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National Register of Historic Places Multiple Property Documentation Form

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___X___ New Submission _____ Amended Submission

A. Name of Multiple Property Listing

Rosenwald Schools in North Carolina

B. Associated Historic Contexts

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

The Rosenwald School Building Program in North Carolina, 1915 -1932.

C. Form Prepared by:

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date: July 9, 2015

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 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation.

Kevin Cherry — Signature of certifying official

SHPO — Title

8/11/2015 — Date

North Carolina Department of Cultural Resources
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

9-28-2015
Date of Action

Table of Contents for Written Narrative

Create a Table of Contents and list the page numbers for each of these sections in the space below.
Provide narrative explanations for each of these sections on continuation sheets. In the header of each section, cite the letter, page number, and name of the multiple property listing. Refer to *How to Complete the Multiple Property Documentation Form* for additional guidance.

Section E. Statement of Historic Contexts

(If more than one historic context is documented, present them in sequential order.)

Introduction

In the first decade of the twentieth century, one in five white North Carolinians grew to adulthood without learning to read. For the state's African Americans, the rate was one in two.[1] Despite southern Reconstruction after the American Civil War, state and federal leniency toward the region's persistent racial prejudices and barriers to the full citizenship of its African American people continued. Black Codes, the dissolution of the Freedman's Bureau in 1872 and its aid programs, including funding for African American schools, as well as the abandonment of northern support for Reconstruction by the early 1870s and the Compromise of 1877, gave rise to the "New South," Southern redemption, Jim Crow, and another century of inequality and vehement, often violent, overt racism toward African Americans.[2] Well into the twentieth century, institutionalized local, state, and federal racism, including disenfranchisement and lynching, created countless seemingly insurmountable barriers to racial equality; education in the century following Confederate surrender, despite the legislative establishment and funding of public schools for all southern children, was woefully inadequate and often inaccessible to millions of African Americans, especially in poor areas of the rural South.

Beginning in 1912, Julius Rosenwald (1862-1932), in collaboration with Booker T. Washington (1856-1915), helped to bolster a rural school building program for Alabama's African American communities through an initiative that the Tuskegee Normal and Industrial Institute (now Tuskegee University) had begun to implement in the state. Proving very successful and essential in improving the quality of education for African American children in a racially segregated South, the Institute's initiative, supported by challenge grants using funds donated by Rosenwald, quickly spread to neighboring Southern states by the 1914-1915 academic year, including to North Carolina, where the Rosenwald Fund ultimately helped to build 817 buildings in ninety-three of the state's one hundred counties. Six of the other seven counties are in the state's western region, where there were relatively few African Americans; Granville County, in the northern piedmont region, was an anomaly, with an African American population approaching fifty percent in the 1920s.[3]

This collaborative rural school building effort ultimately became the Rosenwald Fund's School Building Program (1917-1932), administered by the Julius Rosenwald Fund (1917-1948). By 1928 one in every five rural schools in the South was a Rosenwald school; these schools housed one-third of the region's rural black schoolchildren and teachers. At the program's conclusion in 1932, it had produced 4,977 schools, 217 teachers' homes, and 163 shop buildings that served 663,625 students in 15 states. African American communities raised more than $4.7 million for the construction of these educational buildings, while Julius Rosenwald and the Rosenwald Fund contributed more than $4.3 million. Financial aid from the Rosenwald Fund often subsidized only fifteen to twenty percent of a building's total cost. To cover

[1] Thomas W. Hanchett,"The Rosenwald Schools and Black Education in North Carolina." *North Carolina Historical Review* XLV (October 1988): 391.
[2] The Compromise of 1877 essentially ended Reconstruction in the South. Republican Rutherford B. Hayes became president rather than Democrat Samuel J. Tilden and all federal troops were removed from the South, helping to give birth to Jim Crow and fueling southern redemption; it recognized white supremacy in the South and made the federal government a partner in its implementation and expansion.
[3] http://places.mooseroots.com/l/314229/Granville-County-NC, accessed July 9, 2015.

the balance, monies from local and state education departments, as well as white communities (a requirement of aid from the Fund) were used.

In addition to briefly noting other charitable initiatives for rural African American education in the South at the turn of the twentieth century, including the Peabody Education Fund, the Southern Education Board, the John F. Slater Fund, the General Education Board, and the Anna T. Jeanes Fund, this statement of historic contexts generally discusses the chronological evolution of the Julius Rosenwald Fund's School Building Program while specifically examining the program within the state of North Carolina.

Julius Rosenwald, the Tuskegee Normal and Industrial Institute, and Early Southern School Building, 1912-1917

Julius Rosenwald (1862-1932), the second son of Samuel and Augusta Rosenwald, was born in Springfield, Illinois. His father, a German immigrant of Jewish descent who had arrived in the United States penniless in 1854, had become a successful clothier with the local Hammerslough Brothers firm by 1862.[4] As Julius Rosenwald grew up in the "Land of Lincoln," talk of slavery, abolition, and equality surrounded and fascinated him as a boy. After leaving high school at the age of seventeen, Julius Rosenwald began an apprenticeship at his uncle's clothier shop as a stock clerk for five dollars a week. In 1884, Julius Rosenwald decided to open up his own clothing shop in New York City with his brother, Morris. The newly formed clothing company "J. Rosenwald & Brother," soon failed. Undeterred, Julius Rosenwald returned to Chicago and formulated a new business plan to sell men's summer suits. With a loan from his father and his cousin, Julius Weil, as a business partner, "Rosenwald &Weil" was formed in late 1885. Julius Rosenwald traveled to St. Louis with his first suitcase of sample summer suits in January, 1886.[5]

On January 6, 1890, Julius Rosenwald and Augusta "Gussie" Nusbaum, the twenty year old daughter of Emanuel Nusbaum (who, like Rosenwald's own father, was a German immigrant of Jewish descent and a successful clothier) became engaged.[6] Julius and Gussie were married in June of the same year and had their first child, a son named Lessing, February 10, 1891 (d.1979). Adele, the couple's first daughter, was born July, 1892 (d.1960).[7] In the years that followed, the couple had three more children: Edith (1895-1980), Marion (1902-1990), and William (1903-1996). By the early 1890s, Rosenwald had become a successful independent clothing merchant, able to support his family and favorite charities in what was a comfortably middle-class lifestyle.

On August 13, 1895, Rosenwald used most of his own money and borrow an additional sum to invest $37,500 in Richard Sears's newly formed mail-order catalog company based in Chicago, becoming a quarter owner of the startup.[8] Only a few years later, Rosenwald became the company's vice president, and upon Sears's retirement in 1909, Julius Rosenwald succeeded him as president and majority owner of Sears, Roebuck and Company, helping the business to realize annual sales of $51 million the same

[4]: 11.
[5] Peter M. Ascoli, *Julius Rosenwald: The Man Who Built Sears, Roebuck and Advanced the Cause of Black Education in the American South* (Bloomington, IN: Indiana University Press, 2006), 11.
[6] Ascoli, 15.
[7] Ibid., 15; 17.
[8] Ibid., 29.

year, an increase from the roughly $11 million in annual sales just a few years prior. When Rosenwald retired in 1924, Sears, Roebuck and Company and its mail order catalog were American staples and household names both throughout the country and abroad, with annual sales that had remarkably compounded to around $200 million dollars, making Julius Rosenwald one of the country's wealthiest men.[9] When asked about his fortune at the turn of the century, Rosenwald replied, "whatever it is, it is too much . . . it is almost always easier to make a million dollars honestly than to dispose of it wisely."[10]

Julius Rosenwald's philanthropy was profoundly influenced by his own background, his childhood, local humanitarian Jane Addams, Judge Julian W. Mack, and Dr. Emil G. Hirsch, rabbi of Chicago's Sinai congregation. Consequently, Rosenwald gave what he could to charitable causes he believed in from a very young age, donating even when he did not have much to give. In 1890, Rosenwald stated that his aim in life was to earn an annual income of $15,000—"five thousand to be used for my personal expenses, five thousand to be laid aside, and five thousand to go to charity."[11] Julius Rosenwald believed that in order for America as a country to move forward, there could not be large segments of the population that were disregarded or left behind. His philanthropic efforts concerned social reform as early as 1910, when he offered to give $25,000 toward the construction of a YMCA center for African Americans in Chicago and to any other city where the local black and white communities were able to cooperatively raise an additional $75,000 for the center's construction.[12] Julius Rosenwald's philanthropic interests in improving social conditions and educational opportunities for African Americans quickly broadened in scope and were especially influenced by his friend Paul J. Sachs, a man who was also interested in social equality; the biography of William H. Baldwin, a Northern man concerned with Southern African American education; and Booker T. Washington's *Up From Slavery*. Rosenwald's first meeting with Booker T. Washington in Chicago and a subsequent visit to Alabama's Tuskegee Normal and Industrial Institute in 1911 further inspired and bolstered his commitment to improving social and educational opportunities for African Americans, particularly in the South. From that point on, Rosenwald and Washington were lifelong friends, and Rosenwald became a trustee and champion of Tuskegee the following year, serving as an advisor to the Institute until his death in 1932.[13]

Booker. T. Washington, in constructing and carrying out his vision for change, put aside social and political strategies for social reform and instead, albeit controversially, focused on "industrial education" to help improve the lives of southern African Americans.[14] Washington's insistence on fair treatment and opportunities for advancement, rather than advocating for rights, closely paralleled Julius Rosenwald's personal convictions on how disadvantaged groups should best improve their respective plights. Furthermore, Rosenwald also believed that American citizenship was based upon the equality of opportunity and an "individual's willingness to seize upon that opportunity to become a productive member of the economy and society"; it would be hard to argue that African Americans in the South enjoyed the full privileges of American citizenship in the first decades of the twentieth century.[15]

In 1912, a few months before his fiftieth birthday, Julius Rosenwald wrote to his friend Booker T.

[9] Edwin R. Embree and Julia Waxman, *Investment in People: The Story of the Julius Rosenwald Fund* (New York: Harper and Brothers, 1949), 8.
[10] Ibid., 13.
[11] Ibid., 12.
[12] Ibid., 25.
[13] Embree and Waxman, 25.
[14] Hanchett, 392.
[15] Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Tallahassee, FL: University Press of Florida, 2006), 28.

Washington at Tuskegee, hoping to "extend a helping hand to the negro schools that have grown out of Tuskegee Normal and Industrial Institute or schools that are doing the same kind of work and with which Tuskegee is in close touch."[16] Of the $687,500 Rosenwald ultimately contributed to various charitable organizations to mark his half-century, he gave $25,000 to the Tuskegee Normal and Industrial Institute. With $2,800 of the sum left unappropriated, Washington wrote to Rosenwald and suggested that the money be used to help aid in the construction of six schools, based upon Tuskegee's African American school-building program of "small country schools," which it had begun in 1910.[17] Within his June 12, 1912, letter to Rosenwald, Washington included an outline for the administration of the construction of schools, formerly entitled "Scheme for Helping Colored Schools:"

1. The work should be started in various states, with the county as the seat of operations;
2. Some man should be put in charge of the Fund who should work through county officials;
3. The work should be started in a few favorable counties, and should include the building of school houses, the extension of school terms, and an increase of teacher's salaries;
4. Care should be taken to keep any county from relying on the Fund, but rather each county should be stimulated to do more for itself than had been done in the past; and,
5. The person in charge should discuss with the white leaders the possibility of securing larger support for the education of the colored people.[18]

Rosenwald was eager to test the plan, but stipulated that the money should be disbursed following the above guidelines only if that community could match the grant amount. Thus, in March 1913, the country's first "Rosenwald School," the Loachapoka School, was constructed outside of Tuskegee, Alabama, at a cost of $942.50, of which Rosenwald's grant had contributed $300, local African Americans had raised $150 and performed labor equivalent to $142.50, and local white citizens gave $350. Public officials maintained the Loachapoka school, effectively launching what later would become the challenge grant system, based on interracial and public cooperation, which would serve as the core of the Rosenwald Fund's School Building Program.[19] Encouraged by the results of Tuskegee's initial rural school building program, Rosenwald, after a June 10, 1914, meeting in Chicago with Washington, pledged an additional $30,000 to be used toward the construction of another one hundred buildings, built under Washington's proposed "Plan for Erection of Rural School Houses . . . a limited statewide program with regional aspirations that, for the first time, sought new design standards for African American schools."[20]

After Washington's death in 1915, Julius Rosenwald, undeterred, offered another $30,000 in matching grants for another one hundred school houses, beyond the eighty that had already been erected, in February 1916; nine months later, Rosenwald agreed to provide matching grants for a total of three hundred schools.[21] Tuskegee's Clinton J. Calloway, Margaret Murray, and executive council, with Rosenwald as a vested board member, assumed the administration of Tuskegee's school building program. To disburse rural school building aid, grant monies were essentially funneled through Tuskegee to state education departments and local officials, where the grant, initially up to a maximum amount of $350 per new schoolhouse, was to be used for the construction, remodeling, and completion of rural

[16] Ullin Whitney Leavell, *Philanthropy in Negro Education* (Westport, CT: Negro Universities Press, 1970), 78.
[17] Hoffschwelle, 33.
[18] Leavell, 79.
[19] Embree and Waxman, 42; Hoffschwelle, 38.
[20] Hoffschwelle, 42;46;52.
[21] Ibid., 65.

schoolhouses for African American communities, principally within Alabama.[22] Encouraged by an enormous positive response from rural southern African Americans and their communities, the Tuskegee Normal and Industrial Institute formalized and made its modern school house designs accessible through a 1915 pamphlet entitled *The Negro Rural School and Its Relation to the Community.*[23]

Drafted by Tuskegee's staff architect, Robert R. Taylor, and W. A. Hazel, this pamphlet contained modern designs for a one-teacher school, two variations of a five-teacher school, an industrial building, a privy, and two homes for teachers.[24] Lighting and ventilation were two critical aspects of progressive school design embodied in these school building plans. Taylor and Hazel grouped windows into batteries to maximize the effect of natural light in the interior and raised the building on short piers for ventilation and moisture control. The one-teacher school plan called for folding doors between the workroom and classroom that could be opened to create a larger space for special events and provided for a future classroom addition. The larger central school plan included a school building, a separate industrial building for blacksmithing and carpentry, and a teacher's home within a larger site that included practice farm plots.[25] Tuskegee also provided two alternative floor plans for one- and two-story structures.

The rural school building program grew at a feverish pace. Easily distributed school building plans, successful administrative partnerships between Tuskegee and state education departments and officials, and Rosenwald's continued challenge grants helped the program spread beyond Alabama's borders to neighboring southern states. During the 1914-1915 academic year, North Carolina received aid from Julius Rosenwald via Tuskegee for its first eight rural African American elementary school buildings under Tuskegee's school building program.

The Creation of the Julius Rosenwald Fund and the Rosenwald School Building Program, Administered by the Tuskegee Normal and Industrial Institute, 1917-1920

Rosenwald's philanthropic efforts were temporarily refocused during the First World War when he was asked by President Wilson to serve on what would become the Supplies Committee, a group of seven prominent Americans assembled to aid the Council of National Defense in preparation for the United States' involvement in the "European Conflict."[26] Despite his commitment to serve in Washington, D.C., on October 30, 1917, with an initial endowment of 20,000 shares of stock in Sears, Roebuck and Company, the Julius Rosenwald Fund, conceived for "the well-being of mankind," was incorporated in Chicago as a nonprofit organization. Rosenwald established the Fund to serve as a more formal conduit through which he could carry out his philanthropy.[27] He had two main concerns regarding his charitable giving toward the improvement of education for rural southern African Americans: "to stimulate public agencies to take a larger share of public responsibility . . . and to spur a pattern cooperation that would bring about lasting change, well beyond the life of the grant for schoolhouse construction."[28] Rosenwald believed that in a modern complex society "the state must assume increasingly the burdens of education

[22] Ibid., 51; 64.
[23] Ibid., 58-60.
[24] U.S. Dept. of Interior, Virginia MPDF, 10.
[25] Mary Hoffschwelle, National Trust for Historic Preservation, *Preserving Rosenwald Schools* (Washington, D.C.: National Trust for Historic Preservation, 2012), 4.
[26] Ascoli, 186.
[27] Hoffschwelle, 69.
[28] Hanchett, 398.

and health and a multitude of other functions" that had previously been undertaken principally by "private charity or individual initiative."[29] The work of the Julius Rosenwald Fund in southern education stressed four programs: the building of schoolhouses for rural African Americans, the provision of library services, the education of teachers, and the development of strategic centers of higher education for southern African Americans.[30]

During the summer of 1912, Julius Rosenwald had become so inundated with requests for charitable aid that he had hired William C. Graves to help investigate potential recipients of his philanthropy.[31] When the Fund was formally established in 1917, Graves was essentially the only staff member. Thus, Julius Rosenwald continued to devote a large amount of his own time and energy to personally oversee his philanthropy, meeting potential recipients, working closely with the Tuskegee Normal and Industrial Institute and its administration in growing the rural school building initiative, and other facets of the Fund's operation. The Rosenwald Fund, from 1917-28, "remained largely under the personal control of its founder. The early Board of Trustees consisted solely of his immediate family . . . and the contributions continued to represent Mr. Rosenwald's personal interests."[32]

From the first public announcement of Rosenwald's school building aid in 1915, Tuskegee received a perpetual, multiplying flow of letters from rural African American communities who hoped to complete an application for aid in order to construct a "Rosenwald School" of their own. Many communities, local and state officials, and individuals sought Rosenwald aid to help replace dilapidated schools and associated buildings, log cabins, and shacks with dirt floors and little light, many of which had been abandoned by whites and appropriated by blacks, or to construct entirely new schools where none had existed before for rural African Americans. These earliest Rosenwald schools were still based on Tuskegee's "Plan for Erection of Rural Schoolhouses," and in order to be eligible for aid, a community had to meet certain criteria, much of which had remained unchanged from Rosenwald's initial stipulations for the disbursement of aid in rural school building. Rosenwald continued to insist that the construction of these buildings be a collaborative effort between local white and black citizens and authorities, as well as state and county officials:

> The state and county had to contribute [financially] to the building and agree to maintain it as a regular part of the public school system. White citizens had to take an interest and contribute part of the money, since it was felt that white leadership was essential to the success of the program in the South. Usually land for the school was deeded to the state or county as the gift of a local white man. And the Negroes themselves had to show their desire for education by making gifts of money or labor, usually both.[33]

The controversial 1917 Jones Report, a major study of African American education that the federal government, aided by the Phelps-Stokes Fund, had concluded the same year, determined that "Inadequacy and poverty are the outstanding characteristics of every type and grade of education for Negroes," despite much of the progress in southern education that had been made since the turn of the

[29] Embree and Waxman, 18.
[30] Ibid., 37.
[31] Ascoli, 127.
[32] Embree and Waxman, 28.
[33] Hanchett, 398.

century.[34] Arguably at the behest of Rosenwald, Robert Russa Motton, former vice principal of the Hampton Institute, Emmett J. Scott of Tuskegee, and Alabama's State Agent for Negro Schools, James L. Sibley, modified Tuskegee's "Plan for Erection of Rural Schoolhouses" in order to guide the construction of new one- and two-room schoolhouses for rural African American communities from Maryland to Arkansas and address the persistent inadequacy of rural African American education in the southern United States:

> The money given by Mr. Rosenwald is to be used in providing school houses in rural districts, preferably for one and two teacher schools, on condition that the people shall secure from public school funds, or raise among themselves, an amount equivalent to, or larger than, that given by Mr. Rosenwald. It is understood that in no case will the sum exceed $400 for a one teacher school , and $500 for a two teacher schools…by furnishing is meant providing the school with two sanitary toilets and equipping the building with desks, blackboards, heaters, etc.[35]

The plan's modification also required that the school building program work with state departments of education to more accurately determine annual grant amounts and the number of schools to be constructed. Additionally, a matching grant of at least $30 a year was made available in order to extend a school's term to six or seven months in communities that had constructed Rosenwald schools or to supplement a teacher's salary.[36] Although initially content with the 1917 modifications to the "Plan for Erection of Rural Schoolhouses," the additional administration afforded by Booker T. Washington Jr. to assist the Institute's Clinton J. Calloway, and the creation of assistant rural school agents in nine southern states, Rosenwald had nonetheless become concerned about Tuskegee's ability to ensure that the highest quality of schoolhouse construction was maintained as the program continued to expand rapidly throughout the South.

