

United States Department of the Interior  
National Park Service

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OCT - 9 2015

# National Register of Historic Places Registration Form

Nat. Register of Historic Places  
National Park Service

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

### 1. Name of Property

historic name Clafin School

other names/site number N/A

### 2. Location

street & number 1532 5<sup>th</sup> Avenue  not for publication

city or town Columbus  vicinity

state Georgia code GA county Muscogee code 215 zip code 31901

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property  meets  does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national  statewide  local

David C. Crass Signature of certifying official / Title: Dr. David C. Crass/Historic Preservation Division Director/Deputy SHPO Date 7 OCT 2015

Historic Preservation Division, Georgia Dept. of Natural Resources  
State or Federal agency/bureau or Tribal Government

In my opinion, the property  meets  does not meet the National Register criteria.

Signature of commenting official \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ State or Federal agency/bureau or Tribal Government \_\_\_\_\_

### 4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register  determined eligible for the National Register

determined not eligible for the National Register  removed from the National Register

other (explain) \_\_\_\_\_

John Edson H. Beall Signature of the Keeper Date of Action 11.24.15

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**5. Classification**

**Ownership of Property**  
 (Check as many boxes as apply.)

- private
- public - Local
- public - State
- public - Federal

**Category of Property**  
 (Check only **one** box.)

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

**Number of Resources within Property**  
 (Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2	0	buildings
0	0	sites
0	0	structures
0	0	objects
2	0	<b>Total</b>

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

N/A

**Number of contributing resources previously listed in the National Register**

0

**6. Function or Use**

**Historic Functions**  
 (Enter categories from instructions.)

EDUCATION: school

**Current Functions**  
 (Enter categories from instructions.)

VACANT/NOT IN USE

**7. Description**

**Architectural Classification**  
 (Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS:

Mission/Spanish Colonial Revival

MODERN MOVEMENT: International Style

**Materials**  
 (Enter categories from instructions.)

foundation: BRICK; CONCRETE

walls: TERRA COTTA

BRICK

roof: ASPHALT

other: \_\_\_\_\_

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### Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

#### Summary Paragraph

The Clafin School is located a few blocks northeast of downtown Columbus, the county seat of Muscogee County in western Georgia. The property comprises one large block bounded by three streets and a curving railroad line. It includes two school buildings constructed in 1921 and 1948, though the site was first used for African-American education as early as 1868. The two extant buildings are U-shaped, and arranged next to each other with facades facing opposite directions, creating an interior open courtyard. The fronts of both buildings are symmetrical with prominent central doorways flanked by large banks of windows. The one-story 1921 building faces east and is constructed of hollow clay tile blocks with alternating rows of wide and narrow tiles. It has elements of the Spanish Colonial Revival style, though it has lost its upper parapet section. Eight classrooms are reached by an interior hallway. The two-story 1948 building faces west. Its exterior is red brick, accented with stone belt courses. It exhibits characteristics of the International Style, including a flat roof, large groups of windows, and a horizontal emphasis. Stripped Classical elements are visible on the curved entry portico. The interior has double-loaded corridors on each floor. The symmetry is broken by a large auditorium wing extending to the north. Both buildings have good integrity, despite some losses due to abandonment, lack of maintenance, and vandalism. Landscaping on the property is minimal, consisting primarily of flat grassy areas with few trees, paved and gravel parking lots, and sidewalks. The current setting includes historic brick industrial buildings, vacant lots, and a railway corridor.

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### Narrative Description

**Note:** *The following section was written by Edward Howard for a draft nomination dated August 17, 2014. The text was extensively edited for length and content by staff of the Georgia Historic Preservation Division (HPD). The original document is on file at HPD, Stockbridge, Georgia.*

The Clafin School is comprised of a close grouping of two buildings on a 2.3-acre lot north of the historic center of Columbus, Georgia. The area surrounding the school is occupied by historic brick industrial buildings (some vacant), modern steel warehouses, a railway corridor, a cemetery, and vacant lots. Residential buildings once stood on many of the vacant lots. The school property is bordered by city streets to the west, north, and part of the south. A curving railroad track forms part of its angular eastern and northern border.

The school campus consists of two masonry, U-shaped buildings, constructed in 1921 (photograph 1) and 1948 (photograph 3). The front facades of both buildings display strong symmetry centered on prominent centered doorways. The only departure from the 1948 building's symmetry is a large auditorium wing protruding northward (photograph 5). All exterior sides of both buildings have large window banks (some presently boarded up). The combined shape of the buildings appears almost square because of their close proximity to each other. An open courtyard is in the middle (photographs 8 and 9). The 1921 building is one-story, and faces east toward the railroad. The 1948 building is two-story, and faces west toward 5th Avenue. The grounds have few trees. A paved parking lot is at the northwest section of the 1948 building. A gravel parking lot is immediately east of the 1921 building. Sidewalks are located along the perimeter streets. There is also a sidewalk leading to the front door of the 1948 building (photograph 2).

Overall integrity is good, and the complex has undergone few changes since construction in 1921 and 1948. The changes to the 1921 building include loss of the uppermost three feet of parapet wall and loss of the two chimneys at the rear. The 1948 building has had a small room added to the northern edge of the auditorium

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wing. Some interior walls have also been added to both buildings, and a few walls have been removed between classrooms. Other changes involve vandalism and neglect, such as broken and boarded-up windows and graffiti on rear walls (photograph 10).

### Description of the 1921 Building

The main façade of the 1921 building is one-story and symmetrical, measuring about 160 feet wide by 80 feet deep. Characteristics of its Spanish Colonial Revival style include a low profile, a parapet wall hiding a low-pitched hip roof, and a "U" shape that forms a courtyard in the rear. Its type is the "three-part with wings" as defined in "Public Elementary and Secondary Schools in Georgia, 1868-1971," a statewide historic context. The front elevation is dominated by the central entrance, which is a double door inside an alcove flanked by two projecting blocks (photograph 1).

Exterior walls of the building are made of smooth-surfaced hollow terra-cotta tile. These tiles are reddish-orange in color, with alternating rows of wide and narrow tiles in a running bond pattern. At the top and bottom of the tile is an eight-inch-wide concrete belt course. Below the lower course is the foundation. The uppermost three feet of parapet wall has been removed but about two feet still remains above where the roof meets the wall. The roof ridgeline is not easily visible from ground level in front of the building. The foundation is a stem wall of red brick. It is about three feet high at the east side and four feet high at the west side, due to slope of the ground.

The front entrance with its alcove is the focal point of the building. The door surround is plaster over an unknown material. The door is reached by three concrete steps and a concrete stoop. A non-historic concrete handicap ramp is to the left of the stoop. The building has a total of eight exterior doors. Four are single-door entrances to private spaces and four are double-door public entrances. Two of the private space doors are to newer additions. All of the six original entrances have transoms. Of the six, all except the front entrance have original wooden doors. Most doors are boarded up and have plywood covering the transoms. The center rear entrance has wooden double doors surrounded by glass, identical to the front door (photograph 17). It has a large concrete stoop and concrete semicircular steps leading to the courtyard. The rear entrances at the end of each wing are five-paneled double doors with no glass surround. Concrete steps in an L-shape lead to the sidewalks at the edge of the court.

The front and rear entry doors are protected by porticos with sloped, standing-seam metal roofs. The high ends of the portico roofs connect to the side of the parapet wall. The tops of the porticos are made of painted wood with ceilings of three-foot-wide beaded board. Their metal roof coverings are rusty and some are bent, but no holes are visible. They have square gutters and some of the downspouts are missing. The front portico is supported by a pair of four-foot-wide triangular wood brackets with modest embellishment. The back portico is larger and is supported by four large reddish-orange brick pillars that match the color of the building's walls. As viewed from the inner court, it has more prominence than the front portico because of its larger size, higher elevation from the ground, and semi-circular steps.

Window lintels and sills are concrete strips that are about eight inches in width (photograph 6, left). The windows of the front façade have symmetry, consisting primarily of two large window banks. The sides of the building have additional window banks. The window banks consist of seven windows each. The rear of the building has symmetry in fenestration as well as form. The ends of the wings have a storage room with no windows and a bathroom with a high window. Facing the central court, each wing has a window bank of seven windows. On the back of the main building are two windows on each side of the center rear entrance.

