

**NATIONAL REGISTER OF HISTORIC PLACES  
INVENTORY - NOMINATION FORM**

(Type all entries - complete applicable sections)

STATE: <b>Louisiana</b>
COUNTY: <b>Orleans</b>
FOR NPS USE ONLY
ENTRY DATE

**1. NAME**

COMMON:  
**571 Audubon Street**

AND/OR HISTORIC:  
**James H. Dillard House**

**2. LOCATION**

STREET AND NUMBER:  
**571 Audubon Street**

CITY OR TOWN:  
**New Orleans**

CONGRESSIONAL DISTRICT:

STATE: **Louisiana** CODE: **22** COUNTY: **Orleans** CODE: **071**

**3. CLASSIFICATION**

CATEGORY (Check One)	OWNERSHIP	STATUS	ACCESSIBLE TO THE PUBLIC
<input type="checkbox"/> District <input type="checkbox"/> Building <input type="checkbox"/> Site <input checked="" type="checkbox"/> Structure <input type="checkbox"/> Object	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Private <input type="checkbox"/> Both	<input checked="" type="checkbox"/> Occupied <input type="checkbox"/> Unoccupied <input type="checkbox"/> Preservation work in progress	Yes: <input type="checkbox"/> Restricted <input type="checkbox"/> Unrestricted <input checked="" type="checkbox"/> No

PRESENT USE (Check One or More as Appropriate)

<input type="checkbox"/> Agricultural	<input type="checkbox"/> Government	<input type="checkbox"/> Park	<input type="checkbox"/> Transportation	<input type="checkbox"/> Comments
<input type="checkbox"/> Commercial	<input type="checkbox"/> Industrial	<input checked="" type="checkbox"/> Private Residence	<input type="checkbox"/> Other (Specify)	_____
<input type="checkbox"/> Educational	<input type="checkbox"/> Military	<input type="checkbox"/> Religious	_____	_____
<input type="checkbox"/> Entertainment	<input type="checkbox"/> Museum	<input type="checkbox"/> Scientific	_____	_____

**4. OWNER OF PROPERTY**

OWNER'S NAME:  
**Mr. Paul Godfrey**

STREET AND NUMBER:  
**571 Audubon Street**

CITY OR TOWN:  
**New Orleans**

STATE:  
**Louisiana**

CODE:  
**22**

**5. LOCATION OF LEGAL DESCRIPTION**

COURTHOUSE, REGISTRY OF DEEDS, ETC.:  
**Register of Deeds, New Orleans City Hall**

STREET AND NUMBER:

CITY OR TOWN:  
**New Orleans**

STATE:  
**Louisiana**

CODE:  
**22**

**6. REPRESENTATION IN EXISTING SURVEYS**

TITLE OF SURVEY:  
**NONE**

DATE OF SURVEY:     Federal     State     County     Local

DEPOSITORY FOR SURVEY RECORDS:

STREET AND NUMBER:

CITY OR TOWN:    STATE:    CODE:

SEE INSTRUCTIONS

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**7. DESCRIPTION**

CONDITION	(Check One)					
	<input checked="" type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Deteriorated	<input type="checkbox"/> Ruins	<input type="checkbox"/> Unexposed
	(Check One)			(Check One)		
	<input type="checkbox"/> Altered	<input checked="" type="checkbox"/> Unaltered		<input type="checkbox"/> Moved	<input checked="" type="checkbox"/> Original Site	

DESCRIBE THE PRESENT AND ORIGINAL (if known) PHYSICAL APPEARANCE

571 Audubon Street, New Orleans, was the home of James Hardy Dillard from approximately 1894 to 1913. It is a one story frame central block structure with symmetrical wings. The front elevation is marked by a full height pedimented portico.

The date of the structure's construction is unknown. The owner says that local hearsay dates the central portion to 1828, but this is doubtful. Deed records dating to 1890 indicate that improvements were on the property at that time. According to the owner, who purchased the property in 1955, no major structural changes have taken place since the turn of the century, i.e. since the time Dr. Dillard occupied the building.