Consequently, Rosenwald hired Fletcher B. Dresslar, professor of the School of Hygiene and Architecture at Nashville's Peabody College for Teachers, to inspect forty-seven newly constructed Rosenwald schools during August and September 1919. Dresslar's inspections cited inherently substandard lighting, ventilation, and sanitation in the Tuskegee school designs and found that many school buildings had been constructed with inferior materials, had been built to locally altered plans, or were simply overcrowded, and thus had failed to uphold Rosenwald's model vision of rural African American education in the South. By 1919, the Tuskegee staffers devoted to the Rosenwald-funded rural school building initiative were simply overburdened. Dresslar's disapproving 1920 *Report on the Rosenwald School Buildings*, coupled with incomplete and incorrect financial records for the school building program and race riots in Chicago and other parts of the country, prompted Rosenwald to move the rural school building program from Tuskegee to Nashville, Tennessee, in 1920.

The Julius Rosenwald Fund and Its School Building Program at Nashville, Tennessee, 1920-1928

With a new, southern Rosenwald Fund office and staff, the rural school building program was reorganized under the "Plan for the Distribution of Aid From the Julius Rosenwald Fund for Building

[34] Stephanie Deutsch, *You Need a Schoolhouse: Booker T. Washington, Julius Rosenwald, and the Building of Schools for the Segregated South* (Evanston, IL: Northwestern University Press, 2011), 137.
[35] Hofschwelle, 68.
[36] Hoffschwelle, 69.

Rural School Houses in the South." On June 1920, Rosenwald called a meeting at Tuskegee with rural southern school supervisors, state superintendents, and others interested in African American education, hoping to resolve many of the shortcomings of the Tuskegee school building plans and administration that Dresslar had noted in his *Report on the Rosenwald School Buildings*. The product of the Tuskegee assembly was a 13-point plan that would more or less help to guide the Fund's school building initiative for the next 12 years:

1. That the Julius Rosenwald Fund cooperate with public school authorities and other agencies and persons in the effort to provide and equip better rural schoolhouses for the Negroes of the Southern States, such equipment as desks, blackboards, heating apparatus, libraries and toilets being deemed of equal importance with the school houses themselves.

2. That the sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.

3. That the Trustee of the Fund and the State Department of education will agree as to the number of new buildings in the construction of which they will cooperate.

4. That the school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and of the agent of the Fund. The minimum acceptable parcel for a one-teacher school is two acres.

5. That plans and specifications for every building shall be approved by an authorized representative of the Fund before construction is begun. On request from the State Department of Education, the Fund will consider it a privilege to furnish general suggestions, plans and specifications for schoolhouse construction.

6. That, in providing these buildings, it is a condition precedent to receiving the aid of the Fund that the people of the several communities shall secure from other sources: to wit: from public school funds, private contributions, etc., an amount equal to or greater than that provided by the Fund. Labor, land and material may be counted as cash as current market values. Money provided by the Fund will be available only when the amount otherwise raised, with that to be given by the Fund, is sufficient to complete, equip, and furnish the building.

7. That the Fund deposit with every cooperating State Department of Education upon application therefore, the sum of $5,000 from which the proper State Official may make disbursements as required. At the close of every month, the State Department will be expected to report to the Fund any amount or amounts disbursed.

8. That the amount appropriated by the Fund shall not exceed $500 for a one-teacher school, $800 for a two-teacher school, and $1,000 for a three-teacher school. In localities where larger schools seem to be required (consolidated of County Training Schools), the Fund will make special investigations and decide every such case separately.

9. That aid be granted toward the construction and equipment of only those school buildings whose terms run at least five consecutive months.

10. That every community agree to complete, equip, and furnish its school building within twelve months after reporting that it has qualified for aid from the Fund.

11. That, to enable teachers to live in the communities, both to insure the protection of the property and to make the school serve the broadest interests of the community a Teacher's Home [teacherage] should be provided. In a limited number of selected localities, where the annual school term in eight months or more, the Fund should consider cooperation in the construction of Teacher's Homes, to be completed and furnished to correspond with the school buildings. In such cases special investigation should be made by the Fund. The amount to be offered should be determined by the nature of the community's need.

12. That the Fund reserve the right to discontinue its operations on behalf of rural schools after reasonable notice to the Department of Education of the several cooperating States.

13. That the forgoing provisions become operative on and after July 1, 1920.[37]

The Rosenwald Fund's creation of an office in Nashville and its 1920 "Plan For Distribution of Aid" signaled a separation from Tuskegee, enumerated the program's new, independent administrative procedures and emphasis on school architecture, and introduced the requirement that the "Agent of the [Rosenwald] Fund" and the State Department of Education approve building sites .[38]

Samuel Leonard Smith, formerly a white agent for Negro schools in Tennessee, was chosen in 1920 by Rosenwald to be the principal administer the Fund's Nashville office.[39] One of Smith's first acts as head of the office was to make available a series of stock blueprints that could easily be distributed to any rural community, free of charge, to help ensure a model school building was built, without additional "soft costs" such as architect fees. Smith's initial school designs for the Rosenwald Fund's School Building Program were based on an earlier series of modern school designs that Smith and the aforementioned Fletcher B. Dresslar had drafted to aid in the construction of rural Tennessee school buildings. These plans were first published by Tennessee's Department of Education in 1921 as a bulletin entitled *Community School Plans*, but were then brought to Nashville by Smith and redrawn for the Rosenwald Fund by J. E. Crain and E. M. Tisdale for disbursal one at a time in four-page pamphlets "made available upon request to black and white schools alike."[40]

After the Rosenwald Fund published its first edition of *Community School Plans* in the fall of 1921 and inspired by the huge amount of interest it generated, in 1924 the Fund composed an entirely new booklet of school building designs of the same title, which it published in various editions until 1931. The Fund required that grant recipients meet specific minimum standards for the site size and length of school term and have new blackboards and desks for each classroom, as well as two sanitary privies. School grants were based on the number of teachers employed, ranging from $500 for a one-teacher building to a maximum $2,100 for a school with ten teachers or more. From 1921-1931, the Fund also offered grants

[37] Alfred K Stern, "A History of the Rosenwald School Building Fund," n.d, n.p., Tuskegee, AL, Tuskegee University Department of History and Archives, 10-12.
[38] Hofschwelle, 86
[39] Deutsch, 142; Hofschwelle, 85; Embree and Waxman 42.
[40] Hanchett, 400; Hofschwelle 94.

of $200 per classroom for additions to existing Rosenwald schools.[41] By 1927, the Fund was offering to support the replacement of Rosenwald buildings that had been damaged by fire or natural disasters.[42]

Throughout the 1920s, the Rosenwald School Building Program, through matching grants disbursed by southern education offices to local communities and its free, standardized school building plans contained within *Community School Plans*, aided in the construction of more than four hundred school houses per year in fifteen states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.[43] From 1920-1927, with very few exceptions the largest Rosenwald schools built were 8-teacher plans, such as the Anson County Training School in North Carolina funded in 1920-1921. By 1927, however, ten-teacher plans and larger were being approved, such as the Sanford High School, a 10-teacher plan funded in 1926-1927 and built in Lee County, North Carolina. The initial maximum aid amount during this period disbursed by the Fund was $2,100 for each new building, with an additional grant of $50 per room for the use of more permanent materials such as masonry in building construction.[44]

The Julius Rosenwald Fund's School Building Program, 1928-1932, and the Demise of the Fund

As of 1927, the Rosenwald Fund's School Building Program had been the recipient of $3,429,478 of the $4,049,974 spent by the nonprofit since its inception. In 1928, Julius Rosenwald hired Edwin R. Embree, a Yale graduate and former director and vice president of the Rockefeller Foundation, to help reorganize the Rosenwald Fund. What began as personal philanthropy had, by this time, become a large, ever-expanding charity, and Rosenwald sought to run it as more of a corporation and hoped that Embree would make the Fund more "efficient and professional."[45] Fred McCuistion, Arkansas agent for Negro schools, became the associate director of the Fund's Nashville office in 1930.

In the fall of 1928, S. L. Smith called once more on J. E. Crain and E. M. Tisdale to update the Fund's *Community School Plans*, emphasizing larger schools, beginning with the addition of a new ten-teacher plan and illustrations showing more permanent construction, with all three-teacher and larger plans drafted with brick facades.[46] After hundreds of schools utilized the 1928 revisions, Walter R. McCormick, as principal consultant, worked with J. E. Crain to draft the final revision to the Fund's *Community School Plans* in 1931. This final edition contained even larger, more permanent schools, teacher's homes, and shops, which were predominantly drafted in the fashionable Georgian-Colonial revival style to appear modern and better reflect the Fund's new school building focus in urban areas and the trend toward rural school consolidation. Room arrangements in three-teacher plans and above were standardized; all plans now included a "community room" that could be used for group meetings, health clinics, and home economics; all new plans were designed to make future additions easier; the largest schools had indoor plumbing and central heat; and all plans could be applied to any town, city, and

[41] Hoffschwelle, Natl. Trust, 5.
[42] Hofschwelle, 121.
[43] Deutsch, 148; Embree and Waxman, 51.
[44] U.S. Dept. of Interior, Texas MPDF, 5. A significant exception was the Harnett County Training School, a 14-teacher school in Dunn, NC, funded in 1922-1923.
[45] Ascoli, 299. Alfred K. Stern, husband of Rosenwald's daughter Marion, had been hired to direct the Fund ca. 1925, but he had little business experience and left the position ca. 1927.
[46] Hofschwelle, 146. The "budget year" in which a Rosenwald school was funded, coincided with the academic year.

county in any southern state.[47]

The sustained economic prosperity of the "Roaring Twenties" had increased Rosenwald's personal wealth and stock shares of the Sears, Roebuck and Company to an all-time high, and at the first meeting of the Fund's new Board of Trustees, he announced an additional gift to the Fund of 20,000 shares of company stock, bringing his total contributions to his namesake organization to a little more than 200,000 shares of Sears, Roebuck and Company stock, valued at roughly $200 million in 2014.[48] While reorganizing the Fund in 1928, Rosenwald also set what many considered a philanthropic precedent by planning for the dissolution of the Fund within twenty-five years of his death, or sooner. He believed that perpetual endowments could very easily become hindrances or weaknesses to progress and that:

> By adopting a policy of using the Fund within this generation, we may avoid those tendencies towards bureaucracy and a formal or perfunctory attitude toward the work which almost inevitably develop in organizations which prolong their existence indefinitely.[49]

With Embree's help, Rosenwald wanted the Fund's School Building Program to move away from the construction of smaller, especially one-room, school houses in rural areas and toward the construction of larger school buildings of more permanent materials built within urban areas, hoping to attract better teachers, appease local white officials who preferred large, consolidated African American schools, and create desperately needed high schools.[50] Edwin Embree was a man whose personal goal was social change. Modified under Embree, the Fund's School Building Program was renamed the "Southern School Program," reflecting the new definition by Rosenwald Fund officers of a "Rosenwald School" as potentially any African American public school in any southern community.

The Fund arrived at the conclusion that personal growth and social reform were the most persistent, pressing matters and committed itself to equalizing opportunities for African Americans. Its mission now expanded to include aid to high schools and colleges, in addition to academic fellowships that were created to enable African Americans of unusual promise to advance their careers.[51] Additionally, the Fund began to provide aid to southern African American hospitals, health agencies, and county library services.[52] Fund trustees came to believe that new schoolhouses were of little use if the education provided in them was sub-standard, and Rosenwald himself expressed his agreement with Embree's statement that the schoolhouses were "only a means toward the general end of good schooling."[53]

Before the stock market crash of October 1929, Julius Rosenwald's fortune was estimated to be $200 million, equivalent to roughly $2.78 billion in 2014.[54] The subsequent Great Depression significantly reduced the Fund's endowment. Prompted by both the collapse of America's banking system and Embree's desire for social experimentation, Rosenwald and the Fund's trustees again reassessed the Fund's philanthropy in an internal memo entitled "Special Confidential Memorandum on the Kinds of

[47] U.S. Dept. of Interior, Texas MPDF, 6.
[48] Deutsch, 149; United States Inflation Calculator http://www.usinflationcalculator.com, accessed May 30, 2014.
[49] Embree and Waxman, 31.
[50] Deutsch, 149.
[51] Embree and Waxman, 33.
[52] Ibid.
[53] Embree and Waxman, 35; Hoffschwelle, 156.
[54] Ascoli, 264; http://www.usinflationcalculator.com/, accessed July, 2014.

Things That Should Be Supported by Foundations."[55] On July 1, 1930, the Fund ended its aid for single-teacher schools and one year later, in July 1931, ended its aid for two-teacher schools, eliminating sixty percent of its School Building Program. When Julius Rosenwald died on January 6, 1932, the initiative died along with him, after 4,977 schools, 217 homes for teachers (teacherages), and 163 separate shops had been constructed with aid from the Fund's School Building Program.

In April 1932, Embree announced that the Julius Rosenwald Fund would terminate aid for school building construction with that year's appropriations, excluding the Eleanor Roosevelt School constructed near Warm Springs, Georgia, and dedicated by President Roosevelt in 1937.[56] The Fund's Nashville office continued to support certain education initiatives such as its library program through the autonomous Interstate School Building Service, the National Council on Schoolhouse Construction, and the Committee on School Plant Rehabilitation for a few more years.[57]

Fletcher Dresslar, Samuel Smith, and other state education officials had made Rosenwald schools the nucleus of a movement to reform all southern school architecture, for black as well as white students, creating the Interstate School Building Service (ISBS) in 1928 with financial support from the Julius Rosenwald Fund. Rosenwald school plans, and other school designs based on them, appear throughout the ISBS school plan book, *For Better Schoolhouses*, published in 1929.[58] During the Great Depression, the federal government, through the Works Progress Administration and Reconstruction Finance Corporation, helped to finance school construction. Many southern communities used Rosenwald school plans that the Rosenwald Fund continued to publish in *For Better Schoolhouses.*

Additionally, in the 1930s, to help bolster federal New Deal initiatives, the Fund created the "School Plant Rehabilitation Project." S. L. Smith, who led the Committee on School Plant Rehabilitation, prepared two new pamphlets issued in 1933-34, entitled "Suggestions for Repairing and Repainting School Plants" and "Suggestions for Improvement and Beautification, School Plants." Based on Rosenwald Day documents for repairing and repainting Rosenwald schools prepared by Fred McCuistion, the associate director of the Fund's Nashville office after 1930, the School Plant Rehabilitation Project initiated a survey of the condition of many Rosenwald schools that ultimately became the "Improvement and Beautification of Rural Schools and Suggestions for Landscaping Rural Schools," published by the Fund for the School Plant Rehabilitation Committee to be distributed to state departments of education and state directors of the Works Progress Administration who, like the Fund's School Building Program, could apply its contents to both black and white school buildings.[59]

The Fund's Nashville office closed its doors for the last time in 1937. S. L. Smith transferred *Community School Plans* to the ISBS, which continued to fulfill the demand for the Rosenwald Fund's School Building Program's plans, supplementing the pamphlet with its own 1944 revision that added designs for specific classroom types, a homemaking cottage, cannery, and agricultural shop.[60] The Julius Rosenwald

[55] Hoffschwelle, 154.
[56] Embree and Waxman, 51.
[57] Hoffschwelle, 273.
[58] Hoffschwelle, Natl. Trust, 10.
[59] Hoffschwelle, 275; 140. "Rosenwald Days" began as commemorative events for Rosenwald schools and quickly expanded to include the commemoration of Julius Rosenwald and all African American schools, and even some white ones. In 1927, the Fund sought to refocus these local events toward the Rosenwald school building program and its place in the philanthropic pantheon for southern black education. By 1929, the Fund began disbursing annual $100 grants to local communities for printing programs and prizes to be used in their Rosenwald Day celebrations. See page ## of this MPDF for the goals of the Rosenwald Day program.
[60] Ibid., 279.

Fund, staying true to Rosenwald's wish that the Fund not exist in perpetuity, ended its philanthropic work entirely on June 30, 1948. It was not until the 1950 United States Supreme Court Decision in *Sweatt v. Painter* that white officials in the South would begin in earnest to address the education needs of rural African Americans.

Other Rosenwald Funded Initiatives for Education in the South

With the hiring of Edwin Embree by Julius Rosenwald in 1928, the Rosenwald Fund began to expand the scope of its education initiatives for southern African Americans by creating grants to be used for transportation, the extension of school terms, libraries, and better-trained teachers, as the list below shows:

Various Expenses (totals) of the Rosenwald Fund[61]

Construction: school houses, teachers' homes, and shops ……..	$4,209,210
School Bus Transportation ……..	142,141
Extension of School Terms …….	88,671
State Building Agents—Toward Salaries ……...	42,100
Interstate Service for Schoolhouse Planning …….....	29,750
Equipment ……...	43,535
Supervisors of Shop Work ……..	23,241
Conferences and Studies …….	6,949
Fellowships to Southern School Officials ……...	9,060
Rosenwald School Day Program …….	15,003
Industrial High Schools ……...	202,708
Summer Institutes for Teachers, Preachers and Agricultural Agents...	82,776
Administration of Nashville Office …….	467,217
Total:	$5,362,361

Transportation

As early as 1910, white students were transported to public schools in buses, wagons, trucks, and other publicly funded vehicles. Rural black students had access to little or no transportation to and from school in the South until the 1929-1930 academic year, when the Julius Rosenwald Fund began to offer rural communities grants to support bus service. There were conditions for aid: the schools had to be a two-teacher plan or larger, the school term had to be at least eight months long, and teachers had to be paid a minimum of $60 per month.[62] Despite this aid, most African American students had to walk to the nearest school, which was oftentimes a distance of two or more miles one way, in all weather conditions. This transportation aid to North Carolina counties subsidized one-half the cost of transportation the first year, not to exceed $500, one-third the second year, and one-fourth the third year.[63]

Teachers Homes

Initially, the Fund left the housing of Rosenwald teachers up to local communities. Often, these teachers

[61] U.S. Dept. of Interior, Texas MPDF, 7.
[62] Hofschwelle, 129.
[63] U.S. Dept. of Interior, Texas MPDF, 13.

boarded with local families, or the community sometimes built a modest home adjacent to its Rosenwald school. Clinton Calloway, in *The Negro Rural School and Its Relation to the Community*, suggested that the earliest teachers' homes, or teacherages, "include modern conveniences now or later; that is, sanitary toilets and bath."[64] In 1922, the Fund offered up to $1,000 to aid in the construction of teacherages, but quickly reduced the amount the following year, stating it would cover one-half of teacherage construction costs, up to $900.

Additionally, grants were offered by the Fund for the construction of teachers' homes in any county where there was no Rosenwald school, if its black population was greater than ten-percent of the total.[65] By 1927, *Community School Plans* included teacherage designs of four, five, and even six rooms in the Colonial Revival or Craftsman style, with facades and massing that referenced the associated Rosenwald school nearby and, more broadly, a modern middle-class home.

The Rosenwald Fund constructed eighteen teacherages in North Carolina during its school building program. The largest was the sixteen-room teachers' home built at a total cost of $15,500 on the campus of the Berry O'Kelly School, the county training school, in the Method community of Wake County.

