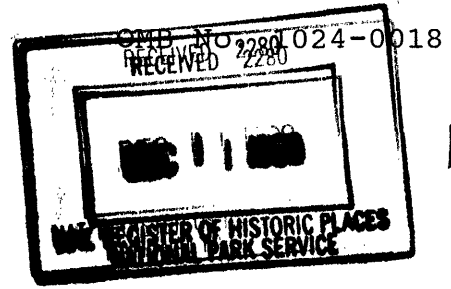


NPS Form 10-900
(Rev. 10-90)

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM



=====

1. Name of Property

=====

historic name Langston University Cottage Row Historic District

other names/site number _____

=====

2. Location

=====

street & number Southwest corner of Langston University not for publication N/A
city or town Langston vicinity N/A
state Oklahoma code OK county Logan code 083
zip code 73050

=====

3. State/Federal Agency Certification

=====

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this XX 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 XX meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally XX statewide locally. (N/A See continuation sheet for additional comments.)

[Signature] 23 November 1998
Signature of certifying official Date

Oklahoma Historical Society, SHPO
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

=====

4. National Park Service Certification

=====

I, hereby certify that this property is:

- entered in the National Register
See continuation sheet.
- determined eligible for the
National Register
See continuation sheet.
- determined not eligible for the
National Register
- removed from the National Register

other (explain): _____

Edson H. Beall 1-7-99

Signature of Keeper Date of Action

=====
5. Classification
=====

Ownership of Property (Check as many boxes as apply)

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

Category of Property (Check only one box)

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

Number of Resources within Property

| Contributing | Noncontributing |
|--------------------------|-------------------------------------|
| <u>8</u> | <input type="checkbox"/> buildings |
| <input type="checkbox"/> | <input type="checkbox"/> sites |
| <input type="checkbox"/> | <input type="checkbox"/> structures |
| <u>1</u> | <input type="checkbox"/> objects |
| <u>9</u> | <u>0</u> Total |

Number of contributing resources previously listed in the National Register N/A

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

=====

6. Function or Use

=====

Historic Functions (Enter categories from instructions)

| | |
|-----------------------|-------------------------------|
| Cat: <u>EDUCATION</u> | Sub: <u>education-related</u> |
| <u>TRANSPORTATION</u> | <u>road-related</u> |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Current Functions (Enter categories from instructions)

| | |
|-----------------------|-------------------------------|
| Cat: <u>EDUCATION</u> | Sub: <u>education-related</u> |
| <u>TRANSPORTATION</u> | <u>road-related</u> |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

=====

7. Description

=====

Architectural Classification (Enter categories from instructions)

Tudor Revival
Other: Minimal Traditional

Materials (Enter categories from instructions)

| | |
|------------|---------------------|
| foundation | <u>CONCRETE</u> |
| | <u>STONE</u> |
| roof | <u>ASPHALT</u> |
| walls | <u>BRICK</u> |
| | <u>WEATHERBOARD</u> |
| | <u>WOOD</u> |
| | <u>STUCCO</u> |
| | <u>STONE</u> |
| other | _____ |
| | _____ |

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

=====
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.)

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

Areas of Significance (Enter categories from instructions)

ETHNIC HERITAGE - Black
EDUCATION
ARCHITECTURE

Period of Significance 1930-1948

=====
8. Statement of Significance (Continued)
=====

Significant Dates 1930
1948

Significant Person (Complete if Criterion B is marked above)
N/A

Cultural Affiliation N/A

Architect/Builder Unknown

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

=====
9. Major Bibliographical References
=====

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

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

Primary Location of Additional Data
 State Historic Preservation Office
 Other State agency
 Federal agency
 Local government
 University
 Other

Name of repository: N/A

=====
10. Geographical Data
=====

Acreage of Property 6 Acres more or less

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

| | Zone | Easting | Northing | Zone | Easting | Northing | |
|---|-----------|-------------------------|----------------|------|-----------|---------------|----------------|
| A | <u>14</u> | <u>656560</u> | <u>3978760</u> | C | <u>14</u> | <u>656650</u> | <u>3978890</u> |
| B | <u>14</u> | <u>656560</u> | <u>3978860</u> | D | <u>14</u> | <u>656660</u> | <u>3978930</u> |
| | <u>X</u> | See continuation sheet. | | | | | |

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

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

=====
11. Form Prepared By
=====

name/title Jill Gray, Preservation Research Assistant

organization State Historic Preservation Office date July 1998

street & number 2704 Villa Prom telephone (405)521-6249

city or town Oklahoma City state OK zip code 73107

=====
Additional Documentation
=====

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage
or numerous resources.

