered single door, and a single chimney. Winklers School retains its original windows with three (3) on either end and two (2) flanking the central door. Both Rosehill and Greenwood have been altered into private homes. Built at about the same time as the hip roof style but of a different vernacular plan are the Bethany, Beach Hill, Beach Grove, Cross Roads, and Long Creek Schools. These schools all tend to follow Alcott's plan with a gable roof, the entrance in one of the gable ends and the chimney in the other with either three (3) single or two (2) paired windows in the eave side of the structure. These schools represent as a group the first "plan book designed schools" currently existing in Macon County. Both the Beach Grove and Bethany School have been altered to allow for their current uses as a store/gas station and a private home respectively.

Cross Roads School has been altered over the years to allow for the growth of the community. Several rooms have been added and removed over the years as needed by the community. At best the structural record shows that the above mentioned plan was built first and is still present although altered, the plan book windows and the gable end do still exist. Then a second room was added to extend the horizontal line of the structure. The next addition, an ell, is shown in the historic photograph making the structure L-shape (see Photo 1). At a later date a second room was added to the ell. Today none of the ell exists.

The Keystone School represents the third type of basic vernacular school architecture in Macon County. It is another variation of the Alcott plan seen earlier. It's characteristics include the gable roof, two (2) single doors in the gable end with three (3) large windows per eave side. Keystone's original appearance was documented by the Department of Education in 1933.

Galen (one room) and Sunrise are the fourth type of small rural schools left in the county. The Galen school evolved from earlier style. Both of these schoolhouses were built circa 1910. These schools are plan book design in nature but to date no design has been identified. Both of these schools retain much of their original characteristics: a standing seam, gable roof with an inset single door and porch in the gable end, three (3)

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large wooden frame windows per eave side, and a large coat room adjacent to the entrance door. Both of these clapboard sided, schools have been altered into a private residence and a barn.

Clines School, the first Enon School, and Sycamore Valley School, represent fifth style of schoolhouse still in existence in Macon County. These are variations of a plan book school shown in 1907 Designs and Specifications for Public School Buildings, "Design, No. 1-A of a Model One-Room School". The Clines School has been altered into a private residence.

The sixth style, a plan book school, is the Gumwood School. This is the only example of State plan book "Design No. 1 a of a Model One-Room School" existing today in Macon County and can be considered to be a forerunner of the third generation school buildings.

The third generation of school buildings arrived with the twentieth century. The 1907-08 Biennial Report of R. L. Jones, state Superintendent of Public Instruction, stated "that the legislature "very wisely" authorized the preparation of plans and specifications for rural school buildings which were subsequently prepared and distributed to public school officials throughout the state" (Tennessee Department of Public Instruction 1907-08, p. 56). Eight schoolhouse designs were published in Tennessee's first "real" plan book. Adams and Alsup, Architects from Chattanooga prepared these designs (Slater, p. 53). In 1908 and 1909 there was "increased interest in public education...caused by an increase in the salary of teachers, [and] the erecting of new school buildings." According to J. P. Woodward, Macon County School Superintendent, report to the State Superintendent in the "last two years we have erected nine new school houses, enlarged one, and repaired many, bought the college building and land at Red Boiling Springs and bought 500 double school desks (see Photo 2). In erecting nine school houses we have made three consolidations, hence eliminated three schools." At this time Macon County did not have a public or school library or a high school (Biennial Report, pp. 471-472). By 1925's Biennial Report 70% of Macon County Schools had libraries and a brick schoolhouse had been erected. County School Boards generally used the state's plan book architectural designs. The schoolhouse at Galen is a variation of plan 3-B in the 1928 Building Plans for Rural School House.

During 1928, a two year high school was taught in the Antioch Church house. The state insisted that every county in Tennessee have at least one four year high school and a series of two (2) year high schools to be constructed in sections of the county, as feeder schools. One of Macon County's two (2) year high schools was built at Galen in 1928 and 1929.

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School was moved from the Antioch Church to the newly completed schoolhouse for the start of the 1929 school year. The Galen School, however; was not used as a two year high school but it was used for a four room school with, one room for the first four grades, one for 5,6,7 & 8th, one for the 9th grade, and one for the 10th grade.

