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United States Department of the Interior
National Park Service

Nat. Register of Historic Places
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Main School

other names/site number Ramapo Central School District Administration Building

2. Location

street & number 45 Mountain Avenue

not for publication

city or town Hillburn

vicinity

state NY code NY county Rockland code 087 zip code 10931

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X 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 X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national X statewide local

Richard Purpont DISTRO
Signature of certifying official/Title

6/17/15
Date

State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:

X entered in the National Register determined eligible for the National Register

 determined not eligible for the National Register removed from the National Register

 other (explain): _____

fn Alysis Abernathy
Signature of the Keeper

8/5/15
Date of Action

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5. Classification

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

Category of Property
 (Check only **one** box.)

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

- private
- public - Local
- public - State
- public - Federal

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

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

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

Number of contributing resources previously listed in the National Register

N/A

N/A

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

Current Functions
 (Enter categories from instructions.)

Education / School

Education / Education-Related

7. Description

Architectural Classification
 (Enter categories from instructions.)

Materials
 (Enter categories from instructions.)

Colonial Revival (?)

foundation: Concrete
 walls: Concrete, Ceramic Tile, Brick (addition)

 roof: Asphalt
 other: _____

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

Main School is located at 45 Mountain Avenue in the Village of Hillburn in Rockland County. Tucked between two small mountains at the southern end of the Ramapo Pass, the village is bounded to the west by the Ramapo River and to the south by a small brook. The historic core of the village is situated on a relatively flat river plain and forms a rough triangular shape. As a result, the village's streets are laid out in a loose grid allowing for an inconsistent pattern of larger and smaller lots. The community's historic building stock clearly speaks to the village's origins as a late nineteenth century hamlet that grew during the early twentieth century. Fourth Street, which continues across the river, historically connected the village to the railroad and its major industries. Situated on the western edge of the village, Main School stands at the corner of Mountain Avenue and Fourth Street. A large grassy lawn with a central sidewalk fills the school's deep, 60 foot setback from the road. The western edge school's lot extends to the base of a small mountain that hems in the historic village to the north. Two mid-century additions extend from the western elevation of the former school; small parking lots flank it to the north and south. The nominated parcel is the lot historically associated with Main School.

Narrative Description

Main School, built 1912, is a two-story hollow tile and concrete building covered in stucco and set on a raised basement. A large central archway dominates the building's symmetrical, five-bay-wide façade (east elevation); a false stone and keystone pattern decorates the arch. Two contemporary metal entry doors surrounded by plate glass windows fill the base of the archway. The upper archway is filled with two sash windows and a horizontal panel stating "Hillburn School." Three narrow, one-over-one windows with stuccoed sills are located directly above the arch. As shown in the original design drawings, two downspouts frame the central bay. On both the first and second stories, four windows with stuccoed sills flank each side of the central bay. The historic fenestration been retained, but the window openings are filled with replacement windows and solid panels. Four smaller windows light the raised basement on both sides of the central bay. The building is capped by a shallow hipped roof. A small cornice lined with dentils decorates the base of the roofline; two shed-roofed vents imitating dormers project from the roof.

The north elevation is largely unbroken; four narrow two-over-two windows are centrally located on the elevation. Central metal doors and an exterior metal staircase were added to the first and second floors on the elevation. Eight small windows light the raised basement. The south elevation is nearly identical. Two narrow two-over-two windows are centrally located on each of the first and second stories; a metal door was added to each, as well as an exterior metal access staircase. An additional narrow one-over-one window is located on the west side of the first floor. While the eight window openings on the raised basement remain; they are covered by solid panels. The rear (west) elevation of the school is a mirror image of the primary façade. The upper part of the large archway remains visible; the lower section is covered by a three-bay wide, one-bay-deep metal and concrete block hyphen. Three narrow two-over-two windows are located over the archway. The first and second floors each have four windows on either side of the central bay. Two shed-roofed vents project from the roofline.

The hyphen connects the historic school with two ca. 1960 flat-roofed, one-story brick additions. The north addition features a bank of 15 windows on its north elevation. Each window is paired with a horizontal sash underneath and a solid white panel above. Two narrow metal sash windows are located on the western end of the elevation; each has a pink solid panel above. The other elevations lack fenestration. The south addition forms an L-shape. It has two banks of six windows with white upper panels and another bank of seven windows that wraps around the toe of the L.

On the interior, Main School is laid out in a nearly identical, orderly pattern. On each floor, the central bay of the building serves as the primary corridor and stairhall; stairs are located on the east and west ends of the corridor. Four former classrooms are located on each of the first and second floors. The entrance on the façade leads to a small foyer and landing. A historic partition with diamond-pane sidelights and wood paneling marks the foyer. Wainscoting with narrow vertical panels has been retained in both the primary and secondary (rear) entrances. A half-stair leads from the foyer to the first floor. On the first and second floors, beadboard wainscoting, and baseboard and door trim has been retained. On the first floor, four doorways lead to former classroom spaces. Although the original hallway classroom doors have been replaced, the doorways retain their original three-pane transoms. To serve the building's current use as administrative

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offices, most of the classrooms were divided into office spaces with removable partitions; dropped ceilings were installed in each classroom. Despite these modifications, the original classroom spaces are still easily distinguished. One of the first floor classrooms has been retained at its original size for use as a conference room. On the east and west sides of the first floor, a staircase with simple square Craftsman-style newel posts and a solid wall covered in beadboard leads to a landing and turns to reach the second floor. Each landing is lit by two paired windows; arched interior trim recalls the archway on the exterior. On the second floor, four classroom doors lead from the central hallway. On the east and west sides of the hall, the stairway turns and extends up another half-level to a room over the stairhall. Two three-pane windows pierce the wall to provide light to the rooms. Historically, these spaces served as a teachers' room and library. The raised basement of the school historically served as a bathroom and utility space; it is currently used for storage.

The hyphen connects on the west side of the first floor at the school's former secondary entrance. The foyer partition on this side was not retained. The historic wainscoting meets simple vertical wainscoting at the steps where the hyphen joins the school. The ca. 1960 additions feature simple classrooms off of long, primary corridors and have dropped ceilings.

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8. Statement of Significance

Applicable National Register Criteria

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

- 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.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

Law

Social History

Period of Significance

1943

Significant Dates

1943

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Charles Hoar

Period of Significance (justification)

The period of significance reflects the year that Hillburn's Main School was the center of a NAACP appeal and received regional, statewide, and national attention.

Criteria Considerations (explanation, if necessary)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

Hillburn's Main School is significant at the state level under Criterion A in the areas of Law and Social History as the focus of a prominent school desegregation battle in 1943. Developed by the managers of a local ironworks, the hamlet of Hillburn grew during the late nineteenth century. The community's white residents lived on Hillburn's ordered streets, while the black community lived in the hollow to the west; by 1888, the local school district included a white and a black school. In 1912, Main School was built to replace the white community's aging frame school. The light-filled, airy concrete and hollow tile school with eight classrooms presented a marked contrast to the small, frame Brook School for black students. Over the next several decades, discontent over the unequal, segregated educational facilities grew within Hillburn's black community. Both local action and an NAACP appeal failed in 1931, as segregated schools were legal under New York law. When the discriminatory law was overturned in 1938, Hillburn's school board failed to act.

In 1943, the Suffern Central High School, a new centralized school which would house the 7th through 12th grades for the district, was completed. The change left enough room for all of Hillburn's elementary students to attend Main School, but the school board made no move to integrate the Main and Brook Schools. Empowered by improved economic conditions, models of strong female leadership in the community, and examples of successful school boycotts across the northeast, Hillburn's black community decided to take a stand against the school board. A coalition of black parents reached out to the NAACP for legal assistance and coordinated a strike against Brook School. Thurgood Marshall, the young head of the NAACP's legal department, assisted the community with its petition against the school board and appeal to the New York State Board of Education. Just over a month after the strike began, Commissioner George D. Stoddard ruled that Brook School should be closed and that all students, regardless of race, should attend Main School. The decision brought a swift end to one of the last, if not the last, formally segregated schools in New York State. Shocked, Hillburn's white parents swiftly enrolled their students in regional private schools; after a few years, integration gradually became a reality at Main School. The events in Hillburn were widely covered by regional, state, and national media and the result was a small, but important victory for the NAACP. The battle inspired a bill, a poem, and encouraged white and black activists in the New York region to fight *de facto* neighborhood educational segregation in other communities.

Early History and Development of Hillburn

Located in the Ramapo Mountain region just north of the New Jersey border, the area that would become Hillburn was slow to develop. In 1773, John Suffern settled nearby and established a tavern and small farm; the village of Suffern, located a few miles southeast of Hillburn, gradually developed around his land. Due to its location at the southern end of the Ramapo Pass, the region was of strategic importance during the Revolutionary War; George Washington used Suffern's home as a military headquarters.¹

During the 1790s, John Suffern expanded his commercial enterprises in the area by building a sawmill on the Ramapo. His son, James Suffern, built an ironworks, the area's first substantial industry, near the sawmill in 1848. Four years later, he added a rolling mill to the operation. Most of the output of the small ironworks was sold to the nearby Erie Railroad, which had completed its line to Piermont in 1841 and added a second track in 1853. The works employed about 25 men, and a small community began to develop nearby. Suffern abandoned the works in 1872.²

In August 1872, George Coffin, George Church, and W. W. Snow, the managers of the Ramapo Wheel and Foundry Company, purchased the former ironworks property from James Suffern. They quickly developed the land into the small hamlet of Woodburn. They laid out streets, built homes, and offered lots for sale to spur private development. By the following year, they began offering water service to the hamlet's residents. In 1881, they opened the Ramapo Ironworks near the Erie Railroad line. The company would become the hamlet's primary employer. Due to its cultivation by the ironworks and proximity to the Erie Railroad and Orange Turnpike, the community began to grow steadily. The hamlet was renamed Hillburn in 1882 when it applied for a post office.³

¹ Rev. David Cole, ed., *History of Rockland County, with Biographical Sketches of its Prominent Men* (New York: Beers & Co., 1884), 276.

² Cole, *History*, 276; Frank Bertangue Green, *The History of Rockland County* (New York: A.S. Barnes & Co., 1886), 398.

³ Cole, *History*, 276-277; Green, *History*, 399.

