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### National Register of Historic Places Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

New Submission     Amended Submission

#### A. Name of Multiple Property Listing

Rosenwald Schools of Maryland

#### B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

School Buildings Constructed in Maryland with Financial Assistance from the Julius Rosenwald Fund, 1918-1932

#### C. Form Prepared by

name/title Susan G Pearl, Historian  
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city or town Riverdale state MD zip code 20738-0014

#### D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (\_\_\_ See continuation sheet for additional comments.)

Signature and title of certifying official [Signature] Date 11-13-14

State or Federal Agency or Tribal government

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Signature of the Keeper [Signature] Date of Action 12/30/2014

#### Table of Contents for Written Narrative

Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page

numbers according to the instructions for continuation sheets in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

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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. 470 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 120 hours per response including the 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 National Register of Historic Places, National Park Service, 1849 C St., NW, Washington, DC 20240.

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**E. Statement of Historic Contexts**

Historical Overview

This report covers a nearly-two-year-long study of the Rosenwald schools of the state of Maryland. Rosenwald schools (built between 1917 and 1932 for African-American students with the financial assistance of the Julius Rosenwald Fund) have attracted a great deal of interest since 2002, when the National Trust for Historic Preservation listed them, as a class of buildings, in that year's list of the Eleven Most Endangered Buildings.

Julius Rosenwald (1862-1932), president of Sears, Roebuck and Company from 1908 to 1924, became one of America's great philanthropists, one of his favorite causes being the education of the Negro. Encouraged by Booker T. Washington, he established the Julius Rosenwald Fund in 1917, specifically aimed at the visible, physical production of school buildings. From that time until his death in 1932, the Rosenwald Fund contributed more than four million dollars to the building of approximately 5000 new schools for black children (as well as additional shop buildings and teachers' homes) in 15 southern states.

The fund itself provided only seed money for school construction; the majority of the cost came from public taxation, and each local black community was required to match the contribution of the fund in either cash or in-kind contribution such as lumber or labor. But in spite of these limitations, the Rosenwald program did much to improve black schools, offering architectural plans that were state-of-the-art for the time period, and providing incentives to local African-American communities which invariably led to further improvements. In the state of Maryland, between 1918 and 1932, 156 schoolhouses were constructed in 20 counties. This study will provide the historical context and summarize the results in Maryland of the Julius Rosenwald Fund for African-American school construction.

Schools for African Americans in Maryland

From 1865 to 1872, the Freedmen's Bureau established schools for African-American children previously denied the right of education. The effort was supported by contributions in labor and supplies from the communities which grew up around the schools, as well as by assistance from private charities.

The Freedmen's Bureau school buildings often served also as a place of worship for the local black community, most frequently Methodist. The school/church building would become a focal point, and the community would tend to grow around it – leading often to the building of a separate but nearby church building as soon as the community could afford it, and then, sometimes, to the building of a benevolent society lodge, and other essentials of a functioning community. By 1872, after the Freedmen's Bureau ceased activity, operation of schools for black children was taken over by the local board of School Commissioners.

In the following years, other rural black communities developed and grew, as did the black communities within the larger towns, and some jurisdictions built schools in these communities for their

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black residents. But these schools were small and fragile, and had minimal assets. Especially in the Deep South, the school facilities were woefully inadequate, and continued to be so after the 1895 passing of *Plessy v. Ferguson*, by which the Supreme Court sanctioned the “separate but equal” concept – schools for black children, where they existed at all, were far from equal in resources to those of white children. In the early 20<sup>th</sup> century, there were several agencies, like the Anna T. Jeanes Foundation and the George Peabody Fund, that worked to assist and improve schools for black children, but the Julius Rosenwald Fund soon became the most significant of them. Beginning in 1917, after a trial period in Alabama, the Rosenwald Fund poured more than \$4,000,000 into the construction of school buildings in 15 states of the American South; during its first decade, the focus of the Fund was rural school construction, which accounted for all but \$600,000 of the \$4,000,000 spent.

Maryland was a minor player in the larger story of the Rosenwald Fund. Only approximately 156 schools (plus two teachers’ homes and three shop buildings) were built with Rosenwald assistance in the state of Maryland – to be compared with 787 schools plus 26 accessory buildings in North Carolina. Only in Missouri and Florida were fewer schools built with Rosenwald assistance, and only Missouri received a smaller total financing than Maryland did from the Rosenwald Fund. But the impact of these schools in Maryland was significant, and of immense importance to the communities in which they were built.

*Julius Rosenwald and Booker T. Washington*

Julius Rosenwald was born in 1862 in Springfield, Illinois, and left school at age 16 to begin work in his uncles’ clothing store in New York City. After an unsuccessful attempt to open his own store in New York, Rosenwald moved to Chicago and, together with a cousin, opened a men’s clothing store in 1885. Within a decade, he had opened another store selling inexpensive men’s suits. One of the principal customers of this firm, Rosenwald & Co., was R. W. Sears, founder, with Alvah Roebuck, of Sears, Roebuck and Company in Chicago. When Roebuck wanted to sell his half interest in their new and growing mail-order firm, Sears looked for a willing investor; in 1895, Julius Rosenwald (together with his brother-in-law) bought into and became half owner with Richard Sears of the new and increasingly successful mail-order company. Rosenwald’s \$37,500 investment at that time would soon make him a multimillionaire. Within a year Rosenwald had transferred all of his entrepreneurial activity to Sears, and had become the company’s vice-president. He was instrumental in requiring “truth in advertising” in the mail-order catalogs, and also the “money-back-if-not-satisfied” guarantee, a major factor in Sears, Roebuck’s popularity. He became president of Sears, Roebuck in 1908, and under his leadership, the company saw unprecedented growth and success.<sup>1</sup>

As his fortune grew, Rosenwald began to get increasingly involved in philanthropic causes. His first

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<sup>1</sup> Ascoli, Peter M., *Julius Rosenwald: The Man who Built Sears, Roebuck and Advanced the Cause of Black Education in the American South*, Bloomington: Indiana University Press, 2006 ; Hoffschwelle, Mary S., *The Rosenwald Schools of the American South*, Gainesville: University Press of Florida, 2006.

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gifts were primarily to Jewish charities, but the range increased quickly. He was introduced to the situation of black Americans by reading Booker T. Washington's *Up from Slavery*, and to the idea of support of African-American education by reading *An American Citizen: the Life of William H. Baldwin, Jr.*<sup>2</sup> In 1910, he combined two of his interests that were outside the Jewish community: African Americans and the YMCA. There was at that time an effort in cities with substantial black populations to establish black YMCA buildings; Rosenwald offered to provide \$25,000 to any city that could raise an additional \$75,000 for such a building. Six cities quickly accepted the challenge, with Washington, D.C., receiving substantial publicity on the project because of the involvement and support of Presidents Theodore Roosevelt and William Howard Taft, and the design by a popular local black architect, William Sidney Pittman.<sup>3</sup>

It was through the YMCA that Julius Rosenwald met Booker T. Washington in May 1911. Washington was the invited speaker at a YMCA anniversary celebration in Chicago, at which time he invited Rosenwald to visit Tuskegee. Rosenwald did visit Tuskegee the following October, and by December of the same year, he had agreed to serve as one of Tuskegee's trustees. Rosenwald remained a member of Tuskegee's Board of Trustees for the rest of his life.

On his fiftieth birthday in 1912, Rosenwald distributed large monetary gifts to a variety of causes, including \$25,000 to Tuskegee Institute, which Booker T. Washington was to use as matching grants for African-American teacher-training schools associated with Tuskegee. Washington convinced Rosenwald to use a portion of this amount - \$2,800 which had not yet been appropriated - as an "experiment" to build six small rural schools in Alabama, half of the cost of each school to be provided by the Rosenwald money, i.e., an equal match. Clinton J. Calloway served as chief administrator of the Rosenwald program at Tuskegee, and the designs were produced by architect Robert R. Taylor of the Tuskegee faculty. The 1912 experiment was highly successful. In June 1914, Rosenwald committed to providing \$30,000 towards the construction of 100 more schoolhouses in Alabama (and possibly other southern states<sup>4</sup>), but this agreement differed from the 1912 project in that the majority of the money going into each school was to come from the jurisdiction itself and its local communities, with Rosenwald's share serving as "seed" money, not to be received until the other funds had been collected. The 1914 agreement differed from the 1912 50<sup>th</sup>-birthday project also in the fact that in this second project with Booker T. Washington, Rosenwald turned many of the details of the project over to an

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2 Baldwin headed the General Education Board, a philanthropy supporting education for both blacks and whites in the American south.

3 The six cities were Chicago, Atlanta, Philadelphia, Indianapolis, Los Angeles and Washington, D.C. Sidney Pittman, son-in-law of Booker T. Washington and a pioneer among black architects, had established a successful studio in Washington, and was frequently featured in Washington's black newspapers. See Pearl, S. G., *William Sidney Pittman (1875-1958)* (unpublished). *The Washington Bee*, frequent articles 1907-1912.

4 Of the first 100 schools built under this program, 4 were built in Arkansas, 3 in Georgia, 3 in North Carolina, 1 in South Carolina, 1 in Mississippi, and 1 in Tennessee. Anderson, James D., *The Education of Blacks in the South, 1860-1935*, University of North Carolina Press, 1988, page 158

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assistant, William H. Graves. The June 1914 agreement was the nucleus from which the Julius Rosenwald Fund for black schools would emerge four years later.<sup>5</sup>

Although the logistics of the project were handled by Graves, Rosenwald was still personally involved. On several of his 1915 trips to Tuskegee for Trustees' meetings, he visited some of the schools that were being built under the new agreement. He was in fact visiting some of these schools in November 1915 at that time that Booker T. Washington was dying in a New York hospital.<sup>6</sup>

After Booker T. Washington's death in November 1915, Rosenwald and Graves continued to work with Clinton Calloway and Booker T. Washington, Jr., who had been selected before his father's death as rural school agent (the first black Rosenwald building agent). In February 1916, Rosenwald offered an additional \$30,000 for a second group of 100 schoolhouses, each school receiving up to \$300 towards its construction, and before the end of that year, he offered more funds for another 100 schools.<sup>7</sup>

*The Julius Rosenwald Fund*

On 31 October 1917, Rosenwald created a new philanthropic foundation, the Julius Rosenwald Fund. The stated purpose of the foundation was "the well-being of mankind" and it included many of Rosenwald's charitable programs, but eventually came to focus mostly on the rural schoolhouse construction program in the South. It operated on the basis of "seed" money grants, providing only a fraction of the total cost of any school building project, and encouraging individuals and communities to contribute and be closely involved in needed projects. The Fund also stressed the use of the money in the present period of time, on known and current projects. Its creator disapproved of perpetual trusts, wishing the present generation to profit by his funding, and not wishing to take on unknown needs of the future. Payments from the Fund were made, only after all other funds had been appropriated, to the state superintendent of education on the basis of inspection and pursuant recommendations from the State Agents for Negro Schools – officials (white men) who were employees of the state Departments of Education responsible for facilitating school construction and supervising schools for blacks.<sup>8</sup> In Maryland, the position of State Agent for Negro Schools was held by one man, J. Walter Huffington, for the entire period of the Rosenwald school-construction period, 1917 to 1945. In most states, the Fund paid half the salary of Rosenwald Building Agents (black men) who were responsible for surveying needy communities, and informing them about and promoting the school-building project. They were also involved in helping these communities in raising funds to match Rosenwald's "seed" money, and supervising the details of construction. Huffington must have had the assistance of such individuals in

<sup>5</sup> Ascoli, *op.cit.*, pp. 135-141; Hoffschwelle, *op.cit.*, pp. 50-64

<sup>6</sup> Ascoli, *op.cit.*, pp. 150-153

<sup>7</sup> Ascoli, *op.cit.*, pp. 147-150; Hoffschwelle, *op.cit.*, pp. 64-65

<sup>8</sup> The position of State Agent for Negro Schools had been created in 1910, before the establishment of the Rosenwald Fund, and was financed by grants from the General Education Board (established 1902)..

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Maryland, but their names have not been preserved in the Rosenwald Archives.<sup>9</sup> All of the school plans were designed at Tuskegee, which was the center for the operation and management of the program. The type of school building had to be approved by Tuskegee Institute, the school year for black students had to be increased from four to nine months, and it was anticipated that 300 schools would be built in three years in 10 southern states. The Fund was to continue paying Alabama's Rosenwald Building Agent (Booker T. Washington, Jr.), and half the salary of the black building agents ("Rosenwald agents") in nine other states. Active participation by local county governments was required, with stress on the fact that these were to be public schools.<sup>10</sup>

The building of schools under the new Rosenwald Fund program began slowly, largely because of the war and the shortage of building supplies, but a good number of schools were built between 1917 and 1920 ("the Tuskegee period"), many of them larger than the one-teacher, one-room schools that had dominated the "experimental" schools of 1912 and the nearly 300 schools built in the five years following 1912. In Maryland, which entered into the program in 1918, only nine schools were built during the Tuskegee period.<sup>11</sup> Most were one- or two-teacher schools, but two were larger buildings - Sharpton in Wicomico County accommodated three teachers on two stories, and the Easton School in Talbot County accommodated five teachers on two stories.<sup>12</sup> These two schools were built on a plan similar to Tuskegee Plan #13 (See Figure 1).

