

**RESEARCH REPORT:
TOOLS FOR ASSESSING THE
SIGNIFICANCE AND INTEGRITY OF
NORTH CAROLINA'S ROSENWALD SCHOOLS
AND
COMPREHENSIVE INVESTIGATION OF
ROSENWALD SCHOOLS IN
EDGECOMBE, HALIFAX, JOHNSTON, NASH,
WAYNE, AND WILSON COUNTIES**

**Prepared in association with
Extension of SR 1539 on New Location from NC 48 to SR 1539,
Rocky Mount, Nash County, North Carolina
TIP #R-2823
FA #STP-0431(2)
WBS #34509**

**Prepared For:
Office of Human Environment
Project Development and Environmental Analysis Branch
North Carolina Department of Transportation and
Federal Highway Administration**

**Prepared By:
URS Corporation – North Carolina
1600 Perimeter Park Drive
Morrisville, NC 27560**

**Marvin A. Brown
Principal Investigator**

December 2007

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Date

**Mary Pope Furr, Supervisor
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Date

MANAGEMENT SUMMARY

In 2005 the North Carolina Department of Transportation (NCDOT), the Federal Highway Administration (FHWA), and the North Carolina State Historic Preservation Office (HPO) determined that a former Rosenwald School might be National Register eligible and could potentially be affected by the proposed extension of SR 1539 in Rocky Mount in Nash County. As part of the mitigation of this potential effect, the NCDOT, the FHWA, and the HPO asked URS Corporation-North Carolina (URS) to conduct documentary and architectural investigations and to prepare a research report that could be used to identify and interpret Rosenwald Fund resources in North Carolina and to conduct a comprehensive survey of Rosenwald resources in Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson counties.

Following receipt of a notice to proceed in December 2006, URS conducted the fieldwork and research and prepared this report, which includes a history of the Rosenwald Fund program in the six-county region and beyond, as well as recommendations for determining the National Register eligibility of Rosenwald resources within the six counties and the state. The report also notes the status of, and makes the following recommendations of National Register eligibility for, the following Rosenwald schools and teacherage that survive in the six counties:

Listed in the National Register of Historic Places

Morgan School, Nash County
Princeton School, Johnston County

Recommended as Eligible for National Register Listing

Allen Grove School, Halifax County
Avent School, Nash County
Castalia School, Nash County
Coakley School, Edgecombe County
Jeffreys School, Nash County
Short Journey School, Johnston County
Spring Hope School, Nash County
Spring Hope Teacherage, Nash County
Springfield School, Halifax County
Yelverton School, Wilson County

Recommended as Not Eligible for National Register Listing

Bailey School, Nash County
Bunn School, Wayne County
Chestnut School, Halifax County
Dudley School, Wayne County
Eden School, Halifax County
Evans School, Nash County

Recommended as Not Eligible for National Register Listing (continued)

Keech School, Edgecombe County

Lawrence School, Edgecombe County

Marys Chapel School, Halifax County

Mt. Olive School, Edgecombe County

Sims School, Wilson County

Wimberly School, Edgecombe County

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I. PROJECT DESCRIPTION AND METHODOLOGY

In 2005 the North Carolina Department of Transportation (NCDOT) identified the former Jeffreys Rosenwald school within the Area of Potential Effect (APE) of an architectural historic survey of the proposed extension of SR 1539 on new location from NC 48 to SR 1539 in Rocky Mount, Nash County, North Carolina (TIP #R-2823; FA #STP-0431(2); WBS #34509). In consultation with the Federal Highway Administration (FHWA) and the North Carolina State Historic Preservation Office (HPO), the NCDOT determined that the school might be National Register eligible and that the project could potentially have an effect upon the school as defined by 36 CFR 800. As part of the mitigation of this potential effect, the NCDOT, the FHWA, and the HPO asked URS Corporation-North Carolina (URS) to conduct documentary and architectural investigations and to prepare a research report that could be used to identify and interpret Rosenwald Fund resources in North Carolina. The scope of work drafted by NCDOT for the project had four components: (1) an archives and literature search in a wide range of repositories and records; (2) a comprehensive survey of Rosenwald resources in a representative six-county region comprised of Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson counties; (3) the evaluation and synthesis of the documentary and fieldwork findings in an illustrated, narrative report; and (4) the preparation of property files for the inventoried resources (Figure 1).

A cultural resources survey within the APE associated with the proposed interim improvements project was necessary for compliance with the basic requirements of: Section 106 of the National Historic Preservation Act of 1966, as amended; the Department of Transportation Act of 1966, as amended; the Department of Transportation regulations and procedures (23 CFR 771 and Technical Advisory T 6640.8A); the Advisory Council on Historic Preservation regulations on the "Protection of Historic Properties" (36 CFR 800); and NCDOT's "Historic Architectural Resources, Survey Procedures and Report Guidelines."

Following receipt of a notice to proceed in December 2006, URS Senior Architectural Historian Marvin A. Brown conducted the necessary fieldwork and research to meet the requirements of the scope of work. This report includes a history of the Rosenwald Fund program in the six-county region and, more generally, throughout North Carolina and the South. It further includes recommendations for determining the significance and integrity—the National Register eligibility—of Rosenwald resources within the six counties and the state. It also notes the status of, and makes recommendations of National Register eligibility for, the Rosenwald schools and single teacherage that survive in the six counties.

Research was conducted in a wide array of resources at numerous repositories in the six-county area and elsewhere in North Carolina, Tennessee, and Louisiana. URS visited the following repositories within the counties: the Edgecombe County Memorial Library in Tarboro; the Halifax County Public Library and the Halifax County 4-H Rural Life Center in Halifax; the Johnston County Heritage Center in Smithfield; the Thomas H. Braswell Memorial Library in Rocky Mount; the Wayne County Public Library in Goldsboro; and the Wilson County Public Library in Wilson. Elsewhere in the state, URS conducted research at: the North Carolina Collection and the Rare Book Collection in the Wilson Library, and the general collection in the Davis Library, at the University of North Carolina at Chapel Hill; the Perkins/Bostock and Rare Book Manuscript and Special Collections libraries at Duke University in Durham; and, in Raleigh, at the North Carolina State Archives and Library, the North

Carolina State University D.H. Hill Library, the Survey and Planning Branch of the North Carolina HPO, and the Historic Architecture Section, Project Development and Environmental Analysis Branch of NCDOT. Outside of North Carolina, URS conducted research at the Amistad Research Center of Tulane University in New Orleans and the Special Collections of the John Hope and Aurelia Franklin Library at Fisk University in Nashville, Tennessee.

At the Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson county repositories, the most important resources included vertical files, community and county histories, and photograph collections. Rosenwald Fund information at the North Carolina State Archives and Fisk and Tulane universities covered local, statewide, and national topics. At the North Carolina State Archives, URS also tapped a microfilmed collection of school board minutes for the six counties. Rich secondary resources, available in various combinations at all of the major repositories, fleshed out the broad outlines of the Rosenwald program. The most useful of these were Edwin R. Embree's *Investment in People: The Story of the Julius Rosenwald Fund*, Mary S. Hoffschwelle's *The Rosenwald Schools of the American South*, and Thomas W. Hanchett's seminal *North Carolina Historical Review* article, "The Rosenwald Schools and Black Education in North Carolina."

Many individuals provided information for this report: They included Penne Sandbeck and Vanessa Patrick at NCDOT, Joe Long at the 4-H Rural Life Center in Halifax, Jennifer Yang at the Short Journey Retreat Center in Johnston County, and Bill Newkirk at the Spaulding Resource Center in Spring Hope. Help and graciousness were provided in particular by Dr. Jessie Smith and Ms. Beth Howse of the Fisk University Library in Nashville.

Without intimate local knowledge, Rosenwald schools—many of which are now hidden by trees and brush or fallen to the earth—can be extremely difficult to locate. Without the work already conducted by Claudia Brown at the North Carolina HPO and Nyoni Collins at the Sankofa Center in Wake Forest, and the efforts on the ground of the following individuals, many of the Rosenwald schools inventoried in this report would likely have been missed: C. Rudolph Knight and Lawrence Auld in Edgecombe County, Gary Grant in Halifax County, Hazel H. Lewis in Nash County, David R. Wilder and Keith Peten in Wayne County, and Alton C. Bobbitt in Wilson County. The work of earlier surveyors of historic architectural resources in the studied counties, particularly Henry Taves, Richard Mattson, and Penne Smith (Sandbeck), also helped greatly in identifying Rosenwald schools.

II. ROSENWALD SCHOOLS IN EASTERN NORTH CAROLINA

A. The Julius Rosenwald Fund

Two men developed the plan for and good works of the Julius Rosenwald Fund—its namesake, Sears, Roebuck, and Company magnate Julius Rosenwald, and Booker T. Washington, one of the most prominent and influential black citizens of late-nineteenth and early-twentieth-century America (Plate 1). Washington (1856-1915) vigorously promoted the education of African-Americans, at his Tuskegee Normal and Industrial Institute in Alabama and in his writings and speeches. He strongly supported manual training or industrial education, even at the likely cost of social equality. Rosenwald (1862-1932) greatly admired Washington's biography, *Up From Slavery*, and after they met in Chicago in 1911, he became a supporter of the Tuskegee Institute and its nascent rural education program (Embree and Waxman 1949:25-26; Hoffschwelle 2006: 10-14, 28).

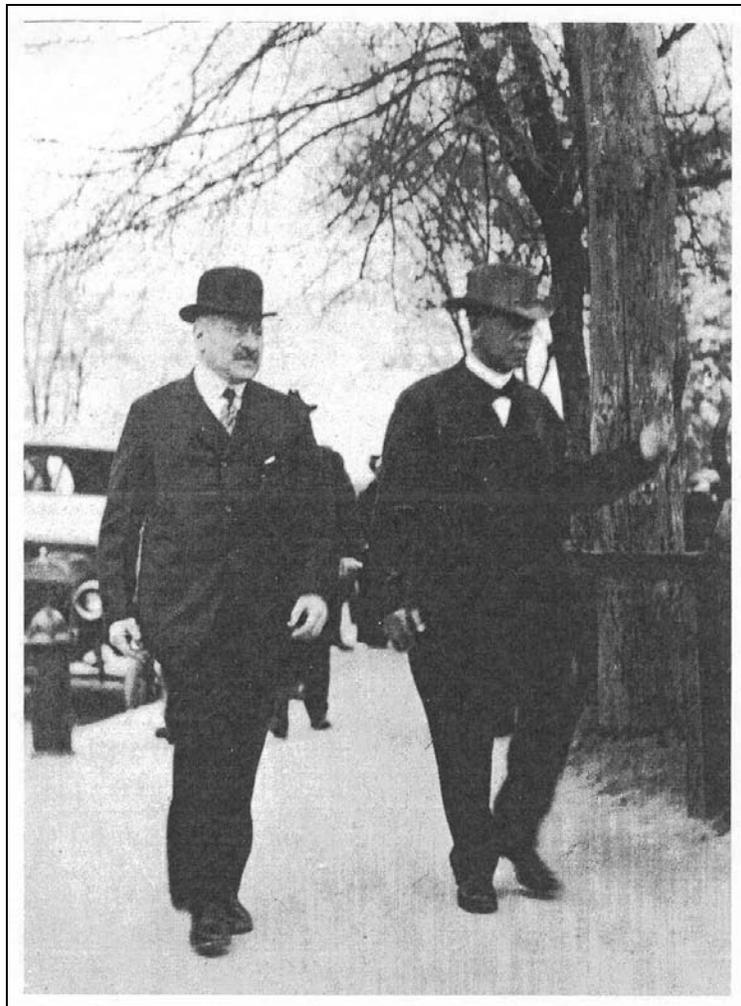


Plate 1. Julius Rosenwald and Booker T. Washington at Tuskegee Institute in 1915 (source: Hoffschwelle, *Rosenwald Schools of the American South*; original at University of Chicago)

Booker T. Washington was born to slavery in western Virginia in 1856.¹ His mother was a black slave, his father a white farmer. Julius Rosenwald was born to a German-Jewish middle-class white household in Springfield, Illinois, six years later. His mother kept house; his father was a member of a clothing firm. His father's livelihood set the course for his successful business career. His family's faith played a strong role in his philanthropic endeavors (Embree and Waxman 1949:11; Hoffschwelle 2006:26-30).

Rosenwald bought part ownership of Sears, Roebuck and Company in the mid-1890s and became its president in 1908. One of the great unsung philanthropists of the early twentieth century, he gave between 70 and 80 million dollars to charity. (Most gifts were in shares of his spectacularly successful concern, so their valuation is uncertain.) He directed about 20 million dollars of these donations to his Julius Rosenwald Fund, which he established in 1917 to strengthen his support of black education in the South. He gave upwards of four million additional dollars, outside of the Fund, to support other realms of black education and welfare (Embree and Waxman 1949:19; Ascoli 2006:73).

Edwin Embree, who succeeded Rosenwald as head of the Fund in 1928 and ran it until its closure 20 years later, summed up Rosenwald's philosophy of philanthropy in his history of the Fund. Rosenwald believed that the generation that contributed to the making of wealth should be the one to profit by it. He wanted dollars not to accumulate, but to be spent for "clear current needs." He believed that social services, as much as possible, should be paid for out of the fees of their users. Rosenwald's belief in personal responsibility dovetailed with Washington's faith in self help (Embree and Waxman 1949:17; Ascoli 2006:316-320).

A dissertation on the role the Fund played in race relations places it, and Rosenwald's arrival upon his particular philanthropic road, in a broader economic, social, and religious context (Belles 1972:3-4):

The emergence of industrial capitalism produced pockets of concentrated wealth adjacent to vast residues of social wreckage. Community problems festered while some men with large fortunes sought means of distributing their surpluses. Some of those whose accumulations exceeded their needs and who had a vested interest in a stable and reasonably healthy social order became leaders in charity. Rosenwald's support of humanitarian causes resulted from a background rooted in a blend of the Talmudic tradition, the example of his parents, the influence of his friends, and the sympathetic encouragement of his wife.

In 1910 Washington, with the support of Northern philanthropy, began a program to erect "good schoolhouse[s]" in Macon County, Alabama. In 1912 Rosenwald, as part of the celebration of his 50th birthday, contributed \$687,500 to various causes and entities, including Washington's Tuskegee Institute. He directed Washington to distribute his \$25,000 gift as matching grants to support the

¹ The conflict between Washington and other African-Americans such as W.E.B. DuBois, who believed that schools and jobs did not necessarily trump continued second-class citizenship, is beyond the scope of this study. It has been addressed most recently, in relation to Rosenwald schools and broader issues of education and equality, by such scholars as Mary Hoffschwelle in *The Rosenwald Schools of the American South* (2006), James D. Anderson in *The Education of Blacks in the South, 1860-1935* (1988), Adam Fairclough in *Teaching Equality: Black Schools in the Age of Jim Crow* (2001) and *A Class of Their Own: Black Teachers in the Segregated South* (2007), and James L. Leloudis in *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920* (1996).

construction of schools such as those built in Macon County. By Washington's death in 1915, Rosenwald had helped finance 80 rural schools in three Southern states. His support for what became known as "Rosenwald schools" did not flag in the ensuing years. Indeed, his increased financial and emotional support of the school-building program led to the incorporation of the Julius Rosenwald Fund in 1917 and the shifting of its base of operations from Tuskegee to Nashville, Tennessee in 1920 (Embree and Waxman 1949:24-52, 89-85).

The Progressive push toward school consolidation—promoted by the North Carolina Department of Public Instruction and many city and county superintendents of schools, such as Charles C. Coon in Wilson County—coupled with the efforts of the Rosenwald Fund, led to a slow but steady increase in the size of African-American schools in the state in the 1920s. These efforts also led to more black schools, either County Training Schools or high schools, that offered classes beyond the sixth grade. Hugh Victor Brown (1960:55), in a history of black education in North Carolina, runs the school-size numbers for black schools: "In 1914-15 there were 1,934 one-teacher schools or 80%. In 1924-25 the number had been reduced to 1,263 or 52%; in 1938-39 there remained only 656 one-teacher schools (30.6%) in the state."

By 1932, when the Rosenwald Fund ended its support of school construction and shifted its resources to other endeavors to support black education, it had contributed money toward the erection of 5,357 buildings in 15 Southern states.² Of these, 4,997 were schoolhouses, 217 were on-site residences for teachers known as teacherages, and 163 were shops (Embree and Waxman 1949:51).

As Rosenwald and Washington wished, the school-building program distributed matching grants. These required local tax dollars, as well as local community dollars—almost all of which were raised by and from African-Americans—far in excess of the Fund grants. The local school boards and county commissions and the state departments of education that sought Rosenwald funds did not necessarily concur with the visions of black self-help and advancement that moved Washington and Rosenwald. They were generally more interested in lessening their share of education costs for African-American children and in keeping a sufficiently satisfied black workforce trained in domestic care, mechanics, and agriculture down on the farm.³

In his history, Embree (1949:55-56) encapsulated the strong paternalistic strain of the Rosenwald Fund. He also illuminated the influence the school-building program had on white as well as black schools:

The modern school buildings set an example of beauty and cleanliness which led to general community improvement seen in repaired homes, better sanitation, more careful dress. They encouraged Negroes to own and build homes near such schools. They stimulated whites to establish modern schoolhouses for themselves, following the plans the Rosenwald Fund had produced for Negro buildings. These plans were used for more than fifteen thousand white schools which otherwise had no relation to the Fund.

² The states were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

³ The parsing of the intertwined and often contrary concepts of African-American self-help and advancement, paternalism, embedded second-class citizenship, and keeping a well-trained and regulated workforce in place is another facet of the study of Rosenwald schools that extends beyond the parameters of this project. It has been studied in detail in recent years by the scholars cited in footnote 1 and others.

Rosenwald Fund representatives in North Carolina openly offered aid, short of money, for white schools. For example, in a letter of July 22, 1924, to all county superintendents applying for Rosenwald funding, Nathan C. Newbold and William F. Credle specifically offered the following: “We have in stock blueprints and specifications for schoolhouses containing from one to seven classrooms. We also have plans for teachers’ homes. While we can not aid on white schools, we will gladly furnish blueprints and specifications free of cost” (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Articles and Speeches by N.C. Newbold).⁴

Although they were “landmarks in the history of Afro-American education,” Rosenwald schools fell short of the dreams of their creators. As Thomas Hanchett (1988:387-388), in “Rosenwald Schools and Black Education in North Carolina,” concluded:

While the Rosenwald effort dramatically improved black rural school facilities, the program did not have the far-reaching impact that its originators envisioned. Rosenwald grants and black “volunteerism” at the local level proved no match for the attitudes of southern whites. School boards continued to let public investment in black education lag ever further behind that in white schools... The problem of school inequality would not begin to crack until a generation later, under pressure from a different strategy. Starting slowly in the 1950s... Afro-American activists and white liberals brought the power of the United States government to bear on southern school boards.

However, as a recent dissertation on black public education in mid-twentieth-century North Carolina notes, blacks gained cultural and political strength through the program. Despite the institutional white control of the Rosenwald schools, “many African Americans saw the Rosenwald program as an opportunity to approach public officials and stake their claim to the entitlements of tax-paying citizens” (Thuesen 2003:91).

In spite of any long-term shortcomings in the Rosenwald program, its surviving schools—the buildings that remain on the landscape in the six counties studied and throughout North Carolina and the South—are the most visible representatives of efforts to improve the education of black Southerners in the early twentieth century.

B. North Carolina’s Rosenwald Schools and Edgecombe, Halifax, Johnston, Nash, Wilson, and Wayne Counties

North Carolina received the most Rosenwald funding, and built the most Rosenwald buildings, of the 15 Southern states in which the Fund was active (Plate 2). Broad statistics display the influence of the Fund in the state. North Carolina’s 787 Rosenwald schools had a capacity of 114,210 students and 3,538 teachers. The cost of the 787 schools, plus 18 teacherages, eight shops, grounds, and equipment, totaled \$5,167,042. Just over 38 percent of all teachers in black schools in North Carolina taught in Rosenwald schools. Just under 38 percent of all black students in the state attended these schools. North Carolina constructed more than one-seventh of all the Rosenwald schools and received almost one-sixth of the Fund’s monies (Embree and Waxman 1949:51; Anderson 1988:155, 180; Credle 1936:259).

⁴ Newbold was the Rosenwald Fund’s state Negro school agent for North Carolina and the head of the state’s Division of Negro Education. His title is deceptive: as in other states, the state Negro school agent was white. Credle, another white man, was assistant state Negro school agent and supervised the Rosenwald construction program in the state.

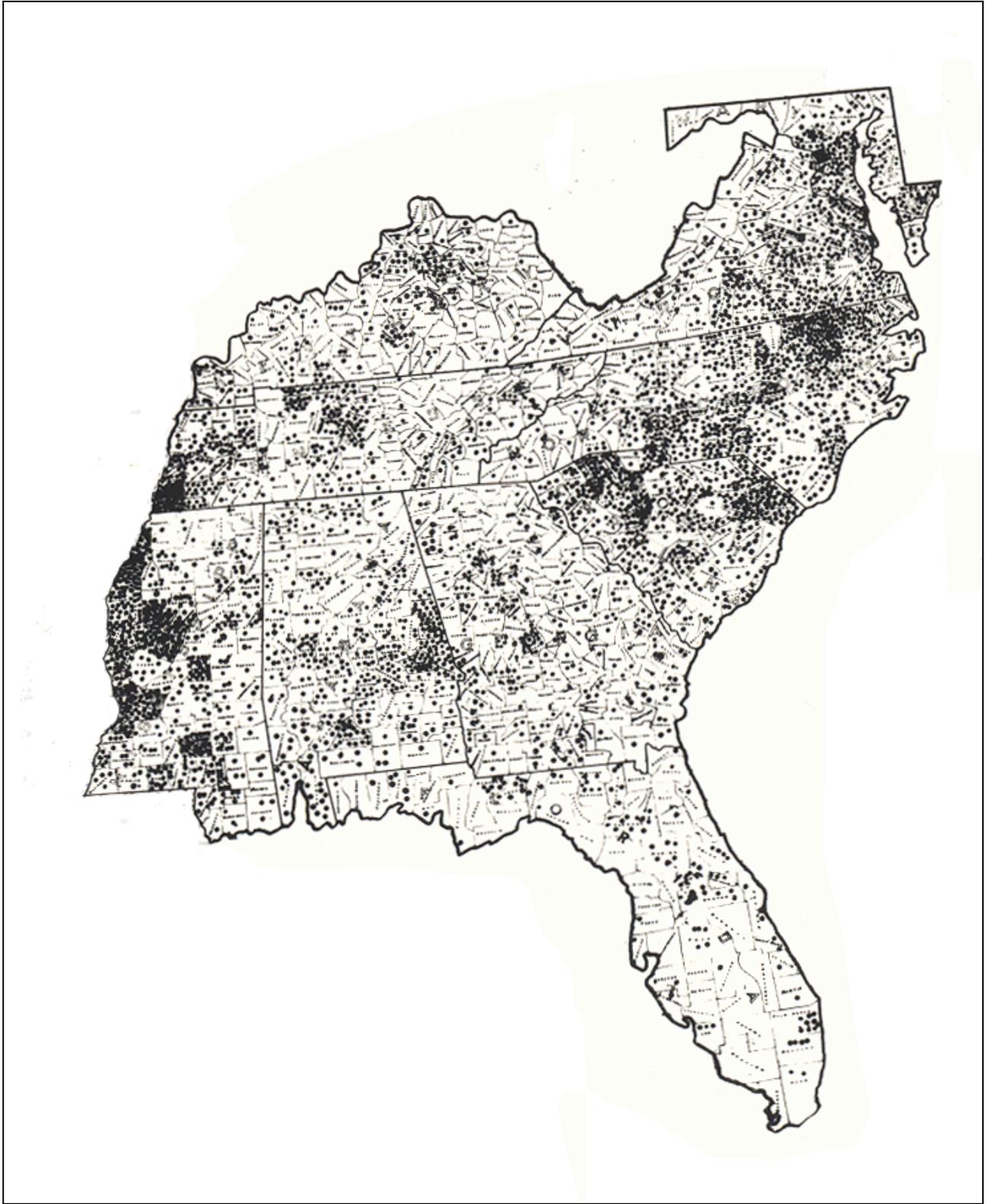


Plate 2. Eastern detail of “The Julius Rosenwald Fund Schoolhouse Construction Map, 5357 Buildings, July 1, 1932.” (source: <http://www.rosenwaldplans.org/EastMap.html>)

Yearly, the North Carolina Department of Public Instruction requested more schools, classroom additions, teacherages, and shops than the Rosenwald Fund was prepared to provide. For calendar year 1923-24, for example, State Superintendent E.C. Brooks and state agent for Negro schools Nathan C. Newbold sought funding for 177 one-teacher to six-teacher type schools, four additions, and five teacherages. The Fund agreed to the additions and teacherages, but provided support for only 92 schools (Julius Rosenwald Fund Archives [JRFA], Box 341, Folder 4: request letter of February 28, 1923, and response letter of March 29, 1923). The following year, the request for 228 buildings was met with funding for 93 (JRFA, Box 341, Folder 4: request letter of February 21, 1924, and response letter of April 7, 1924).

