Additional Information for Budget Discussion Item #5 for Budget Workshop June 21, 2022

Budget Discussion Item:

5. Lake Hall School House Preservation Efforts

This document distributed June 20, 2022.

Leon County Government

INTEROFFICE MEMO

DATE: June 20, 2022

TO: Board of County Commissioners

FROM: Vincent S. Long, County Administrator
Chasity H. O'Steen, County Attorney

SUBJECT: Additional Information Requested on the Lake Hall School House

This memorandum provides additional information regarding the Lake Hall School House, as requested by the Board during the June 14, 2022 meeting.

In response to Chairman Proctor's request for information on the chain of title for the school house property, the County Attorney's Office referred to the 2001 Feasibility Report prepared by the architectural firm Huffman / Tarmey for the proposed relocation of the school house being considered at that time by the Riley House Museum. The Feasibility Report, which was included in the Board's December 8, 2020 public hearing agenda item and is enclosed herein for reference, contains a brief history of the Lake Hall School including a partial chain of title dating back to the School Board's purchase of property in 1891. The initial conveyance is documented in a June 1891 deed from Mr. and Mrs. Nelson to the Board of Public Instruction, of the County of Leon, for the conveyance of the one-acre property for a purchase price of $16.00. The property was originally a square-shaped parcel fronting on the Old Thomasville Road with dimensions of 209 feet on each side.

According to the Feasibility Report, the Lake Hall School was closed following the 1949 school year and the Board of Public Instruction sold the property in the late 1950's to Mr. and Mrs. Randolph who, in turn, sold the property in August 1976 to Mr. Walker. After an extensive search of the public records, the County Attorney's Office was unable to locate the deed documenting the sale of the property from the Board of Public Instruction to the Randolphs. However, a copy of the 1976 deed from the Randolphs to Walker obtained from the public records showed that only a portion of the original one-acre parcel was conveyed to Mr. Walker, indicating that by that time the school house property had already begun to be subdivided. The chain of title subsequent to Mr. Walker's ownership is unclear due to the manner in which the original one-acre parcel and the adjacent parcels surrounding it were subdivided after 1976.

Chairman Proctor also requested the County Attorney to provide any statutory mandates or obligations that would require the County to fund the restoration of the school house. In response, there are no such mandates or obligations contained in the Florida Statutes.

Finally, the Chairman also requested information on the per-square-foot cost of the

restoration of the school house. Measured by the area of the schoolhouse, the total cost of the project would be approximately $3,300 per square foot. This reflects the $3.3 million total estimated project cost divided by the area of the schoolhouse itself which is approximately 1,000 square feet. This figure includes the cost of acquiring the three properties discussed in the June 21 budget discussion item as well as the cost to restore the schoolhouse and to construct supporting infrastructure and amenities.

Encl: 2001 Feasibility Study for the Relocation of the Lake Hall School

Huffman / Tarmey **Architecture** PA

November 14, 2001

Ms. Althemese Barnes, Executive Director
The John G. Riley House Museum and
Resource Center of African American History and Culture
419 E. Jefferson Street
Tallahassee, Florida 32311

RE: Feasibility Study for the Relocation of The Lake Hall School

Dear Mrs. Barnes and Members of the Riley House Board of Directors,

It is with great pleasure that Huffman/Tarmey Architecture, P.A. presents this final report of the Feasibility Study for the Relocation of the Lake Hall School.

Consistent with the charge of our contractual responsibilities, we present our work scope, a brief history of the school, field verified measured drawings and photographic evidence which corraborates our investigation of the subject structure. We additionally include three (3) scenarios for the relocation, including our recommendation for the relocation methodology to be used in the recovery of the structure. We include as well , schematic site plans for three (3) potential relocation sites near the Riley House .

We have completed supporting documentatiion from our Consulting Structural Engineer, David C. Jones, P.E. and Mr. Charles Salter, Certified House Relocation Specialist, in order to substantiate our position that the school is in such condition that it warrants the the most extreme of historic preservation efforts; the disassembly and relocation to a new interpretive site in order to save it from demolition.

We are confident that an adequate case for recovery of the historic school can be made with this documentation, and we look forward to presenting our findings to your Board and the interested parties to this significant project.

We are prepared to assist the Riley House Board in the continuing efforts associated with the Lake Hall School recovery. If you have any questions, or require any further information regading the project, please contact our office at your first opportunity.

Sincerely,

Mark A. Tarmey, Architect
Managing Principal
Huffman/Tarmey Architecture, P.A.

Architecture | Urban Design | Preservation

450 St. Francis Street Tallahassee, FL 32301 (ph) 850 / 222-0084
(fax) 850 / 222-0065 (e-mail) Huffarch2@aol.com

Huffman/Tarmey
Architecture
PA

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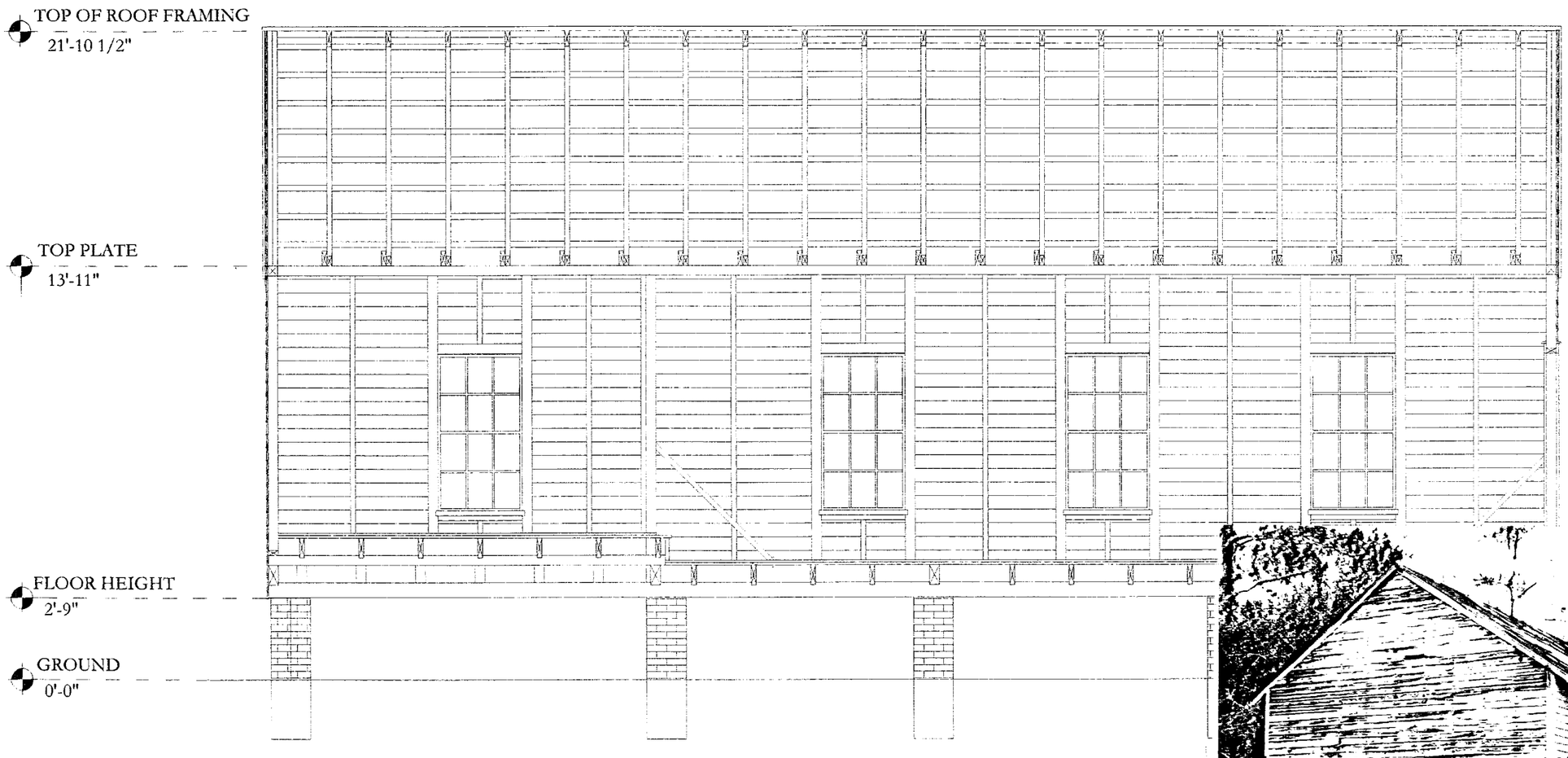

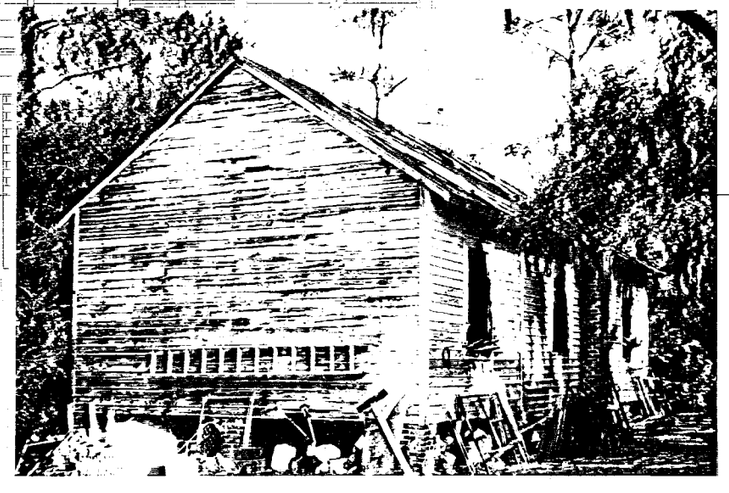

Feasibility Study for the Relocation of the Lake Hall School

for the John G. Riley Museum and Resource Center of African American History and Culture

Feasibility Study for the Relocation of the Lake Hall School

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Feasibility Study for the Relocation of the Lake Hall School

I. Work Scope Statement

The John G. Riley House Museum and Resource Center of African American History and Culture is a community based house museum whose mission is to identify, preserve and interpret the history of African-Americans in Leon County and the State of Florida. Established in 1996 as an expansion of the historic John G. Riley House, the museum researches the contributions and achievements of African-American culture as well as providing educational outreach through the production of exhibits, tours, and documentaries as well as other educational materials.

In an effort to extend its current range of exhibits, The Riley Museum/Center identified the last remaining one room Negro school house left in Leon County as a potential adjunct facility which would highlight the early education of African Americans. After obtaining the rights to the structure from its current owner, the Riley Museum/Center prepared a grant seeking the necessary funding to relocate the building that is currently in danger of being lost to nearby development pressure. In addition to its relocation, the study is designed to determine the financial and logistical feasibility to rehabilitate the structure to its 1874 condition, the year the school first appears in historic records.

In November, 2000, the Riley Museum/Center Board of Directors engaged the firm of Huffman/Tarmey Architecture, P. A. to prepare a feasibility study for the relocation of the historic Lake Hall African -American one room school house to a site adjacent to the existing site or in close proximity to the Riley Museum and Resource Center. The charge of the Preservation Architect was four fold. First the Architect was directed to inspect the existing structure and provide measured drawings. These documents will serve as a set of post construction design plans of the existing historic building. They will describe its materials and methods of construction and ensure that a permanent record of the existing building exists should it be determined that the structure could not or should not be removed from its historic context and existing site.

As a part of that effort, the Architect commissioned a structural analysis of the building by the Structural Engineer, David C. Jones, P.E. in order to determine the impact and physical ramifications of an intact relocation to one of two predetermined sites. Among those two parcels, the first being only eighty feet (80') from its existing location, and the second approximately four hundred yards south and east of its current setting. Each of these proposals were designated as *temporary* in nature and were to be undertaken in order to save the building from demolition anticipated with the proposed expansion of residential development on and adjacent to the original (and current) site.