School Term Extension

Helen Rowe Holt, who taught at North Carolina's Wilson Mills Rosenwald school in Johnston County during the 1930s and 1940s, recalled that "sharecroppers' children were never able to enter schools in September when school opened, but much later as the needs on the farm dictated. Many children did not come to school until after Christmas . . . ."[66] Beginning in the 1928-29 academic year, the Rosenwald Fund began to offer assistance to rural African American schools that extended their academic terms, hoping to help address what were brief, often sporadic school terms in comparison to most white schools. The Fund offered one-half the teacher's salary for a one-month extension of the term for the first year of aid, one-third for the second year, and one-fourth the third year. After the third year, the Rosenwald Fund expected the school districts and schools to assume financial responsibility for school term extensions. The Rosenwald Fund stopped providing this aid to schools after only two years.[67]

Libraries

Commencing in 1927, Clark Foreman was hired by the Fund to oversee a new school library program created to enhance the Fund's rural school building efforts. The aim of this program was to make books accessible to rural African American communities and schools, especially works of literature that positively portrayed African Americans and other cultures. This library aid was available to any African American school, to which the Rosenwald Fund paid $40 and the shipping expenses of a school's first $120 set of books, $30 and the shipping expenses of a schools second $90 set of books, and up to $720 for books to be read at a high school.[68] The Fund also paid for the State Librarian to visit and help set up the school's collection. Up to $2,500 was offered as a grant by the Fund to qualifying colleges with teacher training programs if at least two-thirds of the requested book titles were selected from a list that Florence Curtis, the Hampton Institute's librarian, had compiled, in addition to selected works of

[64] Hofschwelle, 118.
[65] U.S. Dept. of Interior, Texas MPDF, 12.
[66] Brown, 16.
[67] U.S. Dept. of Interior, Texas MPDF, 13.
[68] Ibid.; Hoffschwelle, 122.

children's literature.[69]

Rosenwald Day Program

Orchestrated by Louisiana's State Agent A. C. Lewis in 1927, the first unofficial Rosenwald Day Program proved a success and became an official Rosenwald Fund program in the 1928-29 year. The goals of the program were as follows:

1. To bring the people of the community together at the schoolhouse for the purpose of getting better acquainted with each other through informal intermingling, and to get more intimately acquainted with the school and its needs.
2. To present reports from the state Agent to show the progress made and to give his plans for further improving and developing the Negro School System.
3. To get acquainted with the special agencies that are at work to advance the people and improve the schools.
4. To present personal sketches of philanthropists and other prominent persons engaged in directing educational advancements in co-operation with the State Department of Education.
5. To show how funds provided by private agencies have stimulated larger public appropriations for Negro schools.
6. To study the needs of the school and devise ways and means for supplying these needs.
7. To express appreciation to the school authorities and to all other agencies for their financial assistance and cooperation in the development of the Negro schools.[70]

Vocational Buildings, Shops, and Equipment

To help "promote the work of the other boards," including the Slater Board and GEB, the Rosenwald Fund began to offer money for vocational buildings and shops in 1927-1928. Six of the eleven shop buildings constructed on the grounds of Rosenwald schools were built between 1930 and 1932. Funding was based on the number of rooms of the facility; four of the shops built in North Carolina using this aid were one-room types, four had two rooms, and three largest had six rooms.[71] The Fund contributed $75 per room to be used in equipping the large vocational schools and State agencies cooperated in selecting the equipment and materials. Grants were not to exceed one-fourth of the total sum expended for the equipment.[72]

Other Northern Philanthropy for African American Education in the South

A tradition of Northern philanthropy to help rebuild, educate, and generally improve life in the South began after the American Civil War. Northern missionary societies, such as the American Missionary Association, the Freedman's Bureau, the Peabody Education Fund, and local African American communities, established the majority of southern postbellum schools for African Americans. As northern interest in southern reconstruction began to wane in the 1870s, white voters and politicians easily circumscribed funding for southern black schools and supported policies of racism and

[69] Hoffschwelle, 122.
[70] U.S. Dept. of Interior, Texas MPDF, 14.
[71] Hanchett, 444.
[72] U.S. Dept. of Interior, Texas MPDF, 14.

segregation.

In 1898, a group of southern leaders and northern philanthropists began meeting annually at the Conference for Education in the South to address the status of African American education in the region. Some of these early northern philanthropic organizations, such as the Southern Education Board and General Education Board, were backed by grassroots organizations often comprising women's groups such as the Women's Association for the Betterment of Public Schools in North Carolina. Despite their initial intentions for educational and, to a certain extent, social reform, most were principally concerned with white education and, consequently, disparities between black and white schools in the early twentieth century increased.

By the close of the nineteenth century and American's Gilded Age, countless industrialists and businessmen, as well as their families, friends, and business partners, had amassed tremendous fortunes. This wealth almost universally compounded through the 1920s, interrupted only briefly by the First World War. Whether driven by religion, peers, persuasive southern lobbying, or a genuine concern for "progress" and social reform, or perhaps motivated by each respective concern, dozens of the country's most affluent northerners formed charitable organizations, foundations, and funds, many of which devoted their resources to the education of Southern, particularly rural, African Americans. In addition to the Julius Rosenwald Fund (1917-1948), those most notable included the Peabody Education Fund, the John F. Slater Fund, the General Education Board (GEB), and the Anna T. Jeanes Fund.

Many of these organizations pre-dated the Julius Rosenwald Fund and served as important, often interconnected precursors, to the Fund's work, and some ultimately worked in cooperation with the Tuskegee Normal and Industrial Institute and Rosenwald Fund School Building Program. It was the Julius Rosenwald Fund, however, that was most influential. Henry Allen Bullock, in his *A History of Negro Education in the South*, persuasively argues that "at the close of its work in 1948, every facet of Negro life had been touched by the benevolence of Julius Rosenwald.[73]

The Southern Education Board

The Southern Education Board (SEB) was the formal name given to the philanthropic business leaders, ministers, and educators from the North and South who began meeting at the aforementioned 1898 Conference for Education in the South. According to historian Louis R. Harlan, "the Southern Education Board, with eleven northern and fifteen southern members in its thirteen-year history, was an intersectional partnership of moderate progressives, moderate in the North on the delicate racial and sectional issues, and progressive in the South in the limited sense that it offered education as a key to regional progress."[74] Led by Robert Curtis Ogden (1836-1913), manager of John Wanamaker's eponymous New York department store, the SEB established an executive committee in 1901 to implement its ideas, and the following year established its Bureau of Information at the University of Tennessee to assist Southern school authorities in building, supporting, and funding the construction of school buildings. Meeting at Capon Springs, West Virginia, the SEB also worked with the Peabody Education Fund to help provide supervisors of rural schools to State Departments of Education.[75] The

[73] Henry Allen Bullock, *A History of Negro Education in the South: From 1619 to the Present* (Cambridge, MA: Harvard University Press, 1967), 143.
[74] Louis R. Harlan, "The Southern Education Board and the Race Issue in Public Education," *Journal of Southern History* 23 (May 1957): 190.
[75] Hoffschwelle, 21.

SEB succeeded in creating public "toleration" of African American schools in the South, but the money it had to work with from the public treasury was insufficient to build new schools: "those that had been erected were too few and too poor...classes were being held in churches, lodge halls, and abandoned huts."[76]

The Peabody Education Fund

Created in 1867, the Peabody Education Fund was established by New York merchant and banker George Foster Peabody (1852-1938) to promote "reconciliation through public education for all southern children," which Peabody believed to be essential to the region's long-term vitality and social integration. Led by Barnas Sears (1802-1880), former president of Brown University, and Wickliffe Rose (1862-1931), a professor of philosophy at Brown as well as a healthcare advocate, the Peabody Education Fund helped school districts to better train their teachers and also to study and expand their public school systems for both black and white students. Until about 1876, the Peabody Fund emphasized aid to elementary schools, but thereafter the emphasis shifted to teacher preparation through encouraging the establishment of state normal schools.[77]

The John F. Slater Fund

John Fox Slater, a Connecticut textile manufacturer, established his namesake fund in 1882 with the help of monies from the Peabody Education Fund and a personal donation. Slater Fund aid went primarily to African American public and private schools and colleges, helping to finance curriculums of traditional as well as industrial subjects. Directed first by Atticus G. Haygood, the Slater Fund's administration was taken over in 1891 by J. L. M. Curry, who merged its philanthropic efforts with the Peabody Education Fund. Wallace Buttrick, a member of the SEB, tied the Slater Fund's activities to the SEB and General Education Board (GEB) under his leadership of the charity from 1903 to 1910. Finally, James Hardy Dillard, who also directed the Anna T. Jeanes Fund, succeeded Buttrick. Dillard, through grants for teachers' salaries and vocational equipment and facilities, promoted southern county training schools for African American students. By the 1920s, many of these Slater Fund-supported county training schools became the first regional four-year high schools through expanded academic curriculums and teacher training, encouraging high school and college attendance and also supporting most of the South's black colleges.[78]

The General Education Board

Created by John D. Rockefeller (1837-1939) in 1902 and incorporated in 1903, the GEB was the northern counterpart to the SEB, whose mission was the "promotion of education within the United States of America without distinction of race, sex, or creed."[79] The GEB assisted African American education by providing funding to private educational institutions established by northern church organizations and by southern blacks. It also encouraged the development of "an efficient system of public education." The GEB accomplished this by providing grants between 1902 and 1920. After the Peabody Education Fund and the SEB were dissolved in 1914, the GEB employed state agents for black

[76] Bullock, 123.
[77] Earle H. West, "The Peabody Education Fund and Negro Education: 1867-1880," *History of Education Quarterly* 6 (Summer 1966): 4.
[78] Bullock, 123; http://www.southerneducation.org/About-us/History.aspx, accessed May 30, 2014.
[79] U.S. Dept. of Interior, Texas MPDF, 8.

schools and provided grants for county training schools, the Jeanes Rural School Fund, the Slater Fund, homemaker's clubs, summer schools for black teachers, and scholarships for teachers at teacher training institutions.[80]

The Anna T. Jeanes Foundation

At the turn of the twentieth century, Booker T. Washington sought to address what he perceived to be the persistent inadequacy of the South's rural African American educational opportunities. Not satisfied or convinced by the aforementioned charities and their efforts, Washington, a notoriously persuasive lobbyist, convinced Anna T. Jeanes (1822-1907), a wealthy Philadelphia Quaker, to create her namesake foundation in 1905. Jeanes, who was especially concerned with the education of rural African Americans in the South, endowed the charity with $1 million shortly before her death to perform the mission of her fund, which ultimately enjoyed remarkable success. Encouraged by the success of the Jeanes Fund, the GEB started to increase its support for black education and, in 1911, the John F. Slater Fund began to fund public high schools, colleges, and industrial training programs instead of simply private colleges.[81] The Peabody Education Fund, Slater Fund, and Jeanes Fund, along with the Virginia Rudolph Fund, were consolidated into the Southern Education Foundation in 1932, based in Washington, DC.

The Rosenwald-Funded School Building Program in North Carolina, 1915-1932

The Rosenwald Fund's School Building Program was one of North Carolina's most important education initiatives of the early twentieth century and certainly the most significant for African Americans. At its conclusion in 1932, the Rosenwald Fund's School Building Program, through standardized architectural plans, matching grants, financial aid for State Directors of Negro Education, other administrative staff, and advocacy of interracial cooperation and, ultimately, social reform, had helped to construct 817 educational buildings in ninety-three of North Carolina's one hundred counties, more than any other state by at least 180 structures, at a cost of $5,167,042 (roughly $89 million in 2014). To aid in the construction of African American school buildings, the Rosenwald Fund appropriated $2.3 million (approximately $39 million in 2014) *more* to the state of North Carolina during its school building initiative than any other of the fourteen southern states that received grants from the Fund.[82]

In order to encourage good school house design and education, the Rosenwald Fund expressly made its building designs available to any community at no cost and, consequently, many Southern communities, both black and white, used the Fund's standardized school plans in constructing their own modern schools. However, financial grants for school buildings, educational programs, and related expenses from the Rosenwald Fund were expended exclusively to improve education initiatives concerning African American children, buildings, and their teachers; these exclusive financial grants from the Julius Rosenwald Fund, funneled through state education departments to construct a Rosenwald Fund-approved school building, are what define a Rosenwald school, differentiating it from other turn-of-the-century school buildings in North Carolina, including those that might have used or based school building plans on those provided by the Fund.

[80] U.S. Dept. of Interior, South Carolina MPDF, 4.
[81] Hanchett, 395.
[82] Hanchett, 428.

Although North Carolina's public school system had been segregated since 1875, the United States Supreme Court landmark decision in *Plessy* v. *Ferguson* (1896) institutionalized racism and sanctioned "separate but equal." A Jim Crow South further stifled any hope of equal opportunities for education North Carolina's African Americans might have had for their children at the end of the nineteenth and beginning of the twentieth century. In 1900, through a constitutional amendment that required a person to pass a literacy test in order to be allowed to cast a vote at the ballot, in addition to property ownership requirements and poll taxes, North Carolina joined other southern states in legally disenfranchising their African American population. White Democrats viewed this test as a way to "rid themselves of the dangers of the rule of negroes and the lower class of whites," according to the *Charlotte Observer*.[83] A "grandfather clause," which stated "no person . . . entitled to vote on or before January 1, 1867, or his lineal descendant, should be denied registration by reason of his failure to possess the educational qualifications, provided he shall register prior to December 1, 1908," nonetheless ensured that poor, illiterate whites were pardoned by this literacy test, whereas black North Carolinians were assuredly disenfranchised.[84] Consequently, white officials and communities were further encouraged to divert what were already scant resources away from black schools to white schools. Although it failed to pass, in 1901 North Carolina legislators proposed an additional amendment to the state constitution in order to mandate that the state's African American schools be locally funded in proportion to "the black share of the county taxes," which for many rural sharecroppers and families, many of whom were often earning less than $1 per day laboring in tobacco and cotton fields or in manufacturing, would have amounted to a negligible sum.[85]

It was not until 1910 that North Carolina's public elementary schools for black students began receiving state funds, when the GEB provided southern states with funding to hire administrators to address rural education specifically. In 1913, North Carolina was the second state after Virginia to appropriate the required matching funds for GEB aid disbursement and created two "agents for rural schools," one for white schools and the other for black. Nathan Carter Newbold, a white man who trained at Trinity College (now Duke University) and later served as superintendent of schools in Washington County, was selected as the state's first "Negro Agent," a position he would hold for the next thirty-seven years.[86]

Shortly after he began working in his new position, Newbold very successfully persuaded the state's legislators and local communities to allocate funds for rural black education. Newbold's efforts allowed North Carolina to receive funding for some of the first Rosenwald schools constructed outside of Alabama and, ultimately, the most Rosenwald school buildings and aid of any southern state.

During the 1914-1915 academic year, North Carolina received funding for its first Rosenwald schools, although the Rosenwald Fund's School Building Program did not begin until the nonprofit was incorporated in 1917. Using Tuskegee's architectural plans for school houses and Alabama as a model, the state's first Rosenwald School was the Warren Grove School in Chowan County, a two-teacher plan built for a total cost of $1,622. It was completed on October 8, 1915, and satisfactorily inspected by Newbold. The black community had contributed $486, the white community and the school system furnished $836, and Julius Rosenwald himself had contributed $300, the maximum amount initially

[83] Hanchett, 391.
[84] Ibid.
[85] Ibid.
[86] Hanchett, 406.

allocated for any school house.[87]

In total, Newbold helped to disburse $1,865 in Rosenwald funds that had been appropriated by Tuskegee to subsidize approximately 15 to 20 percent of the total cost of seven buildings during the 1914-1915 academic year. The six schools in addition to the Warren Grove School were the Florence School, a two-teacher plan in Guilford County; the Messic School, a two-teacher plan in Pamlico County; the Hobbsville School, a one-teacher plan, and the Reynoldson School, a three-teacher plan in Gates County; the Old Fort School, a two-teacher plan in McDowell County; and the Mt. Olive School, a four-teacher plan in Columbus County. The Beaver Dam School in Pitt County was selected to receive funding but was not built, and instead its $200 appropriation was put towards construction of the Reynoldson School.[88] The following academic year, the "Rosenwald Fund Committee," through the Tuskegee Normal and Industrial Institute, appropriated $6,000 to the North Carolina's Department of Public Instruction to be disbursed for the construction of an additional 29 rural school houses for African American children, again covering approximately 15 to 20 percent of the total cost of each new building's completion.

According to N.C. Newbold's 1917 *Second Biennial Report of State Agent of Negro Schools*, by the end of the 1915-1916 academic year, the following North Carolina counties had received Rosenwald aid for school building construction:

> Chowan, one school, $300; McDowell, one school, $300; Pitt, two schools, $450; Guilford, one school, $300; Moore, one school, $300; Hertford, one school, $300; Rockingham, one school, $150; Greene, two schools, $200; Robeson, two schools, $400; Sampson, one school, $100; Rutherford, one school, $300; Wilkes, two schools, $350; Polk, one school, $250; Wake, one school, $300; Halifax, two schools, $300; Pender, one school, $300; Forsyth, one school, $200; Beaufort, one school, $200; Johnson, three schools, $300; Bertie, one school, $200; Durham, one school, $200; Wilson, one school, $200.[89]

One of the Rosenwald Fund's first actions after its creation was to bolster its school building program by offering each Southern state a financial grant to hire a black administrator who would assist almost universally white "Negro Agents." Although many states were reluctant to install a black person in any kind of authoritative position, C. H. Moore of Greensboro, North Carolina, became Newbold's first black assistant in 1918. The following year, at Newbold's urging, North Carolina took advantage of additional GEB grants and hired A. T. Atmore, who was white, as a second assistant. The primary responsibility of Moore, as the black assistant, was to work within rural black communities to help launch grassroots fundraising efforts and gain general support for the Rosenwald School Building Program. Atmore and most other white assistants to southern Negro Agents had special training in education or were sent back to college for graduate study to gain experience in curriculum development, rural and secondary education, and schoolhouse planning and sanitation.[90]

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[87] N.C. Newbold, The State of North Carolina Office of the Superintendent of Public Instruction, *Second Biennial Report of State Agent of Negro Rural Schools* (Raleigh, 1917), 8.; Hanchett, 407.
[88] N.C. Newbold, North Carolina Department of Negro Education, State Agent of Rural Negro Schools for North Carolina, "Summary of Reports of N.C. Newbold." July 1, 1915-June 30, 1916: 3-5. State Archives of North Carolina, Raleigh.
[89] Newbold, *Second Biennial Report of State Agent of Negro Rural Schools*: 8. See included list of Rosenwald Buildings of NC.
[90] Hanchett, 408.

In 1921, the Division of Negro Education was formally created as a separate agency within North Carolina's State Department of Public Instruction.[91] Directed by Newbold, the office administered North Carolina's Rosenwald School Building Program, supervised black state colleges, oversaw black high schools and elementary schools, and eventually managed the state's Jeanes program.[92] The same year the Division was created, Newbold replaced assistants Atmore and Moore with William Frontis Credle, who was white, and Dr. George Edward Davis, who was black, who jointly and exclusively worked with Rosenwald officials, local officials, and school boards to support and launch grassroots campaigns for the Rosenwald Fund's School Building Program throughout rural North Carolina.

William F. Credle was bestowed with the title of "Supervisor of the Rosenwald Fund" and divided his time between his Raleigh office, where he prepared project budgets and served as a liaison with Fund officials, and the field, where he inspected completed Rosenwald projects and arranged grant payments.[93] Additionally, Credle acted as Assistant Director of Schoolhouse Planning for both black and white communities. After attending the Peabody College for Teachers in Nashville, Tennessee, Credle enjoyed a very successful career in his Division of Negro Education Role until 1929, when S. L. Smith asked Credle to help him administer the South's entire school building program in its final years, from Nashville. It is said that Julius Rosenwald joked: "Go ahead and employ him. He is building so many schools in North Carolina we will save money by bringing him into our office."[94]

Dr. George E. Davis, a Howard University graduate and Biddle (now Johnson C. Smith) University's first black professor, became involved with public instruction through his wife, Marie G. Davis, principal of Charlotte's black Fairview School. Here, Davis helped to train young elementary teachers in his spare time. After retiring from teaching in 1920, Davis became North Carolina's "Supervisor of Rosenwald Buildings." Aside from drumming up white support and securing a building site, one of the greatest obstacles in constructing a Rosenwald school was gaining sufficient matching funds from North Carolina's poor, rural African American communities.

