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**NATIONAL REGISTER OF HISTORIC PLACES  
MULTIPLE PROPERTY DOCUMENTATION FORM**

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-b). Use a typewriter, word processor, or computer to complete all items.

☒ New Submission ☐ Amended Submission

**A. Name of Multiple Property Listing**

The Rosenwald School Building Program in South Carolina, 1917-1932

**B. Associated Historic Contexts**

The Rosenwald School Building Program in South Carolina, 1917-1932

**C. Form Prepared By**

**Name/title:** Lindsay C. M. Weathers

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**City or town:** Columbia

**State:** SC

**Date:** 3 December 2008

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**D. Certification**

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (\_\_\_ See continuation sheet for additional comments.)

Signature and title of certifying official

*Elizabeth M. Johnson*

Elizabeth M. Johnson, Deputy SHPO, S.C. Department of Archives and History, Columbia, S.C.

12-4-2008

Date

State or Federal Agency or Tribal government

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register

*For Eileen K. Beall*  
Signature of the Keeper

1-22-09

Date

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Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Fill in page numbers for each section in the space below

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## **E. Historic Context**

### **Introduction**

African Americans have faced numerous difficulties in satisfying their desire to be educated and to educate their children. Prior to the Civil War, blacks faced legal restrictions on teaching slaves to read and write. After emancipation, African Americans discovered that freedom and equality did not go hand-in-hand, even in education. Initially, Southern blacks faced the problem that the Southern states were behind their Northern counterparts in free public education. With the advent of Jim Crow segregation, blacks faced a legally discriminatory approach to public education that included inadequate facilities and funding. This multiple property submission discusses how Southern African Americans worked hand-in-hand with Northern philanthropies, particularly the Julius Rosenwald Building Fund, to address some of these inadequacies.

### **African-American Education in South Carolina**

With emancipation following the Civil War, newly freed slaves took several avenues to assert their freedom, including seeking out education. In South Carolina, churches, charitable organizations, and the Bureau of Freedmen, Refugees, and Abandoned Lands (Freedmen's Bureau) worked together to establish schools for the newly freed slaves in South Carolina. Churches sponsored schools, Northern philanthropists such as George Peabody and John F. Slater offered funds for education, and the Freedmen's Bureau helped newly freed slaves, not only with rations and supplies, but with education. The Freedmen's Bureau appointed a superintendent of schools for each state; South Carolina's was Justus K. Jillson, a white Massachusetts Republican, who was appointed in 1868. By the end of Reconstruction, 123,085 students were enrolled in public schools, including 70,082 African-American students.<sup>1</sup>

The year 1877 signaled redemption for white South Carolinians, but for African Americans, it signaled an increasing lack of interest in African-American education. The South Carolina Constitution of 1895 created a legal system of racially segregated schools at the same time that laws were disenfranchising blacks. This placed the control of racially segregated schools into the hands of white school boards across the state. As a result, African-American education suffered. In 1895, 63.3% of white schools were ranked in good physical condition while 41% of African-American schools achieved the same rank. On the other end of the spectrum, 8.3% of white schools were in bad physical condition, but 20.8% of black schools were. Black teachers made less than white teachers. First class white teachers received \$31.58 while their African-American counterparts earned \$24.90. In 1922, the State Superintendent of Education's reports indicate that white schools received 90% of the state's funds.<sup>2</sup> In one effort to "better" black schools, the South Carolina General Assembly set aside \$10,000 for the "Betterment of Negro Schools" during the 1919-20 school year.

<sup>1</sup> Katherine H. Richardson, "African-American Primary and Secondary Public School Buildings in South Carolina, ca. 1895-1954," National Register Context, E2, on file at the South Carolina State Historic Preservation Office, South Carolina Department of Archives and History, Columbia, S.C.

<sup>2</sup> Richardson, "African-American Primary and Secondary Public School Buildings," E8-E11.

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In his first report to the South Carolina Superintendent of Education for the 1917-1918 school year, the State Negro Agent J.H. Brannon reported, "The school buildings are in the most instances wretched, the terms short, and salaries low, practically no equipment, and the preparation and fitness of the teachers generally very inferior."<sup>3</sup> He noted that the schools were overcrowded with 75 to 100 children per teacher and that there were no blackboards, not enough windows, and not enough seats in most schools.<sup>4</sup> In many cases, the county or school district did not own the school buildings and superintendents did not even know the location of many African-American schools.<sup>5</sup>

**Northern Philanthropy**

During the early twentieth century, several Northern philanthropies developed to support Southern black education in response to the problems noted above. These philanthropies included the General Education Board (GEB), the Slater Fund, the Jeanes Fund, and the Julius Rosenwald Fund. The GEB, which John D. Rockefeller created on January 12, 1903, was for "the promotion of education within the United States of America without distinction of race, sex, or creed." The GEB assisted black education by providing funding to private educational institutions established by northern church organizations and by southern blacks. It also encouraged the development of "an efficient system of public education." The GEB accomplished this by providing grants between 1902 and 1920. These grants employed state agents for black schools and funded county training schools, the Jeanes Rural School Fund, grants to the Slater and Jeanes Fund, Home Maker's Clubs, summer schools for black teachers and scholarships for teachers at teacher training institutions.<sup>6</sup>

In South Carolina between 1917 and 1928, the General Education Board donated money for a variety of projects. The GEB provided \$63,351.68 for industrial buildings and equipment, \$2,768.54 for other types of equipment, and \$2,190.33 for furniture and equipment. It also spent \$37,004 to supplement salaries for county training school teachers. Other donations included \$1000 for aid for worthy schools, \$3,997.50 for Home Makers' Clubs, \$275 for libraries, \$27,431.43 for summer schools, and \$42,000 in special contributions.<sup>7</sup> The GEB sponsored summer schools for teachers throughout the state by paying teachers' salaries and provided funds for Rosenwald teachers and Jeanes supervisors to travel to summer schools at Tuskegee and Hampton Institute. The GEB contributed money for the salary and traveling expenses for a State Agent for Negro Schools in South Carolina beginning in 1917. J.H. Brannon was the first State Agent from 1917 to 1919, followed by J.B. Felton from 1919 to 1948.<sup>8</sup> Felton supervised the construction of most of the County Training Schools and Rosenwald Schools and oversaw the growth of the Jeanes program in South Carolina.

<sup>3</sup> J.H. Brannon, "Report of State Agent for Negro Schools," January 1919, *Annual Report of the State Superintendent of Education of the State of South Carolina*, 1920, Volume 2, p. 131, hereafter cited as "Report of State Agent," with appropriate year.

<sup>4</sup> "Report of State Agent," 1920, Volume 2, p. 137.

<sup>5</sup> James C. Carbaugh, "The Philanthropic Confluence of the General Education Board and the Jeanes, Slater, and Rosenwald Funds: African-American Education in South Carolina, 1900-1930" (Ph.D. dissertation, Clemson University, 1997), p. 45.

<sup>6</sup> Karen D. Riles, "Historic and Architectural Resources Associated with the Rosenwald School Building Program," National Register Multiple Property Documentation Form, E8, on file at the Texas State Historic Preservation Office, Texas Historical Commission, Austin, Texas.

<sup>7</sup> Preston Cleveland Goforth, "Financial Aid to Negro Education in South Carolina Received from Outside Sources from 1917-1918 to 1927-1928 Inclusive," M.A. thesis, University of South Carolina, 1931.

<sup>8</sup> "Report of State Agent," 1920, Volume 2, p. 129.



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The Anna T. Jeanes Fund, also known as the "Negro Rural School Fund", was established in 1907 when Quaker philanthropist Anna T. Jeanes gave Hollis S. Frissell, Booker T. Washington, and George Peabody securities worth a million dollars to be used to benefit rural communities and schools for blacks. Jeanes was adamant that small schools receive support, stipulating that her gift go

...towards the maintenance and assistance of rural, community and country schools for the Southern Negroes and not for the use or benefit of large institutions, but for the purpose of rudimentary education in the small rural schools for blacks in the South.<sup>9</sup>

The Fund's Board of Trustees elected to use the Fund to improve teaching in the South by supporting a program called the Jeanes Supervisors. The Jeanes Fund provided some portion of the salary of these teachers with the county sometimes provided a portion of the salary. The Jeanes Supervisors were a team of black educators, mostly women, who visited rural schools to help and encourage the rural teachers.<sup>10</sup> These supervisors visited county schools "giving instruction in home industries and sanitation, encouraging the people of the neighborhood to improve their school conditions and conducting gardening clubs and other clubs for the improvement and betterment of the schools and neighborhoods."<sup>11</sup> The Jeanes Supervisors were also extremely valuable in getting financial support for building Rosenwald schools, in part because they organized the fundraising rallies for them.<sup>12</sup>

The Jeanes Fund provided the first monies to South Carolina in the 1908-1909 school year in the amount of \$1,530. The Fund financed eleven teachers in South Carolina, starting in 1909. These teachers were in Hampton, Georgetown, Spartanburg, Aiken, Edgefield, Clarendon, and Sumter counties. Initially, two teachers served in several of the counties although the practice became one teacher per county. In the years of Jeanes funding, 1909-1964, 180 Jeanes teachers were employed in South Carolina. In South Carolina between 1917 and 1928, the Jeanes Fund spent \$91,709.97 on salaries for supervising teachers, but also provided \$1,755.00 for summer schools, \$2,581.00 for extending the school term, \$995.66 for equipment, and \$32.85 for traveling expenses of teachers attending summer school.<sup>13</sup>

The John Slater Fund, established in 1882, was established to improve secondary education in the South. The feeling was that white southerners would not accept secondary education for African Americans; however, the Slater Fund hoped that the region would accept industrial schools for African Americans. The Fund originally supported African-American colleges and normal schools including Claflin University, Brainerd Institute, Beaufort Normal School, Benedict Institute, and Schofield Normal Institute in South Carolina. In 1902, the trustees of the John Slater Fund had their general agent begin "to confer with the public school authorities ... with the view of securing cooperation between said authorities and themselves in order to promote public

<sup>9</sup> Quoted in Carbaugh, p. 47.

<sup>10</sup> Riles, E7.

<sup>11</sup> "Report of State Agent," 1920, Volume 2, p. 134.

<sup>12</sup> Riles, E8.

<sup>13</sup> Goforth.

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school education for African Americans" with South Carolina as one of their target areas.<sup>14</sup> The Fund gave grants to several industrial schools in South Carolina between 1906 and 1909.

In 1911, the Slater Fund began supporting County Training Schools to train rural teachers to teach in a rural setting. These County Training Schools gave practical training for black teachers and provided education to rural black children in a setting different than the traditional one-teacher type schoolhouse. They were built in a central area of the county and were rural industrial schools that were in many ways "forerunners of the modern-day high school." Per Dr. Dillard, County Training Schools were "public training schools offering work two or three years in advance of that offered by the common schools."<sup>15</sup> These schools would serve as models for physical plant, equipment, curriculum, pedagogy, and vocational training (homemaking, farming, and teacher training). The Fund provided \$500 for salaries for the County Training School teachers. Around 1913, the first Slater Fund-sponsored County Training School was created in Clarendon County. In addition, the Slater Fund supplemented teachers' salaries, provided money for the construction of shops and teachers' homes, and funded the purchase of industrial and agricultural equipment.<sup>16</sup> In South Carolina between 1917 and 1928, the Slater Fund donated \$79,430.00 for County Training Schools and \$307.33 for traveling expenses of teachers attending summer school.<sup>17</sup> Between 1911 and 1933, fifty-nine County Training Schools were created in South Carolina.

The various northern philanthropies worked together to better African-American education in the South. For instance in the 1918-1919 school year, the GEB funded new vocational departments in sewing, cooking, and carpentry in five of South Carolina's County Training Schools. At the same time, the Slater Fund provided \$500 for salaries at the County Training Schools as long as the school was public property and the school district gave at least \$750 for salaries. The GEB and the Jeanes Fund worked together on Home Makers' Clubs as well. The GEB provided the funding for them while the Jeanes Supervisors did the work of forming clubs and teaching women and girls to can, cook, sew, and raise poultry and hogs.

<sup>14</sup> Quoted in Carbaugh, p. 60.

<sup>15</sup> Quoted in Carbaugh, p. 63.

<sup>16</sup> Riles, E7.

<sup>17</sup> Goforth.

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county and State South Carolina*Philanthropic Contributions to African-American Education in South Carolina, 1917-1918 to 1927-1928<sup>18</sup>*

Fund	Amount
Jeanes	\$97,413.30
Slater	79,737.33
Rosenwald	380,303.00
General Education Board	179,958.48

*Philanthropic Contributions to African-American Education by County, 1917-1918 to 1927-1928<sup>19</sup>*

County	Jeanes Fund	Slater Fund	Rosenwald Fund	General Education Board	Total
Abbeville	150.00	1,000.00	4,600.00	263.05	6,013.05
Aiken	2,816.85	400.00	7,700.00	20,904.00	31,820.85
Allendale	1,445.00	2,922.22	6,400.00	6,717.71	17,484.93
Anderson	3,509.64	3,397.58	14,035.00	4,206.15	25,148.37
Bamberg			700.00		700.00
Barnwell		4,214.14	7,100.00	5,198.21	16,512.35
Beaufort	5,778.83	2,721.08	4,100.00	8,867.90	21,467.81
Berkeley	3,892.20	2,912.20	5,600.00	3,555.17	15,959.57
Calhoun		1,000.00	2,000.00	1,055.00	4,055.00
Charleston	5,189.58		9,000.00	1,379.00	15,568.58
Cherokee			1,100.00		1,100.00
Chester	1,777.96		3,135.00	177.07	5,090.03
Chesterfield	3,801.28	2,175.00	11,300.00	396.50	17,672.78
Clarendon	2,430.00	2,665.00	2,100.00	3,692.00	10,887.00
Colleton	190.00	1,500.00	3,900.00	302.00	5,892.00
Darlington	4,549.56	2,608.00	14,535.00	7,887.67	29,580.23
Dillon	3,503.24	2,504.78	15,400.00	3,595.10	25,003.12
Dorchester	472.00	3,515.90	2,635.00	4,016.91	10,639.81
Edgefield	2,637.40	1,500.00	6,700.00	4,770.85	15,608.25
Fairfield	2,944.20	1,500.00	9,000.00	456.64	13,900.84
Florence	2,486.75	2,407.86	21,400.00	3,357.00	29,651.61
Georgetown	3,080.00	3,375.86	2,200.00	6,311.10	14,966.96
Greenville	1,897.50	2,918.76	17,235.00	4,618.76	26,670.02
Greenwood			1,200.00	100.00	1,300.00
Hampton		1,000.00	2,800.00	160.00	3,960.00
Horry	3,889.36	3,509.36	11,600.00	6,292.15	25,290.87

<sup>18</sup> Ibid.<sup>19</sup> Ibid.

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Jasper	\$640.00	\$500.00	\$2,135.00	\$275.00	3,550.00
Kershaw	4,422.05	1,912.80	10,935.00	2,200.87	19,470.72
Lancaster		2,216.00	8,035.00	880.31	11,131.31
Laurens	937.53	1,918.59	9,400.00	1,326.33	13,582.45
Lee	3,652.94	1,000.00	1,100.00	873.80	6,626.74
Lexington		2,315.43	4,000.00	1,279.81	7,595.24
McCormick	3,017.11		800.00	77.00	3,894.11
Marion	3,617.60	3,306.10	19,400.00	18,446.74	44,770.44
Marlboro	4,225.18	1,500.00	9,400.00	1,971.98	17,097.16
Newberry	5,344.13	2,216.80	20,700.00	2,278.98	30,539.91
Oconee		1,500.00	7,600.00	428.75	9,528.75
Orangeburg	1,065.00	1,500.00	17,400.00	26,686.43	46,651.43
Pickens			3,900.00		3,900.00
Richland	3,138.84	500.00	9,230.00	2,103.02	14,971.86
Saluda	2,116.07	1,500.00	7,100.00	2,078.01	12,794.08
Spartanburg	1,696.00	2,118.85	16,985.00	1,851.87	22,651.72
Sumter	5,109.00	750.00	8,700.00	5,881.16	20,440.16
Union	705.50	1,000.00	10,935.00	1,330.00	13,970.50
Williamsburg	1,285.00	1,912.06	9,150.00	2,115.85	14,462.91
York		2,322.96	15,925.00	9,592.63	27,840.59
Total	97,413.30	79,737.33	380,305.00	179,958.48	737,414.11

### The Julius Rosenwald Building Fund, 1913-1937

The almost concurrent nature of the work in South Carolina (the first Jeanes Teachers in 1909, the first County Training School in 1913, and the first State Negro Agent in 1917) addressed important needs in African-American education in the state. The Jeanes Fund assisted with teacher supervision and support, the Slater Fund improved teacher training and secondary-level industrial training, and the State Negro Agent acted to coordinate African-American education in South Carolina. The next step was to build better primary schools, which occurred under the auspices of the Julius Rosenwald Building Fund.<sup>20</sup>

The Julius Rosenwald Building Fund actually began as the brainchild of Booker T. Washington. Washington argued for black southerners to focus on self-help by stressing economic advancement through vocational education. Washington emphasized the importance of meeting economic and educational needs before challenging racial segregation and disfranchisement. Washington viewed the dilapidated, under-funded, under-supplied African-American schools throughout the South and dreamed of providing safe buildings whose primary purpose was to be a schoolhouse for African-American children. His idea was for the local black community to buy land and build schools to turn over to the local authorities. These schools would offer a Tuskegee-style "industrial" curriculum focusing on basic reading, writing, and math skills, agricultural and trade programs for boys, and home economics for girls.

<sup>20</sup> Carbaugh, p. 71.



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Washington approached Northern philanthropists for the funds to make his dream a reality. Julius Rosenwald, the president of Sears, Roebuck, and Company, wrote to Washington that he wanted to "extend a helping hand to the Negro schools that have grown out of Tuskegee Institute or schools that are doing the same kind of work and with which Tuskegee Institute is in close touch."<sup>21</sup> Responding in June 1912, Washington outlined five important elements that would allow the project to best proceed:

1. The work should be started in various states, with the county as a unit of operation;
2. Some man should be put in charge of the Fund who should work through county officials;
3. The work should be started in a few favorable counties, and should include the building of schoolhouses, the extension of school terms, and an increase of teachers' salaries;
4. Care should be taken to keep any county from relying on the Fund, but rather each county should be stimulated to do more for itself than had been done in the past; and,
5. The person in charge should discuss with the white leaders the possibility of securing larger support for the education of colored people.<sup>22</sup>

Rosenwald gave \$25,000 for Tuskegee Institute to provide matching grants for African American teacher-training institutions that followed the Tuskegee model. With \$2,800 in leftover monies, Washington received permission to fulfill his original dream and build six rural schools in Alabama in September 1912. Each school received a \$300 grant. The first Rosenwald School was built in 1913 near Tuskegee at a total cost of \$942.50, including the \$300 Rosenwald grant. In 1914 Rosenwald gave \$30,000 for 100 rural schools followed by gifts for up to 200 schools in 1916 with the basic idea being that each school could apply for a \$300 grant. These schools and the ones that followed became known as Rosenwald schools.

In 1917, Rosenwald placed this school building program under his philanthropic foundation, the Julius Rosenwald Fund, because of the increasing demand for Rosenwald schools.<sup>23</sup> Rosenwald saw the building program as an incentive for southern states to meet their responsibilities to educate African-American children because of its structure. The Fund established strict guidelines for dispersing monies:

- The district's trustees must hold a fee simple title deed to at least two acres of land.
- A building plan must be submitted to and approved by the correct governmental agencies.
- The local community has to raise the necessary funds to meet the difference between Rosenwald and State aid in building, finishing, and furnishing the school.

The Fund began by granting \$300 for new school buildings.<sup>24</sup> This eventually increased to \$500 for a one-teacher building to a maximum of \$2,100 for a ten-teacher (or more) school.<sup>25</sup>

<sup>21</sup> Quoted in Riles, E4.

<sup>22</sup> Riles, E4.

<sup>23</sup> Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington: National Trust for Historic Preservation, 2003), pp. 2-3.

<sup>24</sup> "Report of State Agent," 1920, Volume 2, pp. 135-6.

<sup>25</sup> Hoffschwelle, *Preserving Rosenwald Schools*, p. 5.

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A school was not a Rosenwald school just because the Rosenwald Fund gave it money. The Rosenwald Fund also designed the school buildings themselves. The Fund wanted to ensure that monies went for the construction of modern school buildings for rural African-American children in the South that could serve as models for all rural schools. Designers of the buildings focused on lighting, ventilation, heating, sanitation, instructional needs, and aesthetics as part of the Progressive ideal of what made for a "positive, orderly, and healthy environment" for learning.<sup>26</sup> The Rosenwald Fund developed two complete sets of drawings for school buildings during its existence.<sup>27</sup> The first plans are the Tuskegee Plans, which were in use from 1913-1920. Clinton J. Calloway, the director of Tuskegee's Division of Extension, and staff from Tuskegee Institute's mechanical industries and architecture programs developed the first plans, which were published in 1915 as *The Negro Rural School and Its Relation to the Community*. The Tuskegee Plans consisted of three building types: a one-teacher school, a central (consolidated) school, and a county training school. They featured hipped and clipped-gable rooflines and central entrances protected by projecting gable or shed porch roofs. Windows were placed in groups of five to seven double-hung sash windows on the front façade with pairs of these windows on the other sides of the building.<sup>28</sup>

The Rosenwald Fund was reorganized in 1919 when its administration overwhelmed Tuskegee. The Rosenwald Fund reviewed the program's operation and hired Fletcher B. Dresslar, professor of school hygiene and architecture at George Peabody College for Teachers, to examine the Tuskegee Plans. In his 1920 report, *Report on the Rosenwald School Buildings*, Dresslar argued that the Tuskegee plans were not adequate in terms of lighting, ventilation, and sanitation and that cheap materials, unskilled carpentry, and changes to the plans caused problems for the actual buildings. The Rosenwald Fund's response was to move administration of the Fund to a new office, the Rosenwald Fund Southern Office, in Nashville in 1920.<sup>29</sup>

The new administration had Dresslar and Samuel L. Smith, the director of the Southern Office, develop new plans that are most easily recognized as Rosenwald schools. These schools are recognized by their simple facades with limited decorative detail that evoked Mission or Colonial Revival style from early twentieth-century residential neighborhoods.

