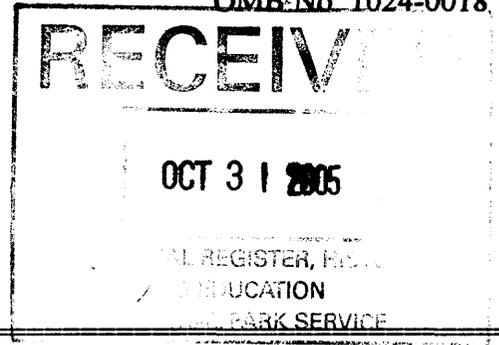


14/b

United States Department of the Interior  
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES  
REGISTRATION FORM



1. Name of Property

historic name Verden Separate School

other names/site number Separate School District 99

2. Location

street & number 315 East Ada Sipuel Avenue not for publication N/A  
city or town Chickasha vicinity N/A  
state Oklahoma code OK county Grady code 051 zip code 73108

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this  nomination \_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets \_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant \_\_\_ nationally \_\_\_ statewide  locally. ( N/A See continuation sheet for additional comments.)

  
Signature of certifying official

10-24-05  
Date

Oklahoma Historical Society, SHPO  
State or Federal agency and bureau

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria. ( \_\_\_ See continuation sheet for additional comments.)

\_\_\_\_\_  
Signature of commenting or other official      Date

\_\_\_\_\_  
State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:  
 entered in the National Register Edson Beall 12.16.05  
\_\_\_ See continuation sheet.  
\_\_\_ determined eligible for the \_\_\_\_\_  
National Register  
\_\_\_ See continuation sheet.  
\_\_\_ determined not eligible for the \_\_\_\_\_  
National Register  
\_\_\_ removed from the National Register \_\_\_\_\_  
\_\_\_ other (explain): \_\_\_\_\_

  
Signature of Keeper      Date  
of Action

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5. Classification

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Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

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

Number of Resources within Property

Contributing	Noncontributing
<u>  1  </u>	<u>      </u> buildings
<u>      </u>	<u>      </u> sites
<u>      </u>	<u>      </u> structures
<u>      </u>	<u>      </u> objects
<u>  1  </u>	<u>  0  </u> Total

Number of contributing resources previously listed in the National Register   0  

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

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6. Function or Use

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Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: school

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Functions (Enter categories from instructions)

Cat: VACANT/NOT IN USE Sub: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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7. Description

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Architectural Classification (Enter categories from instructions)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Materials (Enter categories from instructions)

foundation CONCRETE  
roof WOOD/METAL  
walls WOOD: Weatherboard  
\_\_\_\_\_  
other \_\_\_\_\_  
\_\_\_\_\_

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

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8. Statement of Significance

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

A Property is associated with events that have made a significant contribution to the broad patterns of our history.

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

ARCHITECTURE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Period of Significance Ca. 1920-1935

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8. Statement of Significance (Continued)

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Significant Dates \_\_\_\_\_  
\_\_\_\_\_

Significant Person (Complete if Criterion B is marked above)  
\_\_\_\_\_

Cultural Affiliation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Architect/Builder Unknown \_\_\_\_\_  
\_\_\_\_\_

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

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9. Major Bibliographical References

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(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

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

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: \_\_\_\_\_

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10. Geographical Data

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Acreage of Property less than 1

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	14	597710	3878280	3	_____	_____
2	_____	_____	_____	4	_____	_____

N/A See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

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11. Form Prepared By

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name/title Jim Gabbert, Architectural Historian

organization Oklahoma State Historic Preservation Office date 8/25/05

street & number 2704 Villa Prom, Shepherd Mall telephone (405) 522-4478

city or town Oklahoma City state OK zip code 73107

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Additional Documentation

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Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative African American and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

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Property Owner

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(Complete this item at the request of the SHPO or FPO.)

name Harold W. & Loretta Y. Jackson

street & number 322 East Dakota Avenue telephone \_\_\_\_\_

city or town Chickasha state OK zip code 73018

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NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET

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Verden Separate School  
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Summary