Most window openings contain large banks of classroom windows. They are wood, six-over-six, double-hung sash windows, grouped in sets of seven. All are boarded up from the outside, and about half are boarded up from the inside as well (photograph 18). Those that are visible from the inside are painted white, clearly original, and show varying degrees of weathering. In addition to one bank of windows per classroom, the

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cloakroom of each classroom has a smaller window that is also a double-hung sash. Each student bathroom and the two front corner classrooms have one inward-opening hopper window near the ceiling. Four wooden double-hung sash windows are in each of the two projecting blocks flanking the front door.

The basement is reached by a narrow two-landing stairway on the south side of the center-rear stoop. The posts and banisters are cast iron. The entrance is through paneled wooden double doors under the stoop (directly under the main-floor rear doors). A change from the original building is that there was once a north stairway that mirrored the look of the south stairway. A newer concrete slab at first-floor stoop now covers the former north stairwell. There are three connected brick-walled rooms in the basement, with the entrance in the center room. The ceilings are open to the floor joists and diagonal subfloor of the floor above. Ghost marks of wood lathe and plaster remain in the ceiling. A few remnants of the mechanical systems remain in the basement, where exhaust from a boiler was formerly vented to the south chimney. The north chimney was a faux chimney, apparently built only to give the building symmetry. The bases of the chimneys remain in the basement, integral to the walls of the two rooms flanking the center room. The boiler no longer exists and the chimneys no longer extend above the roof. The remaining space under the floor is crawl space, vented by rectangular ventilation slots. The slots are about ten feet apart along the entire foundation stem wall.

The main floor has an entry foyer leading to a long main corridor (photograph 15) that is connected to two shorter passageways at right angles. The hallways follow a pattern of strict symmetry, centered on the foyer. The foyer extends east-west from the front door to the back door. The front (east side) of the foyer has two doors on each side, which open to small offices (photograph 16). The foyer is 12 feet wide and 35 feet long, except where the walls of the foyer angle outward at the intersection with the north-south corridor. At this intersection and against the back wall, is the back doorway, which is flanked by two chimneys that are no longer used. They have the same finish as the adjacent walls and jut out into the hallway by about two feet. The widest part of the fan-shaped area of the foyer is bounded by these chimneys. Half-round fluted pilasters are at the corners of the angled walls.

The north-south corridor is 120 feet long and ten feet wide. The two east-west corridors are 40 feet long and ten feet wide. Each of the three wings is double-loaded with classrooms, except in the section with the foyer. The east-west corridors terminate at the exit doors at the western end of each wing. The floors are tongue-and-groove pine boards that are about three inches wide. They appear to be in good condition, except in a couple of places where they are buckled. The ceilings are at a height of about 12 feet. A grid of dropped acoustical ceiling tiles exists in most of the building, covering the original plaster ceilings, except in a few places where it has been removed to reveal remnants of wood lathe and plaster. The interior walls of the building are three-coat plaster over wood lathe. The walls have an eight-inch wooden baseboard at the bottom and picture rail about 18 inches from the ceiling. Interior doors are rail-and-panel wooden doors. They have double vertical panels on the lower part and a large single pane of glass above. Most have wire-embedded glass (photograph 14).

There are eight classrooms: four are along the front of the building and two are in each wing. Each classroom has a bank of seven six-over-six, double-hung, sash windows on a wall. The classrooms are about 23 feet wide by 32 feet long. Each contains a built-in chalkboard at the front of the classroom and a cloakroom at the back. The chalkboards are about 20 feet wide. They have a tackboard at the top and a chalk trough below. The example on the right in photograph 13 has been painted. Some classrooms have their original bookcase and a few have radiators. One classroom is twice as big as the rest, because it was enlarged by removing the center wall (classrooms 5 and 6 on the floor plan).

There are two restrooms, one for girls and one for boys, on separate ends of the shorter wings. Each is about 23 feet by 15 feet. They have ceramic tile floors and walls. There is damage due to water leakage and vandalism. Next to the bathrooms are two newer brick storage rooms. These are attached to the exterior walls of the rear of each wing. The north storage room measures 8 feet by 16 feet and the south one is 13 feet by 15 feet. Doors are metal. The interiors of both rooms show the exterior brick wall of the original building,

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and the three remaining walls show concrete block on the inside only. Wooden shelves are attached to the walls.

While overall integrity is good, there are a few changes to the 1921 building. The uppermost three feet of tile courses in the parapet were removed from the exterior walls after the late 1950s. The front doors have been changed from doors with glass panes to five-panel wooden doors. The door surround once had glass sidelights in the upper section, similar to the back door. It is now covered or replaced with plaster over an unknown base. Classrooms 5 and 6 no longer retain the wall that divided them from each other. Damage to several classrooms includes removal of one chalkboard and nearly all radiators, and loss of all doorknobs. The chimneys were cut off below roof level sometime between 1947 and 1958. The storage rooms on the back of the wings were added between 1947 and 1971. Several interior doors were probably added at the time the building changed from a school to an administrative building around 1971 or 1972 in order to facilitate its new use. The north stairwell to the basement was removed after 1971.

#### Description of the 1948 Building

The two-story 1948 building is an "urban school" type, as defined in "Public Elementary and Secondary Schools in Georgia, 1868-1971," a statewide historic context. It also reflects many characteristics of the International Style, such as a flat roof, lack of ornamentation, grouped windows, and horizontal emphasis. As viewed from 5<sup>th</sup> Avenue, the 171-foot-wide building dominates the street frontage of the Clafin lot and sits on ground higher than street level (photograph 3).

The exterior walls are red brick with concrete belt courses (photograph 4). The foundation is concrete slab, mostly on grade, but with some sections elevated above a crawl space or over the full-height boiler room. The edge of the concrete foundation is concealed by brick facing, which continues uninterrupted between the ground and the lowest horizontal band under the first floor window ledges. One exterior chimney is located in the rear, with its base in the basement (former boiler room). The building's roof is flat with a very slight slope toward the front and rear parapet walls. Water drains through scuppers in the parapet walls.

The entrance portico is the focal point of the front façade (photograph 2). The main entrance is in the alcove under the portico. Each side wall of the alcove contains a door and window. The portico is about 13 feet tall and 30 feet wide and appears to be limestone. It is held up by two square columns and two matching pilasters. All pilasters and columns are fluted on the sides, but the front is flat. The curve of the portico and matching steps is slight, projecting only about three feet from the building face. The frieze is flat-faced with the exception of a cornice. It displays the name "CLAFLIN SCHOOL" in flat metal letters. The letters "A" and "H" are missing, but they left a stain on the frieze, so the missing letter shapes are clearly shown. The portico's restrained embellishment and projection (forward projection is only one-tenth of its width) is suggestive of a "Stripped Classical" influence. An earlier, unused architectural plan shows the portico as a full half-circle supported by round columns, which would have created a fuller neoclassical effect.

The building's flat façade is simple with little ornamentation. It is dominated by window banks of five-light steel industrial windows, interrupted by the slightly curving entrance portico. The building's symmetry is disrupted only by the auditorium/cafeteria on the north side, which projects outward about 50 feet from the wing of the building (photographs 4 and 5). The exterior of the first floor is defined by window and door placement. Windows are grouped into five-unit sections with one section per classroom. The windows are bracketed on top and bottom by 10-inch-thick concrete belt courses that extend continuously around the building. The first-floor room arrangement differs from that of the second floor only in that the room immediately north of the first-floor foyer is not a classroom but offices. The exterior appearance reflects this with brick infill in place of the middle window in the five-window bank. Five second-floor front-facing classrooms, each with their 20-foot window banks, are aligned directly over their first-floor equivalents. The exterior back of the building has windows and horizontal banding similar to the front. On the north and south edges of the back are wings that

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extend eastward. Covered breezeways connect these wings with the rear wings of the 1921 building. Between these wings are three classrooms with windows like those on the front. There is no central rear door.