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By the late nineteenth century, a sizeable black population had developed in Orange and Rockland Counties; in 1870, they had the state's third and fourth highest percentages of African-American residents, respectively. As in many older Hudson Valley communities, the region's black population dated back to the colonial period. The evidence of slavery in the region was apparent in the names shared by both established black families and prominent white families, such as the van Dunks, van Cotts, and de Groats. Others families came to the area as free blacks, or were Ramapo Mountain People, a group with deep cultural ties to the region that claims an ancestry of free blacks, Ramapo Indians, and Hessian soldiers. The managers of the Ramapo Ironworks recruited black workers from the region and nearby urban areas to fill some of its lower-paying and labor-intensive positions. With the influx of these new jobs, Hillburn's black community began to grow steadily. Instead of settling in the new hamlet, they established homes west of the community in a more geographically marginal area known as "the Hollow." Although no physical boundary existed between the two communities until Route 17 was constructed in 1932, the road formalized the locally established social and cultural distinction. By the mid-1940s, the village water system had still not extended beyond this line to serve the black community despite its residents' petitions for service for 10 years.⁴

Educational Segregation in Hillburn and New York

In December 1873, after about 15 houses were completed in Hillburn, the community decided that it was time to build a small community hall. Built with local donations on land given by James Suffern, the building served as a church, school, and Sunday school. A new school district was created in 1880 in response to the hamlet's growth and a dedicated one-room school building was constructed. However, the new school was not open to the hamlet's black children.⁵

Hillburn's African-American community centered on Brook Chapel, a Presbyterian church built in 1877. In addition to its use as a church and Sunday school, the small log building was used as a school during the week. Although the "school in the mountain for colored children" was mentioned in relation to the new school district, it was not immediately incorporated. However, within a decade, Hillburn's white community began to take an interest in the Brook School. At a public meeting on August 28, 1888, attendees decided to incorporate the Brook School into the public school district. In addition, they made provisions to accommodate any black children in Ramapo as well as those living near the district in New Jersey to attend. The following year, a special school meeting was held to discuss the construction of a new school. To accommodate the village's growing African-American population, the school district allocated funds to build a new two-room, frame school next to the Brook Chapel.⁶

Establishing segregated schools for black and white students was common practice in the northeast during the late nineteenth and early twentieth centuries. In New York, local school boards were allowed the option of establishing segregated facilities. Unlike Hillburn, not all communities set aside money to do so, forcing African-American communities to finance their own schools. Even when they existed, schools for black children tended to be poorly funded and had inadequate equipment and supplies. Brook School benefited from the support of both the school district and the African-American congregation and community. In 1905, Estella M. Peterson, the teacher at Brook School, attended the Rockland County Teachers Institute and was honored as the only black public school teacher in the county.⁷

Across the country, states established a legal framework for segregation not only in education, but also public life. In 1890, Louisiana passed a law requiring separate accommodations for blacks and whites on railroads. Concerned by the implications and potential repercussions of the law, a group of black, creole, and white New Orleans residents began developing a challenge to the law. After Homer Plessy, a creole man, was arrested for sitting in a whites-only train car, the group brought the case to court. In 1896, *Plessy v. Ferguson* reached the Supreme Court. The court decision upheld Louisiana's law, arguing that the law did not imply the inferiority of blacks and insisted that racial separation was a matter of public policy. In cases where facilities were equal in quality, as they found to be true with Louisiana's train cars, the court

⁴ David S. Cohen, *The Ramapo Mountain People* (New Brunswick: Rutgers University Press, 1974), 92; National Register of Historic Places, Brook Chapel, Hillburn, Rockland County (09NR06016). This nomination includes an excellent discussion of the various origin stories attributed to and claimed by the Ramapo Mountain People; Thomas J. Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (New York: Random House, 2008), 164; "Jim Crow Enrols for New Term in Hillburn's Schools," *PM* (New York, N.Y.), September 14, 1943.

⁵ Gilbert H. Banker, "A Brief History of Rockland County Schools," *The Journal-News* (Rockland County), December 1, 1941; Green, *History*, 399; Cole, *History*, 277; "Ramapo," *The Rockland County Journal*, March 27, 1880.

⁶ National Register of Historic Places, Brook Chapel, Hillburn, Rockland County (09NR06016); "Ramapo," *The Rockland County Journal*, March 27, 1880.

⁷ "The Only Colored Teacher," *Nyack Evening Journal*, May 13, 1905; Sugrue, *Sweet*, 172-173.

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maintained that separate facilities were constitutional. Though the examined train cars may have been separate-but-equal facilities, in the majority of cases separate facilities were inherently unequal due to racist practices such as inadequate funding or maintenance. The federal decision legitimized existing state laws establishing segregation and opened the floodgates to new legislation.⁸

New York's state courts offered a similar decision in November 1899. The case, *People, ex. Rel., Cisco v. School Board*, was brought by Mrs. Cisco, a black mother from Queens who requested that her children attend the Breton Avenue School. Based on the district superintendent's policy of not admitting black children to white schools, her request was denied; instead, officials assigned her children to School No. 48, a separate school for black children. Mrs. Cisco did not deny that School No. 48 was of equal quality but argued that her children should not have been refused admission on account of their color. However, the court found that racially segregated schools were legal under the state's constitution. In his decision, P.J. Goodrich stated that the constitution "requires no more than that equal facilities in public schools shall be furnished to all children, white and black, alike." While the children had a right to attend school, they could not insist upon attending a certain school on the basis of preference as long as all options were equal.⁹

Inspired in part by the dramatic increase in segregationist "Jim Crow" laws in the south, a wave of African-American individuals and families began moving north during the early twentieth century. Though this movement had begun during the late nineteenth century, it increased in scale during the mid-1910s. Between 1916 and 1918, more than 400,000 African-Americans moved to urban areas outside of the south. During the course of the Great Migration, spanning from 1916 through 1970, over six million African-Americans moved to cities in the north, midwest, and west. These families sought to escape the extreme poverty and structural racism in the rural south and to find jobs and to create better educational opportunities for their children. One in five African-American migrants to the north settled in a suburb. Although some migrants to New York settled in industrial communities upstate, many made their way to established African-American neighborhoods in New York City and its surrounding suburbs.¹⁰

Rockland County's industries, like the Ramapo Foundry, attracted African-American migrants and families during the late nineteenth and early twentieth centuries. Between 1880 and 1900, the county's African-American population grew from 816 to 2,060; this reflects an increase from 3 percent of the county's total population to over 5 percent. Although these numbers may seem small, they reflect dramatic change within the small county. In 1900 and 1910, Rockland County's African-American population was proportionally the highest in the state.¹¹

Growth in Hillburn's overall population spurred the need to expand and improve the hamlet's educational facilities. Hillburn's white school building had sufficed for the community's needs, albeit with additions and improvements, for nearly thirty years. By the early 1910s, however, the community had outgrown it. The school district commissioned architect Charles Hoar to design a new school on the site of the old building. Completed in April 1912, the hollow tile and stucco Main School featured six large classrooms, and assembly hall, and two playrooms. The enlarged school provided classroom space for a kindergarten and eight elementary grades. The following year, the Brook School received a two-room addition; the additional space allowed teachers to accommodate six grades. Black students who wanted to continue their education beyond sixth grade could do so at the white schools: seventh and eighth grade at Main School and then Suffern High School. However, for economic reasons, few black students were able to do so. An industrial curriculum was introduced at Brook School in 1915.¹²

Local and National Efforts in Education and Civil Rights Activism

Concerned about the increase in race-based violence, such as lynching and race riots, in the United States, a group of white and black activists founded the National Association for the Advancement of Colored People (NAACP) in February 1909. The group intended to focus on social and economic justice, improving civil and political rights, and making legal

⁸ David W. Bishop, "Plessy V. Ferguson: A Reinterpretation," *The Journal of Negro History* 62 (1977): 125-133.

⁹ The People of the State of New York ex rel. Elizabeth Cisco Apellant, v. The School Board of the Borough of Queens, New York City, Respondent, 44 App. Div. 469 (New York App. Div., 1899). <<https://casetext.com/case/people-ex-rel-cisco-v-school-board>>.

¹⁰ Andrew Wiese, *Places of Their Own: African-American Suburbanization in the Twentieth Century* (Chicago: University of Chicago Press, 2004), 5, 37, 68-69.

¹¹ Historical Census Browser. Retrieved 2015 from the University of Virginia, Geospatial and Statistical Data Center, <<http://mapserver.lib.virginia.edu/>>.

¹² Gilbert H. Banker, "A Brief History of Rockland County Schools," *The Journal-News*, December 1, 1941; "Architect of Hillburn School is Honored," *Ramapo Independent*, June 1, 1912.

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challenges to discrimination. Under the direction of W.E.B. DuBois, the NAACP established its primary publication, *The Crisis*, in 1910 to help articulate the group's aims and reach out to African-American activists and communities across the country.¹³

During its first two decades, the NAACP and *The Crisis* increasingly emphasized the connection between the educational and economic positions of the black community. It was evident to its leaders that the practice of segregated education and the concomitant lack of resources available for teachers, materials, and maintenance at black schools was at the heart of the issue. The NAACP strongly emphasized local grassroots organizing and the formation of branches where issues like education could be further explored. African-American communities cared deeply about education, which had become the key to economic success. Blacks who migrated northward had high hopes for their children's education; northern blacks attended school at a rate equal to that of whites. Unfortunately, due to underfunding, high teacher turnover and districts that classified blacks as intellectually inferior, black schools did not always present the ticket out of poverty that parents hoped for their children. Focused on its anti-lynching campaign, legal fights, and national battles like the campaign against the racist film *Birth Of A Nation*, the fledgling organization lacked the resources to tackle educational segregation with any clear strategy until the 1930s.¹⁴

During the early twentieth century, Hillburn's African-American community benefited from the strong local religious, educational, and civil rights leadership of the Gunner family. Born in Alabama in 1857, Byron Gunner received his early education at a school founded by the American Missionary Association at the end of the Civil War. He later graduated from the theological department of Talladega College (1880) and studied at Oberlin College. Between 1880 and 1884, Gunner taught at an American Missionary Association school in Paris, Texas. Following his ordination in 1884, Gunner served as pastor of two southern churches: St. Paul Congregational Church in New Iberia, Louisiana (1884-9) and the First Congregational Church in Lexington, Kentucky (1890-5). In 1893, Bryon Gunner married Cecily Savery. The couple met at Talladega College, of which she was also a graduate; Cecily Savery's father, a former slave, was one of the founders and original trustees of the college. The couple was well-suited to public service; both were deeply religious and dedicated to improving education and civil rights for African-Americans.¹⁵

The young couple moved north to Newport, Rhode Island in 1898, where Byron served as pastor of the Union Congregational Church. While in Rhode Island, the Gunnors became increasingly involved in civil rights organizations. Byron Gunner participated in the Niagara Movement, which opposed racial segregation and disenfranchisement as well as accommodationist policies. At that time, Gunner became acquainted with W.E.B. DuBois and good friends with William Monroe Trotter; he remained in contact with both men until his death.¹⁶

In 1907, Byron Gunner became the pastor of Brook Chapel in Hillburn. Cecily Savery Gunner quickly involved herself with the Brook Chapel Sunday School and the Brook School. The couple's civic-mindedness, emphasis on education, and involvement in the national civil rights movement vivified the small community. By 1910, Cecily began serving as president of the New York State Federation of Colored Women's Clubs and later served as president of the Northeastern Federation of Colored Women's Clubs. In addition, she created a Paul Lawrence Dunbar Club and a Mother's Club in Hillburn. Mary Frances Gunner, one of their daughters, was spotlighted by *The Crisis* in its section "Men of the Month" for her accomplishments. Mary graduated from Suffern High School, where she was the only black girl in her class. Even so, "she led [the class] throughout the course, making a uniformly higher average than any other pupil" and would continue her studies at Middlebury College in Vermont. She was praised as "an argument for woman suffrage as well as for the intelligence of the Negro race" and stood out as a shining example of Hillburn's black community.¹⁷

Byron participated in the regional colored ministers association, but he also continued his involvement with national organizations as well. He became president of the National Equal Rights League by 1910. Founded in 1908 by William

¹³ Mark V. Tushnet, *The NAACP's Legal Strategy against Segregated Education, 1925-1950* (Chapel Hill: University of North Carolina, 1987), xi, 1; NAACP, "NAACP: 100 Years of History," <<http://www.naacp.org/pages/naacp-history>>.

