

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

PH0281956 DATA SHEET

FOR NPS USE ONLY

RECEIVED FEB 11 1976

DATE ENTERED MAR 26 1976

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

SEE INSTRUCTIONS IN *HOW TO COMPLETE NATIONAL REGISTER FORMS*
TYPE ALL ENTRIES -- COMPLETE APPLICABLE SECTIONS

1 NAME

HISTORIC

CALHOUN SCHOOL - HAMPTON COTTAGE

AND/OR COMMON

CALHOUN SCHOOL - PRINCIPAL'S RESIDENCE

2 LOCATION

STREET & NUMBER

RURAL ROUTE 33

NOT FOR PUBLICATION

CITY, TOWN

CONGRESSIONAL DISTRICT

CALHOUN

VICINITY OF

TTT

STATE

CODE

COUNTY

CODE

ALABAMA

01

LOWNDES

085

3 CLASSIFICATION

CATEGORY

OWNERSHIP

STATUS

PRESENT USE

DISTRICT

PUBLIC

OCCUPIED

AGRICULTURE

MUSEUM

BUILDING(S)

PRIVATE

UNOCCUPIED

COMMERCIAL

PARK

STRUCTURE

BOTH

WORK IN PROGRESS

EDUCATIONAL

PRIVATE RESIDENCE

SITE

PUBLIC ACQUISITION

ACCESSIBLE

ENTERTAINMENT

RELIGIOUS

OBJECT

IN PROCESS

YES: RESTRICTED

GOVERNMENT

SCIENTIFIC

BEING CONSIDERED

YES: UNRESTRICTED

INDUSTRIAL

TRANSPORTATION

NO

MILITARY

OTHER:

4 OWNER OF PROPERTY

NAME

STATE OF ALABAMA

STREET & NUMBER

STATE HOUSE

CITY, TOWN

STATE

MONTGOMERY

VICINITY OF

ALABAMA

5 LOCATION OF LEGAL DESCRIPTION

COURTHOUSE,

REGISTRY OF DEEDS, ETC.

COUNTY COURTHOUSE

STREET & NUMBER

CITY, TOWN

STATE

HAYNEVILLE

ALABAMA

6 REPRESENTATION IN EXISTING SURVEYS

TITLE

DATE

FEDERAL STATE COUNTY LOCAL

DEPOSITORY FOR
SURVEY RECORDS

CITY, TOWN

STATE

7 DESCRIPTION

CONDITION

EXCELLENT
 GOOD
 FAIR

DETERIORATED
 RUINS
 UNEXPOSED

CHECK ONE

UNALTERED
 ALTERED

CHECK ONE

ORIGINAL SITE
 MOVED DATE _____

DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

The Calhoun School was established in 1892 at Calhoun, Alabama, by Miss Charlotte R. Thorn, and her friend Miss Mabel Dillingham. The two women who had taught together at Hampton Institute, came to Alabama at the request of Booker T. Washington. Between 1892 and her death in 1932 Miss Thorn built Calhoun into one of the most influential Negro Schools in the South.

The campus of Calhoun School consists of approximately ten acres and some seven structures. Unfortunately, most of the structures associated with the school's early history have been torn down and replaced by contemporary buildings. These older structures include a dispensary, a teacher's bungalow, and Hampton Cottage, all built between 1900-1930. The only building of historic nature from the earlier founding period is Hampton Cottage, the present principal's residence. Originally built as one of the six teacher's cottages, it has been used by the principals since 1947 when the founder's residence, Thorn Cottage, burned.

Built between 1900-1910, this simple two-story frame building follows a basic rectangular plan and is elevated on a three to five foot foundation. Four slender Tuscan columns support the half-hipped roof portico which covers three of the five bays of the facade. The central doorway with casement window sidelights and transom as well as the four over four double hung sash windows are simply trimmed. Windows on the second story follow the same symmetrical placement and include a smaller double set over the front entrance. Black louvered shutters flank the windows on the front and side elevations. The hipped roof has a modified deck which once housed a skylight, two interior chimneys and boxed cornices.

A small balustraded porch with square columns is located on the south side and at one time gave access to the living room, but the door has now been covered on both sides.

The north elevation has a three sided bay projection with the same double hung casement windows and shutters. The rear elevation is quite simple; windows lack shutters and a back porch has been enclosed by the present occupant to make another room.

The interior of the house follows a central hall floorplan with double parlor to the left of the main entrance, and dining room with bay to the right. A kitchen, half bath, pantry and breakfast room are located at the rear of the house. Stairs lead to a second floor reception hall and four bedrooms. Although the original wood work and mantels remain, floors and ceilings have been covered over with contemporary materials.

The house is located on a hill surrounded by mature trees and shrubs.

