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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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 nominated, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

Nat. Register of Historic Places
National Park Service

1. Name of Property

Historic Name: McDonogh 19 Elementary School
Other Names/Site Number: N/A
Name of related multiple property listing: N/A

2. Location

Street & Number: 5909 St. Claude Avenue
City or town: New Orleans State: LA County: Orleans
Not for Publication: Vicinity:


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, 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 state local

Applicable National Register Criteria: A B C D


Signature of certifying official/Title: Phil Boggan, State Historic Preservation Officer Date: 8-10-16
Louisiana Department of Culture, Recreation, and Tourism
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

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4. National Park Certification

I hereby certify that the 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: _____

[Handwritten Signature]
Signature of the Keeper

9-22-2016
Date of Action

5. Classification

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

<input type="checkbox"/>	Private
<input checked="" type="checkbox"/>	Public – Local
<input type="checkbox"/>	Public – State
<input type="checkbox"/>	Public – Federal

Category of Property (Check only one box.)

<input checked="" type="checkbox"/>	Building(s)
<input type="checkbox"/>	District
<input type="checkbox"/>	Site
<input type="checkbox"/>	Structure
<input type="checkbox"/>	object

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

Contributing	Non-contributing	
1	2	Buildings
		Sites
		Structures
		Objects
1	2	Total

Number of contributing resources previously listed in the National Register: 0

6. Function or Use

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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 19th and 20th Century Revivals: Italian Renaissance

Materials: (enter categories from instructions.)

foundation: concrete

walls: stucco

roof: clay tiles

other:

Narrative Description

Summary Paragraph

McDonogh 19 Elementary School, built in 1929, is a three story stuccoed building that was designed by Edgar Angelo Christy in the Italian Renaissance Revival style. It takes up one city block in the Lower Ninth Ward of New Orleans. It has not been altered since construction and retains many original features on the exterior and interior and has a high degree of historic integrity. Because of its high degree of integrity, it is easily recognizable to the three young girls, Leona Tate, Tessie Prevost, and Gail Etienne, who integrated the school in the fall of 1960.

Narrative Description

The following description is from a FEMA undertaking review in 2011:

“The main school building is visually divided horizontally with a contrasting stuccoed concrete base at ground level and a concrete stringcourse between the first and second floors. The hipped roof is sheathed in clay tiles and the wide roof overhang exhibits open eaves, a box beam, brackets, and carved rafter tails. The windows are grouped into sets of five and primarily consist of 3-light awning wood windows. The main entrance is on the second floor, accessed by an exterior split staircase. The door surround features engaged pilasters and entablature with the name “McDonogh No 19 Public School.” Scrolled brackets flank the set of casement and pivot windows, which are located above the entrance entablature....The interior maintains its original configuration of spaces including the administrative office at the top of the entrance stairs, classrooms, library, center hallways, and secondary staircases. The original interior wood windows, doors, and transoms remain along with chalkboards, built-in cabinets and fireplace (in the library). Decorative plaster elements on the main level and Mediterranean cutouts above the entry openings are also intact.

A rear cafeteria was constructed circa 1938. The cafeteria and main building are connected by a concrete block hallway addition constructed at an unknown date. The caretaker’s

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cottage, constructed in the late 1920s, is also located on the campus.”¹

Today, the concrete block hallway mentioned connecting the main building to the cafeteria is no longer standing (see photos 6-9). The windows and doors throughout the building are currently covered with security shutters, but all are still intact. Besides that, the description from 2011 is still accurate. Some bracing has been added to a few rooms on the left side of the building for structural stability. There has been some deterioration, mainly of the paint finishes, but the rest of the school is virtually exactly as it was in 1960.

The FEMA report from 2011 further identified character defining features that are intact on the building and include wooden baseboards, door, and window trim; chalkboards (painted over); original wood doors with upper glass lights; original wood windows; interior operable transoms; window hardware; built-in cabinets; original stair cases; wood floors; tile floors at entrance; plaster ceilings; and decorative plaster elements such as corbels, Mediterranean cutouts above the entry, and the fireplace. On the exterior, the character defining features that remain are stucco exterior with niches and stucco or concrete base; cast concrete molding; cast concrete string course and cornice; double wood doors with multi-lite glazing; red clay tile roof; chimney on the rear elevation; hipped roof; wide roof overhang with open eaves, and carved rafter tails, and brackets.

The only other alterations of mention is that in the basement, there was an auditorium with a stage at the east end. The stage is no longer there and the auditorium walls were removed so that the basement is now just one large open space (see photos 36-39). They were removed due to Hurricane Katrina water and mold damage.

Behind the school is a large paved playground area with a backstop at the northeast corner (see photos 6-9). The cafeteria (see photos 9, 11-12) and caretaker’s cottage (see photo 10) are considered non-contributing as they do not related to the school’s area of significance within the desegregation of public schools in New Orleans.

McDonogh 19 has a very high degree of integrity, not only to the building’s original construction date, but also the 1960, when it was integrated by three little girls, Leona Tate, Tessie Prevost, and Gail Etienne. For this reason, it is eligible for listing on the National Register.

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.)

X	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.

¹ Federal Emergency Management Agency, Determination of Eligibility for Louis D. Armstrong Elementary School, Section 106 Consultation Letter to SHPO dated May 23, 2011. FEMA, Region VI, Denton, TX, pg. 1.

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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:

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.): Education; Ethnic Heritage: Black; Social History

Period of Significance: 1960-61

Significant Dates: November 14, 1960

Significant Person (Complete only if Criterion B is marked above): N/A

Cultural Affiliation (only if criterion D is marked above): N/A

Architect/Builder (last name, first name): Christy, Edgar Angelo

Period of Significance (justification): The period of significance is 1960-61, the school year that McDonogh 19 was desegregated.

Criteria Considerations (explanation, if necessary): N/A

Statement of Significance Summary Paragraph

McDonogh 19 Elementary School is nationally significant under Criterion A in the areas of education, ethnic heritage: black, and social history for the role it played in desegregating New Orleans' public schools in the wake of *Brown v. Board of Education*. Under the "Racial Desegregation in Public Education in the US" Theme Study, written in 2000, schools like McDonogh are defined as "properties associated with conflict or confrontation." McDonogh and William Frantz Elementary (listed on National Register in 2005) were the first two public schools in the city that admitted African American children in the fall of 1960. The three young girls at McDonogh became known as the McDonogh 3 and along with Ruby Bridges at Frantz, these young girls were integral to desegregating the public

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schools of New Orleans and soon found themselves on national news. The period of significance for the school is 1960-61, the year that the school was integrated.

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

McDonogh 19 was built in 1929 using appropriations from the McDonogh Fund. It was one of dozens of schools financed by the fund, which was established by entrepreneur John McDonogh. In his will, he stated that he was leaving funds to be used for the free education in Baltimore and New Orleans. The majority of the schools built with his fund were named after him with a number (i.e. McDonogh 19).

The school was designed by famed New Orleans school architect, E.A. Christy. After finishing his architectural studies, Christy became the city architect in 1904 and became the Orleans Parish School Board architect in 1911. He designed over 40 schools for the school board and defined what a New Orleans neighborhood school was. The school was an all-white school until 1960 when it and Frantz Elementary were chosen to be the first two public schools for desegregation.² On November 14, 1960, federal marshals escorted the four girls – three at McDonogh and one at Frantz – to school. Angry demonstrations occurred at both schools and the events of that day and beyond will be discussed further below.

***The following contextual information is from the William Frantz School National Register nomination. Anywhere it is a direct citation is in italics. Some information related to McDonogh 19 specifically is not italicized. ***

Note: The following is but a brief summary of the above historical context. For a fuller statement, see the 2000 theme study conducted by the National Park Service, "Racial Desegregation in Public Education in the U. S."

*Without a question *Brown v. Board of Education* is among the Supreme Court's best known and most far-reaching decisions. It overturned the decades-old legal foundation of Jim Crow segregation, the landmark *Plessy v. Ferguson* decision of 1896, wherein the high court ruled that segregated facilities were constitutional as long as they were equal – the famous (or infamous) "separate but equal" doctrine. In *Brown*, Chief Justice Earl Warren, speaking for a unanimous court, concluded in the now famous words, "that in the field of public education the doctrine of 'separate but equal' has no place." "Separate educational facilities are inherently unequal." Why? Again quoting Warren, "To separate them [black students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." In what came to be known as *Brown II*, issued in 1955, the Supreme Court ordered schools to desegregate "with all deliberate speed." The South responded with great deliberation and little speed.*

*The region's dogged determination to evade and otherwise resist *Brown* was and is known as*

² Federal Emergency Management Agency, Determination of Eligibility for Louis D. Armstrong Elementary School, pgs. 1-2.

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“massive resistance.” On March 12, 1956 Southern Congressmen replied to Brown with “a declaration of constitutional principles” known as “The Southern Manifesto,” signed by nineteen senators and eighty-two representatives. Senator Harry Byrd of Virginia is credited with the first use of the phrase “massive resistance.” In seeking to justify the Manifesto to his colleagues, Byrd explained that its drafting was “part of the plan of massive resistance we’ve been working on and I hope and believe it will be an effective action.” The arsenal of massive resistance was a panoply of legislative enactments, city ordinances, legal decisions and executive orders across the South aimed at maintaining segregation, Brown notwithstanding. Legislatures passed laws providing for the closure of public schools if one school desegregated, freezing school board financial assets, etc. The most revolutionary doctrine of the “massive resisters” was that of interposition – the notion that a state could “interpose” its sovereignty between the federal courts and the school system – in effect, that a state could decide which Supreme Court decisions it would follow. As one historian has noted, the doctrine of interposition “ignored both the supremacy clause of the Constitution and the political lessons of the Civil War.” Louisiana too would use interposition as the ultimate weapon during the New Orleans school crisis of 1960. The courts (all the way to the Supreme Court) ruled it unconstitutional. (See below.)

