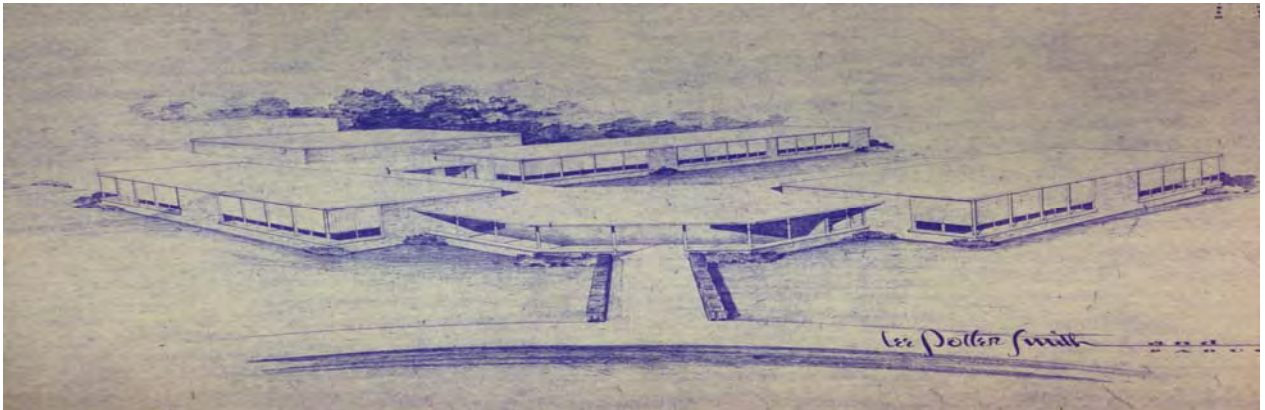

Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report



Prepared for
U.S. Department of Defense Education Activity
and
U.S. Army Corps of Engineers, Louisville District

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Acronyms and Abbreviations

ACHP	Advisory Council on Historic Preservation
APE	Area of Potential Effects
Army	U.S. Army
CFR	Code of Federal Regulations
DDESS	Domestic Dependents Elementary and Secondary Schools
DPW	Directorate of Public Works
DoD	U.S. Department of Defense
DoDDS	Department of Defense Dependents Schools
DoDEA	U.S. Department of Defense Education Activity
DoE	Department of Education
ERDC/CERL	U.S. Army Engineer Research and Development Center/Construction Engineering Research Laboratory
Fort Campbell	Fort Campbell Military Reservation
ICRMP	Integrated Cultural Resources Management Plan
LEA	Local Education Agency
NEPA	National Environmental Policy Act
NHPA	National Historic Preservation Act
NPS	National Park Service
NRHP	National Register of Historic Places
NSS	National Storage Sites
PA	Programmatic Agreement
RCI	Residential Communities Initiative
SHPO	State Historic Preservation Officer
U.S.	United States
U.S.C.	United States Code
USACE	U.S. Army Corps of Engineers
USAF	U.S. Air Force
USGS	U.S. Geological Survey
WWII	World War II

Introduction

1.1 Background

The U.S. Army Corps of Engineers (USACE) Louisville District contracted CH2M HILL to evaluate six schools on Fort Campbell Military Reservation (Fort Campbell) in Kentucky and Tennessee to determine if they are eligible for listing in the National Register of Historic Places (NRHP). CH2M HILL performed the work in accordance with federal, state, and local regulations and the requirements listed in the scope of work dated February 21, 2013, under USACE Contract No. W912QR-12-D-0024, Delivery Order 0008. Section 1 of this report includes the regulatory context of the evaluations. Section 2 describes the methodology for the field investigations and the evaluations, and lays out the NRHP Criteria for Eligibility. Section 3 of the report provides several historical contexts for the project, including the development of Fort Campbell, the development of schools in Kentucky and Tennessee, the history of mid-century modern school design, the history of U.S. Department of Education Activity (DoDEA) and schools for military dependents, and the development of schools on Fort Campbell. This section also provides a brief history for each individual school being evaluated as a part of this report. Section 4 presents the investigation results, including descriptions of each school property, eligibility determinations for each of the 6 schools, and a district eligibility evaluation for the six Fort Campbell schools being investigated. Section 5 provides management recommendations and Section 6 includes a list of references. The report also includes three appendices: building inventory forms for the six schools (Appendix A), floor plans and drawings (Appendix B), and project personnel qualifications (Appendix C). The schools are presented in the text and the appendices in chronological order by construction date.

The study area for this evaluation includes six individual school buildings located within the cantonment area of Fort Campbell in Kentucky and Tennessee. The six schools included in the study area are currently known as Wassom Middle School (Building 175), Lincoln Elementary School (Building 3709), Barkley Elementary School (Building 3708), Marshall Elementary School (Building 84), Mahaffey Middle School (Building 71), and Jackson Elementary School (Building 710). The buildings were surveyed and evaluated for NRHP eligibility. Generally, properties must be 50 years old to be eligible for the NRHP. For this reason, the six schools included in the study area were selected to be evaluated for NRHP eligibility because they are nearly or more than 50 years old, the standard NRHP threshold. The Wassom, Lincoln, Barkley, Marshall, and Mahaffey schools are all located in Christian County, Kentucky. Jackson Elementary School is located in Montgomery County, Tennessee. The six schools are located in a noncontiguous arrangement, within the northeast region of the installation. Lincoln and Barkley schools are situated on adjacent lots (see Figure 1).

1.2 Regulatory Context

The National Historic Preservation Act of 1966 (16 *United States Code* [U.S.C.] 470) (NHPA) is one of the primary federal regulations designed to protect cultural resources. The implementing regulation for NHPA is the Protection of Historic Properties (36 *Code of Federal Regulations* [CFR] 800). Historic properties are defined in 36 CFR 800.16 as any prehistoric or historic district, site, building, structure, or object included in or eligible for the NRHP. Under the NHPA, a property possesses significance if it meets the NRHP criteria listed in 36 CFR 60.4 and retains sufficient integrity to convey that significance.

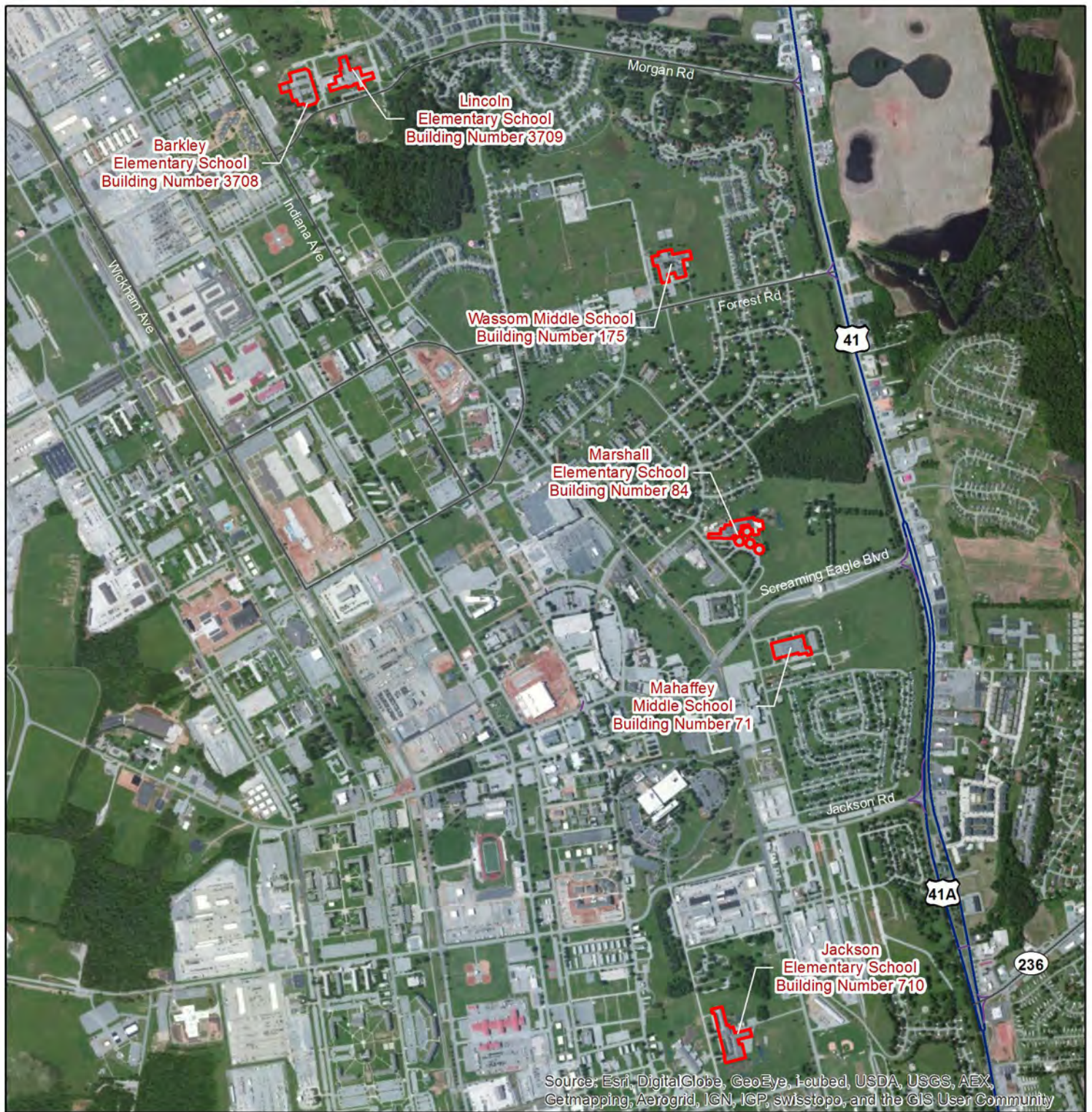
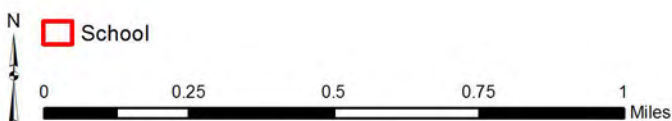


FIGURE 1
Overview of School Locations

Fort Campbell Schools National Register of Historic Places
 Evaluation Investigation Report
 Christian County, KY; Montgomery County, TN



This document is prepared in support of Fort Campbell's ongoing efforts to fulfill its responsibilities under NHPA Section 110, which sets out the broad historic preservation responsibilities of federal agencies and is intended to ensure that historic preservation is fully integrated into the ongoing programs of all federal agencies. Section 110 was added as an amendment to the NHPA in 1980 so as to expand and clarify the statute's statement of federal agency responsibility for identifying and protecting historic properties and avoiding unnecessary damage to them. Section 110 also charges each federal agency with the affirmative responsibility for considering projects and programs that further the purposes of the NHPA. Under Section 110, the head of each federal agency must assume responsibility for the preservation of historic properties owned or controlled by the agency; establish a preservation program for the identification, evaluation, or nomination of properties to the NRHP and protection of historic properties; and consult with the Secretary of the Interior to establish its preservation programs.

Section 106 of the NHPA requires federal agencies to consider the effects of actions they fund or approve on any district, site, building, structure, or object that is listed in or eligible for listing in the NRHP. The primary agency for enforcement of NHPA is the State Historic Preservation Officer (SHPO), which implements the regulations (36 CFR 800) issued by the Advisory Council on Historic Preservation (ACHP). Section 106 requires that federal agencies allow the ACHP a reasonable opportunity to comment on their undertaking (or action). The federal agency must initiate the Section 106 process if the agency determines that its undertaking is a type of activity that could affect historic properties. If the undertaking is determined to affect historic properties, the federal agency must identify the appropriate SHPO to consult with during the process.

Methodology

2.1 Field Methods

Secretary of the Interior-qualified architectural historians with CH2M HILL, Lori Price and MaryNell Nolan-Wheatley, conducted field investigations on Fort Campbell in May 2013. Prior to the field investigation, they conducted a comprehensive review of existing literature and records, available online, concerning the history of Fort Campbell, military schools, and the overall development of Kentucky and Tennessee. CH2M HILL also conducted archival research on existing historical contexts, previous reports, and records on schools in Kentucky on site at the Kentucky SHPO in Frankfort. As part of this research, the 2012 U.S. Army (Army) Engineer Research and Development Center/Construction Engineering Research Laboratory (ERDC/CERL) report entitled *Fort Campbell Architectural Survey: DoD [Department of Defense] Schools* was acquired. This report contains historical information about Fort Campbell and the history of school design in the area (Adams et al., 2012). The *Kentucky Historic Schools Survey: An Examination of the History and Condition of Kentucky's Older School Buildings* was also acquired during the Kentucky SHPO visit (Kennedy and Johnson, 2002). Through coordination with the Tennessee SHPO, the team determined that a site visit to the SHPO office in Nashville, Tennessee, was not required.

The field team conducted archival research onsite at Fort Campbell, visiting the Fort Campbell Cultural Resources Office, the Don F. Pratt Museum, the Directorate of Public Works (DPW) Office (which contains the Real Property Records and Defense Department Form 1354 [DD 1354] Documentation), and the Sink Library. The team met with the Post Historian on the installation and acquired a limited number of photo copies of historical photographs and maps of the schools. Additionally, the team reviewed as-built drawings and plans of the schools that were available on file at the Central Administration Office on Fort Campbell, making particular note of all additions and alterations, which were recorded using digital photography. Some of the drawings recorded during the site visit are included in Appendix B. Drawings for all schools were not available, or were not in condition to be reproduced. Facilities personnel escorted the field team to the six schools being investigated in Christian County, Kentucky, and Montgomery County, Tennessee. The visits included viewing the interior and exterior of each school as well as introductions to school faculty who had knowledge of the general history of the schools or Fort Campbell. Because school was in session during the time of the visit, no photos were taken of the school's interior so as to comply with Fort Campbell's policy that strictly prohibits photographing children on the installation; interior photographs were not considered critical to the evaluation of NRHP eligibility. The team also consulted with other qualified onsite professionals who were known to have knowledge of cultural resources in the vicinity of the schools as well as other individuals knowledgeable in local history.

The six school properties were recorded with thorough digital photo documentation of the exterior of each school, including elevations and architectural details. The team compared the original as-built drawings to the existing buildings to ascertain the construction evolution of each school. The team conducted methodical observations of the schools to evaluate architectural integrity. Photographs, maps, property descriptions, eligibility findings, and other data have been recorded on Kentucky's Individual Building Survey Form (KHC 2007-1) and the Tennessee Historical and Architectural Resource form. These forms are attached to this report in Appendix A and include a contact sheet of photos for each school.

After returning from the field, the team conducted further archival research and review from published and unpublished reports and documents such as books, journals, maps, websites, topographic maps, historic maps, aerial photography, town and county histories, and deeds. All data collected through the literature search and field investigations were analyzed by four qualified architectural historians and a qualified historic architect. In addition to conducting an evaluation of the individual schools for NRHP eligibility, analysis of the data was also geared toward determining the NRHP eligibility of the schools as part of a district.

2.2 NRHP Criteria for Eligibility

The preservation of historic properties became national policy first with the passage of the Antiquities Act of 1906. The Historic Sites Act of 1935 continued the goal of preserving historic properties. Finally, the NHPA was passed in 1966. The NRHP was established as part of the NHPA, as discussed in greater detail above.

Cultural resources include prehistoric and historic archaeological sites, districts, and objects; standing historic structures, buildings, districts, and objects; locations of important historic events; and sites of traditional or cultural importance to various groups. 36 CFR 800 defines a historic property as any prehistoric or historic district, site, building, structure, or object listed in, or eligible for listing in, the NRHP. The criteria used to evaluate properties for the NRHP are provided in 36 CFR 60 and listed in the following bullets. To be considered for eligibility, a resource must meet one or more of these criteria:

- Be associated with events that have made a significant contribution to the broad patterns of history (Criterion A).
- Be associated with the lives of persons significant to our past (Criterion B).
- Embody the distinctive characteristics of a type, period, or method of construction, or represent the work of a master, possess high artistic values, or represent a significant and distinguishable entity whose components might lack individual distinction (Criterion C).
- Have yielded, or have the potential to yield, information important to prehistory or history (Criterion D).

Generally, properties must be 50 years old to be eligible for the NRHP, but those that have achieved significance within the past 50 years may be eligible under Criteria Consideration G, which states that a property achieving significance within the last 50 years can be eligible if it is of exceptional importance.

In addition to meeting one or more of these criteria, a resource must retain integrity to be considered a historic property. Integrity is the authenticity of the physical identity, as evidenced by the survival of characteristics that existed during the resource's period of significance. Historic properties must retain enough of their historic character or appearance to be recognizable and to convey the reasons for their significance. The seven aspects of integrity, presented in 36 CFR 60, are location, design, setting, materials, workmanship, feeling, and association.

Each of the six schools at Fort Campbell was evaluated for NRHP eligibility using these criteria, based on the historic context of the schools and taking into consideration the buildings' level of integrity. The schools together were also evaluated as a potential NRHP-eligible district. The eligibility findings presented in this report will be submitted to the Kentucky SHPO and the Tennessee SHPO for their comment and concurrence.

Historic Context

3.1 Development of Fort Campbell

Fort Campbell is a multi-purpose installation, situated in four counties on the border between Hopkinsville, Kentucky, and Clarksville, Tennessee. The 106,000-acre installation is located in Montgomery and Stewart counties, Tennessee, and Trigg and Christian counties, Kentucky. The majority of the installation, 88 percent, has been left undeveloped for use as military training ground. The remaining 12 percent, the cantonment area, is developed and provides the facilities for military personnel and their families, as well as civilians who work on the post (URS, 2012).

During the late eighteenth century, the land that Fort Campbell currently occupies contained a number of small European frontier posts. Three settlements had been established by the early 1780s, including Prince's Station in 1782, Neville's Station in 1784, and Clarksville in 1784. Clarksville, which is located at the point of convergence between the Cumberland and Red Rivers in Montgomery County, is the only one of these settlements to eventually become a city. John Montgomery and Martin Armstrong surveyed Clarksville in 1784 and divided up the land into parcels for purchase. The site was established as a town in 1785. The early nineteenth century was a period of rapid development in the area with the construction of significant infrastructure, including roads, railroads, bridges, churches, and educational institutions (Williams, 2012). Increasing numbers of permanent European settlements emerged from 1810 to 1830 and were connected by an expanding system of roads. During this period, the area's economy was largely based on the tobacco industry and a growing iron industry. Between 1830 and 1860, as a result of the demands for increased tobacco production, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian counties (URS, 2012).

The Cumberland River, which starts in Kentucky and loops through Tennessee, continued to be an important resource for the production and trade of dark-fired tobacco through the end of the nineteenth century (Williams, 2012). After the Civil War, the area remained agricultural and transitioned from a slave-based economy back to one of small farms and sharecroppers. The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012).

The federal government initiated the establishment of 14 new installations for military training on July 16, 1941, during World War II (WWII) (URS, 2012). One of these new facilities, named Camp Campbell, was positioned on the border between Tennessee and Kentucky near the Cumberland River. The site was chosen on July 16, 1941 and named in honor of General William Bowen Campbell who was the last Whig Governor of Tennessee and the elected Colonel of the First Tennessee Volunteers, nicknamed the "Bloody First." History holds that General Campbell led his troops into battle during the Mexican-American War in 1846, storming Monterrey, Mexico, with the memorable command, "Boys, follow me!" – a phrase that became the Tennessee Whig Party's slogan during elections in 1851 (Williams, 2012). The location of Camp Campbell was chosen for its hilly topography, which was a prime landscape for armored training. A decline in profits from the tobacco industry in the region during the 1920s and 1930s had also created a large, available workforce. Residents of the area pressured politicians to create jobs for this under-served and available workforce. Senator Alben Barkley of Kentucky and Senator Kenneth McKellar of Tennessee responded to the pleas, encouraging the Army to acquire over 100,000 acres that spanned the border between their two states for the establishment of a military installation (Williams, 2012).

Before construction of the installation could begin, the Army needed to remove hundreds of people from the designated area. Most of these residents occupied farms that had been in the same family for over a century. Family homes and cemeteries were cleared, with some bodies re-interred in other locations. The War Department Real Estate Office and the Farm Security Administration determined that there were 1,105 tracts of land to be claimed, with 801 tracts in Tennessee and 304 tracts in Kentucky. Compensation was set at \$39.93 per acre,

totaling a property expenditure of \$4,064,948 between the two states (Williams, 2012). The construction of the new camp employed 10,000 people, who worked 24 hours a day, in three shifts of 8 hours (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German prisoners of war, five of whom remain buried within Fort Campbell's boundaries (URS, 2012).

When the installation was first established, two-thirds of the camp was in Tennessee, and it was referred to by the Army as "Camp Campbell, Tennessee." In September 1942, Senator Barkley from Kentucky encouraged the Army to reclassify the post as "Camp Campbell, Kentucky." The Army complied because the installation's post office and the majority of the Headquarters building fell within Kentucky (Williams, 2012).

The population of Camp Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer, who arrived from nearby Fort Knox during summer 1942. On September 15, 1942, the 12th Armored Division was activated at Camp Campbell and, soon after, the post became the training ground for the 14th and 20th Armored Divisions, Headquarter IV Armored Corps, and the 26th Infantry Division (*Fort Campbell & 101st Airborne Division*, 1973). On March 17, 1943, a group of the Women's Army Corps arrived and was soon followed by 419 additional service women. By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012).

After WWII ended, Camp Campbell was used as an assembly and reemployment center for the soldiers returning from war, with the 11th Airborne Division staying at the post until 1956. A survey, conducted by the Army in 1947, assessed whether the post could be transitioned into a permanent facility. Based on its geography and size, the Army determined on April 14, 1950 to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). Rapid growth and development of Fort Campbell during the 1950s resulted from this transition. This expansion was an attempt to provide for the changing needs of the military community. A number of permanent buildings were constructed during the beginning of the 1950s, including 42 barracks buildings for enlisted men, four buildings for officer quarters, three regimental headquarters, 11 motor repair shops, one communications building, one warehouse, and one guardhouse. New roads, walks, and parking areas were also constructed in addition to sewer, water, and electric distribution systems (Moser, 1951). Over the next two decades, six schools were built along with a library and other facilities for military personnel and their families who resided on the permanent installation.

The National Security Act of 1947 established the Department of the Air Force as an independent entity from the Army. During the late 1950s, the U.S. Air Force (USAF) turned Campbell Airfield, which was part of Fort Campbell, over to the Army, who constructed a control tower, crash fire station, hangar, and two barracks measuring 25,000 square feet each. As a result, Campbell Army Airfield became the Army's biggest airfield at that time (its size was surpassed in 1973 by Biggs Army Airfield at Fort Bliss, Texas) (EDAW/AECOM, 2009; Biggs Army Airfield, 2013). Several tenant Air Force units were stationed at Campbell Army Airfield. These divisions "work[ed] diligently to keep the helicopters and aircrafts of the division flying safely" (*Fort Campbell & 101st Airborne Division (Airmobile)*, 1973).

Changes and expansion also occurred at Fort Campbell as a result of the Cold War. The Clarksville Base, which was managed by the U.S. Navy and served as a classified Naval Weapons Station, functioned within the boundaries of Camp Campbell starting in 1947. The base was a limited-access, high-security, 2,600-acre area, mostly constructed underground and protected by a patrolled and electrified fence. Most people on the post or living in the surrounding areas did not know the purpose of Clarksville Base, nor were they even aware of its existence (Williams, 2012). Such secrecy was needed because the base served as one of only six National Storage Sites (NSS), holding nuclear weapons during the start of the Cold War. The Clarksville Base NSS was operated by the Atomic Energy Commission and the Armed Forces Special Weapons Project. For a period of time, Clarksville Base held one-third of the nation's nuclear supply. It was believed that the Soviet Union had listed the base as one of the first to destroy in the event of nuclear combat. Clarksville Base remained a functioning facility until 1965, four years before the land was transferred back to the Army in 1969 (The Story of Clarksville Base, 2013).

The 101st Airborne Division, known as the "Screaming Eagles," was initially activated at Camp Claiborne, Louisiana in 1942. The division gained a reputation of heroism during WWII when they led the Allied attack preceding the invasion of Normandy on D-Day. After returning from the war, they were deactivated. In 1956, the division was

reactivated at Fort Campbell as an Airborne Unit, where they remain today. The division made history again in the 1950s and 1960s. During this time, they were called in by the federal government to escort African American children to school in Little Rock, Arkansas, after a violent outbreak following a school's integration. From 1965 to 1967, the 101st Airborne Division was deployed to Vietnam, where they were involved in continuous combat. While the division was deployed, the Basic Combat Training Center was activated on Fort Campbell in May 1966. By July, training had begun with 1,100 new soldiers (*Fort Campbell & 101st Airborne Division*, 1973).

During the 1970s and 1980s, the 5th Special Forces Group (Airborne) and the 160th Special Operations Aviation Regiment (Airborne) were stationed at Fort Campbell. This era brought about another increase in construction and 1,418,371 square feet of facilities were added, including a hospital, aviation maintenance hangar, and a flight simulator (EDAW/AECOM, 2009). Fort Campbell has continued to serve as a prominent military installation into the twenty-first century. The installation has continued as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units. During times of peace, the mission of Fort Campbell is "to support training, mobilization, and deployment of mission-ready forces, by providing services, facilities, and a safe and secure environment for soldiers, civilians, retirees, veterans, and their families, while transforming the future" (URS, 2012).

3.2 Development of Schools in Kentucky and Tennessee

Schools in the United States during the early 1800s were often small, one room schoolhouses, where a single teacher instructed students of varying ages and grade levels (Adams et al., 2012). This type of school was especially prevalent in rural communities. In more urban areas, schools tended to have larger student bodies, and, therefore, required more expansive buildings and different teaching methods. During the first half of the nineteenth century, some schools employed the Lancastrian School System, which was named for Joseph Lancaster and encouraged structured group learning techniques, which helped one teacher run a school of several hundred students. The Lancastrian School System was not used after 1840, when students started to be separated by age, with a designated teacher for each grade. School buildings required more rooms to accommodate this change (Adams et al., 2012). Around the same time, school curricula started to include history, grammar, and composition, in addition to the more traditional subjects of reading and writing. Toward the end of the nineteenth century, new technologies allowed for better lighting, heating, toilet facilities, and fire safety within school buildings. The floor plan of schools remained simple, with buildings composed of simple rectangular classrooms, with Gothic, Greek Revival, or Victorian features frequently defining the façades (Adams et al., 2012).

During the early nineteenth century, the United States was establishing a system of institutions, founded on the principles of liberty and freedom, to provide citizens with basic rights, such as education. Most of the benefits of such institutions, however, were available to those who owned property, namely white males. Public education was a popular topic of discussion during this period. Notions that ignorance encouraged tyrannical behavior led many people to support public education (generally for white males only) out of fear of the dangers posed by an uneducated population (Kennedy and Johnson, 2002).

3.2.1 Development of Schools in Kentucky

Kentucky was slow to establish a public education system when compared to other states. The state first tried to institute a system of land-grant seminaries for each county through which locals could fund the establishment of academies for learning. These academies were not intended to be free public schools; rather they were intended to be private institutions run on subscription or tuition fees. As a result, schools were prohibitively expensive for the lower classes and they acquired an elitist reputation. Various shortcomings resulted in many of these early schools ultimately being unsuccessful (Kennedy and Johnson, 2002). During the early nineteenth century, Kentucky's Governor Gabriel Slaughter and some of his colleagues helped pass legislation that created common schools. The 1821 Literary Fund Act articulated a source for funding, but did not stipulate a process for establishing the institutions; this limitation halted progress. The act stated that half of the Bank of the Commonwealth of Kentucky's profits would be set aside for the state's educational needs. Money would be allocated to counties that expressed interest in establishing a school. The act also mandated the production of a report that evaluated Kentucky schools. The Barry Report, which was authored by Senators W.T. Barry, John Pope,

John Witherspoon, and David Murray, illustrated that common schools were very successful in other states and outlined methods for creating a statewide education system. The state legislature paid no attention to the report, however, and the Bank of the Commonwealth eventually failed. Money intended for schools was consistently spent on other projects, such as construction of roads and canals (Kennedy and Johnson, 2002).

Another act, referred to as the “Schools Act,” passed in 1838 and again attempted to establish a system of common schools (Kennedy and Johnson, 2002). This time, the schools were funded by the sale of public lands to the federal government. The legislation created an informal administrative structure based on local districts. These districts were expected to tax their residents in order to finance the schools. A State Board of Education was also established, but the Board failed to stipulate anything about teacher qualifications, curriculum, structure of the school year, or what types of buildings were appropriate for learning. As a result, schools were organized on a purely local level. Counties were not particularly interested in levying new taxes on their citizenry and, by 1841, only 22 out of 90 schools had accepted the local taxation policies to establish a common school, and the federal funds were quickly misused and squandered (Kennedy and Johnson, 2002).

In 1848, State Superintendent Robert Breckinridge helped pass a referendum that required a statewide tax of 2 cents for every \$100 worth of taxable property to fund a common school system. Kentucky’s Constitutional Convention in 1849 also attempted to reorganize the funding of common schools, and succeeded in eradicating the ability to charge tuition for common schools, making common schools free for all white children in Kentucky (Kennedy and Johnson, 2002).

At the start of the twentieth century, a decent public education was not readily available to African American children. Before the 1870s, African Americans in Kentucky had independently organized over 200 schools that taught 10,500 students. Usually, such schools were established in small churches and had limited financial resources. In 1874, however, the state arranged for a common school system for African Americans, funded by taxation. The schools were segregated and ran with a similar administrative structure to that of the corresponding white schools. Despite this, African American school district trustees were denied a voice in decisions about the school system. African American schools had to be constructed a certain distance away from white schools, and were only allotted funding from property taxes on land owned by African Americans, with no regard for how many children were present within a school district. As a result, African American schools were generally underfunded. In 1881, the federal government threatened Kentucky with a lawsuit that would force schools in the state to integrate if they did not distribute school funding more evenly between white and black schools. The state complied out of fear, but no effective change occurred (Kennedy and Johnson, 2002).

In 1908, further legislation was passed that transferred administrative duties for public schools from the local school districts to the local counties. Efforts were also made to standardize school administration professions by creating a system for licensing teachers and demanding certain employee qualifications. These regulations became increasingly strict in 1920, when the certification test for teachers was created by the State Department of Education. All counties were also required to establish a high school starting in 1910, although African American students often were forced to travel outside of their county of residence to attend school. In 1912, new legislation made school compulsory for all children from 6 to 16 years old, although this was not enforced successfully. Tax reforms enabled the state to increase teacher salaries, construct new buildings that had better equipment, and provide improved transportation for students; however, these advances were mostly seen by white schools (Kennedy and Johnson, 2002).

During the mid-twentieth century, significant disparities existed between Kentucky schools, with wealthier urban schools outperforming smaller, less-well-funded rural schools. To reduce the disparities, schools were consolidated; rural schools joined with their neighboring urban schools to form much larger and more efficient educational facilities. Several national advances aided with this transition, including an improved roadway system in the 1930s and federal relief programs, such as the Works Progress Administration. New, larger brick and stone school buildings were constructed using federal funds. From 1930 to 1939, Kentucky completed 1,758 education-related construction projects, costing a total of \$24,780,627. These projects included building new schools, and providing classroom additions, cafeterias, gymnasiums and other school facilities (Kennedy and Johnson, 2002). However, these new facilities were available primarily to white students. African American schools were often

denied access to a fair share of government funding. Many smaller, rural African American schools were closed, without the construction of new schools, forcing students to travel to distant counties to attend class. Finding access to transportation was often prohibitive for African American students, being too expensive or too difficult for families since the county board rarely funded buses for non-white students (Turley-Adams, 1997).

While school improvements were halted during WWII, the post-war years witnessed a resurgence of interest in education in Kentucky. Several pieces of legislation were passed in the 1940s and early 1950s that aimed to equalize the funding for schools across the state and improve salaries for teachers (Kennedy and Johnson, 2002). The most significant piece of legislation, however, occurred in 1954. That year, the Supreme Court decision *Brown vs. the Board of Education of Topeka, Kansas* stated that separate, segregated school facilities were inherently not equal and demanded the desegregation of all public schools. In 1955, the Kentucky Department of Education ordered that all school districts start the process of desegregation and called for school officials to establish a comprehensive plan for the task. Unfortunately, the process of integration was slow and often fought by white parents and school administrations. By summer 1955, no public schools in Kentucky had started to desegregate (Coleman, 1956). Ten years later, however, by the 1964-1965 school year, 95 percent of public schools in Kentucky had obeyed the state's directive. Desegregation remained especially unsuccessful in areas where few African Americans lived. Additionally, African American teachers were often not transferred to the newly integrated schools (Kennedy and Johnson, 2002). As a result, the integration process was a difficult one, although Kentucky did not have the same level of violent rioting during this time as some other southern states (Blyton and Martin, 2013).

3.2.2 Development of Schools in Tennessee

When examining the development of education throughout the United States, Tennessee was slow to establish a public school system. Early schools in Tennessee were generally run by members of the clergy, who organized small schools in churches. These were often one-room log cabins, with packed clay floors, and wooden slab benches (Alsberg, 1939). During the Constitutional Convention of 1796, no plans were made to establish a public school system. Schools that were established focused on the proper behavior and morals of students as much as other subjects. These private academies varied significantly in standards and in quality; by 1889, 500 such schools had received state charters, although less than 200 of them were considered operational (Alsberg, 1939).

In 1806, the U.S. Congress mandated that 600 acres of land in each county within Tennessee should be sold and the funds used for the establishment of public schools. Many counties did not respond to this directive and those that did either sold their land cheaply or spent the funds on other types of projects. In 1828, the state sold public lands between the Hiwassee and Little Tennessee Rivers and decided to allocate half of the profit for a common school fund. Unfortunately, the state did not earn much money from the sale of the lands, and the few schools that were funded were unsuccessful. Over the next few decades, more ineffective legislation was passed to establish a school system. By 1840, Tennessee was spending a mere 50 cents per year for the public education of each white child. While public schools were struggling, a number of private schools throughout Tennessee were prospering (Alsberg, 1939).

Andrew Johnson, who served as the governor of Tennessee from 1853 to 1857, was a strong proponent of public education. In 1853, he argued for a bill that supported a public school system funded by direct taxation, stating:

At the present period, and for a long time past, our common schools have been doing little or no good, but on the contrary have been rather in the way than otherwise. There is one way that the children of the State can be educated...and that is to levy and collect a tax from the people of the whole State (Alsberg, 1939).

Johnson's bill passed on February 28, 1854 and was followed by further legislation to standardize requirements for teachers (Alsberg, 1939).

Public schools in Tennessee suffered as a result of the Civil War. Many schools were shut down and used for the war effort. After the war, however, new school taxes were levied and a position was created for a superintendent of public education. Additionally, new segregated schools were opened for African American students. During the

1890s, another wave of interest in public education resulted after census results showed that Tennessee had a very high illiteracy rate. Secondary schools were established with tax dollars and, in 1899, counties were given the opportunity to establish local high schools. School attendance for children became a requirement in 1913 (Alsberg, 1939).

The state of Tennessee started to consolidate its schools in the 1920s, transporting students from smaller rural schools to larger urban areas. Progress with this consolidation movement, however, was slow. By 1934, about half of the 6,000 elementary schools in the state were still one-room school houses. In the same year, there were 617 high schools in Tennessee, 545 of which served only white students (Alsberg, 1939).

Access to schooling remained a problem for African American students. Even into the 1950s, about one-third of Tennessee counties did not have a high school for African American students. The students who were not able to pay for private schooling or could not find transportation to go to another county's school were left without access to an education (Egerton, 2009). The Supreme Court's pivotal *Brown vs. Board of Education* decision in 1954 made segregated schools unconstitutional. Despite this mandate, it took another 3 years for public schools in Nashville, Tennessee, to outline a plan for integration. The approach was a gradual desegregation approach, where schools would be integrated one grade at a time. That same year, 19 African American kindergarten students enrolled in 8 formerly white schools. Although protests were arranged at most of the schools, there were no violent outbursts on that first day. That night, however, an explosive device was set off in Hattie Cotton Elementary School, where one African American child had been enrolled (Egerton, 2009).

Schools throughout the state slowly desegregated during the 1950s and 1960s, although opposition was heated and often violent. In 1969, 12 years after the desegregation of schools in Nashville, Tennessee, 9 out of 10 African American students were still enrolled in all-African American schools. To ameliorate this problem, a federal judge ordered Nashville public schools to start bussing students to further encourage integration. In response to this mandate, thousands of white students were taken out of the public school system by their parents. This trend continued for the next several decades, and has resulted in a public education system attended primarily by African American students (Egerton, 2009).

3.2.3 Mid-Century Modern School Design

When schools in Tennessee and Kentucky were consolidated starting in the 1920s and 1930s, school design became viewed as a symbolic representation of a community's values: more impressive schools signaled a community that appreciated the importance of education. Brick and stone buildings reflected the permanence of education and a community's long-term commitment to learning. Interior design was also altered to accommodate new school activities, which had previously not been included in school curricula. Most schools constructed in the early twentieth century featured wood sash windows, and plaster or acoustic-tiled walls (Kennedy and Johnson, 2002).

Starting in the 1950s, architectural design for schools went through a significant period of change. New ideas emerged that school design should reflect their function as spaces of education for children, rather than as formal and foreboding institutions. Single-story buildings with flat roofs were thought to be more agreeable building environments for children. Additionally, in designing schools, architects were experimenting with new materials, including glass and metal window-wall systems and concrete, in addition to brick, walls. Ribbon windows allowed more natural light and ventilation, both of which were considered important for children's overall wellbeing (Adams et al., 2012).

The 1950s also witnessed a sharp increase in school enrollment and a construction boom to accommodate the large numbers of school-aged children. Schools were often built quickly and inexpensively to satisfy the sudden demand (Adams et al., 2012). Crow Island Elementary School was one of the first schools built with modern materials and according to the new design philosophies that became prevalent in the 1950s. Built in Winnetka, Illinois, in 1940 and designed by Perkins, Wheeler & Will, and Eliel and Eero Saarinen, the school's design rejected traditional Victorian elements and instead attempted to create a comfortable atmosphere for children. The school was designed on a campus plan with various single-story wings connected to a central common area. Lower

ceilings, access to the outdoors from each classroom, and fireplaces helped to create a homey feeling (Adams et al., 2012).

The campus plan became a popular design technique in the 1950s and 1960s. Architect Warren Ashley's Old Saybrook High School in Saybrook, Connecticut, employed circular classroom pods that were connected to a central building by corridors (Adams et al., 2012). The open plan for interiors also became popular during this time. This type of design utilized moveable walls to separate large, open classrooms. These schools were largely unsuccessful because teachers and students complained about noise and visual distractions from their surroundings (Adams et al., 2012). Schools during this period often featured steel and aluminum hopper or casement windows, concrete block walls, and poured concrete foundations (Kennedy and Johnson, 2002).

Architectural design after the 1960s generally stopped embracing the virtues of natural lighting and ventilation, after the introduction of air conditioning and fluorescent lights. Instead of the previously popular rows of ribbon windows, many designers limited windows to narrow, vertical openings, responding to the argument that students were easily distracted by the outdoors (Adams et al., 2012).

3.3 History of the DoDEA and Schools for Military Dependents

Since the early days of the United States, military posts have traditionally set up schools to educate the children of soldiers and military staff, especially when no public schools were available nearby. The first school to be officially established on a military installation was West Point Elementary School in 1816 (Helmick and Hudson, 1997). Five years later, Congress sanctioned the school to educate the children of soldiers and staff stationed at the West Point Military Reservation. The organization of schools on military installations, however, was not standardized. This inevitably led to discrepancies in funding and operation between various posts (Helmick and Hudson, 1997).

At the end of WWII, the Department of the Army formally established schools abroad to provide educational services to the children of military personnel residing overseas. Previously, parents had often arranged their own small schools when they were living in occupied foreign countries. The Army organized the first of these dependent schools in 1946 in Germany, Austria, and Japan and the schools were located both on and off military bases. By the end of the 1940s, the Army, Navy, and USAF, managed almost 100 schools outside of the United States (U.S. DoDEA, 2013).

In the years following WWII, the international military school system had been divided according to geographic region: the Army managed schools in Europe, Africa, and the Middle East; the Air Force controlled schools in the Pacific (Japan, Okinawa, Taiwan, the Philippines, Korea, and Midway Island); and the Navy ran schools in the Atlantic (Iceland, Labrador, Newfoundland, Bermuda, Cuba, Eleuthera, and Antigua). In 1964, the Secretary of Defense consolidated these three global systems and their 160,000 attending students under the umbrella title of the Department of Defense Overseas Dependents School System. In 1979, the organization was renamed the Department of Defense Dependents Schools (DoDDS) (U.S. DoDEA, 2013).

In the United States, military installations have historically been located in rural areas, away from densely populated cities. As a result, such locations often either did not have easy access to local public schools or were located near schools that were considered inferior. In order to provide all military dependent children the opportunity to attend a suitable school, the federal government passed legislation in 1950 that allowed military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate to provide a free public education to children living on federal property. The law tasked the Secretary of Education (formerly referred to as the Commissioner of Education) with managing and maintaining Section 6 schools when alternative schools were not available (Helmick and Hudson, 1997). The Public Law also included a provision that allowed for the dissolution of Section 6 schools when Local Education Agencies (LEAs) were deemed able to provide quality free education to the dependents of military personnel. The provision mandated rigorous reviews of the LEAs as well as concurrence from the Commissioner and the Secretary of the corresponding military department before the Section 6 schools could be transferred. During the second half of

the twentieth century, many Section 6 schools were successfully transferred over to the appropriate LEA, the majority being transferred within the first two decades of the law's existence. By the end of the 1960s, the operation of 75 percent of Section 6 schools had been moved to the corresponding LEA (Bodilly et al., 1988).

The establishment of Section 6 schools was contemporaneous with Fort Campbell becoming a permanent installation. In addition, however, Public Law No. 81-874, Section 6, was instated just 2 years after a nationally significant event in American history: the integration of the military in 1948. After WWII, President Harry Truman initiated steps towards making racial equality a national concern. The United States had historically been defined by an unjust paradox: while black and white soldiers participated in wars together fighting for the principles of democracy and freedom internationally, the United States systemically propagated a culture of racism and oppression at home. Segregation policy was codified in the Jim Crow laws in the Southern states and by practice in the Northern states; such de facto policies subjugated African Americans in both civilian and military spheres (Vox, 2013).

Truman recognized the fundamental contradiction of soldiers fighting for freedom overseas were not being given equal rights at home; he saw the need to remove the policies of segregation, especially in the military. In 1946, Truman created the Committee on Civil Rights, which was tasked with documenting civil rights abuses and racial hostility. The results of their research, which were reported in 1947, articulated the obvious, namely that African Americans serving in the military faced significant racism and prejudice (Vox, 2013). Other pressures also influenced the president. The African American civil rights leader Philip Randolph announced that African Americans would no longer join the military if a policy of segregation remained. In response to these various factors, and out of fear that Congress would reject anti-segregation legislation, Truman introduced Executive Order 9981 in 1948, ending military segregation (Vox, 2013).

The Executive Order 9981 was passed 5 years before the pivotal Supreme Court decision, *Brown vs. Board of Education* that established that "separate but equal" was inherently unequal. Yet, the full integration of the military happened slowly. Many people avoided embracing a new policy of military integration, resulting in slow change, particularly on domestic installations. Other practical factors, however, such as the need for more soldiers to fight in the Korean War starting in 1950, encouraged faster integration (Garamone, 2008). Despite its slow start, Executive Order 9981 had great historical significance, especially for the military school system, because Section 6 schools were established in 1950, just two years after the integration of the military in 1948. As a result, Section 6 schools built in the 1950s were some of the first schools constructed as integrated facilities (Helmick and Hudson, 1997). Integrated schools on military installations often appeared as progressive islands when compared to the segregated schools in the neighboring local communities.

In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off base. A report published in 1988 by the National Defense Research Institute entitled, *The Transfer of Section 6 Schools: A Case by Case Analysis*, states that "suitable education, in these instances, was interpreted to mean racially integrated" (Bodilly et al., 1988). In 1953, still one year before the *Brown vs. Board of Education* decision, the Secretary of Defense announced that all DoD Section 6 schools located on military installations would be integrated no later than September 1, 1955 (Riley, 2007).

In 1981, the Omnibus Budget Reconciliation Act (Public Law No. 97-35) passed the control of Section 6 schools from the Secretary of Education to the Secretary of Defense, although military services continued to pay for the operation and maintenance of schools until 1982. At that time, the budgetary authority was given to the Department of Defense (Helmick and Hudson, 1997). Public Law No. 103-337 replaced Section 6 in 1994, forming the Domestic Dependents Elementary and Secondary Schools (DDESS). Abroad, the end of the Cold War resulted in a decreased need for as many DoDDS schools in the late 1980s and early 1990s. As a result, control of the DDESS and the DoDDS school systems were soon placed jointly under DoDEA (DoDEA, 2013).

As of 2013, DDESS (as part of DoDEA) manages 65 schools on 16 military installations. The organization employs over 2,300 education professionals who lead more than 28,000 students (DoDEA, 2013).

3.4 Development of Schools on Fort Campbell

Prior to the establishment of Section 6 schools on Fort Campbell, military dependents attended a segregated on-post school that was run by the City of Clarksville, Tennessee (Bodilly et al., 1988). A phase of development and expansion occurred on Fort Campbell after it was established as a permanent installation in 1950. The installation's new status required a more long-term approach to planning and construction. Additionally, the increasing residential population called for new schools to educate the children of military personnel. Between 1952 and 1967, six schools were built on the installation that served children in kindergarten through grade 12. These schools are currently known as Lincoln Elementary School, Barkley Elementary School, Wassom Middle School (which served as a junior-senior high school for grades 6 to 12 from 1962 until 1969, Jackson Elementary School, Marshall Elementary School, and Mahaffey Middle School (which served as a senior high school for grades 10 to 12 from 1969 until the current Fort Campbell High School was constructed in 1985).

The first school constructed on the base was Lincoln Elementary School. A plaque outside of the school's front entrance memorializes the school as the first Section 6 school constructed in the country. After 1952, Lincoln, which was likely also the first school built as an integrated facility in Kentucky and in the South, served the needs of all elementary and middle school children on Fort Campbell. Public Law 81-874, Section 6 allowed Fort Campbell to operate its own schools, independent from the City of Clarksville's school system. As a result, the original on-post school managed by the City of Clarksville did not remain in operation after 1952. Since Lincoln Elementary School was the only school located on Fort Campbell, high school students living on the installation had to attend segregated schools in Clarksville, Tennessee. This arrangement continued until 1962, at which point high school students living on the installation were moved from Clarksville to a junior-senior high school on Fort Campbell housed in what is now Wassom Middle School. High school students were moved to what is now Mahaffey Middle School in 1969, which functioned as Fort Campbell High School until 1985 (Helmick and Hudson, 1997; Simpson, 2012). According to an article published in the *Fort Campbell Courier* on January 2, 2013, "segregation laws [at the Clarksville High School] prompted the installation to open a center of learning where students would not be separated because of race" (Major Events, 2013). The first class of Fort Campbell High School graduated in 1963 and consisted of 30 students (Simpson, 2012).