The designs were published as *Community School Plans* many times between 1920 and 1931. From 1928 to 1932, whites were encouraged to use the standardized plans to build themselves schoolhouses. More than 15,000 white schools took advantage of this offer. Some of the important changes from the Tuskegee plans were gabled roofs, one-story structures, and changes in the window placement. They placed windows on only one side of a classroom to limit eyestrain. Taller windows with narrower framing were also used to improve light. Dresslar and Smith also developed color schemes and specific requirements for the interior. School facades were often painted with a nut brown or "bungalow" stain with white trim. White with gray trim and light gray with white trim were other recommended exterior color schemes. For the interiors, walnut or oak-stained wainscoting ran along the lower sections of walls, with gray or buff painted walls above that, and light

<sup>26</sup> Hoffschwelle, *Preserving Rosenwald Schools*, p. 1.

<sup>27</sup> Information on Rosenwald school plans with images are available at [www.rosenwaldplans.org](http://www.rosenwaldplans.org).

<sup>28</sup> Hoffschwelle, *Preserving Rosenwald Schools*, pp. 3-4.

<sup>29</sup> Hoffschwelle, *Preserving Rosenwald Schools*, pp. 4-5.

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cream or ivory ceilings. Blackboards were required on three of the walls and modern patent desks were required.

Through the mid-1920s, the six-teacher type was the largest building supported by the Rosenwald Fund. By 1927, ten-teacher types and larger were funded. These larger schools could receive up to \$2100 from the Rosenwald Fund. On July 1, 1930, aid for one-teacher type schools was discontinued. To encourage the use of masonry-type materials, the Fund began offering an additional \$50 per room in 1930.

The Rosenwald Fund revised the "Community School Plans" in 1931 in response to the "growing demands and trends in education" such as the trend toward rural school consolidation. Architect Walter R. McCornack consulted with J.E. Crain, who actually designed and drafted the new plans. The newly revised plans included only one-story buildings and two plans for each teacher type (one north-south facing and one east-west facing), designed in the Georgian-Colonial style. For schools above a three-teacher type, the designers focused on standardizing room arrangements; for example, small library rooms were placed at the rear of a classroom in each plan. A "community room" for group meeting space, health clinics, or home economics was included in all designs. The schools were to be heated with central units, have indoor toilets in larger types, and be easily added to it in the future.<sup>30</sup>

In 1920, members of the Tuskegee Conference suggested that the Rosenwald Fund also support the construction of teachers' homes. Two years later, the Rosenwald Fund began to offer \$1000 grants to assist in building teachers' homes for rural schools. In 1927, the Rosenwald Fund began issuing grants of \$200 to \$400 for shops if they were built using Rosenwald plans, fully equipped, and properly staffed.

By 1928, one in five rural schools for black students in the South was a Rosenwald school. When the program was discontinued in 1932, the Rosenwald Fund had helped build 4,977 new schools, 217 teachers' homes, and 163 shop buildings, built at a total cost of \$28.5 million. Of that \$28.5 million, the Fund donated \$4.3 million and local African-American communities had raised \$4.7 million. These schools served 663,615 students in fifteen southern states.<sup>31</sup> Of these, the Rosenwald Fund helped build 500 structures in South Carolina – 481 school buildings, eight teachers' homes, and 11 shops.<sup>32</sup>

Besides buildings, the Rosenwald Fund also donated money for transportation, extension of school terms, better trained teachers, libraries, additions and other purposes.

Various Expenditures of the Rosenwald Fund:<sup>33</sup>

Construction: schoolhouses, teacher's homes, and shops	\$4,209,210
School Bus Transportation	\$142,141
Extension of School Terms	\$88,671
State Building Agents (salary)	\$42,100

<sup>30</sup> Riles, E6.<sup>31</sup> Hoffschwelle, *Preserving Rosenwald Schools*, p. 1.<sup>32</sup> Information on number of structures from Hoffschwelle, *Preserving Rosenwald Schools*, p. 7.<sup>33</sup> From Riles, E6-E7.



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Interstate Service for Schoolhouse Planning	\$29,750
Equipment	\$43,535
Supervisors of Show Work	\$23,241
Conferences and Studies	\$6,949
Fellowships to Southern School Officials	\$9,060
Rosenwald School Day Program	\$15,003
Industrial High Schools	\$202,708
Summer Institutes for Teachers, Preachers, and Agricultural Agents	\$82,776
Administration of Nashville Office	<u>\$467,217</u>
<b>Total</b>	<b>\$5,362,361</b>

**The Julius Rosenwald Building Program in South Carolina, 1917-1932**

The first Rosenwald Schools were constructed in South Carolina during the 1917-1918 school year.<sup>34</sup> Ten schools were constructed in eight counties.

County	School
Spartanburg	Africa
Spartanburg	Mountain View
Union	Mount Calvary
Union	New Hope
Barnwell	Barnwell
Aiken	Vaucluse
Dillon	Pine Hill
Orangeburg	Great Branch
Saluda	Cane Brake

These first Rosenwald schools were approved by state and local authorities and built on two acres of land deeded to the districts. Although African Americans provide funding through the three mill tax, the dog tax, and the poll tax, they were required to provide additional funding for a Rosenwald school. The new State Agent, J.B. Felton, was very ambitious in his plans for Rosenwald construction in South Carolina. For example, in 1923-1924, Felton request backing for 91 schools, ten additions, and five teacher's homes. The Rosenwald Fund replied that 106 building sites were too many to coordinate. Samuel L. Smith reported after a visit to South Carolina that year that "everywhere we went, public school authorities were enthusiastic over building Rosenwald schools. There was not a note of discord in any of the counties or communities we visited against the building of these schools."<sup>35</sup>

<sup>34</sup> A couple of sources indicate a Rosenwald school was built in South Carolina in 1915, but there is no documentation verifying such a school. See Carbaugh, "The Philanthropic Confluence," p. 79, footnote 26.

<sup>35</sup> Quoted in Carbaugh, "The Philanthropic Confluence," p. 86.



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Between 1918-1918 and 1927-1928, the Rosenwald Fund spent \$379,850.00 for 414 new school buildings. These schools served 56,385 black children, leaving 170,000 in bad condition. During this same period, the Rosenwald Fund also donated \$115 for extending school terms and \$340 for libraries.<sup>36</sup>

Though over one-third of black children in the South in the first half of the twentieth century passed through the doors of a Rosenwald school, today, many of these schools of hope have disappeared from the landscape. In South Carolina, many became victims of neglect and abandonment as a result of the School Equalization Program (or 3% sales tax program), started in 1951 under Governor James Byrnes, which consolidated rural black schools by building state-of-the-art new black schools in an effort to thwart integration. Other Rosenwald schools have been severely altered and still others stand empty awaiting a new life.

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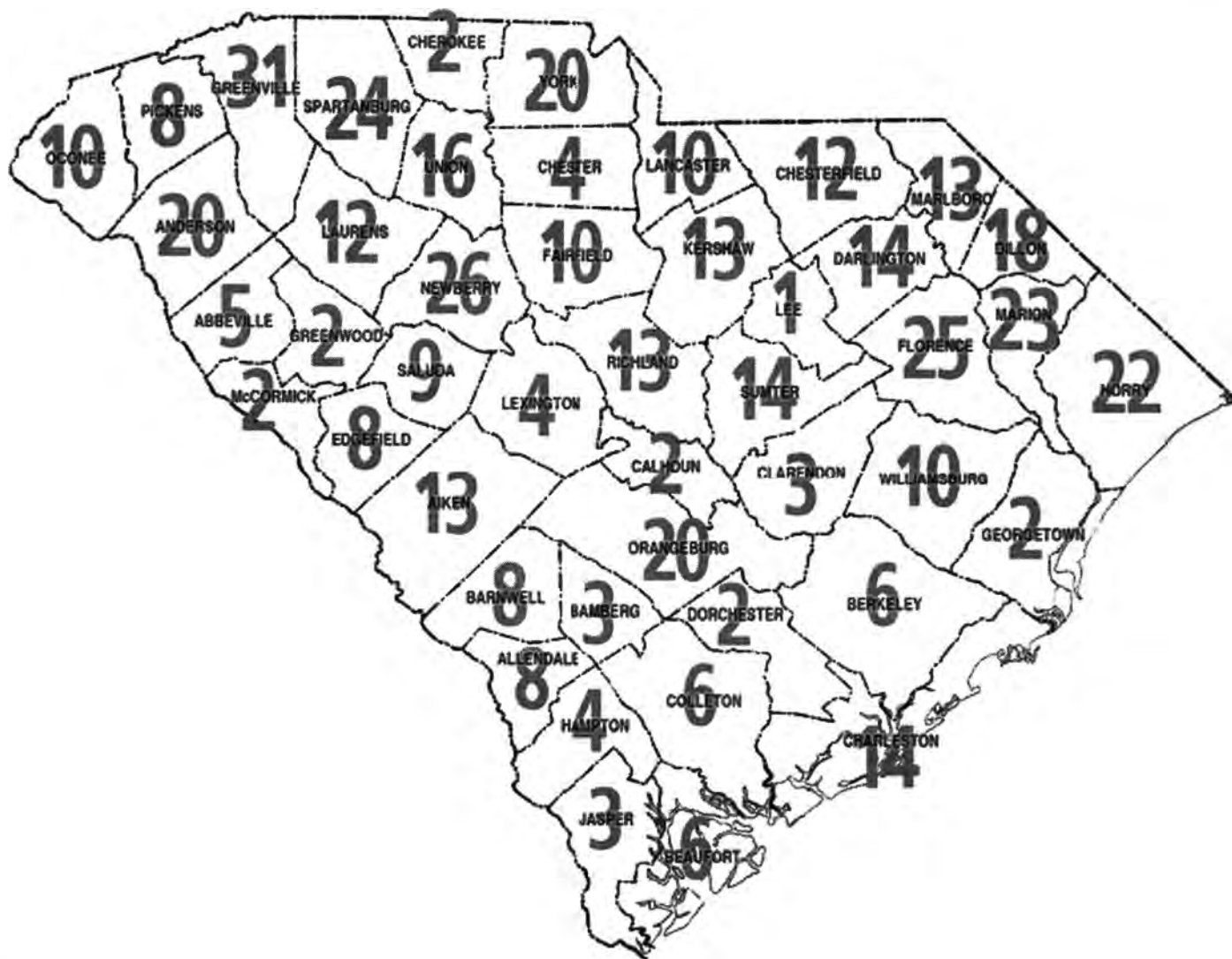
<sup>36</sup> Goforth.

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**Rosenwald Schools in South Carolina<sup>37</sup>**

***Abbeville County***

Calhoun Falls School, '24-'25, 4-teacher  
Calhoun Falls School #2, '26, 4-teacher  
County High School, '25-'26, 7-teacher

<sup>37</sup> This list is based on the South Carolina SHPO database as updated through September 30, 2008, based on the Rosenwald Fund Papers, Fisk University Archives, Fisk University, Nashville, Tennessee. Any errors in school names are from the original survey records compiled during the period 1917-1932.

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***Abbeville County, Continued***

Shady Grove School, '25-'26, 2-teacher  
Springfield School, '24-'25, 4-teacher

***Aiken County***

Aiken High School, '24-'25, 9-teacher  
Ball Town School, '28-'29, 1-teacher  
Bettis Academy School, '23-'24, 6-teacher  
Clearwater School, '30-'31, 3-teacher  
Fairfield School, '25-'26, 1-teacher  
Fountain School, '27-'28, 1-teacher  
Graniteville School, '28-'29, 5-teacher  
Jerusalem School, '25-'26, 2-teacher  
Oak Grove School, '24-'25, 1-teacher  
Salley School, '25-'26, 2-teacher  
Seivern School, '23-'24, 2-teacher  
Union Academy School, '26-'27, 3-teacher  
Vaucluse School, before 1921, 1-teacher

***Allendale County***

Allendale School, '23-'24, 4-teacher  
Fairfax School, '29-'30, 5-teacher  
Gillette School, '24-'25, 2-teacher  
James H. Hope School, '24-'25, 6-teacher  
James H. Hope School #2, '26-'27, 6-teacher  
Millette School, '23-'24, 3-teacher, 1-room addition following year  
Mt. Calvary School, '20-'21, 2-teacher  
Sycamore School, '25-26, 3-teacher

***Anderson County***

Belton School, '23-'24, 6-teacher  
Blakedale School, '23-'24, 2-teacher  
Deep Creek School, '25-'26, 2-teacher  
Ebenezer School, '30-'31, 2-teacher  
Fork Grove School, '24-'25, 2-teacher  
Generostee School, '25-'26, 2-teacher  
Honea Path School, '21-'22, 4-teacher, 2-room addition 1925  
Jackson School, '29-'30, 2-teacher  
Mountain Springs School, '24-'25, 4-teacher  
Mt. Able School, '22-'24, 2-teacher  
Murray's Grove School, '23-'24, 2-teacher  
New Light School, '29-'30, 2-teacher  
North Side School, '29-'30, 5-teacher  
(Pendleton School) County Training, '21-'22, 5-teacher  
Pleasant Grove School, '21-'22, 2-teacher  
Reed Street School, '20-'21, 12-teacher

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***Anderson County, Continued***

Shady Grove School, '24-'25, 2-teacher  
Shiloh School, '29-'30, 2-teacher  
Welcome School, '24-'25, 2-teacher

***Bamberg County***

Carver School, '24-'25, 2-teacher  
Denmark School, '30-'31, 3-teacher  
Ola(r) School, '29-'30, 4-teacher

***Barnwell County***

Barnwell School, '25-'26, 4-teacher  
(Barnwell School) County Training, pre-1921, 6-teacher  
Blackville School, '22-'23, 6-teacher  
Elko School, '23-'24, 4-teacher  
Four Mile Institute, '23-'24, 4-teacher  
Gum Pond School, '29-'30, 2-teacher  
St. Mary's School, '26-'27, 2-teacher  
Williston School, '24-'25, 4-teacher

***Beaufort County***

Beaufort High School, '24-'25, 10-teacher  
Coffin Point School, '27-'28, 4-teacher  
County Training School, '27-'28, 6-teacher  
Robert Smalls High School, '31-'32, 2-teacher

***Berkeley County***

Berkeley County (Training School), '20-'21, 4-teacher (4-room addition '24-'25)  
Cordesville School, '23-'24, 4-teacher  
DuBoise School No. 2, '30-'31, 4-teacher  
Jamestown School, '28-'29, 5-teacher  
Pineville School, '24-'25, 4-teacher  
St. Stevens (St. Stephen) School, '24-'25, 2-teacher

***Calhoun County***

Fort Motte School, '25-'26, 2-teacher  
St. Matthews School (CTS), '24-'25, 5-teacher

***Charleston County***

Ashley-Phosphate School, '24-'24, 2-teacher  
Four Mile School, '23-'24, 4-teacher  
Liberty Hill School, '23-'24, 6-teacher  
Lincoln School, '27-'28, 4-teacher  
Lincolnvile School, '23-'24, 4-teacher



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***Charleston County, Continued***

Little Edisto School, '30-'31, 2-teacher  
McCarley School, '27-'28, 2-teacher  
Nine Mile Fork School, '27-'28, 2-teacher  
Parkers' Ferry School, '27-'28, 2-teacher  
Red Top School, '27-'28, 2-teacher  
Seven Mile, '27-'28, 2-teacher  
Six Mile, '26-'27, 4-teacher  
St. Matthew School, '24-'25, 5-teacher  
Ten Mile School, '28-'29, 4-teacher

***Cherokee County***

Crooked Gum School, '25-'26, 1-teacher  
Hopewell School, '26-'27, 2-teacher

***Chester County***

Blackstock School, '22-'23, 3-teacher  
Chester School (County Training School), '22-'23, 6-teacher  
Fishing Creek School, '24-'25, 2-teacher

***Chesterfield County***

Black Creek School, '25-'26, 2-teacher  
Center School, '23-'24, 2-teacher  
Cheraw School (Academy), '22-'23, 8-teacher  
Jefferson School, '20-'21, 4-teacher (2-teacher addition, 1926)  
Macedonia School, '24-'25, 4-teacher  
McBee School, '25-'26, 4-teacher  
Mt. Elon School, '27-'28, 2-teacher  
Patrick School, '25-'26, 2-teacher  
Salem School, '26-'27, 3-teacher  
Teachers' Home Cheraw School, '22-'23  
Timmons ville School, '24-'25, 2-teacher  
Wesley Chapel School, '23-'24, 3-teacher

***Clarendon County***

Manning School, '27-'28, 6-teacher  
Mt. Zion School, '30-'31, 3-teacher  
St. Mark School, '27-'28, 3-teacher

***Colleton County***

Oak Hill School, '24-'25, 5-teacher  
Ritter School, '25-'26, 2-teacher  
Ruffin School, '21-'22, 3-teacher  
Ruffin School #2, '28-'29, 4-teacher

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***Colleton County, Continued***

Rum Gully School, '24-'25, 3-teacher  
Walterboro High School, '30-'31, 5-teacher

***Darlington County***

Alexander School, '21-'22, 3-teacher  
Cherry Grove School, '20-'21, 4-teacher  
Enoch School, '20-'21, 3-teacher  
Galilee School, '20-'21, 4-teacher  
(Hartsville School) County Training, '20-'21, 9-teacher  
Kelley Bell School, '25-'26, 3-teacher  
Mayo School, '21-'22, 8-teacher (addition of 8 rooms in 1927)  
Mt. Tema (Temon) School, '27-'28, 1-teacher  
Pleasant Grove School, '21-'22, 3-teacher  
Providence School, '25-'26, 3-teacher  
Shiloh School, '20-'21, 3-teacher  
Society Hill School, '29-'30, teacher  
St. John's School, '20-'21, 4-teacher  
Wesley's Chapel School, '20-'21, 4-teacher

***Dillon County***

Bermuda School, '25-'26, 2-teacher  
Bethea's Chapel School, '25-'25, 2-teacher  
Canaan School (Mitchell), '25-'26, 2-teacher  
Carolina #3 School, '25-'26, 2-teacher  
Dalcho School, '23-'24, 3-teacher (additions '28-'29)  
Dillon School, '24-'25, 5-teacher  
Fork School, '23-'24, 3-teacher  
Hamer Kentyre School, '24-'25, 3-teacher  
Harlee School, '21-'22, 3-teacher  
High Hill School, '26-'27, 2-teacher  
Kemper School, '24-'25, 2-teacher  
Lake View School, '24-'25, 4-teacher  
Latta School (County Training School), '20-'21, 5-teacher  
Little Rock School, '21-'22, 3-teacher  
Minturn School #6, '24-'25, 4-teacher  
Oak Grove School, '25-'26, 2-teacher  
Pine Hill School, before 1920, 2-teacher  
Pleasant Hill School, '22-'23, 2-teacher

***Dorchester County***

County Training School at Summerville, '24-'25, 4- teacher  
St. George School, '25-'26, 6-teacher

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***Edgefield County***

Edgefield School, '25-'26, 6-teacher  
Johnston School (County Training School), '24-'25, 6-teacher  
Liberty Springs School, '22-'23, 1-teacher  
Mount Calvary School, '24-'25, 1-teacher  
Pine Hill School, '22-'23, 1-teacher  
Red Hill School, '24-'25, 1-teacher  
Rock Grove School, '21-'22, 1-teacher  
Springfield School, '21-'22, 5-teacher

***Fairfield County***

Centerville School, before 1920, 2-teacher  
Nazareth School, '25-'26, 2-teacher  
New Hope School, '24-'25, 3-teacher  
New Zion School, '24-'25, 2-teacher  
Rock Hill School, '23-'24, 3-teacher (1-room addition, '24-'25)  
Shiloh School, '21-'22, 2-teacher  
St. Peters School, '25-'26, 4-teacher  
Sweet Prospect School, '24-'25, 2-teacher  
White Hall School, '21-'22, 3-teacher  
Winnsboro School, '25-'26, 8-teacher

***Florence County***

Ebenezer School, '23-'24, 3-teacher  
Evergreen School, '22-'23, 2-teacher  
Florence County High School, '23-'24, 7-teacher (4-room addition, '27-'28)  
Johnsonville School, '24-'25, 4-teacher  
Lake City School, '29-'30, 6-teacher  
Long Branch School, '20-'21, 4-teacher  
Mars Bluff School (Mt. Zion Rosenwald School), '25-'26, 2-teacher  
Meadow Prong School, '26-'27, 4-teacher  
Mill Branch School, '24-'25, 3-teacher  
Mt. Rona(h) School, '25-'26, 4-teacher  
Olanta School, '26-'27, 4-teacher  
Othello School #27, '29-'30, 3-teacher  
Pamplico School, '23-'24, 4-teacher  
Salem School, '21-'22, 2-teacher  
Savannah Grove School, '24-'25, 4-teacher  
St. Mark School, '23-'24, 4-teacher  
Summerville School, '26-'27, 2-teacher  
Tabernacle School, '26-'27, 2-teacher  
Tans Bay School, '23-'24, 4-teacher  
Tans Bay School #2, '29-'30, 4-teacher  
Timmons ville School, '22-'23, 8-teacher  
Vox School, '22-'23, 4-teacher

