

**Redefining an African American Cultural Landscape:
The Relocation and Preservation of the Lee-Buckner Rosenwald School**

by
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ABSTRACT

The Lee-Buckner Rosenwald School's history and place in the Duplex community of Williamson County, Tennessee, is not unlike other rural African American schools in the South. In 1868, the Freedman's Bureau established the Rural Hill School in a log building that doubled as the Rural Hill United Methodist Church and served the Rural Hill community. In the 1890s the Rural Hill community was renamed the Duplex community, and the school became the Lee School and subsequently the Lee-Buckner School. In 1927 the African American residents of Duplex raised money and received funds from the Rosenwald Fund to build a new schoolhouse on the adjacent property to the former Rural Hill Methodist Episcopal Church and School. The new schoolhouse became the Lee-Buckner Rosenwald School and served the Duplex community until 1965 when schools in Williamson County were integrated. The schoolhouse was abandoned until February 2024 when it was relocated to the campus of Franklin Grove Estate and Gardens in the city of Franklin in Williamson County. Lee-Buckner School was a part of the African American cultural landscape that formed the Duplex community which, like other rural African American communities, were built around churches, schools, and cemeteries. The absence of the Lee-Buckner School from the Duplex community leaves a physical and historical void. In its new location it is imperative to preserve and interpret the school building, its history, and how it fits into a new landscape that once enslaved African Americans and later denied them ownership of the property.

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INTRODUCTION

“Black landscapes matter because they are prophetic. They tell the truth of the struggles and the victories of African Americans in North America. The landscape bears the detritus of diverse origins: from the plantation landscape of slavery to freedmen villages and new towns, to agrarian indentured servitude. To northern and western migrations for freedom, to segregated urban landscapes, and to an integrated pluralist society.” Walter Hood – *Black Landscapes Matter*¹

The 13th Amendment abolished slavery in 1865 in the United States and the 14th Amendment granted African Americans citizenship in 1868. Formerly enslaved African American men and women could fully participate as wage earners. African American men were given the right to vote and engage in politics in the late 1860s and 1870s. However, their participation was short-lived as federal and state governments developed legal avenues to disenfranchise African Americans. Laws and regulations devised in southern governments intended to keep African Americans situated as second-class citizens and bound by invisible shackles.² Regardless, African Americans realized education as the way to a better life and held a prevalent desire to learn to read and write. After emancipation, the movement for education culminated in the formation of the Freedman’s Bureau.³ Supported by northern religious missionary groups and Benevolent Societies, the Freedman’s Bureau began commissioning and sending teachers to southern states as early as 1863.⁴

A formerly enslaved man, who later became a champion for education for freedmen, Booker T. Washington wrote about the efforts of the Freedman’s Bureau and its contribution to

¹ Walter Hood and Grace Mitchell Tada, *Black Landscapes Matter* (Charlottesville: University of Virginia Press, 2020).

² James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill: The University of North Carolina Press, 1988), 2-3.

³ Anderson, 4-5.

⁴ Alruthus A. Taylor, *The Negro in Tennessee, 1865-1880* (Washington D.C.: The Associated Publishers, Inc., 1941), 168.

African American education in *A New Negro for a Century*. He wrote “in the early stages of the work there were very few Afro-Americans competent to teach and there were no funds to carry on the work, as the common school system in the Southern States had not been inaugurated; it was to come later, after the work of foundation laying had been done under the inspiration of the Freedman’s Bureau and the organized missionary associations in the North.”⁵ As a former slave who held a strong belief in the power of education, Washington was a major contributor in the efforts to educate African Americans, serving as the first principal of the Tuskegee Institute in Alabama. He believed in industrial education for African Americans, so they not only learned to read and write but receive an industrial education.⁶

Washington felt that African American boys were being educated in subjects like law and theology when they should be educated in agriculture. In *The Future of the American Negro*, he explains his stance for both young African American men and women. In regard to young men, “It would have seemed that, since self-support, industrial independence, is the first condition for lifting up any race, that education in theoretical and practical agriculture, horticulture, dairying, and stock raising, should have occupied the first place in our system.”⁷ Young women, he felt should look for opportunities in industry as well, “There is no good reason why there should not be, in each principal city in the South, at least three or four competent coloured women in charge of millinery establishments.”⁸ He felt that women were being tempted to be teachers in some capacity when they would be more economically successful in industrial endeavors.⁹

⁵ Booker T. Washington, *A New Negro for a Century* (Alexandria, Va.: Chadwyck-Healy, 1987), 79.

⁶ Betty Jamerson Reed, *The Brevard Rosenwald School* (Jefferson, N.C.: McFarland & Co., 2004), 28-29.

⁷ Booker T. Washington, *The Future of the American Negro*, 2nd ed. (Boston, Massachusetts: George H. Ellis, 1900).

⁸ Ibid.

⁹ Ibid.

Booker T. Washington's approach to education found opposition from W.E.B DuBois, the leading Black intellectual of his time. Dubois insisted that education was more than learning a trade to only then be hired by a white man for a menial job. DuBois thought it necessary to incorporate an awareness of political and civil rights issues, an awareness Dubois believed Washinton fully ignored. DuBois criticized industrial education as an insult to the intelligence of African Americans. He remained adamant that industrial education led to dead end jobs considered undesirable to whites. In short, Dubois saw industrial education as less than equal for African Americans.¹⁰ In his essay titled "The Talented Tenth" he argues that in educating and elevating the masses "the Talented Tenth rises and pulls all that are worth saving up to their vantage ground. This is the history of human progress; and the two historic mistakes which have hindered that progress were the thinking first that no more could ever rise save the few already risen; or second, that it would better the unrisen to pull the risen down."¹¹

Between 1924 and 1941, Alrutheus A. Taylor wrote three books that addressed the education of African Americans during the Freedman's Bureau era. In his volumes on South Carolina, Virginia, and Tennessee he examined the reports and records of teachers and Freedman's Bureau agents to draw conclusions about the efforts to educate African Americans. In *The Negro in Tennessee 1865 to 1880* he wrote that "it was reported that the old and the young showed an eager desire for education."¹² Taylor discussed the reports of the field agents who gauged the successes and failures of the educational programs supported by the Freedman's Bureau. Most compelling was the state of poverty in which African American communities were routinely found and the prejudices they faced, hindering any educational efforts. He concluded

¹⁰ Reed, 28.

¹¹ W.E.B. Dubois, "The Talented Tenth," essay, in *The Negro Problem* (New York, NY: James Potts & Company, n.d.).

¹² Taylor, 169.

that in Tennessee: “the impoverished condition of the state, the prevalence of ignorance among the people, and the sustained prejudice against blacks were factors certain to retard the effective operation of a public school system.”¹³ These very conditions can be seen in the beginnings of the Lee-Buckner School, called the Rural Hill School during the Freedmen’s Bureau era. The Rural Hill community found it difficult to afford teachers while racial violence and prejudice fomented around them. William Lloyd, the first teacher at the Rural Hill School reported that school had not been in session because the community could not afford to pay him in his Freedmen’s Bureau report.¹⁴

Scholarship on education after emancipation focused on the Freedmen’s Bureau and the ruling of separate but equal in the *Plessy v. Ferguson* case. While the influence of the Freedman’s Bureau waned in the 1870s, state governments began to develop systems of education. African American efforts to gain education were often thwarted by prejudice and poverty. The allocation of funds for Black schools were significantly disproportionate to white schools, leaving African Americans to make do with out-of-date textbooks, materials, and hold sessions in poorly constructed schools. In 1896, the United States Supreme Court ruling in *Plessy v. Ferguson* upheld segregation and set the standard of separate but equal. This ruling paved the way for deepening Jim Crow laws in the South where life for African Americans on all fronts, was separate but unequal, particularly in education.¹⁵ There remains a consistent body of scholarship produced about African American education beginning with autobiographies and other works by

¹³ Taylor, 173.

¹⁴ ¹⁴ “Sub-Assistant Commissioner’s (or Agent’s) Monthly Report,” United States, Freedmen’s Bureau, Records of the Superintendent of Education and the Division of Education, 1865-1872, Tennessee, Roll 51 (T142), Reports Received from Agents and District Attendants, 1866-1870, Marshall, Maury, Williamson counties, FamilySearch.org, <https://www.familysearch.org>.

¹⁵ Leon F. Litwack, *Trouble in Mind* (New York: Vintage Books, 2013), 105-106.

Booker T. Washington and Frederick Douglass, both born into slavery. Their lives as enslaved individuals shaped their ideas regarding education.¹⁶

In the 1930s, John Dollard investigated social class in the South in his book *Caste and Class in a Southern Town* (1937) by examining a southeastern county that reflected a typical plantation system. Dollard identified three classes in the white caste: high, middle, and low classes. The “Negro” caste was comprised of a middle and low class. Dollard found that education for African Americans was in dire need of federal assistance. African American schools profoundly underfunded and inadequate.¹⁷ He concluded: “the seeming purpose of the educational system as modified by caste and class in the South is to train whites for their class and class positions of mastery and responsibility.... Since Negroes in turned trained for their expected lower-caste positions in the system, they receive the simpler, more manual, and practical forms of training.”¹⁸

Twentieth-century scholarship from southern historians such as C. Vann Woodward and John Hope Franklin also focused on the views of Booker T. Washington and W.E.B. DuBois as well as overarching issues of race relations where education was formally discussed in broader terms under the race banner.

In *Origins of the New South*, Woodward contended that the term “New South” was a slogan to showcase a South that planned prosperity by copying the North’s philosophy of business and materialism. In terms of education, he referenced the “Atlanta Compromise” by Booker T. Washington which sought to resolve the tension between African Americans and

¹⁶ Anderson, 17.

¹⁷ John Dollard, *Caste and Class in a Southern Town* (Madison: The University of Wisconsin Press, 1988).

¹⁸ Dollard, 203.

whites in the South as well as the North. Woodward discussed Washington's belief that his "Negroes" could win the respect, and in turn, the cooperation of whites in the South if they would seek education and personal gains quietly. Washington felt the antagonism experienced by African Americans from southern whites resulted from their desire to achieve political and social equality. Washington thought African Americans should rely on paternalism to improve their positions and not on unions and resistance. Woodward pointed out W.E.B. DuBois, whose philosophy was the opposite, vehemently challenged Washington's views.¹⁹

In *The Strange Career of Jim Crow*, C. Vann Woodward examined the era of Jim Crow in the United States. Woodward argued poor whites were in competition with the formerly enslaved and held an extreme disdain towards them. The hatred of African Americans by poor whites in the South manifested into Jim Crow, attempting to impose a level of servitude reminiscent of slavery on freed persons. Woodward pointed to *Plessy v. Ferguson* as opening the South to be anything but separate and equal. He contended it gave southerners the green light to impose whatever they chose on African Americans. In terms of African American education, separate but equal was separate and unequal. African American education suffered from lack of funds, educational materials, and decent building within which to learn and thrive.²⁰

In *From Slavery to Freedom: A History of Negro Americans*, John Hope Franklin delved into the differences of Booker T. Washington and W.E.B. DuBois on education as well as the implications concerning racial relations in the United States. Franklin first explored the beginnings and effectiveness of the Freedmen's Bureau citing how the collective efforts of white northern and southern men and women lead to a considerable contribution to the acclimation of

¹⁹ C. Vann Woodward, *Origins of the New South, 1877-1913* (Baton Rouge: Louisiana State University Press, 1951).

²⁰ C. Vann Woodward, *The Strange Career of Jim Crow* (New York: Oxford University Press, 2006).

formerly enslaved people.²¹ By 1870 when the Freedmen's Bureau closed, the Bureau reported 247,333 students attending 4,329 schools.²² Despite the hostility of southern whites and inefficiency of some of the officials, the Bureau successfully provided a rudimentary education for African Americans in the South.²³

Franklin noted the education of African Americans was problematic and complicated because there were so many opinions, especially from whites on the type of education Blacks would or should receive. This difference of opinion, as Franklin noted, is where Booker T. Washington entered the discussion of African American education. Washington attended the Hampton Institute in 1872 where he was heavily influenced by Samuel Chapman Armstrong. Armstrong emphasized the importance of developing vocations and skills to increase wage earnings. He felt this would lead to Blacks owning land and homes. Washington became the loudest voice for Armstrong's ideas and was convinced African Americans would gain success by learning skills that were useful to the workforce. With these values in mind, Washington founded the Tuskegee Institute for African American students to receive a vocational education.²⁴

In *The Crucible of Race*, written a generation after *the Strange Career of Jim Crow*, Joel Williamson continued to assert that race is the central issue in southern history and discussed education in the context of race. He argued if African Americans were fully integrated into white society and schools after emancipation, the experiences in education might not have been so harsh. He wrote "If a firm plan for educational reconstruction had been implemented at the war's end (including for example, integrated public schools), a great deal of suffering might have been

²¹ John Hope Franklin and Alfred A. Moss, *From Slavery to Freedom: A History of Negro Americans*, 6th ed. (New York: Alfred A. Knopf, 1988).

²² *Ibid*, 210.

²³ *Ibid*, 211.

²⁴ *Ibid*, 244-245.

prevented.”²⁵ He cited the return of conservative southern whites to dominance in 1877 as the main reason for the interruption of African American education. This power shift set the stage for the end of the efforts of the Freemen’s Bureau and other missionary groups who assisted with education. Williamson argued the end of the Freedmen’s Bureau marked the beginning of disenfranchisement, discrimination, and marginalization for African Americans in the South.²⁶

Whites championed Washington’s ideology of vocational education in both the North and the South. They saw it as an avenue for racial peace, economic equity, and social balance. While some people, both white and black, saw Washington’s approach as keeping African Americans in their proper place on all fronts. Still others, particularly in the North, saw the vocational education of African Americans as an opportunity for cheap labor toward economic development in the South.²⁷ Franklin contended whites supported Washington’s ideas of education because they viewed him as disinterested in politics and civil rights, however, he was well known for quietly funding legal efforts against segregation.²⁸ Franklin turned to the opposing views of W.E.B. DuBois, who thought Washington’s ideology of education was not sufficient to elevate African Americans to an equal footing with whites. DuBois felt Washington’s method of vocational education appeased whites and left African Americans in the position of second-class citizens regardless of their ownership of land. DuBois wrote that vocational education was only focused on work and money, not making men, thus keeping them inferior to whites. DuBois felt African Americans should strive for a formal education, after all the Tuskegee Institute could not

²⁵ Joel Williamson, *The Crucible of Race: Black-White Relations in the American South Since Emancipation* (New York: Oxford University Press, 1984), 51.

²⁶ Williamson, 51-52.

²⁷ John Hope Franklin and Evelyn Brooks Higginbotham, *From Slavery to Freedom: A History of African Americans* (New York, NY: McGraw-Hill, 2021), 246-247.

²⁸ *Ibid*, 248.

function without the professionally trained teachers from Negro colleges.²⁹ Regardless of the opposition he faced for his educational doctrine, Booker T. Washington remained a central figure in African American education and until his death in 1915.

In 1988 James D. Anderson published *The Education of Blacks in the South, 1860-1935*. In what is considered one of the most important works of scholarship on Black education, Anderson reviews the ideologies and historical events that shaped the education of African Americans after emancipation and the Civil War through the first third of the 20th century. He examines the chronology of Black education in seven distinct divisions beginning with the contributions formerly enslaved people made in the development of a system of education in the twenty years between 1860 and 1880. The Rural Hill School, which would later become Lee-Buckner, was a prime example of these contributions. Anderson, in his second chapter, assesses the effect of the Hampton Institute model on Black education. His third chapter delves into the issue of race and education, arguing that Booker T. Washington's ideology of industrial education would lead Blacks into training for a life of continued subservience. Anderson then shifts his focus to the influence of "normal" and "training" schools, particularly in the training of Black educators in the early 20th century. The renewed efforts to establish Black common schools between 1900 and 1935 is the crux of the fifth chapter, including the efforts of the Rosenwald Fund. Anderson then turns his attention to the struggle to establish public high schools for Black students. In this chapter he argues that these high schools would serve as an instrument to keep racial inequality in play and reinforce the social standing of Blacks as subservient. In his final section, Anderson tackles the experiences of African Americans in higher education. Anderson argues that formerly enslaved people saw education as rudimentary to freedom and as essential

²⁹ Ibid, 249.

as land ownership and political rights. While African Americans were accurate in their beliefs about education, continued racial injustice dispossessed them of its advantages.³⁰

While the Tuskegee Institute was a success for Washington, he felt education should be expanded and available to African Americans throughout the South. In 1912, Washington partnered with Sears, Roebuck, & Company CEO Julius Rosenwald to develop the Rosenwald Rural School Building Program at Tuskegee. Both Washington and Rosenwald aimed to improve education and community life with better school buildings.³¹ In 1917 the Julius Rosenwald Fund was formed to provide money to help African American communities build schools and advance their education. By 1932 over five thousand buildings, a majority of them school buildings, were built across the rural South partially funded by Rosenwald grants and making education accessible to African American communities.

Fletcher Dresslar directed the first in-depth study of Rosenwald School in 1919. Dresslar conducted a survey of the Rosenwald School buildings and the effectiveness of the Tuskegee Institute in managing their construction. He found the schools under the direction of the Tuskegee Institute lacking in standards. Due to his survey findings, Julius Rosenwald decided to incorporate the school building program into the operations of the Julius Rosenwald Fund. Based in Chicago, the fund created an office in Nashville, Tennessee, under the direction of Samuel L. Smith. Dresslar and Smith worked together to establish new criteria and standardized plans for Rosenwald School buildings. The new plans were designed using Dresslar's standards for

³⁰ Anderson, *The Education of Blacks in the South, 1860-1935*.

³¹ Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2006).

ventilation, sanitation, lighting, and appearance. These new standards were implemented in the construction of more than four thousand schools in the ten years between 1920 and 1930.³²

In the 1990s historic preservationists began to recognize the historical significance of Rosenwald Schools with first designations to the National Register of Historic Places. Tennessee's Free Hills Rosenwald School, built in 1929, was listed on the National Register of Historic Places in 1996.³³ Scholarship on Rosenwald Schools soon followed with studies examining the schools on a statewide basis as in Alicestyne Turley Adams book *Rosenwald Schools in Kentucky 1917-1932* published in 1997. Other books like *The Brevard Rosenwald School: Black Education and Community Building in a Southern Appalachian Town 1920-1966* by Betty Jamerson Reed in 2004 focused on a singular school and community.

The Rosenwald Schools of the American South by Mary Hoffschwelle is the most comprehensive study of the Rosenwald Fund from its beginnings at the Tuskegee Institute through its transition to Nashville, and its end in 1932. Hoffschwelle examined the strengths and weaknesses of the program as well as the Rosenwald Fund's significance to the education of African American children.³⁴ In January 2019, Congress approved the Julius Rosenwald and Rosenwald Schools Study Act. The legislation authorized the National Park Service to conduct a special resource study to examine Julius Rosenwald's life and legacy along with a select list of Rosenwald Schools.³⁵ *A Better Life for Their Children: Julius Rosenwald, Booker T. Washington,*

³² Jennifer Nickeson, "Fletcher Dresslar", Carroll Van West, et.al. eds., *Tennessee Encyclopedia of History and Culture online edition* (Knoxville: University of Tennessee Press, 2004).

³³ Carroll Van West and Mary S. Hoffschwelle, "Free Hills Rosenwald School, Clay County, TN," National Register of Historic Places Nomination, Tennessee Historical Commission, 1996. NRHP Ref. no. 96001360. National Park Service. The Free Hills Rosenwald School was built in 1929 in Free Hill, Tennessee serving as a school until 1949. It was listed on the National Register of Historic Places on November 15, 1996.

³⁴ Hoffschwelle, *The Rosenwald Schools*.

³⁵ Pam Bowman, "NPS Launches Special Resource Study for Julius Rosenwald and Rosenwald Schools," National Trust for Historic Preservation, 2022, <http://savingplaces.org>.

and the 4,978 Schools that Changed America by Andrew Feiler was published in 2021. This most recent exploration of Rosenwald Schools consists of photographs and stories about various schools across the South.

As this dissertation will show, the history of the Lee-Buckner Rosenwald School aligns with the historiography of African American education in the South. African American men and women who were emancipated during the Civil War saw education as the avenue to make gains towards social, economic, and legislative equality. The Duplex community is a significant example of these ideas and goals. Chapter One examines the early history of Williamson County, Tennessee from its indigenous peoples through the Civil War and Reconstruction to the turn of the 20th century. It details the struggles of African Americans with racial violence. The chapter highlights the effort of the Ku Klux Klan to thwart educational opportunities for African American educators and children. Chapter Two continues to focus on the history of Williamson County while emphasizing the connections between education and community until desegregation. Chapter Three organizes the Rosenwald building program into phases of significance and investigates the architecture of the Lee-Buckner School. Attention is given to the struggle to build a Rosenwald school in Williamson County detailed by the Tennessee Department of Education Commissioner's reports. Chapter Four shines the spotlight on the living Alumni of the Lee-Buckner School. Oral histories from the former students recounts their experiences as African American students in rural Williamson County. Chapter Five covers the relocation of the Lee-Buckner School, missed opportunities for historic preservation, the argument for best practices, and the African American history that can tie the school to its new location in downtown Franklin. The Conclusion discusses interpretive recommendations and what the future possibilities could be for the Lee-Buckner School.

CHAPTER ONE

History of the Duplex Community in Williamson County, Tennessee

Prior to European settlement in what is now Williamson Tennessee, numerous Native American peoples inhabited and used the resources of the land, including the Cherokee, Chickasaw, and Shawnee peoples. The establishment of Spanish, British, and French colonies in North America began the continuous encroachment into Native American lands and led to repeated conflicts. After the French and Indian War and the Treaty of Paris, Britain's King George III issued the Proclamation Act of 1763 which drew an imaginary line along the Appalachian Mountains from Canada to Georgia. All land west of this line was to be off limits to settlers and remain in Native American hands.³⁶ While this designated all of Tennessee, what later became the imaginary line did not stop white settlers from moving into the area. By the late 1780s, treaties were used by the United States to acquire land in Tennessee. The Treaty of Hopewell in 1785, which resolved land issues over Revolutionary War grants with the Cherokee, Choctaw, and Chickasaw nations, facilitated the acquisition of the land designated as Williamson County.³⁷

³⁶ David Emory Shi, *America: A Narrative History* (New York: W.W. Norton & Company, Inc., 2022).

³⁷ James P. Pate, "Treaty of Hopewell," in the *Mississippi Encyclopedia* (Center for Study of Southern Culture, Oct. 2017), <https://mississippiencyclopedia.org/entries/treaty-of-hopewell/>.

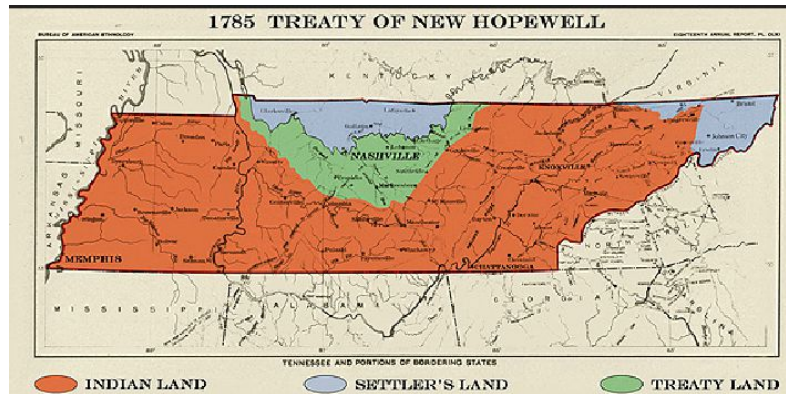


Image 1 – 1785 Treaty of Hopewell Map – map from the Native Heritage Project website, “Broken Tennessee Treaties” – nativeheritageproject.com/2013/04/15/broken-tennessee-treaties/.

states. The states of North Carolina and Virginia, in turn, granted land to veterans who traveled westward from the East coast. Grantees and speculators were the first white families, many bringing their enslaved workers, to put down roots in Williamson County.³⁸ Williamson County’s rich soil and favorable climate prompted it to become the center of agriculture in Middle Tennessee. Rich alkaline soil created by the abundance of limestone bedrock aided in driving an agriculturally based economy. Planters and farmers in Williamson County relied on enslaved labor to grow cash crops of tobacco, cotton, and flax. Many plantations and farms raised cattle, sheep, and pigs in addition to crops. In 1860, Elizabeth Wade, Samuel B. Lee, and Philip Chapman owned the largest plantations in Rural Hill.³⁹ Wade produced dairy and pork products along with growing tobacco. Lee raised hogs and sheep while growing various crops as foodstuff for them and Chapman cultivated tobacco.

Enslaved people were the main source of labor on these farms and many others in Tennessee. In 1853 the Wade farm owned 53 enslaved people. In 1860, after the death of her

³⁸ Irene M Griffey, “Early North Carolina and Tennessee Land Grants,” Tennessee State Library and Archives, 2023, <https://sos.tn.gov/tsla/guides/early-north-carolina-tennessee-land-grants-at-the-tennessee-state-library-and-archives>.

³⁹J.W.N. Lee, ms, *A History of Duplex* (1955). Rural Hill would be renamed Duplex around 1880. According to J.W.N. Lee’s “A History of Duplex” (private, 1955) the name Duplex was taken from a successful racehorse of the same name owned by John W. Lee.

husband, Elizabeth Wade owned 29 enslaved people. Samuel B. Lee owned 26 and Philip Chapman owned 20 enslaved people on their farms. Owners often hired out enslaved workers to carpenters, sawmill operators, and brick masons where they became the main labor force of building trades. The population of Williamson County had reached approximately 23,800 by 1860; of the 23,800 over 12,000 were enslaved.

The Civil War wrought unimagined disruption and destruction in Williamson County. Tennessee was the last state to join the Confederacy and the first state to lose its capital to Federal forces after the Confederate defeats at Forts Henry and Donelson in 1862. United States troops occupied Nashville and parts of Middle Tennessee soon after. Williamson County experienced numerous raids and skirmishes fought on its soil and two major battles at Thompson Station in 1863 and Franklin in 1864. Occupation had occurred two years earlier when United States forces led by Don Carlos Buell swept down into Middle Tennessee, subduing and occupying key railroad towns. Franklin was a strategic location on the Tennessee & Alabama Railroad and a point of contention under immediate occupation. Over the next three years, Confederate and Federal forces jockeyed for control over the county. With men and boys off at war, women, the elderly, and children were left to run farms and manage businesses in many cases. Men who remained behind formed the home guard, a vigilante group that patrolled the roads at night, in many ways an extension of the antebellum slave patrol. Between 1862 and 1864 both Confederate and United States armies roamed through Middle Tennessee and lived off the land, stripping a fertile agricultural center into a wasteland. Diaries and memoirs talk of depleted storehouses, confiscated horses and mules, homes ransacked by soldiers, and disease. In Franklin, the townspeople experienced Federal occupation for parts of 1862, most of 1863, and

significant portions of 1864 and 1865. Those living in rural parts of the county interacted less frequently with Federal troops, encountering them mostly in foraging parties.⁴⁰

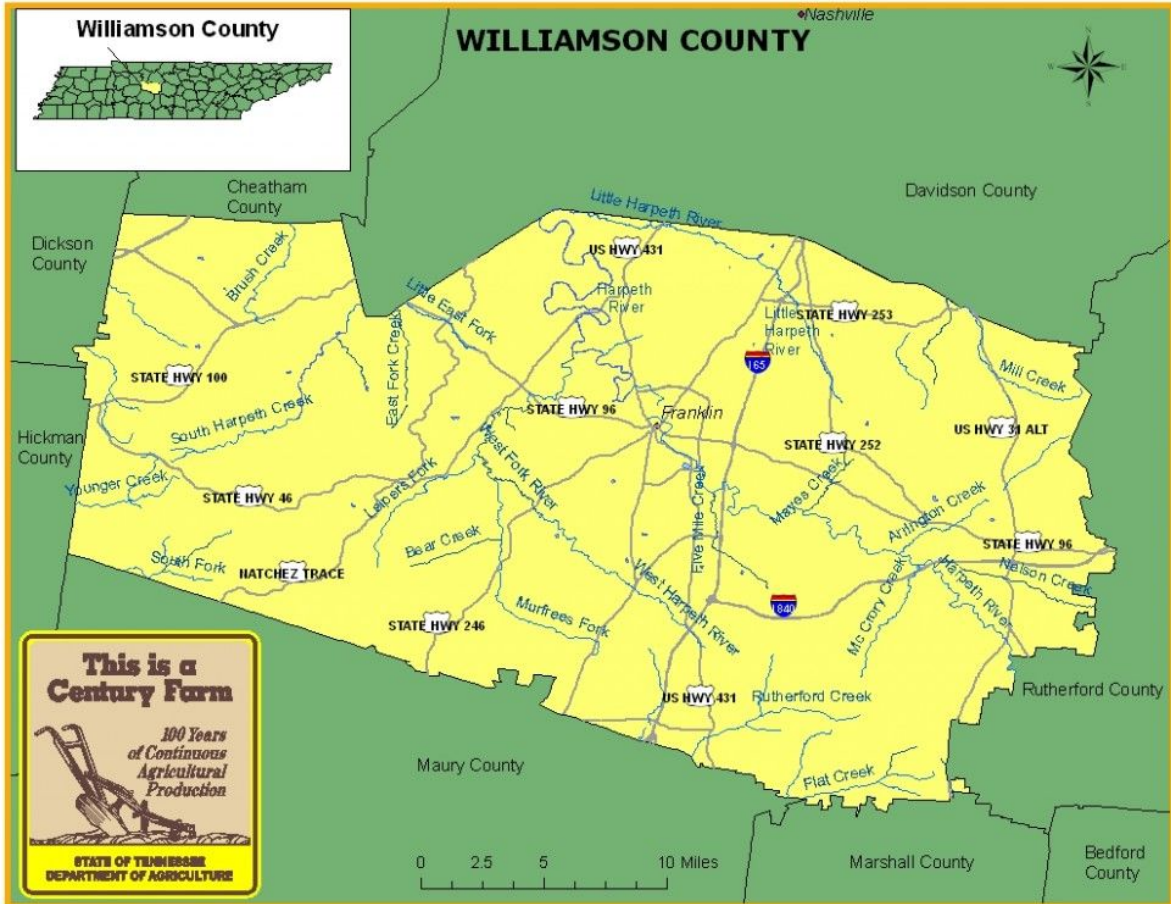


Image 2 – Map of Williamson County, Tennessee from the Century Farms website. www.tncenturyfarms.org/williamson-county/.

On the eve of the war, Williamson County had the largest enslaved population in Middle Tennessee, just over 50% of the total population (Image 2). For enslaved people living in Williamson County, the Federal Army represented freedom. Many people enslaved to farms and plantations fled to freedom behind Federal lines. From there, they entered military administered contraband camps, where they often faced starvation, violence, and forced labor. Many formerly

⁴⁰ James L McDonough, "Tennessee and the Civil War," *Tennessee Historical Quarterly*, 54, (no. 3, 1995): 190–209.

enslaved men enlisted in the United States Colored Troops. One Wisconsin soldier who marched through Franklin in October 1863 noted the destroyed fences and overgrown fields, hinting the Federal Army was recruiting from the enslaved population.⁴¹ Between 1863 and 1865 at least 280 men with ties to Williamson County enlisted in the United States Colored Troops, joining the fight for their own freedom and the freedom of enslaved blacks across America.⁴²



Image 3 - 1860 county map showing enslaved populations. Williamson County's shade of gray indicates 50-60%. Library of Congress.

The largest military clashes to occur in Williamson County were the Battle of Thompson's Station in 1863 and the Battle of Franklin in late 1864. On March 5, 1863, the violence of the war struck close to Rural Hill. The Battle of Thompson's Station, a Confederate victory that produced over 1,700 casualties, was fought several miles to the west. On November 30, 1864, the Confederate Army of Tennessee attacked the Federal Army of the Ohio along the

⁴¹ Newspaper article, 4 Oct. 1863, Quiner Scrapbooks – Correspondence of the Wisconsin Volunteers, 1861-1865, on Civilwardigital.com, https://civilwardigital.com/html/civil_war_diaries.html.

⁴² Tina Jones, "U.S. Colored Troops," on the Slaves to Soldiers blog, <http://slavestosoldiers.com/groups/us-colored-troops>.

southern boundary of Franklin. Fought mostly in the dark, the battle took a terrible toll in human and animal life, with nearly 10,000 casualties.⁴³

The Reconstruction era lasted from Federal occupation up to the 1877 presidency of Rutherford B. Hayes and was a contrast of promise and reactionary violence. African Americans and their advocates strove to cement black rights and freedoms, while conservative Southern white society fought tooth and nail to re-impose a pre-war social, political, and economic hierarchy. Various domestic terrorist groups, the most well-known of which was the Ku Klux Klan, formed to aid this goal.

The Ku Klux Klan originated in Middle Tennessee in late 1865, with former slave trader and ex-Confederate General Nathan Bedford Forrest eventually becoming a leader. The Klan publicly denounced the Grand Army of the Republic (a group for Union veterans) and the Loyal League (a black rights group), accusing them of working to “Africanize the South” and working in tandem with Congressional legislation to “change the American Government from a free republic to a mongrel despotism.”⁴⁴ The group used violence and intimidation to impose a quasi-antebellum social order (Image 4). Its members lynched people and burned homes, businesses, schools, and churches belonging to blacks, supportive whites, and Union veterans. The violence compounded during 1867, reaching a climax in 1868 on account of those years’ state and presidential elections, respectively, in which black voters in Middle Tennessee were the majority.⁴⁵

⁴³ “The Battle of Franklin,” the Battle of Franklin Trust, <https://boft.org/history>.

⁴⁴ “The Battle of Thompson’s Station, Tennessee, March 5, 1863,” Thompson’s Station, Tennessee, <https://www.thompsons-station.com/DocumentCenter/View/835/The-Battle-of-Thompsons-Station?bidId=>.

⁴⁴ “The K.K.K. – What Is It?” *The Memphis Public Ledger*, 24 Apr. 1868.

⁴⁵ Thomas B. Alexander, “Kukluxism in Tennessee, 1865-1869,” *Tennessee Historical Quarterly*, 8 (No. 3, 1949): 195-199.



Image 4 - Engraving of three Klansmen arrested in Sept. 1871, Tishomingo County, Mississippi.

Advocating for southern blacks during Reconstruction was the Freedmen's Bureau, established by Congress in March 1865 to aid the four million recently emancipated Southern blacks (Image 5). Its head was Major General Oliver Otis Howard, who delegated authority regionally to ten assistant commissioners. Brigadier General Clinton Fisk oversaw the Freedmen's Bureau in Tennessee (Images 6 & 7). The office for Middle Tennessee was based in Nashville. Fisk planted field offices, each with its own agent, in key cities and towns throughout the region, including Clarksville, Springfield, Gallatin, Franklin, Columbia, Lebanon, McMinnville, Pulaski, and Winchester. The Freedmen's Bureau established and operated schools, oversaw labor contracts, and fought for justice for southern blacks in local courts. When it came to opposing Klan violence, however, it was able to offer little defense, especially in rural areas.⁴⁶

⁴⁶ Kathleen R. Zebley, "Freedmen's Bureau," *Tennessee Encyclopedia of History and Culture*, <https://tennesseencyclopedia.net/entries/freedmens-bureau>.

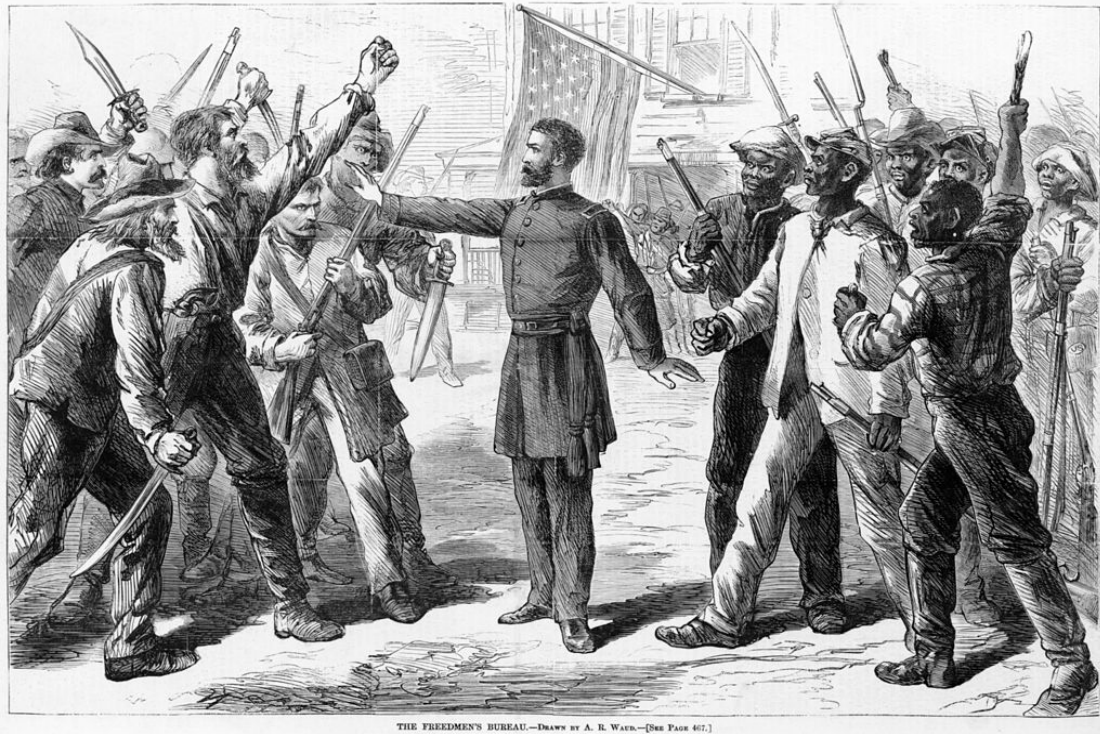


Image 5 - Freedmen's Bureau agent mediating between whites and freedmen, Harper's Weekly, 1868, Library of Congress.