Although Lincoln Elementary School is credited as the first Section 6 school ever built, there were actually two schools built almost simultaneously. Construction began on Lincoln Elementary School on August 23, 1951, and three months later, construction on another Section 6 school, Crittenberger Elementary School on Fort Knox, Kentucky, started on November 1, 1951 (Rector, 2013; Moser, 1951). While technically Lincoln was indeed the first school building constructed by virtue of a few months, both schools were placed in service for the 1952-1953 school year. Originally, these two schools had very similar T-shaped floor plans and nearly identical front elevations, indicating that they were almost certainly designed by the same architectural firm. No original drawings of Lincoln were found to identify the architectural firm that designed it, but an article archived in the Fort Knox history office names Otis and Grimes of Louisville, Kentucky as the architectural firm responsible for the design of Crittenberger (*Inside the Turret*, 1952). It is likely that the Otis and Grimes design was used for both schools. Crittenberger received a new façade treatment in the 1960s and was later converted into an administrative building (Rector, 2013).

After the construction of Lincoln Elementary School, the military constructed new schools on Fort Campbell to address diverse factors including increasing populations, higher school enrollment, and changing social structures. During the second half of the twentieth century, new regulations, changing technologies, and modern expectations about what school facilities should provide required Fort Campbell and DoDEA to make alterations to every school. As a result, each school on Fort Campbell has been added to and renovated significantly over the last five decades.

Certain design commonalities exist between all six of the schools. They are all slab-on-grade construction with brick veneer and, originally, all of the schools were built with flat roofs. The apparent variations between the schools on Fort Campbell, however, reflect the changing architectural styles and materials popularly used for school designs during the mid-century modern era. While Lincoln still has classical references with pilasters on its front façade and a false pediment, Barkley, Wassom, and Jackson all embody typical minimalist design elements,

which became popular during the 1950s including metal and glass window wall systems, increased natural lighting, and flat roofs. Marshall Elementary School's unusual design exhibits experimental planning techniques that were explored during the 1960s, employing floating classroom pods that were separate from the school's communal spaces and administrative offices. The design of Mahaffey, which was built in 1967 and is the latest of the six schools examined in this report, relies less on a visual connection to its surroundings and avoids window wall systems that might distract students from their work in the classroom.

Although the majority of Fort Campbell's acreage is located within Tennessee, most of the installation's schools are located within Christian County, Kentucky. Only Jackson Elementary School (and the current Fort Campbell High School, which was built in 1985 and is not discussed in this report) is located in Montgomery County, Tennessee. As a result, all Fort Campbell Schools follow the guidelines stipulated by the Kentucky Department of Education. Teachers are certified through the Kentucky system; schools follow the Kentucky curriculum; and students compete in academics and athletics with the neighboring Kentucky public schools (Bodilly et al., 1988). Children usually attend specific schools based on the housing development within which they reside on Fort Campbell.

All of the schools were constructed by local architects or builders, most often from the neighboring communities of Hopkinsville and Louisville, Kentucky, or Clarksville, Tennessee. While these architects may have garnered local recognition through their designs on Fort Campbell and its surroundings, they are not nationally recognized. According to many of the as-built drawings on record at the Central Administration Office for Fort Campbell Schools, Lee Potter Smith and Associates was an architectural firm commonly used for the initial plans for schools as well as for future additions and renovations. The firm's name appears on plans associated with Marshall, Barkley, Jackson, and Wassom. Lee Potter Smith and Associates, formerly known as the firm of G. Tandy Smith, operated out of Hopkinsville, Kentucky. Potter Smith was a member of the American Institute of Architects from 1953-1970. When his father (G. Tandy Smith) died in 1953, the name of the firm was changed. Potter Smith's obituary from 2011 mentions the work he did on Paducah City Hall (in Kentucky) and states that "his largest architectural project was the Capital Plaza in Frankfort [Kentucky] in 1965. Potter took great pride in his and his father's many projects at Murray State University" (*The Paducah Sun*, 2011). The obituary describes Lee Potter Smith as well respected locally, however, there are no mentions of awards or special distinctions. An article from May 1, 1961 published in the *Kentucky New Era* indicates that Lee Potter Smith and Associates' "office [was] staffed with three registered architects, licensed to practice in five states, including Kentucky and Tennessee." The three architects listed are Keith B. Underwood, John Keeling, and Lewis R. Hugg, Jr. Mr. Keeling's name appears on the plans for several of the Fort Campbell schools, including Marshall and Wassom. Most of Keeling's work was done locally, in Kentucky and Tennessee, including the Paducah Community College Library and Murray State University Laboratory Building (AIA Historical Directory, 1970). Other architectural firms associated with the construction of schools on Fort Campbell include: Otis and Grimes of Louisville, Kentucky; Barge, Waggoner, Sumner and Cannon of Tennessee; Lyle-Cook Architect, Inc. of Clarksville, Tennessee; Peck, Flannery, Gream, Warren, Inc. Architects of Paducah, Kentucky; and Parkhill, Smith & Cooper of Lubbock, Texas.

3.4.1 Lincoln Elementary School (Building 3709)

Lincoln Elementary School (Building 3709) was completed in 1952 and originally served elementary and middle school students. Construction of the original building cost \$480,000 (Moser, 1951). Lincoln was likely named after President Abraham Lincoln, although no records of a formal dedication were found. The DD 1354 forms on record at the DPW Office on Fort Campbell describe the school as having a concrete foundation, concrete floors, brick and block walls, and a flat, concrete truss roof (see Figure 2). Built to accommodate 800 students, the school had 25 classrooms, office space, a visual aids room, an auditorium, cafeteria, and a caretaker's apartment located above the school's central area (Moser, 2013). A description of the classrooms in Captain John G. Moser's book, *A History of Fort Campbell, Kentucky 1941-1951*, boasts of "non-glare blackboards and cork bulletin boards, and lavatory facilities [that] will be built adjoining all primary classrooms."

FIGURE 2

Lincoln Elementary School (Building 3709), 1969

Soon after Lincoln was built, other schools were constructed on the installation that could accommodate middle school students and, eventually, high school students. Likely as a result of the construction of Wassom Middle School in 1957 and the conversion of Barkley into a middle school around 1969, Lincoln was able to convert to a school serving only students through grade 5. By 1969, there were three other elementary schools, one middle school, and one high school. The installation's catalogue from that year lists Lincoln as housing kindergarten through fifth grade, a grade range that the school has continued to educate since then (*An Unofficial Guide to Fort Campbell*, 1969).

A stone marker outside of Lincoln Elementary School's main entrance reads: "First School Constructed in United States Under Public Law 874 Section 6 U.S. Congress 1951." Moser describes in his book the momentous event of Lincoln's construction, stating that after the passage of the Public Law in 1950, "Fort Campbell stood at the top of the priority list. On August 23, 1951 Major General Lyman L. Lemnitzer turned the first spade of earth signaling the beginning of construction of the first school building to be built under the provisions of this program."

Since Lincoln Elementary School was the first Section 6 school built in the United States, it is possibly the first school constructed as an integrated facility in Kentucky and in the South. Lincoln was listed in the 1952-1953 *Kentucky Public School Directory* as having white and black students (Notable Kentucky African American Database, 2013). This was two years before the passage of *Brown vs. Board of Education*, which indicates that Lincoln was among the first, if not the first, desegregated school built in the South.

During the mid 1990s, a large addition was constructed on the northeastern corner of Lincoln. Documents dated 1991 and archived at the DPW Office state that the "project [was] required to...alleviate overcrowding and to provide facilities for computer, art, music, and speech education." The document goes on to articulate the dire need for an expansion, explaining how "areas formerly used as book storage, closets, and a teacher's lounge are now being used for instructional areas" in addition to three trailer classrooms that were used to meet enrollment needs (Military Construction Project Data, 1991a).

3.4.2 Barkley Elementary School (Building 3708)

Barkley Elementary School, (Building 3708) was constructed in 1954 for a cost of \$1,303,406 (Real Property Records, 1954). It was the second Section 6 school constructed on Fort Campbell, and is located directly adjacent to Lincoln Elementary School. Barkley is named for Alben William Barkley, a lawyer and politician from Kentucky, who served as Vice President of the United States under President Harry S. Truman from 1949 to 1953. The original drawings for Barkley are dated 1952 and show a much smaller school than currently exists. These drawings illustrate a curved driveway in front of the existing chamfered main entrance with two wings extending to either side that served as the kindergarten and primary school areas.

From the time when Barkley was constructed in 1954 until approximately 1969, it served as an elementary school. The Fort Campbell Catalogue from 1969 entitled, *An Unofficial Guide to Fort Campbell*, lists Barkley Elementary School as having 20 classrooms, a cafetorium, and a library for kindergarten through grade 5 (see Figure 3). Students living in the Stryker Village and Lee Village housing areas have historically attended Barkley.

FIGURE 3

Barkley Elementary School (Building 3708), 1969

Population growth on Fort Campbell and the additional enrollment of more students who had previously attended school in Clarksville, Tennessee, necessitated that Barkley be turned into a middle school facility to accommodate all children living on the post in grade 6. The Fort Campbell catalogue produced in 1971, entitled *Focus on Fort Campbell, KY*, lists “Barkley Middle School.” Barkley remained a middle school for a number of years, but reverted to an elementary school by 1981, which it remains today (*Home of the “Screaming Eagles,”* 1981).

3.4.3 Wassom Middle School (Building 175)

Wassom Middle School (Building 175) was built in 1957 and was the third Section 6 school built on Fort Campbell (see Figure 4). The school was designed by Lee Potter Smith and Associates and the original drawings, dated December 9, 1955, label the school as the Junior High School.

FIGURE 4

Wassom Middle School (Building 175), 1969

Just 4 years after its initial construction, John Keeling of Lee Potter Smith and Associates designed a large addition in 1961, including a new gymnasium, second wing, and an interior courtyard, most likely to accommodate the new high school students who would transfer back to Fort Campbell from the Clarksville, Tennessee school system in 1962. During the 1960s, Wassom, then known as the Junior High School, served temporarily as a junior and senior high school educating students up until grade 12. A new Fort Campbell High School was established in 1969 (in what is now Mahaffey Middle School), at which point Wassom became known as the Middle School and served students grades 6 through 8 (Simpson, 2012; *An Unofficial Guide to Fort Campbell*, 1969). During the 1970s and early 1980s, Wassom became referred to again as the Junior High School and educated students in grades 7 through 9, while Fort Campbell High School (later Mahaffey), housed students grades 10 through 12 (*Focus on Fort Campbell, KY*, 1971; *Home of the ‘Screaming Eagles’*, 1981). Further alterations were made to the school in 1973, 1984, and 1985.

Drawings dated June 23, 1986 are titled, “Additions to North Middle School,” indicating that the name of the school had changed yet again. Lyle-Cook Architect, Inc. is the firm listed on drawings dated April 1, 1990 and titled “Addition to Wassom,” signaling another name change. The school was re-named in honor of Brigadier General Herbert M. Wassom on June 9, 1989. A plaque in the front entrance of the school describes Wassom as a “dedicated soldier, husband, father, [and an] ardent supporter of education.” A year after its dedication, Lyle-Cook enlarged the media room (which now serves as a library).

3.4.4 Jackson Elementary School (Building 710)

Jackson Elementary School (Building 710) was built in 1958 and was the fourth Section 6 school built on Fort Campbell. The school was named in honor of Andrew Jackson, the seventh president of the United States, and has historically served students living in the Drennan Park, New Hammond Heights, Stryker Village, Barker Court, and Turner Loop housing areas on Fort Campbell (see Figure 5).

FIGURE 5

Jackson Elementary School (Building 710), 1969



The facility was originally constructed as a small elementary school and has undergone significant alterations over time. Lee Potter Smith and Associates produced the original drawings for the school, dated March 7, 1958. The drawings show only one rectangular building, consisting of classrooms and a main entrance on the north elevation. Each classroom had an exterior door; the classroom doors are still visible on the schools west elevation.

3.4.5 Marshall Elementary School (Building 84)

Marshall Elementary School (Building 84) was constructed in 1961 and was the fifth Section 6 school on Fort Campbell. The DD 1354 form from when the school was originally built lists Marshall as having a concrete foundation, concrete floors, brick and block walls, and a steel truss flat roof (see Figure 6). The school was named for General George C. Marshall (1880-1959), a five-star general who had served as an American Military leader, Army Chief of Staff, Secretary of State, and the third Secretary of Defense. Winston Churchill described Marshall as the “organizer of victory” during WWII, when Marshall served as the Chief of Staff and also as the chief military advisor to President Franklin D. Roosevelt. Marshall greatly expanded the military during his time as Chief of Staff and received the Nobel Peace Prize in 1953 for his recovery work after WWII (DDESS, 2013e).

FIGURE 6

Marshall Elementary School (Building 84), 1969



The school, which was originally constructed as an elementary school, was designed by Lee Potter Smith and Associates. John Keeling is listed as the architect of record from drawings dated January 30, 1960. The school originally was a campus plan and consisted of four detached circular classroom pod buildings and a main building, which contained a gymnasium and the principal's office. A number of other notable schools were designed using the campus plan and classroom pods during the 1950s and 1960s. Old Saybrook High School in Saybrook, Connecticut, was designed by Warren Ashley in the late 1950s and utilized six classroom pods connected to the main school building by a circular corridor. The design responded to an aesthetic and philosophical movement made popular during the era that envisioned schools providing children with a more comfortable and homey environment with ample natural light and easy access to the outdoors. Montgomery Central High School in Cunningham, Tennessee, which was designed by Shaver and Company Architects, was another school built contemporaneously that featured classroom pods surrounding a central school building. The classroom buildings were set on the edge of a pond, allowing for views of nature through the large windows that ran the circumference of each pod (Adams et al., 2012). Marshall's design is very similar to these other examples, although the original design has been obscured by numerous additions and alterations.

3.4.6 Mahaffey Middle School (Building 71)

Mahaffey Middle School (Building 71) was built in 1967 and was the sixth Section 6 school on Fort Campbell. After serving for two years as a junior high school, Mahaffey became Fort Campbell High School (grades 10 through 12), which it remained from 1969 until 1985 (see Figure 7). The school has historically served students living in Cole Park, Drennan Park, Gardner Hills, Harper Village, New Drennan, Stryker Village, Turner Loop, Werner Park, Woodlands, and New Hammond Heights housing areas. The school was named in honor of Fred K. Mahaffey who served as a brigade commander at Fort Campbell from 1973 to 1976. He fought in the Vietnam War before becoming a four-star general and Commander in Chief of Readiness Command in Tampa, Florida (Adams et al., 2012). The school was dedicated on June 13, 1989, with music provided by the 101st Airborne Division (Air Assault) Band (Dedication of Mahaffey School, 1989).

FIGURE 7

Mahaffey Middle School (Building 71), 1969



The building was originally designed to house 425 students and had 44,563 square feet. After the new Fort Campbell High School was completed in 1985, there was a shortage of classroom space for middle school students. The 1981 Fort Campbell catalogue entitled, *Home of the 'Screaming Eagles': An Unofficial Directory and Guide Published for Fort Campbell Newcomers*, lists the Middle School, which served all sixth graders on the installation, as functioning out of the old hospital building. A new Fort Campbell High School was completed in 1985, and as a result, Mahaffey was converted to a middle school. According the property records in the DPW Office on Fort Campbell, the overcrowding had only worsened by 1990; approximately 600 sixth, seventh, and eighth graders attended school in temporary trailer facilities that were part of the old army hospital complex. To accommodate more middle school students, designs for a large addition to Mahaffey were started in the mid-1980s but were not completed until the early 1990s. The addition included a utilities expansion, six additional classrooms, a dining room expansion, additional restroom facilities, a new media center, and more storage and mechanical rooms.

SECTION 4

Investigation Results

This section presents detailed descriptions of the six school properties surveyed and investigated; this includes descriptions of additions and changes over time to each school. The property descriptions include current photographs taken during the field investigations, and a location map. Following the descriptions, NRHP eligibility findings discuss the integrity of each school and eligibility determination. The potential for a historic district is also analyzed and evaluated.

4.1 Property Descriptions

4.1.1 Lincoln Elementary School (Building 3709)

Lincoln Elementary School is located at 4718 Polk Road on Fort Campbell, and currently functions as a school for kindergarten through fifth grade. It is bounded by Iowa Avenue on the east, Polk Road on the south, and Indiana Avenue on the west. Constructed in 1952 as a 48,501-square-foot facility with a T-shaped floor plan, the school is currently a 75,749-square-foot, single-story building with a built-up flat roof, concrete foundation, and brick veneer walls (see Figure 8). There is a small second floor area over the school's central section that originally served as a caretaker's apartment and now is used as offices. The school is located near Lee Village and Taylor Village housing areas on the east side of the cantonment area and is directly adjacent to Barkley Elementary School (Building 3708). Lincoln has maintained its T-shaped footprint, despite a number of additions and renovations (see Appendix B). A stone marker sits outside of the front façade and reads: "First School Constructed in United States Under Public Law 874 Section 6 U.S. Congress 1951."

FIGURE 8

Historic Aerial Photo of Lincoln Showing the Original T-Shaped Footprint (no date)



Photo Courtesy of Don F. Pratt Museum, Fort Campbell.

The school's main façade is located on the south elevation and is defined by a cast-stone pediment, cornice, and four pilasters on a brick veneer wall (see Figure 9). Raised letters spell out "Lincoln Elementary School" across the face of the pediment. The pilasters define five large window bays. The openings are original, but large, fixed, multi-light windows with aluminum frames are not original. Recessed entrances bookend the main façade, angled back from the front elevation, facing southeast and southwest respectively. Both entryways retain the original cast-stone frame, although the southeastern entrance has been bricked in (see Figure 10). The door facing the southwest has a recessed pair of doors, topped with a transom window. The school extends in three wings from this main façade, with the east wing, west wing, and north wing forming a T-shape. The original double-height gym is located at the end of the west wing. With the exception of the gym, the south elevations of the east and west wings are composed mainly of large bays of windows, with cast-stone sills, set in brick veneer walls. Each bay has three pairs of aluminum windows composed of a single-light awning window below multi-light opaque fiberglass panels, topped by a narrow transom. There are three bays of windows to the west of the main façade, and six bays to the east. The east end also has small two-light awning windows in between some of the larger bays. The windows of the gym (located at the western end of the west wing) are larger, but share the same style as the windows on the front elevation of the main building. Instead of being grouped in pairs, there are eight windows, arranged individually, slightly recessed with corbelled headers, and separated by brick pilaster. They are located high in the wall, reflecting the function of the gym. At the far western end is a metal door under a flat metal overhang. Between the gym and the main portion of the west wing is the two-story section that originally housed the caretaker's apartment. This section is the same height as the gym. The second floor has three two-light windows, with a fixed pane above an awning pane, and cast-stone sills. The first floor has a single window with an awning pane below opaque fiberglass panels. Just to the east of the window is a pair of metal doors with sidelights and a transom, shielded by a flat metal roof that is supported on four metal poles.

FIGURE 9

South Elevation of Lincoln Elementary School, with Historical Marker in Front



FIGURE 10

Bricked-in Entryway, with Original Stone Doorframe, to the East of the Main Façade at Lincoln Elementary School

A large, rectangular brick veneer addition protrudes from near the center of the south elevation. The addition is connected to the east wing by a narrow, enclosed corridor. The eastern and western sides of the addition each have two rows of five aluminum-framed windows composed of small awning windows below large fixed panes. The south elevation of this addition has a pair of metal doors with a fixed transom, accessed by a concrete ramp. A brick pediment on this elevation mirrors the primary façade.

The east elevation of the east wing has a pair of metal and glass doors covered by a flat metal overhang. In front of this elevation is a curved driveway for pick up and drop off. The north elevation of the east wing has a similar appearance to the south elevation.

The north elevation of the school has had significant additions over the last few decades. A large addition, constructed in the space where the east and north wings of the original T-shape meet, has obstructed part of the original north elevation. The addition, in the eastern corner of the original T-shape, is a one-story rectangular structure, clad in brick veneer, with a flat roof. It is contiguous with the east elevation of the north wing and the north elevation of the east wing. There is one metal door and there are ten windows on the east elevation of the addition. The top panes of the windows are fixed and the bottom panes are narrow aluminum awning windows. The north elevation of the addition has 14 windows in the same style as the east elevation. There are two pairs of glass and aluminum doors, both of which have fixed transom windows and are protected by curved, cantilevered metal overhangs. Between the two entrances is a three-light window that forms three-quarters of a circle. Above this window, there is a narrow section where the roofline rises above the rest of the building, and is topped with a gable roof of standing seam metal.

The northern wing extends beyond this addition and has five bays of the same style of windows as those in the south elevation of the east and west wings. Two additions have been added to the northernmost end of this wing; the windows in these sections are slightly different from the windows in the original section. The north elevation of the north wing has a single pair of double metal and glass doors, shielded by a flat metal overhang.

The west elevation of the north wing is defined by four rows of windows identical to those on the east elevation. A rectangular addition protrudes from the west elevation at its midpoint and has a single entryway on its north elevation, and one row of six windows and one row of two windows on the west elevation (see Figure 11). To the south of these windows is a pair of recessed metal doors. Further to the south, in the western corner of the original T-shaped footprint is another entrance to the school, with a pair of metal doors. To the west of this corner entrance there is a large brick chimney stack, a group of windows, and three single-replacement windows. Another single-story, brick, rectangular structure is attached to the north elevation of the west wing. This structure has a flat built-up roof, five aluminum awning windows, and a pair of doors with a metal overhang on the east elevation. On the north elevation there are three aluminum awning windows and a pair of doors with a metal overhang. The west elevation also has a set of entry doors with a metal overhang.

FIGURE 11

West Elevation of the North Classroom Wing of Lincoln Elementary School



The north elevation of the west wing (the original gym) has two single-metal doors with metal overhangs, and four bays of windows, with two windows in each bay, to match the south elevation. The west elevation of the west wing has two aluminum awning windows below fixed opaque fiberglass panels and set high in the wall above these windows are two transom windows that appear to be boarded over.

Additions

Several alterations have been made to the school over the last six decades, although the original T-shaped floor plan is still discernible. Additions have been made to increase classrooms and communal spaces by extending the north wing, and by constructing additions onto the northeastern corner, as well as the west and south elevations. In 1989, a classroom addition was constructed; this addition lengthened the school's north wing and added four new, larger classrooms (see Figure 12). According to the Real Property Records, the very large addition on the northeastern portion of the building and the rectangular addition on the west elevation of the north wing occurred in 1996 to accommodate a sudden increase in students in the early 1990s; the addition cost \$1,551,152. New classrooms, an information center, and fine arts area were added, totaling 17,500 square feet. Further changes were made in 1998 and 1999, including bathroom renovations and a classroom addition. In 2001, a 4,150-square-foot addition was completed at a cost of approximately \$463,497 to provide more classrooms and improve the pupil-to-teacher ratio (see Table 1). Other alterations were made to the school's south elevation, including replacing the front windows in the main façade, altering the interior layout, and bricking up the door that is directly east of the main façade. The entryway to the west of the main south facade is still extant and used as a main entrance.

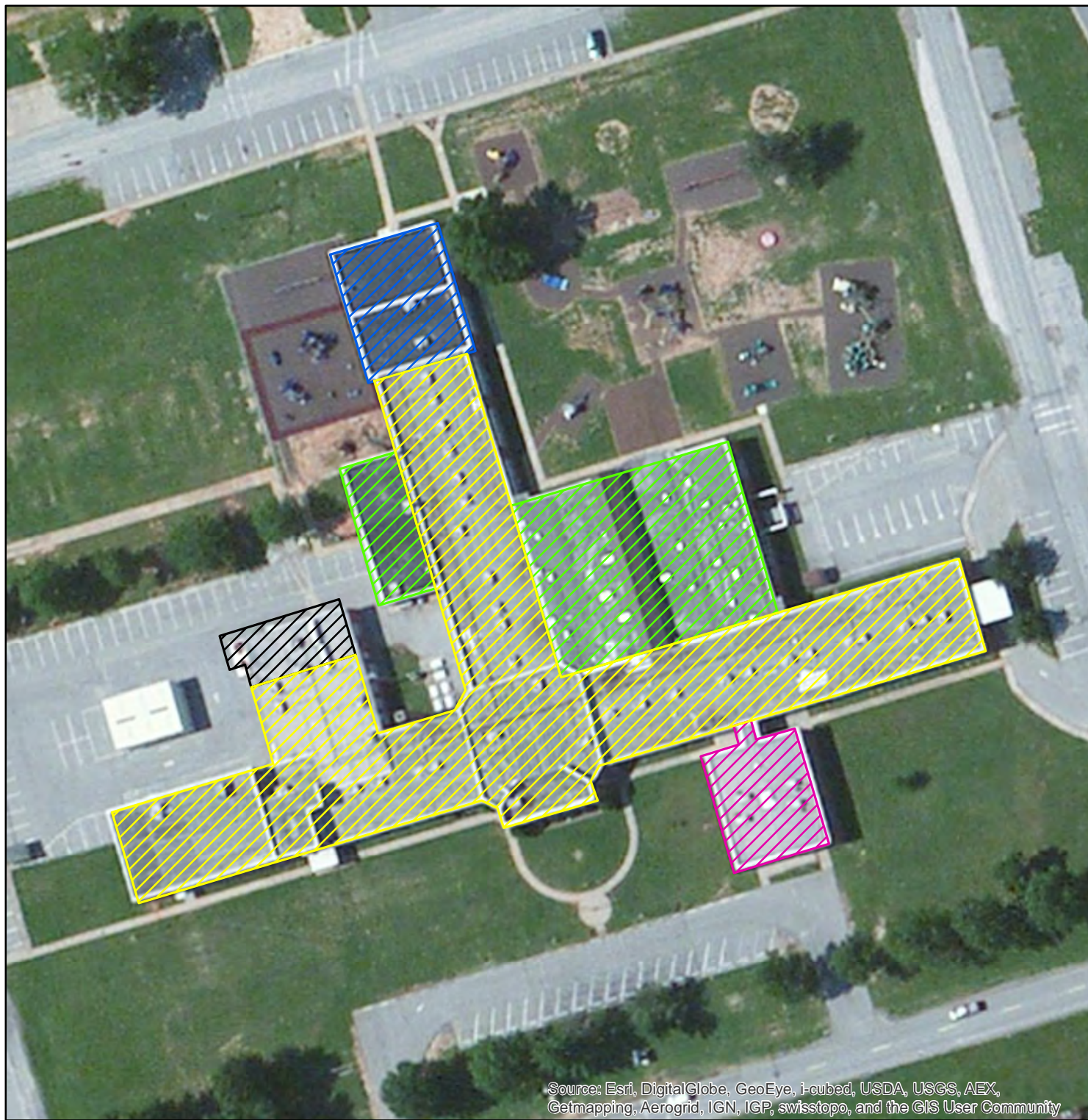


FIGURE 12

Lincoln Elementary School

Fort Campbell Schools National Register of Historic Places
Evaluation Investigation Report
Christian County, KY



TABLE 1

Lincoln Elementary School (Building 3709) – Alterations and Additions*Original Construction Date: 1952 (Architect: Likely Otis and Grimes of Louisville, Kentucky)*

Year	Architect	Additions and Changes	Notes	Source
1989	Unknown	4-classroom addition		Dial, 2013
1995	Unknown	Renovation of restroom		Real Property Records, DPW Office
1996	Unknown	Addition of classrooms, information center, fine arts area	Total area: 17,500 sq. ft., cost: \$1,551,152	Real Property Records, DPW Office
1998	Unknown	Renovation of restrooms		Real Property Records, DPW Office
1999	Unknown	4-classroom addition		Dial, 2013.
2001	Unknown	4-classroom addition	Total area: 4,150 sq. ft., cost: \$463,497.82	Real Property Records, DPW Office

4.1.2 Barkley Elementary School (Building 3708)

Barkley Elementary School is located at 4720 Polk Road and functions as a school for kindergarten through grade 5. The school is bounded by Arizona Avenue to the east, Polk Road to the south, and Indiana Avenue to the west. Barkley is adjacent to Lincoln Elementary School (Building 3709) on the east and is located near Lee Village and Taylor Village, on the eastern side of the cantonment area of Fort Campbell. The layout of the school is irregular, with three interior courtyards, and currently encompasses approximately 77,805 square feet. The school was constructed in 1954 and has since been modified a number of times. The Real Property Record for the school, located at the DPW Office on Fort Campbell, indicates that the school was constructed with a concrete foundation, concrete floor, brick and block walls, and a flat steel-truss roof. The exterior of the school is primarily brick veneer.

Barkley Elementary School is a one-story building, with flat roofs of varying heights. The building is composed of six rectangular structures, with an annex connected to the school's west elevation. The school was originally much smaller, approximately 6,338 square feet, and contained only part of the current east elevation and the south elevation. The main entrance was located on the southeastern corner of the building and was defined by a covered play area, although the east and south wings of the school did not connect to form interior courtyards until later. Buildings were added over the years and arranged in a campus plan, connected by exterior covered walkways. Over time, these walkways were enclosed, forming one cohesive structure with three interior courtyards. The school's front entrance remains on the southeastern corner. The chamfered entrance is set back, and is covered by a flat metal overhang, roofed with corrugated metal. The overhang displays exposed metal rafters with clipped rafter tails, supported by metal columns atop a low-brick knee wall with cast-stone coping. (see Figure 13). The front doors appear to be modern bronzed aluminum with glass, similar to the doors in the newer sections of the school. Based on this similarity, the doors are likely replacements. Metal and glass window systems, three rows tall and five wide, wrap around the southeastern and southwestern corners of the entry (see Figure 14). The windows flanking the entrance on the east and south elevations (the original section of the school) are five bays of aluminum-framed units, each composed of eight windows, two wide and four high. The four top sashes in each bay are fixed opaque fiberglass panels. The lower four sashes are two fixed panes and two operable awning-style sashes. The windows have continuous cast stone sills and a stucco band separates each bay. These window sections repeat along part of the south and east elevations of the school.

FIGURE 13
Southeastern Corner of Barkley Elementary School, Main Entrance



FIGURE 14

Barkley Elementary School – Central Section of the East Elevation, Two Types of Window Systems Indicate a North Addition**Additions**

The school was substantially modified in 1956, just two years after its initial construction. Drawings done by Lee Potter Smith and Associates and dated May 25, 1956, indicate that a 13,538-square-foot addition was added to the kindergarten and primary school area, including a new entrance on the southwestern side of the school in addition to a general purpose room, 8 classrooms, a teacher's work room, and office and storage facilities. Ten years later, Jack Bradley of Lee Potter Smith and Associates revisited Barkley for another major addition. Drawings from April 11, 1966, indicate additions to connect the wings of the school forming two interior courtyards. In addition, a multipurpose room (which included a gymnasium, kitchen, and stage), a classroom, and a library were constructed (see Appendix B).

Classrooms were added in 1985, 1987, and 1988. Drawings from May 5, 1989, produced by Peck, Flannery, Gream, Warren, Inc. Architects, indicate another classroom addition, which was possibly used as an art room (Dial, 2013). In 1989, Peck, Flannery, Gream, Warren, Inc., added a new cafeteria attached to the gymnasium. These drawings also indicate that three interior courtyards were extant at the time. Additional classrooms were built in 1990, 1992, and 2001. A new annex building that contained four classrooms and two restrooms was added in 2009 to the school's west elevation, and was connected to the main school building by an exterior concrete walkway. The plans for the annex were drawn by Parkhill, Smith & Cooper and dated March 18, 2008 (see Figures 15 and 16) (see Table 2).

FIGURE 15

Northwest Corner and 2008 Annex Building Addition of Barkley Elementary School

TABLE 2

Barkley Elementary School (Building 3708) – Alterations and Additions*Original Construction Date: 1954 (Original drawings dated 1952, architect and builder unknown)*

Year	Architect	Additions and Changes	Notes	Source
1956	Lee Potter Smith and Associates	Addition to kindergarten and primary building. New entrance, added general purpose room, 8 classrooms, teacher's work room, office and storage space.	Total area: 13,538 sq. ft.	Plans dated May 25, 1956
1966	Jack Bradley of Lee Potter Smith and Associates	Enclosed exterior area between classroom wings, added multipurpose room (gym, kitchen, stage), new covered walkway, classrooms, and library	2 interior courtyards on these drawings	Plans dated April 11, 1966
1985	Unknown	Information center, classroom, and kitchen additions		Dial, 2013
1987	Peck, Flannery, Gream, Warren, Inc. Architects	New classroom by rear entrance used as an art room		Plans dated June 1, 1987
1988	Unknown	2-classroom addition		Dial, 2013
1989	Peck, Flannery, Gream, Warren, Inc. Architects	Cafeteria added to the other side of the gym	3 interior courtyards on these drawings	Plans dated May 5, 1989
1990	Unknown	Classroom addition		Dial, 2013
1992	Unknown	Classroom and gym storage addition		Dial, 2013
1997	Unknown	Renovated restrooms		Real Property Records, DPW Office
2001	Parkhill, Smith & Cooper	4-classroom addition	2 skylights in the hall	Plans dated June 2001
2008	Parkhill, Smith & Cooper; Maune, Belangia, Faulkenberry Architects; Stamped by W. Scott Kensley, Troy W. Swinney, William F. Faulkenberry	New building annex	Total area: 4,825 sq. ft., cost: \$627,532.14	Plans dated March 18, 2008

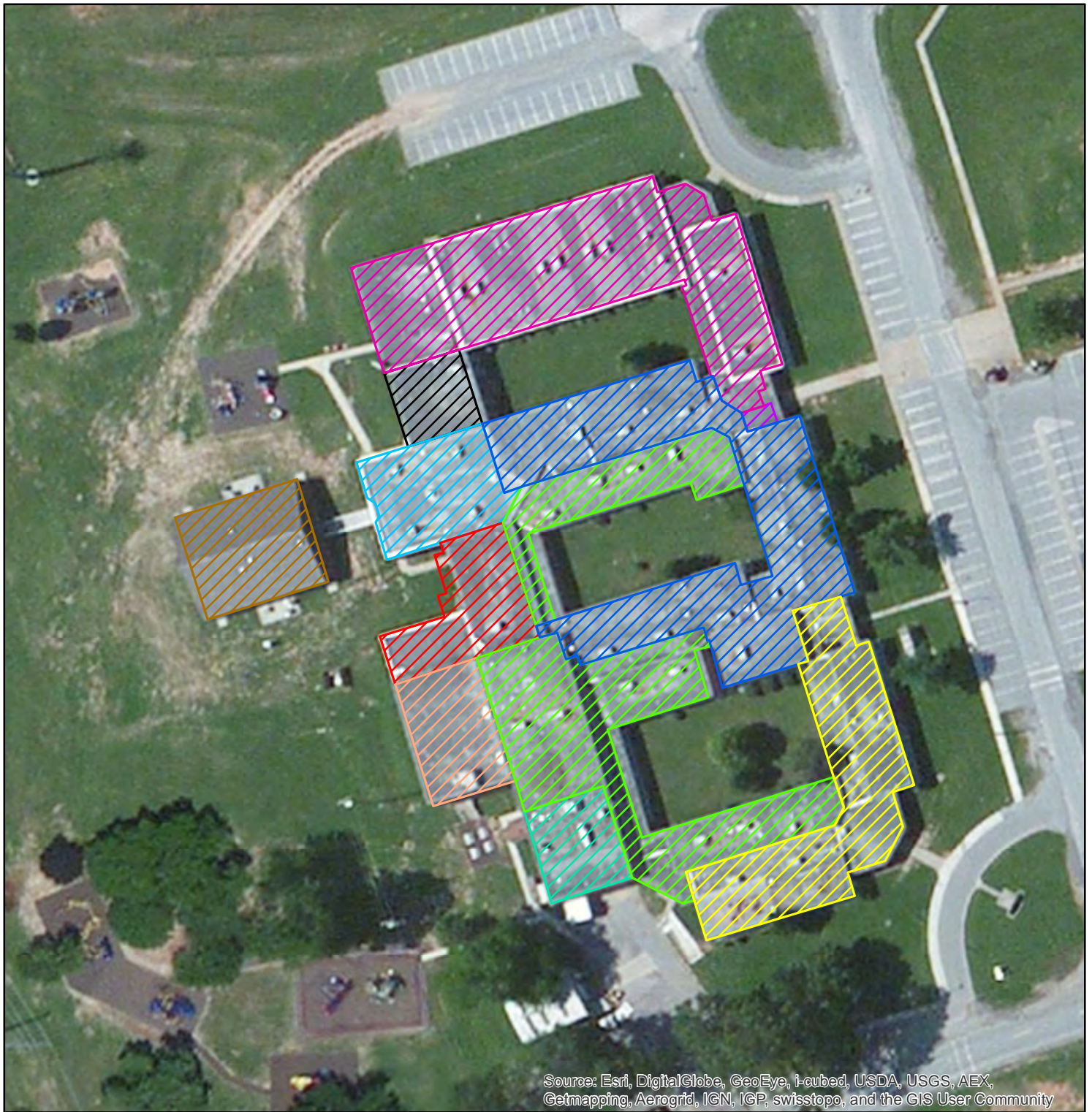


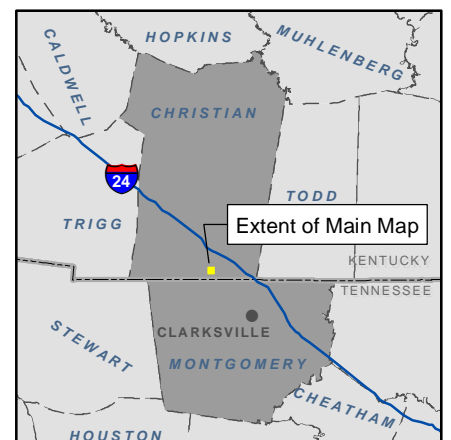
FIGURE 16

Barkley Elementary School

Fort Campbell Schools National Register of Historic Places
Evaluation Investigation Report
Christian County, KY

Legend

- | | | |
|------------------------|---------------|-----------------------|
| 1954 Original Building | 1985 Addition | 2001 Addition |
| 1956 Addition | 1987 Addition | 2008 Addition |
| 1966 Addition | 1989 Addition | Unknown Year Addition |
| 1970s-1980s Addition | 1992 Addition | |



4.1.3 Wassom Middle School (Building 175)

Wassom Middle School is located at 3066 Forrest Avenue and accommodates grades 6 to 8. The school is bounded by Danforth Drive to the east, Forrest Road to the south, and Gorgas Avenue to the west. Wassom is situated near Fort Campbell's Gate 5 entryway and adjacent to the New Hammond Heights neighborhood. The layout of the school is irregular, with one interior courtyard, and currently encompasses approximately 76,619 square feet. The school was constructed in 1957 and has since been modified a number of times. The Real Property Record for the school, located at the DPW Office on Fort Campbell, indicates that the school was constructed with a concrete foundation, concrete floor, brick and block walls, and a flat, built-up roof. The exterior of the school is primarily brick veneer. The exterior of Wassom is visually defined by a metal and glass window system, with blue opaque fiberglass panels that form a row on the ground level and roofline (see Figure 17). On the western side of the south elevation, in large blue letters on a wall of stone veneer, are the words "Wassom Middle School" (see Figure 18). The south elevation, which is the front elevation of the school, is defined by three rectangular structures that create a U-shape, with a courtyard area in the middle. The school's main entrance is centered at the rear of the courtyard, with two pairs of metal and glass entry doors. A flagpole sits in the middle of the exterior courtyard in a wide paved area. The walls on the western and southern sides are composed of rows of aluminum-framed windows with blue opaque fiberglass panels above and below them.

FIGURE 17

South Elevation of Wassom Middle School



FIGURE 18

School Name on the Western Side of the South Elevation



Additions

In 1961, John Keeling of Lee Potter Smith and Associates designed a large addition that included a new gymnasium and classroom wing on the north elevation, which formed an interior courtyard (see Figures 19 and 20). Further alterations were made to the school in 1973, 1984, and 1985. Drawings, produced by Peck, Flannery, Gream & Warren during the years 1987, 1988, and 1989, added new storage facilities, classrooms, and bathrooms. In 1991, Lyle-Cook enlarged the media room (which now serves as a library). Further additions were completed in 1992 and 1997 (Dial, 2013) (see Table 3 and Appendix B).

FIGURE 19

Northeast Corner of Wassom Middle School (1988 Classroom Addition), with the Gymnasium and Classrooms Protruding from the North Elevation



TABLE 3

Wassom Middle School (Building 175) – Alterations and Additions

Original Construction: 1957 (Original drawings by Lee Potter Smith and Associates, dated December 9, 1955)

Year	Architect	Additions and Changes	Notes	Source
1961	John Keeling of Lee Potter Smith and Associates	Gym, second wing, and courtyard added		Plans dated January 30, 1961
1973	Unknown	Classroom addition		Dial, 2013
1984	Unknown	Interior changes (removed walls), added locker rooms to gym	Labeled Junior High School	Plans dated June 27, 1984
1985	Barge, Waggoner, Sumner and Cannon	Fine Arts/Music Room addition	Labeled Junior High School	Plans dated February 8, 1985; Dial, 2013
1986	Unknown	Addition to Industrial Arts Shop (small room behind the cafeteria was extended)	Labeled North Middle School	Plans dated June 23, 1986
1987	Peck, Flannery, Gream, Warren, Inc. Architects	Enclosed part of the courtyard, added 3 classrooms	Labeled North Middle School	Plans dated June 24, 1987
1987	Peck, Flannery, Gream, Warren, Inc. Architects	New storage room	Labeled North Middle School	Plans dated August 7, 1987

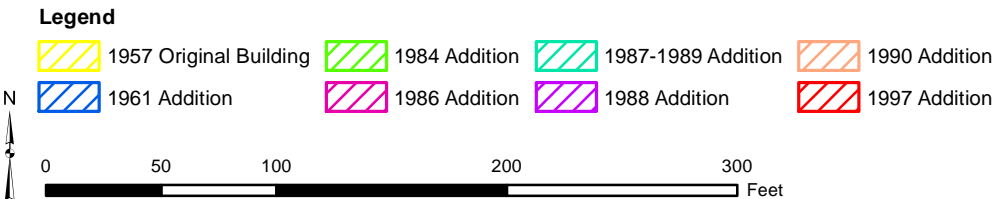
TABLE 3

Wassom Middle School (Building 175) – Alterations and Additions*Original Construction: 1957 (Original drawings by Lee Potter Smith and Associates, dated December 9, 1955)*

Year	Architect	Additions and Changes	Notes	Source
1988	Unknown	Another storage room addition		Plans dated March 1988
1988	Peck, Flannery, Gream, Warren, Inc. Architects	Classroom addition on the northeast end of the school (music room)		Plans dated April 25, 1988
1989	Unknown	Bathrooms added to an interior courtyard area	Labeled North Middle School	Plans dated May 5, 1989
1990	Lyle-Cook Architect, Inc.	Enlarged media room (now the library)	Labeled Wassom	Plans dated April 1, 1990
1992	Unknown	Kitchen addition		Dial, 2013
1997	Unknown	Voc-Ed addition		Dial, 2013



FIGURE 20
Wassom Middle School
 Fort Campbell Schools National Register of Historic Places
 Evaluation Investigation Report
 Christian County, KY



4.1.4 Jackson Elementary School (Building 710)

Jackson Elementary School is located at 675 Mississippi Avenue and is the only one of the six schools analyzed that is located in Tennessee. It accommodates kindergarten to grade 5. The school is bounded by 16th Street to the north, Bastogne Avenue to the east, Airborne Street to the north, and Mississippi Avenue to the west. Jackson is situated north of Harper Village and adjacent to Andre Lucas Elementary School, which is not included in this evaluation because of its recent construction date of 1997). The layout of the school is irregular and encompasses approximately 80,726 square feet. The school was constructed in 1958 and has since been modified a number of times. The one-story school has a concrete foundation, concrete floor, brick and block walls, and a multi-gabled roof of standing seam metal (although the roof was originally flat). The exterior of the school is primarily brick veneer.

Jackson was constructed as a small, rectangular building with a flat roof and six classrooms (see Figure 21). Over the years, detached wings were added, creating a campus-style plan with exterior walkways. Eventually, the walkways were covered, and then enclosed, creating one cohesive school structure composed of several rectangular structures (see Appendix B). The main elevation of the school, which is the west elevation, is made up of the original set of classrooms on the south, the double-height gym and cafeteria in the central section, and a newer classroom addition on the north (see Figure 22). Another rectangular structure runs along the southern portion of the school and is connected to the east classroom wing by a rectangular infill structure, which was also originally detached; it now contains the library and media center (see Figure 23).

FIGURE 21

Jackson Elementary School – Original Building with Six Classrooms and an Exterior Walkway



FIGURE 22

Double-Height Gym and Main Entrance of Jackson Elementary School, on the West Elevation

FIGURE 23

South Elevation of the South Classroom Wing (constructed 1959) at Jackson Elementary School

Additions

After Jackson's initial construction in 1958, school facilities were added in 1959, again designed by Lee Potter Smith and Associates. These additions included a detached multipurpose building, with clerestory windows, containing a kitchen and a gym with a small stage. They also included two new, detached wings on the southern and eastern sides of the original structure (see Figure 24). In a campus-style plan, the various wings of the school were connected by outdoor walkways.

Lee Potter Smith and Associates designed another set of additions and renovations in 1965. These included a new classroom addition, a special education classroom building, and new walkways. Drawings dated March 1, 1966, indicate that the firm was still working on the same plans a year later, but had added the north wing of the school with an enclosed hallway, which would serve as additional classroom space. The wing was designed to match the original buildings, mimicking the brick veneer walls and rows of transom windows that were evident on the earlier structures. Unlike the original buildings, which had exterior walkways, the north classroom wing was built with an enclosed hallway on the western side with interior lockers. The special education building was built on the eastern side of the school and part of that structure now serves as the library. New walkways were built to connect the various sections of the school.

Two decades later, in 1985, another massive addition was designed by Barge, Waggoner, Sumner and Cannon. This enclosed the open walkways that ran the length of the original classroom buildings, thus matching the 1966 wing addition. The classroom wings were also widened, and the central area of the school, which had originally been open air, was enclosed (see Figure 25). A music room, library, and multipurpose area (now the cafeteria) were also added. The media center addition, which connected to the library, occurred in 1991. Further classroom additions were completed in 2003, at which point a new, metal gabled roof replaced the original flat roof over the entire building (see Figure 25 and Table 4).