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***Georgetown County***

Parkersville School, '20-'21, 3-teacher  
Rosenwald Andrews School, '20-'21, 4-teacher

***Greenville County***

Flat Rock School, '25-'26, 4-teacher  
Forkville School, '22-'23, 3-teacher  
Fountain Inn School, '28-'29, 5-teacher  
Jubilee School, '29-'30, 2-teacher  
Laurel Creek School, '27-'28, 3-teacher  
Lowndes Hill School, '30-'31, 4-teacher  
Meadow Fork School, '27-'28, 2-teacher  
Mt. Grove School, '23-'24, 2-teacher  
Mt. Pleasant School, '29-'30, 2-teacher  
Mt. Zion School, '25-'26, 3-teacher  
New Hopewell School, '25-'26, 2-teacher  
New Salem School, '25-'26, 2-teacher  
Old Pilgrim School, '29-'30, 3-teacher  
Pelham School, '30-'31, 2-teacher  
Pine Hill School, '24-'25, 2-teacher  
Pleasant Grove School, '21-'22, 4-teacher (addition '25-'26)  
Pleasant Retreat School, '28-'29, 2-teacher  
Reids School, '29-'30, 2-teacher  
Rock Creek School, '22-'23, 2-teacher  
Rock Hill School, '30-'31, 2-teacher  
Rock Springs School, '26-'27, 2-teacher  
Shady Grove School, '24-'25, 4-teacher  
Simpsonville School, '23-'24, 6-teacher  
St. Albans School (County Training School), '20-'21, 4-teacher (additions '23-'24 and '26-'27)  
Standing Springs School, '24-'25, 2-teacher  
Taylor School, '27-'28, 4-teacher

***Greenwood County***

Flint Hill School, '25-'26, 2-teacher  
Troy School, '27-'28, 2-teacher

***Hampton County***

Brunson School, '25-'26, 2-teacher  
Estill School, '25-'26, 5-teacher  
Gifford School, '20-'21, 2-teacher  
Yemassee School, '29-'30, 5-teacher

***Horry County***

Allen Town School, '26-'27, 2-teacher  
Brooksville School, '26-'27, 2-teacher  
Cain Branch School, '29-'30, 2-teacher



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***Horry County, Continued***

Cedar Branch School (Sweet Home Colored School), '30-'31, 2-teacher  
Cedar Creek School, '27-'28, 3-teacher  
Central School, '29-'30, 3-teacher  
Cockran School, '28-'29, 2-teacher  
Cool Springs School, '29-'30, 2-teacher  
Felton School, '29-'30, 2-teacher  
Finkles School, '26-'27, 4- teacher  
Flay Patch School, '26-'27, 2-teacher  
Freemont School, '29-'30, 2-teacher  
Green Sea School, '27-'28, 2-teacher  
Holly Hill School, '27-'28, 2-teacher  
Loris School, '27-'28, 4-teacher  
Mt. Leon School, '25-'26, 2-teacher  
Mt. Zion School, '25-'26, 2-teacher  
Pine Alley School, '26-'27, 2-teacher  
Poplar School, '25-'26, 4-teacher  
Red School, '21-'22, 1-teacher  
Salem School, '26-'27, 4-teacher  
St. Paul School, '26-'27, 3-teacher

***Jasper County***

Good Hope School, '31-'32, 6-teacher  
Mallory School, '26-'27, 4-teacher  
Ridgeland School, '27-'28, 4-teacher

***Kershaw County***

Jackson High School, '24-'25, 6-teacher  
Kirkland School, '30-'31, 3-teacher  
Knights Hill School, '22-'23, 2-teacher  
Lugoff School, '26-'27, 4-teacher  
Mickle School, '24-'25, 3-teacher  
Mt. Joshua School, '26-'27, 2-teacher  
Mt. Zion School, '25-'26, 2-teacher  
Prince Edward School, '20-'21, 1-teacher  
Red Hill School, '27-'28, 2-teacher  
Shepard School, '20-'21  
St. Matthews School (County Training School), '23-'24, 4-teacher  
Swift Creek School, '23-'24, 4-teacher  
Wood School, '24-'25, 3-teacher

***Lancaster County***

Cedar Creek School, '26-'27, 2-teacher  
Heath Springs School, '25-'26, 4-teacher  
Kershaw School, '25-'26, 6-teacher  
Lancaster County Training School, '23-'24, 8-teacher  
Mt. Carmel School, '25-'26, 3-teacher

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***Lancaster County, Continued***

Rose Hill School, '25-'26, 2-teacher  
Steele Hill School, '25-'26, 2-teacher

***Laurens County***

Barksdale School, '24-'25, 2-teacher  
Center Rabun School, '24-'25, 2-teacher  
Clinton School, '24-'25 and '30-'31, 12-teacher  
Copeland School, '28-'29, 1-teacher  
Cross Hill School, '26-'27, 4-teacher  
Gray Court School, '24-'25, 4-teacher  
Merna School, '23-'24, 2-teacher  
Mt. Carmel School, '28-'29, 4-teacher  
Princeton School, '25-'26, 3-teacher  
Rocky Springs School, '20-'21, 2-teacher  
Rosemont School, '20-'21, 2-teacher  
Trinity Ridge School, '25-'26, 4-teacher

***Lee County***

Coopers Mill School, '26-'27, 4-teacher

***Lexington County***

Batesburg School (County Training School), '21-'22, 6-teacher  
Leesville School, '22-'23, 6-teacher  
Lexington School, '28-'29, 5-teacher  
Steedman School, '22-'23, 3-teacher

***Marion County***

Bethel School, '20-'21, 3-teacher  
Blackwell School, '24-'25, 6-teacher  
Cedar Grove School, '21-'22, 2-teacher  
Centenary School, '24-'25, 2-teacher  
County Training School, '20-'21, 4-teacher  
Friendship School, '24-'25, 1-teacher  
Gresham School, '23-'24, 2-teacher  
Melvin Field School, '27-'28, 2-teacher  
Mullins School, '23-'24, 8-teacher  
Nichols School, '21-'22, 4-teacher  
Old Field School, '26-'27, 2-teacher  
Pee Dee School, '22-'23, 2-teacher  
Pleasant Grove School, '24-'25, 3-teacher  
Rains School, '23-'24, 2-teacher  
Sellars School, '20-'21, 4-teacher  
Singletary School, '23-'24, 2-teacher  
Smiths Swamp School, '28-'29, 4-teacher

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***Marion County, Continued***

Spring Branch School, '24-'25, 4-teacher  
St. James School, '25-'26, 2-teacher  
St. Mary's School, '24-'25, 2-teacher  
St. Paul School, '23-'24, 2-teacher  
Tabernacle School, '25-'26, 2-teacher  
Zion School, '23-'24, 4-teacher

***Marlboro County***

Bennettsville School, '28-'29, 14-teacher  
Blenheim School, '22-'23, 4-teacher  
Brightsville School, '20-'21, 3-teacher  
Clio Graded School, '20-'21, 3-teacher  
Drake School, '23-'24, 2-teacher  
Dunbar School, '26-'27, 2-teacher  
Key School, '24-'25, 2-teacher  
Lester School, '27-'28, 2-teacher  
McCall School, '24-'25, 4-teacher  
Pineville School, '23-'24, 4-teacher  
Roper Grove School, '29-'30, 2-teacher  
St. Mark's School, '24-'25, 2-teacher  
White's Creek School, '29-'30, 2-teacher

***McCormick County***

Green Olive School, '26-'27, 1-teacher  
Hopewell School, '26-'27, 1-teacher

***Newberry County***

Bethel-Garmany School, '21-'22, 3-teacher  
Bishop Hill School, '23-'24, 3-teacher  
Broad River School, '26-'27, 2-teacher  
Bush River School, '21-'22, 2-teacher  
Col. Brown School, '24-'25, 2-teacher  
Deadfall School, '24-'25, 4-teacher  
Elisha School, '27-'28, 2-teacher  
Flint Hill School, '26-'27, 2-teacher  
Hartford School, '26-'27, 2-teacher  
Hope School, '25-'26, 2-teacher  
Jalapa School, '28-'29, 2-teacher  
Keitt School, '26-'27, 3-teacher  
Leitzsey School, '27-'28, 3-teacher  
Lever Chapel School, '24-'25, 2-teacher  
Mt. Hebron School, '20-'21, 3-teacher  
Mt. Olive School, '22-'23, 3-teacher  
Newberry High School (Drayton Street High School), '21-'22, additions '26-'27, 8-teacher  
Old Town School, '24-'25, 3-teacher  
Pomaria School, '26-'27, 3-teacher

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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***Newberry County, Continued***

Prosperity School (Howard Jr. High School), '23-'24, 4-teacher  
Seekwell School, '23-'24, 2-teacher  
Smith Hill School, '21-'22, 3-teacher  
Trinity School, '25-'26, 2-teacher  
Utopia School (Hannah School), '24-'25, 3-teacher  
Vaughnville School, '19-'20, 2-teacher  
Whitmire School, '29-'30, 4-teacher

***Oconee County***

Keowee School, '21-'22, 4-teacher  
Oakway School, '22-'23, 1-teacher  
Providence School, '28-'29, 2-teacher  
Retreat School, '23-'24, 2-teacher  
Return School, '25-'26, 2-teacher  
Seneca School, '25-'26, 8-teacher  
Shiloh School, '26-'27, 2-teacher  
South Union School, '23-'24, 2-teacher  
Walhalla School, '24-'25, 5-teacher  
Westminster School, '24-'25, 5-teacher

***Orangeburg County***

Bowman School, '26-'27, 5-teacher  
Cordova School (Prince Institute), '23-'24, 2-teacher  
East Middle Col. School, '23-'24, 2-teacher  
Edisto School, '26-'27, 2-teacher  
Elloree School (County Training School), '24-'25, 6-teacher  
Enterprise School, '24-'25, 3-teacher  
Enterprise School #2, '28-'29, 3-teacher  
Flora Branch School, '20-'21, 2-teacher  
Great Branch School, '22-'23, 2-teacher  
Holly Hill School, '26-'27, 6-teacher  
Jamison School, '27-'28, 4-teacher  
Jenkins School, '28-'29, 2-teacher  
Orangeburg County High School, '23-'24, 12-teacher  
Orangeburg County High School, '30-'31, 10-teacher  
Rocky Swamp School, '20-'21, 3-teacher  
Rowesville School, '20-'21, 3-teacher  
Springfield School, '20-'21, 4-teacher  
Training School State College (Felton), '24-'25, 4-teacher

***Pickens County***

Croswell School, '25-'26, 2-teacher  
Easley School, '20-'21, 4-teacher  
Liberty School, '22-'23, 3-teacher  
Norris School, '30-'31, 2-teacher  
Pickens School, '28-'29, 4-teacher



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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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***Pickens County, Continued***

Symmes School #6, '22-'23, 2-teacher

***Richland County***

Blythewood School, '20-'21, 2-teacher  
Booker Washington Heights School, '26-'27, 7-teacher  
Canaan School, '21-'22, 1-teacher  
Cedar Creek School, '23-'24, 2-teacher  
Gadsden School, '25-'26, 4-teacher  
High Hill School, '23-'24, 1-teacher  
Kendalltown School, '27-'28, 4-teacher  
Pine Grove School, '23-'24, 2-teacher  
Rock Hill School, '24-'25, 2-teacher  
Rosenwald School (built under Tuskegee), 2-teacher  
Smith Chapel School, '20-'21, 2-teacher  
Taylor's Chapel, '21-'22, 1-teacher  
Webber Graded School, '30-'31, 6-teacher

***Saluda County***

Canebrake School (built under Tuskegee), 2-teacher  
Higgins School, '28-'29, 4-teacher  
Hope School, '28-'29, 3-teacher  
Plum Branch School, '26-'27, 2-teacher  
Ridge Branch School, '25-'26, 4-teacher  
Ridge Spring School, '23-'24, 6-teacher  
Saluda School, '24-'25, 6-teacher  
Trinity School, '20-'21, 1-teacher  
Ward School, '26-'27, 5-teacher

***Spartanburg County***

Africa School (built under Tuskegee), 2-teacher  
Bethesda School, '20-'21, 1-teacher  
Brooklyn School, '28-'29, 2-teacher  
Cleveland Grove School, '21-'22, 1-teacher  
Corner School, '20-'21, 2-teacher  
Cowpens School, '23-'24, 3-teacher  
Cross Anchor School (built under Tuskegee), 4-teacher  
Fair Forest School, '21-'22, 5-teacher  
Florence School, '27-'28, 5-teacher  
Greer School, '23-'24, 6-teacher  
Gum Springs School, '24-'25, 2-teacher  
Inman School, '25-'26, 5-teacher  
Mountain View School (built under Tuskegee), 2-teacher  
Nazareth School (built under Tuskegee), 1-teacher  
Nesbit-Lanham School, '28-'29, 2-teacher  
Pleasant Fall, '29-'30, 3-teacher  
Reidville School, '21-'22, 3-teacher

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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***Spartanburg County, Continued***

Roebuck School, '24-'25, 4-teacher  
Shady Grove School, '22-'23, 3-teacher  
Siggsbee School, '20-'21, 2-teacher  
Stevens Grove School, '29-'30, 3-teacher  
Switzer School, '20-'21, 3-teacher  
Union School (built under Tuskegee), 3-teacher  
Whitney School, '26-'27, 2-teacher

***Sumter County***

Bracey School, '21-'22, 2-teacher  
Catchall and John Spann School, '20-'21, 2-teacher  
Chandler School, '29-'30, 2-teacher  
Green School, '29-'30, 5-teacher  
High Hill School, '25-'26, 2-teacher  
Providence School, '20-'21, 2-teacher  
Rafting Creek School, '26-'27, 3-teacher  
St. John School, '26-'27, 6-teacher  
Statesburg School, '20-'21, 2-teacher  
Stone Hill School, '29-'30, 5-teacher  
Sumter High School, '24-'25, 6-teacher  
Winn School, '29-'30, 4-teacher  
Wolf Bay School, '21-'22, 1-teacher

***Union County***

Beaty Bridge School, '21-'22, 1-teacher  
Bishop School, '26-'27, 2-teacher  
Cedar Grove School, '22-'23, 2-teacher  
County Training School, '26-'27, 11-teacher  
Jerusalem School, '20-'21, 1-teacher  
Johnson (Hames) School, '24-'25, 2-teacher  
Jonesville School, '25-'26, 5-teacher  
Mt. Calvary School, 1-teacher  
Mt. Rowell School, '30-'31, 2-teacher  
New Harris School, '24-'25, 2-teacher  
New Hope School, 1-teacher  
Old Harris School, '24-'25, 1-teacher  
Red Point School, '25-'26, 2-teacher  
Union Branch School, '20-'21, 1-teacher  
West Springs School, '20-'21, 1-teacher  
Woodson School, '20-'21, 1-teacher

***Williamsburg County***

Cooper School District #30, '23-'24, 2-teacher  
Cooper School District #11, '29-'30, 3-teacher  
Greeleyville Elementary School, '24-'25, 6-teacher

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***Williamsburg County, Continued***

Hemingway School, '20-'21, 3-teacher  
Kingstree School, '23-'24, 8-teacher  
Nesmith Corner School, '21-'22, 4-teacher  
Ox Swamp School, '21-'22, 4-teacher  
Ox Swamp School (rebuilt), '27-'28, 4-teacher  
St. Mark School, '21-'22, 2-teacher  
St. Mary School, '21-'22, 1-teacher

***York County***

Allison Creek School, '24-'25, 2-teacher  
Bowling Green School, '28-'29, 2-teacher  
Boyd Hill School, '25-'26, 4-teacher  
Carroll School, '29-'30, 3-teacher  
Catawba School,  
Center Hill School, '21-'22, 2-teacher  
Clover School, '23-'24, 6-teacher  
Filbert School, '22-'23, 2-teacher  
Forest Hill School, '28-'29, 2-teacher  
Fort Mill School, '25-'26, 6-teacher  
Henry School, '20-'21, 1-teacher  
Hickory Grove School, '29-'30, 2-teacher  
Jefferson Graded School, '23-'24, 6-teacher  
Mt. Zion School, '24-'25, 3-teacher  
New Home School, '28-'29, 3-teacher  
Ogden School, '26-'27, 3-teacher  
Rock Hill School, '20-'21, 11-teacher  
Sharon School, '25-'26, 3-teacher  
Unity School, '21-'22, 2-teacher  
Zion Hill School, '25-'26, 2-teacher

**Rosenwald Shops and Other Secondary Buildings**

***Anderson County***

Shop at Reed Street School, '27-28, 2-teacher

***Beaufort County***

Shop at County Training School, '27-'28  
Shop at Robert Smalls School, '31-'32

***Chester County***

Shop at Chester School (County Training School), '28-'29, 2-room

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***Florence County***

Shop at Florence County High School, '27-'28, 2-teacher  
Shop at Wilson High School, '30-'31, 1-teacher

***Greenville County***

Shop at Fountain Inn School, '30-'31, 2-teacher  
Shop at Pleasant Grove School, '29-'30, 2-teacher  
Shop at Simpsonville School, '30-'31, 2-teacher

***Pickens County***

Shop at Easley School, '21-'22, 1-teacher

***Sumter County***

Shop at Sumter High School, '27-'28, 4-teacher

**Rosenwald Teachers' Homes/Teacherages**

***Chesterfield County***

Teachers' Home at Cheraw School

***Greenville County***

Teachers' Home at Chapman Grove School, '31-'32, 7-rooms  
Teachers' Home at County Training School, '21-'22, 5-rooms

***Lancaster County***

Teachers' Home at Lancaster School, 7-room

***Orangeburg County***

Teachers' Home at Great Branch School, '24-'25  
Teachers' Home at Training School, '26-'27

***Pickens County***

Teachers' Home at Easley School, '30-'31, 7-room

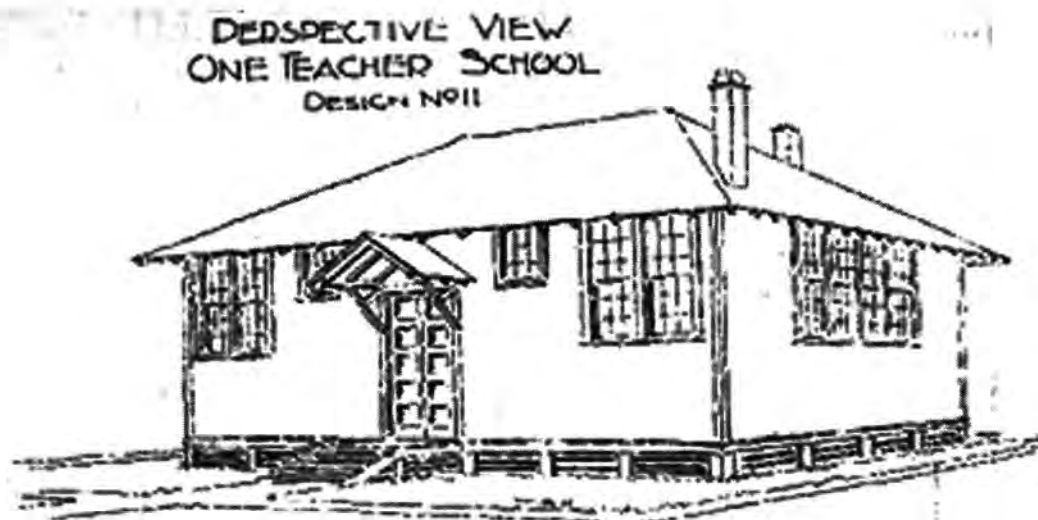
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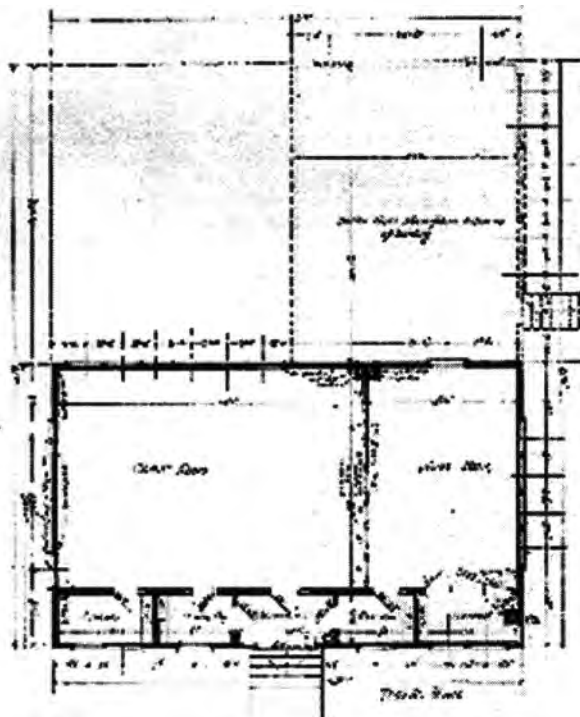
Section E Page 29

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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Tuskegee School Plans



DESIGN NO. 11- ONE TEACHER SCHOOL



DESIGN NO. 11, FLOOR PLAN ONE TEACHER SCHOOL  
(Stove and sink for steam heating.)