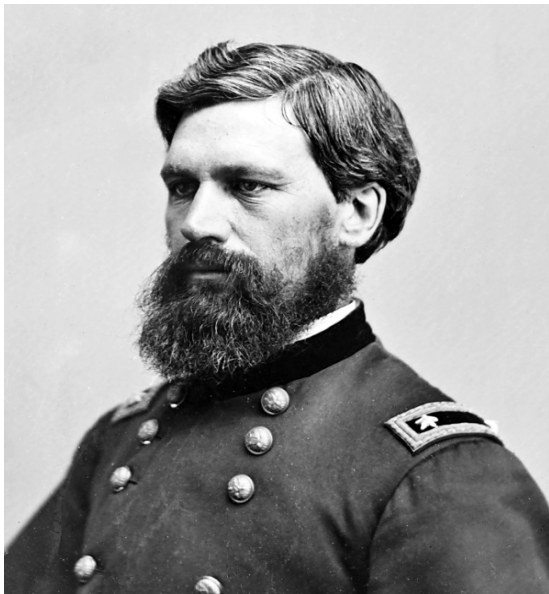


Image 6 - (left) Major General Oliver Otis Howard, commissioner of the Freedmen's Bureau. Photo from the American History Central Website.



Image 7 - (right) Brigadier General Clinton Fisk, assistant commissioner of the Freedmen's Bureau in Tennessee and Kentucky. Photo courtesy of House Divided: The Civil War Research Engine at Dickinson College.

The mass movement of black Tennesseans away from farms and plantations into cities and towns that had begun during the war continued into Reconstruction. Many of these people later returned to rural communities, disheartened by the poverty and misery they found in urban settings. Those who remained in or returned to their former rural communities purchased their own land (if they could afford to) or became tenant farmers on the estates of white landowners.

In tenant farming, or sharecropping, landless farmers lived on and worked on the land of others, paying rent on a share of the crops they produced as currency. The only option for many recently emancipated Tennesseans, tenant farmers were completely at the mercy of the landowners. Tenant farmers, often illiterate, were often taken advantage of by landowners and found themselves in a position in which economic advancement was impossible. A January 1868 Freedman's Bureau report stated baldly that black schools in the area would need continued financial support "as long as the white of this country contract in such a manner as to bring the freedmen in debt at the end of the year."⁴⁷

Freedmen who could afford to purchase land were the minority but did so when they had the opportunity. In *Black Property Owners in the South*, Loren Schweningen claims former slaves equated land ownership with freedom and realized the power of economic independence. He found that in 1870 Tennessee, an average of one in twenty-two rural black families owned real estate, compared to the one in twenty-six averages across the rural south.⁴⁸ Williamson County District 11, in which Rural Hill was located, had a far lower rate. In 1870, just one out of

⁴⁷ "Sub-Assistant Commissioner's (or Agent's) Monthly Report," United States, Freedmen's Bureau, Records of the Superintendent of Education and the Division of Education, 1865-1872, Tennessee, Roll 51 (T142), Reports Received from Agents and District Attendants, 1866-1870, Marshall, Maury, Williamson counties, FamilySearch.org, <https://www.familysearch.org>.

⁴⁸ Loren Schweningen, *Black Property Owners in the South, 1790-1915* (Urbana and Chicago: University of Illinois Press, 1997), 145, 147, 153, 159.

the 154 black families in the district owned real estate. Of the 129 male heads of household, only five worked in a trade or career other than farming.⁴⁹

Rural Hill's black community did acquire one piece of land. On April 1, 1867, a white landowner named Guilford Dudley deeded one half an acre of land to Anderson Lee, Samuel Crow, and William Stevenson, three black men. Lee, Crow, and Stevenson were trustees for the Rural Hill Methodist Episcopal Church and School, which, over the next year, would be built on that land. Throughout the rest of the nineteenth century, the small log building on the hill embodied the hope of a better future through education and religion to the black residents of Rural Hill, Tennessee.⁵⁰

The paltry life offered by tenant farming, and the real threat of Klan violence against blacks in Middle Tennessee in the late 1860s, compounded the plight of black tenant farm families. 1867 and 1868 were particularly dangerous years. In 1868, one black Williamson County tenant farmer, eighteen-year-old John Lawson, testified to the Tennessee State Legislature about Klan activities in Thompson's Station, about five miles west of Rural Hill. His testimony sheds light not only on the horrors of Klan violence but on landlord abuses against tenants as well. John Lawson approached his landlord, Pat Harvey, asking for the money that he was owed. Harvey initially refused to pay Lawson, claiming Lawson was going to go join Brownlow's black militia, meaning the Republican Party as W.G. Brownlow was the governor of Tennessee. Eventually, Harvey reluctantly handed over half the money he owed Lawson. But that night, before Lawson was able to leave for Nashville, the Klan showed up at his cabin. He escaped through a back window, pursued by the men, who shot at him. After spending the night

⁴⁹ 1870 United States Census, Williamson County, Tennessee, *Ancestry.com*.

⁵⁰ Williamson County, TN, Deed Book 4:53.

hiding in the woods, John Lawson set out for Nashville the next morning. He said he had not gone a quarter mile when he came across another black man who had been hung from a tree and skinned, presumably that night.⁵¹

Teachers at black schools were often singled out as specific targets of violence for the Ku Klux Klan, rendering educational instruction for blacks elusive, sporadic, and even dangerous. The spring and summer of 1868 were peak points for these attacks. At least three of the eleven teachers in Rural Hill's district—Maury, Williamson, and Marshall counties—reported being threatened by the Klan during these months. Thomas White, a white teacher at a Freedman's Bureau school in Columbia, fled to Nashville that July after receiving threats.⁵² D.B. Garrett, a 24-year-old black schoolteacher near Chapel Hill in Marshall County, was chased out of the area less than two days after reopening the black school there in June. Threatened with whipping and a broken neck, Garrett and several friends fled to Nashville, pursued by about 70 Klansmen.⁵³

These threats, rather than being isolated to Rural Hill's district, became the norm throughout the region in 1868. Freedmen's Bureau Agent H. A. Eastman reported in August 1868 that the sentiment among poor whites in the region was that "colored school Teachers are [a] nuisance and should not be tolerated."⁵⁴ Terrified teachers at black schools in counties across Middle Tennessee fled to Nashville for protection. In 1868 Klan violence became such an issue that Tennessee's Military Committee investigated the attacks and interviewed eyewitnesses. In the hearings, John Dunlap, Jr., principal of the First Colored School in Shelbyville, Bedford

⁵¹ *Report of Evidence Taken Before the Military Committee in Relation To Outrages Committed By the Ku Klux Klan In Middle and West Tennessee, Submitted to the Extra Session of the Thirty-Fifth General Assembly of the State of Tennessee*, Sept. 2, 1868, (Nashville: S.C. Mercer, 1868), 37.

⁵² *Ibid.*, 11, 21-22.

⁵³ *Ibid.*, 24-25.

⁵⁴ "Sub-Assistant Commissioner's (or Agent's) Monthly Report," Freedmen's Bureau.

County, reported that the Klan had run him out of town. Additionally, he said, “I know of one at Bellbuckle; also, my assistant teachers, (colored,) and two others, have been notified to leave...”⁵⁵ In Giles County, the Klan succeeded in shutting down black churches and schools well before the summer, black farmer Walter Scott claimed. It had even intimidated white pastors who had dared preach to black congregants, leaving black Giles County residents with no religious guidance or outlet.⁵⁶

Though the Invisible Army’s terrorism harmed many, this outcome was not always the case. Henry C. Eddy, a teacher at a Methodist Episcopal school for black students in Spring Hill, felt the job of educating blacks in Tennessee was important enough work to defy Ku Klux Klan threats. Henry and Martha Eddy arrived in war-torn Tennessee in the fall of 1865, answering the call for teachers at black schools. Henry was a white Methodist pastor, teacher, and Civil War veteran from Illinois. He had prior experience teaching in Sacramento, California for about ten years during the 1850s and early 1860s. Martha was thirty years old, the youngest daughter of an Illinois farmer. No records have been found of Martha receiving a formal education; it is likely she received a rudimentary education at home. The couple had married just one year before, in August 1864, and had a one-year-old son, Willie.⁵⁷ Henry and Martha Eddy began their Tennessee teaching careers at a black school in Spring Hill operated by the Methodist Episcopal Church. By the fall of 1868, Henry was employed at a black school “under state authorities,” but Martha remained teacher at the Methodist Episcopal school.⁵⁸

⁵⁵ *Report of Evidence...1868*, 18-21.

⁵⁶ *Ibid.*, 36.

⁵⁷ “Sub-Assistant...Report.” Freedmen’s Bureau. 1850-1860 United States Census, McHenry County, Illinois; 1870 United States Census, Maury County, Tennessee; Richard K. Todd, *History of McHenry County, Illinois* (Chicago: Inter-State Publishing Co., 1885), 529.

⁵⁸ “Teacher Monthly School Report for the Month of October 1868,” United States, Freedmen’s Bureau, Records of the Superintendent of Education and the Division of Education, 1865-1872, Tennessee, Roll 8, Month Reports from Teachers, June 1867-June 1870, FamilySearch.org.

In March 1868, the Klan ordered Henry Eddy to leave Spring Hill, threatening to hang him if he stayed. Eddy refused to go. In a private letter, he wrote, “The more danger attending, the greater need that it be done.”⁵⁹ In the Eddys’ situation, with two toddlers and Martha four months pregnant, this defiance was particularly daring. While the written record makes no mention of threats to Martha Eddy or to her reaction to husband being threatened, she was a partner in this venture and equally complicit as a fellow teacher at a black school. As spring 1868 evolved into summer and testimonies of the Klan’s abuses of women became more widely known, she would have been under no illusion as to the treatment she might suffer at the hands of the Klan. The Eddys finally did leave Spring Hill for Nashville, but only after the school session closed in June.⁶⁰ Their son George was born in Nashville on August 18, 1868.⁶¹ In September, however, Henry Eddy was back at work teaching school in Spring Hill, and, amazingly, Martha resumed teaching in October.⁶²

While it remains unknown whether the Klan continued to threaten the Eddys, records show that they were employed at the Methodist Episcopal school for black students in Spring Hill until 1870.⁶³ Stepping outside the walls of the classroom, the Eddys also provided housing for some school-aged African Americans. Anna Baugh, 23, Joanna Baugh, 15, and Cornelia Haden, 14, all lived with the family in 1870.⁶⁴ These young women were likely students of Henry and Martha Eddy. The Eddys may have been involved with the Rural Hill School, given

⁵⁹ “Rebel Treatment of Loyal Methodist Preachers,” *Brownlow’s Knoxville Whig*, 1 Apr. 1868.

⁶⁰ “Teacher Monthly School Report for the Month of June 1868,” Freedmen’s Bureau, <https://www.familysearch.org>

⁶¹ “George Watson Eddy,” Illinois Deaths and Stillborns Index, 1916-1947.

⁶² “Teacher’s Monthly Report for the Month of September 1868,” Freedmen’s Bureau, <https://www.familysearch.org>. “Teacher’s Monthly Report for the Month of October 1868,” Freedmen’s Bureau, <https://www.familysearch.org>.

⁶³ “List of Teachers Under Charge of Northern Benevolent Society,” United States, Freedmen’s Bureau, Records of the Superintendent of Education and the Division of Education, 1865-1872, Tennessee, Freedmen’s Bureau Records of the Superintendent of Education and the Division of Education, 1865-1872, Superintendent of Education, on FamilySearch.org.

⁶⁴ 1870 United States Census, Maury County, Tennessee.

their proximity and the fact that Henry was a Methodist preacher. In late summer 1870, the Eddy family returned to Coral, Illinois, bringing with them a young black Tennessean woman, Huldah Kissack, age 15.⁶⁵ Another black Tennessean, 37-year-old Ben Lawson, likely moved to Coral with the Eddys. The 1870 census lists Lawson and his two children, C.B., 7, and Alice, 4, living with Martha Eddy's parents, next door to Henry and Martha Eddy.⁶⁶

The Eddys were instrumental in fostering a generation of black Tennessean scholars. Huldah Kissack remained with the Eddys until she was 18, when she returned to Middle Tennessee to attend Central Tennessee College, a Methodist Episcopal college for African Americans. Huldah became a teacher and later married a teacher.⁶⁷ Numerous other scholars from Spring Hill, probable former students of Eddy's, attended Central Tennessee College in the late 1860s and 1870s. Among these were Anna Bond, William McKissack, Solomon Sharbar, Cornelia Hayden (one of the girls who had lived with the Eddys in Spring Hill in 1870), Julia Hayden, Alice Hayden, and Huston Sharbar.⁶⁸

Tennessee's freedmen recognized the power of education as the key to their future. Defying poverty, black communities scraped together the funds to buy land, build churches and schools, and pay teachers' salaries. In 1868, the district comprised of Marshall, Maury, and Williamson counties boasted eight schools for black students. Half of these, including the Rural

⁶⁵ 1870 United States Census, McHenry County, Illinois.

⁶⁶ 1870 United States Census, McHenry County, Illinois.

⁶⁷ 1880 United States Census, Maury County, Tennessee; *Catalog of the Central Tennessee College*, 1873, 6, in *U.S., School Catalogs, 1765-1935, Ancestry.com*; *Catalog of the Central Tennessee College*, 1874, in *U.S., School Catalogs, 1765-1935, Ancestry.com*; *Catalog of the Central Tennessee College*, 1876, in *U.S., School Catalogs, 1765-1935, Ancestry.com*.

⁶⁸ *Catalog of the Central Tennessee College*, 1869, 9, in *U.S., School Catalogs, 1765-1935, Ancestry.com*. *Catalog of the Central Tennessee College*, 1873, 6-8; Anna Bond attended Central Tennessee College in 1869. By May 1869, she was employed as a teacher at a black school in Mt. Pleasant, Maury County, TN. "Sub-Assistant Commissioner's (or Agent's) Monthly Report," Freedmen's Bureau.

Hill School, were owned and operated by the black communities in which they were located.⁶⁹ Schools and churches were almost always the first institutions established by freedmen in their new communities. Due to financial limitations, the two institutions often utilized one building.⁷⁰



Image 8 - Rural Hill Methodist Episcopal Church and School, Duplex, TN. (*A Study of Local School Units in Tennessee*, Tennessee Department of Education, 1937.)

In Rural Hill, on April 1, 1867, Guilford Dudley sold one half acre “situated on the Southwest corner of his homestead farm” for one dollar to Anderson Lee, Samuel Crow, and William Stevenson as trustees “for the colored people of this vicinity to be used for school and church purposes.”⁷¹ Additionally, the deed specified that if the community failed to maintain religious services or school classes for a period of five successive years, the land automatically reverted back to Dudley and his heirs.⁷² On this land, the black community constructed a log building to house Rural Hill Methodist Episcopal Church and the Rural Hill School, the Lee-Buckner School’s predecessor (Image 7). This one-half acre of land with its log building was all

⁶⁹ “Sub-Assistant Commissioner’s (or Agent’s) Monthly Report,” Freedmen’s Bureau.

⁷⁰ Paul Davis Philips, “Education of Blacks in Tennessee During Reconstruction, 1865-1870,” *Tennessee Historical Quarterly Journal*, 46, (No. 2, 1987): 98-101.

⁷¹ Williamson County, TN, Deed Book 4:53.

⁷² *Ibid.*

of the real estate Rural Hill's black community possessed in 1867, and it was owned collectively.⁷³

Of the three trustees, the most is known about Anderson Lee who was born into slavery in Virginia around 1804.⁷⁴ It is unknown when Lee came to Tennessee, but in 1858, Samuel B. Lee of Maplewood Farm in Rural Hill purchased him from William Chapman.⁷⁵ After emancipation, Lee remained in Duplex and worked as a blacksmith and a farmer. He was one of just a handful of men on the 1870 census who practiced a trade alongside agriculture. In 1870, he kept eight pigs, one horse, one mule, and one milk cow. He also grew 200 bushels of Indian corn, doubtless fodder for the animals.⁷⁶ Anderson Lee owned no land, so he must have, like almost all black families in Rural Hill at the time, worked as a tenant farmer for a white landowner. Further investigation into the lives of Samuel Crow and William Stevenson should be conducted.

Many of the churches that emerged across the South during Reconstruction belonged to the Methodist Episcopal Church. The denomination had denounced slavery and was actively involved in Reconstruction.⁷⁷ At the heads of these new black churches were almost always black preachers, who very often held another job outside the church. Rural Hill Methodist Episcopal Church's first preacher was likely Lewis Hughes. Before the war, Hughes was enslaved. During this time, he and a woman named Lettie had had two children together, Lewis and Sonny. After emancipation, however, Lewis did not marry Lettie.⁷⁸

⁷³ 1870 United States Census, Williamson County, Tennessee.

⁷⁴ 1880 United States Census, Williamson County, Tennessee.

⁷⁵ Williamson County, TN, Deed Book Y: 184.

⁷⁶ 1870 United States Agricultural Census, Sumner-Wilson, Tennessee.

⁷⁷ Lewis M. Hagood, *The Colored Man In the Methodist Episcopal Church*, (Cincinnati: Cranston & Stowe, 1890), 31, <https://archive.org/details/coloredmaninmeth00hagoiala/page/30/mode/2up>.

⁷⁸ *Lettie Hughes vs. Louis Hughes*, Tennessee Divorce, Probate and Other Records, 1800-1899, Roll B-85, *Ancestry.com*; "Lucey Hughes," Tennessee Marriage Records, 1780-2002, *Ancestry.com*.

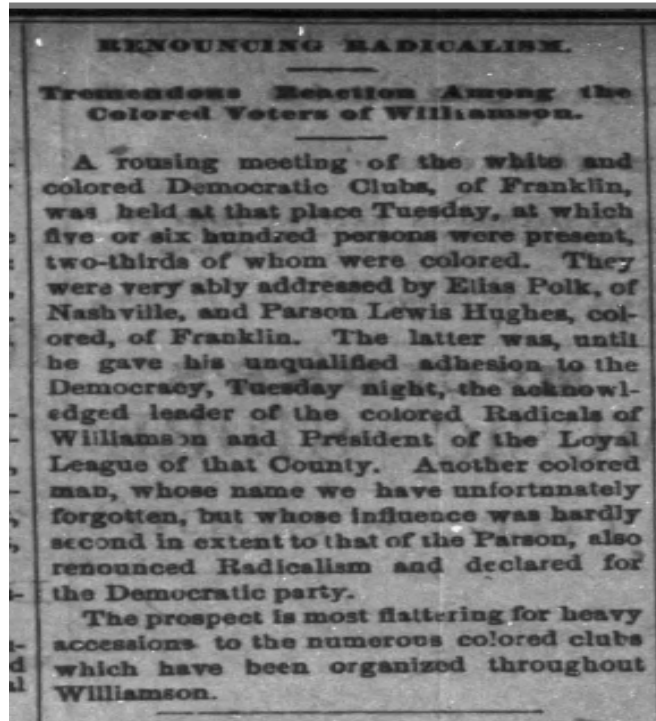


Image 9 - Lewis Hughes renounces radicalism, Oct. 1868 (Newspapers.com.)

During early Reconstruction, Lewis Hughes became active in politics. He joined the colored Radicals of Williamson and served as president of the county's Loyal League in 1868.⁷⁹ The Loyal, or Union, League was the driving force behind getting black men out to vote Republican. Founded as a patriotic club in the North during the Civil War, by 1867 the Union League had spread to the South, had mostly black but some white membership, and promoted fair treatment for African Americans in political, social, and economic matters.⁸⁰ Among its members, United States Colored Troops and other US military veterans featured in disproportionately high numbers. Because of his involvement in the Loyal League, Hughes

⁷⁹ "Renouncing Radicalism," Nashville *Republican Banner*, 8 Oct. 1868, 4.

⁸⁰ "Union League," BlackPast, <https://www.blackpast.org/african-american-history/union-league-1863>.

would have been well-known in Williamson County. This participation with Republican-affiliated organizations doubtless made him unpopular with many of the county's white residents. It would have certainly drawn the attention of the Klan. In October 1868, one month before the presidential election, Lewis Hughes abruptly and publicly switched sides, endorsing the Democrats, traditionally the party of the slaveholders, at least two Williamson County Democratic rallies (Image 10). This seismic shift in political philosophy was without doubt the result of Klan threats.⁸¹

Lewis Hughes survived the 1868 election. Nothing appears in the newspapers about his political career after 1868, and it can be speculated that it had been effectively thwarted. The 1868 newspaper articles listed Hughes as "Parson" and "Rev.," indicating he was already preaching, possibly at the Rural Hill Methodist Episcopal Church. In the 1870 census, Hughes listed his occupation as Methodist preacher and was the only black man in District 11 to list preaching as his job. It is almost certain his church during this time was Rural Hill M.E. In 1872, he married a woman named Lucy.⁸² By 1880, Hughes was farming, and there is no record of him being a preacher.⁸³

Another potential early Rural Hill M.E. Church preacher is Lafayette Chapman. A farm laborer in 1870, Chapman is listed on the 1880 census as a minister. It is possible Chapman replaced Hughes as the preacher at Rural Hill M.E. during the 1870s. Lafayette Chapman lived and worked as a servant in the Rural Hill household of Nancy Chapman, presumably preaching on Sundays.⁸⁴

⁸¹ "Renouncing Radicalism;" "Thorough Democratic Organization in Williamson," Nashville *Republican Banner*, 31 Oct. 1868, 4.

⁸²"Lucy Hughes," Tennessee Marriage Records, 1780-2002.

⁸³ 1880 United States Agricultural Census, Sumner-Wilson, Tennessee.

⁸⁴ 1870 United States Census, Williamson County, Tennessee.
1880 United States Census, Williamson County, Tennessee.

The record of educational instruction at the Rural Hill School begins April 5, 1868, the first day of school, just one year after the trustees' acquisition of the property. The building was still under construction. The teacher, William P. Lloyd, reported that the frame "schoolhouse has no floor or windows," but was, nevertheless, "a good house, so far as the colored people have been able to complete it."⁸⁵ Lloyd, a 20-year-old, black man from Ohio, served as the Rural Hill School's first teacher. At the end of the first month, he reported having sixty-five students, none of whom was free before the war. Of these students, eighteen were over the age of sixteen. Twenty-six were male, and thirty-nine were female. Lloyd instructed his students in reading, writing, and arithmetic. Many Rural Hill students were in the lower-to-intermediate instruction classes. Nine students were beginning the alphabet, while just four students were in advanced readers. Lloyd noted that white sentiment toward the school was "favorable."⁸⁶ On Sundays, a Sunday school with six teachers used the building.

As spring transitioned to summer, the conditions for maintaining a black school in Rural Hill, and throughout Middle Tennessee, deteriorated. By June 1868, white sentiment in the region toward black schools was "not favorable."⁸⁷ The unfavorable feeling was due to racial tensions surrounding the 1868 presidential election, fueled by the Ku Klux Klan. Henry Eddy and Thomas White, two white teachers at Freedman's Bureau schools in the district, both reported being threatened by the Klan during the spring and summer of 1868. It is unknown whether William P. Lloyd received such threats, but he would have been aware of the Klan activity in the area, including the Klan's targeting of other teachers at black schools in the district.

⁸⁵ "Teacher's Monthly School Report for the Month of April 1868," Freedmen's Bureau.

⁸⁶ *Ibid.*

⁸⁷ "Teacher's Monthly School Report for the Month of June 1868," Freedmen's Bureau.

To make matters worse, the community was unable to continue to pay Lloyd after June 1868. Lloyd expected he would “be compelled to close my [school] as they cannot support me.”⁸⁸ His payment over the previous months had been clearly whatever the community could scrape together. In April, he received \$15, in May he did not report his income, and in June he was paid \$29.⁸⁹ For comparison, Memphis public schools in 1868 paid the teachers at black schools \$75 per month.⁹⁰

The Rural Hill community must have scraped together the money to pay for a teacher, however, as the following February, Lloyd reopened the school. That session ended early, on May 31, 1869, probably due to lack of funds. Lloyd reported that May that money paid into the school that month had been “00.” This also means Lloyd went without pay.⁹¹ Indeed, the 1870 census lists him as a farmer. Census records suggest that Rural Hill School’s closure persisted into all of 1870, as no black children in Rural Hill are noted in the census as having attended school that year.⁹²

The picture painted by the Freedman’s Bureau reports of the Rural Hill School during the Reconstruction era is of a school built and supported entirely by an impoverished but determined black community. Due to financial problems, education at the Rural Hill School was intermittent. Unlike most schools in the district, Rural Hill received no financial aid from the Freedman’s Bureau or any benevolent societies. The families who worshiped at Rural Hill M.E. Church and

⁸⁸ Ibid.

⁸⁹ Ibid.

“Teacher’s Monthly School Report for the Month of April 1868,” Freedmen’s Bureau.

“Teacher’s Monthly School Report for the Month of May 1868,” Freedmen’s Bureau.

⁹⁰ Phillips, 104.

⁹¹ “Teacher’s Monthly School Report for the Month of February 1869,” Freedmen’s Bureau.

“Teacher’s Monthly School Report for the Month of May 1869,” Freedmen’s Bureau.

⁹² 1870 United States Census, Maury County, Tennessee.

1870 United States Census, Williamson County, Tennessee.

sent their children to the Rural Hill School paid 100% of the costs associated with upkeep of the schoolhouse and educational supplies and instruction. The best source of information on the Rural Hill School in this period is the Freedmen's Bureau Records, which, unfortunately, ended in 1872. Rural Hill School ceases to be mentioned in these records after May 1869. There is a gap in information about the school for the entire 1870s. Although we do not know what happened to the Rural Hill School during this time, it is probable instruction continued in the same manner as it did in the 1860s: intermittently and as the community could pay to employ a teacher.

With the end of Reconstruction in 1877, the South entered a new era, one in which Federal aid dwindled, and black southerners were left to fend for themselves. Freedmen's Bureau schools became public county schools, funded and overseen by the county in which each was located. As an independent, community supported school, Rural Hill's operational and funding structure would not have changed at all. The school's operation remained entirely dependent upon the community's ability to pay a teacher.

By 1880, the Rural Hill School was once again operative. There was probably a single teacher at the school at this time, likely Eliza Baugh, a 22-year-old mixed-race woman who lived in Rural Hill.⁹³ Eliza lived with her parents, Nathaniel and Mary Baugh, in 1880 and probably did double duty as a teacher as well as an important worker in operating the family's farm. Her father was disabled, and her name is the one listed on that year's agricultural census.⁹⁴ In 1889, she married Dock Overton, a Duplex farmer. It is likely that if she was still teaching at the time, she would stop shortly after. Her first child of three was born in 1890.⁹⁵ After her husband's

⁹³ 1880 United States Census, Williamson County, Tennessee.

⁹⁴ 1880 United States Agricultural Census, Sumner-Wilson, Tennessee.

⁹⁵ 1900 United States Census, Williamson County, Tennessee.

death in the 1910s, she went back to work as a sick nurse.⁹⁶ It is unknown how long Eliza Baugh taught at the Rural Hill School or who replaced her when she left. No information about the school has been found in the 1890s, for which a complete census does not exist, leaving a significant gap in the school's history

The Rural Hill School would have served all black children living in Duplex during the late 19th century, as well as students from just over the border in District 23 of Maury County. The 1880 census reveals that 79 black youth in District 11 attended school that year. Duplex was just one small community within the district, but several of the children listed as scholars in the 1880 census seem to live in Duplex, including Anderson Lee's two younger sons and granddaughter. These students were both girls and boys, most commonly between the ages of 10 and 19, though one student as young as 6 years old was listed.⁹⁷ Additional collaboration with Lee-Buckner alumni and long-time Duplex residents may reveal more about these 19th century students. Many would have been the parents and grandparents, aunts and uncles of the 20th century Lee-Buckner students.

By the end of the 19th century, it was acknowledged among educational reformers that southern schools lagged in performance and funding. Southern schools had one-half to one-third of the funding of other schools. Southern students attended school on average 70 days a year, compared to 100 to 130 in other regions.⁹⁸ In rural Tennessee, students were, first and foremost, able-bodied hands helping their parents make a living, which meant their educations were piecemeal, with gaps from the days, weeks, and months when they were at the farm rather than

⁹⁶ 1920 United States Census, Williamson County, Tennessee, *Ancestry.com*.

⁹⁷ 1880 United States Census, Williamson County, Tennessee.

⁹⁸ Mary S. Hoffschwelle, *Rebuilding the Rural Southern Community: Reformers, Schools, and Homes in Tennessee, 1900-1930* (Knoxville: The University of Tennessee Press, 1998), 15.

the schoolhouse.

Jim Crow is a label for the period in which the Federal and Southern state governments allowed and supported racial segregation. Although many consider Jim Crow to have begun in 1896, with the U.S. Supreme Court affirming separate but equal facilities in *Plessy v. Ferguson*, the reality is that legislated segregation began much earlier at the state level. In Tennessee, Jim Crow legislation started with education. Tennessee's first Jim Crow legislation came on the heels of emancipation in a May 1866 act that defined and declared the rights of "Persons of Color." The language of the act made clear that it did not in any way "require the education of colored and white children in the same school."⁹⁹ Segregation was made implicit the following year when Tennessee approved a bill authorizing incorporated cities to establish one special school for black children.¹⁰⁰

In 1869, the Tennessee General Assembly deemed that, while no student could be disallowed attending the University of Tennessee because of race, both accommodation and instruction had to be held separately for blacks and whites.¹⁰¹ That same year, Tennessee passed the common school law, establishing public schools, and the Freedman's Bureau began to transfer its schools to the public system. That December, however, Tennessee repealed the common school law, making it the responsibility of each county to support its public schools. This erosion of support dealt a heavy blow to many black schools in Tennessee.¹⁰² 1870 and 1873 statutes reaffirmed the separation of black and white students, all the while stressing that the systems and guidelines under which both were operating were essentially equal. In 1901, a

⁹⁹ Acts of the State of Tennessee Passed At the Second Session of the Thirty-Fourth General Assembly, for the years 1865-66, Chapter XL, 65, on Archive.org.

¹⁰⁰ Ibid.

¹⁰¹ "(1866) Jim Crow Laws: Tennessee, 1866-1955," BlackPast, <https://www.blackpast.org/african-american-history/jim-crow-laws-tennessee-1866-1955>.

¹⁰² Phillips, 105.

Tennessee statute made it illegal for students of different races to attend the same educational institution, imposing a \$50 fine.¹⁰³ As a whole, southern states did not encourage public funds to be distributed equally for all southern children and rarely concealed the obvious inequalities between white and black education.¹⁰⁴ Black schools like the one at Rural Hill were often insufficiently housed and under-equipped.

The poverty and racial violence experienced by the Black communities in the South did not dissuade them from seeking education. Southern Black communities like Rural Hill pooled what meager resources they had to provide for the education of their children. Though there were periods when teachers could not be afforded and schools could not operate, the desire for education never waned. The early history of African American education in Williamson county is a testament to the perseverance and desire Black communities exhibited for education.

¹⁰³ “(1866) Jim Crow Laws: Tennessee, 1866-1955.”

¹⁰⁴ John Hope Franklin and Evelyn Brooks Higginbotham, *From Slavery to Freedom: A History of African Americans* (New York, NY: McGraw-Hill, 2021), 334-335.

CHAPTER TWO

Connections and Cultural Landscape

Rural Hill School and Church remained at the center of Duplex's African American community. In many ways life in Duplex had not changed since the church and school were founded after the Civil War. Large farms owned by white landowners still dominated the landscape. Although some black families owned their own land, many in the community were tenant farmers or sharecroppers. Regardless of the economic hardships presented by agricultural subsistence, the community realized the need for education. They often pooled their resources to provide whatever means they could for the education of their children.

Until around 1915 the school was called both "Rural Hill" and "Lee School" in the community. The Rural Hill Methodist Episcopal Church, built in 1868, served dual purposes as church and classroom for the black community. The small log building can be seen in two photographs of the structure, taken around 1925. They show a primitive log construction building with a window on each side. The building relied on two windows and one entry door for light and ventilation. Rural schools of the era, like Rural Hill, sat as many as 30 students ranging from grades 1 through 8. The students sat on long wooden benches while being taught by one teacher equipped with a blackboard and used textbooks.¹⁰⁵ Indicative of the archetype of African

¹⁰⁵ Tennessee State Department of Education, *A Study of Local School Units in Tennessee* (Nashville: Cullom & Ghertner & Co., 1937), 12 accessed at [https://babel.hathitrust.org/cgi/pt?id=ucl.\\$b58708&view=1up&seq=36](https://babel.hathitrust.org/cgi/pt?id=ucl.$b58708&view=1up&seq=36); A similar image is included in the Fisk University Rosenwald Database, http://rosenwald.fisk.edu/?module=search.details&set_v=aWQ9NDE1MQ==&school_historic_name=lee%20bucker&button=Search&o=0; Carter Julian Savage, "Our School In Our Community: The Collective Economic Struggle for African American Education in Franklin, Tennessee, 1890-1967," in *Cultural Capital and Black Education*, ed. V. P. Franklin and Carter Julian Savage (Greenwich, Information Age Publishing, 2004), pp. 49-79.; "The One-Room Schoolhouse," *The Tennessean*, February 20, 1929.

American schools in Williamson County, the Rural Hill School was one of the many “one-room, meagerly funded shacks” found throughout the rural South.¹⁰⁶



Image 10 - Rural Hill ME Church and School, pictured here around 1925, served the Duplex African American community from as early as the late 1860s, as a main classroom, until the around 1950, when it was still used as a classroom. *A Study of Local School Units in Tennessee*, 1937.

The Tennessee School Law of 1873 established a system of public education for the state based on a policy of separate but equal education for whites and blacks. It authorized school districts in the civil districts which levied taxes to fund school sites, buildings, and other school expenses.¹⁰⁷ White and black teachers were trained separately at teacher institutes and colleges. Professors from Fisk, Central Tennessee College, Nashville Normal Institute and other schools

¹⁰⁶ Carter Julian Savage, “Cultural Capital and African American Agency: The Economic Struggle for Effective Education for African Americans in Franklin, Tennessee, 1890-1967,” *Journal of African American History*, (2003).

¹⁰⁷ Owen Rogers Hughes, “The Evolution of the Tennessee Public School System,” Master’s Thesis, George Peabody College for Teachers, 1920, 33; F. J. Page, “Franklin and Williamson County Outstanding in Educational Development,” *Williamson County News*, August 2, 1935.

taught at the “Colored Institutes,” supported by the Peabody Educational Fund.¹⁰⁸ W. E. B. Du Bois, while a student at Fisk University, taught summer terms, west of Nashville, at the Wheeler School, west of Nashville, in eastern Wilson County in 1886 and 1887. Du Bois recalled the Teachers’ Institute in his autobiography: “First there was a Teachers’ Institute at the county seat; and their distinguished guests of the superintendent taught the teachers fractions and spelling and other teachers—white teachers in the morning, Negroes at night. This instruction was to supplement the wretched elementary training of the prospective teachers.”¹⁰⁹

The Freedmen’s Aid Society, the educational branch of the Northern Methodist Church, began organizing missions in Tennessee in 1864 to educate and minister to freed people.¹¹⁰ In 1871, the Freedmen’s Aid Society supported seventeen schools and eighty-three teachers in Tennessee including Spring Hill and Franklin, but not a school in the Duplex area. Most of these schools were common or elementary schools. However, even as the Society reported supporting elementary schools, it “hoped to be relieved from this department” and transfer the responsibility to the states.”¹¹¹ The shift had already begun a few years earlier in 1867 after Nashville opened free public schools. The Church focused its resources on Central Tennessee College (later called

¹⁰⁸ Dick B. Clough, “Teacher Institutes in Tennessee, 1870-1900,” *Tennessee Historical Quarterly* 31 (No. 2, 1972): 66. Also see, “Teachers’ Institutes,” *The Nashville American*, June 8, 1899.

¹⁰⁹ W. E. B. Du Bois, *The Autobiography of W. E. B. Du Bois: A Soliloquy on Viewing My Life from the Last Decade of Its First Century* (New York: International Publishers Co, 1968), 115. Du Bois’ teaching contracts and certificates are in the W. E. B. Du Bois Papers, 1803-1999, https://www.digitalcommonwealth.org/search?f%5Bname_facet_ssim%5D%5B%5D=Wilson+County+%28Tenn.%29.

¹¹⁰ Alruthus Ambros Taylor, *The Negro in Tennessee, 1865-1880* (Associated Publishers: Washington, D.C., 1941), 192, 210-211; Howard N. Rabinowitz, *Race Relations in the Urban South, 1865-1890* (New York: Oxford University Press, 1978), 161-162; United States Department of Commerce, Bureau of the Census, *Religious Bodies, 1916: Part II: Separate Denominations: History, Description, and Statistics* (Washington, D.C.: GPO, 1919), 454, accessed at https://books.google.com/books?id=k6PW7_bgeM4C&newbks.