For the 1928-29 budget year, the Fund responded to the state funding requests with limits on the number of one-and two-teacher type schools to be funded and incentives for more permanent construction (JRFA, Box 341, Folder 4: request letter of April 7, 1928, and response letter of May 12, 1928). “In keeping with modern trends in education,” it capped the number of one- and two-teacher type schools it would fund in the state “to concentrate more and more in the larger consolidated schools.” It further noted: “In order to stimulate the construction of more permanent buildings the fund has increased its allotment \$50 per classroom for brick veneer, solid brick, or satisfactory concrete construction.... We have now a complete set of plans worked out in detail for brick veneer construction from a three-teacher to a ten-teacher type, which will be furnished the State Department as needed.” The following year the Fund stated that it would no longer fund construction of any one-teacher type schools (JRFA, Box 341, Folder 5: response letter of May 16, 1929).

In September 1928, the Fund’s S.L. Smith reported that one out of every five rural African-American schools in the country was a Rosenwald school and that one out of every 50 schools, white and black, was a Rosenwald school. “More than one-third of all rural Negro children enrolled and teachers employed in rural schools last year,” he stated, “were in Rosenwald schools” (Smith 1928). A significant percentage of the black schools in five of the six studied counties were Rosenwald schools. (Figures for comparison for Johnston County were not identified.) The following table is based upon the lists of Rosenwald schools and Negro schools in a select group of North Carolina counties created as part of a 1930 study of white superintendency in black schools (Cooke 1930:54-56):

| Studied County | Rosenwald Schools | Non-Rosenwald Black Schools | Total Black Schools | Rosenwald Schools Share of Total |
|-----------------------|--------------------------|------------------------------------|----------------------------|---|
| Edgecombe | 25 | 12 | 37 | 68% |
| Halifax | 46 | 10 | 56 | 82% |
| Nash | 17 | 20 | 37 | 46% |
| Wayne | 12 | 44 | 56 | 21% |
| Wilson | 14 | 13 | 27 | 52% |

The variation is due to the avidity with which the counties pursued Rosenwald funding; local white attitudes toward the duty or desirability of improving black schools, which informed this avidity; the success of superintendents, particularly Charles C. Coon in Wilson County, of finding other sources of

revenue for African-American schools; and, probably to a lesser extent than the other variables, the ability of local black citizens to raise matching funds.

The author of the 1930 superintendency study, Dennis H. Cooke, stated that there were statistical “reasons to believe that the philanthropic efforts of the Julius Rosenwald Fund in North Carolina have had an influence upon the building of larger Negro schools” (Cooke 1930:57).⁵ Although the total number of black schools with more than three teachers in the five counties does not match the number of three-plus-teacher Rosenwald schools built in those counties—Cooke appears to undercount them—it is clear that most non-Rosenwald schools in the counties were small. Almost all of the non-Rosenwald black schools in Halifax County had but one teacher. In Edgecombe, Nash, Wayne, and Wilson, the non-Rosenwald schools appear to have been either one or two-room schools.

The Rosenwald schools were not only larger. They were better and helped attract better-trained teachers. According to historian Hugh Victor Brown (1960:58):

They took the places of dilapidated schools often located on the edge of thickets or other undesirable places unsuited for play ground or agricultural work. A significant effect of the building of Rosenwald schools, said [W.F.] Credle, was to influence the erection of better buildings for white as well as Negro. Another important fact is that they encouraged better teachers who had been unwilling to go into rural districts and teach in buildings entirely inadequate in size, in state of repair, and in heating facilities.

Rosenwald schools represent numerous strands of thought toward black and white schools and their students and communities. African-Americans were forced to sacrifice and withstand what was in effect double taxation to have new schools erected in their communities. Perhaps in part because of this sacrifice and lack of fairness, the schools served as community centers and sources of pride to their teachers and their communities. In some instances, they helped build up surrounding black communities. The difficulties in finding sites for black schools, Rosenwald and otherwise, and the decisions on lengths of school terms speak of white attitudes toward black schooling. The quality of construction of the schools, at least in Edgecombe and Halifax counties, also represents the relative values placed by the white and black communities on Rosenwald and black schools. Some of the broad themes of Rosenwald schools in North Carolina in general and in the six-county study area in particular are discussed in the following sections.

Inequities in school funding, terms, and salaries

In the 1880s and 1890s—the decades prior to Jim Crow and disenfranchisement—black schools fared much better in relation to white ones in the six counties studied than they did in the first half of the twentieth century. Monetarily, the Nash County Board of Education treated white and black schools and teachers equivalently in the mid 1880s. In 1885 the board paid white teachers an average of \$25.00 a month. Black teachers received \$23.84 a month or 95 percent of the wages of their more privileged counterparts. The value of the 34 white public schools in the county was \$2,160 or \$63.53 a school. The 26 black schools were valued at \$1,753 or \$67.42 a school. In other words, the value of the black schools *exceeded* that of the white schools by about six percent, a small but nonetheless striking figure (Inscoc 1945:138).

⁵ George Peabody College in Nashville, which was associated with the Rosenwald Fund and also with Dennis Hargrove Cooke, published the study. Cooke subsequently left Peabody to become president of East Carolina Teachers College (now University) and, later, High Point College (now University) (East Carolina University 1946; *High Point Enterprise* 1950).

The situation in Edgecombe County late in the century was apparently similar to that in Nash. A piece in the *Tarborough Southerner* of June 25, 1891, directed “To the Colored People” calls for support of school taxation and professes a belief in equivalent black and white funding:

The colored people have as much (I think more) at stake in the result of the school election as the whites. If the white race needs education, many times more does the colored.

In the election which is to be held here next month, the colored voter will have to say whether he wants educational facilities or not.

The mossback campaign is a snare and a delusion, and is dangerous when he tries to poison the colored men’s minds by telling them that the whites will get all the money.

How the county Board of Education apportions the money [in] this township will be no longer concerned.

The money in this will be about equally divided, because the two races are nearly equal. It could not well be otherwise.

...

Do the colored people want these improvements, do they want better education for their children? If they do, they must go to work. The leading colored men are expected to do their duty.

With the power to vote, subsequently lost throughout the state, came at least the hope of educational improvement.

The experiences of Nash and Edgecombe were far from unique. In his *Education of Blacks in the South*, Anderson (1998:154) noted that “the disparity in per capita expenditures between blacks and whites in the public schools was greater in 1910 than in 1900 and greater in 1900 than earlier, in every southern state” and that “the percentage of black children five to eighteen years old enrolled in the public schools of the South decreased during the first decade of the twentieth century.” In general, disenfranchisement and other new forces “began to buffet black education” at the turn of the century (Hanchett 1988:391).

Throughout the period that the Rosenwald Fund was active in building schools, local boards of education in North Carolina provided far less funding for black schools than for white and withstood calls for the extension of black school terms. The effort to construct a new school in Princeton in Johnston County—which still stands and is addressed below—teases out both of these threads of inequality. At its regular meeting of September 7, 1925, the Johnston County Board of Education acknowledged the petition of the African-American citizens of the Princeton School District for a new school. The petitioners convinced the board, as well as the county commissioners, that their present c.1887 one-room school building was inadequate and that they could no longer rent buildings for school purposes. The board agreed to erect a new Rosenwald-supported school for them, but with provisos on funding and length of term:

[The school would utilize] Plan No. 6-A, Rosenwald School, on condition that the negro race would not ask for a longer term of school than six months for a period of ten years after erection of said building. It being further understood that the negro citizens of said district contribute in cash one thousand (\$1000.00) toward the cost of the building.

The board concluded that a brick-veneered building would be “more economical” than one of wood and instructed the county architect to prepare plans and specifications for the building at once.

The board’s parsimonious attitude toward black school buildings and terms extended to its payment of black teachers and administrators. Its October 4, 1926, minutes noted that the 1925-26 budget provided for paying the county’s 264 white teachers \$91.26 a month and its black teachers \$77.50 a month. The county superintendent was to be paid \$4,000, the white supervisor \$2,400, and the black supervisor \$1,020. (While the black supervisor’s salary was less than half of his white counterpart, at least the position existed. A number of other counties declined to create such a position at all.) The situation was similar in adjacent Wayne County. In special session on April 8, 1921, Wayne’s Board of Education set salary ranges for its teachers. Whites were to be paid between \$45.00 and \$133.33, and blacks between \$35.00 and \$100.00, a month.

The disparate treatment of black and white children was stark in one particular case. In Edgecombe County, at the Board of Education meeting of May 5, 1923, the white citizens of the Leggett community presented their case for a new school. Their present building was so “dilapidated” and “inadequate for the school population” that they had had “practically no school” for the past several years. The board agreed to pursue a bond issue for a new building. By December 3 the board had located a site for the structure, which was to be supported by a bond issue not to exceed \$30,000. It initially agreed to let the black school district of Chinquapin have the old building for use as a science and shop department. Others had expressed interest in it, though, so the board required that it be auctioned off. On January 7, 1924, the board reported that a Henry Barnhill had bought the old building for \$145.00. The sale apparently fell through, for on February 3, 1925, the minutes record that the following action was ordered to close an overdraft of \$1,900 on the *white* Leggett school’s building fund:

It was the sense of the Board of Education that the amount of \$1,900 proposed appropriation for the Rosenwald school at Leggett be appropriated to the Leggett Building Fund, in consideration of the transfer of the old Leggett school building and site to the colored people to be used by them as a school building in lieu of the proposed Coaker new school building.

A four-teacher type school was ultimately built at Leggett (also known as Coaker) with \$700.00 of its total cost of \$7,500 provided by the Rosenwald Fund during its 1924-25 budget year. Blacks certainly knew where they stood in relation to whites when it came to educating their children, though. Their funding could be pulled from them to assist a white school that was worth upwards of four times more than their hoped-for new building. A building worth \$145.00 on the open market could be effectively valued with its land at \$1,900, and dropped in their laps, if it served the needs of the white community. And, to add insult to injury, an admittedly decrepit building that was inadequate for the white school population was quite acceptable, in the minds of the Board of Education at least, for their children.

As a rule, Edgecombe County spent far more on its white schools than its black ones. A 1932 study by the Rosenwald Fund noted that of North Carolina’s coastal plain counties, Edgecombe spent the least on its black pupils (\$10.15 per capita), less than two-thirds of the paltry sum provided statewide per capita (\$15.71). Yet the county found the funds to exceed the state’s average expenditures on each white pupil by 20 percent (\$48.22 in Edgecombe, \$40.07 statewide) (Foreman 1932:17, 23-25).

This relative allotment is generous when compared to figures, generated by a different method, from the 1925 school budget year. During the 1924-25 school year, the average daily attendance at

Edgecombe County's 19 active white schools was 2,005. To pay the teachers, transport pupils, and otherwise run and maintain these schools, the county expended \$110,444. This amounted to just over \$55.00 per day of attendance. The county's 34 black schools, which were smaller and served more students, had an average daily attendance of 2,224. The county expended \$24,765 on these schools, which amounted to a mere \$8.77 per day of attendance (Edgecombe County Board of Education 1925).

A closer look at the figures explains the reasons for the disparity. Most of the monies went toward teachers' salaries and Edgecombe paid its white educators considerably more than its black ones (\$85,963 versus \$23,864). Additionally, it spent almost \$15,000 a year for transportation of its white students, but not a dollar for black transportation. It paid janitors about \$1,800 to clean white schools and left the cleaning of black schools to students, parents, and teachers. It expended about \$1,000 on school supplies at the white schools, but at the black schools it spent a total of \$69.74. White schools were insured, black schools were not. For repairs at white schools, \$1,062 was expended, while only \$153.63 was spent to repair the more numerous black buildings. Money was provided for light and water for most of the white schools. The zero at this line item for black schools indicates that not one had either electricity or indoor plumbing.⁶ Even in the area of warmth, the white schools topped the black ones. For fuel at the 19 white buildings, the county spent \$2,558 or about \$135.00 per school. The expenditure at the 34 black schools was about \$678 or less than \$20.00 per school.



Plate 3. Community members in front of school misidentified as Wimberly in Edgecombe County; Wimberly had three classrooms, but this is a two-teacher type Plan No. 20 school (source: Julius Rosenwald Fund Archives, Fisk University)

⁶ At least in rural Nash County, plumbing and water supply had not improved a decade later. In 1936 one of Nash's rural black schools had a municipal water supply, 30 had wells, and eight had no water at all. The schools had a total of three indoor lavatories, one with four seats for boys and two with a total of seven seats for girls. Privies at all but one of the other schools contained a total of 99 seats for 2,251 boys and 115 for the same number of girls. The odd school out had "no toilet facilities whatsoever" (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Special Subject File).

Examples of black fundraising efforts and sacrifice

African-Americans had to work hard for their Rosenwald schools (Plate 3). The request for funding from the county commission or school board was only the first step. Often local citizens held “box [lunch] parties” to raise money. Sometimes they set aside the profits from an acre of cotton. They collected hogs and chickens for sale. At Lumber Bridge in Robeson County, they cut, milled, and transported 70,000 feet of lumber for framing and sheathing from their own lands. At Trinity in Randolph County, they donated \$200.00 at their first fundraising meeting: “Of this[,] \$54, in pennies, nickels and dimes, was brought to the table in a shot bag by a little school girl. This represented sacrifices, by the children of the school, of lunches and other things children love” (Hart 1924:565).

Contributions from the overwhelmingly poor blacks who sought Rosenwald schools were necessarily small. According to lists of contributors and contributions for a proposed black high school in Louisburg, run by the Franklin County *Franklin Times* on June 15, 1928, and December 14, 1928 (Cubbage 2005:184-185), the vast majority of contributions consisted of a single dollar.



Plate 4. Ione Vinson teaching at Short Journey School in Johnston County, c.1945 (Dorothy Hooks photograph in Henry Burwell Marrow Collection, Johnston County Heritage Center)

Rosenwald and other black schools were less numerous than white schools and therefore, even in counties with large percentages of African-Americans, often distant from their students. Ruth Johnson of Halifax County recalled her childhood in Murfreesboro in nearby Hertford County. She lived beyond walking distance from the nearest school, but her grandmother's home was near a Rosenwald school. To attend school, she had to move there (Johnson 1993).

Ione Vinson of Johnston County had to sacrifice even more to attend school and, ultimately, become a teacher (Collins 1997:88-92) (Plate 4). In 1907 she began elementary school at a two-room frame building taught by a pair of teachers in Wilson Mills (Plate 5). Entering seventh and eighth grade required moving into a dormitory-style boarding house in Smithfield with a handful of other children. Parents paid some of the cost, but the children had to work to cover the rest. Their responsibilities included "housework such as cleaning all rooms, cooking, washing, waiting on tables, cleaning silver and doing any other job that may have been requested" by the boarding house owner or supervisor, a Mrs. King. (Ms. Vinson recalled that Mrs. King, along with school principal William Cooper, "did an excellent job providing academic and personal guidance to us.") During the seven-month school term, which extended from September through the end of April, opportunities to visit parents and family members back in Wilson Mills were "non-existent" because of lack of transportation.



Plate 5. No-longer extant Wilson Mills Rosenwald school in 1927, successor to the smaller school attended by Ione Vinson (source: Julius Rosenwald Archives, Fisk University)

In order to continue her education past eighth grade, Ms. Vinson had to remain in Smithfield and attend the Johnston County Training School. During her four years there, she was "farmed out" to individual homes. Although she was only a teenager, she was responsible for procuring most of her own food. Her fellow long-distance students dropped away, but she persevered and graduated from the

Training School's first class in 1921.⁷ After various teaching jobs and a stint in New York working as a domestic during 1925, when no teaching jobs were available, she accepting a position at the Short Journey Rosenwald school (discussed further below) in her home county. She taught there from 1933 until her retirement in 1967.

Ione Vinson's successful navigation of the black school system, and that of the handful of other children who joined her in Smithfield, was unusual for Wilson Mills children. Helen Rowe Holt, who taught at the Wilson Mills Rosenwald school in the 1930s and 1940s, noted that many of the school's students were poor, with sharecropper parents who labored on the farms of others (Collins 2002:78-83):

The sharecropper was unable to eke out a decent living for his family because of the constantly growing debt he owed to the owner of the farm. The sharecropper's children were never able to enter schools in September when school opened, but much later as the needs on the farm dictated. Many children did not come to school until after Christmas because they were needed on the farm to help their parents.

The school board minutes of the six counties studied here contain numerous accounts of parents requesting and receiving permission for their children to miss school for long periods of time in order to assist on the farm. Average daily attendance records in Halifax County reflect the loss of school time. During the 1934-35 school year, the average daily attendance of the 6,664 black children enrolled in its rural schools was 4,330 or 65%. For white children, average daily rural attendance was 84% (1,877 out of 2,241 enrollees). The figures were much closer to equivalence in Edgecombe County, however, where 83% of rural black children attending school on average each day, only three percent less than their white counterparts (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Articles and Speeches by N.C. Newbold).

Nash County's black community gave with particular generosity toward the construction of Rosenwald schools. For all but two of the county's 17 Rosenwald schools, it contributed \$1,000 or more. This was perhaps necessary, for the school board was tight fisted, at least immediately after World War I, when it came to building schools black or white. Additionally, the white community volunteered money for only one the county's 17 Rosenwald schools, \$200.00 in 1921-22 toward the \$3,200 cost of the Castalia School (discussed further below).

The money that black Rosenwald school supporters had to raise for the schools amounted to a second school levy, as they were already paying taxes for public schools. White people, who were far wealthier as a group, were with some exceptions spared this burden. As black North Carolina Rosenwald Fund building agent Dr. George E. Davis bluntly stated in 1927 (quoted in Thuesen 2003:71): "White people in our state are not asked to sweat blood [so] that their children may be helped through the schools to be good citizens."

School board minutes for the six counties covered by this study indicate that blacks were required to contribute toward the cost of non-Rosenwald as well as Rosenwald-supported schools. For example, at the October 4, 1920, Halifax County Board of Education meeting, the "colored people of Pinetops,"

⁷ The dropout situation had not improved, at least in neighboring Nash County, during the next decade. In the mid-1930s there, grade losses for black children between first and seventh grades was 81.9%. For white children it stood at 36.6% (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Special Subject File).

which never received a Rosenwald school, agreed to “furnish a lot and erect a two-room school building upon condition that the board furnish the building material.”

Rosenwald schools as community centers and the extra effort of teachers

Rosenwald schools in eastern and piedmont North Carolina shared tight connections with their communities, as did those along the coast and in the mountains. A history of the Brevard Rosenwald school—a rare school for blacks in Appalachian North Carolina that opened as an expansion of the Brevard Colored School in 1920—notes the many community events that took place in the building and on its grounds. There were seasonal plays and operettas in which every student had a part and at which “the community turned out en masse to support the production.” There were variety and magic shows, barbershop quartet performances, and minstrel shows put on by local men. Movies were shown in the school once a month, as the local movie theatre admitted only whites. After school was dismissed, “students and other family members often returned to the school grounds to play games and to chat around the rock fountain [built by a community member] at the edge of the playground” (Reed 2004:1, 73, 88, 92).



Plate 6. Short Journey School teachers including (positions not identified) Aurelia Lester, Cora Tolar, Eva J. Cooper (principal), Jane Burn, Ione Vinson, Dollie Sanders, Dean Rochelle Vinson, and Helen Brown, c.1945 (Dorothy Hooks photograph in Henry Burwell Marrow Collection, Johnston County Heritage Center)

Rosenwald school teachers were respected members of the local black community (Plate 6). The teachers of the Hyde County Training School (HCTS), a Rosenwald school that was remodeled and expanded in the coastal county in 1921, established close ties with the community. The community, in turn, maintained close ties with the school. Historian David Cecelski (1994:62-63) described the interconnection of teacher, student, graduate, and community:

The HCTS teachers believed that they had to sustain “a sense of mission” not shared by white educators. They were preparing their students “to contribute to society [and] to help somebody.” They believed that the black community would depend on their students, and HCTS alumni long remembered the sense of obligation to make a contribution to the community that was instilled in them.

They acquainted themselves with their students at home, in the community, and at church, and they tried to employ all of these institutions to improve the children’s education.

He continued (Cecelski 1994:64): “The school also became a community center for blacks all over Hyde County. Civic and church groups held adult classes, choir rehearsals, benefit concerts, and social events in the main building, and the HCTS staff organized clubs and other activities that included both students and unenrolled children.”

Former students of the Louisburg Rosenwald high school in Franklin County, interviewed in 2004 (Cubbage 2005:105), “frequently voiced appreciation for staff members going out of their way to take students to visit college campuses and to urge them on in further studies.” Fannie Perry stated: “All of these folks were very good role models for us, and they expected something from us.”

Wilson Mills Rosenwald school’s Helen Rowe Holt recalled the day in 1943 when, at the calls “fire...fire!”, she ran from the school’s piano (Collins 2002:78-83):

The school burned to the ground. That was a sad day in Wilson’s Mills, in the colored community especially. They loved their school for it had become the hub of activities for the colored community.

The community fought to have the building rebuilt, but a new school was erected in the larger town of Benson.

Photographs of the Rosenwald Fund-supported Johnston County Training School’s 1955 homecoming parade graphically illustrate the pride alumni took in their schools (Plates 7-10). The parade included Miss Johnston County Training School, alumni, school officers, future homemakers, children, and majorettes with a marching band. (The training school, located in Smithfield, later became Johnston County Central High School (http://jchsalumniassociation.org/about_1.html).)

Johnston County Training School Homecoming Parade, 1955 (Note: All figures from Henry Burwell Marrow Collection, Johnston County Heritage Center)



Plate 7. Miss Alumni, Johnston County Training School



Plate 9. Della Bridgers, Miss Johnston County Training School



Plate 8. Children, Johnston County Training School homecoming parade



Plate 10. Majorettes and marching band at homecoming parade

The group of supervising industrial teachers who were supported in North Carolina and elsewhere by the Anna T. Jeanes Fund (named for its benefactor, a Philadelphia Quaker) added fundraising to their many other duties in the counties in which they labored. “Their efforts,” historian Glenda Elizabeth Gilmore (1996:161-165) wrote, “made the Rosenwald seed money flower.” Once the schools were built, the Jeanes supervisors placed them in central roles in the local community. By 1917, Gilmore notes, the Jeanes supervisors “saw to it that the state’s twenty-one Rosenwald schools teemed with activity night and day. Parent Unions met there, and teachers returned in the evening to conduct “moonlight schools” where adults could learn to read.”

Graduation ceremonies gave Rosenwald agents, Jeanes supervisors, teachers, and students a chance to display their successes to the community. J.H. Skinner (1926d), the principal of the Kenly Rosenwald school in Johnston County, wrote proudly of the end-of-year activities at the school in his local newspaper column of May 20, 1926:

The Finals of the Graded School took place last week, beginning on Monday night and closed out Friday night. A large crowd was in attendance each night, the exercises were grand and complete in every phrase [sic] of the program. The Primary grades went over the top in speech making.

The handi-work conducted by Miss Adamson was grand, they had all kinds of hand work, even dresses, made by the girls of the different grades. Baskets of different makes out of pine needles and raffia. The Senior concert was given by Misses Catherine McDonald and Laomi Williams who did their work like old veterans. The dialogs and Orations were enjoyed by all.

Building up local black communities and the difficulty of acquiring land and finding sites

The Rosenwald Fund hoped to build up local support for black schools and bolster local black communities. As noted, the schools became community centers. In at least one identified instance, they also helped develop the surrounding community.

Principal Skinner of Kenly (1926b) wrote in his column on February 18, 1926, that: “We will soon have a town up near the graded school. We have several nice homes, already there.” On May 20 he (1926d) continued in the same vein:

Mr. John Pearce, one of our most progressive citizens, has changed a forest near the school building into a nice and tillable field himself [with] a tractor. It has made that part of town look so nice, the field that he has cleared with but little help will soon be planted and no doubt if the seasons are favorable will produce a nice crop. I wish we had dozens of men just like him.

Perhaps because of white resistance to black schools, however, counties often had difficulty in locating schools sites. They sometimes even had to resort to condemnation of property. (Even though the schools were invariably located in the midst of black communities—a Rosenwald Fund requirement—the lands in these communities would generally have been farmed by black sharecroppers or tenants and owned by whites.) In Johnston County the Board of Education, on May 31, 1927, authorized condemnation proceedings for the site of the Yelverton Rosenwald school. The following year, on October 8, it authorized condemnation of two acres for the Rosenwald school at Sims. (Both schools, still extant, are discussed further below.)