The Verden Separate School is a single-room, wood framed, gabled building located on a large grassy lot on the east side of Chickasha, Oklahoma. The lot was part of the Rock Island right-of-way and has historically been undeveloped. The school has a rank of windows on the west wall and a large sliding door on the south gable end. The roof sports its original wood shingles, now obscured in parts by corrugated metal sheets. The school building was moved to its present site in 2004 having once been located on a farm outside of the town of Verden, on the eastern edge of Grady County. Once used as a farm out building, the building was threatened by demolition and was rescued and moved to Chickasha as a rare surviving example of a one-room separate school. The building now rests on a concrete foundation on the north side of Ada Sipuel Avenue where plans are underway to restore it to its original appearance.

Description

The Verden Separate School is a one-room, wood framed building resting on a new concrete foundation. It was originally constructed around 1915. It is located on the north side of Ada Sipuel Avenue on the east side of Chickasha in a grassy lot that once was in the right-of way of the Rock Island Railway. The school building faces south. To the west is an expanse of grass; the railroad tracks are approximately one hundred yards west of the building. Beyond the tracks are scattered homes. To the south is Ada Sipuel Avenue; south of this the grassy field continues for approximately one hundred-fifty yards where a cotton storage building stands. North of the school is a grassy field that is open for about fifty yards. To the east of the school is a single story ranch style house, separated from the school property by a tall hedge and fence.

The Verden Separate School rests on a poured concrete foundation. The foundation walls are eighteen inches above grade. Two-foot openings centered on the north side and south sides serve as entries to a crawl space under the building. The school originally stood on simple stone and concrete piers.

The roof of the school is gabled, with a 1/1 pitch. The decking of the roof consists of 1"x 8" planks with wood shingles overlaying. On top of this is corrugated metal sheeting, but about 20% of this sheeting has blown off. A simple raking board covers the purlin-ends on each gable; the rafter tails are exposed and support half-round, galvanized steel gutters. There are no downspouts.

The siding for the building is wood, secured with round head, wire cut nails to a simple stud wall. The siding is drop, or novelty siding, with a four-inch reveal and a one-inch bevel. There are four-inch corner boards. The school building was once painted red and the original siding is in fair to poor condition.

The south elevation is the location of the main entry. The original door was centered. When the building was no longer in use as a school, the original door was removed, the opening widened and a sliding door installed. The track

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for the door extends to the right, over a former window opening. The door itself is constructed of vertical boards, butt-jointed and tied together on the inside by horizontal and diagonal boards and by a single horizontal board on the outside.

The east elevation lacks any fenestration. The siding near the sill exhibits some deterioration. The north, or rear elevation is marked by a single window opening, offset on the left, or east half of the wall. This opening has long been boarded up and there is no sash remaining. A downspout, unconnected to any gutter, runs diagonally from left to right across the wall. High in the gable are ceramic conductors where electrical lines had run to the building in its original location.

The west elevation features five evenly spaced window openings. The sashes have all been removed and wooden shutters installed. The window openings are 2 1/2" x 5' and have 4" flat surrounds and simple wooden sills. Each window opening has a wooden shutter consisting of four-and-a-half 4" planks held together with horizontal and diagonal boards (making a "Z" pattern). The shutters are secured by new strap hinges.

The interior of the building has been altered to accommodate its use as a farm outbuilding. Some of the original finish walls and ceiling have been removed, but much is intact. The walls consist of 1"x 6" shiplap boards, planed and finished smooth. Along the west wall are the window openings; these have 4" surrounds. The two courses of boards above the windows have been removed, exposing the tops of the studs. The north wall is similarly treated, but with approximately the top 1/3 of wall boards removed. The east wall is intact, but vertical straps were nailed to the walls to support storage shelves. The south wall is intact, except that the original door opening has been enlarged.

The ceiling consists of the same shiplap boards, running lengthwise from front to rear. The middle five boards have been removed, giving access to the attic space for extra storage (creating a kind of loft). This exposes the roof system, which consists of simple 2" x 6" ceiling joists, 2" x 6" common rafters and 2" x 4" struts. The floor is 1" x 6" boards.