¹¹¹ Methodist Episcopal Church, *Reports of the Freedmen’s Aid Society of the Methodist Episcopal Church, 1866-1875*, (Cincinnati, OH: Western Methodist Book Concern, 1893), 68.

Walden University) where it could educate teachers and ministers.¹¹² The Church strengthened its relationship with rural communities by sending its young black graduates to take charge in rural Tennessee classrooms and pulpits, including Rural Hill.

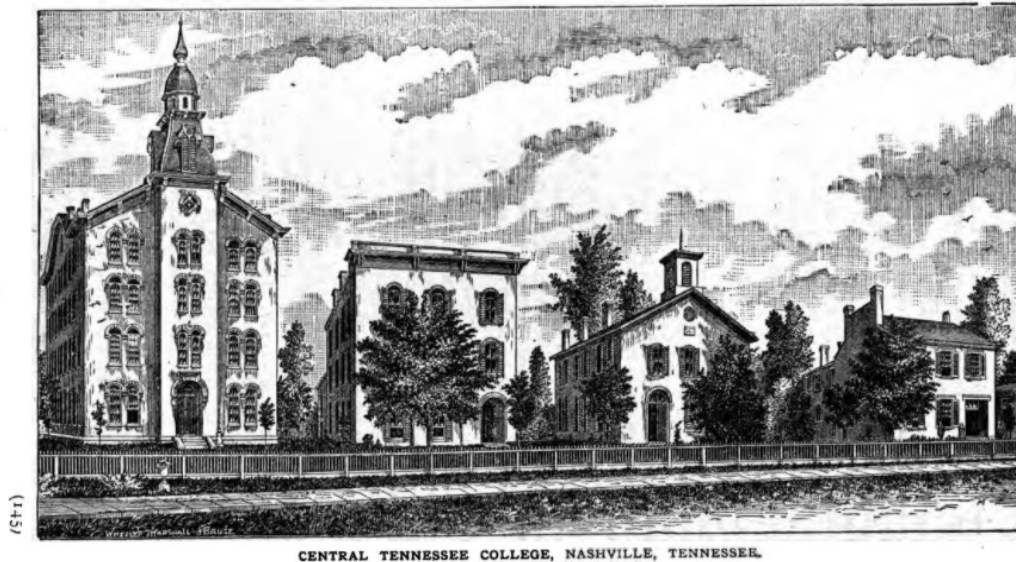


Image 11- Founded in Nashville in 1865 by the Methodist Episcopal Church, Central Tennessee College's mission was to educate freedmen and women to be teachers and ministers. Charles Edwin Robert, *Negro Civilization in the South*, 1880.

¹¹² Methodist Episcopal Church, *Reports of the Freedmen's Aid Society of the Methodist Episcopal Church, 1866-1875*, accessed at <https://catalog.hathitrust.org/Record/100899574>; Taylor, *The Negro in Tennessee, 1865-1880*, 192; Jay S. Stowell, *Methodist Adventures in Negro Education* (Cincinnati, OH: The Methodist Book Concern, 1922). Stowell says, "As the work of the schools became elaborated the cost of operating a particular institution increased, and the desirability of centralization of effort was emphasized" (24-32).



Image 12 - Normal Class at Central Tennessee College, 1898. *Catalogue of Central Tennessee College, 1889-1900*.

The documentation for Rural Hill Church and School is scarce. Primary sources show a direct relationship between the Methodist Episcopal Church and Rural Hill. The 1872 deed for the Rural Hill Church, shows Rural Hill's affiliation with the Methodist Episcopal Church, North. In May 1918, "a grand concert...at the M.E. Church" signaled the end of the school term at Lee-Buckner.¹¹³ Existing catalogs from Central Tennessee College contain the names are several Duplex-area students: Lundy Steele, Lena Williamson, Janie Alice Lee, Willie Allen Lee, Thomas Waddey, and Martin Waddy.¹¹⁴ Janie Alice Lee would go on to teach at Lee-Buckner and Martin Waddy would marry one of her successors Cynthia Mae House Wright.

¹¹³ *Nashville Globe*, May 24, 1918.

¹¹⁴ *Catalogue of Central Tennessee College, 1889-1900* accessed at <https://archive.org/details/catalogue18891900cent/>. Lundy Steele (1874) is identified as from Williamson County. Two other students from the community are Julia and William Major (1874, 1876) from Mt. Carmel. It's not clear how the Majors were connected to Mt. Carmel (later called Duplex). The pair appears to have been married and were living in Christian County, Kentucky in 1880 according to the Manuscript Census. *U.S., School Catalogs, 1765-1935*, accessed on ancestry.com

The Census in 1900 lists many Duplex-area children as “at school,” but, unlike 1880, a teacher was not recorded. Perhaps Harriett Baugh, Laura McKissick or another literate black woman or man in Duplex took on the task of teaching the children. In 1908, the available records show “Janie Overton” was paid \$22.50 for teaching her 7th month at “Lee school” in the 11th District.¹¹⁵ Janie Alice Lee, the daughter of Monroe Lee and granddaughter of Anderson Lee, attended Central Tennessee College from 1895 to 1898.¹¹⁶ She married John Overton in 1899.¹¹⁷ Overton was probably a relative of Docke Overton, who married Rural Hill teacher Eliza Baugh a decade earlier, but no records linking them are available.

Miss Johnnie Leek, a twenty-one-year-old public school teacher, boarded with the Monroe Lee family in 1910. Leek graduated in 1908 from the school at Brooks Chapel M.E. in Brentwood. She was likely the first teacher at Rural Hill since Reconstruction not directly connected to the Duplex community.¹¹⁸ A year later, Leek was teaching back home in Brentwood.¹¹⁹ In 1912, county records show Missouri Overton, the daughter of Eliza Baugh and Docke Overton, teaching at Rural Hill. She received \$14 for “teaching last 3 wks. at Lee (Rural Hill).”¹²⁰ Mrs. Jimmie Moore (Alberta Hobbs Moore) and Lena Boyd would follow Overton as

¹¹⁵ “Janie Overton” in “Lee-Buckner,” Williamson County School Invoices (unprocessed), Williamson County Archives; Janie Overton, buried in Duplex’s Spratt Cemetery, died in Chicago, Illinois in 1963. Her obituary reported she was the sister of Monroe Lee [Jr.] of Nashville, *The Tennessean*, January 23, 1963; Jane Lee is 2 years old in the 1880 Manuscript Census, Maury County, Tennessee. In 1900, Janie Overton, her husband, and 6 month-old son were living in Nashville.

¹¹⁶ *Catalogue of Central Tennessee College, 1889-1900*.

¹¹⁷ Janie A. Lee to John W. Overton, January 2, 1899, *Tennessee, Marriage Records, 1720-2002*, accessed on ancestry.com.

¹¹⁸ *Nashville Globe*, April 24, 1908. Brooks Chapel is identified as an “M. E.” in several newspaper articles, for examples, see *Nashville Globe*, October 29, 1909, September 21, 1917

¹¹⁹ *Nashville Globe*, August 25, 1911.

¹²⁰ “Missouri Overton” in “Lee-Buckner,” Williamson County School Invoices (unprocessed), Williamson County Archives.

teachers. Mrs. Cynthia Mae Wright (nee Howse) would be one of the longest-serving teachers at Lee-Buckner. Howse, born in Rutherford County, attended Central Tennessee College in the late 1890s and early 1900s. Around 1905, she moved to Sherron in Weakley County, Tennessee to teach. At the M.E. Church in Sherron, she married a fellow teacher, Charles Wright and the couple soon returned to the Nashville area.¹²¹ Charles died in March 1914. In February 1916, Mrs. Wright was recorder teaching at Lee-Buckner.¹²² There she met Martin E. Waddy. The couple married on February 6, 1916.¹²³ Cynthia Waddy taught at Lee-Buckner until 1931.¹²⁴

Although Rural Hill is identified as a church or a church building in sources from 1936 to 1957, it is not clear if the church was still affiliated with the Methodist Episcopal Church or even functioning as a church.¹²⁵ The 1980 obituary of Mrs. Frances Lockridge Lee Baugh (1887-1980) suggests Rural Hill Church closed in the early 20th century, but gives no date: “She professed a hope in Christ and was united with the Rural Hill M. E. Church. After its closing she attended worship services at the Original Church of God, Duplex.”¹²⁶

¹²¹ “Wright-Howse,” *Nashville Globe*, January 10, March 6, 1908.

¹²² “Charles Wright,” *Tennessee, Death Records, 1908-1965*, accessed on ancestry.com; “C. M. Wright” in “Lee-Buckner,” Williamson County School Invoices (unprocessed), Williamson County Archives; [stamped Feb 12 1916]

¹²³ Marriage License documents, M. E. Waddy and C. M. Wright, *Tennessee, Marriage Records, 1780-2002*, accessed on ancestry.com.

¹²⁴ *Registered teachers and minutes 1926-1931*, Williamson County Archives.

¹²⁵ See *Nashville Globe*, May 24, 1918; “Final Location Chosen For Super-Road in State,” *The Nashville Tennessean*, March 31, 1957; “Rural Hill Ch” is shown on the 1940 Census Enumeration District Maps - Tennessee - Williamson County - ED 94-1 - ED 94-29, accessed at National Archives Catalog, <https://catalog.archives.gov/id/5839479>; a church is also show, but not named, on 1950 Census Enumeration District Maps - Tennessee (TN) - Williamson County - Williamson County - ED 94-1 to 36, accessed at National Archives Catalog, <https://catalog.archives.gov/id/44271032>; Students who attended Lee-Buckner in the 1940s and 1950s knew the structure has once been a church, see “The Buford Family,” interview, March 20, 2019. Georgia Harris also recalls, when she was a student there in the mid-1940s, that it still had a pulpit, Georgia Harris personal communication with the author August 2020.

¹²⁶ Mrs. Frances Lockridge Lee Baugh, Funeral Program, Thelma Battle Collection, Special Collections, Williamson County Public Library.

The Rural Hill M.E. Church declined following the downturn of influence of the Methodist Episcopal Church, North during the early 20th century. The Northern branch of the Methodist Episcopal Church and its educational mission faced several hurdles due to the rise of public education, changing views on race relations, division within Methodist denominations, financial hardship, and the emergence of the Holiness movement. While the Methodist Episcopal Church's education efforts had successfully trained teachers and ministers, the programs, spread over several states, were a financial drain.¹²⁷ Local support was also curtailed by the fact that most African Americans were members of the African Methodist Episcopal Church or the Colored Methodist Episcopal Church and not the Northern-based church. The work became even more difficult to sustain especially as black elites began to resent the paternalistic attitudes of white leaders of black institutions like Central Tennessee College and Fisk University. The Church's Central Tennessee College, renamed Walden University in 1900, faced financial hardship after a devastating dormitory fire in December 1903 that killed twelve female students.¹²⁸ Increased competition when the Tennessee Legislature authorized the creation of Tennessee Agricultural & Industrial State Normal Negro School in 1909 further hampered Walden. Tennessee A& I, a state-sponsored land-grant university, opened in 1912 and Walden University closed in 1925.¹²⁹

The Holiness or Sanctified movement swept through rural and urban black communities beginning in the 1890s. Around 1900, the movement reached the Duplex community and religious life began to shift from the Rural Hill M.E. Church to the Duplex Mission (later Duplex

¹²⁷ Hagood, *The Colored Man in the Methodist Episcopal Church*.

¹²⁸ Bobby L. Lovett, *The African American History of Nashville, Tennessee, 1780-1930, Elites and Dilemmas* (Fayetteville: University of Arkansas Press, 1999), 144-172.

¹²⁹ Lovett, *The African American History of Nashville, Tennessee, 1780-1930*, 154-156, 158-169.

Original Church of God). The expressive religious movement offered African American communities an alternative to the established Methodist and Baptist churches. Religious scholars describe the Holiness movement as a return to “old-time religion” and some commentators see the movement as a protest the “highbrow” Protestant congregation.¹³⁰



Image 13 - This 1940 Census Enumeration District Map shows the location of Lee-Buckner School, Rural Hill Church, and the Duplex Mission.

Ministers trained at Central Tennessee College to help rural communities felt out of place and out of touch in the churches swept up in the movement. W. E. B. Du Bois, while a student at Fisk University in the 1880s, experienced the dissonance between his home church in Massachusetts and a rural church in Wilson County. In his autobiography, Du Bois recalled the

¹³⁰ Hans A. Baer and Merrill Singer, *African American Religion in the Twentieth Century: Varieties of Protest and Accommodation*, (Knoxville: University of Tennessee Press, 1992), 147; Leon F. Litwack, *Trouble in Mind*, 395-397; and also see Middle Tennessee State University. Center for Historic Preservation, *Powerful Artifacts: A Guide to Surveying and Documenting Rural African American Churches in the South* (Murfreesboro, Tenn, 2000). The movement spread through black and white churches, for articles on Franklin, see “Believers in Sanctification, they will Erect a Tabernacle at Franklin,” *The Tennessean*, March 9, 1896; “Holiness Tabernacle. New Edifice to be Dedicated at Franklin To-day,” *The Nashville American*, October 3, 1896; “Rev. Sam Jones. He Has Closed His Labors at the Franklin Tabernacle,” *Nashville Banner*, April 26, 1897.

“quite subdued” ceremonies on “clear Sabbath mornings” in Massachusetts with sermons and prayers free from interruptions by “screams” or a “loud Amen.” In contrast, his experience at a church in rural Wilson County filled his memory and senses:

the air of intense excitement that possessed that mass of black folk. A sort of suppressed terror hung in the air and seemed to seize them—a pythian madness, a demoniac possession, that lent terrible reality to song and word. The black and massive form of the preacher swayed and quivered as the words crowded to his lips and flew at us in singular eloquence. The people moaned and fluttered, and then the gaunt-cheeked brown woman beside me suddenly leaped straight into the air and shrieked like a lost soul, while round about came wail and groan and outcry, and a scene of human passion such as I had never conceived before.¹³¹

While the Holiness movement swept the South and the country, the experiences and changes at Duplex were rooted in the community. According to a short, unpublished history of the church written around 2006, Tom H. Lee organized the Duplex Original Church of God in the early 1900s and served as its pastor until his death.¹³² The other primary source for the church, the property deed (recorded on July 27, 1944—after being “lost or misplaced” for many years), shows the land and church were transferred, for \$1, from J. S. Parke to church trustees, Will Chrismon and Tom Lee.¹³³ Tom Lee, the son of Anderson Lee, was born in 1877 and farmed in the Duplex area. By 1930, Tom Lee, then 56, was living in Nashville and identified in the Census as a “Sanctified Preacher.” Will Chrismon, a truck farmer, lived next door. By the mid-

¹³¹ Du Bois, *The Autobiography of W. E. B. Du Bois*, 120.

¹³² “Duplex Original Church of God, Church History,” ca 2006; Maury County Historian Jo Ann McClellan collected this document in her research on Maury County churches and shared it with the author. Tom Lee died February 26, 1939, see *Tennessee, Death Records, 1908-1965*, accessed on ancestry.com.

¹³³ Deed for the “Colored Holiness,” Williamson County Deed Book 81, p. 44-127.

1940s, the Duplex Original Church of God was the only church in the community, replacing Rural Hill as the location of funerals and surely other community and family events.¹³⁴

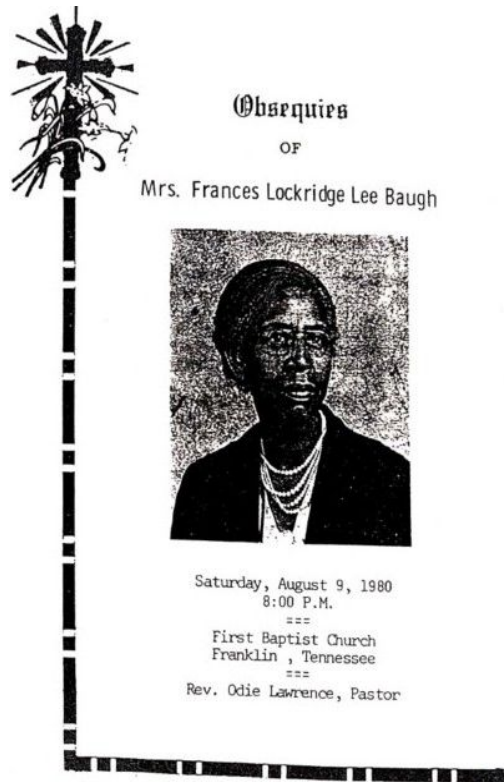


Image 14 - Frances Lockridge Lee Baugh's 1980 obituary suggests a transition from Rural Hill M.E. Church to the Duplex Original Church of God in the early 20th century. Thelma Battle Collection, Special Collections, Williamson County Public Library.

Duplex Original Church of God's history can be put into a broader context. In the late 1890s, Tom Lee, Will Chrismon and others in Duplex began hearing about a Sanctified preacher in Maury County named Rev. Charles William Gray. Born in 1856 in Lexington, North Carolina, Gray was the son of a Gospel Minister. He moved to Maury County in the 1890s and was

¹³⁴ 1910, 1920, *U. S. Manuscript Census, Williamson County, Davidson County*. For example, see obituaries of Geraldine Slaughter, *The Tennessean*, May 26, 1946; Louise Brown, *The Tennessean*, June 1, 1946; Robert L. Lee, *Nashville Banner*, November 15, 1950; Obituary of Francis Christmon, *The Tennessean*, March 5, 1954 and obit of Anderson Lee, Jr. *Nashville Banner*, December 11, 1961.

working as phosphate miner in southwest Maury County in 1900.¹³⁵ A decade later, then 50 years old, he was a full time “Gospel Minister.”¹³⁶ According to The Original Church of God or Sanctified Church’s history, in 1900 Rev. Gray began to preach “a doctrine predicated on Sanctification and Holiness...within the confines of the State of Tennessee.”¹³⁷ Southern Williamson County and Duplex would have been early territory for Rev. Gray and his message.



Image 15 - The Duplex Original Church of God, pictured here in 2019, was founded by Duplex resident Rev. Tom H. Lee around 1900. Heritage Foundation of Williamson County.

Early in his ministry, Gray was affiliated with Rev. Charles P. Jones and Rev. Charles H. Mason who led a Holiness movement in the Lower Mississippi Valley in the 1890s. Following an

¹³⁵ 1900, 1910, *U.S. Manuscript Census, Maury County*. Phosphate mining in Maury County became profitable about this time, see Juanita Keys, “Phosphate Mining and Industry,” *Tennessee Encyclopedia*, <https://tennesseencyclopedia.net/entries/phosphate-mining-and-industry/> (Accessed on October 22, 2020).

¹³⁶ 1870, *U.S. Manuscript Census, Davidson County, North Carolina*; 1910, *U.S. Manuscript Census, Maury County*.

¹³⁷ Rev. Charles Gray is credited with founding several churches in Maury County: in Columbia, the East 8th Church of God, Sanctified; and Hannaway Street Original Church of God; and the Original Church of God in Mt. Pleasant. See African American Heritage Society of Maury County, 2016 African American History Calendar, Maury County, Archives, Columbia, Tennessee.

1896 revival, Jones and Mason established a church in Lexington, Mississippi named “Church of God in Christ.” At about this time, Gray was preaching and founding several Holiness churches in Maury County and other parts of Middle Tennessee. Jones and Mason held revivals in Memphis in 1907 but split over the issue of glossolalia (speaking in tongues). Mason, who favored glossolalia, incorporated his new church under the name “Church of God in Christ” (COGIC), forcing Jones and the original body to incorporate under “Church of God in Christ (Holiness).”¹³⁸

As Mason and Jones divided their church, Rev. Gray formed his own church body modeled after the Church of God in Christ (Holiness). Gray’s body, “The Church of God or Sanctified Church,” formed from the Middle Tennessee churches he had organized in Maury County and the rest of Middle Tennessee. In 1927, Gray’s organization split over the issue of women in the clergy and the church that followed him took the name “Original Church of God or Sanctified Church.”¹³⁹ The church located its headquarters in Nashville by 1936, while Gray continued to minister at his church in Mt. Pleasant, Maury County.¹⁴⁰ Duplex Original Church of God retains its affiliation with Gray’s final church body—”The Original Church of God or Sanctified Church.”

¹³⁸ Baer and Singer, *African American Religion in the Twentieth Century*, 150-156; Litwack, *Trouble in Mind*, 395-397.

¹³⁹Original Church of God, “Historical Statement,” <https://web.archive.org/web/20160109100914/http://originalchurchofgod.net/history.htm> (Accessed on October 14, 2020); Estrelida Y. Alexander, ed. *The Dictionary of Pan-African Pentecostalism*. Volume 1: North America. (Eugene, OR: Cascade Books, 2018), n.p; "Black Holiness." In *Melton's Encyclopedia of American Religions*, 8th ed., edited by J. Gordon Melton, 317-321 (Detroit, MI: Gale, 2009). Gale eBooks (accessed October 21, 2020). https://link.gale.com/apps/doc/CX3274100050/GVRL?u=tel_p_willcpl&sid=GVRL&xid=c4909cd2.

¹⁴⁰ Tennessee Historical Records Survey Project, *Directory of Churches, Missions, and Religious Institutions of Tennessee. No. 19, Davidson County, (Nashville)*. (Nashville: The Tennessee Historical Records Survey Project, 1940), 19.

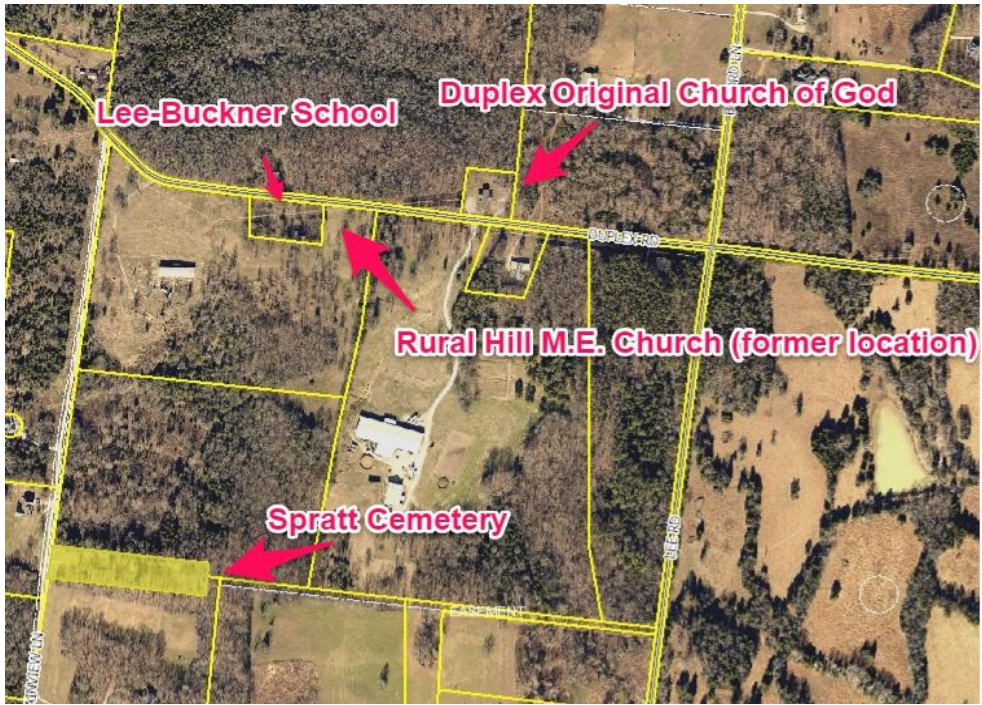


Image 16 - Spratt Cemetery, Lee-Buckner, Rural Hill M.E. Church, and the Duplex Original Church of God are all important components of the cultural landscape of Duplex's African American community.



Image 17 - Duplex resident and Lee-Buckner Alumni, Roy Brown, believes Spratt Cemetery dates to the late 19th century. March 2019, Heritage Foundation of Williamson County.

The Spratt Cemetery is another component of Duplex’s African American cultural landscape. Located approximately .25 miles southwest of Lee-Buckner on Plain View Lane, Duplex-resident and Lee-Buckner alumnus Roy Brown believes the cemetery dates to the late 19th century. Brown, who maintains the cemetery, stated the cemetery was donated by a white Spratt family for the black community’s use. Further research into the property’s ownership is necessary as African American families with the Spratt surname did live in nearby communities. While the cemetery has never been formally surveyed, the 2.5-acre site likely holds more than 150 graves. Most graves appear to be unmarked, and most headstones appear to date from the 1960s to the present. Family names on observed headstones include Lee, Grigsby, Cladwell, Lockridge, Ware, Beech, Steele, Oden, Brown, Biggers, Smith, Cotton, Baugh, Bonner, Hardison, Wiggins, Alexander, Stewart, Patton, McCullough, Peters, Adkinson, Harris, Christmon, Thompson, Hatton, Overton, Walton, Forrest, and Richardson.



Image 18 - Janie Lee Overton (1877-1963), daughter of Monroe and Frances Lee, attended Central Tennessee College from 1895-1898. She married John Overton in 1899 and taught at “Lee School” for at least one year--1908. The couple later moved to Chicago, but like many African Americans in the Great Migration North desired to be buried at home in the South. Heritage Foundation of Williamson County.

The southern section of the cemetery appears to be the oldest. Overgrown, this section contains dozens of unmarked graves identified by the deep depressions and a few metal funeral home markers. There are also piles of stones that are likely fieldstones that once marked graves. At the southeast corner is the grave of Etta Jones. Dated 1927, It appears to be the oldest marked grave in the cemetery. The inscription, hand stamped with letter molds while the concrete was wet, reads:

MEMORY OF ETTA JONES
BORN APR 1886
LIVED IN ME CHURCH
18 YEARS DIED APR
17 1927 A FRIEND
TO YOUTH AND GUID[E]
TO TRUTH

141

¹⁴¹ Roy Brown, personal communication, March 19, 2019; The cemetery's size was calculated from Williamson County GIS system, <https://www.williamsoncounty-tn.gov/371/Maps> (Etta Jones headstone is documented on Find a Grave, <https://www.findagrave.com/memorial/187618384/etta-jones> Her inscription is a tantalizing clue to the Rural Hill M.E. Church's history and needs to be researched further.



Image 19 - Etta Jones' 1927 grave is one of the oldest in Spratt Cemetery. Heritage Foundation of Williamson County.

The grave of Etta Jones in Spratt Cemetery is a tantalizing clue to the history of the Rural Hill M.E. Church, but research, so far, has yet to identify Etta Jones's role at the church. Next to Etta Jones' grave, is the grave of Joe H. Jones (1855-1940) is marked "Father." In the 1910 Census, Joe Jones, a private farmer, is married to an Etta Jones (b. ca. 1866). This Etta Jones is, perhaps, the mother of Etta Jones (1886-1927) or Etta Jones' birth year of 1886 on the headstone is an error. Nevertheless, Jones' role in the church is not completely understood.



Image 20 - Several depressions, a headstone, and metal funeral home markers can be seen in this November 2020 photograph in the overgrown portion of Spratt Cemetery.

When the black community at Duplex secured funding in 1926-1927 from the Rosenwald Foundation, it was a proud achievement for the community and a move toward universal black public education.¹⁴² In collaboration with Tuskegee Institute Principal Booker T. Washington, Julius Rosenwald, CEO of Sears & Roebuck, created the Rosenwald Rural School Building Program in 1912 then the Julius Rosenwald Fund in 1917 to improve the quality of education in the segregated South with modern and affordable yet modest schoolhouses. The program reorganized in 1920 and established an office in Nashville. Led by Samuel L. Smith, the program designed modern, functional, and economical school buildings. Published as *Community School Plans* in the 1920s, the standardized plans promoted modern sanitation, ventilation, and tall batteries of windows to maximize natural lighting. The aim of the Rosenwald Fund was not to simply give money to aid in education, but to combine fund grants with money raised by the

¹⁴² Hoffschwelle, *The Rosenwald Schools*, 271.

black community to build schools. The Rosenwald Fund would not distribute grants until the community had raised enough money in combination with the grant amount to cover the complete cost of land, materials, labor, and equipment. To reach the necessary funding amount the community could combine contributions from public and private sources as well as land values.¹⁴³ The fund also required school boards to make investments in the new schools by owning the land on which they would be built and pass quality inspections. School boards found these modern and economical plans so appealing, that were often adopted for white schools without Rosenwald funding.¹⁴⁴

By the time the program ended in 1932, the Fund aided the construction of more than 5,000 schools and other buildings throughout the South.¹⁴⁵ Today, only a small fraction of those schoolhouses survive. Williamson County became home to four Rosenwald Schools: Franklin Training (1924-25); Lee-Buckner (1926-1927); Locust Ridge (1928-1929); and Thompson Station (1929-1930).¹⁴⁶ Lee-Buckner is the only surviving Rosenwald school in Williamson County.

¹⁴³ Hoffschwelle, *The Rosenwald Schools of the American South*, 51 & 271.

¹⁴⁴ Mary S. Hoffschwelle, *Preserving Rosenwald Schools*, 2nd ed. (Washington, D.C.: National Trust for Historic Preservation, 2012), 1-5

¹⁴⁵ *Ibid*, 9.

¹⁴⁶ Fisk University. *Fisk University Rosenwald Fund Card File Database*, <http://rosenwald.fisk.edu/>.

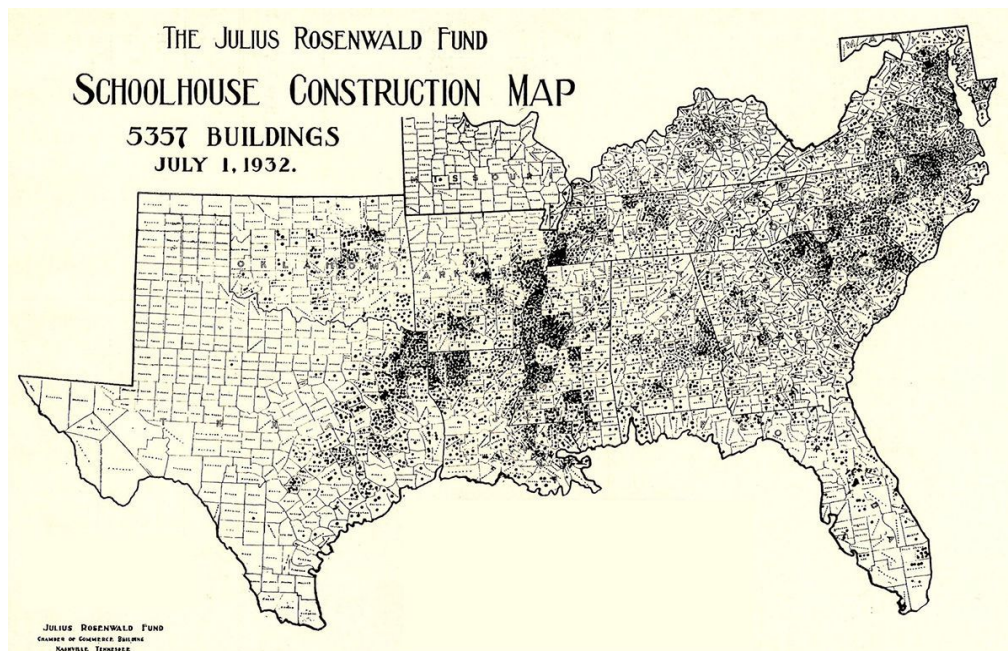


Image 21 - Between 1912 and 1932, the Rosenwald Fund funded the construction of over 5,000 schools and other buildings across 15 states.

Throughout the South, segregated education led to unequal investments in buildings and teacher compensation, all of which created missed opportunities for the children attending these schools. Williamson County Historian Rick Warwick, writing in *Williamson County Black & White*, reported the county in 1924 paid white teachers \$75 per month while black teachers were paid \$40 for the same period.¹⁴⁷ At Lee-Buckner, teachers in the 1920s, like Cynthia Waddy and Elizabeth Lee, regularly received checks between \$35 and \$37.50 for their services. Meanwhile, one mile away, teachers at the white Duplex school received checks for \$67.50 for their work.¹⁴⁸ Discrimination can also be found in the county's 1933 report on the value of school buildings.

¹⁴⁷ Rick Warwick, editor, *Williamson County Black & White*. Special Bicentennial Edition, *Williamson County Historical Society Journal* no. 31 (2000):169-172.

¹⁴⁸ Cashed checks from 1921-1925 for Cynthia Waddy, Elizabeth Lee, Addie Eggleston, Era McCord, Virginia? Grigsby, and ? Edgman in "Lee Buckner," "Buchner," and "Duplex School" in Williamson County School Invoices (unprocessed), Williamson County Archives.

The 66 white elementary schools were more than double the value of black schools. On average, white schools had a value of \$2,210.41 each, while the 23 black schools were valued at \$921.13.¹⁴⁹ Black school remained lower in value in 1933 despite the construction of four Rosenwald Schools and other new construction the previous decade.¹⁵⁰

The origin of the Lee-Buckner name for the school is not entirely clear. The earliest known use of “Lee-Bucker” in reference to the school is 1912. Before “Rural Hill” was favored and by 1908 the name “Lee School” was in limited use.¹⁵¹ The shift to calling the school “Rural Hill” to “Lee,” and, finally, “Lee-Buckner,” may have something to do with the decline of the Rural Hill ME Church. As religious life faded at Rural Hill and moved to the Duplex Church of God, created an opportunity for the school, no longer a functioning church, to acquire a new name.

The only written account for how the school acquired the “Lee-Buckner” name is a 1955 “History of Duplex” written by a white Duplex landowner, John W. N. Lee, Jr. Lee observed “The question has been asked as to why the name of Lee-Buckner was given to the colored school. It is my understanding that the land was given by my father [John W. N. Lee (1844-1921)] and that he and Mr. Jim Buckner were the prime movers and givers in the construction of the school and for that reason it was named after them.”¹⁵² There is no evidence, as John W. N.

¹⁴⁹ Warwick, *Black & White*, 169-172.

¹⁵⁰ Hoffschwelle notes, “investment in African American public school still lagged behind the growing investment in white public schools, and segregation and discrimination would deep African American schools miserably underfunded for years to come.” in *The Rosenwald Schools of the American South*, 271.

¹⁵¹ “Janie Overton” in “Lee-Buckner,” Williamson County School Invoices (unprocessed), Williamson County Archives; *School Records, Account Books*, 1910-1911; 1911-1912; 1914-1915, Williamson County Archives.

¹⁵² [J. W. N. Lee, Jr], *History of Duplex*. This history was shared with me by John Napier Lee, August 31, 2020. J. N. Lee is the grandson of the author.

Lee Jr. believed in 1955, that the white Lee family donated any parcels of land for either school—Rural Hill or Lee-Buckner. However, it is plausible that the name “Lee-Buckner” does refer to the large and influential white landowners located to the west and east of the school. Quite likely, it was the white controlled school board that chose the name “Lee-Buckner” and not Duplex’s African American community.

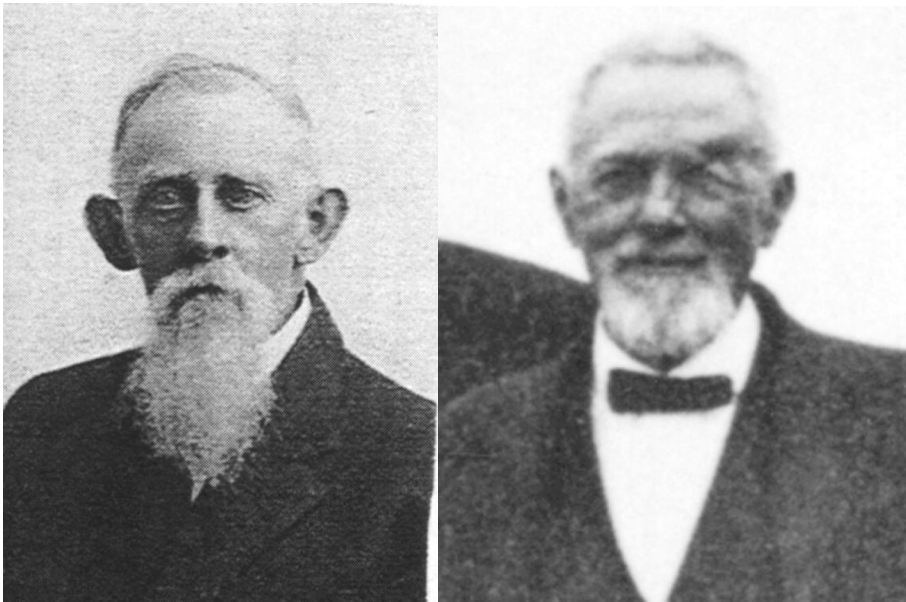


Image 22 - John Napier Lee (1844-1921) left

Image 23 - James R. Buckner (1869-1931) right were influential white farmers and landowners at Duplex and Thompson’s Station. Rick Warwick.

The Lee farm, Maplewood, began as a 5,000-acre acquisition in 1810 and was a successful 800-acre cotton and tobacco farm by 1860. The Civil War devastated the productivity of Maplewood and other nearby Lee family farms, however by the 1940s the farm had recovered into large-scale farming, dairy, and livestock operation.¹⁵³ On the other side of Lee-Buckner was

¹⁵³ Carroll Van West, *Tennessee Agriculture: A Century Farms Perspective* (Tennessee Department of Agriculture, 1986), 240; Karen E. Lowe, “Antebellum Century Farms in Williamson County, Tennessee: Documents of Change

James R. Buckner. Buckner, born in 1869 to a wealthy Nashville merchant, acquired a large farm by the late 1890s—an estate called “Farmwell.”¹⁵⁴ The farm likely relied on sharecroppers as evidenced by his 23-year-old son’s employment as “sharecropper manager” in 1917.¹⁵⁵ Sharecropping on Farmwell or at Maplewood would have included African American families living at Duplex. While more research needs to be done on Buckner, his influence on the region is written in the landscape by 1910 with two stretches of road named for him: Buckner Lane and Buckner Road.