The immediate post-Brown years saw clash after clash as court-ordered desegregation came to the South, some famous and some little known. The showdown seared in the nation’s memory, of course, was in 1957 at Central High in Little Rock, Arkansas. Little Rock’s singular status rests upon the intervention of the Eisenhower administration with federal troops. Governor Faubus called out the National Guard to prevent “the Little Rock Nine” from attending Central High. Given the tenseness of the situation, Eisenhower had little choice but to respond with force. To a great extent, the events in Little Rock have overshadowed all other confrontations.

The New Orleans School Crisis

While some feared that New Orleans would be “another Little Rock,” it wasn’t. State government fought desegregation with a vehemence and frenzy unmatched by others; however, Governor Jimmy Davis stopped short of calling out the National Guard. Hence, the Eisenhower administration, in its waning days, was not forced to send troops to New Orleans. Federal marshals enforced court-ordered desegregation in New Orleans as the nation watched on television and followed events in magazines and newspapers. (The crisis spilled over into the Kennedy administration and was most definitely on Attorney General Robert F. Kennedy’s radar screen. For more on Robert Kennedy and the New Orleans school crisis, see below.)

New Orleans’ desegregation crisis traces its origins to 1952, when the NAACP filed Bush v. Orleans Parish School Board. Attorneys for the plaintiffs were Thurgood Marshall and New Orleanian A. P. Tureaud. (Tureaud devoted his professional life to civil rights litigation.) Federal Judge F. Skelly Wright, with the plaintiffs in concurrence, decided to delay the case until the Supreme Court ruled on Brown. In February 1956, in the first of many decisions in the case, a three- judge U. S. District Court in New Orleans ruled that segregation in public schools was invalid under Brown. Wright, in ordering desegregation, wrote:

The problems attendant desegregation in the Deep South are considerably more serious than generally appreciated in some sections of our country. The problem of changing a people’s mores,

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particularly those with an emotional overlay, is not to be taken lightly. . . . But the magnitude of the problem may not nullify the principle. And that principle is that we are, all of us, freeborn Americans, with a right to make our way, unfettered by sanctions imposed by man because of the work of God.

*All in all, the Bush case involved forty-one separate judicial decisions between 1952 and 1962, including six instances of the United State Supreme Court affirming the federal court. As Jack Bass observed in *Unlikely Heroes*, "As much as any case, *Bush v. Orleans Parish School Board* tested the supremacy of federal law." The federal courts, continues Bass, "maintained the rule of law against the most furious legal assault of any state against the supremacy clause of the Constitution." U. S. Attorney General Kennedy took the proactive stance of bringing the federal government into two of the Louisiana school suits as an *amicus curiae* [friend of the court] without any invitation and without any immediate threat of violence. According to an observer writing in 1971, "this step was unprecedented."*

Some four years after the 1956 decision, the New Orleans School Board still had not developed a desegregation plan. As one historian has noted, "Nothing happened to suggest that anyone believed the New Orleans schools would ever be desegregated." On May 16, 1960, after the board failed to meet its latest deadline, Wright ordered the public schools of New Orleans to desegregate under a plan of his choosing. Starting in the fall, "all children entering the first grade may attend either the formerly all-white public school nearest their home, or formerly all-Negro public school nearest their homes, at their option."

A complicated battle between the federal courts and the State of Louisiana raged in the summer of 1960. State government spoke with a monolithic voice. Any and everything would be done to preserve segregation, even if it meant closing schools. Like other Southern states, the Louisiana legislature had adopted various segregation statutes in the mid- 1950s. A 1958 measure authorized closing of desegregated schools and transfer of school property to private, non- sectarian schools. A poll conducted by the Orleans Parish School Board that summer found that 82% of white parents would rather close public schools than see their child attend classes with African-Americans.

The thrusts and counter-thrusts between the State of Louisiana and the federal courts are far too numerous to detail in this document. As fast as the legislature passed a law or Governor Jimmie Davis issued an executive order, the courts struck it down. (Davis had just won the governorship in a race dominated by the segregation issue. He owed his victory to segregationists. His Executive Order #1, seizing control of the School Board, was among the many struck down by the federal court.)

In New Orleans, the school board sought and received a final reprieve from Judge Wright. As the opening of school dawned, the board was not prepared, and received a delay until November. Desegregation accomplished in November would be by transfer, and, it was felt, would involve fewer students. So, New Orleans schools opened on a segregated basis in September 1960, with "D-day" set for November 14. The school board chose the students using the state's 17-provision public placement law (a segregationist dodge used throughout the South). Of the 136 requests from African-American parents, only five first graders were chosen – all girls and all in the Ninth Ward of New Orleans, a depressed blue collar neighborhood. There couldn't have been a worst choice for a

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social experiment of this nature. By the time "D-day" arrived, the parents of one little girl withdrew her name. Three of the students would attend McDonogh, and only one at Frantz. Despite attempts from everyone, including Governor Davis, to learn the names of the schools and the children, the identities remained a secret until that morning, when the young girls arrived at their respective schools with federal marshals.

*The State of Louisiana continued to act as if Little Rock had never happened. Governor Davis called a special session of the legislature to begin November 4. Twenty-nine segregation bills were bulldozed through a four-day session. Writing in 1964 in *Portrait of a Decade: The Second American Revolution*, Anthony Lewis observed quite aptly that the state legislature "executed every possible evasive or delaying tactic that could be put into statute form." One law imposed criminal penalties against anyone who attempted to interfere with the state's control of education, including officers of the federal government. All bills passed with huge majorities, with an interposition bill passing unanimously. Wright countered with restraining orders, whereupon the State Superintendent of Education declared November 14 a statewide school holiday. Immediately Wright issued a restraining order against the holiday. When an act authorizing a legislative committee to take control of Orleans Parish schools was enjoined, the legislature declared the entire body to be in charge of the schools. In an unprecedented move, Judge Wright enjoined the entire state legislature.*

*With the power of the federal courts behind them, four first-graders on November 14, 1960, without even knowing it, butted heads with the bastion of segregation, the Deep South. By mid-morning the names of the schools being desegregated were known, and crowds (mainly woman) gathered to jeer. The women hurled vicious insults at the children, lobbed eggs, and spit at them. They were there when school started and when it dismissed in the afternoon. The numbers can't be determined with certainty – reports from the media vary. The *New York Times*, reporting on November 15, estimated the first day's crowd at Frantz to number about 150. *Look* magazine reported that some 400 were there in late November. Other accounts give estimates at Frantz of as much as a thousand at the peak (which one suspects is too high). Little Ruby Bridges was particularly vulnerable, being the only child at Frantz. And it seemed that the protesters sensed this, for all accounts indicate that the crowds were larger at Frantz.*

The evening after "D-day" some 5,000 members of the White Citizens Council (a segregationist organization formed in the South in the mid-1950s) attended a rally at the Municipal Auditorium to protest desegregation. Some accounts of the event likened it to rallies in Nazi Germany. Arch segregationist State Senator Willie Ranich advocated a scorched earth policy. Leander Perez, a rabid racist who ruled adjacent Plaquemines Parish, whipped the crowd into a frenzy with one of his typically "over-the-top" speeches. Yes, the views of Ranich and Perez were not those of most New Orleanians, but the voices of segregationists were those being heard. They had seized the day, both locally and in state government.

The following day is the closest New Orleans came to a race riot. A mob composed of teenagers (truant from school) and adults variously estimated at between one and three thousand marched on city hall, the school board office, and Judge Wright's office. City police controlled them with mounted forces and a few fire hoses. The mob eventually disbursed, but not before roaming the area

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throwing stones and bottles at blacks in buses and cars. Breaking his "head in the sand" silence, Mayor Chep Morrison made an appeal on television that night for an end to the violence. His talk stressed the damage that could be done to the city's image from "the ugly irresponsible incidents such as took place today." That evening African-American teenagers took to the streets in response to the white-inflicted violence of the previous day. A few whites were shot and beaten (but none critically). The police made 250 arrests, mainly of blacks...

Back in Baton Rouge, Governor Davis kept calling special sessions, five in total, extending through late February 1961. The most menacing legislation was an attack on school board funds that caused considerable difficulties in meeting payroll. All this occurred despite a November 30 decision by a three-judge federal court declaring the Interposition Act and the rest of the legislature's package unconstitutional, a decision upheld by the U. S. Supreme Court on December 12. All in all, over 700 state and city officials had been enjoined from interfering with desegregation.

As events unfolded the United States Justice Department continued to monitor the situation. In an interview given in 1964 by Attorney General Kennedy and Assistant Attorney General Burke Marshall, Kennedy indicated that a particularly important issue was the threat to withdraw funds from desegregated schools. It finally boiled down, said Kennedy, to "whether we were willing to put some of these people in jail. Some important public officials. So we were involved, within two months, in a really major struggle with them."

*Assistant Attorney General Marshall recalled Kennedy saying, at the time, "We'll have to do whatever is necessary." "He was really mad It was the first time that either one of us had been involved directly . . . with the way that the segregation system worked in practice, and how difficult it was going to be. And they were so irrational about it down there." The "whatever was necessary" in this instance, was contempt proceedings (or the threat thereof) against various state officials (apparently in reference to the threat of freezing funds in desegregated schools). Anthony Lewis observed in *Portrait of a Decade: The Second American Revolution (1964)* that "as the months went on it became evident that state officials would back down rather than go to jail for contempt of court." (Accounts of Kennedy and contempt proceedings against Louisiana officials vary in the details. According to one historian – Carl M. Brauer in *John F. Kennedy and the Second Reconstruction* – the funding crisis was resolved when Robert Kennedy personally called Louisiana officials to warn them that the government was prepared to seek contempt-of-court sentences, whereupon they backed down.)*

What happened at Frantz and McDonogh, of course, was token integration to avoid real integration, as happened across the South. By late December 1960 the crowds had generally died down, and the State of Louisiana had been beaten back by the federal courts. Ruby Bridges finished the first grade at Frantz in a class of one. The cost of being a trailblazer was high. Her parents received innumerable threats and her father was fired from his job. The Gabrielles, one of the two white families not participating in the boycott, were harassed until they gave up and moved to Rhode Island.