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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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Tuskegee Plan No. 21  
Rosenwald Colored School, Richland County, ca. 1935-1950  
One-teacher plan

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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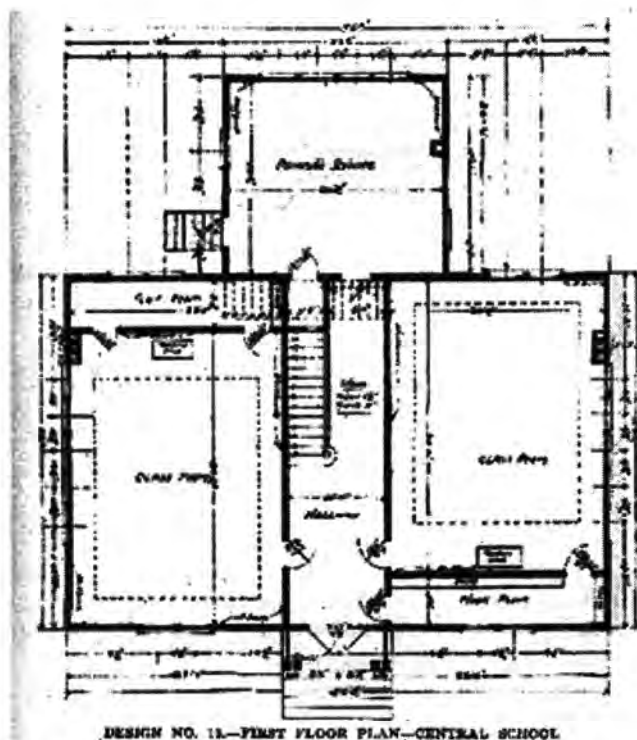
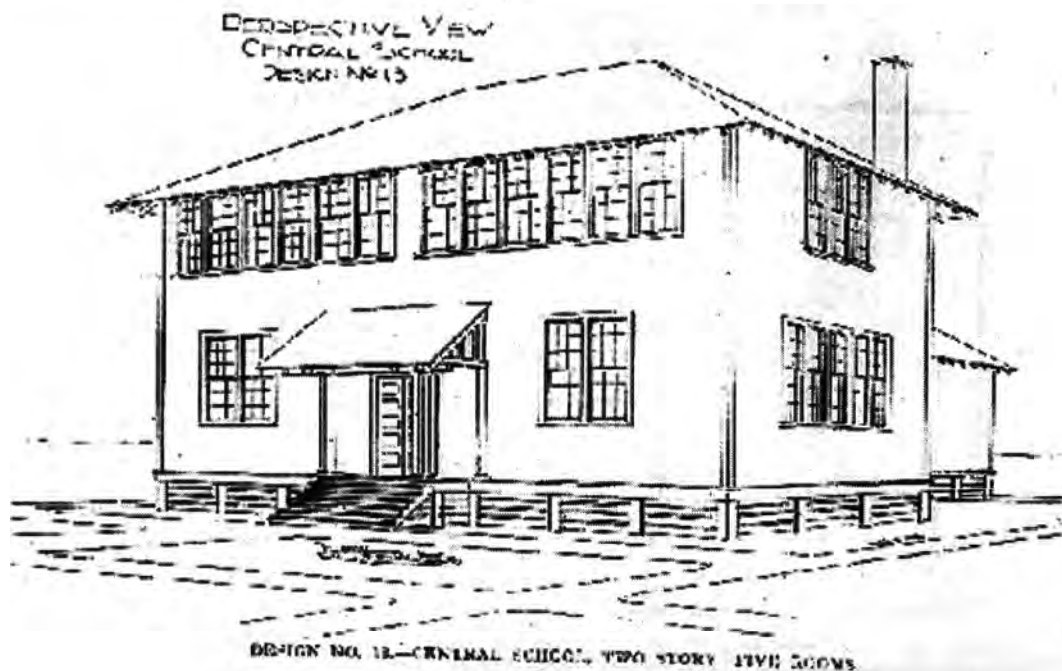
Mountain View Colored School, Spartanburg County, ca. 1935-1950  
Two-teacher Tuskegee plan

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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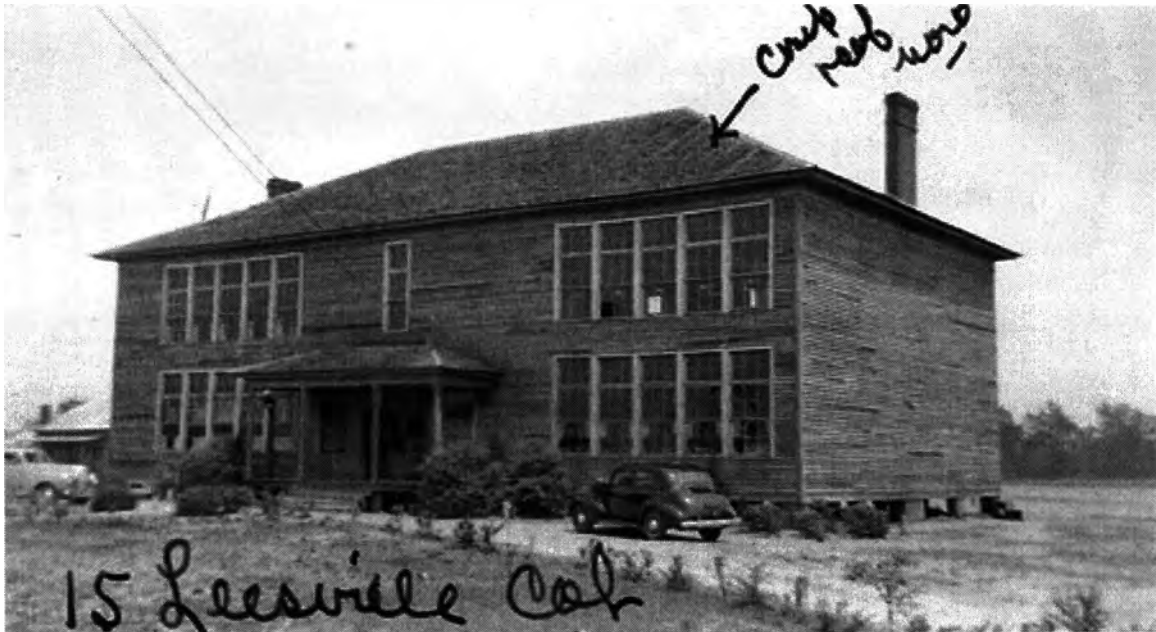


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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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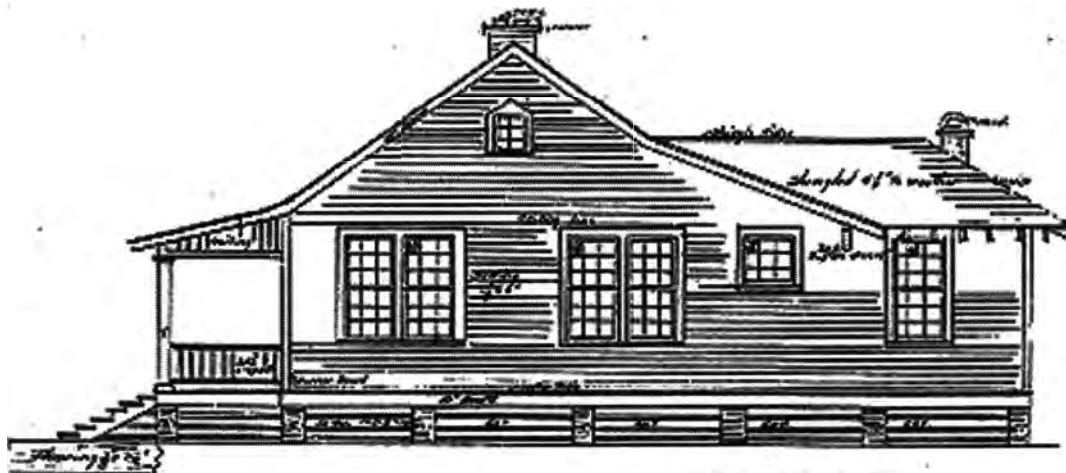
Leesville Colored School, Lexington County, ca. 1935-1950  
Six-teacher Tuskegee plan

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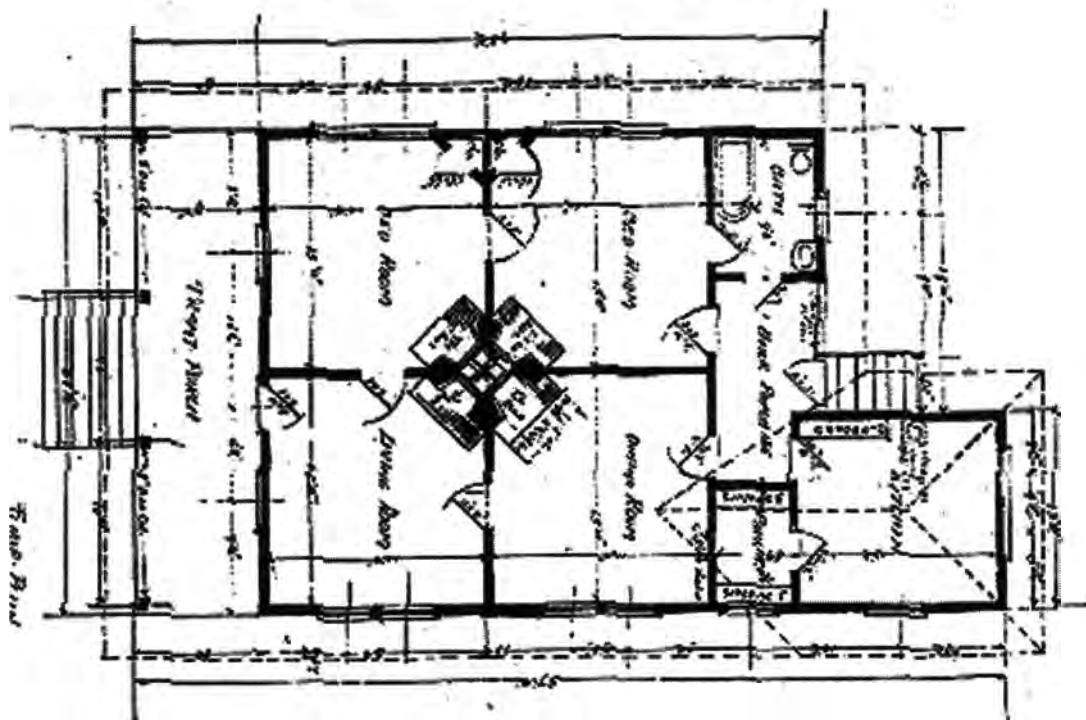
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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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RIGHT ELEVATION  
(A). DESIGN NO. 15-TEACHER'S HOME-FIVE ROOMS





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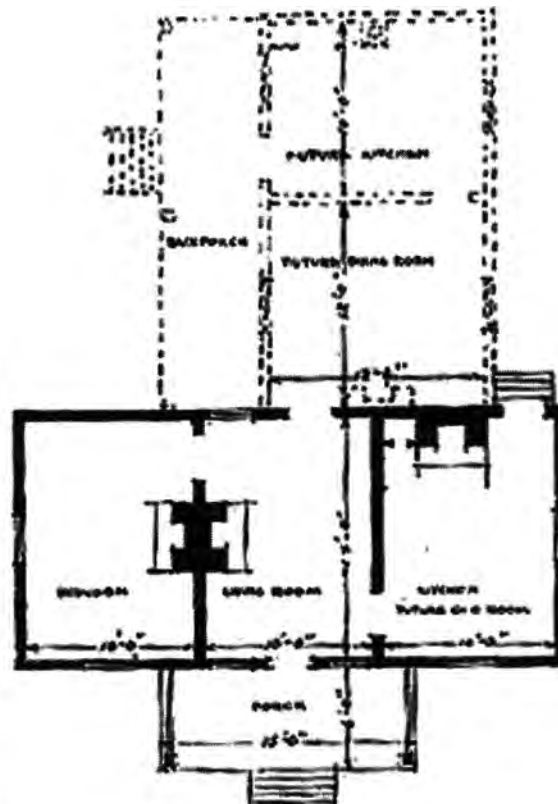
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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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DESIGN NO. 16.—TEACHER'S HOME—THREE ROOMS  
(Front Elevation)



PLAN  
THREE ROOM COTTAGE  
DESIGNED 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932  
SCALE 1/4" = 1'-0"  
DESIGN NO. 16.—FLOOR PLAN, TEACHER'S HOME—THREE ROOMS

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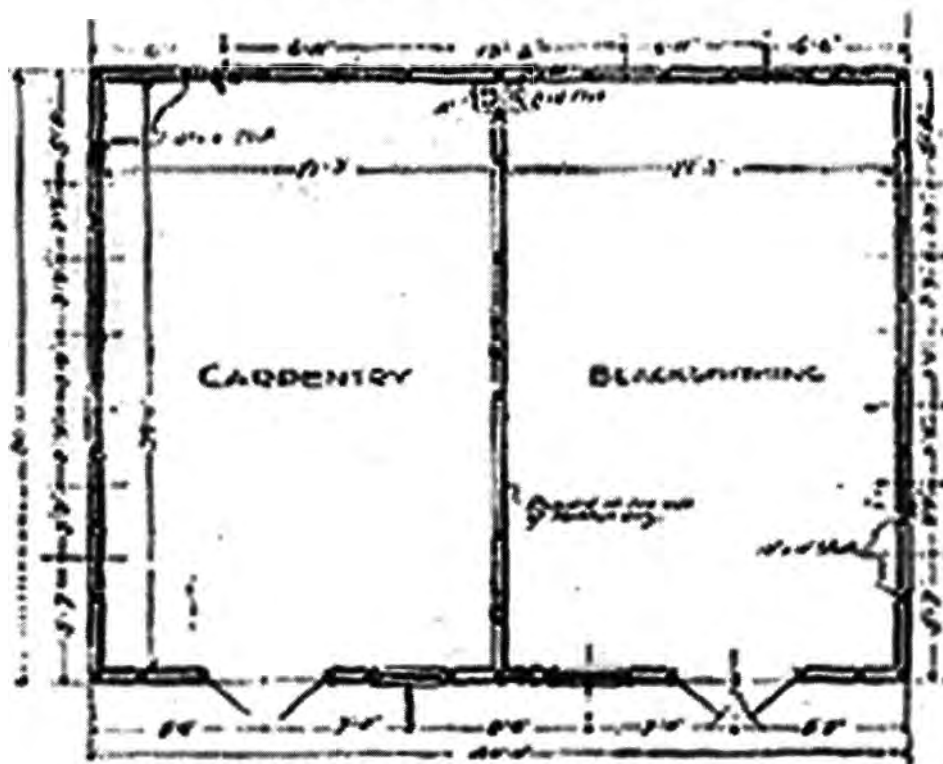
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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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— FRONT ELEVATION —

DESIGN NO. 14—INDUSTRIAL BUILDING



— PLAN —

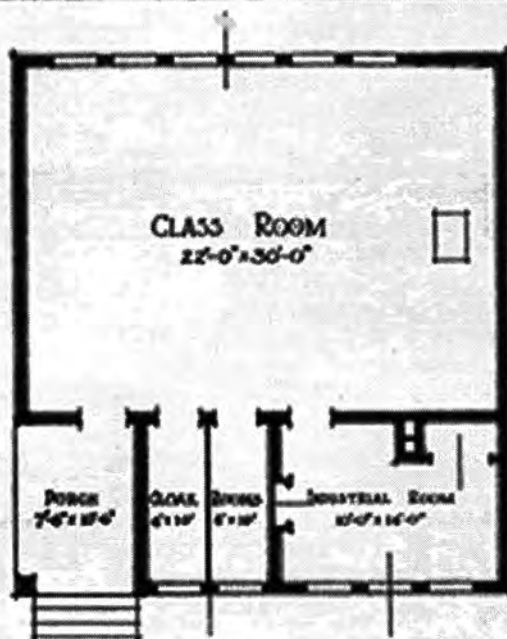
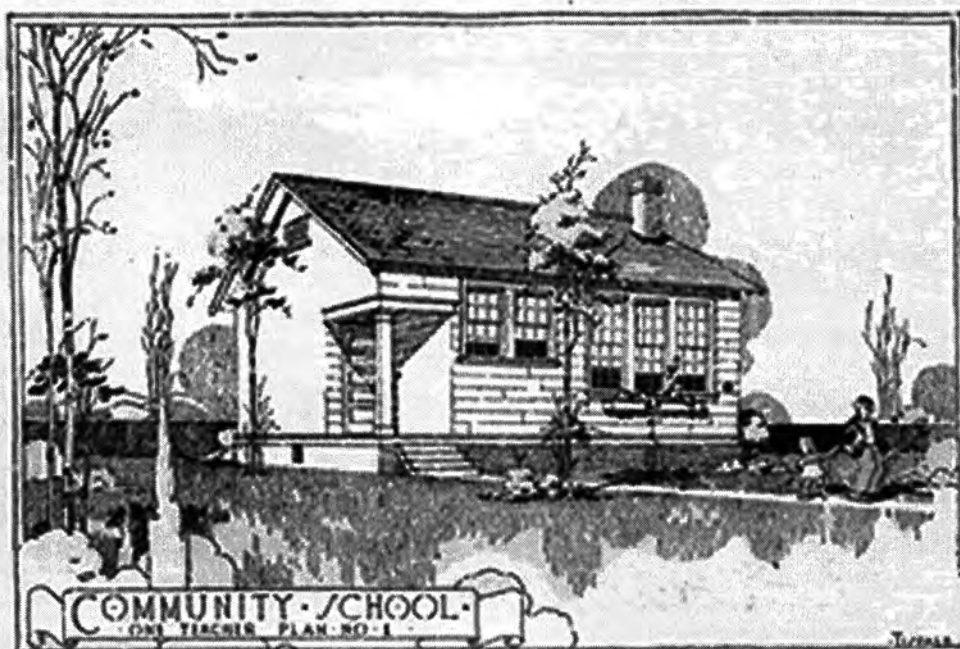
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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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Nashville School Plans



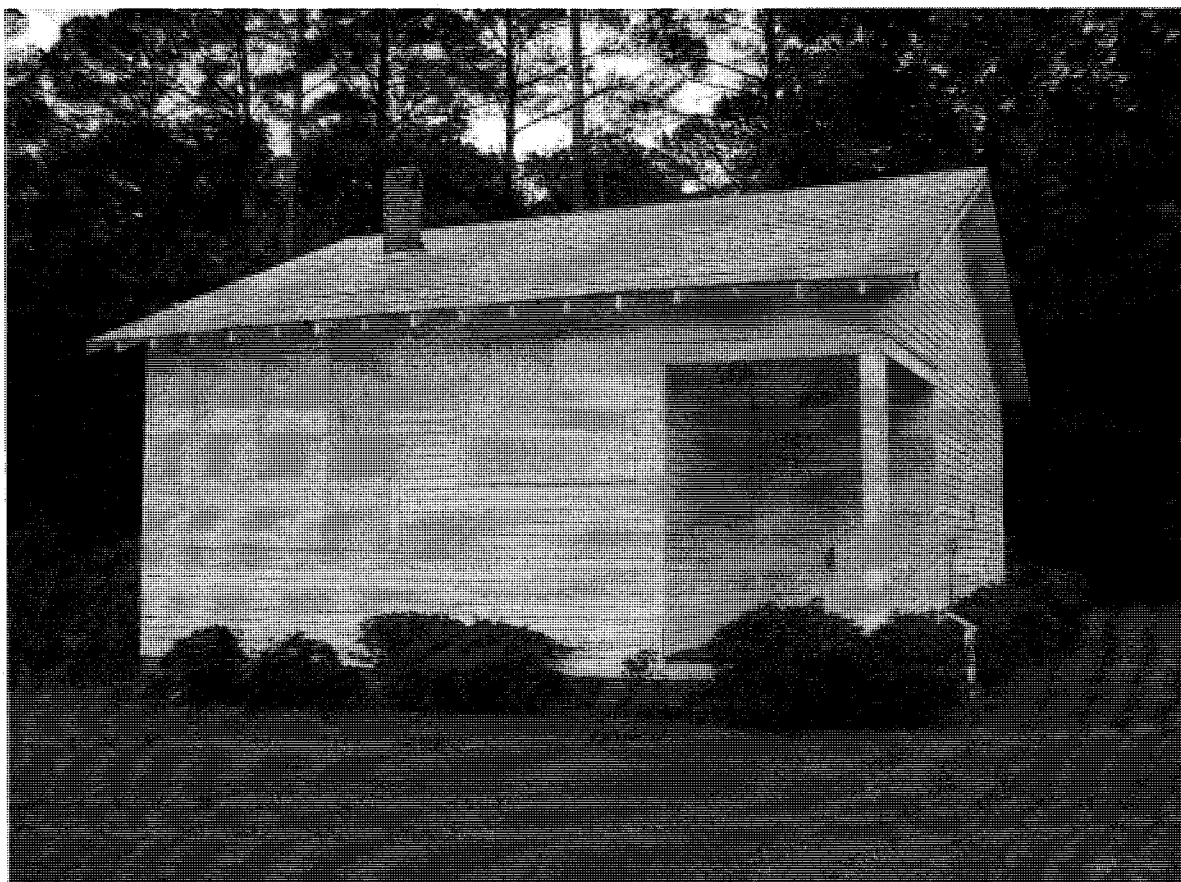
FLOOR PLAN  
• COMMUNITY SCHOOL PLAN NO. 1 •  
TO FACE EAST OR WEST ONLY

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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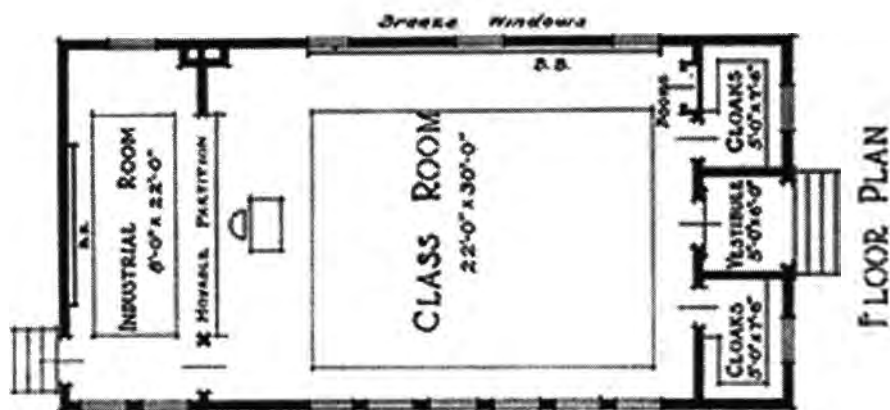
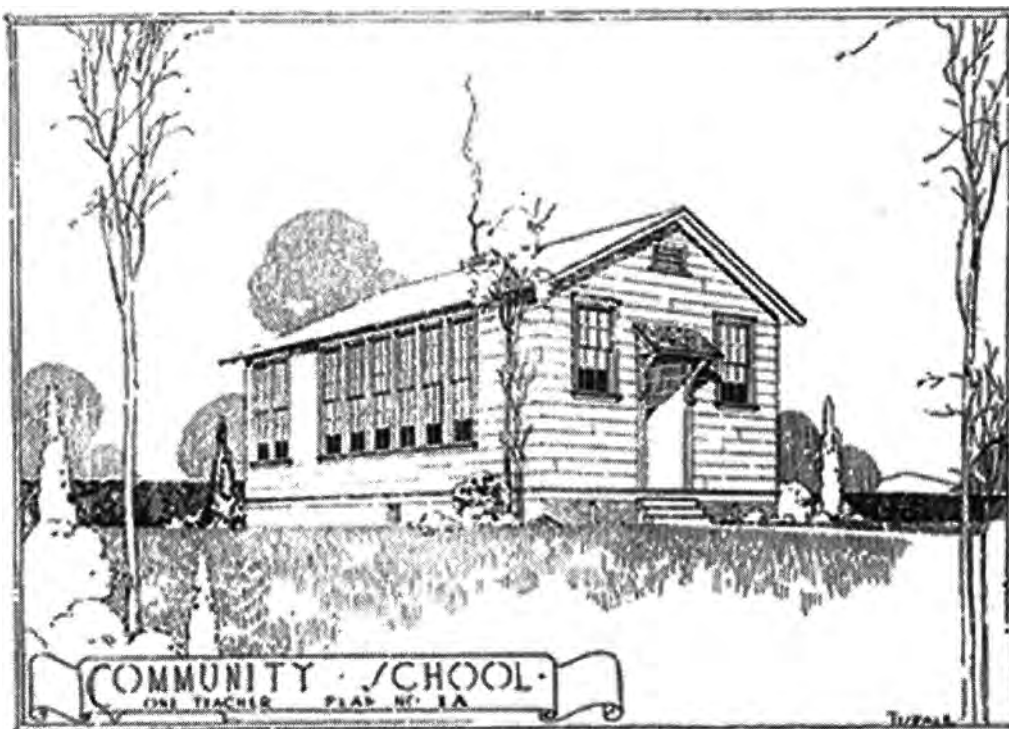
Hopewell School, McCormick County  
Community School Plan # 1