While deteriorated, the building still retains a great deal of original fabric. The original fenestration, though, is missing, due to the building's conversion from a school to farm use. There is nothing that suggests, though, that these missing elements were not simply stock items, common to the typical school building of the day.

The building has been moved. Originally located on a farm just outside of Verden, the school was moved over seven miles in 2004 into Chickasha. There is a historic association between the city and the school, though. When the Verden Separate School was abandoned due to consolidation, it was to the separate school in Chickasha that the students matriculated. Also, the school building was moved to the most pastoral site available in Chickasha. The school's present location in a large grassy field with a small house nearby mimics its former location on a farmstead. Originally, the building was located on the verges of the farmstead, making it a good candidate for use as a farm outbuilding upon its abandonment as a school. This is what saved it for the past 70 years. It was, in recent years, found

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lacking as a useful property and the owner had decided on a course of action that would have resulted in the loss of the building. Loretta Y. Jackson, who has endeavored to collect and disseminate the history of African Americans in Grady County convinced the property owner to part with the building.

In moving the school, a site was chosen that best represented the feeling of a rural school. Sparsely settled, the location east of the Rock Island Railroad tracks does not differ too much from the feeling that the fringes of the town of Verden would have represented to the school in its original location. Also, the east side of Chickasha, centered on Ada Sipuel Avenue (named for a woman significant in advancing civil rights for African Americans in Oklahoma and beyond), was the historic African American section of town. When the Verden Separate School was closed, its students were transported to Chickasha. There is a direct association between the school and the town.

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Summary

The Verden Separate School is a one-room schoolhouse constructed for the use of African-American children under the auspices of the legally mandated separate school system. The school served children of grades 1-8 around the town of Verden in Grady County. Of the 114 school districts identified in Grady County, no more than seven were Separate Schools. The Verden Separate School is the sole remaining rural Separate School in Grady County, and a rare surviving example of the type in southwestern Oklahoma. It is eligible for inclusion in the National Register under Criterion C, as a rare surviving example of a type of building – a one-room Separate School. The Verden Separate School has been moved from its original location; the move was necessary to save the building from destruction. While the new location is over ten miles from its original setting, care was taken to place it in an appropriate environment in its new location. The building retains a great deal of historic fabric relating to its use as a schoolhouse; the move did not jeopardize the existing materials. The care taken is saving this rare and important building warrants its inclusion in the National Register as a moved property under Criteria Consideration B.

Background & Significance

Present-day Grady County was once part of the Chickasaw Nation's tribal lands. The whole of southern Oklahoma, between the Red River and the Arkansas/Canadian rivers, had been ceded to the Choctaw and Chickasaw people in the Treaty of Dancing Rabbit Creek in 1830. The Choctaws began the trek westward, on their own Trail of Tears, in 1831. By 1834, there were still over 7,000 left east of the Mississippi. The Treaty of Doaksville in 1837 provided a place for these people west of the current Choctaw settlements. This became the Chickasaw lands, although settlement in either area was not restricted to either tribe.<sup>1</sup>

Grady County is at the western edge of Indian Territory. Through its lands cut one of the more important transportation corridors in the west, the Chisholm Trail. Roughly following the current route of US Highway 81 (the Meridian Highway), the Chisholm Trail led north from Texas to Wichita, Kansas. Trading posts and service settlements sprang up along the route, some of which formed the nuclei for present-day towns. In 1890, prior to statehood, and even prior to the allotment of Indian lands, the railroad came through the area. Paralleling the Chisholm Trail, the Chicago, Rock Island & Pacific line soon supplanted the old overland route and reinforced the pressures to open the lands for white settlement.

The Chickasaw lands were allotted to individual tribe members and the surplus lands were made available for sale without restrictions to all interested parties. But whites (and African Americans) had been in the area prior to NPS

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<sup>1</sup> Morris, John W., Charles R. Goins, & Edwin C. McReynolds, Historical Atlas of Oklahoma, 3<sup>rd</sup> Edition (Norman: University of Oklahoma Press), 1986. Map 23.