*Feature-length stories on the Gabrielles appeared in *Look*, *Good Housekeeping*, and *Redbook*. The five-page article in the March 14, 1961 issue of *Look* was titled "Exodus from New Orleans." "Millions of Americans," wrote the author, "were shocked" to learn that the Gabrielles had "been forced to*

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leave New Orleans.” “They had cheered Mrs. Gabrielle on their television screens as she defied the mobs.” In an interview, Mrs. Gabrielle recounted the threats and harassment that caused them to leave the city, her home of some 35 years. She was quick to note, “It is a minority of people who are causing all the trouble.”³

Desegregation at McDonogh 19

The events that occurred at McDonogh 19 during the 1960-61 school year are of national significance at landmarks of the Civil Rights Movement. “Racial Desegregation in Public Education in the US” defines properties like McDonogh as properties that are associated with conflict or confrontation. That certainly describes what happened at the school, and at the other school that was desegregated, William Frantz Elementary, in November 1960. It is clear, from the following discussion and the widespread media coverage, that the desegregation of McDonogh 19 and William Frantz Elementary is nationally significant.

Whether the events from that day were described by journalists or by the young girls who experienced them firsthand, it is clear that their actions, simply by attending school, were certainly heroic. Five young girls were originally chosen out of 137 black students after a litany of tests, to attend the two schools, three at McDonogh and two at Frantz, but one of the young girl’s parents decided to opt out of the plan and thus, Ruby Bridges was the lone student at Frantz. Leona Tate, Tessie Prevost, and Gail Etienne were the three girls to attend McDonogh. All four girls were picked up at their homes by Federal marshals to be escorted to school each day.

After the white students had gotten settled in their classes at McDonogh, Tate, Etienne, and Prevost arrived at the school and the crowd that had gathered began to yell at them. Police, who were on site already, moved the angry crowd off of the sidewalk to the median of St. Claude Avenue, and the girls were walked into the school building via the front stairs. McDonogh had a normal daily student population of 460 students, but on November 14, only 94 showed up and by the end of the day, only thirty remained in class. When the girls left school that day, they were met with shouts of, “Don’t come back tomorrow – you’d better not come back at all.”⁴

Leona Tate described her first year of school in a 2004 *Times Picayune* article as:

On May 17, 1954, the U.S. Supreme Court ruled in the case of *Brown vs. the Board of Education* that racial segregation in the public schools was unconstitutional.

That was the year I was born. And here in New Orleans, the "go slow" approach was in full effect. It took the Orleans Parish School Board six years to act upon the law of the land. By that time, I was ready for the first grade. In 1960, two other little girls [Gail Etienne, Tessie Prevost] and I became the first black pupils to attend McDonogh No. 19 Elementary School in the Ninth Ward.

³ National Register of Historic Palaces, William Frantz School, New Orleans, Orleans Parish, Louisiana, National Register #20050608.

⁴ “Pupils Integrate in New Orleans.” *New York Times*. November 15, 1960.

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I distinctly remember the first day of school. My house was filled with family members helping my mother, Louise Tate, and I prepare me to start first grade. Everyone was ecstatic. I remember how we all rushed around our house, getting ready.

Then the black car arrived carrying two men to drive us to my new school. They were white, but the color of their skin did not send up a red flag for me. However, I can remember having a somewhat strange feeling about the drive, even though it wasn't that far.

I'm sure my family was worried, but they never showed it around me. At six, riding in a car was a novelty to me, but my mother simply told me to stay seated and not to put my face up against the window. I did as Mama told me, realizing only later that it was a safety precaution.

As we arrived near the school, the car slowed down and everything I remember from that point seemed to go in slow motion. Somehow, we were able to maneuver through a crowd of cursing, screaming, yelling people who were being held back by the police.

I didn't understand why those people were being held back. The only reason I could think of was to keep them safe, so that the moving cars wouldn't hit them. It never dawned on me that I was the object of their yelling or that they were trying to get to me. I don't remember any crowds on the school site, other than the police officers.

After being escorted up the stairs of the school, the three of us were seated on a bench in the hallway outside the office. We stayed there for a long time. The school was full of students, but when we arrived in the classroom, they began to leave rapidly, as if they had been swept up by the wind. I remember trying to talk to the other students, but to no avail. On my first day of first grade, it was as if I were totally invisible.

For the rest of that year and approximately half of the next year, the three of us were the only students at McDonogh 19 Elementary School. We were given a lot of attention, though. I loved school. The information was so new, refreshing and thorough. And my teacher, Mrs. Meyers, seemed quite comfortable teaching me.

We were insulated from the yelling and screaming outside. The classroom windows were covered with brown paper. The schoolyard was off-limits: We were happy to have recess in the big auditorium, where there was even a stage on which to play. In another strange touch, the water fountains had been turned off. Did officials fear that someone might try to poison the three first-graders? I've never really been sure.

Thanks to the determination of my family, I went on to get a good education. Today, the success of integration is spotty. But for the most part, the intent of African-Americans in pursuing integration has been woefully misconstrued.

The primary focus was never our being able to sit next to white children in a classroom, as much as it was about equality in books, classroom and gymnastic facilities, etc. We wanted current, up-

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to-date books and quality scholastic materials, just like our white counterparts. It was never about "forced integration," but was and is still about fairness and equality.⁵

Gail Etienne described the car rides to McDonogh as terrifying. Figure 2 shows a young Gail looking out the window of the car on her way to school. She remembers the car driving through a crowd of angry white protesters and while she didn't understand why they were angry, "I thought if they could get to me, they would kill me."⁶

Tessie Prevost stated she didn't remember any specific moments of being scared during those first few days, but she does remember that her mother was worried. "She told the marshal, she said, 'I'm giving you my baby; this is my baby.' And he told her, 'This is my job. And I'm going to take care of this baby. You don't have to worry about that.'" Even with his assurance, Tessie's mother would go back into the house each day and pray for the girls' safety.⁷

Once they were inside the school though, the girls felt safe and were protected from whatever was occurring outside with the classroom windows papered over. They played inside in the auditorium (see photos 36-39) rather than on the playground out back. And they weren't allowed to use the water fountains because those in charge feared someone would try to poison them. The marshals stayed in the school the entire day although the girls didn't realize that they were there all of the time until more recently.⁸

While Ms. Tate mentioned that the three were the only students that year, there were a couple attempts by white students to attend the school, but these attempts ended in harassment for the children and their families. Gregory Thompson, 9, and his younger brother, Michael, 8, broke the white boycott in January of 1961. The boys' family had moved near the school after the boys had attended schools in St. Bernard Parish and they were tired of the long bus rides. As Gregory left school his first day back, he was called a traitor by the masses of white mothers gathered outside of the school.⁹ A mob also protested at their father's work, Walgreen's, and he was fired. The family was then asked to move out of their apartment and left the city.¹⁰

Like their white classmate, the girls' families also received threats and other continued discrimination outside of school. While they did receive some letters of encouragement, they also received a lot of hate mail. Like Mr. Thompson, their parents lost their jobs. Even changing their home telephone numbers didn't help as the segregationists would get their new numbers quickly. Federal marshals also watched over their houses to protect the families and on one occasion, Gail Etienne remembers the marshals stopping a car that was in front of their house and finding a rifle inside.¹¹

⁵ Leona Tate. "Gliding past mobs, toward an education." http://www.tulanelink.com/tulanelink/leonatate_box.htm. Accessed June 15, 2016.

⁶ Katy Reckdahl. "Ashes of federal marshal who helped integrate New Orleans School returning to city." *Times Picayune* online. September 29, 2012.

⁷ Ibid.

⁸ Ibid.

⁹ "White Boy Breaks New Orleans Ban." *The New York Times*. January 27, 1961.

¹⁰ "Back to Boycott." *Time* February 10, 1960.

¹¹ Katy Reckdahl. "Ashes of federal marshal who helped integrate New Orleans School returning to city."

McDonogh 19 Elementary School
Name of Property

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The girls stayed at McDonogh 19 for another year and there were five black students and one white student in 1961-62.¹² For third grade, their parents transferred them to integrate another formerly all-white school in the Lower Ninth Ward, T.J. Semmes Elementary. Initially, the girls did not know why they had to leave McDonogh, but their parents wanted to ensure that they were transferred to the same school as their white classmates.¹³ When they got to Semmes, the white students stayed at the school and bullied the girls. Gail Etienne stated that, "We were all spit upon. I had my dress ripped almost completely off of me. I was hit in the stomach with a baseball bat."¹⁴ Furthermore, some of the white teachers encouraged white students to be cruel towards the girls: "The girls remember getting into fights or near-fights most days. For a while, a white mother would force her child to punch Prevost every day at the bus stop."¹⁵ One teacher who was particularly mean was called the devil's bride by the girls. Tessie Prevost Williams remembered, "I can still close my eyes and see her piercing blue eyes. She had blond hair, she was thing, and she wore pastel colors every day. She would hold her nose every time she had to get near us...She could encourage other children to fight us. She'd say, 'Hit her.'"¹⁶

What was termed token integration, the process of desegregating New Orleans' public schools was on a year by year basis. There were no major efforts to integrate, but rather, black families had to arrange for their children to transfer into white schools. This coupled with white flight led to most of the public schools being a majority African American by the late 1960s. By this point, the girls decided to attend all black middle schools and attended Rivers Frederick in the Seventh Ward.