*Reorganization of the Rosenwald school program - 1920*

In 1919, criticism of the Rosenwald school program began to be heard, suggesting that the Tuskegee staff, without its original guiding leader, was not appropriately managing the funds or ensuring adherence to the program's construction guidelines. Rosenwald hired Fletcher Dresslar of Peabody College for Teachers in Nashville to study the situation. Dresslar, professor of school architecture, and considered an expert in rural school design, inspected 47 schools that had been constructed in 1919. His *Report on the Rosenwald School Buildings* was published in January 1920 and was very negative - he found shoddy construction in many of the schools, he reported that many of the Tuskegee plans did not

9 The names of the Rosenwald Building Agents for the 14 other southern states that received Rosenwald funding have been preserved in the papers of S. L. Smith, who in 1920 became chief of school-construction operations for the Rosenwald Fund, but not for Maryland. Each county in Maryland had a Supervisor of Colored Schools, almost always a black individual. Although no specific mention of these Supervisors has been discovered in the Rosenwald Archives, it may be assumed that they assisted Huffington in some of the regular duties and activities of the Rosenwald Building Agents.

10 Embree, Edwin R., and Julia Waxman, *Investment in People: The Story of the Julius Rosenwald Fund*, New York: Harper & Brothers, 1949, pp 37-40; Hoffschwelle, *op.cit.*, pp. 64-71; Ascoli, *op.cit.*, pp. 217-218, 230-233

11 Federalsburg (Caroline County), Priestland (Carroll County), Old Fields (Frederick County), Magnolia (Harford County), Easton (Talbot County), Sharpton (Wicomico County), Curtis, Girdletree, and Old Saint Paul's (Worcester County).

12 The type of school was always indicated in the Rosenwald Archives by the number of teachers, not by the number of rooms. While a one-teacher school would almost certainly have only one room, a two-teacher school might have either two or three rooms, one of which might be a "shop" or industrial work room, or a space for community use. A larger school, indicated as a six-teacher school, might have one or more additional rooms for industrial education or library use.

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meet his standards for lighting, ventilation, or sanitation, and that too often there was no follow-up inspection of the completed school by Tuskegee staff. In addition, the financial records at Tuskegee were in disarray.<sup>13</sup> In spite of major efforts by Clinton J. Calloway to improve the Tuskegee operations, Rosenwald was convinced that he had to remove from Tuskegee the management and architectural design operations. Faced with the awkward situation of removing the management from the black institution, he reluctantly did so, and, doubtless knowing that he would be accused of racism, set up a new Rosenwald Fund Southern Office in Nashville in June 1920. He hired S. L. Smith, the white State agent for Tennessee and an expert in school construction, to lead the new operation. Dresslar and Smith prepared the plans that became the standard for Rosenwald schools, and the Rosenwald Fund published them, with updates and modifications, repeatedly from 1920 to 1931. The design plans were provided to black leaders in communities that wanted new schools, and follow-up inspections were always carried out before the Rosenwald funds were released. The reorganized program proceeded with new vigor, and both Smith and Rosenwald were satisfied that it was uniting people, regardless of differences, around a common cause, and bringing incentive for further improvements to the communities with their new schools.<sup>14</sup>

This is a time period when Sears, Roebuck was producing the wildly popular mail order houses, supplying not only the plans but all of the materials for construction. There was no connection between the Sears architectural department and the school construction program. All school plans during this time were produced in Nashville, but the materials were produced by the individual community or the jurisdictional school agency. Apparently the idea of combining these concepts (school plans and materials by mail order) had been suggested, but Rosenwald himself rejected it, stating that providing ready-cut school houses would be "impractical."<sup>15</sup> Although Rosenwald did not explain what he meant by "impractical," his decision is consistent with his belief in and insistence upon the committed involvement of the community with the creation of the schoolhouse that would become its nucleus.

Each plan clearly indicated whether this particular school should face north or south, or whether it should face east or west, in order to optimize the use of natural light. The plans standardized window size and placement, again to maximize reflected light, and the battery of tall windows, usually five or six together, became the very recognizable signature of Rosenwald schools. The plans set a standard for the positions of blackboards, they encouraged the installation of an industrial room where practical skills could be taught, and often allowed for a meeting space or auditorium, in order that the building could operate throughout the year as a community meeting place. In Maryland, the most frequent design had two classrooms, and sometimes an additional shop/industrial room, and these designs often made use of movable partitions in order to open the classrooms for wider community use. Guidelines were given for optimizing interior finish: "Classroom walls and ceilings should be painted in light colors to improve the

<sup>13</sup> Ascoli, *op.cit.*, pp. 234-236; Hoffschwelle, *op.cit.*, pp. 74-79

<sup>14</sup> Ascoli, *op.cit.*, pp. 230-238; Hoffschwelle, *op.cit.*, pp.74-85

<sup>15</sup> Letter, Julius Rosenwald to S.L. Smith, 3 April 1927, Rosenwald Archives, Fisk University, Box 127

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light reflection and diffusion. The wainscoting should be darker to avoid too much reflection below the eye level. . . . The following colors are satisfactory. Ceilings: light cream or light ivory; Walls: rich cream, light buff, light tan, or ivory tan; Wainscoting (below window sills and chalk rails): tan or brown; Wood trim (including wainscoting if wood): oak stain.”<sup>16</sup>

Rosenwald Plan #1-A, for one-teacher, one-room schoolhouses seems to have been the most popular of the one-room plans in Maryland. Good examples are Salem and Hope Schools (both 1924) in Queen Anne, Duckettsville in Prince George’s (1923), and Marumsc in Somerset County (See Figure 2). The two-teacher plan was the plan most often used in Maryland, i.e., more two-teacher schools were built in Maryland than any other plan; several variations of Plan #20 were most popularly used. Plan #20 (See Figure 3) featured a projecting space (industrial room) centered in the main façade, and batteries of windows on the rear elevation of the building to light the two classrooms; entrance to the school was through one door on each side of the central projection, each door leading into one of the two classrooms. Another very popular variation of this plan combined features of both two-teacher Plan #20 and three-teacher Plan #3, by either eliminating the industrial room, or placing it in the rear, and the single entrance on the main façade was inset, leading into a central corridor between the two classrooms which were lighted by batteries of windows on the main façade (See Figure 4). The original Rosenwald Plan #3 was used for three-teacher-plan schools (rare in Maryland), with central entrance and batteries of windows on both front and rear elevations (See Figure 5). The consolidated schools, especially in the later years, tended to follow a floor plan something like Rosenwald Plan #6 for six teachers, with details of the finishing chosen by the community’s public school system (See Figures 6 and 7). In some cases, architectural firms were contracted by the jurisdictional system to adapt the basic plan and enhance the style and appearance of the finished edifice (See *infra*). In all cases, as at the time of the Fund’s establishment, it was required that the finished school be maintained and operated by the local school system.

The Rosenwald Fund provided to the State Department of Education the amount agreed upon after the work was inspected and approved. The amounts were clearly defined in 1926: “The amount appropriated by The Fund shall not exceed \$400 for a one-teacher school, \$700 for a two-teacher, \$900 for a three-teacher, \$1100 for a four-teacher, \$1300 for a five-teacher, \$1500 for a six-teacher or larger, \$700 for a four-room teachers’ home, \$900 for a five-room teachers’ home or larger, and \$200 a room for the addition of one or more class rooms to a Rosenwald School . . .”<sup>17</sup> In Maryland, by far the majority of the schools were of one- or two-teacher plan – only 15 (10%) of the 156 schools were built on the larger, consolidated plan.

The majority of the schools built under the Rosenwald program were built during the years 1920 to 1928, i.e., between the 1920 establishment of the Southern Office, and the final reorganization with

<sup>16</sup> Julius Rosenwald Fund, *Community School Plans*, 1924, 1928, 1931.

<sup>17</sup> Plan for distributing aid in the building of rural schoolhouses for the year ending June 20, 1927 (reprinted in *Crisis* 33, No. 2, December 1926, pp. 79-81)

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new leadership in 1928. In Maryland, 114 of the 156 Rosenwald schools built in 20 counties were built during this period.<sup>18</sup>

*Final reorganization of the Julius Rosenwald Fund – 1928*

In the later years of the 1920s, Julius Rosenwald's ideas and the goals of the Fund began to change, with growing emphasis on a more comprehensive attack on problems facing African Americans such as higher education and training, medicine and health, and race relations. Rosenwald had retired as president of Sears, Roebuck in 1924, but remained chairman of the Board of Trustees until his death. He now devoted more of his time to bringing about a reorganization of the Rosenwald Fund, changing the way it operated and expanding the areas to which it offered support. Late in 1927, he approached Edwin Embree, at that time vice-president of the Rockefeller Foundation, about becoming director of the new, reorganized Rosenwald Fund. Embree took over leadership of the Fund at the beginning of January 1928. Within a few months, Rosenwald presented to the Trustees twenty thousand shares of Sears, Roebuck stock, making it clear that the money was to be used to attack present problems, and to be spent out during the current generation, fulfilling Rosenwald's firm belief that "Coming generations can be relied upon to provide for their own needs as they arise." He asked that the entire assets of the Fund be expended within 25 years of his death.<sup>19</sup>

From this point, the Fund plunged into new areas of interest; its work on the education front, theretofore best known for construction of moderate-sized rural schoolhouses, began to change at this point. After Embree's first trip to acquaint himself with the many schools that the Fund had helped to build, he wrote to Rosenwald that the Fund had brought about an "unbelievable" change in black schools, but that "we are in the embarrassing position of having good school buildings for mediocre work." With Rosenwald's agreement, the emphasis shifted away from building the schoolhouses to improving the teaching skills of the teachers who taught in them. This meant supporting the training and advanced education for black teachers by providing more secondary schools, and offering financial support to normal schools and college-level institutions such as Fisk and Howard. Financial assistance for the construction of small schools was gradually phased out, and communities were encouraged to apply for "permanent" buildings of brick or concrete, with a larger number of classrooms, extending to higher grade levels. Maryland's State Agent for Negro Schools, J. Walter Huffington, sent strongly-worded pleas to S. L. Smith, stating that his state had real need for the smaller one- and two-teacher schools, but the Fund formally announced in mid 1929, that it would discontinue aid for construction of one-teacher schools after June 1930. The last of the one-teacher schools in Maryland were built in the

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<sup>18</sup> The records in the Rosenwald Archives of schools built in Maryland after 1930 are sometimes ambiguous and incomplete. However, it is clear that more than the 149 schools claimed for Maryland were actually built – the number is 156 or 157, see *infra*.

<sup>19</sup> Letter 30 April 1928, Rosenwald to Rosenwald Fund Trustees; Embree, *op.cit.*, pp. 28-36

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1929/30 year.<sup>20</sup>

The Fund also began to provide books for school libraries, and because the new larger junior/senior high schools served students from wider geographic areas, the Fund also began to provide financial support for bus service for the students.<sup>21</sup> And, under Embree's leadership, the Fund began to shift its emphasis to an active program and study of race relations. Finally, the Rosenwald Fund began a program of fellowship awards to individual African Americans "of exceptional promise" to assist them in pursuit of their careers.<sup>22</sup>

In Maryland, 38 schoolhouses were built in the four years between the 1928 reorganization and the end of the school-construction program. A significant number of them were junior/senior high schools, larger "permanent" structures built of brick.

*The End of the School Building Program*

The Fund proceeded during this period with expansion and change in its goals under Embree's leadership, but in less than two years was faced with the stock market crash and economic depression, which severely decreased the value of the Sears, Roebuck stock that supported the Rosenwald Fund. The situation confirmed the already announced movement toward elimination of the school construction efforts, and Embree and Smith announced that no further construction grants would be forthcoming. This of course caused great dismay in communities that had hoped for new schools, and the trustees made every effort to fund the projects to which they were already committed. To do this, the Fund took a \$1.2 million loan from the First National Bank of Chicago. The Fund also made arrangements with the Rockefeller-funded General Education Board to provide \$200,000 for schools promised by the Fund but not yet completed; through this arrangement, the GEB would pay the agreed Rosenwald contribution toward schools whose inspections the Rosenwald agents had approved.<sup>23</sup> Thus, in this difficult economic period, and as the school-construction phase of the Rosenwald Fund was coming to an end, the Fund was able to make good on its final commitments for school construction.