The Nash County Board of Education managed to find a site for the new Bailey Rosenwald school (discussed further below), it noted at its meeting of April 5, 1926, with “great difficulty” and without condemnation. An adjacent landowner named Simpson requested that the board find a different school site or move his tobacco barn and packhouse, so he could build a home near the site. The board noted that the site was not near any white residence and would not “destroy the fitness of the location for a residence.” It therefore refused to move either the school or any of Simpson’s outbuildings.

The needs of finding appropriate sites for Rosenwald schools and the desires of rural white residents of North Carolina led to an ironic conflict in 1926 in Cumberland County. On March 29 William F. Credle sent a letter to Percy Rockefeller, nephew of national school supporter John D. Rockefeller. He related the difficulty the state and county had had in the past two or three years in locating a suitable site for a black school in the community of Manchester and the hopes he had for a piece of Rockefeller’s holdings:

When I learned that you owned suitable land on the highway at Manchester I had hopes that our troubles were at an end and that we could begin work on the building almost immediately. However, I have been informed that some of the white people in the community have raised objections to the location of the building on the proposed site.

I have been connected with the building of colored schools in North Carolina during a period of over four years and it has been my observation that a colored school located on a site similar to the one we are seeking to obtain in Manchester is in no sense a nuisance.

He closed by saying he “would certainly appreciate it” if Rockefeller would let the county school have the site (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor).

On April 14, from New York, Rockefeller responded that he was aware of the matter and hoped to address it personally when he next returned to North Carolina. He made no promise as to outcome, though: “I assure you it will give me much pleasure to be of service in any way possible, but, of course, it is necessary to consider the sentiment of the general community before taking any definite action (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor). Whether he ultimately sided with local whites citizens or the Rosenwald school proponents was not determined.

Difficulty in receiving support for larger Rosenwald schools

Even when community members could raise the money and county boards of education could find sites for schools, communities and superintendents had to lobby hard for buildings they believed were sufficiently large for their needs. Board minutes recount discussions of school size, which often led to consensus that a smaller and cheaper building was called for. Halifax County superintendent A.E. Akers, who oversaw the construction of more Rosenwald schools than any other superintendent in the state, expressed his frustration on the matter to Credle in a letter of May 4, 1926 (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor):

My board yesterday was very reactionary in my opinion. They rejected all bids on the six-room plan which you gave me a few days ago and ordered that I build at Goldmine

a four-room school like the one at Sam's Head. Will you please send me four or five copies of plan? They declined to take any action in regard to Littleton. I do not know yet what the outcome may be, though I am still hopeful.

Both Goldmine and Littleton ended up with four-teacher type schools.

In Edgecombe County on April 5, 1926, patrons of the Providence and Hickory View districts requested that a three-room school replace their outmoded two-room buildings. The superintendent agreed with their contention that their school populations merited the larger buildings and suggested that the Board of Education request funds from the state to help cover the cost of the three-room schools. At its meeting of August 4, 1926, the board finalized a request for a loan from the State Literary Fund—a source for assistance in building schools—for a three-room school at Providence, but only a two-room school at Hickory View. The buildings were erected with contributions from the Rosenwald Fund made during its 1926-27 budget year. The Fund provided \$700.00 for the smaller school and \$900.00 for the larger one.

Burning of schools

A Rosenwald school represented the efforts of Northern whites, Southern blacks, and sympathetic or at least paternalistic whites to educate and by extension improve the lot of local blacks. Its very presence, therefore, was an irritant to some elements of the white community.⁸ Enough Rosenwald schools burned, either by accident or fire, to lead the Fund to develop a policy on replacing damaged and destroyed buildings in 1922 (Hoffschwelle 2006:121, 129).

School board minutes and requests to the Rosenwald Fund indicate that Rosenwald schools burned in the six counties under study and elsewhere in the state. Whether faulty wood stoves, arson, or other means caused the fires is not known.⁹ Of the extant Rosenwald schools studied here, Spring Hope is a replacement for the original burned building.

Perceived superiority of white schools and their students

White schools were invariably physically superior to neighboring black schools. The schools built for the children of Bailey in the mid 1920s are representative of the added weight given to white education over black. The white Bailey Elementary School, completed in the Nash County community in 1924, was built of brick two stories tall (Plate 11). The county school board did not seek a plain and inexpensive façade. Rather the school's Tudor Revival parapet above the entrance, cast-concrete trim, and arched doorway create "a natural focus" for passersby (Mattson and Poff 1987:85). On the other hand, the black Bailey School (discussed further below) was a modest, weatherboarded, two-teacher type structure.

⁸ According to Hoffschwelle (2006:261), "The destruction of Rosenwald schools continued a pattern of white attempts to suppress black aspirations that extended back into the antebellum period and had become endemic in the post-Civil War South."

⁹ It should be noted that white schools were occasionally targeted as well. In 1927 in a piece on the growth and development of education in Johnston County, Glendale principal Edgar T. Boyette wrote: "The consolidation movement has provoked some criticism and ill feelings. One particular demonstration was seen in the fall of 1923 when the new Corinth-Holders consolidated building, costing approximately \$40,000, was dynamited about the time it was completed. However, the building was repaired and school opened after about three weeks delay" (Boyette 1994:162).

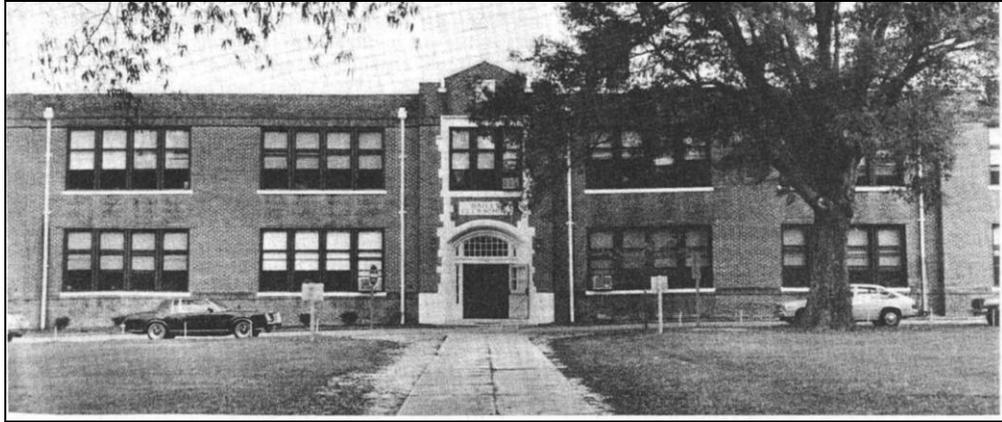


Plate 11. White Bailey School in southern Nash County, 1924 (source: Mattson and Poff, *History and Architecture of Nash County*, 1987)

The gap between dates of construction of white and black schools in Castalia, another Nash County community, was about a decade (Mattson and Poff 1987:33-34, 148). Indeed, the county's attitude toward black children was suggested in the minutes of the regular Board of Education meeting of October 1, 1928:

Petitions were presented to the Board of Education requesting that the opening of the colored schools in the county be deferred from October 29 to November 5, it being stated in the petitions that the children will be worth much more during this particular week than during the last week of the term next spring. The Board granted the request and ordered the opening date changed accordingly.

The petitioners may well have been black, but the perception of African-American children in the unequally stratified society was clear. They were cogs in the county's economic machine.

The quality of Rosenwald school construction in the hands of white and black builders

The different histories of the Rosenwald schools of Halifax County, which were mostly crafted by a single African-American builder, and those of Edgecombe County, many of which a single white contractor raised, are so stark that they limn the divergent attitudes of whites and blacks toward black education in North Carolina in the 1920s.

In 1924 the Edgecombe County Board of Education approved the construction of 15 Rosenwald schools: the board meeting of April 7 noted county approval of the plan and that of June 2 identified D.H. Harris & Son as contractors.¹⁰ Harris was ordered to post a bond on June 2, but on August 3 of the following year, the board called for settlement in full "after inspection and acceptance of the Pittman Grove school house by State officials."¹¹ Shortly thereafter began the Edgecombe Rosenwald schools' tale of woe.

¹⁰ The identity of the likely 15 is included at Section IV, below.

¹¹ The race of D.H. Harris is not specified in board records, but the deference he received, and references to him as "Mr. Harris," make clear that he was white

On December 7, 1925, the board confirmed sale of the buildings and/or sites of nine of the schools that the Fund-supported building program had replaced: Bryan, Coaker, Coakley, Dixon, Lawrence, Logsboro, Marks Chapel, Pittman Grove, and Wimberly. It did not, however, receive sufficient bids for Harry Knight, Living Hope, or St. Lukes. On February 1, 1926, it discussed the status of the new Rosenwald schools connected with these and other sites at length. Many had been erected on sites that the board had failed to acquire title to and the board accordingly requested that the county attorney perfect the titles “at the earliest possible date.” Nevertheless, the board recommended that nine additional Rosenwald schools be erected in the spring and summer.

The biggest problem raised at the February meeting—one that was never to be resolved, at least publicly—was the poor quality of construction of the schools. Paint was peeling off the Mt. Olive school, which D.H. Harris & Son had built about a year earlier and for which the company had received payment. The board called for an investigation and ordered that the problem be remedied or that findings be presented at a later meeting. In response, the superintendent of schools stated that he had already written Harris about leaks in the roofs of some of the buildings erected in the past two years and that Harris had not replied. At the next board meeting, on March 1:

Mr. D.H. Harris was requested to appear before the Board to explain why 14 of the 15 Rosenwald buildings which he built for the Board during the past two years were leaking. Mr. Harris was requested by the Board to inspect these houses and have them repaired, the Board agreeing to pay a reasonable charge for the work.

By May 5 Harris had still not reported on the schools to the board, Mt. Olive continued to need repainting, and the roofs continued to leak. The board directed the superintendent to call Harris and have him paint and repair the schoolhouses, the roofs, and the walls where necessary, so the buildings would be ready for the fall term. Whether Harris ever did the work is not known, for the matter did not arise (or was not recorded) at subsequent meetings. At the September 8, 1926, board meeting, when bids were discussed on the next, and last, Rosenwald schools erected in Edgecombe County—Providence and Hickory View—Harris’ name is notable by its absence.

D.H. Harris’ shoddy building practices, coupled with a school board that had difficulty in perfecting titles for black school properties and supervising its contractors, apparently soured the county on Rosenwald schools. The board never implemented the February 1, 1926, recommendation of the superintendent for nine new Rosenwald schools. After the Harris debacle, only Hickory View and Providence were erected.

Halifax County’s experience with the construction of its Rosenwald schools was the polar opposite of Edgecombe’s. To erect Halifax’s schools, the county’s Board of Education engaged a skilled African-American builder, Cary Pittman (1880-1951), who due to his work ethic, community associations, and beliefs raised high-quality buildings. Pittman was born in Halifax County and attended school there before moving on to the Joseph Keasley Brick Agricultural, Industrial and Normal School just south of Halifax in Edgecombe County (Plate 12). The school, from which he graduated in 1905, focused on reading and writing coupled with industrial trades, such as carpentry. For 13 years following graduation, Pittman worked as a teacher and then as an insurance agent for the black North Carolina Mutual Company throughout eastern North Carolina and Virginia. In 1918 he returned to Halifax County and established himself in the construction trade and farming (Bell n.d.; Crow, Escott, and Hatley 1992:157).

In the 1920s, Pittman built upwards of 33 schools in Halifax County, as well as houses in the Tillery and Slashes communities and a complex in Enfield that housed a black hospital, drugstore, restaurant, barber shop, and living quarters. The precise number of schools Pittman built is unclear. His daughter Ozette Pittman Bell placed it at approximately 32. Another daughter, Almyra Pittman Wills, put the number at 30 to 33 in one account and 33 in another (Bell n.d.; Alchediak and Lang 1996; Wills 1993). And county superintendent of schools A.E. Akers, in a letter of recommendation of March 13, 1937, addressed “To Whom It May Concern” stated that Pittman” built something like twenty-five of thirty school buildings for me during the years 1922 to 1928 inclusive” (Akers 1937) (Plates 13).

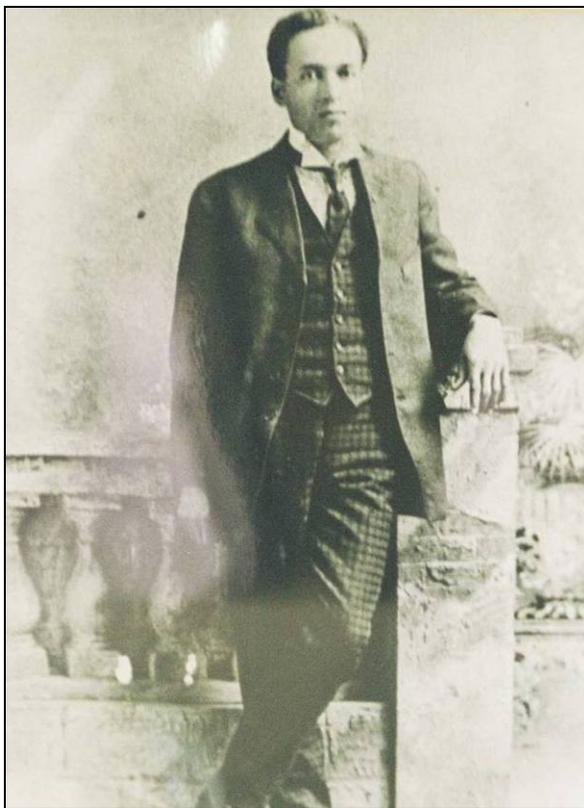


Plate 12. Cary Pittman as a young man (source: Allen Grove 4-H Rural Life Center, Halifax)

What is clear is that Pittman was a man to be reckoned with who built first-rate schools. According to daughter Almyra Wills (1993), he was very aggressive, smart, sharp, and strongly committed to black education. He prevailed upon a Brick teacher to sell or deed to him land near the institute, so he could put up a house there and send his children to Brick. He was an adept builder and businessman. Wills noted that he had to furnish the money, the materials, and wages for his workers up front when constructing a school (Plate 14). When he finished the school, if the county was satisfied, he was paid. The county was satisfied each time for, as Akers unequivocally stated in his recommendation letter, “I consider him a good workman, and a good manager. He did these buildings for me by contract, and handled his accounts and labor so successfully that there was at no time any complaint that came to me. I consider him a good builder” (Akers 1937).



Plate 13. Halifax County Superintendent A.E. Akers (misidentified as Atkins) in May 1924 (source: Jackson Davis Collection of African American Educational Photographs, University of Virginia)

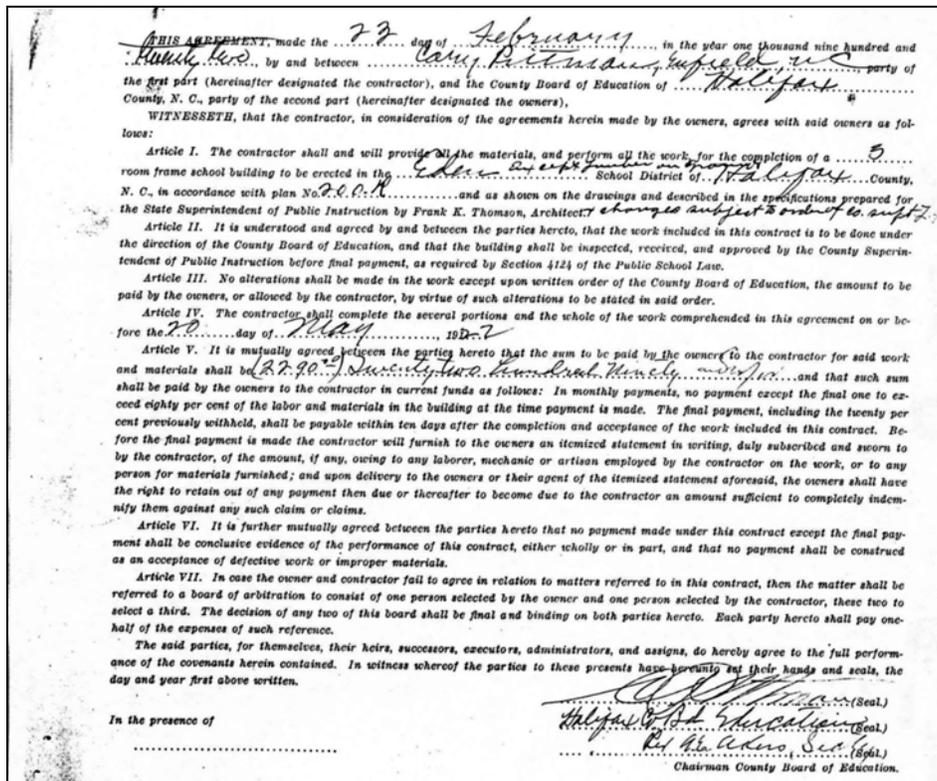


Plate 14. Contract of February 23, 1922, for construction of Eden Rosenwald school, in accordance with Plan 200-A, for \$2,290 work and materials; signed at bottom by builder Cary Pittman and Superintendent A.E. Akers (source: Allen Grove 4-H Rural Life Center, Halifax)

The Allen Grove Rosenwald school testifies to the quality of Pittman's work. When it was moved in 1996, it suffered little more than a few cracks to its plastered walls. (Pittman's Halifax County schools often had plastered walls.) Repairs made to German siding near the school's foundation fall short of the quality of the original placement of the siding. When the school was reopened on its new site, some visitors commented on the unsightly caulking added where the siding met the cornerboards (Long 2007).

White and black attitudes toward African-American education

Two accounts, one white, the other black, of the naming of the Short Journey Rosenwald school in Johnston County locate North Carolina's early-twentieth-century black schools on the county's soil and within the landscape of the mind. The likely factual account physically places the school within a black community, as was always the case, and near a church, as was often the case (Anonymous 1968). It also locates it within a realm of black generosity and perseverance:

Short Journey school was built on the present site by Mr. John Avera, and he so named it because the school was just a short journey from Wesley Chapel Church which he built at the same time. The school was a one-teacher frame building typical of its era and was used until long props had to be used to keep it from falling. He deeded the ground and building to the county in 1887. This building was used until the present Short Journey School was completed in 1926.

The more fanciful, but no-less-telling, white account sets the school within an unlikely environment of white generosity, enlightenment, and sufferance and black sloth and ungratefulness (Cleveland 8th Grade History Class 1984):¹²

Even though many people believed that all slaves were forbidden to learn to read and write, many slave owners were concerned about their education. One of these people was David Avera. Before the Civil War, he built a one room school house. This is where Short Journey is now located. Out of his own money, he hired a teacher for his slave children. Unfortunately for them, he built the school at the far end of the plantation. When school started, the children complained about what a long walk it was. Mr. Avera overheard them and said, "Now you young-uns, stop your fussing. The schools not that far away, its just a little "short journey".

Off the children went, kicking small stones in their paths, and muttering little short journey. Short Journey? Huh! Some short journey! The name stuck.

Julius Rosenwald and North Carolina

In 1928 Julius Rosenwald attended the dedication of the Method or Berry O'Kelly School in Raleigh, which his Fund designated as its 4,000th school. According to photographs in an uncataloged scrapbook at the Fisk University Library, while in Wake County he toured other nearby Rosenwald schools, including Short Journey, Princeton, and Wilson Mills in Johnston County. It is not known whether Rosenwald recording his feelings after this visit and any records of the members of the Method community who attended the event are unlikely to survive (Plate 15). However, Rosenwald's

¹² It is not certain that this account was written by a white eighth grader. It is certainly a white-friendly version of the naming, though.

feelings, and likely those of the Method community, are reflected in relation to another North Carolina school the following year.

On February 4, 1929, J.S. Moore, the superintendent of Gates County's public schools in eastern North Carolina, wrote to N.C. Newbold about the Rosenwald Day celebration at the Gates County Training School (Julius Rosenwald Fund Archives, Special Collections, Fisk University):

I thought I knew something of gratitude before to-day, but what I have felt to-day transcends all prior knowledge of gratitude....

When Mr. Rosenwald's picture was unveiled, there burst forth as spontaneous applause as I have ever heard. I desire that he know from you how he was appreciated to-day in this little corner of the world.

All negro schools were recessed to-day, and each school was given permission to come and enter a singing contest. Well, they came; they came in carts, buggies, wagons, trucks, automobiles; they came; and they SANG. There may be better singing than they gave, but I have not heard it....

Noon recess and lo! There was the dinner that those grateful negroes had cooked for you and myself. You may have eaten better; I haven't. They had done their utmost, and with that utmost even the most meticulous could not, I think, have found fault....



Plate 15. Julius Rosenwald, left, and Berry O'Kelly, right, at dedication of 4,000th Rosenwald school in Method community of Raleigh, North Carolina, in 1928; school was named for banker and philanthropist O'Kelly (source: North Carolina Department of Public Instruction Record Group, Division of Negro Education, North Carolina State Archives)

Moore closed his letter:

I couldn't resist the temptation of trying to give you some small idea of the great Rosenwald day we have had, something of the inspiration that I have felt. There was carnival spirit in the air; there was radiance, cheer, courage, and a host of good will. I am glad to have been in some measure connected with the cause of so much honest rejoicing.

As Moore had hoped, Newbold sent the letter on to Julius Rosenwald, who responded on February 14:

Mr. Moore's letter, which you were kind enough to send reached me today and was the finest valentine I received. I felt just as Mr. Moore expressed it the day we had our meeting at Method and on less important occasions elsewhere. I am grateful that I have never reached the point where I am not thrilled by the genuine expressions of gratitude which emanate from these under-privileged people when they feel that someone is really interested in them.

Enthusiasm and paternalism, concern and patronization, self-help and private assistance. The two letters open a window upon the conflicting goals, methods, and emotions of the Rosenwald Fund school building program in North Carolina and throughout the South.

III. THE ROSENWALD SCHOOL BUILDING IN NORTH CAROLINA

Surviving Rosenwald schools in North Carolina are generally abandoned and decrepit or, through adaptive use, much altered and almost unrecognizable. Even those that are intact are, to modern eyes, small, modest, and unimpressive. In the 1910s and 1920s, though, when almost all of them were built, they were just the opposite—cared for, relatively spacious and, in the eyes of their students and sponsors, remarkable. Their context, as described by Fund president Edwin Embree, reveals why:

Facilities for Negro education in the rural South were appalling. The school houses which had been erected were few and poor. Classes were held in churches, abandoned huts, lodge halls or rented homes. Often these buildings were in bad repair, the roofs leaked, and cold and rain came through gaps in the rough boards of floors and walls. Many rural children walked miles over bad roads to get to these schools, to shiver away in their threadbare clothes as they repeated their lessons. When, during the cold season the unheated buildings became unbearable, it was not uncommon to build a fire outside, to which periodic visits were made by teacher and pupils to warm icy fingers and feet. Frequently the buildings and ground were cluttered and dirty and bare of equipment. There was little in the way of furniture, blackboards, desks or textbooks (Embree and Waxman 1949:38).

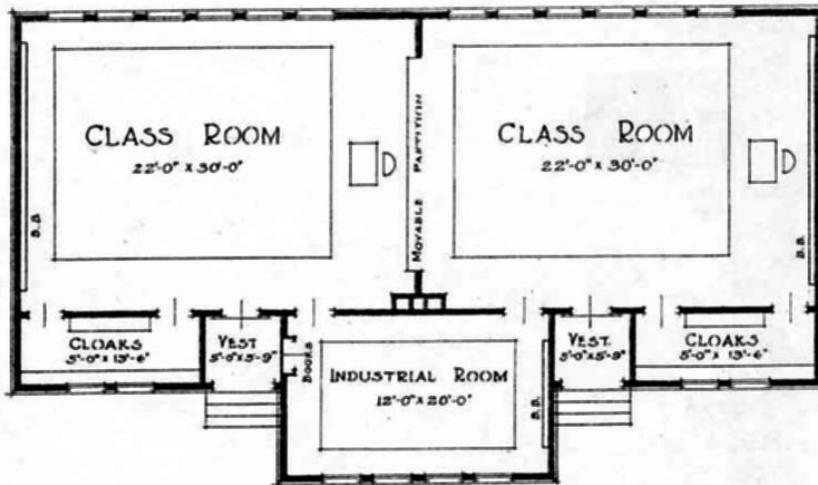
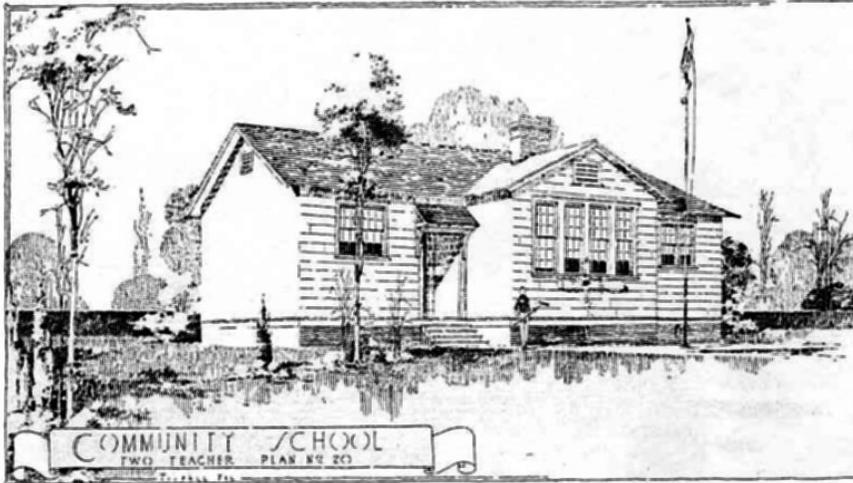
Hanchett (1968:389) in his history of North Carolina's Rosenwald schools added to Embree's litany of inferior facilities: "While money might be found for a new schoolhouse for whites, the typical black school was an old abandoned white school, a rotting log cabin, or even a corncrib."