The four year high school was built in 1926-27, in Lafayette after much controversy as to where the high school should be built. The county Board of Education had to sue the County Commission to get the high school constructed.

Macon County small rural schools continued to be used until consolidation began in the early 1950's when the first consolidated rural school (Enon) was built. With the consolidation acts, construction of rural schools using plan book designs declined in favor of local architect's designs for new schools.

Public school transportation for schools began in 1932, for high school students only. Children paid a per month fee to ride the private owned buses. Red Boiling Springs had a bus running to Lafayette for high school students, and their grade schools had local bus transportation, by 1940. In the late 1940's public buses brought children in from all over the county to Lafayette High School.

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Macon County Schools
Macon County, Tennessee
Photograph by: Nancy Jane Baker
Date: May 1992
Negatives: Tennessee Historical Commission

South facade Cross Roads School circa 1905, facing north
1 of 2.

Double school desks bought in 1907-08
2 of 2.

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F. ASSOCIATED PROPERTY TYPES

Small Rural Schools

Description

Small Rural School properties in Macon County include primarily one or two rooms but can include as many as four classrooms. These properties may be plan book style or of vernacular architectural form built during the period of significance 1880 - 1940.

Commonly, the one-room school style was of a one-story rectangular plan, gable roof building with the entrance (either one or two doors) located in the gable end and there were three tall windows along the eave side. The teacher generally had a teaching stage at the opposite end from the doors. The "blackboard consisted of black paint over wooden walls, a feature which was standard because slate was too expensive" (Slater, p. 48-49). The double room styles were generally a one-room plan which had an addition added to either the back or front forming either an T-shaped plan or an L-shaped plan.

Rural school houses in Macon County existing today were built either from plan book designs, as specified by the state, or one room schools which were enlarged according to the Department of Education's specifications.

Surveyed schools in Macon County are of frame construction, sided with weatherboard. The gable roofs are primarily corrugated metal or asphalt shingles. Foundations vary from stone piers to concrete block. Windows are usually double-hung with a variety of sash divisions (4-over-4, 6-over-6, etc.). The majority of the schools have wood paneled doors, although some have been changed to wood and glass doors. There are usually a couple of steps leading to the entrance which are commonly wood stairs without risers, however, some schools may have concrete or concrete block steps.

The interiors of the schools reflect a utilitarian design. Walls are commonly flush boards or beaded board with some tongue and groove siding. The walls are usually painted with a dark color forming a wainscot area and white on the upper walls and ceilings. Chalkboards often consist of a section of the wall painted black, although some schools have slate chalkboards.

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Floorplans range from a single-room, to one-room with cloak room, up to four rooms. One school has a room that served as a kitchen. Most schools had an outhouse behind the building, but the majority of these no longer exist.

All of the small rural schools surveyed are no longer used as schools. The function of the former schoolhouses vary from community centers to residences.

Significance

Schools, whether or not eligible for the National Register of Historic Places, tend to evoke strong feelings of nostalgia for the many people who attended classes in the building. This strong feeling of community association and identity is not in itself qualification for listing a property on the National Register. However, this strong association and identity held by the community will be a factor in the listing of the school if the building retains integrity. Small Rural Schools are likely to be eligible for the National Register of Historic Places under Criteria A, B, and C.

For a school to be eligible for the National Register under Criterion A, it must have served a major role in the history of the community, rather than just having met the general educational needs of the community. The historic function of the school should not be confused with its significance. The historic use of a school does not in itself make a school significant in education. Since all schools strived to meet the educational needs of a community, the historical significance will need to be clearly demonstrated. Reasons for being significant in Education may be as the result of unique teaching methods or studies that were not used elsewhere in the county. The historical significance of the school may also be the result of its use for other purposes such as an important community center or gathering place, or represent a new phase in education (first consolidated school).

A school may be eligible under Criterion B, for its association with the lives of persons significant in our past. Schools in Macon County may be eligible under Criterion B if the school is associated with a person who was a leader in either educational methods or educational reform in the county. This association must be clearly demonstrated and the school must be the best representative property for that person. Longevity of association with a teacher and/or principal in itself is not enough to make

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a school eligible under criterion B unless That person made a unique contribution to the community during his/her association with the school.