Julius Rosenwald died 6 January 1932 at his home outside Chicago, after nearly a year's serious illness. In accordance with his wishes, all of the assets of his Fund were expended and the Fund was closed down 30 June 1948. In the years after Rosenwald's death, and after the rescue of the Fund from the effects of the Great Depression, its efforts were directed toward wider advancements in education, medicine and health, and the improvement of race relations. During the 30 years of its work, the Julius Rosenwald Fund's achievements included school construction for African Americans and the providing

20 Letter J. Walter Huffington to S.L.Smith, 15 March 1929, Rosenwald Archives, Fisk University, Box 339, folder 19; Letter, Rosenwald Fund to Maryland Superintendent of Schools Albert Cook and State Agent J. Walter Huffington, 16 May 1929, Rosenwald Archives, Fisk University, box 339, folder 9.

21 Hoffschwelle, *op.cit.*, pp.125-136; Ascoli, *op.cit.*, pp. 303-314; Rosenwald Archives, Fisk University, Box 339

22 Some of the best known recipients of these awards were Marian Anderson (music), W. E. B. DuBois (writing), Ralph Ellison (writing), John Hope Franklin (history), Zora Hurston (anthropology), and Stanton Wormley (language and literature).

23 The Rosenwald Fund was able to reimburse the General Education Board by spring 1934. Ascoli, *op.cit.*, pp. 390-395

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of bus transportation for the students of those schools, the training of black teachers, the creation and supplying of libraries for both black and white schools, the training of black doctors and nurses, and support for medical care for African Americans, establishment of fellowships for artists and thinkers both black and white, and efforts toward racial equality.

Beginning in 1912, and then especially between 1918 and 1932, the Julius Rosenwald Fund made possible the construction of more than 5000 schools in 15 states of the American South; of these schools, 156 were built in Maryland between 1918 and 1932.

The Rosenwald Schools of Maryland

*Tuskegee designs – 1918-1919*

Nine schools were built in Maryland during “the Tuskegee period” – between the end of 1917 when the Julius Rosenwald Fund was established and June 1920 when the reorganized Fund removed operations from Tuskegee and set up headquarters in Nashville for the school building project. Of these nine schools, six are still standing.

Five of the Tuskegee-designed schools were one-teacher, one-room schoolhouses: Priestland in Carroll County, Old Fields in Frederick County, Magnolia in Harford County, and Curtis and Old St. Paul’s in Worcester County. Of these, Priestland and Old Fields are standing, albeit in greatly differing conditions (the Priestland school, in deteriorating condition, is now used as a church; the Old Fields school was moved to New Market, and a matching section built in 1939, effectively doubling it in size). Two two-teacher, two-room schoolhouses were built in Maryland during this period: Federalsburg in Caroline, and Girdletree in Worcester County. The school at Federalsburg is still standing and in use; the school at Girdletree was renovated and then physically connected, by a modern hyphen, to the associated United Methodist church. The three-classroom schoolhouse at Sharpton, also known as San Domingo, survives and is in the process of restoration – it is a very interesting example of the more substantial two-story Foursquare schoolhouse of the Tuskegee design period. A five-teacher school survives in Easton - a substantial building of at least six rooms on two stories, now converted to use as an apartment house.

The Annual Report (ending 31 July 1919) of the Maryland Board of Education includes a lengthy report on the Supervision of Colored Schools, one part of which pertains specifically to buildings. It gives a very informative picture of the school infrastructure at the time, as reported by J. Walter Huffington, Maryland State Agent for Negro Schools, and the impact of the Rosenwald Fund on the schools for African Americans in Maryland:

Buildings - The need for better buildings is really pressing. The present condition is a result of a partial failure for many years to construct suitable schoolrooms for the colored people. From a survey made of the State, I find that 27 schools are being conducted in churches; 54 in lodge halls; 79 in so-called schoolhouses which are totally unfit for school purposes. This

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means that more than 30 per cent of our build- ings should be replaced by modern ones, if the colored children are to have the proper school advantages. I fully realize that all this cannot be done in one year or even in two or three years. But I do feel that there should be a systematic effort on the part of the county authorities which looks to the gradual substitution of good buildings for poor ones, of schoolhouses for churches or lodge halls.

I know the county authorities are not at all indifferent to this need. But on account of the scarcity and the high cost of labor, the limited supply and the expense of building material, the pressing need for money for increased teachers' salaries, building operations for the two past years have been practically at a standstill in the counties.

I am glad to report that a new building has been opened for use in the following counties: Talbot (Easton); Caroline (Federalburg); Wicomico (Sharptown) ; Montgomery (Kensington) (this is portable); Frederick (Oldfields); Carroll (Priestland). Three buildings are in course of construction in Worcester, one in Queen Anne's, one in Harford. Money has been levied for a building in Kent, in How- ard, in Charles and in Dorchester. The colored people have purchased a tract of thirty acres in St. Mary's, on which to locate a Central Industrial School; a tract of sixteen acres in Charles for the same purpose. The County Board of Education of Frederick County has recently bought a desirable site in the town of Frederick, at a cost of \$3,100, for the erection of a modern colored school building. The colored people of Calvert have raised about \$1,500, which will be used in the construction of a Central Industrial School during this present year, so the superintendent advises.

Practically all over the State I have found that the people are willing to raise money to supplement the amount so generously given by Mr. Julius Rosenwald, of Chicago. The chief drawback has been to induce the county commissioners to levy sums that will make the construction possible after a sum has been raised by the people and aid extended by Mr. Rosenwald. I am expecting a better spirit in this direction within a year or two. During the past year the people at Elkridge raised \$500 toward a new building; at Vienna, \$350 toward one; at Wetipquin, \$500; Kent County, \$300.

I believe the attitude of many communities expressed by the sentence, 'We pay our taxes, therefore we should give nothing toward a new building, but the County Board should do it all,' is being improved. I am doing what I can to effect an improvement."<sup>24</sup>

This 1919 report confirms the completion of the first five (5) Rosenwald-assisted schools – in

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Easton, Federalsburg, Sharpto(w)n, Oldfields, and Priestland (as well as one other in Kensington that was not assisted by the Rosenwald Fund).<sup>25</sup> It also confirms that three more schools in Worcester County and one in Harford County were then under construction; Curtis, Girdletree, and Old St. Paul's schools in Worcester, and Magnolia in Harford County, were completed in that year, supported by the Rosenwald Fund. (Several other schools noted in the report were apparently not supported by Rosenwald funding.) Reference was also made to the Vienna (Dorchester) and Wetipquin (Wicomico) schools, which would be built in the 1921/22 year. Huffington also made reference to the larger consolidated schools which would be constructed in the next few years (see *infra*) – the County Training Schools at Pomonkey in Charles County (1920/21) and Frederick in Frederick County (1922/23). He even referred to the proposed Central Industrial School for St. Mary's County, for which the United Parent Trustee Association had purchased 30 acres of land; the Central Industrial School first operated in an old farmhouse on this land, and the Rosenwald-funded building was not constructed until 1930.<sup>26</sup>

*Clean-up period, 1920*

During the summer of the year 1920, after the release of Fletcher Dresslar's report on needed improvements in school construction, no schools were built in Maryland. This period, referred to in the Rosenwald papers as *Clean-Up*, marked the removal of design operations from Tuskegee to the new (June 1920) Rosenwald Fund Southern Office in Nashville, Tennessee.

*Principal period of Rosenwald school construction, 1920-1928*

After the establishment of the Southern Office in Nashville in June 1920, the next seven and one half years saw the design and construction of the majority of schoolhouses that were built through the support of the Rosenwald Fund. One hundred fourteen (114) of the 156 schools built in Maryland (over 70%) were built during this period.

Six (6) schools were built in Maryland during the 1920/21 fiscal year – one each in Calvert, Carroll, Charles, Montgomery, St. Mary's, and Worcester counties. Three of these schools, the Central Industrial School in Prince Frederick (Calvert), the County Training School in Pomonkey (Charles), and the Rockville School (Montgomery County) were built in this year on, respectively, three-teacher, four-teacher, and two-teacher plans; each received support several years later from the Rosenwald Fund for the building of an addition, and each later served as a high school. The enlarged schools at Pomonkey and Rockville were demolished many years ago, but the Prince Frederick school has been renovated; it is in use and in good condition. Of the other three schools, the one-teacher Johnsville School in Carroll County was converted into a residence after it closed in 1951; although altered by stucco covering and

<sup>25</sup> This is the Sharpton (San Domingo) school in Wicomico County, not to be confused with the Sharptown school in Kent County which was built later, in the 1926/27 year.

<sup>26</sup> United Committee for Afro-American Contributions, *In Relentless Pursuit of an Education: African American Stories from a Century of Segregation (1865-1967)*, Leonardtown, MD: UCAC, 2006.

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refenestration, it is still clearly recognizable, and continues to serve as a residence for members of the same family after nearly 60 years. The two-teacher Hollywood School in St. Mary's County was converted into an attractive residence which still stands; the three-teacher Mt. Wesley School in Worcester County, however, appears not to have survived.

Eleven (11) schools were built in Maryland during the 1921/22 fiscal year – three each in Anne Arundel and Wicomico counties, and one each in Dorchester, Howard, Prince George's, Somerset and Talbot counties. Six of these schools are still standing. The three schools in Anne Arundel County (Churchton, Lothian and Mount Zion), all of the 2-teacher plan, are still standing.<sup>27</sup> Guilford School in Howard County, and Wetipquin School in Wicomico County, both 2-teacher schools, are still standing, and the 6-teacher Buena Vista school in Prince George's County is also in current use. The Vienna School in Dorchester, the Belleview School in Dorchester, and South Quantico School in Wicomico County, all built on the two-teacher plan, no longer stand, nor does the five-teacher Crisfield School in Somerset, nor the one-teacher North Quantico School in Wicomico County.

Eighteen (18) schools were built in seven of Maryland's counties during the 1922/23 fiscal year – eight in Prince George's, three in Worcester, two in Harford, two in Charles, and one each in Anne Arundel, Baltimore, and Frederick counties. Of the schools in Prince George's County, the Marlboro School was of the four-teacher plan, while the Glenarden, Muirkirk and Oxon Hill schools were of the two teacher plan, and the Chapel Hill,<sup>28</sup> Duckettsville, Dupont Heights and Fletchertown Schools were of the one-teacher plan. The three schools in Worcester county were built in Bishop (one-teacher plan), Germantown (two-teacher plan), and Queponco (one-teacher plan); the two Harford County schools were built in BelAir (three-teacher plan) and West Liberty (one-teacher plan), and the Charles County schools were Bel Alton (one-teacher plan) and Benedict (one-teacher plan). The Pumphrey School in Anne Arundel County was of the one-teacher plan,<sup>29</sup> the County Training School in Frederick (Frederick County) was built on a six-teacher plan, while the Catonsville School in Baltimore County was built on a larger eight-teacher plan. Of these 18 schools, only four (BelAir and West Liberty in Harford, Muirkirk in Prince George's, and Germantown in Worcester County) are still standing.

Nine (9) more schools were built during the 1923/24 year in six counties. Six of them (Dare's Wharf in Calvert, New Windsor in Carroll, LaPlata in Charles, Island Creek Neck in Talbot, and Newark and Staggsville in Worcester County) were built on the one-teacher plan; The Forestville School in Prince George's was built on the two-teacher plan. Of these, only the New Windsor school survives, having been moved to Westminster in 1946 to serve as the shop building for the 1930 Robert Moton High School (see *infra*). The other two structures supported by the Rosenwald Fund that year were additions to schools that had been begun in the 1920/21 year; the three-room Central Industrial School in

<sup>27</sup> For the location and condition of the Churchton (Ann Arundel County) school, see Shady Side School (*infra*)

<sup>28</sup> The Chapel Hill School was originally a one-room structure, but was doubled in size three years later by the addition of a second one-room structure built adjacent to the first; see schools of 1925/26, *infra*.

<sup>29</sup> The Pumphrey School was originally a one-room structure, but was doubled in size two years later by the addition of an ell-wing attached at right angles.

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Prince Frederick (Calvert County) was enlarged to become a four-teacher, four-room school, and the County Training School in Pomonkey (Charles County) was enlarged from its original four rooms to become a six-teacher, six-room building offering high school classes. The Central Industrial School in Calvert County is in excellent condition and in active use as the Calvert County *Safe Harbor* shelter; the County Training School in Charles County was replaced when the larger Pomonkey High School was built in the mid-1930s, and was later demolished.