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allotment. The town of Chickasha was founded in 1892 and it attracted its first African American citizens in 1893. The town of Verden, founded along a spur line that led west from Chickasha to Anadarko, was settled in 1893. It was named after the town site developer, A. N. Verden.<sup>2</sup> It is unclear when the first African American families moved into the Verden area, but it was probably not long after their settlement in Chickasha. Verden was located in an area that produced cotton, wheat, and broom corn as its primary agricultural products. African American families settled in the cotton producing areas where work could be found in the fields. Verden grew as a shipping and processing point on the rail line between Anadarko and Chickasha. It boasted a population of around 900 in 1914 and near 1,000 by 1922.<sup>3</sup> The percentage of the population that was African American is not known.

#### Separate Schools

Education for African American children in Oklahoma has a checkered history. The Five Civilized Tribes, the Cherokee, Creek, Choctaw, Chickasaw, and Seminole, who had been removed to Indian Territory in the 1830s, had all held Black Slaves. In the post Civil War era, the respective Freedmen of the Tribes were treated differently by each of the Five Tribes. The Creeks and Seminoles provided some educational facilities for the Freedmen living in their lands. As early as 1873, the Creeks maintained five schools for Freedmen.<sup>4</sup> The Choctaw Cherokee, and Chickasaw ignored or denied any rights to their Freedmen.

The First Territorial Legislature of Oklahoma Territory, faced with political wrangling over the issue, left it up to the various counties to decide whether to have mixed or separate schools. Most opted for separate schools by law, but minority children attending majority schools was not uncommon. The 1896 US Supreme Court decision in *Plessy v. Ferguson* that codified the "separate but equal" doctrine cemented the views of many in the Twin Territories. In 1901, the Oklahoma Territorial legislature banned white teachers from teaching colored children and colored teachers from teaching white children. Teachers and students must be of the same race.<sup>5</sup> The advent of statehood further codified the segregation of the races. Article XIII, Section 3 of the Oklahoma Constitution, states that:

Separate schools for white and colored children, with like accommodations, shall be provided by the legislature and impartially maintained. The term "colored children" used in this section shall be construed to mean children of African descent. The term "white children" shall include all other children.<sup>6</sup>

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2 Shirk, George, Oklahoma Place Names, (Norman: University of Oklahoma Press) 1981, page 242.

3 Sanborn Fire Insurance Maps, "Verden, Oklahoma," (Philadelphia: Sanborn-Paris Map Company), 1914, 1922.

4 Aldrich, George, Black Heritage in Oklahoma, (Edmond: Turner Books), 1973. Page 34.

5 *Ibid.* Page 35

6 Quoted in Aldrich, page 37.

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Soon after statehood, further restrictions were enacted by the state legislature. House Bill 635, passed May 5, 1908, set fines for offenses, including maintaining an integrated school, whether public or private, or for teaching or attending such a school.<sup>7</sup>

A Separate School is defined as the minority school. In some school districts in Oklahoma, African Americans were in the majority. In most of these districts, the district school, supported by local taxes, was populated by African American children. White children attended the Separate School in the district. The Separate School was maintained by a county-wide millage and administered by the County Superintendent, rather than the local district board. In most cases, the Separate School was reserved for African American children. The law that set up the system required that a Separate School be created, or other reasonable accommodation made, when there were 10 or more minority children in a district.

The financing of the Separate Schools was determined by the Legislature in 1913. Excise boards of counties where Separate Schools were maintained could levy a tax of one mill on all taxable property for Separate Schools so long as the total levy for county purposes was within the limits set by the constitution. In some cases where there were numerous Separate Schools within a county, the limit on the millage meant that the schools were poorly funded and that the county would have to turn to the state for subsidies. This millage limit was addressed numerous times in the legislature, with calls for raising the allowable limit being proffered in the 1932, and 1937 legislatures.<sup>8</sup>

*Brown v. Topeka Board of Education* sounded the death knell for the Separate School system in Oklahoma. During Governor Raymond Gary's administration in 1955, voters approved the abolition of the segregated school finance system. Eleven years later, on May 3, 1966, voters by a 2-1 margin, voted to abolish Article XIII, Section 3 of the constitution, ending the mandated Separate School system entirely.