For high school, the choices in the area were either the all-white Francis T. Nicholls High School or the all-black Carver High School. Leona and Gail decided that even though Nicholls, which had a "rebel" mascot and was named for a Confederate hero, would be a better option than Carver. Tessie decided to attend Joseph S. Clark High School, another all-black high school. Leona and Tessie started at Nicholls in 1970 and joined other black students who made up about 30-40% of the student population. The black students were successful in removing the rebel mascot (not without resistance) and a biracial committee was created at the school as well. The girls were able to make white friends at Nicholls, but they still faced fights from some students. One day, Leona remembers looking out of the window of their classroom and saw a white and black mob coming towards each other with weapons and she stayed out of school for the next two weeks. When the girls graduated, Nicholls was almost an all-black school.¹⁷

The Legacy of McDonogh 19

¹² Claude Sitton. "School Day Quiet At New Orleans." *New York Times*. September 7, 1961.

¹³ McDonogh 19 was made into an all-black school in 1962 by the school board; Katy Reckdahl. "The McDonogh 3' help unveil historical marker at their 1960 school." *Times Picayune* online. November 14, 2010. http://www.nola.com/education/index.ssf/2010/11/the_mcdonogh_3_help_unveil_his.html. Accessed June 17, 2016.

¹⁴ Brian Thevenot. "The McDonogh Three." *Times Picayune* online. May 16, 2004. <http://www.nola.com/education/content/stories/three.html>. Accessed June 17, 2016.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

McDonogh 19 Elementary School
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The events that took place at McDonogh 19 were truly historic and along with the integration of Frantz Elementary, the face of public education in New Orleans began to change. It wouldn't be until the 1970s that one could say that all Louisiana schools were desegregated and the events at these two schools on November 14, 1960 were the earliest attempts of integration in accordance with the Federal law.

In 2010, the 'McDonogh 3' along with the federal marshals who escorted them to school unveiled a historic marker (see Photos 1 and 2) in the median in front of the school. At the time, the goal was to bring interest back to the school and educate the public about what happened there.¹⁸ Two years later, federal marshal Al Butler had his ashes spread at the school. Prior to his death, he asked his wife to take his ashes back to New Orleans and said, "I was involved in an awful lot of things during my career. But nothing was as heartwarming or satisfying as putting those little girls in school."¹⁹ In addition to his work at McDonogh, Butler worked through riots at the University of Mississippi, provided security for Freedom Riders in Montgomery, and for the Rev. Martin Luther King, Jr. in Selma. A ceremony was held at a local church for him and following the service, the three girls he escorted to school spread his ashes near the school building. Butler can be seen in Figure 1 in the front with Leona Tate. Behind him are the other two marshals and Gail Etienne and Tessie Prevost.

For his role in the desegregation of McDonogh, Butler stated, "It was not only the law; it was right. One of the things that was in my mind was, 'I have two small children, and when they get to be school age, I'll be damned if anyone is going to tell them they can't go to school.'"²⁰ Butler's legacy is clear and his impact on the three young girls was significant. Gail Etienne described Butler as "my other daddy. He watched out for me like a father."²¹

Conclusion

It is evident that McDonogh 19 Elementary School is nationally significant under Criterion A in the areas of education, ethnic heritage: black, and social history for the role it played in desegregating New Orleans' public schools in the wake of *Brown v. Board of Education*. The desegregation of McDonogh and William Frantz Elementary played out on televisions across the nation on November 14, 1960 highlighting this historic event and the bravery of four little girls. Listing McDonogh 19 on the National Register helps to finish telling the whole story of the beginning of the integration of New Orleans' public schools that was started by listing Frantz Elementary in 2005.

Developmental History/Additional historic context information

See above.

9. Major Bibliographical Resources

¹⁸ Reckdahl. "The 'McDonogh 3' help unveil historical marker at their 1960 school."

¹⁹ Katy Reckdahl. "Ashes of federal marshal who helped integrate New Orleans School returning to city."

²⁰ Chris Granger. "New Orleans integration pioneers honor the federal marshal who protected them." *Times Picayune* online. October 3, 2012.

²¹ Ibid.

McDonogh 19 Elementary School
Name of Property

Orleans Parish, LA
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Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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“Back to Boycott.” *Time* February 10, 1960.

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Thevenot, Brian. “The McDonogh Three.” *Times Picayune* online. May 16, 2004.
<http://www.nola.com/education/content/stories/three.html>. Accessed June 17, 2016.

“White Boy Breaks New Orleans Ban.” *The New York Times*. January 27, 1961.

McDonogh 19 Elementary School
Name of Property

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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 (FEMA)
- Local government
- University
- Other
- Name of repository: _____

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

10. Geographical Data

Acreege of Property: 1.33 acres

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1. Latitude: 29.960738 Longitude: -90.012476

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

The school's property is described as SQ 433 Lot Square 236 x 255. It is bounded by Marais St to the north, Gordon St to the east, St. Claude Avenue to the south, and Alabo St to the west. See submitted plat/boundary map.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries chosen are the historic boundaries of the school property.

11. Form Prepared By

name/title: Jessica Richardson, National Register Staff; Tiffany Powell, Leona Tate
organization: Louisiana Division of Historic Preservation; Leona Tate Foundation for Change, Inc.
street & number: PO Box 872337

McDonogh 19 Elementary School
Name of Property

Orleans Parish, LA
County and State

city or town: New Orleans
e-mail: ltate@lftcinc.org
telephone: 504-273-9709
date: June 22, 2016

state: LA

zip code: 70187-2337

Additional Documentation

Submit the following items with the completed form:

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

Photographs

Submit clear and descriptive photographs. The size of each image must be 3000x2000 at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: McDonogh 19 Elementary School
City or Vicinity: New Orleans
County: Orleans Parish
State: Louisiana
Name of Photographer: Jessica Richardson
Date of Photographs: June 15, 2016

- 1 of 44: View of the marker erected in 2010; camera facing northwest.
- 2 of 44: Other side of the historic marker; camera facing southeast.
- 3 of 44: Front of McDonogh 19; camera facing northeast.
- 4 of 44: View of the ground floor entry (compare to Figure 1); camera facing northwest.
- 5 of 44: East elevation of the school; camera facing northwest.
- 6 of 44: Rear elevation of the school; camera facing southwest.
- 7 of 44: Playground, detached cafeteria, and caretaker's cottage; camera facing west.
- 8 of 44: Rear elevation; camera facing south.
- 9 of 44: Cafeteria; camera facing southwest.
- 10 of 44: Caretaker's cottage; camera facing west.
- 11 of 44: South elevation of cafeteria; camera facing north.
- 12 of 44: East elevation of cafeteria; camera facing north.
- 13 of 44: West elevation of the school; camera facing southeast.
- 14 of 44: Façade of the school; camera facing northeast.

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- 15 of 44: Front entryway of the school; camera facing north.
- 16 of 44: Second floor hall where a bench (on the right hand side) was that the girls sat on while waiting to be assigned a classroom; camera facing east.
- 17 of 44: Second floor hall; camera facing west.
- 18 of 44: Main office; camera facing north.
- 19 of 44: Second floor classroom; camera facing east.
- 20 of 44: Second floor classroom; camera facing southeast.
- 21 of 44: Second floor classroom; camera facing southeast.
- 22 of 44: Second floor classroom; camera facing northwest.
- 23 of 44: Second floor hallway; camera facing west.
- 24 of 44: Second floor classroom; camera facing northeast.
- 25 of 44: Second floor hallway; camera facing east.
- 26 of 44: Library; camera facing northwest.
- 27 of 44: Library, camera facing west.
- 28 of 44: Staircase at west end of second floor hallway; camera facing west.
- 29 of 44: Staircase at west end of second floor hallway; camera facing west.
- 30 of 44: Staircase landing looking up at third floor; camera facing east.
- 31 of 44: Third floor hallway looking at stair hall; camera facing west.
- 32 of 44: Third floor hallway; camera facing east.
- 33 of 44: Third floor classroom; camera facing northeast.
- 34 of 44: Attic staircase at east end of third floor hallway; camera facing east.
- 35 of 44: Basement entrance at east end; camera facing east.
- 36 of 44: Basement auditorium space; camera facing west.
- 37 of 44: Basement auditorium space where former stage was located; camera facing east.
- 38 of 44: Basement auditorium space; camera facing southwest.
- 39 of 44: View of basement entrance that the girls used every day after their first day; camera facing south.
- 40 of 44: The girls' classroom; camera facing southwest.
- 41 of 44: Another view of the girls' classroom; camera facing south.
- 42 of 44: Another view of the girls' classroom; camera facing southeast.
- 43 of 44: View of the basement auditorium space; camera facing east.
- 44 of 44: Basement staircase at the east end of the building; camera facing southeast.

List of Figures

Figure 1. Photo of the McDonogh 3 leaving school escorted by the federal marshals. Leona Tate is in front, followed by Gail Etienne, and Tessie Prevost (behind second marshal). Image courtesy of the *Times Picayune* online.

Figure 2. Gail Etienne looks out of the window of the federal marshals' car in 1960. Image courtesy of *The New York Times* (November 15, 1960).

Figure 3. The McDonogh 3 enter McDonogh 19 on November 14, 1960. Image courtesy of *The New York Times* (November 15, 1960).

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Figure 4. McDonogh 19 Elementary School in the 1930s. Image courtesy of FEMA's 2011 Determination of Eligibility.