The second goal of the study was to determine the logistical feasibility of the proposed project. To that end, the Architect commissioned a certified house mover with specific experience in the relocation of historic and endangered structures. Copies of both the Structural Engineers analysis and the letterform report by the house mover can be found in the appendix of this report.

Third and on going at this time was a new site feasibility study. The Architect in conjunction with the Riley House Museum/Center Board and staff had identified three potential sites adjacent to the Riley House. The Architect has prepared three separate sketch scenarios, one for each site

under consideration. Those site study graphics are also included in the appendix of this report. The determination of the new site is being joined and supported by The Trust for Public Land and efforts at securing the final site for the relocation continue.

While mentioned in the Grant application, operational feasibility is not a focus of this report. The operation of the relocated school as an adjunct museum facility is better determined by the Riley House staff. The Board and staff of the House Museum/Center will ultimately be responsible for its operation and management.

Finally this report will speak to several programmatic and interpretive feasibility issues associated with the proposed relocation and rehabilitation of the Lake Hall School.

Consistent with the Secretary of Interiors Standards for Rehabilitation, it has been noted that the removal of a historic structure from its original site and context is literally the last possible option for preservation. This endeavor should only be undertaken in the most extreme cases of endangerment of a historic structure. As such, the removed structure is viewed more as an artifact than a true historic place. This project presents just that scenario and is therefore one of several options under consideration. As with most projects, advantages and disadvantages present themselves. In this case, several particularly interesting opportunities for archeological, architectural, construction technology, educational, as well as the discovery of often-overlooked history present themselves. It has been the traditional practice in historic preservation to restore and protect significant places, in particular those structures, buildings, and homes of famous persons throughout history. It can be said that with the exception of a few authentic "communities", we most often seek to restore and preserve the domain of our leaders, political and military figures, and the captains of industry. Most of these are related to the persons and events of American heritage that make our history so rich. This project presents the antithesis to traditional preservation projects in terms of an opportunity to preserve a less grand, in fact humble, yet very significant structure. It should be recognized that the history of these kinds of buildings and places is vitally significant and important for their contributions to our society and the lives of the hundreds and perhaps thousands of people who were shaped by them over time.

Feasibility Study for the Relocation of the Lake Hall School

II. A Brief History of the Lake Hall School

According to a research paper presented by Florida State university student Seth A. Pajcic, the educational opportunities for African Americans in the last quarter of the nineteenth and first half of the twentieth centuries were significantly hampered to a large extent by the actions and discriminatory practices of State and local public officials. In Pajcic's words, African Americans were routinely subjected to racially biased legislative and funding practices resulting in "...crowded one room schoolhouses, with unsanitary conditions and outdated educational materials". Some time after 1960 most of these decaying structures were shut down by local school boards and their displaced students were integrated into nearby more acceptable public school facilities. As a result, many of the old school structures were abandoned, demolished or sold along with the lands they occupied.

Fortunately for the citizen's of Florida, a single example of the difficult conditions associated with African American education from 1870-1960 still remains in Leon County. The Lake Hall School served as an elementary schoolhouse and currently stands on its original site in formerly rural Northeast Tallahassee. The School is located on property owned by David S. Walker, Jr. and is currently used as a storage shed for Mr. Walker's landscape business. The building is a wood vernacular, single gabled structure.

The Lake Hall School remains in remarkable condition for a building considered to be one hundred twenty seven years old. The structure continues to deteriorate due to its continuous exposure to weather and utilitarian use. Like many structures of this archetype, its historic significance, long unrecognized, has resulted in unintentional abuse as a utility building. This has led ultimately to the demise of countless historic structures that heretofore have been considered less worthy of preservation efforts.

The Lake Hall School came into being during the time following enactment of legislation in Florida that created the first system of public instruction open to all races. Established in 1869, this measure resulted in almost complete segregation of public schools. Many new schools were constructed and opened beginning in 1870, with most School Boards quietly segregating their schools by building new facilities of starkly opposing standards for black and white student populations. The Lake Hall School first appears in Minutes of The Leon County Board of Public Instruction, on June 1, 1878. Ownership of the land upon which the school is located is uncertain at the time of its opening. The county eventually paid Edward and Harriet Nelson, presumably the owners or the heirs to the parcel, the amount of $16.00 for the property. With thousands of students in hundreds of small public schools throughout the state, an unofficial system of racially divided public education existed in Florida by 1880. Florida's common educational institutions became "officially" segregated with the ratification of the Florida Constitution on January 1st, 1885. The updated article of Education forbade white and African American children from being taught in the same school. The same document provided for "impartial provision of funds" for the segregated "separate institutions". The legislature did not however enforce the latter half of the law and allowed local school boards to allocate funding in a discriminatory manner. Legalized segregation resulted in outdated textbooks, inferior and inadequate supplies being the normal allocation of county provided materials in Negro schoolhouses. The appropriations of the Leon County Board of Public Instruction mimicked the disparities in funding statewide following ratification of the 1885 Constitution.

In the years before 1887, the monthly appropriation of funds to Negro Schoolhouses, including the Lake Hall School, equaled that given to white elementary schools throughout the county. For most of the remaining years of the nineteenth century in fact until after 1905, the monthly allotment to the Negro schools fell to almost 26 percent below what the board appropriated to white schools. A series of laws that took effect during the 1890's resulted in further inequities between white and Negro schools, including teacher shortages. It was these teacher shortages which forced many Negro one room schoolhouses to close, however the children of Northeast Leon County were fortunate that a variety of African American educators taught in the Lake Hall School, allowing it to remain open while many others were closed. The Lake Hall School, like many others suffered from the general and intentional lack of state and local funding, depended on parents and northern benevolent associations to furnish textbooks and supplies. In the era following the Civil War it was the Northern Benevolent (formerly Abolitionist) Societies that provided funding and improved treatment of former slaves. Inadequate funding also resulted in schoolhouses without blackboards, and students sharing desks or sitting on the floor. Also evidenced in the history of public school education in Florida were physical conditions that made the education of children particularly grueling. Wood structures with tin metal or cypress shingled roofs, lacking insulation, ventilation, heating or sanitary restroom facilities were common for rural Negro schoolhouses. The Lake Hall School is no exception, with evidence of a single wood stove for heating.

Primitive conditions characterized the Lake Hall and other Negro schoolhouses until 1920 when the state took notice of the deplorable conditions of African American education. It appointed I.M. Brinson as State Supervisor of Negro Education that year with the goal of providing adequate supplies and teaching materials for the education of African American students, including a 1925 initiative that provided free textbooks for the Negro schools. Lake Hall School typified the rural Negro schoolhouse of this era, providing no toilet or washing facilities. Children used nearby trees and bushes for make shift privies. According to oral histories provided by past pupils, students brought their own drinking water from the nearby lake, because the schoolhouse did not have a well. Prior to class, children gathered firewood to burn in the stove that heated the school in winter. They used the same stove to cook meals year round, which usually consisted of corn meal for bread and dried beans provided by their parents. According to the same oral accounts, the school contained one blackboard for the more than eighty students in five and sometimes seven different grade levels taught at the school. The children sat in rows of benches, likely procured from a local church, not at desks. Typically, only one person taught all eighty children. The schoolhouse does not now and apparently seldom had any paint on the exterior. Any improvements made to the structure were usually made by students and their parents.

The Lake Hall School was closed following the 1949 school year. The Leon County Board of Public Instruction began to identify and shut down a number of the older and more dilapidated Negro schoolhouses, and a majority of the students were transferred from the Lake Hall School to the more modern Lake McBride School. While many students had to travel a greater distance to attend school, the idea of a school complete with its own well and restroom facilities provided immense comfort in comparison with the old Lake Hall School.

After the School Board closed many of the one-room schoolhouses, the properties were often sold to neighboring property holders and various individuals. The structures were generally demolished or converted into a variety of utilitarian uses. Fortunately the Lake Hall School was not demolished Isaac and Martha Randolph purchased the property from the county in the later 1950's and in turn, sold it to David Walker, Jr. in 1976. Mr. Walker understands the significance of the structure and expressed his desire to donate the structure to the Riley House Museum/Center as an adjunct to their existing House Museum, the former home of John G. Riley, the first African American School Principal in Leon County and a noted public educator.

Existing Conditions Report

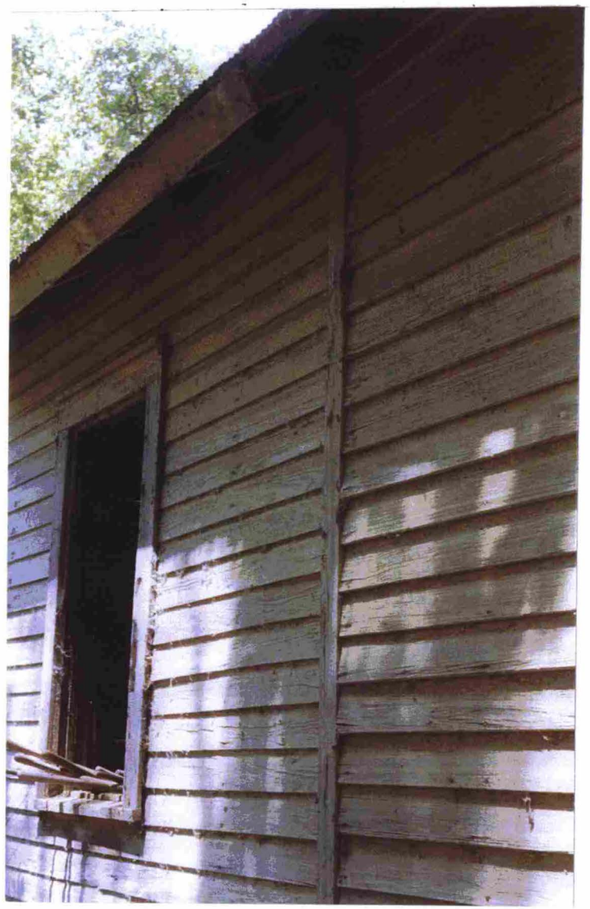
Feasibility Study for the Relocation of the Lake Hall School

III. Photographs

The Lake Hall School. Currently used as a Storage Building

The Lake Hall School showing the Addition on west end and window fenestration pattern.

The Lake Hall School. View looking northwest, suspected addition and different siding materials.

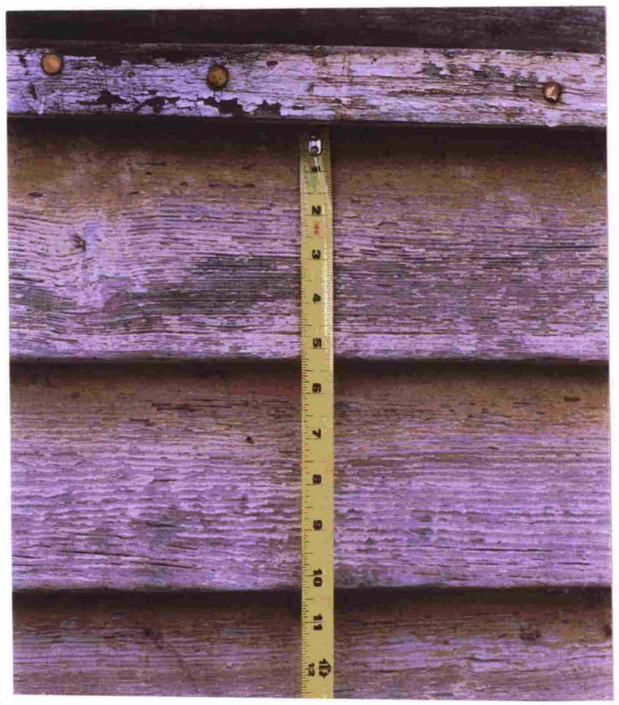


Close up of siding and seam between the original structure and the suspected (undated) later addition.
Note the change in the siding material and spacing. Also, note the change in roof fascia detail.