Photographs

Representative black and white photographs of the property.

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

=====
Property Owner
=====

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

name State of Oklahoma Board of Regents for A & M Colleges

street & number 2800 N. Lincoln telephone 405/521-2411

city or town Oklahoma City state OK zip code 73105

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 9

Langston University Cottage
Row Historic District
name of property
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SUMMARY

The Langston University Cottage Row Historic District consists of five teacher cottages and three garages built in 1930 and 1948, and the west entry gates which were built in 1947. The cottages are constructed of brick in the Tudor Revival and Minimal Traditional styles. The west entry gates are constructed of stone and brick. The Cottage Row Historic District is located in the southwest corner of the campus just north of State Highway 33. It is surrounded by a mixture of historic buildings and new construction on the west and north, the highway on the south, and a road and a grassy field on the east. The district is separated from the new construction and the rest of the campus by pavement, such as roads and parking lots. This creates a feeling of separation from the rest of the campus, making the district feel as if it is an "island", set apart from its surroundings. The road that passes through the west entry gates, going north from State Highway 33, gently curves and is flanked by the Cottage Row on the west and a line of trees and grass on the east. All of the resources in the district are contributing.

DESCRIPTION

All of the buildings in the Langston University Cottage Row Historic District are constructed of brick, with four of the cottages and two garages built in 1930 and one cottage and one garage built in 1948. The west entry gates are constructed of stone and brick and were built in 1947. The cottages and garages constructed in 1930 were built by students under the supervision of instructors as part of their vocational training. The University received a grant of \$25,000 from the General Education Board for the construction of the teachers' homes.¹ These cottages are of the Tudor Revival style and have common design characteristics, such as steeply pitched cross-gabled roofs with minimal eave overhang, arched openings, and projecting front facing gables. The 1948 cottage is of the simpler Minimal Traditional style, with a lower pitched roof, no decorative details, minimal eave overhang, and a side chimney, but it is compatible with the other cottages as it is also constructed of brick, with a side gabled roof and no eave overhang. The west entry gates are also built of brick and stone and are complimentary to the overall feeling of the district.

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Contributing Properties

1 **Cottage #1.** C. 1948. This is a one-story Minimal Traditional building with brick walls and a side gabled roof with no eave overhangs. The gabled ends contain vertical weatherboard with curved ends. There is a shed roofed front porch with three square wood columns on the southern half of the front elevation which covers the off-centered front entry and the large plate glass window to the south of the entry. A brick, eave wall chimney is located on the south end and rises slightly above the roof line. There is a uncovered second entry in the rear of the house. The building currently houses the Campus Police/Information.

2 **Cottage #1 Garage.** C. 1948. A detached garage which is located behind and to the northeast of Cottage #1. It has a side gabled, asphalt shingled roof with minimal eave overhang and brick walls. There is a single overhead door and a pedestrian door on the front elevation, and two windows with concrete sills on the east. The window openings have been filled in with wood and painted white.

3 **Cottage #2.** C. 1930. This is a one-story brick Tudor Revival house with a cross gabled roof with minimal eave overhangs. The gabled ends on the northeast and southwest contain weatherboard. There are two projecting gables on the front facade. The gable that contains the entry projects out farther and has arched openings. The second gable is to the southwest and contains a window and an arched vent in the gable apex. The window, the vent and the arched openings for the entry all have vertical brick headers. All of the windows in the house have concrete sills. There is a second uncovered entry in the rear.

4 **Cottage #3.** C. 1930. This one-story brick Tudor Revival house has a cross gabled roof with asphalt shingles and a minimum eave overhang. There is a projecting front gable on the north end of the facade, and a wrap around porch surrounded by a low brick wall capped with concrete. The side gabled ends have stucco and lath which have been painted white. There is a second entry on the southwest side of the house. All of the windows in the house have concrete sills.