FIGURE 24

Northeast Corner of the East Classroom Wing at Jackson Elementary School (added in 1959 and expanded in 1985) with the Enclosed Side Hallway



TABLE 4

Jackson Elementary School (Building 710) – Alterations and Additions

Original Construction Date: 1958 (Original drawings by Lee Potter Smith and Associates, dated March 7, 1958)

Year	Architect	Additions and Changes	Notes	Source
1959	Lee Potter Smith and Associates	Added multipurpose building (gym with a little stage, kitchen, and clerestory windows), and first 2 classroom wings		Plans dated July 3, 1959
1965	Lee Potter Smith and Associates	New classroom addition, special education classroom building, new walkways		Plans dated November 5, 1965
1966	Lee Potter Smith and Associates	Long classroom (north wing) addition built with an existing enclosed walkway. Special education building (now library) completed, with storage area.	(Continuation of the 1965 project)	Plans dated March 1, 1966
1985	Barge, Waggoner, Sumner and Cannon	Demolished walls, walkways enclosed, central area of school enclosed, expanded the width of the classroom wings, added music room, library, multipurpose area (now cafeteria), added stage and kitchen area to the gym		Plans dated February 8, 1985
1991	Unknown	Library and media center addition		Real Property Records, DPW Office
2003	Unknown	Special Education addition, 4-classroom addition, and new metal gabled roof added		Dial, 2013

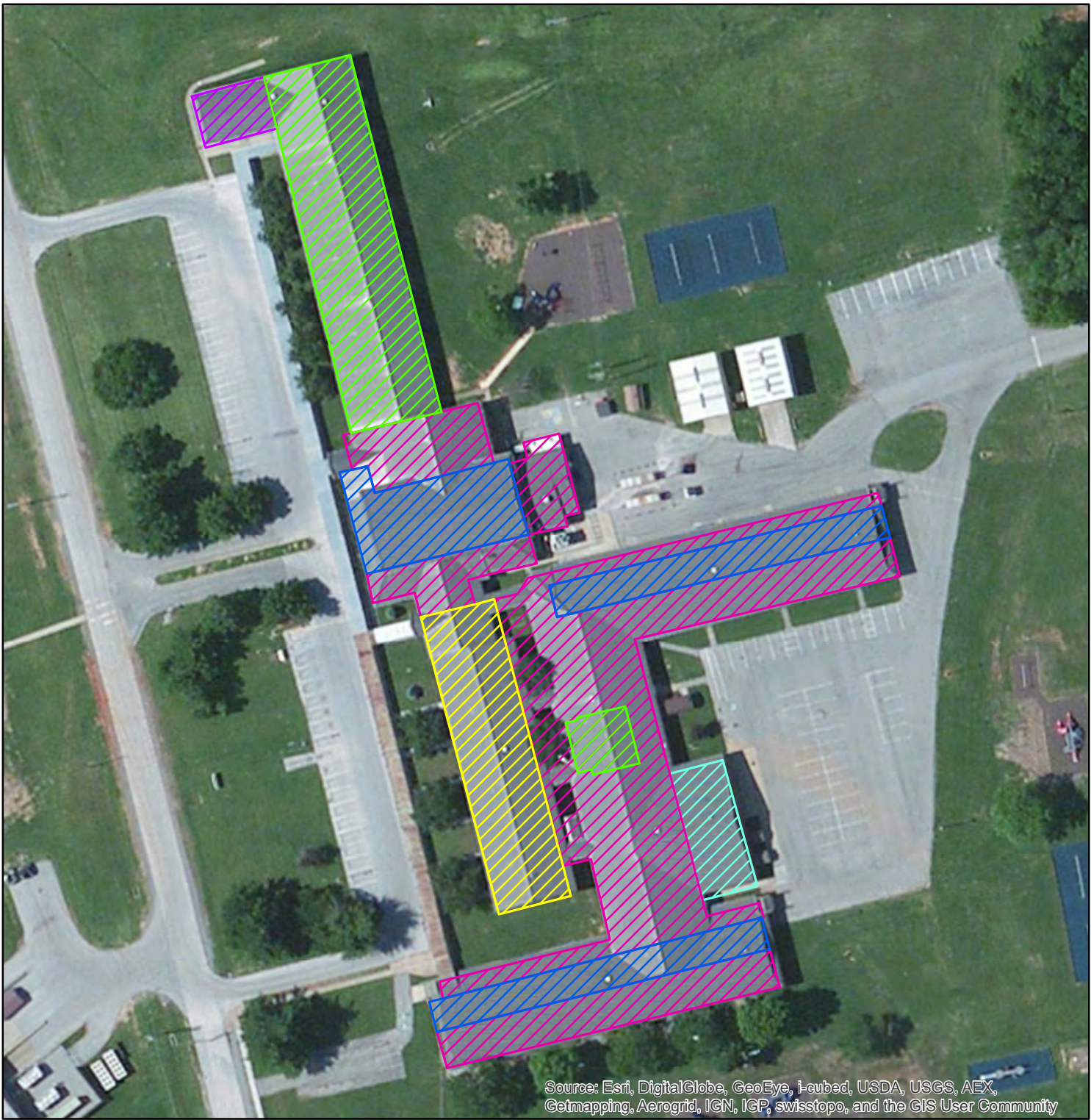
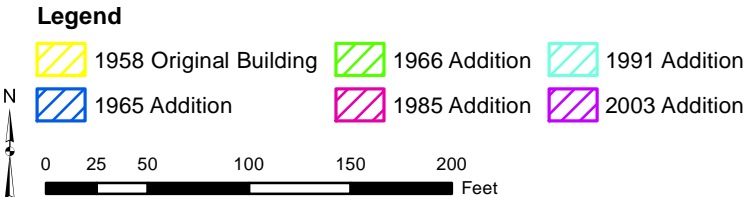


FIGURE 25
Jackson Elementary School
 Fort Campbell Schools National Register of Historic Places
 Evaluation Investigation Report
 Montgomery County, TN



4.1.5 Marshall Elementary School (Building 84)

Marshall Elementary School is located at 75 Texas Avenue and accommodates kindergarten to grade 5 (see Figure 26). The school is bounded by Screaming Eagle Boulevard on the south and Texas Avenue on the west. Marshall is situated south of the New Hammond Heights neighborhood and near to Mahaffey Middle School (Building 71). The layout of the school is irregular, with four circular classroom pods on the southeastern side of the school and an irregular assembly of rectangular structures linked together on the northern side (see Figure 27). The school encompasses approximately 80,302 square feet and is attached on the western side to the Central Administration Office for Fort Campbell schools. The school was constructed in 1961 and has since been modified a number of times. According to the Real Property Records, located at the DPW Office on Fort Campbell, the one-story school has a concrete foundation, concrete floors, brick and block walls, and a flat, steel truss roof. The exterior of the school is primarily brick veneer.

FIGURE 26

South Elevation of Marshall Elementary School's Main School Building (Main Entrance is Door on Far Right)



The four round-pod classroom buildings are located on the southeastern side of the main school building. Three are arranged in a nearly linear formation, with the fourth located just north of these three, closer to the main school building (see Figure 27). The pods are now connected by a network of covered walkways that run between the various pods, and between the pods and the main building. On the original drawings from 1960, the various parts of the school were only connected by the central, curved walkway covered by a metal roof that provided access to each pod. This original covered corridor remains, although new covered segments have been added to provide an increased amount of shelter for students. A circular driveway and the pick-up/drop-off area is located to the west of these four pods. The footprint of each pod resembles a pinwheel, and they are each covered by a circular, flat roof. The floor plans of the pods have been altered by a series of internal additions and enclosures, but all the alterations were made under the original roofline. The classroom pods have brick veneer walls and aluminum-framed window systems that reach from floor to ceiling, composed of a blue opaque fiberglass panel at the bottom, topped by an awning window below a large fixed, single-light sash, surmounted by a narrow, blue, opaque fiberglass panel transom. Each pod classroom has its own entry door. Sets of crossed metal cables at the outer edge of the roofline provide reinforced support. Although these supports seem to be a retrofit, they appear on the school's original drawings.

FIGURE 27

Marshall Elementary School's Classroom Pods and Main Covered Walkway**Additions**

Just two years after its construction in 1961, the school was altered to accommodate more students. Interior changes were made to the pods, and the eastern-most pod, which was originally a library, was converted to classrooms. A large addition to the school's east elevation added a new library, a new entrance, the principal's office, storage, clinic, bathrooms, a teacher's lounge, and 8 new classrooms. The original office space was taken over by the Central Administration Offices, which still function in a building attached to Marshall. John Keeling is again listed on the plans as the architect for another addition designed in 1966, which added two more classrooms.

Barge, Waggoner, Sumner & Cannon designed a 14,000-square-foot addition in 1985 (see Appendix B). A rectangular addition, containing four new classrooms and a library, were added to the east elevation (see Figure 28). Storage areas were added to the pods and new covered walkways were constructed to connect the various parts of the school. Further additions and renovations were made in the late 1980s. In 1991, Gary L. Cook of Lyle-Cook Architect, Inc., designed a new addition onto the central office and administration area and added two new classrooms and an office in 1992. In 2001, a 4,150-square-foot addition of four classrooms, which cost \$463,102, was constructed to reduce the pupil to teacher ratio (see Figure 29 and Table 5).

FIGURE 28

Southeast corner of Marshall Elementary School – Contains Additions from 1985 (far right) and the 1990s (left)

TABLE 5

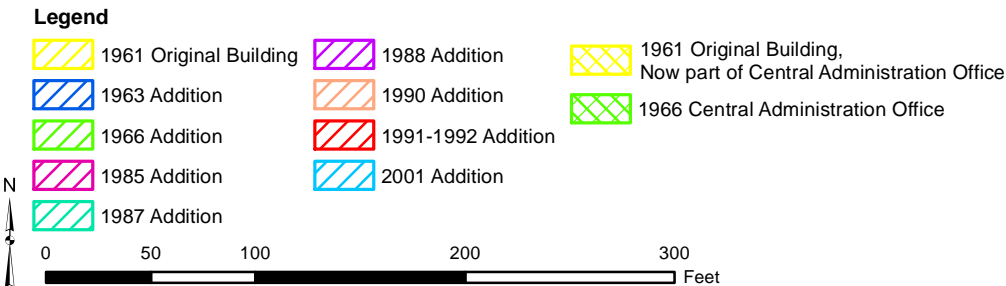
Marshall Elementary School (Building 84) – Alterations and Additions

Original Construction Date: 1961 (Original drawings by John Keeling of Lee Potter Smith and Associates, dated January 30, 1960.)

Year	Architect	Additions and Changes	Notes	Source
1963	Unknown	Interior changes to classroom pods (changed east pod from a library to a classroom). Large addition to east side: new library, current front entrance, principal's office, storage, clinic, bathrooms, teacher's lounge, and 8 classrooms. Former principal's office was turned into a speech and therapy office. Original office space was turned into the Central Administration Office for Fort Campbell.		Plans dated 1963
1966	John Keeling of Lee Potter Smith and Associates	Addition to the 1963 addition, including 2 special education classrooms		Plans dated March 1966
1985	Barge, Waggoner, Sumner and Cannon	Addition to the east elevation: 4-classroom block building, library, new covered walkways, added storage area in the pods, ft. new accessory building between the library and 4-classroom addition	Total area: 14,000 sq. ft.	Plans dated February 8, 1985
1987	Unknown	Kitchen addition		Dial, 2013
1988	Unknown	Gym addition		Dial, 2013
1990	Unknown	2 classroom addition		Dial, 2013
1991	Gary L. Cook of Lyle-Cook Architect, Inc.	New additions that cover the original entry on the south elevation, removed a canopy and columns, removed wall along original entrance, added onto the Central Administration Office area, enclosed the corridor that led to the gym		Plans dated May 8, 1991
1992	Lyle-Cook Architects, Inc.	Added 2 classrooms and an office		Plans dated June 24, 1992
1992	Unknown	New roof added		Plans dated November 30, 1992
2001	Unknown	4-classroom addition	Total area: 4,150 sq. ft., cost: \$463,102.80	Real Property Records, DPW Office



FIGURE 29
Marshall Elementary School
 Fort Campbell Schools National Register of Historic Places
 Evaluation Investigation Report
 Christian County, KY



4.1.6 Mahaffey Middle School (Building 71)

Mahaffey Middle School is located at 585 South Carolina Avenue and accommodates grades 6 through 8. The school is bounded by Screaming Eagle Boulevard on the north, Fort Campbell Boulevard on the east, Lawrence Circle on the south, and South Carolina Avenue on the west. Mahaffey is situated near to the Gate 4 entrance to Fort Campbell and near to Stryker Village. The layout of the school is rectangular with a rectangular appendage on the southeast corner (see Figure 30). The school encompasses approximately 73,006 square feet. The school was constructed in 1967 and has since been modified, mainly in the early 1990s. The one-story school has a concrete foundation, brick veneer walls in a light tan color, and a flat roof.

The school's primary exterior materials, which are brick, concrete, and glass, are characteristic of Brutalist architecture, which was a design philosophy employed mainly during the 1960s and 1970s. The lack of large window systems in favor of expansive brick walls also contribute to the Mahaffey's Brutalist feel. A wide concrete coping, with an exposed rafter tail pattern, runs along the top of the school's exterior wall and adds a feeling of heaviness to the building. The exposed concrete rafter tails create a repetitive pattern of protrusions along the length of the coping. Mahaffey's windows can be described as either casement windows with fiberglass panels or anodized bronze aluminum windows with fiberglass and metal panels (Adams et al., 2012). The window openings reach from the ground to the top of the wall. The vertical columns of windows and opaque panels are outlined by projecting bricks that continue to the top of the wall and create a repetitive, striped pattern around the exterior of the building. There are two recessed areas, on the north and south elevations, which mark the front and rear entrances for the school. Each of these recessed areas is covered by a flat concrete canopy supported on brick pillars. The canopies each have cut in them a square opening, which serves as an atrium for a planting area below. The rear walls under these canopies contain the entries of glass double doors, and a large expanse of single-light, fixed-glass windows (see Figure 31). The west elevation is also defined by a concrete overhang supported by brick columns that shade an exterior walkway.

FIGURE 30

Southwestern Corner of Mahaffey Middle School



FIGURE 31
South Elevation of Mahaffey Middle School, Recessed Main Entrance



Additions

Designs for a large addition on the west elevation of Mahaffey were started in the mid-1980s but were not completed until the early 1990s. The addition included a utilities expansion, six additional classrooms, a dining room expansion, additional restroom facilities, a new media center, and more storage and mechanical rooms (see Appendix B). Documents dated 1991 and archived in the DPW Office on Fort Campbell describe a shortage of usable space at Mahaffey: “Functionally inadequate areas in permanent facilities are being used for instruction and related services. Areas designed for offices, storage, lobby and stage are being used for instructional space...” (Military Construction Project Data, 1991b). The addition in the 1990s added approximately 16,000 square feet in order to ameliorate the problems with overcrowding (see Figure 32). At some point during this phase of new construction in the 1990s, the main entrance of the school was moved from the north (front) elevation to the south (rear) elevation. Despite this change, the flagpole remains in its original location, which is now the building’s rear entrance (see Figure 33 and Table 6).

FIGURE 32

Southeast Corner of Mahaffey Middle School, Part of Additions in the 1990s

TABLE 6

Mahaffey Middle School (Building 71) – Alterations and Additions*Original Construction Date: 1967 (architect unknown)*

Year	Architect	Additions and Changes	Notes	Source
1989	Unknown	Classroom addition		Dial, 2013
1991	Unknown	Courtyard infill, classroom addition		Dial, 2013
1993	Unknown	Fine Arts/Music Addition		Dial, 2013
1994	Unknown	Classroom, information center addition		Dial, 2013
1994	Unknown	Utilities expansion, 6 additional classrooms, enlarge dining room, add restrooms in corridor area, add corridors, media center, storage and mechanical room (added onto west elevation)	Former high school, converted to middle school	Real Property Records, DPW Office

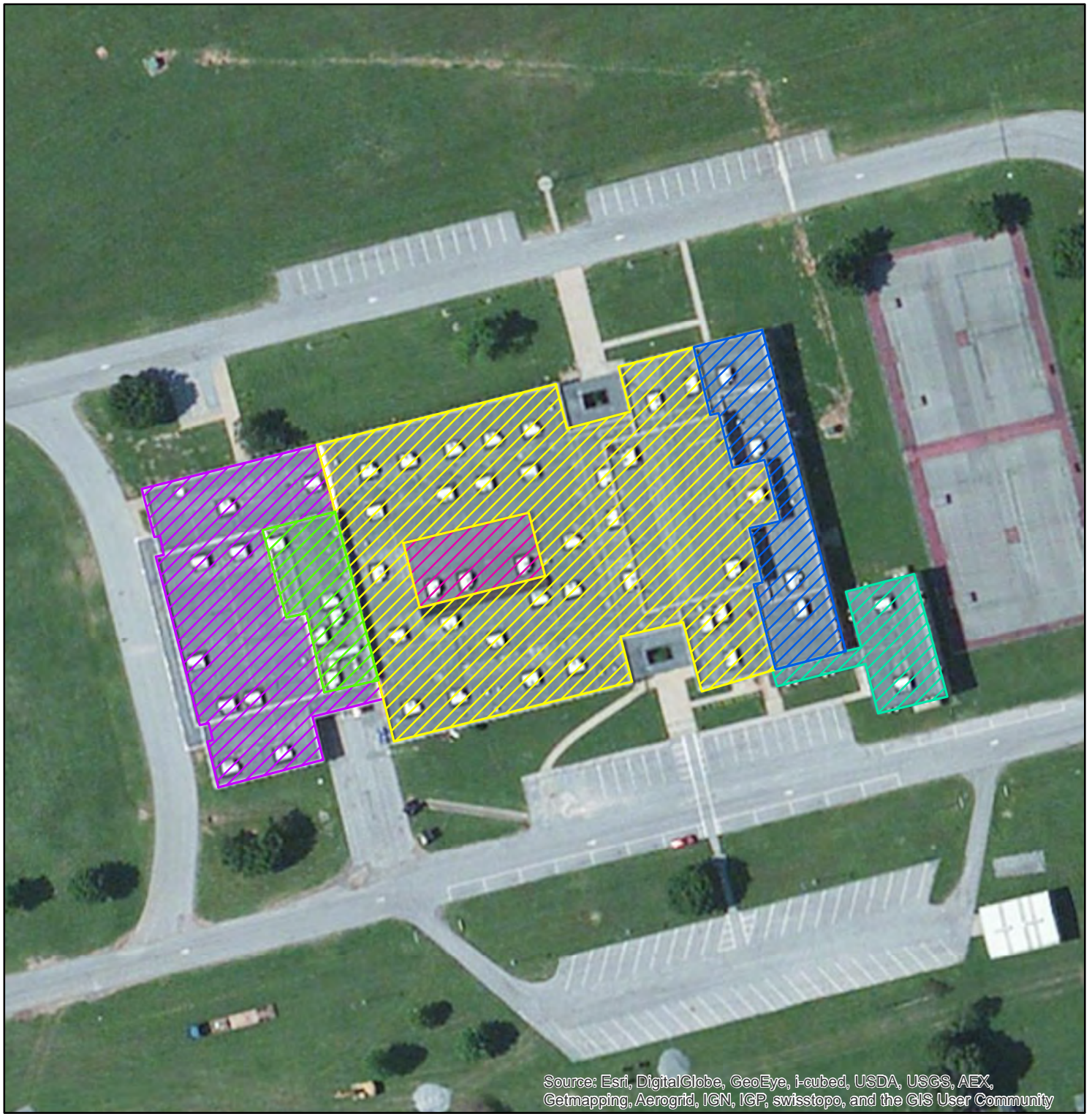
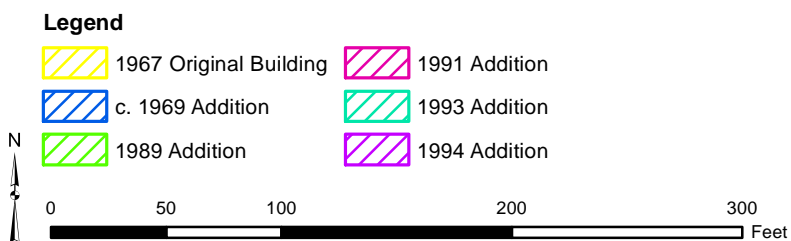


FIGURE 33
Mahaffey Middle School
 Fort Campbell Schools National Register of Historic Places
 Evaluation Investigation Report
 Christian County, KY



4.2 Eligibility Determinations

4.2.1 Lincoln Elementary School

Lincoln Elementary School, which was constructed in 1952, is eligible for listing in the NRHP under Criterion A, for its association with events that have made a significant contribution to the broad patterns of our history. Lincoln Elementary School was the first school constructed in the United States under the sponsorship of Public Law 81-874, Section 6, which provided federal funding for schools for military dependents when an alternative free public education was not available. This marks Lincoln Elementary School as significant within the greater context of military growth during the mid-twentieth century and the development of schools for military dependents within the United States. Lincoln Elementary School is also significant under Criterion A for being among the first, if not the first, desegregated school built in the south. Lincoln was listed as serving black and white children in the 1952 *Kentucky Public School Directory*, two years prior to the Supreme Court decision of *Brown vs. Board of Education* that mandated the integration of schools nationwide. Because Lincoln was constructed after the integration of the military in 1948, the school never existed as a segregated facility; rather, it was intended and constructed as an integrated school from its inception. For this reason, and because it was the first Section 6 school constructed in the United States, Lincoln Elementary School is eligible for listing in the NRHP under Criterion A.

In addition to meeting the requirement of at least one of the four primary NRHP criteria, properties must retain enough integrity to demonstrate their significance under the criteria. Lincoln Elementary School retains integrity of location, setting, materials, feeling, association, and workmanship. Although the school has had several alterations, it still remains at its original location on Fort Campbell. The original T-shaped footprint is still discernible. Many of the original materials are still extant and the original workmanship is still evident in the brickwork and cast-stone elements. The general design of the school's front elevation remains intact, especially on its primary façade, which is still defined by pilasters and a pediment with the school name. The setting of the school remains much as it was originally, and the alterations to the school building have been mostly sympathetic, using materials and designs that are appropriate. For these reasons, Lincoln retains integrity of feeling, despite the alterations that have affected its design integrity. Lincoln still functions as an elementary school for the children of military dependents and as the first Section 6 school constructed in the country, Lincoln retains its association with Public Law 81-874 and the history of military schooling in the mid-twentieth century.

In conclusion, Lincoln Elementary School is a historic property in accordance with 36 CFR 800.16(I)(1), eligible for listing in the NRHP under Criterion A for its association with events that have made a significant contribution to the broad patterns of our history.

4.2.2 Barkley Elementary School

Barkley Elementary School was built in 1954. It is not associated with significant events that contribute to the broad pattern of local, regional, or national history, so it is not eligible for listing in the NRHP under Criterion A. Beyond being named for a Vice President of the United States, the property does not appear to be associated with any individual who is significant to the history of the area and so is ineligible for listing in the NRHP under Criterion B. Although the original school's design did reflect the architectural style associated with the mid-century modern era, it has been heavily altered over time and no longer maintains its design integrity. Some materials have been replaced over the years, and the footprint of the school has completely changed since its original construction in 1954. As a result, the building no longer embodies distinctive characteristics of a type of building or a method of construction. The school was designed by a local architectural firm and does not represent the work of a master. For these reasons, the school is not eligible for NRHP under Criterion C. The property is not eligible for listing in the NRHP under Criterion D as it is not likely to yield information important to history or prehistory. Barkley Elementary School is not eligible for listing in the NRHP under any criteria.

The school maintains integrity of location, setting, and association because it remains in the same place and still functions as a school for military dependents. However, its integrity of design, materials, workmanship, and feeling has been diminished as a result of many additions, alterations, and renovations.

Therefore, in accordance with 36 CFR 800.16(I)(1), Barkley Elementary School does not meet the definition of a historic property.

4.2.3 Wassom Middle School

Wassom Middle School was constructed in 1957. The property, however, is not associated with significant events in the region that contribute to the broad pattern of local, regional, or national history, so it is ineligible for listing in the NRHP under Criterion A. The school does not appear to be associated with any individual who is significant to the history of the area, and so is ineligible for listing in the NRHP under Criterion B. Additionally, Wassom does not embody distinctive characteristics of a type of building or a method of construction. The architect of the school was employed by Lee Potter Smith and Associates, which was a small local firm whose designs are not identified as the work of a master. Additionally, the property does not possess high artistic value. Although it is associated with mid-century modern school architecture, it is not a significant example of this style. Over the years, its architectural integrity has been compromised by the extensive number of alterations and additions, which have completely changed the school's original floor plan. As a result, Wassom is not eligible for listing in the NRHP under Criterion C. The property is also not eligible for listing in the NRHP under Criterion D because it is not likely to yield information important to history of prehistory. Wassom Middle School is not eligible for listing in the NRHP under any criteria.

The school maintains integrity of location, setting, and association, because it remains in the same place and still functions as a school for military dependents. However, its integrity of design, materials, workmanship, and feeling has been diminished by the many additions, alterations, and renovations.

Therefore, in accordance with 36 CFR 800.16(I)(1), Wassom Middle School does not meet the definition of a historic property.

4.2.4 Jackson Elementary School

Jackson Elementary School was constructed in 1958. The school is not associated with significant events that contribute to the broad pattern of local, regional, or national history. For this reason, the building is ineligible for listing in the NRHP under Criterion A. The property does not appear to be associated with any individual who is significant in the history of the area, so it is ineligible for listing in the NRHP under Criterion B. Jackson started as a small rectangular building with six classrooms and office space. Since 1958, it has morphed into an irregular series of classroom wings and central communal and office areas. Originally, the school was designed as a campus plan, with detached buildings connected by covered walkways. Eventually, all of these walkways were enclosed, and the wings connected to form a cohesive school unit. As a result, the current school design has little similarity to the original design. The series of additions and renovations over the years has resulted in diminished design integrity. It does not possess high artistic value and is not an example of a significant architectural style. Additionally, Lee Potter Smith and Associates, the firm that designed the school, was a small local firm whose designs are not recognized as the work of a master. Therefore, the school is not eligible for NRHP under Criterion C. The property is also not eligible for listing in the NRHP under Criterion D because it is not likely to yield information important to history or prehistory. Jackson Elementary School is not eligible for listing in the NRHP under any criteria.

The school maintains integrity of location, setting, and association because it remains in the same place and still functions as a school for military dependents. However, its integrity of design, materials, workmanship, and feeling has been diminished by the many additions, alterations, and renovations.

Therefore, in accordance with 36 CFR 800.16(I)(1), Jackson Elementary School does not meet the definition of a historic property.

4.2.5 Marshall Elementary School

Marshall Elementary School, which was constructed in 1961, is not associated with significant events that contribute to the broad pattern of local, regional, or national history, so it is ineligible for listing in the NRHP under Criterion A. The property does not appear to be associated with any individual who is significant to the history of the area, so it is ineligible for listing in the NRHP under Criterion B. Although the original design of the school was innovative for the use of circular classroom pods, the pod buildings and the main school building have been significantly altered and added to over the last five decades. The school was designed by a local architect and does not represent the work of a master. The additions to the main school building have encroached on the open layout of the pods, and the pods have been added to and altered so many times that they no longer maintain their original spacious feeling. The addition of covered metal walkways between all of the pods and the main building has crowded the school's original campus plan and has diminished the overall design integrity of the school. For these reasons, the school does not possess high artistic value and is ineligible for listing in the NRHP under Criterion C. The property is also not eligible for listing in the NRHP under Criterion D because it is not likely to yield information important to history or prehistory. Marshall Elementary School is not eligible for listing in the NRHP under any criteria.

The school maintains integrity of location, setting, and association because it remains in the same place and still functions as a school for military dependents. However, its integrity of design, materials, workmanship, and feeling has been diminished by the many additions, alterations, and renovations.

Therefore, in accordance with 36 CFR 800.16(l)(1), Marshall Elementary School does not meet the definition of a historic property.

4.2.6 Mahaffey Middle School

Mahaffey Middle School was constructed in 1967 and is not associated with significant events that contribute to the broad pattern of local, regional, or national history. Additionally, the property does not appear to be associated with any individual who is significant to the history of the area. The school's design is a typical style for the era and has been modified several times, significantly altering its original footprint and appearance. During the 1990s, over 16,000 square feet were added to the school, significantly increasing its size and altering its design. Additionally, the main entrance of the school was moved from the north elevation to the south elevation, altering the building's overall orientation. The original architect and builder are unknown, so the property is unlikely to represent the work of a master; it also does not possess high artistic value as an example of a significant architectural style. The school is not likely to yield information important to history or prehistory, so it is ineligible under Criteria D. Mahaffey Middle School is not eligible for listing in the NRHP under any criteria.

The school maintains integrity of location, setting, and association, because it remains in the same place and still functions as a school for military dependents. However, its integrity of design, materials, workmanship, and feeling has been diminished by the many additions, alterations, and renovations.

Therefore, in accordance with 36 CFR 800.16(l)(1), Mahaffey Middle School does not meet the definition of a historic property.

4.3 District Eligibility Determination

Wassom Middle School, Lincoln Elementary School, Barkley Elementary School, Marshall Elementary School, Mahaffey Middle School, and Jackson Elementary School are all located within the boundaries of Fort Campbell. The schools were constructed between 1952 and 1967. All of the schools are located in Christian County, Kentucky, with the exception of Jackson Elementary School, which is located in Montgomery County, Tennessee. Only Lincoln and Barkley are situated directly adjacent to each other. The other schools are located in a noncontiguous arrangement to serve the various housing areas on the installation. Lincoln Elementary School is individually eligible for listing in the NRHP for its significance as the first Section 6 school built after the passage of Public Law 81-874 in 1950 and as the first integrated school in the South. The other five schools are not associated with any significant events or people in history, nor do they possess high artistic value as examples of a significant

architectural style. All of the schools were designed by local architects and are not works of a master. For these reasons, Wassom, Barkley, Marshall, Mahaffey, and Jackson are not individually eligible for listing in the NRHP.

The National Park Service (NPS) Bulletin entitled *Guidelines for Completing National Register of Historic Places Forms* defines a historic district as “possess[ing] a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.” The bulletin also clarifies that “a district may contain noncontiguous elements only where the historic interrelationship of a group of resources does not depend on visual continuity and physical proximity” (NPS, 1997). The six Fort Campbell schools have certain commonalities: they are all education facilities for military dependents; they were all built as Section 6 schools; they employ similar materials and construction techniques; and they were built roughly within the same timeframe. These similarities, however, do not link them in a significant way or unite them historically or aesthetically. Additionally, all of the schools have undergone multiple additions and alterations to accommodate the changing needs and population on Fort Campbell, resulting in a significant loss of architectural integrity in the majority of the schools. Lincoln is the only school that has retained some design integrity over the years.

While the schools share certain materials and design elements, including flat roofs, brick veneer exterior walls, and concrete slab construction, these elements are common traits of residential and commercial buildings from the 1950s and 1960s, as well as many elementary and secondary schools built after the 1940s. The common design elements among the schools are not distinctive, do not create a cohesive visual unit, and do not distinguish the schools as an architecturally significant group. The schools were not designed with a common plan or theme, and reflect differing design philosophies. While Lincoln was originally designed with three wings radiating from a central core, Marshall and Jackson were designed with detached buildings in a campus plan. Wassom and Barkley developed over time as a collection of attached rectangular buildings that eventually formed interior courtyards. And lastly, Mahaffey, designed at the end of the 1960s, represents a later aesthetic for schools that lacks the large window systems characteristic of the earlier post-war schools and is more contained to a single large mass. The original floor plans are no longer apparent at Wassom, Barkley, Marshall, and Jackson, since additions have greatly changed their layouts and appearances. For these reasons, as a group the six schools are not adequate examples of the period of their construction and they lack a cohesive, uniting design element.

The numerous additions and alterations made to the schools are a result of the historical development of Fort Campbell as a whole. However, as a group, the schools are not representative of any specific historical events or people that are significant locally, regionally, or nationally. The schools, which are spread throughout the developed areas of the base, do not share a distinct or significant history unique from the installation. Individually, the schools are not representative examples of a type, period, or method of construction, nor do they represent the work of a master. The schools do not possess a significant linkage or continuity that is united historically or aesthetically by plan or physical development. Rather, their only historical link is that they are schools on Fort Campbell, built over two decades to meet the growing needs of the installation’s residents. Because of the lack of integrity of five of the six schools, the buildings are not able to convey any significance as a group. Therefore, the six schools on Fort Campbell are not eligible for listing as a district in the NRHP.

Fort Campbell schools have historically served children living in the various installation housing areas. A formal evaluation of the potential for the schools to contribute to a district in conjunction with the neighborhoods they served was not conducted for this report; rather, preliminary research determined that the historical association between the housing areas and the installation’s schools lacks continuity and significance. Fort Campbell’s school districts have been subject to frequent revisions and housing areas have been served by different schools, depending on the grades housed in each school at different times. In the mid-twentieth century, the DoD moved toward establishing more permanent, family-oriented military installations by building improved housing units. During the early years of Fort Campbell’s Section 6 schools, some consistency is apparent in the relationship between schools and the specific housing areas they served. The Fort Campbell catalogues from 1969, 1971, and 1973 all list Lincoln as serving students that resided in the adjacent Lee Village area, while Jackson continued to serve students living in Cole Park, Drennan Park, Gardner Hills, Turner Loop, Werner Park, and Stryker Village (*An Unofficial Guide to Fort Campbell*, 1969; *Focus on Fort Campbell*, Ky, 1971; *Fort Campbell & 101st Airborne Division*

[Airmobile], 1973). As schools were altered to house different grades, adjusting the school districts accordingly became necessary.

In 1969, Barkley only served students living in Stryker Village (*An Unofficial Guide to Fort Campbell*, 1969). By 1971, however, Barkley had become a middle school that served sixth graders living in all housing areas (*Focus on Fort Campbell, Ky*, 1971). Wassom and Mahaffey similarly served various housing areas, depending on whether they were used as junior high schools, senior high schools, or middle schools. By the mid-1990s, Barkley only served students from Lee Village; the other housing areas were redistributed among other schools (*Fort Campbell Area Guide and Telephone Directory*, 1995). In 2009, the middle school districts, assigned to Wassom and Mahaffey, were reorganized because of the construction of a new residential development that spurred a sudden increase in student enrollment (Parrino, 2009). Construction of new schools on the installation after 1985, including Fort Campbell High School, Barsanti Elementary School, and Andre Lucas Elementary School, also initiated a reshuffling of school districts to take advantage of the additional space.

Physical changes to the housing areas have also affected their relationships to Fort Campbell's schools. In 1996, Congress passed Public Law 104-106, which allowed military installations to form limited partnerships with private developers to operate and maintain base housing. Fort Campbell partnered with Lend Lease, which manages Campbell Crossing, LLC. In 2003, a 50-year Residential Communities Initiative Programmatic Agreement (RCI PA) was executed among Fort Campbell, the Kentucky SHPO, the Tennessee SHPO, and the ACHP. The RCI PA identifies three historic, NRHP-eligible homes, including Building 5001, the Pressler House, and the Durrett House (URS, 2012). The document states: "based on analysis of the residential infrastructure, Fort Campbell has determined in consultation with the Kentucky SHPO and the Tennessee SHPO that, except for the [three historic] properties identified...no other existing buildings, structures, objects, districts, or landscapes...are now eligible for listing in the NRHP" (RCI, 2003). Therefore, as of 2003, no housing areas were determined eligible as part of an historic district.

After 2003, Campbell Crossing initiated a drastic overhaul of the installation's housing. Between 2003 and 2013, the company developed more than 1,200 new dwellings and renovated more than 2,500 homes out of a total of 4,000 residences located on Fort Campbell (Campbell Crossing, 2013). In 2006, Cole Park, a housing area located southeast of Jackson Elementary School, was demolished, except for the NRHP-eligible Pressler and Durrett houses. Cole Park residents moved to Harper Village, which was constructed after 1996 (Marquess, 2006). Extensive redevelopment has also occurred in other housing areas. In 2007, Lee Village, from which children had attended Lincoln, Barkley, and Mahaffey at various times, was demolished in two phases. In an article, published in the *Fort Campbell Courier*, describing the second phase of demolition, a project director for the installation's housing development stated, "More than 50 years ago, these were beautiful red brick, Georgian-style town homes, but today they are outdated and unattractive. We are replacing them with beautiful new homes designed to meet the needs of today's service families" (Woody, 2007). During Phase II of the demolition, 440 homes in Lee Village were demolished (Woody, 2007). Although Fort Campbell schools and housing areas are linked by location and a similar historic context, the specific associations between the schools and the housing districts have changed significantly over time, depending on the grades housed in each school and the needs of the population. Additionally, two of the older housing areas, Lee Village and Cole Park, have been completely demolished. It is likely that other areas are no longer intact because of widespread housing redevelopment. The housing areas lack a consistent or significant relationship with the installation's schools. In addition, the housing areas that remain are likely to have been altered significantly, and therefore lack architectural integrity. As a result of these findings, a formal evaluation of the potential for the schools to contribute to a district in conjunction with the neighborhoods they served was not conducted for this report.

SECTION 5

Management Recommendations

In summary, of the six elementary and middle schools surveyed on Fort Campbell, only Lincoln Elementary School is recommended as eligible for listing in the NRHP. Lincoln Elementary is eligible under Criterion A for its significance as the first school constructed in the United States under the sponsorship of Public Law 81-874, Section 6, and for likely being the first school in the South to be constructed as a desegregated facility. Wassom Middle School, Barkley Elementary School, Marshall Middle School, Mahaffey Middle School, and Jackson Elementary School are not associated with significant historical events within the region or nation and have all been altered numerous times, compromising their overall architectural integrity. As a result, these five schools are not eligible for listing in the NRHP.

Section 106 of the NHPA requires federal agencies to consider the effects of actions they fund or approve on any district, site, building, structure, or object that is listed in or eligible for listing in the NRHP. Because Lincoln Elementary has been found to be eligible for listing in the NRHP, pending concurrence from the SHPO, it would be subject to the Section 106 requirements.

SECTION 6

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Appendix A

Building Inventory Forms

Building Inventory Forms

Presented in chronological order by build date

1. Lincoln Elementary School
2. Barkley Elementary School
3. Wassom Middle School
4. Jackson Elementary School
5. Marshall Middle School
6. Mahaffey Middle School

(KHC 2007-1)

KENTUCKY HERITAGE COUNCIL * FRANKFORT, KY 40601 * (502) 564-7005 * <http://www.heritage.ky.gov> *

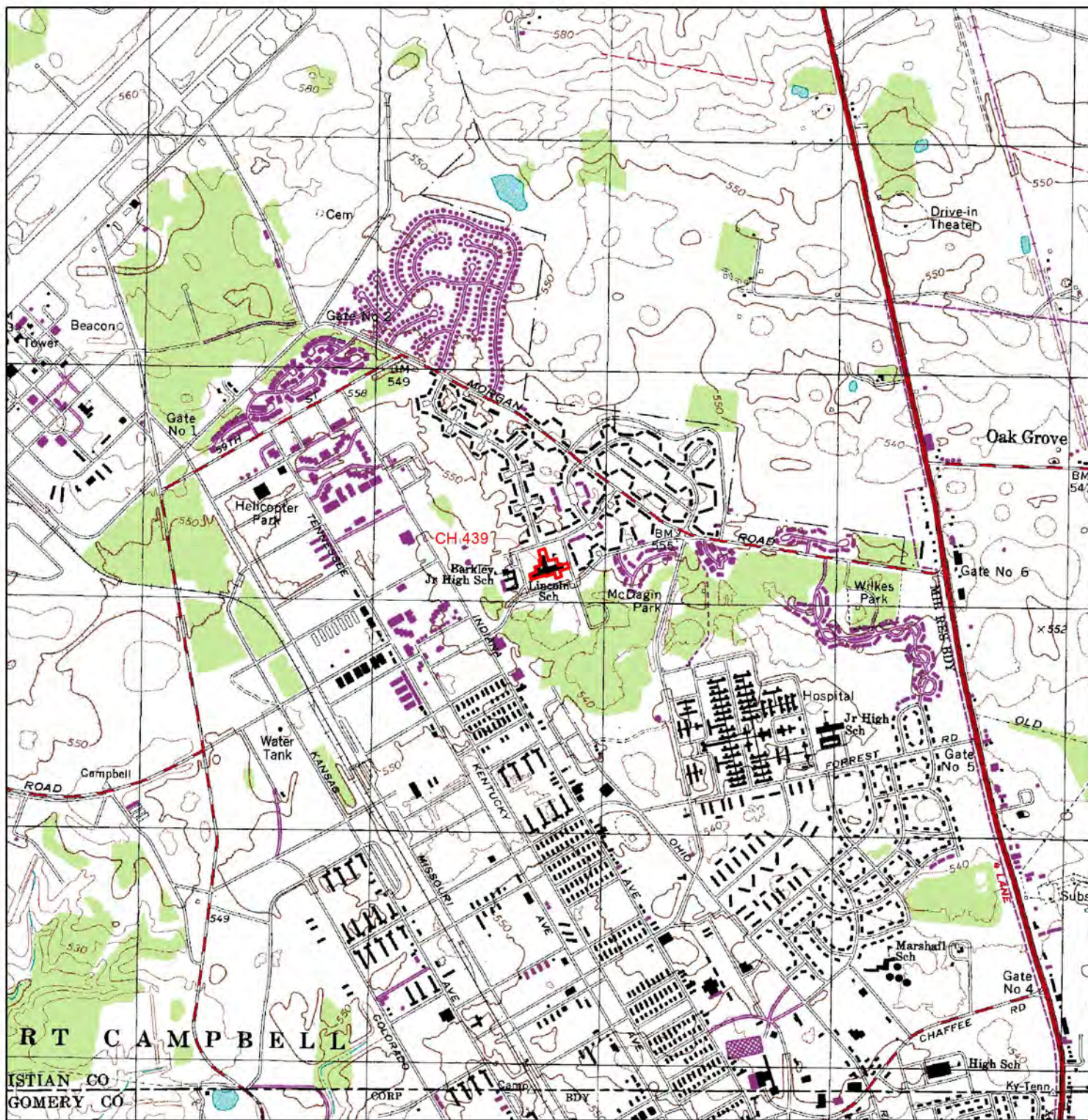
N/A

27. SITE PLAN (Complete if #26 was answered).

N/A

28. MAP (Scan or attach copy of map showing exact location of resource)

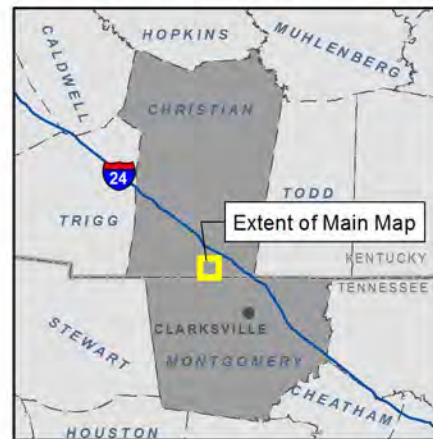
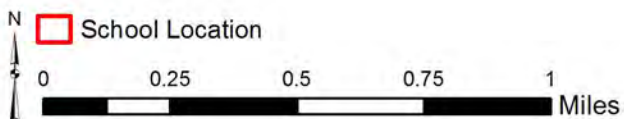
(See attached map.)



Lincoln Elementary School CH 439

Christian County, KY

Oak Grove, KY (1979)
7.5' USGS Quad



KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

CONTINUATION SHEET

1. NAME OF RESOURCE (how determined) (continued from survey form)

a. Lincoln Elementary School / 5 Traditional Name of School

Sources: School signage, school website, archival documentation.

DDESS. 2013. "Welcome to Lincoln Elementary School."

<http://www.am.dodea.edu/campbell/lincoln/>. Accessed May 15, 2013.

Real Property Records and DD 1354 Forms, DPW Office, Fort Campbell.

9. OTHER DOCUMENTATION/RECOGNITION (continued from survey form)

a. Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

13. CONSTRUCTION DATE (continued from survey form)

a. 1952

Source: Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

14. DATE OF MAJOR MODIFICATIONS (continued from survey form)

a. 1/ 1996, Addition of classroom, information center, fine arts area

b. 1/ 1999-2001, Classroom pupil-to-teacher Ratio (PTR) addition

16. DIMENSIONS (continued from survey form)

Note: School is primarily one story. However, there is a small second floor over the school's central area; this was originally a caretaker's apartment and now serves as offices.

25. COMMENTS/HISTORICAL INFORMATION

The Fort Campbell Military Reservation (Fort Campbell) is a multi-purpose facility situated within four counties on the border between Hopkinsville, Kentucky, and Clarksville, Tennessee. The 106,000-acre installation is located in Montgomery and Stewart Counties, Tennessee, and Trigg and Christian Counties, Kentucky. The majority of the installation, 88 percent, has been left undeveloped for use as military training ground (URS, 2012).

During the late eighteenth century, on the land that Fort Campbell currently occupies, a number of small frontier posts existed. By 1810, these early communities had merged into several small villages surrounded by farms that mainly produced cash crops, such as tobacco (URS, 2012; Williams, 2012).

Between 1830 and 1860, as a result of the demands of the tobacco industry, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian Counties (URS, 2012). After the Civil War, the area remained agricultural and transitioned back from a slave-based economy to one of small farms and sharecroppers.

The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012). During World War II (WWII), the federal government chose the hilly site that spanned the border between Tennessee and Kentucky to establish Camp Campbell. The land's topography made it perfect for armored training (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German prisoners of war, five of whom remain buried within Fort Campbell's boundaries (URS, 2012). The population of Fort Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer who arrived from nearby Fort Knox during 1942 (*Fort Campbell & 101st Airborne Division*, 1973). By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012). After WWII ended, Camp Campbell was used as an assembly and reemployment center for soldiers returning from war. Based on its geography and size, the Army determined on April 14, 1950, to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). From this transition, rapid development resulted at Fort Campbell during the 1950s in order to provide for the changing needs of the military community (Moser, 1951).

Military bases have historically been located in rural areas and often did not have easy access to adequate local public schools. To fix this problem, the federal government passed legislation in 1950 that permitted military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate (Helmick and Hudson, 1997). In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off-base (Bodilly et al., 1988). During the 1950s and 1960s, six permanent Section 6 schools were constructed on Fort Campbell.

Changes and expansions also occurred at Fort Campbell as a result of the Cold War. The Clarksville Base, which served as a classified Naval Weapons Station, functioned within the boundaries of Camp Campbell starting in 1947. The base was a limited-access, high-security, 2,600-acre area, mostly constructed underground and protected by a patrolled and electrified fence (Williams, 2012). The base served as one of only six National Storage Sites holding nuclear weapons during the start of the Cold War. Clarksville Base remained a functioning facility until 1965 and was transferred back to the Army in 1969 (*The Story of Clarksville Base*, 2013).

During the 1970s and 1980s, there was another construction boom on Fort Campbell and 1,418,371 square feet of facilities were added (EDAW/AECOM, 2009). The installation has continued into the twenty-first century as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units.