¹⁴ Tushnet, *NAACP*, 5, 20; Sugrue, *Sweet Land*, 170-171.

¹⁵ Frank Lincoln Mather, ed., "Byron Gunner," in *Who's Who of the Colored Race: Volume One* (Chicago: F.L. Mather, 1915), 126; Angela Jones, *African American Civil Rights: Early Activism and the Niagara Movement* (Santa Barbara, C.A.: Praeger, 2011), 220; "Kate Savery Takes Part in Ceremonies Dedicating Library," *The Journal-News*, July 1, 1939.

¹⁶ Mather, ed., "Byron Gunner," 126; Jones, *African American*, 220; William E. B. DuBois, *The Correspondence of W.E.B. DuBois Selections, 1877-1934* (Amherst, M.A.: University of Massachusetts Press, 1973), 228.

¹⁷ "Men of the Month," *The Crisis* October (1911): 235-236; Gilbert H. Banker, "A Brief History of Rockland County Schools," *The Journal-News*, December 1, 1941.

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Monroe Trotter, the group had a similar purpose to the NAACP but had an all-black leadership and membership. Byron continued to serve within the organization's leadership through about 1920. Around that time, Byron left Hillburn to serve a short term as pastor of a Presbyterian Church in Reading, Pennsylvania; he died there in 1922.¹⁸

Cecily Savery Gunner remained in Hillburn, and devoted herself to the Brook School. In 1917, her sister Kate Savery, also a Talladega graduate, moved to Hillburn. In addition to teaching at the school, Kate became Brook School's principal. Cecily was superintendent of the Brook Chapel Sunday School and primarily served as the Brook School's kindergarten teacher; her kindergarten classes had an average of 23 students. Young black teachers boarded with the sisters while they worked at the school. The two women, who were praised as the "guides, philosophers, and friends to the Hillburn colored community," may have also inspired the creation of Hillburn's NAACP branch. During her career at Brook School, Kate Savery periodically resigned in protest of the village's segregated system. In 1927, the branch entered a protest to the Village board about a "No Colored People Allowed Sign" posted in a local barber shop window.¹⁹

In 1930, T.N. Alexander, the head of Hillburn's NAACP branch, petitioned the national organization for assistance with desegregating its schools. Although the community was displeased with the segregated system, Alexander's timing was poor. Community members feared losing their jobs during the Great Depression in what essentially amounted to a company town; the head of the school board owned the foundry. Alexander, a postal worker who commuted to New York, had more freedom to pursue the case and essentially led the charge alone. The NAACP investigated the case and petitioned the New York State Board of Education to desegregate the schools. However, as segregated schools remained legal in the state, officials refused to intervene.²⁰

During the early 1930s, the NAACP had only begun to formalize its strategy of combating educational segregation. In 1930, the organization hired lawyer Nathan Margold to study educational law upholding segregation and develop and coordinate a legal strategy. Nearly half of Margold's 218-page report, completed in May 1931, was filled with analysis of legal routes for challenging educational segregation. Rather than focusing on the south, which he thought "would be worse than futile," Margold recommended starting with cases in the north. In addition, he rejected the idea of lawsuits aimed at equalizing funding between white and black schools. Instead, he suggested the NAACP "boldly challenge the constitutional validity of segregation" by focusing on its direct connection to discrimination. The NAACP's legal efforts expanded after the organization hired prominent black lawyer Charles Hamilton Houston as special counsel in 1934. Under Houston's direction, the NAACP legal department grew and began challenging educational segregation at the university level and pay inequities between white and black teachers.²¹

After Hillburn's NAACP suit met with no success, the community tried local action. In August 1930, the nomination of Edward Morgan, a black man, to Hillburn's school board failed. Black community members challenged this, arguing that "since our children form so large a part of the total enrollment at Hillburn schools, we are entitled to some representation on the board of education." Conditions at the Brook School had continued to decline due to the lack of attention from the school board. The four-room school housed 125 students – often, two students had to share the same seat – and had outdoor toilets. Parents argued that the school was a fire trap with inadequate exits. In addition, Route 17 had cut through the school property, destroying its former playground. The school board voted to buy additional land for a new playground, but not to improve the school. The expanded playground, they argued, would serve as a separate but equal recreational facility. The community was disappointed, but not surprised; they reported having "complained on many occasions to both the village and the school authorities, but that their complaints have gone unanswered."²²

In 1938, New York repealed the provision in its education law allowing the construction of segregated schools. Though the legal action technically made segregated schools across the state illegal, no dramatic change resulted from the decision. School boards drew new district boundaries to ensure that their schools remained segregated, or simply continued to maintain the schools as separate. The local school board chose to maintain the status quo, while Hillburn's black community waited in vain for an appropriate response.²³

¹⁸ "The Horizon," *The Crisis* May (1922): 28; "Union Meeting of Ministers," *The New York Age*, October 20, 1910; "Rev. Byron Gunner died at Reading, PA," *The New York Age*, February 18, 1922.

¹⁹ Federal Census, New York, 1920, 1930, 1940; State Census, New York, 1925; "Segregation Charge Made at Hillburn," *The Journal-News*, September 9, 1943.

²⁰ Sugrue, *Sweet Land*, 165; "Is the N.A.A.C.P. Lying Down On Its Job?" *The Crisis* October (1931): 343.

²¹ Tushnet, *NAACP*, 13-14, 26-28, 33, 88.

²² "Hillburn Colored Folk Aroused Over Conditions At Brook School," *Rockland County Evening Journal*, August 7, 1930.

²³ Sugrue, *Sweet Land*, 164; Travis E. Jackson, "Mr. Marshall Comes to Hillburn," *South of the Mountains* 47 (2003), 3.

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Between 1920 and 1940, Rockland County's African-American population more than doubled, and the county continued to have among the highest black populations (by proportion) in the state. In Hillburn, this demographic change was evident in the overcrowded student population at Brook School.²⁴ Despite the challenges presented by the inadequate facility, Cecily Savery Gunner and Kate Savery continued to operate the Brook School as effectively as they could. In 1939, the newspaper reported that all of the Brook School students who took the state regent's examination had passed. These results are even more remarkable given the school's high enrollment: 126 students in 1939 and 123 students in 1940. For the same years, Main School, a substantially larger facility, had an enrollment of 115 and 139, respectively. Whether out of frustration at the inadequate facility, lack of local response to the change in education law, or both, the Brook School was the target of an attempted arson in August 1941. The fire was spotted quickly and stopped before it could do substantial damage; only the siding shingles on the north side of the building were burned. No suspect or motive was reported, and the school opened on schedule that fall.²⁵

Hillburn Desegregation Suit, September 9 – October 12, 1943

More than a decade after their initial attempt to desegregate their community's schools, Hillburn's black parents continued to press for change. The school board finally added indoor bathrooms and a hot water heater at the Brook School in the summer of 1943, but this was too little, too late; even with these improvements, Brook School would never be equal to Main School. The new centralized Suffern High School, which would also incorporate the seventh and eighth grades from the elementary schools, was scheduled to open in fall 1943. The black community had hoped this change would make room for all elementary students at Main School. After hearing that the schools would remain segregated, a group of local activists, predominantly women, called upon the NAACP for help.²⁶

Although the school board's lack of willpower to make substantial change may have been the final impetus for the black community's sudden decision, a number of factors empowered it to act. Due to its wartime production schedule, workers were in high demand at the Ramapo Foundry. To replace workers who had left to fight in the war, the factory began hiring women as defense workers; a number of black women worked in the brake works. The good jobs improved the economic security of Hillburn's black families and transformed mothers into breadwinners. In addition, the community was reflecting on the death of one of its leaders. After 35 years of dedication to the Brook School, Cecily Savery Gunner died in July 1943. Through her decades of work in education and community organizations within the community, Cecily established a precedent for strong female leadership and created opportunities for local black women to improve their skills and confidence. By participating in organizations like mother's clubs or the Brook School PTA, women were empowered to take local action, such as school fundraising, but also to connect their local work to national events, like the war effort. The war itself, and the popular rhetoric of anti-fascism and democracy that supported it, also fueled discontent about the school's conditions. Segregated schools were fundamentally undemocratic and unequal – and did not fit with the positive wartime image that the United States had cultivated for itself.²⁷

By virtue of its relatively small, tight-knit community, Hillburn was a perfect environment for a desegregation challenge. Of the village's population of 1,611, 41.5 percent were people of color. Blacks and whites interacted with each other on a daily basis. Unlike in a large city, where racism might feel more structural and inevitable, the community dynamics and sources of discriminatory actions were readily apparent. Finally, the black community's size made it easy to communicate internally

²⁴ Although Rockland County's African-American population continued to increase during the early twentieth century, it was far outstripped by the dramatic growth in New York City and Westchester Counties after 1920. Through 1940, Rockland County continued to rank within the top four highest African-American populations (by percentage of total population). From University of Virginia Historical Census data. Historical Census Browser. Retrieved 2015 from the University of Virginia, Geospatial and Statistical Data Center, <<http://mapservr.lib.virginia.edu/>>.

²⁵ "Pass Regents," *Rockland County Journal News*, June 29, 1939; "Hillburn Schools Show Increase in Attendance," *Ramapo Valley Independent*, September 19, 1940; "Officials Probe Attempt to Fire Hillburn School," *Rockland County Journal News*, August 2, 1941; "Officials Making Investigation of Brook School Fire," *Ramapo Valley Independent*, August 7, 1941.