5 **Cottage #3 Garage.** C. 1930. A detached garage which is located behind Cottage #3 to the northeast. It is a brick, double car garage with a front gabled roof with asphalt shingles and exposed rafter tails. The gabled ends contain vertical weatherboard which is painted white. There are two window openings which have been filled in with wood on the rear, or north, elevation. There is a lathe and plaster wall which separates the garage into the two sections.

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Langston University Cottage
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6 **Cottage #4.** C. 1930. This is a one-story brick Tudor Revival house with a cross-hipped roof with an intersecting front facing gable of asphalt shingles. On the south half of the facade is the large front facing gable which contains a window with a decorative concrete arch above and an arched vent in the gable apex. A gabled entry projects slightly from the larger gable and has an arched, stone tabbed door surround. The walls of the gabled entry are stuccoed. All of the windows in the house have concrete sills, and the wooden windows are covered with metal storm windows. A second entrance is located on the northwest side of the house.

7 **Cottage #5.** C. 1930. This is a one-story brick Tudor Revival house with a cross gabled roof with minimal eave overhangs. The gabled ends on the northeast and southwest contain weatherboard. There are two projecting gables on the facade. The gable that contains the entry projects out farther and has arched openings. The second gable is to the southwest and contains a window and an arched vent in the gable apex. The window, the vent and the arched openings for the entry all have vertical brick headers. All of the windows in the house have concrete sills. There is a second entry in the rear. This cottage is identical to Cottage #2.

8 **Cottage #5 Garage.** C. 1930. A detached garage which is located behind and to the northeast of Cottage #5. It is a brick, double car garage with a front gabled roof with asphalt shingles and exposed rafter tails. The gabled ends contain vertical weatherboard which has been painted white. The overhead door openings have been filled in with wood and oversized pedestrian doors have been added. There are two window openings which have been filled in with wood on the rear, or north, elevation.

9 **West Entry Gates.** C. 1947. The low walls of the gates have a stone foundation topped with a vertical layer of brick, with the walls made of stone. On top of the walls is another layer of brick. Stone pillars are located at each end and in the center of both walls. The pillars have a rounded cap of concrete with stones mixed in atop a layer of brick. A bench of concrete is built into the wall on each side of the gates. The swinging gates, which were added in 1990, are black painted iron with bars which slope toward the center. The swinging gates themselves are anchored in the ground slightly to the north of the stone pillars, but are not directly attached to the pillars.

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There were originally six teacher cottages, with the additional cottage being to the northeast of Cottage #5. The building was being used as a University "spirit" shop, selling school paraphernalia, until 1989 when it was destroyed by fire and had to be demolished.² The area where the cottage stood is now an empty grassy area.

ENDNOTES

1. Annual Report of the General Education Board, 1929-1930 (New York: General Education Board, 1931), 38.
2. Currie Ballard, Langston University Historian, phone interview by author, 9 July 1998, Oklahoma City.

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SUMMARY

The Langston University Cottage Row Historic District is eligible for the National Register of Historic Places under Criterion A for its association with black education in Oklahoma. Under Criterion A, the district is eligible under the areas of significance of Ethnic Heritage - Black and Education. Langston University was the first, and only, historically black college in Oklahoma, and provided to black students a higher education that was unobtainable elsewhere in segregated Oklahoma. The district is also eligible under Criterion C for its architectural significance. Built by students with money appropriated by the General Education Board, the cottages are not only good examples of the Tudor Revival and Minimal Traditional styles, they are some of the only historic buildings on the campus that have not been significantly altered. The entry gates are also significant for their unique architecture.