Twenty (20) schools were built in the 1924/25 fiscal year in seven counties. Seven schools (Bristol, Brown's Woods, Camp Parole, Cross Roads, Freetown, Magothy, and Robinson) were built on the two-teacher plan in Anne Arundel County, and an additional classroom was added to the two-year-old Rosenwald school at Pumphrey, also in Anne Arundel County. Of these, only the Camp Parole and Freetown schools survive.<sup>30</sup> Four schools were constructed in Montgomery County: at Sugarland on the one-teacher plan, in Laytonsville and Washington Grove on the two-teacher plan, and at Sandy Spring on the three-teacher plan. The Sugarland, Laytonsville, and Washington Grove schools have not survived, and Sandy Spring was converted, with substantial alterations, into a very handsome residence. Three schools were built in Queen Anne County – the one-teacher-plan schools at Hope and Salem (both of which survive, although the Hope school has been moved), and the two-teacher-plan school at Grasonville.<sup>31</sup> Two schools were built in Prince George's County – the school built on the three-teacher plan in the historic black community of North Brentwood,<sup>32</sup> and a two-teacher-plan school in Camp Springs. The North Brentwood school was demolished after it was replaced by a larger brick schoolhouse in the 1930s; the Camp Springs school survives as a shop. A one-teacher-plan school built at Abingdon in Harford County no longer survives, nor does the two-teacher school called Salisbury Suburban in Wicomico County. The two-teacher-plan Halethorpe school in Baltimore County is in good condition, and is in use as the Halethorpe Community Center.

In 1925/26, eighteen (18) schools were built in 9 counties. Six of them were built in Prince George's County – the Capitol Heights, Lakeland, and Laurel schools were built on the two-teacher plan, and those at TeeBee and Westwood on the one-teacher plan. An additional one-teacher structure was built adjacent to the already overcrowded three-year-old school at Chapel Hill, and attached to it by a low hyphen. Only one of these Prince George's County schools survives - that at TeeBee which is in current use as a used-car sales shop. Queen Anne County got three more one-teacher-plan schoolhouses, at Carmichael, Chester and Union; the Carmichael school still stands on the grounds of the John Wesley United Methodist Church, but the Chester and Union schools have not survived. Charles County got two more one-teacher schoolhouses during this year, at Mount Hope and Pomfret; neither apparently survives. Harford County also got two more two-teacher Rosenwald schools – at Perryman and Swan Creek. The Perryman school has been converted, with brick veneer and several additions, to serve as the

30 See Multiple Property Documentation Form "Rosenwald Schools of Anne Arundel County, Maryland", 2005

31 The Grasonville school was demolished in the late 1950s and replaced by the present Grasonville Elementary School. The new Grasonville Community Center stands on the site of the original Rosenwald school.

32 The North Brentwood Historic District was listed in the National Register of Historic Places in 2003.

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Refuge Temple of the Church of God in Christ, but the Swan Creek school which until recently stood abandoned on the grounds of Union United Methodist Church near Aberdeen has been demolished. Two three-teacher-plan schools, at Sunderland in Calvert County and on River Road in Montgomery County, no longer stand, nor does the one-teacher-plan school at Elkridge in Howard County. The one-teacher-plan school at Jonestown in Caroline County is the nucleus of a much enlarged multi-section building now serving as an apartment house. A two-teacher school was built at Delmar in Wicomico County, and is still in use as the church hall on the grounds of Delmar's Union United Methodist Church.

In 1926/27, twenty (20) schools were built in eleven counties of Maryland under the Rosenwald school program. In Anne Arundel County three schools (Jones, Shady Side and Skidmore) were built on the same two-teacher plan, while Mayo had a one-teacher plan. Only Shady Side survives.<sup>33</sup> In Prince George's County, four schools (Bowie, Clinton, Collington and Ridgley) were built on a two-teacher plan similar but not identical to that of the Anne Arundel schools; the Clinton, Collington and Ridgley schools survive. Three schools were built in Charles County – a two-teacher-plan school at Shiloh, and one-teacher-plan schools at Federal Hill and Middletown; none of these survives. Two schools, the three-teacher-plan school at Coleman and the two-teacher-plan at Sharptown,<sup>34</sup> were built in Kent County; both survive. Seven other schools were built in Maryland during this year: the seven-teacher-plan high school at Sparrows Point in Baltimore County, the two-teacher-plan school at Appeal in Calvert County, a one-teacher-plan school called Bethel in Caroline County,<sup>35</sup> the five-teacher-plan school at Elkton in Cecil County, a four-teacher-plan school at Cooksville in Howard County, the two-teacher-plan Greenwood school (Princess Anne) in Somerset, and the four-teacher-plan school at St. Michael's in Talbot County. Of these seven schools, the only possible survivor is (part of) the Elkton school; although not recognizable today, a wood frame section of the building now faced with concrete block and used for maintenance and storage by the Cecil County Public Schools may be part of the 1926 Elkton Rosenwald school.

In 1927/28, twelve (12) schools were built in Maryland. By far the greatest building activity took place in Montgomery County, where nine schools were built. Four of these schools (Cloppers, KenGar, Scotland, and Stewardton) were built on the one-teacher plan; none of these four survives. Also four two-teacher-plan schools (Burnt Mills, Norbeck, Poolesville, and Spencerville) were built in

33 The Shady Side School has been restored, and the similar Churchton School has been moved and attached to it. Together they are in use as the Lula G. Scott Community Center.

34 Not to be confused with Sharpton School in Wicomico County

35 There is some question about the location in Caroline of the Bethel Rosenwald school. There is a schoolhouse close to and associated with the Bethel United Methodist School just east of Federalsburg, but credible sources indicate that this schoolhouse was built well before the 1920s. A school just north of Goldsboro, close to and associated with the Bethel Wesleyan Church, and once known as the Bethel School, was moved into Goldsboro and attached to the rear of a mill building and is now used for storage. Although the lines of this structure resemble the 1926/27 Rosenwald Archives photograph of the Bethel school, there remains no physical evidence of the battery of windows of the original Bethel school. The tentative conclusion is that the Bethel Rosenwald school must have been at a different and as yet undiscovered location.

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Montgomery County; the Norbeck and Poolesville schools survive.<sup>36</sup> The Rockville school, constructed with Rosenwald support in 1920/21, was enlarged from its original two rooms to become a five-teacher facility, and the first high school for black students in Montgomery County; the enlarged Rockville High School was replaced, and later demolished, after a new high school in Rockville's Lincoln Park community was constructed in 1935. During the same fiscal year, 1927/28, two schools were built in Somerset County: a one-teacher school in Marumsco, and a two-teacher school in Kingston; neither of these appears to survive. One more two-teacher school was built at Marley Neck in Anne Arundel County; it has been restored, and is in current use.

Also, in the 1927/28 year, the Rosenwald Fund supported the construction of two five-room homes for teachers in Maryland. One was built on the grounds of the Central Industrial School which had been begun in 1920/21 and enlarged in 1923/24 at Prince Frederick in Calvert County. The other was built on the grounds of the County Training School which had been begun in 1920/21 and enlarged in 1923/24 at Pomonkey in Charles County. Neither survives.

*After the 1928 Reorganization: The End of the School-Construction program, 1928-1932*

The Rosenwald Fund entered a new phase with the organization of 1928, and widened its focus on improving African-American education in more ways than through the construction of school buildings. Small schools of wood frame construction continued to be built for two more years, but the Fund encouraged the pursuit of larger "permanent" masonry buildings,<sup>37</sup> and, as noted above, discontinued altogether the construction of one-teacher schools at the end of June 1930.

In the 1928/29 year, nine (9) schools were built in Maryland with Rosenwald support, including five one-teacher schools. Three one-teacher schools were built in Anne Arundel County – at Annapolis Neck, Friendship and Galilee; Annapolis Neck School is still standing. Two more one-teacher schools were built in Charles County, at Chicamuxen and Waldorf, neither of which has survived. In Montgomery and Prince George's counties two more two-teacher schools were built, in Takoma Park and Meadows respectively, neither of which survives. Two very different schools were built in Prince George's County, a combination of the need in that county for high schools for black students with the Rosenwald Fund's encouragement of larger "permanent" structures – the six-teacher brick Community High School at Lakeland, and the seven-teacher brick Highland Park High School built on a nearly

<sup>36</sup> A school that resembles Rosenwald-plan schools survives and has been restored at Smithville in Montgomery County. There is, however, no indication in the Rosenwald Archives of Rosenwald support to the building of the Smithville School, and no record of disbursement of funds. But Clarke and Brown in 1978 referred to a December 1928 *Educational Report of the Board of Education* in which the Superintendent of Schools stated that the construction of the Smithville School (and of 14 other schools) had been supported by the Rosenwald Fund. This report has not been preserved in the files of the Montgomery County Board of Education, so the discrepancy has not been resolved. See Clarke & Brown, *History of the Black Public Schools of Montgomery County, Maryland 1872-1961*, p. 44 ff.

<sup>37</sup> Beginning in 1928, the Fund offered a bonus of \$50 per classroom for construction with brick veneer, solid brick, or concrete construction – Box 339, folder 19, Rosenwald Archives, Fisk University.

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identical plan. The architectural firm of Linthicum and Linthicum, of Raleigh, North Carolina, was hired to finalize the plans for these two schools; both of these substantial buildings survive and are in use.

The year 1929/30 saw a total of fifteen (15) schools built in Maryland. This was the last year that the construction of one-teacher schools was supported by the Rosenwald Fund, and seven counties took advantage of that last opportunity; a one-teacher school was built in Galesville in Anne Arundel County, at Malcolm in Charles County, at Brandywine in Prince George's County, at Venton in Somerset County, at Matthewstown in Talbot County, at Glass Hill in Wicomico County, and at St. James in Worcester County. Of these seven, only the Galesville and the Malcolm school buildings survive.<sup>38</sup> Two-teacher schools were built at Bengies in Baltimore County, at Holly Grove and Mitchellville in Prince George's County, at Chance and Dames Quarter in Somerset County, at Trappe in Talbot County, and at Pocomoke in Worcester County; only the Bengies School survives. This year did, however, see the construction of a large six-teacher consolidated school at Turners Station in Baltimore County, a building which survives today, with additions, as an apartment complex.

In the last eighteen months of the school construction program of the Julius Rosenwald Fund, fourteen (14) schools were built in Maryland. The Rosenwald Archives provide limited information about the schools built during the period from the summer of 1930 to January of 1932 when Julius Rosenwald died. This was a difficult period, when the Fund had to borrow from other foundations in order to meet its previous commitments, and the required contributions from the community and the public were difficult to acquire. There are, however, records of disbursements from the Fund among the Rosenwald Archives, which indicate that these schools were indeed built,<sup>39</sup> even though some of them do not appear in the official inventory of Rosenwald-funded schools. They include seven (7) two-teacher schools in five counties, two three-teacher schools, one addition, and five large consolidated high schools. Three two-teacher schools were built in Anne Arundel County, at Queenstown, Severn and Furnace Branch; only the Severn School survives. In St. Mary's County, two two-teacher schools were built, at Loveville and Great Mills; neither survives. Another two-teacher school was built at Mt. Zion in Caroline County, but the location and status of this school is uncertain.<sup>40</sup> The two-teacher school known as Oak Grove in Charles County, built during this time period, is no longer standing. A three-teacher school was built in Lothian in Anne Arundel County, in addition to the school that was built with Rosenwald support in 1921/22.<sup>41</sup> Of the two Rosenwald schools in Lothian, only the earlier survives. One of the most interesting three-teacher schoolhouses, and certainly unique, was built in the small

38 The one-teacher Galesville school was doubled in size (not with assistance from the Rosenwald Fund) just a few years after it opened. The composite schoolhouse is currently (2010) in the process of restoration.

39 The Rosenwald Fund did not disburse funds until the completed building had been inspected and approved.

40 The surviving schoolhouse at Mt. Zion in northern Caroline County is a one-room structure which appears to be older than the 1930s. It may well be an older schoolhouse that was replaced by a Rosenwald school which did not survive.

41 The second Lothian school, built in 1931/32, was supported by \$700 from the General Education Board, which stepped in to honor the commitment made earlier by the Rosenwald Fund.

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African-American community of Chattolancee in Baltimore County. A good example of Rosenwald School Plan #3 (see Figure #5), this school is noticeable for the fact that it was built of fieldstone; it survives today, converted into a handsome residence.

A two-room addition to the Greenwood school in Somerset County was also funded during this final phase of the school construction the Rosenwald Fund's activity, adding two more classrooms to the two-teacher schoolhouse that had been built in the 1926/27 year.