²⁶ Thomas Sugrue, "Hillburn, Hattiesburg, and Hitler," in *Fog of War: the Second World War and the Civil Rights Movement*, ed. Kevin Michael Kruse and Stephen G.N. Tuck (New York: Oxford University Press, 2012), 95; Jackson, "Mr. Marshall," 4; "Jim Crow Enrols for New Term in Hillburn's Schools," *PM*, September 14, 1943.

²⁷ "Mrs. Cecily Savery Gunner," *Rockland County Leader*, July 22, 1943; "To Provide Identity Cards for Children of Brook School in Hillburn," *The Journal-News*, December 28, 1942; "Brook School PTA to Hold Parties for Milk Fund," *The Journal News*, January 29, 1943; Sugrue, *Sweet Land*, 169; Sugrue, "Hillburn," 95; Patricia Bronte, "Town's Negroes 'Strike' Against Jim Crow School," *PM*, September 9, 1943.

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and its location, near New York City, facilitated communication with mainstream and black news media. From the beginning of the dispute, regional, state, and national newspapers covered the story. Hillburn became a local symbol of the national fight for freedom and democracy, and a reminder to northeastern white activists that discrimination was not simply a southern problem.²⁸

The NAACP coordinated with its Hillburn branch during the late summer and sent Thurgood Marshall, the young head of its legal department, to the community to provide assistance and legitimacy to their protest. On September 8, 1943, the first day of school, only six children showed up at Brook School; the other ninety-four children were on a "general strike." That morning, Thurgood Marshall brought Allen Morgan Junior and his parents into the principal's office at Main School and asked that the five-year-old boy be enrolled. As expected, his request was rejected. Marshall promptly drafted a letter of complaint to the school board and sent an appeal to the New York State Commissioner of Education. Led by Mrs. Marjorie Van Dunk, the new branch president of the Hillburn NAACP, the black parents met and unanimously voted to refuse to send their children to Brook School. Later that day, a group of black parents marched to school board president J. Edgar Davidson's house to demand the schools be integrated.²⁹

In response to Marshall's appeal, SED Counsel Charles A. Brind sent a telegram to the school board: "Provision for maintenance of separate school for colored children repealed by Chapter 134 Laws of 1938. Necessary for your board to arrange school facilities for both white and colored children without segregation." In light of the situation, the school board called an emergency meeting and canceled classes for the rest of the week. In response, the school board maintained that there was no segregation and quickly established zoning for the two schools. Route 17 primarily served as the dividing line: students east and north of it and east of the western property line of Mrs. Zenda Sterling were to attend Main School, while those west and south of Route 17 and Sterling's property must attend Brook School. As a result of the new geographic boundaries, 25 black children and 50 white children would attend Main School and 75 black children would attend Brook School. Marshall argued this gerrymandering only further proved the board's intention to segregate the schools.³⁰

By the early 1940s, Thurgood Marshall had become deeply familiar with civil rights law and was the head of the NAACP's legal department. Marshall had studied law at Howard University under the guidance of Charles Houston, who would later become the NAACP's primary counsel. Marshall graduated from Howard with honors and passed the Maryland bar exam in 1933. He established his own small criminal law practice and gradually developed a reputation within the Baltimore court system for his diligence. In addition, he began working for the Baltimore branch of the NAACP, largely on a pro-bono basis. After his successful defense in *Murray v. Pearson*, a university admissions case, in 1936, Marshall began working full-time for the NAACP in New York City. Working with his mentor Houston, Marshall gradually took on more legal cases and was put in charge of the office in 1938. As the organization grew, Marshall traveled more to scope out cases, research, and assist at branches. Regional NAACP attorney Jacob K. Wexler had called upon Marshall to become involved as Hillburn's families planned to expand their efforts.³¹

Though Hillburn's school board responded quickly, village leaders were shocked by the protest. School board member Jacob Schenck claimed that "we have no feeling against the colored people. We proved that by improving their school building" with new indoor toilets. Besides, he stated, "We were only leaving things as they have always been. The board isn't responsible for this situation; we only inherited it." J. Edgar Davidson's wife expressed her own paternalistic complaint: "I've fed them when they're sick and given them money when they needed it. Why should they try to enroll their children in

²⁸ Sugrue, *Sweet Land*, 174-175; Jackson, "Mr. Marshall," 5; "Stalemate is Continued in School Upset," *The Journal-News*, September 13, 1943. The paper reported with some surprise that "Photographers and newsmen of several metropolitan as well as Pittsburgh newspaper were also on hand."

²⁹ Sugrue, *Sweet Land*, 163-66; Jackson, "Mr. Marshall," 6; "Hillburn Schools Close as Negroes Fight Segregation," *Ramapo Valley Independent*, September 9, 1943; "Segregation Charge Made at Hillburn," *The Journal-News*, September 9, 1943; "Race Segregation Charged at Hillburn; Strike of Negroes Closes Two Schools," *The New York Times*, September 10, 1943.

³⁰ Sugrue, *Sweet Land*, 163-66; Jackson, "Mr. Marshall," 6; "Hillburn Schools Close as Negroes Fight Segregation," *Ramapo Valley Independent*, September 9, 1943; "Segregation Charge Made at Hillburn," *The Journal-News*, September 9, 1943; "State Orders Town End Jim Crowism in School," *PM*, September 10, 1943; "School Plan Turned Down at Hillburn," *The Journal-News*, September 10, 1943.

³¹ Juan Williams, *Thurgood Marshall: American Revolutionary* (New York: Times Books, 1998), 61, 68, 91-93, 101; "Wexler recalls Hillburn segregation fight," *The Journal-News*, July 5, 1984.

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the white school? What do they want to go there for?" Mayor John Creelman disparaged the black community's wish for good educational opportunities and stated simply that "all a Negro wants is a full belly."³²

On the morning of September 13, 1943, all of Hillburn's black families attempted to enroll their children at Main School. Only the 33 children living within the new Main School district were accepted; the remaining 55 children were told to register at Brook School. Although Principal Kate Savery had opened Brook School and was waiting with the other teachers inside, none came to the school to register for classes. She personally supported the parents' efforts, but stated "It is the people's fight. They do not wish to involve the teachers. But they are quiet and determined and they have been waiting a long time." That evening, Hillburn's black parents met and drafted a petition and sent it to J. Edgar Davidson, president of the school board. It stated the families' objections to the poor condition of Brook School, alleged that the district's new boundary lines were drawn with the intention of maintaining segregated schools, and requested a public hearing at the September 14 school board meeting.³³

Davidson welcomed the families to send a representative to the board meeting but also sent out a notice to each of the parents of the fifty-five children who had not yet registered for classes. The note sternly reminded the parents of their obligation to have their children attend school "at a time and place designated by the Board of Education" and that they would be held personally responsible if they failed to do so. If the parents continued to refuse to send their children to Brook School, the board promised to "take such steps as are provided by law to compel your compliance," including issuing arrest warrants. Thurgood Marshall, an assistant NAACP attorney, and Marjorie Van Dunk attended the school board meeting in support of their petition. Marshall reviewed the petition for the board, but board members were unswayed by its arguments. Davidson reiterated that it was legal for the school board to draw district lines and advised that the parents had a right to appeal them to state educational authorities. He also recommended that, in the meantime, the students begin attending school.³⁴

That evening, Hillburn's black parents, the NAACP representatives, and a small group of white activists from New City met at the Brook Church to discuss the results of the petition. Marshall stated that he expected fast action from Albany and that he believed their case had a legal foundation but that a decision about the strike was up to them. Refusing to offer tacit acceptance of the redistricting by sending their children to Brook School, the parents agreed to continue their strike. With the financial support of the NAACP, the parents hired New York State licensed teacher Alice Avery to teach classes at an alternate school to keep their children from getting too far behind in their studies; the informal classes held at Brook Chapel began on September 16, 1943.³⁵

As media coverage of the Hillburn strike spread, outside groups began to offer opinions and assistance. The Rockland County American Labor Party passed a resolution in support of the parents' fight for the "right of equality of opportunity and privileges in the public schools." The ALP also called upon the county Democrats and Republicans to join; both groups demurred, citing that the dispute was not a political matter. Douglas P. Clawson, a member of the ALP's executive committee, stated "The idea of Jim Crowism is repugnant to many Northerners and to learn that there was a Jim Crow school not only in New York State, in violation of the law, but in our own county and school district was disturbing... We have an example here that decent citizens who really believe in democracy should be ashamed of." In addition, the American Civil Liberties Union's county branch reached out to the Hillburn parents group. The white activists from New City, many of which were involved with the ALP or ACLU, represented a coalition supporting the Hillburn parents. Over the next several weeks, the group, named the Rockland County Citizens Committee, continued to grow; it eventually included such notable members as playwright Maxwell Anderson, actress Helen Hayes, and composer Kurt Weill. In an attempt to force state-level action, the committee sent a telegram to Governor Thomas E. Dewey, asking him to intervene. Other

³² Sugrue, *Sweet Land*, 166-67; Patricia Bronte, "Town's Negroes 'Strike' Against Jim Crow School," *PM*, September 9, 1943; Patricia Bronte, "Showdown is Due on Jim Crow School Between the Town's Negroes and Officials," *PM*, September 12, 1943; "Jim Crow Enrols for New Term in Hillburn's Schools," *PM*, September 14, 1943.

³³ "Stalemate is Continued in School Upset," *The Journal-News*, September 13, 1943; "33 Negroes Join White Children in Hillburn School, 55 Barred," *New York Herald Tribune*, September 14, 1943.

³⁴ "33 Negroes Join White Children in Hillburn School, 55 Barred," *New York Herald Tribune*, September 14, 1943; "Deadlock Remains Unbroken in Hillburn School Problem," *The Journal-News*, September 15, 1943.

³⁵ "Hillburn Negroes Firm, Set Up School in Church," *PM*, September 16, 1943; "Hillburn Negroes Resolve to Continue School Strike," *Ramapo Valley Independent*, September 16, 1943.