Image 24 – Dinah Lee Smith from her 2012 obituary, Thelma Battle Collection

Dinah Lee Smith (1924-2012), a daughter of Monroe Lee and granddaughter of Anderson Lee, in an oral history with historian Thelma Battle, stated “We (Lee family) used to own all that property from Lewisburg Pike coming out from Springhill-Duplex Road all the way to Connection Hill Church. It was just a solid farm.”¹⁵⁶ Monroe Lee, described in 1907 as a “well

and Continuity in Agricultural History,” Master’s thesis, Middle Tennessee State University, 1999, 37-43, 60-95. Only half of the 800 acres were improved on the Lee farm in 1860.

¹⁵⁴ 1870 Manuscript U.S. Census, Davidson County, TN; *Nashville American*, August 25, 1898.

¹⁵⁵ Edward Richards Buckner, *World War I Draft Registration Cards, 1917-1918*, accessed on ancestry.com.

¹⁵⁶ Thelma Battle, *Raining in the House and Leaking Outdoors: A Cultural and Photographic Presentation: 100 Local African-American Women over the age of 65* (Franklin, TN: Z’Atelier Publications, 2011), 281.

respected citizen of Duplex” and sorghum farmer by the *Nashville Globe*, had at least 115 acres of Duplex land by 1918.¹⁵⁷ In 1907, Monroe Lee paid his siblings \$131.75 for their remaining interest in their deceased father’s 75 acre estate.¹⁵⁸ Two years later, Lee purchased 40 acres for \$350 from Nettie Caskey.¹⁵⁹ In 1918, Frances and Monroe Lee, for \$225, purchased a “certain tract of cedar land” adjacent to the “church lot”—the future site of the Lee-Buckner School—from a white family in Duplex—W. A. Rainey and his sister Lenora Howard. Rainey and Howard inherited the land from their mother and grandfather, Ben Grigsby.¹⁶⁰ Lundy Steele and Milton Waddy also owned their own land.

President Franklin Delano Roosevelt’s New Deal (1933-1942), in an effort to recover from the Great Depression, injected money into schools for construction and improvements. Often the Rosenwald Fund was used as a resource for plans and specifications. New Deal architects also learned lessons of public health and sanitation from the Rosenwald Fund. New Deal programs, like the Agricultural Adjustment Act of 1933, also transformed southern agriculture from plantations, dependent on the labor of sharecroppers and tenant farms, into modern agribusinesses. Policies that favored landowners often reinforced Jim Crow power

¹⁵⁷ *Nashville Globe*, September 27, 1907 in Thelma Battle Collection, Williamson County Archives. Lee also acquired an unspecified amount of land from John Burns et ux in 1929 for \$600, see Williamson County Deed Book 60, pg 85, Williamson County Archives. For further detail see, Deed Book 51, pg 544.

¹⁵⁸ Thomas and Fanny Lee and Octave and William Padgett to Munroe [sic] Lee, Deed Book 27, p 501, Williamson County Archives.

¹⁵⁹ Mrs. Nettie Caskey to Monroe Lee, Williamson County Deed Book 30, p 403, Williamson County Archives.

¹⁶⁰ W. A. Rainey and Howard to Frances Lee, Williamson County Deed Book 44, p 164-165, Williamson County Archives. Also see Ben Grigsby Probate, Williamson County Archives.

structures, pushing rural workers off farms.¹⁶¹ More research on how the New Deal's agricultural policies affected Duplex needs to be explored.

Miss Thelma Elizabeth Davis began teaching at Lee-Buckner in 1933. She had already taught two years at Florenceville and one at Cedar Hill.¹⁶² Davis, a native of Franklin, lived in Franklin and drove to school every day. Davis was part of a generation of teachers who attended Tennessee Agricultural and Industrial College, the public college for African Americans that opened in Nashville in 1912.¹⁶³ In 1935, Davis had a full classroom of 49 students—26 boys and 23 girls. Grades 1-8 were taught at Lee-Buckner, but no 7th or 8th graders attended that year. The children were Lees, Baughs, Adkissons, Browns, Christmas, Odens, Steeles, and others. They all lived between a ½ mile and 3 miles from the school. Their parents were farmers and laundresses.¹⁶⁴ In 1942, a second teacher, Mrs. T. A. Williams was added to Lee-Buckner's faculty. The next year, Geneva A. Fuller, a Tennessee A&I graduate, replaced Williams.¹⁶⁵ Initially, the second teacher taught the lower grades (1-4) in the old Rural Hill Church, still standing. In 1942 a Williamson County school inspector noted the condition of the Lee-Buckner School in the census report.

“It might be desirable to retain the Lee-Buckner School until a later stage in the long-range program. If this building is continued in use, the interior should be painted, and it should be rewired for adequate lighting. Other improvements should be made such as jacketing the stoves; reslating chalkboards; installing window shades, new seats, and

¹⁶¹ Carroll Van West, *Tennessee's New Deal Landscapes: A Guide* (Knoxville: University of Tennessee Press, 2001), 16-17, 24, 97-98. Also see, Hoffschwelle, *The Rosenwald Schools*, 273.

¹⁶² “Thelma Elizabeth Davis,” Personnel Record of Elementary Teacher or Principal, Williamson County School Invoices (unprocessed), Williamson County Archives.

¹⁶³ Thelma Elizabeth Radcliffe Funeral Program, Thelma Battle Collection, Special Collections, Williamson County Library; Roy Brown, Interview by Sheree Scarborough. March 19, 2019. Completed interview transcript, Heritage Foundation of Williamson County Oral History Project, Franklin, TN.

¹⁶⁴ 1935 Lee-Buckner, Williamson County School Census, Williamson County Archives.

¹⁶⁵ 1942 Lee-Buckner; 1943 Williamson County School School Census, Williamson County Archives.

equipment. Increased attention must be given to maintenance. For example, there is no knob or lock on the front door.”¹⁶⁶

Williamson County soon began consolidating small rural schools. By 1954, the county had 10 black elementary schools—down from 23 in 1951. In 1961, the county had seven black elementary schools.¹⁶⁷ As the county consolidated rural schools, Tennessee’s Jim Crow laws and segregated public schools were upended by the Civil Rights Movement and the U.S. Supreme Court’s 1954 decision in *Brown v. The Board of Education of Topeka, Kansas*, which found legally segregated schools unconstitutional.¹⁶⁸ Still, it would be a decade before Williamson County began to desegregate its schools.

Evergreen was constructed near Thompson’s Station in 1965 to consolidate the three black schools to avoid integration. Still facing federal pressure, the school board abandoned this plan and merged the three black schools with white students from Thompson Station and Burwood.¹⁶⁹ With the consolidation, Lee-Buckner closed after the 1964-1965 school year. That year Mary Alice Steele, a Tennessee A&I graduate, taught 28 students in the lower elementary, Thelma (Davis) Radcliffe taught 27 upper-level students.¹⁷⁰

¹⁶⁶ Ibid, 132

¹⁶⁷ Warwick, editor, *Black & White*, 175-177.

¹⁶⁸ Cynthia G. Fleming, “‘We Shall Overcome’: Tennessee and the Civil Rights Movement,” in *Tennessee History: The Land, the People and the Culture*, ed. Carroll Van West (Knoxville: University of Tennessee Press, 1998), 442-446.

¹⁶⁹ Ibid, 178.

¹⁷⁰ 1964 Williamson County School Census, Williamson County Archives.

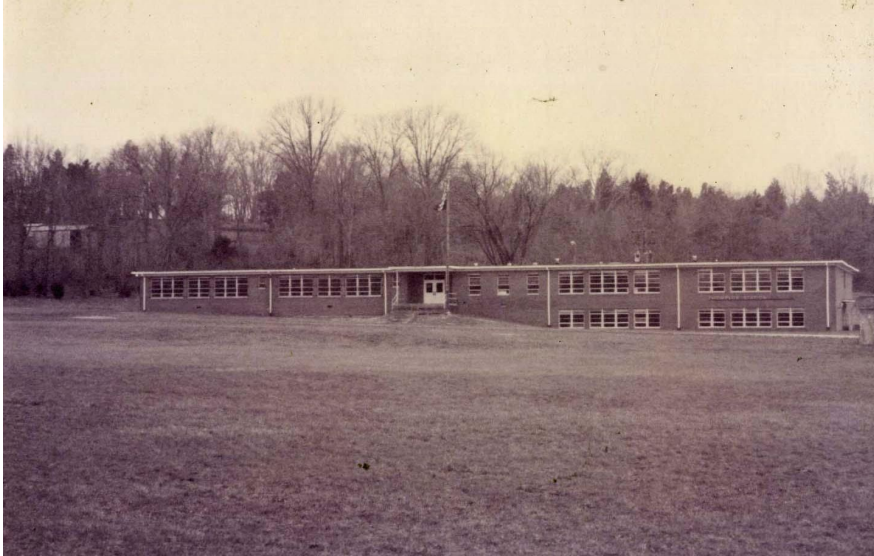


Image 25 -Evergreen was built in 1965 to consolidate three African American elementary schools, including Lee-Buckner, into one and avoid integration. Photo courtesy of Rick Warwick.

With little fanfare for the once proud symbol of Duplex’s black community and its nearly 100 years of achievements and educational history it was sold. A hand-written and undated note in the Williamson County Archives says, “Lee-Buckner School sold to James N. Burch, Spring Hill, Tenn. Buckner Road” for \$1125.00.¹⁷¹ Hattie Baines, in a 2019 oral history, recalled her sister-in-law, “Sis,” and brother, Frank McCullough, bought the school from Williamson County around 1965, using it as a home. Baines purchased the property after “Sis” died in the late 1990s or early 2000s and her brother moved out.¹⁷² The property and building remained vacant until February 2024 when the Lee-Buckner School was relocated.

In a concerted effort the Black community of Duplex set out to improve education for their children. Realizing the Rural Hill School built in 1868 was insufficient for the needs of

¹⁷¹ Lee-Buckner Deeds in Williamson County School Invoices (unprocessed), Williamson County Archives.

¹⁷² Hattie Baines, Interview by Sheree Scarborough. March 19, 2019. Completed interview transcript, Heritage Foundation of Williamson County Oral History Project, Franklin, TN.

their children, they raised most of the money along with a grant from the Rosenwald Fund to build the Lee-Buckner School in 1927. From 1927 until 1965 the school served the children of Duplex and stood as a critical piece of the community's cultural landscape. Living alumni of Lee-Buckner carry with them pride in their school and the opportunity it gave them for an education. They also have high hopes for its future use at its new location as an instrument of continuing history and education for the public.

CHAPTER THREE

The School Building

In November of 1925 the Tennessee Department of Education Commissioner's records states that Williamson County "is the only county in Middle Tennessee with a considerable negro population that has not erected a Rosenwald school. Material cash, and labor are available to erect a Rosenwald school this year, but the superintendent is rather indifferent toward the movement, and it is with some difficulty that the building is being built."¹⁷³ In contrast, neighboring Maury County had built seven Rosenwald schools by 1925. The first Rosenwald school in Maury County was the Godwin School erected in 1917.¹⁷⁴

Booker T. Washington's ambition was to ensure educational opportunities for African Americans in the South. To accomplish this goal, he developed a plan to build standardized schools that would provide a vocational education based in agriculture and home economics. Washington realized that African American communities would not be able to afford these schools singularly and sought assistance from the Tuskegee Institute's white benefactors. In 1912, Washington pitched the idea to Julius Rosenwald, the president of Sears, Roebuck, and Co. Rosenwald, like Washington, was in favor of programs that focused on self-help and industrial trade skills. The result of the collaboration between Washington and Rosenwald was a fund that required local African American communities to raise money to match the philanthropic grants to build schools. The requirement of matching funds resulted in African American communities being the impetus behind the Rosenwald Fund and its success.¹⁷⁵

¹⁷³ "Tennessee Department of Education Commissioner's Records," 1925.

¹⁷⁴ Ibid.

¹⁷⁵ Hoffschwelle, *Preserving Rosenwald Schools*.

Tuskegee architect Robert R. Taylor designed the first Rosenwald school plans, published in 1915 in *The Negro School and Its Relationship to the Community*.¹⁷⁶ The publication spotlighted plans for a one-teacher school, a central school, and a county training school. *The Negro School* publication not only provided designs for the three different school types, but it also meticulously set out specifications for everything associated with the school buildings, student needs, teacher needs, and community involvement.¹⁷⁷



Image 26 -Robert R. Taylor, Tuskegee Architect and Director of the Mechanical Industries Program.

¹⁷⁶ Ibid, 3.

¹⁷⁷ *The Negro Rural and Its Relation to the Community* (Tuskegee, Alabama: Tuskegee Normal and Industrial Institute, 1915).

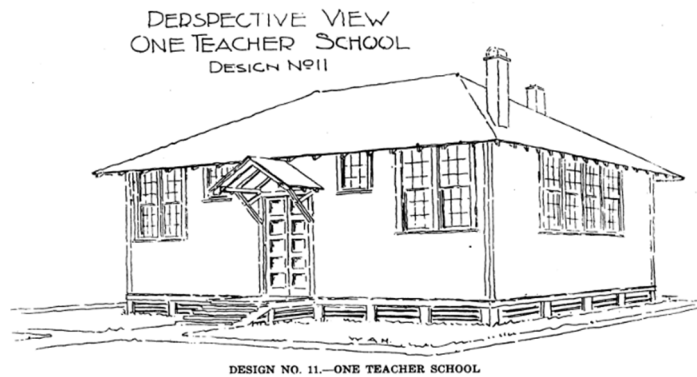


Image 27 – The front elevation of the One Teacher School, *The Negro Rural School and its Relation to the Community*.

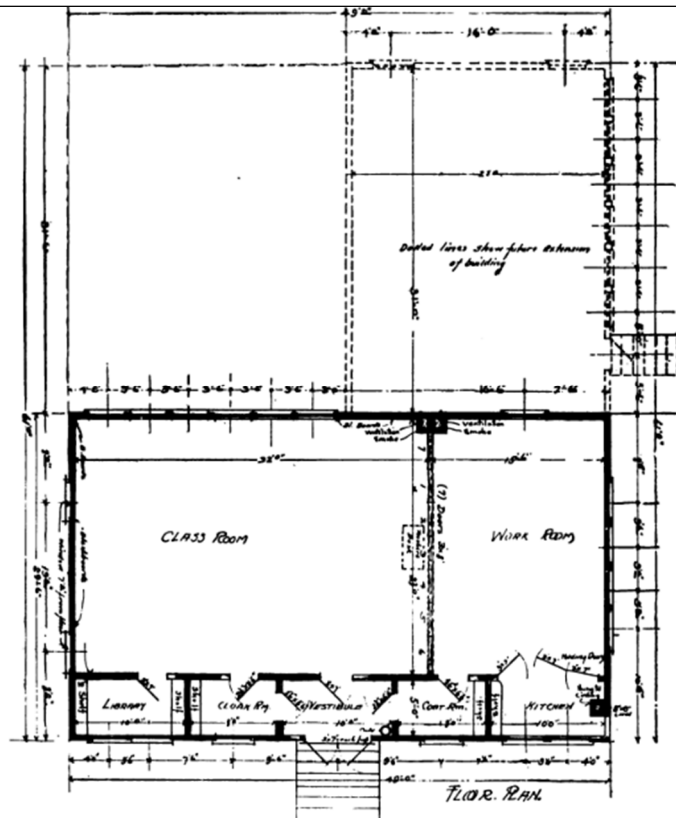


Image 28 – Floor plan of the One Teacher School, *The Negro Rural School and its Relation to the Community*.

In 1919 Fletcher Dresslar directed the first in-depth study of Rosenwald Schools.

Dresslar conducted a survey of the Rosenwald Schools and the effectiveness of the Tuskegee

Institute's designs and its management of the Rosenwald Fund. He found the schools under the direction of the Tuskegee Institute lacking in standards. Although *The Negro Rural School and Its Relation to the Community* provided specifications for plan, it was not a requirement to build by these specifications.

Due to his survey findings, the Rosenwald Fund moved operations to Nashville, Tennessee, under the direction of Samuel L. Smith. Dresslar and Smith worked together to establish new criteria and standardized plans for Rosenwald School buildings. The new plans were designed using Dresslar's standards for ventilation, sanitation, lighting, and appearance. These new standards were implemented in the construction of more than four thousand schools in the ten years between 1920 and 1930.¹⁷⁸



Image 29 – Fletcher Bascomb Dresslar from online obituary at findagrave.com.

The new specification standards for the Rosenwald School plans were published in *Community School Plans* in 1920. The plans included upgrades to the original Tuskegee designs

¹⁷⁸ Nickeson, "Fletcher Dresslar".

and plans previously designed by Smith and Dresslar for the Tennessee Board of Education.¹⁷⁹ In October 1928 the National Council on Schoolhouse Construction met and proposed a thirteen-state coalition called the Interstate School Building Service tasked with constructing better schoolhouses. This coalition, which included executive committee members Fletcher Dresslar and S.L. Smith, compiled the best plans and specifications from each of the thirteen State Departments of Education into the *For Better Schoolhouses* publication in 1929.¹⁸⁰

While the school plans were “standardized,” the Rosenwald Fund allowed school boards to deviate, modify or commission their own plans. Historian Mary S. Hoffschwelle explains “it did not mean uniform buildings but rather a consistent, predictable combination of design elements that reinforced their shared education purpose and demonstrated school builders’ up-to-date knowledge of professional practice.”¹⁸¹

The Lee-Buckner Rosenwald School is an example of a modified one teacher design. It has elements of Plan 1-A of the *Community School Plans* (image 27) but is closest in design to the One Teacher School Building featured in the *For Better Schoolhouses*. The plan label 1N08 indicates that it was a one-teacher, north facing, Oklahoma plan (image 28). Like this plan, all Rosenwald school plans were directionally specific to receive sunlight from the east or west. Facing north, the school included a battery of tall windows on the west elevation with smaller

¹⁷⁹ *A Three Teacher Community School on a Three Acre Site* (Nashville, TN: George Peabody College, 1929).

¹⁸⁰ *For Better School Houses* (Interstate School Building Service , 1929).

¹⁸¹ Hoffchwelle, *The Rosenwald Schools*, 114; Ralph S. Wilcox, “Arkansas Listings in the National Register of Historic Places, Rosenwald Schools,” 78 (Spring 2019), 85-86. For an example of a modified Rosenwald school, see Heather M. Slane and Cheri Szodronski, “Mars Hill School, Madison County, NC,” National Register Nomination form, 2017, accessed at <https://files.nc.gov/ncdcr/nr/MD0253.pdf>. In Williamson County, Locust Ridge, built during the 1928-29 budget year, is based on plan 1-A. Westwood did not receive Rosenwald funding, but was built in 1928 with “same specifications as Locust Ridge” and “finished as near the requirements of the Rosenwald plans.” See “Westwood,” Williamson County School Invoices (unprocessed), Williamson County Archives. Thompson Station, a two-teacher Rosenwald built during the 1929-1930 budget year, appears to be Plan 20-A. For a photograph of Thompson Station School, see Warwick, editor, *Williamson County in Black & White*, 257. Cedar Hill may have been constructed around 1928. On school plan variation also see, Hoffschwelle, *Preserving Rosenwald Schools*, 7.

breezeway windows on the east elevation. There was a front entry facing north with a cloak room and vestibule. The door in the vestibule led to the classroom. Beyond the classroom was a removable partition that revealed the industrial room.¹⁸²

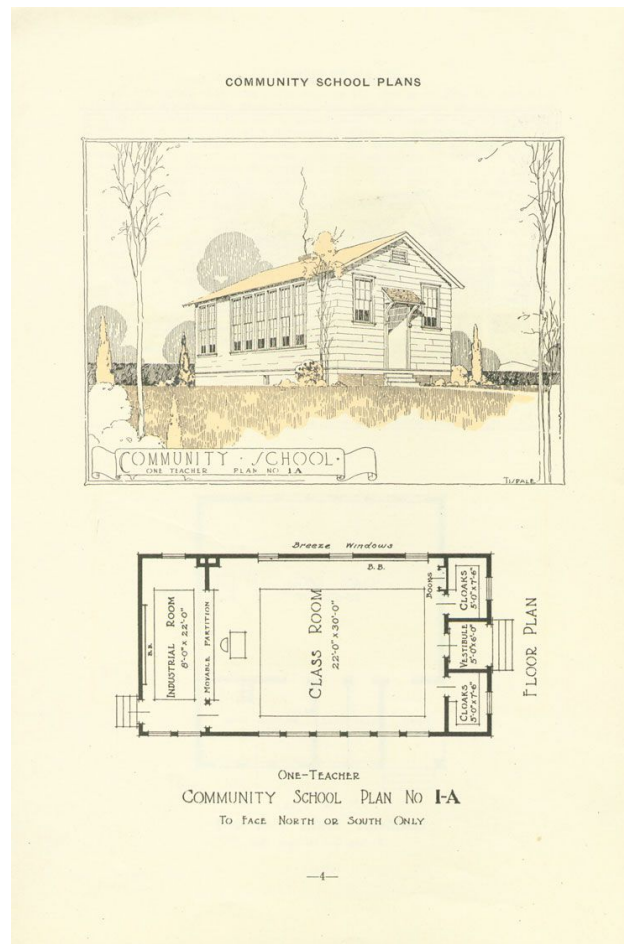
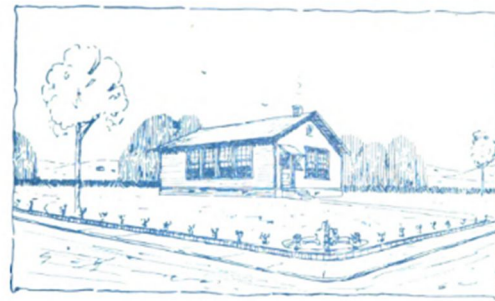


Image 30 - Community School Plan No. 1-A

¹⁸² S. L. Smith, "Community School Plan 1-A," *Community School Plans*, Bulletin No. 3 (Nashville: The Julius Rosenwald Fund, TN, 1924), 4 accessed at <http://digital.ncdcr.gov/cdm/ref/collection/p16062coll13/id/4554>.



ONE TEACHER SCHOOL BUILDING

1 N O 8

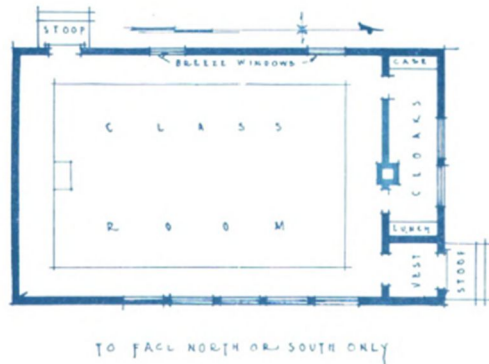


Image 31 - One Teacher School Building plan in *For Better Schoolhouses*.

In November of 1925 the Tennessee Department of Education Commissioner's records states that Williamson County "is the only county in Middle Tennessee with a considerable negro population that has not erected a Rosenwald school. Material cash, and labor are available to erect a Rosenwald school this year, but the superintendent is rather indifferent toward the movement, and it is with some difficulty that the building is being built."¹⁸³ In contrast, neighboring Maury County had built seven Rosenwald schools by 1925. The first Rosenwald school in Maury County was the Godwin School erected in 1917. ¹⁸⁴ By January 1926 the

¹⁸³ "Tennessee Department of Education Commissioner's Records," November 1925.

¹⁸⁴ *Ibid.*

Tennessee Department of Education Commissioner visited the “Lee Buckner community” with the county supervisor and Agricultural Agent G.W. Senter. He reported that they “met with the colored people in the old log schoolhouse and helped them arrange to get the lumber and the rock for the foundation and selected the site where the one-teacher school is being built.”¹⁸⁵

In March of 1927 the Tennessee Department of Education Commissioner reported he had “a long conference with the county supervisor and the Agricultural Agent advising ways and means to the Rosenwald school in Lee-Buckner community built.”¹⁸⁶ This indicates that over a year after meeting with the community the construction of the school building had not been completed. Two months later in May 1927 the Commissioner reported a meeting with the contractor building the Lee-Buckner Rosenwald school where “the contractor promised me to rush the building this school as to have it completed in time for inspection.”¹⁸⁷ The Lee-Buckner school was completed in June 1927 eighteen months after the African American community initiated the process.

The importance of the Rural Hill/ Lee-Buckner School to the community from 1870 into the early 20th century resulted in a local movement to secure Rosenwald funding for a new school with strong community support.¹⁸⁸ Duplex’s African American community raised \$750 to support the school’s construction. This contribution, what some scholars consider a “double tax,”¹⁸⁹ nearly doubled the Rosenwald Fund’s \$400 contribution, and exceeded the public’s contribution of \$520.¹⁹⁰ In 1925, Frances and Monroe Lee sold approximately 2 acres, the

¹⁸⁵ “Tennessee Department of Education Commissioner’s Records,” January 1926.

¹⁸⁶ “Tennessee Department of Education Commissioner’s Records,” March 1927.

¹⁸⁷ “Tennessee Department of Education Commissioner’s Records,” May 1927.

¹⁸⁸ School board minutes dated March 16, 1927.

¹⁸⁹ Anderson, *The Education of Blacks in the South, 1860-1935*, 156.

¹⁹⁰ *Fisk University Rosenwald Database*, <http://rosenwald.fisk.edu/>.

minimum for Rosenwald support, adjacent to the “church lot” to the Board of Education of Williamson County for \$150.¹⁹¹ The school was constructed in August 1927 by the Southall Brothers. The firm received \$304.91 to construct the new Lee-Buckner School.¹⁹²

SOUTHALL BROS,
Lumber and Building Material of All Kinds
Phone 336 Franklin, Tenn.

Image 32 – Advertisement for the Southall Brothers

Southall Brothers, working from plans provided by Williamson County School Board and approved by the Rosenwald Fund, modified the 1-A plan in several ways. There is some evidence that Lee-Buckner had a twin, Cedar Hill, built at the same time a few miles north. Williamson County Board of Education minutes assigned \$400 on March 8, 1927, for the “new” construction of Cedar Hill. While there are no extant photographs of Cedar Hill, a sketch of the layout was found in “Cedar Hill” folder.¹⁹³ Facing north, the battery of windows was not located facing west, but on the east elevation. The entry is shifted to the east side of the front elevation. From the entry, the vestibule is given to a single cloak room, while the industrial room fills the remainder of the building’s front. Beyond the cloak room is a door that opens into the classroom

¹⁹¹ Frances Lee, et al to Board of Education, Williamson County Deed Book 53, p 414, Williamson County Archives.

¹⁹² *School Account Book, 1927-1928*, Williamson County Archives.

¹⁹³ *Register of Teachers 1928-1931*, Williamson County School Invoices (unprocessed), Williamson County Archive.

that fills the remaining space. Williamson County School records are silent on how and why Lee-Buckner was constructed with the modifications it has. It is possible there were blueprints for the project as there are several other Rosenwald schools that are like Lee-Buckner. For example, Lovelaceville School, Ballard County, Kentucky; Perryville School, Decatur County, Tennessee; and St. Mary's, Coahoma County, Mississippi.¹⁹⁴

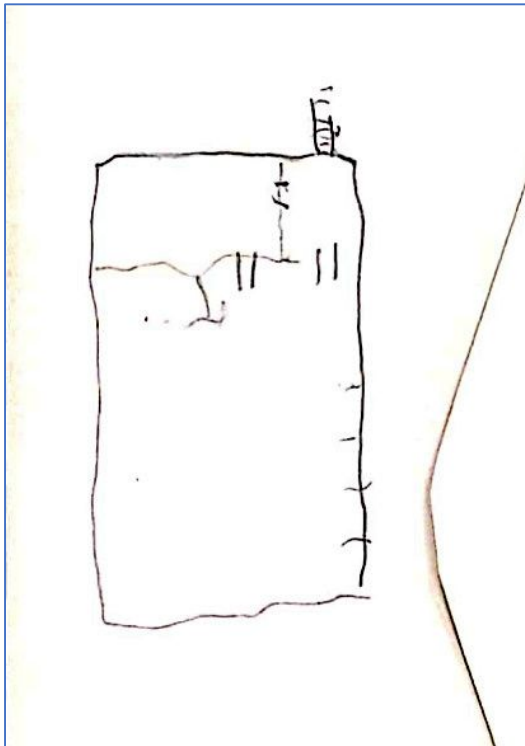


Image 33 - This 1928 sketch of Cedar Hill School, built in 1927 north of Lee-Buckner, appears to have the same layout as Lee-Buckner: however, with the battery of windows on the opposite side. Williamson County Archives.

The Lee-Buckner Rosenwald School is located on Duplex Road in the Duplex Community of Williamson County Tennessee (images 31 & 32). Situated between Interstate 65

¹⁹⁴ Fisk University Rosenwald Database, <http://rosenwald.fisk.edu/>.

and Lewisburg Pike, the school is near the historic Maplewood Farm, which is still a working farm at present day. There are several smaller farms also located in the vicinity of the school. The school sits on an incline approximately seventy feet from Duplex Road. The land is mainly open with rocky soil, overgrown brush, and tall grass. Wooded areas, known as the “cedars” by former students, surround the school building on the east, west, and south sides.

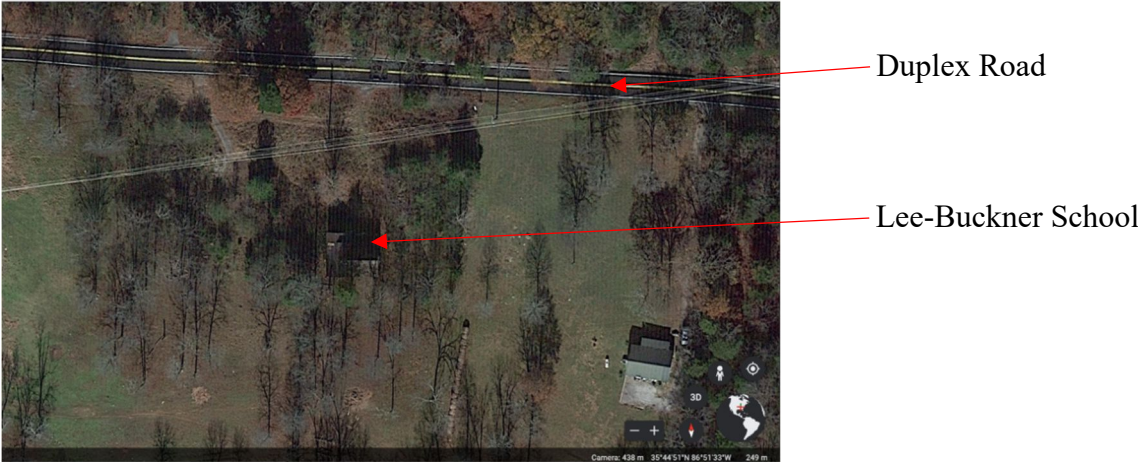


Image 34 - Google Earth View of Lee-Buckner School

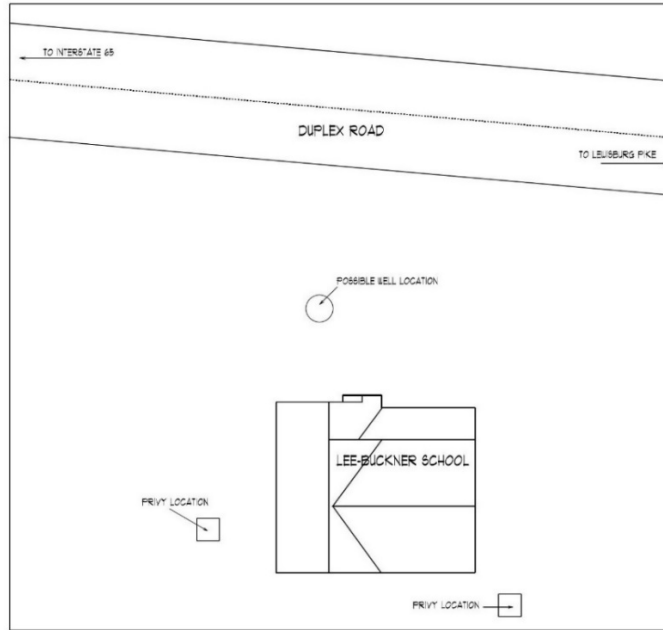


Image 35 – Site drawing of Lee-Buckner School – drawing by Amanda Floyd

In 1867, Anderson Lee, Samuel Crow, and William Stevenson purchased one half acre from Guilford Dudley to be used “for the colored people of this vicinity to be used for church and school purposes.”¹⁹⁵ By 1868, construction of the Rural Hill Church and School was under way. The first teacher, William P. Lloyd, reported on the construction noting that the “schoolhouse has no floor or windows” but was “a good house so far as the colored people have been able to complete it.”¹⁹⁶ The completed building was a log construction with one door, two windows, and a front porch roof.

Fieldwork and research have to this point concluded that the Lee-Buckner Rosenwald School construction did not follow any of the standardized plans that were published by the Rosenwald Fund, nor do they match any of the early plans designed by Tuskegee architect

¹⁹⁵ Williamson County, TN, Deed Book 4:53.

¹⁹⁶ “Teacher’s Monthly School Report for the Month of April 1868,” Freedman’s Bureau.

Robert R. Taylor. The records available in the Fisk University Rosenwald Database show that there were at least ten schools including Lee-Buckner with the same exterior appearance and presumably the same interior layout. These ten schools were built between 1924 and 1930 in Tennessee, Florida, and Kentucky (see images 33 & 34). Of these ten schools, Lee-Buckner is the only one still extant.



Image 36 - Lee-Buckner School ca. 1927¹⁹⁷



Bell Town School- Cheatham, Tenn.



Campville School- Alachua, Florida



Clay City School-Powell, KY.



Hart School- Carroll, Tenn.



Jeannette School – Decatur, Tenn.



Knob Creek School- Lauderdale, Tenn.



Pinckard School- Woodford KY.



Lovelaceville School- Ballard, KY.



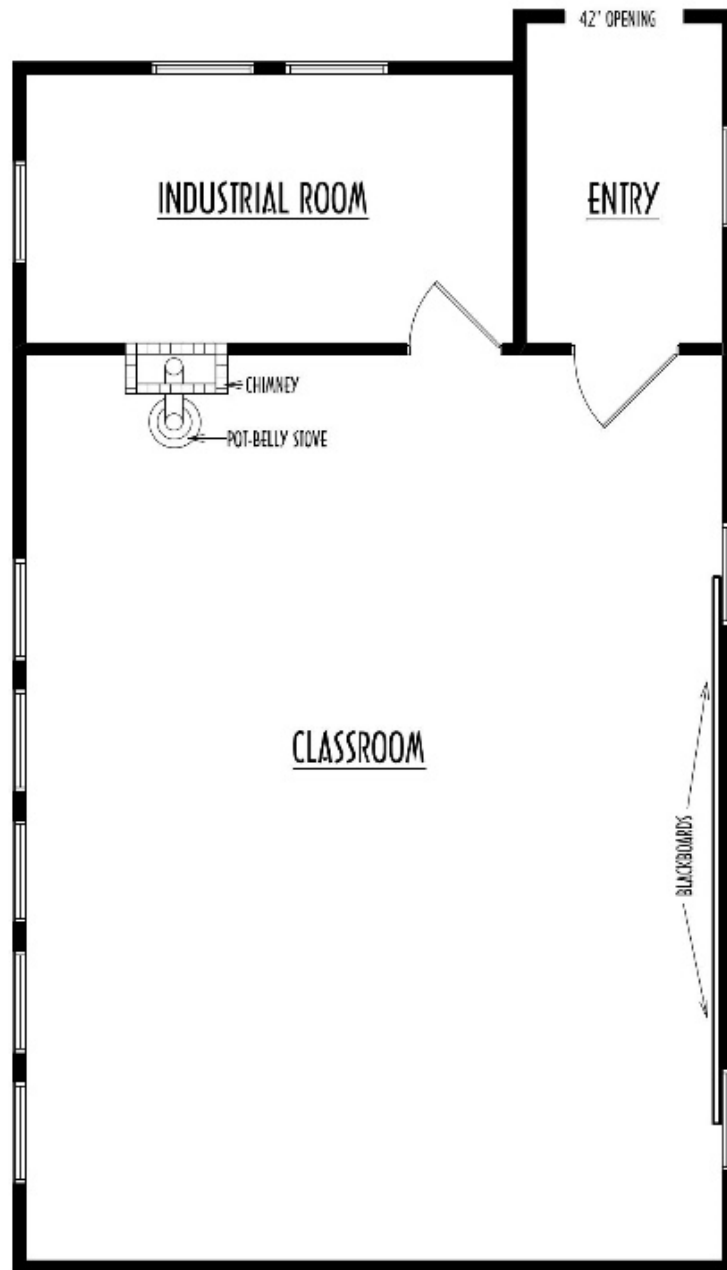
Perrville School- Decatur. Tenn.