During this last phase of school construction, five (5) Maryland high schools were built with Rosenwald support. They illustrate the change in Rosenwald Fund policy, in that they are large, consolidated, and urban - located in the major city of each of Caroline, Dorchester, Anne Arundel, Wicomico, and Carroll counties. In the cases of Denton in Caroline County, Cambridge in Dorchester County, Stanton (Bates) in Anne Arundel County, and Salisbury in Wicomico County, the amount of money (\$2600, \$3600, \$3600, and \$6000, respectively) donated by the Rosenwald Fund was much greater than for any previous Maryland schools, with the exception of the Turners High School (\$2600), constructed at Turners Station in Baltimore County just one year earlier. The Denton High School was built in 1930/31 on a six-teacher plan, the Cambridge High School (1931/32) on a ten-teacher plan, Stanton High School (1931/32) on a ten-teacher plan, and the Salisbury Industrial High School (1930/31) on a fifteen-teacher plan; only the Stanton (known from the time of its opening as the Wiley H. Bates) High School survives, surrounded by additions built in stages from 1937 through 1950.<sup>42</sup> The high school at Westminster in Carroll County was apparently a very different type of endeavor - several school buildings were moved from other locations to create a high school complex in Westminster. The Rosenwald Fund paid \$1500 for the establishment of this Westminster High School (which by 1933 was formally named the Robert Moton High School); it is not known exactly how the Rosenwald Fund's financial contribution was used, but presumably not only for transport of "portable" former schoolhouses, but also for new foundations, and perhaps some amount of new construction. The Carroll County Board of Education minutes make it clear that one component of the new Westminster high school was a two-classroom frame schoolhouse, formerly for white students, which was moved at the end of 1930 from Sykesville. Later, in 1946, the one-teacher, one-room school for black students that had been built (with Rosenwald support) at nearby New Windsor in 1923/24 was moved to Westminster; it became the shop, or industrial classroom, for the new Westminster high school.<sup>43</sup> Several more

42 The Wiley H. Bates High School (indicated as Stanton High School in the Rosenwald Archives) was built with the assistance of the Rosenwald Fund and opened in January 1933; it was known from the time of its opening as the Wiley H. Bates High School, in honor of one of Annapolis' most prominent African-American educational activists. It became the second high school for black students in Annapolis, replacing the already functioning Stanton High School closer to the center of Annapolis. The \$3600 which had been committed by Rosenwald for a new "Stanton" High School was actually provided by the General Education Board (and later reimbursed) during that period when the Rosenwald Fund could not meet its commitments. The very handsome brick Wylie H. Bates High School was designed by the well-known architectural firm of Buckler & Fenhagen. See Maryland Inventory of Historical Properties AA-12 (Maryland Historical Trust).

43 Carroll County Board of Education Minutes, 3 December 1930, 4 February 1931, 6 November 1945, 7 May 1945, 13 August 1946, 7 January 1947.

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sections were added to enlarge the school, and the entire complex survives today, renovated, sheathed with new vinyl siding, and converted into a multi-section apartment complex.

In addition to the five urban high schools, the last phase of Rosenwald school construction saw also the construction of three "shop" buildings, for the manual/industrial training of students for work in an essentially segregated society. Rosenwald funds assisted with the construction of a three-room, two-teacher shop, adjacent and attached to the new Salisbury High School. The Fund also contributed to the construction of a two-room, two-teacher shop for the Hagerstown School in Washington County – a school which the Rosenwald Fund had not had any part in building.<sup>44</sup> A third shop was completed during the final months of the Rosenwald school-construction program – a two-room structure on the grounds of the Pomonkey High School that had been built (with Rosenwald support) as the Charles County Training School in 1920/21, and enlarged (also with Rosenwald support) in 1923/24 (see supra).

*Conclusion: the Rosenwald Schools of Maryland and the American South*

By the time of Julius Rosenwald's death in January 1932, the Rosenwald Fund was well into the changes that had begun four years earlier, the construction of the smaller schoolhouses had come to an end, and the Fund's emphasis had shifted to consolidated high school buildings and technical training. With Rosenwald's death, Edwin Embree and the officers of the Board had to begin paying down the rest of the fund as earlier required by Julius Rosenwald, i.e., to spend all of the Fund within 25 years of his death (the Fund actually closed operations in June 1948). The school construction phase of the Fund came to an end in 1932, and from thence the Fund concentrated on aid to higher level African-American educational institutions, libraries, and school transportation, as well as African-American health and medicine, and race relations. When the school-building program officially ended in 1932, almost 15,000 teachers were teaching over 650,000 students in Rosenwald-funded schools in 15 southern states. All of these schools were public schools, operated and maintained by each county and state system. The number of the school buildings aided by the Fund was more than the total number of all schools that had existed for blacks in the 15 southern states when the Fund began, and the 1932 value of these schools was more than double the value of the total African-American rural-school property at the beginning of the program in 1913. One tenth of the Rosenwald schools offered two to four years of high-school courses, and high-school enrollment of blacks in the South had increased from a few thousand in 1920 to approximately 125,000 in 1931.<sup>45</sup>

Over the course of fourteen years (1918 to 1932) the Rosenwald Fund provided the seed money for the construction of 156 schools in Maryland,<sup>46</sup> plus the subsequent construction of additions (enlargements) to six (6) of these school buildings. The majority of the Rosenwald-funded school buildings were built during the period between 1920, after the first reorganization, and 1928, when the

44 The Rosenwald Fund built no schools in Washington County, nor in Allegany or Garrett counties, the three counties at the extreme northwest of Maryland, where the black population was relatively low.

45 Embree and Waxman, *op. cit.*, pp.51-59

46 This number rises to 157 if the Smithville School in Montgomery County is counted.

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Fund began the phasing out of the smaller (one- and two-teacher) schoolhouses. One hundred fourteen (114) of the 156 schools were built during this period. Over the entire fourteen years, the Rosenwald Fund facilitated the construction in Maryland of fifty-eight (58) one-teacher schoolhouses, sixty-eight (68) two-teacher schoolhouses, fifteen (15) schoolhouses for three or four teachers, and fifteen (15) larger (i.e., for more than four teachers) schools. Six of the smaller schoolhouses were subsequently enlarged by additions funded by Rosenwald: the one-teacher Pumphrey school (Anne Arundel County) was enlarged by the construction of an additional classroom; the three-teacher Central Industrial school (Calvert County) was enlarged by the construction of one additional classroom; the four-teacher Pomonkey school (Charles County) was enlarged by the construction of two additional classrooms; the two-teacher Rockville school (Montgomery County) was enlarged by the construction of three additional classrooms; the one-teacher Chapel Hill school (Prince George's County) was enlarged by the construction of one additional classroom; and the two-teacher Greenwood school (Somerset County) was enlarged by the construction of two additional classrooms.

The Fund also supported the construction of three industrial training "shops" in Maryland, one of which was built (in 1930/31) for a high school (in Hagerstown) that had not been built with Rosenwald funding. Another shop was built with Rosenwald funds in 1930/31 for the Salisbury High School that had been built in the same year with Rosenwald assistance. In the following year (1931/32) another shop building was constructed for Pomonkey High School in Charles County that had been built with Rosenwald funds in 1920/21 and enlarged in 1923/24. The Fund also facilitated the construction in 1927/28 of two teachers' residences: at the Pomonkey High School in Charles County, and at the Central Industrial School in Calvert County. None of these accessory buildings survives.

The Rosenwald Fund, therefore, supported 167 construction projects in Maryland between 1918 and 1932: 156 schoolhouses, six (6) additions to those schools, three (3) industrial shop buildings, and two (2) teachers' homes. Of the 156 school buildings, 53 schools<sup>47</sup> survive – just over one third of the buildings originally constructed under the Rosenwald school-construction program. This percentage of surviving buildings, approximately one third, seems to be generally true throughout the areas of the American South where Rosenwald schools were built.

The Rosenwald school buildings that do survive have survived because of conversion to new uses, e.g., church halls, shops, fraternal lodges, school or county storage-maintenance facilities, and residences. Most of the survivors, therefore, are substantially altered, and in some, such as Perryman in Harford County and Poolesville in Montgomery County, alterations have significantly affected the physical integrity of the buildings. In others, like the Salem school in Queen Anne County, minimal changes have been made, and full restoration should be relatively simple. Restoration will be more difficult in the case of the Germantown school in Worcester County because of major alterations, but the process is underway with the assistance and enthusiastic support of local, County, and State groups. Some schools, such as Marley Neck in Anne Arundel County, Central Industrial School in Calvert

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<sup>47</sup> This number rises to 54 if the Smithville School in Montgomery County is counted.

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County, and Highland Park in Prince George's County, have already been successfully restored; their current uses and maintenance should preserve them indefinitely. And the restoration process is well under way in the case of the Ridgley school in Prince George's and Sharpton (San Domingo) school in Wicomico County. It is hoped that through the increasing awareness of the history and significance of Rosenwald schools while a significant number of these schools still stand, many more can be preserved and put to effective new and educational use.

Appendix (See attached)

Tabulation of Rosenwald schools (indicating monetary contributions), 1918-1930, and 1930-1932

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### F. Associated Property Types

This Multiple Property Documentation form applies to a single property type: schoolhouses for African-American students, whose construction was assisted by financial support from the Julius Rosenwald Fund, and which were built in Maryland between 1918 and 1932. These Maryland schoolhouses may be considered in several categories based on their architectural plans:

- (a) one-teacher, one-room schools - one-story, usually front-gabled, with battery of four or five windows lighting one of the long side walls
- (b) two-teacher, two-room schools – one story, usually side-gabled (or with hip roof), with two batteries of four, five, or six windows lighting the front or rear wall
- (c) the less common three-teacher, three-or-four-room schools, were similar, but two rooms deep, and therefore could have batteries of windows on both front and rear
- (d) larger schools, with five or more teachers – often two stories, hip or gable roofs, two rooms deep, with batteries of windows front and rear

#### Registration Requirements for Maryland Rosenwald Schools:

To be eligible for listing in the National Register of Historic Places through this Multiple Property Submission, a Rosenwald school building must retain integrity in the following areas or ways: It must demonstrate its basis on an original Rosenwald plan. The fenestration may have been altered, because survival of these resources often results from a conversion in use, but there must survive some evidence of the original window locations. The fact that the building was part of the Rosenwald Fund school construction program must be demonstrated by documentary sources.

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## **G. Geographical Data**

This Multiple Property Documentation Form applies to twenty (20) counties of the State of Maryland, on both the Eastern and Western Shore, excluding the City of Baltimore and the three most northwesterly counties (Garrett, Allegany, and Washington) where no Rosenwald schools were built. The 20 counties included in this survey are: Anne Arundel, Baltimore, Calvert, Caroline, Carroll, Cecil, Charles, Dorchester, Frederick, Harford, Howard, Kent, Montgomery, Prince George's, Queen Anne, St. Mary's, Somerset, Talbot, Wicomico and Worcester.

The Rosenwald Schools of Anne Arundel County are also subject to a separate MPS, which was accepted by the National Register in 2005.

## **H. Summary of Identification and Evaluation Methods**

This Multiple Property Submission on the Rosenwald Schools of the state of Maryland was prepared by Susan G. Pearl, Research Historian, formerly research and architectural historian for the Maryland-National Capital Park and Planning Commission, Prince George's County. The documentation has as its basis the Rosenwald Archives which are part of the Special Collections at the John Hope and Aurelia Elizabeth Franklin Library at Fisk University, Nashville, Tennessee. To the basic information in the Rosenwald Archives was added information from the Public Libraries, Historical Societies, and Historic Preservation offices of the counties surveyed, from interviews with students and teachers at Rosenwald schools both long gone and still standing, from collections of materials belonging to those students and teachers, from examination of County Board of Education journals where available, of local newspapers of the period, and, in many cases, of land records specific to school properties. The published Rosenwald school plans and the publications by S. L. Smith and Edwin Embree on the operations of the Rosenwald Fund were essential. Equally important were the individual visits to and investigations of surviving school buildings, as well as the sites of many of those school buildings that are no longer standing. Recent publications regarding the historic schools of several counties have been helpful, and the recent scholarly works of Peter M. Ascoli and Mary S. Hoffschwelle on Julius Rosenwald and the Rosenwald Schools respectively (see Bibliography) were essential to this study.

### Acknowledgments

This study could not have been completed without the assistance of many people from all of the counties where Rosenwald schools were built. I would like to thank all of these people, who talked to me, tolerated my questions, referred me to local experts, directed me to (and met me at) school buildings or sites of former school buildings, recommended written resources and produced historical photographs, and bolstered me with their interest and enthusiasm. In Anne Arundel County: Gertrude Makell, Sherri

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Marsh, and Helen Johnson; in Baltimore County: Louis Diggs and Teri Rising; in Calvert County: Kirsti Uunila; in Caroline County: Bart Johnson, Margaret Iovino, and Becky Johns Hackett; in Carroll County: William Dixon, Mimi Ashcraft, Peter Pearre, Ken Collins, and Jeanne Laudermilch; in Cecil County: Mike Dixon; in Charles County: Roberta and John Wearmouth, Cathy Thompson, and Violet Simmons; in Dorchester County: William Jarmon; in Frederick County: Dean Herrin; in Harford County: Doug Washburn; in Howard County, Joetta Cramm and Ken Short; in Kent County: Karen Somerville and William Pickrum; in Montgomery County: Nina Clarke, Gwendora Reese, and Claire Kelly; in Queen Anne County, Clay Washington, Madelyn Hollis, and Harry Rhodes; in St. Mary's County: Janice Walthour, Susan Wolfe, and Suzanne Swales; in Somerset County: Sarah Woods and Azinith Williams; in Talbot County: Betty Seymour, Rosella Camper, and Becky Riti; in Wicomico County: Newell and Tanja Quinton, Ed Taylor, and Paul Touart; and in Worcester County: Barbara Purnell. For assistance with a variety of contacts on the Eastern Shore I am indebted to Linda Duyer and Elizabeth Watson, and for gracious assistance at the Rosenwald Archives at Fisk University, I would like to thank Beth Howse.