The floor plan is irregular. The rooms have 14' ceilings. With the exception of the installation of a modern kitchen and the conversion of one of the wings from an enclosed side porch into a bedroom, no interior changes have been made. The owner, who is a member of the National Trust for Historic Preservation, has carefully maintained all original interior features. None of the furnishings are associated with Dillard.

On the right side of the house on an adjacent lot the owner has installed a swimming pool. The pool is screened from the street by a four foot fence. Although the pool and the fence are contemporary additions to the property, they do not appear to intrude on the integrity of the main structure.

Today both the interior and exterior of 571 Audubon Street are substantially the same building James H. Dillard lived in from 1894 to 1913.

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**SIGNIFICANCE**

PERIOD (Check One or More as Appropriate)

- Pre-Columbian;       16th Century       18th Century       20th Century  
 15th Century       17th Century       19th Century

SPECIFIC DATE(S) (If Applicable and Known)

AREAS OF SIGNIFICANCE (Check One or More as Appropriate)

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Aboriginal     | <input checked="" type="checkbox"/> Education   | <input type="checkbox"/> Political           | <input type="checkbox"/> Urban Planning  |
| <input type="checkbox"/> Prehistoric    | <input type="checkbox"/> Engineering            | <input type="checkbox"/> Religion/Philosophy | <input type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> Historic       | <input type="checkbox"/> Industry               | <input type="checkbox"/> Science             | _____                                    |
| <input type="checkbox"/> Agriculture    | <input type="checkbox"/> Invention              | <input type="checkbox"/> Sculpture           | _____                                    |
| <input type="checkbox"/> Architecture   | <input type="checkbox"/> Landscape Architecture | <input type="checkbox"/> Social/Humanitarian | _____                                    |
| <input type="checkbox"/> Art            | <input type="checkbox"/> Literature             | <input type="checkbox"/> Theater             | _____                                    |
| <input type="checkbox"/> Commerce       | <input type="checkbox"/> Military               | <input type="checkbox"/> Transportation      | _____                                    |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Music                  |  | _____                                    |
| <input type="checkbox"/> Conservation   |   |  | _____                                    |

STATEMENT OF SIGNIFICANCE

James Hardy Dillard was born October 24, 1856, at the family plantation in the tidewater region of Virginia. His family were landed aristocracy in the Southern tradition. Farmer's Delight, as the plantation was called, consisted of extensive land and 350 slaves. The Civil War ended the family's affluence, but it did not change his parents attitudes on a correct, traditional education for their son.

Dillard received his early education from his mother and from a neighboring teacher who held classes in a nearby Baptist Church. At the age of twelve he was sent to live with his aunt in Norfolk, Virginia. There he attended a private school conducted by a William R. Galt. Galt's school stressed the traditional curriculum with its emphasis on language, mathematics, and history. Here Dillard completed his secondary education.

In 1873 he entered Washington and Lee, where he graduated in 1875 with high honors. In 1876 he completed his Master of Arts degree and a year later won the additional degree of Bachelor of Laws. Although Dillard had wanted to practice law, he turned instead to the teaching profession.

His first position was the principalship of the Rodman School at Norfolk. In 1882 he was appointed co-principal of the Norfolk Academy, a position he held for the next five years. During his ten years as a secondary school administrator and instructor, Dillard published a number of articles on pedagogical subjects and a mathematics textbook. For several years he also taught at the Sauveur Summer School of languages at several northern colleges. Thanks to his publication record and his work at the college level, Dillard was appointed in 1887 to the principalship of the Women's College of Washington University in St. Louis. He remained in St. Louis until 1891, when Col. William P. Johnson, an old friend and teacher, called him to Tulane University in New Orleans as a professor of Latin.

Dillard was thirty five when he moved to New Orleans and entered on his new duties. Up until that time his experience had been closely tied to the life of a school administrator and teacher. By 1894 he had been elected Dean of Tulane's College of Arts and Sciences. He was also very active in civic affairs, becoming president of the public library and president of the Child Welfare Association. At one time his fellow citizens urged him to run for mayor. As a university dean and civic leader Dillard seemed well on the way to becoming an established and respected member of New Orleans society.