SCHOOL HISTORY

Lincoln Elementary School (Building 3709) was the first school constructed on a military installation after the establishment of Public Law 81-874, Section 6 in 1950. The school was completed in 1952 and originally served elementary and middle school students. Construction of the original building cost \$480,000 (Moser, 1951). Lincoln was likely named after President Abraham Lincoln, although no records of a formal dedication were found. The DD 1354 forms on record at the DPW Office on Fort Campbell describe the school as having a concrete foundation, concrete floors, brick and block walls, and a flat, concrete truss roof. The school originally encompassed 48,501 square feet and was defined by a T-shaped floor plan. Built to accommodate 800 students, the school had 25 classrooms, office space, a visual aids room, an auditorium, cafeteria, and a caretaker's apartment located above the school's central area (Moser, 1951). A description of the classrooms in Captain John G. Moser's book, *A History of Fort Campbell, Kentucky 1941-1951*, boasts of "non-glare blackboards and cork bulletin boards, and lavatory facilities [that] will be built adjoining all primary classrooms" (Moser, 1951).

A stone marker outside of Lincoln Elementary School's main entrance reads: "First School Constructed in United States Under Public Law 874 Section 6 U.S. Congress 1951." Public Law 81-874 Section 6 was established in 1950 and allowed federal funding for schools on military bases in the United States if no adequate, free public schools were available in the area. Moser describes the momentous event of Lincoln's construction in his book, stating that after the passage of the law in 1950, "Fort Campbell stood at the top of the priority list. On August 23, 1951 Major General Lyman L. Lemnitzer turned the first spade of earth signaling the beginning of construction of the first school building to be built under the provisions of this program" (Moser, 1951).

Because Lincoln Elementary School was the first Section 6 school built in the United States, it is likely also the first school constructed as an integrated facility in the South. Southern schools during this period were segregated by racially prejudiced laws which had been in place since the late nineteenth century and continued to exist in the civilian world until the 1960s. The military, however, was integrated by President Truman in 1948 under Executive Order 9981. As a result, Section 6 schools were constructed as integrated facilities. Lincoln was listed in the 1952-1953 *Kentucky Public School Directory* as having white and black students (NKAA, 2013). This was two years before the passage of *Brown vs. Board of Education* and likely indicates that Lincoln was among the first, if not the first, desegregated school built in the South.

Soon after Lincoln was built, other schools, which could accommodate middle school students and eventually high school students, were constructed on the installation. Likely as result of the construction of Wassom in 1957 and the conversion of Barkley to a middle school around 1969, Lincoln was able to convert to a school serving only students through grade 5. By 1969, there were three other elementary schools, one middle school, and a high school. The installation's catalogue from that year lists Lincoln as housing kindergarten through fifth grade, a grade range that the school has continued to educate since then (*An Unofficial Guide to Fort Campbell*, 1969).

Several alterations have been made to the school over the last six decades, although the original T-shaped floor plan is still discernible. Additions have been made to increase classrooms and communal spaces by extending the north wing, and by constructing additions onto the northeastern corner, west and south elevations. In 1989, a classroom addition was constructed; it lengthened the school's north wing and added four new, larger classrooms. According to the Real Property Records, the very large addition on the northeastern portion of the building and the rectangular addition on the west elevation of the north wing occurred in 1996 to accommodate a sudden increase in students in the early 1990s.

These additions created new classrooms, an information center, and a fine arts area, totaling 17,500 square feet. Documents archived at the DPW Office state that the “project [was] required to...alleviate overcrowding and to provide facilities for computer, art, music, and speech education.” The document goes on to articulate the dire need for an expansion, explaining how “areas formerly used as book storage, closets, and a teacher’s lounge are now being used for instructional areas” in addition to three trailer classrooms that were used to meet enrollment needs (Military Construction Project Data, 1991). Further changes were made in 1998 and 1999, including bathroom renovations and a classroom addition. In 2001, a 4,150 square foot addition to the south elevation was completed to provide more classrooms and improve the PTR. Other alterations were made to the school’s south elevation, including replacing the front windows in the main façade, altering the interior layout, and bricking up the door that is directly east of the main façade. The entryway to the west of the main south facade is still extant and used as a main entrance.

STATEMENT OF SIGNIFICANCE

Lincoln Elementary School, which was constructed in 1952, is eligible for listing in the National Register of Historic Places (NRHP) under Criterion A, for being associated with events that have made a significant contribution to the broad patterns of our history. Lincoln Elementary School was the first school in the United States constructed under the sponsorship of Public Law 81-874, Section 6 that provided federal funding for schools for military dependents when an alternative free public education was not available. This marks Lincoln Elementary School as significant within the greater context of military growth during the mid-twentieth century and the development of schools for military dependents within the United States. Lincoln Elementary School is also significant under Criterion A for being among the first, if not the first, desegregated school built in the South. Lincoln was listed as serving black and white children in the 1952 *Kentucky Public School Directory*, two years prior to the passage of *Brown vs. Board of Education*, which mandated the integration of schools nationwide. Because Lincoln was constructed after the integration of the military in 1948, the school never existed as a segregated facility, but rather was intended as an integrated school from its inception. For this reason, and because it was the first Section 6 school constructed in the United States, Lincoln Elementary School is eligible for listing in the NRHP under Criterion A.

In addition to meeting the requirement of at least one of the four primary NRHP criteria, properties must retain enough integrity to demonstrate their significance under the criteria. The NRHP recognizes seven aspects of integrity: setting, feeling, association, location, materials, design, and workmanship. Lincoln Elementary School retains integrity of location, setting, materials, feeling, association, and workmanship. Although the school has had several alterations, it remains at its original location on Fort Campbell. The original T-shape footprint is still discernible. Many of the original materials are still extant and the original workmanship is still evident in the brickwork and cast stone elements. The general design of the school’s front elevation remains intact, especially on its primary façade that is still defined by pilasters and a pediment with the school name. The setting of the school remains much as it was originally, and the alterations to the school building have been mostly sympathetic, using materials and designs that are appropriate. For these reasons, Lincoln retains integrity of feeling, despite the alterations that have impacted its design integrity. Lincoln still functions as an elementary school for the children of military dependents, and as the first Section 6 school constructed in the country, Lincoln retains its association with Public Law 81-874 and the history of military schooling in the mid-twentieth century.

SCHOOL DESCRIPTION (BUILDING 3709)

Lincoln Elementary School is located at 4718 Polk Road on Fort Campbell, in Christian County, Kentucky, and functions as a school for kindergarten through grade 5. It is bounded by Iowa Avenue on the east, Polk Road on the south, and Indiana Avenue on the west. Constructed in 1952, the school is a 75,749-square-foot, single-story building with a built-up flat roof, concrete foundation, and brick veneer walls. There is a small second floor area over the school's central section that was originally a caretaker's apartment and now serves as offices. The school is located near Lee Village and Taylor Village housing areas on the eastern side of the cantonment area and is directly adjacent to Barkley Elementary School (Building 3708). Lincoln has a T-shaped footprint, which is still discernible despite a number of additions and renovations. A stone marker sits outside of the front façade and reads: "First School Constructed in United States Under Public Law 874 Section 6 U.S. Congress 1951."

The school's main façade is located on the south elevation and is defined by a cast-stone pediment, cornice, and four pilasters on a brick veneer wall. Raised letters spell out "Lincoln Elementary School" across the face of the pediment. The pilasters define five large window bays. These large, fixed, multi-light windows with aluminum frames are not original. Recessed entrances bookend the main façade, angled back from the front elevation, facing southeast and southwest respectively. Both entryways retain the original cast-stone frame, although the southeastern entrance has been bricked in. The door facing to the southwest has a recessed pair of doors topped with a transom window. The school extends in three wings from this main façade, the east wing, the west wing, and the north wing, forming a T-shape. The original double-height gym is located at the end of the west wing. With the exception of the gym, the south elevations of the east and west wings are mainly composed of large bays of windows with cast stone sills, set in brick veneer walls. Each bay has three pairs of aluminum windows composed of a single-light awning window below multi-light opaque fiberglass panels, topped by a narrow transom. There are three bays of windows to the west of the main façade, and six bays to the east. The eastern end also has small two-light awning windows in between some of the larger bays. The windows of the gym (located at the western end of the west wing) are larger, but share the same style as the windows on the front elevation of the main building. Instead of being grouped in pairs, there are eight windows arranged individually, slightly recessed with corbelled headers, and separated by brick pilasters. They are located high in the wall, reflecting the function of the gym. At the far western end is a metal door under a flat metal overhang. Between the gym and the main portion of the west wing is the two-story section that originally housed the caretaker's apartment. This section is the same height as the gym, and the second floor has three two-light windows with a fixed pane above an awning pane, with cast stone sills. The first floor has a single window with an awning pane below opaque fiberglass panels. Just to the east of the window is a pair of metal doors with sidelights and a transom, shielded by a flat metal roof supported on four metal poles.

A large, rectangular, brick veneer addition protrudes from near the center of the south elevation. The addition is connected to the east wing by a narrow, enclosed corridor. The east and west elevations of the addition each have two rows of five aluminum-framed windows composed of small awning windows below large fixed panes. The south elevation of this addition has a pair of metal doors with a fixed transom, accessed by a concrete ramp. A brick pediment on this elevation mirrors the primary façade.

The east elevation of the east wing has a pair of metal-and-glass doors covered by a flat metal overhang. In front of this elevation is a curved driveway for pick up and drop off. The north elevation of the east wing has a similar appearance to the south elevation.

The north elevations of the school have had significant additions over the last few decades. A large addition constructed in the space where the east and north wings of the original T-shape meet has obstructed part of the original north elevation. The addition in the eastern corner of the original T-shape is a one-story rectangular structure clad in brick veneer with a flat roof. It is contiguous with the east elevation of the north wing and the north elevation of the east wing. There is one metal door and there are ten windows on the east elevation of the addition. The top panes of the windows are fixed and the bottom panes are narrow aluminum awning windows. The north elevation of the addition has 14 windows in the same style as the east elevation. There are two pairs of glass and aluminum doors, both of which have fixed transom windows and are protected by curved, cantilevered metal overhangs. Between the two entrances is a three-light window that forms three-quarters of a circle. Above this window, there is a narrow section where the roofline rises above the rest of the building and is topped with a gable roof of standing seam metal.

The north wing extends beyond this addition and has five bays of the same style of windows as those in the south elevation of the east and west wings. Two additions have been added to the northernmost end of this wing, and the windows in these sections are slightly different from the windows in the original section. The north elevation of the north wing has a single pair of double metal-and-glass doors, shielded by a flat metal overhang.

The west elevation of the north wing is defined by four rows of windows identical to those on the east elevation. A rectangular addition protrudes from the west elevation at its midpoint and has a single entryway on its north elevation, and one row of six windows and one row of two windows on the west elevation. To the south of these windows is a pair of recessed metal doors. Further to the south, in the western corner of the original T-shape footprint, is another entrance to the school with a pair of metal doors. To the west of this corner entrance there is a large brick chimney stack, a group of windows, and three single replacement windows. Another single story, brick, rectangular structure is attached to the north elevation of the west wing. This structure has a flat built-up roof, five aluminum awning windows, and a pair of doors with a metal overhang on the east elevation. On the north elevation there are three aluminum awning windows and a pair of doors with a metal overhang. The west elevation also has a set of entry doors with a metal overhang.

The north elevation of the west wing (the original gym) has two single metal doors with metal overhangs, and four bays of windows, with two windows in each bay, to match the south elevation. The west elevation of the west wing has two aluminum awning windows below fixed opaque fiberglass panels, and set high in the wall above these windows are two transom windows that appear to be boarded over.

SOURCES

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Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

The Story of Clarksville Base. 2012. <http://www.fortcampbell.com/clarksvillebase/index.html>. Accessed May 24, 2013.

URS Group, Inc. 2012. Fort Campbell Integrated Cultural Resources Management Plan (ICRMP): Management Plan Update. Fort Campbell, Kentucky.

Williams, Eleanor. 2012. "Our History." Montgomery County Historical Society. <http://www.mchsociety.org/History.html>. Accessed May 23, 2013.

Christian County
CH 439 – Lincoln Elementary School



CH439_01: South elevation.



CH439_04: Southeast corner.



CH439_02: South elevation, main
façade.



CH439_05: South elevation of the
south addition.



CH439_03: West end of the south
elevation.



CH439_06: East elevation.

Christian County
CH 439 – Lincoln Elementary School



CH439_07: North elevation of northeast addition.



CH439_10: Northwest corner.



CH439_08: Northeast corner of the north addition.



CH439_11: North elevation of the west wing.



CH439_09: West elevation of the north wing.



CH439_12: West elevation of the west wing.



CH439_13: Southwest corner.



CH439_14: Historic plaque.



CH439_15: Bricked over entrance to
the east of the main façade.

KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

COUNTY Christian CountyRESOURCE # CH 440EVALUATION S/ Not Eligible

SHPO EVALUATION _____

DESTROYED 0 N/A

1. NAME OF RESOURCE (how determined): Barkley Elementary School (Building 3708)/ (5) Traditional Name
(See continuation sheet.)

2. ADDRESS/LOCATION:

4720 Polk Road
Fort Campbell, KY 42223

3. UTM REFERENCE:

Quad. Name: Oak Grove, KY
Date: 1979 / Zone: 16N/ method: C
Easting: 4/ 5/ 8/ 5/ 7/ 6/.72
Northing: 4/ 0/ 5/ 7/ 3/ 0/ 9/.01

4. OWNER/ADDRESS:

Department of Defense Education Activity
77 Texas Avenue
Fort Campbell, KY 42223

5. FIELD RECORDER/AFFILIATION:

MaryNell Nolan-Wheatley, CH2M HILL

6. DATE RECORDED: May 22, 2013

7. SPONSOR: Department of Defense Education Activity (DoDEA)

8. INITIATION: (3) Review and Compliance /

9. OTHER DOCUMENTATION/RECOGNITION:

☒ Survey HABS/HAER
 KY Land Local Land
 NR NHL

(See continuation sheet.)

10. REPORT REFERENCE:

CH2M HILL. 2013. *Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report.*

11. ORIGINAL PRIMARY FUNCTION: 05/ A/ /
Educational/Intellectual/School

12. CURRENT PRIMARY FUNCTION: 05/ A/ /
Educational/Intellectual/School

13. CONSTRUCTION DATE: 2/ 1950-1974 estimated
 / / / / 1954 documented
(See continuation sheet.)

14. DATE OF MAJOR MODIFICATIONS: (See continuation sheet.)
2/1956, Addition to kindergarten/primary building
2/1966, Additions to enclose wings

15. CONSTRUCTION METHOD/MATERIAL:

 P1/ VV/ concrete block with brick veneer original
 P1/ VV/ concrete block with brick veneer subsequent
XX/Other/ Steel frame, 2008-09 annex addition subsequent

16. DIMENSIONS:

Height A/Single Story Width 260 ft. Depth 440 ft. Acreage approx. 2

17. PLAN:

 N/A/ first
 N/A/ second

18. STYLISTIC INFLUENCE:

7/2 / International; / first
80 / Other; 21st Century Steel frame commercial second

19. FOUNDATION:

TYPE3/slabMATERIAL

R/poured concrete period 1
 / period 2

20. PRIMARY WALL MATERIAL:

C/ Brick Veneer originalC/ Brick Veneer replacement

21. ROOF CONFIGURATION/COVERING:

CONFIGURATIONQ/FlatCOVERING6/built-up

(See continuation sheet.)

22. CONDITION: E/ Excellent – Fully Utilized

23. MODIFICATION: 3/ Major unsympathetic alteration, building character compromised

24. ARCHITECT/BUILDER: Jack Bradley of Lee Potter Smith and Assoc.
Source: Bradley, Jack. April 11, 1966. Architectural drawings (Barkley Elementary School). Lee Potter Smith and Associates. Central Administration Office. Fort Campbell, KY.

25. PHOTOGRAPH FILE #: CH440 01 – CH440 08
See attached contact sheet and CD.

COMMENTS/HISTORICAL INFORMATION:

(See continuation sheet.)

26. SUPPORT RESOURCES:	<u>SITE PLAN KEY</u>	<u>FUNCTION</u>	<u>CONSTRUCTION DATE</u>	<u>METHOD</u>	<u>MATERIAL</u>
------------------------	----------------------	-----------------	--------------------------	---------------	-----------------

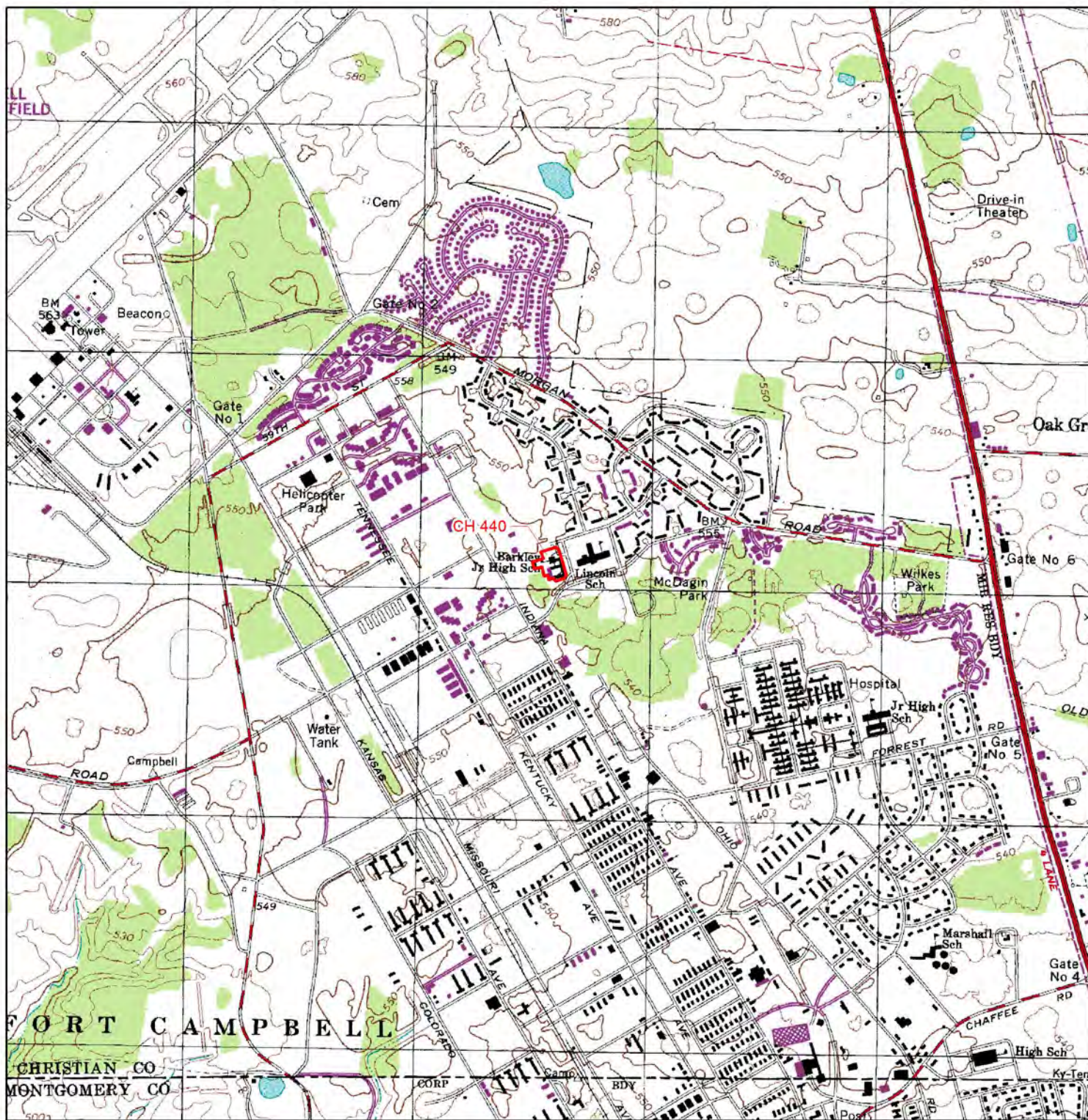
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27. SITE PLAN (Complete if #26 was answered).

N/A

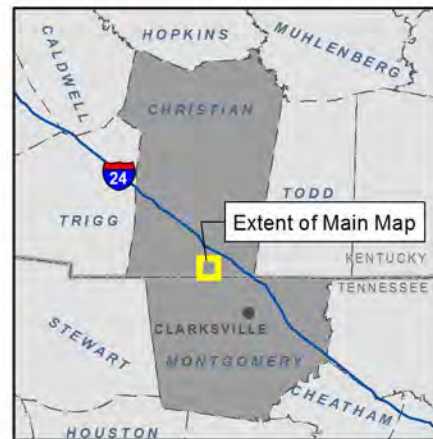
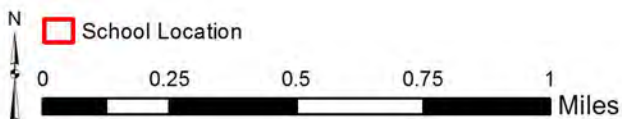
28. MAP (Scan or attach copy of map showing exact location of resource)

(See attached map.)



Barkley Elementary School
CH 440
 Christian County, KY

Oak Grove, KY (1979)
 7.5' USGS Quad



KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

CONTINUATION SHEET

1. NAME OF RESOURCE (how determined) (continued from survey form):

- a. Barkley Elementary School (ca. 1954-1971, ca. 1981-present)/ 5 Traditional Name of School

Sources: School signage, memorial plaque dedicated to Alben William Barkley in the school's entrance, school website, archival documentation.

DDESS. 2013. "Welcome to Barkley Elementary." <http://www.am.dodea.edu/campbell/barkley/>. Accessed May 15, 2013.

Real Property Records and DD 1354 Forms, DPW Office, Fort Campbell.

- b. Barkley Middle School / 5 Traditional Name of School (ca. 1971-1981)

Sources: *Focus on Fort Campbell*, KY. 1971. Military Publishers. San Diego, CA.

Fort Campbell. 1977. Military Publishers. San Diego, CA.

9. OTHER DOCUMENTATION/RECOGNITION (continued from survey form)

- a. Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

13. CONSTRUCTION DATE (continued from survey form)

- a. 1954

Source: Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

14. DATE OF MAJOR MODIFICATIONS (continued from survey form)

- a. 1/ 1985, Information center, classroom, and kitchen addition
- b. 1/ 1987, Classroom addition by back entrance (possibly an art room)
- c. 1/ 1988, 2 classroom addition
- d. 1/ 1989, Cafeteria addition
- e. 1/ 1990, Classroom addition
- f. 1/ 1992, Classroom and gym storage addition
- g. 1/ 1997, Restroom renovation

h. A/ 2001-03, Pupil-to-teacher ratio (PTR) classroom addition

i. A/ 2008-09, New building annex

21. ROOF CONFIGURATION; COVERING (continued from survey form)

a. B/Gable Front; 7/Standing Seam Metal (2008-09 Annex Building)

25. COMMENTS/HISTORICAL INFORMATION

The Fort Campbell Military Reservation (Fort Campbell) is a multi-purpose facility situated within four counties on the border between Hopkinsville, Kentucky, and Clarksville, Tennessee. The 106,000-acre installation is located in Montgomery and Stewart Counties, Tennessee, and Trigg and Christian Counties, Kentucky. The majority of the installation (88 percent) has been left undeveloped for use as military training ground (URS, 2012).

During the late eighteenth century, on the land that Fort Campbell currently occupies, a number of small frontier posts existed. By 1810, these early communities had merged into several small villages surrounded by farms that mainly produced cash crops, such as tobacco (URS, 2012; Williams, 2012). Between 1830 and 1860, as a result of the demands of the tobacco industry, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian Counties (URS, 2012). After the Civil War, the area remained agricultural and transitioned back from a slave-based economy to one of small farms and sharecroppers.

The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012). During World War II (WWII), the federal government chose the hilly site that spanned the border between Tennessee and Kentucky to establish Camp Campbell. The land's topography made it perfect for armored training (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German prisoners of war, five of whom remain buried within Fort Campbell's boundaries (URS, 2012). The population of Fort Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer who arrived from nearby Fort Knox during 1942 (*Fort Campbell & 101st Airborne Division*, 1973). By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012). After WWII ended, Camp Campbell was used as an assembly and reemployment center for soldiers returning from war. Based on its geography and size, the Army determined on April 14, 1950, to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). From this transition, rapid development resulted at Fort Campbell during the 1950s in order to provide for the changing needs of the military community (Moser, 1951).

Military bases have historically been located in rural areas and often did not have easy access to adequate local public schools. To fix this problem, the federal government passed legislation in 1950 that permitted military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate (Helmick and Hudson, 1997). In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off-base

(Bodilly et al., 1988). During the 1950s and 1960s, six permanent Section 6 schools were constructed on Fort Campbell.

Changes and expansions also occurred at Fort Campbell as a result of the Cold War. The Clarksville Base, which served as a classified Naval Weapons Station, functioned within the boundaries of Camp Campbell starting in 1947. The base was a limited-access, high security, 2,600-acre area, mostly constructed underground and protected by a patrolled and electrified fence (Williams, 2012). The base served as one of only six National Storage Sites holding nuclear weapons during the start of the Cold War. Clarksville Base remained a functioning facility until 1965 and was transferred back to the Army in 1969 (The Story of Clarksville Base, 2013).

During the 1970s and 1980s, there was another construction boom on Fort Campbell and 1,418,371 square feet of facilities were added (EDAW/AECOM, 2009). The installation has continued into the twenty-first century as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units.

SCHOOL HISTORY

Barkley Elementary School (Building 3708) was constructed in 1954 for a cost of \$1,303,406 (ERDC/CERL, 2012). It was the second Section 6 school constructed on Fort Campbell and is located directly adjacent to Lincoln Elementary School. Barkley is named for Alben William Barkley, a lawyer and politician from Kentucky, who served as Vice President of the United States under President Harry S. Truman from 1949 to 1953. The school was constructed with a concrete foundation, concrete floors, brick and block walls, and a steel truss flat roof. The original drawings for Barkley Elementary School are dated 1952 and show a much smaller school than currently exists. These drawings illustrate a curved driveway in front of the existing chamfered main entrance with two wings extending to either side, which served as the kindergarten and primary areas. The front entrance was defined by a covered play area and the first interior courtyard was not yet enclosed.

The school was substantially modified just two years after its initial construction. Drawings done by Lee Potter Smith and Associates, dated May 25, 1956, indicate that a 13,538-square-foot addition was added to the kindergarten and primary area, including a new entrance on the southwestern side of the school, a general purpose room, 8 classrooms, a teacher's work room, and office and storage facilities. Ten years later, Jack Bradley of Lee Potter Smith and Associates revisited Barkley for another major addition. Drawings from April 11, 1966, indicate additions to connect the wings of the school forming two interior courtyards. In addition, a multipurpose room (which included a gymnasium, kitchen, and stage), a classroom, and a library were also constructed.

Classrooms were added in 1985, 1987, and 1988. Drawings from May 5, 1989, produced by Peck, Flannery, Gream, Warren, Inc. Architects indicate another classroom addition, which was possibly used as an art room (Dial, 2013). In 1989, Peck, Flannery, Gream, Warren, Inc. added a new cafeteria attached to the gymnasium. These drawings also indicate that three interior courtyards were extant at the time. Additional classrooms were built in 1990, 1992, and 2001. A new annex building attached to the west elevation by a walkway and containing four classrooms and new restroom facilities was added in 2009, as shown on drawings dated March 18, 2008, by Parkhill, Smith & Cooper.

From the time when Barkley was originally constructed in 1954 until approximately 1969, it served as an elementary school. The Fort Campbell Catalogue from 1969, entitled *An Unofficial Guide to Fort Campbell*, lists Barkley Elementary School as having 20 classrooms, a cafetorium, and a library for grades kindergarten through five.

Population growth on Fort Campbell and the additional enrollment of more students who had previously attended school in Clarksville, Tennessee, prompted Barkley to become a middle school facility to accommodate all children living on the base in grade 6. The Fort Campbell catalogue produced in 1971, entitled *Focus on Fort Campbell, KY*, lists "Barkley Middle School." Barkley remained a middle school for a number of years, but, by 1981, it reverted back to an elementary school, which it remains today (*Home of the 'Screaming Eagles'*, 1981).

SCHOOL DESCRIPTION (BUILDING 3708)

Barkley Elementary School is located at 4720 Polk Road on Fort Campbell in Christian County, Kentucky, and functions as a school for kindergarten through Grade 5. The school is bounded by Arizona Avenue to the east, Polk Road to the south, and Indiana Avenue to the west. Barkley is adjacent to Lincoln Elementary School (Building 3709) on the east and is located near to Lee Village and Taylor Village housing areas, on the eastern side of the cantonment of Fort Campbell. The layout of the school is irregular, with three interior courtyards, and currently encompasses approximately 77,805 square feet. The school was constructed in 1954 and has since been modified a number of times. The Real Property Record for the school, located at the DPW Office on Fort Campbell, indicates that the school was constructed with a concrete foundation, concrete floor, brick and block walls, and a flat steel truss roof. The exterior of the school is primarily brick veneer.

Barkley Elementary School is a one-story building with flat roofs; it is composed of six rectangular structures with an annex connected to the school's west elevation. The school was originally much smaller, approximately 6,338 square feet. Buildings were added over the years and arranged in a campus plan, connected by exterior covered walkways. Over time, these walkways were enclosed, forming one cohesive structure with three interior courtyards.

The school's front entrance is located on the southeastern corner. The chamfered entrance is set back, and covered by a flat metal overhang, roofed with corrugated metal. The overhang displays exposed metal rafters with clipped rafter tails, supported by metal columns atop a low brick knee wall with cast stone coping. The front entrance is a pair of metal-and-glass doors, painted red. On the western side of the entry door, a metal-and-glass window system, three rows tall and five wide, wraps around the southeastern corner of the entry. The windows flanking the entrance on the east and south elevations, which is the original section of the school, are five bays of aluminum-framed units, each composed of eight windows, two wide and four high. The four top sashes in each bay are fixed opaque fiberglass panels. The lower four sashes are two fixed panes and two operable awning-style sashes. The windows have continuous cast stone sills and a stucco band separates each bay. They wrap around the front corners of the building. These window sections repeat along part of the west and east elevations of the school.

The school's east elevation has three main sections. Between each section is a recessed entrance with metal double doors. The southern and central sections are older than the northern section. While the older sections have five groups of the eight-window units, as described above, which extend nearly to the roofline and are four panes high, the newer section has two groups of aluminum windows that are three panes high and six long, with two additional windows wrapping around the corners. These windows start at ground level and do not reach the roofline. The bottom and top of the window system are opaque fiberglass panels, with a single operable glass awning window in the middle. To the north of the newer section, on the northeastern corner of the school, there is another chamfered entrance that mirrors the front entrance, although it was added later and is simpler in its design. A flat metal overhang is supported by two metal columns and the double doors are metal and glass.

The north elevation is a later addition and has only nine windows, far fewer than the east elevation. These windows are five panes high, each with an opaque fiberglass panel at the bottom, an operable awning window in the middle topped by a fixed clear glass pane, then surmounted by two more opaque fiberglass panels. There is one pair of metal-and-glass entry doors on the western end of this elevation, which was part of another, later addition. There are two windows, on the western side of the doors, which are identical to the other windows on this elevation. A seam in the brick veneer and a change in the mortar joints are clearly visible between the two sections.

The west elevation is also part of a later addition. Its construction enclosed the interior courtyards. This elevation has a variety of windows types and several additional structures built on to accommodate more students and improve the pupil-to-teacher ratio. On the northern end of the elevation there are two windows that are four panes high and five panes across, with the top row of five panes as opaque fiberglass panels. The panes in these windows are much smaller than those on the east elevation and appear to be fixed. To the south of these windows are another two windows, similar in style but smaller, with only four panes high and three panes across. The top row is opaque fiberglass panels, and the bottom row is operable awning windows. Another entry way is located to the south of these windows and is protected by a small metal overhang. It contains a single metal door and is accessed by a concrete ramp with metal railing. Two additions clad in newer brick veneer with flat built-up roofs protrude from the building on this elevation. The west elevation of the northernmost protrusion has two windows that are two panes by two panes with one corner pane operable and rest fixed. The north elevation of this protrusion has a recessed entryway that opens onto an exterior concrete ramp that connects to the school's newest addition: a four classroom building annex. This rectangular building annex is steel construction with a standing seam metal gabled roof. The lower section of the walls is brick veneer with metal cladding above. There are entryways on the north and south elevations of this addition. The second brick protrusion on the west elevation of the main school is another brick veneer addition with aluminum awning windows, and is located south of the classroom building annex.

The school's south elevation, to the west of the main entrance, matches the south section of the east elevation with two sets of six bays of the previously described window system that wrap around the corners.

SOURCES

Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

Architect unknown. 1952. *Architectural Drawings (Barkley Elementary School)*. Central Administration Office. Fort Campbell, KY.

Bodilly, Susan, Arthur Wise, Susanna Purnell. 1998. *The Transfer of Section 6 Schools: A Case by Case Analysis*. National Defense Research Institute. Santa Monica, California: The RAND Corporation.

Bradley, Jack. 1966. *Architectural Drawings (Barkley Elementary School)*. Lee Potter Smith and Associates. Central Administration Office. Fort Campbell, KY. April 11.

DDESS. 2013. "Welcome to Barkley Elementary." <http://www.am.dodea.edu/campbell/barkley/>. Accessed May 15, 2013.

EDAW/AECOM, Monrad Engineering. 2009. Fort Campbell Joint Land Use Study.

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Fort Campbell & 101st Airborne Division (Airmobile). 1973. Military Publishers. San Diego, CA.

Helmick, John and Lisa Hudson. 1997. *A Study of Schools Serving Military Families in the U.S.: Education Quality, Federal Administration, and Funding.* Defense Manpower Data Center (DMDC), Survey & Program Evaluation Division. Arlington, Virginia. Report No. 97-013.

Home of the 'Screaming Eagles': An Unofficial Directory and Guide Published for Fort Campbell Newcomers. 1981. Marcoa Publishing, Inc.

Lee Potter Smith and Associates. 1956. *Architectural Drawings (Barkley Elementary School).* Central Administration Office. Fort Campbell, KY. May 25.

Moser, John G. 1951. *A History of Fort Campbell, Kentucky: 1941-1951.* Fort Campbell, Kentucky: Public Information Officer Headquarters. 101st Airborne Division Museum.

Parkhill, Smith & Cooper. 2001. *Architectural Drawings (Barkley Elementary School).* Central Administration Office. Fort Campbell, KY. June.

Parkhill, Smith & Cooper. 2008. *Architectural Drawings (Barkley Elementary School).* Central Administration Office. Fort Campbell, KY. March 18.

Peck, Flannery, Gream, Warren, Inc. Architects. 1987. *Architectural Drawings (Barkley Elementary School).* Central Administration Office. Fort Campbell, KY. June 1.

Peck, Flannery, Gream, Warren, Inc. Architects. 1989. *Architectural Drawings (Barkley Elementary School).* Central Administration Office. Fort Campbell, KY. May 5.

Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

The Story of Clarksville Base. 2012. <http://www.fortcampbell.com/clarksvillebase/index.html>. Accessed May 24, 2013.

URS Group, Inc. 2012. *Fort Campbell Integrated Cultural Resources Management Plan (ICRMP): Management Plan Update.* Fort Campbell, Kentucky.

Williams, Eleanor. 2012. "Our History." Montgomery County Historical Society. <http://www.mchsociety.org/History.html>. Accessed May 23, 2013.

Christian County
CH 440 – Barkley Elementary School



CH440_01: Southeast corner and main chamfered entrance.



CH440_04: Northeast corner, chamfered entrance.



CH440_02: Center section of the east elevation.



CH440_05: North elevation and northwest corner.



CH440_03: North end of the east elevation.



CH440_06: Northwest corner, with 2009 building annex addition at far right.

Christian County
CH 440 – Barkley Elementary School



CH440_07: West elevation, addition near southern end.



Ch440_08: Southwest corner and south elevation.

KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

COUNTY Christian County
RESOURCE # CH 438
EVALUATION S/ Not Eligible
SHPO EVALUATION _____
DESTROYED 0 N/A

1. NAME OF RESOURCE (how determined): Wassom Middle School (Building 175) / 5 (Traditional Name)
(See continuation sheet.)

2. ADDRESS/LOCATION:
3066 Forrest Avenue, Fort Campbell, KY 42223

3. UTM REFERENCE:
Quad. Name: Oak Grove, KY
Date: 1979/ Zone: 16N/ method: C
Easting: 4 5 9 9 9 2 90
Northing: 4 0 5 6 6 5 7 60

4. OWNER/ADDRESS:
Department of Defense Education Activity
77 Texas Avenue
Fort Campbell, KY 42223

5. FIELD RECORDER/AFFILIATION:
MaryNell Nolan-Wheatley, CH2M HILL

6. DATE RECORDED: May 22, 2013

7. SPONSOR: Department of Defense Education Activity (DoDEA)

8. INITIATION: (3) Review and Compliance

9. OTHER DOCUMENTATION/RECOGNITION:
X Survey _____ HABS/HAER
_____ KY Land _____ Local Land
_____ NR _____ NHL
(See continuation sheet.)

10. REPORT REFERENCE:
CH2M HILL. 2013. Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report.

11. ORIGINAL PRIMARY FUNCTION: _____ 05/ A/ _____
Educational/Intellectual/School

12. CURRENT PRIMARY FUNCTION: _____ 05/ A/ _____
Educational/Intellectual/School

13. CONSTRUCTION DATE: _____ 2/ 1950-1974 estimated
_____ 1957 documented
(See continuation sheet.)

14. DATE OF MAJOR MODIFICATIONS: (See continuation sheet.)
2/ 1961, Added gym, second wing, and courtyard
2/ 1973, Classroom addition

15. CONSTRUCTION METHOD/MATERIAL:
P1/VV/concrete block and brick veneer _____ original
P1/VV/concrete block and brick veneer _____ subsequent

16. DIMENSIONS:
Height A/1 Story Width 440 ft. Depth 380 ft. Acreage approx. 2

17. PLAN:
_____ N/A/ _____ first
_____ N/A/ _____ second

18. STYLISTIC INFLUENCE:
_____ 7/ 2/ International; / _____ first
_____ / ; _____ / _____ second

19. FOUNDATION:
TYPE MATERIAL
3/slab R/ poured concrete period 1
_____ / _____ period 2

20. PRIMARY WALL MATERIAL:
C/Brick Veneer original
C/Brick Veneer replacement

21. ROOF CONFIGURATION/COVERING:
CONFIGURATION COVERING
Q/Flat 6/ built-up

22. CONDITION: G/ Good – In good state of repair

23. MODIFICATION: 3/major unsympathetic alteration, building character compromised

24. ARCHITECT/BUILDER:
Lee Potter Smith and Associates. December 9, 1955. "Junior High School."
Architectural drawings. Central Administration Office. Fort Campbell, KY.
(John Keeling is listed as the architect on the 1961 addition drawings)

25. PHOTOGRAPH FILE #: CH438 01 – CH438 09
See attached contact sheet and CD.

COMMENTS/HISTORICAL INFORMATION:
(See continuation sheet.)

26. SUPPORT RESOURCES:	<u>SITE PLAN KEY</u>	<u>FUNCTION</u>	<u>CONSTRUCTION DATE</u>	<u>METHODMATERIAL</u>
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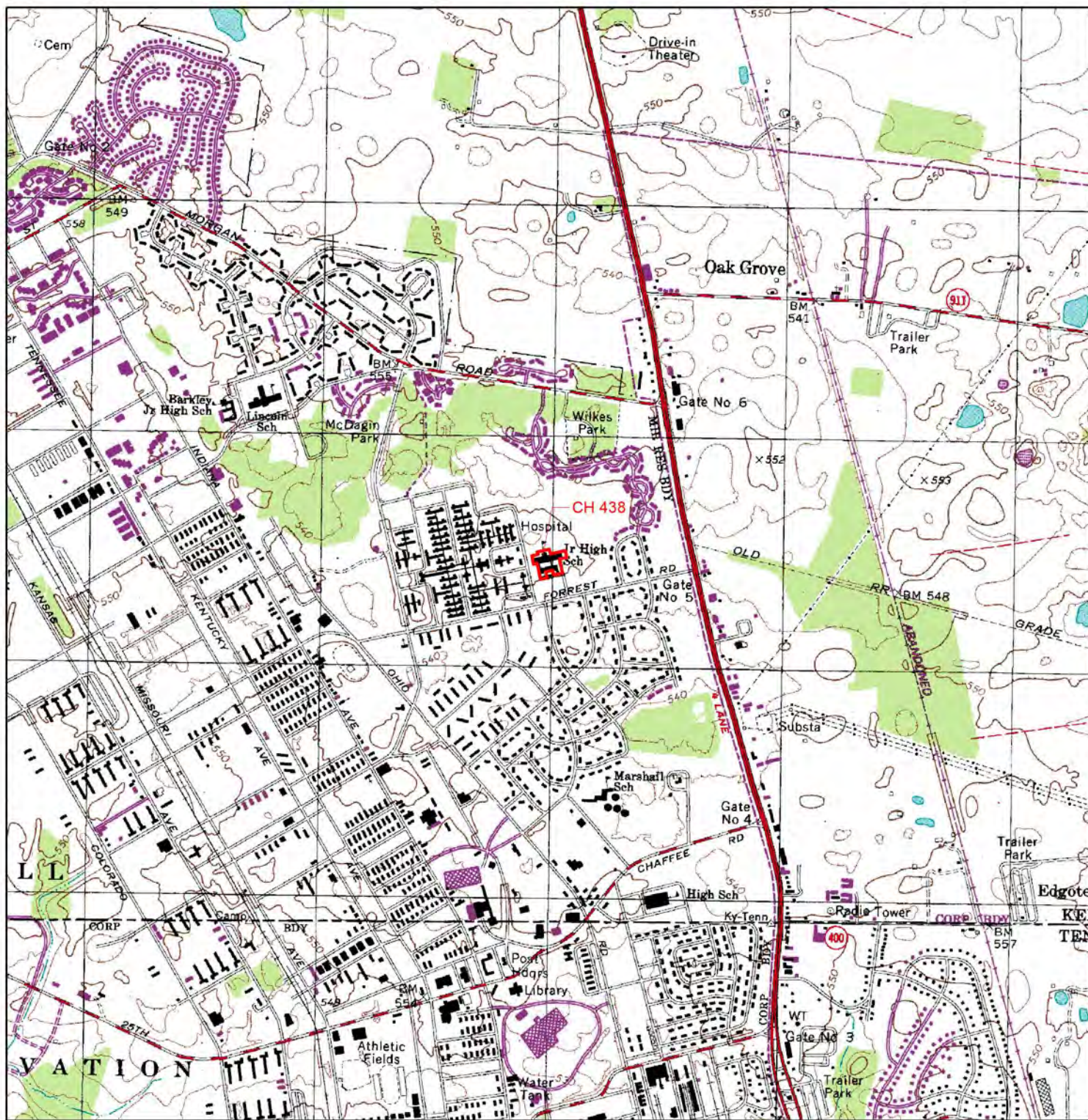
N/A

27. SITE PLAN (Complete if #26 was answered).

N/A

28. MAP (Scan or attach copy of map showing exact location of resource)

(See attached map.)

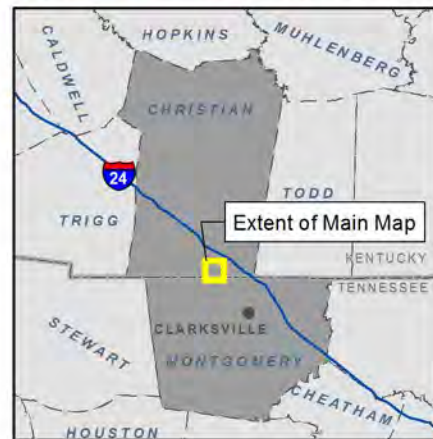
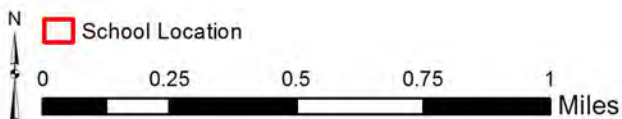


Wassom Middle School

CH 438

Christian County, KY

Oak Grove, KY (1979)
7.5' USGS Quad



KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

CONTINUATION SHEET

1. NAME OF RESOURCE (how determined) (continued from survey form)

a. Wassom Middle School (1990 to present) / 5 Traditional Name

Sources: School signage, school website, memorial plaque dedicated to Brigadier General Herbert M. Wassom in the school's entrance, archival documentation.

DDESS. 2013. "Welcome to Wassom Middle School."

<http://www.am.dodea.edu/campbell/wassom/Schoolinfo/About.html>. Accessed May 15, 2013.

Lyle-Cook Architects, Inc. April 1, 1990. "Wassom." Architectural drawings. (The drawings describe an "addition to Wassom Middle School", indicating that the name of the school had changed). Central Administration Office. Fort Campbell, KY.

b. North Middle School (ca. 1986-1990)/ 5 Traditional Name

Sources: Peck, Flannery, Gream, Warren, Inc. Architects. June 24, 1987. "North Middle School." Architectural drawings. Central Administration Office. Fort Campbell, KY.

Reference to North Middle School was also found in additional architectural drawings from June 23, 1985 (architect unknown), August 7, 1987 (drawings by Peck, Flannery, Gream, Warren, Inc. Architects), and May 5, 1989 (architect unknown). Central Administration Office. Fort Campbell, KY.

c. The Middle School (ca. 1969-1970) / 5 Traditional Name

Source: *An Unofficial Guide to Fort Campbell*. 1969. Boone Publications, Inc. Lubbock, TX.

d. Junior High School (ca. 1955-1968, 1971-1985)/ 5 Traditional Name

Sources: Lee Potter Smith and Associates. December 9, 1955. "Junior High School." Architectural drawings. Central Administration Building. Fort Campbell, KY.

Focus on Fort Campbell, KY. 1971. Military Publishers. San Diego, CA.

Barge, Waggoner, Sumner and Cannon. February 8, 1985. "Junior High School." Architectural drawings. Central Administration Building. Fort Campbell, KY.

9. OTHER DOCUMENTATION/RECOGNITION (continued from survey form)

a. Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

13. CONSTRUCTION DATE (continued from survey form)

a. 1957

Source: Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

14. DATE OF MAJOR MODIFICATIONS (continued from survey form)

a. 1/ 1984, Interior changes and addition of locker rooms

b. 1/ 1985, Fine arts/music addition

c. 1/ 1986, Addition to industrial arts shop

d. 1/ 1987, Classroom addition and new storage room

e. 1/ 1988, Classroom addition and new storage room

f. 1/ 1989, Addition of bathrooms inside courtyard

g. 1/ 1990, Enlarged the media room (library)

h. 1/ 1992. Kitchen addition

i. 1/ 1997, Voc-Ed addition

25. COMMENTS/HISTORICAL INFORMATION

The Fort Campbell Military Reservation (Fort Campbell) is a multi-purpose facility situated within four counties on the border between Hopkinsville, Kentucky, and Clarksville, Tennessee. The 106,000-acre installation is located in Montgomery and Stewart Counties, Tennessee, and Trigg and Christian Counties, Kentucky. The majority of the installation, 88 percent, has been left undeveloped for use as military training ground (URS, 2012).