Image 37 - Rosenwald Schools with similar architecture.¹⁹⁸

¹⁹⁷ "Lee-Buckner School" Photograph, Nashville, 2001, Rosenwald School Database, rosenwald@fisk.edu.

¹⁹⁸ School photographs, Nashville, 2001, Rosenwald School Database, rosenwald@fisk.edu.

Field measurements of Lee-Buckner were taken in 2020 and a working floor plan was created for the existing structure (image 38). According to records and information from former students, there were two phases of construction for the Lee-Buckner School. The first phase was built with funds from the Rosenwald Foundation in 1927 and additional funds from the Duplex community. The 1927 school layout was able to be drawn from the field notes, measurements, photographs, and the existing structure. As mentioned previously this layout is not representative of the standard Rosenwald Community School plans. The second phase of construction took place circa 1948 when it was determined that more space was needed for the growing number of students. The second phase layout, built circa 1948, was also drawn from field notes, measurements, photographs, and the existing building (image 38).



1927 FLOOR PLAN

Image 39 - Floor plan of 1927 Lee-Buckner School. Drawn by Amanda Floyd

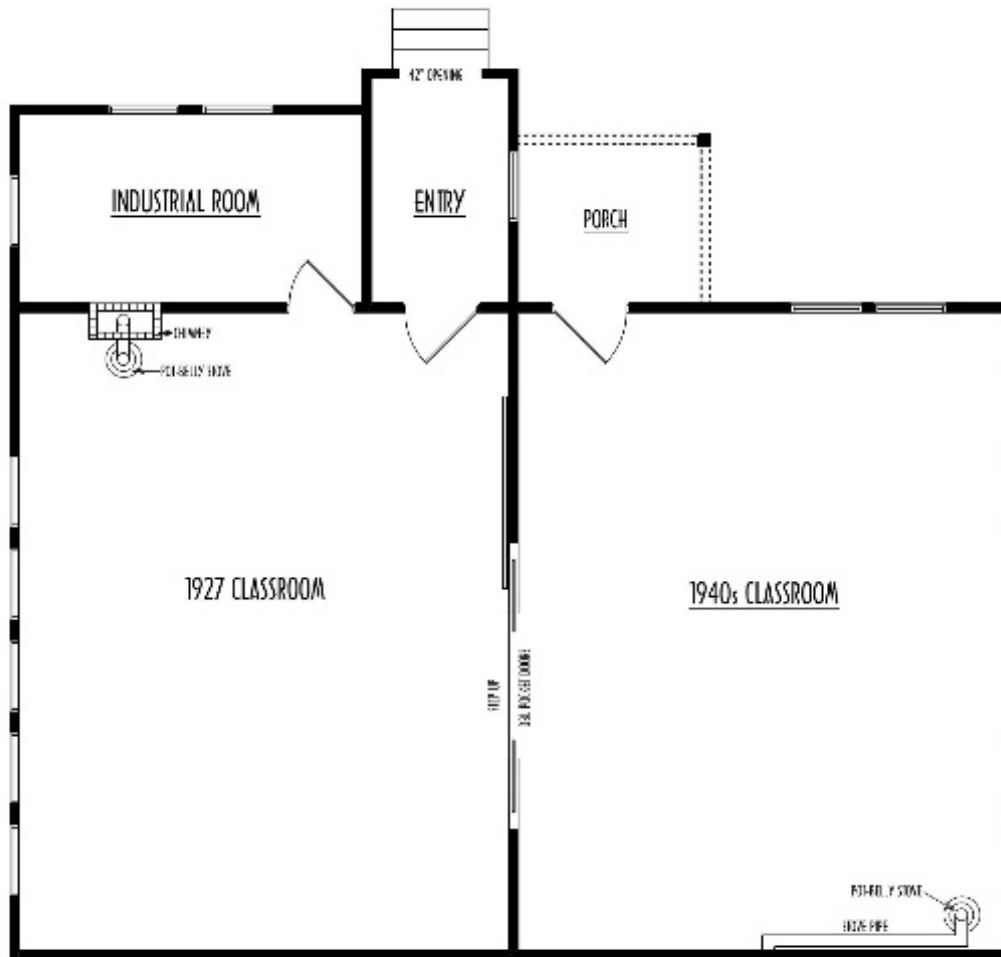


Image 40 - Floor layout of Lee-Buckner circa 1948. Drawn by Amanda Floyd.

The 1927 building was rectangular with a gabled main roof. The north elevation (front façade) of the building had two additional gables, one stepped down from the main gable and the other a small gable over the entrance. The roof had wood shake shingles and one brick chimney in the main gable. The foundation was a raised crawl space on stone piers. The front façade had a cased opening entrance leading to the entry door on the left with two wood double hung windows with six over six muntin and a louvered roof vent in the gable end. The siding was wood lap siding painted white. The east elevation had one small window with a six lite muntin

that serviced the entrance and two small operable clear transoms that serviced the main building providing ventilation. The siding was wood lap siding painted white. The south elevation had no windows. There are questions as to whether there was a door in the south elevation based on recollections from former students, but no physical evidence at this time indicated that a door was there. There was a louvered roof vent in the gable end and the siding was wood lap siding painted white. The west elevation has one double hung window with nine over nine muntin towards the north end of the building and a battery of five double hung windows with nine over nine muntin towards the South end of the building. The siding was wood lap siding painted white.



Image 41 - Photograph of Lee Buckner School ca. 1927¹⁹⁹

¹⁹⁹ "Lee-Buckner School" Photograph, Nashville, 2001, Rosenwald School Database, rosenwald@fisk.edu.



Image 42 - Lee-Buckner School circa 1950s, courtesy of the Rick Warwick Collection.

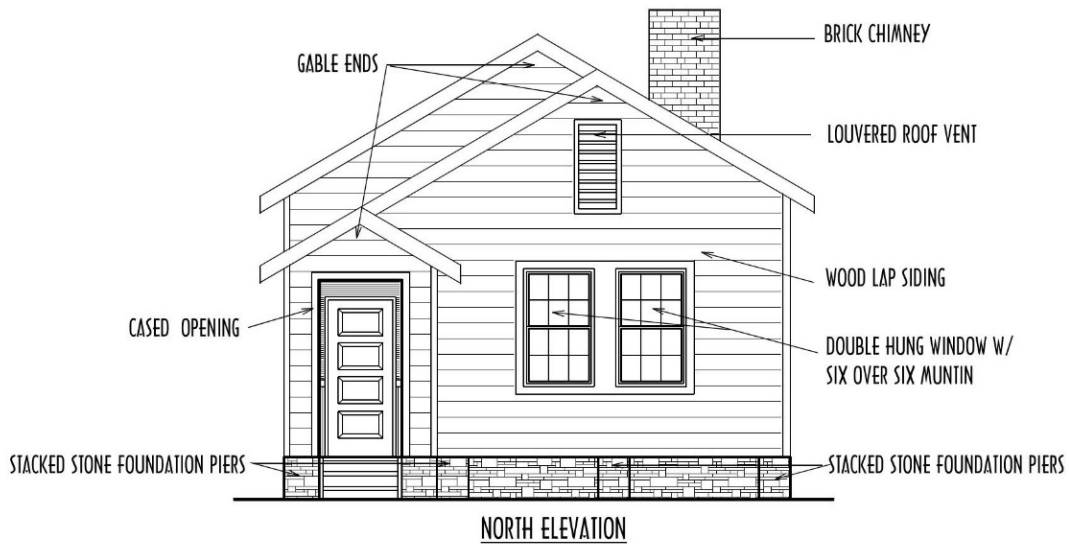


Image 43 – Drawing of the North Elevation of Lee-Buckner School. Drawing by Amanda Floyd Hamilton.

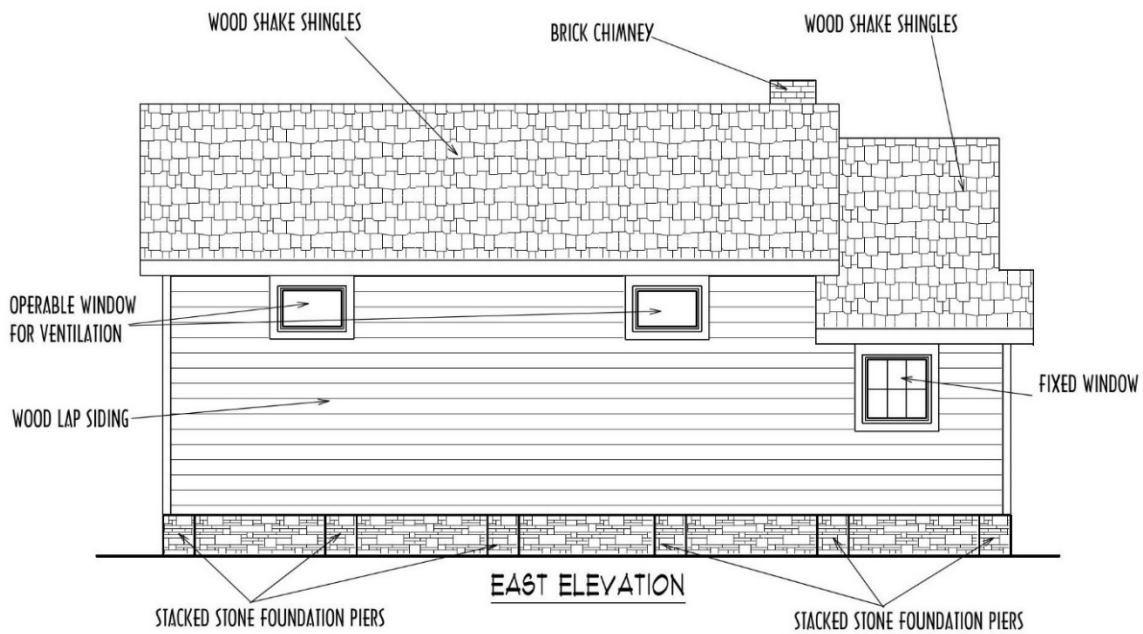


Image 44 – Drawing of the East elevation of Lee-Buckner School. Drawn by Amanda Floyd.

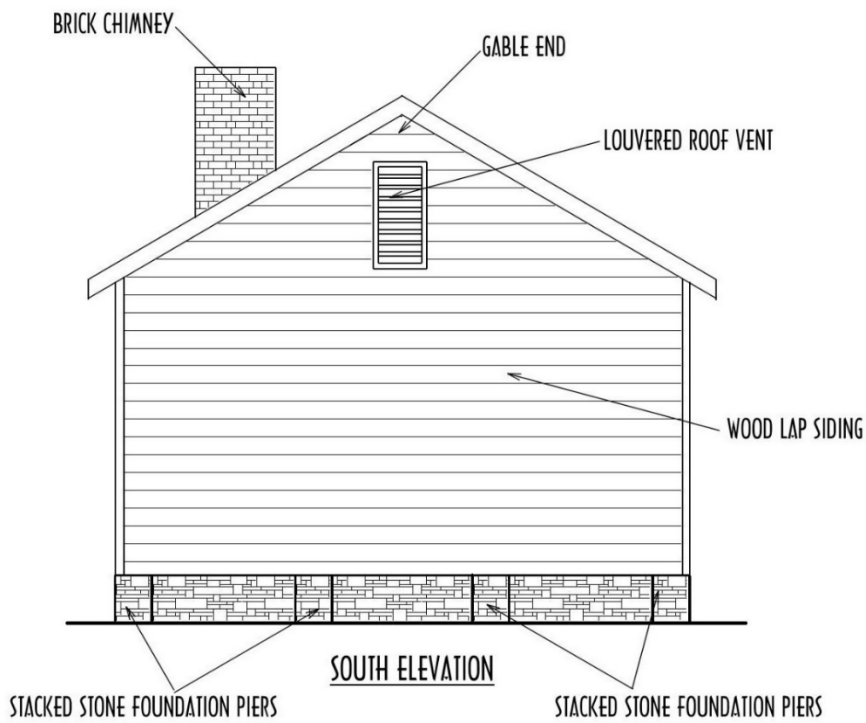


Image 45 – Drawing of the South elevation of Lee-Buckner School. Drawn by Amanda Floyd.

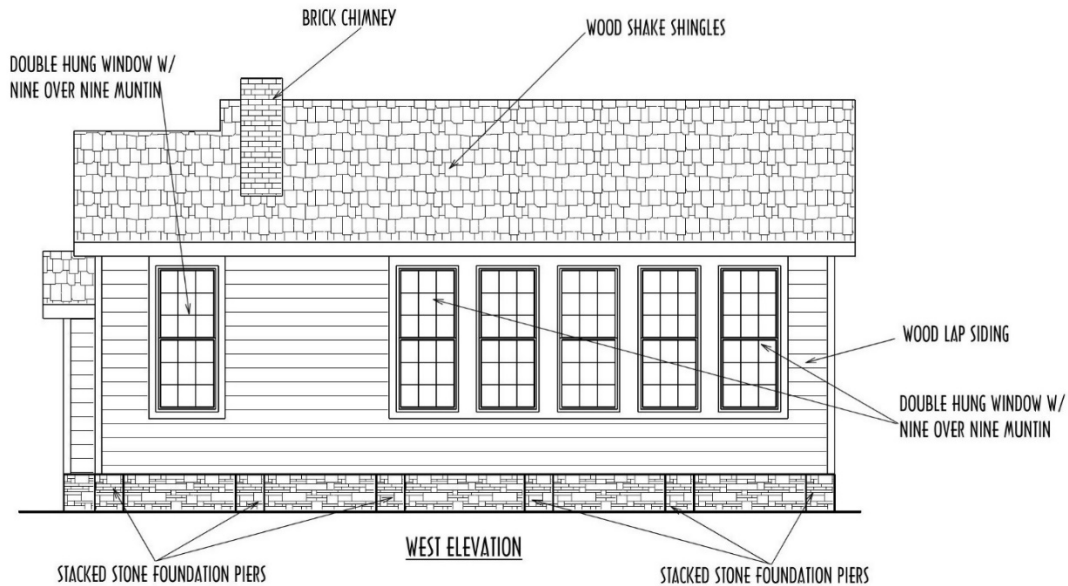


Image 46 – Drawing of the West elevation of Lee-Buckner School. Drawn by Amanda Floyd.

In the 1940s, an addition was built on the east side of the Lee-Buckner School. The addition was about 21 feet wide by 27 feet in length with an 8-foot-wide by 7-foot-deep porch, and a gable end facing East covered with metal roofing. The north façade retained the 1927 section as previously described along with the 1940s addition of a door and two double hung windows with nine over nine muntin. The porch had a low sloping shed roof covered with metal roofing and provided cover for the door. The siding was wood lap siding painted white. The east elevation includes the addition. The roof was a gable end with a louvered roof vent. There were four double hung windows with nine over nine muntin. The siding was wood lap siding painted white. The south elevation retained the 1927 gable end as previously described. The addition to the south elevation had no windows or doors. The siding was wood lap siding painted white. The west elevation did not change from the 1927 description except for the roof being covered in metal roofing.

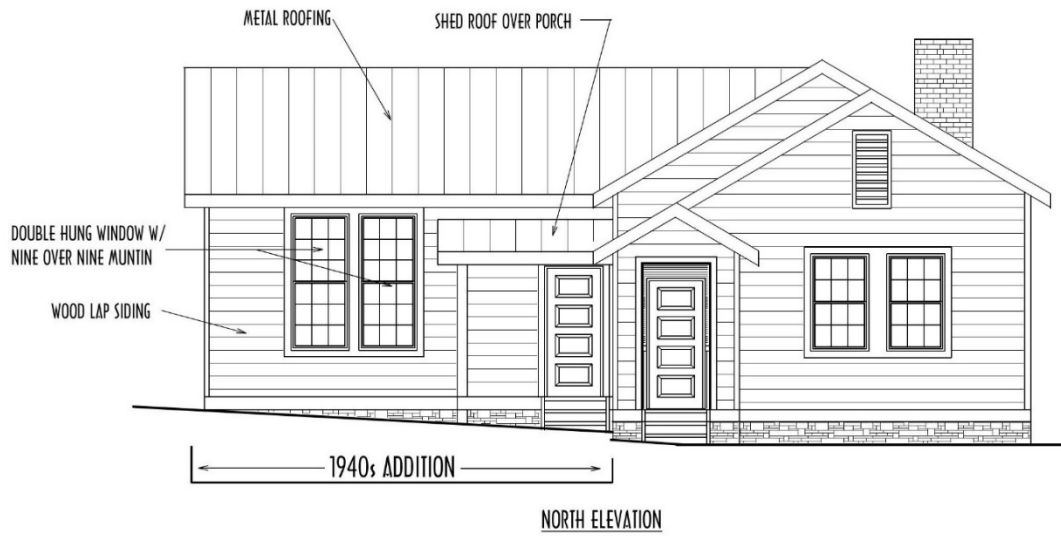


Image 47 – Drawing of the North elevation of Lee-Buckner School with 1940s addition. Drawing by Amanda Floyd.

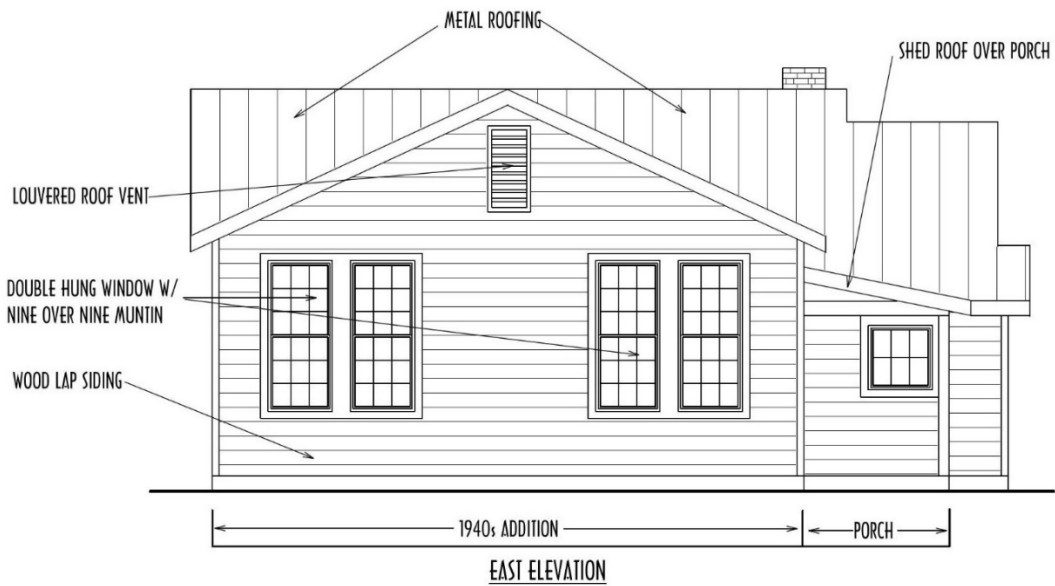


Image 48 – Drawing of the East elevation of Lee-Buckner School with 1940s addition. Drawing by Amanda Floyd.

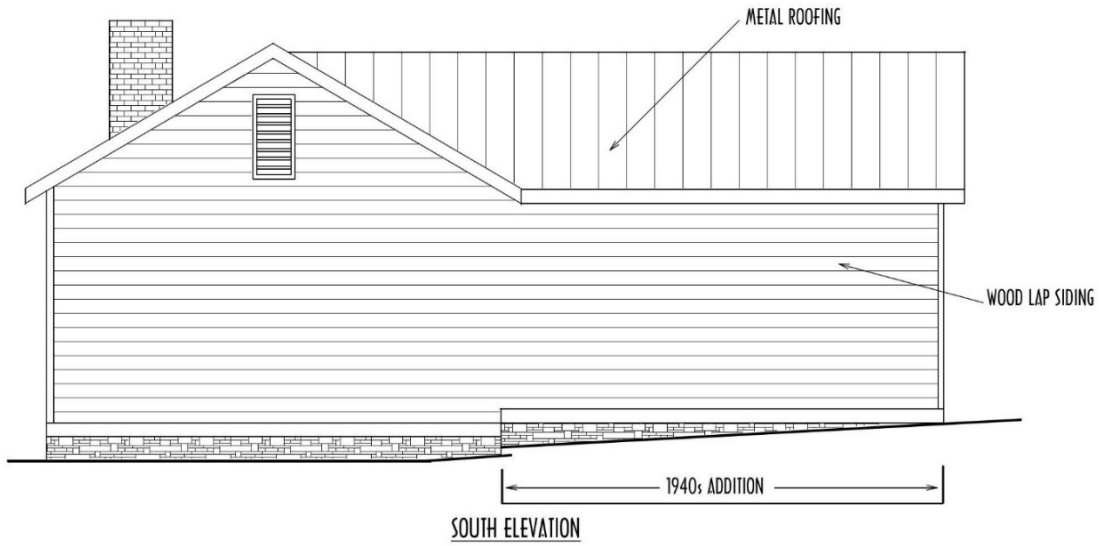


Image 49 – Drawing of the South elevation of Lee-Buckner School with 1940s addition. Drawing by Amanda Floyd.

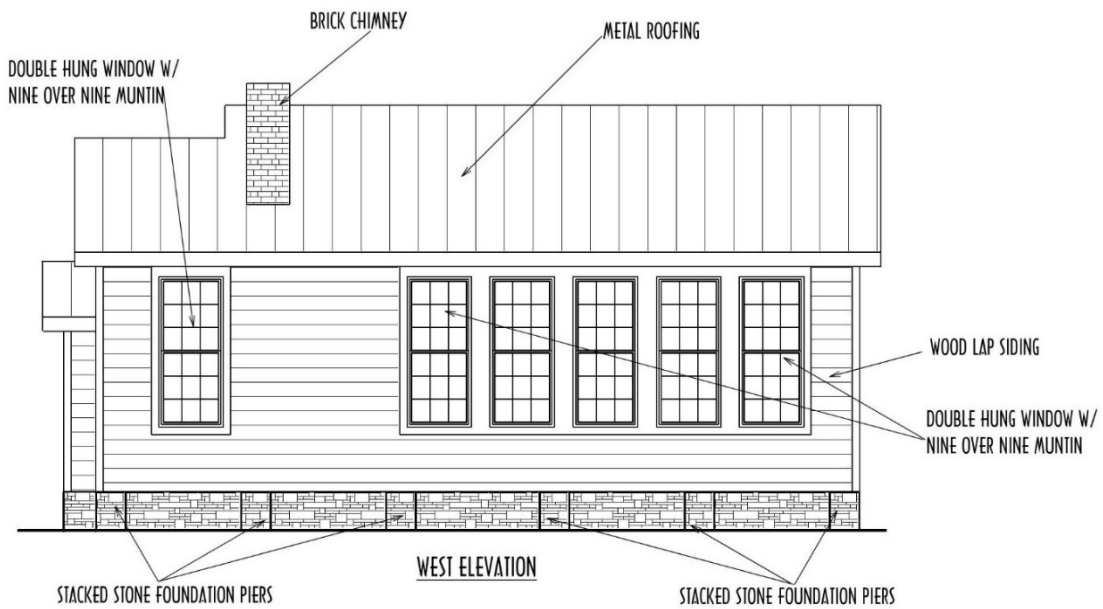


Image 50 – Drawing of the West elevation of Lee-Buckner School with 1940s. Drawing by Amanda Floyd.

The Lee-Buckner School had two known privies constructed from the Rosenwald privy plan. One privy was located South of the building, and one was located West of the it. It was constructed from wood with a concrete pad for a foundation.

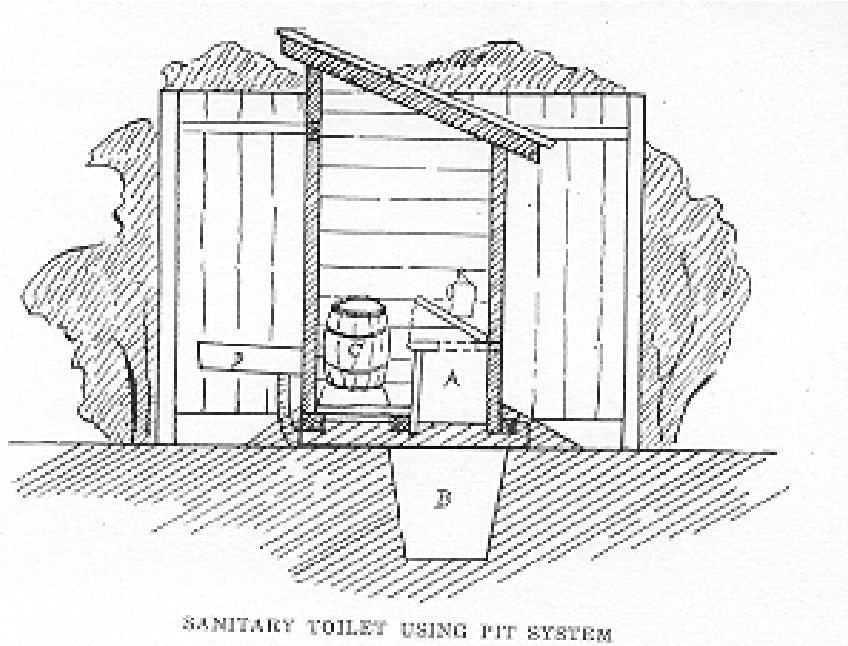


Image 51 – Rosenwald Community School Plan drawing for a standard privy.²⁰⁰

²⁰⁰ *Community School Plans* (Nashville: The Julius Rosenwald Fund, 1924).



Image 52 – One of the Lee-Buckner School privies, 2020.

The Lee-Buckner School was closed in 1965 and became a private residence. The building remained intact except for the porch. The porch was extended the length of the 1940s addition. The present-day building structure reflects the changes made to the porch. The wood lap siding was replaced with metal siding and the roof was covered in metal roofing.

The structure of the Lee-Buckner School was in disrepair; however, the 1927 building and 1940s addition are still intact. The windows have been damaged or removed but the framing and headers still exist. The chimney is no longer standing. The front cased opening has been fitted with a 15 lite door that is hung upside down. The structure was boarded up and secured until early 2024.

The Lee-Buckner School was slated to be moved to its new home at Franklin Grove Estate & Gardens in December of 2023 but was delayed until February 2024. The move involved

separating the school building according to the phases of construction, into two sections. The 1927 Rosenwald section was kept intact while the 1940s addition was disassembled. The field investigation, measurements and drawings were essential to the project in many ways. They were instrumental in determining the specifications of the school building. Materials used on the school building were uncovered, which will be important to its restoration and maintaining its historical fabric. The non-standard architecture was discovered making the Lee-Buckner the only known extant school building to carry those features. Moving the school building and the method used to move it relied heavily on the information gathered in the fieldwork and resulted in a successful relocation. The next phase for the Lee-Buckner School will be its restoration. The information and drawings gathered during the field work will be crucial to restoring the school building with historical and architectural accuracy.



Image 53 – North elevation of Lee-Buckner School building, 2020.



Image 54 – East elevation of Lee-Buckner School building, 2020



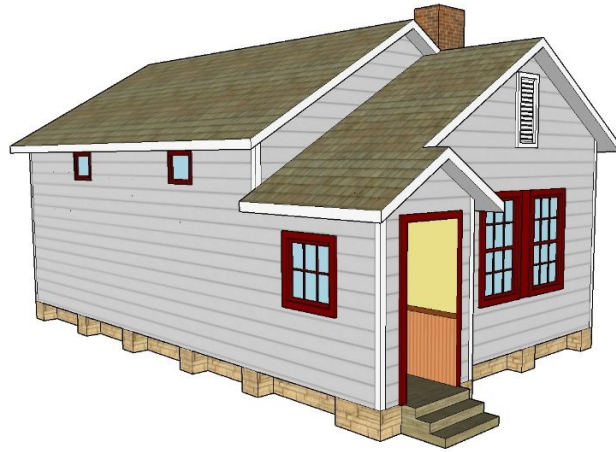
Image 55 – West elevation of Lee-Buckner School building, 2020.



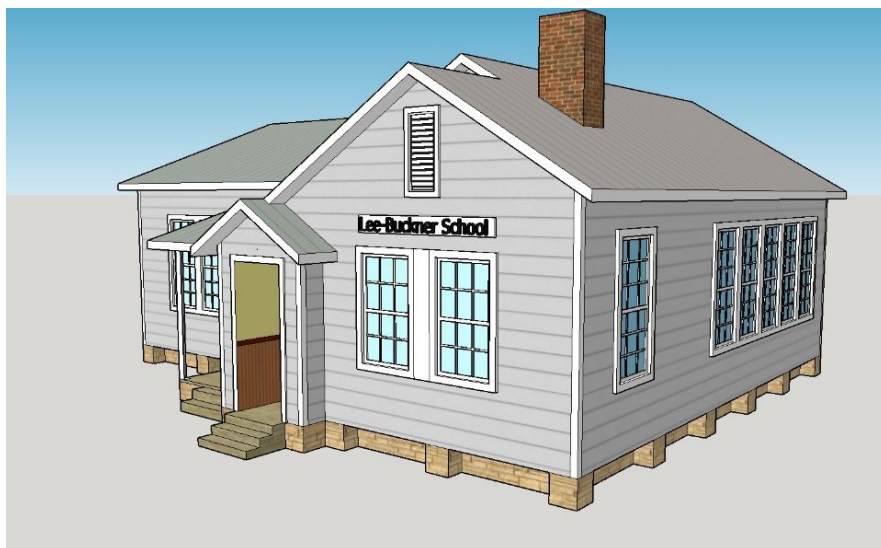
Image 56 – 2023 South elevation of Lee-Buckner School building, 2020.



Image 57 - Rendering of Privy found at Lee-Buckner School drawn by Amanda Floyd.



Images 58 & 59 - 1927 rendering of Lee-Buckner Rosenwald School by Amanda Floyd.



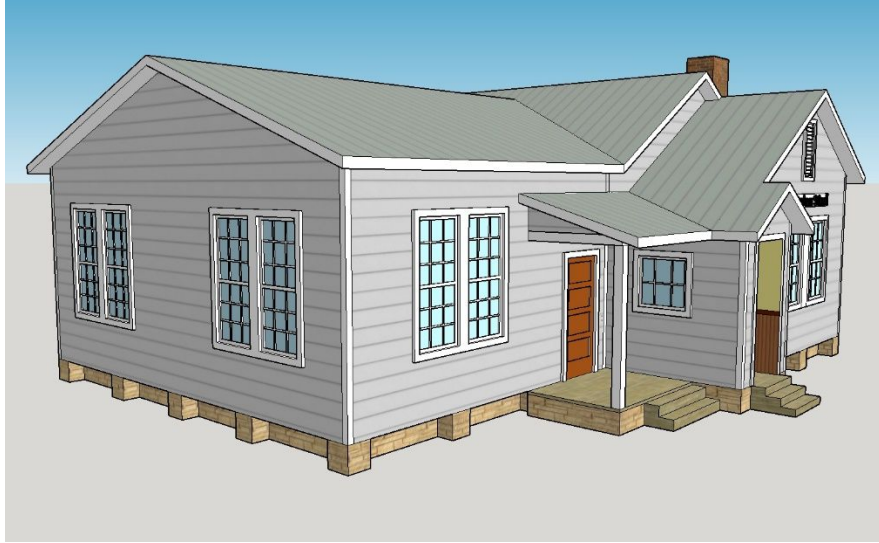


Image 60 & 61 - 1948 rendering of Lee-Buckner School by Amanda Floyd.



Image 62 – Rendering of Lee-Buckner School showing the location of the privies, drawn by Amanda Floyd

CHAPTER FOUR

The Students

One of the most compelling aspects of the Lee-Buckner School project is the inclusion of the surviving students. Many of these students allowed their oral histories to be recorded by the Heritage Foundation in 2019. In interviews conducted by Sheree Scarborough, they recall fond memories of their time as students at Lee-Buckner School. Georgia Harris has been one of the most involved and outspoken of the alumni. Her advocacy for protecting the school has been crucial. Alumnus Roy Brown has been involved and included in many of the events that have highlighted the school. He has spoken of the importance of the school to the community and the desire of all the alumni to have the school restored and preserved.



Image 63 – Georgia Harris observing the Lee-Buckner School being moved to Franklin Grove Estates& Gardens. Photo by Kris Rae Photography.

Georgia Harris began school at Lee-Buckner in 1946 when her classes were still being held in the old Rural Hill M.E. Church building. She recalled how the students would heat the school on cold mornings. “Well, we'd get there early in the morning and in the winter, you had to make a fire before they could start classes. And the larger boys would already have the wood in there so the next morning they could make the fire. And we'd all sit, huddled around this big pot-bellied stove with our coats on until it got warm enough you can move, because the schools wasn't insulated or anything, it was just cold. So then after it got kind of warm, we can get in our desks. Most of us kept our coats on for quite a while after that, and it was really rough in the wintertime.”²⁰¹

INDIVIDUAL PUPIL SHEET

Name Baugh, Georgia Mae Sex F 1946 1947 School Lee Buckner
(Surname) (Given Name)

Age: *Yrs. 7 Mos. _____ Date of birth 1939 Place of Birth Williamson Co. _____ State Tenn
*(As of Sept. 1)

Grade 1A Section A Years in grade 1 Length of Term _____ days
(including this year)

Parent's Name Willie D Baugh This Sch. School Other Sch. Scht.
(date left)

Address of Pupil R2 Spring Hill Outside County Outside Scht. Outside State
(cause)

Occupation of parent House Keeping

Distance from school in miles 1/2

Transported: Yes _____ No _____ Bus Driver _____

Mo.	First Week				Second Week				Third Week				Fourth Week				Days Belonging	Days Present	Days Absent	Times Tardy	Total No. Days Transported	Date Mo. Ending
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M						
1																19	19	0	0			
2																19	19	0	0			
3																20	20	0	0			
4																18	18	0	0			
5	X															19	19	0	0			
6																20	20	20	1			
7																20	20	0	2			
8										X				X		19	17	2	1			
9																20	20	0	0			
10																						
Tot.																174	172	20	4			

Image 64 – 1946 Tennessee School Register for Lee-Buckner School. Williamson County Archives. The register shows Georgia Mae Baugh (Harris) listed as a first-grade student for the 1946/1947 school year at Lee-Buckner.

Mrs. Harris was asked about how school starts to which she responded,

We always had to say prayers, mostly a Bible verse. They taught us Bible verses. And a lot of time the teachers would make charts with Bible verses on them like the Beatitudes, Matthew 5 and Psalms 23 and the Ten Commandments. They'd have charts of those they'd made so you could read them, and then we said "Pledge of Allegiance" to the flag, and we'd sing a song. Miss Fuller loved classical music. I don't know if I told you. I couldn't think of that last time. But she loved classical music and she'd bring her record player a lot of times and she would play it for us, and sometimes she'd have us marching to different songs, "Onward Christian Soldiers," or something like that. See, first they had a church that was up there for the school for Miss Fuller, but then later on they built onto that school that you see now, that other little room onto.²⁰²

Here she indicates that she was in the old church building. She later explains in her interview that she moved away from Duplex for a while during the late 1940s and when she returned the Lee Buckner School had an addition added and that is where she was attending. Georgia Harris still resides near the Duplex community and continues to be involved with the Lee-Buckner School project.



²⁰² Ibid.

Image 65 – The Lee-Buckner School circa 1952 with school room addition and the old Rural Hill ME Church and School in the background. Photo from the Rick Warwick Collection.



Image 66 – Roy Brown and Hildred Buford taken inside the Lee-Buckner School before it was moved. Photo taken by Daniel C. White Photography.

Roy Brown was born and raised in the Duplex community. He still lives there today. In his interview with Scarborough, he describes how life was growing up in Duplex. “Well, my growing up there, it was very joyful. All my cousins there, and we were friends in the beginning until we started learning more about relatives, that this is my grandmother’s aunt and that’s my cousin, because they’re all related. And we just played most of the time. We did our chores as we were instructed to do. We heated the house off of wood, and we always cut the wood. And

we carried the water in pails to the house. We didn't have any running water back at that time. But that's pretty much—it just fun, playing, and enjoying life at a young age.”²⁰³

Mr. Brown has fond memories of the Lee-Buckner School and the things he learned while a student there. “We had arithmetic, spelling, and—they always said reading, writing, and arithmetic, and they did that with the three R's rather than W's, if you've ever heard it used that way, the three R's: reading, writing, and arithmetic. And so we had those. Social studies, which basically, fed into history, because I remember seventh and eighth grade, we had to recite the entire “Gettysburg Address” before you could move on to the ninth grade. So every student that was in there with us, we recited the entire “Gettysburg Address.” No notes, no open books. You stood forward at the center of the room and you recited the “Gettysburg Address.”²⁰⁴

Roy Brown attended Lee-Buckner School from 1956 until 1963. He then moved to Natchez High School, which was segregated, where he graduated in 1967. After graduation he joined the Williamson County Sheriff's Department, where he worked until 1984. He transferred to the City of Franklin Police Department retiring from active duty in 2015. Mr. Brown remains active in the community and is involved in several nonprofit organizations, continuing his work in public service.²⁰⁵

²⁰³ Sheree Scarborough, Roy Brown, other (The Heritage Foundation, 2019).

²⁰⁴ Ibid.

²⁰⁵ Ibid.