The brick-veneered seven-teacher type Louisburg Rosenwald school—the Franklin County Training School or black high school—was certainly grander than most, but the wonder and pride it evoked was not unique. A former student, James Harris, recalled in 2004 his early impressions (Cabbage 2005:94):

When you drove by the school, to me that was the first thing you saw. And the entrance was impressive to me. You'd walk into the entrance, you know, go up the steps, and what not. And it had like there was an open area in the center [the gym area], but they put a bunch of doors and walls together to make some other classrooms out of it. Each classroom had a pot-bellied stove, [so] that we had to go out to the coal pile and bring in the coal in this big bucket. And that's how we fueled the fire. Very high ceilings and humongous windows, I mean they were huge. Oh man, yeah, and also let a little bit of air in the summer time.

The Rosenwald Fund developed architectural plans for its schools, which were firmly grounded in Progressive ideas of school design (Plates 16, 17, and 18). The Fund published a set of *Community School Plans* in 1924, which it revised and republished, according to Edwin Embree's history of the Fund, in 1926, 1927, 1928, and 1931 (Embree and Waxman 1949:288; Hoffschwelle (2006:370). (Hoffschwelle's bibliography places the first publication in 1921.) Triangle-area repositories hold three of these sets of school plans, which are reproduced as appendices to this report. (The collection of the North Carolina State Archives in Raleigh includes *Community School Plans*, Bulletin No. 3, of 1924. The University of North Carolina at Chapel Hill has a copy of the revised edition of September, 1928. And Duke University in Durham holds the further revision of 1931. Fisk University in Nashville has additional copies of original drawings and unpublished revisions of the plans, including those produced by the Interstate School Building Service, a Fund successor, of George Peabody College in the 1940s.)

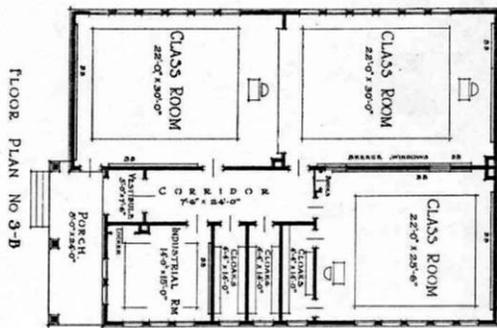
COMMUNITY SCHOOL PLANS



FLOOR PLAN No 20
TWO TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

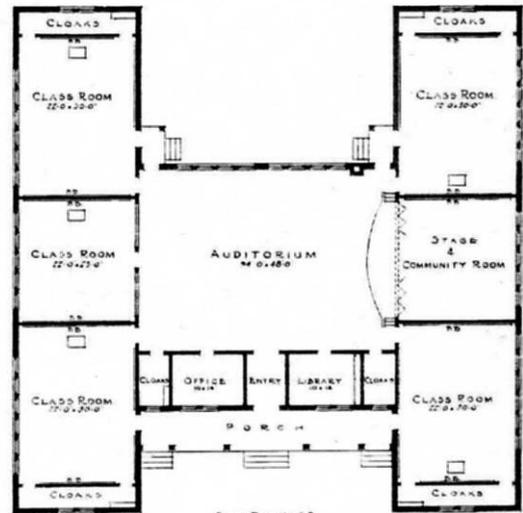
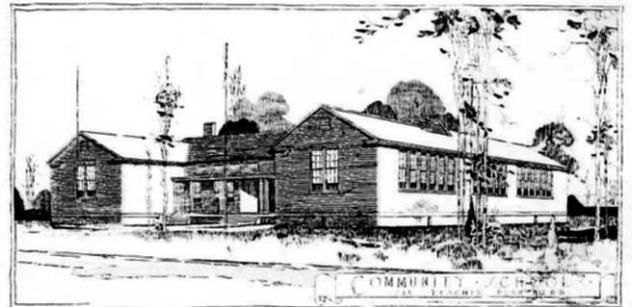
Plate 16. Two-teacher type Plan No. 20, most common of plans used in six-county study area (source: Rosenwald Fund's *Community School Plans*, 1924)

COMMUNITY SCHOOL PLANS



THREE TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

Plate 17. Three-teacher type Plan No. 3-B utilized in six-county study area (source: Rosenwald Fund's *Community School Plans*, 1924)



SIX TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY
Blue prints for brick or wood.

Plate 18. Six-teacher type Plan No. 6-B utilized in six-county study area (source: Rosenwald Fund's *Community School Plans*, 1928)

According to Hanchett (2004a and 2004b), two architecture professors at the Tuskegee Institute, Robert R. Taylor and W.A. Hazel, drew the first set of plans, which were included in a 1915 pamphlet, *The Negro Rural School and its Relation to the Community*. Their designs included a one-teacher school, two variations on a five-teacher school, an industrial building, a privy, and two teacherages. When the Rosenwald program shifted from Tuskegee to Nashville in 1920, Samuel L. Smith took up the design tasks and greatly expanded the number of plans.

Smith, administrator of the Rosenwald school-building program in Nashville, was an experienced school planner. While at the Tennessee Department of Education, he had designed schools with Fletcher B. Dresslar (Dresslar and Pruett 1930:39-40; Embree and Waxman 1949:287; Hoffschwelle 2006:89). He was assisted by various draftsmen. The drawings at Fisk include the signatures of a number of individuals, including J.E. Crain, J.C. Russell, Smotherman, and N.G.H.¹³ The 1924 elevations identify a delineator named Tisdale. Many school plans, for white and black children, were prepared as part of the Progressive agenda for educational reform in the early twentieth century. These included those prepared by Fletcher Dresslar for the U.S. Bureau of Education in 1911, 1914, 1925 and, with the assistance of Haskell Pruett, in 1930. Both men, not surprisingly, were closely associated with the Rosenwald Fund (Hoffschwelle 2006:75-79, 145-46). The Rosenwald plans were certainly central to Progressive plans of the period. In their 1930 publication, Dresslar and Pruett (1930:39-40) raised the difficulty of planning a two-teacher school that received the proper light and could also be opened into a single room to serve community functions. They concluded that the problem had been “well solved” by Smith at Rosenwald Plan No. 20-A (see Appendix I of current report).

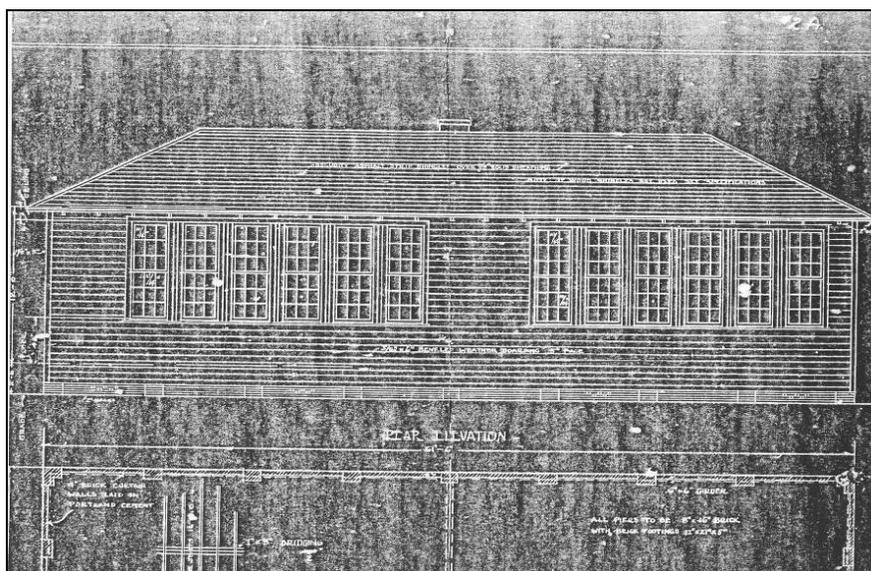


Plate 19. Rear elevation sheet of State Board of Education Two-Teacher County School House No. 200 R design, signed by Henry E. Bonitz (source: Allen Grove School file, North Carolina Historic Preservation Office)

¹³ J.E. Crain was the son-in-law of Samuel L. Smith, who apparently put him to work at the Fund's offices in Nashville. In 1933 he went on to establish the J.E. Crain Construction Company (which still operates as J.E. Crain and Son, Inc.) in Nashville (J.E. Crain n.d.; Arledge and Theiss 2007).

State and local architects also had a hand in finalizing the designs of Rosenwald schools in North Carolina. During his comprehensive historic architectural inventory of Halifax County in the mid-1980s, Henry Taves unearthed elevations, sections, and framing plans (from an unidentified location) of a “Two Teacher County School House No. 200 R” that were issued from the office of the State Board of Education. They are signed by Henry E. Bonitz, a Wilmington architect. Taves put their date at about 1920 (Taves 1986: Allen Grove School file). The school is a variant of a standard Rosenwald two-teacher type design (Plate 19).

On September 24, 1925, noted Charlotte architect Charles C. Hook, who served as the architect for Johnston County’s schools, wrote the county superintendent of instruction H.B. Marrow about a proposed six-teacher type school. He returned the copy of Bulletin No. 3 that Marrow had loaned to him and included a revised sketch of plan No. 6-A, to which he had made “certain changes, viz: The middle rooms on each side have been enlarged to standard size rooms, I have also made minor changes at the cloakrooms adjacent to office and library in order to make the front rooms accessible.” He suggested additional minor changes and offered to “develop the working plans and specifications” if Marrow so desired. Hook’s letter referred to the Wilson Mills and/or Princeton schools. In a letter of May 28, 1926, addressing Hook’s work on the Short Journey school, William F. Credle noted the architect’s involvement in the final design of all three schools (Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor).

The Rosenwald schools in the six counties look much the same. Images of Rosenwald schools built elsewhere in the state suggest a strong similarity throughout North Carolina. This likely was due to the role of North Carolina’s Department of Public Instruction in disseminating and regularizing, for state purposes, the Rosenwald plans. View of Rosenwald schools in other states suggest that they may be subtly but noticeably different in detail from North Carolina’s schools. This may again be due to state involvement in the construction of the schools.

The Department of Public Instruction had access to all of the Rosenwald school plans, although only one set—Bulletin 3 of 1924—was located in the old files of the Department of Negro Education at the state archives. Those plans include designs for one-teacher through seven-teacher type schools, as well as those for two teachers’ homes or teacherages and a four-seat privy. Additionally, they give directions on siting and lighting, along with general specifications on foundations, materials, and finishes. The revised plans of 1928 and 1931 include designs for larger schools. North Carolina’s larger Rosenwald schools must have been based on these plans or others specially provided by the Fund for individual projects.

The Rosenwald Fund produced drawings with more detail than those reproduced in the published plans and also drawings of details not included in those plans. The 1924 publication, in a section titled “General Directions for Painting Community Schools,” recommended exterior colors—“white trimmed in gray or gray trimmed in white would be attractive”—and approved two interior color schemes. Scheme No. 1 called for a “Cream ceiling, buff walls and walnut stain wainscoting or dado....” Scheme No. 2 suggested an “Ivory cream ceiling, light gray walls and walnut stain wainscoting or dado....” A 1924 revision to these directions, filed with the blueprints in the archives at Fisk University, expanded upon the instructions for exterior painting. It called for stained walnut doors, black window sash, green lattices, and matching privies. Its three exterior color schemes were solid white, light gray with white trim, and “bungalow brown” with white trim. These directions were apparently incorporated into a separate publication, for the revised bulletins of 1928 and 1931 refer the reader to “directions and color chips shown on blue print and in Pamphlet No. 14.”

Revisions of 1924, at the blueprint level, included details such as arrows indicating which way the students faced, the location of teachers' desks and blackboards, and bills of materials. The 1924 publication discussed the installation of folding doors or movable partitions for auditorium purposes. An undated drawing titled "Details for a Blackboard Movable Partition" expanded upon this. It included detailed plans for partitions faced with blackboards that slid up into the wall and noted "Where there is not sufficient money to install a high grade movable partition of folding doors [—] with blackboard in panels, wall trussed overhead to prevent sagging, it would be well to use the partition detailed here, which has proven reasonably satisfactory and is inexpensive." As discussed below, both partition types were used in the schools in the study area.

III. NATIONAL REGISTER ELIGIBILITY

ROSENWALD SCHOOL BUILDINGS

Significance

The Rosenwald schools of the six studied counties in eastern North Carolina—and, by extension, elsewhere in the state and the other 14 Southern states in which they were built—are clearly significant in an unusually large number of areas. They are, of course, significant for the role they played in black education. They were also central components of the black communities they served. They are significant as representatives of progressive schoolhouse design in the Progressive era. They represent the efforts of Northern philanthropists and philanthropies to improve the state of black education in the South during the early twentieth century. They reflect the mixed attitudes of Southern whites and Southern white institutions toward black education: paternalism and guilt, antagonism and pacification, concern and control.

While Rosenwald schools are significant for their connections to Progressive school design, Northern philanthropy, and Southern white efforts to advance and control the progress of their black neighbors, they are most significant for the role they played in the black community in the early-twentieth-century South. Mary Hoffschwelle places them within the physical and emotional landscape of Southern African-Americans (2006:5):

A Rosenwald school was a recognizable African American space of pride and achievement. Sometimes that school stood on a country lane surrounded by fields worked by students and their families. Elsewhere in the rural landscape the Rosenwald school accompanied the church of a congregation that had spearheaded its building campaign. On the fringes of country towns, a Rosenwald school joined the churches, fraternal lodges, and funeral homes that marked African American residential and commercial enclaves. In cities, a Rosenwald school might look out over a bustling neighborhood.

Unlike white schools, and even many other black schools, Rosenwald schools were built through the financial and physical efforts of the local black citizenry, which made them an even greater source of pride within their communities.

Odelia Fry attended the Allen Grove Rosenwald school in Halifax County, where her mother, Leanna Pittman, was principal. Her words at the dedication of the school as a museum in 1996 summarize the power and the glory of Rosenwald schools in the African-American communities they served (Alchediak and Lang 1996): “When I walked into the classroom this morning, it made me feel proud, it made me feel strong, it made me stronger.”

In short, the significance of Rosenwald schools should not be underestimated. Their eligibility, as noted below, will hinge on their integrity rather than their significance.

In the bald terms of the National Register, the Rosenwald schools assessed below are potentially significant under Criterion A and Criterion C. Their areas of significance are Architecture, Education, and Ethnic Heritage/Black.

Integrity

For a Rosenwald school to be eligible for National Register listing it must, as must all Register-listed and -eligible properties, retain sufficient integrity to convey its significance. (All Rosenwald schools are believed to meet the Register's requirements for significance.) To convey significance, a school must retain specific aspects of integrity because, again as with all other historic properties, not all aspects of integrity are of equal importance. The seven aspects of integrity, and their relative weight in supporting the significance of a Rosenwald school, are the following.

Location

Most Rosenwald schools, including all of those studied here, were built in rural areas. A few were erected in small towns and cities, such as the no-longer-extant Wilson High School. They were all erected within black communities. Few Rosenwald schools survive. Some of those that survive do so because they were moved. It is believed that a Rosenwald school can retain its integrity of setting if it has been moved to a location that has an orientation, setting, and general environment comparable to its historic location. Some rural Rosenwald schools appear to have been shifted a short distance away from the road, due to their abandonment or re-use as residences or outbuildings (see Bunn School in Wayne County, below). A rural Rosenwald school retains its integrity of location in the face of such a modest move. A few other Rosenwald schools, including the Allen Grove School in Halifax County, were moved miles. These too can retain their integrity of location if that location is comparable to the original orientation, setting, and environment. In order to do that, the building should be located near a road in a rural setting, as is the Allen Grove School. The same general rules would in all likelihood apply to Rosenwald schools built and moved within non-rural settings.

Setting

In the case of Rosenwald schools and most historic properties, location and setting are closely allied. In order to retain integrity of setting, the place in which a Rosenwald stands should retain some of its original character. The displacement of playgrounds and open lawns by trees, shrubs, vines, and other overgrowth is the greatest challenge to the settings of the Rosenwald schools studied here. A number have been abandoned for many years and therefore are heavily overgrown. Due to their retention of their general environment and orientation to the road, all of the schools studied here—whether in their original or comparable locations or standing amidst open lawns or stands of second-growth woodland—are believed to retain their integrity of setting.

Design

Particular, carefully considered design was a hallmark of the Rosenwald school program. The Rosenwald Fund developed designs for schools and their grounds that were firmly rooted in progressive theories of pedagogy. The Fund made these designs available to school boards and builders either through the distribution of its published *Community School Plans*, three of which are appended to this report, or by providing particular individual plans. Even though architects such as Charles C. Hook in Johnston County and Henry Bonitz with the state altered the provided designs, the schools were still basically constructed along the lines laid down by the Rosenwald Fund. The elements most critical to retention of integrity of design at a Rosenwald school are the footprint and shell of the building, its window bays, and its interior partitions.

The school should retain its exterior walls and footprint; that is, the massing of the original structure should still largely be intact. The elevation drawing of a particular type in a *Community School Plans* pamphlet should be recognizable at the school. However, an addition does not necessarily destroy the integrity of a building's design. Many schools received additions. Some of these, such as the extant Jeffreys School in Nash County and Dudley School in Wayne County, were so early that they were supported by the Rosenwald Fund itself. Other were added early by individual counties without Rosenwald support, such as those appended by Halifax to Marys Chapel and Eden (which are recommended as ineligible for reasons other than their additions). Still other schools were added to incrementally, such as Short Journey in Johnston County. Indeed, in the instances of Short Journey, the building likely survived not in spite of, but because of the additions that allowed it to thrive. For a school with an addition to retain its integrity of design, that addition should be comparable in size and scale to the original building and in keeping with the basic design tenets of the Rosenwald program. None of the extended schools viewed as part of this study are believed to have lost their integrity due to the presence of their additions. However, it is not difficult to imagine an addition so out of scale and inappropriate that it compromises a Rosenwald school's integrity of design.

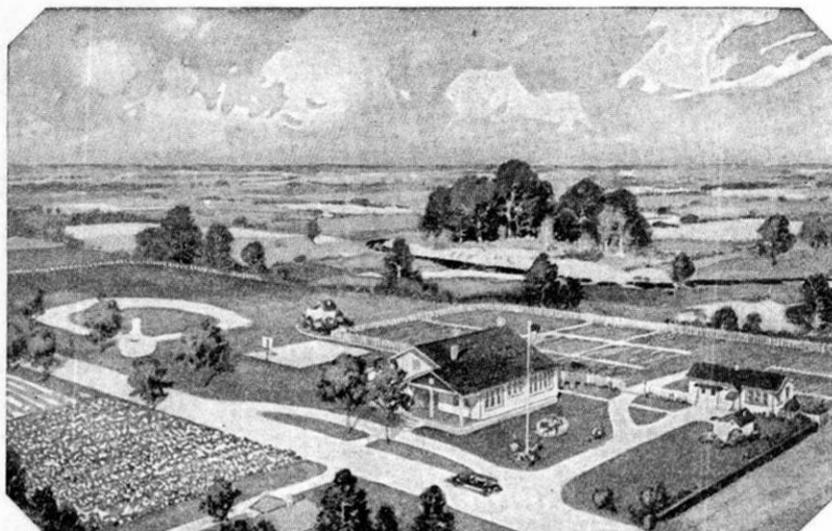
The school should not have lost any rooms. At a few of the schools studied in the six-county area, such as Marys Chapel in Halifax, the industrial room was removed. This is a major blow to the integrity of design. The loss of a cloakroom or cloakrooms, somewhat less central to the design, should also be considered in assessing whether a school retains its design integrity.

Rosenwald school design was predicated upon careful placement of bays, particularly banks of long sash windows. Where all or almost all of its bays have been altered, such as at Evans in Nash County or Marys Chapel in Halifax County, a school has likely lost its integrity of design. The loss of some windows and bays is acceptable within limits that cannot be precisely quantified. The Castalia School in Nash County is believed to retain its integrity of design, even though some of the windows in its banks have been enclosed. The same is believed to hold true at the National Register-listed Morgan School in Nash County, where some of the windows have been enclosed and others foreshortened. Comparisons of these and other similar schools throughout the state to those that have had numerous alterations to their bays should help one determine when the line of too-much-alteration-to bays has been crossed.

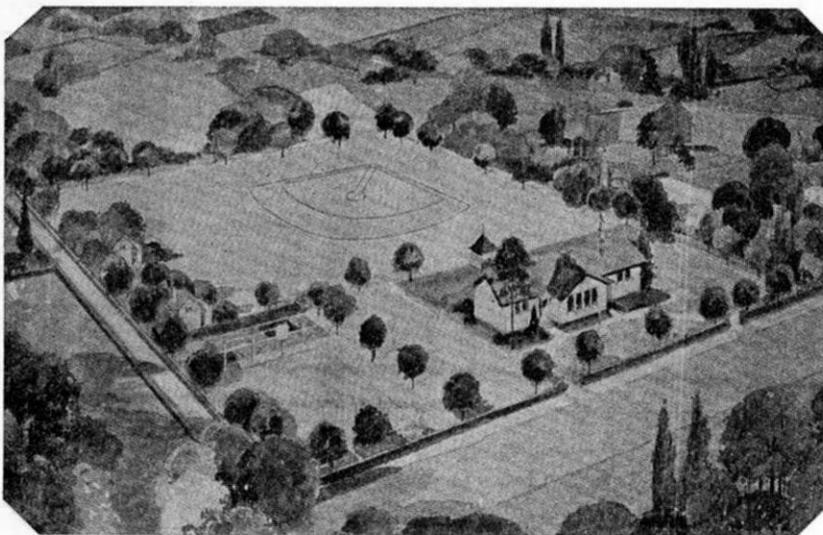
Partitions were the interior counterpart to exterior design and numbers and placement of bays. They controlled how education and community functions were to transpire at Rosenwald schools. As with the bays, the loss or alteration of most partitions can result in the loss of integrity of design. And again as with bays, the loss or alteration of some partitions is acceptable within unquantifiable limits. Many partitions have lost the blackboards that once rolled up into their walls, such as at Jeffreys School in Nash County. Folding doors in other schools, such as Allen Grove in Halifax County, have been removed. This is much less problematic than the complete removal of partitions or the addition of partitions. Schools that have been re-used for unsympathetic functions, particularly dwellings, are the most likely to have lost original partitions and had new ones added. These schools are also most likely to have suffered numerous alterations to their bays. Schools such as Evans in Nash County and Mt. Olive in Edgecombe County, which were converted into dwellings, are believed to have lost their integrity of design through the alteration/addition of both partitions and bays.

The Rosenwald program also designed or at least asked for certain layouts of grounds for school designs (Plate 20). Probably due to costs, these were implemented only to a limited extent at the large majority of schools. A review of Fund and North Carolina Division of Negro Education records

indicates that a failure to meet the recommendations for the planning of grounds did not lead to a concomitant failure to receive Fund monies. Particular landscape features are therefore not considered as important components of design integrity at Rosenwald schools.



LAYOUT FOR SCHOOL SITE WITH LONG AXIS
PARALLEL TO HIGHWAY



LAYOUT FOR SCHOOL SITE WITH SHORT AXIS
PARALLEL TO HIGHWAY

Plate 20. Suggested site plan of 1924 at top and 1928 at bottom; reproduced in Rosenwald Fund's *Community School Plans* revised pamphlet of 1931; there is no evidence that anything approaching these plans in quality and detail was ever achieved in the six counties studied

Materials

Integrity of materials is the second most important of the seven elements of integrity in an assessment of the overall integrity of a Rosenwald school. (Integrity of design is the most important of the seven.) Rosenwald schools were relatively inexpensive buildings with little ornamentation. All of those in the study area were wooden frame structures sheathed with weatherboards, German siding or, in a few instances, brick veneer. (Other materials were used. A photograph of a Rosenwald school in Matthews in Mecklenburg County depicts a building constructed of concrete block (Credle 1925:287).) The windows were basic double-hung sash. The doors, typical of the period, generally had five or six horizontal panels (or cross-panels) stacked atop each other. Walls and ceilings were originally sheathed with plain boards or beaded ceiling board, except for those that were plastered in Halifax County. Some of these materials have been covered or replaced.