In North Carolina, as well as any other southern states that received school building aid from the Rosenwald Fund, the Rosenwald School Building Program distributed matching, or challenge, grants. These grants had stipulations: they required both local tax dollars and community contributions. Excluding the largest Rosenwald-funded schools at the end of the school building program, it was local African Americans who almost universally raised the majority amount of money for Rosenwald school construction throughout North Carolina, "far in excess of the [Rosenwald] Fund grants."[95] Local school boards, county commissions, and the North Carolina State Department of Education, who all sought Rosenwald grants for school construction, "did not necessarily concur with the visions of black self-help and advancement that moved Washington and Rosenwald. They were generally more interested in lessening their share of education costs for African American children and in keeping a sufficiently satisfied black workforce trained in domestic care, mechanics, and agriculture down on the farm."[96] Historian Thomas W. Hanchett suggests that it was Davis, through his tireless fundraising at the local

[91] U.S. Dept. of Interior, Wake County, NC MPDF, 3.
[92] Hanchett, 408.
[93] Hanchett, 409.
[94] Ibid.
[95] Marvin A. Brown, *Research Report: Tools for Assessing the Significance and Integrity of North Carolina's Rosenwald Schools and Comprehensive Investigation of Rosenwald Schools in Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson Counties* (Morrisville, NC: URS Corporation, 2007), 6.
[96] Brown, 6.

level, who almost single-handedly generated the necessary support for Rosenwald schools across North Carolina's 500-mile length, traversing the state by automobile, absent from his home sometimes for weeks at a time. "One hundred dollars, two hundred dollars were fantastic sums to little communities of impoverished Negroes."[97]

By 1921, Davis had quickly realized how powerful an ally the local church could be in successfully building a Rosenwald school. "In a region where whites discouraged black participation in nearly any organized activity, churches provided the single strong institutional framework for Afro-American endeavors."[98] Davis relied upon local church elders for support in building Rosenwald schools in rural black communities. In many communities, it was the churches that served as community schools or had taken the initiative to construct small school houses for its black children; in many communities, it was the church that donated the two acres or more of land required for an approved Rosenwald school site.

African American communities in North Carolina, already required to pay taxes for public schools, most of which were made available exclusively to white students, were essentially forced to pay a second school levy in order to provide their children with more than a sporadic, subpar education. According to Edwin Embree and Julian Waxman, "White citizens balked at the idea of contributing towards buildings for Negroes that would in many instances be better than the existing schools for their own children."[99] George Davis was very successful in motivating local black communities to fundraise for the construction of a Rosenwald school by helping organize "educational" rallies and orating on various topics related to education, speaking to large, local groups of African Americans. Davis is quoted in 1927 as saying, "White people in our state are not asked to sweat blood [so] that their children may be helped through the schools to be good citizens."[100]

Many local and state leaders of Rosenwald building campaigns experimented with local committees or clubs that often utilized competitive money-making campaigns, including the school improvement leagues in North Carolina organized by Charles H. Moore, Newbold's first African American assistant. George T. Rouson, pastor of the First Baptist Church in Murfreesboro, North Carolina, and the principal of its black school, handed out slips to participants of a local campaign that solicited donations to help build a teacherage.[101] Another popular form of fundraising for Rosenwald schools was a "box party." Many communities throughout the South likely had their own variations of the concept, but fundamentally a "box party" was a component of an educational rally. Various items, including baked goods and handcrafted items, such as dolls, were placed in boxes that could be bid upon by anyone in the community to help fundraise for a school's construction.

Box parties were often a way that women were able to help fundraise, while men often contributed their physical labor. That is not to say, however, that women did not contribute their own physical labor in the construction of Rosenwald schools. Historian Mary Hoffschwelle notes, "Although the men committed themselves as the heads of their families, women and children put in their labor as well."[102] A North Carolinian observed in 1924:

[97] Embree and Waxman, 43.
[98] Hanchett, 414.
[99] Embree and Waxman, 43.
[100] Brown, 16.
[101] Hoffschwelle, 234.
[102] Hoffschwelle, 236.

> An acre of cotton may be planted and the profits from the sale of it applied on the school. In many sections hogs and chickens are raised by the community to obtain money for buildings. At Lumber Bridge, in Robeson County, the people gave seventy thousand feet of lumber for framing and sheathing. This was cut from their own hands, hauled by their own teams to a saw mill owned by themselves, sawed by bill, and laid down on a school lot purchased with their own funds.[103]

Virtually all Rosenwald schools throughout the state were community centers for rural African Americans. Davis wrote, "Building good Rosenwald schools has helped to stabilize industrial and social conditions by encouraging colored people to own and build their homes near such schools."[104] S. L. Smith asserted that "the best modern school is one which is designed to serve the entire community for twelve months in the year . . . whenever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium, two adjoining classrooms with movable partitions may be made to serve this purpose."[105] From the beginning, Washington and Rosenwald envisioned Rosenwald schools built in a way that created a sort of model campus; in smaller schools, people pushed aside movable partitions between classrooms or raised blackboards to create openings between the rooms so that the occupants could gather together, while larger schools had auditoriums and gymnasiums.[106] "In addition to school plays, competitive sporting events, student socials, and graduation ceremonies, Rosenwald schools also opened their doors to the community for speeches, public meetings, and entertainments such as magic shows, movies, and dramatic performances. They offered practical instruction that attracted not only students but parents too."[107]

After a Rosenwald school had been successfully built in a North Carolina community, Davis would return to offer further encouragement, perhaps help with some additional fundraising, and inspect the newly constructed schools to ensure they met the Rosenwald Fund's exact standards. The greatest concentrations of North Carolina's Rosenwald schools were in the large tobacco growing counties with large African American populations in the northern coastal plain region, including Halifax County, where forty-six Rosenwald buildings were erected, more than any other county in the state; and in Anson and Mecklenburg counties, the heart of North Carolina's cotton growing region and what was commonly referred to as the state's "Black Belt." Rosenwald schools were constructed in the historically predominantly white areas of the Blue Ridge Mountains and western regions of North Carolina, but in much fewer numbers. Only seven of the state's one hundred counties did not have a Rosenwald school: Alleghany, Caldwell, Graham, Mitchell, Watauga, and Yancey counties in in the western region; and Granville County, a Piedmont county on the Virginia border with a large but largely powerless black population.

Not all Rosenwald schools followed the Tuskegee or *Community School Plans*. To qualify for assistance, the Rosenwald Fund only required an "approved plan." Some schools followed designs developed by the North Carolina Department of Public Instruction, while the local craftsmen who built a county's Rosenwald school often slightly modified or embellished the original plans. For example, the Pleasant Plains School in Hertford County, was built "under Tuskegee" in an unusual T-shaped hip- and gable-

[103] Hanchett, 415.
[104] Ibid., 418.
[105] Hanchett, 404.
[106] Hoffschwelle, Natl. Trust, 6.
[107] Ibid.

roofed plan sporting a belfry. In Halifax County, the local Board of Education hired Cary Pittman (1880-1951), a skilled African American builder who in the 1920s constructed more than thirty-three of the county's Rosenwald schools, often with subtle modifications.

Notable architects had a hand in numerous designs for Rosenwald schools in North Carolina. Perhaps the earliest such instance occurred in Halifax County when Eastman Kodak founder George Eastman, who had a hunting retreat in the county and had become a generous supporter of Tuskegee Normal and Industrial Institute, commissioned the architectural firm of Gordon and Kaelber of Rochester, New York, to design a five-room school in the Ringwood community. With its hip roof flared at the eaves and hip-roofed dormers, the Eastman School, built in 1919-1920 at the end of the Tuskegee era and no longer standing, was reminiscent of the Prairie Style and had a unique Rosenwald school plan that included a multi-purpose shop/classroom, three other classrooms (two of which could be converted to a large community room), a kitchen, and a wardrobe room.[108] Later, architects such as Henry E. Bonitz of Wilmington, North Carolina, contributed to the Department of Public Instruction's final designs for Rosenwald schools that were distributed through the State Board of Education and built throughout the state.[109] For certain schools, architects sometimes modified the plans disseminated by the State. For example, in 1925, Charlotte, North Carolina, architect Charles C. Hook, architect for Johnston County's schools, returned a version of a Rosenwald plan No. 6-A which he had modified to be used possibly in the construction of the six-teacher Wilson Mills and/or Princeton schools, which were funded during the 1925-1926 budget year. Hook wrote, "the middle rooms on each side have been enlarged to standard sized rooms, I have also made minor changes at the cloakrooms adjacent to office and library in order to make the front rooms accessible."[110] One of the last instances of an architect modifying a standard plan is the adaptation by the Salisbury, North Carolina, firm of Barbee and Yoe of the plan for a twelve-teacher school in the 1931 booklet to design the fourteen-teacher Colonial Revival-style J. C. Price High School in Salisbury.[111]

As the priorities of the Rosenwald Fund began to shift in 1928, so too did its work in North Carolina. Moving away from its rural school building program toward what Edwin Embree believed would help to better address the more fundamental problems of racial inequality, the Rosenwald Fund began new initiatives, including the extension of aid to black high schools and colleges, most of which existed or were built in urban areas; the creation of fellowships to "enable Negroes of unusual promise to advance their careers; the development of grants to help Negro hospitals and health agencies"; and the development of county library services in the southern states, along with activities "looking toward the distribution of medical services to persons of moderate means."[112] Special aid was also created for counties in the South that did not yet have Rosenwald schools. These "backward" counties were eligible for an additional Rosenwald Fund bonus of fifty-percent more than what the standard grant amount would have been for a county's first two-teacher or larger school, such as Madison County's two-teacher Mars Hill School, which received $250 in "backward aid" during the 1928-1929 school year.[113]

One of the highlights in the final years of North Carolina's Rosenwald School Building Program was the

[108] Henry V. Taves, Allison H. Black and David R. Black; edited by Drucilla H. York and J. Daniel Pezzoni, *The Historic Architecture of Halifax County, North Carolina* (Halifax County Historical Association, 2010), 180-181.
[109] Brown, 34.
[110] Ibid.
[111] Davyd Foard Hood, J. C. Price High School National Register Nomination, p. 18.
[112] Hanchett, 422.
[113] Hofschwelle, 129.

1928 dedication of the Method, or Berry O'Kelly School, the 4,000th Rosenwald school, which was attended by Julius Rosenwald. This two-story, eleven-teacher plan, built on Raleigh's western outskirts, was built at a total cost of $53,000 and typified the last Rosenwald school buildings constructed in the state: large, often multiple-story masonry schools in more densely populated areas, including industrial, vocational, and high schools, exemplified the Rosenwald Fund's final school building initiative, the "Southern School Program."

While the multiple stories and brick exterior of the Berry O'Kelly School were typical of North Carolina's last school buildings assisted by the Rosenwald Fund, the school had numerous similar predecessors across the state beginning as early as 1921, when the nine-teacher Johnston County Training School was built in Smithfield. The largest of these earlier examples was the fourteen-teacher Harnett County Training School erected in Dunn in 1922. Others were the six-teacher school in Warrenton, built in 1924; the five-teacher school built in Roseboro, Sampson County, in 1925; the eight-teacher Cleveland County Training School built in Shelby in 1926 (originally with an exterior of weatherboards but brick-veneered soon thereafter); and the eleven-teacher school in Clayton, Johnston County, in 1927. Contemporary with the Berry O'Kelly School was the sixteen-teacher County High School built in Wilson, Wilson County, at a total cost of $75,885. With the exception of the Roseboro and Clayton schools, all of these two-story brick buildings were located in county seats that were medium to large rural towns.

With vocational underpinnings, the "Southern School Program" moved away from rural school building construction towards consolidation and permanent construction in any African American community in any city, town, or county in the South. The early 1930s plans of aid from the Rosenwald Fund offered matching grants from $700 for a three-teacher school to $4,200 for a twelve-teacher school; schools larger than six teachers had to be of permanent masonry construction, typically brick, and despite this mandate were still eligible for the Fund's permanent construction bonus. The result was the construction of large two- and three-story Rosenwald buildings in cities, rather than the one-story structures usually found in North Carolina's rural communities. These African American schools received Rosenwald aid because they served as the only secondary schools for African Americans in a given county and were sponsored by county rather than city school boards.

In 1929, the Julius Rosenwald Fund had adopted a policy that allowed towns to apply for construction grants to build schools that offered at least two years of high school and vocational instruction for both genders, further accelerating the trend toward larger schools such as the three-story, twenty-teacher Williston Industrial School in Wilmington, built in 1930-31; of this school's $162,000 total construction cost, the Rosenwald Fund contributed $6,000 (roughly $93,700 in 2014) and the county or public contributed the remaining $156,000 (roughly $2.4 million in 2014). [114] Each respective sum was extraordinary; the economic climate in the early 1930s was dismal and the Williston School was to be built exclusively for New Hanover County's African American students.

Even more notable was the Atkins High School in Winston-Salem, designed by local architect Harold Macklin with Rosenwald Fund consulting architect Walter R. McCormack of Cleveland, Ohio. Built in 1930-31 with a $50,000 ($712,700 in 2014) grant from the Rosenwald Fund, this three-story steel-framed structure with a brick veneer exterior had a student population of 1,130 by its second year. In addition to its twenty-seven classrooms, it had:

[114] Hoffschwelle, Natl. Trust, 7.

> . . . principal's offices, medical rooms, teachers' room, cafeteria and kitchen, art room, library rooms, shower and locker rooms, science laboratories, and lecture rooms, masonry trades, auto-mechanics, carpentry, woodwork, mechanical drawing, finishing, barbering and beauty parlor work, laundry, sewing, housekeeping and cooking rooms . . . three study halls, and ten lavatories.[115]

An excerpt from the school's 1931 dedication program noted that:

> [Atkins High School] had been planned as a school of the comprehensive type. It has been built for all the high school children of Winston-Salem's colored population. There is to be included in its program vocational, industrial art, general education, and college preparatory work. In the near future there will be organized trade classed in carpentry, masonry, auto-mechanics, printing, paper-hanging, metal work, barbering, dress making, laundry and clothes cleaning, beauty parlor work, housekeeping, and commercial cooking; industrial arts classes in woodwork, metal work, mechanical drawing, cooking, and sewing; academic work in citizenship, English, foreign languages, mathematics, sciences, arts, physical education and music.[116]

At the time of construction, the school's land, equipment, and building were valued at more than $400,000 ($6.26 million in 2014).[117] Similar to the Williston School, the amount of money contributed by both the public and the Rosenwald Fund for school construction was remarkable.

In 1932, reading between the lines of the Fund's reluctance to commit any future grant monies to school construction, Newbold wrote to Embree that black North Carolinians in nineteen counties had earmarked for building future Rosenwald schools more than $6,000 in bank deposits, a sum that had been gathered at great personal sacrifice and hard work. Nevertheless, that same year Embree discontinued the Rosenwald Fund School Building Program, reasoning that it had become "a crutch rather than a stimulus." At its conclusion, just over 38% of all teachers in black schools in North Carolina taught in Rosenwald schools, while approximately 38% of all black students in the state attended these schools.[118] Spending per black student in North Carolina increased fivefold between 1915 and 1930, but remained a fraction of what was budgeted for the state's white students.[119] For the 1914-1915 academic year, North Carolina spent $7.38 per white student and $2.66 per black student; during the 1929-1930 academic year, the state spent $44.48 per white student and only $14.30 per black student.[120]

By July 1, 1932, black residents of North Carolina had contributed more than $666,000 towards new Rosenwald buildings. These contributions, spurred by the grassroots fundraising efforts of Davis and the matching funds contributed by the Rosenwald Fund, had together undoubtedly helped to increase public support and local and state accountability and oversight of African American schools in North Carolina. The Rosenwald Fund's School Building Program also facilitated an unparalleled level of interracial cooperation and allowed more children to receive a markedly better education in modern school

[115]Langon Edmunds Oppermann, Atkins High School NR Nomination, 1998, Section 8, p.12.
[116] Oppermann, 12.
[117] Ibid.
[118] Brown, 7.
[119] Hanchett, 426.
[120] Bullock, 180.

buildings that were infinitely better equipped, designed, and constructed than the dilapidated, often dirt-floored and windowless structures they replaced, if a school building had previously existed at all. Previously, teachers had typically been older students with minimal if any training who were wholly unqualified to instruct and often could barely read or write. In contrast, Rosenwald schools were staffed by better-trained teachers who instructed for longer school terms, creating unprecedented educational opportunities for North Carolina's African American communities. At the heart of North Carolina's largest, most successful educational reform movement for African American children and their communities was the Julius Rosenwald Fund School Building Program and its associated structures built under the initiative throughout the state between 1915 and 1932. Today, North Carolina's extant Rosenwald structures possess an undeniable historical significance, standing as testament to the struggle, perseverance, and grassroots efforts of the state's African American communities for equality in and through education, as well as for the successful collaborative and interracial efforts of philanthropists and communities in helping to facilitate one of the largest, most successful education initiatives for African Americans ever realized.

Rosenwald Buildings of North Carolina: 1915-1932

In total, 794 schools were constructed, as listed below. According to Fisk University's online Rosenwald school database, this included 140 one-teacher type schools; 286 two-teacher type; 132 three-teacher type; 110 four-teacher type; 20 five-teacher type; 44 six-teacher type; 11 seven-teacher type; 17 eight-teacher type; seven nine-teacher type; eight ten-teacher type; and 14 Rosenwald schools larger than ten-teachers. Of these, 70 schools were built in North Carolina under the administration of the Tuskegee Normal and Industrial Institute with financial grants from Julius Rosenwald and the Julius Rosenwald Fund, while 45 were constructed in the state under the "Clean Up Budget," or C.U.B. according to Fisk University's Rosenwald school database. Finally, seven schools were constructed in North Carolina under the administration of Tuskegee, using funds from the C.U.B.

The Julius Rosenwald Fund created the C.U.B. to help smooth the transition of rural school building from the final Tuskegee appropriations of the 1919-20 budget year to the first year of the Julius Rosenwald Fund's School Building Program in Nashville, Tennessee, in 1920. This accounting designation allowed the Rosenwald Fund to pay out grants to schools that had been approved under Tuskegee's administration, but were not yet completed by the time Tuskegee had to close its Rosenwald accounts in 1919-1920. This allowed the Rosenwald Fund to shut down the Tuskegee school building program and still honor their commitments, yet those grants did not count against the first year's budget for the new Nashville office.

County	*School*	*Type*	*Budget Year* [121]
Alamance	Arches Grove	1	Built under Tuskegee
	Burlington	7	1929-30
	Byrds	2	1923-24
	County Training	10	1928-29
	Graham	4	1921-22
	North Mebane	1	Built under C.U.B. (1919-20)
	Pleasant Grove	6	1929-30
	Rock Creek	2	1925-26
	Unity	2	Built under C.U.B. (1919-20)
Alexander	Happy Hollow (Plains)	1;3	Built under Tuskegee; 1930-31
	Moser	1	1926-27
	Third Creek	2	1926-27
Anson	Ansonville	3	1928-29
	Bennett	2	1922-23
	Cairo	3	1925-26
	Cedar Hill	2	1925-26
	County Training	8	1920-21*
	Deep Creek	2	1921-22
	Dunlap	2	1928-29
	Gatewood Station	4	1921-22
	Green Hill	2	1929-30
	Horne	1	1921-22
	Hough	2	1926-27
	Ingram	2	1924-25
	Lilesville No. 1 (Henry Grove)	2	1923-24
	Lilesville No. 2 (Parson's Grove)	3	1928-29
	Little	3	1922-23
	McFarlan	3	1929-30
	Morven	6	1928-29
	Pee Dee	1	1927-28

[121] * Denotes a school's Budget Year taken from Fisk University's online Rosenwald database that is individually one budget year *later* than noted by Thomas W. Hanchett in "The Rosenwald Schools and Black Education in North Carolina" (1988; 424-444), from which the compilation below is principally based. Hanchett's primary source for his appendix of Rosenwald schools was "Rosenwald School Building in North Carolina From the Beginning Until July 1, 1930," a parchment collection of North Carolina's Rosenwald schools found within a Special Subject File, Division of Negro Education, Box #8, North Carolina Department of Public Instruction Records, State Archives, Raleigh.

# Denotes a school Budget Year that is taken from Fisk University's online Rosenwald database that is two years later *or more* than the Budget Year listed by Hanchett (1988; 424-488).