Figure 5. The McDonogh 3 reunited with the federal marshals who escorted them to school. Left to right, Herschel Garner, Gail Etienne Stripling, Al Butler, Leona Tate, Tessie Prevost Williams, Charlie Burks. Image courtesy of the *Times Picayune* online.

McDonogh 19 Elementary School
Name of Property

Orleans Parish, LA
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Figure 1. Photo of the McDonogh 3 leaving school escorted by the federal marshals. Leona Tate is in front, followed by Gail Etienne, and Tessie Prevost (behind second marshal). Image courtesy of the *Times Picayune* online.

McDonogh 19 Elementary School
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Figure 2. Gail Etienne looks out of the window of the federal marshals' car in 1960. Image courtesy of *The New York Times* (November 15, 1960).

McDonogh 19 Elementary School
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Orleans Parish, LA
County and State



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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 100 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.

McDonogh 19 Elementary School, Orleans Parish, LA



Latitude: 29.960738 Longitude: -90.012476

McDonogh 19 Elementary School, Orleans Parish, LA



Latitude: 29.960738 Longitude: -90.012476

McDonogh 19 Elementary School
Orleans Parish, LA
Imagery Map

Latitude: 29.960738 Longitude: -90.012476

McDonogh 19 Elementary School

46

St Claude Ave

El Dorado St

N Rampart St

Google earth

© 2016 Google

400 ft



**McDonogh 19 Elementary School
Orleans Parish, LA
Plat/Boundary Map**

Copyright © 2012 qPublic.net



■ Lakes/Rivers from US Census Dept, may not match parcels exactly

0 60 120 180 240 ft

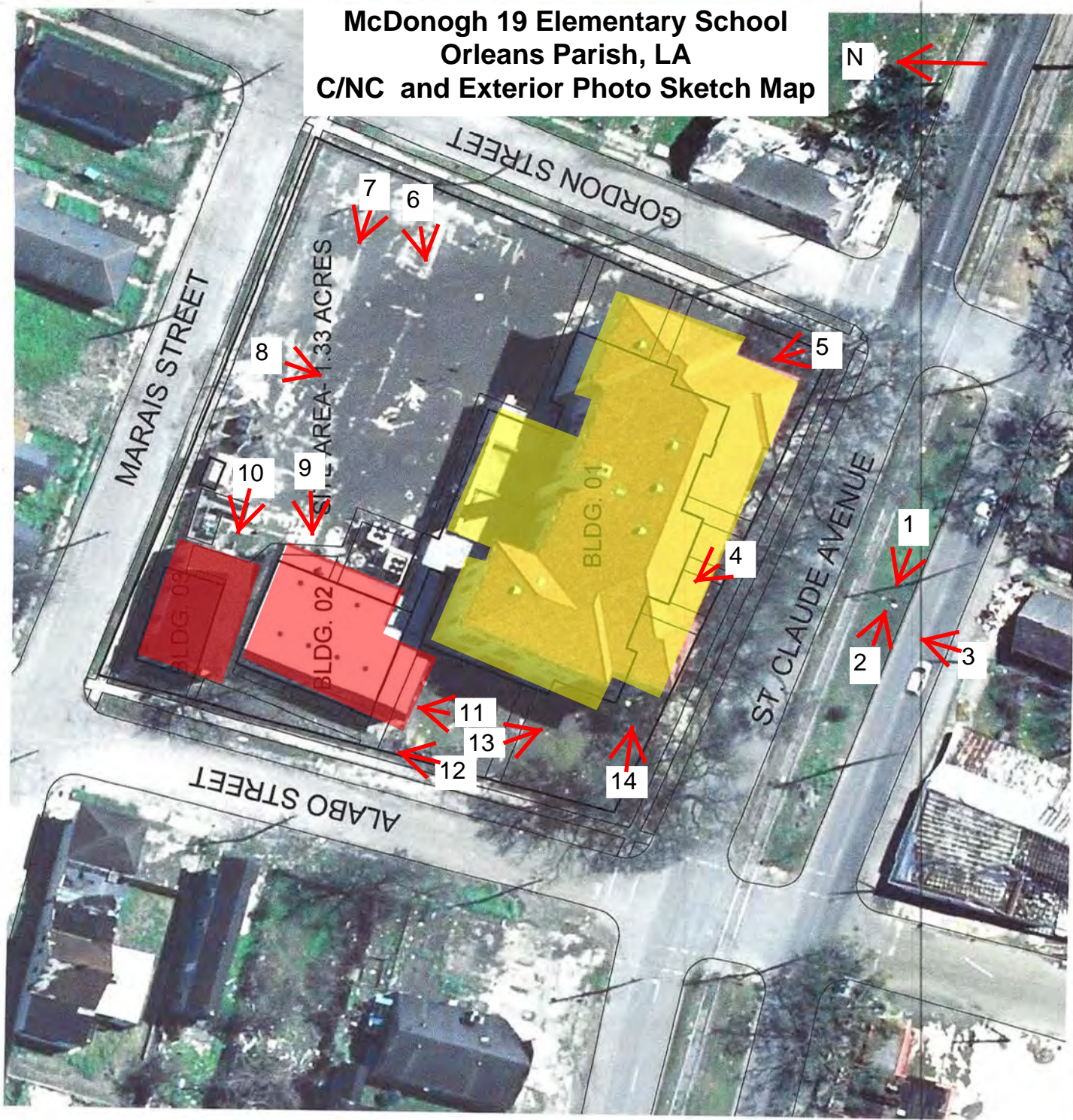
McDonogh 19 Elementary School	
Parcel: 5909-STCLAUDEAV Acres: 60180	
Name:	ORLEANS PARISH SCHOOL BOARD MCDONOGH #19
Site:	5909 ST CLAUDE AV
Sale:	
Mail:	3501 GENERAL DE GAULLE DR NEW ORLEANS, LA 70114



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Date printed: 06/20/16 : 11:01:34

McDonogh 19 Elementary School
Orleans Parish, LA
C/NC and Exterior Photo Sketch Map

N



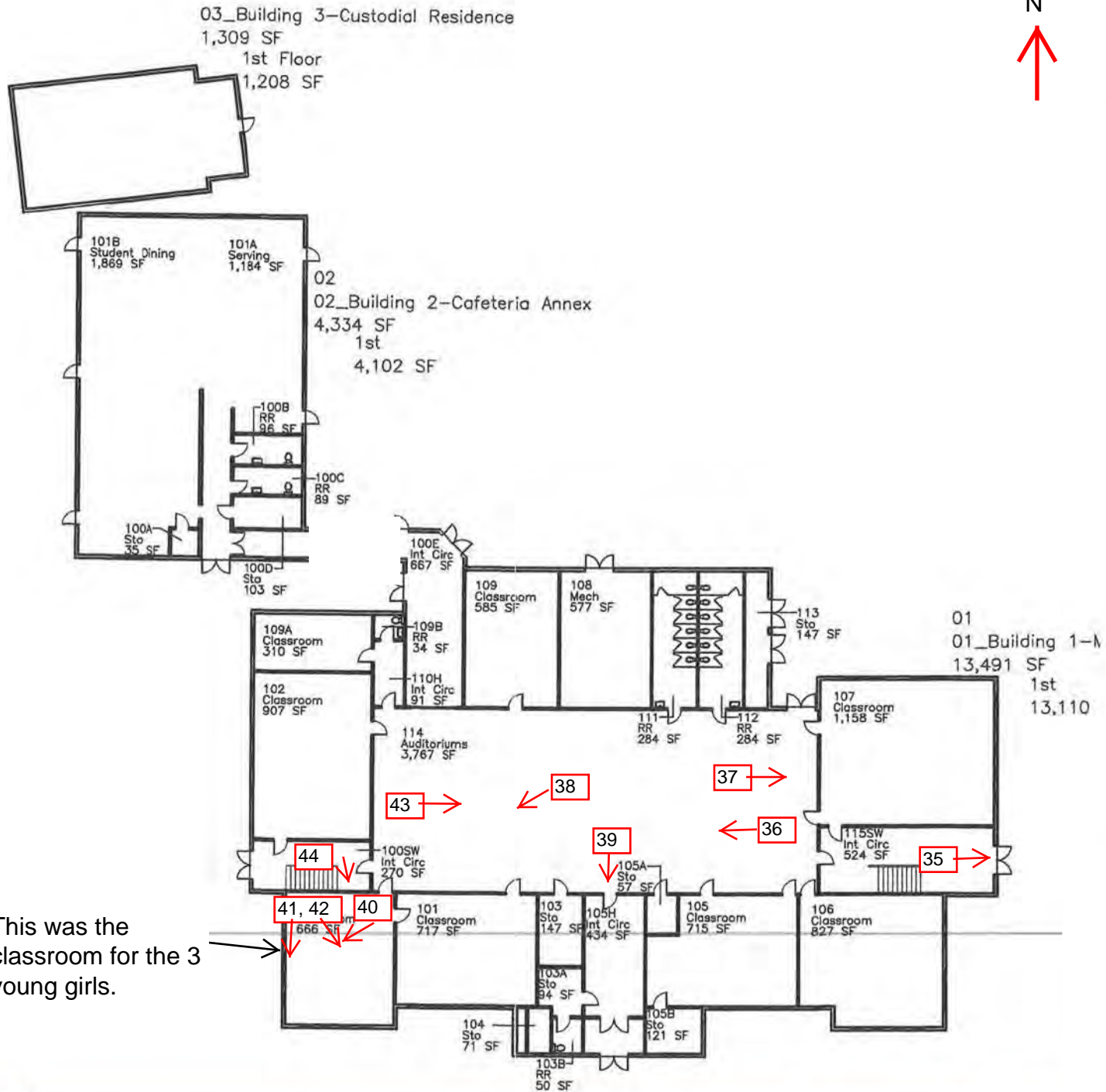
Non-Contributing Building
(Caretaker's Cottage - 3 and Cafeteria - 2)