There are five exterior porches, in addition to the main portico. These are on the north side, south side, north rear, south rear, and auditorium. The north side and south side porches are in recessed areas and have double doors (photograph 7). These porches are covered by flat concrete roofs supported by the three walls of the recessed area. All entrances have original doors. There are a total of 14 exterior doorways: six are public double doors and eight are single doors into more private spaces. The double doors have sidelights and steel transoms with three panes. They have a wooden lower panel and three-light steel windows arranged vertically in the upper section. One of these doors exits to the covered breezeway by the courtyard. The auditorium has a semi-enclosed porch on the west side, with its original two-panel door.

The interior courtyard between the buildings is roughly square with grass in the center and several trees. The largest trees are two magnolia trees near the 1948 building on the west side. On the north and south sides are flat-roofed, open-sided, concrete pavilions. Supporting columns for these pavilions are brick pillars matching the 1948 building. Near the east side of the pavilions are two small sections of screen walls with holes of staggered brick. There are two formerly open entrances to the courtyard. These are gaps of about 18 feet between the two buildings. They were secured by collapsible gates made from flat steel. The gates remain, but the two openings are now closed by plywood walls. On the west side of the courtyard, next to the chimney, is the stairwell to the basement of the 1948 building.

In the interior of the 1948 building, a central corridor runs the length of both floors. On the first floor it terminates at the side doors at each end. Two short connecting corridors lead to the two back doors. A center foyer connects the main hallway to the front door. The north wing contains a boys' restroom and the stage for the auditorium. The south wing contains a girls' restroom and the school library on the first floor. Extending north from the north wing is the auditorium /cafeteria. The lower five feet of the corridor walls are brick and the upper portion is hollow terracotta block covered with plaster lathe (photographs 20 and 26). Two metal-framed glass-cased bulletin boards are inset in the foyer and the first-floor north-south corridor. Each end of the north-south corridor has a stairwell near the side exits. These are enclosed by four-foot-high walls of formed concrete with steel handrails (photograph 21). Metal windows light the stairwells (photograph 22). Floors throughout the building are concrete, covered with vinyl composite tile. Above the ceiling, some steel roof trusses are visible where the ceiling has fallen out.

There were originally six classrooms downstairs and 10 classrooms upstairs. At least three downstairs classrooms have had interior walls added for use as smaller offices. The original measurement for most classrooms is 30 feet by 22 feet, plus a coat room on one end measuring 22 feet by four feet (photographs 23 and 24). Ceiling height is approximately 12 feet with picture rails on the walls at a height of one foot below the ceiling. Chalkboards still exist in most classrooms, and were installed per original plans. Chalkboards are about 20 feet wide with an integrated tack board above and chalk trough below (photograph 19). Classrooms each also have a steel inward-opening transom above the door leading to the hallway (some are covered). Almost all interior doors appear to be original, three-by-seven-foot, two-panel, wooden doors. Each classroom also has two cloakroom doors: one at each end of the cloakroom. Two built-in bookcases were designed for each classroom, but most have been removed or destroyed by water damage, though a few remain.

Each classroom has metal windows grouped in banks that are about 20 feet wide and eight feet tall. Each window has five equally sized, horizontally arranged window lights. The lowest light is an inward opening hopper; the next higher two lights are the opening sash; and the upper two lights are the fixed sash (photograph 25). These window units are around four feet wide. Besides the large window banks, smaller windows also punctuate the façade at regular intervals for the cloakrooms and offices. These windows follow a consistent rhythm and in the two cases where interior arrangement does not require the smaller windows, bricked-in window indentations are at the locations consistent with the pattern of window fenestration.

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The dual-purpose auditorium/cafeteria is in the north-facing wing, which is one story in height. The auditorium is the largest room in the school. It is 16 feet high with a popcorn-textured ceiling. It has four, tall, narrow windows along the east and west sides of the room. They are single-hung steel-framed windows above a hopper window. A stage on the south end of the auditorium is the focal point of the room (photograph 11). The stage surround has multiple rows of three-foot-wide plaster bead with a half-round profile. Much of this decorative plaster has fallen off. At the north end of the auditorium are the smaller rooms of the kitchen, separated from the auditorium by a wall with a large opening and a small window that was used to pass food trays back to the dishwashing area of the kitchen. The kitchen has a height of about 12 feet and contains three smaller rooms and narrow windows (photograph 12).

There are four large restrooms and five small restrooms in the 1948 building. Of the four large restrooms, two are on the first floor and two are on the second. All have ceramic tile on the floors and the lower parts of walls. One small restroom is on the second floor and the others are on the first floor adjacent to faculty offices and kindergarten rooms.

Two staircases lead to the basement. One is inside the building near the north rear entrance. The other is outside, in the courtyard. The basement included a boiler room adjacent to the base of the chimney and an electrical room. The basement is ventilated by grated rectangular holes seen along the exterior lower portion of the building.

Integrity is generally good, but there have been a few changes and loss of materials. Deteriorated plaster showing efflorescence is seen wherever there is water damage, which is extensive on the first floor but less so on the second floor. Interior fixtures throughout the building, such as lighting, doors, built-in bookcases, and chalkboards are damaged by water intrusion or vandalism. All doorknobs are missing. The walls by the stairwells were probably added after 1947. The added interior walls and doors (other than stairwell walls) were likely constructed when the building changed from classrooms to an administrative building around 1972. The plywood walls covering the two openings to the courtyard were both added between 2009 and 2014. Most of the damage to the building began in 2005 when the school district vacated the property.

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**8. Statement of Significance**

**Applicable National Register Criteria**

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

**Criteria Considerations**

(Mark "x" in all the boxes that apply.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

**Areas of Significance**

(Enter categories from instructions.)

ETHNIC HERITAGE: Black

EDUCATION

ARCHITECTURE

**Period of Significance**

1921-1965

**Significant Dates**

1921 – construction of oldest extant building

1948 – construction of last school building

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation**

N/A

**Architect/Builder**

Duncan, Frederick Roy (architect)

Biggers, James J. Walton (architect)

Lockwood, Thomas Firth, Jr. (architect)

Thompson Brothers Co. (builder)

**Period of Significance (justification)**

The period of significance begins with the construction of the earliest extant building on the campus in 1921, and continues through the historic period of 1965, during which it was in continuous use as a school for African-American children.

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**Criteria Considerations (explanation, if necessary)**

N/A

**Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)**

The Claflin School is significant at the local level under Criteria A and C in the areas of black ethnic heritage, education, and architecture for its importance to the city of Columbus as an early high-quality school for African Americans. The first four-room schoolhouse on the property was built in 1868 through the efforts of the Freedmen's Bureau, the Claflin Academy of Boston, and local trustees to provide crucial education to recently emancipated African-American children. (This first building was destroyed by fire in 1958.) By 1880 the City of Columbus operated the Claflin School as part of its public school system. The two extant buildings were added in 1921 and 1948, but the campus continued to be segregated until 1970. Students could attend kindergarten through the fourth grade in the 1920s; classes up to the eighth grade were available by 1950 in a combined total of over 20 classrooms. The Claflin School is significant in the area of black ethnic heritage as a rare example of a well-built African-American school constructed before the landmark 1954 U.S. Supreme Court ruling in *Brown v. Board of Education*. According to Carole Merritt in *Historic Black Resources: A Handbook for the Identification, Documentation, and Evaluation of Historic African-American Properties in Georgia*, "the history of black educational resources in Georgia reflects the evolution of racially separate facilities, from the founding of private institutions after emancipation through the development of public schools in the 20<sup>th</sup> century." A 1920s survey of Georgia's African-American schools determined that a majority of them were wood frame construction and only one in five schools had two or more rooms. The Claflin School was therefore a rare exception. The school is also significant in the area of education as a good example of a centrally located urban public school, as defined in "Public Elementary and Secondary Schools in Georgia, 1868-1971," a statewide historic context. The Claflin School is significant in the area of architecture for the two buildings that reflect the transitions that occurred in the design of early to mid-20<sup>th</sup>-century urban schools. The character-defining features on the 1921 building include influences from California, such as simplified Spanish Colonial Revival details. The architect was Frederick Roy Duncan (1886-1947), a native of Columbus. The two-story 1948 building is more streamlined with a linear form that was a precursor to the sprawling 1950s one-story schools. Architects were the Columbus team of James J. Walton Biggers (1893-1992) and Thomas Firth Lockwood, Jr. (1894-1963).

**Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)**

Constructed in 1921 and 1948, the two nominated buildings are the extant resources from the campus of the Claflin School. The school is significant under Criterion A in the areas of black ethnic heritage and education at the local level because it was an important African-American educational institution in Columbus, which began by offering classes at the elementary level and eventually added courses through the eighth grade. Founded in 1868, the Claflin School opened its first four-room building on the nominated property that same year. Its beginnings were associated with the Freedmen's Bureau, the Claflin Academy of Boston, and local trustees. The school initially provided educational opportunities that did not exist in public schools of the time, until the school became part of the Columbus public school system c.1880. The Claflin School is also a good example of a centrally located urban public school, as defined in "Public Elementary and Secondary Schools in Georgia, 1868-1971," a statewide historic context. The school operated as a segregated institution until 1970. Claflin's proximity to the local black community made it an anchor throughout its century of use as a school. It

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served many generations of African-American students of the surrounding residential area, who mostly traveled to school on bicycles or by walking. (No students were ever bussed to this school).

According to *Historic Black Resources: A Handbook for the Identification, Documentation, and Evaluation of Historic African-American Properties in Georgia*, "among the richest resources of the black built environment are the buildings of religious, educational, and social institutions." Federal assistance to black schools in the South through the Freedmen's Bureau lasted only from 1865 to 1870. The support of all levels of schools and colleges became primarily the work of white religious and missionary societies, such as the New England Freedman's Aid Society (affiliated with the Methodist Episcopal Church). Schools also relied on other private philanthropic donations, because state and local funds for black students and their teachers generally ranged from less than ten percent to about 60 percent of per capita allocations for white students. Black education became a community responsibility, and the facilities themselves usually had to be constructed by volunteer labor. As such, they were generally modest wooden buildings, even well into the 20<sup>th</sup> century. The large, well-built brick buildings that were constructed on the Claflin campus in 1921 and 1948 were an exception to the normal situation in most of the South. Education for African-Americans was a hard-won struggle, and the historic resources that remain tell the story of the achievements of many individuals against almost overwhelming odds. The Claflin School is an early example of the movement toward high-quality public education for African Americans in Columbus.

Both buildings are significant under Criterion C at the local level in the area of architecture for having distinctive characteristics of types and styles of schools from their eras, and also for their design by local Columbus architects. The 1921 building is a representative example of a "three-part-with-wings" type school that was popular in Georgia from the late 1920s through the 1950s. In the Claflin School, the two rearward projecting wings form a courtyard. This configuration was common in California in the 1920s, where it was often associated with the Spanish Colonial Revival style. The 1921 building possesses some characteristics of the Spanish Colonial Revival style, including a parapet wall and low-sloped tile roof. It differs from more typical examples of the style by its lack of a stucco finish on the masonry exterior. The only serious loss of integrity is the removal of about three feet of the upper brick courses from the parapet wall.

The 1921 Claflin School building was one of the first four Spanish Colonial Revival-style schools that were built in the city of Columbus. It was constructed only two years after Georgia's first of this type: Columbus's 1919 Waverly Terrace School. School superintendent Roland B. Daniel was credited as directing that the new schools of Columbus be built in the "California style." At the date of Claflin School's opening, a local newspaper reported the following: "All are built one story, of hollow tile, with wings extended backward from each side forming a court, enclosed on three sides in the rear. The idea was first used two years ago, when the Waverly Terrace School was erected. It was planned in the style of schools then popular in California. . ." Though it was not one of the schools supported by the Rosenwald Fund, when it opened, Claflin School was declared by the Rosenwald field secretary for Georgia to be the most modern African-American elementary school in the five major cities of Georgia.

The 1921 building was designed by Frederick Roy Duncan (1886-1947), a native of Columbus. Duncan's other works included commercial buildings and the Columbus Trailways bus terminal (in the Art Deco style), as well as barracks buildings at Fort Benning that showed the influence of Spanish Mission architecture. Duncan was known for his pioneering use of new national and international styles in ways that reflected local needs and tastes.

The 1948 building is a good intact example of the International Style. It is also an example of an urban school type, as defined in "Public Elementary and Secondary Schools in Georgia, 1868-1971," a statewide historic context. The building is a high-quality International-Style school, designed and built when this style began to dominate school construction. It has the following characteristics: box-like appearance, large windows, lack

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of embellishment, and flat roof. There is minimal loss of integrity, with no major additions or changes to windows, doors, and other features.

James J. Walton Biggers (1893-1992) and Thomas Firth Lockwood, Jr. (1894-1963) designed the 1948 building. Biggers was a 1915 graduate of the Georgia School (later Institute) of Technology (Georgia Tech), where he served as an assistant professor for a year. In 1917 Biggers was recruited to assist in the planning of Fort Benning, near Columbus. He was one of the first architects to be licensed in Georgia. Biggers worked in the Georgia towns of Decatur and Valdosta before returning to Columbus to set up his private architectural practice in the 1930s. He often worked in association with other architects during his long career. His designs included churches, schools, libraries, and other public buildings, as well as private residences. Biggers was named a fellow of the American Institute of Architects (AIA) in 1966. Thomas F. Lockwood, Jr., AIA, earned an architecture degree from Georgia Tech in 1914. He practiced in Columbus with his father T.F. Lockwood, Sr., and then under his own name after his father's death in 1920. Some of his commissions included hospitals, schools, churches, jails, hotels, and libraries in Georgia, Alabama, and Florida, as well as five housing projects in Columbus.

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**Developmental history/additional historic context information** (if appropriate)

***Note:** The following section was written by Edward Howard for a draft nomination dated August 17, 2014. The text was edited by staff of the Georgia Historic Preservation Division (HPD). The original document is on file at HPD, Stockbridge, Georgia.*

Origins of Clafin School

The current buildings of the Clafin School date to 1921 and 1948, but their position within the property boundary, and the shape of the boundary itself, dates back to a series of events as far back as the school's beginnings in 1868. Three years after the end of the Civil War and the gaining of freedom, Columbus had no school for freed African-American children. The need was crucial because most had been kept illiterate and without education during the years of their bondage.

The arrangement for the creation of Clafin School, Columbus's first school for black children, involved four organizational bodies. The Freedmen's Bureau was to build and furnish the building; a local board of trustees was to purchase the land and provide governance; the Clafin Academy of Boston was to staff the school with "missionary" teachers; and the New England Freedmen's Aid Society was to pay the salaries of the teachers. The local board of trustees was in charge overall. The Bureau of Refugees, Freedmen and Abandoned Lands (Freedmen's Bureau) built Clafin School, which was one of about 50 such schools it built in Georgia. This organization was created by the Army Appropriations Act of July 13, 1866. It was enabled to support not only the education of the freedmen, but other needs as well. Another act (14 Stat. 173) required the Freedmen's Bureau to work with benevolent groups and to lease buildings to associations that supplied teachers.

The New England Freedman's Aid Society was one of several Northern philanthropic organizations formed after the Civil War for the purpose of helping African Americans in the South. It was one of the largest of these organizations and had chapters throughout the North. It paid the salaries of the Clafin School teachers. It was affiliated with the Methodist Episcopal Church and the teachers it supported were often referred to as missionary teachers. Teachers of the many schools supported by this organization were required to submit regular correspondence reports, and it is through the Clafin School principal's archived correspondence that much is known about the early operation of Clafin School.

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The Claflin Academy of Boston trained and vetted the teachers, and sent them to Columbus to teach. This may have been an action that was required many times, depending upon teacher turnover. The Claflin School principal remained in place for the entire eight years that the Claflin Academy of Boston supported Claflin School. It is unknown whether or not the Claflin Academy donated money or provided any other support.