### Grady County Schools

As previously mentioned, there were over 100 school districts in Grady County. The vast majority of them were Dependent School districts, consisting of small, rural common schools. A historic context and survey entitled "Rural Schools of Southwestern Oklahoma," prepared in 1997-98 by the Institute of the Great Plains, identified only three Separate Schools in Grady County by name. However, perusal of the Board of County Commissioners Final Reports for fiscal years published each year in Grady County newspapers identifies up to seven Separate Schools operating at any one time in the county. For most reporting years between 1920 and 1937, there were five or six Separate Schools

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<sup>7</sup> Aldrich, pages 7-38. Also, see *Black History in Oklahoma: A Resource Book*, Kaye M. Teall, ed. (Oklahoma City: Oklahoma City Public Schools), 1971, pages 263-284 for recitations of various local and state laws as well as lawsuits pertaining to segregation.

<sup>8</sup> Aldrich, page 28. Also, see *Daily Oklahoman*, July 20, 1932 and March 30, 1937.

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listed for the county.<sup>9</sup> During the field research portion of the *Rural Schools* report, no Separate Schools were found extant in the southern half of Grady County. Of the four or five rural Separate Schools (excluding Chickasha's Separate School in District 1), most would have been located in the southern half of the county, including Rush Springs and Norge.

As far as rural schools *in toto* in Grady County, excluding the racial status, revealed that the vast majority of documented rural schools (either through field visits or photographs) were two rooms or larger. These schools might have supplanted earlier, single room schools. Consolidation and sometimes population growth or movement necessitated the larger schools. The rural Separate Schools were all single-room schools. And of these schools, all of which were closed by 1935, only the Verden Separate School remains.

#### Verden School

No beginning date has been verified for the Verden School. The County Superintendents records for Grady County were thrown away years ago. Based on the materials of the building and information that can be gleaned from the county reports published in the newspapers, we are attributing the building to circa 1920.

The school building is simple – a single room with a rank of large windows on one side wall and a door centered in one gable end. The roof is gabled, with a 1/1 pitch. Original wood shingles are still visible, covered for the most part in standing seam and corrugated tin. The siding of the building is wooden novelty, or beveled and is secured with round head wire nails. Interior walls are sheathed in wide boards laid horizontally. This is not atypical construction for a utilitarian building. It is also not inconsistent with typical one-room, rural schools of the first two decades in southwestern Oklahoma based on the results of the survey and context prepared by the Great Plains Institute in 1998. Filed checks, though, of the area revealed few extant schools of this time period. Most of the existing buildings date to the later 1920s and the 1930s.

The school was attended by a small group of children who walked from their homes. Grades 1-8 would have been included, and class sizes would vary from year-to-year. The school year was shorter in the Separate Schools than the majority schools. Many of the students worked in the fields, and cotton harvesting coincided with the traditional beginning of the school year. Often, the disparity might be 3 or 4 weeks of actual school time.

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<sup>9</sup> Institute of the Great Plains, *Rural Schools in Southwestern Oklahoma*, January, 1998. On file at Oklahoma SHPO. The boundaries for the study included only the southern portion of Grady County, but the appendices include comprehensive county lists of school districts. The County Commissioners reports were published in Grady County Newspapers sometime during the month of July each year. The *Grady County Star* (later the *Chickasha Star*) was the reference for this nomination. Separate Schools were first enumerated by district in 1920; prior to that only the total budget was discussed and the distribution to the various individual schools was left out.

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No matter the construction date of the Verden Separate School, it ceased to be used as a school in the spring of 1935. In an article published May 7, 1936, the County Superintendent referred to the Verden School indirectly, in an address commemorating the end of the school year at Lincoln School, in Chickasha:

“Superintendent Montgomery called the attention of the guests to the fact that Lincoln School had over five hundred students and that over one hundred were enrolled in the High School. He pointed out that rural colored students from all over the county were this year brought to the Chickasha school.”<sup>10</sup>

The school at Verden reverted to the ownership and control of the Loveless family, who owned the farm on which the school was located. The school building was then used as an agricultural outbuilding, primarily for storage. Minor modifications to the interior were made to accommodate this new use and a major modification to the entry was also made. But the building has long been identifiable as a schoolhouse and remains the only one-room Separate School in Grady County, making it eligible for listing in the National Register of Historic Places under Criterion C.