Contributing Building

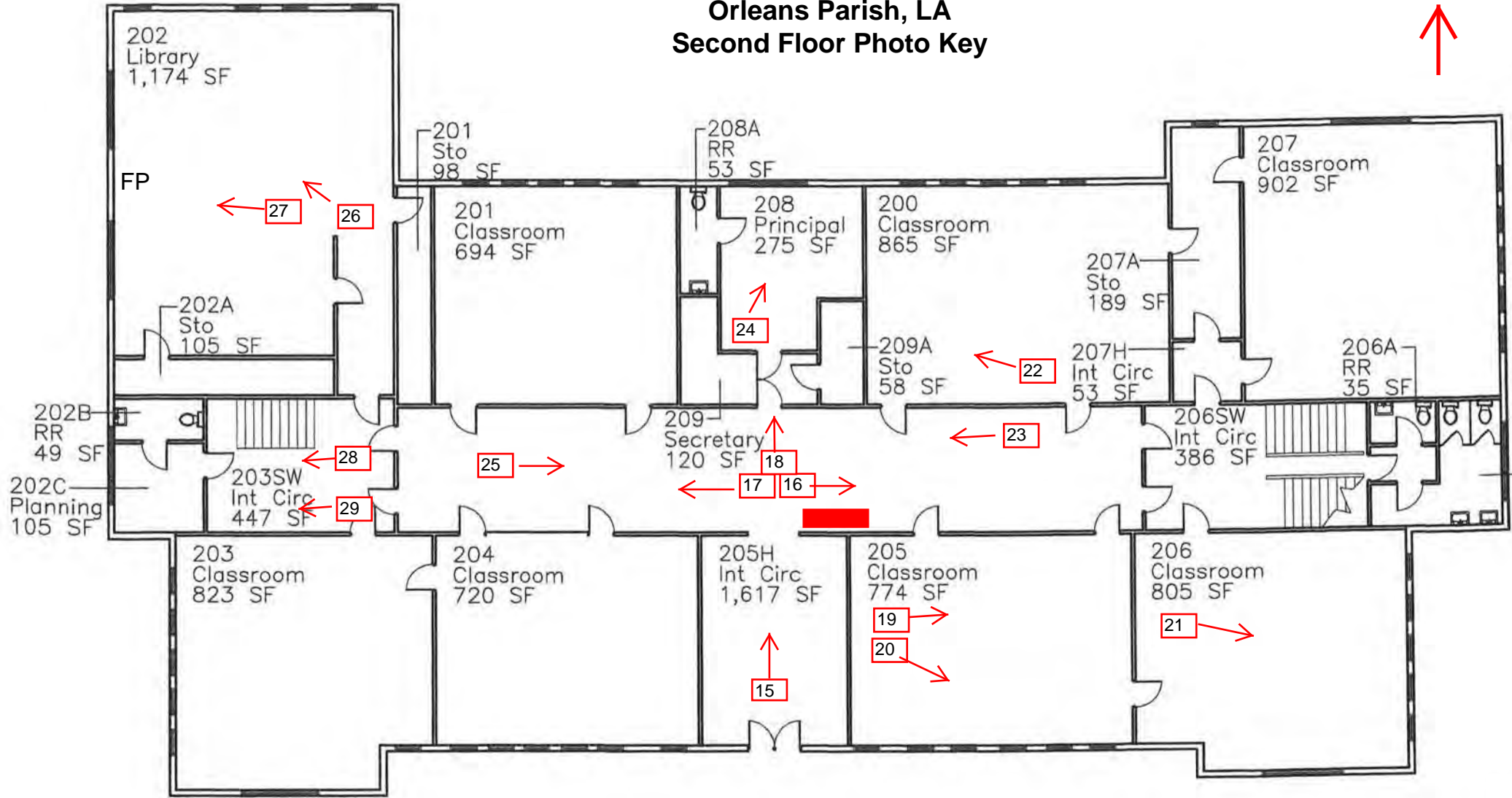


McDonogh 19 Elementary School
Orleans Parish, LA
First Floor Photo Key



St. Claude Avenue

McDonogh 19 Elementary School Orleans Parish, LA Second Floor Photo Key

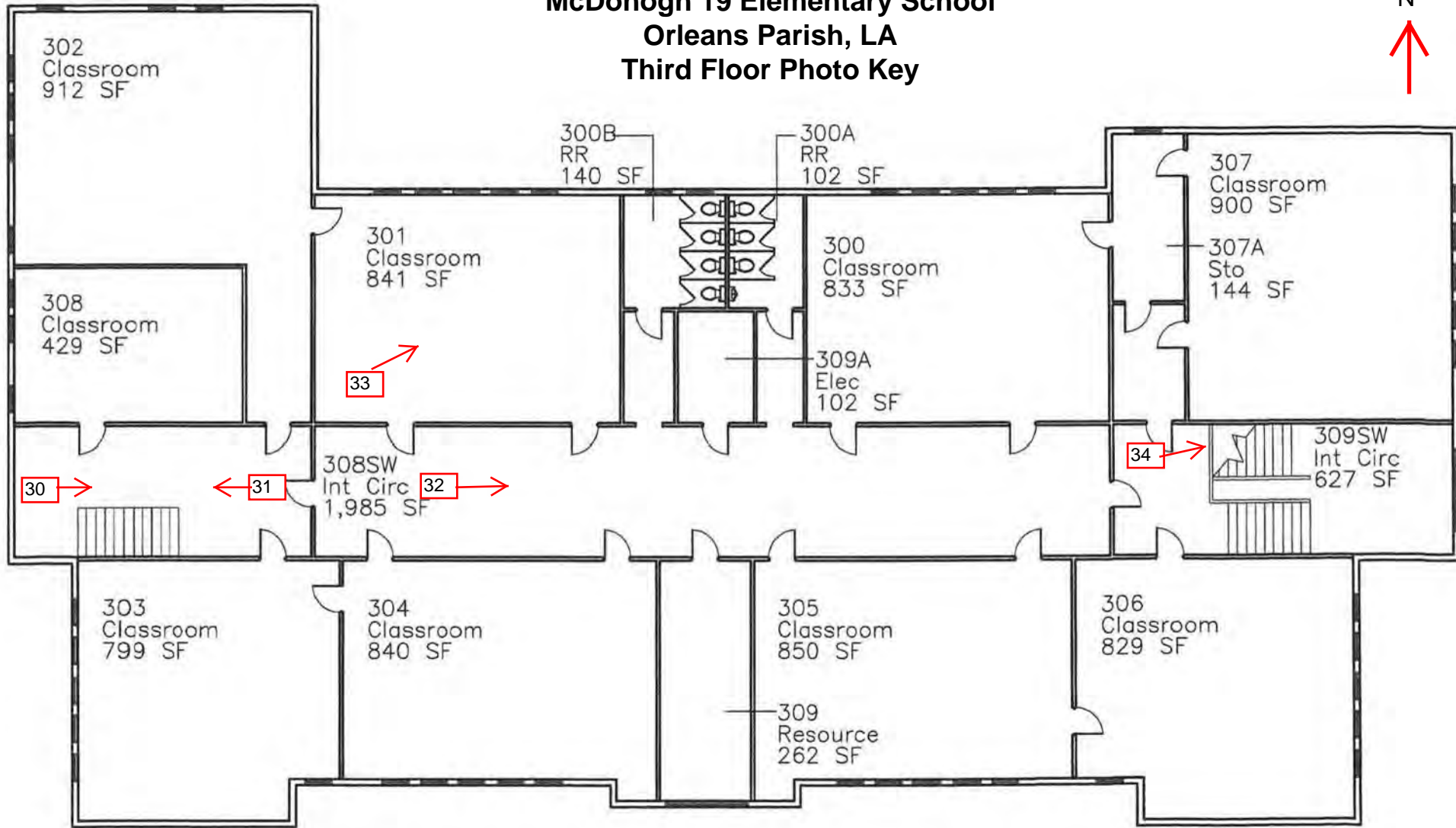


This is where a bench was located where the 3 girls sat waiting for their classroom.

St. Claude Avenue



McDonogh 19 Elementary School
Orleans Parish, LA
Third Floor Photo Key



St. Claude Avenue





HISTORY

The integration of New Orleans schools was part of a larger action by the NAACP to end segregated schools nationwide. Since the Plessy v. Ferguson decision in 1896, schools across the Deep South were rigidly segregated based on race. Although they were supposed to be equal in quality to white schools, the black schools received subpar facilities and educational materials.

In September 1952 with assistance from attorneys Thurgood Marshall and Robert Carter of the NAACP Legal Defense and Educational Fund, New Orleans attorney A.P. Tureaud initiated a suit on behalf of Earl Benjamin Bush calling for an end to the segregated school system in Orleans parish. In 1954, the United States Supreme Court set aside the Plessy decision and ruled that segregated schools are unconstitutional. The high court ordered that public schools be desegregated "with all deliberate speed." In 1956, the US Court of Appeals dismissed multiple attempts by the Louisiana Legislature to thwart integration efforts.

In July 1959, Federal Judge J. Skelly Wright ordered the Orleans Parish School Board to integrate its schools. After a series of aptitude tests, the four girls were selected to integrate McDonogh 19 and William Frantz schools in the New Orleans Ninth Ward.

THE PLESSY & FERGUSON FOUNDATION



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McDonogh No. 19 Elementary School
Site of the Integration of Southern Elementary School
November 14, 1960

On November 14, 1960, four six-year-old children in New Orleans became the first African-Americans to integrate 'white only' public elementary schools in the Deep South. On that day, three girls enrolled in McDonogh No. 19 School at 5909 St. Claude Avenue. A fourth girl began classes at William Frantz School at 3811 North Galvez Street.