During the late eighteenth century, on the land that Fort Campbell currently occupies, a number of small frontier posts existed. By 1810, these early communities had merged into several small villages surrounded by farms that mainly produced cash crops, such as tobacco (URS, 2012; Williams, 2012). Between 1830 and 1860, as a result of the demands of the tobacco industry, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian Counties (URS, 2012). After the Civil War, the area remained agricultural and transitioned back from a slave-based economy to one of small farms and sharecroppers.

The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012). During World War II (WWII), the federal government chose the hilly site that spanned the border between Tennessee and Kentucky to establish Camp Campbell. The land's topography made it perfect for armored training (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German prisoners of war, five of whom remain buried within Fort Campbell's boundaries (URS, 2012). The population of Fort Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer

who arrived from nearby Fort Knox during 1942 (*Fort Campbell & 101st Airborne Division*, 1973). By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012). After WWII ended, Camp Campbell was used as an assembly and reemployment center for soldiers returning from war. Based on its geography and size, the Army determined on April 14, 1950 to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). From this transition, rapid development at Fort Campbell resulted during the 1950s in order to provide for the changing needs of the military community (Moser, 1951).

Military bases have historically been located in rural areas and often did not have easy access to adequate local public schools. To fix this problem, the federal government passed legislation in 1950 that permitted military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate (Helmick and Hudson, 1997). In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off-base (Bodilly et al., 1988). During the 1950s and 1960s, six permanent Section 6 schools were constructed on Fort Campbell.

Changes and expansions also occurred at Fort Campbell as a result of the Cold War. The Clarksville Base, which served as a classified Naval Weapons Station, functioned within the boundaries of Camp Campbell starting in 1947. The base was a limited-access, high-security, 2,600-acre area, mostly constructed underground and protected by a patrolled and electrified fence (Williams, 2012). The base served as one of only six National Storage Sites holding nuclear weapons during the start of the Cold War. Clarksville Base remained a functioning facility until 1965 and was transferred back to the Army in 1969 (*The Story of Clarksville Base*, 2013).

During the 1970s and 1980s, there was another construction boom on Fort Campbell and 1,418,371 square feet of facilities were added (EDAW/AECOM, 2009). The installation has continued into the twenty-first century as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units.

SCHOOL HISTORY

Wassom Middle School, Building 175, was built in 1957 and was the third Section 6 School built on Fort Campbell. The school was designed by Lee Potter Smith and Associates and the original drawings, dated December 9, 1955, label the school as the junior high school.

Just four years after its initial construction, John Keeling of Lee Potter Smith and Associates designed a large addition in 1961; the addition included a new gymnasium, second wing, and an interior courtyard, most likely to accommodate the new high school students who would transfer back to Fort Campbell from the Clarksville, Tennessee, school system in 1962. During the 1960s, Wassom, then known as the Junior High School, served temporarily as a junior and senior high school educating students up until Grade 12. A new Fort Campbell High School was established in 1969 (in what is now Mahaffey Middle School), at which point Wassom became known as the Middle School and served students in grades 6 through 8 (Simpson, 2012; *An Unofficial Guide to Fort Campbell*, 1969). During the 1970s and early 1980s, Wassom again became a junior high school and educated students in grades 7 through 9, while Fort Campbell High School (later Mahaffey), housed students in grades 10 through 12 (*Focus on Fort*

Campbell, KY, 1971; Home of the 'Screaming Eagles', 1981). Further alterations were made to the school in 1973, 1984, and 1985.

Drawings dated June 23, 1986 are titled, "Additions to North Middle School," indicating that the name of the school had changed yet again. Drawings produced by Peck, Flannery, Gream & Warren, during the years 1987, 1988, and 1989 added new storage facilities, classrooms, and bathrooms. The school was re-named in honor of Brigadier General Herbert M. Wassom on June 9, 1989. A plaque in the front entrance of the school describes Wassom as a "dedicated soldier, husband, father, [and an] ardent supporter of education." Lyle-Cook Architect, Inc., is the firm listed on drawings dated April 1, 1990, to enlarge the media room (which now serves as a library). Further additions were completed in 1992 and 1997 (Dial, 2013).

SCHOOL DESCRIPTION (BUILDING 175)

Wassom Middle School is located at 3066 Forrest Avenue on Fort Campbell in Christian County, Kentucky, and accommodates grades 6 to 8. The school is bounded by Danforth Drive to the east, Forrest Road to the south, and Gorgas Avenue to the west. Wassom is situated near Fort Campbell's Gate 5 entryway and adjacent to the New Hammond Heights neighborhood. The layout of the school is irregular, with one interior courtyard, and currently encompasses 76,619 square feet. The school was constructed in 1957 and has since been modified a number of times. The Real Property Record for the school, located at the DPW Office on Fort Campbell, indicates that the school was constructed with a concrete foundation, concrete floor, brick and block walls, and a flat, built-up roof. The exterior of the school is primarily brick veneer.

The exterior of Wassom Middle School is visually defined by a metal-and-glass window system. On the western side of the south elevation, in large blue letters on a wall of stone veneer, are the words "Wassom Middle School." To the east of the school name is a pair of metal-and-glass entry doors and a row of four aluminum awning windows below a row of four fixed windows. Blue opaque transoms of fiberglass panels are above the doors. The same blue opaque fiberglass panels form a row above and below the windows. Another pair of metal-and-glass doors is located around the corner on the east elevation, with single-light fixed windows on either side and the blue opaque fiberglass panels above and below the windows. Both sets of doors are protected by flat metal overhangs on metal posts. The south elevation of the school is defined by three rectangular structures that create a U shape, with a courtyard area in the middle. The school's main entrance is centered at the rear of the courtyard, with two pairs of metal-and-glass entry doors. A flagpole sits in the middle of the exterior courtyard in a wide paved area. The walls on the western and southern sides are composed of rows of aluminum-framed windows with blue opaque fiberglass panels above and below them. The west elevation of the front courtyard is composed of four bays of tall windows with multi-light, off-white, opaque fiberglass panels, punctuated with a pair of aluminum-framed single-light windows. The wall on this elevation is brick veneer with cast-concrete sills on the large windows. Around the corner from these windows, facing south, is a concrete ramp that leads up to a single metal entry door. The roof of the school is flat, although there is variation in ceiling heights, which creates multiple levels. The west and south elevations of the entry courtyard have projecting eaves. The southeastern corner of the school contains the cafeteria and auditorium; that section is roughly double the height of the surrounding areas. The south elevation of this section has two pairs of metal-and-glass doors set within the same style of aluminum-framed grid system seen in the entry courtyard and the south elevation of the west section. It has awning windows set below fixed single-light windows, with fiberglass panels above and below them. The entries are shielded under a flat roof supported on metal posts. The east elevation of this southeast

section has nine bays of tall opaque windows and two pairs of metal entry doors. Further north on this elevation is a driveway for delivery trucks and several metal door entries.

The northern section of the school is a long rectangular structure. The east elevation of this section has a pair of double metal doors that lead into an interior classroom hallway. The north and south elevations of this section are mainly defined by the aluminum grid system of windows with the blue opaque fiberglass panels at the top and bottom. The roof has projecting eaves on this section. The gymnasium protrudes from the north elevation and is approximately double the height of the rest of the school. Locker room additions are attached to the gymnasium structure. Large, off-white, opaque windows dominate the east and west elevations of the gymnasium section, with one set of double metal entry doors on each side. Here the roof is flush with no eave projections.

The northwestern corner of the school is the library addition and its ceilings are also double height. It is clad in brick veneer and lacks the aluminum grid system seen in the rest of the school. It has a row of square, single-light windows set high in the wall on the east and north elevations.

The west elevation of Wassom is mostly defined by the same aluminum window-wall system with awning and fixed windows and blue opaque fiberglass panels. Four single metal doors connect the classrooms to the outside. The central part of this elevation has three large windows, each with a single-light awning window surrounded by three fixed panes. There are also two metal doors in this section. The south elevation and part of the west elevation has projecting eaves.

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Christian County
CH 438 – Wassom Middle School



CH438_01: Full south elevation.



CH438_04: Southwest corner of the southeast section of the school.



CH438_02: West end of south elevation, school sign.



CH438_05: East elevation.



CH438_03: South elevation, main entrance.



CH438_06: Northeast corner.



CH438_07: Northeast corner of rear addition.



CH438_08: Northwest corner.



CH438_09: West elevation.



TENNESSEE HISTORICAL AND ARCHITECTURAL RESOURCE

Tennessee Historical Commission
Department of Environment and Conservation
Nashville, Tennessee 37243-0442

HISTORIC DATA

1. County/Survey Number MT — 00001 (Temporary Site Number)
2. Historic Name Jackson Elementary School
3. Common Name Jackson Elementary School (Building 710)
4. Address 675 Mississippi Avenue 5. City Fort Campbell, KY
6. Owner Department of Defense Education Activity (DoDEA)
7. Quad Map Oak Grove, KY 8. Other Maps _____
9. UTM 16N 460256.61 4053714.91
Zone Easting Northing
10. Longitude 36.62815501050 Latitude 87.44452379060
11. Date of Construction D 1958 12. Builder Lee Potter Smith and Associates
13. NR Eligible N (1)
Y/N
- | <u>Surveyor</u> | Staff Opinion | Consensus | Formal | Listed |
|-----------------|---------------|-----------|--------|--------|
| <u>1</u> | 2 | 3 | 4 | 5 |

Comments: See continuation sheet.

14. Comprehensive Planning Themes: Theme1 09 Theme2 08 Other _____

Early Exploration 01	Early Settlement 02	Agriculture 03	Commerce and Industry 04
Transportation 05	Religion/Philosophy Movements & Leaders 06	Political/Government 07	<u>Military Affairs</u> 08
<u>Education</u> 09	Science & Technology 10	Art & Architecture 11	Society & Customs 12
			Other 99

15. Ethnic Affiliation 9 Other: Multi-Ethnic

Anglo-American 1	Afro-American 2	Hispanic 3	Asian-American 4	Native American 5	<u>Other</u> 9
----------------------------	--------------------	---------------	---------------------	-------------------------	--------------------------

16. Informant Archival research, school faculty, Post Historian, facilities management on Fort Campbell

17. Use Original 0601 Other _____

18. Use Present 0601 Other _____

Single					
Family Dwelling	Commercial	General Retail Store	Bank	Office	Church
0101	0300	0301	0308	0309	0401
Govt. Building	<u>School</u>	Clubhouse	Railroad Depot	Industrial/Manufacture	
0500	<u>0601</u>	0701	0804	1000	
Gristmill	Sawmill	Structure abandoned			
1001	1002	9800			

19. Setting 9 Other Military Installation

Rural Undisturbed	Rural Built-up	Urban	Small Town	Urban Encroachment
	2	3	4	5

20. Location 1 Original Moved 21. Date Moved N/A
1 2

22. Property Endangered 9 Other Military Construction Projects

None/Property Stable	Neglect/Deterioration	Abusive Alterations	Agriculture	
<u>1</u>	2	3	4	
Private Development	Industry	Urban Encroachment	Govt. Activity	Other
5	6	7	8	<u>9</u>

PHOTOGRAPHIC INFORMATION

23. Black & White Roll# _____ Frame#

Roll# _____ Frame#

24. Color Roll# MT00001 01 - MT00001 12 Frame#

Roll# _____ Frame#

25. Date Taken May 8, 2013 26. Location of Negative

27. Recorded By MaryNell Nolan-Wheatley 28. Date Recorded May 8, 2013

29. Affiliation CH2M HILL

ARCHITECTURAL INFORMATION

30. Style Influence: Primary 20 Modern Movement/ International Style

Plain Traditional	Federal	Greek Revival	Italianate	Queen Anne/Eastlake	
01	03	04	05	09	
Classical Revival	Bungalow	19th Century Commercial	20th Century Commercial	Other	
10	16	21	22	99	

31. **Construction** 9 Frame 1 Log 2 Brick 3 Stone 4 Other 9 Concrete Block

32. **Height (Stories)** 01.0

33. **Roof Configuration** 01 Gable

	<u>Gable</u> <u>01</u>	Gable With Parapet 02	Clipped Gable 03
Salt Box 04	Hip 05	Pyramid 06	Gambrel 07
		Mansard 08	Belcast (09)
			Flat 10

34. **Roof Material** 2 Standing seam sloped metal roof

Asphalt Shingles 1	<u>Metal</u> <u>2</u>	Wooden Shakes 3	Slate 4	Tile 5	Other 9
------------------------------	--------------------------	--------------------	------------	-----------	------------

35. **Roof Original?** N
Y/N

36. **Window Configuration** 9 Other Steel sash ribbon windows, aluminum awning windows, fixed aluminum framed windows

Double-hung 1	Triple-hung 2	Stationary 3	Casement 4	<u>Other</u> <u>9</u>
------------------	------------------	-----------------	---------------	--------------------------

37. **Lights/Panes** 01

38. **Principal Porch Configuration** N/A Other _____

Full 2	3/4 2	I Bay Central 3	I Bay Other 4	Wrap-around 5	Other 9
-----------	----------	--------------------	------------------	------------------	------------

39. **Principal Porch Height (Stories)** N/A

40. **Principal Porch Integrity** N/A Other _____

Original 1	Altered 2	Removed/No Replacement 3	Reconstruction 4	New Construction 5	Other 6
---------------	--------------	-----------------------------	---------------------	-----------------------	------------

41. **Wallcovering** 05 Brick Veneer Other _____

Log 01	Weatherboard 02	Board & Batten 03	Brick 04	<u>Brick Veneer</u> <u>05</u>	Stone 06	Stone Veneer 07
Synthetic Siding 08	Stucco (/K)	Other 99				

42. **Chimney Placement** A B C D Other _____

Exterior End 1	Interior End 2	Exterior other than End 3	Interior Central 4	Other Interior 9
-------------------	-------------------	------------------------------	-----------------------	---------------------

43. **Chimney Construction Material** A B C D Other _____

Brick 1	Stone 2	Brick& Stone 3	Wood (Mud Cat) 4	Other 9
-------------------	------------	-------------------	---------------------	------------

44. **Foundation Material** 9 Other Concrete Slab

Wood 1	Stone 2	Brick 3	Cast Concrete 4	Concrete Blocks 5	Other 9
------------------	------------	------------	--------------------	----------------------	------------

46. Plan 99 Other Campus-style Plan

47. Wings and Additions: Primary Secondary Other See continuation sheet.

48. Landscape Feature Y-9
Y/N

49. **Comments:** _____

See continuation sheet for comments and a plan view of the property.

Use graph to draw a plan view of property being recorded.

[illegible]

Jackson ES Master

JACKSON ES
Building 710
Main Building - Floor 1
2003 Addition

JACKSON ES
Building 710
Main Building - Floor 1
1967 Addition

JACKSON ES
Building 711
Maintenance Building
1998

JACKSON ES
Building 712
Maintenance Building
1998

JACKSON ES
Building 710
Main Building - Floor 1
1985 Addition

101

101

JACKSON ES
Building 710
Main Building - Floor 1
1985 Addition

JACKSON ES
Building 710
Main Building - Floor 1
1958 Original

JACKSON ES
Building 710
Main Building - Floor 1
1958 Original

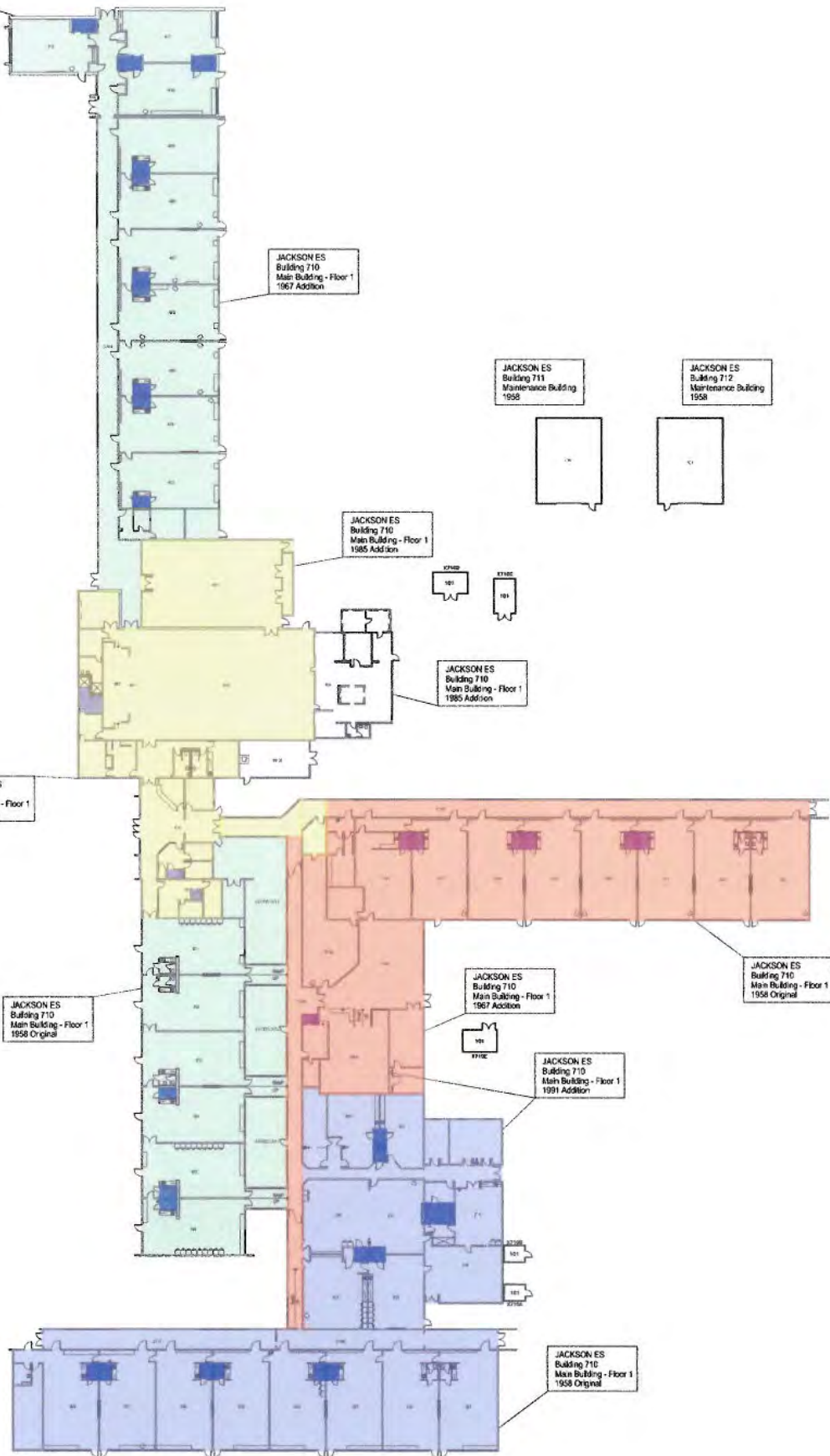
JACKSON ES
Building 710
Main Building - Floor 1
1967 Addition

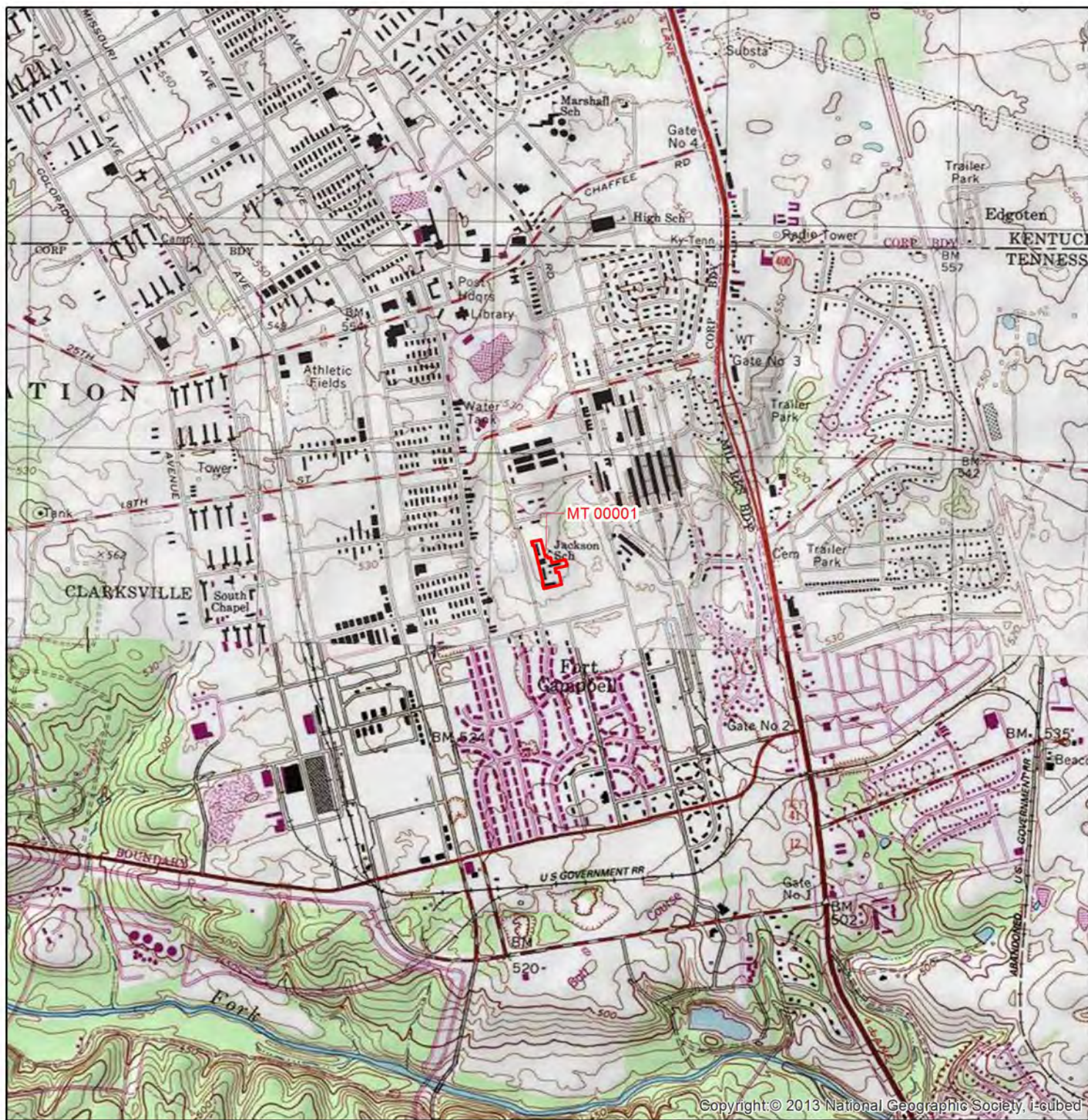
101

JACKSON ES
Building 710
Main Building - Floor 1
1991 Addition

JACKSON ES
Building 710
Main Building - Floor 1
1958 Original

JACKSON ES
Building 710
Main Building - Floor 1
1958 Original

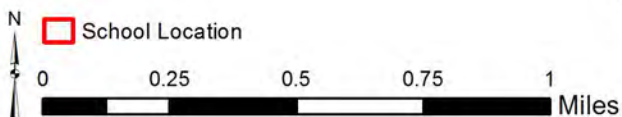




Jackson Elementary School **MT 00001**

Montgomery County, TN

New Providence, TN (1957)
 7.5' USGS Quad



Tennessee Historical and Architectural Resource

Survey Form

Tennessee Historical Commission

(Continuation Sheet)

13. NR Eligible – No (Determined by Surveyor) (continued from survey form)

Comments relating to the property's history:

Jackson Elementary School (Building 710) was built in 1958 as the fourth Section 6 school constructed on Fort Campbell. The school was named in honor of Andrew Jackson, the seventh president of the United States, and has historically served students living in the Drennan Park, New Hammond Heights, Stryker Village, Barker Court, and Turner Loop housing areas.

Jackson was originally constructed as a small elementary school and has undergone significant alterations over time. Lee Potter Smith and Associates produced the original drawings for the school, dated March 7, 1958. The drawings show only one rectangular building, consisting of six classrooms and an entrance, on the north elevation. Each classroom had an exterior door, which is still visible on the school's west elevation. Additional school facilities were added in 1959, again by Lee Potter Smith and Associates. These additions included a detached multi-purpose building with clerestory windows containing a kitchen and a gym with a small stage. They also included two new detached wings on the southern and eastern sides of the original structure. In a campus-style plan, the various wings of the school were connected by outdoor walkways.

Lee Potter Smith and Associates designed another set of additions and renovations in 1965. These included a new classroom addition, a special education classroom building, and new walkways. Drawings dated March 1, 1966, indicate that they were still working on the same plans a year later, but had added the north wing of the school, which would serve as additional classroom space, with an enclosed hallway. The wing was designed to match the original buildings, mimicking the brick veneer walls and rows of transom windows that were evident on the earlier structures. Unlike the original buildings, however, which had exterior walkways, the north classroom wing was built with an enclosed hallway, with interior lockers, on the western side. The special education building was built on the eastern side of the school and part of that structure now serves as the library. New walkways connected the various sections of the school.

Two decades later, in 1985, another massive addition designed by Barge, Waggoner, Sumner and Cannon enclosed the open walkways that ran the length of the original classroom buildings, thereby matching the 1966 wing addition. The classroom wings were also widened, and the central area of the school, which had originally been open air, was enclosed. A music room, library, and multi-purpose area (now the cafeteria) were also added. Further classroom additions were completed in 2003, at which point a new, metal, gable roof replaced the original flat roof over the entire building.

Determination of Eligibility:

Jackson Elementary School is not associated with significant events that contribute to the broad pattern of local, regional, or national history. For this reason, the building is not eligible for listing in the NRHP

under Criterion A. The property does not appear to be associated with any individual who is significant in the history of the area, so it is not eligible for listing in the NRHP under Criterion B. Jackson started as a small rectangular building with six classrooms and a small office space. Since 1958, it has morphed into a rambling arrangement of classroom wings and central communal and office areas. Originally, the school was designed with a campus-style plan, with detached buildings connected by covered walkways. Eventually, all of these walkways were enclosed and the wings connected to form a cohesive school unit. As a result, the current school design has little similarity to the original design. The series of additions and renovations over the years has resulted in diminished integrity. It does not possess high artistic value and is not an example of a significant architectural style. Additionally, the firm Jackson, Lee Potter Smith and Associates, which designed the school was a small local firm whose designs are not recognized as the work of masters. Therefore, the school is not eligible for the NRHP under Criterion C. The property is not eligible for listing in the NRHP under Criterion D as it is not likely to yield information important to history or prehistory. The school maintains integrity of location, setting, and association, because it remains in the same place, surrounded by essentially the same environment, and still functions as a school for military dependents. However, its integrity of design, materials, workmanship, and feeling has been diminished as a result of the many additions, alterations, and renovations. Therefore, Jackson Elementary School is not eligible for listing in the NRHP.

30-48. Architectural Information

Detailed School Description: Jackson Elementary School (Building 710)

Jackson Elementary School is located at 675 Mississippi Avenue on Fort Campbell in Montgomery County, Tennessee, and accommodates kindergarten to Grade 5. The school is bounded by 16th Street to the north, Bastogne Avenue to the east, Airborne Street to the south, and Mississippi Avenue to the west. Jackson is situated north of Harper Village and adjacent to Andrea Lucas Elementary School. The layout of the school is irregular and currently encompasses approximately 80,726 square feet. The school was constructed in 1958 and has since been modified a number of times. The one-story school has a concrete foundation, concrete floor, brick and block walls, and multi-gabled roof of standing-seam metal (although the roof was originally flat). The exterior of the school is primarily brick veneer.

Jackson was originally constructed as a small, rectangular building with a flat roof and six classrooms. Each classroom had a door that led outside. Over the years, detached classroom wings were added to match the original building, creating a campus-style plan with exterior walkways. Eventually, the walkways were covered, and then enclosed, creating one cohesive school structure composed of several sprawling rectangular structures. The main elevation of the school, which is the west elevation, is made up of the original set of classrooms on the south, the double height gym and cafeteria in the central section, and a newer classroom addition on the north. Another rectangular structure runs along the southern portion of the school and is connected to the west elevation classrooms and the east classroom wing by another rectangular infill structure, which was originally detached; it now contains the library and media center.

The west elevation, which is the school's front elevation, is lined with a concrete walkway, covered by a flat metal roof and supported on metal poles. This elevation has four entrances, not including the doors into the individual classrooms in the original portion of the building. The northernmost entry leads into the northern classroom addition wing, added in 1966 and 1967. This wing is one story with a side gable roof. Three rows of steel sash windows line the length of the corridor. These windows are the original windows from 1966 to 1967. An addition was added to the northern end of the north wing in 2003. The brick on this addition is slightly darker, and the fixed windows are framed in black aluminum. Moving

south, the next entry on the west elevation is a pair of metal doors that lead to the gym and cafeteria area. This entry is shielded by a front gable roof extension sitting on brick pillars. The gable end is concealed by a brick pediment featuring a central arch filled in with vertical metal panels. This central section of the building is separated from the northern end by a brick fire wall that extends from the roof ridge to the edge of the front wall. This central section is double-height with a complex roofline. The main portion of this section has a front gable-on-hip roof that sits above a clerestory of opaque fiberglass panels. Side gabled roofs extend north and south from this raised portion. A hipped roof skirts the lower part of this portion. Just to the south of this central building section is the main entrance, which is shielded by a front gable roof extension that matches the roof extension over the entry to the gym/cafeteria. The main entry is defined by three glass doors. The section of the elevation to the south of this entrance is the original part of the school. It has a side gabled roof with projecting eaves, and the southern wall extends out beyond the face of the building, to the end of the eave. Each of the six classrooms has a single solid door that leads to the exterior covered walkway. A row of opaque transom panels forms a line down the face of the elevation from the top of the doorways to the roofline. Three narrow hallways connect these classrooms to the eastern side of the school and create three small interior courtyards. The last entrance on the west elevation is on the far southern side, at the western end of the south wing of classrooms. This section has a front gable-on-hip roof, but the entry, which is a pair of metal doors, is shielded under a separate shed roof and framed by brick walls.

The south wing of classrooms, added in 1959, is rectangular in plan. The north elevation of the south wing has a single entry door and rows of windows that match those on the north wing. The west elevation of this wing has a row of four large, opaque, transoms along the top of the wall, just south of the last entrance on the west elevation. This wing is mainly defined by a continuous row of large metal-and-glass windows on its south elevation, overlooking the playground. The aluminum framed window units have three vertically positioned panes, which are opaque fiberglass panels on the top and bottom with a clear glass awning sash in the middle. These windows wrap around the southeastern and southwestern corners of the school. A concrete walkway with a metal pipe railing, shaded under the roof overhang, wraps around this wing and leads to several ramps that guide pedestrians down to the playground area. There are several entrances directly into classrooms along this elevation. The east elevation of the south wing has a row of four large transom windows at the top of the wall and a single entry door flanked by brick walls and protected by a metal shed-roofed overhang.

The southern end of the east elevation contains the library and media center, built in 1991. The brick veneer on this section has a slightly different color and features two decorative bands along the top section of the wall. This section of the school is covered by a large front gable roof, with vertical metal cladding and two large vents in the gable end. It has six, modern, single-light windows and a recessed entry accessed by a concrete ramp with metal pipe railing.

The east classroom wing protrudes from the east elevation and matches the south wing in appearance, with a front gable-on-hip roof, a row of aluminum awning windows and opaque fiberglass panels that wrap around the corner, and four large glass transoms along the top of the wall on the east elevation. The north elevation of the east wing is primarily brick veneer, with four rows of five windows. The top panel on all of these windows is opaque fiberglass. The wing has an entryway under a separate metal shed roof, flanked by brick walls, on its east elevation.

To the north of the east classroom wing is the east elevation of the gym and cafeteria, which has two small additions, each with a front gable roof. The gable ends are clad in vertical metal siding, and the easternmost gable has a large vent. These additions have a wide inset parapet at the top of the wall,

beneath the metal roof. The east elevation has a single entry door and a row of five single-light windows.

The north end of the east elevation is the rear of the north classroom wing. It is mainly brick veneer, with a side gabled roof and ten single solid doors, eight of which are topped by opaque transoms. There are seven small, aluminum framed, two-light windows with opaque fiberglass panels above, and two rows of three fixed windows near the northern end of the elevation. The north elevation of the north wing has no windows, but does have one recessed entryway with a door. The gable end on this elevation is clad in vertical metal siding with two large vents in the center.

47. Wings and Additions (continued from survey form)

a. 1959: Multipurpose building (gym with stage, kitchen, and clerestory windows) was added, as were the south and east wings.

b. 1965-1966: New classroom addition, special education classroom building, new covered walkways, long classroom addition built on the northern end of the school with an enclosed walkway, and new special education building (now part of the library) was constructed.

c. 1985: Width of the classroom wings was expanded; and central area of the school was enclosed. Music room, library, and multipurpose room (cafeteria) added. Enclosed original covered walkways.

d. 1991: Library and media center were added.

e. 2003: Special education and classroom were added.

49. Further Historical Comments

The Fort Campbell Military Reservation (Fort Campbell) is a multi-purpose facility situated within four counties on the border between Hopkinsville, Kentucky, and Clarksville, Tennessee. The 106,000-acre installation is located in Montgomery and Stewart Counties, Tennessee, and Trigg and Christian Counties, Kentucky. The majority of the installation, 88 percent, has been left undeveloped for use as military training ground (USR, 2012).

During the late eighteenth century, the land that Fort Campbell currently occupies contained a number of small frontier posts. By 1810, these early communities had merged into several small villages surrounded by farms that mainly produced cash crops, such as tobacco (URS, 2012; Williams, 2012). Between 1830 and 1860, as a result of the demands of the tobacco industry, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian Counties (USR, 2012). After the Civil War, the area remained agricultural and transitioned back from a slave-based economy to one of small farms and sharecroppers.

The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012). During World War II (WWII), the federal government chose the hilly site that spanned the border between Tennessee and Kentucky to establish Camp Campbell. The land's topography made it perfect for armored training (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German

prisoners of war, five of whom remain buried within Fort Campbell's boundaries (USR, 2012). The population of Fort Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer who arrived from nearby Fort Knox during 1942 (*Fort Campbell & 101st Airborne Division*, 1973). By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012). After WWII ended, Camp Campbell was used as an assembly and reemployment center for soldiers returning from war. Based on its geography and size, the Army determined on April 14, 1950, to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). Rapid development at Fort Campbell during the 1950s resulted from this transition in order to provide for the changing needs of the military community (Moser, 1951).

Military bases have historically been located in rural areas and often did not have easy access to adequate local public schools. To fix this problem, the federal government passed legislation in 1950 that permitted military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate (Helmick and Hudson, 1997). In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off-base (Bodilly et al., 1988). During the 1950s and 1960s, six permanent Section 6 schools were constructed on Fort Campbell.

Changes and expansions also occurred at Fort Campbell as a result of the Cold War. The Clarksville Base, which served as a classified Naval Weapons Station, functioned within the boundaries of Camp Campbell starting in 1947. The base was a limited-access, high-security, 2,600-acre area, mostly constructed underground and protected by a patrolled and electrified fence (Williams, 2012). The base served as one of only six National Storage Sites holding nuclear weapons during the start of the Cold War. Clarksville Base remained a functioning facility until 1965 and was transferred back to the Army in 1969 (The Story of Clarksville Base, 2013).

During the 1970s and 1980s, there was another construction boom on Fort Campbell and 1,418,371 square feet of facilities were added (EDAW/AECOM, 2009). The installation has continued into the twenty-first century as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units.

SOURCES

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Bodilly, Susan, Arthur Wise, Susanna Purnell. 1998. *The Transfer of Section 6 Schools: A Case by Case Analysis*. National Defense Research Institute. Santa Monica, California: The RAND Corporation.

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Montgomery County
MT 00001 – Jackson Elementary School



MT00001_01: West elevation.



MT00001_04: West elevation, main entrance.



MT00001_02: Central section of the west elevation.



MT00001_05: Southwest corner, south elevation of south wing.



MT00001_03: West elevation, original classroom building.



MT00001_06: Full south elevation.

Montgomery County
MT 00001 – Jackson Elementary School



MT00001_07: Southeast corner and view of east classroom wing.



MT00001_10: Northeast corner of the east classroom wing.



MT00001_08: East elevation.



MT00001_11: Northwest corner and west elevation.



MT00001_09: South elevation of the east classroom wing.



MT00001_12: West elevation of the gymnasium.

KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

COUNTY Christian County
RESOURCE # CH 441
EVALUATION S/ Not Eligible
SHPO EVALUATION _____
DESTROYED 0 N/A

1. NAME OF RESOURCE (how determined): Marshall Elementary School (Building 84)/ 5 (Traditional Name)
(See continuation sheet.)

2. ADDRESS/LOCATION:

75 Texas Avenue
Fort Campbell, KY 42223

3. UTM REFERENCE:

Quad. Name: Oak Grove, KY
Date: 1979/ Zone: 16N/ method: C
Easting: 4/6/0/2/7/5.74
Northing: 4/0/5/5/6/3/9.01

4. OWNER/ADDRESS:

Department of Defense Education Activity
77 Texas Avenue
Fort Campbell, KY 42223

5. FIELD RECORDER/AFFILIATION:

MaryNell Nolan-Wheatley, CH2M HILL

6. DATE RECORDED: May 22, 2013

7. SPONSOR: Department of Defense Education Activity (DoDEA)

8. INITIATION: (3) Review and Compliance /

9. OTHER DOCUMENTATION/RECOGNITION:

☒ Survey _____ HABS/HAER
_____ KY Land _____ Local Land
_____ NR _____ NHL
(See continuation sheet.)

10. REPORT REFERENCE:

CH2M HILL. 2013. *Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report.*

11. ORIGINAL PRIMARY FUNCTION: 05/ A/ /
Educational/Intellectual/School12. CURRENT PRIMARY FUNCTION: 05/ A/ /
Educational/Intellectual/School13. CONSTRUCTION DATE: 2/ 1950-1974 estimated
____/____/____/____ 1961 documented
(See continuation sheet.)

14. DATE OF MAJOR MODIFICATIONS: (See continuation sheet.)

2/ 1963, Interior changes to Pods, large eastern addition
2/ 1966, Addition to 1963 addition, 2 special classrooms

15. CONSTRUCTION METHOD/MATERIAL:

P1/VV/concrete block and brick veneer original
P1/VV/concrete block and brick veneer subsequent

16. DIMENSIONS:

Height A/1 Story Width 675 ft Depth 210 ft Acreage approx 2

17. PLAN:

N/A/ _____ first
N/A/ _____ second

18. STYLISTIC INFLUENCE:

7/5 Other (campus plan with classroom pods) first
____/____; ____/____ second

19. FOUNDATION:

TYPE MATERIAL
3/slab R/ poured concrete _____ period 1
____/____ _____/____ period 2

20. PRIMARY WALL MATERIAL:

C/Brick Veneer original
C/Brick Veneer replacement

21. ROOF CONFIGURATION/COVERING:

CONFIGURATION COVERING
Q/Flat 6/ built-up

22. CONDITION: E/ Excellent – fully utilized23. MODIFICATION: 3/ major unsympathetic alteration, building character compromised

24. ARCHITECT/BUILDER: John Keeling of Lee Potter Smith and Assoc.
Source: Keeling, John. January 30, 1960. Architectural drawings (Marshall Elementary School). Lee Potter Smith and Associates. Central Administration Office. Fort Campbell, KY.

25. PHOTOGRAPH FILE #: CH441 01 – CH441 10

See attached contact sheet and CD.

COMMENTS/HISTORICAL INFORMATION:
(See continuation sheet.)

26. SUPPORT RESOURCES:	<u>SITE PLAN KEY</u>	<u>FUNCTION</u>	<u>CONSTRUCTION DATE</u>	<u>METHODMATERIAL</u>
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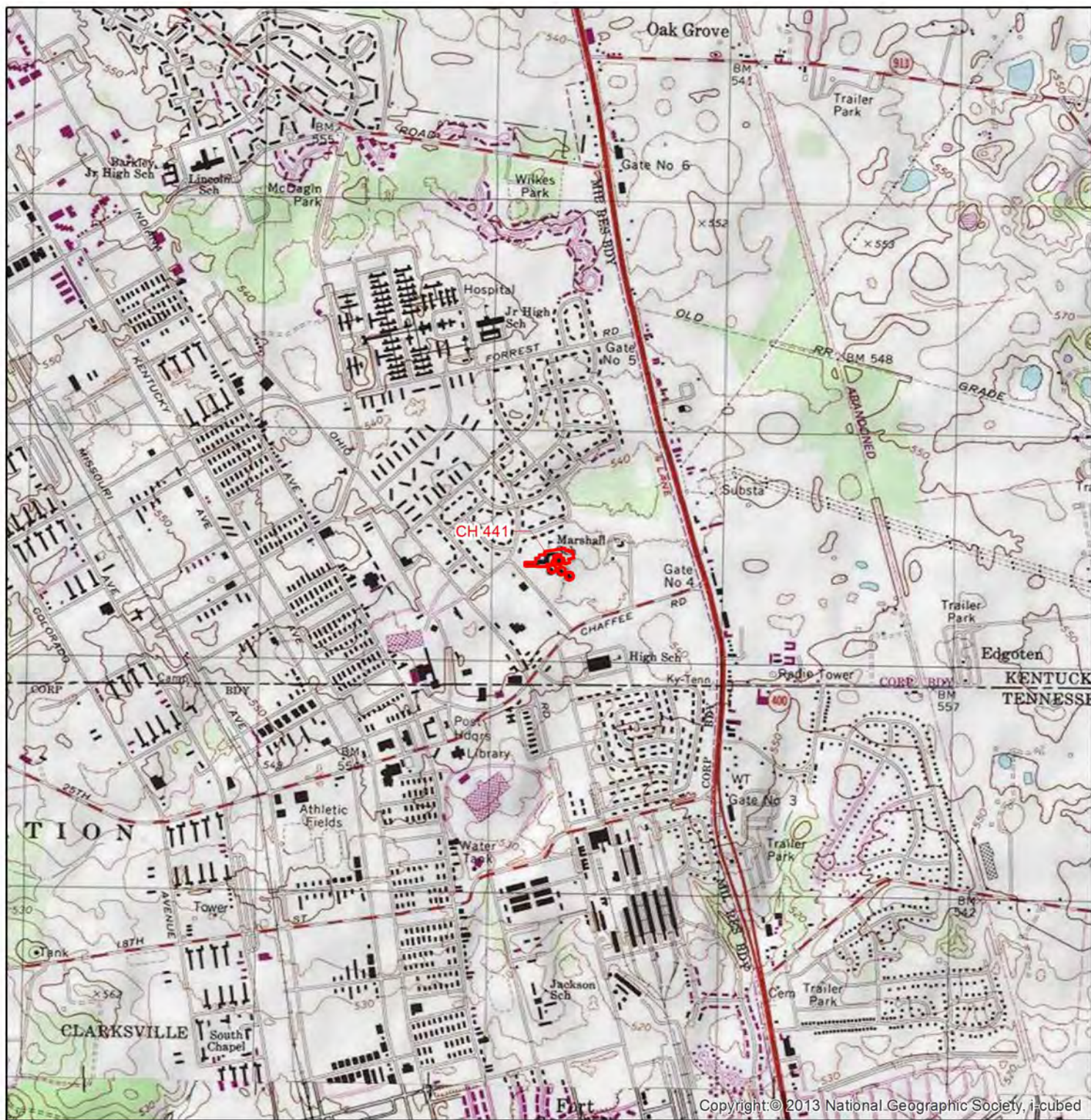
N/A

27. SITE PLAN (Complete if #26 was answered).

N/A

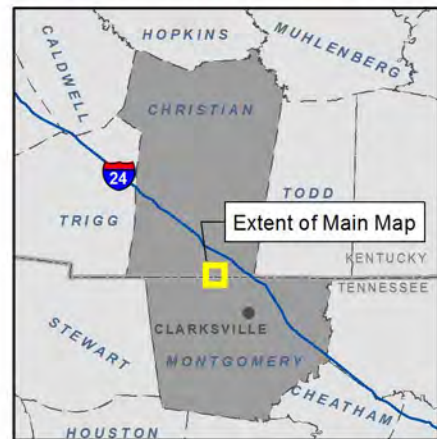
28. MAP (Scan or attach copy of map showing exact location of resource)

(See attached map.)



Marshall Elementary School
CH 441
 Christian County, KY

Oak Grove, KY (1979)
 7.5' USGS Quad



KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

CONTINUATION SHEET

1. NAME OF RESOURCE (how determined) (continued from survey form)

a. Marshall Elementary School / 5 Traditional Name

Sources: School signage, school website, archival documentation.

DDESS. 2013. "Welcome to Marshall Elementary School."

<http://www.am.dodea.edu/campbell/marshall/>. Accessed May 15, 2013.

Real Property Records and DD 1354 Forms, DPW Office, Fort Campbell.

9. OTHER DOCUMENTATION/RECOGNITION (continued from survey form)

a. Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

13. CONSTRUCTION DATE (continued from survey form)

a. 1961

Source: Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

14. DATE OF MAJOR MODIFICATIONS (continued from survey form)

a. 1/ 1985, Addition to east elevation of a 4-classroom block, storage added to Pods, new covered walkway to gym entrance, and added accessory building between the library and 4-classroom addition

b. 1/ 1987, Kitchen addition

c. 1/ 1988, Gymnasium addition

d. 1/ 1990, 2 classroom addition

e. 1/ 1991, Addition on south elevation, addition onto central office/ administration area

f. 1/ 1992, Classroom addition and an office

g. A/ 2001, Addition of 4 pupil-to-teacher ratio (PTR) classrooms (to reduce PTR)

h. A/ 2002, Kitchen renovation

25. COMMENTS/HISTORICAL INFORMATION

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Counties, Kentucky. The majority of the installation, 88 percent, has been left undeveloped for use as military training ground (URS, 2012).

During the late eighteenth century, on the land that Fort Campbell currently occupies, a number of small frontier posts existed. By 1810, these early communities had merged into several small villages surrounded by farms that mainly produced cash crops, such as tobacco (URS, 2012; Williams, 2012). Between 1830 and 1860, as a result of the demands of the tobacco industry, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian Counties (URS, 2012). After the Civil War, the area remained agricultural and transitioned back from a slave-based economy to one of small farms and sharecroppers.

The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012). During World War II (WWII), the federal government chose the hilly site that spanned the border between Tennessee and Kentucky to establish Camp Campbell. The land's topography made it perfect for armored training (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German prisoners of war, five of whom remain buried within Fort Campbell's boundaries (URS, 2012). The population of Fort Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer who arrived from nearby Fort Knox during 1942 (*Fort Campbell & 101st Airborne Division*, 1973). By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012). After WWII ended, Camp Campbell was used as an assembly and reemployment center for soldiers returning from war. Based on its geography and size, the Army determined on April 14, 1950, to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). From this transition, rapid development at Fort Campbell resulted during the 1950s in order to provide for the changing needs of the military community (Moser, 1951).

Military bases have historically been located in rural areas and often did not have easy access to adequate local public schools. To fix this problem, the federal government passed legislation in 1950 that permitted military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate (Helmick and Hudson, 1997). In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off-base (Bodilly et al., 1988). During the 1950s and 1960s, six permanent Section 6 schools were constructed on Fort Campbell.