8 SIGNIFICANCE

| PERIOD | AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW | | | |
|---|--|---|---|--|
| <input type="checkbox"/> PREHISTORIC | <input type="checkbox"/> ARCHEOLOGY-PREHISTORIC | <input type="checkbox"/> COMMUNITY PLANNING | <input type="checkbox"/> LANDSCAPE ARCHITECTURE | <input type="checkbox"/> RELIGION |
| <input type="checkbox"/> 1400-1499 | <input type="checkbox"/> ARCHEOLOGY-HISTORIC | <input type="checkbox"/> CONSERVATION | <input type="checkbox"/> LAW | <input type="checkbox"/> SCIENCE |
| <input type="checkbox"/> 1500-1599 | <input type="checkbox"/> AGRICULTURE | <input type="checkbox"/> ECONOMICS | <input type="checkbox"/> LITERATURE | <input type="checkbox"/> SCULPTURE |
| <input type="checkbox"/> 1600-1699 | <input type="checkbox"/> ARCHITECTURE | <input checked="" type="checkbox"/> EDUCATION | <input type="checkbox"/> MILITARY | <input type="checkbox"/> SOCIAL/HUMANITARIAN |
| <input type="checkbox"/> 1700-1799 | <input type="checkbox"/> ART | <input type="checkbox"/> ENGINEERING | <input type="checkbox"/> MUSIC | <input type="checkbox"/> THEATER |
| <input checked="" type="checkbox"/> 1800-1899 | <input type="checkbox"/> COMMERCE | <input type="checkbox"/> EXPLORATION/SETTLEMENT | <input type="checkbox"/> PHILOSOPHY | <input type="checkbox"/> TRANSPORTATION |
| <input checked="" type="checkbox"/> 1900- | <input type="checkbox"/> COMMUNICATIONS | <input type="checkbox"/> INDUSTRY | <input type="checkbox"/> POLITICS/GOVERNMENT | <input type="checkbox"/> OTHER (SPECIFY) |
| | | <input type="checkbox"/> INVENTION | | |

SPECIFIC DATES

BUILDER/ARCHITECT

STATEMENT OF SIGNIFICANCE

Hampton Cottage, the principal's residence, of the Calhoun School is the last surviving historic structure on the campus of this school, which is one of the best examples of the influence of the Hampton-Tuskegee vocationalism on black education at the rural level at the turn of the century. The house, built between 1900-1910 was originally one of six teacher's cottages and has only been used by the principal since 1947 when Thorn Cottage, the founder's and principal's residence, was destroyed by fire.

The Calhoun Colored School was founded in 1892 by Miss Charlotte R. Thorn with the assistance of her friend and fellow teacher Miss Mable Dillingham. Both women had developed a strong interest in black education before coming to Alabama. Miss Thorn, who was born and raised in New Haven, Connecticut, met General Samuel C. Armstrong, Hampton's founder and ideological father, in the late 1880's at a time when she was in search of a vocation. General Armstrong asked her to take a teaching position at Hampton. While there she met Booker T. Washington, who told her of the educational deprivation of the black children of Alabama. Washington urged her to go South and open a school in Lowndes County in the heart of Alabama's black belt. In 1892 with the full support of General Armstrong, Washington, and their financial supporters, Misses Thorn and Dillingham moved South.

After purchasing land from Edward D. Chesnutt, a white land owner who helped the school in many ways, Miss Thorn proceeded to construct an extensive physical plant. By the first decade of this century the Calhoun Colored School boasted schoolhouses, dormitories, barns, and shops. According to Charles Dabney, an historian of Southern education, the Calhoun School, ". . . took its place among the important schools for Negroes in the South.

The primary reason for the school's success in the eyes of white educators was Miss Thorn's highly successful program of vocational education and community work. When in 1917 Thomas J. Jones, a sociologist who specialized in Negro education, published his landmark study titled "Black Education" for the Department of Education, he described the Calhoun School as being among the best of its type in the South. Jones, like almost all white educators, supported the Hampton-Tuskegee approach to black education. His assessment of the school's organization, which reflects this attitude, is an excellent description of the curriculum and activities of the rural schools modeled on Hampton-Tuskegee "special education". This approach, as Jones' description illustrates, stressed vocationalism to the almost total exclusion of academic courses and promoted "community work" as a method of economic self help.

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The vocational training in appropriately equipped shops, classrooms, and even teacher's homes included such things as carpentry, blacksmithing, sewing, cooking, laundry and home crafts. Of primary importance was a school farm which provided extensive agricultural training adapted to the area. In addition some students received practical training in teaching in rural schools at the two outpost schools maintained by Calhoun.

The most significant community work undertaken was the organization and management of land-purchasing companies. The first effort in this direction was the purchase of a small amount of land in 1895 for reselling in farms ranging in size from 40 to 60 acres. Since that date about 4,000 acres of land have been purchased in large tracts and sold in small sections to colored farmers. To the purchase of land there was added a plan to erect better houses. The total sum paid by the people on land and houses through the school agency was nearly \$50,000.

The Calhoun School, like South Carolina's Penn School, represented the highest or best development of vocationalism and community self help at the local, rural level. As such the school influenced other rural communities throughout Alabama. Although successful in its goals and objectives, the Calhoun School was doomed to failure. Special vocational education did not provide full educational opportunity for black Americans and "community work," although very valuable in relation to black land ownership, was not a substitute for economic, social and political equality. Vocational education did not bring benefits to black Americans, and it is an important chapter in the history of black education, but being a reflection of white supremacy and the caste in the South, it could never succeed.

Miss Thorn, Calhoun's driving spirit, died in 1932. After her death the school struggled to survive. In 1943 the State of Alabama and the school's trustees entered into an agreement under which the State acquired the school property and the Lowndes County Board of Education assumed responsibility for supervising Calhoun as a public school. Today the Calhoun School is a typical black rural public school.