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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ONE-TEACHER  
COMMUNITY SCHOOL PLAN NO. 1-A  
TO FACE NORTH OR SOUTH ONLY



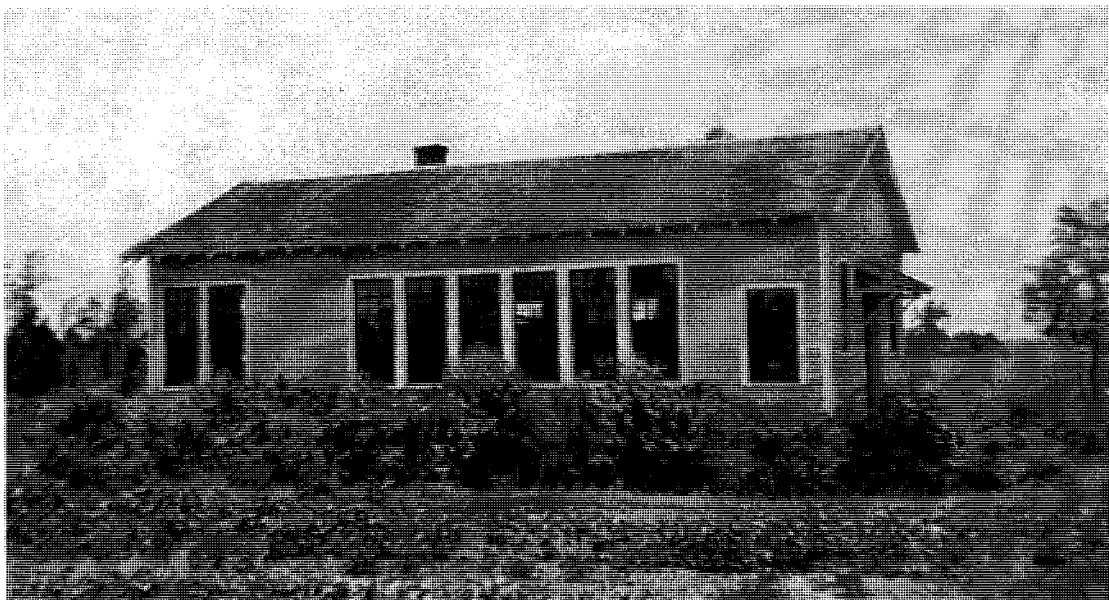
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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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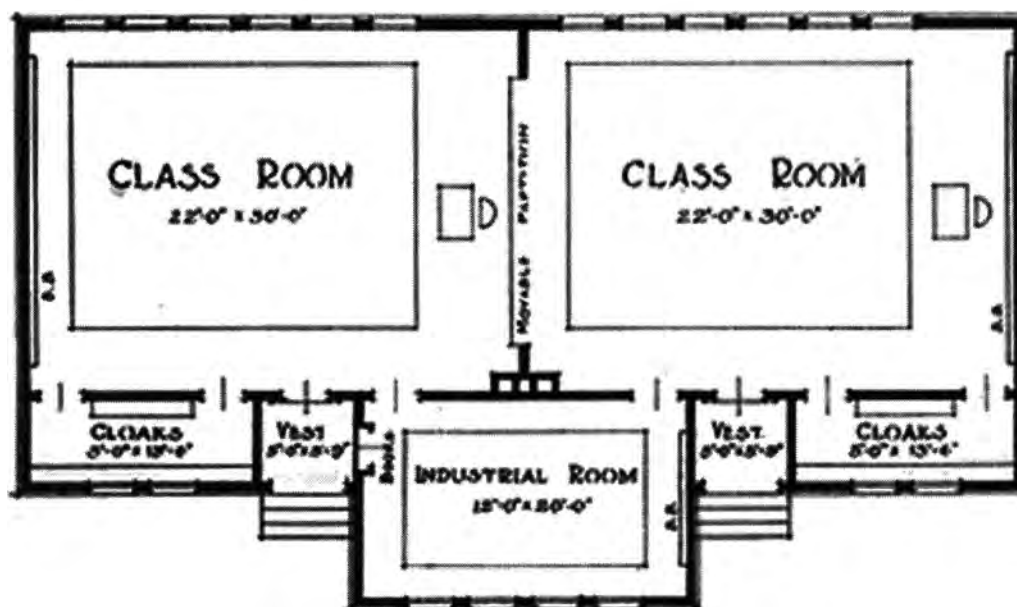
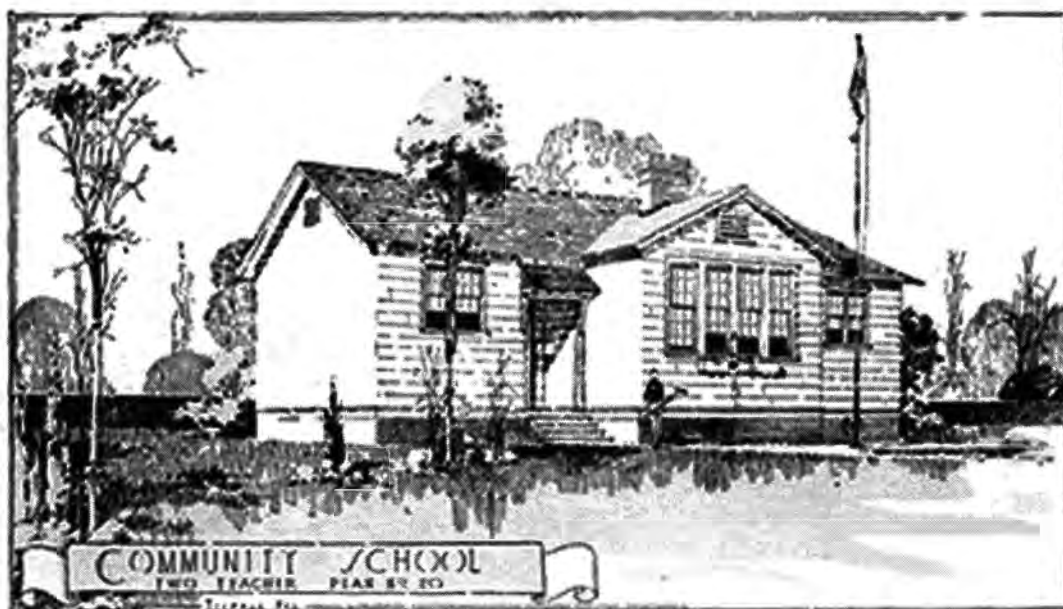
Mt. Temon (Mt. Tema) School, Darlington County

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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FLOOR PLAN No 20  
TWO TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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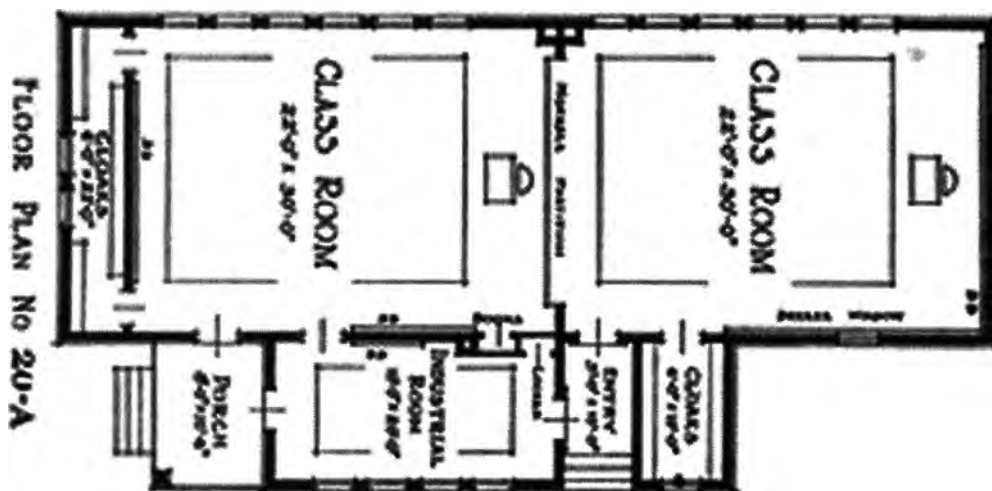
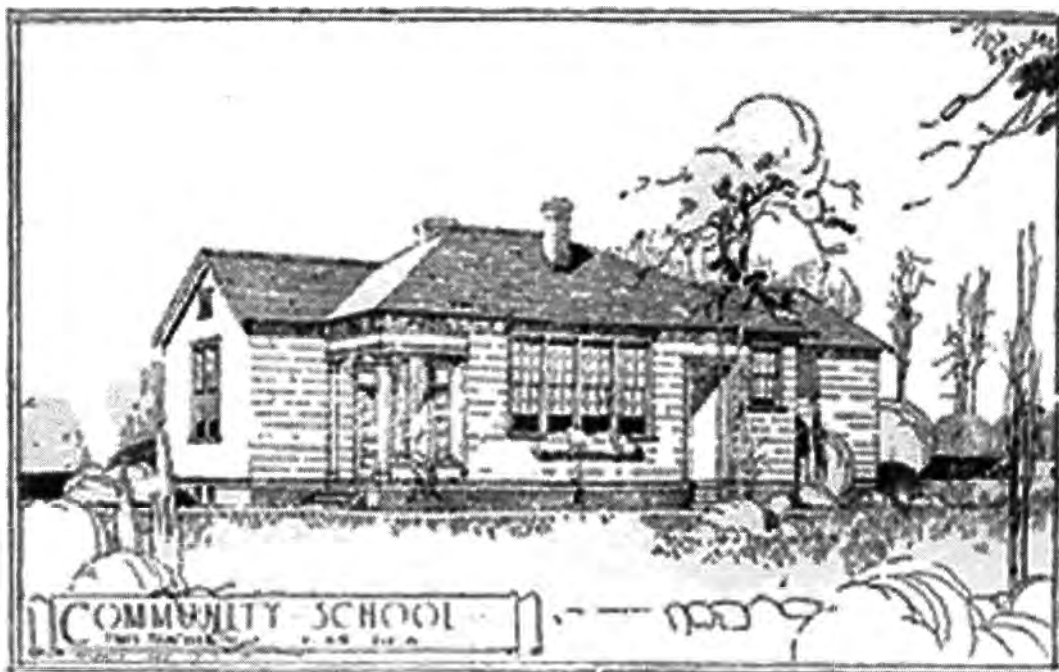
Sweet Home Colored School (Cedar Branch School), Horry County, ca. 1935-1950  
Two-Teacher Community School Plan #20

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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TWO TEACHER COMMUNITY SCHOOL  
TO FACE NORTH OR SOUTH ONLY

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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Bermuda Colored School, Horry County, ca. 1935-1950

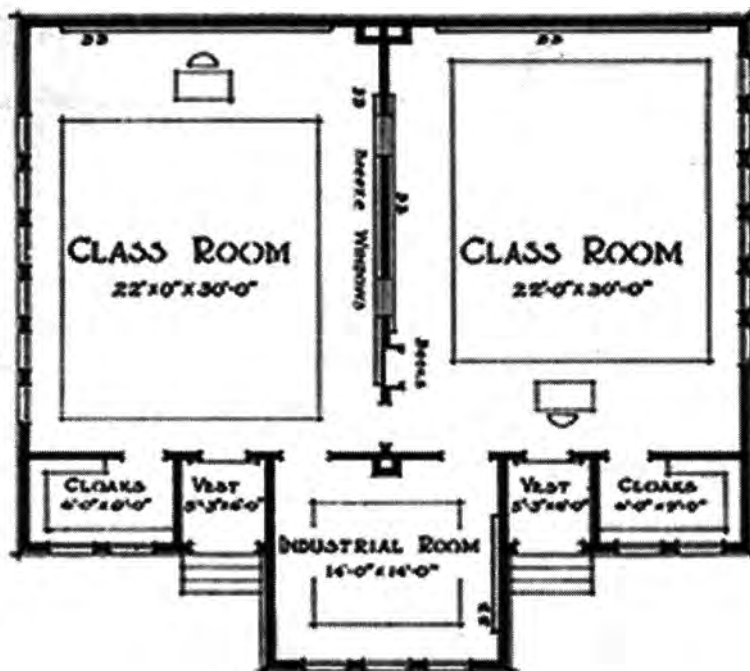


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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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FLOOR PLAN NO 2-C  
TWO TEACHER COMMUNITY SCHOOL  
TO FACE NORTH OR SOUTH ONLY

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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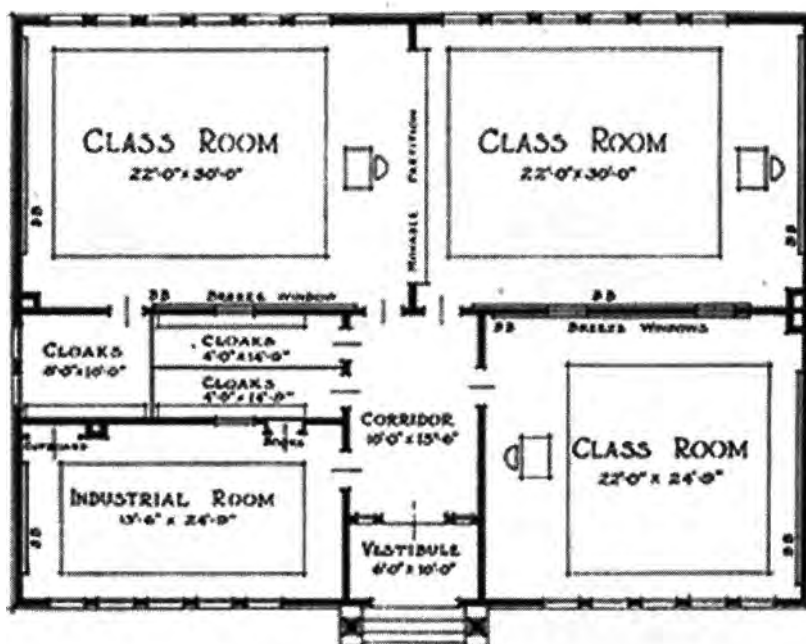
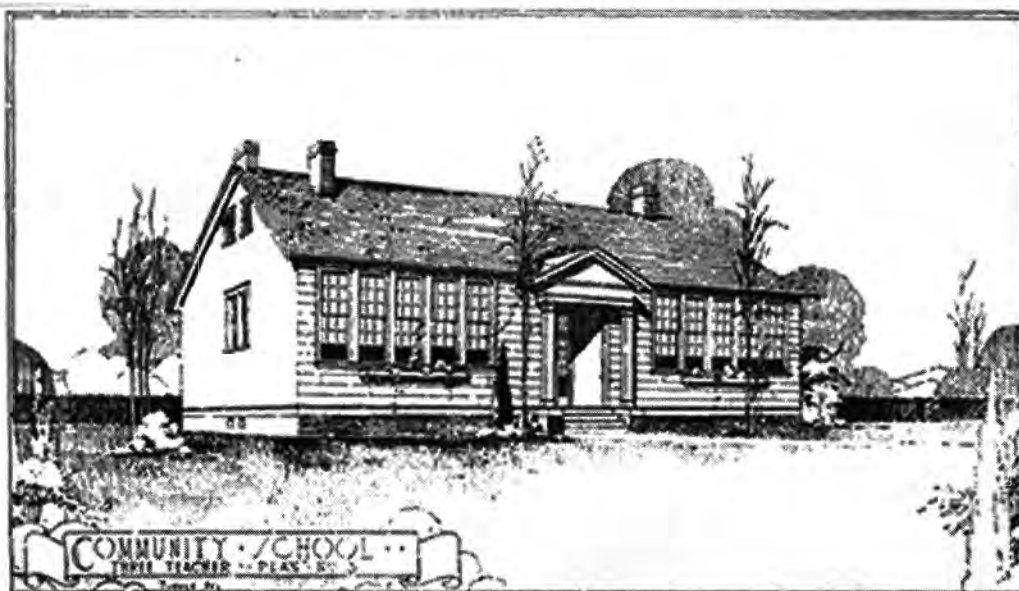
Flint Hill School, Greenwood County, ca. 1935-1950  
Two Teacher Community School, Plan #2-C

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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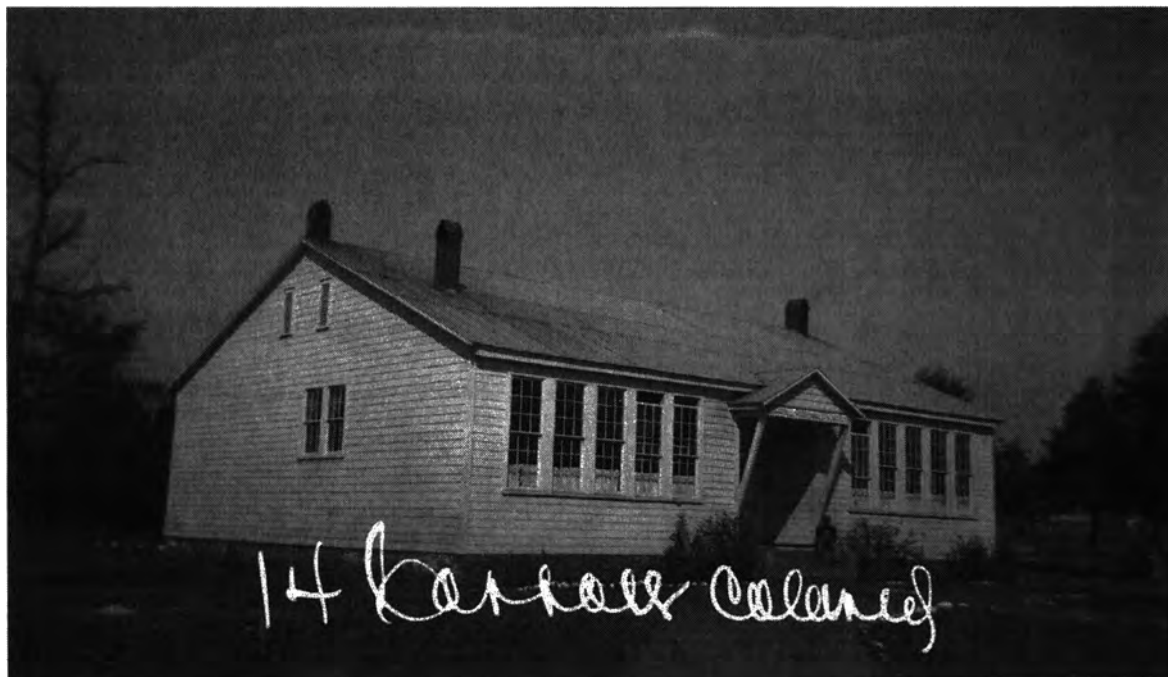
FLOOR PLAN NO 3  
THREE TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY

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name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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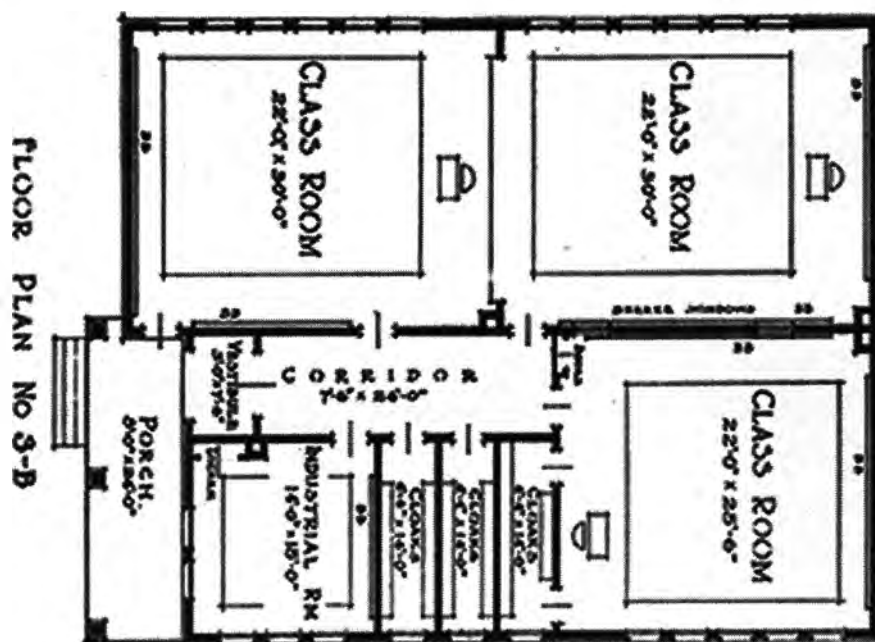
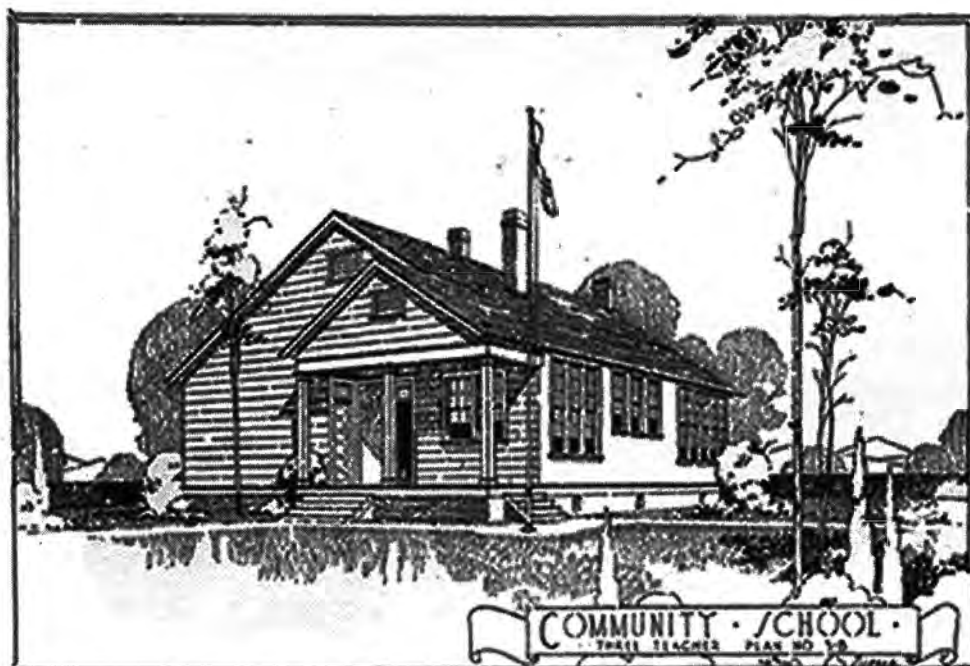
Carroll Colored School, York County, ca. 1935-1950  
Three-Teacher Community School Plan #3

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THREE TEACHER COMMUNITY SCHOOL  
TO FACE NORTH OR SOUTH ONLY



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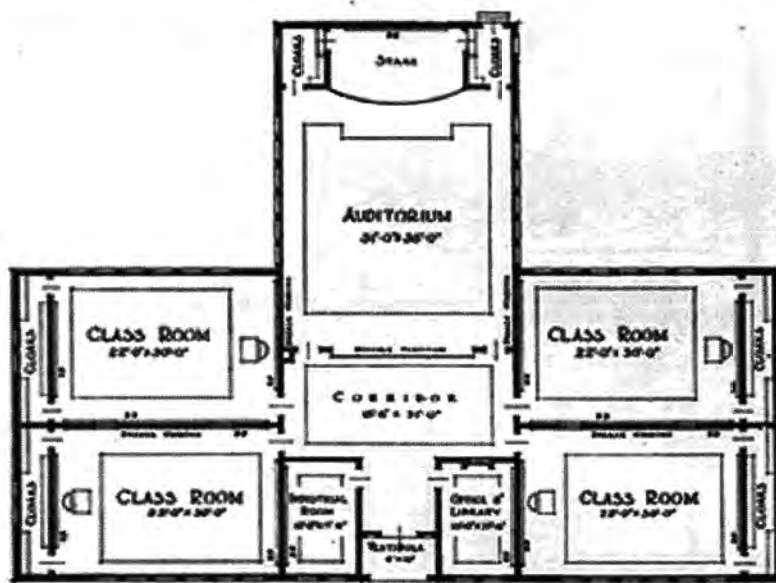
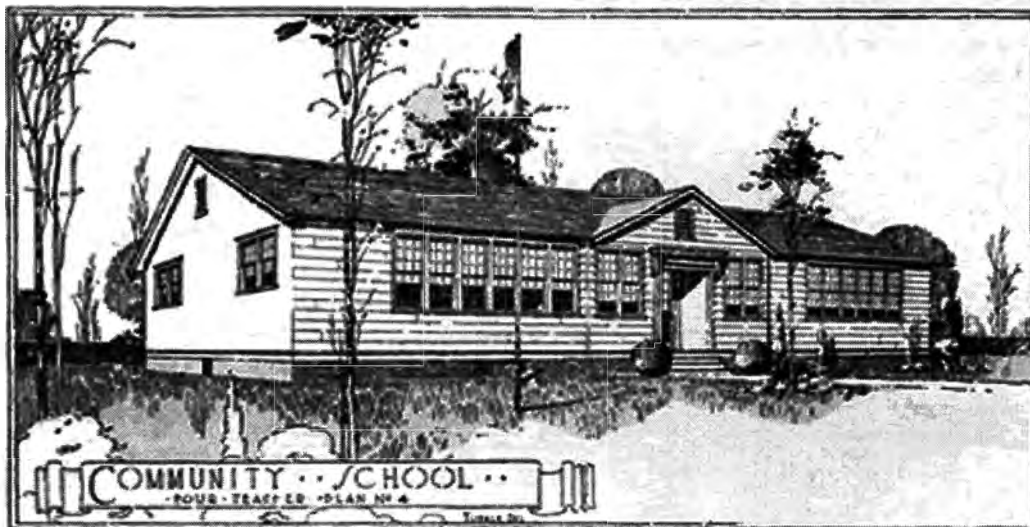
Providence Colored School, Darlington County, ca. 1935-1950

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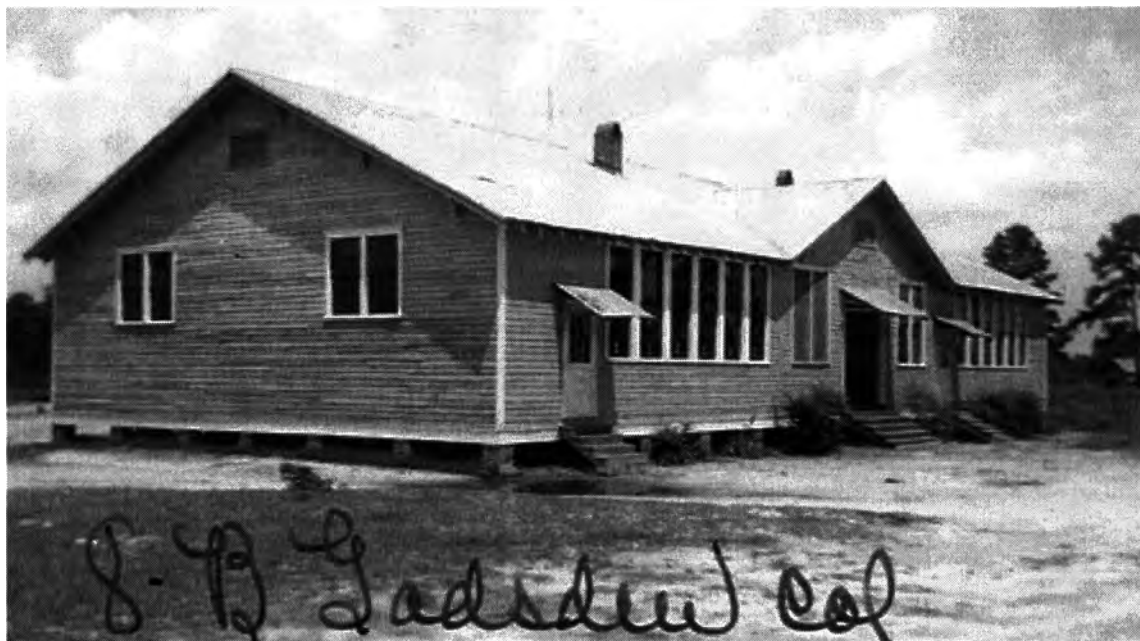
FLOOR PLAN No. 4  
FOUR TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY

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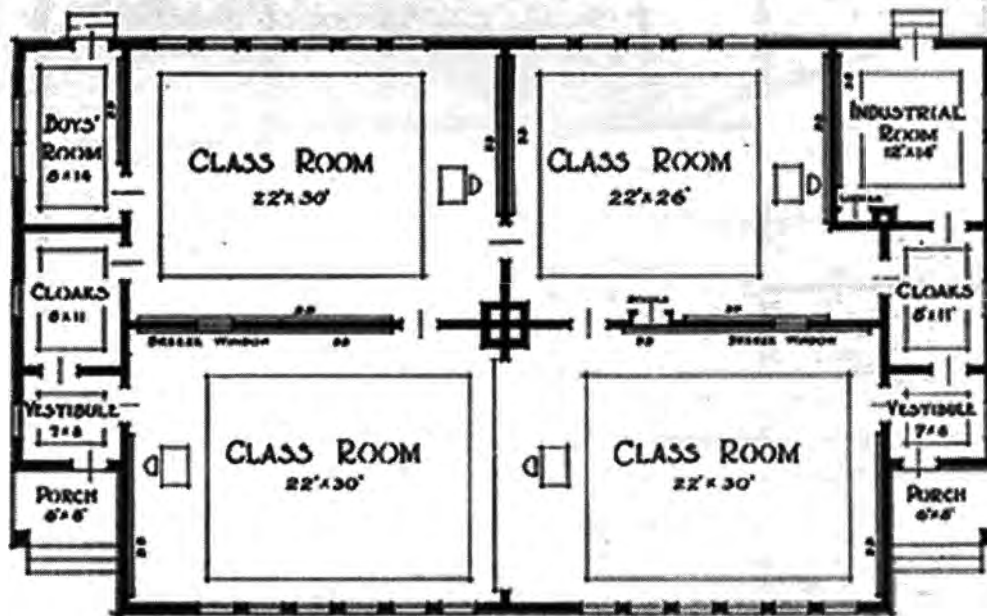
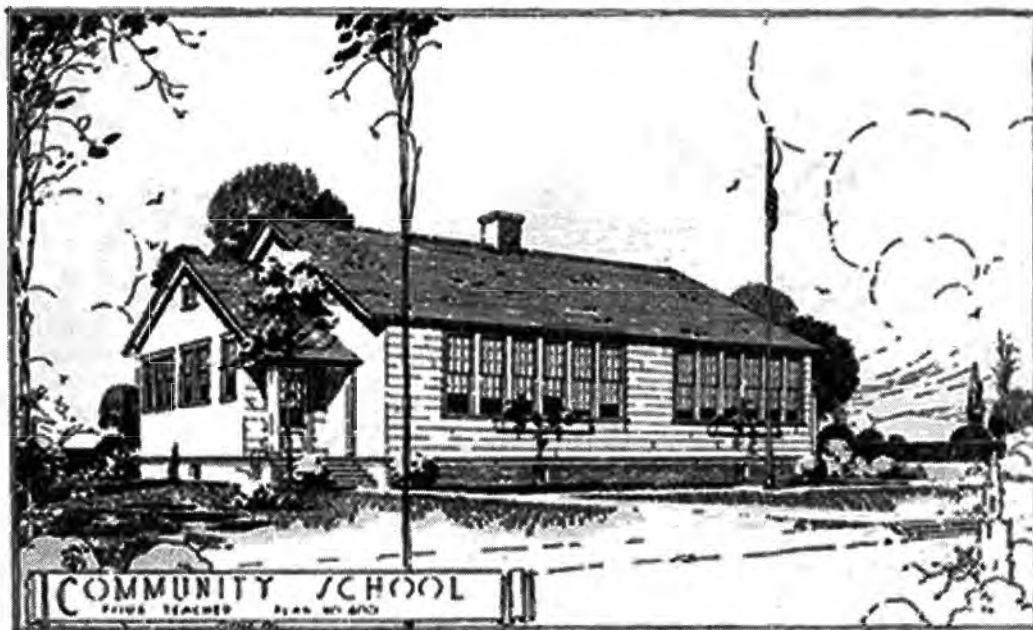
Gadsden Colored School, Richland County, ca. 1935-1950  
Four-Teacher Community School Plan #4

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FLOOR PLAN No 400  
FOUR TEACHER COMMUNITY SCHOOL  
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Howard Junior High School, Newberry County  
Four-Teacher Community School Plan #400

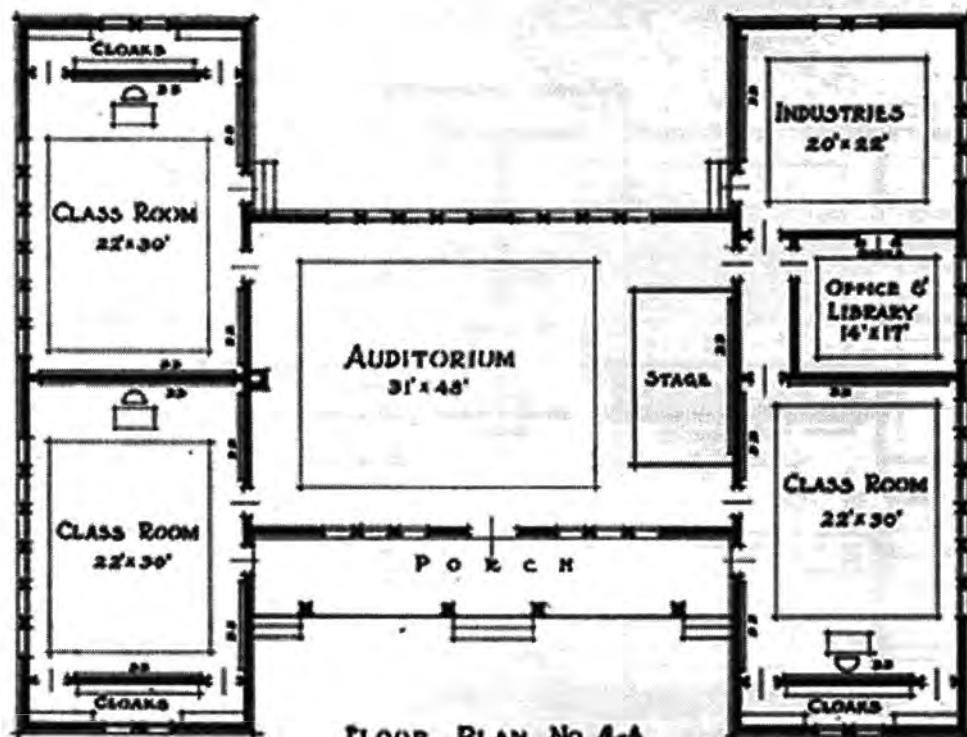
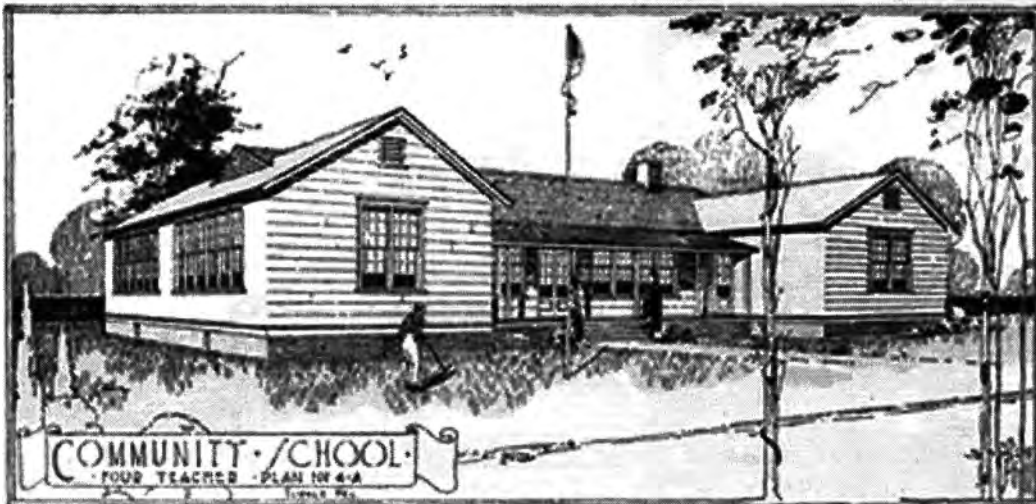


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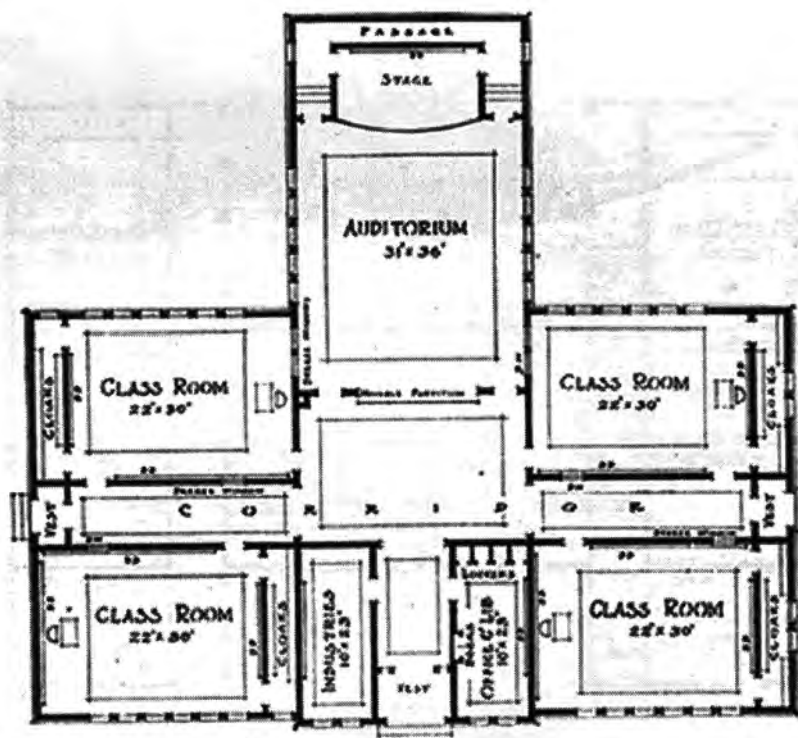
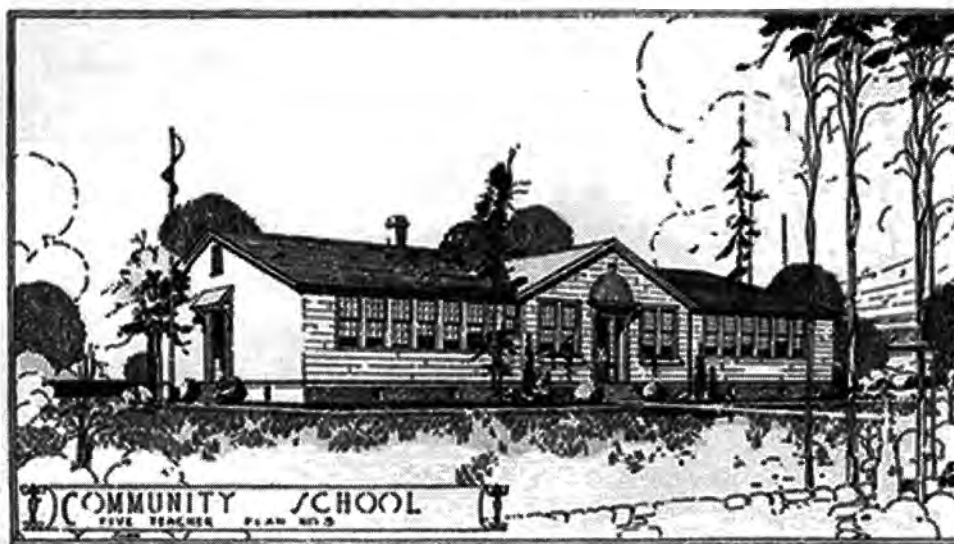
FLOOR PLAN No 4-A  
FOUR TEACHER COMMUNITY SCHOOL  
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FLOOR PLAN NO. 5  
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2-#(8) Dillon Colored High