SEE INSTRUCTIONS

**9. MAJOR BIBLIOGRAPHICAL REFERENCES**

Brawley, Benjamin G. Doctor Dillard of the Jeanes Fund, (New York, 1971).  
 Bullock, Henry Allen, A History of Negro Education in the South, (New York, 1967).  
 Dabney, Charles N., Universal Education in the South. (Chapel Hill, 1936).  
 Dillard, James H., Papers by The Way, (New York, 1935).  
 Wright, Arthur D., The Negro Rural School Fund, 1907-1933, (Washington, 1933)  
 "James Hardy Dillard: An Appreciation," The Dillard Bulletin, (December, 1940).

**10. GEOGRAPHICAL DATA**

LATITUDE AND LONGITUDE COORDINATES DEFINING A RECTANGLE LOCATING THE PROPERTY			O R	LATITUDE AND LONGITUDE COORDINATES DEFINING THE CENTER POINT OF A PROPERTY OF LESS THAN TEN ACRES	
CORNER	LATITUDE	LONGITUDE		-LATITUDE- UTM	-LONGITUDE
	Degrees Minutes Seconds	Degrees Minutes Seconds		Degrees—Minutes—Seconds	Degrees—Minutes—Seconds
NW	° ' "	° ' "		° ' "	° ' "
NE	° ' "	° ' "		° ' "	° ' "
SE	° ' "	° ' "		15.77420.3314980	° ' "
SW	° ' "	° ' "			° ' "

APPROXIMATE ACREAGE OF NOMINATED PROPERTY:

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE:	CODE	COUNTY	CODE
STATE:	CODE	COUNTY:	CODE
STATE:	CODE	COUNTY:	CODE
STATE:	CODE	COUNTY:	CODE

**11. FORM PREPARED BY**

NAME AND TITLE:  
**James Sheire, Historian**

ORGANIZATION **Office of Archeology and Historic Preservation,** DATE  
**National Park Service** August 1974

STREET AND NUMBER:  
**1100 L Street, N.W.**

CITY OR TOWN: STATE CODE  
**Washington, D.C.** 11

**12. STATE LIAISON OFFICER CERTIFICATION**

**NATIONAL REGISTER VERIFICATION**

As the designated State Liaison Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service. The recommended level of significance of this nomination is:

National  State  Local

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

I hereby certify that this property is included in the National Register.

\_\_\_\_\_  
 Director, Office of Archeology and Historic Preservation

Date \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
 Keeper of The National Register

Date \_\_\_\_\_

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James H. Dillard

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Although as an educator Dillard had always been aware of the problems of black education, his experience in New Orleans brought a fundamental change in his position. The decade of the 1890's was a particularly brutal period in white-black relations. White supremacy was the rule of the day and lynchings an all too frequent occurrence. These outrages deeply offended Dillard's aristocratic sense of justice and civilization and stimulated him to a deeper examination of the "Negro problem."

Dillard approached the "Negro problem" from the perspective of the educator. His first step was to violate local taboos when he publically shook hands and conversed with white instructors who taught in the black colleges in the area. Up to this time these teachers had been ostracized by better New Orleans society. As president of the public library, he used his influence to promote the construction of a Carnegie library for black citizens. He widened his contacts with his fellow educators in the black schools and by 1905 he was a trustee of the major black colleges in the New Orleans vicinity, Straight and New Orleans University.

In 1907 the trustees of the newly constituted Jeanes Fund offered Dillard the directorship of the fund. The Jeanes Fund, which was established in the will of Miss Anna T. Jeanes, a wealthy Philadelphia Quaker, was dedicated to helping the black rural schools in the South. At first Dillard did not want the position. His colleagues urged him to accept the offer, pointing out that he was one of only a few men who had gained respect and prestige in both white and black educational circles. Dillard changed his mind. In 1908 he resigned from Tulane and entered on his new duties.

Dr. Dillard directed the Negro Rural School Fund from 1908 to 1931. In 1917 he also became president of the Slater Fund, another philanthropic foundation which supported county training institutes for black teachers. Dillard merged the administration of the two funds.