HISTORICAL BACKGROUND

Permanent black settlement in Oklahoma dates from the 1830s, although a few blacks came with early explorers many years prior. When the federal government removed the Five Civilized Tribes (Choctaws, Cherokees, Creeks, Seminoles, Chickasaws) from their homes in the southeastern portion of the United States in order to make land available for the advancing cotton frontier, the Indians brought their black slaves with them to their new homes in the West. As in the Deep South these blacks tilled the soil, carried out domestic chores, planted and harvested crops, and performed other duties for their Indian masters.¹

Emancipation came following the American Civil War, at which time the new freedmen of Indian Territory became members of the various tribes. The tribes had been required by treaties to extend the rights of citizenship to their former slaves as a result of their support of the southern states during the war. The Freedmen were also awarded allotments of tribal land, from 40 to 160 acres. Three of the tribes did so begrudgingly. But according to one scholar, "Choctaws and Chickasaws preferred the removal of blacks from within their domain, and the latter ultimately refused to accept blacks as full-fledged members of their tribe."²

When President Benjamin Harrison opened a section of what is now Oklahoma to settlement in 1889, other blacks, principally from the South and from Kansas, came to the region. The availability of land in Indian Territory to the Freedmen, and

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subsequently to all blacks in the newly opened lands of Oklahoma Territory, afforded blacks the opportunity to establish their own communities at a time of racial unrest. Prior to statehood in 1907, at least twenty-eight all-Black towns and one colony were established in the Twin Territories; twenty-four towns in Indian Territory, and four towns and one colony in Oklahoma Territory. The most famous of these towns were Langston in Oklahoma Territory, and Boley in Indian Territory.³

At the formation of Oklahoma Territory in 1890 blacks represented over eight percent of the population and their numbers continued to grow until the years of the Great Depression. While the thirties witnessed a decline in the number of black citizens in the state, the total population gradually climbed back toward the level it had occupied in previous years.⁴

In the period following the Civil War relations between blacks and whites were relatively easy. In fact, there was a rather close relationship between the two groups in churches, at social events, and in some public establishments. This relationship, however, changed and near the end of the nineteenth century race relations became more restricted. This was the case in many parts of the country, especially in the South.⁵

Segregation affected every aspect of society, including education. The system of black education began immediately after the Civil War with the founding of many schools, established with federal support through the Freedmen's Bureau or with missionary support from the North or through private philanthropy. These schools were taught in the beginning by white Northern teachers or blacks educated in Northern schools. In Indian Territory some of the tribes had provided for the education of blacks. Oklahoma Territory created a public school system for blacks only a short time after its creation. Oklahoma City had a school in early 1891, and in 1892 Kingfisher had the first black high school. Some of these early schools had both black and white students. In 1890, however, the territory adopted a policy of local option that permitted counties to segregate black and white students. Black parents tried unsuccessfully to defeat local option, and in 1897 the territorial legislature passed a stronger law that required the total segregation of black and white children. It also provided severe penalties for persons who violated the law.⁶

The territorial legislature mandated racial separation not only of schools, but for juries and public facilities as well. This policy of segregation

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continued into statehood when in 1907 the state legislature enacted "Jim Crow" laws restricting use of schools, public facilities, and transportation. The new government of Oklahoma had moved swiftly to pass legislation to separate blacks and whites. In fact, the first bill that came before the Oklahoma Senate provided for Jim Crow in public transportation. Since territorial days a number of whites had pushed for such an act and proposals had been presented to the territorial legislature but failed. The bill eventually passed by the first Oklahoma legislature required separate railway cars and waiting rooms for black and white passengers and provided a penalty for those who disobeyed the law. Subsequently, the legislature completed the "Jim Crow Code" with laws that prohibited marriage between blacks and whites, and which carried out the constitutional provision for separate schools. Most of the later restrictions upon blacks originated from custom. But in the period before World War II the state passed laws that segregated blacks and whites in public places including telephone booths, bathhouses, and mines. Jim Crowism became an integral part of Oklahoma society, and remained undisturbed for almost half a century.

Whites regarded separate schools as an important cornerstone of Oklahoma's segregated society. Although whites spoke of "separate but equal" schools, few blacks believed the state would carry out the constitutional provision to maintain schools "impartially" for both races. Indeed, the allocation of money to the schools helped maintain a separate, inferior educational system for black children. Very simply, the state devised a plan which produced fewer dollars for black schools than for white ones. There was a noticeable difference in the outlay of funds for black children, and it resulted in poor facilities hardly adequate for producing well-qualified students.⁷ The desire to keep blacks and whites apart in schools and colleges was an important commentary on race relations in the territories in the later part of the nineteenth century.