Parenthetical dates are those taken from Hanchett (1988; 424-488) that require additional research.

	Piney Woods	2	1926-27
	Polkton	3	1925-26
	Poplar Hill	1	1926-27
	Red Hill No. 1	1	1927-28
	Red Hill No. 2	1	1929-30
	Salem	2	1924-25
	Shady Grove	1	1927-28
	Wadesboro	10	1928-29
	White Pond	3	1925-26
Ashe	Crumpler Inst.	2	Built under C.U.B. (1919-1920)
Avery	Elk Consolidated	2	1921-22
Beaufort	Bayside	4	1924-25
	Chocowinity	3	1920-21*
	Leechville	2	1922-23
	Pantego No. 1	4	1915-16, built under Tusk. Burned 1921
	Pantego No. 2	8	1926-27
	River Road	2	Built under Tusk. (1920-21); C.U.B.
Bertie	Aulander	2	1922-23#
	Black Rock	2	1929-30
	Cashie	2	1923-24
	Clarke's	1	1924-25
	County Training	7	Built under Tusk. (1920-21); C.U.B.
	Indian Woods	3	1927-28
	Kelford	6	1927-28
	Mt. Ararat	1	Built under C.U.B. (1919-20)
	Mt. Hermon	1	1922-23
	Mt. Olive	2	1921-22
	Piney Woods Chapel	4	1924-25
	Pleasant Oak	1	1915-16, built under Tuskegee
	Roxobel No. 1	3	Built under Tusk. (1920-21); C.U.B.
	Roxobel No. 2 (rebuilt)	7	1929-30
	Sams Chapel	1	Built under C.U.B. (1919-20)
	St. Francis	2	1929-30
	Weeping Mary	1	Built under Tuskegee (1920-21)
	Windsor	10	1928-29
	Woodard	2	1928-29
Bladen	East Arcadia	6	1927-28
	Elizabethtown	10	1927-28
	Porterville	4	1925-26
Brunswick	County Training	4	1921-22
	County Training No.2 (Southport)	7	1923-24; 1927-28
	Leland	2	1927-28
	Long Beach	3	1926-27
	Long Wood	2	1927-28
	Marsh Branch	2	1927-28
	Navassa	3	1926-27
	Northwest	4	1925-26
	Phoenix	3	1927-28
	Pine Level	3	1927-28
	St. Johns	3	1926-27

Buncombe	Shiloh	8	1927-28
Burke	Canal	2	1926-27
	McElraths (McAlpine) Chapel	4	1925-26
	Morganton	6	1923-24
	Rock Hill	1	1926-27
	Willow Tree	2	1925-26
Cabarrus	Belle Font	2	1924-25
	Bethel	1	1924-25
	Bethpage	2	1929-30
	Concord	10	1928-29
	Dry	2	Built under C.U.B. (1919-20)
	Ebeneezer	2	1927-28
	Harrisburg	1	Built under C.U.B. (1919-20)
	Kannapolis	8	1923-24; 1927-28
	Mt. Pleasant	2	1924-25
	Rock Hill	2	1922-23
Camden	Bellcross	2	1928-29
	South Mills	3	1928-29
Carteret	Beaufort	9	1926-27
	Morehead	7	1920-21#
	Newport	1	1924-25
Caswell	Beulah	2	1924-25
	Blackwell	2	1923-24
	Dotmond	2	1928-29
	Milton	2	1930-31
	New Ephesus	2	1926-27
	Yanceyville	4	1924-25
Catawba	Catawba	2	1927-28
	Maiden	3	1929-30
	Newton Consolidated	5	1924-25
Chatham	Gees Grove	3	1926-27
	Gulf	2	1930-31
	Gum Springs	1	1923-24
	Haywood	4	1920-21#
	Mitchell's Chapel	3	1922-23
	Piney Grove	2	1922-23
	Pittsboro	4	1923-24
	Siler City	7	1931-32
	Zion	1	1928-29
Cherokee	Texana	2	1925-26
Chowan	Edenton	14	1931-32
	Green Hall	2	1929-30
	Hudson Grove	2	1929-30
	St. Johns	4	1926-27
(First School in State)	Warren Grove	2	1914-15, built under Tuskegee
	White Oak	2	Built under Tusk. (1920-21); C.U.B.

Clay	Hayesville No. 1	1	1922-23
Cleveland	Borders	1	1929-30
	Compact	3	1924-25
	County Training	4	Built under C.U.B. (1919-20)
	Douglas	5	1928-29
	Ebenezer	3	1923-24
	Ellis Chapel	4	1925-26
	Green Bethel	3	1929-30
	King's Mountain	5	1925-26
	Long Branch	3	1922-23
	Philadelphia	3	1923-24
	Shelby (C.T.S. No.2)	8	1926-27
	Washington	3	1928-29
Columbus	Armour	4	1922-23
	Artesia	2;3	1920-21#; 1924-25
	Chadbourn	5	1920-21#
	Christian Plains	1	1924-25
	County Training	6	1922-23
	Delco	3	1924-25
	Evergreen	2	1915-16, built under Tuskegee
	Farmers Union	4	1921-22
	Lake Waccamaw	3	1922-23
	Mt. Olive	4	1915-16, built under Tuskegee
	Rose Hill	2	1925-26
	Spring Hill	2	1922-23
	Whiteville	6	1923-24
Craven	Bucks	1	1927-28
	Cove City	2	1921-22
	Dover	4	1927-28
	Epworth	2	1920-21#
	Ft. Barnwell	6	1929-30
	James City	6	1924-25
	North Harlowe	4	1921-22
Cumberland	Antioch	2	1923-24
	Manchester	4	1926-27
	Mary E. King (Beaver Creek)	2	1922-23
	Model	3	1921-22; Burned 1925
	Pierce's Hill	2	1924-25
	Savannah	2	1924-25
	Swann's Creek	3	1930-31
	Wade	3	1922-23; 1927-28
Currituck	Coinjock	2	Built under Tusk. (1920-21); C.U.B.
	Gregory	3	1928-29
	Moyock	4	1921-22
Dare	Roanoke Island	5	1922-23
Davidson	Dunbar High	11	1926-27; 1928-29
	Lexington ?	--	1928-29 ?

Davie	Cooleemee	2	1924-25
	Mocksville	6	1924-25
Duplin	Albertson	1	Built under C.U.B. (1919-20)
	Chinquapin	3	1921-22
	Crow	2	1921-22
	Faison	7	1925-26; 1927-28
	Kenansville	3	1926-27
	Magnolia	7	1928-29
	Warsaw	5	1924-25
Durham	Bahama	2	1925-26
	Bragtown (Hebron)	2	1927-27
	Hampton	2	1923-24
	Hickstown	4	1924-25
	Lakewood (Lyon's Park)	4	1922-23
	Lillian	2	1924-25
	Mill Grove	3	1924-25
	Page	2	1929-30
	Peaksville	2	1926-27
	Pearsontown No. 1	4	1923-24
	Pearsontown No. 2	5	1929-30
	Rocky Knoll	3	1925-26
	Rougemont	3	Built under Tusk. (1920-21); 1925-26
	Russell	2	1926-27
	Sylvan	2	1925-26
	Union	1	1923-24
	Walltown	5	1924-25
	Woods	2	1926-27
Edgecombe	Acorn Hill	3	1922-23
	Bellamy	3	1922-23
	Bryan	2	1923-24
	Chinquapin	3	1922-23
	Coakley	2	1924-25
	Dixon B.	2	1924-25
	Dogtown	2	1923-24
	Draughan	2	1924-25
	Harry Knight	2	1923-24
	Hickory View	2	1926-27
	Kingsboro	2	1922-23
	Lancaster	2	1924-25
	Lawrence	3	1923-24
	Leggetts	4	1924-25
	Living Hope	2	1924-25
	Logsboro No. 1	2	1921-22
	Logsboro No. 2	2	1923-24
	Marks Chapel	2	1924-25
	Mt. Olive	2	1924-25
	Pittman Grove	2	1925-26
	Providence	3	1926-27
	St. Luke	2	1923-24
	Tarboro	8	1923-24

	White's Chapel	2	1921-22
	Willa Grove	2	1922-23
	Wimberly	3	1924-25
Forsyth	Atkins High School	~ 60	1930-31; $50,000 & $500 for Lib.
	Bellview	4	1915-16, built under Tuskegee
	Old Richmond	4	1925-26
	Rural Hall No.1	2	Built under Tuskegee (1920-21)
	Rural Hall No.2	4	1928-29
	Sunny Home	1	Built under Tuskegee (1920-21)
Franklin	Concord	3	1921-22
	Copeland-Perry	3	1921-22
	Franklinton	7	1928-29
	Gatesville	2	1928-29
	Gethsemane	3	1922-23
	Jones Hill	3	1925-26
	Lettuce Hall	2	1924-25
	Louisburg	7	1928-29
	Mapleville	3	1925-26
	Pilot	2	1925-26
	Rocky Ford	3	1928-29
	White Pine	2	1927-28
	Wilder Grove	2	1928-29
	Youngsville	4	1928-29
Gaston	Beaver Dam	2	1927-28
	Belmont	12	1921-22; 1928-29
	Bessemer City	8	1927-28
	Crowders Creek	2	1922-23
	Dallas	4	1921-22
	Jackson Knob	3	1923-24
	Lowell	3	1922-23
	Lucia	2	1923-24
	Mauney	2	1923-24
	McLean	1	1923-24
	Mildren Welmen	6	1924-25
	Mt. Holly	3	1923-24
	Mtn. Chapel	1	1924-25
	Ranlo	2	1925-26
	Sinai	2	1923-24
	South Point	1	1923-24
	Zion	1	1923-24
Gates	Buckland	2	Built under C.U.B. (1919-1920)
	Corapeake	3	1928-29
	Hobbsville	1	1915-16, built under Tuskegee
	Reduce No. 2	2	1915-16, built under Tuskegee
	Reids Grove	3	1927-28
	Reynoldson	3	1915-16, built under Tuskegee
	Sunbury	6	1928-29
Greene	Knox	1	1920-21#
	Red Hill	2	1915-16, built under Tuskegee
	Snow Hill	6	1924-25
	Wattery Branch	2	1915-16, built under Tuskegee

	Zachariah	3	1920-21#
Guilford	Beulah	2	1928-29
	Brown Summit	6	1923-24
	Florence No. 1	2	1915-16, built under Tuskegee
	Florence No. 2	5	1928-29
	Gibbonsville	6	1923-24
	Goshen	4	1930-31
	Jacksonville	6	1922-23
	Jonesboro	8	1923-24
	Mt. Tabor	1	1921-22
	Mt. Zion	4	1930-31
	Persimmon Grove	4	1924-25
	Terra Cotta	4	1922-23
Halifax	Airlie	2	1924-25
	Albert Tillery	2	1923-25
	Allen Grove	2	1921-22
	Bear Swamp	2	1924-25
	Bloomfield	1	1923-24
	Chaloner (Roanoke Rapids)	7	1923-24
	Chestnut	2	1924-25
	Day's Cross Roads	2	1922-23
	Dickens	2	1923-24
	Dilolia	2	1921-22
	Drapers	2	1921-22
	Eastman (Medoc)	4	C.U.B. (1919-20); 1923-24
	Eden	2	1922-23
	Edgewood (Lt. Creek)	2	1924-25
	Enfield	7	1924-25
	Eure	2	1925-26
	Everetts	2	Built under C.U.B. (1919-20)
	Farm Life	2	1915-16, built under Tuskegee
	Gold Mine	4	1926-27
	Haywood	2	1922-23
	Hobgood	3	1921-22
	Ita	1	1924-25
	Lebanon	2	1924-25
	Littleton	4	1926-27
	Little Zion	2	1921-22
	London	2	Built under C.U.B. (1919-20)
	Mary's Chapel	2	Built under Tuskegee (1920-21)
	McDaniel	2	1922-23
	Mullens	2	1923-24
	New Light	3	1924-25
	Pea Hill	2	1923-24
	Pine Chapel	1	1915-16, built under Tuskegee
	Pleasant Grove	2	1921-22
	Pleasant Hill	2	1922-23
	Quanquay	2	1921-22
	Sam's Head	3	1925-26
	Scotland Neck	8	1927-28
	Spell Branch	2	1925-26
	Springfield	2	1924-25
	Tabron	2	1923-24
	Terrapin	2	1924-25

	Tillery	2	1923-24
	Ward	2	1921-22
	Weldon	6	1923-24
	Weyman	2	Built under Tusk. (1920-21); 1926-27
	White Oak	3	1923-24
Harnett	Angier	3	1928-29
	Atkins Road	2	1923-24
	Averasboro	2	1922-23
	Bethlehem	2	1929-30
	Bunnlevel	3	1926-27
	Cedar Grove	4	1930-31
	Chalybeate Springs	2	1928-29
	Coats	2	1926-27
	County Training	20	1922-23; 1926-27
	Creeksville	2	1923-24
	Duke	2	1921-22
	Killingford	4	1923-24
	Lillington No. 1	1	1922-23
	Lillington No. 2	1	1922-23
	Lillington No. 3	6	1927-28
	Mt. Pisgah	4	1926-27
	Murchison	1	1927-27
	Norrington	3	1922-23
	Paradise	1	1926-27
	Sand Hill	1	Built under Tuskegee
	Smith's Grove	3	1926-27
	Stewart's Creek	5	1922-23
	Summerville	1	1926-27
	Yarboro (Upper Little River)	2	1922-23
Haywood	Waynesville	4	1924-25
Henderson	East Flat Rock	3	1922-23
Hertford	Catherine Haynes	4	1923-24; 1928-29
	Cotton	2	1923-24
	Mill Neck	2	1926-27
	Mt. Sinai	2	1925-26
	Murfreesboro	4	1920-21#
	Pleasant Plains	3	1915-16, built under Tuskegee
	Union	3	1923-24
	Vaughtown	2	1920-21#
	Waters Training	8	1926-27
	White Oak	1	1925-26
Hoke	Bomore	4	Built under C.U.B. (1919-20)
	Millsides	2	1923-24
	Raeford	4	1923-24
Hyde	County Training	6	1920-21#
	Ridge-Englehard	3	1924-25
Iredell	Chestnut Grove	2	1927-28
	Coddle Creek	2	1927-28
	Elmwood	3	1921-22

	Morrows	2	1924-25
	Neill Town	2	1922-23
	Piney Grove	3	1923-24; 1926-27
	Rocky Knoll	2	1923-24
	Scotts	3	1926-27
	Troutman	2	Built under Tuskegee (1920-21)
	Unity	4	Built under Tuskegee (1920-21); 1926-27
	Woodrow	2	1921-22
Jackson	Sylva Consolidated	5	1924-25
Johnston	Clayton	11	1927-28
	County Training	9	1921-22
	Four Oaks	8	1928-29
	Hodges Chapel	1	Built under C.U.B (1919-20)
	Kenly	3	1923-24
	Pineville	1	1915-16, built under Tuskegee
	Princeton	6	1925-26
	Randsom's Academy	3	1915-16, built under Tuskegee
	Short Journey	5	1926-27
	Wilson Mills	6	1925-26
Jones	Maysville	3	1922-23
	Myrtle Grove	1	1922-23
	Pollocksville	4	1923-24
	Trenton	3	1922-23
Lee	Jonesboro	4	1925-26
	McIver	1	1926-27
	Osgood	1	1926-27
	Sanford	10	1926-27
Lenoir	Bank's Chapel	3	1928-29
	County Training (Kinston)	12	1928-29
	Grifton	3	1929-30
	LaGrange	8	1928-29
Lincoln	Lincolnton	6	1922-23
	Mt. Vernon	2	1925-26
	Poplar Grove	1	Built under C.U.B. (1919-20)
	Rock Hill	2	1925-26
	Rocky Hill	1	Built under C.U.B. (1919-20)
	Tucker's Grove	2	1925-26
Macon	Chapel	2	1922-23
Madison	Mars Hill	2	1928-29
Martin	Bear Grass	2	1927-28
	Burroughs-Spring Hill	3	1929-30
	Hamilton	3	1920-21#
	Jones	4	1925-26
	Oak City	6	1924-25; 1927-28
	Wichard-James	4	1930-31
	Williams Lower	2	1923-24

	Williamston	12	1930-31
McDowell	Bridgewater	1	1921-22
	Marion Graded	6	1921-22
	Marion No. 2	6	1925-26
	Old Fort No. 1	1;3	1915-16, built under Tusk.; 1921-22
	Old Fort No. 2	2	Built under Tuskegee (1920-21)
	Old Fort No. 3	5	1924-25
Mecklenburg	Ben Salem	3	1922-23
	Billingsville	4	1927-28
	Caldwell	4	1924-25
	Clear Creek	4	1925-26
	Ebenezer	1	Built under Tuskegee (1920-21)
	Fiddlers	2	Built under Tuskegee (1920-21)
	Haw Creek (Hoskins)	3	1928-29
	Henderson Grove	2	1928-29
	Huntersville No. 1	3	Built under Tuskegee (1920-21)
	Huntersville No. 2	4	1925-26
	Johns Chapel	2	1922-23
	Jonesville	1	Built under C.U.B. (1919-20)
	Lawing	2	1923-24
	Little Hope	2	1928-29
	Long Creek	3	1926-27
	Lytle's Grove	3	1927-28
	Matthews	4	1924-25
	McClintock	3	1922-23
	Murkland	4	1925-26
	Newell	3	1928-29
	Pine Grove	1	1920-21#
	Pineville	4	1924-25
	Rockwell	4	Built under Tuskegee (1920-21)
	Smithville	3	1922-23
	Woodland	4	1924-25
	Zoar	1	1920-21 #
Montgomery	Candor	4	1925-26
	Leak's	4	1924-25
	Mt. Gilead	4	1922-23
	Pekin	2	1927-28
	Piney Grove	3	1927-28
	Powell	2	Built under Tusk. (1920-21); 1928-29
	St. Stephens	2;3	C.U.B. (1919-20); 1923-24
	Troy	3	1926-27
	Wadeville	2	Built under C.U.B. (1919-20)
	Zion-Wooley	3	1921-22
Moore	Berkley at Aberdeen	4	1915-16, built under Tuskegee
	Bethlehem	2	1921-22
	Cameron	6	1922-23
	Carthage	6	1920-21#
	Haw Branch	3	1924-25
	Ingram Branch	1	1923-24
	Jackson Hamlet	2	1928-29
	Lincoln Park (Addor)	4	1922-23
	Pee Dee	1	1924-25

	Pinehurst	6	1922-23
	Prosperity	1	Built under Tuskegee (1920-21)
	Rockfish	1	1923-24
	Shady Grove	3	1924-25
	Tory Hill	1	Built under Tuskegee (1920-21)
	Vass	2	1930-31
	West Southern Pines	9	1924-25
Nash	Avent	2	1923-24
	Bailey	2	1925-26
	Castalia	3	1921-22
	Easonburg	3	1926-27
	Evans	2	Built under C.U.B. (1919-20)
	Jeffreys	5	1923-24; 1928-29
	Lewis Ricks	3	1927-28
	Little Raleigh	4	1926-27
	Maclin	2	1925-26
	Middlesex	4	1922-23
	Morgan	2	1925-26
	Nashville	8	1923-24; 1926-27
	Rawlins	4	1924-25
	Rocky Land	3	1931-32
	Spring Hope	6	1922-23
	Taybron	2	1928-29
	Taylor-Shiloh	3	1926-27
	Whitakers	4	1923-24
New Hanover	Castle Haynes	2	1930-31
	E. Wilmington	2	Built under Tuskegee (1920-21)
	Masonboro	1	Built under Tuskegee (1920-21)
	Middle Sound	2	Built under Tuskegee (1920-21)
	Oak Hill	2	Built under Tuskegee (1920-21)
	Scott's Hill	2	Built under Tuskegee (1920-21)
	S. Wilmington	1	Built under Tuskegee (1920-21)
	Williston Industrial	20	1930-31
	Wrightsboro	2	Built under C.U.B. (1919-20)
Northampton	Antioch	2	1925-26
	Brewers	1	1921-22
	Cool Springs	2	1929-30
	County Training	6	1918-19
	Cowles	1	Built under C.U.B. (1919-20)
	Eagletown	2	1927-28
	Faison	1	Built under C.U.B. (1919-20)
	Gaston	2	1923-24
	Holly Grove	1	Built under C.U.B. (1919-20)
	Jackson	4	Built under C.U.B. (1919-20)
	Jonesboro	3	1930-31
	Lockhart	3	1923-24
	Nebo	1	1922-23
	Oak Grove	1	Built under C.U.B. (1919-20)
	Pea Hill	2	C.U.B. (1919-20); 1924-25
	Pendleton No. 1	3	1926-27
	Pendleton No. 2	5	1929-30
	Potecasi	4	1921-22
	Rich Square	12	1930-31