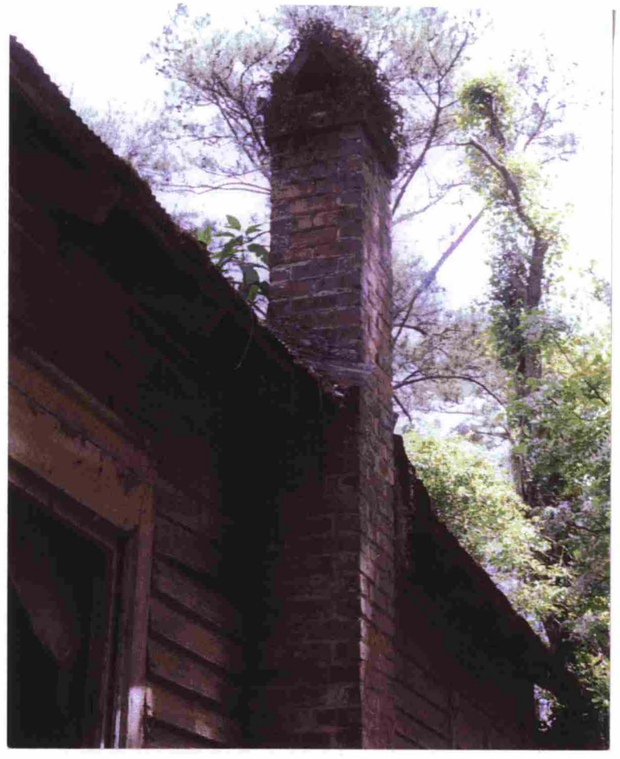
Feasibility Study for the Relocation of the Lake Hall School

III. Photographs (continued)
Page 2

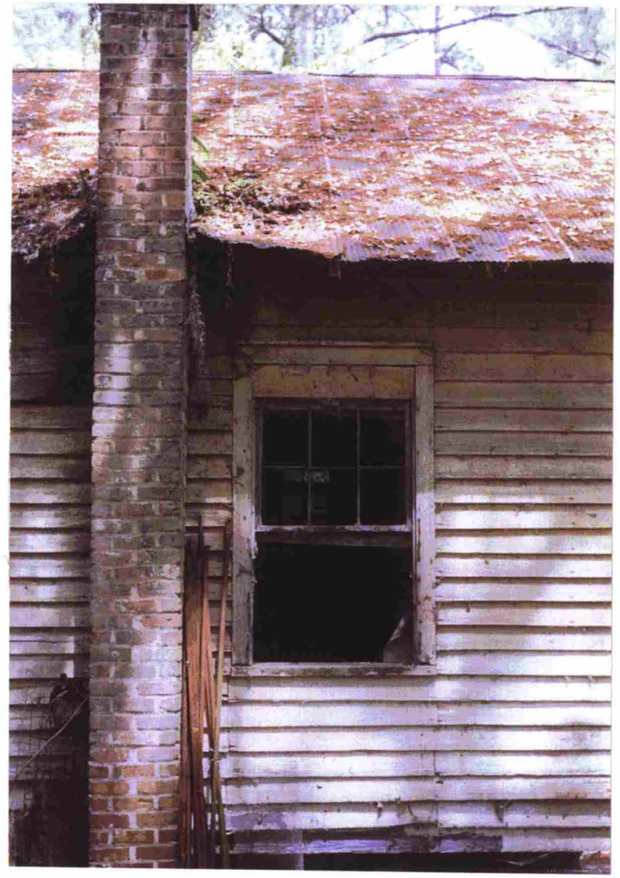
The beveled siding on the main or "original" portion of the Lake Hall School. Measurement Is 6" with 5" exposure.



The "drop" siding on the suspected (undated) addition of the Lake Hall School. Measurement Is 6" with 5-1/4" exposure.

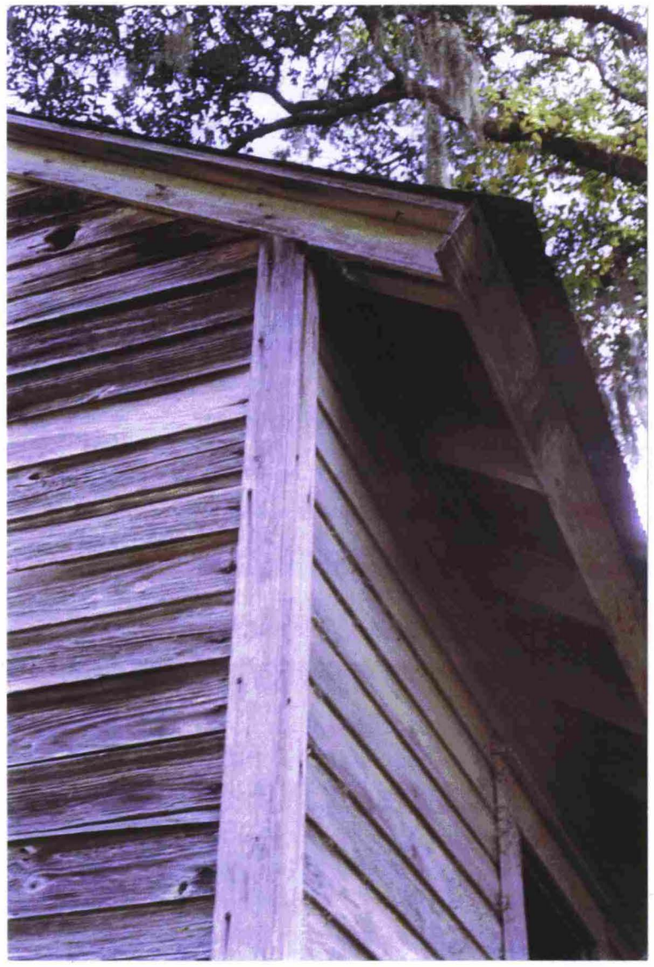


The Lake Hall School. Chimney detail. Clay pipe flue enters building 7 feet above floor. Metal wood burning stove mentioned in oral history accounts is no longer present

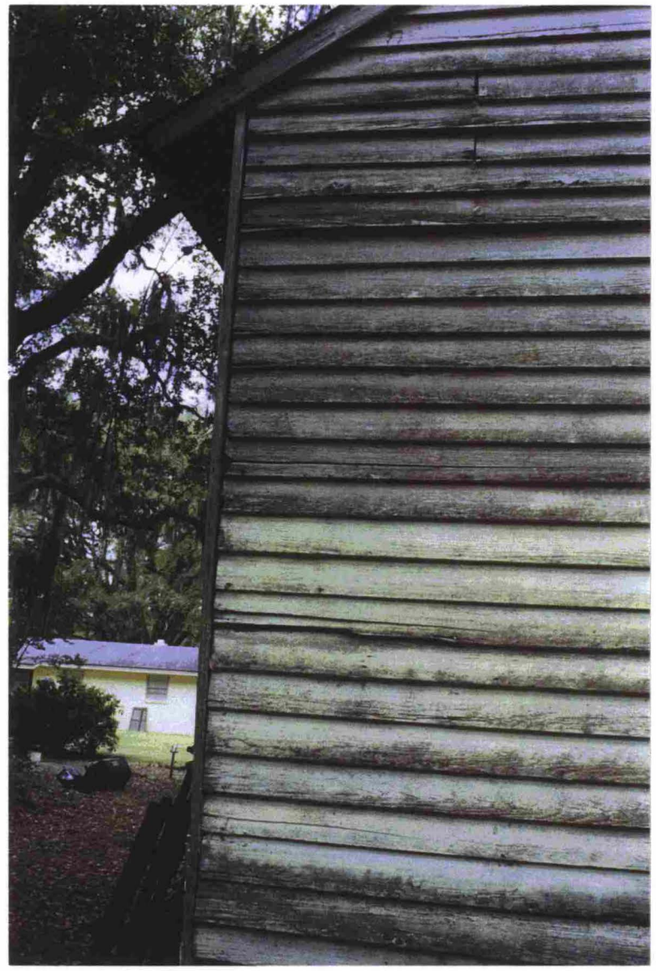


Chimney and adjacent window on south elevation. Note, common framing blocking at top of window. Former proportions indicate original window size. Sashes present in the openings are replacements and do not match the original sash dimensions.

III. Photographs (continued)

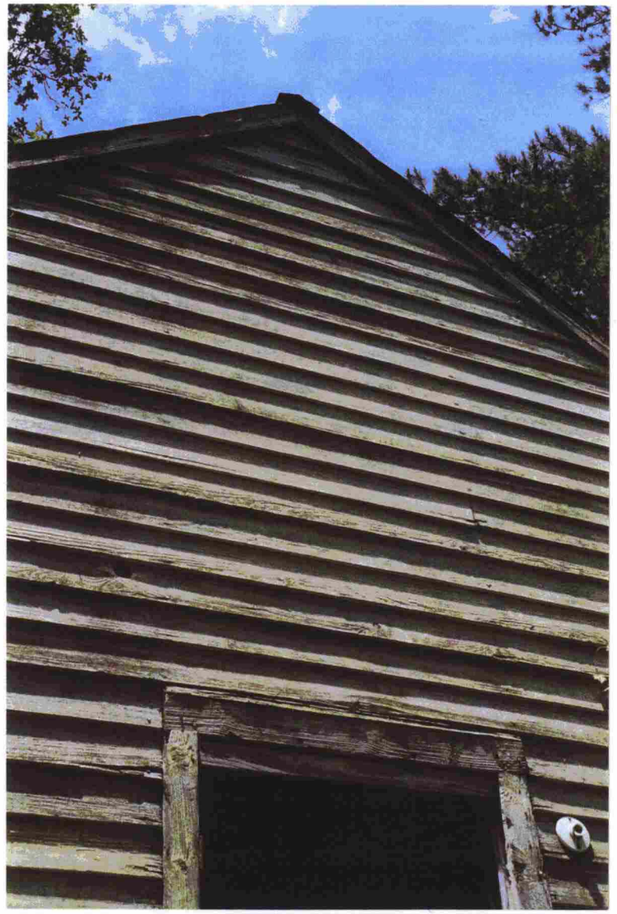


Corner trim at addition.
Southwest corner of building.



Simple trim condition at corner of "original" Lake Hall School.
Southeast corner of building.

III. Photographs (continued)
Page 4



East gable of Lake Hall School.
Note gable end and door detail.

Southeast corner of original structure.
Note 6"x 8" perimeter beam set with the 8" dimension bearing. Perimeter beams are typically set with the short dimension down. Notched joists run perpendicular.

III. Photographs (continued)
Page 5

The Lake Hall School.
Primary entry door.
Note door in opening,
no longer attached to
frame. Severe deterioration
present at perimeter frame
in north-south direction.
Stairs once located here
Have been removed.

Close up view of former school entrance and deteriorated perimeter beam. Note original pier form and construction. Door and window frame details and construction clearly discernable.

III. Photographs (continued)

The extended center beam under the west end addition to the Lake Hall School..

A shaped pier at northwest corner of Lake Hall School. The pier at the southwest corner is the same, opposite hand.

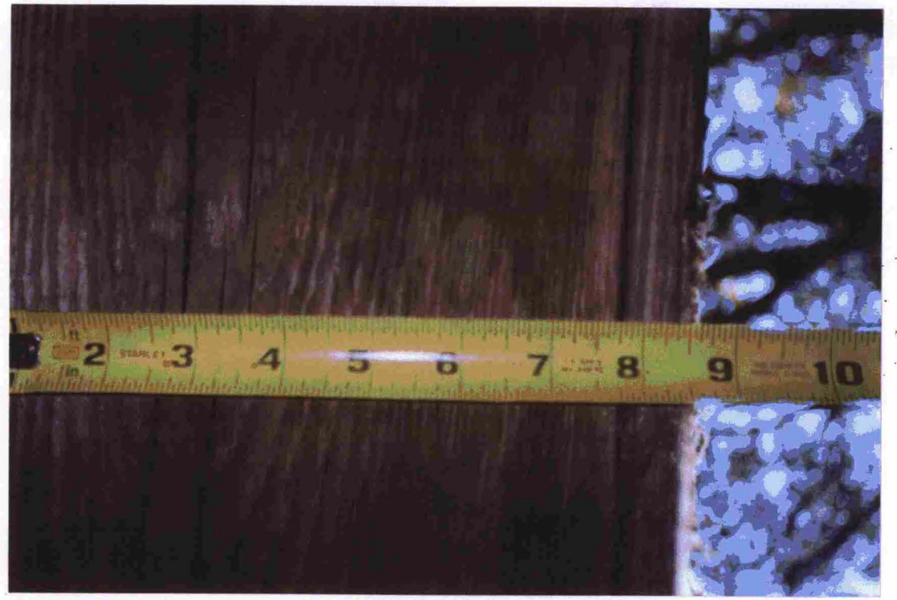


Photo of perimeter beam, dimension in flat dimension from under the school.