The namesakes of Claflin School were Lee Claflin and William Claflin, a father and son who headed the Claflin Academy of Boston. Lee Claflin (1791-1871), the father, was an abolitionist and businessman with a long history of supporting racial equality both before and after the Civil War. As owner and founder of one of the largest shoe factories in New England, he was financially able to donate generously from the 1840s to the 1860s, giving an estimated total of \$500,000. He primarily contributed to educational causes, including about a dozen schools and universities. Notably, he was a great financial supporter of Wilberforce University of Ohio, one of the nation's oldest colleges for African Americans, and he was also one of the founders of Claflin University in Spartanburg, South Carolina.

Like his father, William Claflin (1818 –1905) was a successful businessman and ardent abolitionist. While temporarily living in Missouri he purchased an enslaved couple and immediately set them free. He was also an important political figure in Massachusetts. He entered politics and held numerous state offices, eventually helping to found the Republican Party in 1854. He was part of the nominating committee to bring his friend Abraham Lincoln to head the party. He became lieutenant governor of Massachusetts in 1865 and governor in 1869. It was while he was lieutenant governor that he and his father founded Claflin School in 1868.

The Claflin School Board of Trustees was a board of five locally prominent Columbus businessmen who had been Unionists during the Civil War and were committed to the betterment of the freedmen. The chairman of the board was Randall Lawlar Mott, a wealthy Columbus resident who made his fortune from various important local enterprises, one of which was his cotton plantation across the river in Alabama.

### The School Property and First Building

On September 21, 1868, the local trustees purchased a property in the northeastern corner of Columbus. The shape of the Claflin School lot derived from how the original plan for Columbus laid out its street network and lots in an accurately surveyed and orderly grid. The city blocks measured 300 by 600 feet, which were divided into eight lots of roughly the same size. The Claflin lot was the four lots that composed the northern half of the block. The seller of the property was a Columbus banker named Henry H. Eppling, who probably held the land for investment purposes. The purchase price was \$1000, which was paid by the Claflin School Board of Trustees. Under the original arrangement there would be two separate titles: one for the land, which would be held by the trustees; and the other for the building, which would be held by the Freedmen's Bureau.

The Claflin School lot was bordered by 5<sup>th</sup> Avenue to the west, 6<sup>th</sup> Avenue to the east, 16<sup>th</sup> Street to the north, and 15<sup>th</sup> Street to the south. An African-American church and a few residences occupied the block south of the school property. Adjacent blocks had only a few buildings, including another church to the west. The reason for selection of that particular lot is not explained in any known document, but doubtlessly had much to do with its close proximity to black residential areas nearby. This location was important to how the school continued to serve the community so well for so long.

The original Claflin School building was a four-classroom building constructed in 1868, shortly after the land was purchased that same year. The dimensions of the building are estimated to have been about 50 feet wide by 25 feet deep. It was rectangular in shape and symmetrical in massing, with two classrooms upstairs and two downstairs. Chimneys were on the interior walls. The school's enclosed portico was on the front (south) of the building. It existed as a four-classroom building from 1868 until it was doubled in size in 1904. Only one photograph and two drawings are known to exist of the original four-classroom building. The drawings are

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from city-wide birds-eye perspective drawings of 1872 and 1886. The photo date is unknown, but was presumably between 1886 and 1904.

The Freedmen's Bureau withdrew from Georgia in 1870. In preparation for its departure, it transferred the building title to the local trustees on November 22, 1870, under the legally binding condition that it was to be used perpetually for educational purposes only. Although the Freedmen's Bureau dropped out, the other three organizations remained, and the school continued to operate.

The teachers and principal of Clafin School were provided by the Clafin Academy of Boston. Caroline Alfred of Massachusetts was the school's first principal. She was about age 35 when she began there in 1868 at the school's opening. She served in that capacity throughout the eight years (1868 – 1876) that Clafin Academy operated the school. Almost all that is known of the early years of Clafin School comes from the letters of Caroline Alfred to her superiors in the New England Freedmen's Aid Society. The students were almost all former slaves with no education, so their ages ranged from child to adult. They were enthusiastic to learn and the most critical subject was "reading". Other subjects included writing and arithmetic. The Clafin teachers firmly believed that the quality of instruction at Clafin School was superior to that of the public schools because the educational level of the Northern teachers prepared them to understand the subject material better. But they also knew that their role was temporary, and that it was inevitable that Clafin School would go to the public school system at some point. This transfer was a constant irritant to the teachers because they felt the Southern teachers and the school system were not close to being ready. An example of their feelings is seen in an 1876 letter Ms. Alfred wrote to one of her superiors at the New England Freedmen's Aid Society. She quoted what she had heard one of her teachers tell a visitor: ". . . we had no school board and were in no way mixed up with this public school system - that was the secret of our success" (Huntzinger, 121).

The four teachers recorded in the June 1870 census were: Mary A. Fowler, age 31, born in Massachusetts; Harriett Freeman, age 32, born in Maine; Anna D. Holmes, age 23, born in Louisiana; and Anna L. Marrion, age 30, born in Massachusetts. For the Clafin Academy of Boston and other such sponsoring organizations, sending Northern teachers to Southern schools was considered missionary work. The Clafin School teachers were enthusiastic about their mission and had the greatest respect for the students, especially as they struggled through the anti-freedmen backlash of the 1870s. Alfred wrote to her Clafin Academy superiors in 1875 that, ". . . the interest in the school among the colored people seems greater than I have ever known it." The measure of success of the freedmen taught by the Northern missionary teachers cannot be obtained from grades, because none are known to exist. Based on the confidence shown by their teachers, it is believed that students did well. Two adult students were recognized by the school district and were given positions as school principals. When the Northern teachers left in 1876, they gave all of their teaching supplies to their best students in hopes they would become teachers. They said these Clafin School students knew the material better than the school district teachers.

The Columbus school district began asking for the school to be turned over to them around 1873, but to the relief of the Clafin School teachers, the Clafin Board of Trustees firmly resisted these efforts. The New England Freedmen's Aid Society had been scaling back for a number of years. It cut off funding for salaries completely in June 1876 and the Clafin teachers were forced to close the school and return North. During those years the Columbus public school system saw its own student load increase in both black and white students, so with Clafin School's survival dubious at best, it continued to exert pressure on the Clafin Board of Trustees (which was the one remaining element of the original four associations that created Clafin School). The trustees held out, insisting that the black students were better served by Northern missionary teachers than those of the Columbus public school system. However, no other northern philanthropic missionary organization would pick up the funding and the Clafin School building sat unused for three years. In May 1879 the trustees allowed the school system to temporarily use the building, but the long-term answer was obvious – the building would go to the city. The following year, on July 8, 1880, the Clafin School trustees

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donated the facility to the city of Columbus. Importantly, the deed transaction carried the same requirement as it did when transferred to the trustees in 1870: that it must always be used for educational purposes. The school district immediately appointed a highly capable, locally educated, black professor named William Henry Spencer as its first principal under the Columbus school system.

The 1880s saw a surge in Columbus's public school attendance in both the black and white schools. Throughout the 1880s and 1890s, Columbus made little progress in either the building of new facilities or the expanding of existing ones to keep up with the need. In 1904, after numerous meetings with black residents, the school board finally resolved to expand the Clafin School building from four classrooms to eight. Although this building is no longer extant, its placement on the lot would later affect the placement of both the 1921 and 1948 buildings. Also in 1904 the city reconfigured the streets on Clafin School's eastern and southern borders to improve traffic flow. The city condemned a 50-foot-wide strip of land on the property's southern border for the creation of a street which became a western extension of Linwood Boulevard. Another street change gave the portion of 6th Avenue north of the Cemetery Bridge to the school for a parking lot. This changed the grid-conforming shape of the Clafin School lot into a triangular area on the east side of the school, which was bordered by a railroad corridor to the north and east. This had been low ground, but the city filled it in to eliminate the swampy area. The lot presently retains these border changes.