Schools will be eligible under criterion C for architectural significance if the school is a good example of an architectural style, period, or method of construction. The eligibility of schools built from standardized plans relies not only on their architectural design, but also on their integrity. Rare examples of a type of school may also be eligible if it meets the National Register criteria for integrity. Individual schools must be evaluated for integrity of location, design, setting, materials, workmanship, feeling, and association. Each school must retain most of its original materials and have had minimal or no alteration to the building.

Registration Requirements

In order to be eligible for listing, the Education Related properties must have been built during the period of significance and be associated with rural education in Macon County. Properties must retain their original location, design, setting, materials, workmanship, feeling, and association and must not have been altered to the extent where the original location, design, material, associations are no longer visible. Schools eligible under criterion C must demonstrate integrity of materials and design.

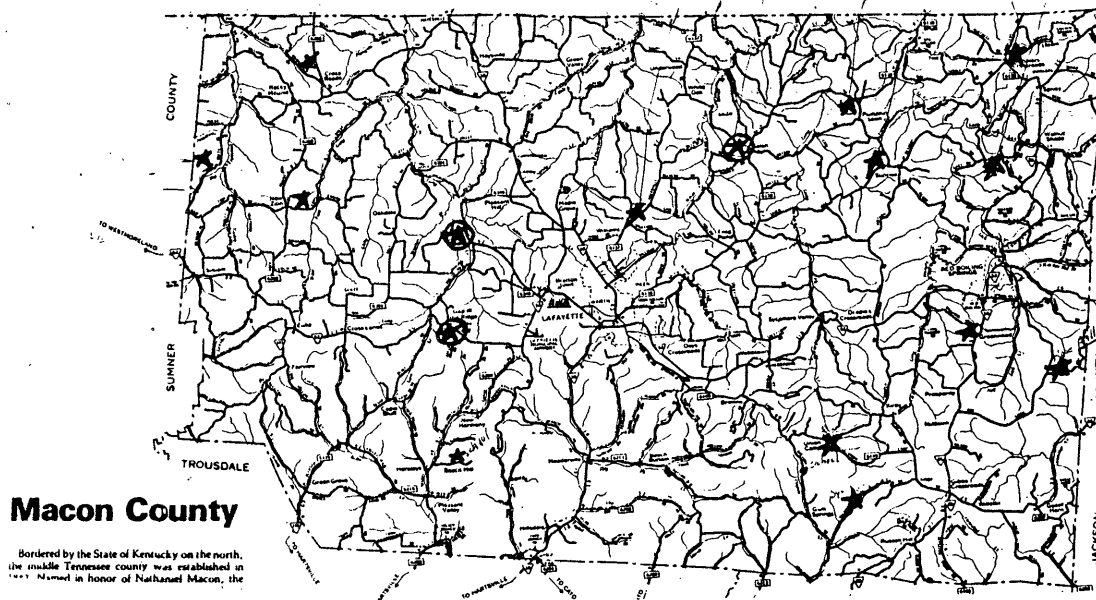
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G. GEOGRAPHICAL DATA

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H. SUMMARY OF IDENTIFICATION AND EVALUATION METHODS

Mrs. Lucyle Raines of Macon County, who served the County as County School Inspector from 1933 to 1954, surveyed the existing one room schoolhouses. Mrs. Raines while serving had 60 schools in her district during her term and of those the following 16 still exist: Rosehill, Winklers, Greenwood, Bethany, Beach Hill, Beach Grove, Long Creek, Cross Roads, Keystone, Galen (one-room) Sunrise, Clines, Enon (one-room), Sycamore Valley, Gumwood, and Union Camp. The map below indicates the location of these schools.



Tennessee Technological University surveyed Macon County in 1991 as part of a matching grant funded through the Tennessee Historical Commission. The TTU survey identified fewer numbers of rural schools than Mrs. Raines identified.

Identified Small Rural Schools were evaluated by the staff of the Tennessee Historical commission through photographic documentation and site visits.

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