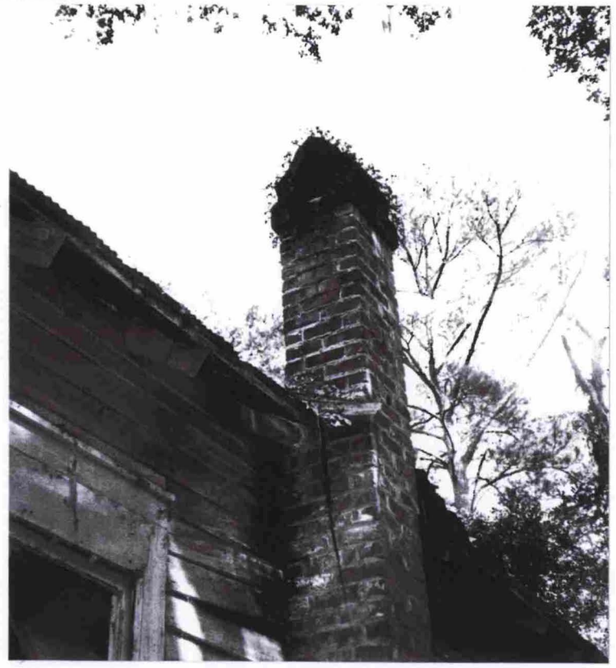
Photo of perimeter at addition on west end. Lower beam is the extension of original school. This provides platform raised above former level of school.

The Lake Hall School. Typical floor framing under original school.

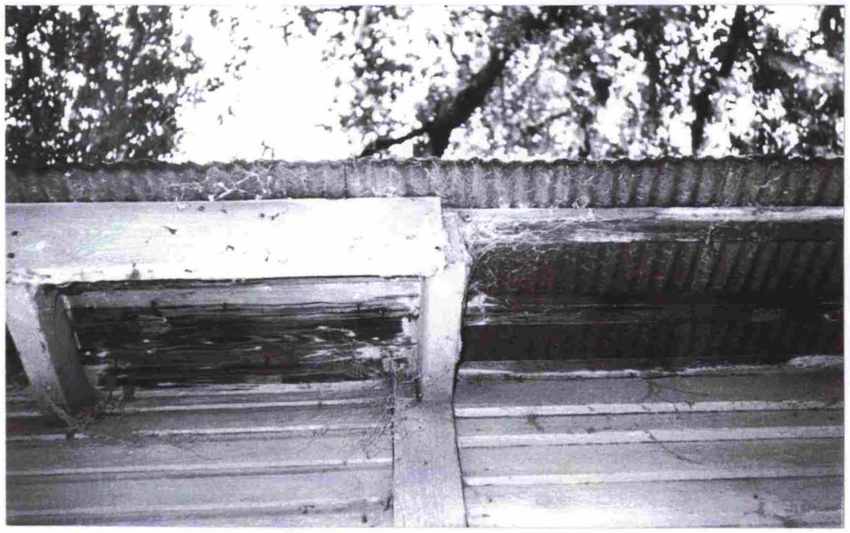
Floor framing under addition on west end of school..

Floor framing at the center pier at intersection of original structure and addition.

Perimeter of structure on south side at intersection of original structure and addition

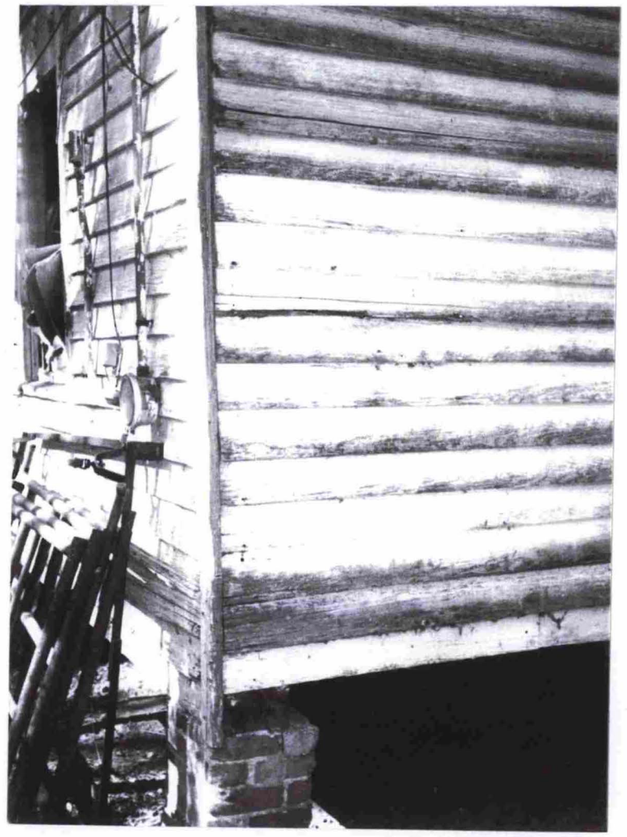


The articulated arched chimney interface at roof.



The change in roof sheathing and framing between original and addition.
Note the roof is sheathed at the addition .and uses purlins at the original.
This suggests a different roof material was also used on the original.

The roof rafter end detail at the addition on west end of schoolhouse.

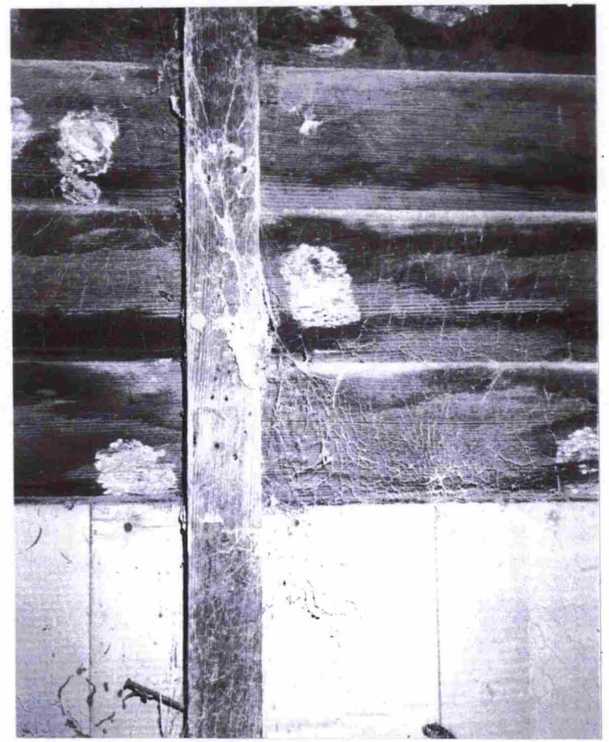


Electrical meter suggests the
building had electric lighting.

Interior of underside of roof framing in original structure. Note purlins and tie rafters. Also note 4"x4" top plate with 1" x 2" flat trim to finish ceiling.

Clay pipe flue for wood burning metal stove.

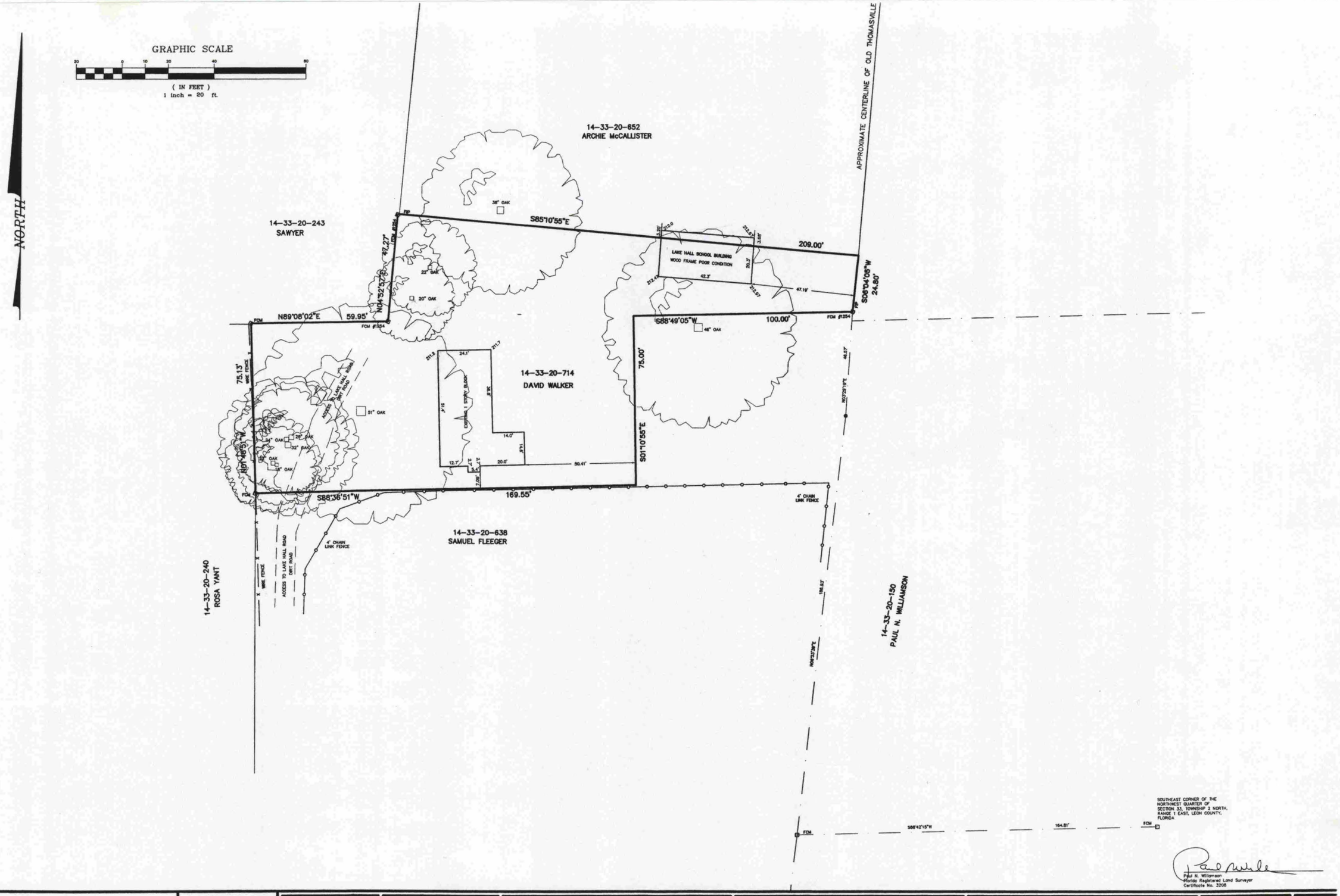
Another view of roof and remaining wood ceiling.



The Lake Hall School. Interior walls have regular Nail pattern indicating some interior wall finish.

IV. Measured Drawings

The following drawings are the result of our field investigation in order to produce a set of construction drawings that document the existing conditions of the structure.