As with most other National Register resources, the amount of change that will lead to loss of integrity of materials cannot be stated with precision. Many Rosenwald schools have lost materials through deterioration. As so many of the Rosenwald schools studied were abandoned or minimally maintained, many are in poor to ruinous condition. The Register does not include condition as an aspect of integrity, but it comes into play, at least at Rosenwald schools, within the element of materials. If numerous windows have fallen from a school, as they have at the Sims School in Wilson County, then that school has almost certainly lost its integrity of materials. If much of an elevation has fallen, as at the Bailey School in Nash County, then that school has likely lost its integrity of materials. This is, again, a judgment call made upon balancing the various material losses at a school.

Workmanship

Workmanship is perhaps the least important of the seven elements of integrity in the context of Rosenwald schools. The schools were basic buildings erected with few if any frills, which provided a workman little opportunity to display his craft. One exception to the relative lack of importance of workmanship may arise during a study of the schools built by Cary Pittman in Halifax County (or by other similar individuals who might be encountered). If detailed research beyond the scope of this project determined that Pittman was a significant individual under Register Criterion B, then his solid workmanship, visible particularly at the Allen Grove School, might be an important element supporting his significant association with a particular school building.

Feeling

Feeling is also among the lesser important elements of integrity in regards to Rosenwald schools, as it is largely subsumed within the first four elements discussed above. If the school retains a fair measure of integrity of location, setting, design, and materials, it will retain its integrity of feeling. If the school lacks these elements, it will no longer convey the resource's historic character and its integrity of feeling will be absent.

Association

Like feeling, the integrity of association is contingent upon a school retaining a fair measure of integrity of location, setting, design, and materials. If they are lacking, integrity of association will be lacking. If they are present, so too will be integrity of association.

Registration Requirements

Statewide studies of Rosenwald schools elsewhere in the South provide limited assistance in establishing any relatively detailed registration requirements for North Carolina's Rosenwald schools. Some studies, such as the one completed in Kentucky in 1997 and Tom Hanchett's seminal work on the Rosenwald schools of North Carolina, focus on explaining the Rosenwald program and identifying Rosenwald schools on a statewide basis (Turley-Adams 1977; Hanchett 1978). Others, such as the Multiple Property Documentation form on Virginia's Rosenwald schools completed in 2004, include relatively generic registration requirements (Green 2004).

A threshold requirement for eligibility is that the school is indeed a Rosenwald school. This is not necessarily as obvious as it seems. Rosenwald Fund school plans were widely distributed and widely used at white and black non-Rosenwald schools (Hoffschwelle 2003:8). Additionally, some schools that claim to be Rosenwald schools are not, as evidenced by a sign in front of the non-Rosenwald Princeville School in Edgecombe County which, at least up until May 2007, announced that "Funding is needed to restore this old Rosenwald schoolhouse as an African-American cultural museum and visitor center."¹⁴

If a school is indeed a Rosenwald school, and if it retains sufficient elements of integrity as described immediately above, then it is believed that that Rosenwald school will be eligible for National Register listing.

OTHER ROSENWALD BUILDINGS

The Rosenwald Fund provided grants not just for schools and additions, but also for shops and teachers' homes or teacherages. No shops were encountered during this inventory and only one teacherage, which does not appear to have been built from a Rosenwald-provided plan, was studied. With such a tiny sample, it is not possible to make any general comments about the integrity or registration requirements of such resources. These resources will likely be significant under the same areas of significance as the schools. The one non-school Rosenwald funded building inventoried here—the Spring Hope Teacherage in Nash County—is assessed below. Its integrity was assessed as one might assess that of any other house from the period. Due its significance and its minimal alteration, it is believed to be eligible for National Register listing.

¹⁴ The Rosenwald Fund did provide some money for the Princeville school library during the 1931-1932 budget year.

IV. THE ROSENWALD SCHOOLS (AND TEACHERAGE) OF EDGECOMBE, HALIFAX, JOHNSTON, NASH, WAYNE, AND WILSON COUNTIES

The Rosenwald Fund supported the construction of 124 schools and three teacherages in Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson Counties beginning in about 1917. The identities of these resources, with other information, is included in the table for each of the counties in the appendices below. Rosenwald funding for construction activities in the six counties under study ended in the 1930-31 budget year. In the following budget year, the state disbursed minimal Rosenwald monies in the counties for non-construction activity. This was limited to \$250.00 for transporting pupils to the Weldon School in Halifax County and \$40.00 each for libraries at the White Oak and Littleton schools in Halifax, the Clayton School in Johnston County, and the Princeville School in Edgecombe County. (The allocation of library funds may have led to subsequent confusion about whether the African-American Princeville School was a Rosenwald School. It was not.) (JRFA, Box 341, Folder 5: State of North Carolina Annual Report to Julius Rosenwald Fund, July 1, 1931 to June 30, 1932).

In 1934 the Fund selected Nash County as one of three Southern counties to participate in a demonstration project in "school plant rehabilitation and beautification." The fund provided \$1,600, payable over three years, for half the salary and expenses of a county mechanic to care for the county's Rosenwald schools and grounds. The end of this project, in November 1937, was the end of Rosenwald Fund grants for North Carolina (JRFA, Box 341, Folder 6: Rosenwald Fund letters of October 31, 1934, November 15, 1934, November 26, 1934, and reimbursement transmittals through November 1937).

Following are brief accounts of black educational and Rosenwald activities in each of the counties, some of which are discussed in separate detail in Section II above. (The length of the countywide accounts varies in proportion to the available information. Sources are rich in materials for Johnston County, for example, but almost absent for Wayne.) Following these accounts are assessments of National Register eligibility of all of the known extant Rosenwald resources in each of the counties. The scope of this project did not require making recommendations on the National Register eligibility of the individual Rosenwald buildings. Since preliminary assessments of their eligibility was an inherent part of the project, though, such recommendations have been made. However, no National Register boundaries for the resources have been established. Most such boundaries, it is believed, would be no larger than the original parcels associated with the school buildings, with a few exceptions. Where noncontributing resources have intruded into the original boundaries, they might be reduced. Where campuses were apparently enlarged, such as at the Spring Hope School and Teacherage, boundaries might also be enlarged.

The six counties form a strong study group and provide apt comparisons for Rosenwald schools erected elsewhere in North Carolina. All but Johnston County had a large percentage of black residents (Plate 21). In 1920 blacks made up between 50 and 62.5 percent of the populations of Halifax and Edgecombe counties; between 37.5 and 50 percent of the populations of Nash, Wilson, and Wayne counties; and between 12.5 and 25 percent of Johnston County's population. More Rosenwald schools were erected in Halifax than in any other county in the state. Johnston County, with a relatively small percentage of African-Americans, built a small number of schools, but most of these were unusually large. Johnston was also notable for the years of service in the 1910s and 1920s of its Progressive and outspoken superintendent of schools, Charles Lee Coon.

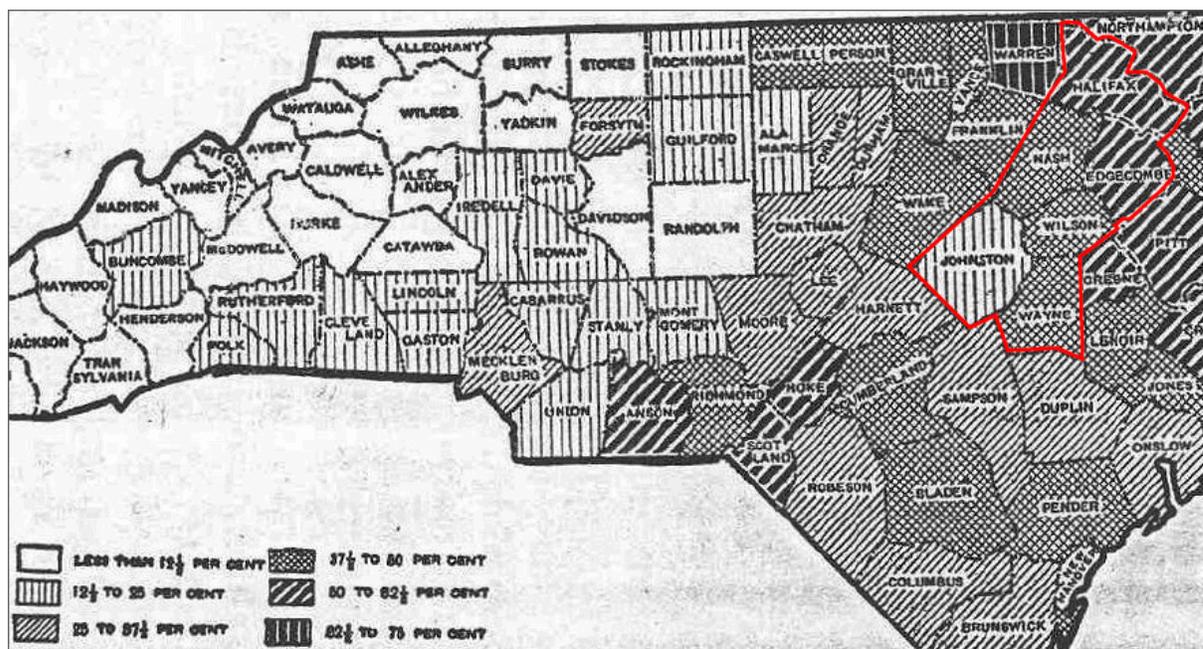


Plate 21. Portion of map depicting percent of black residents in North Carolina counties in 1920; study area counties are at upper right, within red-outlined boundary (source: Cooke, *The White Superintendent and the Negro Schools in North Carolina*, 1930)

As only six counties were studied, it is not possible to draw statewide conclusions with certainty. The study of the Rosenwald schools of Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson counties, though, is certainly a beginning.

A. EDGECOMBE COUNTY

According to a local history of Edgecombe County's schools (Gresham 1941):

Interest in Negro schools reached a high ebb in the early part of this period [1919 to 1932]. On October 6, 1919, a group of colored people petitioned the Board of Education for a new school building at Pinetops. Other districts from time to time made appeals for new school buildings or for additions to old buildings. On 1922-'23 through the generosity of the Rosenwald Fund, together with aid from the county, plus local gifts, fifteen Rosenwald school buildings were constructed. A colored school supervisor was employed in 1917 and the schools made much progress and improvement.

Edgecombe County's black students did indeed benefit greatly from the Rosenwald Fund. In the 1920s it provided grants for the construction of 25 or 26 of the county's 37 African-American schools or more than two-thirds of the total¹⁵. For the county's black children, this was a particular boon for, as noted at Section II above, Edgecombe had a tremendous disparity in the funding it provided for its white and black schools.

The local newspaper, the *Daily Southerner* of Tarboro, trumpeted the Rosenwald program during the late winter and early spring of 1924. On February 16, under the headline "The Negro Population is Responding Nobly to Call for Erection [of] Rural Schools," it reported that the county planned on adding ten new Rosenwald schools to the seven it already had. The story noted that Superintendent R.E. Sentelle had addressed a mass meeting for the proposed Lancaster school, the object of which was "to raise funds for the erection of a Rosenwald school building in the place of the one-room shack which they now have." The meeting was a success. It garnered pledges for half of the \$500.00 the local community was required to raise by "private subscription." The following week, on February 21, the paper reported that six black schools had raised \$500.00 each—Wimberly, Lawrence, Logsboro, Draughan, Living Hope, and Harry Knight. (All six schools were subsequently erected with Rosenwald Fund support. The first two, extant in pieces on the ground, are discussed further below.)

With fanfare the county promoted the program. On March 29 William F. Credle, the state's assistant agent for Negro schools, was in Tarboro to open the bids. On April 1 the *Daily Southerner* announced that Tarboro contractor D.H. Harris and Son, which underbid its competitors by several hundred dollars per building, had been awarded the contract for the 13 two-teacher and two three-teacher Rosenwald schools.¹⁶ The contract awarded \$2,400 for each of the small schools and \$3,200 for the larger ones. The \$500.00 black contribution for each school, a total of \$7,500 in cash, was reportedly in the hands of the Board of Education. (The total, according to Fund records, was actually \$7,900, for the black communities had contributed \$700.00 each toward the two larger buildings.) The board also held a reported state appropriation of \$10,090 for the buildings. The Rosenwald Fund contributed \$700.00 toward each two- and \$900.00 toward each three-teacher school or a total of \$10,900. (If the state matched the Rosenwald grant, then the \$10,090 reported in the paper was a typographical error.)

¹⁵ The number of Rosenwald schools built in Edgecombe County is 25 or 26, depending on whether Logsboro School No. 1 and Logsboro School No. 2 are treated as separate schools or as one original school and a replacement.

¹⁶ The 13 two-teacher type schools were Bryan, Keech (Dogtown), Harry Knight, Logsboro No. 2, St. Luke, Coakley, Dixon, Draughan, Lancaster, Living Hope, Marks Chapel, Mount Olive, and Pittman Grove. The two larger schools were Lawrence and Wimberly.

Additionally, according to the Fund, white citizens had contributed \$200.00 toward the costs of all but one of the schools or \$2,800.

Rosenwald Fund records put the total cost of the 15 schools at \$50,510. With the contributions of the state, the fund, and local black and white citizens in hand, the school board was left with a balance of \$18,820 to pay on the 15 schools or but \$1,255 a school. Considering that the white Leggett school alone cost about \$30,000, this was quite a bargain and explains in part why North Carolina so avidly sought and received far more Rosenwald funding and buildings than any other state. Images of two modest Edgecombe County schools that were recorded in 1995 but are no longer extant are included below (Plates 22 and 23), as is a map showing the locations of the five extant schools (Figure 2).



Plate 22. No-longer-extant Kingsboro School in 1985 (source: North Carolina State Historic Preservation Office site file, Henry Taves photographer)



Plate 23. Providence School, no longer standing, in 1985 (source: North Carolina State Historic Preservation Office site file, Henry Taves photographer)

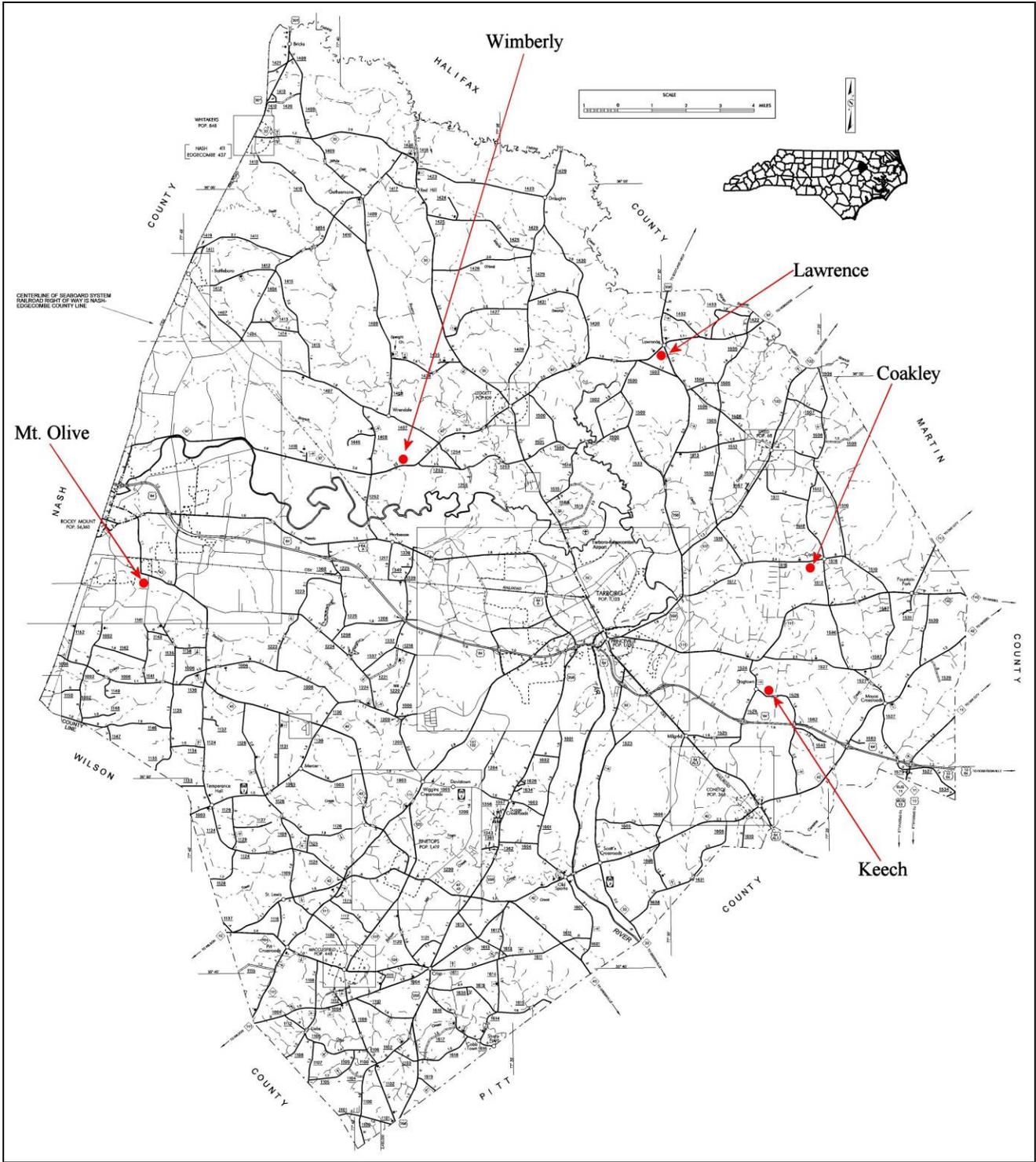


Figure 2. Extant Rosenwald schools in Edgecombe County

COAKLEY SCHOOL

**In woods on south side of Cherry Hill Church Road (SR 1516),
0.3 miles west of junction with Coakley Road,
Coakley vicinity**

The Coakley School was built with a grant provided by the Rosenwald Fund during its 1924-25 budget year. According to the Fund, the school's total cost was \$3,360. The Fund provided \$700.00, black citizens \$660.00, white citizens \$200.00, and public funds \$1,800. Coakley was built as a two-teacher type, alternate Plan No. 20-A school. It never received any additions and appears to never have been altered. It stands on the south side of Cherry Hill Church Road, west of the crossroads community of Coakley. It is likely located on its original site (Plates 24-31) (Figure 3)

The school is a frame structure that is raised on brick piers and sided with weatherboards. Exposed rafter ends edge its seam-metal, gable-end roof. Beaded boards cover its interior walls and roofs; its floors are wooden boards. Water infiltration through the roof has heavily damaged the wall between the south classroom and its cloakroom, as well as adjacent portions of the roof. Beneath the bank of windows of the north classroom, the weatherboards have fallen or been pulled away.

The school's two side-by-side classrooms face east. The north classroom, closest to the road, has a pair of 9/9 sash windows at its north end that provided light to its cloakroom. (One cloakroom in the gable is characteristic of Plan 20-A.) Its bank of six 9/9 sash windows has been boarded over outside. Inside five of the six windows remain in place; a partially detached shutter takes the place of the sixth. Little of the interior of the classroom is visible, as it is largely filled with moldering hay. The south classroom is accessible through a recessed entry topped by a three-light transom lacking glass. To one side of the entry stands the industrial room; a small cloakroom stands to the other. The floor of the classroom is largely covered with hay. The room retains almost all of its 9/9 sash at its bank of windows. Only one of these bays is exposed at the outside. At the south end of the room are, notably, the original, narrow, raised stage and also the ghost of the blackboard. At the common wall end of the south classroom, an insert of upright beaded boards above the level of the original sliding blackboard fills the partition. The door between the two classrooms is gone. The brick of the flue stack that the two rooms shared, once boxed in with boards, is partially exposed. Its stack is visible above the roof. The industrial room projects at the building's west. An original five-panel door, topped by a glassless three-light transom, leads into its south end. The facing entryway lacks its door and transom glass. Three of the room's four 9/9 sash windows are in place, although they are hidden from the outside by sheet metal.

The school is in very poor condition but, in terms of the National Register elements of integrity, it appears to be intact. It retains its form, banks of windows, partition, and most of its materials. Trees hem it in but, at least at present, do not rise through its floor. It is apparently on its original site, in a setting that remains rural. It is therefore recommended as National Register eligible.

The Coakley School is perhaps the most problematic of those included in this inventory. A different eye might decide that it has lost too much of its original materials to be National Register eligible. Although by accident of alphabetical order it is the first school inventoried in the report, it should be assessed in light of the general information in the preceding pages of the report and the specific assessments and photographs of the schools that follow.



Plate 24. Coakley School: north side elevation from road; windows light gable-end cloakroom



Plate 25. Coakley School: entrances to industrial room, at left, and south classroom vestibule, at right



Plate 26. Coakley School: west front and south side elevations with south classroom at right and projecting cloakroom and industrial room at left

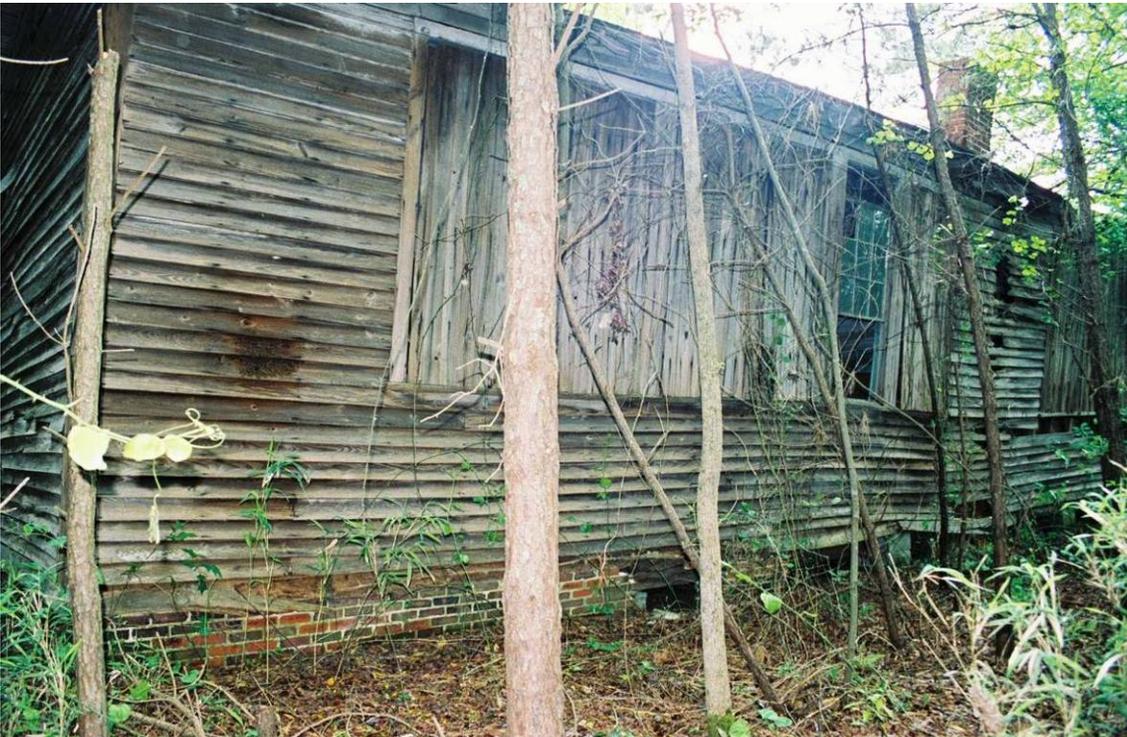


Plate 27. Coakley School: west rear elevation; note boarded-up windows of south classroom



Plate 28. Coakley School: west rear elevation; note boarded-up windows of north classroom with weatherboards fallen beneath



Plate 29. Coakley School: south classroom with bank of 9/9 sash at left and stage and ghost of blackboard at right



Plate 30. Coakley School: partially boarded-over partition wall in south classroom



Plate 31. Coakley School: south classroom, exit at right and entrance to narrow cloakroom at center; note collapsing ceiling and wall of cloakroom at left