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Maryland (statewide)

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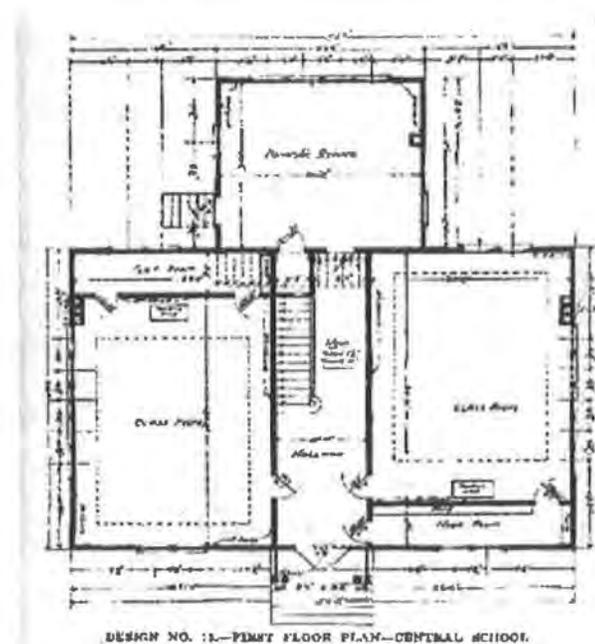
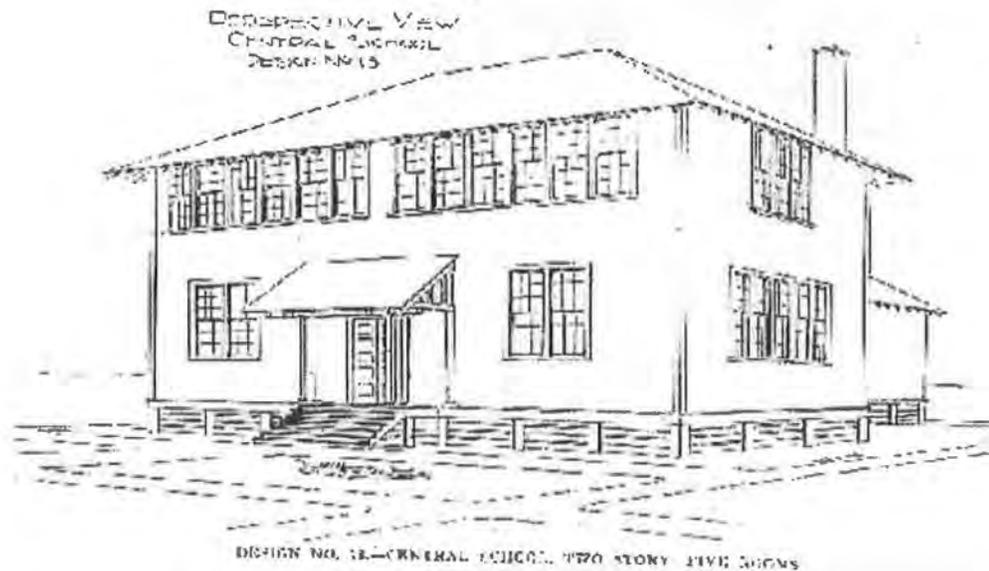


Figure 1. Tuskegee Plan No. 13

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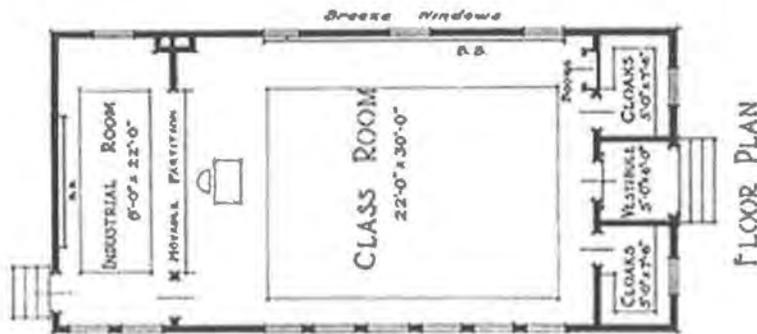
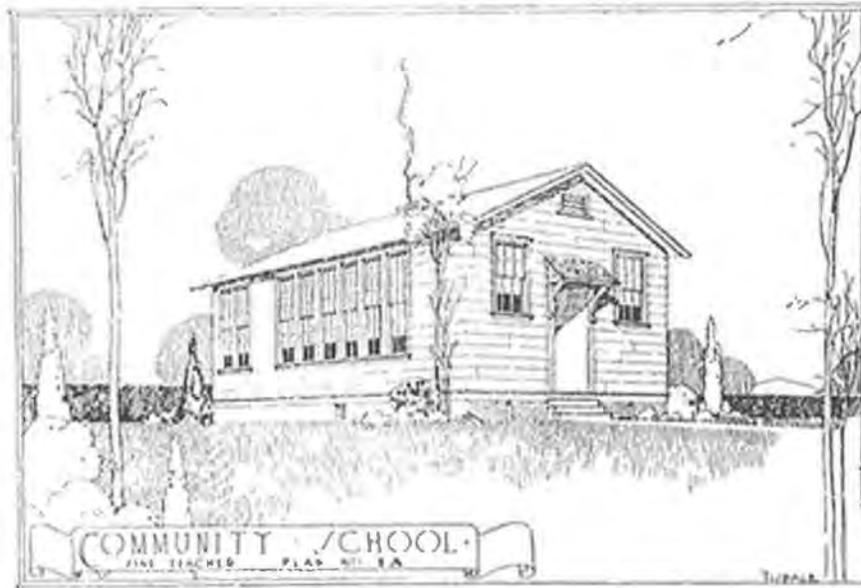
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Name of Property

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County and State

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ONE-TEACHER  
COMMUNITY SCHOOL PLAN NO. 1-A  
TO FACE NORTH OR SOUTH ONLY

Figure 2. Rosenwald Plan No. 1-A

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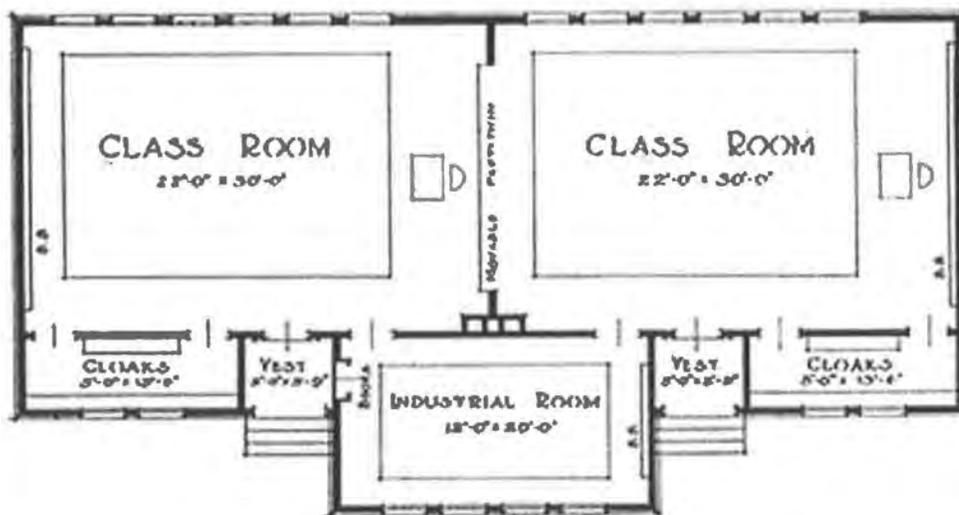
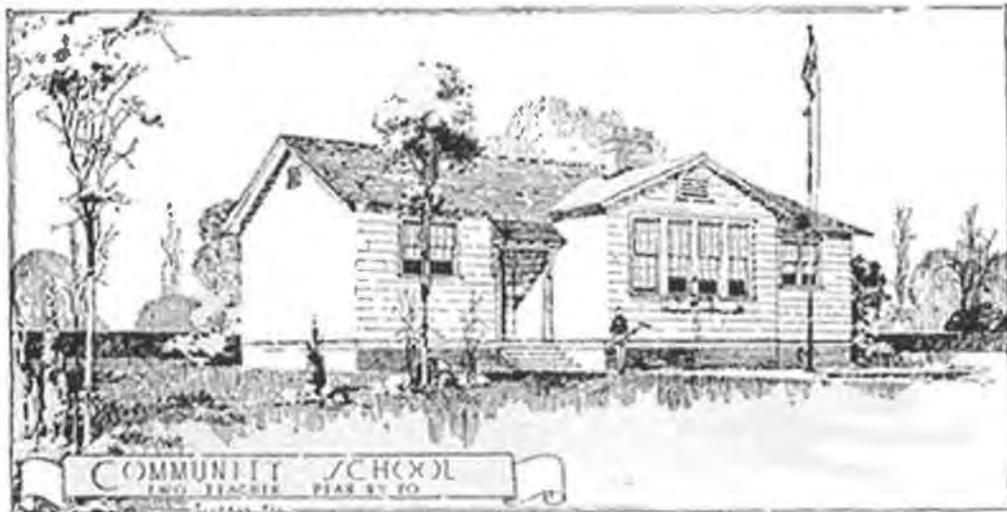
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Name of Property

Maryland (statewide)

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FLOOR PLAN No 20  
TWO TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY

Figure 3. Rosenwald Plan No. 20

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**Figure 4. Collington School (Prince George's County), a variation of the two-teacher, two-classroom school**

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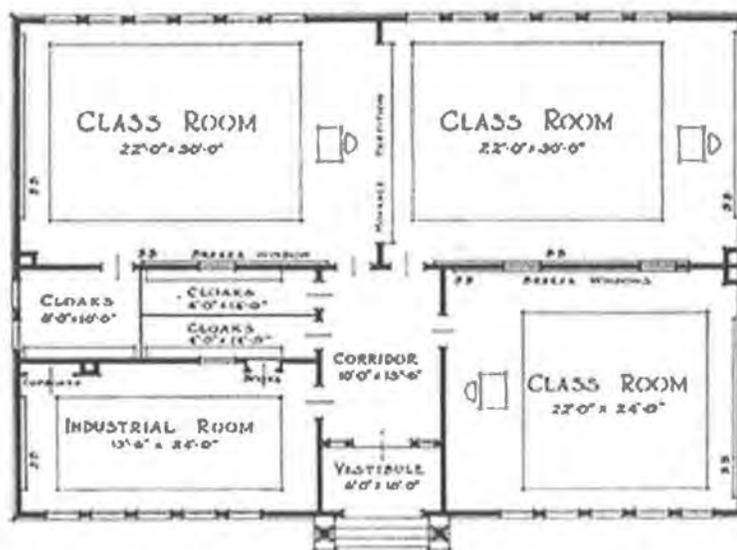
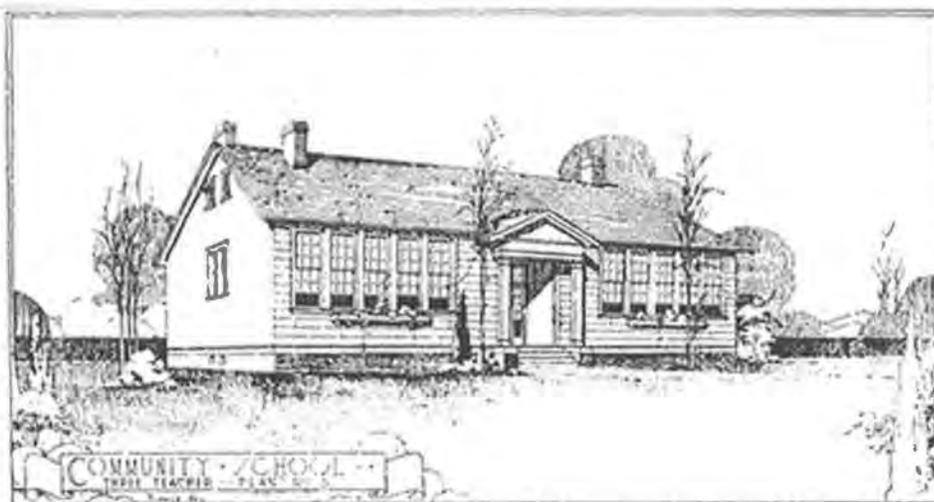
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FLOOR PLAN No 3  
THREE TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY

Figure 5. Rosenwald Plan No. 3

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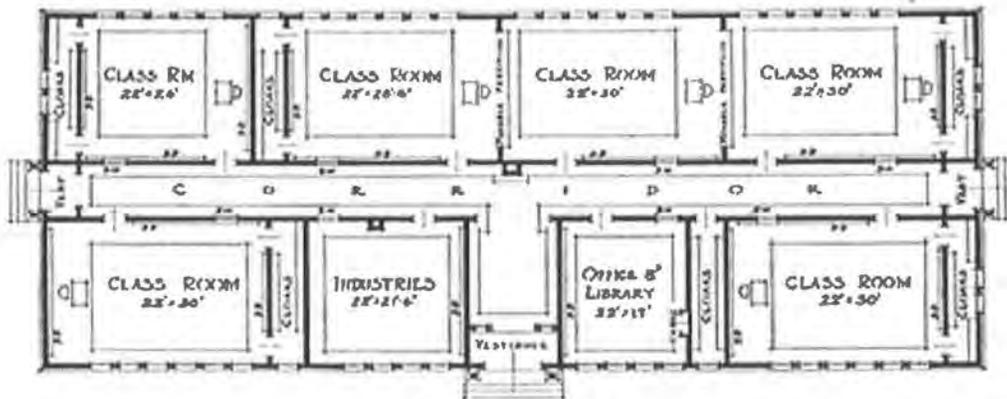
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FLOOR PLAN No 6  
SIX TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY

Figure 6. Rosenwald Plan No. 6

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**Figure 7. Community High School, Lakeland (Prince George's County), an example of the six-teacher, six-classroom school**

## Appendix: Surviving Rosenwald School Buildings in Maryland (Rosenwald Schools of Maryland MPDF)

	<u>SCHOOL NAME</u>	<u>YEAR BUILT</u>	<u>COUNTY</u>	<u>LOCATION</u>	<u>TYPE</u>	<u>TOTAL COST</u>	<u>R'WALD \$</u>	<u>CURRENT USE</u>	<u>COMMENTS</u>
1	Priestland	1918-19	Carroll	4655 Priestland Rd, Priestland	1-teacher	\$1,275	\$350	Church	Now serves as Gospel Spreading Church
2	Old Fields	1918-19	Frederick	1 North Frederick Street, New Market	1-teacher	\$1,450	\$350	Church hall	Moved in 1939 to grounds of New Market United Methodist Church, doubled in size
3	Federalburg	1918-19	Caroline	3439 Laurel Grove Rd, Federalburg	2-teacher	\$2,200	\$400	Child care center	Classroom added, doubled in size
4	Girdletree	1918-19	Worcester	3430 Snow Hill Road, Girdletree	2-teacher	\$2,200	\$500	Church hall	Attached by addition to Cool Spring United Methodist Church
5	Sharpton (San Domingo)	1918-19	Wicomico	11526 Old School Rd, Mardela Springs	3-teacher	\$6,300	\$500	Community hall	Restoration completed 2013
6	Easton	1920-21	Talbot	118 Port Street, Easton	5-teacher	\$7,500	\$500	Apartment house	Within Easton NRHD
7	Central Industrial	1920-21	Calvert	50 Armory Road, Prince Frederick	3-teacher	\$8,200	\$1,000	Shelter	Safe Harbor shelter for women and children, addition, rear wing
		1923-24			1-teacher	\$500	\$200		1923-24 addition to rear
8	Johnsville	1920-21	Carroll	Hodges Rd at Bartholow Rd, Johnsville	1-teacher	\$3,192	\$500	Residence	Home of family that first requested school in 1920
9	Hollywood	1920-21	Saint Mary's	Sotterly Gate Road E of MD 235, Hollywood	2-teacher	\$3,852	\$800	Residence	Converted to residence
10	Churchton	1921-22	Anne Arundel	6243 Shadyside Road, Shady Side	2-teacher	\$3,900	\$800	Community center	Moved 1953, joined Shadyside School (See #33)
11	Lothian	1921-22	Anne Arundel	41 Ark Road, Lothian	2-teacher	\$4,000	\$800	Sunday school hall	On grounds of Mount Zion A.M.E. Church
12	Mount Zion	1921-22	Anne Arundel	8178 Artic Drive, Pasadena	2-teacher	\$3,800	\$800	Church hall	On grounds of Mount Zion U. M. Church
13	Guilford	1921-22	Howard	9911 Guilford Road, Savage	2-teacher	\$3,200	\$800	Residence	Several additions, windows altered
14	Wetipquin	1921-22	Wicomico	22100 block Royal Oak Rd, Wetipquin	2-teacher	\$4,600	\$800	Community center	Restoration in process
15	Buena Vista (Lincoln)	1921-22	Prince George's	5201 Baltimore Avenue, Lincoln	6-teacher	\$15,000	\$1,600	Church	Enlarged, brick veneer, Greater Lighthouse Church
16	Muirkirk	1922-23	Prince George's	7813 Muirkirk Road, Beltsville (Rossville)	2-teacher	\$3,600	\$700	Lodge	Serves as American Legion Post #235
17	Germantown	1922-23	Worcester	Trappe Road, off Germantown Road	2-teacher	\$3,200	\$700	Garage	Restoration in process as community center
18	Bel Air	1922-23	Harford	205 Hays Street, Bel Air	3-teacher	\$8,400	\$900	Offices	
19	West Liberty	1922-23	Harford	2628 Hess Road, West Liberty	1-teacher	\$2,850	\$500	Residence	
20	New Windsor	1923-24	Carroll	Charles and Church Streets, Westminster	1-teacher	\$2,700	\$400	Apartment	Moved 1946, became shop building for Moton H.S.,
21	Camp Parole	1924-25	Anne Arundel	Hicks & Dorsey Aves, Annapolis	2-teacher	\$3,800	\$700	Apartments	Doubled in size as apartment complex
22	Freetown	1924-25	Anne Arundel	7825 Freetown Road, Glen Burnie	2-teacher	\$3,600	\$700	Community center	Freetown Improvement Association
23	Sandy Spring	1924-25	Montgomery	18529 Brooke Road, Sandy Spring	3-teacher	\$8,580	\$900	Residence	Greatly altered, brick veneer
24	Hope	1924-25	Queen Anne	125 Ruthsburg Road, Centreville	1-teacher	\$1,300	\$400	Museum	Moved, restored by students, opened as small
25	Salem	1924-25	Queen Anne	Starkeys Corner (MD 213), Church Hill	1-teacher	\$1,300	\$400	Church Hall	Mount Vernon United Methodist Church grounds
26	Camp Springs	1924-25	Prince George's	7039 Allentown Road, Camp Springs	2-teacher	\$4,050	\$700	Shop	
27	Halethorpe	1924-25	Baltimore	1900 Northeast Avenue, Halethorpe	2-teacher	\$16,000	\$700	Community Center	Halethorpe Civic League facility
28	TeeBee	1925-26	Prince George's	14000 Crain Hwy (U.S. 301), Brandywine	1-teacher	\$2,800	\$400	Used-car sales office	
29	Carmichael	1925-26	Queen Anne	826 Arrington Road, Carmichael	1-teacher	\$1,500	\$400	Church hall	John Wesley United Methodist Church grounds
30	Perryman	1925-26	Harford	116 Spesutia Road, Perryman	2-teacher	\$4,750	\$700	Church	Refuge Temple, Church of God in Christ

31	Jonestown	1925-26	Caroline	4300 block of Harmony Road, Jonestown	1-teacher	\$1,925	\$400	Apartments	Much altered, incorporated in apartment complex
32	Delmar	1925-26	Wicomico	1203 Pine Street, Delmar	2-teacher	\$5,000	\$700	Church hall	Union United Methodist Church grounds
33	Shadyside	1926-27	Anne Arundel	6243 Shadyside Road, Shadyside	2-teacher	\$3,500	\$700	Community Center	Joined with Churchton School, forming Lula G.
34	Clinton	1926-27	Prince George's	9122 Piscataway Road, Clinton	2-teacher	\$5,300	\$700	Lodge	American Legion Post #259
35	Collington	1926-27	Prince George's	5201 Church Road, Bowie	2-teacher	\$5,300	\$700	Residence	Converted into two apartments
36	Ridgeley	1926-27	Prince George's	8507 Central Avenue, Ridgley (Capitol Hgts)	2-teacher	\$5,300	\$700	Museum	Opened to public, Sept. 2011, as school museum
37	Coleman	1926-27	Kent	13200 block of Harry Clark Road, Still Pond	3-teacher	\$4,200	\$900	Ruins	Recent use as church, now deteriorating condition
38	Sharptown	1926-27	Kent	5725 Crosby Road, Sharptown (Rock Hall)	2-teacher	\$3,500	\$700	Lodge	Kiah-Travers Lodge
39	Elkton	1926-27	Cecil	Corner Bethel & Booth Streets, Elkton	5-teacher	\$7,600	\$1,300	Storage	May be incorporated into maintenance/storage
40	Norbeck	1927-28	Montgomery	4101 Muncaster Mill Road, Rockville	2-teacher	\$5,300	\$500	Parks building	Norbeck-Muncaster Mill Park
41	Poolesville	1927-28	Montgomery	19200 Jerusalem Road, Poolesville	2-teacher	\$5,800	\$500	Garage	Montgomery County Public Works Garage
42	Marley Neck	1927-28	Anne Arundel	7780 Solley Road, Glen Burnie	2-teacher	\$4,300	\$500	Community Center	Recently restored
43	Community High School	1928-29	Prince George's	8108 54th Avenue, Lakeland	6-teacher	\$21,600	\$1,700	Church	Washington Brazilian Seventh Day Adventist Church
44	Highland Park High School	1928-29	Prince George's	6501 Lowland Drive, Highland Park	7-teacher	\$22,800	\$1,850	Head Start center	Recently restored, elementary school attached
45	Galesville	1929-30	Anne Arundel	916 West Benning Road, Galesville	1-teacher	\$1,900	\$200	Community Center	Doubled in size, 1931, recently restored
46	Malcolm	1929-30	Charles	Poplar Hill Road, Malcolm	2-teacher	\$1,920	\$200	Residence	
47	Bengies	1929-30	Baltimore	11601 Eastern Avenue, Middle River	2-teacher	\$5,900	\$500	Community Center	
48	Turners Station	1929-30	Baltimore	304-314 Pine Ave, at Chestnut St, Dundalk	6-teacher	\$37,000	\$2,600	Apartments	Converted into apartment units
49	Queenstown	1930-31	Anne Arundel	430 Queenstown Road, Queenstown	2-teacher		\$400	Child care center	Additions, converted to child care facility
50	Chattolane	1930-31	Baltimore	2700 Spring Hill Rd, Chattolane/Garrison	3-teacher	\$18,840	\$850	Residence	stone construction, converted to residence
51	Stanton (Bates)	1931-32	Anne Arundel	1029 Smithville Road, Annapolis	10-teacher	\$59,600	\$3,600	Retirement home	Wiley Bates Center, Recreation and Residences
52	Westminster	1931-32	Carroll	Charles & Church Streets, Westminster	5-teacher	\$8,120	\$1,500	Apartments	Moved bldgs, Moton H.S., in Westminster NRHD

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: COVER DOCUMENTATION

MULTIPLE NAME: Rosenwald Schools of Maryland MPS

STATE & COUNTY: MARYLAND, Multiple Counties

DATE RECEIVED: 11/14/14

DATE OF 45<sup>th</sup> DAY: 12/31/14

REFERENCE NUMBER: 64501231

ACCEPT     RETURN     REJECT    12/30/2014    DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA Accept Cover

REVIEWER Patricia Adams    DISCIPLINE 12/30/2014

DATE \_\_\_\_\_

DOCUMENTATION see attsched comments Y/N



Maryland Department of Planning  
Maryland Historical Trust

Martin O'Malley  
Governor

Anthony G. Brown  
Lt. Governor

Richard Eberhart Hall  
Secretary

Matthew J. Power  
Deputy Secretary

February 15, 2012

Prince George's County  
Board of Education  
14201 School Lane  
Upper Marlboro, Maryland 20772

Attention: Mr. Rupert McCave

RE: RIDGELEY SCHOOL (Rosenwald Schools of Maryland MPS)  
Prince George's County, Maryland

Dear Mr. McCave:

Ridgeley School will be considered by the Governor's Consulting Committee for nomination to the National Register of Historic Places on Tuesday, March 20, 2012. The National Register is the official list of historic properties recognized by the Federal Government as worthy of preservation for their significance in American history, architecture, archaeology, engineering, and culture. In Maryland, the nomination process is administered by the Maryland Historical Trust. Enclosed you will find a copy of the criteria under which properties are evaluated for listing. The meeting will be held at the Maryland State Archives, 350 Rowe Blvd., Annapolis, Maryland, beginning at 10:00 a.m. You are welcome to attend this meeting.