Paul N. Williamson
Florida Registered Land Surveyor
Certificate No. 3208

Allen Nobles & Associates, Inc.
TALLAHASSEE • CHIPLEY • DESTIN • PENSACOLA

PROFESSIONAL LAND SURVEYING, MAPPING, AND CIVIL ENGINEERING
LB#3293 EB#7990
2720 PABLO AVENUE
TALLAHASSEE, FLORIDA 32308
PH: 850-385-1179
FAX: 850-385-1404

DRAWN BY:	PNW/AEP
CHECKED BY:	X
DATE:	11/09/01
SCALE:	1" = 40'
PROJECT NO:	4096-001
CAD NO:	4096-001
STATUS:	
FIELD BOOK:	626
PLOT DATE:	

REVISIONS

CLIENT: HUFFMAN TARMEY ARCHITECTS

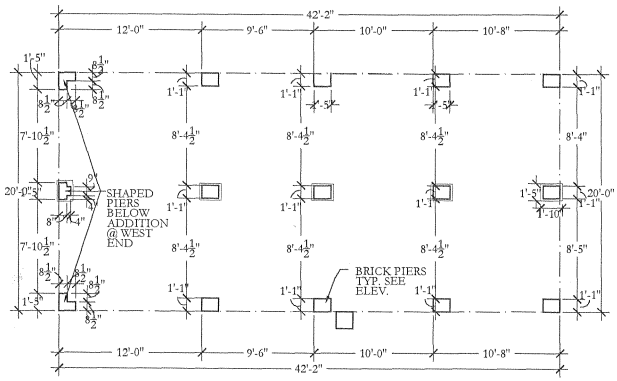
PROJECT: LAKE HALL SCHOOL PROPERTY

SHEET TITLE: SKETCH OF DESCRIPTION OF LAKE HALL SCHOOL

SEAL

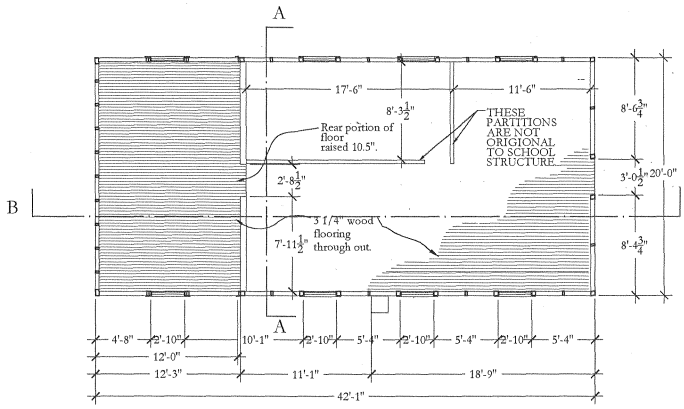
NOT VALID WITHOUT THE SIGNATURE AND THE ORIGINAL RAISED SEAL OF A FLORIDA LICENSED SURVEYOR AND

SHEET



FOUNDATION PLAN

SCALE: 1/8" = 1'-0"



FLOOR PLAN

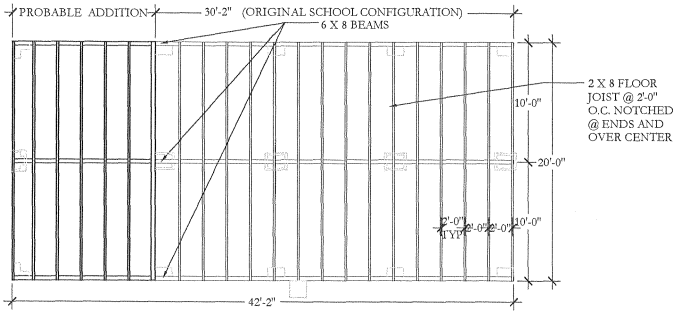
SCALE: 1/8" = 1'-0"

Huffman/Tarmey
Architecture
PA

Architecture
Urban Design
Preservation

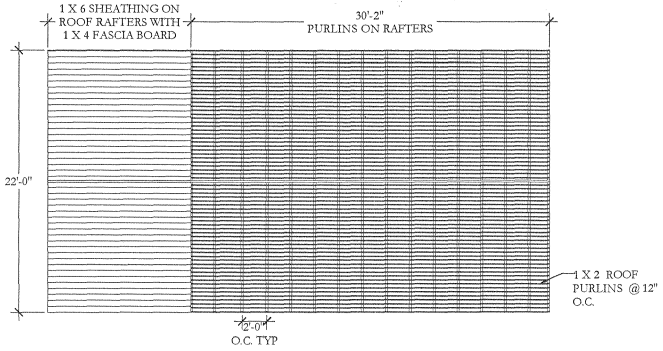
458 St. Francis Street
(phn) 850/222-0084
(fx-mail)
Architecture Reg.

Tallahassee, FL 32301
(fax) 850/222-0085
Huffterch2 @ aol.com
AA0003409



FRAMING PLAN

SCALE: 1/8" = 1'-0"



ROOF PLAN

SCALE: 1/8" = 1'-0"

Huffman/Tarmey
Architecture
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Architecture
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450 St. Francis Street
(ph) 850/222-0084
(e-mail)
Architecture Reg.

Tallahassee, FL 32301
(fax) 850/222-0085
Huffarch2 @ aol.com
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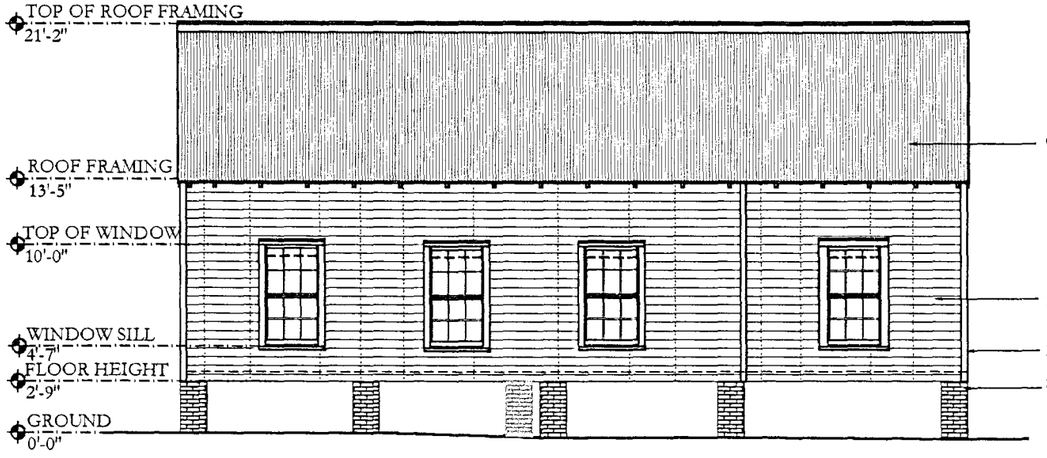
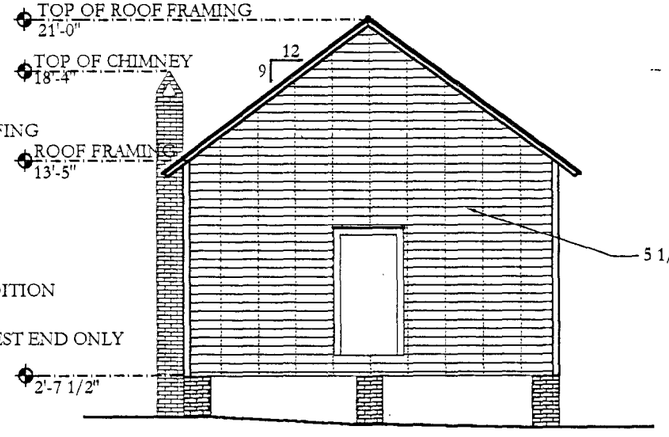


NORTH ELEVATION

SCALE: 1/8" = 1'-0"

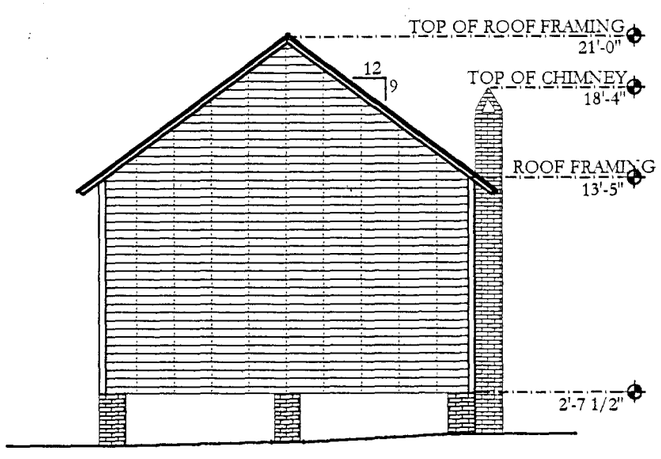


EAST ELEVATION

SCALE: 1/8" = 1'-0"

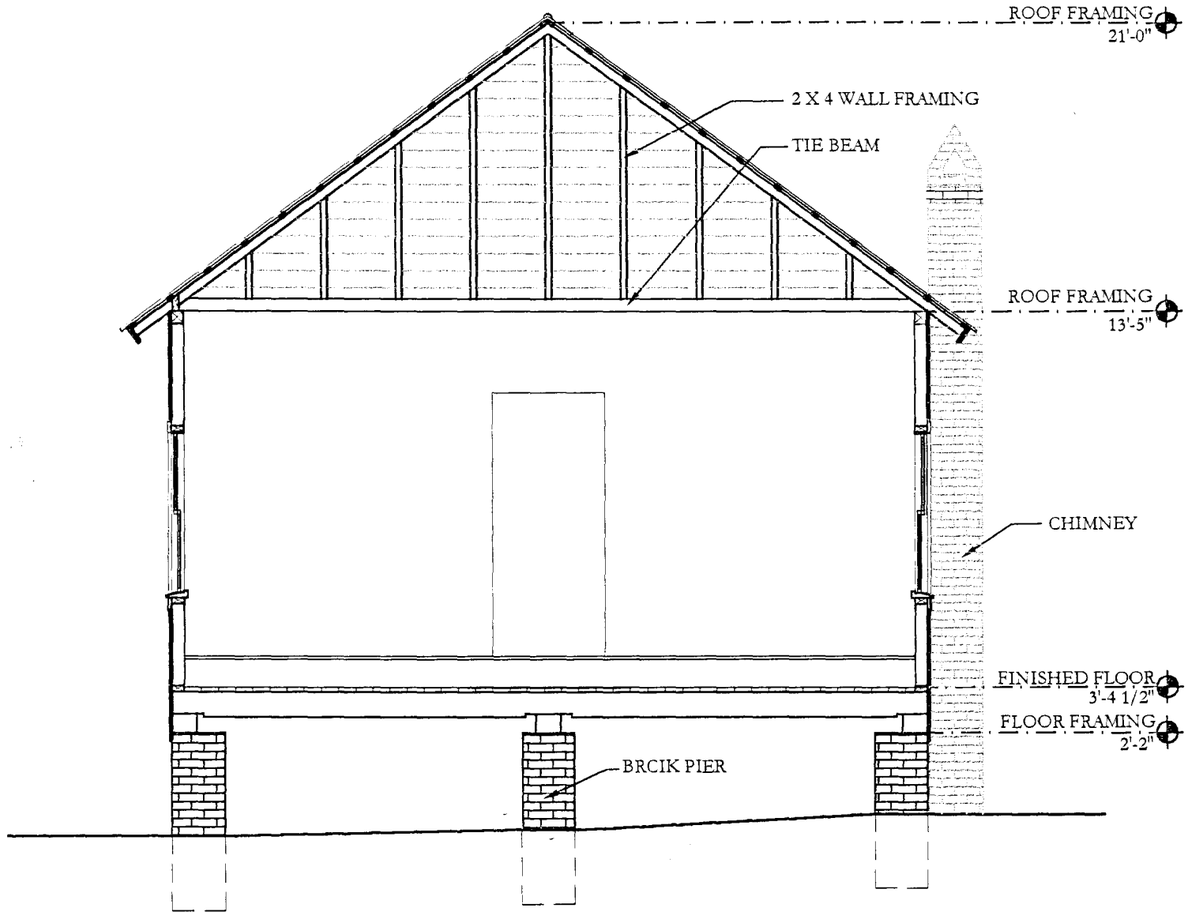
SOUTH ELEVATION

SCALE: 1/8" = 1'-0"