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During the 1970s and 1980s, there was another construction boom on Fort Campbell and 1,418,371 square feet of facilities were added (EDAW/AECOM, 2009). The installation has continued into the twenty-first century as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units.

SCHOOL HISTORY

Marshall Elementary School (Building 84) was constructed in 1961 and was the fifth Section 6 school constructed on Fort Campbell. The DD 1354 form from the school's original construction lists Marshall as having a concrete foundation, concrete floors, brick and block walls, and a steel truss flat roof. The school was named for General George C. Marshall (1880-1959), a five-star general who had served as an American Military leader, Army Chief of Staff, Secretary of State, and the third Secretary of Defense. Winston Churchill described Marshall as the "organizer of victory" in WWII, during which time Marshall served as the Chief of Staff and also as the chief military advisor to President Franklin D. Roosevelt. Marshall greatly expanded the military during his time as Chief of Staff and received the Nobel Peace Prize in 1953 for his recovery work after WWII (DDESS, 2013).

The school, which was originally constructed as an elementary school, was designed by Lee Potter Smith and Associates. John Keeling is listed as the architect of record on drawings dated January 30, 1960. The school originally consisted of four detached, circular-classroom pod buildings and a main building, which contained a gymnasium and the principal's office. Just two years after its construction, the school was altered to accommodate more students. Interior changes were made to the pods, and the easternmost pod, which was originally a library, became classrooms. A large addition on the school's eastern elevation added a new library, a new entrance, the principal's office, storage, clinic, bathrooms, a teacher's lounge, and eight new classrooms. The original office space was taken over by the Central Administration Office, which still functions in a building contiguous to Marshall. John Keeling is again listed as the architect on drawings for another addition designed in 1966, which added two more classrooms.

Barge, Waggoner, Sumner, and Cannon designed a 14,000 square foot addition in 1985. The rectangular addition, containing four new classrooms and a library, were added to the east elevation. Storage areas were added to the pods and new covered walkways were constructed to connect the various parts of the school. Further additions and renovations were made in the late 1980s. In 1991, Gary L. Cook of Lyle-Cook Architects, Inc., designed a new addition off of the central office and administration area and later added two new classrooms and an office in 1992. In 2001, a 4,150-square-foot addition of four classrooms was constructed to reduce the PTR.

SCHOOL DESCRIPTION (BUILDING 84)

Marshall Elementary School is located at 75 Texas Avenue on Fort Campbell, in Christian County, Kentucky, and accommodates kindergarten to Grade 5. The school is bounded by Screaming Eagle Boulevard on the south and Texas Avenue on the west. Marshall is situated south of the New Hammond Heights neighborhood and near to Mahaffey Middle School (Building 71). The layout of the school is a rambling, irregularly shaped building constructed over time, with four circular-classroom pods on the southeastern side of the school. The school currently encompasses approximately 80,302 square feet and is attached on the western side to the Central Administration Office for Fort Campbell schools. The school was constructed in 1961 and has since been modified a number of times. According to the Real Property Records located at the DPW Office on Fort Campbell, the one-story school has a concrete

foundation, concrete floors, brick and block walls, and a flat, steel truss roof. The exterior of the school is primarily brick veneer.

The four round-pod classroom buildings are located on the southeastern side of the main school building. Three are arranged in a nearly linear formation, with the fourth located just north of these three, closer to the main school building. The pods are connected by a network of covered walkways that run between the various pods, and between the pods and the main building. A circular driveway and the pick up/drop off area are located to the west of the four pods. The footprint of each pod is similar to the shape of a pinwheel, and they are each covered by a circular, flat roof. The plans have been altered by a series of additions and enclosures, but they were all done under the original roofline. The classroom pods have brick veneer walls and aluminum-framed window systems, which reach from floor to ceiling, composed of a blue opaque fiberglass panel at the bottom, topped by an awning window below a large fixed, single-light sash, surmounted by a narrow, blue, opaque fiberglass panel transom. Each pod classroom has its own entry door. Sets of crossed metal cables at the outer edge of the roofline provide reinforced support. Although they appear to be a retrofit, these supports appear on the school's original drawings.

The south elevation of the main building contains the main entrance to the school. The main entrance is a pair of glass-and-metal doors, which can be reached by stair or ramp. A covered walkway leads up to the front entrance. Another entrance, which was at one time the main entrance, is located to the west of the current main entrance and leads to the Central Administration Office for Fort Campbell schools. Two long window bays that reach from the ground to the roof line are directly to the west of Marshall's main entrance. Blue opaque fiberglass panels are above and below the windows. A windowless brick wall lies to the east of the entrance.

Moving further to the east, there is a recessed area on the south elevation that loosely borders the northernmost pod in a U-shape. This area of the school is composed of an irregular arrangement of rectangular additions that extends the school to the east. The southeastern corner of the school is a rectangular brick addition with a flat roof and two rows of five contiguous windows on the east and west elevations. The south elevation of this addition has a recessed entry with double metal doors. To the east of this addition is another rectangular brick structure with a flat roof, which was a later addition. The south elevation of this addition has a row of four window bays divided by brick. Each bay has two vertical columns of three light panes. The columns of panes are divided in the middle with an opaque blue fiberglass panel. A concrete overhang shades these windows. The southern side of the east elevation of the addition has a single metal entry door. The central portion of this elevation has one row of five contiguous aluminum awning windows that also are shaded by a concrete overhang. Another single metal door is on the northern side of the elevation.

The north elevation is primarily brick veneer, with only a few small windows and some single doors. The eastern side of the north elevation of the school has four rows of aluminum awning windows, followed by another row to the west. Traveling further to the west is a series of single metal doors and narrow windows (with columns of four light panes). Opaque fiberglass panels, in blue and white, are positioned above the doors and windows. The double-height gym is located in the northwestern corner of the school. Four large window bays punctuate the north elevation of this addition.

The western section of the building contains the Central Administration Office for Fort Campbell Schools. The administration section is composed of Marshall's original administration offices and a long rectangular wing on the western side of the building. The north elevation of this west wing is primarily brick veneer, with contiguous fixed transom windows running the length of the building just beneath the

roofline. There are two entries in this section: one is a single metal door and the other is a double metal-and-glass door with a red awning. The west elevation of this wing is a windowless brick wall. The south elevation of the wing overlooks a circular driveway and parking area. The elevation is primarily brick veneer. On the western side of the elevation, there is a contiguous row of aluminum awning windows divided into four bays with blue opaque fiberglass panels above. To the east, contiguous transoms run along the length of the school beneath the roofline, similar to the windows on the north elevation. The transoms on the central section of the elevation are off-white fiberglass panels. Two protruding entrances with double metal-and-glass doors lead into the office administration area and are protected by flat overhangs.

SOURCES

Architect unknown. 1963. *Architectural Drawings (Marshall Elementary School)*. Central Administration Office. Fort Campbell, KY.

Architect unknown. 1992. *Architectural Drawings (Marshall Elementary School)*. Central Administration Office. Fort Campbell, KY. November 30.

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Williams, Eleanor. 2012. "Our History." Montgomery County Historical Society. <http://www.mchsociety.org/History.html>. Accessed May 23, 2013.

Christian County
CH 441 – Marshall Elementary School



CH441_01: South elevation and circular driveway.



CH441_04: North elevation of classroom pods with central walkway.



CH441_02: South elevation, main entrance and covered walkway.



CH441_05: Southeast corner.



CH441_03: South elevation of classroom pods.



CH441_06: Northeast corner.

Christian County
CH 441 – Marshall Elementary School



CH441_07: North elevation.



CH441_10: Central administration
offices, south elevation.



CH441_08: North elevation, view to
the east.



CH441_09: Central administration
offices, northwest corner.

KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

COUNTY Christian County
 RESOURCE # CH 442
 EVALUATION S/ Not Eligible
 SHPO EVALUATION _____
 DESTROYED 0 N/A _____

1. NAME OF RESOURCE (how determined): Mahaffey Middle School (Building 71)/ 5 (Traditional Name)
 (See continuation sheet.)

19. FOUNDATION:

TYPEMATERIAL3/slabR/ poured concrete _____ period 1

_____/_____/_____

_____/_____/_____

period 2

2. ADDRESS/LOCATION:

585 South Carolina Avenue

Fort Campbell, KY 42223

20. PRIMARY WALL MATERIAL:

C/Brick Veneer originalC/Brick Veneer replacement

3. UTM REFERENCE:

Quad. Name: Oak Grove, KY

Date: 1979/ Zone: 16N/ method: CEasting: 4/ 6/ 0/ 4/ 6/ 6.29Northing: 4/ 0/ 5/ 5/ 2/ 0/ 3.83

21. ROOF CONFIGURATION/COVERING:

CONFIGURATIONCOVERINGQ/Flat6/built-up22. CONDITION: E/ Excellent – fully utilized

Department of Defense Education Activity

77 Texas Avenue

Fort Campbell, KY 42223

23. MODIFICATION: 3/ major unsympathetic alteration, building character compromised

24. ARCHITECT/BUILDER:

Unknown.

5. FIELD RECORDER/AFFILIATION:

MaryNell Nolan-Wheatley, CH2M HILL

25. PHOTOGRAPH FILE #: CH442 01 – CH442 09

See attached contact sheet and CD.

6. DATE RECORDED: May 22, 2013

7. SPONSOR: Department of Defense Education Activity (DoDEA)

8. INITIATION: (3) Review and Compliance /

9. OTHER DOCUMENTATION/RECOGNITION:

X Survey_____ HABS/HAER_____ KY Land_____ Local Land_____ NR_____ NHL

(See continuation sheet.)

10. REPORT REFERENCE:

CH2M HILL. 2013. *Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report.*11. ORIGINAL PRIMARY FUNCTION: _____ 05/ A/ _____/
Educational/Intellectual/School12. CURRENT PRIMARY FUNCTION: _____ 05/ A/ _____/
Educational/Intellectual/School13. CONSTRUCTION DATE: _____ 2/ 1950-1974 estimated
_____/_____/_____/ 1967 documented

(See continuation sheet.)

14. DATE OF MAJOR MODIFICATIONS: (See continuation sheet.)

1/ 1987-1994, 6 additional classrooms, utilities expansion (cont.)

1/ 1989, Classroom addition

15. CONSTRUCTION METHOD/MATERIAL:

P1/VV/concrete block and brick veneer originalP1/VV/concrete block and brick veneer subsequent

16. DIMENSIONS:

Height A/1 Story Width 400 ft. Depth 185 ft. Acreage approx 2

17. PLAN:

N/A/ _____ firstN/A/ _____ second

18. STYLISTIC INFLUENCE:

7/2/ ; International/ _____ first

_____/ _____; _____/ _____ second

COMMENTS/HISTORICAL INFORMATION:

(See continuation sheet.)

N/A

27. SITE PLAN (Complete if #26 was answered).

N/A

28. MAP (Scan or attach copy of map showing exact location of resource)

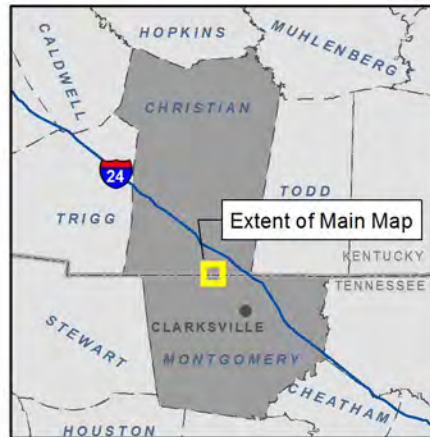
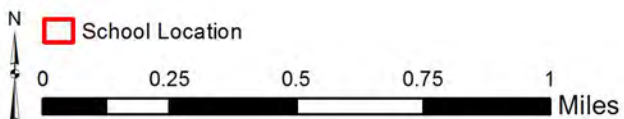
(See attached map.)



Mahaffey Middle School CH 442

Christian County, KY

Oak Grove, KY (1979)
7.5' USGS Quad



KENTUCKY INDIVIDUAL BUILDINGS SURVEY FORM

(KHC 2007-1)

CONTINUATION SHEET

1. NAME OF RESOURCE (how determined) (continued from survey form)

a. Mahaffey Middle School (1989-present)/ 5 Traditional Name of School

Sources: School signage, school website, archival materials, documentation at the Don F. Pratt Museum from the school's dedication ceremony.

DDESS. 2013. "Welcome to Mahaffey Middle School."

<http://www.am.dodea.edu/campbell/mahaffey/>. Accessed May 15, 2013.

Dedication of Mahaffey School. 1989. Sequence of Events. Don F. Pratt Museum records. Fort Campbell, KY.

Real Property Records and DD 1354 Forms, DPW Office, Fort Campbell.

b. Fort Campbell High School (1969-1985)/ 5 Traditional Name

Source: *An Unofficial Guide to Fort Campbell*. 1969. Boone Publications, Inc. Lubbock, TX.

9. OTHER DOCUMENTATION/RECOGNITION (continued from survey form)

a. Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

13. CONSTRUCTION DATE (continued from survey form)

a. 1967

Source: Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

14. DATE OF MAJOR MODIFICATIONS (continued from survey form)

a. 1/ 1987-1994, (cont.) enlarged dining room; added restrooms; added media center, storage room, and mechanical room

b. 1/ 1991, Courtyard infill classrooms

c. 1/ 1993, Fine arts/music addition

d. 1/ 1994, Classroom/information center addition

25. COMMENTS/HISTORICAL INFORMATION

The Fort Campbell Military Reservation (Fort Campbell) is a multi-purpose facility situated within four counties on the border between Hopkinsville, Kentucky, and Clarksville, Tennessee. The 106,000-acre installation is located in Montgomery and Stewart Counties, Tennessee, and Trigg and Christian

Counties, Kentucky. The majority of the installation, 88 percent, has been left undeveloped for use as military training ground (URS, 2012).

During the late eighteenth century, on the land that Fort Campbell currently occupies, a number of small frontier posts existed. By 1810, these early communities had merged into several small villages surrounded by farms that mainly produced cash crops, such as tobacco (URS, 2012; Williams, 2012). Between 1830 and 1860, as a result of the demands of the tobacco industry, the population of enslaved residents doubled within Montgomery, Stewart, Trigg, and Christian Counties (URS, 2012). After the Civil War, the area remained agricultural and transitioned back from a slave-based economy to one of small farms and sharecroppers.

The end of the nineteenth century and beginning of the twentieth century witnessed the improvement of roads and the construction of new railroads in the region, which allowed goods and people to travel more easily. The area, however, remained sparsely populated and rural with a few small communities up to the 1940s (URS, 2012). During World War II (WWII), the federal government chose the hilly site that spanned the border between Tennessee and Kentucky to establish Camp Campbell. The land's topography made it perfect for armored training (Williams, 2012). The installation officially opened on July 1, 1942 (*Fort Campbell & 101st Airborne Division*, 1973). From 1943 to the end of WWII in 1945, the facility was used mainly by the Army for tank training. Additionally, part of the installation held German prisoners of war, five of whom remain buried within Fort Campbell's boundaries (URS, 2012). The population of Fort Campbell grew quickly, starting with its first regiment of 19 soldiers and one officer who arrived from nearby Fort Knox during 1942 (*Fort Campbell & 101st Airborne Division*, 1973). By 1944, Camp Campbell was home to almost 100,000 people (Williams, 2012). After WWII ended, Camp Campbell was used as an assembly and reemployment center for soldiers returning from war. Based on its geography and size, the Army determined on April 14, 1950, to re-designate the site as a permanent installation called Fort Campbell (Williams, 2012). From this transition, rapid development at Fort Campbell resulted during the 1950s in order to provide for the changing needs of the military community (Moser, 1951).

Military bases have historically been located in rural areas and often did not have easy access to adequate local public schools. To fix this problem, the federal government passed legislation in 1950 that permitted military installations to form their own schools with federal funds. Public Law No. 81-874, Section 6, stipulated that schools could be established for children living on federal property if state laws did not allow for tax revenue to be used to provide free public education to children living on federal property or if the pre-existing local public schools were deemed inadequate (Helmick and Hudson, 1997). In some cases, Section 6 schools were established on bases in the 1950s and 1960s so that African American children of military personnel would not have to attend segregated schools off-base (Bodilly et al., 1988). During the 1950s and 1960s, six permanent Section 6 schools were constructed on Fort Campbell.

Changes and expansions also occurred at Fort Campbell as a result of the Cold War. The Clarksville Base, which served as a classified Naval Weapons Station, functioned within the boundaries of Camp Campbell starting in 1947. The base was a limited-access, high-security, 2,600-acre area, mostly constructed underground and protected by a patrolled and electrified fence (Williams, 2012). The base served as one of only six National Storage Sites holding nuclear weapons during the start of the Cold War. Clarksville Base remained a functioning facility until 1965 and was transferred back to the Army in 1969 (The Story of Clarksville Base, 2013).

During the 1970s and 1980s, there was another construction boom on Fort Campbell and 1,418,371 square feet of facilities were added (EDAW/AECOM, 2009). The installation has continued into the twenty-first century as the base for the Army 101st Airborne Division (Air Assault) and a number of other tenant units.

SCHOOL HISTORY

Mahaffey Middle School (Building 71) was built in 1967 and served as Fort Campbell High School (grades 10 through 12) from 1969 until 1985. The building was originally designed to house 425 students and had 44,563 square feet. The school has historically educated students living in Cole Park, Drennan Park, Gardner Hills, Harper Village, New Drennan, Stryker Village, Turner Loop, Werner Park, Woodlands, and New Hammond Heights housing areas. The school was named in honor of Fred K. Mahaffey, who served as a brigade commander at Fort Campbell from 1973 to 1976. He fought in the Vietnam War before becoming a four-star general and Commander in Chief of Readiness Command in Tampa, Florida (Adams et al., 2012). The school was dedicated on June 13, 1989, with music provided by the 101st Airborne Division (Air Assault) Band (Dedication of Mahaffey School, 1989).

In the 1980s, there was a shortage of classroom space for middle school students. The 1981 Fort Campbell catalogue entitled, *Home of the 'Screaming Eagles': An Unofficial Directory and Guide Published for Fort Campbell Newcomers*, lists the middle school, which served all sixth graders on the installation, as functioning out of the old hospital building. According to the property records in the DPW Office on Fort Campbell, the overcrowding had worsened by 1990; approximately 600 sixth, seventh, and eighth graders attended school in temporary trailer facilities, which were part of the old army hospital complex. A new Fort Campbell High School was completed in 1985 resulting in the conversion of Mahaffey into a middle school that same year. To accommodate more middle school students, designs for a large addition to the western elevation of Mahaffey were started in the mid-1980s, but they were not completed until the early 1990s. The addition included a utilities expansion, six additional classrooms, a dining room expansion, additional restroom facilities, a new media center, and more storage and mechanical rooms. Documents dated 1991 and archived in the DPW Office on Fort Campbell describe a shortage of usable space at Mahaffey: "Functionally inadequate areas in permanent facilities are being used for instruction and related services. Areas designed for offices, storage, lobby and stage are being used for instructional space..." (Military Construction Project Data, 1991). The addition in the 1990s created approximately 16,000 square feet to ameliorate the problems with overcrowding. At some point during this period, the main entrance moved from the north elevation to the south elevation, which explains why the flag pole is now located in the rear of the school.

SCHOOL DESCRIPTION (BUILDING 71)

Mahaffey Middle School is located at 585 South Carolina Avenue on Fort Campbell, in Christian County, Kentucky, and accommodates grades 6 through 8. The school is bounded by Screaming Eagle Boulevard on the north, Fort Campbell Boulevard on the east, Lawrence Circle on the south, and South Carolina Avenue on the west. Mahaffey is situated near Fort Campbell's Gate 4 entrance and the Stryker Village housing area. The layout of the school is rectangular, with a smaller rectangular appendage on the southeastern corner. The school currently encompasses approximately 73,006 square feet. The school has been modified extensively since its 1967 construction, mainly in the early 1990s. The one-story school has a concrete foundation, brick veneer walls in a light tan color, and a flat roof. The school's primary exterior materials, which are brick, concrete, and glass, are characteristic of Brutalist architecture, which was a design philosophy employed mainly during the 1960s and 1970s. Brutalism is often characterized by heavy concrete forms and harsh, repetitive geometric shapes. The lack of large

window systems in favor of expansive brick walls contributes to Mahaffey's Brutalist feel. A wide concrete coping, with an exposed rafter tail pattern, runs along the top of the school's exterior wall and adds a typical Brutalist feeling of heaviness to the design. The exposed concrete rafter tails create a repetitive pattern of protrusions along the length of the coping. The rafter tails are equally spaced but are visually linked in pairs, with nearly every other pair lining up with the brick detailing that borders the windows and extends to the top of the walls. These elements define every elevation of the school, creating an almost uniform alternation of window bays and concrete rafter tails. The southeast addition, which was built in the early 1990s, has a metal coping and lacks the rafter tails. There are two recessed areas, on the north and south elevations, which mark the front and rear entrances for the school. Each of these recessed areas is covered by a flat concrete canopy supported on brick pillars. The canopies each have a square opening cut in them that serves as an atrium for a planting area below. The rear walls under these canopies contain the entries of glass double doors, and a large expanse of single-light, fixed-glass windows. The west elevation is also defined by a concrete overhang, supported by brick columns, which shades an exterior walkway and serves as the bus drop-off area.

All of the windows in Mahaffey Middle School are either casement windows with fiberglass panels or anodized bronze aluminum windows with fiberglass and metal panels. The window openings reach from the ground to the top of the wall. The vertical columns of windows and opaque panels are outlined by projecting bricks that continue to the top of the wall and create a repetitive, striped pattern around the exterior of the building.

The south elevation is now the front of the school. The words "Mahaffey Middle School" are visible in the center of the façade in blue lettering. To the east is the recessed main entrance. Steps lead up to this entrance from a parking lot area. The south elevation is broken up into three sections: a west section (which is an addition), a central section (with the entry), and an east section, which is an addition that extends out to the south and east. The west and the central sections are divided by another recessed area that is not shaded by a canopy and functions as a service area. Two vertical narrow windows, which are primarily opaque panes, define the western most section of the south elevation. There are seven rows of vertical windows on the central section: five on the western side of the entry and two on the eastern side. There is also a single metal door at the far east end, just before it joins to the addition. There are five rows of vertical windows on the eastern section as well as two single metal door entries and one double metal-and-glass door entry, all of which are accessed by stairs. The eastern section extends south from the original building in two parts, with the easternmost part extending out further and also extending to the east. The roof on the east section is slightly lower than the original roof, and lacks the concrete coping detail. The brick veneer on this section is also slightly different in color, and the foundation is elevated on a raised concrete foundation. The east elevation of this addition has two narrow windows with opaque fiberglass panels, which are the only two windows on the east side of the school.

The east elevation of the school mimics the south elevation with brick walls, a flat roof, and a repetitive pattern of concrete rafter tails projecting from the concrete coping. The only openings on this elevation are two metal doors. The double-height roof of the gym is set back slightly from the exterior wall of this elevation.

The north elevation of Mahaffey is very similar to the south elevation, except it lacks the large addition at the east end. The north elevation is composed of two sections: the east end (including the recessed entry), and the west end. The east end has three windows and a pair of glass and metal doors, with the school name affixed to the wall between two of the windows. The northeastern corner of this elevation, containing one of the three windows and the pair of doors, is an addition, marked by a slightly different

colored brick veneer. The recessed entrance with the heavy concrete canopy with the atrium opening is just west of the school name. The flagpole is located in front of this rear entrance, because the north elevation originally served as the front façade. The west end of the north elevation has eight of the vertical window configurations, evenly spaced. There is also a recessed door near the western corner, and a vertical panel with a louvered vent, made to resemble one of the window units.

The main feature on the west elevation is another heavy concrete canopy, supported by a series of eight brick columns, which shades a walkway running the width of the school. A set of brown metal doors provides an entrance on the far north of the elevation and two sets of double metal-and-glass doors provide access to the walkway further to the south. Between the glass doors are three bays of casement windows.

SOURCES

Adams, Sunny, Adam Smith, and Christopher Cochran. 2012. *Fort Campbell Architectural Survey DoD Schools*. Construction Engineering Research Library (CERL). U.S. Army Engineer Research and Development Center. Champaign, Illinois.

An Unofficial Guide to Fort Campbell. 1969. Boone Publications, Inc. Lubbock, TX.

Bodilly, Susan, Arthur Wise, Susanna Purnell. 1998. *The Transfer of Section 6 Schools: A Case by Case Analysis*. National Defense Research Institute. Santa Monica, California: The RAND Corporation.

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Dial, Steve. 2013. "Fort Campbell Schools History." Fort Campbell presentation provided by email correspondence.

EDAW/AECOM, Monrad Engineering. 2009. Fort Campbell Joint Land Use Study.

Fort Campbell & 101st Airborne Division (Airmobile). 1973. Military Publishers. San Diego, CA.

Helmick, John and Lisa Hudson. 1997. *A Study of Schools Serving Military Families in the U.S.: Education Quality, Federal Administration, and Funding*. Defense Manpower Data Center (DMDC), Survey & Program Evaluation Division. Arlington, Virginia. Report No. 97-013.

Home of the 'Screaming Eagles': An Unofficial Directory and Guide Published for Fort Campbell Newcomers. 1981. Marcoa Publishing Inc.

Moser, John G. 1951. *A History of Fort Campbell, Kentucky: 1941-1951*. Fort Campbell, Kentucky: Public Information Officer Headquarters. 101st Airborne Division Museum.

Military Construction Project Data. 1991. "Mahaffey MS Addition." DPW Office. Fort Campbell, KY.

Real Property Records and DD 1354 Forms. DPW Office. Fort Campbell, KY.

The Story of Clarksville Base. 2012. <http://www.fortcampbell.com/clarksvillebase/index.html>. Accessed May 24, 2013.

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Williams, Eleanor. 2012. "Our History." Montgomery County Historical Society.
<http://www.mchsociety.org/History.html>. Accessed May 23, 2013.

Christian County
CH 442 – Mahaffey Middle School



CH442_01: Overall view of Mahaffey, southwest corner.



CH442_04: East end of the south elevation.



CH442_02: South elevation, main entrance and school name.



CH442_05: West end of the south elevation.



CH442_03: Full south elevation.



CH442_06: Full east elevation.



CH442_07: Northeast corner.



Ch442_08: Full north elevation.



Ch442_08: Full west elevation.

Appendix B

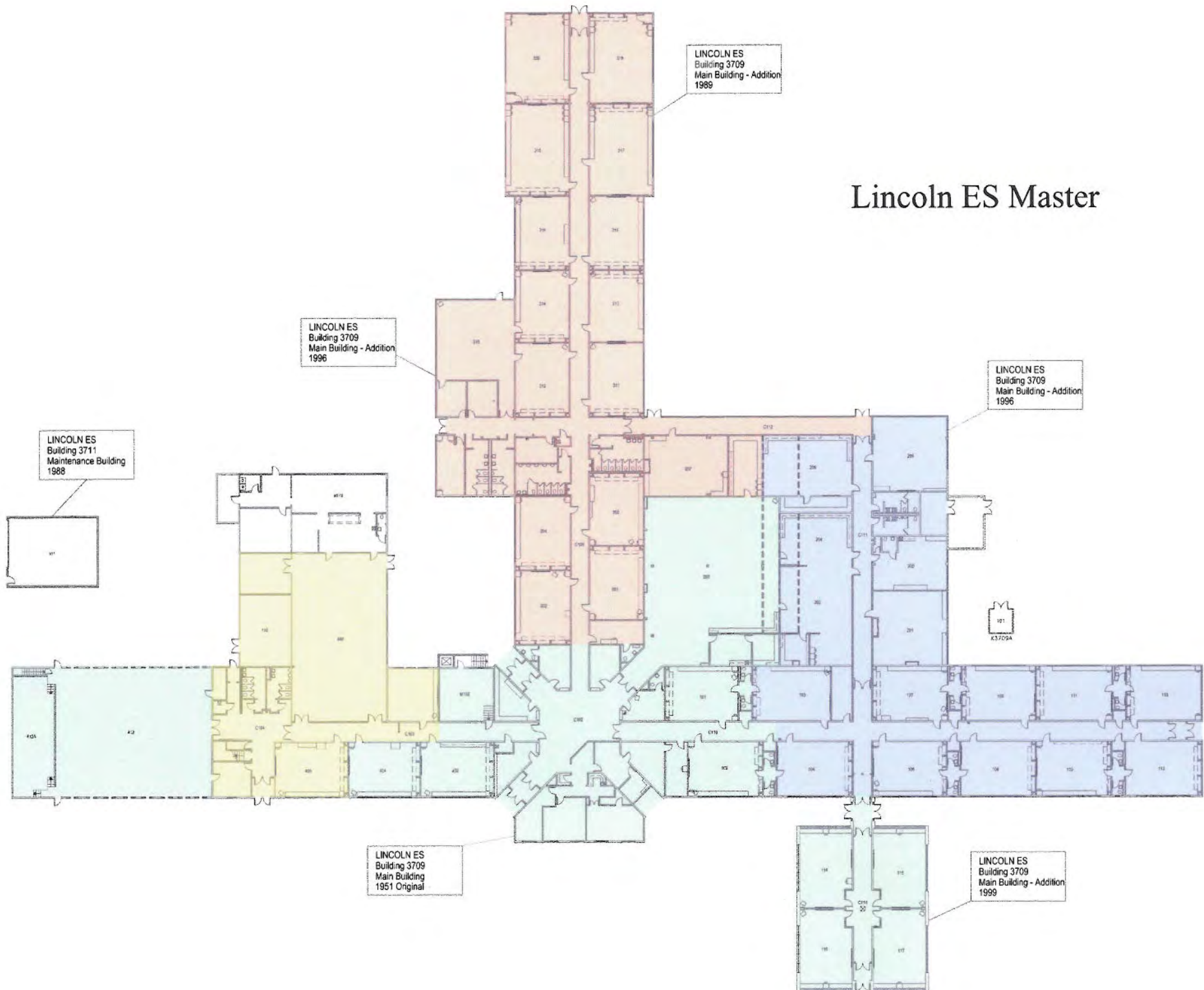
Building Floor Plans and Drawings

Building Floor Plans and Drawings (where available)

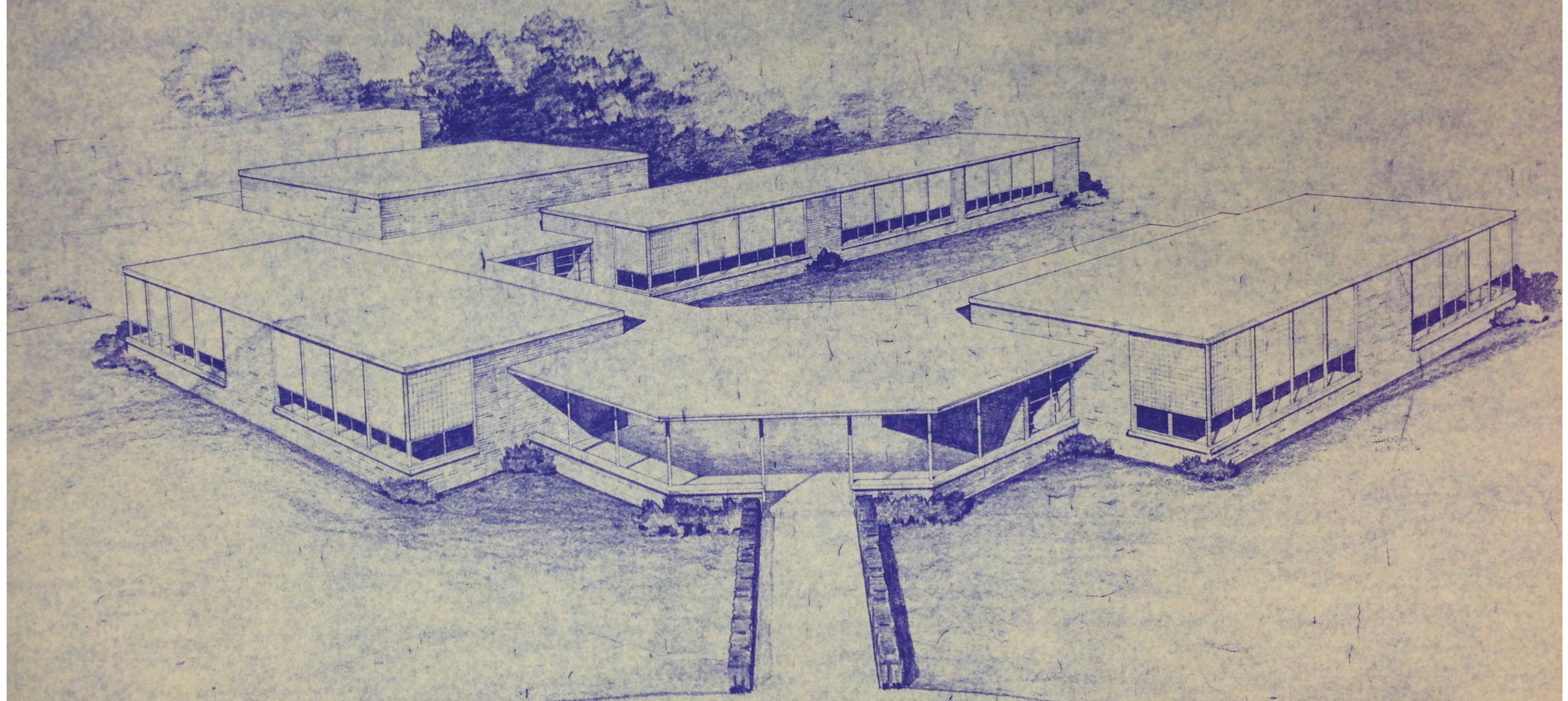
1. Lincoln Elementary School
 - a. Floor Plan, c. 2011
2. Barkley Elementary School
 - a. Lee Potter Smith Rendering, 1956
 - b. Floor Plan, 1956
 - c. Key Plan, 1989
 - d. Floor Plan, c. 2011
3. Wassom Middle School
 - a. Plans, 1955
 - b. Key Plan 1986
 - c. Site Plan, 1987
 - d. Site Plan, 1998
 - e. Key Plan, 1989
 - f. Floor Plan, c. 2011
4. Jackson Elementary School
 - a. Site Plan, no date
 - b. Cover Sheet drawing, no date
 - c. View of Rear, no date
 - d. Demolition Plan, 1986
 - e. Overall Floor Plan, 1986
 - f. Floor Plan, c. 2011
5. Marshall Middle School
 - a. Cover Sheet, 1960
 - g. Floor Plan, 1963
 - h. Floor Plan, 1966
 - i. Key Plan, 1985
 - j. Location Map, 1992
 - k. Key Plan, 1992
 - l. Floor Plan, c. 2011
6. Mahaffey Middle School
 - a. Floor Plan, 1985
 - b. Floor Plan, c. 2011

Lincoln Elementary School (Building 3709)

Lincoln ES Master

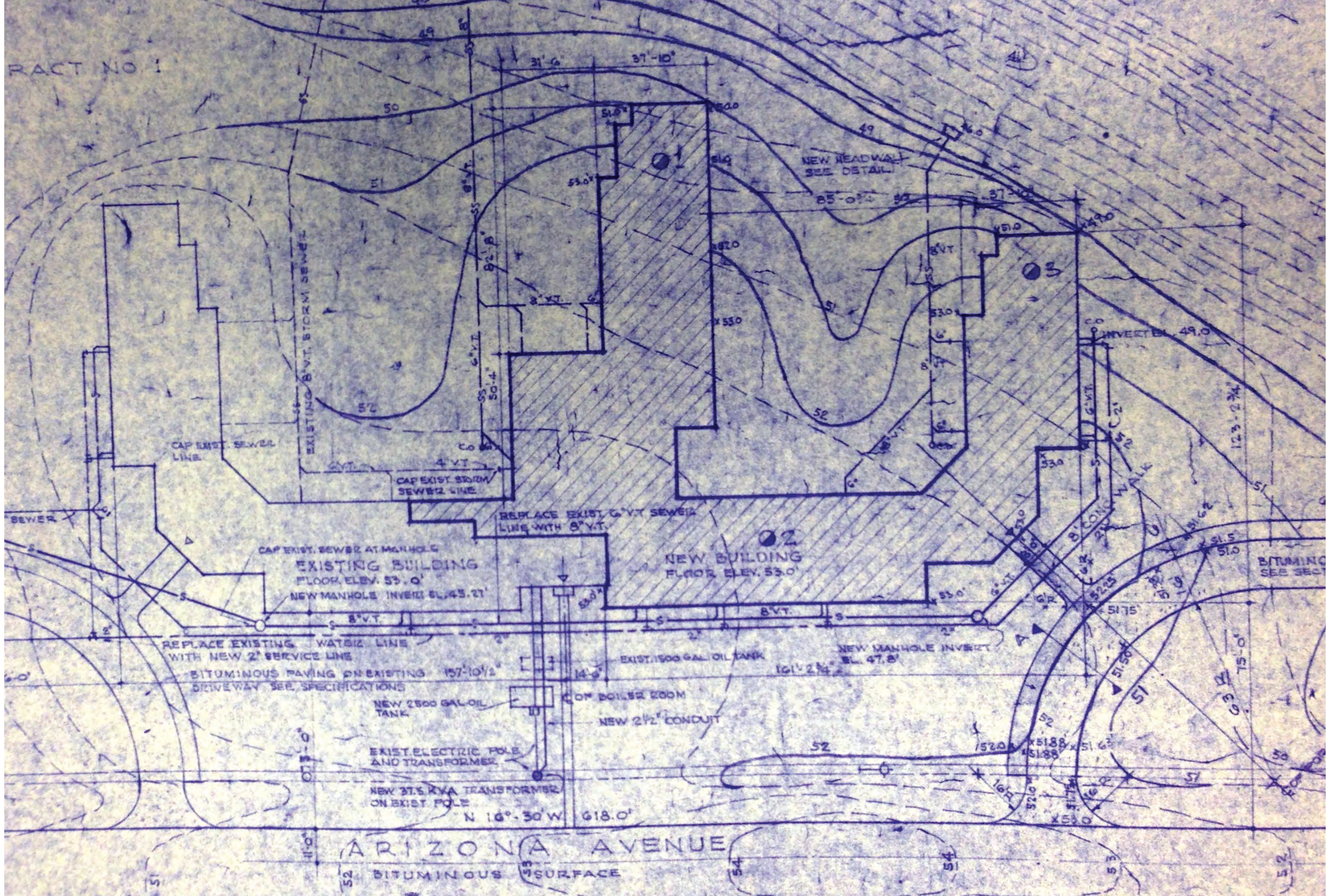


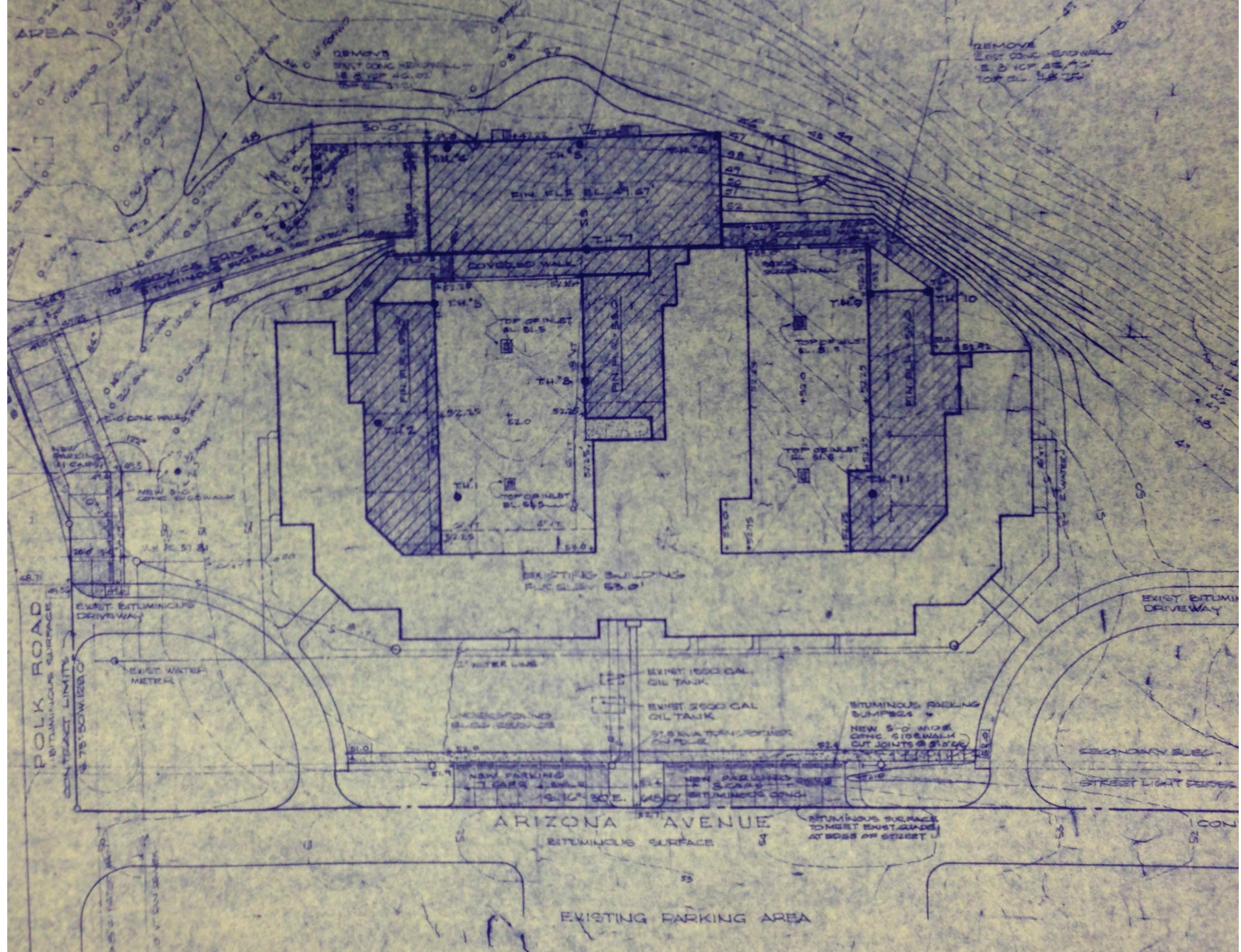
Barkley Elementary School (Building 3708)



Lee Potter Smith and
PADU

TRACT NO 1





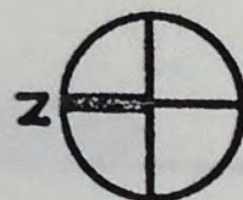
EXISTING MAIN SWITCHGEAR "MSB" -
TO REMAIN. FURNISH AND INSTALL
IN ACCORDANCE WITH THE 10' TAP
RULE A NEW 3P200A ENCLOSED
BREAKER

EXISTING INTERCOM
AND CLOCK MASTERS -
TO REMAIN - FIELD VERIFY
EXACT LOCATION PRIOR
TO BIDDING

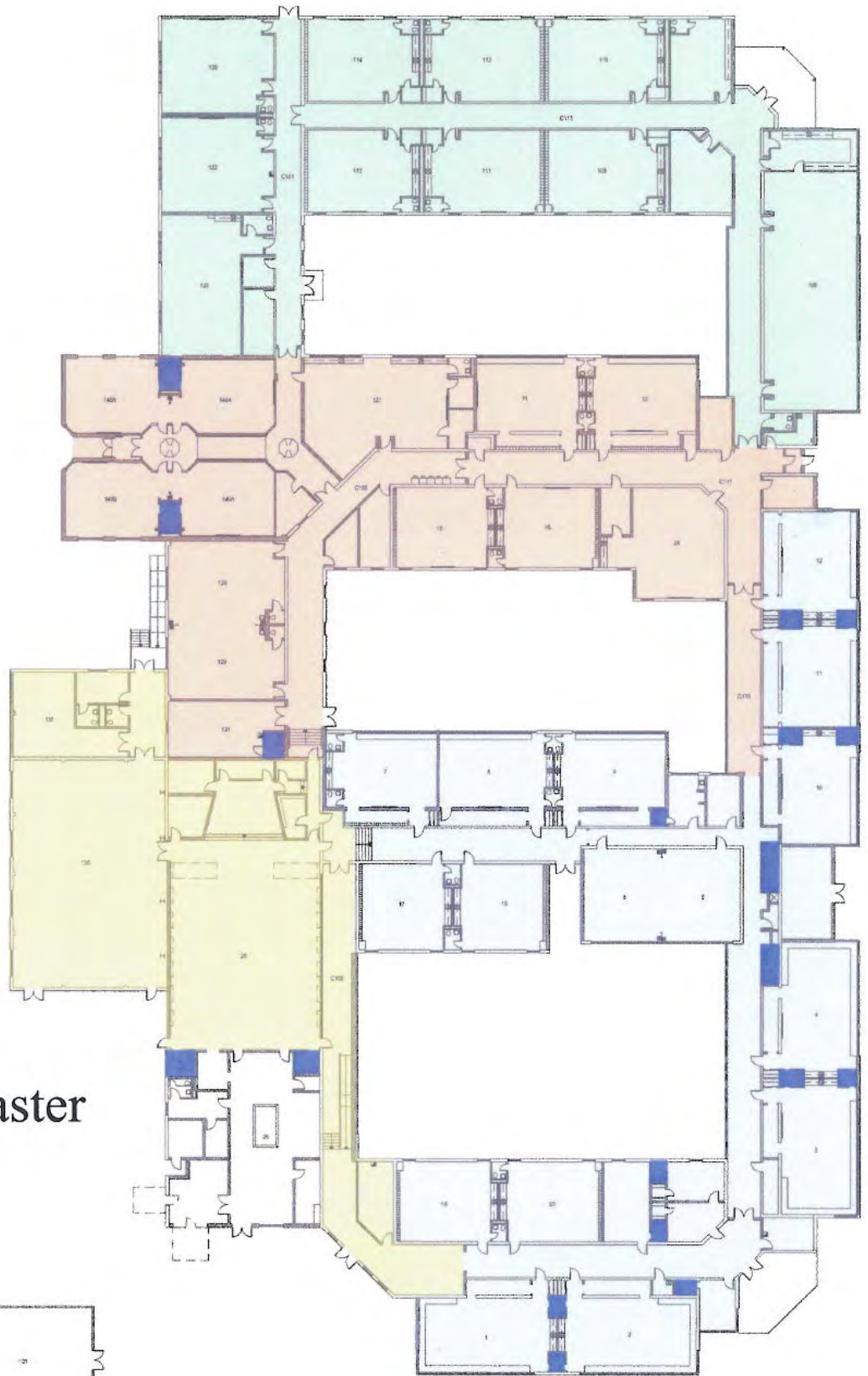
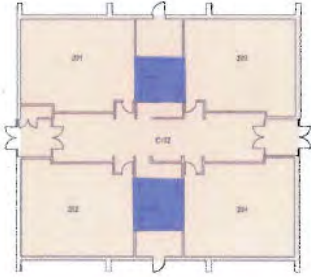
EXISTING MAIN OFFICES

NOTE:
FURNISH AND INSTALL NEW
OVERHEAD SECONDARY (#6 DUPLEX) TO
MATCH EXISTING. FIELD
VERIFY EXACT LENGTH OF
NEW CONDUCTOR PRIOR
TO BIDDING.