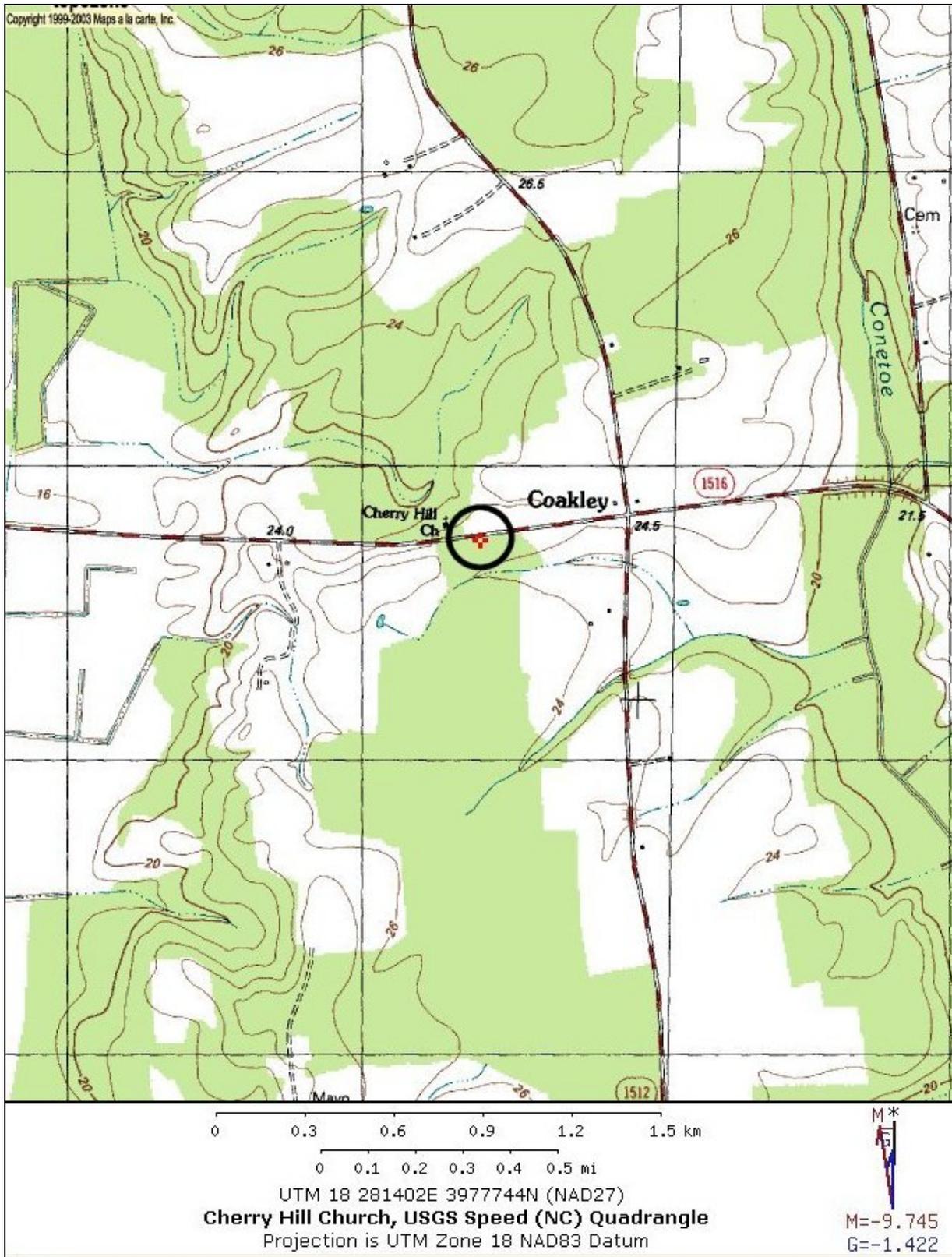


Figure 3. Coakley School locator map (red cross in black circle)

KEECH (OR DOGTOWN) SCHOOL (ED-842)

**In woods on north side of SR 1526,
0.25 miles east of junction with SR 1524,
Dogtown vicinity**

The Keech or Dogtown School received a \$700.00 grant from the Rosenwald Fund during its 1923-24 budget year. According to the Fund, the balance of the school's \$3,200 total cost was provided by the local black community (\$500.00), white contributions (\$200.00), and public monies (\$1,800).

Henry Taves, after recording it in 1985, described the school in part as follows:

The Keech school is one of the most altered of Edgecombe County's surviving Rosenwald schools. It was built in 1925 by D.H. Harris & Son, the usual contractor for such schools.... It replaced the former Dogtown colored school.

The school has a standard form with a side-gable roof uniting two large classrooms with a large cloakroom [actually industrial room] projection in front. There is no decoration at all. ... [P]lain weatherboarded exterior walls are typical. After the last classes were held in 1948, the original windows were all replaced when the building was converted to a house. The owners also erected numerous partitions inside, living there until they built a new house closer to the road.

Taves noted that the county sold the property in 1949 and the owners built the new house in 1961. They vacated that house in 1972 (Taves 1985). When he photographed the school in 1985, its lot was still cleared, but many of its windows had already been broken and deterioration had set in. Since that time, trees have risen around although not through the structure.

The Keech School retains little more than its two-teacher type (Plan No. 20) form, weatherboards, and a few six-panel doors (Plates 32-37) (Figure 4). Almost all of its bays have been heavily altered: original bays were filled and larger new bays were cut when it was converted to a dwelling. As part of the conversion, the owners applied wallboard to the interior and removed all outward evidence of blackboards. They also erected new partitions. Due to its heavy loss of design and materials, the school is not believed to retain sufficient integrity to support National Register eligibility.



Plate 32. Keech School: west front elevation with south classroom/cloakroom at right, industrial room projecting at center, and north classroom/cloakroom partially visible at far left; note industrial room's later bay window



Plate 33. Keech School: south side elevation and east rear elevation at right; all bays are later additions



Plate 34. Keech School: east rear elevation with south classroom at left and north classroom at right; note heavy alteration of bays



Plate 35. Keech School: north side elevation at right, east rear elevation at left



Plate 36. Keech School: heavily altered interior of south classroom



Plate 37. Keech School: heavily altered interior of north classroom

LAWRENCE SCHOOL

**To rear of prefabricated house on west side of US 258,
0.2 miles south of junction with NC 97,
Lawrence vicinity**

The former three-teacher type Lawrence School survives as little more than a line item in the Rosenwald Fund records for fiscal year 1923-24, which notes that its \$4,400 cost was divided between the black community (\$700.00), the Fund (\$900.00), and public monies (\$2,800). (Due to its size—three rather than two classrooms—the black community contributed \$700.00 toward the cost of its construction, \$200.00 more than required in the county for two-teacher type schools.) Unfortunately it was not recorded by Taves in 1985, for it is now a pile of framing members, beaded boards, weatherboard, and seam-metal roofing (Plates 38-40) (Figure 5). It does not have sufficient integrity to identify it, let alone to support National Register eligibility.



Plate 38. Lawrence School: seam-metal roof settled upon collapsed frame



Plate 39. Lawrence School: collapsed frame; note apparently later-added paired windows in gable peak



Plate 40. Lawrence School: collapsed frame and roof

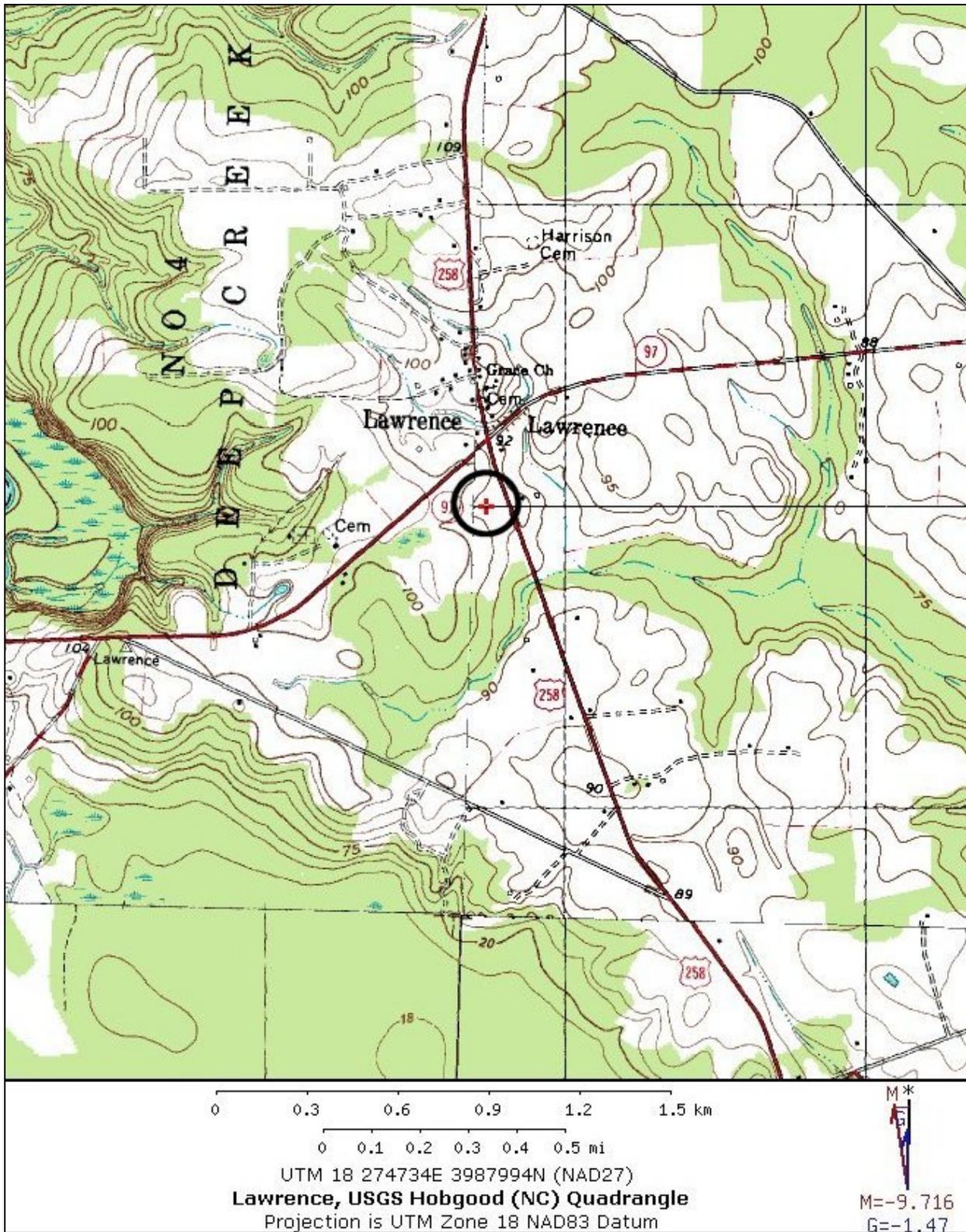


Figure 5. Lawrence School locator map (red cross in black circle)

MT. OLIVE SCHOOL (ED-568)
West side of SR 1141,
0.3 miles south of junction with NC 43,
Rocky Mount vicinity

The two-teacher type Mt. Olive School cost \$3,200 to build. The local black community raised \$500.00, whites added \$200.00, public monies provided \$1,800, and the Rosenwald Fund, in its 1924-25 budget year, allocated \$700.00 for it.

Henry Taves, as part of his inventory of Edgecombe County, recorded, researched, and wrote a capsule history of the school in 1984:

This typical two-room Rosenwald school was built in 1925, replacing an earlier small school shown on the 1905 map as "Colored School #1." As in the case of all Rosenwald schools, its cost to the County was reduced by a \$450-500 contribution by local black citizens and \$700 from the Julius Rosenwald fund.

The one-story frame school has a basic rectangular shape with a gable roof, and it has a front cloakroom [actually industrial room] projection around which are two entrances. The interior was two large classrooms with small [cloak]rooms in front.

In 1952 the school was one of the last two Rosenwald schools to close. It was unused until 1978 when the interior was divided with new walls to make two residences. Plaster walls have been covered with modern materials and there is almost no historic fabric visible on the inside.

The interior of the school was not viewed, but later added partitions were viewed through a doorway and window, confirming that its interior remains substantially altered (Plates 41-44) (Figure 6). Its exterior also remains almost entirely altered. Original bays have been filled and new bays cut and filled with modern doors and windows. A stuccoed masonry foundation, likely in place of brick piers, now underpins the entire structure. Vinyl, in place of or over weatherboards, covers the T-shaped frame, which is the building's only notable surviving feature. Its current owner and occupant, G.T. Peele, who operates an auto repair shop immediately to the south, has converted it from a two-family residence to a single-family dwelling. The school's original two-teacher type, Plan No. 20 design has been almost entirely obscured. Due to the loss of bays, partitions, and other original materials, the former school is not believed to retain sufficient integrity of design or materials to support National Register listing.



Plate 41. Mt. Olive School: east front elevation with south classroom on left, north classroom on right, and industrial room in projection at center; note dramatic alteration of bays



Plate 42. Mt. Olive School: east front and north side elevations



Plate 43. Mt. Olive School: west rear elevation lacking original banks of classroom windows



Plate 44. Mt. Olive School: south side and east front elevations

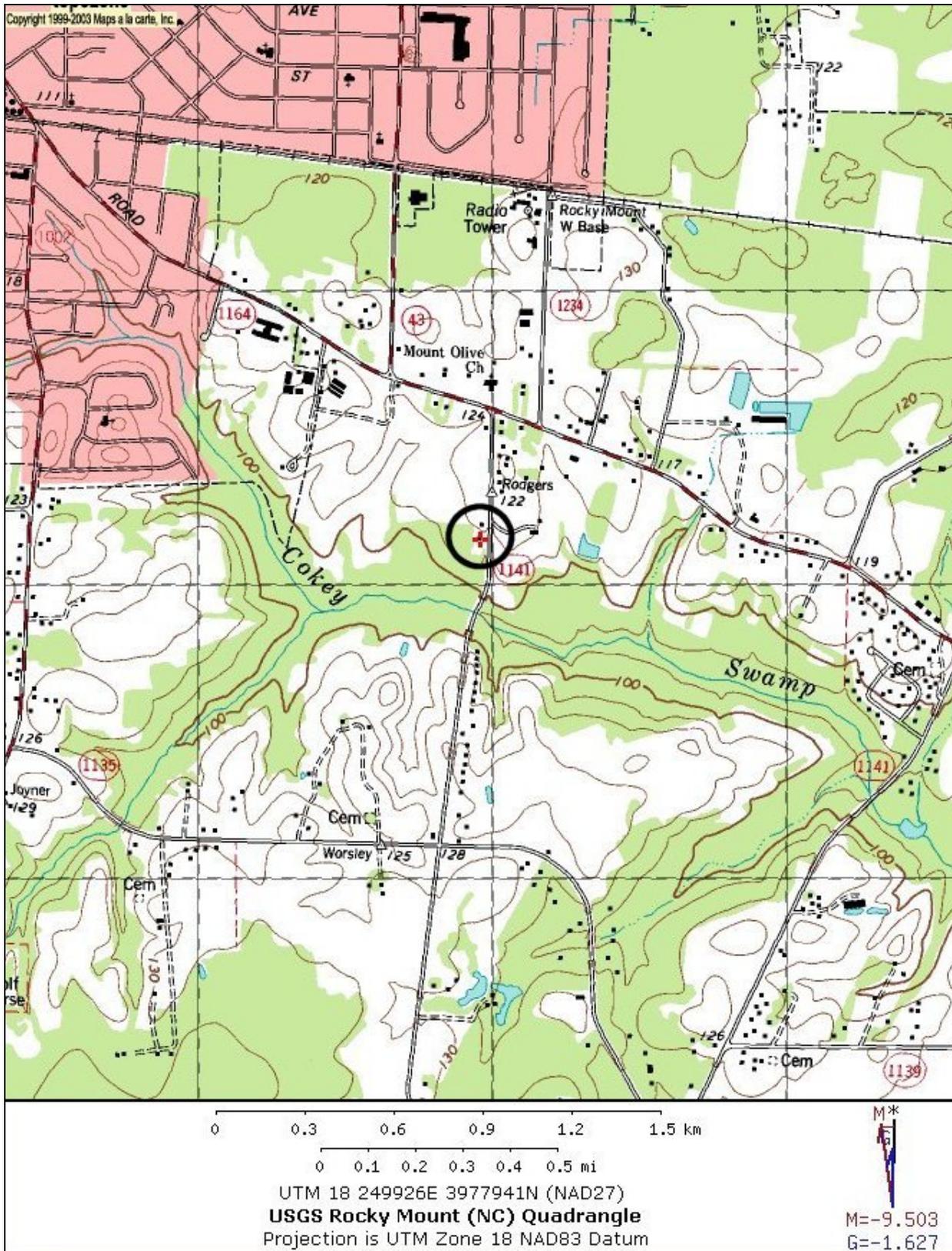


Figure 6. Mt. Olive School locator map (red cross in black circle)

WIMBERLY SCHOOL

Up dirt lane on north side of NC 97,
0.6 miles east of junction with New Hope Church Road (SR 1418),
Dunbar vicinity

Like its fellow three-teacher type Lawrence School, the Wimberly school is little more than a pile of building materials. During the 1924-25 budget year, a year after Lawrence was funded, the Rosenwald Fund provided \$900.00 for the school. The balance of its \$4,200 cost came from black supporters (\$700.00), white contributors (\$200.00), and public monies (\$2,400). The Rocky Mount *Sunday Telegram* of January 21, 1962, depicted the school with the following caption (Plate 45):

Changing Face—Four of these type buildings operated until last year in the Edgecombe Negro system. But the county now is proud of the fact that no wooden buildings remain anywhere within the system. All have been replaced by consolidated plants such as the inset, Coker-Wimberly School. Keeping up with a rapidly increasing Negro school population is the county's biggest challenge, but in three years, the system has built 18 classrooms, consolidating four Negro schools; added a vocational department and furnace at Conetoe High School; and a vocational department and gymtorium at Phillips High School (Battleboro). Because of population increases and higher retention of Negro students, the county needs 12 more classrooms.

The surviving bits of the school do not have sufficient integrity to support National Register eligibility (Plates 46 and 47) (Figure 7).

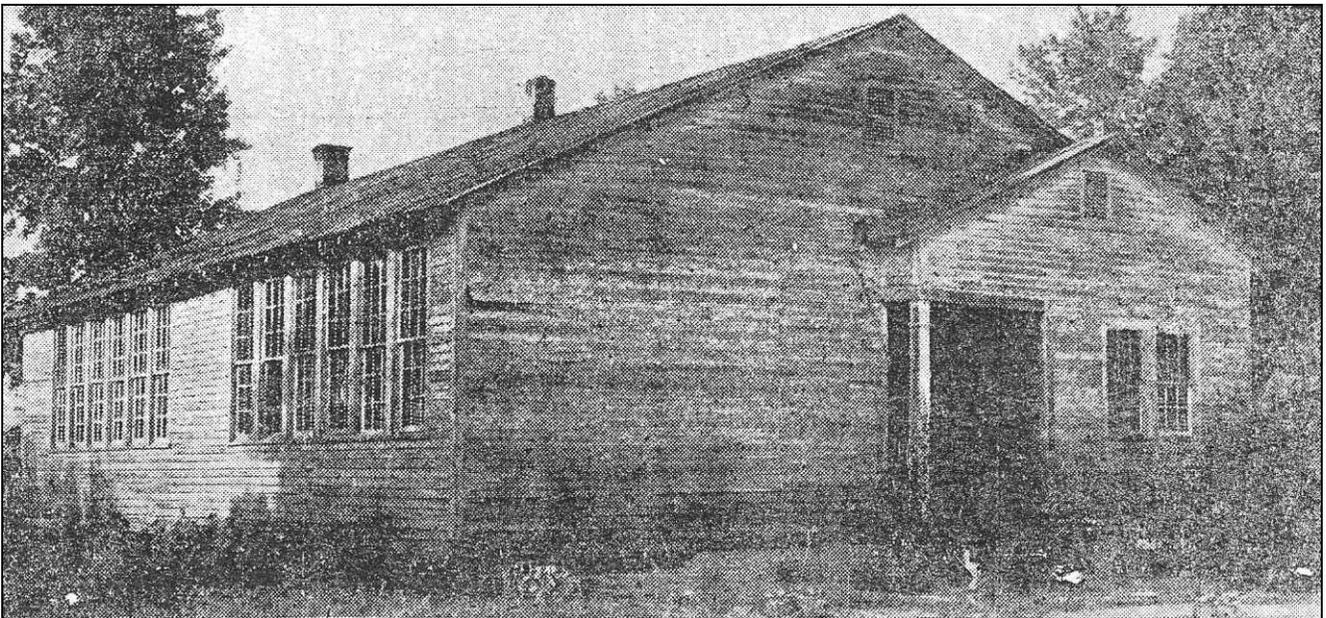


Plate 45. Wimberly School in 1962, prior to being supplanted by consolidated Coker-Wimberly School farther east on NC 97; inset of modern school cut out of bottom of reproduced image (source: Rocky Mount *Sunday Telegram*, January 21, 1962)



Plate 46. Wimberly School: seam-metal roof upon collapsed frame and ground



Plate 47. Wimberly School: transom and six-cross-panel door amidst collapsed structure

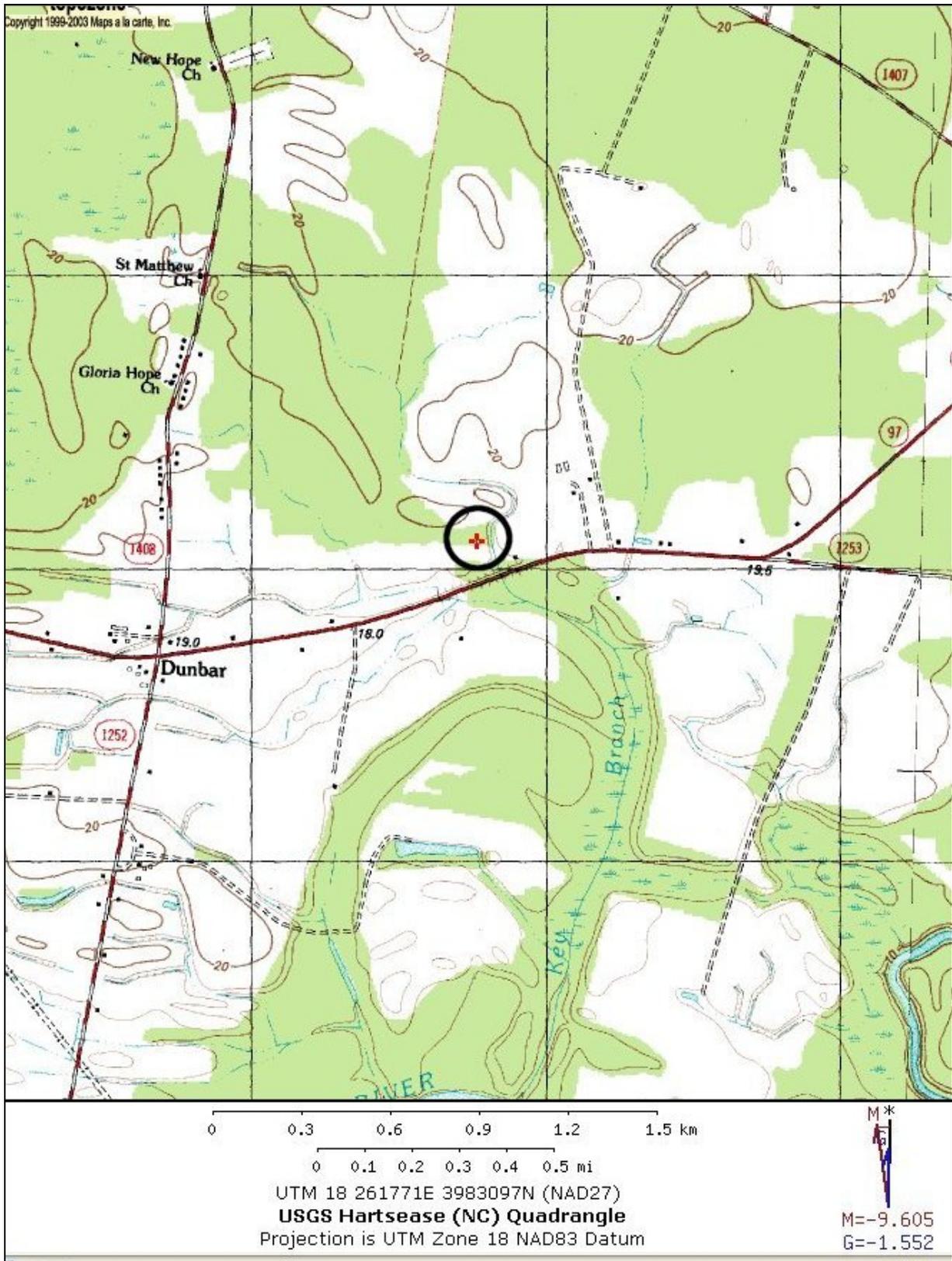


Figure 7. Wimberly School locator map (red cross in black circle)

B. HALIFAX COUNTY

The 46 Rosenwald schools, plus a teacherage, erected in Halifax topped the number built in any other county in the state. The origins of the Halifax program extended back to the beginnings of the Rosenwald program in the state. In his report to the Halifax County Board of Education of July 7, 1919, Superintendent A.E. Akers recalled attending a meeting of the North-Eastern Division of County Superintendents in October 1915, where he first learned that one could get money for black schools, equipment, and teacher's salaries from out of the state. With the support of Rosenwald Fund Negro school agent Nathan C. Newbold, he resolved at the time to pursue outside funding. By the end of the 1918-19 school year, he reported, the county had built four Rosenwald schools, had received funding for two that would have been completed earlier but for the War, and had promises from the Fund for four more buildings. He also noted that the county received money to support black education from other out-of-state sources, including the General Education Board, the Smith-Hughes Fund, the Jeanes Fund, and the U.S. Department of Agriculture.