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outside groups, including The Clericus, an organization of New York clergymen, and the Episcopal Diocese of Long Island, sent additional telegrams in support of the striking parents.³⁶

Regional newspapers printed local opinions and editorials that decried the influx of outside opinions into what they saw as a purely local issue. The *Rockland County Journal-News* decried this meddling, arguing that the outsiders were increasing local tension. Its editors argued that "The people of Hillburn are quite competent to handle their own troubles and they have good reason to resent all the unrequested solicitude that is being felt for what is assumed to be a sad plight rather than a state of affairs which they themselves can remedy without asking favors of anyone." They further maintained that the school board would have handled the issue in due time and that outside influence was only making a resolution come more slowly. The *Ramapo Valley Independent* doubted the local leadership and intent of Hillburn's black community. "All this rabble-rousing activity on the part of the National Association for the Advancement of Colored People and other butters-in, aided and abetted by a sensation-seeking tabloid newspaper [PM], is hindering rather than aiding the cause of Hillburn Negroes...sooner or later those who were unwittingly led into this strike will also regret it."³⁷

Davidson also expressed concern that the "fine colored people" of Hillburn were "being led astray by outsiders" and would have never gone to such action on their own. While Marshall and the NAACP played an important role in coordinating the protest, Davidson was blind to the fact that the complaints of Hillburn's black community were entirely homegrown. As Historian Thomas Sugrue states:

In Hillburn – as with so many protests in the North – the local and the national blurred. Local activists quickly learned that their local struggles were part of a nationwide battle; national leaders like Thurgood Marshall relied on local rebellions to develop a strategy for litigation. Local agitation and outside intervention were two wholly intertwined processes.³⁸

Community leaders came up with the idea of a strike, not the NAACP; Marshall was quoted by reporters many times asserting that he was not part of the decision to begin or continue it. By connecting their efforts with the NAACP, local activists felt empowered by the national organization's history of success.³⁹

As indications that the school board would issue summonses to parents of delinquent students became more frequent in the local news, the Hillburn parents met once again at Brook Chapel on the evening of September 22. The 80 parents present voted to maintain their strike and signed a petition to the state commissioner of education asking him to review their situation. One of the leaders stated, "We hate this fight, and we want it known that it is not a fight against our neighbors or the school system. It is a fight against one man – J. Edgar Davidson – who told a Negro mother's [sic] meeting that conditions here would not be changed as long as he is a member of the school board."⁴⁰

On September 23, 1943, the Ramapo Central School Board formally issued summonses against 22 parents of 46 children who had not registered for classes. The summonses charged the parents with refusing to send their children to an accredited school and instructed them to report to the Rockland County Children's Court in New City on September 29th. That morning, four mothers, 18 sets of husbands and wives, 49 children, and the three teachers of the Brook School traveled to New City. Several of the mothers who had been deeply involved in the dispute had stayed up late coaching their husbands. Mrs. Margaret VanDunk stated, "We don't know why they didn't subpoena us. Probably because they know we've done all the work and we can talk better about it than our men can." Several of the mothers had made arrangements to have their children watched by black mothers whose children were attending Main School in the event that they were jailed for non-compliance. After hearing the testimony in the case of Mr. and Mrs. Gilbert Avery, Judge John

³⁶ Sugrue, *Sweet Land*, 167; "Political Parties Invited to Join Hillburn Tangle," *The Journal News*, September 16, 1943; "Hillburn Negroes Resolve to Continue School Strike," *Ramapo Valley Independent*, September 16, 1943; "County ALP Urges Tri-Party Action on Hillburn Case," *Ramapo Valley Independent*, September 16, 1943; "Governor Is Forced Into Hillburn Row," *The Journal-News*, September 17, 1943; "ALP Asks Other Parties to Aid Hillburn Negroes," *PM*, September 17, 1943; "Hands Off is GOP Policy in Hillburn Row," *The Journal-News*, September 18, 1943; "Aid Rallies to Parents in Hillburn School Row," *PM*, September 20, 1943; "Clergymen Protest Hillburn Race Bias," *PM*, September 21, 1943; "Gov. Dewey Asked to Act on Hillburn," *PM*, September 27, 1943.

³⁷ "Editorial: A School Strike is the Wrong Method," *Ramapo Valley Independent*, September 16, 1943; "Governor Is Forced Into Hillburn Row," *The Journal-News*, September 17, 1943; "No Place for Politics," *The Journal-News*, September 22, 1943; Editorial: "Outside Influence Muddles Local Issue," *Ramapo Valley Independent*, September 23, 1943.

³⁸ Sugrue, "Hillburn," 96.

³⁹ Sugrue, "Hillburn," 96; "Hillburn Row Carried Into Court Action," *The Journal-News*, September 23, 1943.

⁴⁰ "Summonses Next on Docket In Hillburn School Dispute," *The Journal-News*, September 21, 1943; "Court Hearing On Hillburn School Strike On Sept. 29," *Ramapo Valley Independent*, September 23, 1943.

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A. McKenna decided that the evidence and arguments would be the same for each of the parents. He fined each of the parents \$10 but suspended the sentence provided that the parents enrolled their children in an accredited school within a reasonable amount of time.⁴¹

Following the judge's instructions to register their children at "any accredited school," Hillburn's black parents lined up outside Main School on September 30. Mr. Davidson, who was waiting at the school, refused to register any of them. As she brought her children back out of the school, one of the mothers commented, "He hasn't changed; he'll never change." Later that day, Davidson and other school board members received a summons of their own to appear before the state education commissioner in Albany on Monday, October 4.⁴²

The NAACP promoted its efforts in Hillburn in the October issue of *The Crisis* and helped garner additional regional support for the parents. On October 3, the NAACP sponsored a fundraiser and rally on behalf of the Hillburn boycott. In the days before the event at the Golden Gate Ballroom in Manhattan, it was advertised in newspaper articles and on posters on telephone poles and in bars, stores, and churches throughout Harlem. As an NAACP sound truck rolled through the streets announcing the event, pedestrians broke into applause. The rally was a resounding success; over 600 people were in attendance, including 30 parents from Hillburn. Speakers, including Thurgood Marshall and Adam Clayton Powell Jr., criticized the school board's actions as "Mississippi Jim Crowism at its worst." As a result of its fundraiser, the NAACP was able to buy new maps and textbooks for the Brook Chapel independent school. The success of the event also inspired Harlem NAACP activists to later hold similar mass meetings on other important issues like poll taxes and Jim Crow in the military.⁴³

On the afternoon of October 4, Dr. George Stoddard, New York State Commissioner of Education, heard the arguments of William E. Miele, the Ramapo School Board counsel, and Thurgood Marshall regarding the dispute in Hillburn. Over 100 people were in attendance, including the entire Ramapo School Board, ten of Hillburn's black parents, and about 30 newspaper reporters. Marshall presented his case by first explaining the long history of segregated schools in Hillburn and then arguing that the school board had not acted in good faith when it drew its boundary lines. The two districts, he argued, were drawn to accomplish the illegal purpose of creating a segregated school. Although the school board claimed it used Route 17 as the dividing line for the district to prevent children from having to cross an unsafe road, Marshall pointed out that children attending Brook School still had to regularly cross it in order to reach the library, clinic, or gymnasium located in the other district. William E. Miele began by arguing that the school board could not close a school building without a majority vote of the taxpayers in the school district. Next, he argued that segregation did not exist, as black students were currently attending Main School and that, though no white students currently attended Brook School, there would be incoming white students in the district within the next few years. After some discussion, the commissioner announced his intention to send two investigators to Hillburn. The school board and parents both agreed to wait a week while the investigation was underway.⁴⁴

Joseph Lipsky, director of the Department of Education's Division of Law, and Donald L. Essex, of the Division of Lands and Buildings, arrived in Hillburn on October 6 to begin their investigation. They spent much of the day investigating Main and Brook Schools, as well as the independent school in Brook Chapel. The state investigators toured Main School with

⁴¹ "Hillburn Row Carried into Court Action," *The Journal-News*, September 23, 1943; "Hillburn School Row Brings Court Action," *New York Times*, September 24, 1943; "Truancy Complaint Filed Against Hillburn Negroes," *PM*, September 24, 1943; "Parents Jam Local Court," *The Journal-News*, September 29, 1943; Evelyn Seeley, "Hillburn Parents Ready for Jail in Fight on Jim Crow," *PM*, September 29, 1943; "Strike Still in Progress at Hillburn," *The Journal-News*, September 30, 1943; "Strike Still in Progress at Hillburn," *The Journal-News*, September 30, 1943; "Hillburn Negroes Fined, but They Will Continue Jim Crow Fight," *PM*, September 30, 1943; "Hillburn Parents Fined Over School," *New York Times*, September 30, 1943; "Hillburn Parents Fined In Segregation Dispute," *Daily News*, September 30, 1943.

⁴² "Hillburn Negroes Say Trial Slowed Vital War Work," *Ramapo Valley Independent*, September 30, 1943; "46 Negro Children Barred By School," *New York Times*, October 1, 1943; "State Will Now Decide Hillburn's Jim Crowism," *PM*, October 1, 1943; "State to Get Story of Row at Hillburn," *The Journal-News*, October 1, 1943; "Negro School Row Shifted to Albany," *New York Times*, October 2, 1943.

⁴³ Sugrue, 168; "Along the N.A.A.C.P. Battlefield: Hillburn's Attack on Jim Crow," *The Crisis*, October 1943, 308-309; "46 Negro Children Barred by School," *New York Times*, October 1, 1943; "Officials Go to Albany for Case Hearing," *The Journal-News*, October 4, 1943; "Jim Crowism Laid to Hillburn Board," *New York Times*, October 4, 1943; "Decision on Negro School Question up to State Official," *Ramapo Valley Independent*, October 7, 1943.

⁴⁴ "Hillburn Row Aired Before Commissioner," *The Journal-News*, October 5, 1943; "James R. O'Hanlon, 'Strike in Hillburn Is Okd Pending State Settlement,'" *PM*, October 5, 1943; "State Will Survey Hillburn Schools," *New York Times*, October 5, 1943; "Decision on Negro School Question Up To State Official," *Ramapo Valley Independent*, October 7, 1943.