Clafin School was by then well established as an anchor in the black community and would continue to be so throughout its century of use, as it served many generations of black students. In the early 20<sup>th</sup> century, students traveled to school on bicycles or on foot, and this continued throughout its use. By 1920 Clafin School was once again experiencing overcrowded conditions, as was the rest of the school district. The school board allocated generous funds to end the overcrowded situation. Unlike the half-measures of previous years, the board decided to build aesthetically pleasing, high-quality schools of the same innovative style as one it had built in 1919. This was called the "California Style", which is better known as the Spanish Colonial Revival style. The 1919 the Waverly Terrace School was the first school in Columbus to use this innovative style. This was perhaps no coincidence, since the school superintendent, Roland. B. Daniel, had recently arrived from California.

#### History of the 1921 and 1948 Buildings

By late 1920 the school board made the decision to build two new schools for white children in Columbus and to add an additional building to the Clafin School lot. The board hired some of the best local architects to design these three schools. A prominent Columbus architect named Frederick Roy Duncan designed the new Clafin School building. His prior experience included designing switchboards for the locks of the Panama Canal, the roof garden on the only African-American theater in Columbus, and many homes and businesses in Columbus. The new Clafin building cost approximately \$30,000 and was stocked with \$2,000 worth of equipment. Duncan designed Clafin School in the Spanish Colonial Revival style, as perhaps specified by Superintendent Daniel. While the school included some elements of this style, the omission of a stucco finish on the exterior is unusual. One local newspaper took notice and gave it a guardedly complimentary description as "not unattractive."

The new Clafin School building opened on September 19, 1921, which was the first school day for all public schools in Columbus. Clafin and the other two new schools opened with much positive newspaper coverage. Prominent citizens toured the buildings and praised them for their innovative, low-profile, U-shaped arrangement. Newspapers called it "the California Style." George Foster Peabody, the Columbus-born and nationally recognized advocate for black education, praised the Clafin School building as being as good as any white elementary school in the city. James A. Martin, the Rosenwald schools field inspector for the state of Georgia, inspected the school soon after opening day. He described it in a newspaper article as the most modern black elementary school in the five major cities of Georgia. He explained the reason for building such

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a high-quality facility was that Columbus had a progressive educational system for its black citizens. In glowing terms, Martin enthusiastically held up the city's educational system as an example that should be followed statewide. He then proposed that educators from elsewhere in Georgia visit Columbus to view its school system. Clafin School thus consisted of two buildings -- the original wood-sided one that was built in 1868 and greatly modified in 1904 and the brick-tile building of 1921. At this time Clafin School taught kindergarten and grades one through four. These two buildings, with a combined 16 classrooms, served the black elementary student population of the area for the next 25 years.

By 1946 the Clafin School student population exceeded the capacity of the two buildings and the school board began plans to add another building to the site. They chose the architectural team of James Joseph Walton Biggers and Thomas Firth Lockwood, Jr., who were accomplished Columbus architects with previous experience with the school system. School district superintendent, Dr. William H. Shaw, took personal interest in the new building for the Clafin School site, and guided the architectural team to design it to a high level of quality. The architectural style chosen was the International Style, a style that was introduced to the U.S. in the 1930s and which quickly dominated the post-war commercial building industry. The unadorned, boxlike style was a statement of modernity and efficiency that broke cleanly from the traditional styles. This large, modern facility with 16 classrooms doubled the number of classrooms of the two previous buildings. Because it was not intended to replace either of the two buildings, it was labeled, "Addition to Clafin School" on its architectural plans. Despite the stylistic differences, the architects made it compliment the 1921 building by designing it in a similar "U-shaped" form with its rear wings forming an enclosed playground/courtyard, since it was only 15 feet from the rear of the older building. An expanding steel gate on each open side filled the 15-foot gaps, creating a secure space. The original (1868/1904) Clafin School building was located on the spot where the 1948 building needed to be, so the older building was moved to the unused northwest corner of the lot where it remained in use.

The new building opened on October 14, 1948, about two months into the school year. It was two stories in height and clearly dominated the site. The main entrance to the school now faced 5<sup>th</sup> Avenue, instead of 6<sup>th</sup> Avenue, and it changed its street address to 1530 5<sup>th</sup> Avenue. The 1948 building was more modern in every way. It contained two kindergarten classrooms and a large auditorium that doubled as a cafeteria. In addition to its 16 classrooms, it had a dedicated room for a library. When combined with the eight classrooms of the 1921 building and eight classrooms of the 1868/1904 building, the entire complex contained 32 classrooms. It easily handled the 917 students enrolled in its opening year. The new building was greatly appreciated, and many plays and ceremonies were conducted in the new auditorium. In 1948 the school started a newspaper called "The Clafinite," which highlighted school activities. Classes in kindergarten through the seventh grade were taught up to 1948, and the eighth grade was added in 1950.

From 1948 to 1958 the three buildings of Clafin School stood together. That changed on November 2, 1958, at 2:00 a.m. when a fire broke out at the original wooden school building. The fire department extinguished the fire before it consumed the whole building, but the damage was still considerable. The fire inspector could only speculate about what may have caused the fire, saying it was most likely an act of arson. He cited evidence that the fire started near an outside corner where no combustible materials existed. The school board deliberated, taking into consideration the building's historical importance and sentimental value. It also considered the economic issues. The building was insured for \$10,000, but the damage was estimated to be \$18,000. This \$8,000 deficit weighed heavily against saving the building, as did the fact that the building had recently not been in use except for storage and adult education classes. Economic issues ultimately determined its fate and the school board voted to demolish it.

School integration began in Columbus in 1967 and Clafin School integrated around 1970, although few white students ever attended. Its last use as a public school was at the end of the 1972-1973 school year. At this point its name was changed to the "Clafin Instructional Center" to coincide with its new use as administrative

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offices with a few adult education classes. These uses included a benefits office, school director's offices, adult education (such as English as a Second Language), and school consultants' offices.

The school district eventually decided to divest itself of Clafin School, but was thwarted by the deed covenants of 1868 and 1880, which restricted its use to "educational purposes." The district continued to use the Clafin Instructional Center until 2005, when it obtained newer facilities elsewhere and moved all operations from the Clafin School buildings, before it boarded them up for mothballing. The buildings were soon affected by vandalism and deterioration. In 2012 the school board decided to sell the property to the city of Columbus for a nominal amount because it could make no use of the property under the education restriction of the deed. It gave a Notice of Abandonment on November 19, 2012. The city of Columbus passed a resolution in December 2012 to accept the property and in August 2014 it formally became the owner. A nonprofit group, Friends of Historic Clafin, is currently seeking a use for the property that will result in its future rehabilitation.

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**Previous documentation on file (NPS):**

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

- State Historic Preservation Office
  - Other State agency
  - Federal agency
  - Local government
  - University
  - Other
- Name of repository: \_\_\_\_\_

Historic Resources Survey Number (if assigned): N/A

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**10. Geographical Data**

**Acreage of Property** 2.34 acres  
(Do not include previously listed resource acreage.)

**Latitude/Longitude Coordinates**  
**Datum if other than WGS84:** \_\_\_\_\_  
(enter coordinates to 6 decimal places)

1. Latitude: **32.475829** Longitude: **-84.985303**

**Verbal Boundary Description** (Describe the boundaries of the property.)

The boundary is indicated by a dark line on the attached tax map, drawn to scale. The parcel is surrounded by Linwood Boulevard to the south, the railroad corridor to the east, 16<sup>th</sup> Street to the north, and 5<sup>th</sup> Avenue to the west.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary is the current legal boundary of the parcel containing the two buildings.

**11. Form Prepared By**

name/title Denise P. Messick, historian  
organization Historic Preservation Division, GA Dept. of Natural Resources date October 2015  
street & number 2610 Highway 155, SW telephone (770) 389-7844  
city or town Stockbridge state GA zip code 30281  
e-mail denise.messick@dnr.ga.gov

name/title Edward Howard, consultant  
organization N/A date August 2014 (revised 10/15 by HPD)  
street & number 424 Dalton Drive telephone (706) 577-3009  
city or town Columbus state GA zip code 31904  
e-mail N/A

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**Additional Documentation**

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Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.  
  