The higher education of blacks during the post-Civil War period until the turn of the century was marked by the establishment of hundreds of "normal schools", "colleges", and "universities" for blacks in the South by Northern missionary and church groups. As the Freedmen's Bureau developed an organization for elementary education throughout the South, many of the missionary and church groups began turning their efforts toward the establishment of higher institutions for blacks. Before 1890, 17 of the 34 historically black public colleges now in existence were founded. However, only 2 of the 17 institutions were listed as colleges and universities in 1890, one having an enrollment of 4 college students and the other an enrollment of 86. The other 15 public institutions were listed

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as normal or industrial schools.⁸

The first real opportunity for the expansion and development of higher education for blacks came in 1890 with the Second Morrill Act, which forced each of the Southern states to set up a land-grant college for blacks. This was done by establishing what was in effect in each state a boarding school for primary and secondary students. Many years later these institutions developed normal (teaching) school and college programs and gradually dropped the lower schools.⁹ Through 1895, these land-grant colleges were generally agricultural, mechanical, industrial, and non-degree-granting institutions. With one or two exceptions, the historically black public colleges did not emerge as degree-granting institutions for some time.¹⁰

The second opportunity for expansion came after 1900 with some improvement in the public support for black schools, a development which coincided with the appearance of two large and purposeful private educational agencies - the Rosenwald Fund and the General Education Board. These agencies were broadly concerned with the improvement of education in the Southern United States and, within that general objective, with the improvement of educational opportunities for blacks. They undertook to develop educational leadership through direct grants to promising individuals, and to assist in the development of black colleges.¹¹

HISTORICAL SIGNIFICANCE

Education was a continuing concern of black people in Oklahoma. As more blacks came in during Territorial days, this concern increased. The first Territorial Legislature, elected in August of 1890, gave attention to schools almost immediately. There was not, however, much concern about education beyond the eighth grade and so the laws concerning segregation in schools applied to what were called "common schools," the first eight grades.

The Territorial Legislature moved early to provide higher education for the white residents of Oklahoma Territory and by 1892 three were in operation. However, no provision was made for higher education for blacks. The three white colleges were all land-grant colleges and received federal grants under the Second Morrill Act of 1890. However, this federal law also stated that colleges that did

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not admit black students could not get federal money unless there was a separate school for blacks which would get its fair share of the money. For Oklahoma Territory, it meant that either the white colleges had to admit black students or a separate school must be built. The state legislators did not take immediate steps to comply with the law, however, and for a time blacks in Oklahoma were without facilities for higher education.¹²

The citizens of the town of Langston, which was an all-Black town that was established in 1890, organized a committee to secure higher education in their area. In July, 1892, three leading citizens, Edward Robinson, R.E. Stewart, and D.J. Wallace, appeared before the Oklahoma Industrial School and College Commission to petition that Langston have a college. For the next two years the college became the town's goal.¹³ Despite the pleas of the citizens of Langston a black college at Langston was not established until Charles Henry William Murce Sulcer carried the fight to the Resolutions Committee of the Oklahoma Territorial Convention of 1894. Sulcer introduced a plank in the statehood platform asking for the establishment of a school of higher education for blacks.

In his biennial message in January, 1895, Territorial Governor William Gary Renfrow proposed a reform program. One section of the program recommended the establishment of a territorial university for blacks, which was necessitated by Renfrow's veto of a civil-rights bill that would have disregarded racial segregation. After two years of politics and compromise, House Bill 151 was finally introduced in the territorial council on February 4, 1897. The bill set forth the purpose of the institution, named the site to be "within a convenient distance from Langston in Logan County, Oklahoma Territory", and named the school the Colored Agricultural and Normal University of Oklahoma. Thus Langston University came into being with the objectives of training teachers and offering agricultural, mechanical, and industrial training.¹⁴

Once the territorial legislature established the school, the citizens of Langston went to work to turn the dream into books, papers, buildings, and students. The townspeople were to provide the land - forty acres. Money was raised by midsummer. Picnics, auctions, public meetings, and bake sales were held. Women of the town sold sandwiches, cakes, pies, and dinners to raise funds. Within a year the land had been secured, the Board of Regents had approved the final plans, and Inman E. Page had been called as the president for the institution.