Record of Attendance (List Boys alphabetically by grades on this page.)				27		28		29	30	31	32	33	34				
See Instructions Page 2 and 4 Re- Transported Pupils	1 Name of Pupils	2 Grade	3 Age Yr. Mo	DATE OF BIRTH					PLACE OF BIRTH		SUMMARY FOR YEAR						
				MONTH	DAY	YEAR	EVIDENCE*	COUNTY	STATE	Days Belonging	Days Present	Days Absent	Days Absent From School For Other Reasons	Days Unexcused Absence	Times Tardy		
	1 Adkinson, Milton	1		6	27	50	WS	William's	Tenn	175	95	80	0	0	0		
	2 Adkinson, Rick	1		0	17	50	WS	"	"	175	97	78	97	0	0		
	3 Bough, William	1		2	8	50	WS	"	"	175	93	43	132	0	0		
	4 Haddox, Bern	1		7	25	50	WS	"	"	175	168	7	168	0	0		
	5 Haddox, Bern	1		9	28	50	WS	Maury	Tenn	175	164	11	164	0	0		
	6 Haddox, Bern	1		8	5	50	WS	"	"	175	169	6	169	0	0		
	7 Oden, Fred	1		7	2	54	WS	"	"	175	173	2	173	0	0		
	8 Davis, Leroy	1		11	6	47	WS	William's	Tenn	175	154	21	154	0	0		
	9 Adkison, William	2		9	2	31	49	BC	"	"	175	174	1	0	0		
	10 Bough, Ernest	2		10	4	5	40	BC	"	"	175	167	8	167	0	0	
	11 Brown, Roy W.	2		11	5	2	42	WS	"	"	175	165	10	165	0	0	
	12 Buford, Hildred	2		12	9	21	47	BC	"	"	175	154	21	0	0		
	13 Buford, Charles	2		13	11	9	49	BC	WV	"	175	163	12	163	0	0	
	14 Haddox, Willy C	2		14	7	24	49	BC	"	"	175	174	1	174	0	0	
	15 Haddox, Alvin A	2		15	10	5	49	BC	"	"	175	171	4	171	0	0	
	16 M ^r Lemer, DANT	2		16					"	"	175	170	5	170	0	0	
	17 Haddox, Robt.	3		17	8	4	48	WS	"	"	175	170	5	170	0	0	
	18 Haddox, Alford	3		18	5	25	50	BC	William's	Tenn	160	151	9	151	0	0	
	19 Bough, Sam A.	3		19	3	4	46	N	"	"	155	146	9	146	0	0	
	20 Fly, Wade	3															

Image 67 – Lee-Buckner School 1956 Record of Attendance showing Roy Brown in the 2nd grade. Williamson County Archives.

Members of the Buford family, who happen to be cousins to Roy Brown, also attended Lee-Buckner and were interviewed in 2019. Hildred Buford, Charles Buford, Barbara J. Buford, Joseph Buford, Ray Norman Buford, and Vivian Louise Buford Ridley all shared their recollections of the Duplex community and the Lee-Buckner School. Charles Buford recalled the difference between the African American students and white students getting to school. “The most amazing thing about all of our growing up, we were sharecroppers, we all worked and played together, but when we went to school, the whites had the bus to ride, and we walked to Duplex, Lee-Buckner School. We had to walk back and forth to school. We could not ride the bus.” His sister Vivian agreed with his recollection, “No matter how cold or how whatever, you

had to walk. It was a pretty good piece to walk, too.”²⁰⁶ Their comments reiterate the divide between Black and white school experiences during segregation.



Image 68 – Earnest Buford taken inside the Lee-Buckner School before it was moved to Franklin Grove Estate & Gardens. Photo taken by Daniel C. White Photography.

²⁰⁶ Sheree Scarborough, Interview with the Buford family, other, March 20, 2019.



Image 69 – The surviving Lee-Buckner Alumni at the original site of the school in the Duplex community. Photo by the Heritage Foundation.

Shining a spotlight on the surviving students of the Lee-Buckner School is imperative. Their narratives and recollections of attending school at Lee-Buckner are an integral part of the school’s history and should be included as main features in the future interpretation of the school. During a “Porch Talk” event held by the African American Heritage Society of Williamson County in which I was a participant, Georgia Harris was asked why the Lee-Buckner School was important to her. She answered, “That is my school, where I learned, I’m proud of my school and I want to see it saved.”²⁰⁷

²⁰⁷ Author’s notes, African American Heritage Society of Williamson County Porch Talk, August 2022.

CHAPTER FIVE

A Move and a New Life

In the early morning hours of February 1, 2024, the Heritage Foundation of Williamson County removed the Lee-Buckner Rosenwald School from its historical location in the rural Duplex community of Williamson County and moved it to a new urban home in the city of Franklin, Tennessee. While both locations are part of Williamson County, they are very different in terms of their history and cultural landscapes. Cultural landscapes are defined by the Secretary of the Interior’s guidelines as geographic areas associated historic events, activities, people, or other cultural or aesthetic values, these associations include both cultural and natural resources along with wildlife and domestic animals.²⁰⁸ Moving a rural African American schoolhouse out of the rural community for nearly one hundred years should entail serious consideration and employ best practices for preservation, not only of the building but of the site itself.

The National Register of Historic Places sets forth criteria for listing historic properties and is designed to guide local and state governments, federal agencies, and others in evaluating potential qualifying properties.²⁰⁹

Criteria for Evaluation – The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- A. That are associated with events that have made a significant contribution to the broad patterns of our history; or
- B. That are associated with the lives of persons significant in our past; or

²⁰⁸ Charles A Birnbaum, ed., “The Secretary of the Interior’s Standards for Treatment of Historic Properties with Guidelines for Treatment of Cultural Landscapes,” National Park Service, 1996, <https://www.nps.gov/articles/000/treatment-standards-preservation.htm>.

²⁰⁹ “National Register of Historic Places (U.S. National Park Service),” National Parks Service, <https://www.nps.gov/subjects/nationalregister/>.

- C. That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. That have yielded or may be likely to yield, information important in prehistory or history.

Criteria Considerations – Ordinarily cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within in the last 50 years shall not be considered eligible for the National Register. However, such properties will qualify if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a. A religious property deriving primary significance from architectural or artistic distinction or historic importance; or
- b. A building or structure removed from its original location, but which is primarily significant for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or
- c. A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building directly associated with his or her productive life; or
- d. A cemetery which derives its primary importance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or
- e. A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or
- f. A property commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or
- g. A property achieving significance within the past 50 years if it is of exceptional importance.²¹⁰

The Lee-Buckner Rosenwald School would have been most likely eligible for the National Register of Historic Places under either Criteria A for ethnic heritage if it had remained in its original Black cultural landscape, where the African American community associated with the school endured slavery, Reconstruction, and Jim Crow segregation. Rural Hill was a community of freed people that scraped together funds to buy land and construct a log building for religious and educational purposes during Reconstruction. This community of African

²¹⁰ “National Register of Historic Places (U.S. National Park Service),” National Parks Service, <https://www.nps.gov/subjects/nationalregister/>.

American farmers, sharecroppers, and tenant farmers two generations later saw education as a way out of poverty and raised funds to build a Rosenwald School to meet the educational needs of their children.

Was there a missed opportunity to work closely with the African American community of Duplex, which includes living alumni of the Lee-Buckner School, to keep a crucial part of their cultural landscape in place? The property owner did not keep the school maintained and it was used as a private residence with alterations to the building's interior. If the school could have been listed on the National Register it would have been eligible for a historic preservation fund grants from the Tennessee Historical Commission, possible tax benefits, and the Heritage Foundation could have considered it for its easement program. According to the National Park Service pamphlet, *Easements to Protect Historic Properties: A Useful Historic Preservation Tool with Potential Tax Benefits*, "a historic preservation easement is a voluntary legal agreement, typically in the form of a deed, which permanently protects a significant historic property. Under the terms of a typical easement, a property owner places restrictions on the development of, or changes to, the property and transfers these restrictions to a qualified organization whose mission includes environmental protection, land conservation, open space preservation, or historic preservation."²¹¹ The Heritage Foundation website details its Preservation Easement Program explaining the process of acquiring a preservation easement and the eligibility requirements. The website indicates that "properties eligible for the National Registry of Historic Places will likely be eligible for the Heritage Foundation easement program."²¹²

²¹¹ Charles Fisher, *Easements to Protect Historic Properties: A Useful Historic Preservation Tool with Potential Tax Benefits* (Washington DC: National Park Service, 2010).

²¹² "Preservation Easement Program," Heritage Foundation of Williamson County, TN, 2024, <https://williamsonheritage.org/historic-preservation/preservation-easement-program/>.

The Lee-Buckner School was a critical part of the established African American community of Duplex. The Duplex community's institutional landscape, as discussed in previous chapters, included the Rural Hill Methodist Episcopal Church, Spratt Cemetery, the Duplex Original Church of God, and the Lee Buckner School. The school, removed from its rural home, now sits on the campus of Franklin Grove Estate and Gardens in downtown Franklin, Tennessee. The new landscape includes landscaped lawns, an Italianate mansion built in the 1850s, and a Queen Anne-style dwelling built in the late 19th century. The school looks out of place in its new setting, a tangible representation of the divide in social and racial inequality in not Williamson County, Tennessee and the South.



Image 70 - The Winstead Mansion built circa 1850 at Franklin Grove Estate & Gardens.



Image 71 - The Haynes-Berry House built circa 1890 at Franklin Grove Estate & Gardens.

The Chief Executive Officer of the Heritage Foundation (CEO) said, “We learned about Lee-Buckner in 2018 and immediately knew we had to do everything to save this remarkable piece of history. Now it can become a destination that’s easily accessible to the public so generations to come can learn from it.”²¹³ Saving a historic landmark such as the Lee-Buckner Rosenwald School is always a priority and there are many avenues to do so based on best practices in historic preservation. Relocation is not the first choice unless it is a last resort. There are several stories as to why the Lee-Buckner school should be moved. One is that the road widening project for Duplex Road would endanger the school. The other is that the owner before the Heritage Foundation, Hattie Baines, was going to sell the property to a developer and this would endanger the school.

²¹³ “Lee-Buckner, Historic Rosenwald School, Successfully Moved to Franklin Grove,” *Williamson Herald*, February 2, 2024, www.williamsonherald.com.

According to information on the Spring Hill, Tennessee website, the road widening project is focused on the portion of Duplex Road that runs on the West side of Interstate 65. The Lee-Buckner School was located on the East side of Interstate 65 in an area not affected by the widening project.²¹⁴ Images 62 and 63 show the areas affected by the widening project and the former location of the Lee-Buckner School.



Image 72 - Areas affected by the Duplex Rd. widening project.

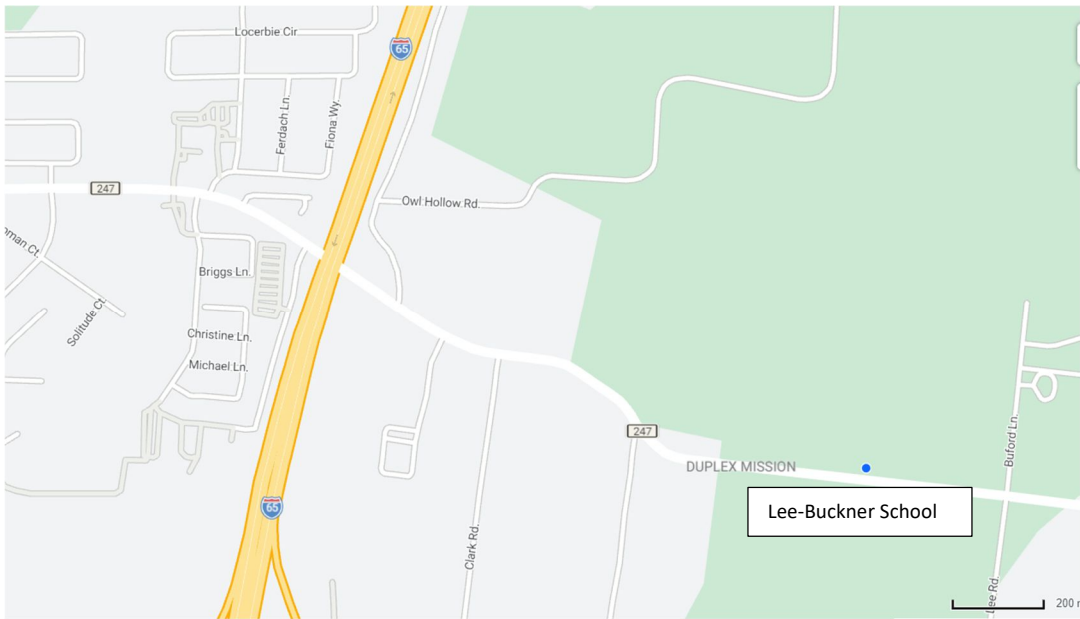


Image 73 - Map showing the former location of the Lee-Buckner School in relation to Interstate 65.

²¹⁴ “Duplex Rd.- SR247 Widening Project,” Spring Hill Tennessee, August 2013, www.springhilltn.org.

In a 2019 interview with Sheree Scarborough for the Heritage Foundation, Hattie Baines the former owner of the Lee-Buckner Rosenwald School, discusses her time as a student, growing up in Duplex, and how she came to own the school. When asked how she gained ownership of the school property Baines explained, “My sister-in-law, my brother, and their three kids owned it. I called my sister-in-law ‘Sis.’ Sis and Frank bought the (school) house from Williamson County who owned the school.” She goes on to explain that the family stayed there until Sis died, and her brother-in-law Frank did not want to stay there alone because the children had grown up and moved away. She explains. “He was going to be there by himself, and he wasn’t going to be there by himself. So, he decided to just get rid of it. So, I decided to buy it.” She goes on to say that she thought that maybe the children would want to come back, and she would sell it back to them but that never happened. Baines indicates that she just let it sit there and fall into disrepair until the Heritage Foundation contacted her about the possible acquisition of the school, to which she agreed.²¹⁵ The interview is an important source because it questions the notion that Hattie Baines was going to sell the property to a developer. Maybe she would sell, maybe not. But of course, preservationists did not know, and the property was not being maintained. Yet, the Heritage Foundation wanted the building, not the historic property.²¹⁶ It is unclear whether Ms. Baines would have sold the land along with the school, but the interview indicates she was never asked about the land.

While moving a historic building should only be done as a last resort, there are plausible reasons to move a building. Historically significant buildings are moved when they are threatened by surrounding development, a highway widening project or acts of nature such as the

²¹⁵ Sheree Scarborough, Interview with Hattie Baines, other, March 20, 2019.

²¹⁶ Ibid.

threat of flooding or erosion, or in this case, poor maintenance. In some cases, historic buildings are given away by property owners if the new owner moves them to a new location. This move can cost less for the new owner than building new. Threatened historic buildings can be moved to a new location if there is a suitable lot available in a similar historic neighborhood. The problem with moving a historically significant building is that it dispossesses the building from its place of historic significance and its cultural landscape. Furthermore, original materials that lend themselves to the building's historical significance are often removed, lost, and/or damaged.²¹⁷

Moving the Lee-Buckner Rosenwald School was always the intent of the Heritage Foundation. During my two years as a graduate research assistant with the project, the moving date was set and delayed numerous times. The February 2024 move date was nearly another two years after my assistantship. The delays possibly caused damage that could have been avoided. The moving company, in preparation for the move, disassembled the roof of the 1940s addition in January 2024 and did not protect it from the elements with a tarp. On January 14, 2024, snow blanketed Williamson County filling the uncovered 1940s portion of the school. It is unknown what kind of damage the snow and moisture caused to the materials.

²¹⁷ Steph McDougal, "Moving Historic Houses: Considerations and Implications in the City of Round Rock, Texas," February 2012.



Image 74 - Photograph dated January 15, 2024 shows several inches of snow inside the Lee-Buckner School before the move to Franklin Grove Estate & Gardens. Photo by Rachael Finch.



Image 75 - Photograph dated January 15, 2024 shows several inches of snow inside the Lee-Buckner School before the move to Franklin Grove Estate & Gardens. Photo by Rachael Finch.

I was present at a meeting held in 2021 at the Lee-Buckner School between the architects, movers, and Heritage Foundation Preservation team. In that meeting it was agreed that the school would be separated by its 1927 and 1940s phases of construction (see Appendix C). The reason for this approach was to preserve as much of the historic fabric as possible. The best-case scenario in moving a historic building is to move it in one piece. The worst-case scenario for the move would have been to disassemble the most unstable portion of the building, catalogue each

piece, and package it for moving, making sure damage to the historic materials was minimized. If the building cannot be reassembled right away the catalogued inventory should be stored in a safe place to preserve the historic materials. There is an advantage to disassembly in that the evolution of the history of the building can be examined and documented in detail as each layer is removed and catalogued. While disassembly can be advantageous, it can also be destructive in that elements original to the house such a plaster or mortar can be damaged or lost.²¹⁸

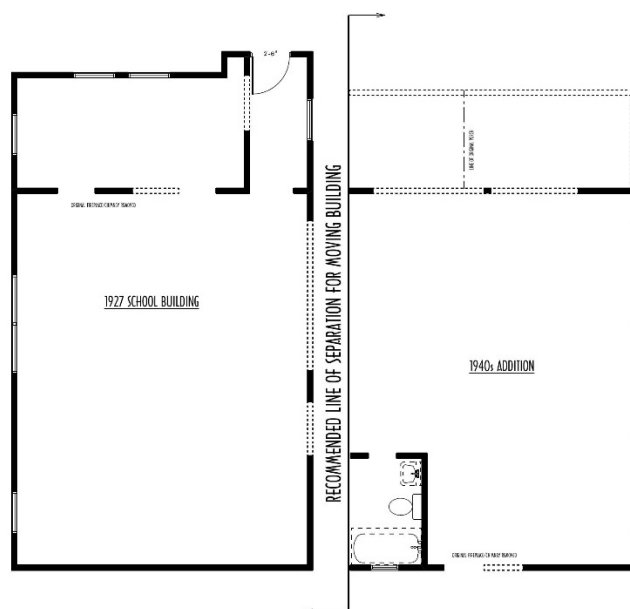


Image 76 - Floor plan showing the recommended separation of the Lee-Buckner School. Drawing by Amanda Floyd.

The building movers moved the school in the middle of the night on February 1, 2024. Moving the building at night allowed it to be moved without being a hindrance to daily traffic flow and to take a more cautious approach. The Heritage Foundation and the moving company decided to detach the 1927 portion of the school and move it in one piece with the roof rafters disassembled. The 1940s portion was disassembled completely, and the floor cut into sections for

²¹⁸ Peter Paravalos, *Moving a House with Preservation in Mind* (Lanham, MD: AltaMira Press, 2006).

the move. Photographs taken of the move show the 1940s section and there is no indication that historic materials separated in the move were catalogued or stored. Photographs at the new Franklin Grove location show the materials stacked and exposed to the elements as well as piles of discarded materials, some of which may be historically significant to the building.

Photographs taken of the original property location after the move document stones from the foundation of the original 1927 Rosenwald building, some still in pier stacks, were not recovered. The material from the one existing privy was also left behind. Acquiring these materials are important to restore the school building as accurately as possible.



Image 77 – The Lee-Buckner School being moved in February 2024, photo by Kris Rae Photography



Image 78 – The Lee-Buckner School being moved in February 2024, photo by Kris Rae Photography



Image 79 – The Lee-Buckner School being moved in February 2024, photo by Kris Rae Photography



Image 80 – The Lee-Buckner School on its new foundation at Franklin Grove.



Image 81 – The Lee-Buckner School on its new foundation at Franklin Grove.



Image 82 – The Lee-Buckner School on its new foundation at Franklin Grove showing disassembled 1940s section and materials.



Image 83 – The Lee-Buckner School on its new foundation at Franklin Grove showing disassembled 1940s section and materials.



Image 84 – Original fieldstone from the Lee-Buckner School left behind at the Duplex site, photo by Rachael Finch.

Now that the Lee-Buckner Rosenwald School has been moved and is waiting for its restoration and next phase of life, the options that were available for its preservation can be examined. Moving the historic building as stated in the previous paragraph should always be the last resort. Best practices in preservation would have the school stay in its original location as part of the cultural landscape of the Duplex community. Given that Rosenwald Schools have been considered endangered and were a focus of the National Trust for Historic Preservation, the school would have been an excellent candidate for listing on the National Register of Historic Places. Given its local historical significance as the only extant Rosenwald school in Williamson County, it is important that its future preservation is ensured.

The Heritage Foundation now needs to complete the restoration and preservation of the Lee-Buckner School at its new home on the Franklin Grove campus. The 1927 section of the Lee-Buckner School sits intact on a new foundation, in a new cultural landscape where it looks out of place. The task at hand now is establishing African American history at the Franklin Grove site and relating it to the Lee-Buckner School so that it will have context to fit into its new landscape.



Image 85 - The three main buildings that will be featured at the Franklin Grove Estate & Gardens

The African American history at Franklin Grove Estate & Gardens has a significant association with enslavers. The 1850 Census Slave Schedule indicates that C.H. Hines, father of Sally Hines McNutt, owned twenty-six enslaved people.²¹⁹ In 1862, William O'Neil Perkins who owned the Italianate Mansion on the Franklin Grove property, bought forty-two enslaved people from his brother Dr. Peter Augustus Perkins. One of these enslaved people was Nancy Gardener Perkins who was interviewed in the 1930's by the federal government's WPA Federal Writers Project. She was born enslaved in Williamson County and was able to recall when she and what is believed to be her family, was sold to William O'Neil Perkins.²²⁰

During the Civil War a division of Union General William Rosecrans troops commanded by General Gordon Grainger occupied the Perkins property which gave the federal troops a strategic position with a clear view of the Harpeth River. Once it was known that the property was under federal occupation, enslaved people from around the county and other areas began seeking freedom, protection, and refuge there. Sally Hines McNutt, who owned part of the property that now makes up the Franklin Grove campus, recalls in her memoirs how troops took over her house for barracks. She writes, "Soldiers moved in, but a short time elapsed before negroes from Ala(bama) and Georgia were crowding in and they moved."²²¹

The Franklin Grove property has significant ties to education in Williamson County. The Female Seminary of Franklin Grove served the community from 1832 to 1847. Then in 1866 the Freedman's Bureau School established a school at the McNutt house in 1866. Sallie Hines

²¹⁹ 1850 Census Slave Schedule accessed on Family Search. Familysearch.org.

²²⁰ Tina Cahalan Jones, "Nancy Perkins Gardner: 1855-1944- 'I Will Be with You Always!'" *From Slaves to Soldiers and Beyond: Williamson County, Tennessee's African American History* (blog), July 1, 2020, www.usctwillcotn.blogspot.com.

²²¹ Rick Warwick, *Williamson County: The Civil War as Seen Through the Female Experience* (Nashville, TN: Panacea Press, 2008).

McNutt recalls, “the first negro school in Tennessee was in my house, known as ‘The McNutt High School.’”²²² In late 1865 a white man and a black teacher from the American Missionary Association based in New York rented a room in the McNutt house “for the purpose of educating colored children.” In November 1865, Rev. Edwin H. and Sophia Freeman began teaching at Wilson’s Freedmen’s School. Born free in Connecticut, the couple were involved abolitionists in New York and New Jersey. When the McNutt’s returned to their home from Virginia in June of 1866, the school was relocated²²³ The McNutt house is no longer extant on the property but sat near the location of the Queen Anne Victorian home built in the 1890s. The Buena Vista/Carnton High School operated from 1866 to 1873. The O-Moore College of design held the most recent tenure on the property from 1979 to 2018.

²²² Ibid, 29.

²²³ “List of Teachers Under Charge of Northern Benevolent Society,” United States, Freedmen’s Bureau, Records of the Superintendent of Education and the Division of Education, 1865-1872, Tennessee, Freedmen’s Bureau Records of the Superintendent of Education and the Division of Education, 1865-1872, Superintendent of Education, on FamilySearch.org.



Image 86 – The McNutt house, once located on the Franklin Grove property, where the first African American school was located, known as “the McNutt High School. Courtesy of the Rick Warwick Collection.

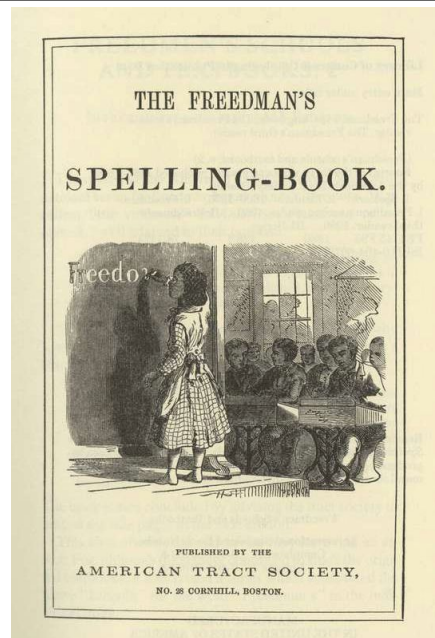


Image 87 – Freedmen’s Bureau Spelling Book used at Freedmen’s Bureau Schools

Another tie to African American history comes in the form of a real estate clause found in the 1932 probate records of Mary Oden Berry, who owned and lived at the Queen Anne house. The clause was specific in its wording that no other race other than Caucasian will occupy or

own any of the property. The only exception is for domestic servants.²²⁴ This clause was indicative of the era of segregation and Williamson County was no exception to common practice at that time.

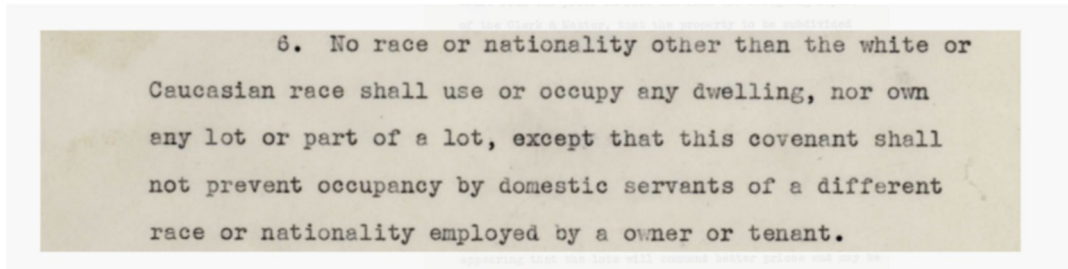


Image 88 – Excerpt from Mary Oden Berry’s Probate records, Williamson County Probate Records

While the relocation of the Lee-Buckner Rosenwald School has removed it from its historical and cultural landscape, there is significant African American history associated with the Franklin Grove campus. There are ties to the Freedmen’s Bureau schools at the new location as there was in the Duplex community with the Rural Hill School that would become Lee-Buckner School. The most intriguing tie is the segregation era real estate clause that forbid African American ownership or occupancy on the property except in a domestic service capacity. Now there is an African American school building in a place of prominence on the property.

²²⁴ Mary Oden Berry (Williamson County Probate Records 1932).

CONCLUSION

Regardless of the loss of its original cultural landscape and a portion of its historic materials, the Lee-Buckner Rosenwald School has a new home at Franklin Grove Estate & Gardens in downtown Franklin, Tennessee. While not the ideal outcome for the historic Rosenwald School, there is African American history that will help tie it to its new cultural landscape. The school's new home is in a place of prominence at the front of the property, giving its African American history a spotlight in a place wrought with past white supremacy and discrimination. It is in a place of prominence where once enslaved people resided in places on the property where they were deemed insignificant.

The Heritage Foundation's plan is for the school to be restored with its African American history, and that of Williamson County interpreted into a museum exhibit. The school building will be modified with the addition of modern climate control, electrical wiring, and plumbing. A bathroom will be added to ADA specifications as well as ramps and rails as needed to accommodate all visitors. In the summer of 2024, the school building is already sitting on a new foundation of concrete blocks at a higher elevation than in its previous location. It sits untouched from its move in February waiting for the next phase in its history.

Recommendations for the interpretation of the Lee-Buckner School interpretation focus on its significant potential to be a vessel for education and community outreach and a continued source of research and discovery. The school is the only extant Rosenwald school in Williamson County and should be restored fully and utilized as a museum. An interpretive plan that guides the educational programming and planning. The recommendation for the circa 1927 section of the school is that it houses a permanent exhibit on the history of Lee-Buckner. The circa 1940s

addition would be ideal for a learning lab, including programming space, where students and visitors can engage with various topics and understand historic preservation.

There is an opportunity to salvage the material from the privies (outhouses) from the original Lee-Buckner location, reconstruct them, and use them as an interpretive tool. The privies tell multiple stories of the school and the influence of public health standards in rural areas during the New Deal Era in Tennessee. The outbuildings are a significant part of the Lee-Buckner history and rural life, health, and safety in the Duplex community and the school landscape. Guided, self-guided, and audio tour options would give visitors the best educational experience.

The significant interpretive potential of the Lee-Buckner School is multi-disciplinary. This includes the area surrounding the school. The Heritage Foundation should avoid designing or constructing parking lots near the school at its new location. This will provide the necessary space to include features such as the privies in the school's new landscape.

The original Lee-Buckner location in Duplex is a potentially significant archaeological landscape. In 2018, the Tennessee Department of Archaeology did a cursory archaeological survey at the original site. Now that the school has been removed from the site, it is recommended that the Heritage Foundation, with permission of the property owner, work with the Tennessee Department of Archaeology to lead a complete archaeology survey of the entire landscape. This work would elevate the Heritage Foundation's preservation and education team's research as they develop the interpretive plan. The Tennessee Department of Archaeology should conduct Ground Penetrating Radar scans and shovel testing to enrich research and provide additional artifacts. All the artifacts found should be turned over to the Heritage Foundation, included in their permanent collections and exhibits.

Lee-Buckner should be the focus of long-term planning and development. The Franklin Grove Estate & Gardens master plan should approach the overall interpretation of the school holistically. The school's removal from its original historic context implies intent to preserve and fully restore and interpret its complex community history. The recommendation is that Lee-Buckner School become a cultural and education center for students and visitors alike in Williamson County. It is imperative for the Heritage Foundation to work with the school alumni and African American communities in Williamson County and include them in decisions for the interpretation of the important history of the school. It is crucial that the next phase of the Lee-Buckner Rosenwald School reflects the many Black voices who made its history.

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APPENDIX A

Rosenwald School Information from Fisk University Database

Historic Name	Lee Buckner school
Current Name	
Building Plan	One-teacher type
Building Type	School
Budget Year	1926-27
Current Address	
Land (Acreage)	2.00
County	Williamson
State	Tennessee
Application #	26-F
Total Cost	\$1670.00
Notes	Ins. \$1200
Additional Comments	
Funding Sources	
» Negroes	\$750.00
» Public	\$520.00
» Rosenwald	\$400.00

Related Images



Historic Name County Training School
Current Name
Building Plan Five-teacher type
Building Type School
Budget Year 1924-25
Current Address
Land (Acreage) 3.00
County Williamson
State Tennessee
Application # 8-D
Total Cost \$12600.00
Notes 105.00 Library at this school (Exp); Addition +4 rooms =9 teacher & 1926-27 budget; & app #14F; total cost +4400 =17000; public +3600 =14900; Rosenwald +800 =2100
Additional Comments \$105.00 Library at this school (Exp)
Funding Sources
 » **Public** \$11,300.00
 » \$1,300.00
Rosenwald

Related Images



Historic Name	Locust Ridge school
Current Name	
Building Plan	One-teacher type
Building Type	School
Budget Year	1928-29
Current Address	
Land (Acreage)	2.00
County	Williamson
State	Tennessee
Application #	7-H
Total Cost	\$1750.00
Notes	Ins. \$800
Additional Comments	
Funding Sources	
» Negroes	\$200.00
» Public	\$1,350.00
» Rosenwald	\$200.00

Related Images



Historic Name	Thompson Station school
Current Name	
Building Plan	Two-teacher type
Building Type	School
Budget Year	1929-30
Current Address	
Land (Acreage)	2.00
County	Williamson
State	Tennessee
Application #	1-1
Total Cost	\$3400.00
Notes	Ins. \$2,250
Additional Comments	
Funding Sources	
» Negroes	\$750.00
» Public	\$2,150.00
» Rosenwald	\$500.00

Related Images

There Are No Images That Relate To This School

Historic Name	Brentwood school
Current Name	
Building Plan	Two-teacher type
Building Type	School
Budget Year	1928-29
Current Address	
Land (Acreage)	2.00
County	Davidson
State	Tennessee
Application #	10-H
Total Cost	\$3920.00
Notes	Ins. \$1,800 \$120 Elem library at this school
Additional Comments	
Funding Sources	
» Negroes	\$200.00
» Public	\$3,220.00
» Rosenwald	\$500.00

Related Images



APPENDIX B

Interior Assessments²²⁵

²²⁵ Finch, Rachael, Blake Wintory, and Grace Abernethy. Rep. *Lee-Buckner Historic Structure Report*. Franklin, Tennessee: Heritage Foundation of Williamson County, 2022.

INTERIOR DESCRIPTION

1927 School

The 1927 Lee-Buckner school reflects a modified Rosenwald single-teacher floorplan comprised of one classroom and a small industrial room.

Classroom

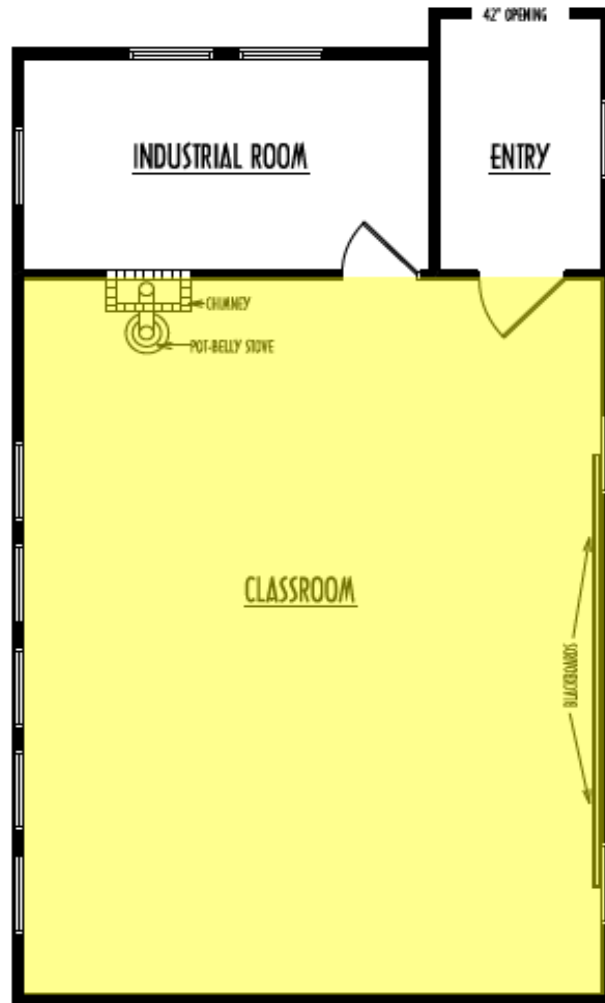
The single exterior entry beneath the front gable opens from the north façade into a short hallway. This hallway leads to the classroom, which opens directly to the front and right and comprises the majority of the 1927 schoolhouse (Image 1). Originally, the hallway was an open cloak room, with a recessed door opening directly into the classroom. A six-pane single hung window bisects the east wall of the hallway. The hallway is sheathed in beadboard.

The classroom was approximately 20' by 26' and was oriented with the blackboard on its east wall, one of the 26' walls. This allowed for light to come through the large bank of five iconic 9 over 9 muntin Rosenwald windows on the west wall to illuminate the blackboard. Additional light filtered in through two small, single-pane windows positioned high on the east wall, above the blackboard. The positioning of windows was especially important for Rosenwald schools, as the schools were designed to function without electricity. From the north wall, a pot-bellied stove protruded, providing heat in the cold months.

Two periods of alterations have been made to the classroom. At the time the 1940s addition was constructed, a pocket door with a step up was installed on the east wall to the right

of the blackboard, as seen in Image 2, and the single-pane windows on the east wall were removed. This is the period from which the most information pertaining to school life at Lee-Buckner exists. Georgia Harris, a Lee-Buckner student in the 1950s, drew a sketch detailing furniture arrangement. According to Harris, several rows of desks dominated the room, facing the blackboard (Image 2). The teacher's desk was on the classroom's north wall, facing the desks. Harris also remembered a door being on the south wall of the classroom, but no material evidence of this has been found.²²⁶

²²⁶ Georgia Harris, Sketch of Lee-Buckner School in the 1950s, 26 Aug. 2020.



1927 FLOOR PLAN

Image 1. Drawing of the Lee-Buckner School's 1927 floor plan. Drawing by Amanda Floyd.