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

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**Photographs:**

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Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Clafin School

City or Vicinity: Columbus

County: Muscogee

State: Georgia

Photographer: Charlie Miller, Historic Preservation Division, Georgia Dept. of Natural Resources

Date Photographed: January 20, 2015

Description of Photograph(s) and number:

- 1 of 26. Front façade of 1921 building. Photographer facing west.
- 2 of 26. Front façade of 1948 building. Photographer facing east.
- 3 of 26. Front façade of 1948 building. Photographer facing southeast.
- 4 of 26. 1948 building and auditorium wing. Photographer facing southeast.
- 5 of 26. North elevation of auditorium wing. Photographer facing south.
- 6 of 26. Auditorium wing and 1921 building. Photographer facing southwest.
- 7 of 26. South elevations of 1948 building and 1921 building. Photographer facing north/northeast.
- 8 of 26. 1921 building entrance from interior courtyard. Photographer facing east.
- 9 of 26. Covered walkway between 1948 building and 1921 building from interior courtyard. Photographer facing northwest.
- 10 of 26. Detail of hollow clay tile and water table on 1921 building. Photographer facing east.
- 11 of 26. Interior of auditorium, facing stage. Photographer facing south.

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- 12 of 26. Kitchen in auditorium wing. Photographer facing northwest.
- 13 of 26. Classroom 2 in 1921 building. Photographer facing southwest.
- 14 of 26. Door to classroom 3 in 1921 building. Photographer facing east.
- 15 of 26. Corridor in 1921 building. Photographer facing north.
- 16 of 26. Entry foyer in 1921 building. Photographer facing east.
- 17 of 26. Doors from 1921 building to interior courtyard. Photographer facing west.
- 18 of 26. Classroom 4 in 1921 building. Photographer facing southeast.
- 19 of 26. Classroom 5a on first floor of 1948 building. Photographer facing northwest.
- 20 of 26. Corridor on first floor of 1948 building. Photographer facing south.
- 21 of 26. South staircase in 1948 building. Photographer facing south/southwest.
- 22 of 26. Windows above second-floor stair landing in 1948 building. Photographer facing south.
- 23 of 26. Coat closet in second floor classroom in 1948 building. Photographer facing east.
- 24 of 26. Classroom on second floor of 1948 building. Photographer facing southeast.
- 25 of 26. Classroom on second floor of 1948 building. Photographer facing northeast.
- 26 of 26. Corridor on second floor of 1948 building. Photographer facing south.

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

**CLAFLIN SCHOOL  
COLUMBUS, MUSCOGEE COUNTY, GEORGIA**

**LOCATION MAP/ USGS TOPOGRAPHIC MAP**

USGS Quadrangle: *Columbus, GA*

NORTH: 

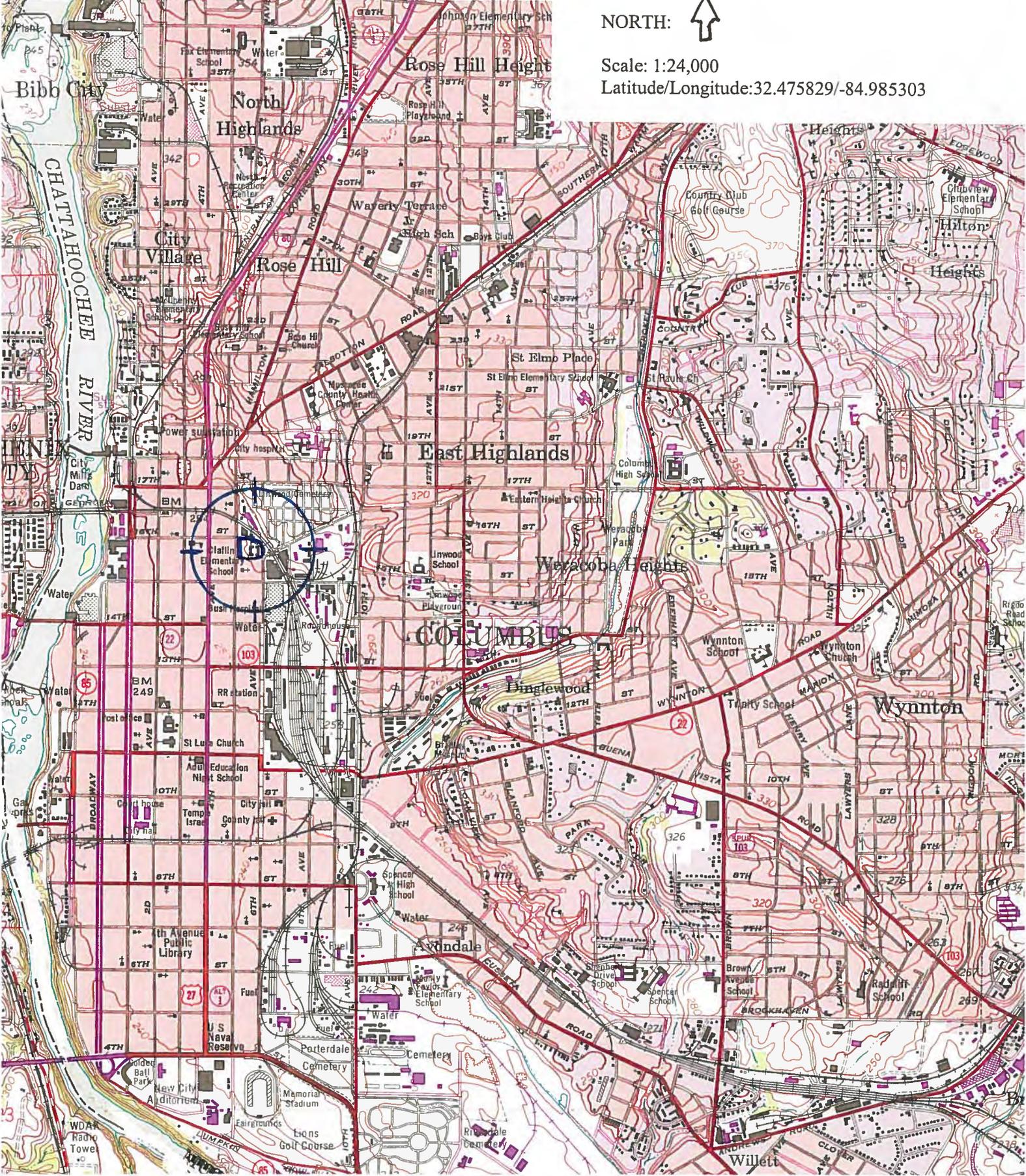
Scale: 1:24,000

Latitude/Longitude: 32.475829/-84.985303

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
GEOLOGICAL SURVEY

WEST POINT 37 MI.  
MOUNTAIN HILL 18 MI.  
HAMILTON 19 MI.  
GLENN'S 2.2 MI.  
WAYER GENTIA

760 000 FEET (ALA.) : 689000m E.