The Rosenwald program had largely run its course in the county by the spring of 1926, when a summary report noted that Halifax had 39 Rosenwald buildings with a total of 79 classrooms. The total cost of these, including sites and "modern equipment" for all the buildings, was \$140, 895, with the sources of contributions divided as follows: black—\$28,891; white—\$6,800; public—\$78,854; Julius Rosenwald Fund—\$26,350. "In addition to the above schools in the County proper," the report noted, "there are schools[s] at Weldon and Roanoke Rapids costing \$20,000 and \$24,100 respectively, of which amounts the Julius Rosenwald Fund contributed \$3,000, making the total contribution to Halifax, \$29,350" (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor).

As noted at Section II above, Halifax's Rosenwald schools were particularly well built due to the efforts and skills of African-American builder Cary Pittman, who erected the lion's share of the structures. Unfortunately, only five of the county's Rosenwald schools survive, only two of which are believed to retain sufficient integrity to support National Register listing.

Halifax County's Rosenwald schools were generally small, as reflected in its few survivals. The two-teacher Plan No. 20 type was the most common. As expected, the larger schools, none of which survive, were located in the county's largest communities: Weldon (six-teacher type, c.1924), Chaloner in Roanoke Rapids (seven-teacher-type, c.1924), Enfield (seven-teacher type, c.1926); and Scotland Neck (eight-teacher type, c.1928). Weldon and Chaloner, and perhaps the other two, were brick veneered (Plates 48 and 49).

Some of Halifax's smaller schools that were still standing in the 1970s and 1980s, but which no longer survive, were photographed as part of historic architectural survey efforts in the county. A few others that were presumably gone by that date survive in photographs as well (Plates 50-57).¹⁷ The locations of the county's five extant schools are depicted at Figure 8.

¹⁷ The Julius Rosenwald Fund Archives at Fisk University likely contains photographs of almost all of the Rosenwald schools built in the six counties studied here and elsewhere in North Carolina. These photographs were not available for reproduction as this report was being prepared; they were being scanned by Fisk so that their digital images will be widely available on the internet in the future. The images of no-longer-extant schools included in this report come from other sources and, in a few instances, from photographs that were available for photocopying at Fisk.



Plate 48. No-longer-extant Halifax County Rosenwald school, likely Chaloner in Roanoke Rapids, in May 1924 (source: Jackson Davis Collection of African American Educational Photographs, University of Virginia)



Plate 49. No-longer extant Halifax County Rosenwald school, likely Weldon, in May 1924 (source: Jackson Davis Collection of African American Educational Photographs, University of Virginia)



Plate 50. Dilolia School, no longer extant, in 1976 (source: North Carolina State Historic Preservation Office site file)



Plate 51. No-longer-standing Gold Mine School in 1986 (source: North Carolina State Historic Preservation Office site file, Henry Taves photographer)



Plate 52. no-longer-standing Eastman School, c. late 1920s (source: North Carolina Department of Public Instruction Record Group, Division of Negro Education: Special Subject File. North Carolina State Archives, Raleigh)

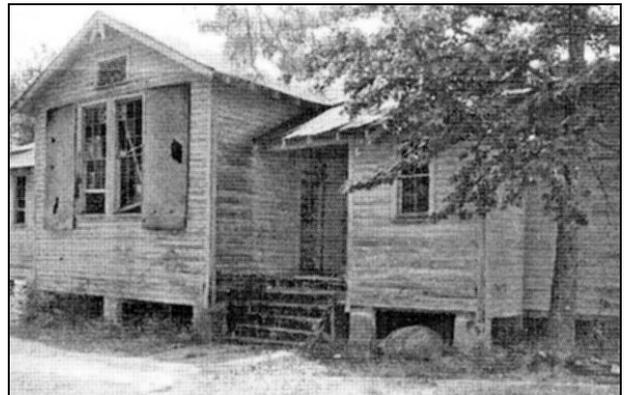


Plate 53. Edgewood School, no longer extant, in 1986 (source: North Carolina State Historic Preservation Office site file, Henry Taves photographer)

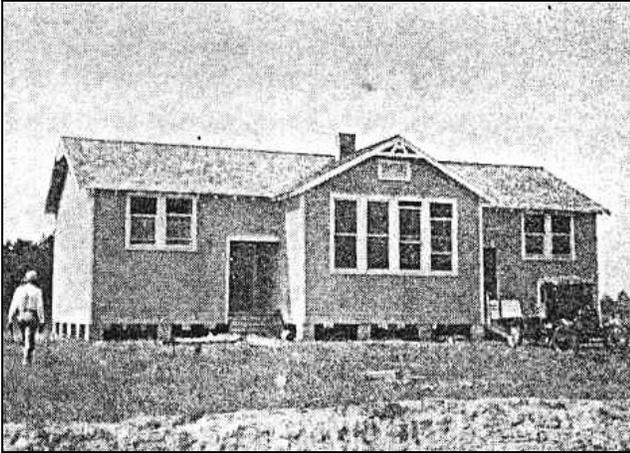


Plate 54. Eure School, no longer extant, c1930s (source: Anonymous, "Southeast High School Dedication")



Plate 56. no-longer-extant Ward School, 1986 (source: North Carolina State Historic Preservation Office site file, Henry Taves photographer)

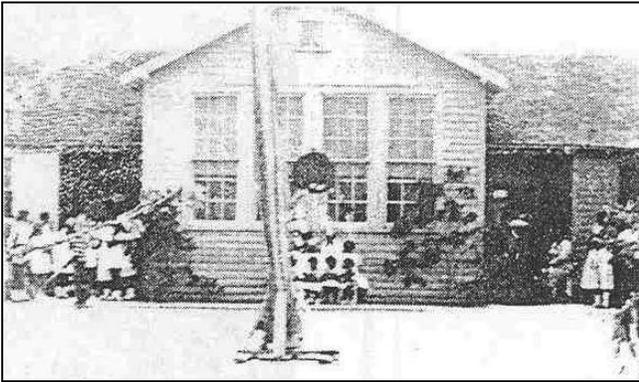


Plate 55. no-longer-standing Tillery School, c.1920s (source: Anonymous, "Remembering Tillery")

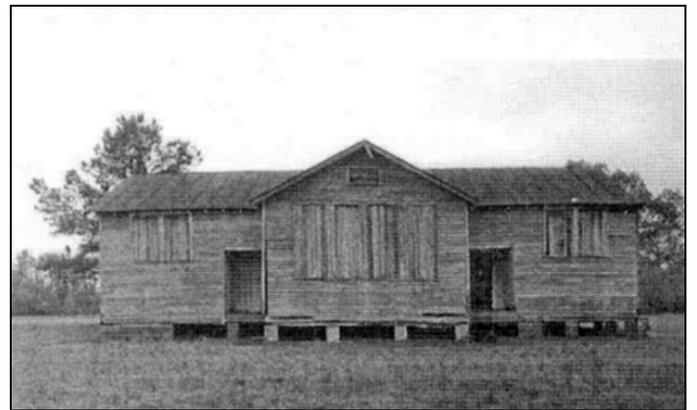


Plate 57. Pea Hill School, no longer standing, in 1986 (source: North Carolina State Historic Preservation Office site file, Henry Taves photographer)

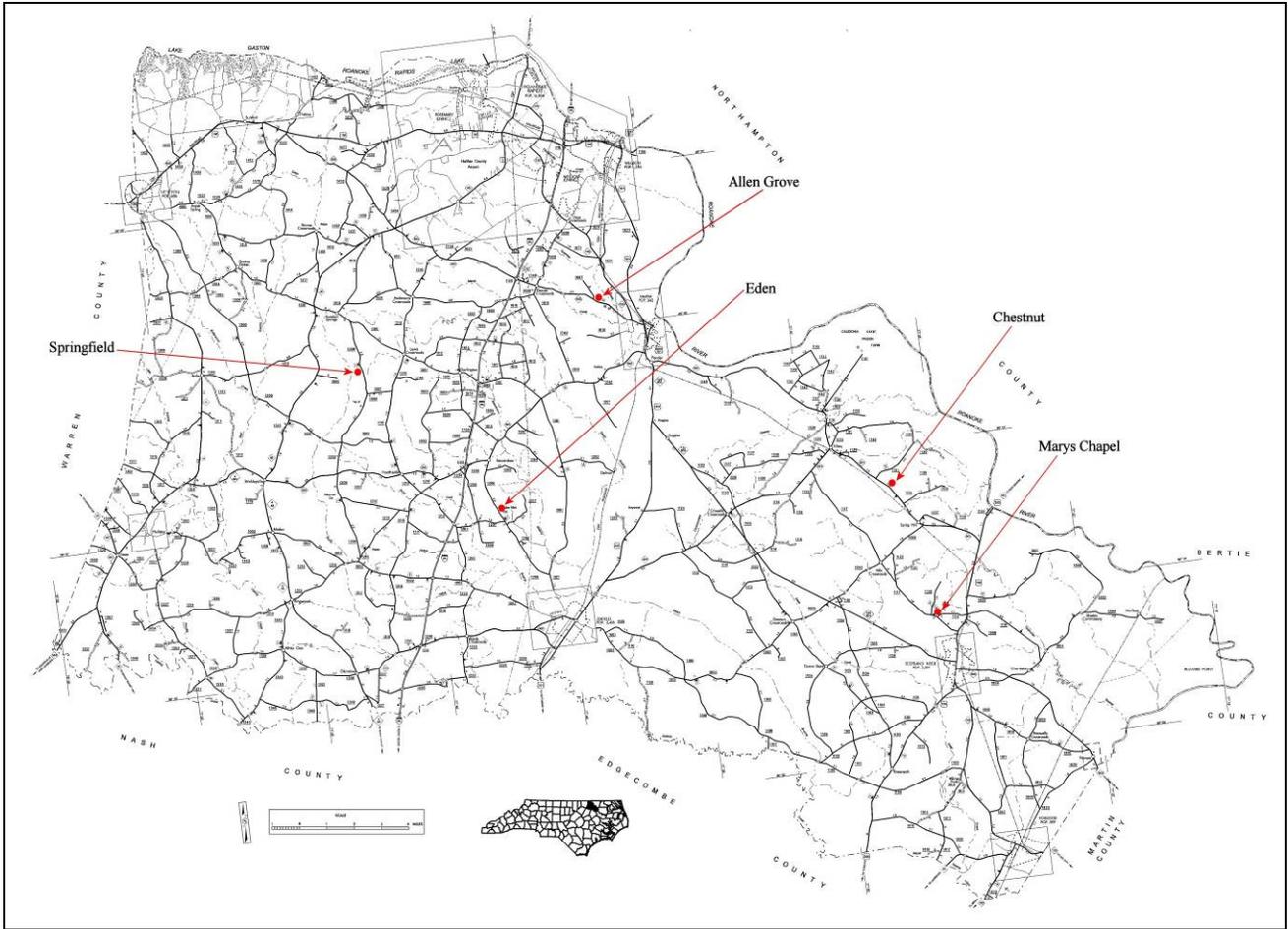


Figure 8. Extant Rosenwald schools in Halifax County

ALLEN GROVE SCHOOL (HX-293)

**North side of NC 903,
0.2 miles east of junction with SR 1667,
Halifax vicinity**

The Allen Grove Rosenwald school was erected about three miles due south of its current location, in the community of Allen Grove on the north side of NC 561 just west of Morris Road (SR 1201). The Rosenwald Fund provided \$800.00 for the school during its 1921-22 budget year. The county (\$1,500) and local black citizens (\$500.00) supplied the remaining money needed to cover its total \$2,800 cost. In 1996 the school was moved to its present site on the grounds of the Halifax County 4-H Rural Life Center (Taves 1986; Long 2007). Following his recordation and research of the school on its original site in 1986, Henry Taves wrote:

The Allen Grove School is one of several identical Rosenwald schools in Halifax County, attributed to local black contractor Cary Pittman. Clad in German siding, this example enjoyed above-average longevity, serving educational needs for local blacks from 1922 until 1959.

The plans for this building were created by Wilmington architect Henry Bonitz. Designated School 200-R, the standard design became popular in Halifax County...for basic two-room frame schools; most were built for blacks with assistance from the Julius Rosenwald Fund. The form consists of two classrooms and small cloakrooms beneath a wide hipped roof, with a central gabled pavilion in front flanked by small recessed porches. Large 6/6 [actually 9/9] sash windows provided adequate light; stoves and a centrally located chimney provided heat. The two classrooms could be combined for assemblies by removing the central partition. Five-cross-panel doors and other plain details are typical of the period. The building has served as storage since its closing.

His photographs depicts an intact, but deteriorating building, with sheet metal over its windows and vines climbing its elevations.

The 200-R plan that Taves cites as the creation of architect Henry Bonitz was based upon the two-teacher type, Plan No. 20 commonly used in Halifax and throughout the six-county region (Julius Rosenwald Fund 1924a). The hipped roof of the school is depicted on the Bonitz drawing; the Rosenwald Fund elevation pictures a gable-end roof.

The school was carefully restored following its move (Long 2007) (Plates 58-66) (Figure 9). Outside it retains German siding and a seam-metal, hipped roof; large 9/9 classroom and smaller 4/4 cloakroom sash; and five-cross-panel doors. Even the sign on the south gable end is an original or early feature. Its original lettering, which was repainted following the move, calls the school the "Allen's Grove Rosenwald School," an odd appellation for a school located in a community known as "Allen Grove." Only the full brick foundation, which was necessary due to the uneven ground of its new site, differs from its original brick-pier design. Inside the school retains its wooden floor, marked by the ghosts of the original desk placements; plaster walls; and tongue-and-groove ceilings. Early blackboards are in place, as is an early, though perhaps not original, narrow stage at the end of the north classroom. The desks, although not original, were used in the school; they were hand-me-downs from a white school in Weldon. (The church pews are later additions.) A coal-burning stove, although also not original, was

an early replacement. The sole notable alteration inside is the loss of the folding partition doors between the two classrooms.

The only element of integrity that has been conspicuously altered at the Allen Grove School is its location. However, it is remarkably intact and well-restored and stands on a rural site that is similar to its original location. It is therefore believed to retain sufficient integrity of location to merit listing in the National Register.

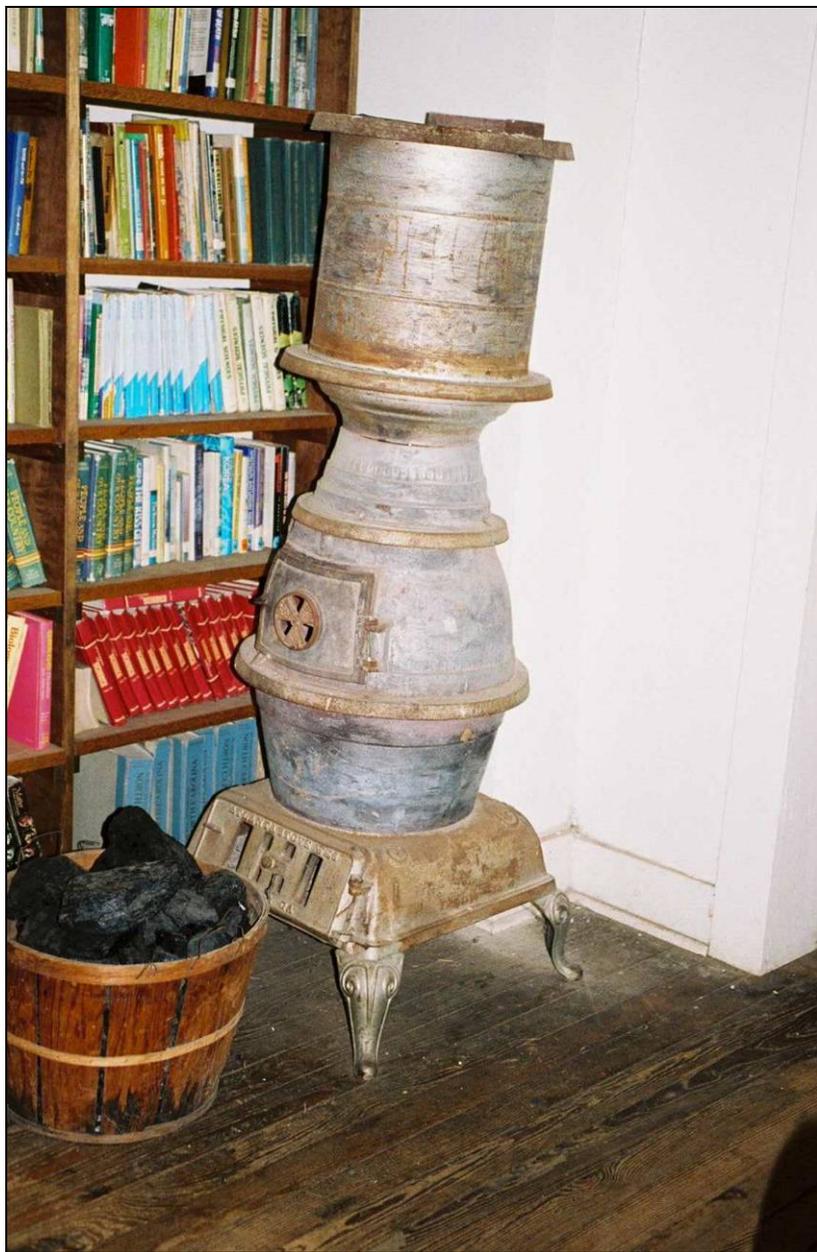


Plate 58. Allen Grove School: early coal-burning stove in north classroom



Plate 59. Allen Grove School: east front and south side elevations



Plate 60. Allen Grove School: east front elevation with industrial room and cloakrooms projecting forward from side-by-side classroom



Plate 61. Allen Grove School: east front and north side elevations; note tall brick foundation fitted to current site



Plate 62. Allen Grove School: north side and west rear elevations



Plate 63. Allen Grove School: west rear and south side elevations; note banks of windows across classrooms at rear elevation and sign at side elevation

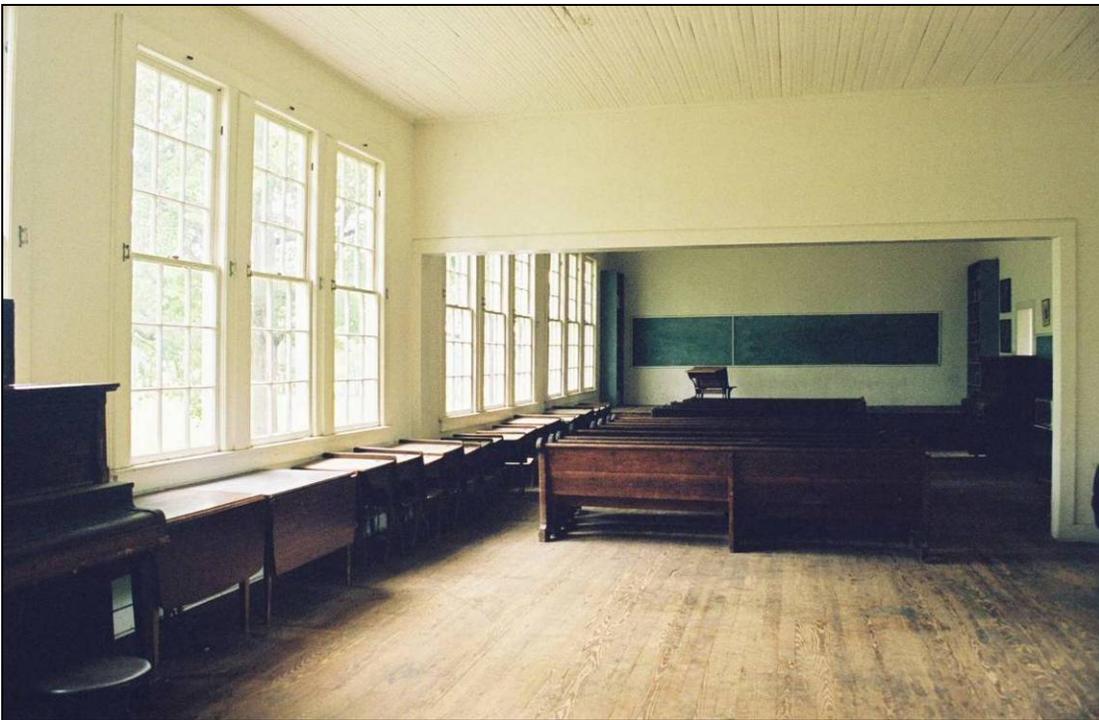


Plate 64. Allen Grove School: interior of the two classrooms; note wood floor, plaster walls, tongue-and-groove ceiling, 9/9 sash, and opening in place of original movable partition wall



Plate 65. Allen Grove School: stage, blackboard, and desk at end of north classroom



Plate 66. Allen Grove School: industrial room

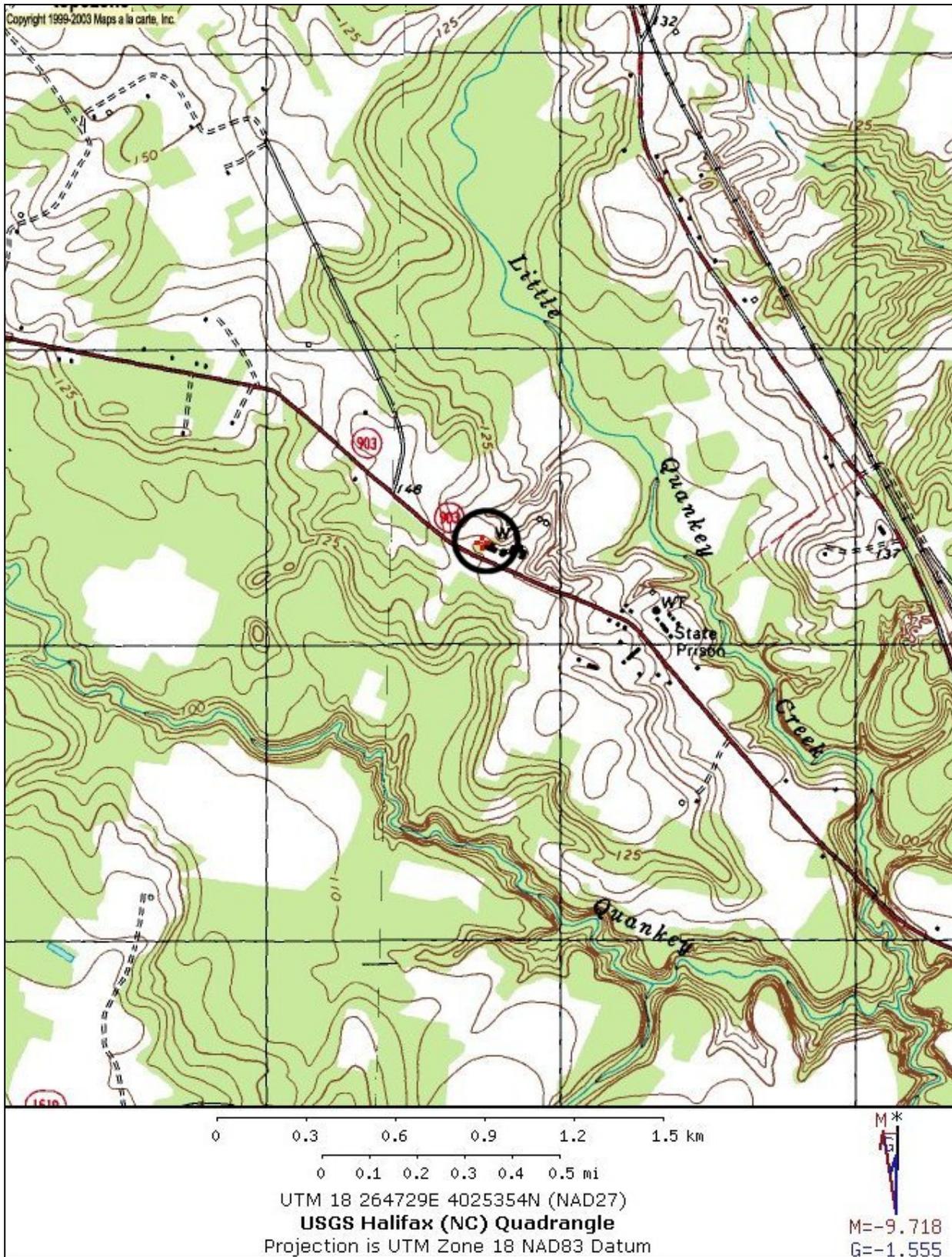


Figure 9. Allen Grove School locator map (red cross in black circle)

Chestnut School (HX-496)
North side of NC 561,
1.1 miles northwest of junction with SR 1135,
Tillery vicinity

The Rosenwald Fund provided \$700.00 toward the construction of the two-teacher type, Plan No. 20 Chestnut School during its 1923-24 budget year. The remaining funds were supplied by local black citizens (\$900.00) and public funds (\$2,150). Henry Taves provided the following account of the school as part of his recordation of it in 1987:

This frame school clad in German siding, built for blacks ca. 1925, is believed to be one of the many similar ones built by black contractor Cary Pittman. ...[T]he school was built according to a standard plan, encompassing two spacious classrooms beneath a gable roof. A front gable sheltered an additional smaller [industrial] room, with twin recessed porches and cloakrooms on either side. In 1935 a third classroom was added on the northeast end. The generally plain structure exhibits exposed rafter ends at the eaves, a group of six 9/9 sash windows to provide generous illumination to each classroom, and two interior chimneys to accommodate stoves.