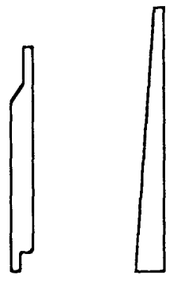
WEST ELEVATION

SCALE: 1/8" = 1'-0"



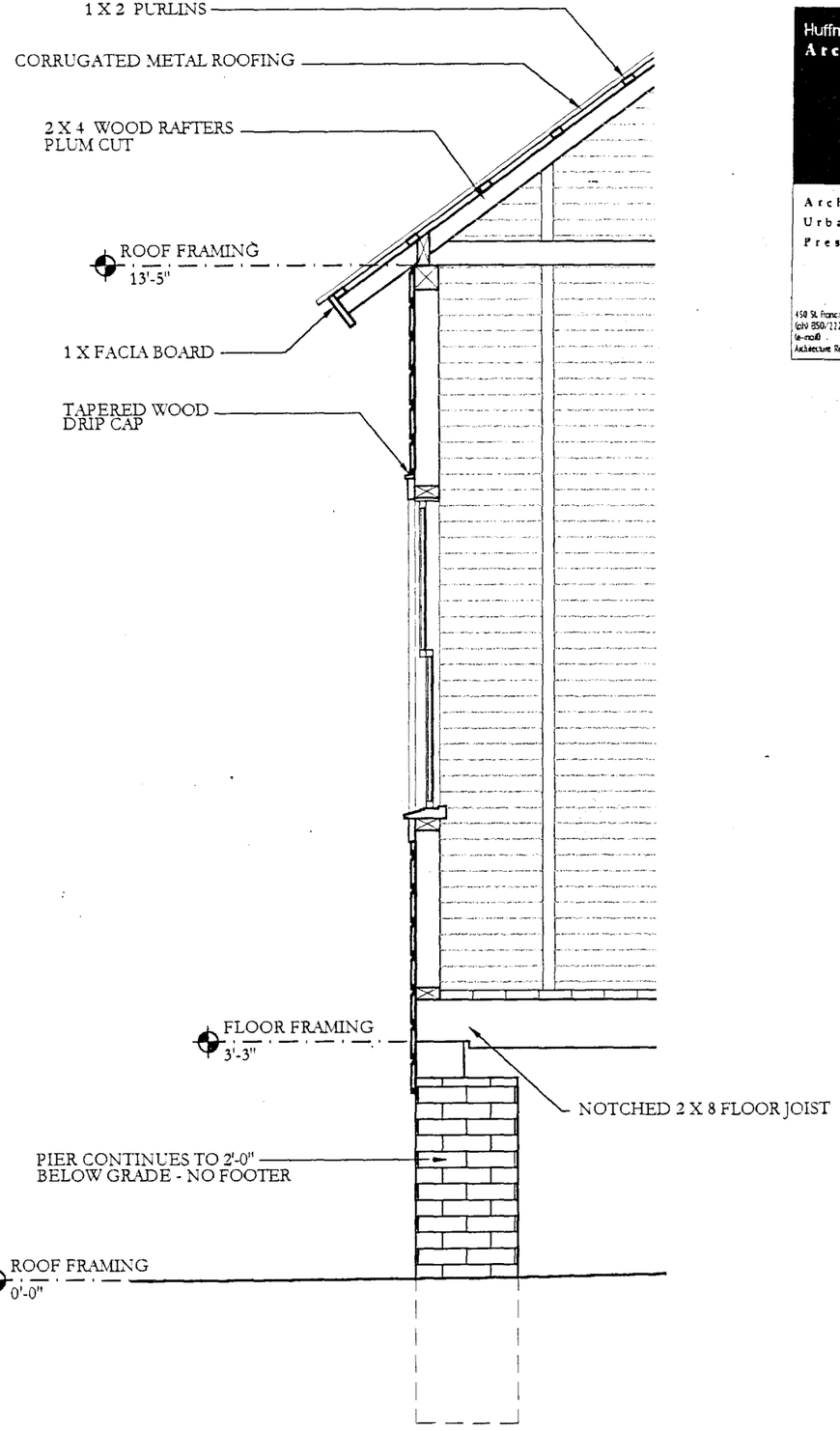
SECTION AA

SCALE: 1/4" = 1'-0"



DETAILS

SCALE: 1 1/2" = 1'-0"



WALL SECTION

SCALE: 1/4" = 1'-0"

Huffman/Tarmey
Architecture
PA

Architecture
Urban Design
Preservation

450 St. Francis Street
(ph) 850/222-0084
(e-mail)
Architecture Reg.

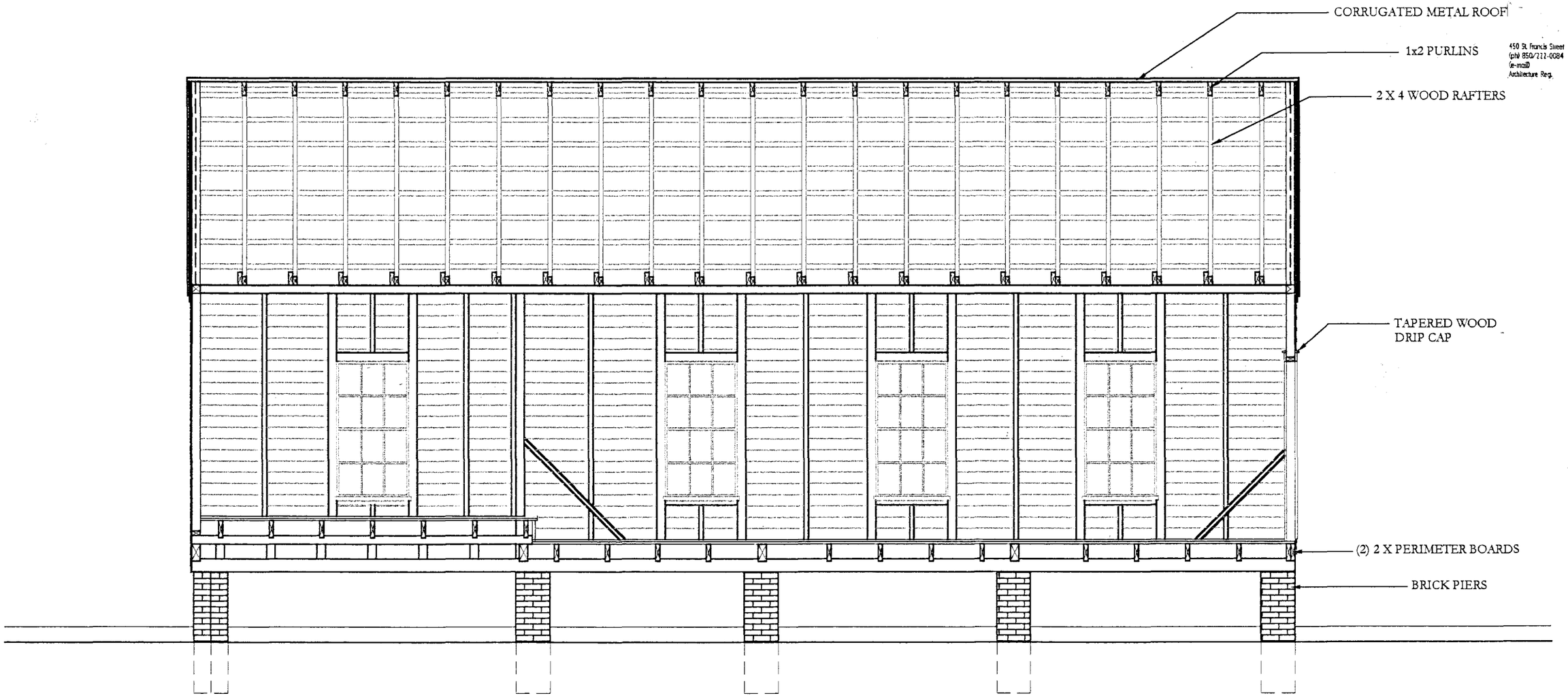
Tallahassee, FL 32301
(fax) 850/221-0085
Huffarch2 @ aol.com
AA0003409

Huffman/Tarmey
Architecture
PA

Architecture
Urban Design
Preservation

450 St. Francis Street
(phn) 850/222-0084
(e-mail)
Architecture Reg.

Tallahassee, FL 32301
(fax) 850/222-0085
Huffarch2 @ aol.com
AA0003409



SECTION BB

SCALE: 1/4" = 1'-0"

V. Field Observations

The structure has several interesting characteristics and clues as to its evolution. The most obvious and striking feature is the undated addition on the west end of the building. This later addition has several distinct differences, including the foundation, framing, siding and roof sheathing. See photos page 1.

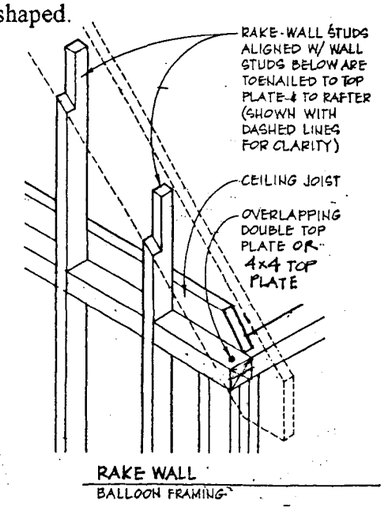
The building has been altered with several interior partitions and all but one of the original windows has been removed. Most of the windows have been retrofitted with filler blocking and smaller sashes from replacement windows.

The original structure would appear to have been 30 feet in length, as opposed to the nearly 42 feet of existing overall length. The date of the addition is unknown, and not mentioned in written accounts of oral histories about the school. The foundation of the addition consists of "shaped" piers in lieu of the traditional stacked brick straight piers found under the "original" structure. The interior framing of the "original" structure is actual 4"x 4" posts in each corner with 2"x 4" diagonal bracing and a single intermediate 2"x 4" centered between the 4"x 4" posts found on each side of the four double hung windows. The addition is raised approximately 10" above the original schoolhouse floor, and was probably used as a teacher's platform. The wall framing in this area is also balloon framed, but utilizes single 2"x 4" members at 24"on center with double 2"x 4"s on each side of the windows as king studs with a trim stud, in lieu of the heavier 4"x 4" single king framing members found in the original lower portion of the schoolhouse. Corner posts in the "addition" are 4"x 6" timbers.

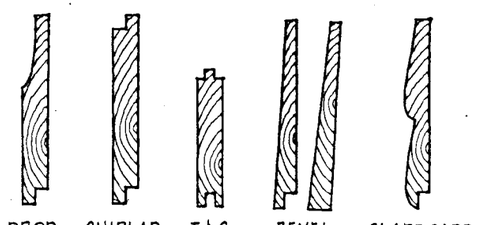
The framing system used for the construction of the school is consistent with common carpentry practice of the time. The walls are balloon framed, meaning that the studs are continuous from the floor or sill plate to the top plate. This framing system was developed in the 1840's and is considered to be the predecessor of the modern framed wall. This is particularly noticeable at the east and west gable ends where the studs frame through the top plate and continue to the gable end rafters. Please see the detail provided.

The foundations under the original school frame are typical friction type piers, a stack of interlaced running bond brick masonry 17" square (including masonry joints) with the exception of the three piers at the west end of the structure. These three are shaped piers, designed to accept the extended ends of the additions foundation beams. The north and south piers are 'L'-shaped and the center pier is 'T'-shaped.

Balloon framing allows for ease of construction and economy of material and stabilizes a tall wall where there is no horizontal structure at the level of the top plate



The siding profile also is changed from the "original" structure to the "addition". The original structure was sheathed in 51/2" exposure lapped siding with a straight bevel. This siding is the most common and produces a flat yet slightly tapered plank that has a narrower dimension at the top width than at the bottom. The "addition" has a "drop" profile, indicating a slightly more refined, milled product, where the siding boards have been shaped through the use of a planer or a tooling knife. The resultant effect is a rectangular shaped siding board with a shallow scallop taken out of the top third of the plank when viewed from its end. The bottom eighth is notched to accept the scallop of the next board, ensuring that the fastener, usually a cut nail was protected from the weather.