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Davidson, Miele, and Gilbert Banker, the Rockland County Superintendent of Schools. Only four of Main School's rooms were used regularly for classes; the others served as a library, art room, music room, and a shop for manual training. The black and white students at the school learned and played together with little concern for the larger issues at stake. Nina Stickle, Main School's principal, stated "Of course they're getting along well. I mean, after all, we're all together here, and I wouldn't have anything but a democratic situation in this school." Afterward, the state officials were turned over to a committee of Hillburn parents and teachers who took the investigators through the Brook and independent schools. Kate Savery pointed out the Brook School's poor foundation, location at the bottom of a ravine, poor ventilation, and explained the conditions at the school on a snowy or rainy day. The following day, the investigators surveyed the village to closely examine the board's boundary lines. At the commissioner's request, Davidson also filed a brief in response to the Hillburn parents' petition.⁴⁵

In its coverage of the state survey, *The Journal-News* was among the first to speculate what might happen if Main and Brook Schools were combined. It suggested that, if forced to enroll their children in mixed-race classes potentially led by black teachers, white parents in the village might choose to withdraw them. Based on Stoddard's statement that "the department's chief concern is that the children receive adequate education," they predicted he might decide to keep only Main School open. However, there was nothing Hillburn could do but await "with suspense the next move on the educational checkerboard and speculate upon the possible repercussions since no matter what course is taken, there is little likelihood that the problem will have been satisfactorily resolved to both sides."⁴⁶

On October 11, 1943, Commissioner George D. Stoddard granted the appeal developed by Thurgood Marshall and Hillburn's black parents. Stoddard recognized that boards of education may draw zoning lines when it has more than one school. As long as the lines appear to be reasonably drawn, they are considered legal – even if the result is that most or all of the school children are of one race. However, Stoddard stated, "It appears that the effect of the present line drawn by the board of education between the Brook School zone and the Main School zone is to maintain the Brook School entirely for negro children." In his opinion, revising the dividing line to follow Route 17 exactly would remove the charge of segregation. Though this would settle the matter of zoning, Stoddard maintained that such zoning was excessive and unnecessary due to the community's small size. Main School had eight classrooms, with plenty of room to house all students, while Brook School had four classrooms and was inferior, inadequate, and not worth repairing. "It is consequently uneconomical for this district to provide two schools with the extra costs of heating, lighting, cleaning service and supervision," he concluded. Stoddard found that "it is contrary to the educational interests of children to be required to attend the Brook School" and ordered the board of education open Main School to all elementary school children in its area.⁴⁷

Impact of the Hillburn Decision

News of the decision spread quickly. That afternoon, a group of activists and Hillburn parents meeting in New York City to draft a letter to the commissioner. After receiving word of the news, they set down their pencils and began to celebrate. They promptly sent the commissioner a telegram praising his decision as "a precedent looking toward the end of racial discrimination throughout the public school system of our state." *PM*, a liberal New York City newspaper which had followed the case since its inception, offered a brief editorial comment: "Many of us have been hollering about Jim Crow policies below the Mason-Dixon line, while remaining blind to the many acts of racial and religious discrimination right at our own front door. The Hillburn case should remind us that we've got a good deal of sweeping to do at home."⁴⁸

⁴⁵ "Decision on Negro School Question Up To State Official," *Ramapo Valley Independent*, October 7, 1943; "Investigation Begins," *The Journal-News*, October 6, 1943; "Stoddard Opens Hillburn Inquiry," *PM*, October 7, 1943; "Hillburn School Survey Ordered," *Rockland County Leader*, October 7, 1943; "Hillburn Awaits State Board Decision in Controversy Over Brook School," *The Journal-News*, October 8, 1943; Ruth C. Murray, "Kids In Hillburn See Jim Crow, But Don't Know Him," *PM*, October 10, 1943; "Hillburn Negroes Resolve to Continue School Strike," *Ramapo Valley Independent*, September 16, 1943.

⁴⁶ "Hillburn Awaits State Board Decision in Controversy Over Brook School," *The Journal-News*, October 8, 1943;
⁴⁷ Jackson, "Mr. Marshall," 9; Sugrue, *Sweet Land*, 168; "State Orders District to Close School," *The Journal-News*, October 12, 1943; "Negro School in Hillburn Closed By Order of State Education Head," *The New York Times*, October 12, 1943; "State Orders Hillburn to End Jim Crow School," *PM*, October 12, 1943; "Hillburn Negroes Win School Fight," *Rockland County Leader*, October 14, 1943; State Education Department, Case No. 4915, State Department Reports (Albany: State of New York, 1943), 106-108.

⁴⁸ "State Orders District to Close School," *The Journal-News*, October 12, 1943; "An Editorial: On the Hillburn Decision," *PM*, October 12, 1943.

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After the news was verified, Hillburn's black community was ecstatic. Marjorie Van Dunk, the movement's leader, expressed her appreciation for the outflow of support that they had received. "People passing on the highway would stop in and give us donations... and a white soldier, a Suffern boy, now stationed in North Carolina, wrote us that if Brook School wasn't closed, he never wanted to come back to Suffern." To celebrate, the community gathered in the Full Gospel Mission of the Assembly of God and sang hymns.⁴⁹

Schools were closed for Columbus Day on October 12, as news of Stoddard's decision spread. Although he had not yet received the official decision, Davidson called the leaders of the NAACP branch as he prepared the school board's response. Upon his insistence that the school would need a few days to prepare for the influx of new students, the parents agreed to delay registering their children at Main School until the following Monday, October 18. Davidson issued a statement on behalf of the board, stating that it had arranged to close Brook School immediately. It also stated that the black teachers at the Brook School would be reassigned to the Main School and listed which grades they would teach. Miele, the school board's attorney, expressed that the board had no intention to appeal the decision.⁵⁰

Almost immediately upon hearing the news, white parents began to withdraw their students. At the new integrated school the 90 black students would outnumber the 60 white students. Though unstated, the idea of black teachers leading classrooms with white students may have presented an additional concern. Early reports indicated that about a dozen had been registered at the Sacred Heart Parochial School in Suffern. Other white parents, hoping to leave the village entirely, had contacted real estate agents about buying homes elsewhere. The *Journal-News* excoriated Stoddard's "cold turkey decision" as a "Pyrrhic victory" for creating these negative sentiments in the village. On Sunday evening, Hillburn's white parents met to discuss how to avoid the ramifications of Stoddard's decision. Davidson attended the meeting and reportedly told the parents he was proud "of the way you people are sticking together." Malcom Stead, a Hillburn house painter, lead the group and told the parents that private school fees would be paid for any family that could not afford them. He told reporters the white parents committee would call itself the "Association for the Advancement of White People" and that it would win the next battle by keeping their children away.⁵¹

On October 18, 1943, 87 of the 90 enrolled black children showed up at Main School, but only one of the 70 enrolled white children attended classes. Through the quick effort of the white parents in Hillburn, the white students had been sent to the Suffern parochial school, the elementary school in Tuxedo, or the Suffern Boys School, a private school that had recently opened a branch in Hillburn. Local papers noted that the result was that segregation continued, but now the black students were at Main School instead of Brook School. A *Journal-News* editorial claimed that the absence of the white students was a rebuke "not to the Negro parents and their children but to the method by which the change was effected" and argued that no one in the community had thought of the previous arrangement as segregation. Due to the lower-than-expected number of students at Main School, two of the white teachers were promptly transferred to other schools.⁵²

Although the reaction to the decision was tense in Hillburn, it was celebrated by liberal and civil rights groups across the state. In 1944, Hulan Jack, a black New York assemblyman from Harlem, successfully sponsored a "Hillburn Education Bill" forbidding state funding to segregated schools. In tandem with his 'Stuyvesant' bill, which focused on housing, Jack's bills helped close loopholes in the state's current anti-discrimination laws. The Hillburn decision also reverberated with Harlem poet Countee Cullen. In October, his poem "Hillburn – The Fair" was published in *The People's Voice*. The short piece states "God have pity / On such a city / Where parent teaches child to hate; / God looks down / On such a town /

⁴⁹ "State Orders District to Close School," *The Journal-News*, October 12, 1943; "Hillburn Negro Teachers Will Move to Main School," *PM*, October 13, 1943.

⁵⁰ "State Order is Obeyed by School Body," *The Journal-News*, October 13, 1943; "Hillburn Negroes Win Fight to Close Segregated School," *Ramapo Valley Independent*, October 14, 1943; "Brook School to Close on Monday, Pupils to Transfer," *The Journal-News*, October 16, 1943.

⁵¹ "State Order is Obeyed by School Body," *The Journal-News*, October 13, 1943; "Brook School to Close on Monday, Pupils to Transfer," *The Journal-News*, October 16, 1943; "Hardly a Local Victory," *The Journal-News*, October 16, 1943; "Hillburn's White Parents Boycott Public School," *PM*, October 19, 1943.

⁵² "Negro Pupils Take Over at Main School," *The Journal-News*, October 18, 1943; "68 White Pupils Boycott Hillburn School Opened to Negroes, Enter Private Classes," *New York Times*, October 19, 1943; "Hillburn School Problem Remains As Full Stalemate; Group Meeting Scheduled," *The Journal-News*, October 19, 1943; "Pat Reply," *The Journal-News*, October 20, 1943; "White Children But One, Leave Hillburn School," *Rockland County Leader*, October 21, 1943; "Two Teachers Transferred from School at Hillburn," *The Journal-News*, October 20, 1943; "Hillburn Teachers Transferred," *Rockland County Leader*, October 28, 1943.

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Where Prejudice Great / Rules drunkenly / And evilly / What should be Liberty's estate." Folk singers at the Highlander Folk School set the verse to music, transforming it into a protest song.⁵³

In the November issue of *The Crisis*, a brief editorial summarized the organization's position on the Hillburn case. The "feudal village tucked away a scant hour from Manhattan... maintained the last and only "Negro" school in the state." The editorial registered disappointment in the white community, but praised the black community: "By their resolution, the Negro parents had brought their village up-to-date, cleansed it, and set it in the stream of 1943 thought." Proud of their involvement with the successful effort, the organization used Hillburn as a success story and springboard to encourage other branches to address discrimination and segregation in their own communities through boycotts or other forms of activism; Hillburn was one of more than a hundred school protests that occurred in the north between the 1920s and 1950s.⁵⁴

Although Marshall's involvement in Hillburn was key to the dispute, the appeal – which never progressed to a formal court case – represents only a minor event in his long career. While his early years at the NAACP were marked with success, Marshall did not become a truly prominent figure until his 1944 success in *Smith v. Allwright*, a landmark case which struck down whites-only primary elections. Later in his career, Marshall successfully argued against school segregation in the landmark case, *Brown v. Board of Education* (1954). His wisdom and skill were widely recognized. President John F. Kennedy nominated him for a position on the Second Court of Appeals (1961-1965) and President Lyndon Johnson appointed him U.S. Solicitor General (1965-1967). In 1967, Thurgood Marshall became the first African-American Supreme Court Justice; he held that position through his retirement in 1991.⁵⁵

Stoddard's decision in the Hillburn appeal has been widely considered a marker of the end of formalized segregated education in New York State. However, separate schools, often a result of *de facto* residential segregation, still existed across the state. After the success in Hillburn, black communities began to test New York's law forbidding segregated education; however, these largely revealed the limitations of the state's laws. Blacks in suburban communities around New York City won cases arguing that their children should be able to attend schools in their neighborhoods, but as white families moved away, desirable integrated neighborhood schools grew to resemble segregated schools. However, these legal disputes and local battles helped prove that school desegregation was a national and not simply a southern issue.⁵⁶

Later History of Main School

Over the next two years, Hillburn's NAACP activists worked hard to develop a biracial committee to bring black and white parents together and to attract white students back to the school. Although these efforts largely failed, the school did eventually regain a mixed population of white and black students. Travis E. Jackson, one of the black students, later recalled that there were no white students in his class at the school during his fourth, fifth, or sixth grades but that "eventually they came back and everyone went to school together." In 1958, a brick addition was added to the rear of the school to accommodate two new classrooms, a kindergarten room, an all-purpose room and boys and girls rooms. The Ramapo School District continued to use Main School as the primary elementary school for the village of Hillburn and hamlet of Ramapo through 1968. The district briefly used the building as a junior high school annex, and then transformed it into the school district's administration center in 1970.⁵⁷

Brook School, which had sat vacant since October 1943, was sold to the Ungava Athletic Club in 1947. The building gradually fell into disrepair and eventually burned down; all that remains are its stone foundations. The church property, including the school site, was listed on the National Register of Historic Places in 2010.⁵⁸ A historical monument honoring Thurgood Marshall's impact in Hillburn and throughout his career was erected in front of the former Main School on May 18, 2002. Soon after, the Ramapo Central School District Board of Education adopted a resolution to expunge the record of the 49 students found truant on September 20, 1943. The resolution noted that the finding of truancy was legally

⁵³ Sugrue, *Sweet Land*, 167-169; "Assemblyman Jack Contemplates Sponsoring the 'Stuyvesant' and 'Hillburn' Bills," *The New York Age*, October 16, 1943; "Trade Unionists and Civic Leaders Back Hulan Jack's Bills," *The New York Age*, February 12, 1943.