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Five thousand dollars was to be appropriated from the territorial treasury so that the school could build one wing of a suitable building and begin classes. The legislature duly appointed the \$5,000, but it was to cover all the costs, including construction of the building, teachers' salaries, and other expenses for two years. The funding was quickly discovered to be grossly inadequate. Territorial Governor Cassius M. Barnes solved the problem by dividing land-lease money among the territorial institutions. Langston's share was \$4,000, which made a total of \$9,000. Additional money was appropriated over the next several years.

The school opened on September 3, 1898, though the building had not yet been erected. The first classes were held in the Presbyterian church and in the town school. There were 41 students enrolled and four faculty. Within two years of opening, enrollment had grown to 181 students. Of this total, 15 were pursuing college-level work in the Normal Department, 139 were enrolled in the elementary and high school, and 27 students were in night school. By 1904, the university had expanded to eight departments: agricultural, mechanical, domestic economy, elementary, normal, college preparatory, collegiate, and musical. Although the college was officially named the Colored Agricultural and Normal University, it has always been popularly called Langston University. The name of the institution was officially changed in 1941.¹⁵

Langston University is significant for both black heritage and education because it is the only historically black university in Oklahoma. Langston provided to black students a higher education that was unobtainable elsewhere in segregated Oklahoma. It also produced qualified black teachers who could then provide a better education for the black population, and provided many black educators opportunities in college teaching.

However, since Langston, both the town and the University, were isolated by distance from other communities, it was necessary to provide not only housing for students, but also housing for faculty. During the 1920s and 1930s, while student enrollment was steadily growing, the town of Langston was declining. It was difficult for faculty and other University employees to find adequate housing in town.¹⁶ The construction of the teacherages helped fill a need for faculty housing. A need which continues. The University built three, two-story apartment buildings in 1968 for faculty housing, and three of the 1930 cottages are still used for housing. The Cottages exemplify the development and growth of Langston and how it increasingly became more important in the state. They are also tangible resources that represent the hundreds of black educators who had the

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opportunity to teach at the college level because of the existence of Langston.

The cottages also provided an educational experience for students. The 1930 cottages were built by students under the supervision of instructors as part of their vocational training. From Langston's opening through the 1960s the University offered industrial-manual training as well as a liberal-arts education. By constructing the cottages, the students were provided with hands-on training.

The money for the cottages was obtained from a \$25,000 grant from the General Education Board in 1929-1930. The General Education Board was founded by John D. Rockefeller in 1902 for "the promotion of education within the United States of America, without distinction of race, sex, or creed."¹⁷ In its formative years between 1902 and 1925 the Board made endowment grants totaling roughly \$60 million to 291 colleges and universities, not including medical schools. By 1964 when the Board's active program came to a close, a total of \$324.6 million had been expended on a wide variety of activities. A large share of the Board's funds were spent for improving educational opportunities for blacks, at first through the development of public schools and later through grants to black colleges and through fellowships for faculty members of the struggling institutions. The General Education Board's program began in the Southern states, and after 1940 it operated almost exclusively in that area with emphasis on the improvement of higher education.¹⁸

ARCHITECTURAL SIGNIFICANCE

The Langston University Cottage Row Historic District is architecturally significant as a group of 1930 and 1948 teacher cottages and as examples of the Tudor Revival and Minimal Traditional styles. The district is unique within the University campus in that it is a grouping of five teacherages with three garages and entry gates that are architecturally similar and that create a cohesive feeling and appearance.

During the 1920s and 1930s domestic building was dominated by revival styles such as Colonial Revival, Neoclassical, and Tudor Revival. The four cottages that were constructed in 1930 are modest examples of the Tudor Revival style, which was one of the most popular revival styles at the time. The cottages are the only example of the style on campus and have the common Tudor Revival characteristics of brick wall cladding with wooden cladding on the principal gables, steeply pitched side-gabled roofs and prominent cross gables. The cottage that was

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constructed in 1948 was built in the Minimal Traditional style. This style became popular after World War II and reflects the form of traditional revival houses, but lacks their decorative detailing. The Minimal Traditional style was a simplified form loosely based on the Tudor Revival style of the 1920s and 1930s.¹⁹ The 1948 cottage is similar to the 1930 cottages in materials, form, and size, so even though they were built 18 years apart the district still retains a feeling of continuity and cohesion. Likewise, the entry gates are built of stone and brick and contribute to the overall feeling of cohesion to the district. They are also significant for their unique architecture.