The integration of New Orleans public elementary schools marked a major focal point in the history of the American Civil Rights Movement. With worldwide attention focused on New Orleans, federal marshals wearing yellow armbands began escorting the four girls to the schools at 9 am. By 9:25 am, the first two public elementary schools in the Deep South were integrated.

As front line soldiers in the Civil Rights Movement, the four girls, their families, and white families who kept their children in integrated schools endured taunts, threats, violence and a year-long boycott by segregationists. Despite danger, the four children successfully completed the school year. Their courage paved the way for a more peaceful expansion of integration into other schools in the following years.

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EXIT





















National Register of Historic Places

Note to the record

Additional Documentation: 2019

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

McDonogh 19 Elementary School
Name of Property
Orleans Parish, LA
County and State
AD 16000672
NR Reference Number



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.

Kristin Sanders

7/29/19

Signature of certifying official/Title: Kristin Sanders, State Historic Preservation Officer Date

Louisiana Department of Culture, Recreation, and Tourism

State or Federal agency/bureau or Tribal Government

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
- additional documentation accepted
- other (explain:) _____

Jan Salt

Signature of the Keeper

8.27.2019

Date of Action

United States Department of the Interior
 National Park Service

National Register of Historic Places
Continuation Sheet

McDonogh 19 Elementary School
Name of Property
Orleans Parish, LA
County and State
16000672
NR Reference Number

Section: 7 Page: 2

Section 5: Classification

McDonogh 19 Elementary School was listed in the National Register of Historic Places on September 22, 2016. The school is significant at the national level under Criterion A in the areas of education and ethnic heritage: black, specifically pertaining to the desegregation of New Orleans public schools during a period of mass segregationist resistance and racial tension. Under this nomination, only the main school building was considered contributing. The accessory structures of the cafeteria and caretaker’s cottage were classified as non-contributing, as they were considered unrelated to the area of significance.

This amendment seeks to reclassify the cafeteria as a contributing building. The building warrants contributing status because of its association with the events for which the main school building is significant. When the former students known as the McDonogh 3 recall their experiences in the 1960-1961 school year, it is clear the cafeteria is an essential element in their overall experience and the story of the property within the specified period. Additionally, the cafeteria building has a sufficient degree of integrity of design, location, setting, feeling, and association.

The reclassification of one building from Non-Contributing to Contributing brings the resource total to 2 contributing buildings and one non-contributing building.

Contributing	Non-contributing	
2	1	Buildings
		Sites
		Structures
		Objects
2	1	Total

Section 7: Description

The Cafeteria building in the McDonogh 19 Elementary School complex was built circa 1938, approximately 9 years after the construction of the main school building. It continues to sit largely unaltered and in its original position northwest of the main school building. Similarly, it retains its original relationship to the rest of the school campus, with its eastern façade facing the paved playground area, the northern façade facing the 1920s caretaker’s cottage, and the western façade facing Alabo Street. The cafeteria has a sufficient degree of integrity of location, setting, design, materials, workmanship, feeling, and association to be eligible for listing in the National Register as a contributing building.

The style of the building is visually continuous with the characteristic Italian Renaissance Revival style of the main school building, though it is significantly scaled down and simplified in correspondence to its smaller, accessory status (photos 2, 8, 11). It is a one-story, wood-

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

McDonogh 19 Elementary School

Name of Property

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16000672

NR Reference Number

Section: 7 Page: 3

framed building with a concrete block foundation and an exterior stucco finish matching the color and texture of the main building. The hipped deck roof is covered in red asphalt shingles and has wide overhangs, again harkening back to the visual elements of the main building's character-defining red-tiled hipped roof. As a reflection of the cafeteria's more utilitarian nature, there is very minimal detailing with no decorative trim, and the eaves are boxed instead of exposed. The fascia and flashing of the roof are covered in matching metal material.

On the west façade (photo 12), there are three door openings with the two outer-lying doors grouped into bays of seven and eight side-by-side, 3/3 sash windows with horizontal muntins. Similarly, the eastern façade (photos 7, 8-10) has a grouping of one doorway and seven windows on the northern side, as well as a single door and three separate windows toward the south. All exterior doors and windows are currently covered with metal security shutters. Though the doors themselves are missing, all original wood door frames are present and all original wood windows are in place. Poured concrete steps lead up from the ground level at each door.

The main part of the south façade (photos 1, 3, 4, 5, 6) is devoid of any openings beyond a metal vent placed high on the wall. The southeast corner facing the main school building (photos 3, 4, 5, 6) is staggered into two bays. On the south-facing wall of the first bay is an entryway with poured concrete steps. The other bay includes a small shed-roof projecting volume which might be an addition. Exterior stucco has been removed and replaced with temporary plywood on two of the walls. The only significant alteration to the building is the removal of the connecting concrete block hallway that once connected the main building to the cafeteria entrance via an indoor ramp. Though the ramp is no longer extant, the original foundation and outline are still visible, as are the points of connection on the building, allowing for accurate knowledge of where and how the ramp did once connect. (photos 3-8)

On the interior (photos 13-24), the original configuration is intact with a center hallway starting at the entryway and ending midway through the building to transition into an open space housing the former serving area (to the east) and student dining area (to the west). A temporary support wall of unfinished wood studs spans the open dining area from north to south. On the east side of the hallway, three doors lead to separate smaller rooms that served as a storage closet and restrooms. On the opposite side of the hallway a single doorway leads directly into the student dining space. The interior footprint is essentially unaltered, and the original wood floors remain. Gypsum board on the walls and ceilings has been lost in spots throughout the interior due to water intrusion.

The cafeteria has a high degree of location and setting and a sufficient degree of integrity of design, materials, feeling, and association. The building remains easily remembered and recognizable by the McDonogh 3, and it contributes greatly to the overall association and feeling of the McDonogh 19 school complex during the period of significance.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

McDonogh 19 Elementary School

Name of Property

Orleans Parish, LA

County and State

16000672

NR Reference Number

Section: 8 Page: 4

Section 8: Narrative

The sources of the following information are two interviews conducted in 2019 for the purpose of this additional documentation. (see bibliography).

As Leona Tate, Gail Etienne, and Tessie Prevost navigated their first year of elementary school as a class of three, the main school building was not the only factor in the entirety of their integration experiences. When recalling memories of their 1960-1961 school year, each of the three women vividly mentions the cafeteria as a point of significance in her reflections, and without its incorporation into the narrative, the whole story of the McDonogh 19 integration era cannot be truly represented.

During much of the first year the girls attended McDonogh 19, the girls were not allowed to enter the cafeteria. Instead, each girl brought her own meals from home and ate in alternate locations. Although this restriction of access was likely due to the safety concerns associated with securing the auxiliary building and its many first-level windows from the hazards of zealous segregationist protestors, the fact that the cafeteria was restricted is still greatly implanted in the memories of the three women as an affecting example of their complex circumstances during that first school year. The prohibition from an entire building perpetuated the feeling of exclusion amongst the girls and was a reminder of the unfortunate abnormalities of their schooling that came along with token integration. To be sure, when visiting the school complex today, Leona Tate recalls the cafeteria as a point of poignancy because of its restricted nature, essential to understanding the whole story of what happened at McDonogh 19.

The cafeteria again demonstrates its part in the story of McDonogh 19 with the memories the McDonogh 3 have of the building once they were permitted inside. As the girls were gradually allowed greater roam of the campus, the cafeteria was a part of the school complex eventually opened to them for use. However, as Tate, Etienne, and Prevost were the only students in attendance no lunch was prepared, and each can specifically remember having to bring their own lunches and beverages every day instead of being served a meal like would be standard. Furthermore, Leona Tate recalls one of her definitive memories from school being the class of three planning a breakfast in the cafeteria so they could invite the principal to attend, but attests she still remembers having to supply her own food from home.

Because of the memories and experiences the three girls had with the cafeteria building during the 1960 – 1961 school year, it asserts itself as a resource that along with the main school building makes up the totality of significance of the McDonogh 19 school campus as experienced during the period of significance.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

McDonogh 19 Elementary School

Name of Property

Orleans Parish, LA

County and State

16000672

NR Reference Number

Section: 9 Page: 5

Section 9: Major Bibliographical Resources

Powell, Tiffany. "McDonogh 19 Elementary School". National Register of Historic Places Nomination Form. Orleans Parish School Board/Leona Tate Foundation for Change. August 10, 2016.

Tate, L. (2019, February 25). Conversation with Leona Tate re: McDonogh 19 Cafeteria [Personal interview].

Tate, L. & Etienne, G. & Prevost, T. (2019, April 3). Conversation with Leona Tate, Gail Etienne, Tessie Prevost Re: McDonogh 19 Cafeteria [Telephone interview].