⁵⁴ "Hillburn's Glory and Shame," *The Crisis*, November (1943): 327, 344.

⁵⁵ Williams, "Mr. Marshall," 111-112; Tushnet, *NAACP*, 138.

⁵⁶ Sugrue, *Sweet Land*, 179-181, 183, 199.

⁵⁷ Faithe Berger, "Hillburn to Honor Memory of Thurgood Marshall," *The Home and Store News*, May 1, 2002; Ramapo Central School District, "Your Schools," v. 20, no. 2 (1970).

⁵⁸ Sugrue, *Sweet Land*, 167-168; "Club Buys Old School," *Rockland County Leader*, April 3, 1947.

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incorrect and that there was no willful violation of the school's attendance policy on the part of the students or their parents.⁵⁹

⁵⁹ Ramapo Central School District Board of Education, Meeting Minutes, May 21, 2002.

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Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: Town of Ramapo Historian's Office

Historic Resources Survey Number (if assigned):

Main School
Name of Property

Rockland County, NY
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10. Geographical Data

Acreage of Property 1.92 acres
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>18</u> Zone	<u>569659</u> Easting	<u>4552951</u> Northing	3	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing
2	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing	4	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing

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

The boundary is indicated by a heavy line on the enclosed map with scale.

Boundary Justification (Explain why the boundaries were selected.)

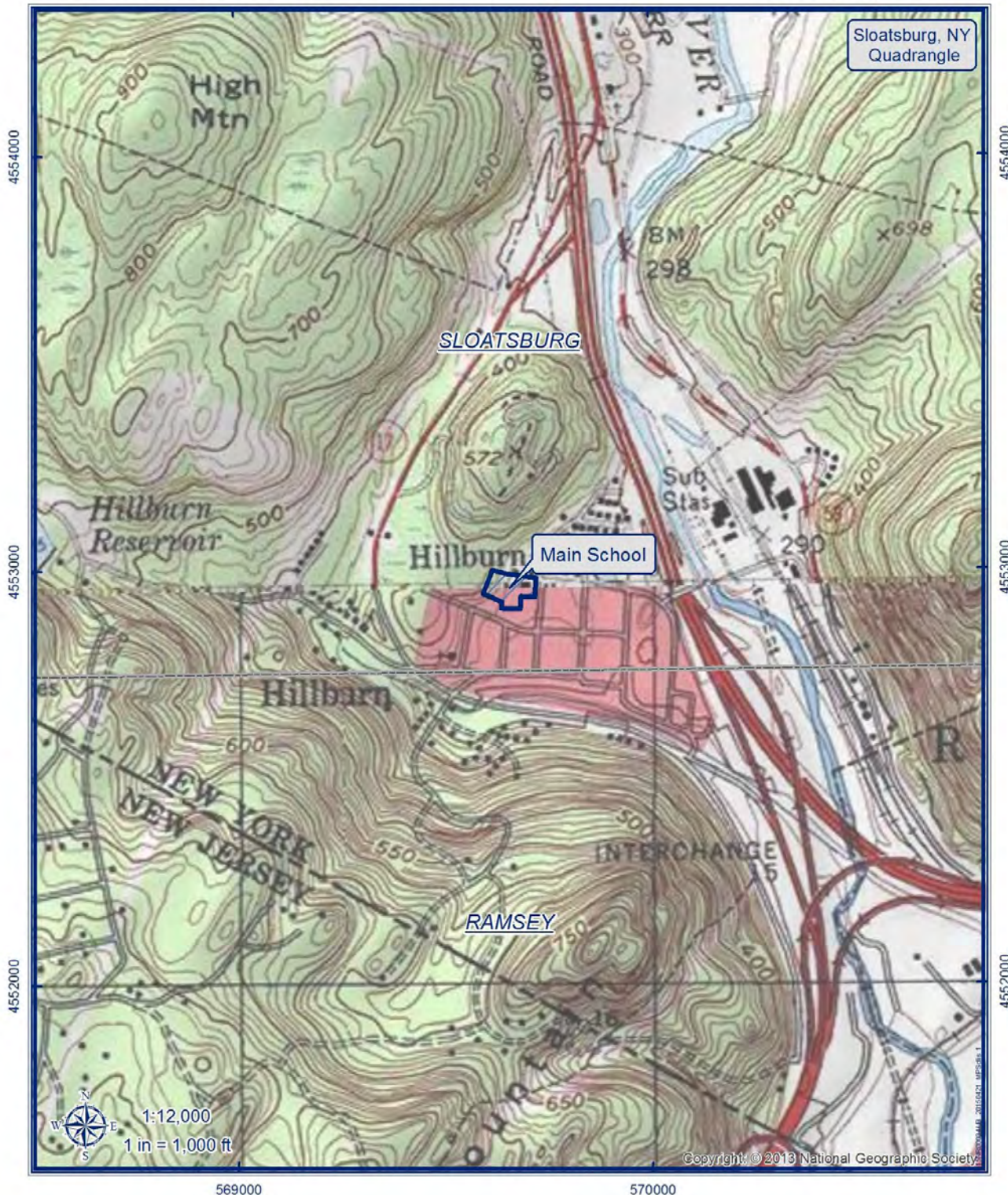
The boundary was drawn to include the parcel historically associated with Main School.

Main School
Name of Property

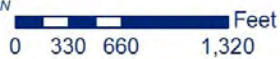
Rockland County, NY
County and State

Main School
Hillburn, Rockland Co., New York

45 Mountain Avenue
Hillburn, NY 10931



Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter

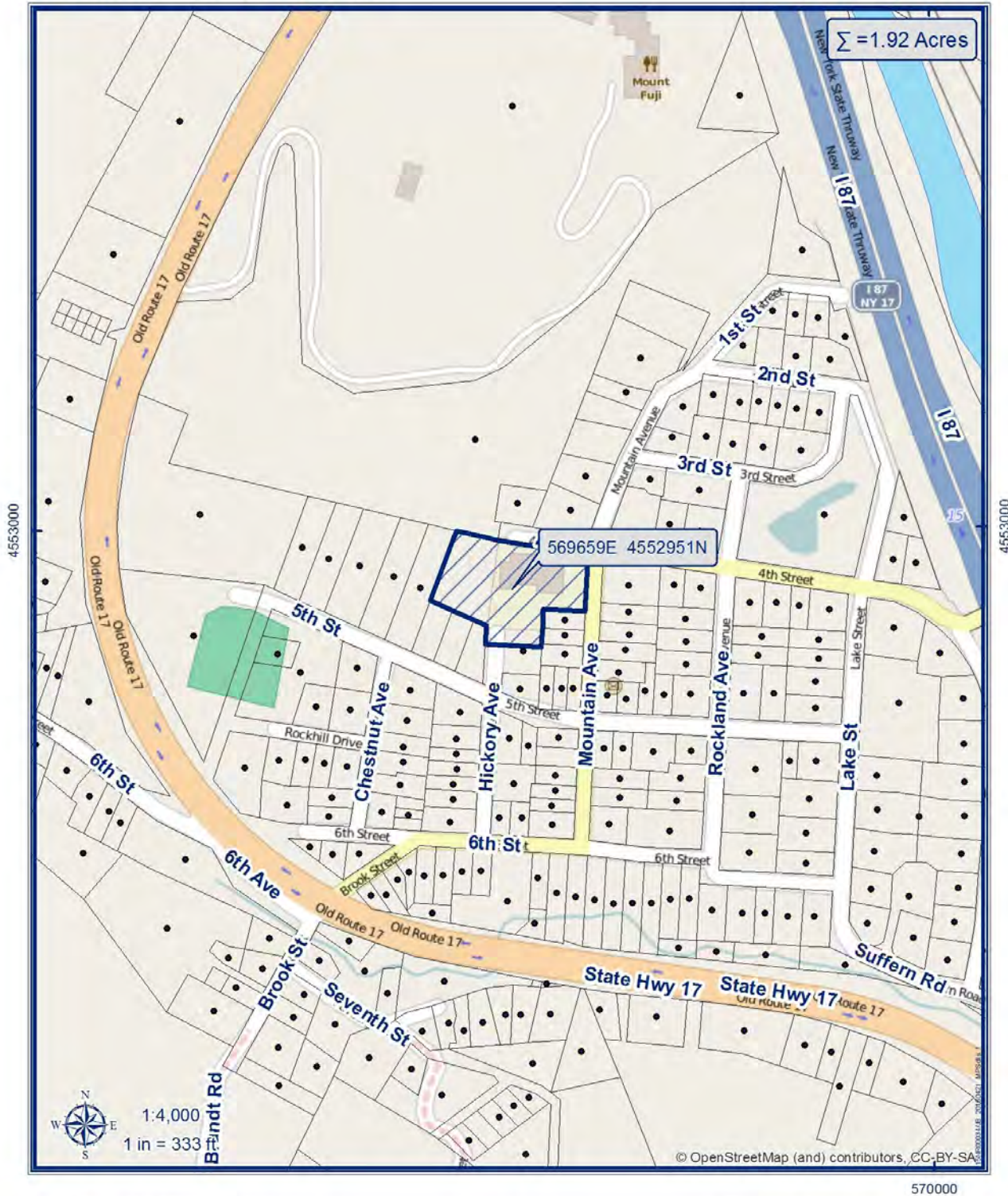


Main School
Name of Property

Rockland County, NY
County and State

Main School
Hillburn, Rockland Co., New York

45 Mountain Avenue
Hillburn, NY 10931



Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



Parks, Recreation
and Historic Preservation

Main School
Name of Property

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11. Form Prepared By

name/title Jennifer Betsworth (NY SHPO)
organization _____ date April 2015
street & number Peebles Island telephone _____
city or town Waterford state 12188 zip code _____
e-mail _____

Additional Documentation

Submit the following items with the completed form:

- **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. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Main School
City or Vicinity: Hillburn
County: Rockland State: NY