The cottages, garages and entry gates in the district have had minimal, if any, alterations. They are not only some of the oldest buildings on campus, they are also some of the few that have not been altered. In September of 1996 staff from the Oklahoma State Historic Preservation Office conducted an intensive-level architectural/historic survey of the Langston University campus. Forty-eight resources were documented, including forty-two buildings, two structures, and four objects. Of these, thirty were classified as noncontributing and fifteen as contributing to a potential district. However, most of the contributing resources are scattered throughout the university, surrounded by modern buildings or historic buildings which have been significantly altered. During the 1960s a 10-year physical-plant upgrading plan was initiated by the University administration that called for the removal of old buildings. As a result, none of the original campus buildings remain today. The Cottage Row Historic District is the only area on campus with a concentration of unaltered historic buildings that retain a feeling of cohesion and integrity and which convey the feeling of its past environment.

The Cottage Row Historic District is an architecturally distinct area of the university campus. The road that passes through the entry gates, going north from State Highway 33, gently curves and is flanked by the Cottage Row on the west and a line of trees that follows the curve of the road and grass on the east. Within the university, the entry gates, the cottages and garages, and the landscaping all combine to create an area that stands apart and has its own feeling and cohesion. The district retains a high degree of integrity of location, setting, design, materials, and workmanship and conveys the feeling and association of its past environment.

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ENDNOTES

1. Jimmie Lewis Franklin, The Blacks in Oklahoma (Norman, OK: University of Oklahoma Press, 1980), v.
2. Susan Allen, "Bethel Missionary Baptist Church National Register Nomination" (OK SHPO, 1994), 11.
3. Ibid.
4. Franklin, v.
5. Ibid., 14.
6. Ibid., 12-13.
7. Ibid., 17.
8. Frank Bowles and Frank A. DeCosta, Between Two Worlds - A Profile of Negro Higher Education (New York, NY: McGraw-Hill Book Co., 1971), 32.
9. Ibid., 37.
10. Ibid., 32.
11. Ibid., 37.
12. Kaye Teall, ed., Black History in Oklahoma - A Resource Book (Oklahoma City, OK: Oklahoma City Public Schools, 1971), 187.
13. Zella Black Patterson, Langston University - A History (Norman, OK: University of Oklahoma Press, 1979), 9-10.
14. Ibid., 14-15.
15. Ibid., 13, 17.

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16. Ibid., 196-198.
17. General Education Board, Review and Final Report 1902-1964
(New York: General Education Board, 1964), VII.
18. Ibid., VII, 31.
19. Virginia and Lee McAlester, A Field Guide to American Houses.
New York: Alfred A. Knopf, 1984, pp. 355, 477-478.

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UTM REFERENCES:

| | Zone | Easting | Northing |
|---|-----------|---------------|----------------|
| E | <u>14</u> | <u>656750</u> | <u>3978940</u> |
| F | <u>14</u> | <u>656790</u> | <u>3978860</u> |
| G | <u>14</u> | <u>656640</u> | <u>3978760</u> |

VERBAL BOUNDARY DESCRIPTION:

Starting near the west entry gates, where the north curb line of State Highway 33 meets the west curb line of the entry road, go west 150 feet following the curb line of the highway. Turn north and proceed to the curb line of the parking lot for the Centennial Court Apartments. Follow the curb line north - northeast to the south curb line of the road directly south of Young Hall. Go east, following the curb line, and continue to follow the curb line as it turns to the southeast until it intersects the west entry road. Continue southeast across the west entry road, and from the southeast corner of the intersection go southeast another 25 feet along the curb line. Then go southwest, following the curve of the west entry road until you reach the north curb line of Highway 33. Turn and go west 25 feet, following the curb line of the highway till it meets the west entry road. Cross the west entry road to the northwest corner of the intersection, which is the point of beginning.