**CLAFLIN SCHOOL  
COLUMBUS, MUSCOGEE COUNTY, GEORGIA**

**TAX MAP/ NATIONAL REGISTER BOUNDARY MAP**

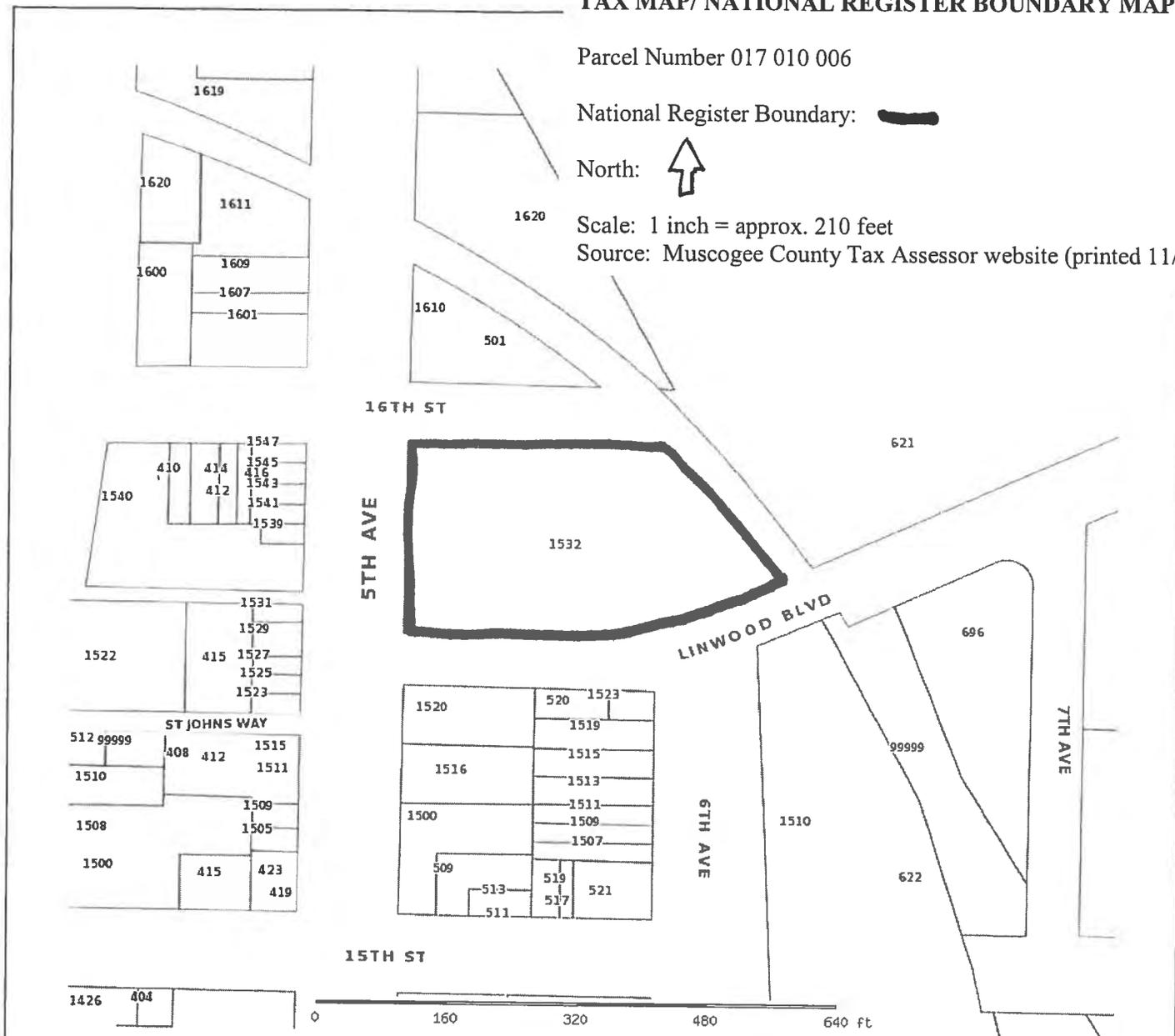
Parcel Number 017 010 006

National Register Boundary: 

North: 

Scale: 1 inch = approx. 210 feet

Source: Muscogee County Tax Assessor website (printed 11/19/14)



Muscogee County Assessor			
Parcel: 017 010 006 Acres: 2.34			
Name:	MUSCOGEE COUNTY SCHOOL DIST	Land Value	\$ 509,650
Site:	1532 5TH AVE	Building Value	0
Sale:		Misc Value	\$ 435,750
Mail:	PO BOX 2427 COLUMBUS, GA 31994	Total Value:	\$ 945,400



The Muscogee County Assessor's Office makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. The assessment information is from the last certified taxroll. All data is subject to change before the next certified taxroll. PLEASE NOTE THAT THE PROPERTY APPRAISER MAPS ARE FOR ASSESSMENT PURPOSES ONLY NEITHER MUSCOGEE COUNTY NOR ITS EMPLOYEES ASSUME RESPONSIBILITY FOR ERRORS OR OMISSIONS ---THIS IS NOT A SURVEY---  
Date printed: 11/19/14 : 11:33:36





CLAFLIN SCHOOL  
COLUMBUS, MUSCOGEE COUNTY, GEORGIA

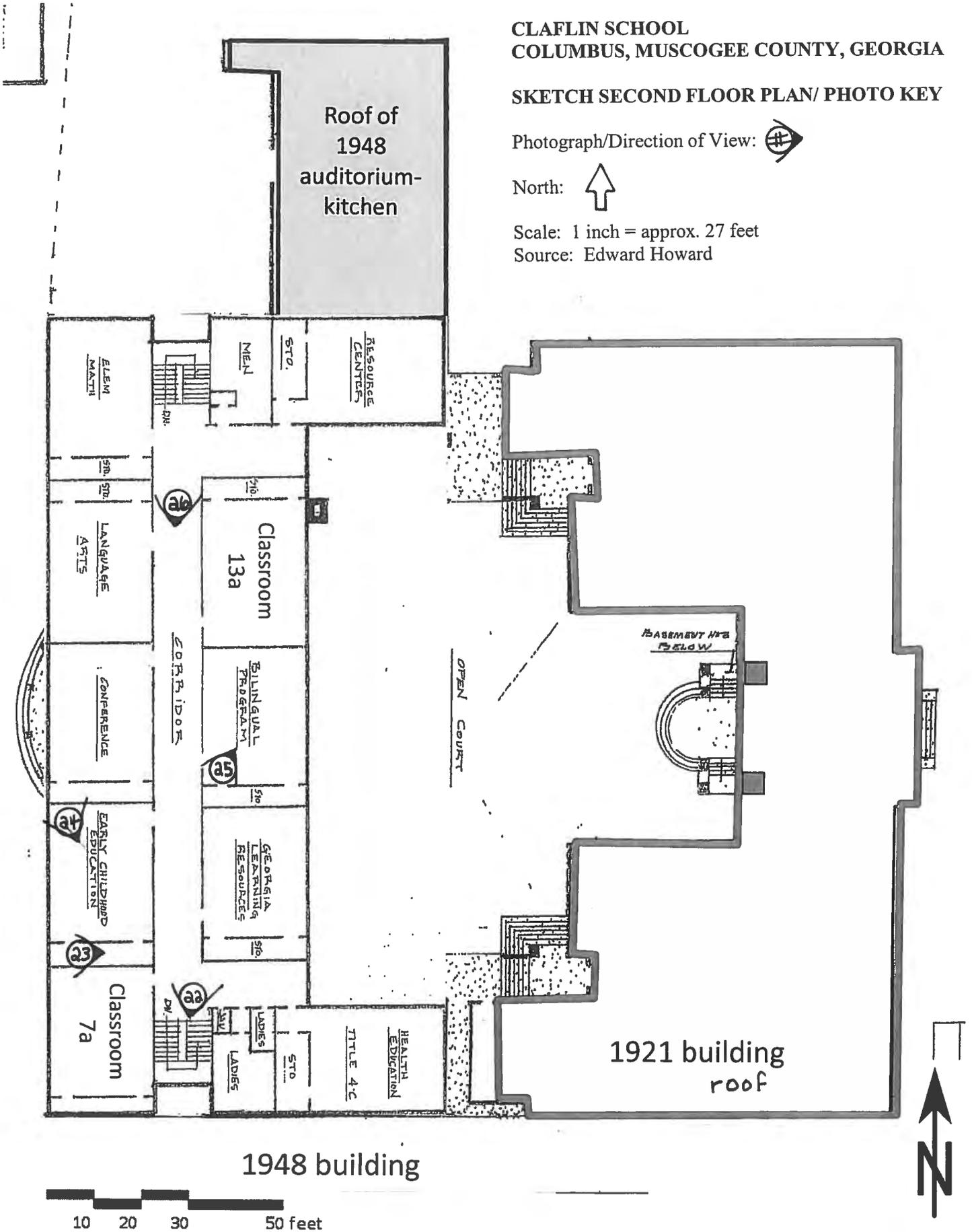
SKETCH SECOND FLOOR PLAN/ PHOTO KEY

Photograph/Direction of View: 

North: 

Scale: 1 inch = approx. 27 feet

Source: Edward Howard







CLAFLIN SCHOOL



CAFLIN SCHOOL



CEARIN





















15







NO SMOKING  
ON SCHOOL  
DISTRICT  
PROPERTY

SMOKE IN A SMOKE-FREE  
ENVIRONMENT







EXIT









Bloody  
but  
unbowed