HORIZONTAL SIDING PROFILES

Both siding materials are presumed to be long leaf pine or cypress, the most abundant tree species used for construction at the time of the original construction. See photos page 2 and 3.

The floor framing is unique in that the primary floor beams are laid flat on their short dimension in lieu of being set in the traditional manner long axis. The perimeter and center floor beams are 6"x 8" rough sawn heart pine.

The beams are laid on their wide dimension so that the 6" dimension is spanning the distance between the brick piers. The floor framing is actual 2'x 8' floor joists at 24" on center. The perimeter bear on the east end beneath the main door is severely deteriorated. A portion on the north side of the center beam has been repaired with common framing lumber and additional rot and damage has occurred to that wood. See photos page 4.

Each of the 2"x 8" floor joists runs in the north-south direction the full width of the twenty feet plus width of the structure. Each individual joist is notched into the north and south perimeter beams and notched over the center beam. All are toe nailed in place with cut wire nails.

The floor framing beneath the addition or "platform" section was more than likely "engineered" during construction, as the methods of carpentry are not standard. The center and perimeter beams are continuous and 3"x 4" "cripple" studs or jacks are placed on top of the main beams and toe nailed in to support an additional 4"x 6" beam running parallel to the main beams. Again, 2"x 8" joists are notched and nailed into these secondary beams to create the platform.

The flooring is consistent 1"x 3-1/4" tongue and groove pine and the ceiling appears to be 1" x 6" pine. The ceiling is supported by flat 2"x 6" tie rafters angle cut to the pitch of the roof, nailed into the descending rafters at the top of the balloon-framed walls.

Roof framing is common framed 2"x 4" rafters with flat battens at 12" on center over the "original" structure. The rafter tails are exposed in this section of the building. Over the newer "addition", the roof is supported on the same 1"x 6" sheathing found at the ceiling. The cause for the change in construction methods is not known. The rafter tails on the addition have a 1'x 4' fascia board, with no soffit. The purlins or 1" x 2" flat battens indicate that perhaps a cedar shingle roof preceded the corrugated metal currently used as roofing material.

The interior stud walls have evidence of a regular nailing pattern that might indicate that an interior wall sheathing material was once present. There are no remaining interior wall finishes. And in fact additional nails and nail fragments punctuate the interior studs, making a definitive determination of wall finish impossible. The wall finish is not indicated in the written accounts of the oral histories taken from former students. We speculate that any finish may have been wood from the nail pattern. Horsehair plaster on wooden lathe was a common interior wall finish at the time of construction of the Lake Hall School, and is known to have been common for other buildings constructed in Leon County during that time. It is however unlikely for plaster to have been used for such a humble and functional building.

The purported original door exists, off its hinges just inside the doorway. It is a common butted plank on a cross frame with a hollow metal cast knob. Hinges and knob set are severely rusted and is also not likely original to the structure due to their craftsmanship and apparent age.

The windows and doors probably have the most significant damage of all of the variety of parts and pieces of the building. One window in the original structure and one window in the addition (probably recovered from the original seem to match in size, proportion and material. The mullions are very thin wood indicating less expensive plate glass glazing. Most windows have blocking added at the tops, consisting of short pieces of common framing lumber. This blocking is typically inserted to reduce the overall window height, and to hold the window frame in square. Shorter, non-matched sashes have been installed in place of the original double hung sash members in the abbreviated or foreshortened frames.

Several interior partitions have been erected over the time that the old school structure has been used for a utility building. None of these partitions seem of material or character to have been original to the school. No interior partitions are found in the oral histories or recollections of former students of the Lake Hall School.

The site is relatively flat with dense overgrowth immediately north of the structure. There is a large Live Oak tree immediately south of the school building that provides shading for the majority of the day. As is typical with vernacular construction, the building is oriented east west along its primary axis to minimize solar exposure and aid in passive cooling. The area west and south is primarily open and flat. Please see the survey/site plan for reference information regarding building orientation.

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Electricity was installed in the building at some point, but it is not clear if it was ever provided with electricity while serving as a school. An electric meter device and several simple electric light fixtures are located on the building interior and exterior. The building currently does not have electric power supplied to it.

The building is currently being used a storage structure for a landscaping business.

END FIELD OBSERVATIONS

Feasibility Report and Recommendations

Feasibility Study for the Relocation of the Lake Hall School

Option A: Local Relocation

Option A involves two short haul, temporary relocation scenarios, designed to recover the structure by dislocating it from its current site in an effort to remove the immediate development pressure of the existing and adjacent sites.

The first option is to relocate the structure some eighty feet from its current location (80') in an effort to simply get out of the way of pending redevelopment of the existing site.

Option A also examines a second short haul relocation as a temporary solution, but could serve as a more permanent relocation, placing the school near the intersection of Lake Hall and Thomasville Roads. This also serves only short-term goals and has several drawbacks in the management and operational aspects of the potentially renovated building.

As mentioned in the structural report, each of these scenarios anticipates typical house moving practices in order to relocate the building intact. However, due to the age and condition of the materials, and the particular framing method, the building is not well suited for any intact relocation effort. Due to the fact that balloon framing has inherent defects in lateral bracing, the rigors of pulling the structure will make it susceptible to structural failure and collapse from the pressure exerted by the towing vehicle. Also of concern with this type of relocation is the path or access to the site. Unfortunately, the road leading into the site has limited clearance between large trees as well as overhead obstructions from tree branches and power transmission lines. Given that the existing building is in excess of twenty feet tall, placing it on the appropriate tractor/trailer vehicle would also require raising the entire structure to approximately five feet above finished grade, in order to remove the existing brick masonry piers and position the support carriage beneath the structure .

In the opinion of the Structural Engineer, a local move is advisable only when the goal is to relocate the building a short distance, where an open access lot or adjoining property with no clearance restrictions is available. The Engineering report also does not recommend transport where use of major roadways is involved. Finally, the building would require reinforcement of the floor system, walls and roof elements to allow for absorption of the dynamic loads encountered in such a move.

The roadway into the site presents a significant obstacle with two large pine trees spaced only fourteen feet apart as well as a forty foot long section of chain link fence narrowing the roadway to sixteen feet. The school building is approximately twenty feet wide and these access restrictions preclude its safe passage out of the drive area.

Please refer to the findings and observations by the Structural Engineer, found in the appendix.

Feasibility Study for the Relocation of the Lake Hall School

Option B: Segmental Relocation

Option B would involve segmenting or breaking the structure down into smaller more easily transportable sections that could be accommodated by the restrictive widths and clearances of the proposed and necessary relocation path.

Given the overall size and height of the existing structure, as well as the desire to ultimately transport the structure to a location near the Riley House Museum in downtown Tallahassee, the structure would necessarily require separation into four or five large pieces in the transverse direction (north–south). This would also require the complete removal or disassembly of the roof and roof frame, including rafters and tie beams. By doing so the structure would become slightly unstable and would likely require lateral shoring in the form of bracing and lateral support. It is felt that the lateral bracing would best be accomplished by installing plywood on the interior walls and disassembling the structure at strategic sheathing and framing seams into manageable sections. In addition to the significant loss of context, it is strongly felt that the simple loss of material may also render the structure un-repairable in terms of the removal of continuity in the structure and potential additional damage to delicate but undamaged components.

While the segmental relocation may be somewhat viable from an ease of transport standpoint, it would dramatically increase the amount of material and cost of temporary required bracing and reinforcement needed to accomplish the task of holding the segmented pieces of the building together. Many of the same disadvantages to the local or intact relocation also apply to the segmental relocation. The widths of access drive, spacing between trees and radius of access road and driveways all have the same bearing on the physical relocation of large segments of the structure as an intact relocation effort.

Other less desirable results of the segmental relocation scenario present issues that must be considered prior to making a decision to attempt this type of extraction. Repairs to the original framing at each cut line would severely diminish the value of the relocated structure from its authenticity. Additional, non-historic new framing members will be required to re-frame or stitch the framing back together upon completion of the move. Another concern is that the new framing will not only devalue the historic value of the structure but also make the original unique construction characteristics unclear. The incorporation of these non-historic framing members will also necessitate much more interpretive information as the simplicity of the vernacular structure will no longer be the leading argument for a permanent relocation effort to associate the structure with the larger Museum mission.

The exploration of the Segmental Relocation alternative derives the idea that at least a partial disassembly will be required for any of the proposed relocation efforts. This led the investigative team to determine what would be the best way to relocate the entire structure with the least amount of damage to the overall building components upon reassembly.

Feasibility Study for the Relocation of the Lake Hall School

Option C: Disassembled Relocation

Option C would involve dismantling or disassembling the entire structure through a complete and detailed deconstruction effort. It would involve a careful disassembly in an orderly manner, beginning in reverse construction order, dismantling the building in a piece-by-piece fashion, and cataloging the entire assembly as the process progresses. The exercise would provide an invaluable tool for education and archeology, as well as documenting the progress for the reassembly at a new location.

As suggested by the Structural Engineer's report, varying degrees of disassembly might be utilized in order to expedite reconstruction. Again transport off of the existing site as well as consideration of the logistics and potential new site of the relocated structure will have an important effect on the overall disassembly process.

Of concern is the timing for determining the best place for the building to be relocated and the schedule for site preparation. A scenario that has been discussed is the short -term storage of the disassembled components while a site is secured and an appropriate interpretive environment is designed. Each of these possibilities should be planned for as a contingency as all are irrevocably interrelated.

This disassembly option optimizes the amount of stabilization and reinforcement needed to prepare any segments for transport, reduces the risk of collapse or structural failure, and is ultimately safer from the retention and recovery of truly historic materials to be garnered from such an extensive effort. For simple structures such as this single room schoolhouse, the expense of more intensive reconstruction is probably more than offset by the decreased expense and risk of attempting to transport the structure intact or in large segments.

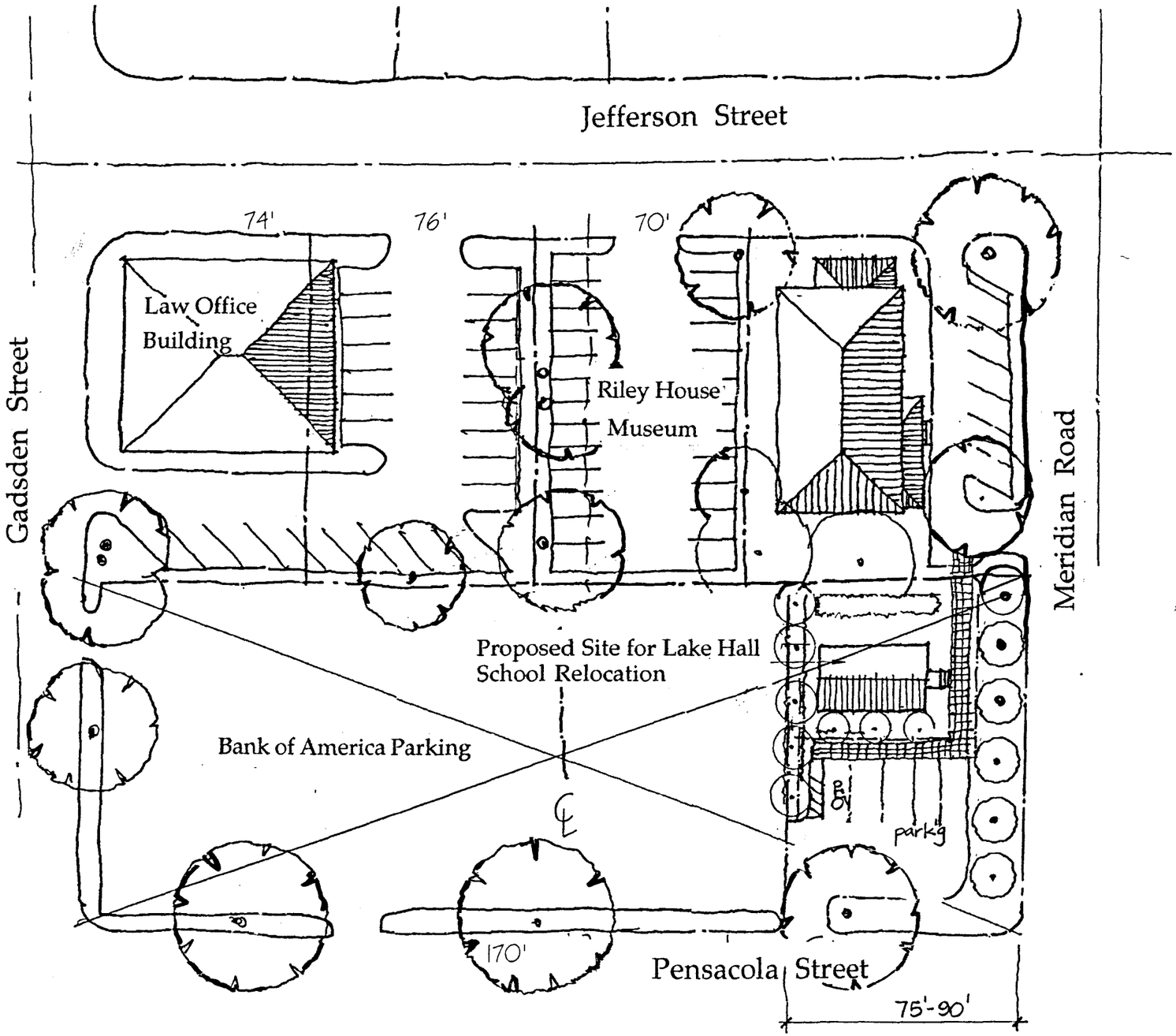
Feasibility Study for the Relocation of the Lake Hall School