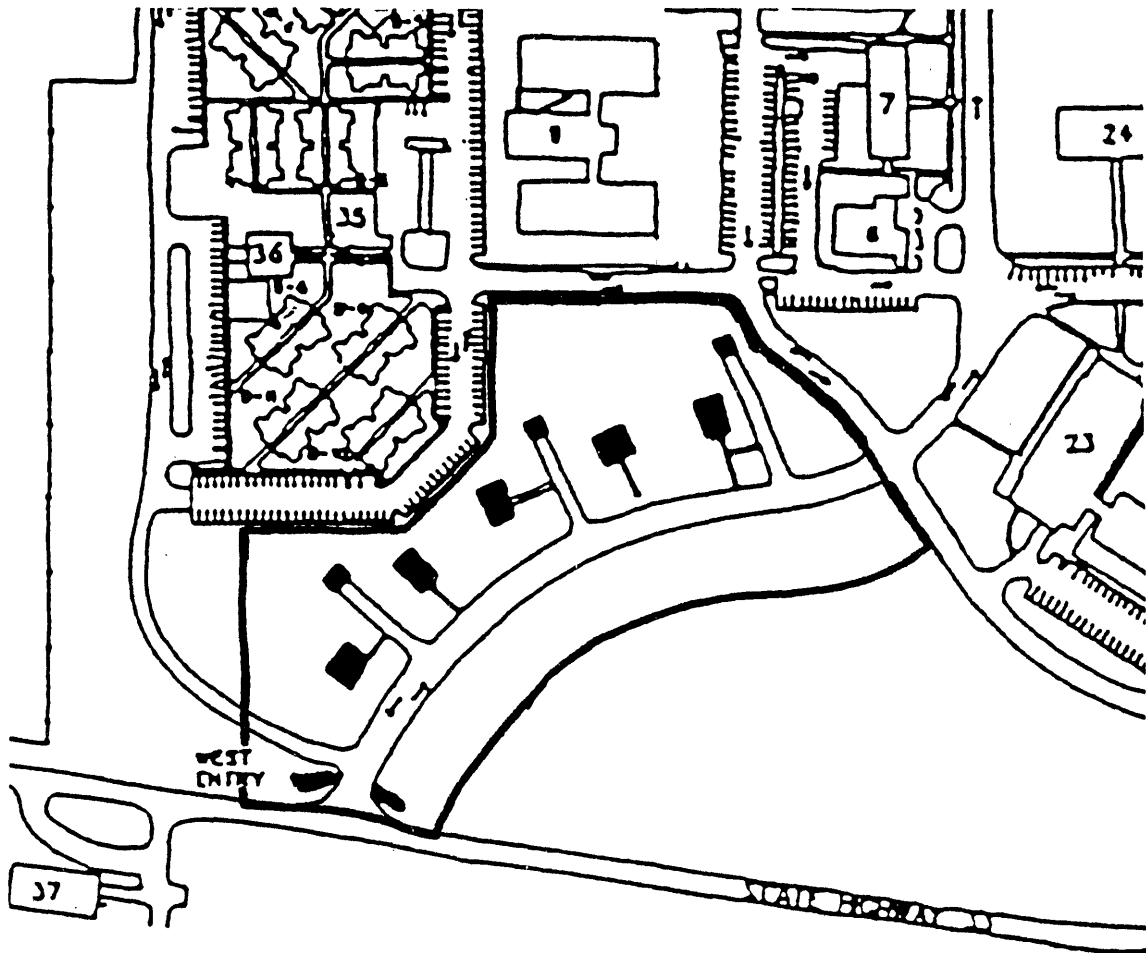
BOUNDARY JUSTIFICATION

The boundary includes the area historically associated with the teacher cottages, including the garages, west entry gates and the landscape architecture, while excluding new construction and those areas which do not maintain their historic integrity.

LANGSTON UNIVERSITY COTTAGE ROW HISTORIC DISTRICT LANGSTON, OK

— DISTRICT BOUNDARY

■ CONTRIBUTING RESOURCES



LANGSTON UNIVERSITY

MAP SHOWING COTTAGE
ROW HISTORIC DISTRICT IN
RELATION TO UNIVERSITY
CAMPUS

— DISTRICT BOUNDARY