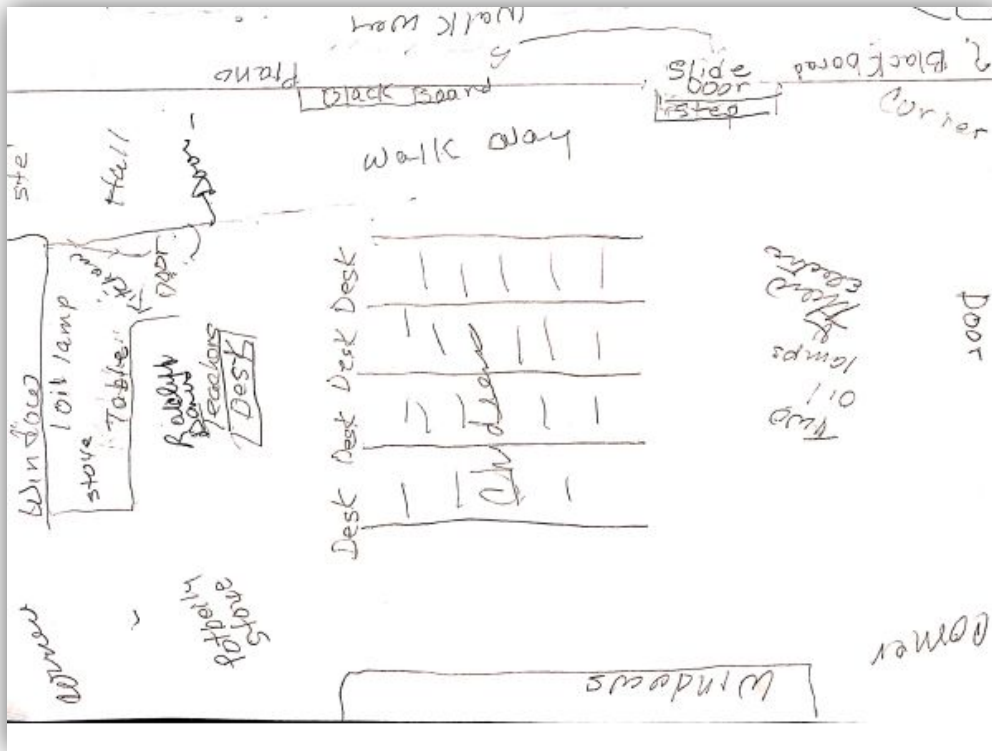


Image 2. Georgia Harris' 2020 sketch of the 1927 Lee-Buckner classroom, in the 1950s. Drawing by Georgia Harris. ← North.

The second period of alterations occurred in the 1960s, when Lee-Buckner transitioned from a schoolhouse to a residence. The majority of the wall between the 1927 and 1940s classrooms was removed, creating a large doorway which was later framed in lattice. Additionally, the 1927 classroom was partitioned into four rooms, with its southern half becoming what appears to be two bedrooms and a bathroom (Image 3). A drop ceiling was installed over these three rooms. Fortunately, with the exception of the east wall alterations and the bathroom, most of the 1927 classroom alterations are additive and did not destroy original material. They can easily be removed, and original material restored.

Although the classroom is the most altered space inside the building, it retains a great deal of historical integrity because of the retention of original materials beneath and behind the later framing. It is recommended the c. 1960s partition walls in this area be removed.

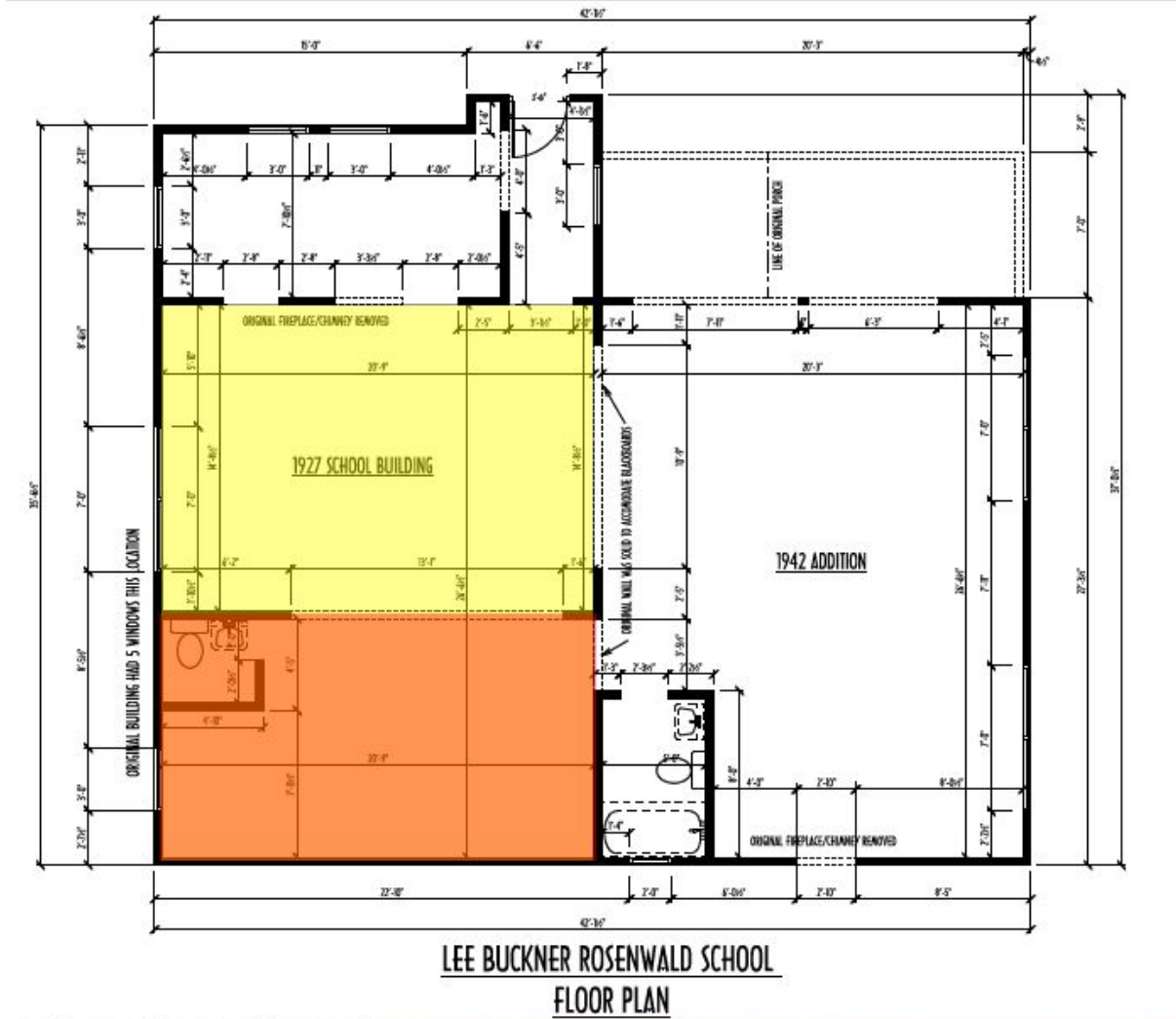


Image 3. Circa 1960s changes made to the 1927 classroom. Classroom is highlighted in yellow and orange. C. 1960s changes are highlighted in orange. Drawing by Amanda Floyd.



Image 4. The iconic Rosenwald beadboard. South wall of the 1927 classroom. Photo by Grace Abernethy.

Walls and ceilings

One of the defining features of Rosenwald interiors is the historic beadboard that sheathed the walls and ceilings (Image 4). Amazingly, almost all of the beadboard in the Lee-Buckner 1927 classroom is intact and appears to be in good condition. It is recommended to leave any beadboard that is well-secured in place during the move. Removal places the beadboard in risk of damage, and, left in place, it will lend the structure added strength.

Furthermore, evidence of the original finishes on the beadboard appears to exist beneath newer paint and/or wallpaper. A paint analysis is underway to determine original colors. Refinishing the beadboard with the room's original colors should be part of the restoration process. During this process, it is recommended to leave evidence of the historic paint layers. Preparation for painting should be limited to a light sanding of the surface.

Doors and molding

The original front door leading from the cloak room in to the 1927 classroom no longer exists. It is recommended a new door be made, based on front doors for other Rosenwald schools from that era and be installed in its original location inside the cloak room. An excellent model is the five-panel door on St. Mary's, a Rosenwald school in Coahoma County, Mississippi (Image 5). Many of the moldings for door and window openings in the classroom are gone. Replicas of these missing moldings should be made, based off extant moldings found in the 1927 building and installed.



Image 5. Rosenwald school in Coahoma County, Mississippi. Photo courtesy of the Fisk University Rosenwald database.

Windows

As mentioned earlier, the 9/9 double-hung windows found so often in Rosenwald schools are an integral part of the building's aesthetic. They are one of the defining features of both the exterior and interior spaces. Most of the west wall windows in the classroom of 1927, unfortunately, are missing. Pictured in Image 6 is the empty southernmost window frame in the western wall of the classroom. Some of the missing sash may still be in the building.

It is recommended that any sash that can be found be repaired and reinstalled. When repairing the sash, historic materials should be retained wherever possible. Individual members

of the existing sash, rather than entire sash, should be replaced. It is probable many of the muntins and mullions are broken or rotten. Muntins and mullions that are beyond salvage should be replaced with a matching profile.



Image 6. Empty southernmost window frame in western wall of the 1927 classroom. Photo by Grace Abernethy.

Most of the window glass is broken. New panes should be installed where broken glass or no glass exists. The windows should be re-glazed and painted with an appropriate color, per the paint analysis findings. Some new sash will need to be built from scratch to replace window sash that are missing altogether. These should be modeled on existing sash, matching them as closely as possible.



Image 7. One window from the 1927 classroom has been covered over entirely with new siding. Missing window represented by red box. Photo by Grace Abernethy.

Floors

The floorboards in the 1927 classroom are the original pine boards, but they are in poor condition. Many exhibit failures due to rot and insect damage, particularly around the spot where the pot-bellied stove once stood and the southeastern corner of the room (Image 8). Furthermore, the floor along the eastern doorway to the 1940s section shows signs of serious bowing, indicating problems with the floor's joist system.

Floorboards that can be salvaged and re-used, should be. Those in which over 60% of the board is bad should be replaced altogether. Floorboards that are retained need to be thoroughly cleaned, as there is ample evidence of urine and fecal matter throughout the building. A solution of vinegar and water is recommended. Replacement floorboards should match the original floorboards in wood type, dimension, and appearance.



Image 8. Deteriorated floorboards in the southeastern corner of the 1927 classroom. Photo by Grace Aberenthy.

Blackboard, stove, desks, and lamps

The furnishings that would have been found in the 1927 classroom include a large blackboard, a pot-bellied stove, desks, and two oil lamps. Unfortunately, none of these items remain. It is recommended that additional research be done into the sizes and styles of these furnishings and historically appropriate antiques, or reproduction pieces be purchased and installed in the positions and orientations historically accurate to 1927.

Industrial Room

A door on the 1927 classroom's north wall leads to an industrial room at the front of the building (Image 9). This small, rectangular space measures 15' by 7'10.5" and was used for shop and cooking classes. It would have been very well lit, with a pair of 9/9 windows on its north wall and a single 9/9 window on the west wall. The main alteration that has been made in this room is the partial removal of the east wall, which was probably done in the 1960s when the building was converted to a residence.

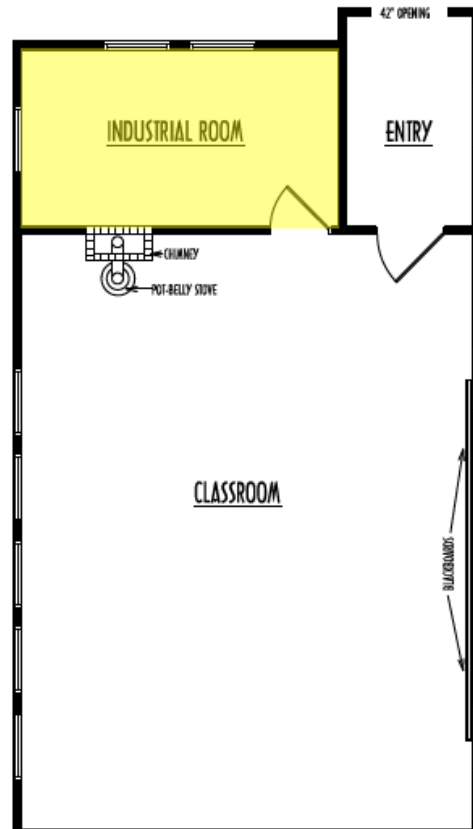
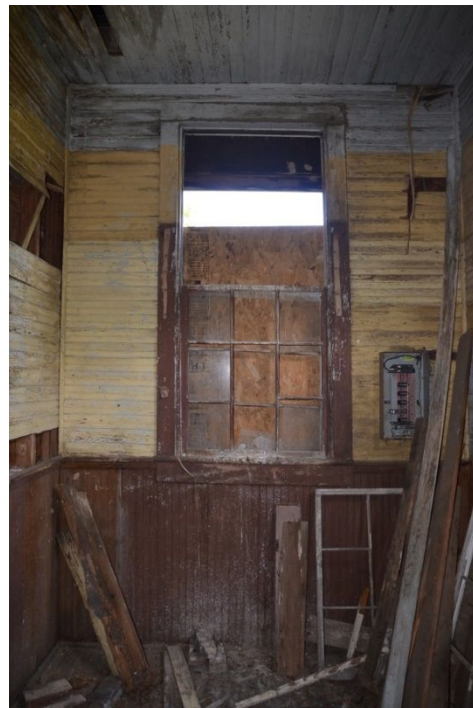


Image 9 (above). Industrial room highlighted in yellow. Drawing by Amanda Floyd Hamilton.

Image 10 (below). Industrial room.



Walls and ceilings

Just like the 1927 classroom, the walls and ceiling of the industrial room were originally sheathed in beadboard. Almost all of this is intact and appears to be in good condition. The exception is along the room's eastern wall. Much of this wall, including the original beadboard, has been removed. The same recommendations as for the 1927 classroom beadboard apply here.

Doors and molding

Originally, there was a door that separated the 1927 classroom from the industrial room. This is no longer extant. A new door should be manufactured along the same guidelines as the front door.

The window and door moldings in the industrial room are far more intact than in the 1927 classroom. These should be lightly sanded and painted per the paint analysis results. These moldings can serve as models for replacement moldings in the 1927 classroom.

Windows

The three windows in this room are 9/9 double hung. Some of the sash remain in place, while others have been replaced with single-pane windows. Almost none of the original glass remains, and most of the muntins and mullions are broken. The removed sash appears to still be in the room, on the floor. It is recommended these be repaired and re-installed along the guidelines outlined in the 1927 classroom windows section.

Floors

The floorboards in the industrial room are the original pine boards. These are in fairly good condition as seen in Image 11 below, but will require careful, deep cleaning. It is

recommended the same guidelines be considered and used as described in the 1927 classroom floorboards section.



Image 11. Floorboards in current condition in the 1927 classroom.
Photo by Rachael Finch.

1940s Addition

A 1940s one-room addition along the eastern wall of the building, measuring 20'3" by 26'6.5" nearly doubled the Lee-Buckner School's square footage (Image 12). Originally, this addition was accessed from the outside by a door opening into the classroom from a small front porch. The 1940s classroom was also accessible from the 1927 classroom via a pocket door installed about halfway down the shared wall of the two classrooms.

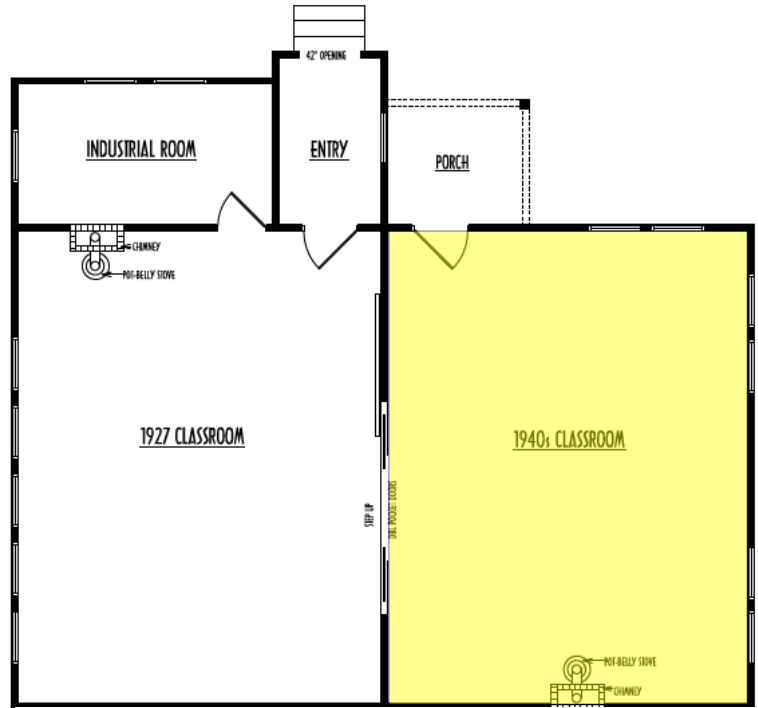
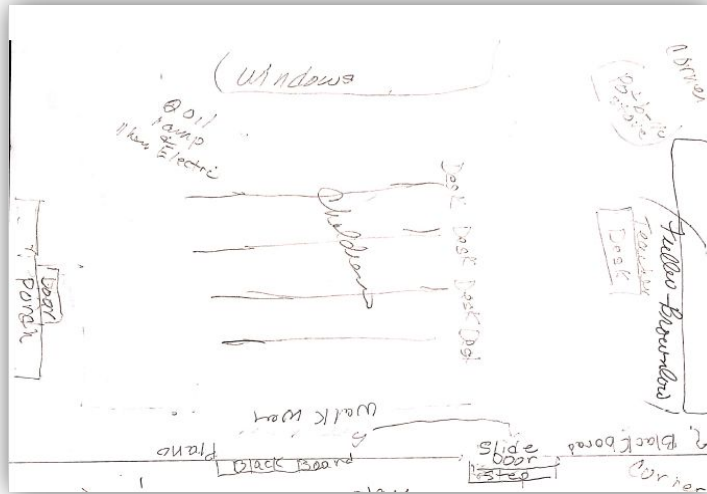


Image 12. 1940s classroom, highlighted in yellow. Drawing by Amanda Floyd.

Along the east wall of the addition were two pairs of 9/9 double-hung windows. Light from these windows illuminated the blackboard, which was positioned on the south end of the west wall, to the left of the pocket door leading to the 1927 classroom. To the right of this pocket door was a piano. Several rows of desks faced the west wall. The teacher's desk was arranged parallel to the south wall. In the southeast corner was a potbellied stove (Image 13).

This room was altered in the 1960s, when the Lee-Buckner School became a residence. The north wall was partially removed, incorporating the porch, which became enclosed at that point, into the house's interior. As mentioned earlier, the majority of the wall between the 1940s and 1927 classroom was removed. The pocket door was removed as well. A bathroom was framed out in the southwest corner of the room, and newer 1/1 window installed in the bathroom.



The 1940s classroom retains less integrity than the 1927 classroom and Industrial Room due to the removal of almost the entire north wall. Its windows and floor, however, are in better condition than those in the 1927 section.

Image 13. Georgia Harris' 2020 drawing of the 1940s classroom arrangement in the 1950s. Drawing by

Walls and ceilings

The walls and ceiling of the 1940s classroom are in fair condition. The current wall sheathing is an engineered wood panel, and the ceiling is black acoustic tiles (Image 14). Both of these were likely installed when the Lee-Buckner was a residence. Some of the engineered wood should be removed to determine if any of the original wall sheathing remains underneath and, if so, its condition. No further recommendation regarding this element can be made until this has been ascertained. Lee-Buckner alumni should be consulted as to what they remember about the wall and ceiling materials.

Almost the entire north wall is missing, having been taken out to internalize the enclosed porch. The south wall has a foot-wide fissure stretching from floor to ceiling (Image 16). The north wall should be rebuilt and sheath in the same manner as the rest of the room. The south wall will need major repairs to make it weather-tight and structurally sound. On the west wall, it

is recommended the modern lattice be removed, a wall be rebuilt in that space, and the pocket door separating the two classrooms be re-installed. The opening for the pocket door still exists. The residence-era bathroom should also be removed (Image 15).



Image 14 (left). Walls and ceiling in the 1940s classroom. Photo by Grace Abernethy.



Image 15 (right). 1960s-era bathroom (left), empty pocket doorway (middle), 1960s-era latticed doorway (right). Photo by Grace Abernethy.



Image 16. Fissure in south wall of 1940s addition. Photo by Grace Abernethy.

Doors & Moldings

No original doors in the 1940s addition remain. It is recommended that historic replicas be made, based on doors found on contemporary Rosenwald schools, and installed. These include a front door leading into the 1940s classroom from the porch and a pocket door on the wall shared by the 1927 and 1940s classrooms.

Many of the moldings for door and window openings in the 1940s classroom are gone. Replicas of these missing moldings should be made, based off extant moldings found in the building and installed.

Windows

The 1940s classroom had two pairs of 9/9 double-hung windows on the east wall and one pair of 9/9 double-hung windows on the east end of the north wall (Image 17). Most of the sash remain and are in fair shape. As was discussed in the 1927 classroom windows section, historic fabric should be saved and repaired when possible. All of these windows will need to be re-glazed and repainted, according to the paint analysis findings.



Image 17. Drawing of the Lee-Buckner School's 1940s east elevation. Drawing by Amanda Floyd.

Because of the almost total removal of the north wall, the opening for those windows no longer exists (Image 18). The windows themselves are also gone. It is recommended the wall be rebuilt to its 1940s appearance and new windows be made based on existing windows in the 1940s section.



Image 18. North wall (missing) of 1940s classroom. Photo by Grace Abernethy.

Floors

The floorboards in the 1940s classroom are the original pine boards. They are in fair shape, and it is likely many can be salvaged. Of extreme interest are the remnants of red paint blocking out a line several feet wide along the west wall. This appears to correspond to an area Georgia Harris denoted in her drawing as a walkway (Image 19). If this is determined to be the case, efforts should be made to preserve this paint and the floorboards beneath it. Any cleaning methods applied to this area should be gentle, with minimal abrasion.

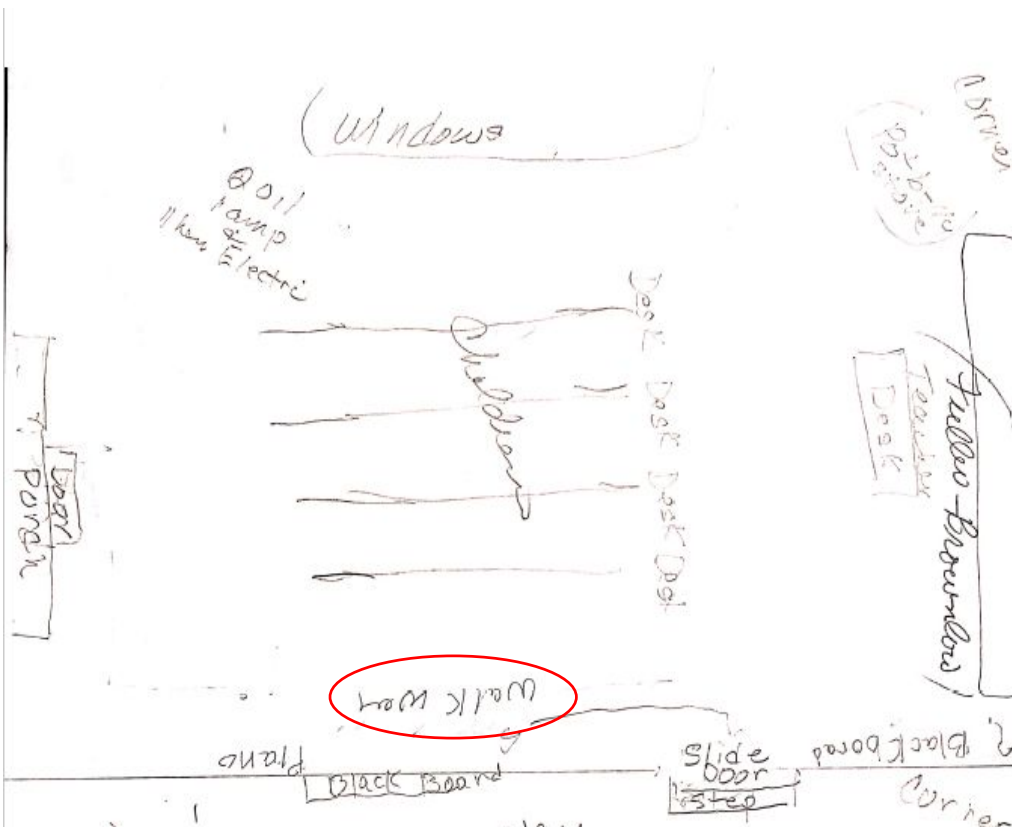
The floorboards in the 1940s classroom are in better condition than in the 1927 building. The two main areas that exhibit deterioration are in front of the fissure in the south wall and in the bathroom. Some floorboards here are missing, and others are badly deteriorated. Another area of concern is the center of the north wall (Image 17). The floor here is sinking, signifying probably joist damage. The same guidelines for preservation, reuse, and replacement apply here as in the 1927 section. These can be found in the 1927 classroom floors section.

Blackboard, stove, and desks

The furnishings that would have been found in the 1940s classroom include a large blackboard, a pot-bellied stove, and desks. Unfortunately, none of these remain. It is recommended that additional research be done into the sizes and styles of these furnishings and historically appropriate antiques, or reproduction pieces be purchased and installed in the positions and orientations historically accurate to this era.



Image 19. Red paint on floor, possibly delineating walkway in 1940s classroom. Photo by Grace Abernethy. Drawing by Georgia Harris.



APPENDIX C

Relocation Recommendations

RELOCATION RECOMMENDATIONS

- Remove interior particle board paneling and any other materials that were installed when the building was used as a residence.
- Assess the condition of original interior materials and note what can be reused for restoration.
- Add bracing where necessary to shore up the building for moving.
- Get accurate exterior measurements of the existing foundation to aid in the construction of the new foundation on the new site.
- Assess the height of the building and whether it will be too tall for moving under power lines. Look at options for removal and reuse of rafters, trusses, and any other roof component.
- Based on original construction, it is recommended that the building be separated along the interior wall where the addition was built, leaving the 1927 building intact and the 1940s addition intact (image 1).

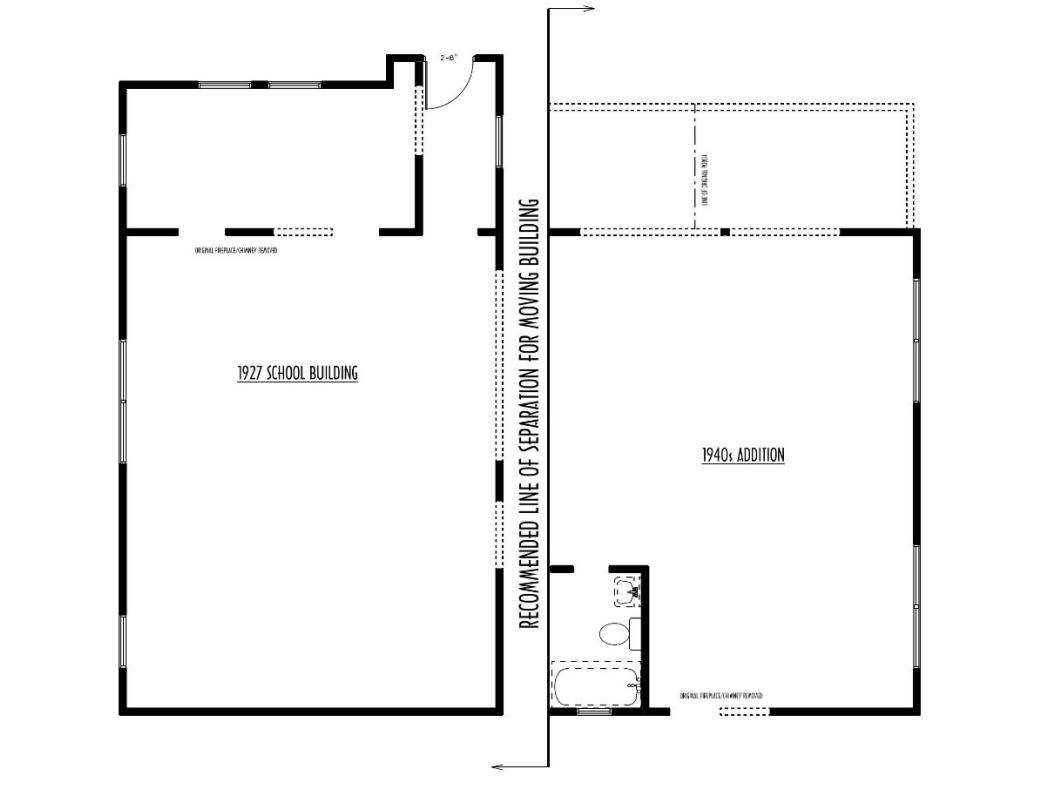


Fig. 1: Recommended separation of building for moving.

- Paint analysis to determine original paint colors.
- New site prepped and new foundation constructed according to engineer and code specifications.
- Original floor joists should be repaired whenever possible and sistered to any new support deemed necessary by the structural engineer.
- Once the building is placed on a new foundation and secured, new interior measurements should be taken, and floor plans adjusted.
- Remove existing exterior metal siding and assess the original siding and/or sheathing underneath. Replace as necessary per engineer and code specifications.

- Remove interior wall and ceiling bead board, and catalog for reuse. Discard any rotted or damaged material. Original material should be salvaged and reused unless there is beyond 60% damage. Match original bead board as close as possible to original where new bead board is needed. Prepare new and reusable material for painting.
- Remove interior chair rail. Discard any rotted or damaged pieces. Original material should be salvaged and reused unless there is beyond 60% damage. Match as closely as possible to the original where new chair rail is needed. Prepare new and reusable material for painting or staining.
- Remove existing flooring and catalog pieces for reuse. Discard material with rot or damage greater than 60%. Material with less damage should be reused with damage and/or rot removed or repaired, as necessary. Match new flooring as close as possible to the original flooring. Prepare new and reusable pieces for paint or staining.
- The bathrooms that were installed when the building was a residence should be removed. It is not recommended to include bathrooms in the restored building as it would upset the historical integrity of the building. Separate restrooms should be located outside of the building.

APPENDIX D

Archaeology Report

TENNESSEE DEPARTMENT OF ARCHEOLOGY
LEE-BUCKNER ARCHAEOLOGY RECONNAISSANCE SURVEY

Archaeological Testing A Rosenwald School Site In Middle Tennessee

(For the purpose of this Historic Structure Report for the Lee-Buckner Rosenwald School, and to minimize confusion, the additional Rosenwald school surveyed by the Tennessee Department of Archaeology has been omitted from the original report.)

Ben Nance

Tennessee Division of Archaeology

October 2018



Introduction

The Tennessee Division of Archaeology conducted archaeological testing on the sites of two Rosenwald Schools in Middle Tennessee in August and September 2018. The project was made possible in part with a grant administered by the Tennessee Historical Commission. The testing is related to a statewide survey of Rosenwald School sites carried out by the Division that sought to locate and record the sites of 373 schools, teachers' homes, and industrial shops built through the Julius Rosenwald Fund.

Julius Rosenwald was the president of Sears, Roebuck, and Company and a philanthropist that contributed to many African American charities. He partnered with Booker T. Washington, founder of the Tuskegee Institute, in 1912 to build schools for black students in the Tuskegee, Alabama area. Based on the success of this initial project, Rosenwald established a fund to build more schools across the southeast. Between 1912 and 1932 the Julius Rosenwald Fund helped build more than 5,000 schools across 15 southern states.

The two sites chosen for archaeological testing are the Lee Buckner School (40WM447) in Williamson County and the Christiana School (40RD326) in Rutherford County. The Lee Buckner School, built in 1926 and expanded around 1942, is still standing but is scheduled to be moved by the end of 2018 and then restored. Testing on this site was a chance to examine possible archaeological features and artifacts before the property was sold. The Rosenwald built Christiana School was replaced in 1940 by a newer school that is still standing. The site of the Rosenwald School was shown on early maps, but the location conflicted with oral accounts of the school site. Testing on this site was aimed at examining the conjectural location to pinpoint the site of the school.

Acknowledgements

Testing on the two sites was carried out by staff members of the Tennessee Division of Archaeology. Michael C. Moore is the Director of the Division and State Archaeologist. Field Testing was carried out by Ben Nance, Aaron Deter-Wolf, and Sarah Eckhardt. The testing was done with a Federal preservation grant administered through the Tennessee Historical Commission. Patrick McIntyre is the director of the Commission. Claudette Stager, Deputy State Historic Preservation Officer and Assistant Director for Federal Programs, was the primary contact for the grant. Claudette offered vital assistance throughout the grant process.

The Heritage Foundation of Williamson County, Tennessee helped coordinate the testing on the Lee Buckner School. Bari Beasley, Chief Executive Officer, Meagan Hershey, Director of Marketing, and Annabeth Hayes, Director of Preservation for the Heritage Foundation, were enthusiastic about making our project possible. They coordinated with the property owner, Hattie Baines, for permission to excavate on the property. The Heritage Foundation also cleared the brush from the property, making our task much easier. Their help is greatly appreciated.

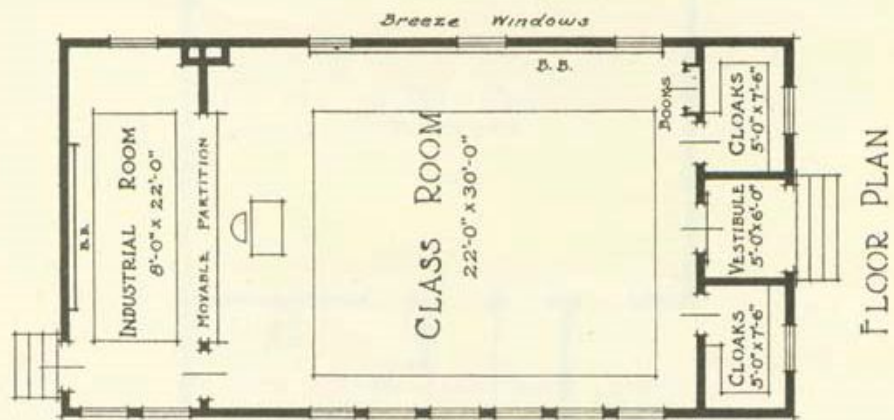
Testing at the Lee Buckner School Site

The Lee Buckner School is located on the south side of Duplex Road between Plain View Lane and Lee Road (Latitude 35° 44.834' North, Longitude 86° 51.599' West). The school was still standing at the time of this archaeological testing, and it is scheduled to be moved to a new location before the end of 2018 where it will be restored. Lee Buckner was one of four Rosenwald Schools built in Williamson County and the only one still standing. The others were the Williamson County Training School, Locust Ridge School, and Thompson Station School. The Rosenwald funded County Training School was located on Natchez Street in Franklin and was one of a series of schools on the site. Locust Grove was located east of Arno where the Locust Grove Cemetery is located, and the Thompson Station School was on what is now Thompson Station Road West.

Lee Buckner was built as a one-teacher school following a variation of the Community School Plans for a one-teacher school to face north or south (shown below). The Community School Plans were used for most Rosenwald Schools built after 1920, but their use was not limited to Rosenwald Schools. Whereas the standard plan has the front door in the center of the gable end of the building, the variation represented by the Lee Buckner School has the front door offset to the side and jutting out slightly. The building also has an irregular roof line as can be seen in historic photos. This school faces north, and a later addition is at a right angle to the original, extending to the east. Later modifications were made after the school had closed and the building was being used as a home.

The school was built during the 1926-1927 budget year, when it replaced an earlier school. A 1936 Tennessee Board of Education map (shown below) showing road conditions for Williamson County shows the Lee Buckner School labeled as “Bucknett.” The bus route map from this same publication indicates Lee Buckner as a one-teacher, African American school for grades one through eight. The school is also shown on the 1936 USGS Rally Hill quadrangle map, and it is labeled as “Lee Buckner Sch.” Rural Hill Church is also shown on the map next to (east side of) the school.

The Tennessee Board of Education used an “Application for Classification of Approved Rural Elementary School” form for evaluating schools, and these forms are available for the Lee Buckner School for the years 1938-1942. These forms include questions on the condition of the schoolhouse and classrooms, school grounds and outdoor equipment, water supply, educational materials on hand, and more. Thelma E. Davis was the principal and sole teacher indicated on the form for December 16, 1939. At that time, the school had 54 students enrolled. This form indicates that the school had a flagpole, but no playground equipment was mentioned. The building met requirements of having light come in from the left with glass in the windows equaling at least one-sixth of the floor area, and sufficient blackboards, cloakrooms, and ventilation. A question concerning heating of the building is not answered on this form.



ONE-TEACHER
 COMMUNITY SCHOOL PLAN NO I-A
 TO FACE NORTH OR SOUTH ONLY

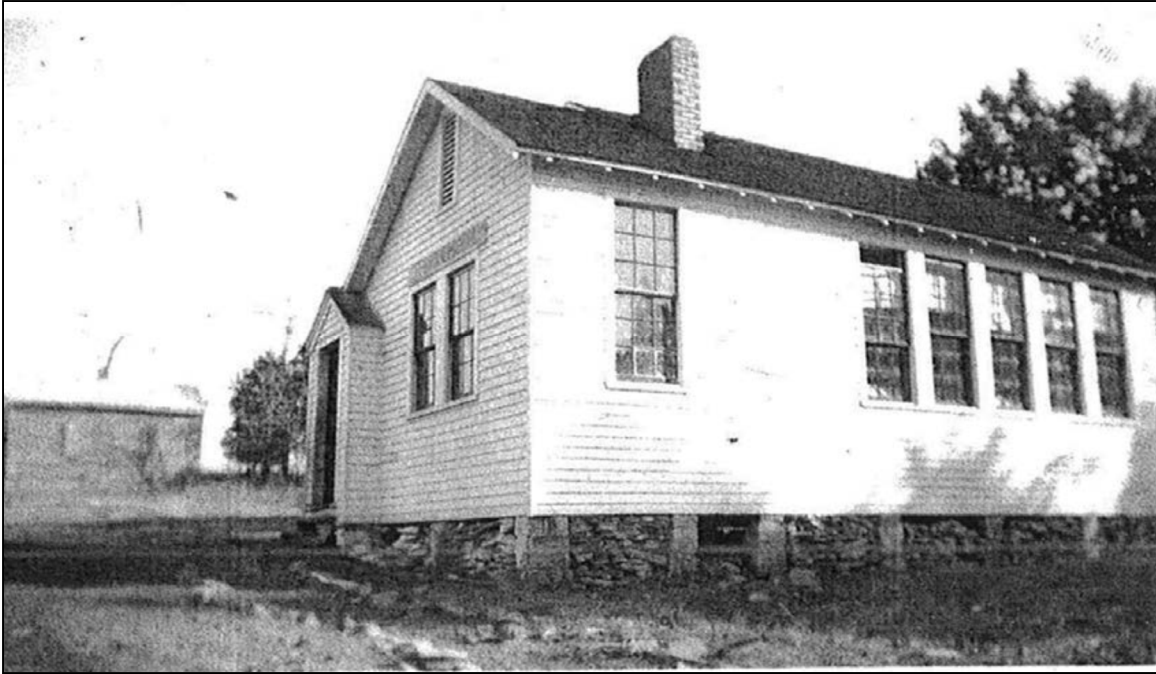
Community School Plan for a one-teacher school to face north or south
 (<https://www.historysouth.org/oneteachns/>).