Recommendation for Recovery : Option C: Disassembled Relocation

In concurrence with the recommendations of the Structural Engineers Report and feasibility letter from the Certified House Relocation Specialist, It is the recommendation of Huffman/Tarmey Architecture, P.A. that the Riley House Museum and Resource Center for African American History and Culture pursue funding from various agencies and in-kind support to avail themselves of Option C; Disassembled Relocation

Due to the age of the structure, the condition of the materials, the simple construction methods, the size of the existing structure, and the inherent historic value of this last existing architectural artifact, a disassembled relocation would appear to be the most prudent method of transport and probably the safest.

In concert with this recommendation, this method offers the Riley Museum the ability to safely recover and if necessary, store and examine this historic building artifact while seeking appropriate funding and a final interpretative site location in close proximity to the Riley House. For logistical and long range management feasibility, this option provides the time and flexibility for the Museum to properly plan for, fund, and execute this endeavor to the level of expectations required by its Board of Directors.



Huffman/Tarmey Architecture PA

Architecture
Urban Design
Preservation

450 St. Francis Street
(ph) 850/222-0084
(e-mail)
Architecture Reg.

Tallahassee, FL 32301
(fax) 850/222-0085
Hufftarch2 @ aol.com
AA0003409

SEPT. 19, 2001

LAKE HALL SCHOOL

RELOCATION (DRAFT SUBMITTAL)

OPTION 1

LOCATED ON BANK OF AMERICA PROPERTY

SCALE = 1:40

0 10' 20' 30' 50' 100'

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450 St. Francis Street
(ph) 850/222-0084
(e-mail)
Architecture Reg.

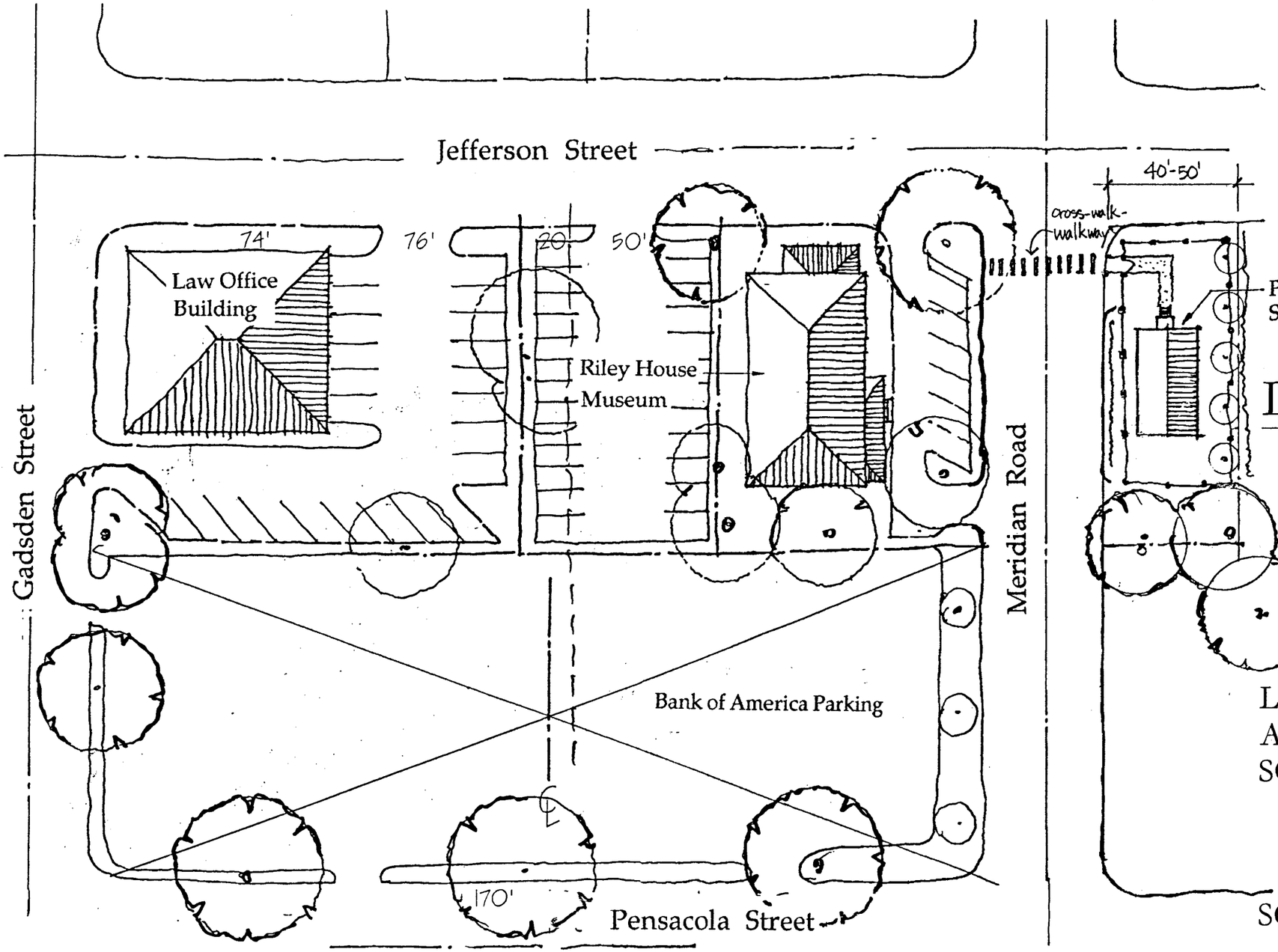
Tallahassee, FL 32301
(fax) 850/222-0085
Hufftarch2 @ aol.com
AA0003409

SEPT. 19, 2001

LAKE HALL SCHOOL

RELOCATION (DRAFT SUBMITTAL)

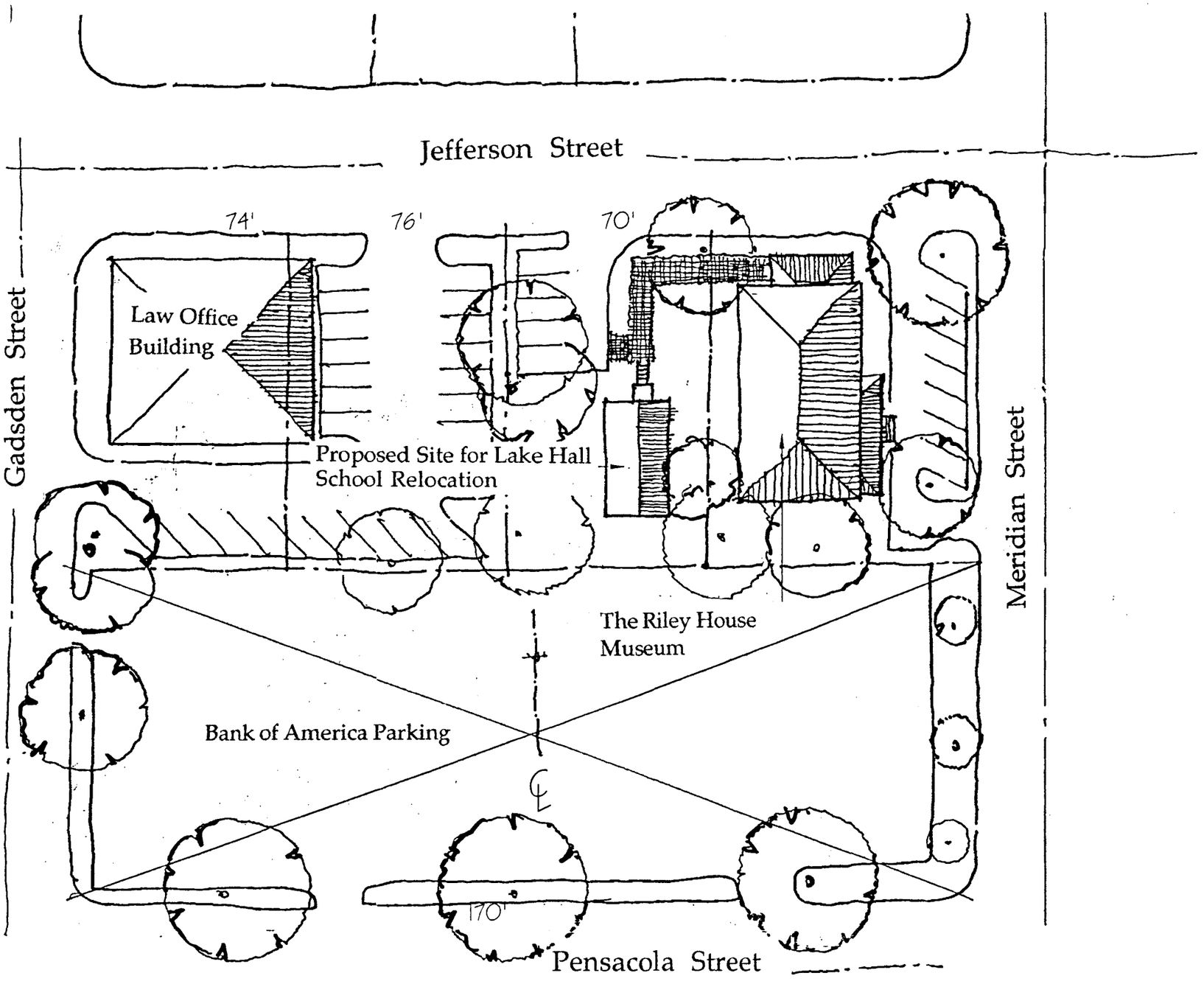
OPTION 2



LOCATED IN UNOCCUPIED ADJACENT PARKING LOT SOUTH OF RILEY HOUSE.

SCALE = 1:40

0 20' 50' 100'
10' 30'



Huffman/Tarmey Architecture PA

Architecture
Urban Design
Preservation

450 St. Francis Street
(ph) 850/222-0084
(e-mail)
Architecture Reg.

Tallahassee, FL 32301
(fax) 850/222-0085
Hufftarch2 @ aol.com
AA0003409

SEPT. 19, 2001

LAKE HALL SCHOOL

RELOCATION (DRAFT SUBMITTAL)

OPTION 3

LOCATED IN LAW FIRM AUXILLARY PARKING LOT WEST OF RILEY HOUSE.

SCALE = 1:40

0 10' 20' 30' 50' 100'