KEY PLAN
NO SCALE



BARKLEY ES
Building Annex
Main Building - Floor 1
2009 Addition



Barkley ES Master



BARKLEY ES
Building 3710
Maintenance Building
1984

BARKLEY ES
Building 3708
Main Building - Floor 1
1954 Original

Wassom Middle School (Building 175)

fort campbell junior high school . .

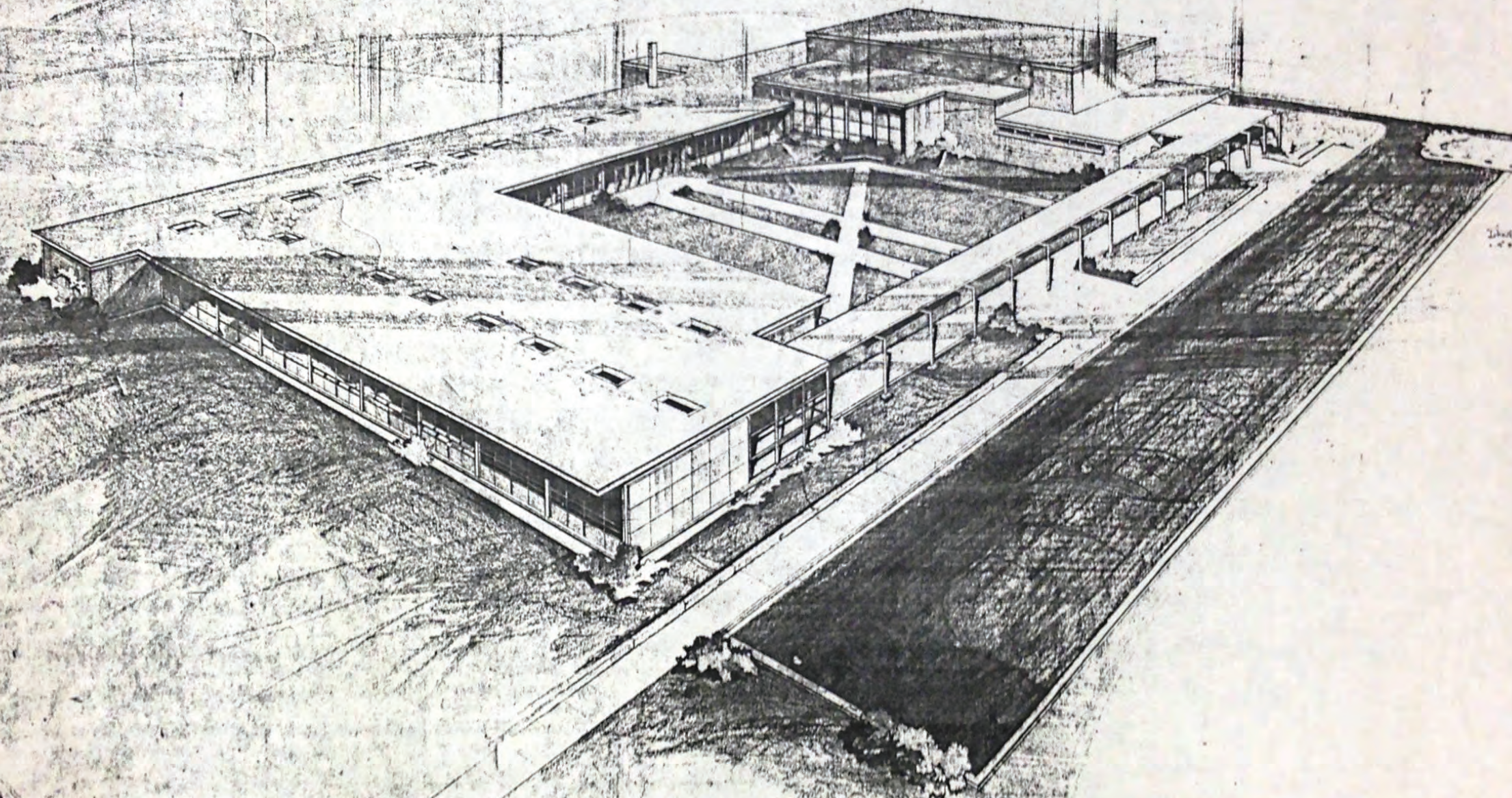
FORT CAMPBELL, KENTUCKY

project n° KY - 56 - C - FED - 1 B 6

plans

schedule of drawings

No.	Title
1.	SITE PLAN
2.	SITE AND UTILITY DETAIL SHEET
3.	FOUNDATION PLAN
4.	FLOOR PLAN
5.	ROOF FRAMING PLAN
6.	ELEVATIONS
7.	WALL SECTIONS
8.	WALL SECTIONS
9.	DETAILS BASE, FOOTINGS, SILL
10.	TYPICAL CLASS ROOM AND DETAILS
11.	BOYS AND GIRLS TOILET ROOMS AND DETAILS
12.	GIRLS LOCKER ROOM AND TOILETS
13.	BOYS LOCKER ROOM AND PROSCENIUM
14.	DOOR SCHEDULES AND DETAILS
15.	EQUIPMENT PLAN AND LAYOUTS
16.	PLUMBING PLAN
17.	PLUMBING RISER DIAGRAM
18.	HEATING PLAN
19.	ELECTRICAL PLAN
20.	ELECTRICAL SCHEDULES

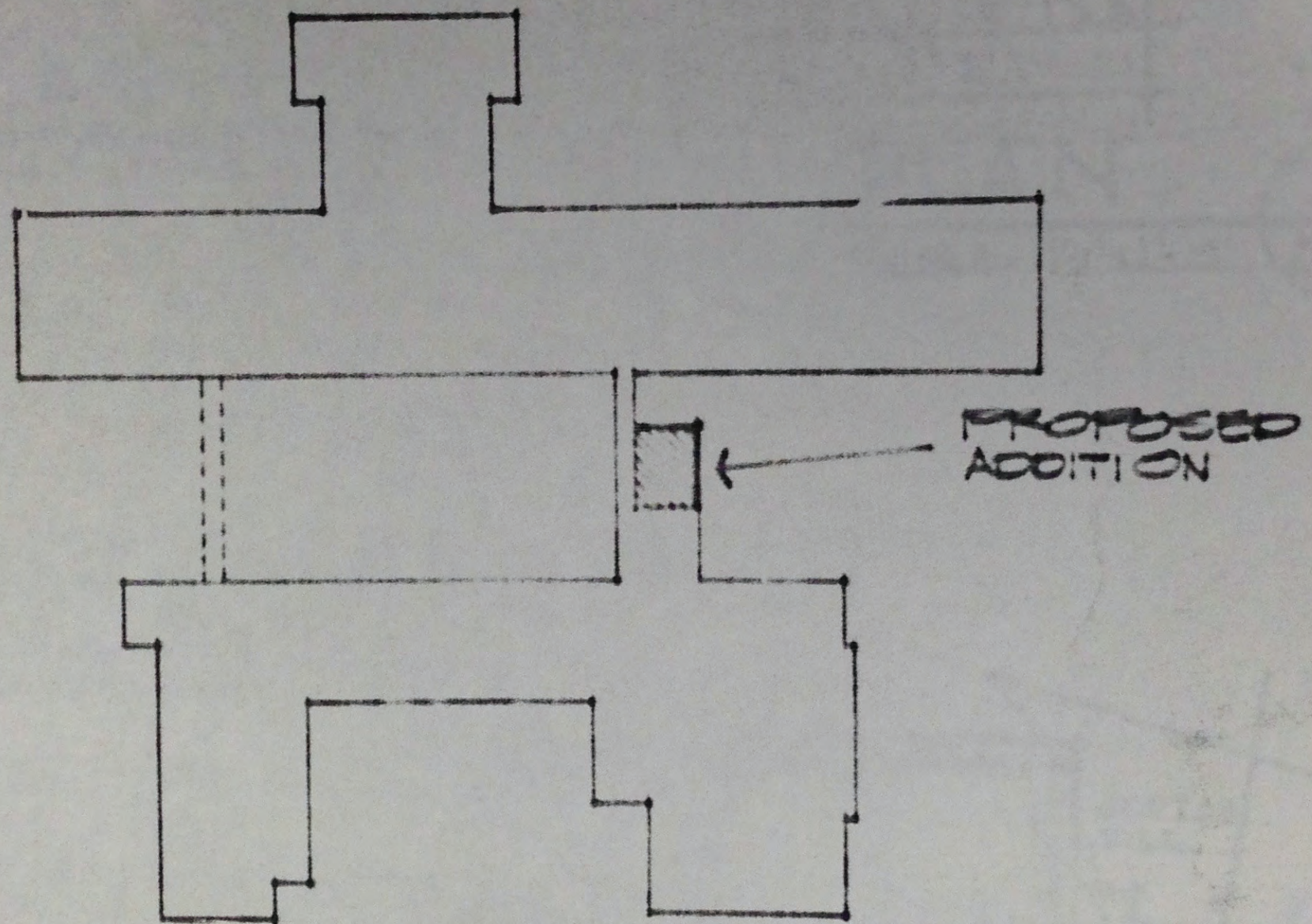


Lee Potter Smith

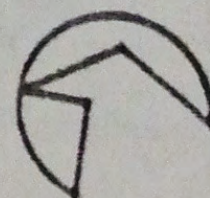
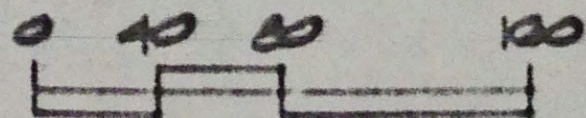
and associates
PADUCAH, KENTUCKY

December 9, 1956

Architect



KEY PLAN



ON ENGINEER.
P.F.
P.F.
OR APPROVED CONTROLLED
CAVATE AND REPLACE
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FREE DRAINING STONE,
AVE ADJACENT SLABS

F STRENGTH DESIGN BY
REINFORCED CONCRETE

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3000 P.S.I.
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ONTRACTING OFFICER.
REINFORCING BARS,

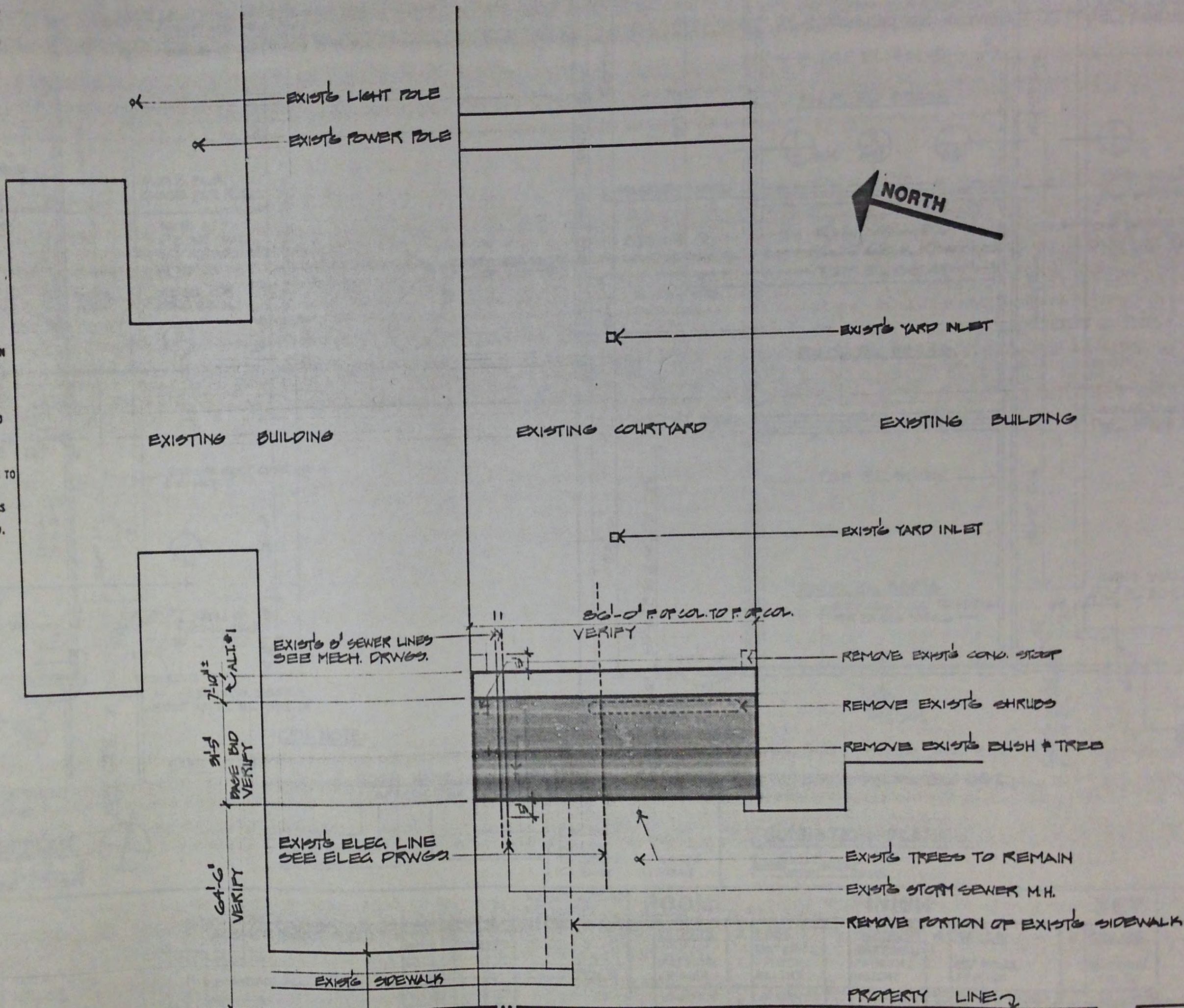
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TH C.R.S.I. STANDARDS.
PLACEMENT SHALL BE
NE CONCRETE IS PLACED.

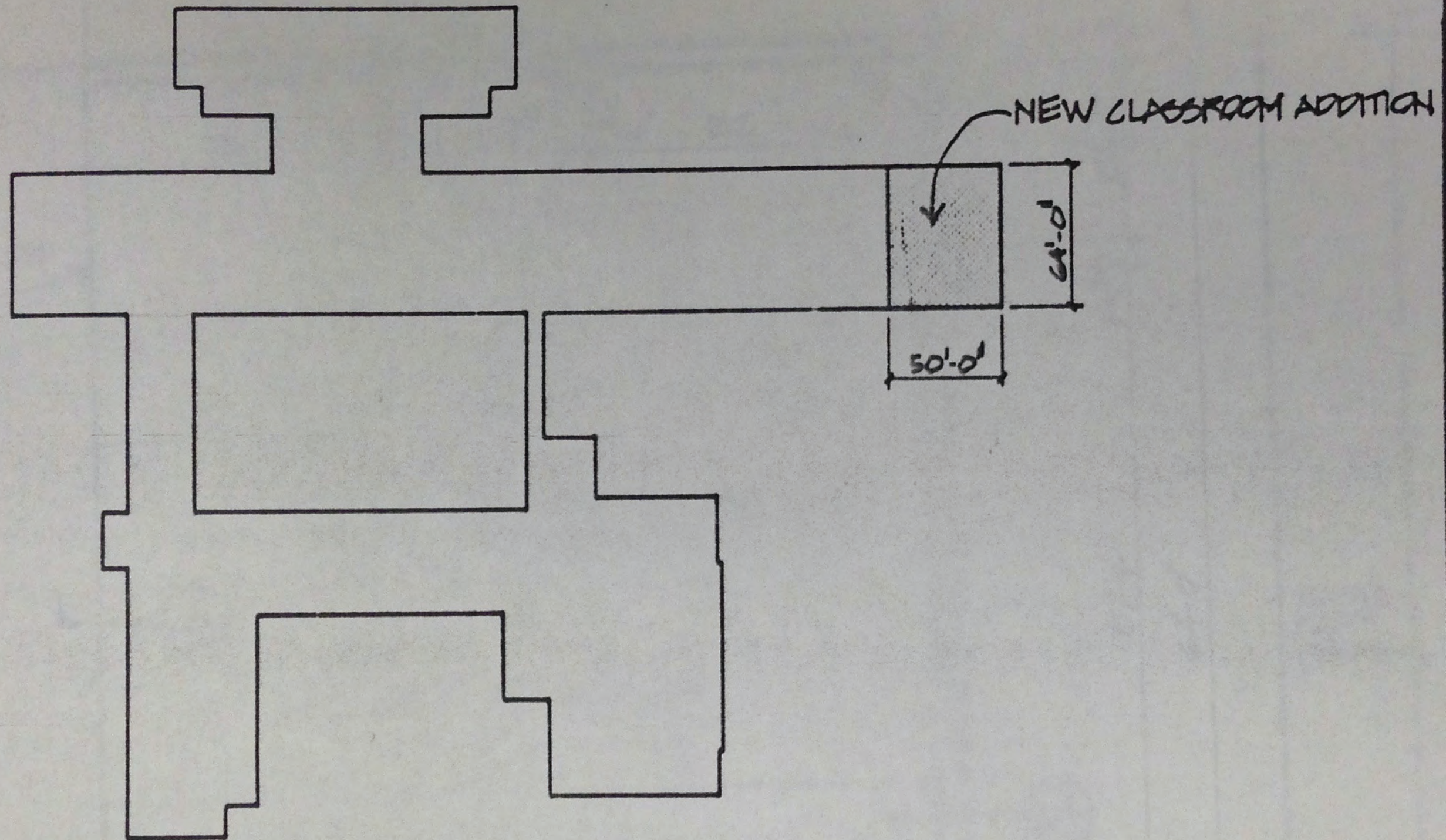
S SHALL BE MADE PRIOR TO
ONTRACTING OFFICER.

D TUBING, SHALL CONFORM TO

3, GRADE P OR AS NOTED.
STM A-500, GRADE B OR AS

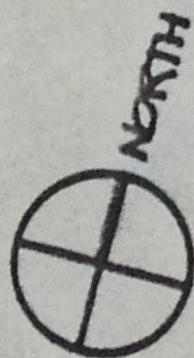
1-307 HEADED OR AS NOTED.
AL STEEL TO CONFORM TO
PRACTICE.



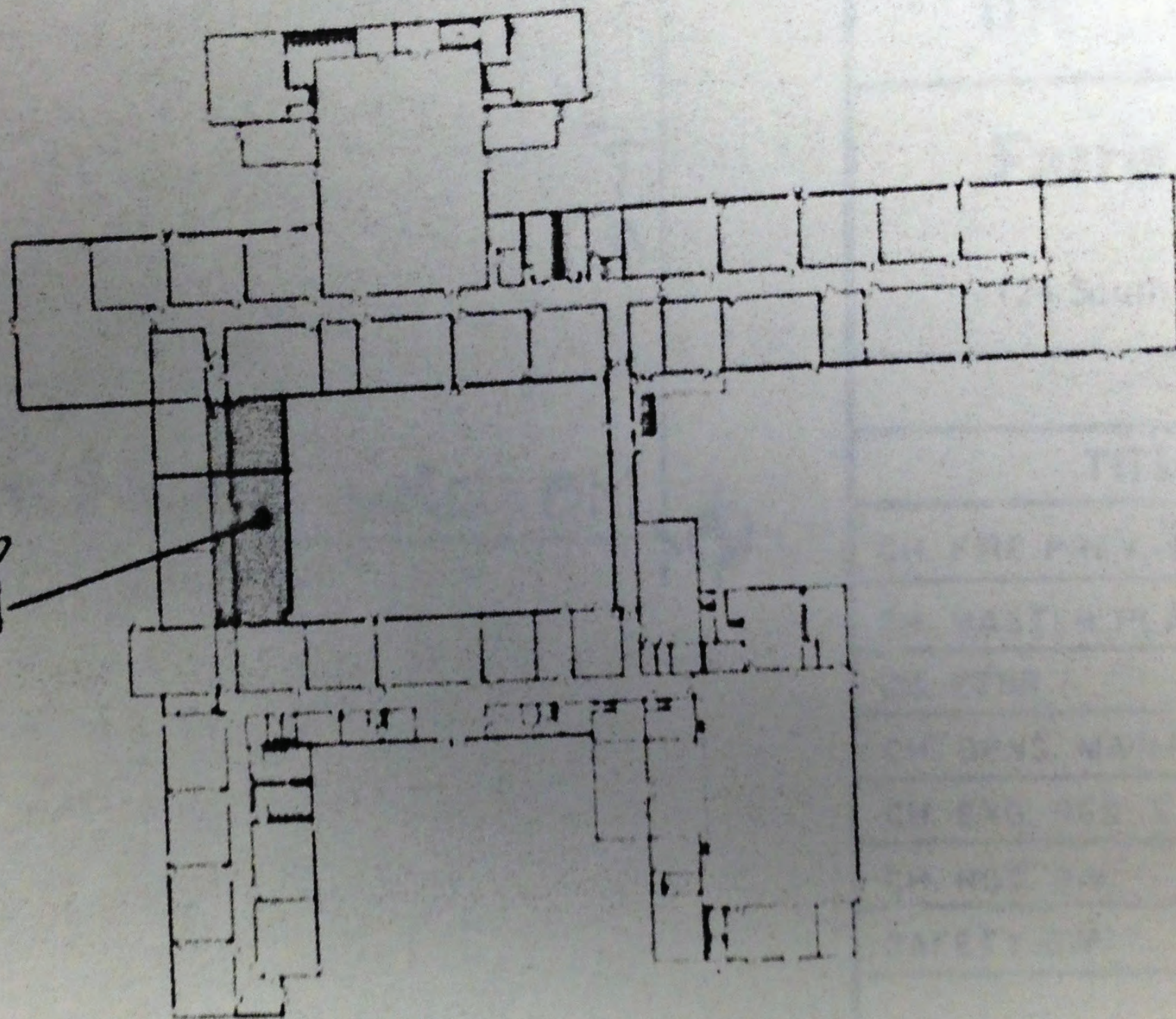
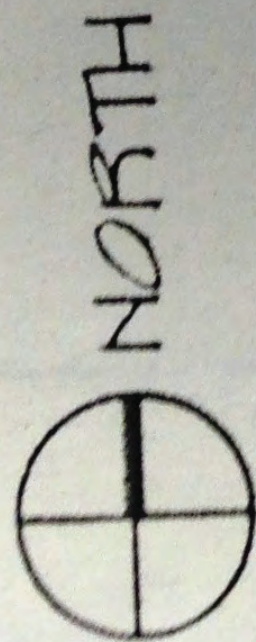


SITE PLAN

1" = 60'

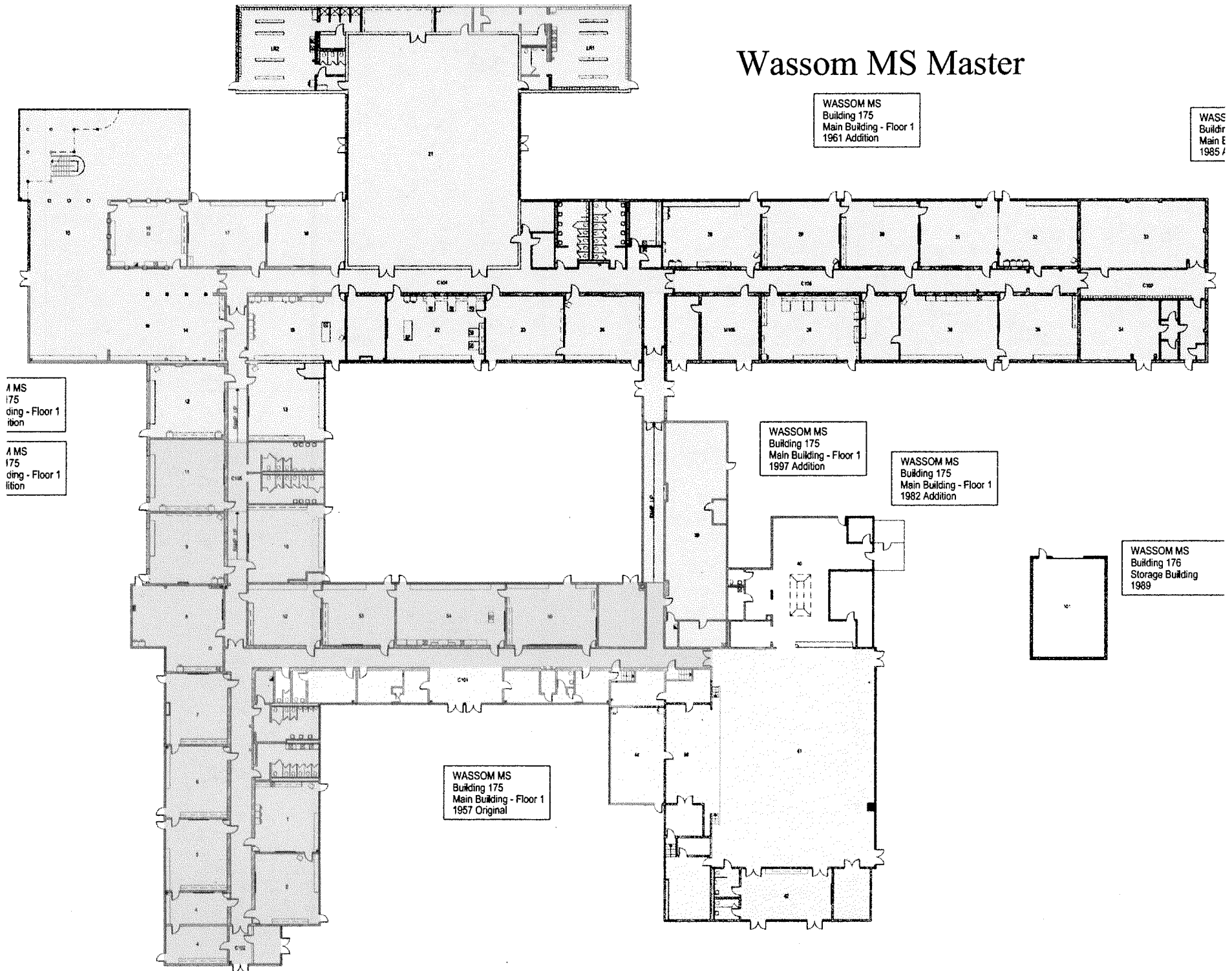


PROPOSED
ADDITION

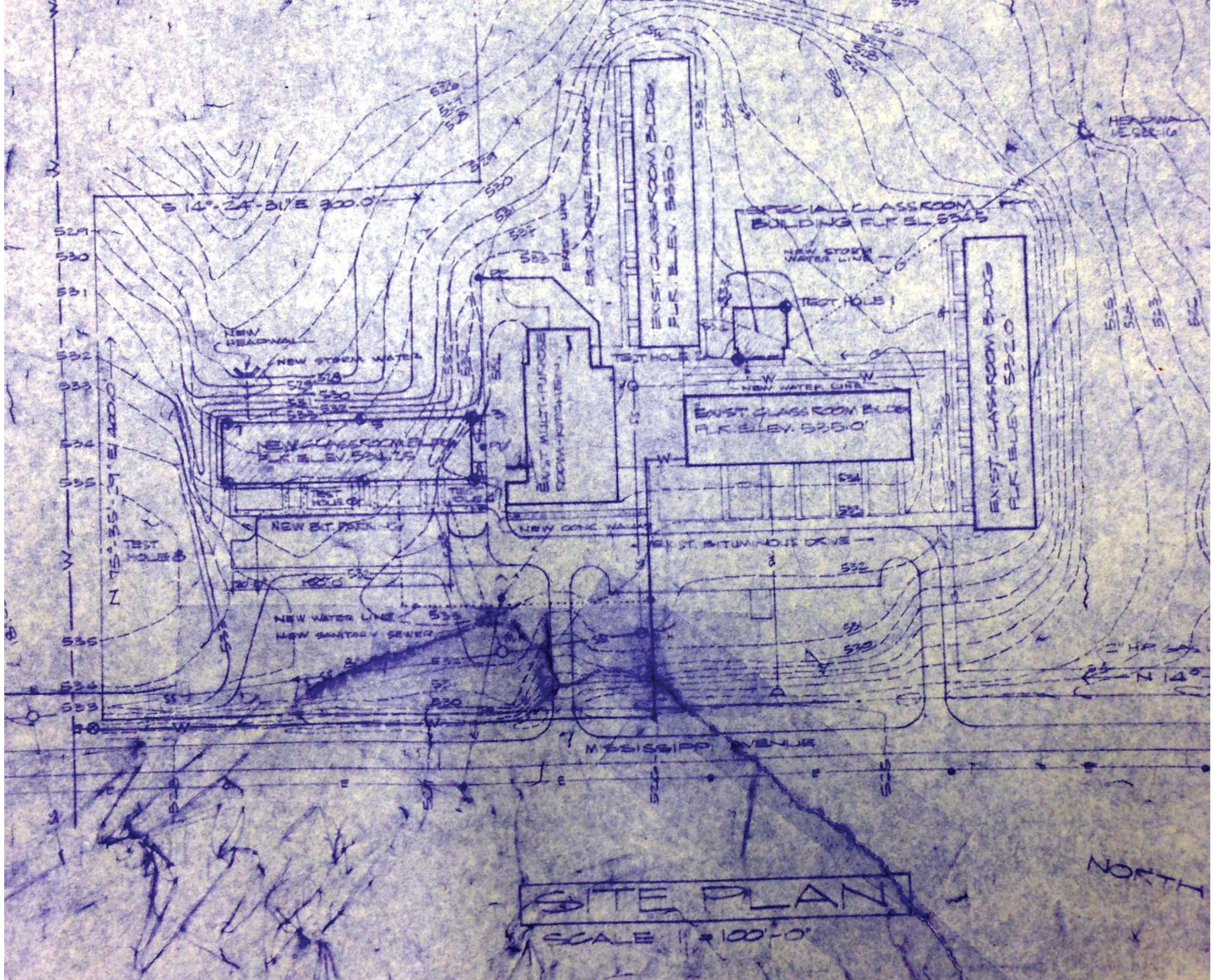


KEY PLAN NO SCALE

Wassom MS Master

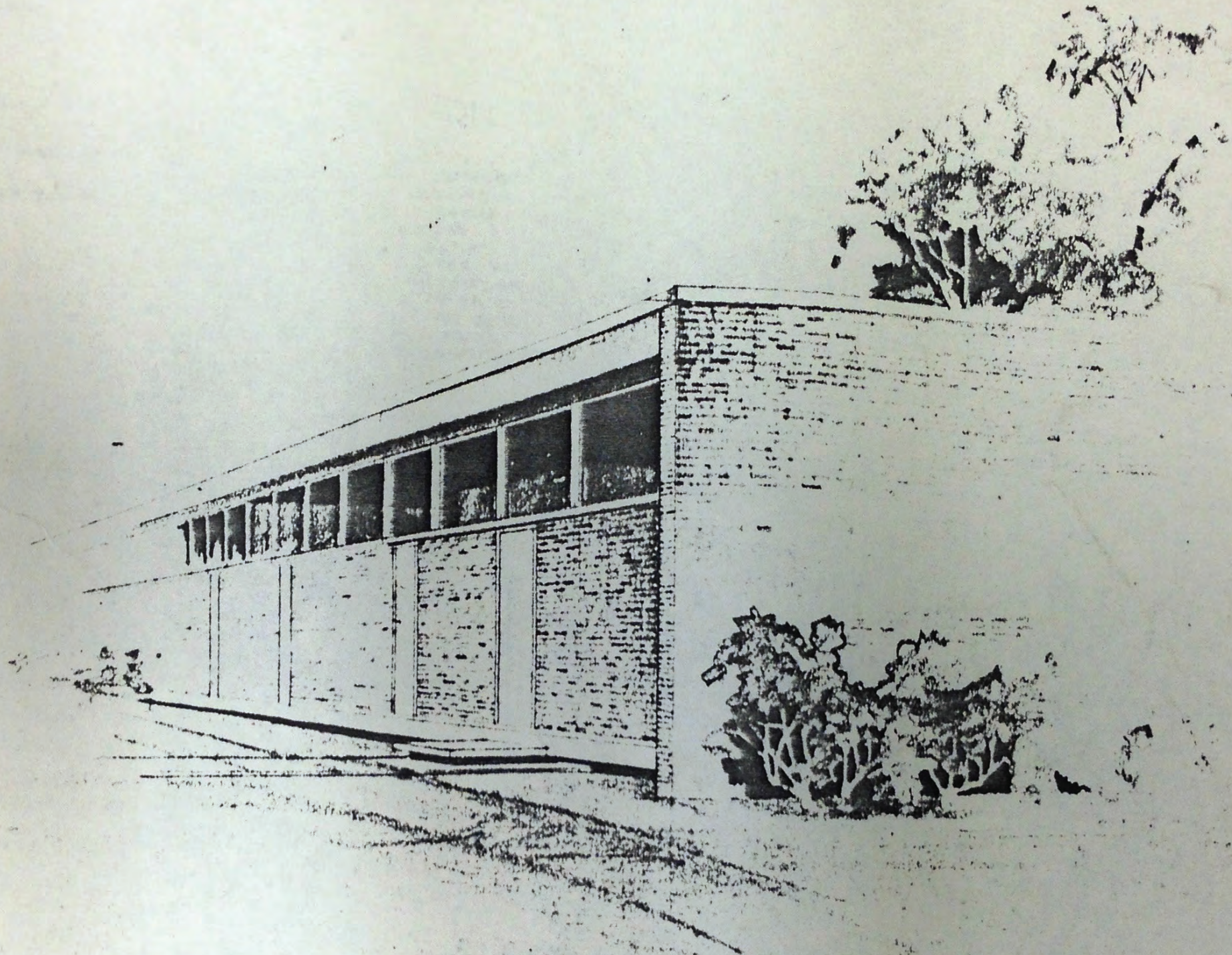


Jackson Elementary School (Building 710)



SITE PLAN

SCALE 1" = 100'-0"

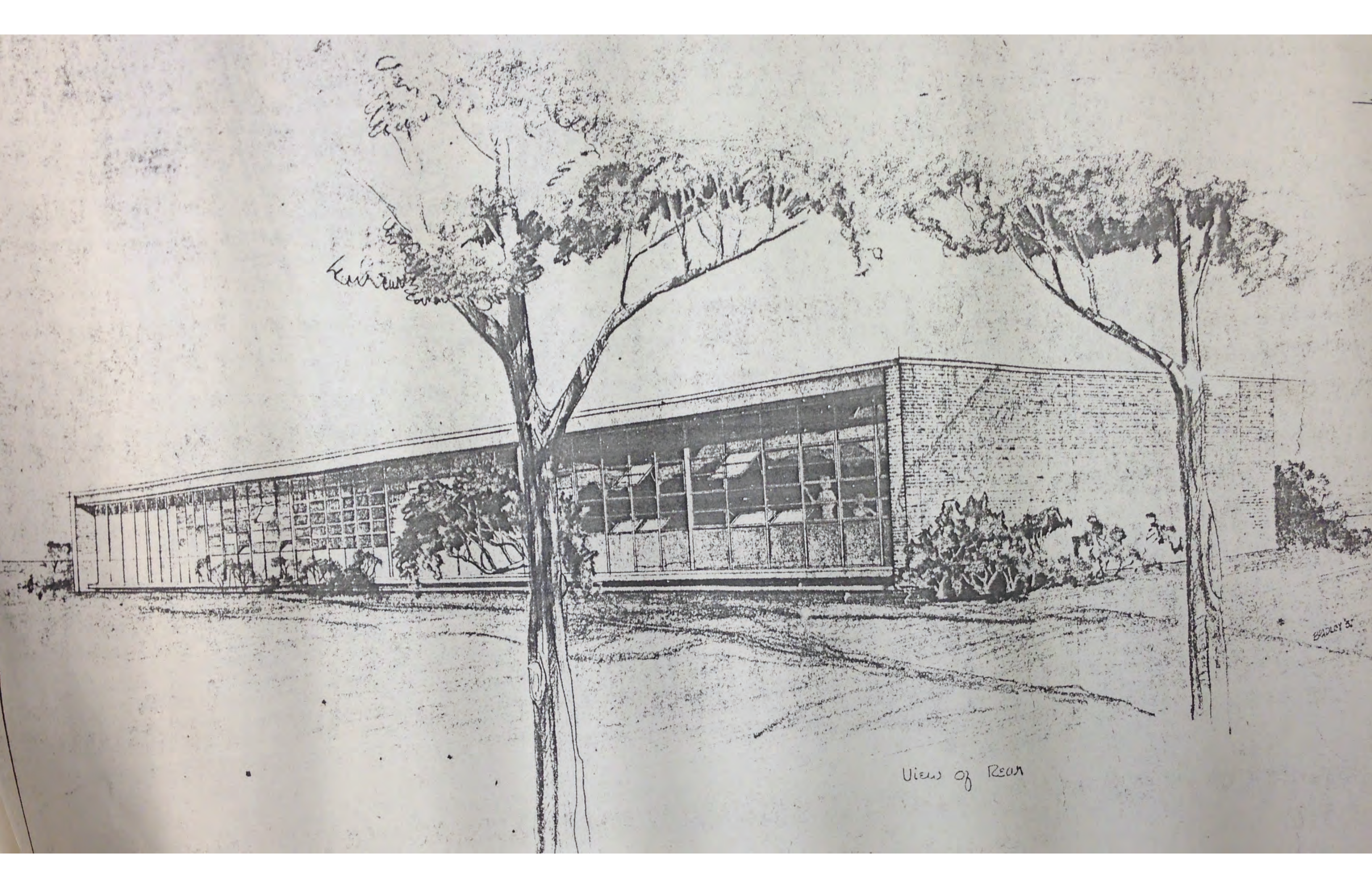


View of Front.

SCHEDULE of DRAWINGS

COVER SHEET

1. 15. 10. SITE PLAN & DETAILS




View of Rear

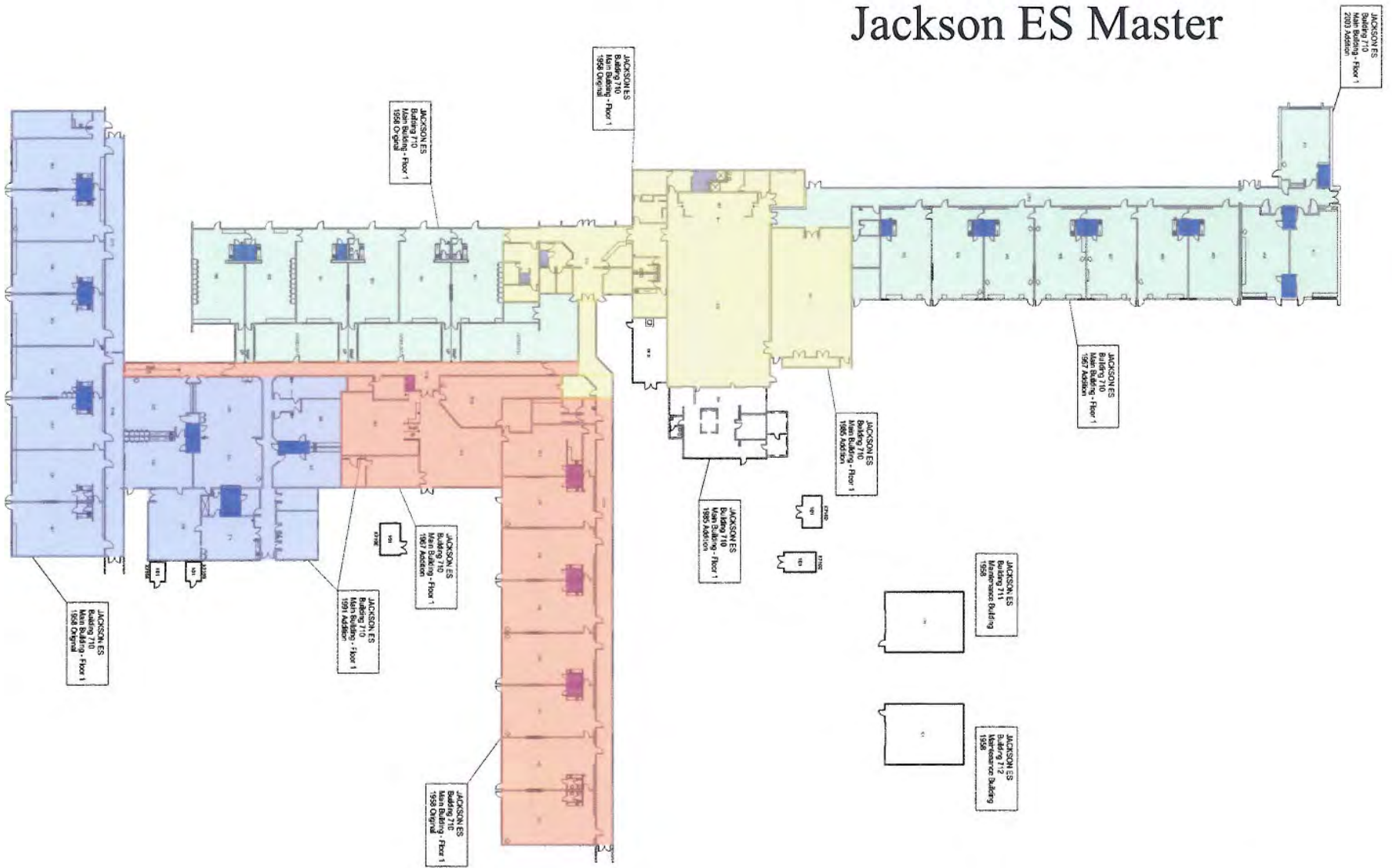


Revisions			
Symbol	Description	Date	Approved
Δ	CLARIFY NOTE 1 - DEMO KEY, REVISE DEMO KEY PLAN	4-14-85	W.M.D.