Photographer: Jennifer Betsworth

Date Photographed: February 19, 2015

Description of Photograph(s) and number:

NY_Rockland County_Main School_0001
Main School, Façade (east elevation), facing west

NY_Rockland County_Main School_0002
Main School, Façade detail, facing west

NY_Rockland County_Main School_0003
Main School, Façade and North elevation, facing southwest

NY_Rockland County_Main School_0004
Main School, Façade and South elevation, facing southeast

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NY_Rockland County_Main School_0005
Main School, Primary entrance, facing southwest

NY_Rockland County_Main School_0006
Main School, Stairs to First Floor from Entrance, facing west

NY_Rockland County_Main School_0007
Main School, Stairs from First Floor to Rear Additions, facing northeast

NY_Rockland County_Main School_0008
Main School, First Floor, facing east

NY_Rockland County_Main School_0009
Main School, Second Floor, facing east

NY_Rockland County_Main School_0010
Main School, Classroom, facing west

Property Owner:

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

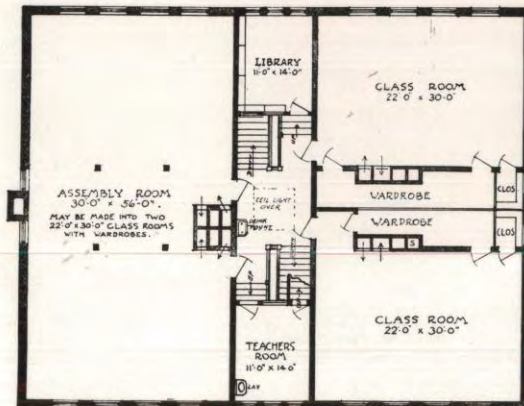
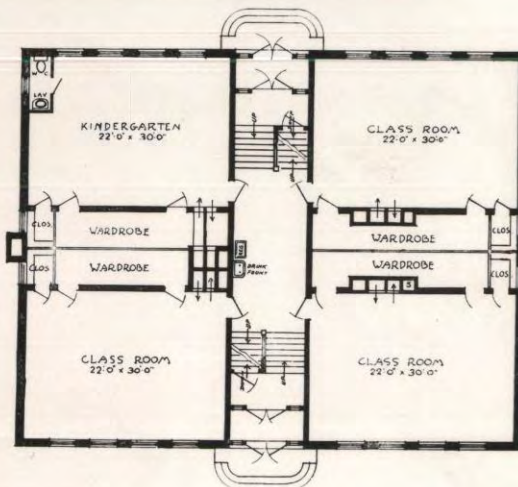
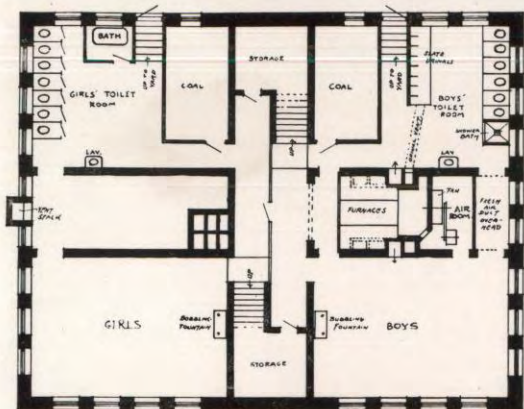
name Dr. Douglas S. Adams, JD, Superintendent of Ramapo Central School District
street & number 45 Mountain Avenue telephone _____
city or town Hillburn state NY zip code 10931

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Main School
 Name of Property

Rockland County, NY
 County and State



Hillburn Union School

Cost \$23,600, or about 12½ cents a cubic foot. Hollow tile and concrete.
 Fireproof to second floor.—Seats 352 pupils.—1911-12
 Charles E. Hoar, architect

Main School
Name of Property

Rockland County, NY
County and State



Brook School. Culver Pictures. Courtesy Craig Long.

Main School
Name of Property

Rockland County, NY
County and State



Barred from Main School. Culver Pictures. Courtesy Craig Long.

Main School
Name of Property

Rockland County, NY
County and State

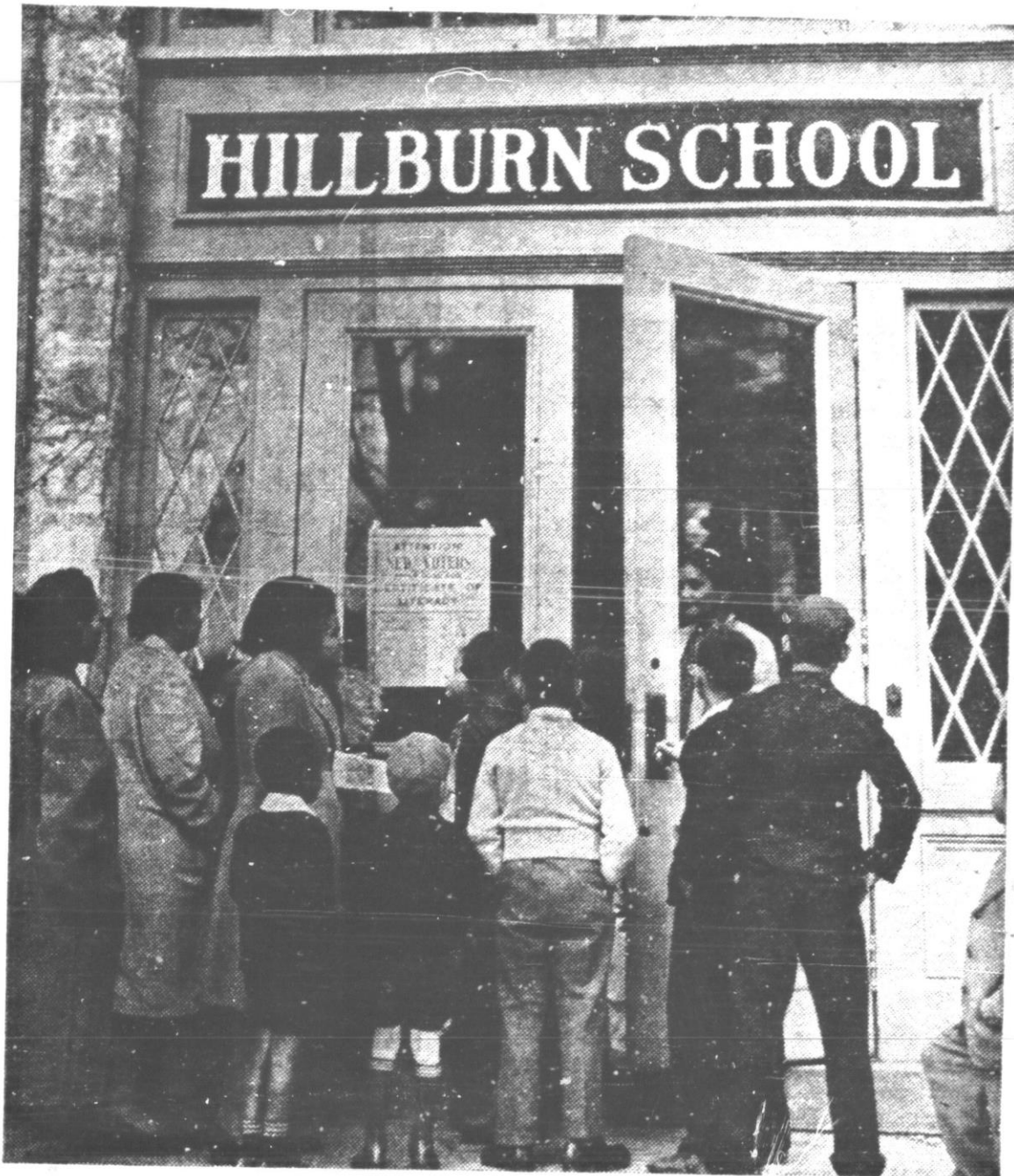


Ascending Steps of New City Courthouse for Truancy Hearings. *PM*, September 30, 1943. Courtesy Craig Long.

Main School
Name of Property

Rockland County, NY
County and State

PM, TUESDAY, OCTOBER 19, 1943



Yesterday morning the Negro children who won their "strike" attended Hillburn Main for the first time. Thurgood Marshall, NAACP counsel, and parents are shown with them as they arrived at the school's entrance.

Courtesy Craig Long

Main School
Name of Property

Rockland County, NY
County and State



Thurgood Marshall, Parents, and Members of the Rockland County Citizens Committee leaving after all children enrolled at School.
PM, October 19, 1943. Courtesy Craig Long.



HILLBURY SCHOOL



HILLBURN SCHOOL



HILBURN SCHOOL



HILLBURN SCHOOL



HELTER

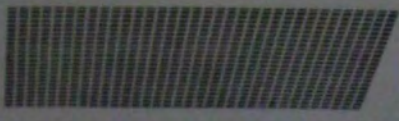
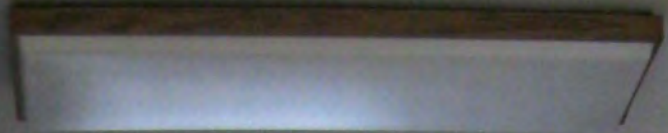






EXIT





1011 2022
1011 2022
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UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Main School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: NEW YORK, Rockland

DATE RECEIVED: 6/26/15 DATE OF PENDING LIST: 7/21/15
DATE OF 16TH DAY: 8/05/15 DATE OF 45TH DAY: 8/11/15
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000516

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: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 8/5/15 DATE

ABSTRACT/SUMMARY COMMENTS:

*Excellent resource under state significance
for the civil right movement in NY*

RECOM./CRITERIA _____

REVIEWER *Robert J. [Signature]* DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

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



**Parks, Recreation
and Historic Preservation**

ANDREW M. CUOMO
Governor

ROSE HARVEY
Commissioner

RECEIVED 2280

JUN 26 2015

Nat. Register of Historic Places
National Park Service

22 June 2015

Alexis Abernathy
National Park Service
National Register of Historic Places
1201 Eye St. NW, 8th Floor
Washington, D.C. 20005

Re: National Register Nominations

Dear Ms. Abernathy:

I am pleased to submit the following eight nominations, all on disc, to be considered for listing by the Keeper of the National Register:

- Babylon Library, Suffolk County
- Barna C. Roup Residence, Wyoming County
- Main School, Rockland County
- St. Francis de Sales Parish Complex, Ontario County
- Cottage in the Pines, Orange County
- Sts. Peter and Paul Orthodox Church Complex, Erie County
- East Hill Historic District, Erie County
- Daniel and Henry P. Tuthill Farm, Suffolk County

Please feel free to call me at 518.268.2165 if you have any questions.

Sincerely:

Kathleen LaFrank
National Register Coordinator
New York State Historic Preservation Office