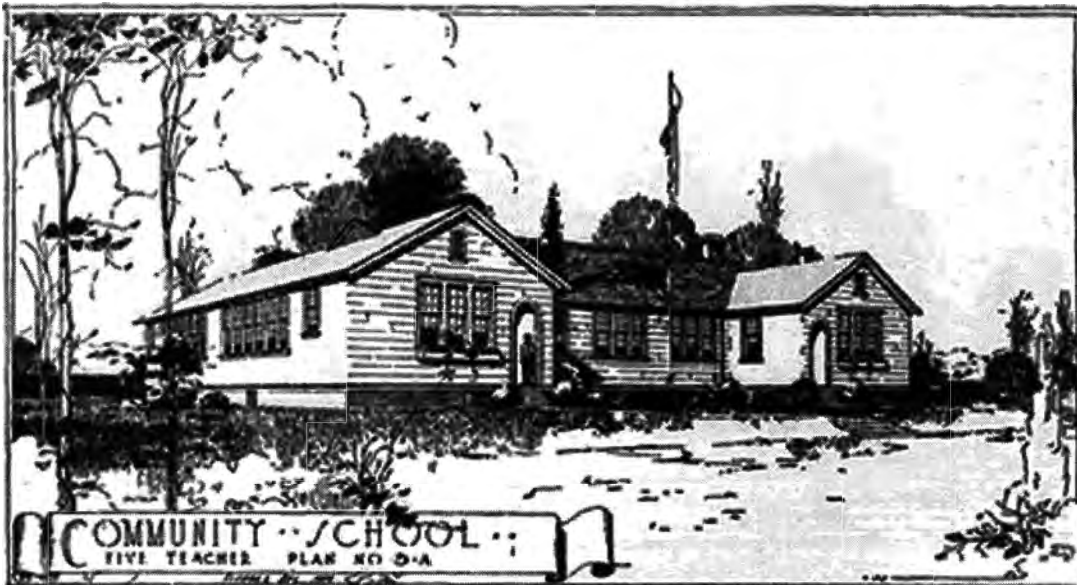
Green Colored High School, Dillon County, ca. 1935-1950

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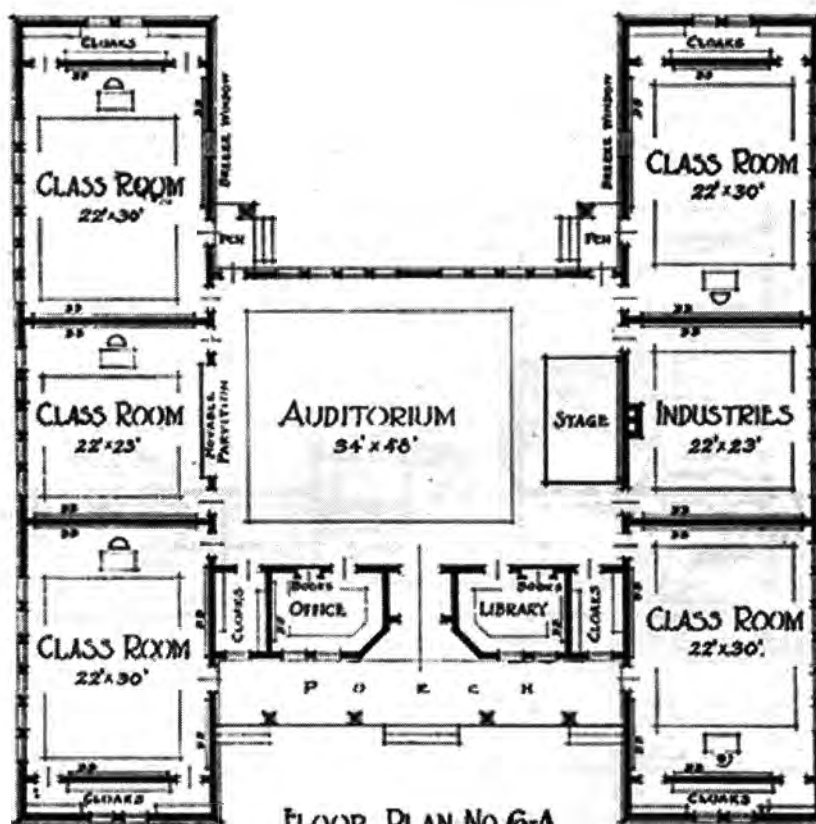
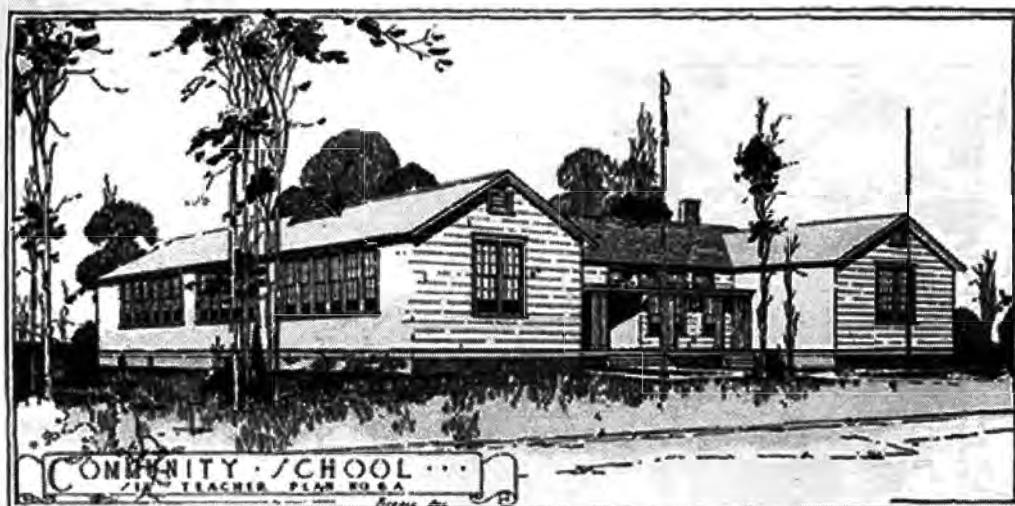
FLOOR PLAN NO 3-A  
FIVE TEACHER COMMUNITY SCHOOL  
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FLOOR PLAN NO 6-A  
SIX TEACHER COMMUNITY SCHOOL  
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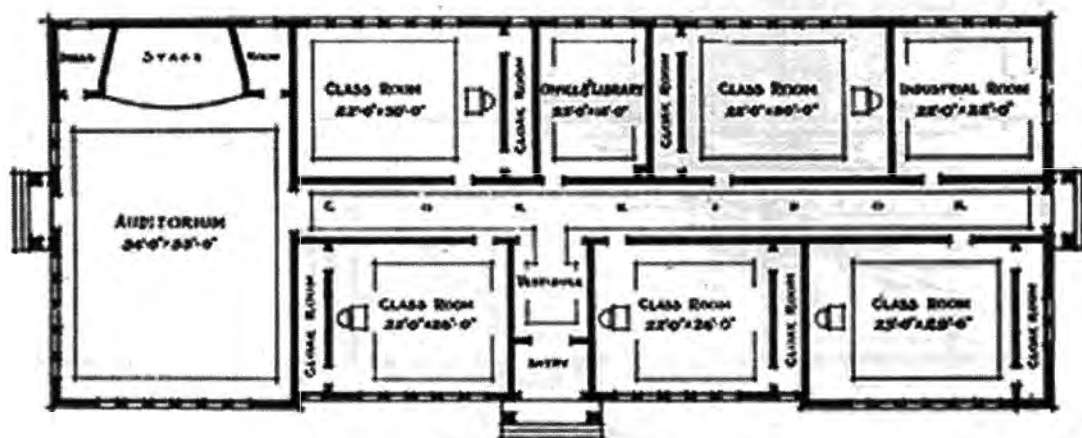
name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932  
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Webber Graded Colored School, Richland County, ca. 1935-1950  
Six-Teacher Community School Plan #6-A

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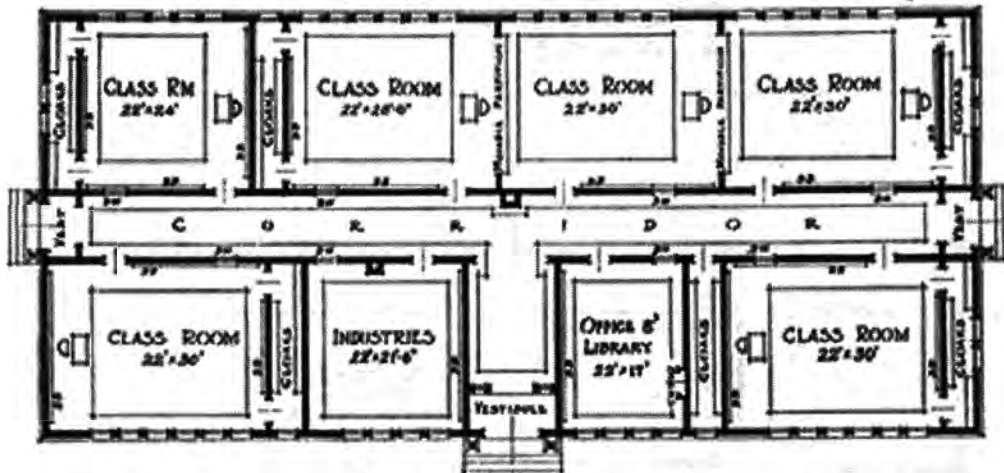
FLOOR PLAN NO 60  
SIX TEACHER COMMUNITY SCHOOL  
TO FACE EAST ON WEST ONLY

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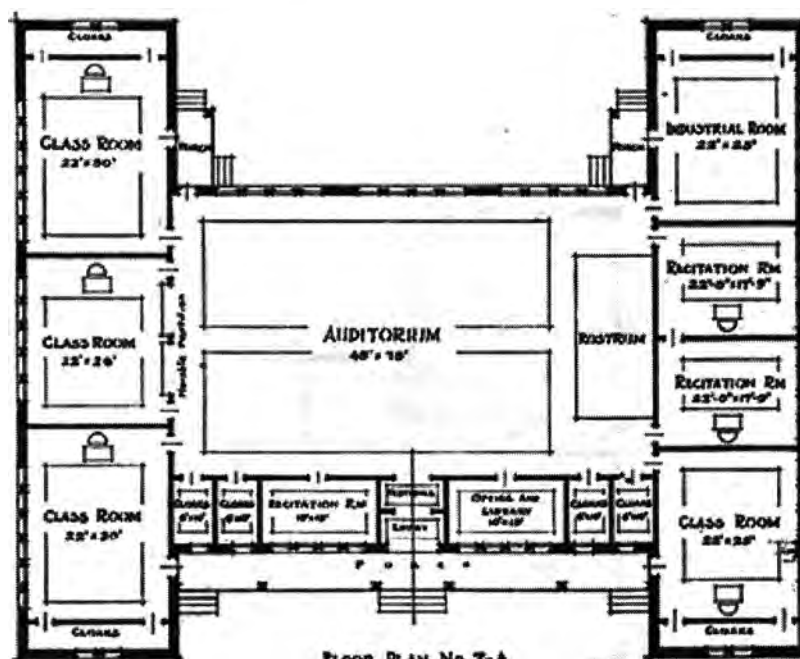
FLOOR PLAN No 6  
SIX TEACHER COMMUNITY SCHOOL  
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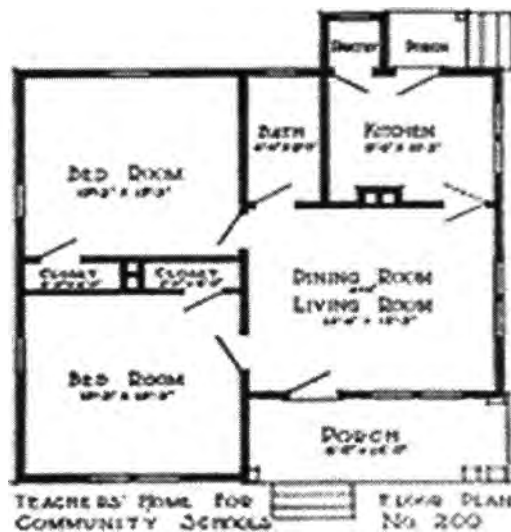
FLOOR PLAN NO 7-A  
SEVEN TEACHER COMMUNITY SCHOOL  
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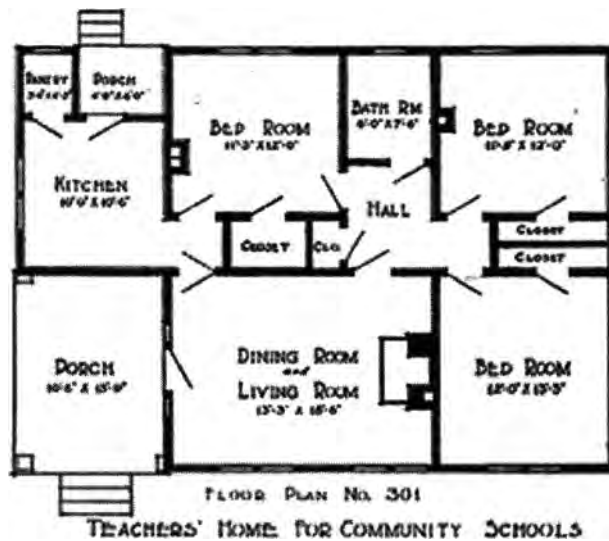
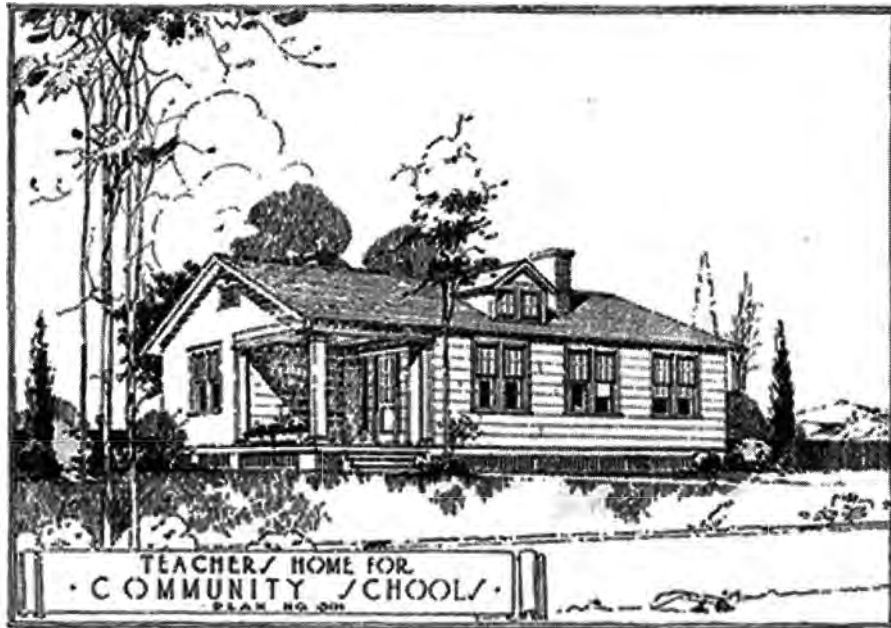
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TEACHERS' HOME FOR COMMUNITY SCHOOLS



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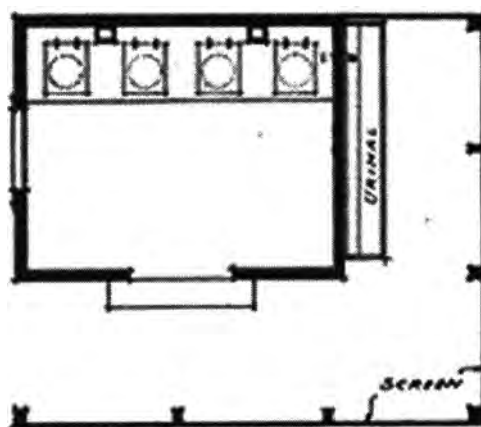
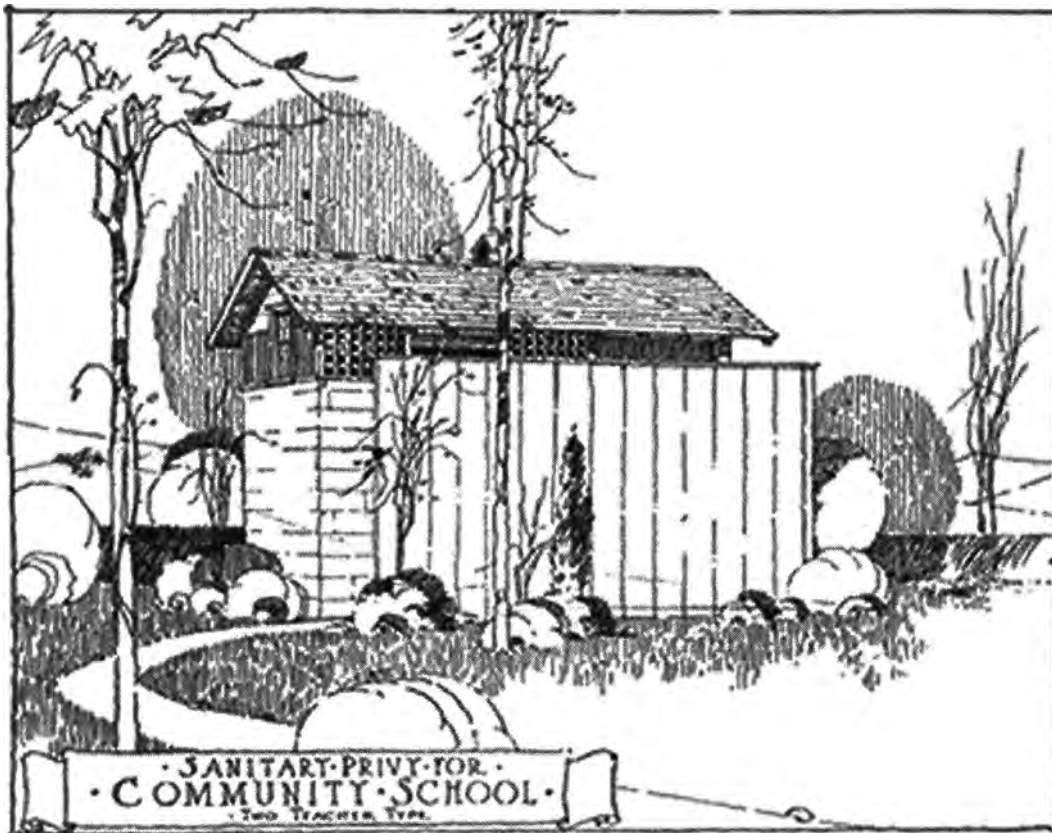
Great Branch Teacherage, Orangeburg County

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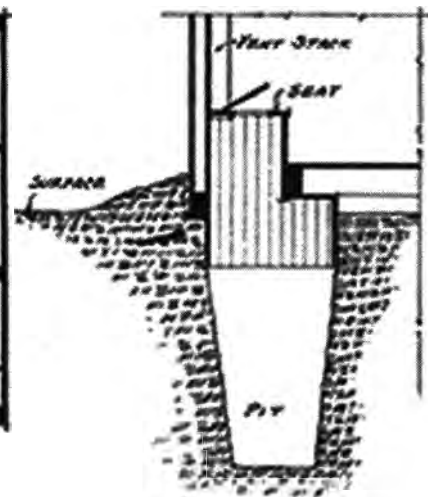
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**F. Associated Property Types**

**I. Rosenwald Schools**

**A. Property Type Description**

Built in South Carolina from 1917 to 1932, Rosenwald school buildings in South Carolina fall into two subtypes based on their physical and associative characteristics. Subtype 1 includes school buildings constructed from 1917 to 1920 under the supervision of Tuskegee Institute according to the plans and specifications drawn up by R.R. Taylor, Director of Mechanical Industries and W.A. Hazel, Division of Architecture, Tuskegee Institute. Subtype 2 comprises school buildings built between 1920 and 1932 under the supervision of the Rosenwald Southern office in Nashville according to designs and specifications prepared by Samuel L. Smith.

After the Fund's reorganization in 1920, the "Community School Plans" replaced the "Rural Negro School" plans. Rosenwald schools were constructed in South Carolina during the Tuskegee period, but the majority of schools were built during the Nashville period. This means that most South Carolina schools were built from the "Community School Plans." The most common school plan used in South Carolina was a two-teacher type, No. 20. All plans were labeled by how many teachers taught in the school, not the number of rooms.

According to records, there were 500 total Rosenwald buildings (481 school buildings, 8 teacherages, and 11 shops) built in South Carolina between 1917 and 1932. However, the South Carolina Department of Archives and History only has records for 486 Rosenwald buildings. Additional research is being done to locate the fourteen missing buildings.

*Subtype 1: The Rural Negro School and Its Relationship to the Community*, which was published by Booker T. Washington, principal of Tuskegee Normal and Industrial institute, and Clinton J. Calloway, Director of Tuskegee's Extension Department, guided communities interested in building a Rosenwald school between 1915 and 1920. The booklet included plans for schools, central schools, industrial buildings, county training schools, teachers' homes, and boys and girls dormitories. Fourteen Rosenwald buildings were built in South Carolina between 1917 and 1920; however, some schools may have been built into the early 1920s on these older plans. Leesville School in Lexington County was built in 1922-1923 and is based on the older Tuskegee plans.

*Subtype 2:* With the relocation of the Fund's headquarters to Nashville in 1920, Samuel L. Smith began publishing a series of pamphlets of various floor plans and specifications communities could use to build a Rosenwald school. The pamphlets also contained information about site selection, landscaping, and bird's eye views of an ideal Rosenwald school campus. These pamphlets were published together as the *Community School Plans* in 1924.