	Seaboard	6	1925-26
	Severn	3	1924-25
	Squire	1	1926-27
	Vultare	3	1931-32
	Woodland	7	1925-26
Onslow	Duck Creek	1	1928-29
	Marines	1	1928-29
Orange	Cool Springs	2	1921-22
	County Training	9	1924-25
	Efland	3	1924-25
	Gravely Hill	2	Built under Tuskegee (1920-21)
Pamlico	County Training	2	1915-16, built under Tuskegee
	Florence	2	1915-16, built under Tuskegee
	Holt's Chapel	3	1921-22
	Messic	2	1915-16, built under Tuskegee
Pasquotank	Elizabeth City	10	1928-29
	Model Practice	3	1921-22
	Newland	4	1920-21#
	Winslow	1	Built under C.U.B. (1919-20)
Pender	Atkinson	3	Built under C.U.B. (1919-20)
	Bowden	1	1921-22
	Canetuck	2	1921-22
	Columbia No. 1	1	1921-22
	County Training	9	Built under Tusk. (1920-21); 1927-28
	Currie	1	1926-27
	Laurel	1	1921-22
	Lee's Chapel	1	1923-24
	Lillington	1	1921-22
	Long Creek	4	1928-29
	Maple Hill	2	1926-27
	Rose Hill	1	Built under C.U.B. (1919-20)
	Scott's Hill	1	1926-27
	Sloop Point	1	1921-22
	Vista	1	1926-27
Perquimans	Hertford	8	1923-24
	Nicanor	2	1927-28
Person	Bethel Hill	3	1923-24
	County Training	16	1920-21
	Lee-Clay	2	1921-22
	Mill Creek No. 1	2	C.U.B. (1919-1920); Burned 1923
	Mill Creek No. 2 (Lee Jeffers)	2	1923-24
	Olive Hill	6	1922-23
	Roxboro	16	1929-30
Pitt	Ayden	4	Built under C.U.B. (1919-20)
	Bethel	6	1925-26
	Cherry Lane	4	1920-21#
	Farmville	6	1922-23
	Fitzgerald High (Ayden)	9	1926-27

	Greenville	2	Built under C.U.B. (1919-20)
	Harris	2	1923-24
	Pactolus	2	Built under C.U.B. (1919-20)
	Pauls Chapel	1	1915-16, built under Tuskegee
	Post Oak	3	1923-24
	Shelmerdine	2	1921-22
	Simpson	4	1922-23
Polk	Coxes	2	1923-24
	Pea Ridge	2	1915-16, built under Tuskegee
	Rosenwald	2	1921-22
	Tryon	5	1922-23
	Union Grove	2	1923-24
Randolph	Asheboro	8	1926-27
	Liberty	4	1927-28
	Pleasant Hill	1	1921-22
	Ramseur	4	1927-28
	Randleman	1	Built under Tuskegee (1920-21)
	Staley	1	Built under C.U.B. (1919-20)
	Trinity	4	1923-24
Richmond	Ashley Chapel	3	1923-24
	Beaver Dam	2	1924-25
	Chestnut-Mt. Airy	4	1922-23
	Cognac	2	1925-26
	East Hamlet	4	1925-26
	Ellerbe No. 1	1	Built under C.U.B. (1919-20)
	Ellerbe No. 2	4	1926-27
	Green Chapel	2	1925-26
	Hoffman	3	1924-25
	Holly Grove	3	1926-27
	Liberty-Exway	2	1929-30
	Mark’s Creek	9	1926-27
	Morrison Grove	2	1924-25
	Norman	3	1926-27
	Perkins	2	1922-23
	Philadelphia	2	1929-30
	Pleasant Hill	1	Built under Tuskegee (1920-21)
	Rockingham	10	1922-23; 1926-27
	Sandridge	2	1926-27
	Snow Hill	2	1925-26
	Wayman	2	1920-21#; 1926-27
Robeson	Crystalite	1	1915-16, built under Tuskegee
	Fairmont	8	1927-28
	Lumber Bridge	4	1923-24
	Marietta	4	1925-26
	Maxton	6	1921-22
	Panthers Ford	4	1923-24
	Parkton	4	1925-26
	Piney Grove	3	1928-29
	Proctorville	4	1926-27
	Rennert	3	1923-24
	Rowland	4	1926-27
	Shannon No. 1	3	1915-16, built under Tuskegee

	Shannon No. 2	4	1927-28
	St. Pauls	2	1920-21
	Thompson Chapel	2	1930-31
Rockingham	Blue Creek	2	1928-29
	Elm Grove	2	1922-23
	Garrett Grove	1	1915-16, built under Tuskegee
	Hayes Chapel	2	1928-29
	Leaksville	10	1927-28
	Madison	6	1923-24
	Sadler	2	1921-22
	Springfield	1	Built under C.U.B. (1919-20)
	Stoneville	3	1922-23
	Wentworth	2	1924-25
Rowan	Bear Poplar	4	1930-31
	Cleveland	4	1929-30
	North Spencer	2	Built under C.U.B. (1919-20)
	Rockwell	1	Built under C.U.B. (1919-20)
	Salisbury	16	1931-32
Rutherford	Bostic	1	1928-29
	Forest City	4	1926-27
	New Hope	3	Built under Tuskegee (1920-21)
Sampson	County Training	15	1924-25; 1928-29
	Garland	1	1915-16, built under Tuskegee
	Roseboro	5	1925-26
	Snow Hill	2	1925-26
	White Oak	2	Built under C.U.B. (1919-20)
Scotland	Allen Hill	4	1920-21#
	Beaver Dam	2	Built under C.U.B. (1919-20)
	Cool Springs (Silver Hill)	4	1920-21
	Gibson	4	1921-22
	John’s	3	1925-26
	Julia Palmer	2	1924-25
	Matthews Chapel	3	Built under Tusk. (1920-21); C.U.B.
	Old Hundred	1	Built under Tusk. (1920-21); C.U.B.
	Rocky Ford	3	1925-26
	Silver Hill No. 2	2	1928-29
	Snow Hill	2	1929-30
	St. Luke’s	4	1924-25
	Wagram	4	1920-21#
	Zion Chapel	2	1924-25
Stanly	Cottonville	2	1923-24
	Kingsville	4	1920-21#; 1921-22
	New London	2	1925-26
	Norwood	4	1923-24
	Oakboro	2	1925-26
	Porter	2	1922-23
Stokes	Walnut Cove	4	1920-21#

Surry	Combstown	2	1929-30
	Mt. Ararat	4	1921-22
	Sandy Level	2	1920-21#
	Woodville	4	1923-24
Swain	Bryson City	1	1920-21#
Transylvania	Brevard	3	Built under Tuskegee (1920-21)
Tyrrell	Alligator	1	1925-26
	Scuppernong	3	1923-24
Union	Antioch	2	1920-21#
	Clarksville	1	1922-23
	Craig	1	1923-24
	Flint Ridge	2	1923-24
	Gulledge	4	1923-24
	Hudson	1	1924-25
	Laney	1	1924-25
	Liberty	1	1926-27
	Marshville	2	Built under C.U.B (1919-20)
	Marvin	1	1923-24
	McCain	2	1924-25
	Newfoundland	2	1922-23
	Northville	2	1920-21#
	Piney Grove	2	1925-26
	Redding Springs	2	1926-27
	Rock Hill	1	1922-23
	Waxhaw	3	1924-25
	Zion	2	1928-29
Vance	Cephas Springs	1	Built under Tuskegee (1920-21)
	Middleburg	5	1926-27
	Nutbush	5	1926-27
	Williamsboro	3	1924-25
	Woodworth	1	Built under Tuskegee (1920-21)
Wake	Auburn	4	1921-22
	Berry O'Kelly (4000th)	11	1927-28
	Douglass	2	1921-22
	Friendship	2	1923-24
	Fuquay Springs	4;6	1920-21#; 1925-26
	Holly Springs	4	1923-24
	Jeffreys	3	1926-27
	Knightdale	2	1920-21#
	Middle Creek	3	1925-26
	Panther Branch	3	1925-26
	Pleasant Hill	2	1921-22
	Riley Hill	6	1927-28
	Sandy Fork	3	1922-23
	Shotwell	3	1926-27
	St. Mary's	1	1920-21#
	St. Matthew's	2	1921-22
	Wakefield	2	Built under C.U.B. (1919-20)
	Wake Forest	7	1925-26
	Wendell	4	1925-26

	White Oak	3	1922-23
	Zebulon	7	1925-26
Warren	Afton	2	1922-23
	Axtell	1	1920-21#
	Bethlehem	1	1921-22
	Burchett's Chapel	2	1922-23
	Coley Spring	3	1921-22; 1928-29
	County Training	6	1921-22
	County Training	12	1931-32
	County Training (Hawkins)	5	1931-32
	Elams	2	1921-22
	Embro	2	1921-22; 1928-29
	Inez	1	1924-25
	Johnson	1	1922-23
	Liberia	1	1921-22
	Long	1	1921-22
	Marmaduke	1	1922-23
	Mayflower	1	1923-24
	Oakville	1	1923-24
	Old Well	1	1926-27
	Plymouth	12	1929-30
	Ridgeway	4	1921-22
	Shocco Chapel	1	1924-25
	Snow Hill	1	1921-22
	Stony Lawn	2	1922-23; 1928-29
	Sunrise	1	1921-22
	Thrift Hill	1	1921-22
	Vaughn	2	1923-24
	Warrenton	6	1924-25
	Young	1	1921-22
Washington	Plymouth	12	1929-30
	Roper	6	1922-23
Wayne	Barnes Chapel	2;3	1922-23; 1927-28
	Buckhorn	1	1922-23
	Bunn	2	1922-23
	Dudley	2;4	1922-23; 1927-28
	Millers	1	1927-28
	Mt. Olive	8	1925-26
	Pate Town	1	1927-28
	Pikeville	2	1928-29
	Roundabout	1	1927-28
	Sasser's Mill	1	1927-28
	Springbank	1	1924-25
	Vail	2	Build under C.U.B. (1919-20)
Wilkes	County Training	6;9	1923-24; 1926-27
	Green Hill	1	1921-22
	Knottville	2	Built under Tuskegee (1920-21)
	Rhonda	1	Built under Tuskegee (1920-21)
	Wilkesboro	4	1915-16, built under Tuskegee
	Yadkin Valley	2	1915-16, built under Tuskegee
Wilson	Barnes	3	1921-22

	County Training	16	1927-28
	Evansdale	2	1925-26
	Holden's	2	1929-30
	Jones Hill	2	1929-30
	Kirby's Crossing	2	Built under Tuskegee (1920-21)
	Lucania	2	Built under Tuskegee (1920-21)
	New Vester	2	1925-26
	Rocky Branch	3	Built under Tuskegee (1920-21)
	Saratoga	3	1925-26
	Sims	2	1928-29
	Stantonsburg	3	1925-26
	Williamson	2	1915-16, built under Tuskegee
	Wilson	16	1927-28
	Yelverton	2	1925-26
Yadkin	Huntsville	1	1921-22
	Yadkinville	2	1920-21#

Total: 794 Schools

Teachers' Homes

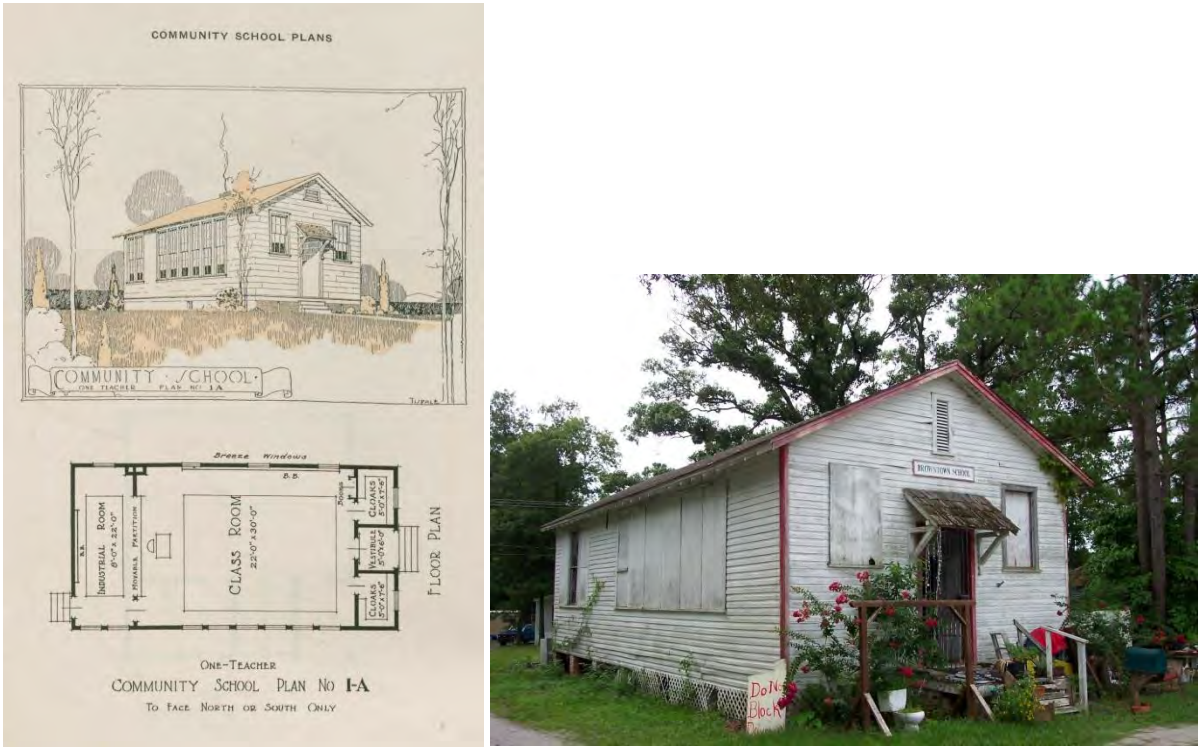
County	*School*	*Budget Year*
Catawba	Newton Consolidated	1924-25
Columbus	Whiteville	1923-24
Gaston	Belmont	1924-25
Halifax	Challoner	1929-30
Harnett	County Training	1921-22
Jackson	Sylva	1924-25
Moore	Aberdeen	1922-23
Nash	Spring Hope	1922-23
Northampton	County Training	1922-23
Pamlico	County Training	1920-21#
Pender	County Training	1922-23
Pitt	Cherry Lane School	1921-22
Stanly	Kingsville	1922-23
Stanly	Norwood	1925-26
Wake	County Training	1921-22
Warren	County Training (Wise)	1924-25
Warren	Warrenton High School	1926-27
Hertford	Murfreesboro	1927-28

Shops

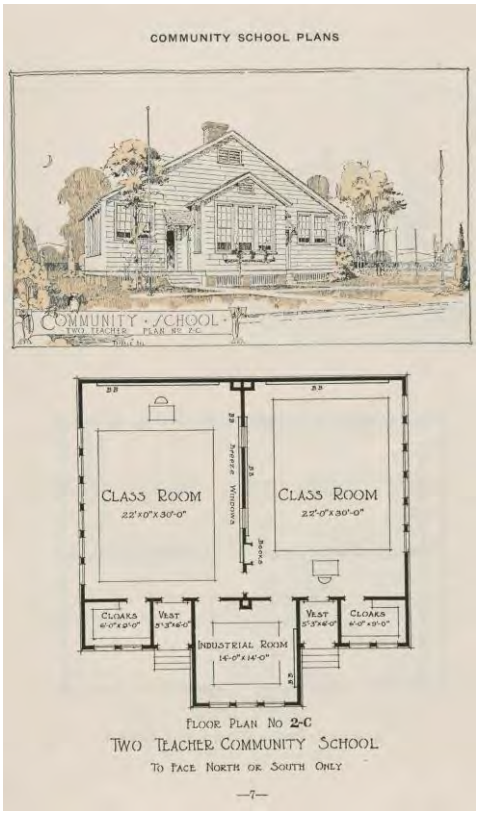
County	*School*	*Type (# of rooms)*	*Budget Year*
Chowan	White Oak	1	1927-28
Hertford	Waters Training	1	1927-28
Jones	Pollocksville	2	1930-31
New Hanover	Williston Industrial	6	1930-31
Pender	Rocky Point	2	1931-32
Person	Roxboro	6	1930-31
Robeson	Maxton	1	1927-28
Wake	Berry O'Kelly (4000th)	2	1927-28
Wake	Zebulon	2	1930-31
Warren	County Training	1	1928-29
Wayne	Goldsboro	6	1929-30

Rosenwald Schools and *Community School Plans* in North Carolina

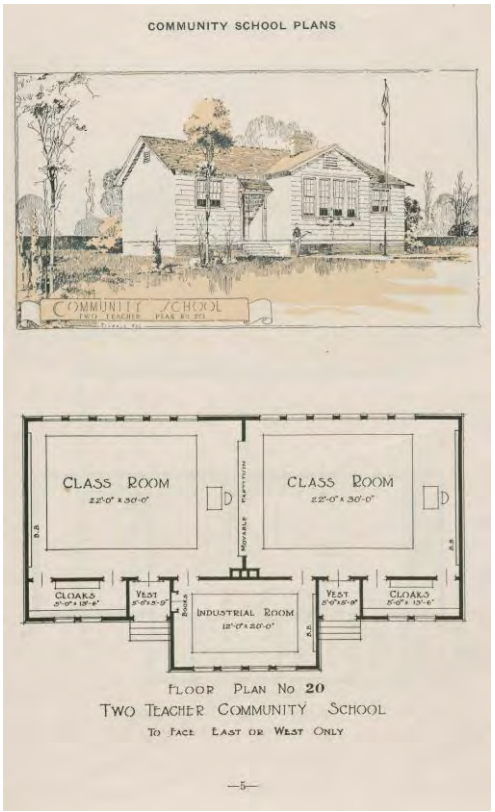
Pictured below are seven extant Rosenwald Schools, built in various North Carolina Counties, which exemplify Rosenwald School construction using the 1924 edition of the Fund's *Community School Plans*:



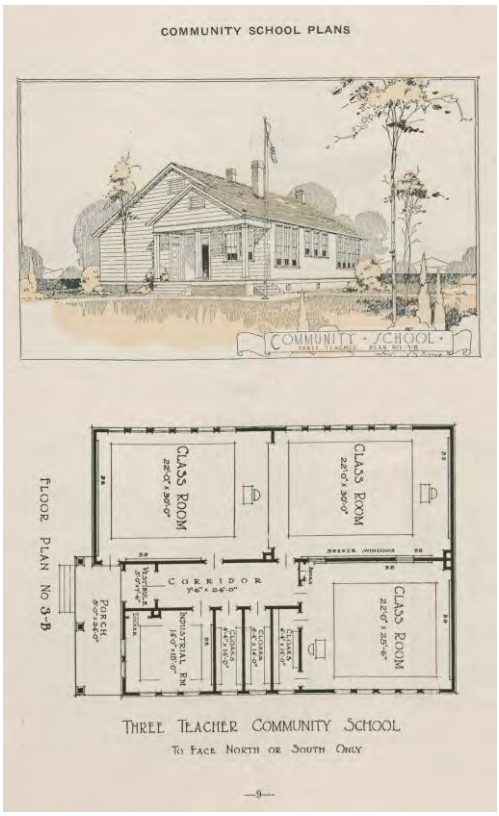
Community School Plans, 1924; Plan 1-A, one-teacher school (left) and Scott's Hill School, Pender County, North Carolina (courtesy of North Carolina State Historic Preservation Office). Funded: 1926-27.