Listing in the National Register results in the following for historic properties.

1. Consideration in planning for Federal, federally or state funded, licensed and assisted projects. Federal and state legislation requires that Federal agencies allow the Advisory Council on Historic Preservation and state agencies, including the Maryland Historical Trust, opportunity to comment on all projects affecting historic properties listed in the National Register. For further information please refer to Section 36, Code of Federal Regulations, Part 800 and Annotated Code of Maryland, State Finance and Procurement Article, Section 5A-323 et seq. or call the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7630.
2. Eligibility for Federal tax provisions. If a property is listed in the National Register, certain Federal tax provisions may apply. The Tax Reform Act of 1986 revises the historic preservation tax incentives authorized by Congress in the Tax Reform Act of 1976, the Revenue Act of 1978, the Tax Treatment Extension Act of 1980, the Economic Recovery Tax Act of 1981, and the Tax Reform Act of 1984, and as of January 1, 1987, provides for a 20 percent investment tax credit with a full adjustment to basis for rehabilitating historic commercial, industrial, and rental residential buildings. The former 15 percent and 20 percent Investment Tax Credits (ITCs) for rehabilitation of older commercial buildings are combined into a single 10 percent ITC for commercial or industrial buildings built before 1936.

The Tax Treatment Extension Act of 1980 provides Federal tax deductions for charitable contributions for conservation purposes of partial interests in historically important land areas or structures. Whether these provisions are advantageous to a property owner is dependent upon the particular circumstances of the property and the owner. Because tax aspects outlined above are complex, individuals should consult legal counsel or the appropriate local Internal Revenue Service office for assistance in determining the tax consequences of the above provisions. For further information on certification requirements, please refer to 36 CFR 67 or the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7630.

3. Eligibility for a Maryland income tax benefit for the rehabilitation of historic property. For further information on the Heritage Preservation Tax Credit, contact the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7628.

4. Consideration of historic values in the decision to issue a surface coal mining permit where coal is located. In accord with the Surface Mining Control and Reclamation Act of 1977, there must be consideration of historic values in the decision to issue a surface coal mining permit where coal is located. For further information, please refer to 30 CFR 700 et seq.

5. Eligibility to apply for federal and state grants and state low interest loans for historic preservation projects. To determine the present status of such grants and loans, contact the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7632.

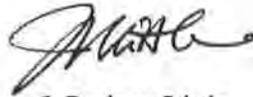
Owners of private properties nominated to the National Register have an opportunity to concur in or object to listing in accord with the National Historic Preservation Act and 36 CFR 60. Any owner or partial owner of private property who chooses to object to listing may submit to the State Historic Preservation Officer a notarized statement certifying that the party is the sole or partial owner of the private property and objects to the listing. Each owner or partial owner of private property has one vote regardless of what portion of the property that party owns. If a majority of private property owners object, a property will not be listed; however, the State Historic Preservation Officer shall submit the nomination to the Keeper of the National Register of Historic Places for a determination of eligibility of the property for listing in the National Register. If the property is determined to be eligible for listing, although not formally listed, Federal agencies will be required to allow the Advisory Council on Historic Preservation and state agencies, including the Maryland Historical Trust, an opportunity to comment before the agency may fund, license, or assist a project which will affect the property. If you choose to object to the listing of your property, the notarized objection must be submitted to J. Rodney Little, State Historic Preservation Officer, ATTN: Peter Kurtze, Maryland Historical Trust, 100 Community Place, Crownsville, Maryland 21032-2023 by the date of the meeting given above.

Listing in the National Register does NOT mean that the Federal Government or the State of Maryland wants to acquire the property, place restrictions on the property, or dictate the color or materials used on individual buildings. Local ordinances or laws establishing restrictive zoning, special design review committees, or review of exterior alterations are not a part of the National Register program. Listing also does NOT require the owner to preserve or maintain the property or seek approval of the Federal Government or the State of Maryland to alter the property. Unless the owner applies for and accepts special Federal or state tax, licensing, or funding benefits, the owner can do anything with his property he wishes so long as it is permitted by state or local law.

Page 3

If you wish to comment on whether the property should be nominated to the National Register, please send your comments to J. Rodney Little, State Historic Preservation Officer, ATTN: Peter E. Kurtze, before the Governor's Consulting Committee considers the nomination. Copies of the nomination, regulations and information on the National Register and Federal and State tax provisions are available from the Trust. If you have questions about this nomination, please contact Peter E. Kurtze, Administrator of Evaluation and Registration, Maryland Historical Trust at (410) 514-7649.

Sincerely,



J. Rodney Little  
Director-State Historic  
Preservation Officer

JRL/jmg

cc: Hon. Rushern L. Baker, III  
Hon. Ingrid M. Turner  
Mr. David A. Turner  
Mr. W. Dickerson Charlton  
Mr. Frederick Stachura  
Ms. Susan G. Pearl

MARYLAND HISTORICAL TRUST  
CERTIFIED LOCAL GOVERNMENT/ NATIONAL REGISTER  
RECOMMENDATION FORM

Property Name Ridgeley School (75A-028) / Rosenwald Schools of Maryland

Location 8507 Central Avenue, Capitol Heights, MD 20743

County Prince George's County

CLG Name Prince George's County Historic Preservation Commission

HISTORIC PRESERVATION COMMISSION RECOMMENDATION

Nomination Recommended       Nomination Not Recommended

Please check the applicable National Register criteria and/or considerations (exceptions) used in decision:

criteria:  A    B    C    D

considerations:  A    B    C    D    E    F    G

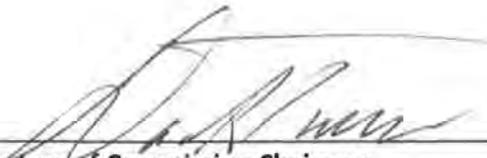
Justification of Decision: (use continuation sheet if necessary)

The subject multiple property documentation, *Rosenwald Schools of Maryland*, completed in March 2010, addresses the history and significance of the 156 schools that were built in 20 Maryland counties from 1918-1932 with financial assistance from the Julius Rosenwald Fund. Of the 156 schools constructed, 53 remain throughout the state. Of the 28 schools constructed in Prince George's County, nine remain. The multiple property documentation establishes a general context for the recognition and evaluation of Rosenwald Schools throughout Maryland.

The Ridgeley Rosenwald School is a historic site (#75A-028) designated under the Prince George's County Historic Preservation Ordinance (Subtitle 29 of the Prince George's County Code). The Ridgeley School is significant as an example of a type of school building constructed with the assistance of the Julius Rosenwald Fund. A two-teacher, two-room school constructed in 1927, the Ridgeley School meets the Registration Requirements specified in the Multiple Property Documentation Form entitled "Rosenwald Schools of Maryland."

Ridgeley Rosenwald School meets *Criterion A* for listing in the National Register of Historic Places: It is associated with events that have made a significant contribution to the broad patterns of our history. Specifically, Ridgeley School reflects the efforts of the Julius Rosenwald Fund to spur the development and construction of schools for African-Americans throughout the rural south and mid-Atlantic regions, and more specifically in Maryland, from 1918-1932.

Ridgeley School also meets *Criterion C* for listing in the National Register of Historic Places: It embodies the distinctive characteristics of the early twentieth-century rural schoolhouses constructed with assistance from the Julius Rosenwald Fund. In its architecture and organization, Ridgeley School is a representative example of the two-teacher, two-classroom school advanced by the Rosenwald Fund.

  
\_\_\_\_\_  
Signature of Commission Chairman

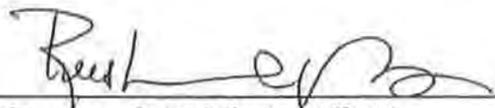
April 17, 2012  
Date

Prince George's County Historic Preservation Commission  
Name of Commission

CHIEF ELECTED OFFICIAL RECOMMENDATION

I concur with the opinion of the historic preservation review commission.

I do not concur with the opinion of the historic preservation review commission.  
(Please justify disagreement on a separate sheet.)

  
\_\_\_\_\_  
Signature of Chief Elected Official  
Title: County Executive

May 1, 2012  
Date



*Maryland Department of Planning*

*Martin O'Malley*  
Governor  
*Anthony G. Brown*  
Lt. Governor

*Richard Eberhart Hall*  
Secretary  
*Matthew J. Power*  
Deputy Secretary

April 23, 2012

Mr. J. Rodney Little  
Director, State Historic Preservation Officer  
Maryland Historical Trust  
100 Community Place  
Crownsville, MD 21023-2023

**STATE CLEARINGHOUSE RECOMMENDATION**

**State Application Identifier:** MD20120309-0137

**Applicant:** Maryland Historical Trust

**Project Description:** Historic Nomination: Ridgeley School (MPS - Rosewald Schools of Maryland)

**Project Location:** County(ies) of Prince George's

**Approving Authority:** U.S. Department of the Interior DOI/NPS

**CFDA Number:** 15.914

**Recommendation:** **Consistent Including General Comment(s)**

Dear Mr. Little:

In accordance with Presidential Executive Order 12372 and Code of Maryland Regulation 34.02.01.04-.06, the State Clearinghouse has coordinated the intergovernmental review of the referenced project. This letter constitutes the State process review and recommendation. This recommendation is valid for a period of three years from the date of this letter.

Review comments were requested from the Maryland Department(s) of Natural Resources, Transportation, Prince George's County, and the Maryland Department of Planning.

The Maryland Department(s) of Natural Resources, and Transportation; Prince George's County; and the Maryland Department of Planning found this project to be consistent with their plans, programs, and objectives.

The Department of Transportation stated that "as far as can be determined at this time, the subject has no unacceptable impacts on plans or programs."

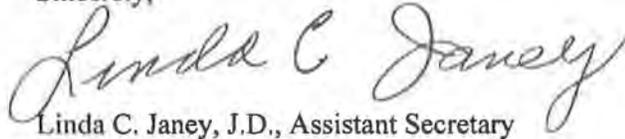
The State Application Identifier Number must be placed on any correspondence pertaining to this project. The State Clearinghouse must be kept informed if the approving authority cannot accommodate the recommendation.

Please remember, you must comply with all applicable state and local laws and regulations. If you need assistance or have questions, contact the State Clearinghouse staff person noted above at 410-767-4490 or through e-mail at [mbarnes@mdp.state.md.us](mailto:mbarnes@mdp.state.md.us). **Also please complete the attached form and return it to the State Clearinghouse as soon as the status of the project is known. Any substitutions of this form must include the State Application Identifier Number. This will ensure that our files are complete.**

Mr. J. Rodney Little  
April 23, 2012  
Page 2

Thank you for your cooperation with the MIRC process.

Sincerely,

A handwritten signature in black ink that reads "Linda C. Janey". The signature is written in a cursive, flowing style.

Linda C. Janey, J.D., Assistant Secretary

LCJ:MB

Enclosure(s)

cc: National Register  
Greg Golden - DNR  
Melinda Gretsinger - MDOT

Beverly Warfield - PGEO  
Mike Paone - MDPL

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Maryland Department of Planning  
Maryland Historical Trust

Sustain Attain

November 13, 2014



Mr. J. Paul Loether, Chief  
National Register of Historic Places  
National Park Service  
1201 I (eye) St., NW  
Mail Stop 2280  
Washington, DC 20005

RE: ROSENWALD SCHOOLS OF MARYLAND-Multiple Property  
Documentation RIDGELEY SCHOOL - Prince George's County, Maryland

Dear Mr. Loether:

Enclosed is documentation for nominating the Multiple Property Documentation of the Rosenwald Schools of Maryland and the Ridgeley School, Prince George's County, Maryland to the National Register of Historic Places. Please note that, although the photographs which accompany this documentation are more than two years old, the nevertheless accurately represent the current appearance of the resource. The state review board and the owners concur in my recommendation for listing. Should you have questions in this matter, please contact Peter Kurtze at (410) 514-7649.

Sincerely,

J. Rodney Little  
Director-State Historic  
Preservation Officer

JRL/jmg

cc: State Clearinghouse #MD20120309-0137

Enclosures: NR form Multiple Property Documentation Form-38 pages  
NR form and 7 continuation sheets  
1 USGS map  
6 - 5x7 b/w prints  
1 - CD

Correspondence: letter, Little to McCave, 15 February 2012  
letter, Janey to Little, 23 April 2012  
CLG recommendation form, 1 May 2012

Martin O'Malley, Governor  
Anthony G. Brown, Lt. Governor

Richard Eberhart Hall, AICP, Secretary  
Amanda Stakem Conn, Esq., Deputy Secretary