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All Rosenwald schools built in South Carolina are either one or two-story buildings with either a north/south or an east/west orientation. The majority of schools are frame, but some may have been built of brick or other masonry materials. These schools were generally located in rural areas or in small communities.

*Description of Subtype 1:* These standardized school plans from *The Rural Negro School and Its Relation to the Community* included specifications for one-teacher, five-teacher, Central, and Training schools. These schools featured minimal Colonial Revival and Craftsman detailing, specifically exposed rafter ends and brackets, and wide-overhanging eaves. These Rosenwald schools are characterized by hipped or gabled roofs, groupings of double-hung sash windows symmetrically placed, and interior chimney flues. The exterior of these buildings was of weatherboard, and the foundation was pier and beam. The schools, of either north-south or east-west orientation, were designed to make maximum use of east-west natural light. The interior featured classrooms with small cloakrooms and industrial rooms.

Several examples of schools from Subtype 1 have been identified in South Carolina.

*Description of Subtype 2:* Schools in Subtype 2 reflect the changes made after the reorganization of the Rosenwald Fund in 1919. These schools followed the standardized plans developed by Samuel L. Smith, Director of the Southern office. The various pamphlets of his plans were published together as the *Community School Plans* in 1924. The booklet contained drawings for one-teacher to seven-teacher type schools. These designs also included two teachers' homes and a Sanitary Privy for Community Schools. Besides the schoolhouse designs, the booklet included contractor's specifications and advice on site location and size, painting, and landscaping.

Rosenwald school plans reflected modern ideas of school design. They relied on proportion and massing of form accented by large banks of windows and minimum details. The chief concern was to maximize natural light because of the lack of electricity. Smith designed his plans with groupings of tall, double-hung sash windows placed to capture only east-west sunshine. He provided both a north-south and an east-west oriented building so that the school could always make the fullest use of sunlight, no matter the site's layout.

Besides standard classrooms, Smith's designs included industrial rooms and encouraged its use as a community meeting spot. To allow for a meeting space or small auditorium, the smaller schools used folding doors or moveable blackboards to divide two classrooms.

The exterior design was faintly reminiscent of Colonial or Craftsman style. Smaller buildings tended to be Craftsman style as seen in the bracketing found under the wide overhanging eaves. Larger schools had columns and dormers, which suggested a Colonial Revival style. All the schools were one-story (unlike the Tuskegee designs). The majority were clad in weatherboard with brick chimneys although some were built with brick or other masonry materials.

The two-, three-, and four-teacher type schools seem to be the most popular in South Carolina.



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**B. Significance**

Rosenwald schools are eligible for listing on the National Register of Historic Places under Criterion A (Education and Ethnic Heritage – African American) and Criterion C (Architecture).

*Criterion A – Education*

The Rosenwald School Building Fund was one of the most important forces in the advancement of African-American education during the first half of the twentieth century. From 1913 to 1937, the Fund helped build 5,358 schools, teachers' homes, and vocational buildings. The Rosenwald schools that remain represent one of the most ambitious school building projects ever, but more importantly, they reflect African-American communities' struggles to provide their children with better educational opportunities than the public school system allowed.

Before the Rosenwald Fund began, black public schools suffered because of poverty and localism. In the early 1900s, most black schools were deteriorating log cabins, shanties, or churches with three- or four-month school terms. The teachers also often lacked the necessary education. Booker T. Washington convinced Anna Jeanes to establish the Jeanes Fund to provide qualified teachers for rural schools in 1905. In 1912, he convinced Rosenwald to fund the improvement of rural black school buildings. By guaranteeing one-third of the funds, Rosenwald and Washington hoped to encourage African-American communities to get involved to raise another third and to convince the white community to contribute funds as well. Although the government (either the county or state) did provide substantial matching funds for Rosenwald schools, the white community rarely contributed large sums to black school-building campaigns.

Based in Booker T. Washington's emphasis on industrial education, all Rosenwald schools included an industrial room. The Rosenwald Fund never challenged the "separate but equal" principle in Southern public education, but provided a solid eighth-grade education with an emphasis on industrial classes in farming and home economics. Despite what it did not do, the Rosenwald Fund marks an important point in the history of black education. Because of the Fund, more black children went to school longer with better teachers and in better constructed and equipped schoolhouses. The Fund encouraged the public school system to invest more money in black education and served as community centers for the students and their families.

*Criterion A – Ethnic Heritage – African-American*

Besides providing rural black children with better educational opportunities, Rosenwald schools also became active community centers for rural blacks. The Jeanes Supervisors used Rosenwald schools to teach better agricultural methods, establish homemakers' clubs, and hold home products exhibits. Jeanes teachers and supervisors started home garden clubs and boys' agricultural clubs, worked for school and community improvement, and taught basic skills such as shuck work, hat making, sewing, and cooking. Rosenwald schools also became the site for musicals, theatricals, pageants, and exhibits of industrial work. The school also often set the community standard for architecture, sanitation, and maintenance.



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Rosenwald schools became a symbol of a community's pride and accomplishment. Blacks in these communities did without to raise money for a new schoolhouse. They became the site for county extension demonstrations, dances, Juneteenth celebrations, plays, fundraisers, church services, and political activism.

*Criterion C – Architecture*

The Rosenwald Fund helped build more than 5,000 school buildings in 15 Southern states and has been called one of the most important education initiatives for African Americans since Reconstruction. The schools reflected the changing ideas about the architectural design of school buildings and created a model for modern schoolhouses. The building specifications and floor plans stressed proper orientation of the building on the site, tall windows for maximum light, and cloak and industrial rooms. The Nashville plans also specified paint selection, blackboards, window shades, heating methods, and sanitary privies.

An important contribution of the Rosenwald Fund was the development of specific floorplans and building specifications for a variety of school sizes and related buildings. These designs reflect the work of three people – Booker T. Washington, principal of Tuskegee Institute, Clinton J. Calloway, Director of Tuskegee's Extension Department, and Samuel L. Smith, Director of the Southern Office of the Rosenwald Fund. Between 1915 and 1920, schools built with Rosenwald funds used Washington and Calloway's specifications as found in *Rural Negro Plans*. These plans included schools, industrial buildings, central schools, county training schools, teachers' homes, and boys' and girls' dormitories. The hipped roofs found in most of these Tuskegee-plan schools distinguish them from the later plans.

After 1920, the vast majority of schools built with Rosenwald funds used Smith's *Community School Plans*. As a student of schoolhouse design and construction, Smith had very specific ideas about incorporating modern design into the Rosenwald plans. These plans were very popular and were available to white as well as black schools. Besides school buildings, the Nashville plans also included designs for teachers' homes and sanitary privies, recommendations on site selection, and specifications on painting and landscaping. The *Community School Plans* were revised in 1931 in the Georgian-Colonial Revival style. The majority of South Carolina's Rosenwald schools use the *Community School Plans*.

Not all Rosenwald schools followed the Tuskegee or Nashville plans. Despite emphasizing its own plans, the Rosenwald Fund only required an "approved plan." Some schools followed designs developed by the state department of education. In South Carolina, some Rosenwald schools were built according to plans developed by Rudolph E. Lee at the Clemson Agricultural College. In the 1910s, several Union County schools were reportedly built using the Clemson plans. In 1929, State Agent J.B. Felton asked permission to have Ball Town School (Aiken) approved as a Rosenwald school despite being built on the "Clemson Plan".<sup>1</sup> Some of these atypical schools were larger, two- and three-story buildings built in cities, which received Rosenwald aid because they were the only secondary schools for African Americans in that county.

<sup>1</sup> Carbaugh, p. 88.

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By 1928 one in five rural schools for African Americans in the South was a Rosenwald School. One-third of the South's black schoolchildren attended a Rosenwald School. By the end of the Building Program in 1932, thousands of dilapidated schoolhouses had been replaced by carefully constructed and designed modern school buildings. These schoolhouses influenced the architecture and quality of buildings in rural African American communities and the construction of thousands of white schoolhouses.

### **C. Registration Requirements**

Rosenwald Schools were fundamentally modest, wood-frame buildings constructed in the rural South to provide updated school facilities for black students. While the majority of the school buildings were frame, some brick schools have been identified and others may exist. To be eligible, a Rosenwald School in South Carolina must have been built between 1917 and 1932 using funds provided by the Julius Rosenwald Fund. The extant schools will also usually meet registration requirements because of their design, floor plans, workmanship, and materials. Stylistic details are minimal, although some schools display Craftsman or Colonial Revival influences. In general, to qualify for listing, the schools should retain their original location in a rural or small town setting and the design, floor plans, workmanship and materials that evoke their period of construction and the conditions of the time. They should also retain a high degree of architectural integrity. The rural or small town setting boosts the integrity of their association and feeling. Even so, Rosenwald schools nominated solely under Criterion A for Education and Ethnic Heritage do not have to possess as high a degree of integrity as those school buildings which are also nominated under Criterion C for architecture.

## **II. Teacherages or Teacher's Homes**

### **A. Property Type Description**

Teachers' homes or "teacherages" were similar to Rosenwald Schools in terms of concept, style, and design. The homes were designed to house teachers within the communities they served. More than one teacher could live in a single home. Like the Rosenwald Schools, the teachers' homes were built primarily of wood and according to standardized plans. Again like the Rosenwald Schools, the teachers' homes had two subtypes: the Tuskegee plans and the Nashville plans.

The Tuskegee plans, designed by Washington and Calloway, included two plans for teachers' homes, design #15 and #16. Design #15 had a front and back porch and five rooms: living and dining rooms, two bedrooms, a kitchen, bathroom, and pantry. The house had a spraddle roof with rear hipped roof over the kitchen ell. The house rested on a pier and beam foundation and the exterior was covered with simple weatherboarding. A central flue serviced the four corner fireplaces in the main rooms. Design #16 had three rooms: a bedroom, a living room, and a kitchen. The plans also included a potential addition of a dining room and a kitchen. Design #16 had a hipped roof, two interior chimneys, brick piers, and four bays with a central single leaf entrance.

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The Nashville plans, designed by Smith, included four plans for teachers' homes: two versions of No. 200, No. 302 in a Craftsman/Bungalow style, and No. 301 in a Colonial Revival style. These designs were more compact than the earlier Tuskegee plans and focused on family, community, and social gatherings. Plan 200 contained a large living/dining room, two bedrooms, kitchen, bath, and small pantry. The house was designed to sit on brick piers, have a side gable roof, and have simple weatherboard siding. Plan 302 was based on a Craftsman bungalow with a small gable roof porch supported by tapered posts. The plan contained two bedrooms, a bathroom, kitchen, and combination living/dining room. Plan 301 resembled a Colonial Revival home with a small gable roof dormer in the center of the roofline, a small recessed porch, side gable roof, brick pier foundation, and simple weatherboard siding. The plan featured three bedrooms, a bath, living room, kitchen, pantry, and rear recessed porch.

In 1931, the Rosenwald Fund offered a bonus of 50% of the regular amount to a county for the first Rosenwald house, as long as the county's population was at least 10% African American. This bonus was offered in an attempt to encourage construction of Rosenwald schools and teachers' homes in counties where none existed. The amount of aid was reduced beginning July 1, 1931. The two-teacher type home was discontinued in 1931 as well, following the discontinuance of the one-teacher home in 1930.

Eight teachers' homes were constructed in South Carolina. Two of these eight teachers' homes have been identified – the Great Branch Teacherage and the County Training School Teacherage, both in Orangeburg County.

### B. Significance

Rosenwald teacherages or teacher's homes are eligible for listing on the National Register of Historic Places under Criterion A (Ethnic Heritage – African American) and Criterion C (Architecture).

#### *Criterion A – Ethnic Heritage – African American*

Teachers' homes reflect the commitment to education of the African-American teachers who lived in them to the communities they served. Through civic leadership and cooperation, the interaction between the teacher and the community created a strong relationship. These buildings served the community by giving the teacher a place to live, offering a site for home economics classes, and providing a meeting place for community clubs. The teachers' home became a standard for other homes in the community. It also became a social center for community clubs and activities.

Washington considered teachers' homes as essential to his conception of education. The various plans of the Rosenwald Fund recommended at least 2 acres for a school site to insure room for a teacher's home in addition to the schoolhouse, privies, playgrounds, landscaping, and an area for agricultural demonstrations. Studies suggested to the Rosenwald Fund administration that teachers' homes on the school site increased educational achievement. Arthur Stern, director of special projects for the Rosenwald Fund, noted, "In such a case the property is usually kept in good condition because the Teacher's Home was part of the establishment and could



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easily supply the required supervision."<sup>2</sup> A teacher's home at a school also increased the likelihood that a school would have a full school term.

*Criterion C – Architecture*

Rosenwald teacherages echo the architectural styles, forms, and trends of the Progressive era in America during the early twentieth century. The homes were essentially bungalows and Colonial Revival dwellings. They were built according to the designs of Washington in *The Rural Negro School* and of Smith in *Community School Plans* and complemented the schoolhouse designs in those booklets. The Rosenwald Fund helped build 217 teachers' homes in the South. These homes were an essential part of the Rosenwald School Building Fund program's focus on improving African-American education in the South.

**C. Registration Requirements**

Teachers' homes were fundamentally modest, wood-frame buildings constructed in the South near Rosenwald Schools. To be eligible, a teachers' home in South Carolina must have been built between 1917 and 1932 using funds provided by the Julius Rosenwald Fund. The extant teachers' homes will also meet registration requirements because of their design, floor plans, workmanship, and materials. Stylistic details are minimal, although some homes display Craftsman or Colonial Revival influences. In general, to qualify for listing, teachers' homes should retain their original location in a rural or small town setting and the design, floor plans, workmanship and materials that evoke their period of construction and the conditions of the time. They should also retain a high degree of architectural integrity. The rural or small town setting boosts the integrity of their association and feeling. Even so, Rosenwald teachers' homes nominated solely under Criterion A for Education and Ethnic Heritage do not have to possess as high a degree of integrity as those which are also nominated under Criterion C for architecture.

**III. Industrial Vocational Buildings**

**A. Property Type Description**

Booker T. Washington and Julius Rosenwald envisioned a campus of buildings that would include a schoolhouse, teacher's home, and a shop. The shops were drawn to blend in with the schoolhouse designs. Tuskegee Institute included designs for shops in its *Rural Negro School Plans* as did the later *Community School Plans*.

Eleven shops were built in South Carolina using Rosenwald funds.

<sup>2</sup> "The Rosenwald School Building Fund and Associated Buildings (1913-1937)," National Register Multiple Property Nomination Documentation Form, F87, on file at the Alabama State Historic Preservation Office, Alabama Historical Commission, Montgomery, Ala.

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**B. Significance**

Industrial vocational buildings are eligible for listing in the National Register under Criterion A (Education and Ethnic Heritage – African American) and Criterion C (Architecture).

*Criterion A – Education/Ethnic Heritage – African American*

Booker T. Washington's vision for southern black education was based on an industrial model of education. He believed that industrial education was a form of self-help for black Southerners. Washington showcased his model at the Tuskegee Institute in Alabama. Julius Rosenwald was impressed by Washington's ideas on industrial education, which is why he created the Rosenwald Building Program. Rosenwald Schools focused on industrial education as evidenced by the industrial classroom included in the school plans. In addition to this classroom, the Fund also helped build 163 separate shop buildings in 15 southern states where boys were taught carpentry, blacksmithing, furniture making, home building, and tool repair.

Although Rosenwald and Washington both focused on industrial education, separate shops were not a part of the early Rosenwald program because they recognized that local school boards would resist spending additional funds. In 1927, the Rosenwald Fund began issuing grants of \$200 to \$400 for shops if they were built using Rosenwald plans, they were fully equipped, and they were properly staffed.

*Criterion C – Architecture*

Rosenwald schools reflect their pragmatic uses. They were built according to the designs of Washington in *The Rural Negro School* and of Smith in *Community School Plans* and complemented the schoolhouse designs in those booklets. These shops were an essential part of the Rosenwald School Building Fund programs' focus on industrial education for African Americans.

**C. Registration Requirements**

Industrial buildings were fundamentally modest, utilitarian buildings constructed in the rural South to serve as vocational training facilities for black education. They were typically constructed on the campuses of Rosenwald Schools. To be eligible, an industrial building in South Carolina must have been built between 1917 and 1932 using funds provided by the Julius Rosenwald Fund. The plans for these structures were taken from *The Rural Negro School Fund*. The extant industrial buildings will also usually meet registration requirements because of their design, floor plans, workmanship, and materials. Due to their utilitarian nature, stylistic details are minimal. In general, to qualify for listing, the schools should retain their original location in a rural or small town setting and the design, floor plans, workmanship and materials that evoke their period of construction and the conditions of the time. They should also retain a high degree of architectural integrity. The rural or small town setting boosts the integrity of their association and feeling. Even so, Rosenwald industrial buildings nominated solely under Criterion A for Education and Ethnic Heritage do not have to possess as high a degree of integrity as those buildings which are also nominated under Criterion C for architecture.

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**G. Geographical Data**

The boundaries of this multiple property submission are the geographic limits of the State of South Carolina.



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county and State South Carolina**H. Summary of Identification and Evaluation Methods**

The staff of the South Carolina State Historic Preservation Office (SHPO) aims to be a resource for individuals and communities who are looking to preserve the legacy of the Rosenwald Schools. The African American Programs Coordinator assists local communities with rehabilitation efforts and works to publicize information about Rosenwald Schools to locate physical locations of Rosenwald Schools. The South Carolina SHPO website has a database of South Carolina's known Rosenwald Schools (<http://www.state.sc.us/scdah/afamer/rosenintro.htm>).

This database is a synthesis of information from several sources, including:

- The Rosenwald Fund Papers housed at the Fisk University Archives, Fisk University, Nashville, Tennessee;
- The South Carolina Statewide Survey of Historic Properties cards at the South Carolina SHPO;
- Personal interviews; and
- Other local and state documentary sources.

The database also includes links to National Register of Historic Places documentation and links to the School Insurance Photographs made between ca. 1935 and 1952 by the state of South Carolina to help in insuring public school buildings.

The African American Program Coordinator undertakes surveys to locate physical locations and speaks at various African American heritage conferences to locate further information on schools. To date, the following extant buildings have been located:

*Resources Associated with the Rosenwald School Building Program in South Carolina Already Listed in the National Register of Historic Places and Related to this Multiple Property Submission*

County	Name of School	Date Listed
Florence	Mt. Zion Rosenwald School	10/21/2001
Newberry	Prosperity (Howard Junior High) School	2/3/2006
Newberry	Hope Rosenwald School	10/3/2007
Orangeburg	Great Branch Teacherage	10/24/2007

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*Buildings Associated with the Rosenwald School Building Program in South Carolina Determined Eligible for Listing in the National Register by the South Carolina SHPO*

County	Name of School
Bamberg	Denmark School
Kershaw	Mt. Joshua School
McCormick	Hopewell School
Newberry	Hannah (Deadfall, Utopia) School*
Oconee	Retreat School
Richland	Pine Grove School*
Saluda	Ridge Spring (Ridge Hill) School
York	Carroll School

\* Nominations for the Hannah Rosenwald School, Newberry County, and the Pine Grove Rosenwald School, Richland County, accompany this MPS.

*Extant Resources Associated with the Rosenwald School Building Program in South Carolina which have been Located but Not Yet Evaluated for National Register Eligibility by the South Carolina SHPO*

County	Name of School
Aiken	Salley School
Anderson	North Side School
Anderson	Shiloh School
Charleston	Nine Mile Fork School
Kershaw	Red Hill School
Lancaster	Steele Hill School
Newberry	Jalapa School
Newberry	Vaughnville School
Orangeburg	Orangeburg County Training School Teachers' Home
Orangeburg	Teachers' Home, South Carolina State University Campus
Spartanburg	Brooklyn School
Sumter	High Hill School

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*Resources Associated with the Rosenwald School Building Program in South Carolina Which Have Been Determined by the South Carolina SHPO to be Not Eligible for Listing in the National Register, Due To a Loss of Physical Integrity*

County	Name of School
Aiken	Jerusalem School
Anderson	Mountain Springs School
Charleston	Lincolnvill School
Newberry	Mickle School
Newberry	Mt. Olive School

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I. Major Bibliographic References

Anderson, James D. *The Education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press, 1988.

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UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: COVER DOCUMENTATION

MULTIPLE Rosenwald School Building Program in South Carolina,  
NAME: 1917-1932 MPS

STATE & COUNTY: SOUTH CAROLINA, Multiple Counties

DATE RECEIVED: 12/10/08 DATE OF PENDING LIST:  
DATE OF 16TH DAY: DATE OF 45TH DAY: 1/23/09  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 64501033

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  
NEW MPS: Y

COMMENT WAIVER: N

\_\_\_ACCEPT\_\_\_ RETURN \_\_\_REJECT\_\_\_ DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA

REVIEWER

DISCIPLINE

Phone

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 National Park Service.



Friday, 5 December 2008

Dr. Janet Matthews  
Keeper, National Register of Historic Places  
U.S. Department of the Interior  
National Park Service  
1201 Eye (I) Street, NW, 8th Floor  
Washington, DC 20005

Dear Dr. Matthews:

Enclosed is the National Register nomination for the Hannah Rosenwald School, in Newberry County, South Carolina, recently approved by the South Carolina State Board of Review. We are now submitting this nomination for formal listing in the Register as the first nomination associated with the Multiple Property Submission "The Rosenwald School Building Program in South Carolina, 1917-1932," which is also enclosed for your review and approval.

If I may be of further assistance, please do not hesitate to contact me at the address below, call me at (803) 896-6182, fax me at (803) 896-6167, or e-mail me at [power@scdah.state.sc.us](mailto:power@scdah.state.sc.us). I hope to hear from you soon.

Sincerely,

J. Tracy Power  
Historian and National Register Co-Coordinator  
State Historic Preservation Office