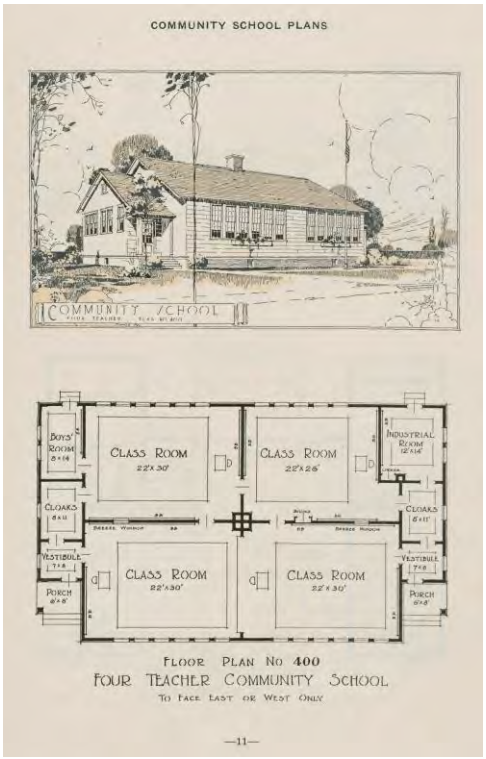
*Community School Plans,*1924; Plan No. 2-C, two-teacher school (left) and Russell School, Durham County, North Carolina (courtesy of NC SHPO). Funded: 1926-27.



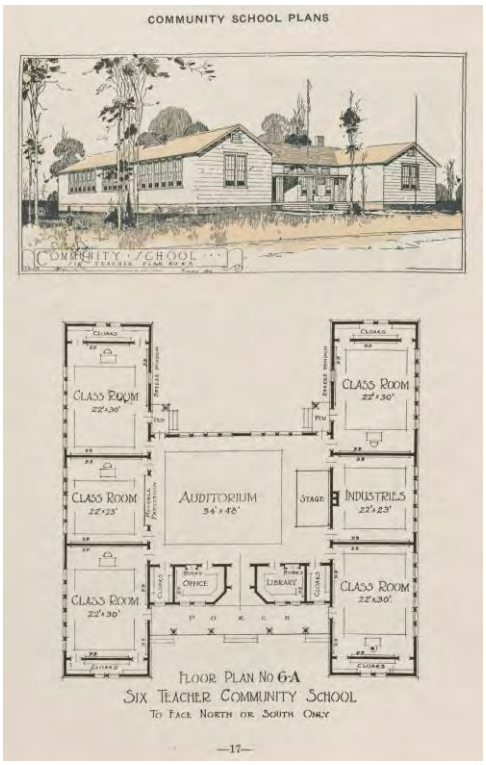
Community School Plans, 1924; Plan No. 20, two-teacher school (left) and Canetuck School, Pender County, North Carolina (courtesy of NC SHPO). Funded 1921-22.



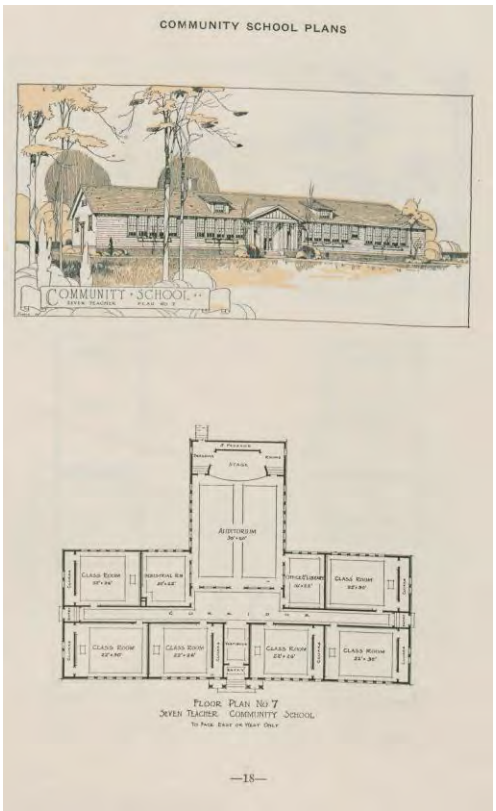
Community School Plans, 1924; Plan No. 3-B, three-teacher school (left) and Jonesboro School, Northampton County, North Carolina (courtesy of NC SHPO). Funded: 1930-31.



Community School Plans, 1924; Plan No. 400, four-teacher school (left) and St Johns School, Chowan County, North Carolina (courtesy of NC SHPO). Funded: 1926-27.



Community School Plans, 1924; Plan No. 6-A, six-teacher school (left) and Princeton School, Johnston County, North Carolina (courtesy of NC SHPO). Funded: 1925-26.



Community School Plans, 1924; Plan No. 7, seven-teacher school (left) and Randolph County Training (Central) School, Randolph County, North Carolina (courtesy of NC SHPO). Funded: 1925-26.

Spring Hope (Spaulding High School) teacherage (left), Nash County, North Carolina. Funded 1922-23. Privy (right) constructed at St. Luke's (Cashie) School, Bertie County, North Carolina. Funded 1923-24. Images courtesy of NC SHPO.

F. Associated Property Types

I. Rosenwald Schools

A. Property Type Description

Built from 1915 to 1932, Rosenwald school buildings in North Carolina fall into two subtypes based on their physical and associative characteristics. Subtype I includes school buildings and associated structures constructed from 1915 to 1920 under the supervision of the Tuskegee Normal and Industrial Institute, usually according to the plans and specifications contained within *The Negro Rural School and Its Relation to the Community* (1915). Subtype II comprises school buildings and associated structures built in North Carolina between 1920 and 1932 under the supervision of the Rosenwald Fund's Southern Office in Nashville, Tennessee, normally using the plans contained within editions of *Community School Plans*.

The focus of this Multiple Property Documentation Form (MPDF) is to identify school buildings and associated structures in North Carolina using funds from Julius Rosenwald and the Julius Rosenwald Fund School Building Program. This form does not address the hundreds of rural school buildings for both white and black students in North Carolina that were between built between 1915 and 1932 or constructed after 1932 using the standardized school building plans contained within the Rosenwald Fund's *Community School Plans* and made available to the public at no cost after the Rosenwald Fund stopped providing financial assistance for school construction. Furthermore, this MPDF does not include property type descriptions for classroom additions to Rosenwald schools or additions to non-Rosenwald schools serving rural African American communities in North Carolina that were partially financed by the Rosenwald Fund.

The Rosenwald Fund was reorganized in 1920, and the following year it published its first edition of *Community School Plans*, supplanting *The Negro Rural School and Its Relation to the Community*. Rosenwald schools were constructed in North Carolina during Tuskegee's period of school building administration from 1915 to 1920, but the majority of Rosenwald schools in the state were built during 1920-1932. Consequently, most North Carolina schools were built from *Community School Plans*. At its conclusion in 1932, the Rosenwald Fund's School Building Program had helped to construct 794 schools (with a total capacity of 114,210 students and 3,538 teachers), 18 teacherages, and 11 shop buildings in 93 of North Carolina's 100 counties.[122]

Subtype I: *The Negro Rural School and Its Relation to the Community,* published by Booker T. Washington and the Tuskegee Normal and Industrial Institute, guided southern communities interested in building a Rosenwald school between 1915 and 1920. Drafted by R. R. Taylor, Director of Mechanical Industries, and W. A. Hazel with the Division of Architecture, at Tuskegee in 1915, the booklet included plans for schools, central schools, industrial buildings, county training schools, teachers' homes, and boys' and girls' dormitories. In North Carolina, many Rosenwald schools were built "under Tuskegee" using these initial plans, including quite a few built after 1920 by communities who preferred not to follow the later plans.

[122] Brown, 7.

Subtype II: With the relocation of the Rosenwald-supported school building program from Tuskegee to its new southern headquarters in Nashville in 1920, the Rosenwald Fund began publishing new school building plans according to designs and specifications prepared by Samuel L. Smith and drawn by J. E. Crain and E. M. Tisdale, entitled *Community School Plans*. The pamphlets contained various floor plans and specifications communities could use to build a Rosenwald-funded school, including information about site selection, building materials, paint schemes, building orientation, landscaping, and bird's eye views of an ideal Rosenwald school campus. These pamphlets were published, revised, and distributed as *Community School Plans* from 1921 until the Fund's school building program ended in 1932.

There are characteristics that hold constant for both subtypes in North Carolina. Rosenwald schools were built in the southern region of the United States within the twenty-year period of 1913 to 1932, specifically in North Carolina from 1915 to 1932. Concerning physical characteristics, Rosenwald schools in North Carolina are one, two, or three stories with numerous site orientations, depending on teacher plan. Most of the state's Rosenwald schools are wood frame buildings with little or no detailing, on raised masonry piers, and built following plans contained within *The Negro Rural School and Its Relation to the Community* or *Community School Plans*. Any detailing is either Colonial Revival- or Craftsman-influenced. Most Rosenwald schools in North Carolina are located in rural areas or small communities, although a number of multi-story schools of brick construction can be found in urban areas. For associative characteristics, Rosenwald schools, teacherages, and associated structures were constructed using charitable funds donated by Julius Rosenwald personally and/or the Julius Rosenwald Fund for rural and, less commonly, urban African American elementary, high school, and industrial education.

Description of Subtype I:
With the publication of *The Negro Rural School and Its Relation to the Community* in 1915, Rosenwald school plans were standardized. Included in the publication were designs for "one-teacher," "two-teacher," "five-teacher," central, and training schools. All are of either north-south or east-west orientation to provide maximum lighting of the classrooms. Booker T. Washington believed that the majority of rural schools would be of the "one-teacher" type. These buildings feature bands of double-hung sash windows and minimal Craftsman detailing, specifically wide-overhanging eaves and exposed brackets. Typically, these buildings also featured hipped or gable roofs and interior chimney flues. They are covered with simple weatherboarding or "German siding" and rest on brick piers. The interior room arrangement of these schools built "under Tuskegee" contained classrooms with small cloakrooms and an industrial room. Two-teacher facilities and larger typically had a movable partition between adjacent classrooms in order to allow the school to also be used as a meeting house, community space, or auditorium outside of school hours.

Numerous examples of Subtype I were built in North Carolina, including the two-teacher Warren Grove School in Chowan County (the first Rosenwald school built in the state), the two-teacher Mary's Chapel School in Halifax County, and the three-teacher Pleasant Plains School in Hertford County.

Description of Subtype II:
In 1920, when he established the Southern Office in Nashville, Tennessee, Julius Rosenwald hired Samuel L. Smith as the office's first director. An experienced administrator with a keen interest in country schoolhouse design, Smith drew up a series of school plans entitled *Community School Plans,* first published by the Fund in 1921.

These plans served as the foundation for the Fund's rural school building initiative until 1932. With the standardized school building designs published and distributed within *Community School Plans*, the Rosenwald Fund not only addressed what many considered to be shortcomings of the Tuskegee Normal and Industrial Institute's original school building plans, but also initiated a shift in school-building policy. Instead of simply promoting better schools through several designs, the new plans comprised many model designs that truly had broad applicability. Richly steeped in progressive era thinking as exhibited by detailed specifications, particularly with regard to lighting, ventilation, and flexible plans incorporating movable partitions, these designs conveyed rational, functional simplicity.

Community School Plans initially contained seventeen different school plans, ranging in size from one to seven classrooms for grades one through seven, or sometimes through the eighth grade. These plans, like those in Tuskegee's *The Negro Rural School and Its Relation to the Community*, also included contractor specifications for teacherages. Most rural areas in which Rosenwald schools were built had no electricity and consequently, the Rosenwald Fund, concerned about adequate light for general sanitation and the health of children's eyesight, and inspired by Fletcher B. Dresslar's school designs, created plans that used groupings of tall, double-hung sash windows that allowed ample air circulation in the summer and were oriented in a way to catch only east-west light. Floor plans always showed seating arrangements with the windows at the pupils' left side so that their writing arms would not cast shadows on their desk tops.[123] For some school plans, Smith added "breeze windows" high under the eaves of exterior walls (to avoid cross lighting) or above the blackboard on interior walls, designed to pull air across the room and into an adjacent hallway or classroom. Most school buildings in *Community School Plans* were designed with a raised masonry foundation, often brick piers, to limit rising damp and moisture.[124] *Community School Plans,* in no uncertain terms, directed local builders to "pay careful attention to window framing, double flooring, and the building's underpinnings."[125]

Three exterior color schemes were specified in *Community Schools Plans*: "white trimmed in gray or gray trimmed in white would be attractive. If it is desired to use a wood preservative stain, a nut brown trimmed in white or cream would be satisfactory." Interior color schemes, seating plans, and even window shade arrangements, colors, and translucence were specified to maximize interior illumination. The Fund permitted only two interior paint treatments, specified in order to maximize interior light: a cream ceiling with buff walls and walnut-stained wainscoting or dado; or an ivory cream ceiling with light gray walls and walnut-stained wainscoting or dado.[126] By 1922, the Fund had begun sending paint chips with its plan books to illustrate its approved color schemes.

Other aspects of these plans also exemplified model rural school design. To reunify the school experience with "real life," as advocated by reformers of the day, most school designs within *Community School Plans* incorporated an "industrial room," designed to be used for the instruction of practical skills such as sewing and cooking for girls and farming and tool work for boys.[127] School equipment, including blackboards along one or two walls of each classroom, modern patent desks, cloakrooms, and two sanitary privies, was required when building an approved Rosenwald-funded school. Furthermore, Smith recommended that school sites be a minimum of two acres, with the school built in a corner of the parcel, allowing the rest of the land to have a playground, a garden or agricultural plot, the sanitary privies, a

[123] Hanchett, 401.
[124] Hofschwelle, 99.
[125] Ibid.
[126] Ibid.
[127] Hanchett, 401.

teacherage, and landscaping.

Subtype II relies on proportion and massing of form accentuated by groupings of windows and minimal detailing for its primary design elements. One-teacher schools had simple rectangular footprints; two-teacher schools were rectangular forms with projecting bays centered on the main façade that contained the industrial room; three-teacher schools were simple rectangles with slightly projecting porches; and many of the four-teacher schools had rectangular footprints expanded to the with an auditorium wing or to the sides with shallow wings containing cloak and other small, ancillary rooms. Most of the larger schools, including the five-, six-, and seven-teacher schools, as well as the larger four-teacher schools, were either T-shaped due to an auditorium wing projecting to the rear, or H-shaped, with the auditorium occupying the middle wing. Roofs were hipped or gabled, with projecting bays usually gabled. The vast majority were sheathed in weatherboards or German siding; others were brick veneered. Exteriors exhibited only the faintest hint of Colonial Revival or Craftsman details. Smaller buildings usually showed the influence of the Craftsman style in exposed rafter tails under wide overhanging eaves. Larger schools often featured columns or dormers, details commonly found on Colonial Revival-style buildings. Most schools were built with either centered or gable-end brick chimneys.

B. Significance

Rosenwald schools are potentially eligible for listing in the National Register of Historic Places under Criterion A in the areas of Education and Ethnic Heritage-Black and under Criterion C in the area of Architecture.

Criterion A: Education
The Rosenwald Fund School Building Program constituted an important avenue for the advancement of African American education during much of the first half of the twentieth century. From 1912 to 1932, the Julius Rosenwald Fund contributed to the construction of 5,358 elementary schools, teacher's homes, and industrial buildings in 15 southern states. Extant school buildings reflect not only one of the most ambitious school building projects ever undertaken; they also represent the African American struggle for educational opportunities in a segregated South.

In the early 1900s, Booker T. Washington and his staff at Tuskegee Normal and Industrial Institute conceived an ambitious program of private-public partnership to improve African American rural schooling. Initially, Washington focused his school building efforts in communities around Tuskegee, Alabama. With the assistance of Julius Rosenwald, president of Sears, Roebuck & Co., Washington was able to broaden the scope of his school building initiative and launch one of the most ambitious school building programs ever instigated. This program increased elementary and eventually high school attendance by African American children, stimulated public responsibility for the education of all of the South's children, and created community centers, where not only students but also their parents learned better methods of agriculture, sanitation, hygiene, and nutrition.

Criterion A: Ethnic Heritage-African American
From 1913 to 1932, the Rosenwald Fund school building program constructed schools in 833 counties in fifteen southern states exclusively for the use and education of African Americans. By the time the last of the 5,358 schools had been constructed, the Rosenwald Fund had provided monies to improve the educational conditions for over 648,000 African American students.

In addition to the educational benefits of the school building program, Rosenwald schools became active community centers for rural African Americans. As Samuel Smith, director of the Southern Office noted, "the best modern school is one which is designed to serve the entire community for twelve months in the year." In these community centers, the Jeanes teachers and supervisors taught better agricultural methods, established homemakers' clubs and held home products exhibits, started home garden clubs and boy's agricultural clubs, worked for school and community improvement, and taught basic skills such as shuck work, hat making, sewing, and cooking. The Rosenwald schools became the site of musicals, theatricals, pageants, and exhibits of industrial work. The school often set the neighborhood standard for architecture, sanitation, and maintenance.

Criterion C: Architecture
In addition to being notable for the sheer number of schools the Fund helped create, Rosenwald schools incorporated innovations in the architecture of rural school design and created a precedent for school building construction in the decades that followed. One of the greatest contributions of the Julius Rosenwald Fund was the development of floor plans and specifications for a variety of schools it its *Community School Plans* pamphlets and bulletins. Every community using these plans and specifications was ensured a quality school. The designs included alternate plans for east/west and north/south orientations for maximization of natural lighting; tall, double-hung sash windows; industrial and cloak rooms; and specifications for window shades, sanitary privies, heating stoves, interior paint schemes, and landscaping. Movable partitions between classrooms allowed the smaller schools to be used as a community center and meeting place, while these functions were accommodated in the larger schools by an auditorium. The booklet also contained specifications for seating arrangements, window treatments, and blackboard placement. Also included in the booklet were designs for "teacherages," or teacher's homes, and a sanitary privy. In the 1920s, these buildings became benchmarks for schoolhouse design, influencing the construction, architecture, and campuses of other school buildings throughout North Carolina and the South.

As discussed on pages 25 to 26 of this document, not all Rosenwald schools followed the *Community School Plans*. To qualify for assistance, the Rosenwald Fund only required an "approved plan." The local craftsmen who built the school often slightly modified or embellished the original plans provided by the Rosenwald Fund. Also, some schools followed designs developed by the North Carolina Department of Public Instruction and notable architects had a hand in the design of numerous Rosenwald schools built in North Carolina.

C. Registration Requirements

The vast majority of Rosenwald schools were essentially modest, wood-frame buildings constructed in the rural South as quality facilities for African American education. Numerous examples of brick schools exist, notably in urban areas. To be eligible, a Rosenwald school in North Carolina must have been built between 1915 and 1932 utilizing funds provided by the Julius Rosenwald Fund. The extant schools will also meet registration requirements because of their intact design, floor plans, workmanship, and materials. Stylistic details are minimal, although some schools display Craftsmen or Colonial Revival influences. In general, to qualify for registration, the schools should retain their original location in a rural setting, or in an urban setting if they were built in a town, and the design, floor plans, workmanship and materials that evoke their period of construction. They should retain good architectural integrity. Exterior materials should be original or replaced in kind; later covering of asbestos shingles, aluminum, or vinyl are acceptable provided other character-defining features remain intact. Usually fenestration

should be intact and contain original windows or windows similar to the original; loss of fenestration might be mitigated by a remarkable degree of integrity of other aspects of the building, particularly its interior. The integrity of their association and feeling is greatly bolstered by the integrity of their setting. Nevertheless, Rosenwald schools nominated solely under Criterion A for education and ethnic heritage do not have to possess as high a degree of integrity as those school buildings which are nominated under Criterion C for architecture. Schools that have been moved will meet Criterion C and Criteria Consideration B if their new location is similar in character to that of the original and if they are otherwise largely intact.