#### Criteria Consideration B – Moved Property

The Verden Separate School no longer stands in its original location. It has been moved 10 miles west of Verden to a large, grassy lot on the east side of Chickasha. The move was necessitated by the immediate threat of destruction of the building. Loretta Y. Jackson, a long-time proponent of African American history in Chickasha and Grady County, was the only person to step up to save the building. There was no suitable location in the immediate area of Verden that the building could be moved to. The building was placed on a new concrete foundation on a large, undeveloped lot in Chickasha on which the building could be placed.

Volunteers from the Verden FFA cleaned out the old school building prior to its move, being careful not to remove or damage any of the remaining historic materials. Using privately raised funds and a grant from the Oklahoma Department of Commerce, the building was jacked up off its pile foundation, loaded on a trailer, and trucked to its present location. The building is in a sparsely populated section of town, with open vistas to the south and west and little development to the north. It retains much of the rural feeling and setting that it originally had. In 2005, the Loretta Y. Jackson African American Historical Society was awarded a consultant’s grant from the National Trust for Historic Preservation to do a building assessment. The intention is to restore the building to its mid-1920s look.

The move of the building was one of necessity. Care was taken to ensure that the historic fabric of the building was protected and preserved. Its new setting helps it to retain its rural feel. The Verden Separate School meets the conditions set forth under Criteria Consideration B for a moved property.

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<sup>10</sup> “Lincoln School Gives Dinner,” *Chickasha Star*, May 6, 1936. Page 1.

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Bibliography

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*Chickasha Star*, newspaper, published in Chickasha, Oklahoma. County Commissioners' reports published each year in July, 1920-1940.

*Chickasha Star*, newspaper, published in Chickasha, Oklahoma. May 7, 1936. Only article that mentions the rural separate schools in the county.

*Grady County Star*, newspaper, published in Chickasha, Oklahoma. County Commissioners' reports published each year in July, 1915-1919.

Anderson, Joseph K., and Susan E. Bearden, Institute of the Great Plains. *Rural Schools of Southwestern Oklahoma*. 1998. Survey and context included southern Grady County.

Morris, John W., Charles R. Goins, and Edwin C. McReynolds. Historical Atlas of Oklahoma, 3<sup>rd</sup> edition. Norman: University of Oklahoma Press. 1986. Provides information on Choctaw/Chickasaw lands and railroads.

Shirk, George. Oklahoma Place Names. Norman: University of Oklahoma Press. 1981. Gives information on founding of towns and derivation of names.

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United States Department of the Interior  
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET

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Verden Separate School  
name of property  
Grady County, Oklahoma  
county and State

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Verbal Boundary Description

Beginning at the point of intersection of "Grantor's" (Union Pacific) easterly main track right-of-way and the North line of Idaho Avenue (Ada Sipuel Avenue), said point being 148 feet, more or less, measured westerly from the southeast corner of lot 10, block 9 (of the resubdivision) of the City of Chickasha, Grady County, Oklahoma.

Thence, northwesterly, along said Grantor's easterly right-of-way, a distance of 210 feet, more or less, to a point;

Thence, deflecting at an angle of 25 degrees, more or less, to the left, northwesterly, a distance of 120 feet, more or less, to a point on the South line of Dakota Avenue;

Thence, westerly, along said South line of Dakota Avenue, a distance of 100 feet, more or less, to a point 200 feet, more or less, measured at right angle easterly from the centerline of said Grantor's track;

Thence, southerly, parallel with, and 200 feet, more or less, easterly from the centerline of said main track to a distance of 310 feet, more or less, to a point on the North line of Idaho Avenue;

Thence, easterly along said north line of Idaho Avenue a distance of 150 feet, more or less, to the point of beginning,

Containing an area of 39,800 square feet or 0.92 acres more or less.

Boundary Justification

Contains the relocated Verden Separate School and much of the open field surrounding it.