U.S. ARMY ENGINEER DISTRICT
 CORPS OF ENGINEERS
 LOUISVILLE, KENTUCKY

Designed by: WMD	 <small>US Army Corps of Engineers</small>	DEPENDENT SCHOOL ADDITIONS-NO. T-361 DEPENDENT SCHOOL RENOVATIONS-NO. T-350 FORT CAMPBELL, KENTUCKY <u>JACKSON ELEMENTARY SCHOOL</u> <u>DEMOLITION PLAN</u>	
Drawn by: CADD			
Checked by: WMD			
Reviewed by:	Scale: GRAPHIC	Sheet reference numbers:	
Approved by:	Date: 2-8-85		
	Drawing Code: 73-47-22	A-1	Sheet 149 of 200

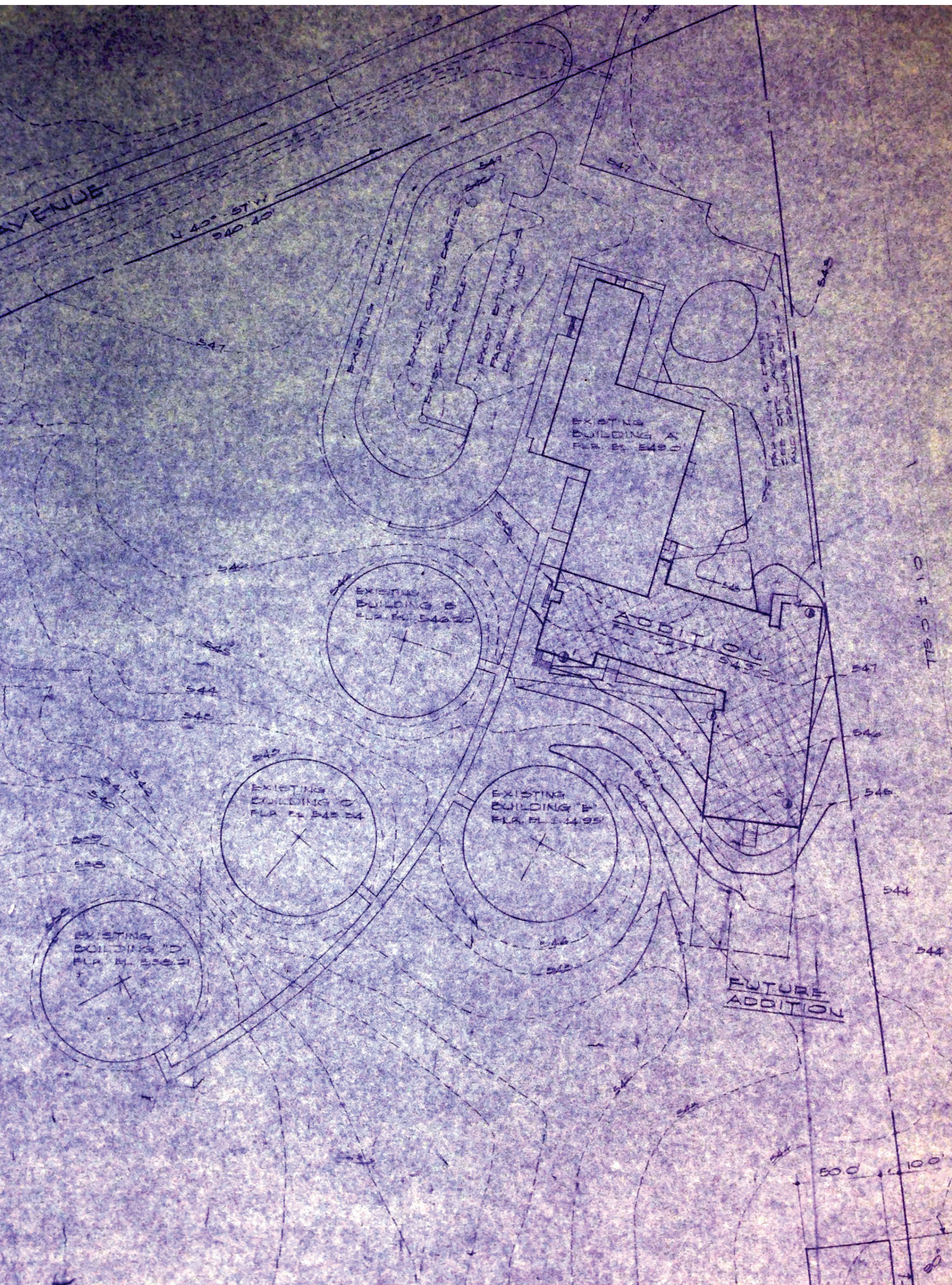
Jackson ES Master

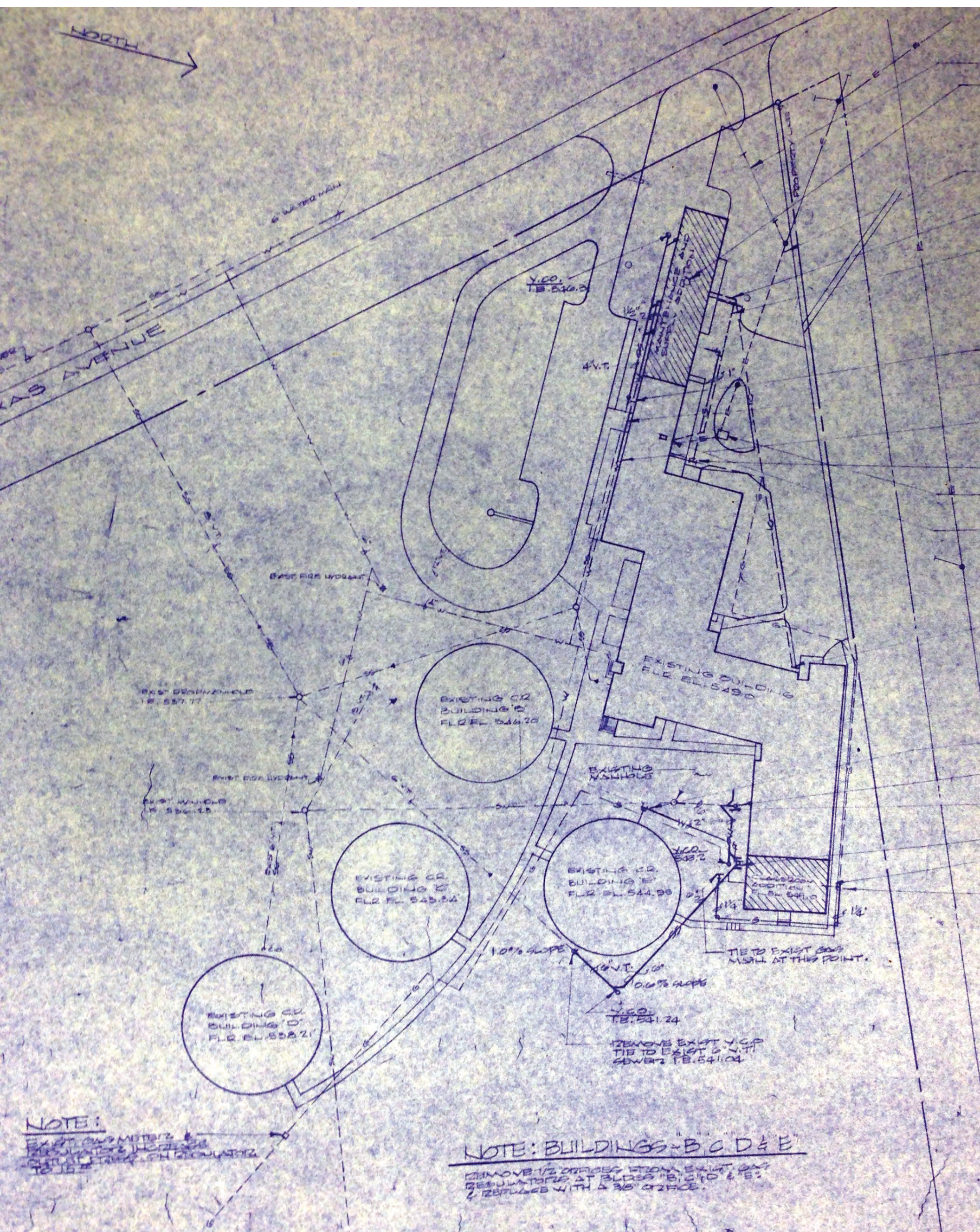


Marshall Elementary School (Building 84)

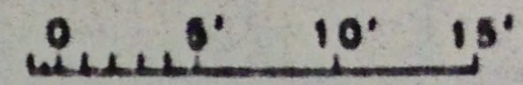


SEE SHT 1 OF 16 FOR DRAWING SCHE



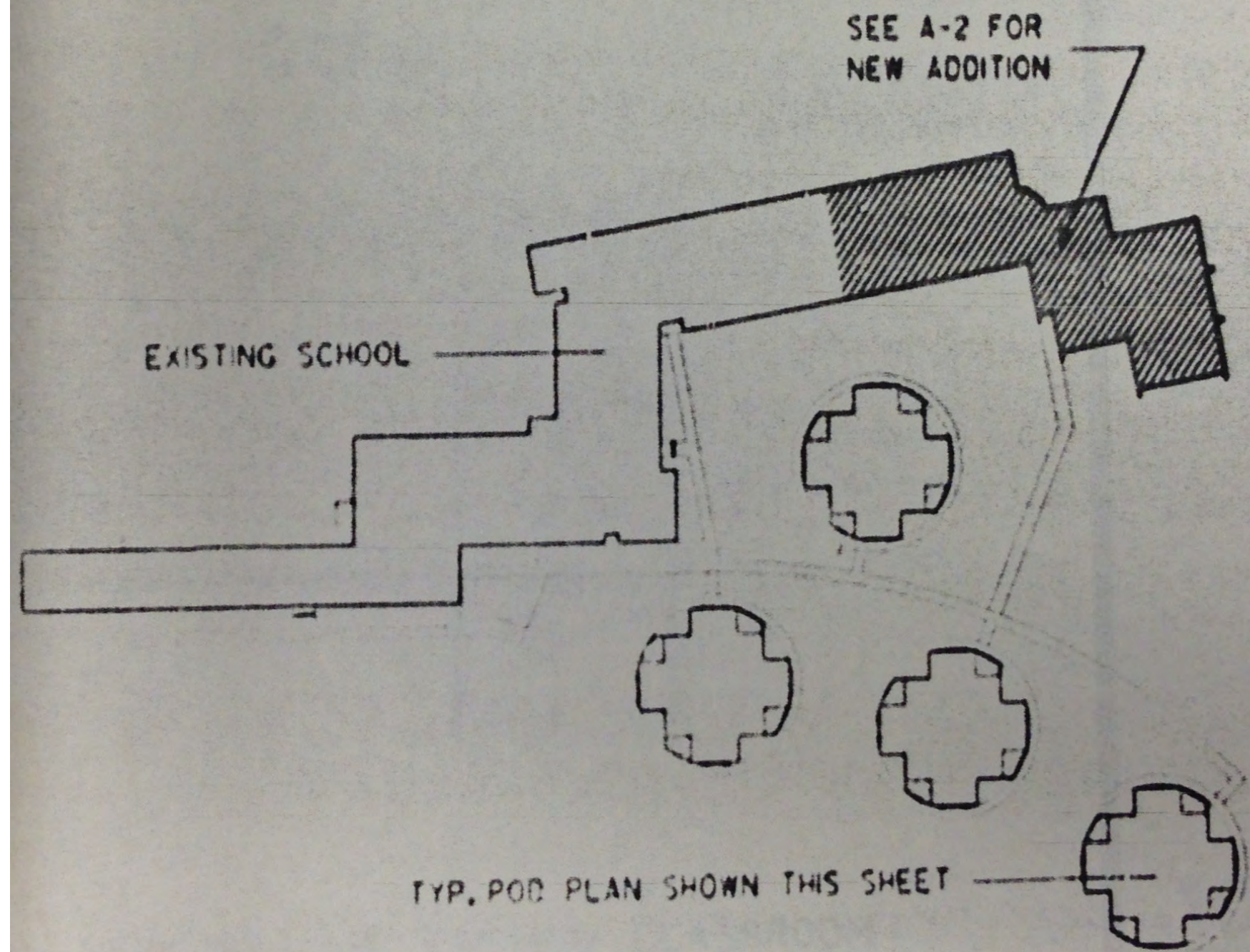


ROOF PLAN



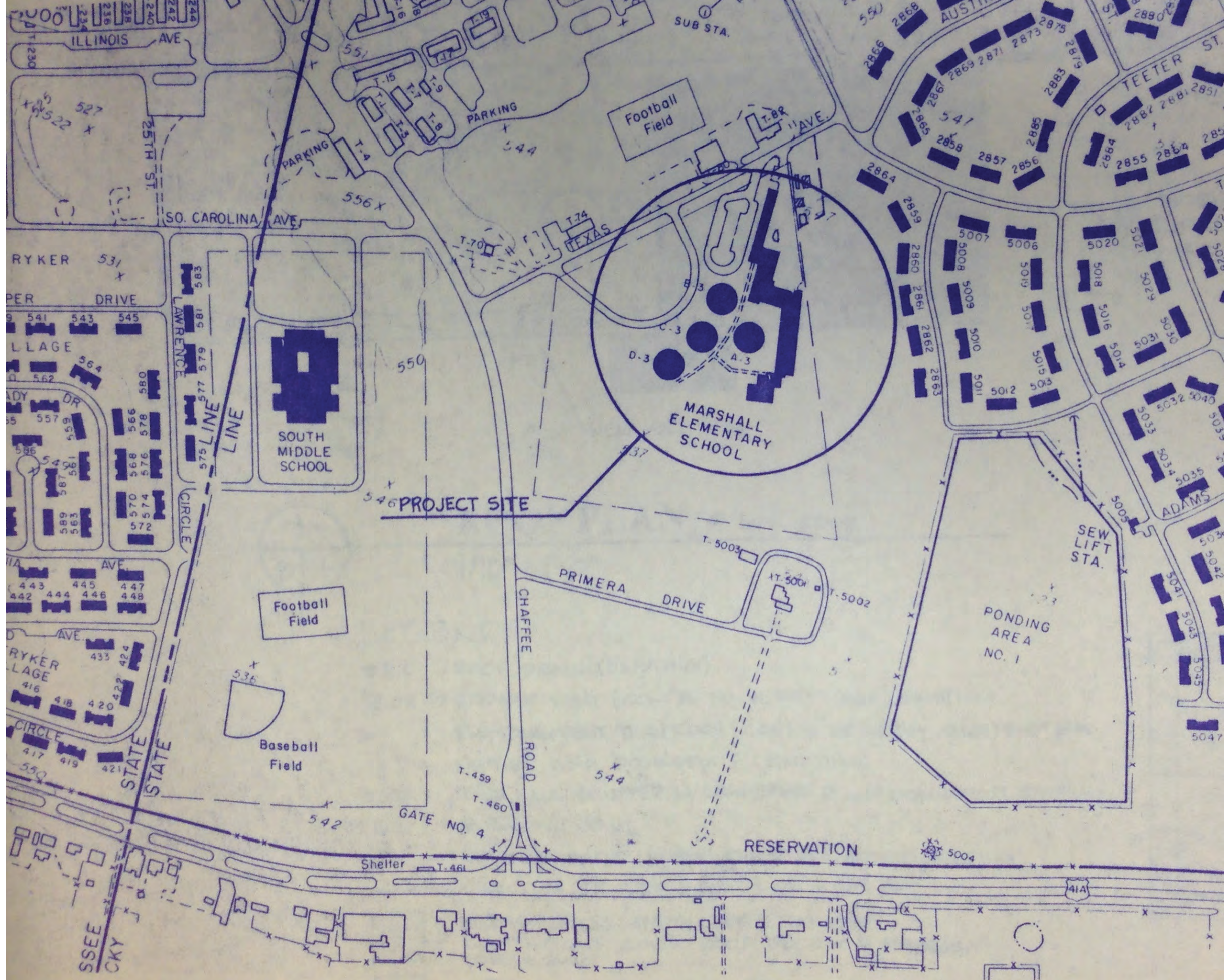
SEE A-2 FOR
NEW ADDITION

EXISTING SCHOOL



TYP. POD PLAN SHOWN THIS SHEET

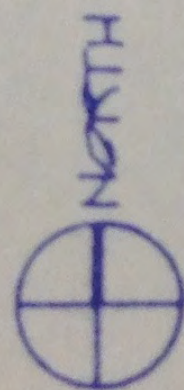
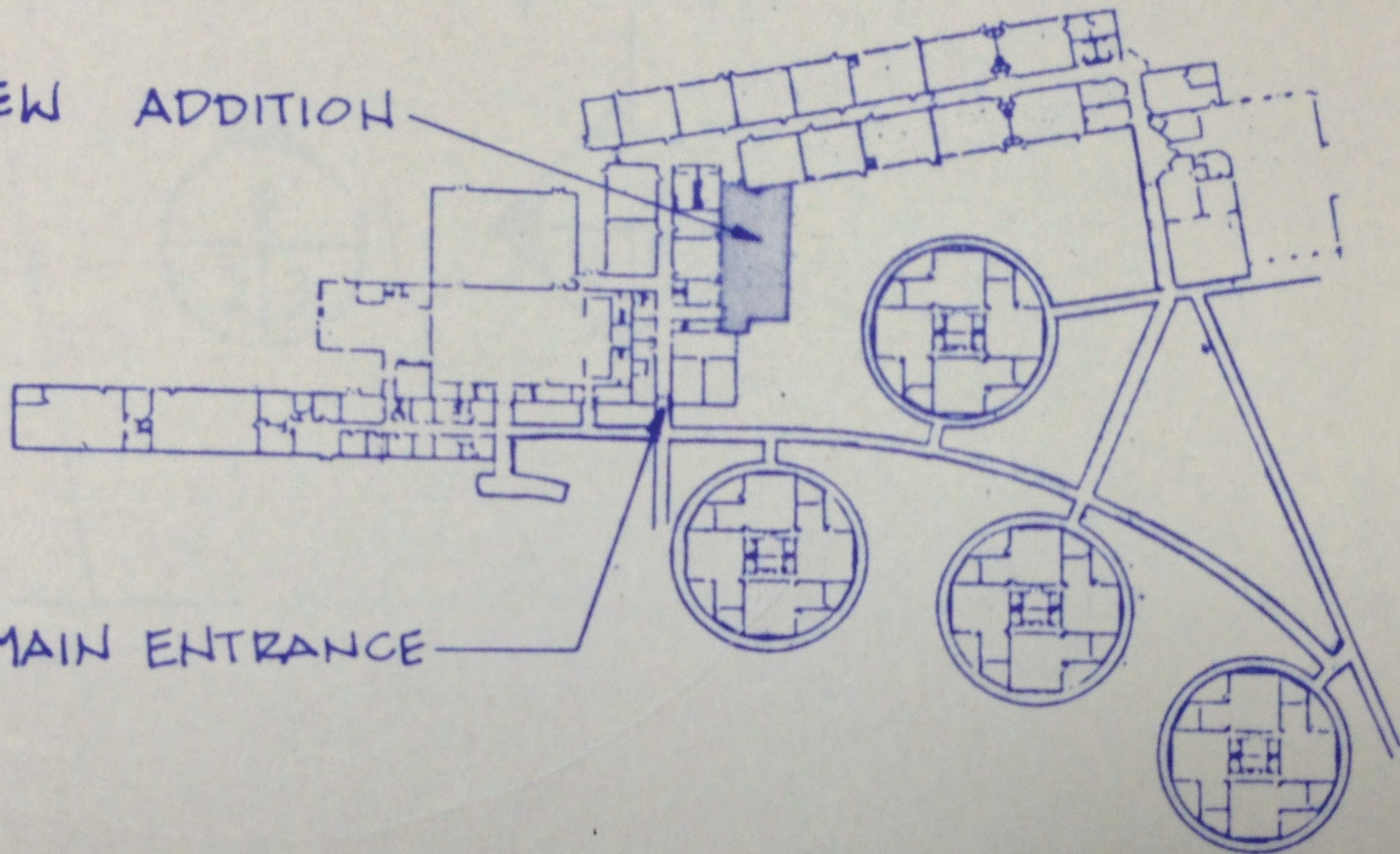
KEY PLAN



LOCATION MAP

NEW ADDITION

MAIN ENTRANCE

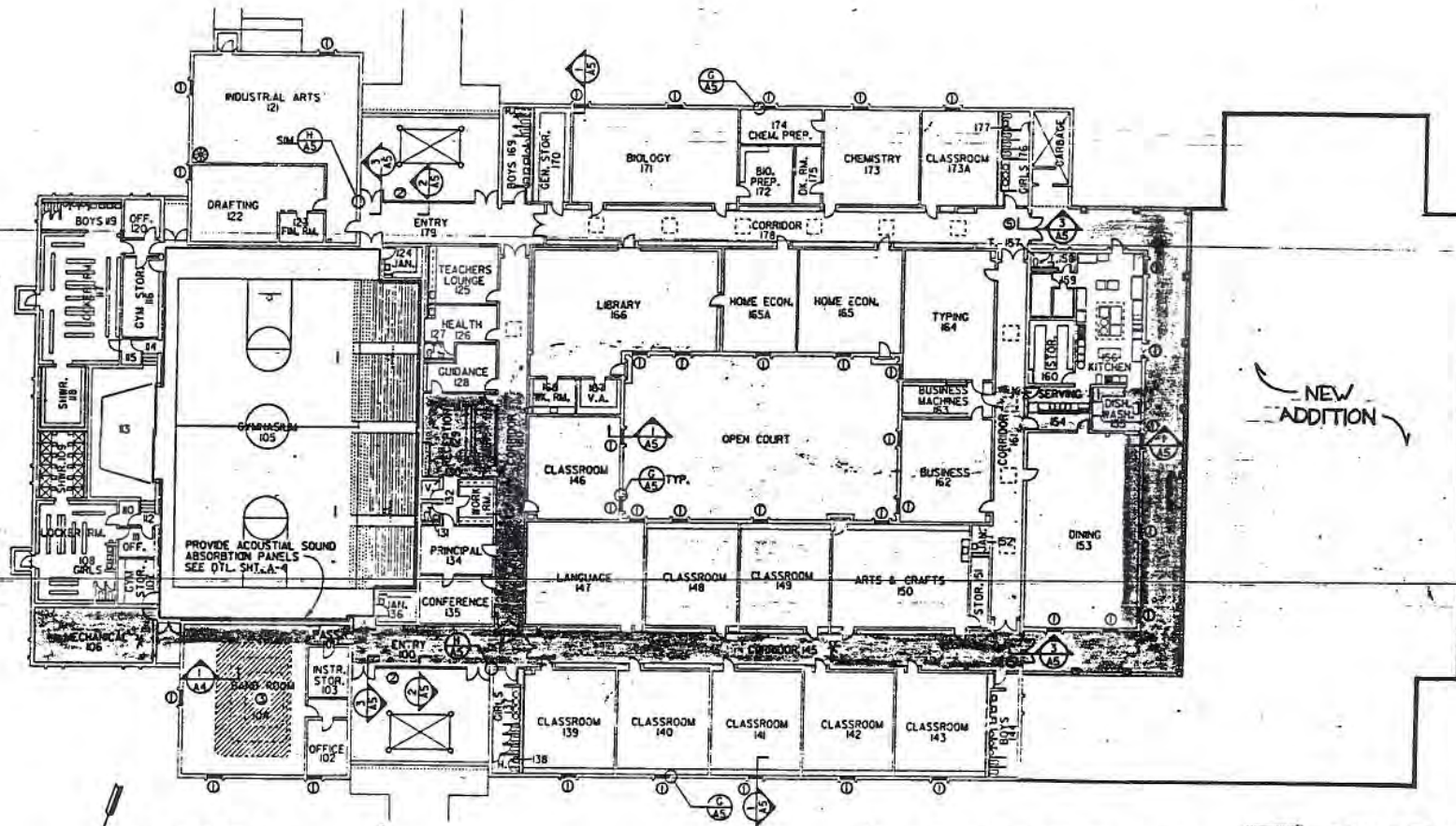


KEY PLAN

Mahaffey Middle School (Building 71)

2317

May El Sol 7222



FLOOR PLAN



GENERAL NOTES

- ① REMOVE EXIST. WINDOW UNITS & MET. PANELS

* ALL ELECTRICAL TIE IN'S
 ** HOT & Cold water tap in's

SQUARE FOOTAGE TABULATION
 EXISTING RENOVATION - 39,950 SQ. FT.

SHADED AREAS WILL
 BE AFFECTED BY
 CONSTRUCTION

10/15/85

Symbol	

Appendix C

Personnel Qualifications

Elizabeth Calvit

Architectural Historian



Education

M.A., American Studies and Historic Preservation, George Washington University, 1994

B.I.D., Interior Design, Louisiana State University, 1991

B.S., Art History and Psychology, Louisiana State University, 1981

Professional Registrations

Qualified as a historian, an architectural historian, and a historic preservationist under the Secretary of the Interior's Historic Preservation Professional Qualification Standards, as defined in 36 Code of Federal Regulations 61.

Relevant Experience

Ms. Calvit has a diverse background in cultural resources, National Environmental Policy Act (NEPA) compliance, permitting, and public outreach/ involvement. She specializes in Department of Defense cultural resources, particularly Cold War resources, and has knowledge and contacts in the network of federal agencies and non-governmental organizations that deal with cultural resources and Section 106 compliance.

Senior Architectural Historian, Technical Review. Cemetery Management Plans and Determinations of Eligibility (DOE) for Fort Lawton Post Cemetery (Fort Lawton, WA) and Vancouver Post Cemetery (Vancouver, WA). Serves as the subject matter expert on historic cemeteries and performs senior review of the Cemetery Management Plans. These plans set forth a comprehensive approach for protecting and managing the Fort Lawton Post Cemetery and Vancouver Post Cemetery while at the same time maintaining the operational mandate as part of the 88TH Regional Support Command.

Senior Architectural Historian. St. Elizabeths Environmental Assessment, District Department of Transportation, Washington, DC. Served as senior subject matter expert for an environmental assessment to study the impacts of developing the former St. Elizabeths Hospital into a retail/commercial/residential complex. Project work included conducting a survey of existing buildings, structures, sidewalks, and streets. Of concern to the neighborhood were the proposed new entrances into the site from the surrounding community of Congress Heights, which could increase traffic flows. The project included potential demolition of two buildings, and changes in roads and the historic landscape.

Project Manager and Senior Architectural Historian. Site Summit, Nike Missile Site Retention Plan, Anchorage, AK. Project manager for the preparation of a historic buildings preservation and maintenance plan for Site Summit, one of six Nike missile sites built in Alaska, but the only one that retains its historic integrity. Project work included survey of the site, evaluation of existing conditions, and preparation of materials maintenance and preservation guidelines. The plan will be used by onsite maintenance staff. The plan helped the Ft. Wainwright cultural resources staff in complying with an existing Programmatic Agreement.

Senior Architectural Historian. Phases I and II Building Condition Assessments, Ft. Sam Houston, TX. Project evaluated 18 historic structures on Ft. Sam Houston and Camp Bullis to assess the physical condition and historic significance of each. The Phase I and Phase II studies will be used by the Army to prepare long-term plans for demolition and construction on post. Assisted the cultural resources management staff at Ft. Sam Houston with presentations to the Consulting Parties Advisory Group.

MaryNell Nolan-Wheatley

Cultural Resources Planner



Education

M.P.S., Master of Preservation Studies, Tulane University, 2012

B.A., Anthropology, Columbia University, 2008

Distinguishing Qualifications

- Qualified as a historian, an architectural historian, and a historic preservationist under the Secretary of the Interior's Historic Preservation Professional Qualification Standards as defined in 36 CFR 61
- Experience performing research on historic properties and writing historical contexts
- Experience with preparing National Register of Historic Places (NRHP) nominations
- Knowledge of Section 106 of the National Historic Preservation Act (NHPA)

Relevant Experience

Ms. Nolan-Wheatley is a planner with a background in anthropology, historic preservation, and architectural history. She has strong written communication skills and experience producing technical reports. Her writing has been published in several preservation and architectural history publications and she is able to perform research on any topic. Her experience prior to CH2M HILL includes working with several preservation organizations in New Orleans, LA, including Louisiana Landmarks Society, Save Our Cemeteries, and the Preservation Resource Center. Ms. Nolan-Wheatley's experience includes producing historical contexts, performing research on a variety of topics, aiding with survey projects, and writing technical reports that clearly convey data and analyses.

Representative Projects and Dates of Involvement

Architectural Historian; Evaluation of Six Schools for NRHP Eligibility; United States Army Corps of Engineers (USACE), Department of Defense Education Activity (DoDEA); Fort Campbell, Kentucky; March 2013 to present. Intensive evaluations of six schools at Fort Campbell as part of upcoming Military Construction Projects (MILCON projects). Tasks include conducting field investigations, archival research, comprehensive review of existing historical contexts, and analysis of all data collected to determine if any of the six schools evaluated at Fort Campbell, individually or as part of a district, retain the significance and integrity that would make them eligible for listing on the NRHP. The final task is to produce a comprehensive investigation report, including the development of appropriate historical contexts for individual schools and the schools as a group contributing resources to a possible district.

Architectural Historian; Federal Way Transit Extension; Sound Transit; SeaTac, Des Moines, Kent, Federal Way, Washington; March 2013 to present. Authored the "Historic and Archaeological Resources" section of the Affected Environment and Environmental Consequences report. Researched and wrote the historical contexts for the four cities within the project area and for Pacific Highway S. Determined what historic properties were located within which project alternative and created a table with the findings that included every property that was 40 years old or older.

Architectural Historian; Hobby International Expansion Project; Houston, Texas; March 2013 to present. Researched and wrote the historical context for Hobby International Airport for the Affected Environment-Cultural Resources report and for the Technical Memorandum.

Architectural Historian; Brooklyn Subdivision Bridge replacement; Union Pacific Railroad; Oregon; February 2013 to present. Assisted with the research and written history of the railroad and the region

MaryNell Nolan-Wheatley

for a Historic American Engineering Record (HAER) documentation project on a five-span, steel railroad bridge in rural Oregon. The documentation of the bridge to HAER standards was a requirement of a Memorandum of Agreement indicating that the documentation had to be completed prior to demolition and replacement of the bridge.

Architectural Historian; Draft Environmental Assessment for Installation Development; Joint Base-Charleston – Weapons Station and Air Base, South Carolina; March to May 2013.

Filled out intensive survey forms for 13 military buildings that are more than 50 years old on Joint Base-Charleston.

Architectural Historian; Environmental Assessment for a Proposed Construction Project; U.S. Army Reserve; Fort McCoy, Wisconsin; April 2013. Reviewed archaeological survey reports, compared them to the current project area, and drafted part of the “Cultural Resources” section for the Environmental Assessment summarizing the findings.

Architectural Historian; Pennsylvania Avenue SE, Potomac Avenue SE, and 14th Street SE Transportation Improvements; Anacostia Water Initiative; Federal Highway Administration; Washington D.C.; April 2013. Researched and wrote the historical context sections. Prepared statements of significance for the built environment resources in the “Identified Historic Properties” section.

Architectural Historian; Cultural Resources Assessment for Three Union Pacific Railroad Bridges in the Valentine Subdivision; Union Pacific Railroad; Texas; March to April 2013. Prepared the Technical Memorandum for the planned replacement of three UPRR bridges in Texas. Researched and wrote the historical contexts for the railroad and the region.

Architectural Historian; Cultural Resources Assessment for Union Pacific Railroad Bridge Deck Replacement, Portland Subdivision; Union Pacific Railroad; Oregon; March 2013. Prepared the technical memorandum for the planned replacement of a bridge deck in Oregon. Researched and wrote the historical contexts for the railroad and the region.

Publications

2013. “519 State Street” for the Shotgun House and Art Tour. *Preservation in Print*. Preservation Resource Center, New Orleans, Louisiana.

2012. Excerpt from Master’s Thesis, entitled “Expanding the Sacred: The Cultural Consecration of Secular Spaces and its Role in Historic Preservation.” *Tulane School of Architecture reView 2011-2013*. Tulane University. New Orleans, Louisiana.

2012. “1260 Moss Street” and “2918 Esplanade Avenue” for the Shotgun House Tour. *Preservation in Print*. Preservation Resource Center, New Orleans, Louisiana.

2012. “Documenting Tombs and Restoring Ironwork in St. Louis Cemetery #2.” *SOCGram*. Save Our Cemeteries. New Orleans, Louisiana.

2011. “Preserving Sacred Spaces in New Orleans: Historical Narratives, Tourism and Myth.” *Tulane School of Architecture reView 2011-2013*. Tulane University. New Orleans, Louisiana.



Patrick McMillan

Architect/Historic Architect

Education

B.A., Liberal Arts, University of Tennessee, 1976

B.A., Architecture, University of Tennessee, 1983

Professional Registrations

Architectural Registration: Tennessee #100091, since 1996

American Institute of Architects

Intergraph Registered Consultant for Geographic Information Systems

Distinguishing Qualifications

Modeled historic architectural structures for various organizations, including the Historic Commission of Metropolitan Nashville/Davidson County. Received several formal commendations for efforts.

Relevant Experience

- **Historic Architect.** Original Renovation of Historic Tennessee Theater in Knoxville, TN
- **Historic Architect.** Historic Renovation of Storefronts in Franklin, KY
- **Historic Architect.** The Cathedral of the Incarnation, Nashville TN
- **Historic Architect.** Original plans for Oak Ridge Manhattan Project Museum and site at the K25 Site, Oak Ridge TN
- **Historic Architect. Metropolitan Arts Commission, Nashville, TN.** \$6 million renovation of historic structure into art galleries and administrative offices.
- **Historic Architect. Fisk Chapel, Fisk University, Nashville, TN.** Provided computer renderings of this renovation project. One of the images won Best of Show in the 1994 Intergraph Golden Mouse Awards.
- **Historic Architect. Christ Church, Nashville, TN.** Provided several renderings of this historical structure for the existing congregation. The model was undertaken to provide a base for a historical marker.
- **Lead Architect and Project Manager, Department of Energy, B&W Y-12, LLC, Y-12 National Security Complex; Uranium Processing Facility (UPF); Oak Ridge, Tennessee.** As an integral part of Y-12's transformation as National Nuclear Security Administration's Uranium Center of Excellence, the UPF is one of two projects whose joint mission will be to accomplish the storage and processing of all enriched uranium in one smaller, centralized area. The \$2.2 billion project will modernize the aging uranium processes and facilities and enhance worker and public safety. Served as Lead Architect as well as Project Manager, with duties such as scope definition, project scheduling, resources planning and scheduling, resource development and training, earned value management, and reporting. This multi-year program covers multiple projects, including the following:
 - **Planning Office.** By using existing electronic maps and databases from various sources within the plant, was able to establish and populate a geographic information system database quickly and economically. Raster images (photographs) and floor plans of various buildings were also incorporated in the system.
 - **Storage Facilities Modeling, Y-12 Plant.** Undertook three-dimensional computer modeling of five large storage buildings in the Y-12 plant. Using Intergraph's Project Architect software, each floor of the facilities was modeled. Modeling was based on existing floor plans as well as actual walk downs of the facility. Various barrel storage designs were developed for each floor.

Lori Durio Price

Cultural Resource Specialist/Architectural Historian



Education

M.A., Historic Preservation, Savannah College of Art and Design, 1995

B.A., English and Political Science, Louisiana State University, 1985

Distinguishing Qualifications

- Qualified as a historian and an architectural historian under the Secretary of the Interior's Historic Preservation Professional Qualification Standards as defined in 36 CFR 61.
- 18 years of experience in dealing with cultural resource issues from local, state, and federal perspectives.
- Experience with National Register of Historic Places (NRHP) and state and local landmark eligibility issues.
- Extensive survey, evaluation, and preservation planning experience.
- Thorough knowledge of Section 106 of the National Historic Preservation Act (NHPA), including drafting and implementation of Programmatic Agreements and Memoranda of Agreement (MOAs).
- Previous regulatory experience as State Historic Preservation Office (SHPO) staff, municipal Historic District Commission staff, and Federal Emergency Management Agency (FEMA) contracted field office staff.
- Department of Transportation Act Section 4(f) evaluation experience, and Land and Water Conservation Fund Act Section 6(f) experience.
- Extensive experience with National Environmental Policy Act (NEPA) compliance.

Relevant Experience

Mrs. Price is a planner with 18 years of experience and a diverse background in cultural resources. Prior to her 10 years with CH2M HILL she held positions as SHPO staff and as the Principal Architectural Historian for the City of New Orleans. Her experience includes managing environmental reviews; conducting Section 106 and facilitating tribal consultation; handling agency coordination; developing mitigation strategies and drafting MOAs/PAs; and performing cultural resource field surveys.

Representative Projects and Dates of Involvement

Architectural Historian; Downtown Couplet Conversion Project; City of Redmond; Redmond, Washington; October 2012 to present. Surveyed an urban, downtown area for a transportation improvement project. The project area contained commercial, residential, and religious properties, including some of the earliest buildings in the community. Washington State Historic Property Inventory forms were prepared for each building.

Architectural Historian; Pacific Northwest National Laboratories Section 110 Evaluation; Pacific Northwest National Laboratories/Battelle; Richland, Washington; May 2012 to February 2013. Prepared Section 110 evaluation report for the Pacific Northwest National Laboratories campus in preparation for transfer of the property to federal ownership. Included Washington State Historic Property Inventory forms for each building. Properties were evaluated individually and as part of a potential district. Also included evaluations under NRHP Criterion G for exceptional importance.

Architectural Historian; Seward Highway Reconstruction: Dimond Boulevard to Dowling Road; Alaska Department of Transportation and Public Facilities; Anchorage, Alaska; June 2012 to September 2012. Surveyed an urban area adjacent to an existing highway for a highway expansion project, including both residential and commercial properties, in support of a re-evaluation of a 2006 environmental assessment. Properties were documented on Alaska Building Inventory Forms.

Lori Durio Price

Architectural Historian; Repowering Applications for Certification for Three Power Plants; Confidential Client; Los Angeles and Orange Counties, California; August 2011 to January 2013. As part of a California Energy Commission certification process, surveyed, documented, and evaluated three natural gas-powered generating stations as potential historic districts, culminating in recordation on California Primary Record, District, and Building, Structure, and Object forms, and three Applications for Certification.

Architectural Historian; Salem River Crossing Project; Oregon Department of Transportation; Salem, Oregon; November 2011 to September 2012. Surveyed, documented, and evaluated residential and commercial properties for a bridge replacement project. Properties were evaluated for individual eligibility, district potential, and Multiple Property Documentation potential. Oregon Inventory of Historic Properties Section 106 Documentation Forms were prepared for each property.

Cultural Resources Program Lead; SR 520 Bridge Replacement and HOV Program; Washington Department of Transportation; Seattle, Washington; March 2004 to July 2011. Managed a blended team of agency staff and consultants from multiple firms, responsible for cultural resource, Section 106, Section 4(f) and Section 6(f) compliance for the SR 520 Program, which encompasses three separate projects. Included extensive survey of over 300 built environment properties within urban freeway project area, including residential, institutional, and commercial buildings, as well as historic landscapes, historic bridges, and an NRHP-eligible traditional cultural property (TCP). Culminated in a Section 106 Programmatic Agreement, two Environmental Assessments, and a Final Environmental Impact Statement.

Cultural Resources Task Lead; Northwest Rail Environmental Evaluation; Colorado Regional Transportation District/URS; Denver to Longmont, Colorado; May 2008 to July 2009. Extensive survey along 44 miles of existing railroad right of way, including adjacent locations for proposed new stations; identification and evaluation of potentially eligible sites for the NRHP, including buildings, agricultural structures, rail lines and beds, irrigation ditches, bridges, and culverts; and assessment of project impacts on historic properties, culminating in an Environmental Evaluation that formed the basis for a USACE Environmental Assessment for a passenger rail line.

Project Manager; Environmental Assessment for Construction and Operation of New U.S. Army Reserve Center; USACE Mobile District and U.S. Army; Bossier City, Louisiana; August 2008 to October 2009. Project manager for environmental assessment for construction and operation of new U.S. Army Reserve Center as part of BRAC realignment. Responsible for APE survey, writing selected environmental sections, managing multiple authors, handling agency correspondence, primary client contact, and compilation of final document through editing and distribution.

Architectural Historian; Mercer Corridor Improvements; Seattle Department of Transportation; Seattle, Washington; August 2004 to December 2008. Surveyed urban project area for surface street improvement project and identified historic properties potentially eligible for the NRHP or as local landmarks. Analyzed potential effects of the alternatives on the historic built environment and guided the project through the regulatory process, including Section 4(f). Assisted in the formulation of an MOA to mitigate the adverse effects to a significant architectural building.

Architectural Historian; I-5: Delta Park to Lombard Project; Oregon Department of Transportation; Portland, Oregon; August 2004 to November 2005. Surveyed an urban area adjacent to the existing interstate for a project to improve and expand the interstate system. Developed determinations of eligibility and findings of effect for multiple historic properties, including residential, industrial, and commercial properties, as well as a historic cemetery and a historic levee system. The levee system was determined eligible for the NRHP. The project included a Section 4(f) Programmatic Evaluation for the levee system.

Architectural Historian; Klamath River Hydroelectric Facilities FERC Re-licensing; PacifiCorp; Klamath County, Oregon and Siskiyou County, California; May 2003 to March 2004. As part of a FERC re-licensing application, conducted survey to document seven historic hydroelectric facilities and their associated sites and properties spanning two states, culminating in post-field recordation on Oregon Inventory of Historic Properties forms and California Primary Record and Building, Structure, and Object forms.



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
INSTALLATION MANAGEMENT COMMAND, ATLANTIC REGION
HEADQUARTERS, UNITED STATES ARMY GARRISON, FT CAMPBELL
39 NORMANDY BOULEVARD
FORT CAMPBELL, KENTUCKY 42223-5617

31 July 2013

Directorate of Public Works

Mr. Craig A. Potts, Executive Director
Kentucky Heritage Council
State Historic Preservation Office
300 Washington Street
Frankfurt, Kentucky 40601

Dear Mr. Potts:

Enclosed are three (3) physical copies and one (1) digital copy of a draft report entitled *Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report* (Price and Nolan-Wheatley 2013) and one (1) CD-ROM of digital photos of buildings 3709, 3708, 175, 84 and 71. This study was conducted in accordance with Section 110 of the National Historic Preservation Act (1999) and the *Programmatic Agreement Among the United States Army, The State Historic Preservation Officer of Kentucky and the State Historic Preservation Officer of Tennessee regarding the Operation, Maintenance, and Development of The Fort Campbell Army Installation at Fort Campbell, Kentucky* (Effective January, 2009).

The authors recommend that one (1) building, building 3709, is *Eligible*, under Criterion A, for inclusion to the National Register of Historic Places (NRHP). The following four (4) buildings were recommended as *Not Eligible* for inclusion to the NRHP: 3708, 175, 84, 71. Additionally, the authors recommend that the schools on Fort Campbell do not constitute a historic district for listing in the NRHP. Fort Campbell agrees with these recommendations and requests your concurrence with these findings.

Please review the enclosed draft report and provide comments for incorporation into the final report as well as your concurrence regarding the absence of a historic district and eligibility of the aforementioned buildings for listing in the NRHP. If you have any further questions regarding this matter, please contact Mr. Ronald Grayson, Cultural Resources Program Manager at ronald.i.grayson.civ@mail.mil, or telephone 270-412-8174.

Sincerely,

Jeffrey J. Atkins, PE
Acting Chief, DPW Environmental Division

Enclosures:

Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report (Price and Nolan-Wheatley, 2013) (3 Physical Copies, 1 Digital Copy)
CD-ROM: Digital Photos of Buildings 3709, 3708, 175, 84, and 71



STEVEN L. BESHEAR
GOVERNOR

**TOURISM, ARTS AND HERITAGE CABINET
KENTUCKY HERITAGE COUNCIL**

BOB STEWART
SECRETARY

THE STATE HISTORIC PRESERVATION OFFICE
300 WASHINGTON STREET
FRANKFORT, KENTUCKY 40601
PHONE (502) 564-7005
FAX (502) 564-5820

CRAIG A. POTTS
EXECUTIVE DIRECTOR AND
STATE HISTORIC PRESERVATION OFFICER

www.heritage.ky.gov

August 30, 2013

Colonel David L. Dellinger
Department of the Army
Installation Management Command, Atlantic Region
HQ, United States Army Garrison, Fort Campbell
39 Normandy Blvd.
Fort Campbell, KY 42223-5617

Re: Draft of Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report

Dear Colonel Dellinger,

On August 5, the State Historic Preservation Office received the above referenced report for review and comment. The report evaluates a total of six schools for National Register eligibility: Barkley, Lincoln, Wassom, Marshall and Mahaffey Schools in Kentucky and Jackson School in Tennessee.

Based on the information available at this time, we issue the following comments and requests for revisions:

- We concur that Lincoln School is individually eligible for listing in the National Register. Following discussions with your cultural resource manager, we agree that some of the statements on the regional (as in "the South") significance would need to be better researched for a nomination. However, we feel from the standpoint of local/state significance, the information supports an assessment of eligibility.
- We concur that the other schools in Kentucky do not appear to be individually eligible for listing in the National Register.
- We concur that the schools as a group do not constitute a National Register-eligible historic district. However, we would like to see additional information in Section 4.3 to address any potential for eligibility of any of the schools to contribute to a district in conjunction with the neighborhoods they served. The Mahaffey School description, for instance, mentions specific housing areas the school was intended to serve, including Drennan Park, Cole Park, Gardner Hills, Harper Village, etc. If any

Page 2
Col. David L. Dellinger
8/30/2013

of these neighborhood are still intact, the school and neighborhood(s) might comprise a small district reflecting the shift not only in Fort Campbell as it transitioned into a permanent installation, but also the larger trend in the Army in this time period toward providing services for personnel with families. (We have precedent in Kentucky for schools with similar levels of alteration to be listed as parts of districts along with their neighborhoods under Criterion A.) Inclusion of some maps showing the schools in relation to the areas they served on base may be helpful resources.

Many schools constructed in this time period have undergone considerable change inside and out. If any of these schools have intact interior spaces, even if they are not ultimately found eligible for listing in the National Register, you may wish to consider photo-documenting those spaces before demolition or other undertakings may impact them. Gyms, auditoriums, and similar spaces are often left intact when other major modifications are made. In the case of unusual design, as with Marshall Elementary, Building 84, documentation of any intact or representative spaces that may remain inside the pods could be a valuable resource for future researchers.

Thank you for an opportunity to comment on this report. We appreciate the additional information provided in this report to establish a context against which to consider the resources. Questions related to these comments can be addressed to Jill Howe of my staff at 502-564-7005, ext. 121.

Sincerely,



Craig A. Potts
Executive Director and
State Historic Preservation Officer

Cc: Ron Grayson

CP:jh



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
INSTALLATION MANAGEMENT COMMAND, ATLANTIC REGION
HEADQUARTERS, UNITED STATES ARMY GARRISON, FT CAMPBELL
39 NORMANDY BOULEVARD
FORT CAMPBELL, KENTUCKY 42223-5617

17 October 2013

Directorate of Public Works

Mr. Craig A. Potts, Executive Director
Kentucky Heritage Council
State Historic Preservation Office
300 Washington Street
Frankfurt, Kentucky 40601

Dear Mr. Potts:

Enclosed are three (3) physical copies and one (1) digital copy of the final report entitled *Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report* (CH2M Hill 2013).

This study was conducted in accordance with Section 110 of the National Historic Preservation Act (1999) and the *Programmatic Agreement Among the United States Army, The State Historic Preservation Officer of Kentucky and the State Historic Preservation Officer of Tennessee regarding the Operation, Maintenance, and Development of The Fort Campbell Army Installation at Fort Campbell, Kentucky* (Effective January, 2009).

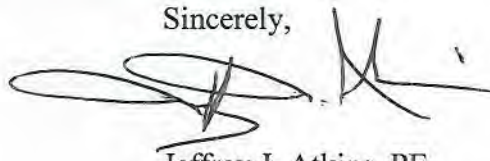
A draft report was sent to your office in July 2013 requesting comments and concurrence on eligibility recommendations for buildings 3709, 3708, 175, 84 and 71. Your office concurred that building 3709 (Lincoln Elementary School) is individually *Eligible*, under Criterion A, for inclusion to the National Register of Historic Places (NRHP). Your office also concurred that individual buildings 3708, 175, 84, and 71 were *Not Eligible* individually for inclusion on the NRHP.

Additionally, your office concurred that the schools, as a group, do not constitute an NRHP-eligible historic district, but also has requested additional information for inclusion in Section 4.3 of the report to address any potential for eligibility of the schools to contribute to a district in conjunction with the neighborhoods they served. A more detailed summary of these findings regarding the schools, and the respective housing areas has been included, as requested, in Section 4.3 of the attached report. The authors recommend that the schools, and associated neighborhoods on Fort Campbell, do not constitute a historic district for listing on the NRHP.

It is the determination of the U.S. Army that the schools do not form part of a district in conjunction with the surrounding residential communities that they served. Please review the additional information and provide concurrence with these findings.

Thank you for your comments and revisions on this report. If you have any further questions regarding this matter, please contact Mr. Ronald Grayson, Cultural Resources Program Manager at ronald.i.grayson.civ@mail.mil, or telephone 270-412-8174.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey J. Atkins', with a stylized flourish at the end.

Jeffrey J. Atkins, PE
Acting Chief, DPW Environmental Division

Enclosures:

Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report (CH2M HILL 2013) (3 Physical Copies, 1 Digital Copy)



STEVEN L. BESHEAR
GOVERNOR

**TOURISM, ARTS AND HERITAGE CABINET
KENTUCKY HERITAGE COUNCIL**

BOB STEWART
SECRETARY

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FRANKFORT, KENTUCKY 40601
PHONE (502) 564-7005
FAX (502) 564-5820

CRAIG A. POTTS
EXECUTIVE DIRECTOR AND
STATE HISTORIC PRESERVATION OFFICER

www.heritage.ky.gov

November 14, 2013

Colonel David L. Dellinger
Department of the Army
Installation Management Command, Atlantic Region
HQ, United States Army Garrison, Fort Campbell
39 Normandy Blvd.
Fort Campbell, KY 42223-5617

Re: Final revised version: *Fort Campbell Schools National Register of Historic Places Evaluation Investigation Report*

Dear Colonel Dellinger,

On October 21, the State Historic Preservation Office received the above referenced report for review and comment. The report evaluates a total of six schools for National Register eligibility: Barkley, Lincoln, Wassom, Marshall and Mahaffey Schools in Kentucky and Jackson School in Tennessee.

In previous comments, we concurred with the finding that Lincoln School is individually eligible or listing in the National Register of Historic Places. We also concurred that the other schools in Kentucky do not appear to be individually eligible, and the schools taken together do not constitute an eligible district. We asked for additional information to ensure the schools were not potentially eligible as part of districts associated with the housing areas they served.

The revisions supplied addressed our request. It was the finding of your consultant that the schools are not likely eligible as part of districts associated with housing areas. Based on the information available at this time, we concur with that assessment.

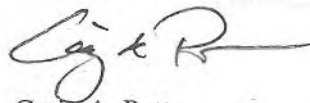
Future undertakings at Lincoln School must undergo additional consultation to assess effects. While the other schools in Kentucky were not found eligible for the National Register, we maintain our recommendation that you consider photo documenting any intact interior spaces at buildings which might be altered or removed as part of future undertakings. Gyms, auditoriums, and similar spaces are often left intact when other major modifications are made. In the case of unusual design, as with Marshall Elementary, Building 84, documentation of any intact or representative spaces that may remain inside the pods could be a valuable resource for future researchers. When this kind of information is available in

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your cultural resource files, it can also be valuable in informing consultation with our office on other projects in the future.

Thank you for consulting with our office. We appreciate the additional information provided. Questions related to these comments can be addressed to Jill Howe of my staff at 502-564-7005, ext. 121.

Sincerely,



Craig A. Potts
Executive Director and
State Historic Preservation Officer

Cc: Ron Grayson

CP:jh