II. Teacherages or Teacher Homes

A. Property Type Description

Teacher's homes or "teacherages," were similar to the schools in concept, style, and design. They were an important part of Booker T. Washington's overall educational concept. Washington dictated that the teacher's home should be comfortable but not expensive. It was to be a model for the mothers of the community. Additionally, he advocated that the kitchen, back porch, dining and living room, and front porch be arranged so that they could be used for large community gatherings. Washington and Clinton Calloway presented two plans for teachers' homes in *The Negro Rural School and Its Relation to the Community:* Design #15 was drafted with Five Rooms; living and dining rooms, two bedrooms, a kitchen, bathroom, and pantry, as well as front and rear porches. The house would rest on brick piers and be covered with simple weatherboarding. A central flue serviced the four corner fireplaces of the principal rooms. Design #16 featured a more modest floor plan of three rooms (bedroom, living room, and kitchen), but included plans for future additions, including a dining room and kitchen, which could easily be added. The front elevation for Design #16 proposed a dwelling with hipped roof, two interior chimneys, brick piers, and a four bay façade with central single leaf entrance.

Samuel Smith offered four designs for teacherages in his *Community School Plans*: two versions of plan No. 200, a third in the popular Craftsman/Bungalow style (No. 302), and a large home resembling a modest Colonial Revival cottage, No. 301. Smith's designs were more compact than those Tuskegee had supplied earlier. They resembled more of a family home than a house which could be used for community gatherings and socials. Plan No. 200 contained a large living/dining room, two bedrooms, kitchen, bath, and small pantry. The house was designed to rest on brick piers, have a side gable roof and be clad in simple weatherboarding. Plan No. 302 resembled a typical craftsman bungalow with a small gable-roofed porch supported by tapered posts. The interior contained two bedrooms, a bathroom, kitchen, and combination living room/dining room. Plan No. 301, the Colonial Revival cottage, featured a small gable roof dormer in the center of the roofline, a small recessed porch, side gable roof, brick pier foundation, and simple weatherboarding exterior. The interior plan contained three bedrooms, a bath, living/dining room, kitchen, pantry, and rear recessed porch.

A total of eighteen teacherages were constructed in North Carolina during the Rosenwald Fund school building program at: Newton Consolidated in Catawba County, Whiteville in Columbus County, Belmont in Gaston County, Challoner School in Halifax County, Harnett County Training School, Sylva in Jackson County, Aberdeen in Moore County, Spring Hope in Nash County, Northampton County Training School, Pamlico County Training School, Pender County Training School, Cherry Lane School in Pitt County, Norwood in Stanly County, Kingsville School in Stanly County, Wake County Training School (late Berry O'Kelly School), Warren County Training School, and Murfreesboro in Hertford

County.[128] Only the teacherage at Pamlico County Training School was built prior to 1920.

B. Significance

Teacher's homes are potentially eligible for listing in the National Register of Historic Places under Criterion A in the areas of Education and Ethnic Heritage-African American and under Criterion C in the area of Architecture.

Criterion A: Education, Ethnic Heritage-African American
The teacherages that are associated with Rosenwald schools symbolize the commitment of the African American teachers to the communities they served. They illustrate the unique relationship between the teacher and the local African Americans as everyone struggled to give African American children an adequate education in a segregated South. Teachers' homes built by the Rosenwald School Building Fund were an integral component of Julius Rosenwald's educational vision. The construction of teacherages on the school grounds greatly improved the educational opportunities offered by the school, enabled teachers to provide leadership to the local African American community, and attracted better teachers to more rural areas of North Carolina.

In plans provided to various communities, Washington and Samuel Smith, Director of the Southern Office, recommended that schools be constructed on a two-acre site to give ample space for the schoolhouse, sanitary privies, a teacher's home, playgrounds for the boys and girls, a plot for agricultural demonstrations, and proper landscaping. Teachers were, for the most part, were graduates of training schools or colleges where they had been trained in home building and home making. Hence, the teachers' homes became an attractive addition to the community. Also, they served as a social center where mothers' clubs and small socials were held.

Criterion C: Architecture
The teachers' homes built by the Julius Rosenwald Fund reflect the architectural styles, forms, and trends popular in the Progressive era in America during the early part of the twentieth century. The homes are basically bungalows and Colonial Revival dwellings with minimal styling and detailing. They were, however, built according to designs furnished by Booker T. Washington at Tuskegee in *The Rural Negro School and Its Relation to the Community* and Samuel Smith in *Community School Plans*, to complement the designs of the Rosenwald school buildings. In all, the Rosenwald Fund aided in the construction of 217 homes throughout the 15 Southern states. As part of the Rosenwald School Building Fund program, the teachers' homes were an integral part of the most ambitious building program undertaken to advance the cause of African American education in the South.

C. Registration Requirements

Teachers' homes were essentially modest, wood frame buildings constructed in near Rosenwald Schools. To be eligible, teacher's homes in North Carolina must have been built between 1915 and 1932 with funds from Julius Rosenwald or the Julius Rosenwald Fund. Extant teachers' homes will also meet registration requirements because of their design, floor plans, workmanship, and materials. Stylistic details are minimal, although some teachers' homes display Craftsman or Colonial Revival influences. In general, they should retain a high degree of architectural integrity. To qualify for registration, the

[128] Hanchett, 444.

teachers' homes should retain their original location and setting and the design, floor plan, workmanship, and materials that evoke their period of construction and the conditions of the time. The integrity of their feeling is greatly bolstered by integrity of their setting. Teachers' homes nominated solely under Criterion A for education and ethnic heritage do not have to possess as high a degree of architectural integrity as those teachers' homes that are nominated under Criterion C for architecture.

III. Industrial and Vocational Buildings

A. Property Type Description

Booker T. Washington, in *The Negro Rural School and Its Relation to the Community*, states, "the idea of the central school is mainly vocational. Three buildings are necessary: the school proper, the industrial building, and the teachers' homes." Industrial buildings or "shops" contained rooms for carpentry, blacksmithing, and other forms of vocational work, including home economics for girls, and usually were located on the grounds of county training schools or high schools. Plans provided by the Rosenwald Fund ranged from one to six rooms in a single story and had exteriors of weatherboards or brick and banks of double-hung sash windows. They usually had a gable or hip roof with wide overhanging eaves and often two entrances. Certain plans provided for shop buildings constructed as wings attached either directly to the school or by a covered walkway.

According to the database maintained by Fisk University, a total of eleven shop buildings were built at the following schools in North Carolina during the Rosenwald Fund school building program: White Oak School in Chowan County; Waters Training School in Winton, Hertford County; Pollocksville School in Jones County; Williston Industrial School in Wilmington, New Hanover County; Rocky Point School (Pender County Training School) in Pender County; Roxboro School in Person County; Robeson County Training School, Maxaton; Wake County Training School (Berry O'Kelly School); Warren County Training School, Wise; and Dillard High School in Goldsboro, Wayne County. The shop buildings at the Roxboro, Wilmington, and Zebulon schools were wing additions to earlier schools. Funded in 1929-30, the shop building at Dillard High School is unique in North Carolina in that it is a remodeled hosiery mill that was built in 1922 on a parcel adjacent to the school.

B. Significance

Industrial buildings or shops are potentially eligible for listing in the National Register under Criterion A in the areas of Education and Ethnic History-African American and under Criterion C in the area of Architecture.

Criterion A: Education, Ethnic Heritage-African American
Booker T. Washington and Julius Rosenwald joined forces to improve public education for African Americans in southern states. Their concern was practical as well as humanitarian. They set about creating a better-trained African American labor force through vocational instruction, then known as industrial education. Julius Rosenwald, like so many others, believed that improved African American education based on the Hampton and Tuskegee models would not make African Americans unfit for their subordinate status and would make them more energetic, stable, and deferential laborers. Rosenwald was attracted to Washington's idea of self-help through vocational training and therefore, industrial education was a key component in his educational philosophy and the development of rural school plans. The 163 shops in fifteen southern states were an integral component of the Rosenwald School complex. In these

buildings boys were taught carpentry, blacksmithing, furniture making, home building, and tool repair and girls were taught home economics.

Criterion C: Architecture
The industrial buildings found in a Rosenwald school complex were an integral resource in the complex because they illustrate the significance that both Washington and Rosenwald placed on industrial education for rural Southern African Americans. The 163 industrial buildings or shops constructed throughout the South were built according to plans and specifications initially produced by Booker T. Washington and his staff at Tuskegee and later modified by Rosenwald Fund staff in Nashville. They are simple, utilitarian structures with a minimum of stylistic detailing.

C. Registration Requirements

Industrial buildings were essentially modest, utilitarian buildings constructed in the rural South as vocational training facilities for African American education. To be eligible, an industrial building must have been built between 1915 and 1932, utilizing funds provided personally by Julius Rosenwald or the Julius Rosenwald Fund. The plans for these structures usually were taken from *The Rural Negro School and Its Relation to the Community*. The extant industrial buildings will also usually meet registration requirements because of their design, floor plans, workmanship, and materials. Basically utilitarian structures, stylistic details are minimal. In general, they should retain a high degree of integrity. To quality for registration, the schools should retain their original location and setting and the design, floor plans, workmanship, and materials that evoke their period of construction and the conditions of the time. The integrity of their association and feeling is greatly bolstered by the integrity of their setting. Industrial buildings nominated solely under Criterion A for education and ethnic heritage do not have to possess as high a degree of architectural integrity as those industrial buildings which are also nominated under Criterion C for architecture.

IIII. Sanitary Privies

A. Property Type Description

In addition to standardized plans for schoolhouses, the Rosenwald Fund also provided plans and specifications for sanitary privies, which were an integral part of Rosenwald's Progressive vision for a model rural school campus. Plans for these simple but essential outbuildings suggested using the most inexpensive material possible in creating the structures. The plans advised special caution when placing the privies in order to prevent the contamination of drinking water supplies for the school and community. Locations for these privies were specified by the local State Department of Health, while the Rosenwald Fund required that each school have separate facilities for boys and girls. Pits for these facilities were to be 6 to 8 feet deep. The plans specified seat covers that were "fly-tight." Cast iron risers and concrete floors were also recommended, as was interior and exterior paint schemes. Stylistic details, if any, were minimal.

B. Significance

Rosenwald sanitary privies are eligible for listing on the National Register of Historic Places under Criterion A in the areas of Education and Ethnic Heritage-African American and under Criterion C in the area of Architecture.

Criterion A: Education, Ethnic Heritage-African American
Even though sanitary privies were utilitarian outbuildings, these structures were an important aspect of the Rosenwald modern school campus and educational goals of the Fund. During the 1920s and 1930s, Jeanes supervisors visited rural black schools throughout the South in an effort to render assistance to school officials and teachers by giving talks on sanitation, cleanliness, and better standards of living. The Rosenwald Fund facilitated such educational efforts by providing designs for these sanitary privies.

Criterion C: Architecture
The Rosenwald Fund aided in the erection of school buildings and structures as part of their mission to better educational opportunities for African Americans in the South, principally in rural areas. Plans for sanitary privies were provided as part of the Fund's concern that the campuses of these Rosenwald schools exemplify modern hygiene. Since most Rosenwald Schools in North Carolina were built in rural areas, most did not have indoor toilets, thus outdoor, sanitary privies were essential. On the exterior, these structures look simple and were constructed using inexpensive materials, most typically wood. Information, such as geological variations, slope of the land, water supply, and number of pupils were taken into consideration when building Rosenwald-funded privies, based on those designs found within *Community School Plans*.

C. Registration Requirements

Rather than individually eligible, sanitary privies may be eligible as ancillary buildings that contribute to the significance of an eligible Rosenwald school. To be eligible, the sanitary privy must have been built between 1915 and 1932, utilizing funds provided personally by Julius Rosenwald or the Julius Rosenwald Fund. The plans for these structures were taken from *Community School Plans*. The extant sanitary privies will also usually meet registration requirements because of their design, floor plans, workmanship, and materials. In general, to qualify for registration, the privies should retain their original location in a rural setting and the design, floor plans, workmanship, and materials that evoke their period of construction and the conditions of the time.

Section G. Geographical Area

The geographical area addressed by this Multiple Property Documentation Form is the ninety-three of North Carolina's one hundred counties in which Rosenwald schools and associated buildings were constructed. The seven counties that did not have any Rosenwald schools are Alleghany, Caldwell, Graham, Granville, Mitchell, Watauga, and Yancey.

H. Summary of Identification and Evaluation Methods

Since the 1980s, the North Carolina State Historic Preservation Office (HPO) has been documenting Rosenwald schools in the course of comprehensive historic architectural survey projects conducted in collaboration with local governments. A more concerted effort by the HPO to record the schools began after the HPO was asked to provide material for an exhibit on Rosenwald schools that was to be displayed during the nation's first regional conference on Rosenwald schools. The conference was held in Charlotte in 2001, and the following year the HPO collaborated on a smaller event held in Raleigh that featured a gathering of alumni of Wake County's Rosenwald schools on a Sunday afternoon and a lunch-time program made the next day to Department of Cultural Resources (DCR) staff.

As a result of the strong, positive response to HPO staff's solicitation of information at the 2002 events, an organized program of volunteer surveyors overseen by HPO staff was developed. The HPO already had numerous files on Rosenwald schools that had been compiled through the comprehensive architectural survey program and a dozen of the schools had been listed in the National Register. Volunteers selected one or more counties and strived to document all of the Rosenwald schools that had been built there. Over the next few years they submitted data on scores of schools for incorporation into the HPO's architectural survey files that are part of the State Archives. The HPO now has files on almost 200 schools (of which approximately 125 remain standing) and many others have been identified as having been destroyed. Staff also is aware of the status of almost 200 additional schools but has not yet been able to document them. Thirty schools have been listed in the National Register and 40 others have been deemed potentially eligible for listing and placed on the state's National Register Study List. The HPO also has co-sponsored three conferences on North Carolina's Rosenwald schools: "A Gathering of Rosenwald School Surveyors," held November 15, 2003, in Raleigh; "Practical Advice for Preserving Rosenwald Schools," held November 18-19, 2005, in Halifax County; and "Communities Revitalized: The Living Legacy of Rosenwald Schools," held October 5, 2013, in Edenton. The HPO, along with staff of other sections of the DCR, played a significant role in the National Trust for Historic Preservation's 2015 national Rosenwald schools conference, Sharing the Past → Shaping the Future.

HPO staff has continued to incorporate data on the schools submitted by the public and to work closely with individuals and groups striving to preserve their schools. Most recently, the HPO has entered all of its data on the state's schools into the survey database it developed in the mid-2000s and in 2010 all of the recorded schools were mapped in the HPO's geographic system, to which additional schools have been added since then and which is accessible to the public at http://gis.ncdcr.gov/hpoweb/. HPO staff also has created a separate mapping service with links to the Fisk University Rosenwald schools database (see http://gis.ncdcr.gov/hpoweb/default.htm?config=2015RosenwaldConference.xml).

The North Carolina Rosenwald schools that have been listed in the National Register are as follows (* indicates subsequently destroyed):

Beaufort County: Ware Creek School, listed 12/06/96
Currituck County: Coinjock Colored School, listed 01/09/13
Durham County: Russell School, listed 08/05/09
Forsyth County: (former) Atkins High School, listed 12/30/99
Gates County: Reid's Grove School, listed 06/09/11
Greene County: Snow Hill Colored High School, listed 08/28/03
Greene County: Zachariah School, listed 05/04/05
Harnett County: Harnett County Training School, listed 08/20/14
Hertford County: C. S. Brown School Auditorium, listed 07/29/85
Johnston County: Princeton Graded School, listed 10/04/05
Lee County: Lee County Training School (W. B. Wicker School), listed 12/28/00
Martin County: Hamilton Rosenwald School, listed 06/03/80 as part of Hamilton Historic District
Martin County: Williamston Colored School, listed 07/25/14
Mecklenburg County: Billingsville School, listed 11/12/99
Mecklenburg county: Siloam School, listed 09/28/07
Moore County: Lincoln Park School, listed 02/27/97
Nash County: Morgan School, listed 09/15/06
New Hanover County: Williston School, listed 05/01/03 as part of the Wilmington Historic District Boundary Expansion
Pasquotank County: Model Practice School, listed 02/28/94 as part of the Elizabeth City State Teachers College Historic District
Randolph County: Central School (Randolph County Training School), listed 11/12/93
Richmond County: Liberty Hill School, listed 01/17/08
Rowan County: J. C. Price High School, listed 04/21/10
Stokes County: Walnut Cove Colored School/London School, listed 02/24/95
Wake County: W.E.B. DuBois School (*), listed 10/05/83
Wake County: Panther Branch School (Juniper Level School), listed 05/08/01
Wake County: Riley Hill School, listed 04/25/01
Wake County: St. Matthews School, listed 04/25/01
Warren County: Liberia Rosenwald School, listed 05/18/05
Warren County: Warren County Training School, listed 04/19/06
Wilson County: Wilson High School (*), listed 04/11/88 as part of the East Wilson Historic District

North Carolina Rosenwald Schools and Associated Buildings on the N. C. National Register Study List:

Anson County: Horne School
Anson County: Ingram School
Beaufort County: Pantego School No. 2
Bertie County: Cashie School (St. Luke's School)
Bertie County: Clark's School
Bladen County: Bladen County Training School
Bladen County: East Arcadia Elementary School

Chowan County: St. Johns School
Franklin County: Concord Elementary School
Gaston County: Reid Rosenwald Teacherage
Gates County: (former) Corapeake School
Halifax County: Allen Grove School
Hertford County: Pleasant Plains School
Hertford County: Mill Neck School
Iredell County: Piney Grove School
Johnston County: Short Journey School
Lincoln County: Lincolnton Rosenwald School
Madison County: Mars Hill School
Martin County: Burroughs School
Mecklenburg County: Newell Rosenwald School
Nash County: Avent School
Nash County: Castalia School
Nash County: Jeffreys School
Nash County: Spring Hope Colored High School Teacherage
Northampton County: Jonesboro School
Northampton County: Potecasi School
Pamlico County: Holt's Chapel School
Pender County: Canetuck Rosenwald School
Pender County: Currie School
Pender County: Laurel School
Pender County: Scott's Hill School (Browntown School)
Pender County: Willard School (Rose Hill School)
Rowan County: Cleveland Colored School (R.A. Clement School)
Sampson County: Sampson High School
Stanly County: New London Colored School
Tyrrell County: Alligator Schoolhouse
Union County: Laney School
Warren County: Cool Springs School
Warren County: Hecks Grove School
Wilkes County: Lincoln Heights High School (former Wilkes County Training School)

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UNITED STATED DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: COVER DOCUMENTATION

MULTIPLE NAME: Rosenwald Schools in North Carolina MPS

STATE & COUNTY: NORTH CAROLINA, Multiple Counties

DATE RECEIVED: 08/14/15 DATE OF PENDING LIST:
DATE OF 16th DAY: DATE OF 45th DAY: 08/29/15

REFERENCE NUMBER: 64501247

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

✓ ACCEPT ____ RETURN ____ REJECT 8-28-2015 DATE

ABSRACT/SUMMARY COMMENTS:

RECOM./CRITEREA Accept Cover

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attsched comments Y/~~N~~

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

North Carolina Department of Cultural Resources
State Historic Preservation Office
Ramona M. Bartos, Administrator

Governor Pat McCrory
Secretary Susan Kluttz

Office of Archives and History
Deputy Secretary Kevin Cherry

August 14, 2015

Ms. Stephanie Toothman, Keeper
National Register of Historic Places
National Park Service
U.S. Department of the Interior
1201 Eye Street NW (2208) Eighth Floor
Washington, D.C. 20005

Re: Rosenwald Schools in North Carolina – Multiple Property Documentation Form

Dear Ms. Toothman:

Enclosed is the above referenced nomination to be approved for the National Register of Historic Places.

We trust you will find the nomination to be in order. If you have any questions please call Ann Swallow, 919.807.6587.

Sincerely,

Kevin Cherry, Ph.D.
State Historic Preservation Officer

KC/jct: enclosure