When he retired in 1931, he had made a major impact on education in the South. In addition to his work for the Jeanes and Slater Funds, Dillard was a member of the General Education Board and the Southern Education Board, an official of the Phelps-Stokes Fund, a member of the Board of Visitors of the College of William and Mary, and a founder of Bettis Academy at Trenton, South Carolina. He received many honors, among them honorary doctor of law degrees from Sewanee and Harvard. When in 1929 Straight and New Orleans University merged, the new school was named Dillard University in his honor.

After retirement Dillard moved to Charlottesville, Virginia. In retirement he continued his interest in black education. He conducted an extensive correspondence and his council was continuously sought. On August 2, 1940, he quietly died in his sleep.

James H. Dillard's significance in the history of black education is derived from his directorship of the Jeanes and Slater Funds. With men like Atticus G. Haygood of Atlanta and J. L. M. Curry of Alabama, Dillard gave shape and

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direction to the philanthropic programs that were an indispensable financial support to black education. Two major programs are especially associated with Dillard. The first was the Jeanes teachers. When in 1907 Jackson Davis suggested to Dillard that Miss Virginia Randolph of Richmond, Virginia, be employed to introduce her vocational teaching methods throughout Henrico County, Dillard embraced the program. The Jeanes Negro Rural School Fund paid Miss Randolph's salary. As the Jeanes supervisor program became a success, the Jeanes Fund spread the idea throughout the South, spending the bulk of its monies paying the salaries of Jeans supervisors.

The second program associated with Dillard, this time in his capacity as director of the Slater Fund, was the county training institute. Dillard is said to have conceived and instituted this program himself. Under the program black teachers in the public schools met yearly on a county wide basis to attend teacher training courses. The Slater Fund provided the funds for the institutes. Both the Jeanes supervisor and the county training institute programs expanded black elementary and secondary education and improved its quality. A major result was that the black colleges gradually dropped their elementary and secondary education programs. They thus could concentrate their energies and resources on providing an emerging black leadership with a quality higher education.

In addition to the Jeanes and Slater Funds' programs Dillard also influenced other programs. Through his membership on Rockefeller's General Education Board, the Southern Education Board, and the Phelps-Stokes Fund, he made inputs to the black education programs of these important organizations.

Dillard's role in black education was a reflection of the contradictions inherent in black education in the South at the beginning of the 20th Century. He accepted the basic premises of southern society. The South dictated a biracial arrangement of its people. As Henry Allen Bullock writes, "Negroes were to be kept socially isolated from whites by means of a rigid system of residential segregation; they were to be limited to special occupational pursuits by means of job restrictions; they were to be tailored to 'Negro ways' through a rigid code of interracial etiquette; and they were to be reinforced in their obedience to caste rules through formal schooling." For the Negro formal schooling meant primarily a "special education" that corresponded to his position in southern society. That special education was to be generally vocational in nature and it was vocational education that Dillard supported and promoted in his public statements and through his direction of such programs as the Jeanes teacher and the county training institutes. In a letter of instruction to all teachers in the Jeanes supervisor program, he wrote, "You should introduce into the schools such simple forms of industrial work as may be needful and helpful, and will tend to show the connection between the school and the daily life of the community." Dillard participated in maintaining the traditional "Southern way of life."

At the same time his sixty year dedication and devotion to the cause of black education reflected his personal commitment to improving the well being of

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James H. Dillard

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black Americans. The activities of the Jeanes and Slater Funds were directed to promoting self help for all blacks who had thrown down their buckets where they were. In stimulating white and black support for Negro education, these programs and others like them did in fact give blacks the opportunity, first, to improve their social and economic condition and second, and more importantly, to cultivate slowly an educated black leadership which would later challenge the fundamental assumptions of a society which had created Negro education as a separate concern within American education. Dillard worked with the social realities as he found them. His admirers claim that his was a position of pragmatic realism.

An assessment of the significance of James Hardy Dillard in the history of American education is open to all the contradictions inherent in interpreting the history of black - white relations in America. It is, however, a fact that he, and the deeds of philanthropy he symbolizes, played an important role in the history of black education during the first decades of this century.