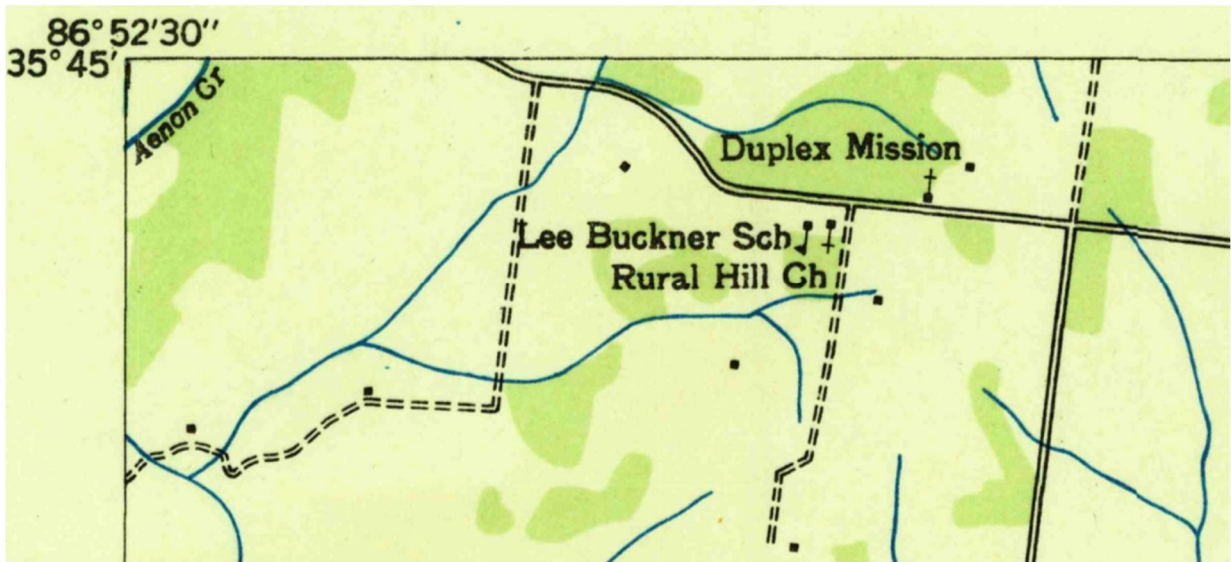
Lee Buckner School, 1926-27, from Fisk University Rosenwald Database.



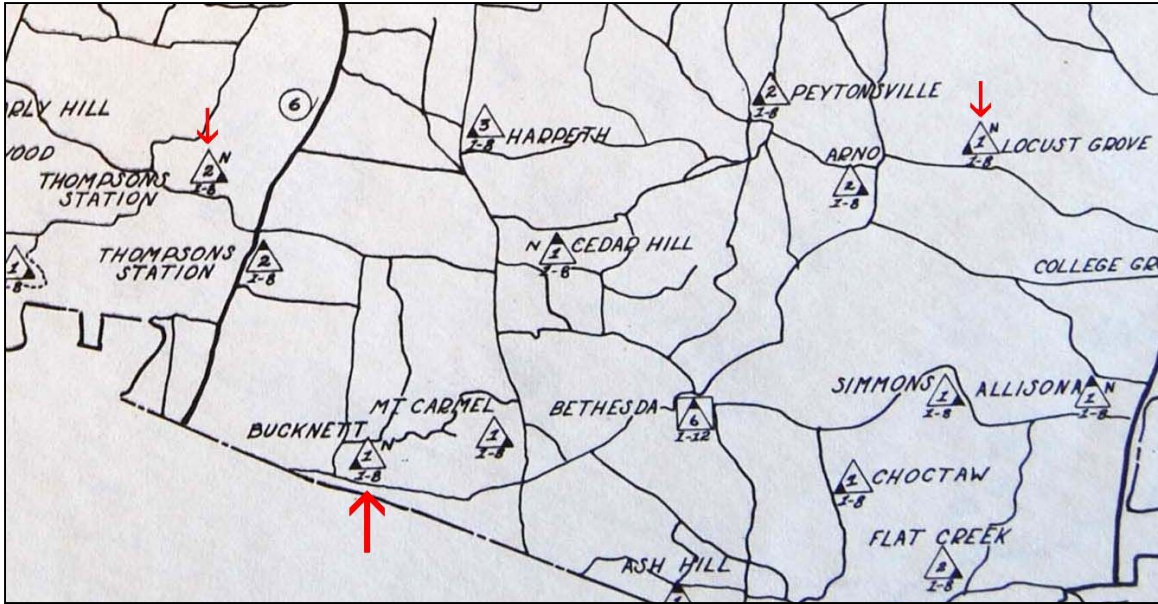
Lee Buckner School, 1941, State Library & Archives, R. G. 273 Photo File, No. 911.



Lee Buckner School, 1942, State Library & Archives, R. G. 273 Photo File, No. 912.



Lee Buckner School on 1936 Rally Hill Quadrangle Map (64NE).



Portion of 1936 State of Tennessee County Educational Maps, Williamson County, showing the Lee Buckner School labeled as “Bucknett” as well as Locust Grove and Thompson’s Station Rosenwald Schools.



Former Lee Buckner School, facing SSW (March 7, 2012).



Privy near SE corner of former Lee Buckner School, facing W (March 7, 2012).



Interior of Lee Buckner School looking into original school room (March 2012).

Little had changed by the January 25, 1941 form. Thelma Davis was still the only teacher and 56 students were enrolled. An expanded section on Health and Safety indicates that all children had been immunized for typhoid, diphtheria, and smallpox. Among the equipment and supplies listed on the form are many that could potentially be found as artifacts during excavations. Examples included: scissors, needles, paint brushes (assuming metal parts), hammers, saws, screwdrivers, axes, brace and bits, chisels, hooks, nails, and screws.

The 1942 form also shows that the school had at least four types of playground equipment, but specific types are not listed. The school had an approved water supply but no fountain. A comment added to the form says, "One of the most outstanding features of this school is its location and regular attendance."

The biggest change shown on the April 30, 1942 form is that the school was now a two-teacher, two-classroom school. Sixty students were enrolled this year, and in addition to Miss Thelma Davis who taught grades 4-8, T. A. Williams was teaching grades 1-3 which accounted for two-thirds of the total enrollment. The accompanying photograph for this form shows the building from the northwest corner, a view that does not show the addition to the building though it is assumed that the indication that Lee Buckner was now a two-room school indicates that the addition had been built.

A period of school consolidation in the 1950s was aimed at avoiding desegregation by improving some black schools and closing those that were in the worst condition. Lee Buckner remained open with some improvements. Thelma Radcliff and Geneva Brownlow were teachers with Brownlow being replaced by Mary Alice Hodge in 1962. Lee Buckner was closed in 1965 (Warwick 2000:176-178).

The school building was later used as a residence, and further modifications were made to the structure. Indoor plumbing was added and a septic tank was installed on the west side of the building. A shed type structure was added to the north side of the school addition. The interior of the building was also changed.

Archaeological Testing

Archaeological testing on the site took place in August 2018. The first step in the testing was to establish a grid so that test units and collected artifacts could be plotted and their locations recorded. The grid was aligned with the original school building which is less than one-degree variance from current magnetic north. Magnetic declination in 1926 was 2° 51' and in 2018 was 3° 40'. Grid points were established at ten-foot intervals and pin flags were placed at each point.

An initial effort was made to use metal detectors on the site, but the large amount of modern debris, much of which had been shredded into small pieces by recent bush hogging of the site, prevented their effective use. Shovel tests were dug at each grid point, and these measured approximately one foot by one foot and were dug to sterile subsoil, a depth ranging from 0.4 feet to 1.1 feet. In the grid numbering system, the northwest corner of the original school building was North 5 East 3 (N5 E3)



Lee Buckner School, August 2018 with pin flags indicating grid points.

Artifacts were collected in bags labeled with the grid coordinates. These were later cleaned, sorted, and cataloged. Some metallic artifacts were conserved by electrolysis to remove corrosion. Two hundred thirty-four artifacts were recovered from the site, most of which is bottle glass and window glass.

Two iron school desk fragments were recovered from the site. These appear to be from the type of desk being used in the early twentieth century, an example of which is shown in. These are known as combination desks because it combined a fold-down seat in front of the unit with a writing surface attached to the back for the student sitting behind. Sometimes these were constructed as double seats for two students sitting side by side. Also known as the “Fashion”

school desk, they became popular in the early 1880s. Examples of this type of desk were observed on several other Rosenwald School sites during the Division of Archaeology's survey. Cast iron was later replaced by lighter tube steel using the same design. By the 1940s an all in one desk had grown in popularity and was commonly used in schools.

One iron caster with a wooden wheel was also recovered from the site. This is the type of caster commonly used on chairs or other furniture in the early twentieth century. There is no certainty that it is associated with the school, but it could be from a chair used at a teacher's desk.

One iron wire clothing hook was found. This is a simple hook formed by twisting wire into a hook shape and threading one end so that it could screw into wood. This type of hook would have been common in school cloak rooms.

One small section of pencil including the brass ferrule was recovered. There is a small section of the wooden pencil in the ferrule and a piece of the eraser. The history of brass ferrules makes it feasible that this pencil was used during the school era rather than the later occupation of the building. The idea of attaching an eraser to a pencil was patented in 1858 by Hyman Lipman (the patent was subsequently struck down in 1875). Ferrules, the small metal sleeve that hold eraser to pencil, such as those familiar today have been around since the early 20th century. These were made of brass which was strong enough to not crush easily. This changed in 1964 when J. B. Ostrowski developed a design for serrated aluminum ferrules. The serrations made the aluminum strong enough to withstand crushing and using the aluminum cut production costs of pencils.

Window glass was collected from all over the site, particularly on the west side of the building. The large windows on the west side of the school were replaced during later occupation, and it is likely that most of this glass came from the school windows. No detailed examination of the glass was done.

Related to the windows is one sash weight recovered on the surface near the back of the house. Sash weights provided a counterbalance for the heavy windows so that they would stay open. This example is a ten-pound weight. A shutter hook was also found. These hooks held window shutters in place so they would not be blown by the wind. Early photographs of the school do not show any shutters on the windows, nor do there appear to have been any when the building was used as a house.

There was a large amount of coal scattered over the entire site. This was particularly heavy behind the building (south side) and on the west side. Most of the schools of the early twentieth century were heated with stoves that burned either wood or coal, and it is likely that this coal was for that use.

Many other artifacts recovered or observed during the survey include a large amount of bottle glass, miscellaneous metal fragments, tin/aluminum foil, tin can fragments, modern wire nails, especially roofing nails, and miscellaneous modern plastic items. Most of these are probably associated with the later occupation of the site.

In one area in front of the school a layer of bricks was uncovered. They were laid directly on soil with no base and no mortar. This may have been part of a walkway, possibly unfinished, or it may have formed decorative edging for a driveway. It is possible that the bricks were reused

from the chimneys after they were removed, and this feature probably does not relate to the school.

Conclusions

The archaeological testing at the Lee Buckner School site produced artifacts related to the occupations of the school as well as the occupation of the building as a home. There was a large amount of modern material, especially plastic items that were strewn about the site, probably after the abandonment of the house. This material was further spread out by subsequent brush clearing on the site. No discernable pattern to the artifact distribution was noted except that the window glass was found mostly on the west side where the large windows were formerly located and later removed and partially replaced. It would be desirable to excavate under the building once it is removed, and permission to do this is still pending.

It is clear that the combination of metal detecting and close interval shovel tests is effective in locating evidence of the presence of a school site. The school desks are most conclusive since they are rarely used on purely domestic sites. More detailed information about a building's structure requires more detailed investigation using larger excavation units. Ground penetrating radar may be effective if large portions of a substantial foundation were present, but many of the Rosenwald Schools located during the survey were built on piers of stone or cast concrete. GPR would certainly be an effective tool for locating privy vaults and maybe wells.

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APPENDIX E

Paint Analysis

LEE-BUCKNER ROSENWALD SCHOOL FINISHES ANALYSIS

Conducted by Grace Abernethy

This report documents the painted finishes found at the Lee-Buckner Rosenwald school in Spring Hill, Tennessee, by architectural conservator Grace Abernethy and the preservation team comprised of Senior Director of Preservation and Education Rachael Finch, Director of Preservation and Education Dr. Blake Wintory, and PhD Graduate Research Assistant from the Center for Historic Preservation at Middle Tennessee State University Amanda Floyd Hamilton. The paint analysis represents an important element of the overall Historic Structure Report (HSR) and will serve a vital role in guiding the future restoration of the Lee-Buckner Rosenwald school. It is important to note, the paint analysis is currently ongoing for the Lee-Buckner Rosenwald school. At current, all analysis should be completed by late winter/early spring 2021.

This paint analysis is intended to provide more than just the color palette of the Lee-Buckner Rosenwald school during different periods. It is meant to be a unique stance from which to study the Lee-Buckner School from a physical standpoint, providing a window into the various periods of construction on the school building, the extent to which Rosenwald aesthetic recommendations for schoolhouses were followed at the local level, and a general maintenance history of the building. Extended exposure of a finish, sediment between layers, and the composition of a specific layer of paint provide clues to how heavily-used a room was and the level of care the community and Board of Education put into maintaining Lee-Buckner at a specific point in time. This, in turn, provides clues about the economy and the wellbeing of the community and the longevity of the school. Finally, the paint analysis is designed to serve as a guide for the restoration of the Lee-Buckner Rosenwald school. The professional recommendations are included, but the real purpose of the detailed nature of this report is to give

the Heritage Foundation of Williamson County a foundation for the information they need to make educated decisions in regard to preserving and restoring Lee-Buckner's finishes.

A note on the nature of this research: This is a working document. Documentation and rehabilitation of the Lee-Buckner Rosenwald school are on-going. As modern material is removed, it is likely that information regarding the Lee-Buckner Rosenwald school's historic finishes continues to come to light. In this case, the document will be revised.

METHODOLOGY

Paint analysis is a multi-step process, and the accuracy of the results can be ensured by using a variety of investigative techniques. Lab analysis, on-site investigation, and research into contemporary techniques and trends in painting go hand-in-hand and serve as illuminating devices for each other. This analysis incorporates all three approaches. It should be mentioned that, despite the scientific methods involved, dating finishes comes down to a judgment call. Identifying pigments can narrow the range of possible dates for a finish's application, but definitively dating a finish requires historical documents. Without those documents, a paint analyst's appraisal, though educated, is still conjecture.

Lab Analysis: Paint

1. Sampling

The first step in microscopic paint analysis is sampling. Stratigraphy samples, roughly the size of the tip of a fingernail, intended to be set in resin and cut into cross sections, were taken

from every type of architectural element in the building – window frames, sills, and sashes; door frames, rails, stiles, and panels; baseboard fascias, fillets, and beads; and every part of the third floor columns – using a surgical scalpel. Each sample was placed in an individual plastic baggie and labeled with a three-part number denoting sample location.

2. *Inspecting samples*

Before being set, all samples are inspected under magnification. Quantitative and qualitative observations are made regarding the various painted finishes. This step furthermore serves as a screening process. Samples found to be missing finish layers or substrate are discarded.

3. *Setting samples*

Stratigraphy samples determined to be intact are then set between two layers of bioplastic resin. For this, small ice cube trays are used. A thin bottom layer of resin is poured in each space of the tray and allowed to harden over the course of several days. Once cured, each cube is labeled with a unique sample number and implanted with the corresponding sample. The remainder of each cube is then filled with resin. The samples harden over the course of one to three days.

4. *Preparing samples*

Once the resin hardens, the bioplast-encased samples are removed from their trays for cross-sectioning. Each sample is inspected individually and cross-sectioned using a jeweler's blade. Samples are then refined using several grades of sandpaper – 320, 400, 600, 800, 1000,

and 1500 grit. Finally, each is polished on a buffing wheel. The purpose of this step is to provide clear cross-sections, including all layers and substrate, which can be inspected under magnification.

5. *Analyzing samples*

Several techniques are used in analyzing the samples. The first is the examination under magnification. Each sample is scrutinized under 40x, 100x, 400x, and 800x and a color correcting light of 6500 K. Specifically, qualities of the paint layers are inspected for the following qualities: Texture: – is the paint coarsely ground or smooth and homogenous? – Color and pigment size – Sediment buildup between layers, an indication of time or heavy use between paintings – Clear finishes and glazes – Layer combinations – priming coats, faux finishes (typically 3-4-layer combinations.) The overarching purpose of this examination is to determine a chronological framework for finish periods at the Lee-Buckner Rosenwald school linking specific finishes to specific points in time.

From these observations and analyses, a stratigraphy--or chronological sequence--of the various layers of paint on each surface is drawn up. Individual stratigraphies are compared within a room, a floor, and then the entire building to create a scheduled history of the school's finishes and the periods in which they were created and visible.

6. *Photomicroscopy*

Photomicrographs of cross-sections and selected powdered samples are made using a Nikon D5100 camera. These photographs are intended to serve as visual aids for those who read this report, not as color-matching tools. Once complete, the Munsell colors and/or hexadecimal

codes provided in the stratigraphy sheets and the restoration finish schedules should be used for color-matching.

7. *Pigment identification*

20th century paints almost always originated in factories. Gone were the days of hand-grinding pigments and hand-mixing paints. The mechanization of the process homogenized paint and eliminated personal pigment choice. For these reasons, pigment analysis of 20th century paints reveals little of the valuable data yielded by the same analysis of 18th and 19th century paints. Limited testing, primarily for the presence of lead, was done on the Lee-Buckner paints.

On-Site Finishes Analysis



APPENDIX F

Sample Curriculum Packet

The Lee-Buckner Rosenwald School
Williamson County, Tennessee
Supplemental Resources for Teaching with a Historic
African American Schoolhouse



Dear Educator,

This supplemental resource packet contains lessons and activities about the Lee-Buckner Rosenwald School developed for you and your high school students (grades 9-12) by the Heritage Foundation of Williamson County. Through the Lee-Buckner Rosenwald School, the Heritage Foundation strives to educate students on the local history of the African American community in Williamson County in the context of the African American experience in the United States. The goal of this program is to educate high school on African American history from slavery to Civil Rights. The Lee-Buckner School education program will elevate the silenced voices of the past and offer a full picture of the diverse people who lived, worked, and died in Williamson County. This curriculum packet has been developed with these components in mind for you and your students.

We recommend that this packet be taught over a three-day span. The first day is the pre-visit lesson and activities. The second day is a scheduled visit to the Lee-Buckner Rosenwald School at Franklin Grove Estate & Gardens in the city of Franklin in Williamson County, Tennessee. The onsite visit will consist of an interactive exhibit paired with a hands-on learning experience inside the restored Rosenwald schoolhouse. The third day is a post-visit lesson and activity that will allow students to reflect on their visit and document what they have learned about African American education in Williamson County and Rosenwald schools. The Heritage Foundation realizes there are many needs in the classroom and teachers are encouraged to use the components of this packet to meet their own classroom needs.

We believe in the power of connecting people to places and stories and our goal is to ensure this curriculum packet, and its resources are useful and impactful for you and your students. We

hope that your visit to the Lee-Buckner Rosenwald School will be an enjoyable learning experience for you and your students. Please reach out to Franklin Grove Estate & Gardens or the Heritage Foundation Education Staff if you have any questions and schedule your onsite visit.

Best Regards,
Amanda Floyd

The Heritage Foundation of Williamson County Education Staff
327 3rd Avenue South-Franklin, TN 37064

The Lee-Buckner Rosenwald School

Teaching with a Historic African American Schoolhouse

Overview:

Grade: High School (9-12)

Subject: African American History in Tennessee

Time Required: 3 days

Supplemental Resource Developer: Amanda Floyd Hamilton

Summary: The Lee-Buckner Rosenwald School was part of the Rosenwald school building program developed by the partnership of Julius Rosenwald and Booker T. Washington in the early twentieth century. Julius Rosenwald was a Jewish American businessman, philanthropist and the CEO of Sears, Roebuck & Company. Booker T. Washington was an African American educator and founder of the Tuskegee Institute in Alabama. In 1912 Rosenwald and Washington met and became partners to build schools for African American students in 15 states in the South. The Rosenwald Foundation was formed to provide funds to help African American communities build schools and advance their education between 1917 and 1932.

Goals: Students will analyze articles, photographs, maps, architectural drawings, and engage in onsite activities to understand the history and the importance of the Rosenwald schoolhouse to African American education.

Objectives:

1. Students will read and analyze written articles.
2. Students will analyze and draw conclusions from historic photographs.
3. Students will identify significant places on maps.
4. Students will analyze architectural drawings.
5. Students will connect the history of the Lee-Buckner School to its place in African American history.

Questions to consider:

1. Who were Julius Rosenwald and Booker T. Washington?
2. How were Rosenwald schools funded?
3. What was the state of African American education in the early twentieth century?
4. How did the Rosenwald fund help African American communities with education?
5. What were important architectural features about Rosenwald schools that are seen in the Lee-Buckner school?

Curriculum Standards for Tennessee

Social Studies Practices Grades 9-12

SSP.01- Collect data and information from a variety of primary and secondary sources, including printed materials, graphic representations, field observations/landscape analysis, artifacts, and media and technology sources.

SSP.02- Critically examine a primary or secondary source in order to extract and paraphrase significant ideas, discern differences between evidence and assertion, draw inferences and conclusions, recognize author's purpose, point of view, and potential bias, and assess the strengths and limitations of arguments.

SSP.05- Develop historical awareness by recognizing how and why historical accounts change over time, perceiving and presenting past events and issues as they might have been experienced by the people of the time with historical empathy rather than present mindedness, evaluating how unique circumstances of time and place create context and contribute to action and reaction, and identifying patterns of continuity and change over time making connections to the present.

SSP.06- Develop geographic awareness by using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales, analyzing and determining the use of diverse types of maps based on the origin, authority, structure and validity, analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena, examining how geographers use regions and how perceptions of regions are fluid across time and space, and analyzing interaction between humans and the physical environment.

African American History Grades 9-12

AAH.12- Describe and analyze various experiences of African American families in the Antebellum United States.

AAH.13- Describe the development of African American institutions, such as religion, education, and benevolent organizations during this era (up to 1860).

AAH.16- Describe the changing status of slaves, freed slaves, and free blacks during and after the Civil War.

AAH.19- Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.

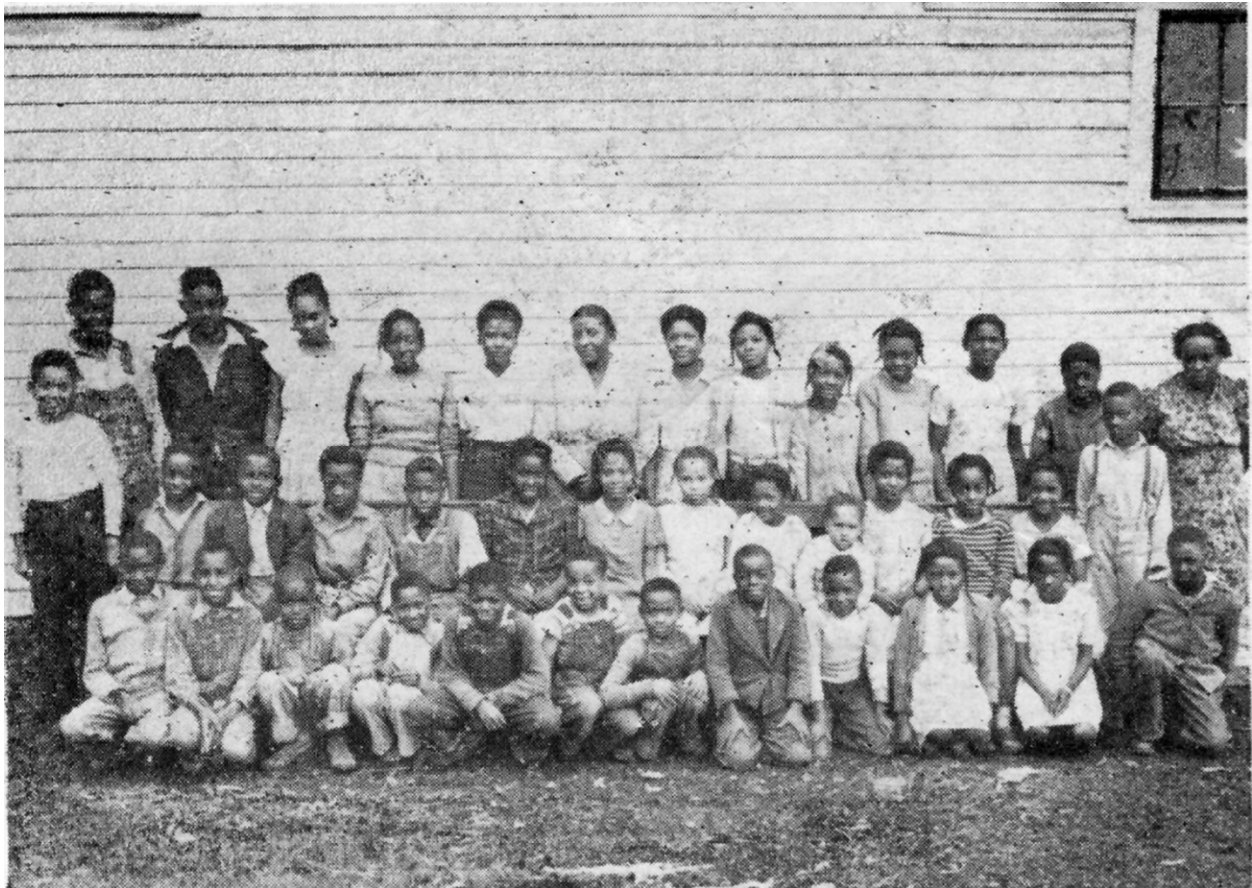
AAH.20- Assess the success and failures of Reconstruction as they relate to African Americans.

AAH.21- Assess the economic and social impact of Jim Crow laws on African Americans,

AAH.25- Describe the progress of African American institutions, such as religion, education, and benevolent organizations during this era (1890s-1920s)

AAH.34- Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.

AAH.40- Describe the impact of Brown v. Board of Education of Topeka, Kansas, and evaluate the resistance to the decision and the reactions that followed.



Photograph of the students of the Lee-Buckner Rosenwald School circa 1948 from the private collection of Georgia Harris.

Lesson One (Day One) – Pre-visit Activities

The activities in Lesson One are designed to teach students about the history of African American education with a focus on the history of the Rosenwald schools, Julius Rosenwald, and Booker T. Washington.

Step 1- Have students watch the video and take notes - <https://youtu.be/kfxfxSgSlGM>

Step 2- Have students read the article - [If You Build It, They Will Learn | Library of Congress Blog \(loc.gov\)](#)

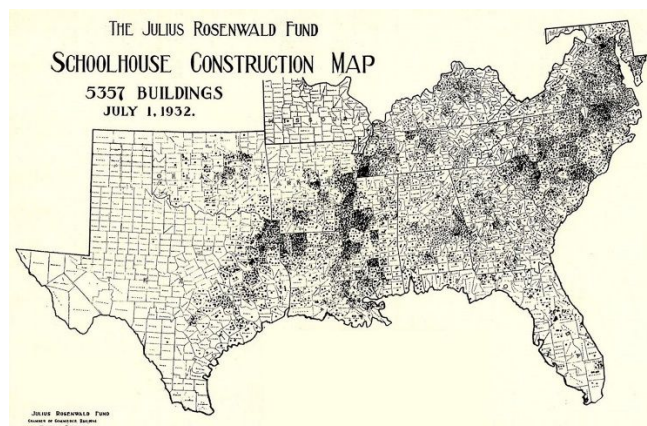
Step 3- Have students identify the following:

- Freedman’s Bureau
- Plessy v. Ferguson
- Jim Crow Laws
- W.E.B. Du Bois
- Booker T. Washington
- Julius Rosenwald
- Rosenwald Schools
- Brown v. Board of Education
- Rosenwald Schoolhouse features

Step 4- Have students connect to the National Trust for Historic Preservation Rosenwald story map and navigate through the timeline and map. [The Rosenwald Schools \(arcgis.com\)](#)

Step 5- Instruct students to pick out one feature or piece of information from the map and tell the class about the feature or information.

Step 6- Discuss the scheduled visit to the Lee-Buckner Rosenwald School and write down 5 to 10 questions to ask or items to look for during the visit.



Lesson Two (Day Two) – Scheduled Visit to the Lee-Buckner Rosenwald School Activities

Lesson Two will consist of indoor and outdoor activities. Outdoor activities will focus on the architecture of the Rosenwald schoolhouse and its identifying features. The indoor activities will use the exhibit on African American education history. The indoor activities will also allow students to sit in and experience a Rosenwald School classroom and receive instructions.

Step 1- Students will be given a workbook and pencil that have been developed for the Lee-Buckner Rosenwald School and exhibit.

Step 2- Students should break into groups of two or three and start with the outdoor section of the workbook.

Step 3- Students should work together to identify architectural features that are unique to Rosenwald Schools. (15 minutes)

Step 4- Students will come into the classroom and discuss the features they noted in their workbook.

Step 5- Students will receive instruction on the indoor activity section of the workbook.

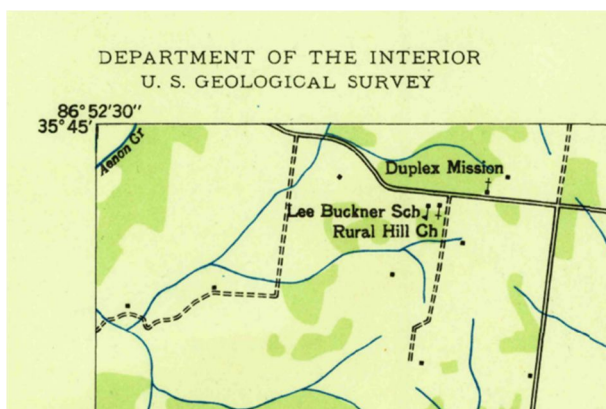
Step 6- Keeping the same groups from the outside activities' students will walk through the exhibit and answer the corresponding questions in their workbooks. (20 minutes)

Step 7- Students will return to the classroom and discuss their findings.

Step 8- Questions from students and teachers for the Education Staff.

Step 9- Students can independently go through the exhibit and experience the interactive features available.

Step 10- End of scheduled visit – students will keep their workbooks, pencils, and a commemorative booklet about the Lee-Buckner Rosenwald school.



Map of the Lee-Buckner Rosenwald School location from the U.S. Dept. of the Interior.

Lesson Three (Day Three) – Post Visit Activities

Step 1- Take about 10 minutes to discuss the visit to the Lee-Buckner Rosenwald School. Ask students what their favorite and least favorite features were.

Step 2- Have the students break into the same groups that they were in at the site visit.

Step 3- Have the students use their workbooks to write a one-page essay on what they thought were the most important parts of the exhibit.

Step 4- Have the groups of students make a list of items that they feel are necessary to make an ideal school and write a paragraph about what makes an ideal school.

Step 5- Have students choose one person to read their paragraph to the class.

Step 6- Conclude by discussing what makes an ideal school.



The Lee-Buckner Rosenwald School c.1948 from the Rick Warwick Collection.

Educator Feedback

The Heritage Foundation Education Staff requests that teachers give us feedback on our supplemental resources-, exhibits, and the Rosenwald schoolhouse. We will use your comments and suggestions to continue to improve our program for teachers and students in the future.

Please mail to:

The Heritage Foundation Education Staff – 327 3rd Avenue South Franklin, TN 37064

Date of Visit: _____

School Name: _____

Grade level in attendance: _____

Teacher: _____

Comments and suggestions:

Thank You!

APPENDIX G

Sample Strategic Plan

Strategic Plan

for

The Lee-Buckner Rosenwald School





This strategic plan for the Lee-Buckner Rosenwald School was developed for the Heritage Foundation of Williamson County, Tennessee and for Dr. Kyriakoudes for the Seminar of Administration of Historical Organizations.

Strategic plan prepared by:

Amanda Floyd

PhD Student

Middle Tennessee State University

Who is the Heritage Foundation?

The Heritage Foundation of Williamson County is a preservation advocacy organization dedicated to the preservation of our places and all people, dating from its earliest origins to the present. We use our resources to keep history alive and to help people develop a better understanding of Williamson County and establish an appreciation for historic preservation. By serving as an institutional role model for the continued commitment and stewardship of Williamson County's history, we utilize our preservation philosophy to education, raise awareness of all our history, share our knowledge and leave a lasting legacy for future generations by promoting a greater involvement on the part of our people and our communities in the preservation of our collective past. One of the Heritage Foundation's primary goals is the preservation of our historic, cultural, and natural resources. We save the places that matter and tell the stories of all people connected to places. Valuing our resources, including historic buildings, structures, archeological sites, objects, and landscapes, we recognize they all may have different needs and approaches for best practices in preservation.²²⁷

Lee-Buckner Rosenwald School

The Lee-Buckner Rosenwald School is located in the Duplex Community of Spring Hill in Williamson County, Tennessee. The school was built in 1927 with aid from the Rosenwald Foundation; a collaboration between Booker T. Washington, President of Tuskegee University, and Julius Rosenwald, CEO of Sears and Roebuck to advance the quality of African American education during the time of segregation and Jim Crow laws in the South. The Lee-Buckner School served the community as an African American school until 1965 when schools were being desegregated. Being that it is the only Rosenwald school extant in Williamson County, the Heritage Foundation purchased the building to move and preserve it. In the Fall of 2021 and pending the City of Franklin approval, Lee-Buckner will be moved to its new location on the campus of Franklin Grove Estates and Gardens. There it will be restored and utilized as an education center and home to a museum exhibit detailing the history of the school and the community as well as a broader African American history.

²²⁷ "What We Do", The Heritage Foundation Of Williamson County, Last modified 2020, <https://williamsonheritage.org>.

Mission

The Lee-Buckner Rosenwald School will strive to present the local history of the African American community in Williamson County in the context of a greater history of African Americans in the United States. It will bring a diverse audience of those interested in being educated about African American history from slavery to Civil Rights and beyond. As an integral part of the Franklin Grove Estates and Gardens, the Lee-Buckner School will give voice to the silences of the past and offer a full picture of the diverse people who lived, worked, and died in Williamson County.

Vision

The Lee-Buckner School will serve as an educational and interpretive center for African American history engaging a diverse audience.

Values

- Advocacy – we will advocate for history and education that is inclusive and diverse.
- Inclusivity – we will work towards a diverse and inclusive membership, audience, and patronage.
- Quality – we will be devoted to high standards for staff, education, interpretation, research, publications, and events.

Strategic Objectives

Objective 1: Operations

Lee-Buckner School will be part of the larger framework of Franklin Grove Estates and Gardens and thus the Heritage Foundation and will have the necessary resources to support the goals of this strategic plan. These resources will include executive leadership, preservation planning, staff and support, outreach, communications, technology, and publications.

Objective 2: Finance

The Heritage Foundation will strategically implement means of funding for programs at the Lee-Buckner School through member contributions, grants, sponsorships, fundraising events, and publications.

Objective 3: Annual Symposium

The Lee-Buckner School will be used by the Heritage Foundation for the annual symposium as a meeting place for a diverse audience for education, events, and fundraising.

Objective 4: Membership

The Lee-Buckner School will be a vehicle to increase the membership of the Heritage Foundation by numbers and diversity.

Objective 5: Technology

The Lee-Buckner School will be equipped with and utilize advanced technology to aid in interpretation and education.

Objective 6: Partnerships, Collaborations, and Outreach

The Lee-Buckner School will benefit from the partnerships, collaborations, and outreach that the Heritage Foundation has developed for financial, professional, and educational support.

Theory of Effectiveness for Lee-Buckner School

The Heritage Foundation will ensure that people will interact with the Lee- Buckner School through several avenues. These avenues will include but are not limited to the following:

- Advocacy – inclusion and magnification of diverse history of African Americans for public and private consumption.
- Community – community outreach will include diverse and marginalized people and communities
- Education – research, writing, teaching, learning, and presentation by staff and visiting professionals in formal and informal settings.
- Stewardship – staff will be involved and responsible for curating, interpreting, archiving, preserving, and distributing the history and significance of the Lee-Buckner School.