Additional Documentation

Photo Log

Photographers: Mike Grote, Adeline Wolfe

Date of Photographs: March 12, 2019

Photo 1 of 24: South Front Façade, camera facing northeast

Photo 2 of 24: Front and Side Facade Camera facing northeast

Photo 3 of 24: Southeast front corner, Camera facing northeast

Photo 4 of 24: Southeast front corner, Camera facing northwest

Photo 5 of 24: Ramp foundation, Camera facing west-northwest

Photo 6 of 24: Enclosed ramp connection to main building, Camera facing southwest

Photo 7 of 24: Ramp foundation, Camera facing west-northwest

Photo 8 of 24: Ramp foundation, Camera facing east-southeast

Photo 9 of 24: East elevation, Camera facing west-northwest

Photo 10 of 24: East and rear elevation, camera facing southwest

Photo 11 of 24: Rear elevation, camera facing southwest

Photo 12 of 24: West elevation, camera facing south

Photo 13 of 24: Interior storage closet, camera facing east-southeast

Photo 14 of 24: Interior storage closet, camera facing west-northwest

Photo 15 of 24: Student dining area, camera facing north

Photo 16 of 24: Student dining area and interior wall, camera facing north

Photo 17 of 24: Interior wall and windows, camera facing north

Photo 18 of 24: Hallway wall from dining area, camera facing east

Photo 19 of 24: Student dining area and hallway wall, camera facing northeast

Photo 20 of 24: Serving area and hood, camera facing east-southeast

Photo 21 of 24: Rear of cafeteria serving area opposite of hallway, camera facing northeast

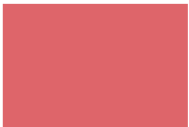
Photo 22 of 24: Serving area, camera facing south-southwest

Photo 23 of 24: Northeast corner of cafeteria in serving area, camera facing northeast

Photo 24 of 24: One of two former bathrooms, camera facing east-southeast

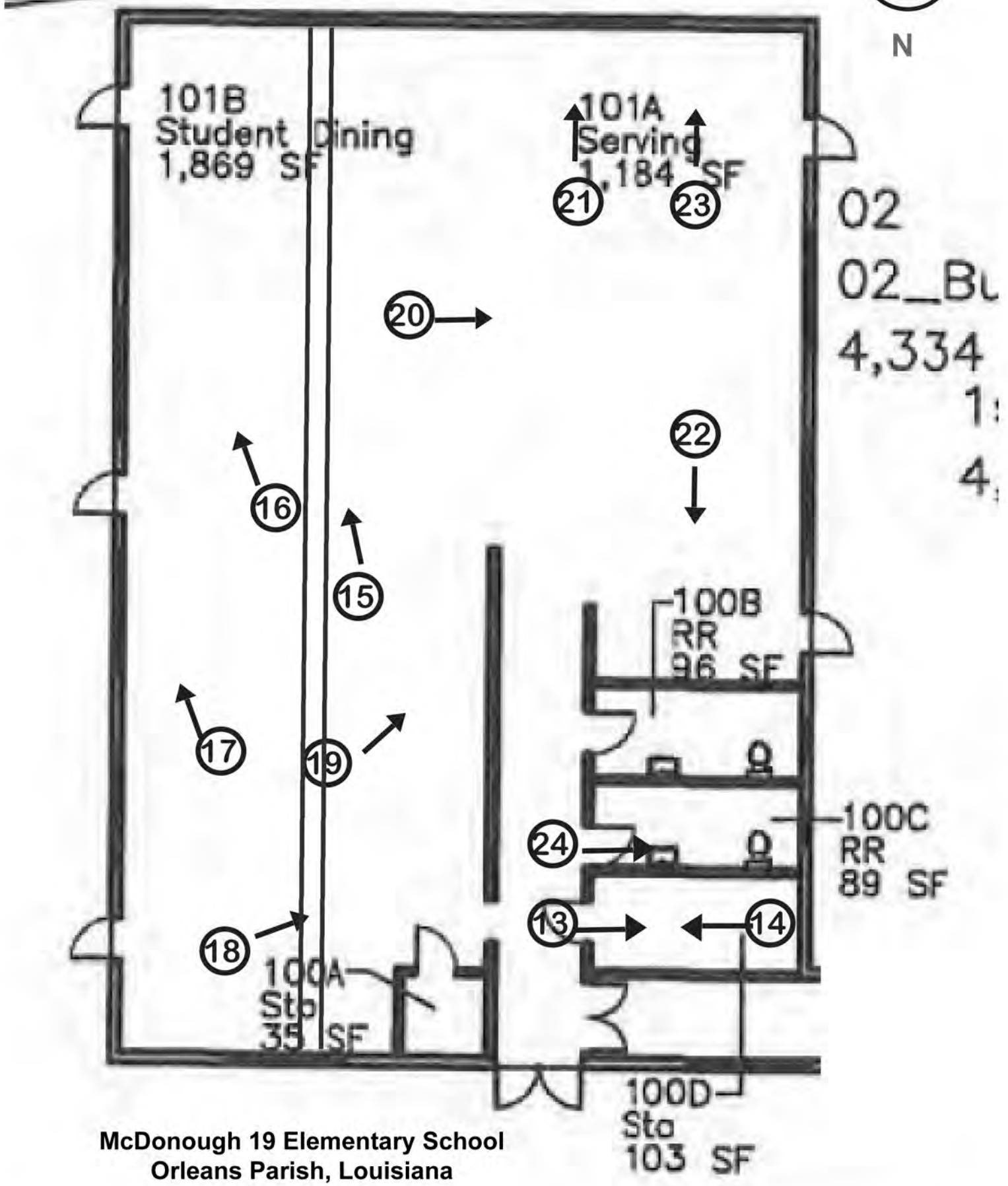


Contributing Structure



Non-contributing Structure

**McDonough 19 Elementary School
Orleans Parish, Louisiana**



McDonough 19 Elementary School
Orleans Parish, Louisiana
Interior Photo Key
Not to Scale







DEM.

SMA











































National Register of Historic Places
Memo to File

Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.

Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: McDonogh 19 Elementary School

MULTIPLE NAME:

STATE & COUNTY: LOUISIANA, Orleans

DATE RECEIVED: 8/12/16 DATE OF PENDING LIST: 9/02/16
DATE OF 16TH DAY: 9/19/16 DATE OF 45TH DAY: 9/27/16
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 16000672

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: Y SAMPLE: N SLR DRAFT: N NATIONAL: Y

COMMENT WAIVER: N

ACCEPT RETURN REJECT 9.22.2014 DATE

ABSTRACT/SUMMARY COMMENTS:

Nationally important as the place where desegregation of Southern elementary schools occurred. Along with Frank 2 School 05000557 these 2 schools in NOLA were the initial attempts to integrate Black & white school children

RECOM./CRITERIA Accept A

REVIEWER J. Gilbert DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/ see attached SLR Y/

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



RECEIVED 2280

AUG 12 2016

BILLY NUNGESSER
LIEUTENANT GOVERNOR

State of Louisiana
OFFICE OF THE LIEUTENANT GOVERNOR
DEPARTMENT OF CULTURE, RECREATION & TOURISM
OFFICE OF CULTURAL DEVELOPMENT
DIVISION OF HISTORIC PRESERVATION

Nat. Register of Historic Places
National Park Service
PHIL BOGGAN
ASSISTANT SECRETARY

August 11, 2016

TO: Mr. James Gabbert
National Park Service 2280, 8th Floor; National Register of Historic Places
1201 "I" Street, NW; Washington, DC 20005

FROM: Jessica Richardson, National Register Coordinator
Louisiana Division of Historic Preservation

RE: McDonogh 19 Elementary School, Orleans Parish, LA

Jim,

The enclosed disk contains the true and correct copy of the nomination for McDonogh 19 to the National Register of Historic Places. The second disk contains the photographs of the property in TIFF format. Should you have any questions, please contact me at 225-219-4595 or jrichardson@crt.la.gov.

Thanks,

Jessica

Enclosures:

- CD with PDF of the National Register of Historic Places nomination form
- CD with electronic images (tiff format)
- Physical Transmission Letter
- Physical Signature Page, with original signature
- Other:

Comments:

- _____ Please ensure that this nomination receives substantive review
- _____ This property has been certified under 36 CFR 67
- _____ The enclosed owner(s) objection(s) do _____ do not _____
- _____ constitute a majority of property owners. (Publicly owned property)
- _____ Other:



At 10/20/19

BILLY NUNGESSER
LIEUTENANT GOVERNOR

State of Louisiana
OFFICE OF THE LIEUTENANT GOVERNOR
DEPARTMENT OF CULTURE, RECREATION & TOURISM
OFFICE OF CULTURAL DEVELOPMENT
DIVISION OF HISTORIC PRESERVATION

RENNIE S. BURAS, II
DEPUTY SECRETARY

PHIL BOGGAN
ASSISTANT SECRETARY

August 5, 2019

TO: Mr. James Gabbert
National Park Service Mail Stop 7228
1849 C Street, NW
Washington, DC 20240

FROM: Emily Ardoin, National Register Coordinator
Louisiana Division of Historic Preservation

RE: McDonogh 19 Elementary School Additional Documentation, Orleans Parish, LA



Jim,

The enclosed disk contains the true and correct copy of the nomination for the McDonogh 19 Elementary School Additional Documentation to the National Register of Historic Places. The second disk contains the photographs of the district in TIFF format. Should you have any questions, please contact me at 225-219-4595 or eardoin@crt.la.gov.

Thanks,

Emily

Enclosures:

- CD with PDF of the National Register of Historic Places nomination form
- CD with electronic images (tiff format)
- Physical Transmission Letter
- Physical Signature Page, with original signature
- Other:

Comments:

- Please ensure that this nomination receives substantive review
- This property has been certified under 36 CFR 67
- The enclosed owner(s) objection(s) do _____ do not _____ constitute a majority of property owners. (Publicly owned property)
- Other:

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Additional Documentation

Property Name: McDonogh 19 Elementary School

Multiple Name: _____

State & County: LOUISIANA, Orleans

Date Received: 8/6/2019 Date of Pending List: _____ Date of 16th Day: _____ Date of 45th Day: 9/20/2019 Date of Weekly List: _____

Reference number: AD16000672

Nominator: _____

Reason For Review: _____

X Accept Return Reject 8/27/2019 Date

Abstract/Summary Comments: Changes status of the cafeteria building from NC to C. Provides justification that the cafeteria played a role in the events of national importance related to desegregation of the city's schools.

Recommendation/ Criteria: Accept Additional Documentation

Reviewer Jim Gabbert Discipline Historian

Telephone (202)354-2275 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.