After serving its educational purpose, the school was sold in 1958 to a couple who had attended it as students. They converted the original two classrooms to a residence and have lived there ever since.

The Chestnut School is a one-story building with three classrooms arranged in linear fashion (Plates 67-78) (Figure 10). At its south-facing front elevation, from which its central industrial room and the three cloakrooms project, its frame is exposed in multiple places where its weatherboards have pulled away. At this elevation, most of the bays remain intact, although the bank of windows at the industrial room has been partially boarded over. Original doors into the classrooms, set between the projecting industrial room and cloakrooms, are in place. They retain nine-light windows above three cross-panels. Many of the window bays remain intact as well, including the double-hung sash placed just beneath the eaves that served as “breeze windows” (in Fund terminology) and provided light for the cloakrooms. The classrooms at the center (to the industrial room’s right) and at the west, closest to the road, are original.

The east classroom, which was added in the 1930s, was largely intact in 1987 according to Taves’ notes. Since that time, the building has been abandoned and this classroom has largely collapsed. A view into it through the fallen roof reveals plaster walls, a cross-panel door beneath a three-light transom, and the ghosts of blackboards. The weatherboards in the gable of the original east end of the building are still visible, for they were simply hidden by the addition. Trees now largely obscure the school’s long north rear elevation. It appears to retain much of its weatherboard cladding above the level of the base of the windows, most of which have been boarded over. Beneath the windows, many of the weatherboards are gone, as well as the plaster and, in places, even the lathe. This loss of materials fully opens much of the base of the classrooms to the outside. The west side elevation, which faces the road, is even less intact. As part of the conversion of the school to residential use, it received a new entry, a shed-roofed porch, and later 6/6 sash windows.

Inside, the school originally had plaster walls. In the industrial room, which is still reached through a five-panel door on the east, much of the plaster has fallen. The sash in that room’s original bank of

windows was first replaced and then boarded over. In the central classroom, the plaster was covered by composite paneling above an apparently original chair rail. Beneath the rail, at the north wall, much of the lathe, the plaster, and even the weatherboards have fallen. Some of the 9/9 sash of the bank of windows on the north wall is visible; other sash may be in place beneath the paneling. The five-panel door from the central classroom to the original west classroom is in place, but the partition wall has been papered over. A five-panel door also continues to open from the central classroom into the collapsed east classroom. In the west classroom, the ceiling has been lowered. Some of the 9/9 sash appears to remain in place, although most of the upper sash rises above and is therefore hidden by the false ceiling. The room retains some of its plaster. At the north wall beneath the chair rail, though, the outside is visible through lathe, as much of the plaster and weatherboards are no longer in place.

To the northeast rear of the school stands a weatherboarded frame privy topped by a shed roof. A tiny building, it has a single wooden seat set upon a raised concrete base. The Rosenwald Fund called for four- rather than single-seat privies, although whether such substantial privies were generally or ever built in the six-county region or elsewhere in the state is not known. The privy appears to postdate the construction of the school.

Due to the alteration of bays and loss of original materials, the former Chestnut School is not believed to retain sufficient integrity of design or materials to support National Register listing.



Plate 67. Chestnut School: south front elevation with industrial room projecting at center

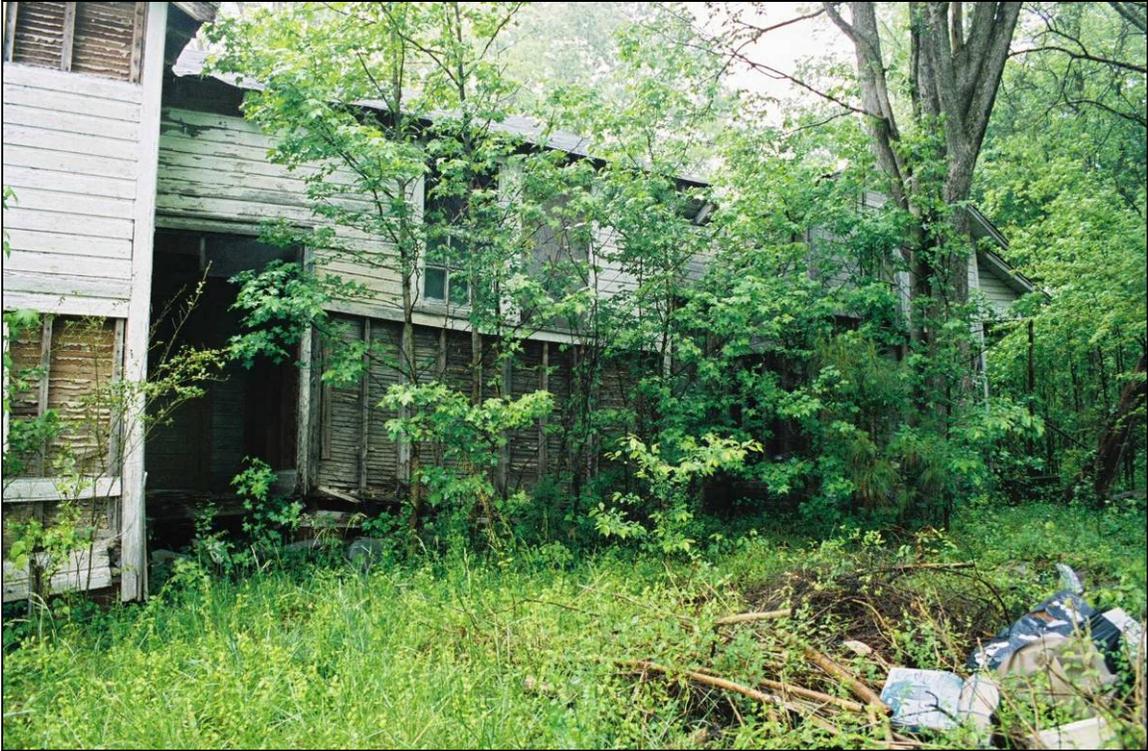


Plate 68. Chestnut School: south front elevation, note loss of weatherboards



Plate 69. Chestnut School: south front elevation door



Plate 70. Chestnut School: largely collapsed east side elevation and classroom; note weatherboards at gable of original east end of building



Plate 71. Chestnut School: east classroom; note plaster walls, original entry door with transom, and ghosts of blackboards



Plate 72. Chestnut School: north rear elevation



Plate 73. Chestnut School: west side (later front) elevation with added windows, entry, and porch



Plate 74. Chestnut School: industrial room; note collapsing plaster walls and altered and partially boarded-over bank of windows



Plate 75. Chestnut School: central classroom; note original cross-panel doors, covered partition and window bank, and loss of plaster, lathe, and weatherboards beneath chair rail



Plate 76. Chestnut School: west classroom; note original door, covered partition, and window partially obscured by dropped ceiling

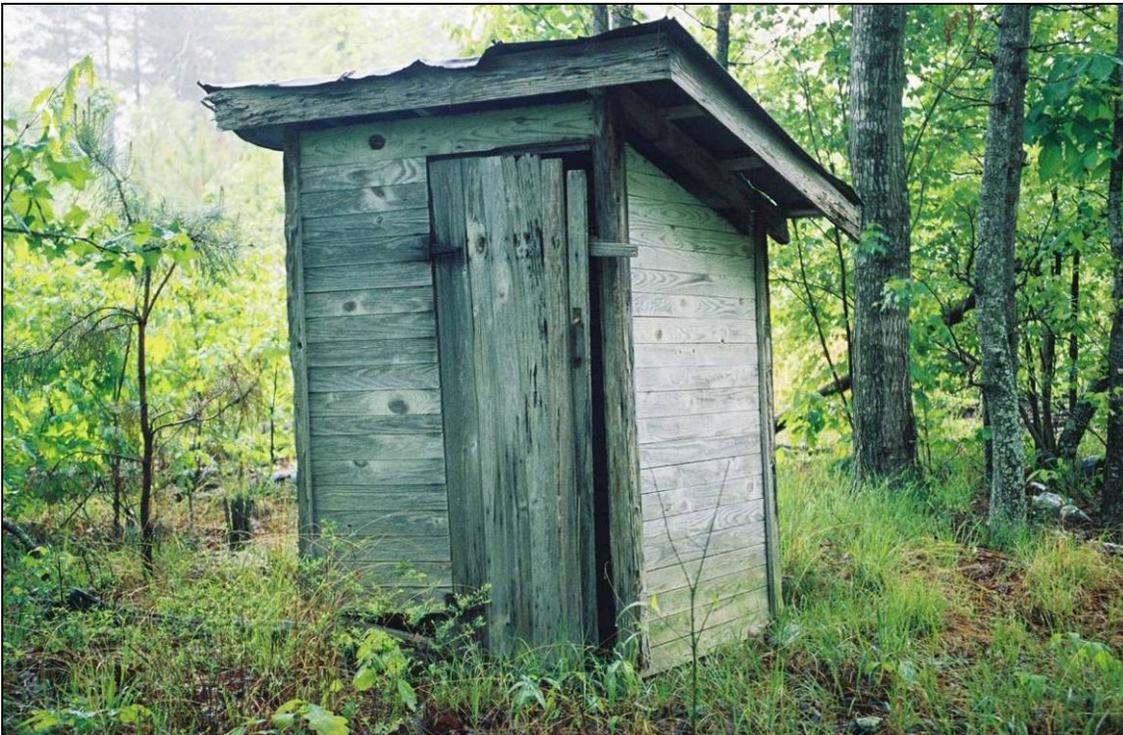


Plate 77. Chestnut School: privy to northeast of school



Plate 78. Chestnut School: privy interior

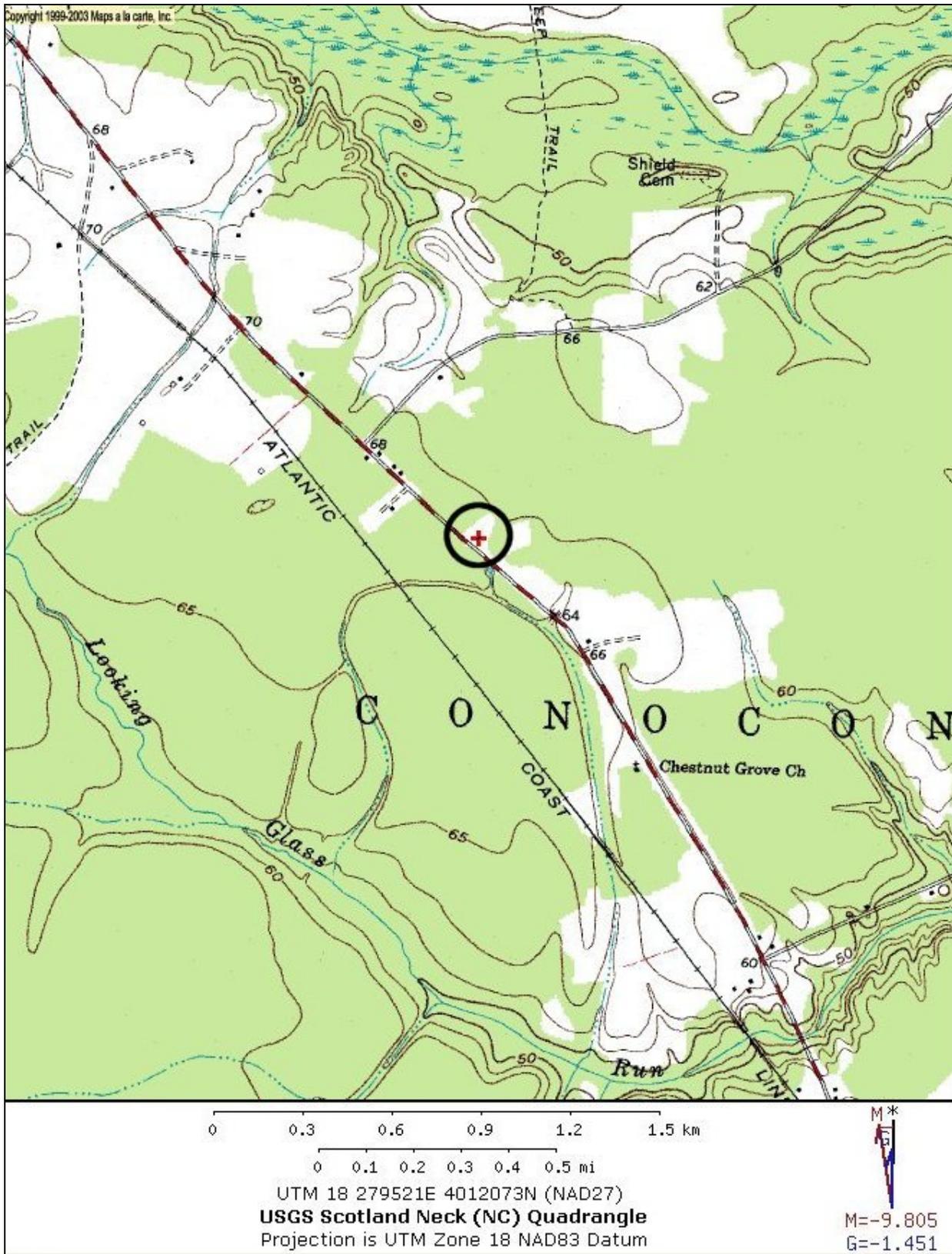


Figure 10. Chestnut School locator map (red cross in black circle)

EDEN SCHOOL (HX-266)
East side of SR 1206,
0.5 miles north of junction with SR 1207,
Enfield vicinity

The Rosenwald Fund contributed \$700.00 toward the cost of the original two-teacher type Eden School during its 1922-23 budget year. The school's third classroom was added, in a linear fashion typical of other extended Rosenwald schools in Halifax County. Although it was added without Fund money, the room's proportions were similar to those of the original classrooms and complete with a cloakroom and, presumably, a bank of windows, in keeping with the Fund's design ideals for schools. At a meeting on May 7, 1928, the Halifax County Board of Education agreed to include the addition in its budget for 1928-29, provided that the local black community "raise \$300 for the purpose."

Henry Taves, as part of his inventory of Halifax County, recorded, researched, and wrote a capsule history of the school in 1986:

While many frame schools of the 1920s were abandoned after the termination of their educational function, the Eden School enjoys a new life as a triplex apartment. Local black contractor Cary Pittman (1880-1951) built the school as a two-room building ca. 1922, replacing a smaller structure designated Colored School #4 of Enfield Township. His wife, Almyra Boone Pittman (1887-1952), taught here for many years thereafter. In 1938, Cary [Pittman] added a third classroom on the north end.

Like at least 40 other schools for blacks in the county, the Eden School was partially funded by the Julius Rosenwald Fund and local black citizens. It shares the typical construction details of the other schools—German siding, hipped roof with exposed rafter ends, and cross-panel doors. Front shed roofs shelter three small cloakrooms and three entrances, while a front gable projection contains a small room used for manual training and other activities. The classrooms were heated by stoves connected to two interior chimneys. The Board of Education sold the property in 1960 after the school outlived its usefulness. In 1983 the vacant building was converted to three apartments, during which time the large classroom windows were replaced and interior space was freely rearranged.

The school's hipped roof suggests that, like Allen Grove, it used the 200-R plan that architect Henry Bonitz and the state adapted from the standard two-teacher type, Plan No. 20 of the Rosenwald Fund (Julius Rosenwald Fund 1924a).

The school's interior was not viewed, but is believed to retain its same "freely rearranged" character. The exterior of the school remains much altered (Plates 79-82) (Figure 11). Its bays, as they were when Taves recorded the school, bear little relationship to the original appearance and use of the building as a Rosenwald school. The building's most intact features are the early form, which still indicates the locations of the industrial room and the three classroom/cloakrooms; German siding; and, at the projecting industrial room, board infill that suggests the location of the original bank of windows. (Two five-cross-panel doors at the front of the industrial room were salvaged from elsewhere in the building. They indicate a later-added partition through the room.) Due to the loss of its original bays, including its banks of windows, and the reworking of its interior, the school is not believed to retain sufficient integrity of materials or design to support significance in terms of National Register listing.



Plate 79. Eden School: west front elevation with original industrial building projecting at center and original classrooms/cloakrooms to its left and right; c.1938 classroom/cloakroom addition is at far left



Plate 80. Eden School: west front and south side elevations



Plate 81. Eden School: south side and east rear elevations



Plate 82. Eden School: north side and west front elevations; later classroom/cloakroom at left

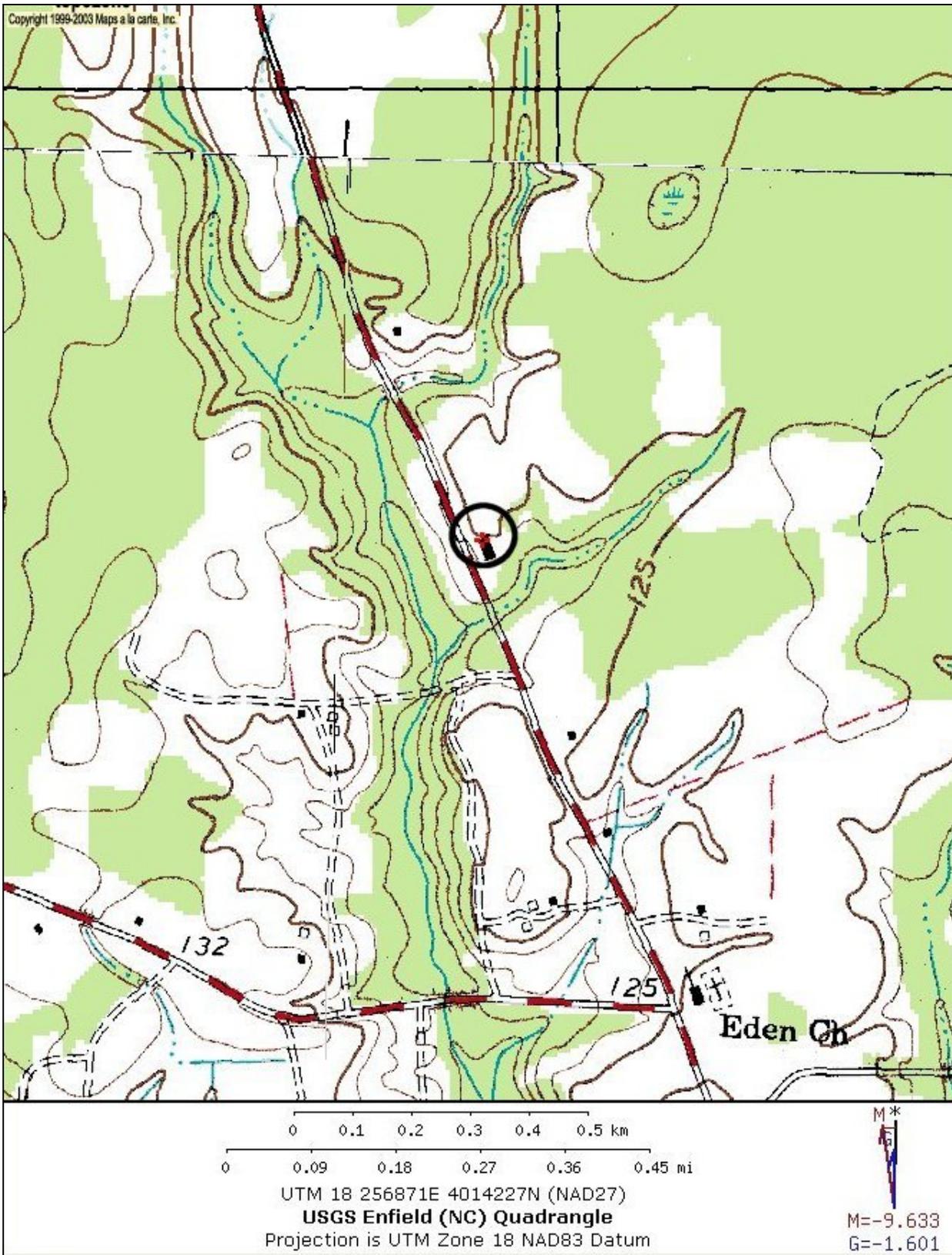


Figure 11. Eden School locator map (red cross in black circle)

MARYS CHAPEL SCHOOL
North side of SR 1117,
0.9 miles west of junction with NC 258,
Scotland Neck vicinity

The exact date of construction of the early Marys Chapel School is not known. It was standing by 1920, when the Rosenwald Fund noted that its \$2,300 total cost had been divided between the Fund (\$500.00), the local black community (\$725.00), and public monies (\$1,075). The school originally had two classrooms/cloakrooms. The third classroom/cloakroom at its west end is typical of additions Halifax County made to a number of its Rosenwald schools—without Fund contributions, but with Fund design ideals in mind—in the 1930s.

The one-story building is topped by a seam-metal, hipped roof (Plates 83-88) (Figure 12). It has three linear classrooms. The eastern and central classrooms at the right (east), are original. The similarly scaled classroom on the west is the later addition. The exterior has been heavily altered. Almost all of its original bays were filled, perhaps when it was converted to its present function, a fellowship hall/Sunday School building for Marys Chapel Church, which stands immediately to its west. In their place, new bays with modern doors and windows were added. All of the original banks of windows that would have crossed the rear of the school were supplanted and the windows that cross the east side are not original. Additionally, the industrial room appears to have been removed, as it would likely have projected forward at the current site of the central porch. The shed-roofed room that extends to the north rear is a later addition. The cinderblock foundation and exterior vinyl siding are also later additions.

The school's hipped roof suggests that, like Allen Grove and Eden, it used the 200-R plan that architect Henry Bonitz and the state adapted from the standard, two-teacher type, Plan No. 20 of the Rosenwald Fund (Julius Rosenwald Fund 1924a).

Inside, the building retains its two principal partitions between the three classrooms and, notably, the folding partition doors between its original two classrooms. It also retains a few six-panel doors and some beaded wainscoting. However, a partition has been added to the east classroom, the cloakrooms have been converted into closets or bathrooms, and an additional room has been extended to the rear of the west classroom. Further, composite wood paneling has been applied to the walls and acoustic tiles to the ceilings, and most doors are modern. The industrial room is also absent.

The Marys Chapel School is not believed to be National Register eligible, due to the loss of its original bays, including its banks of windows; the removal of its industrial room; the addition of vinyl siding; and, on the interior, the addition of composite wood paneling, acoustic ceiling tiles, modern doors, and a partition wall. It is in excellent condition and one of the most stable of the Rosenwald schools studied here, but these alterations are not in keeping with the suggested registration requirements outlined above and the building does not retain sufficient integrity of materials or design to support its significance.



Plate 83. Marys Chapel School: south front elevation with original two classrooms at center and right and third classroom at left; note apparent removal of industrial room



Plate 84. Marys Chapel School: south front and east side elevations



Plate 85. Marys Chapel School: east side and north rear elevations; note alteration of bays, including addition of six windows to side elevation and removal of three banks of windows from rear elevation



Plate 86. Marys Chapel School: north rear and west side elevations



Plate 87. Marys Chapel School: central classroom; note original cross-panel, folding, partition doors



Plate 88. Marys Chapel School: original east classroom; note later paneling and acoustic ceiling tiles

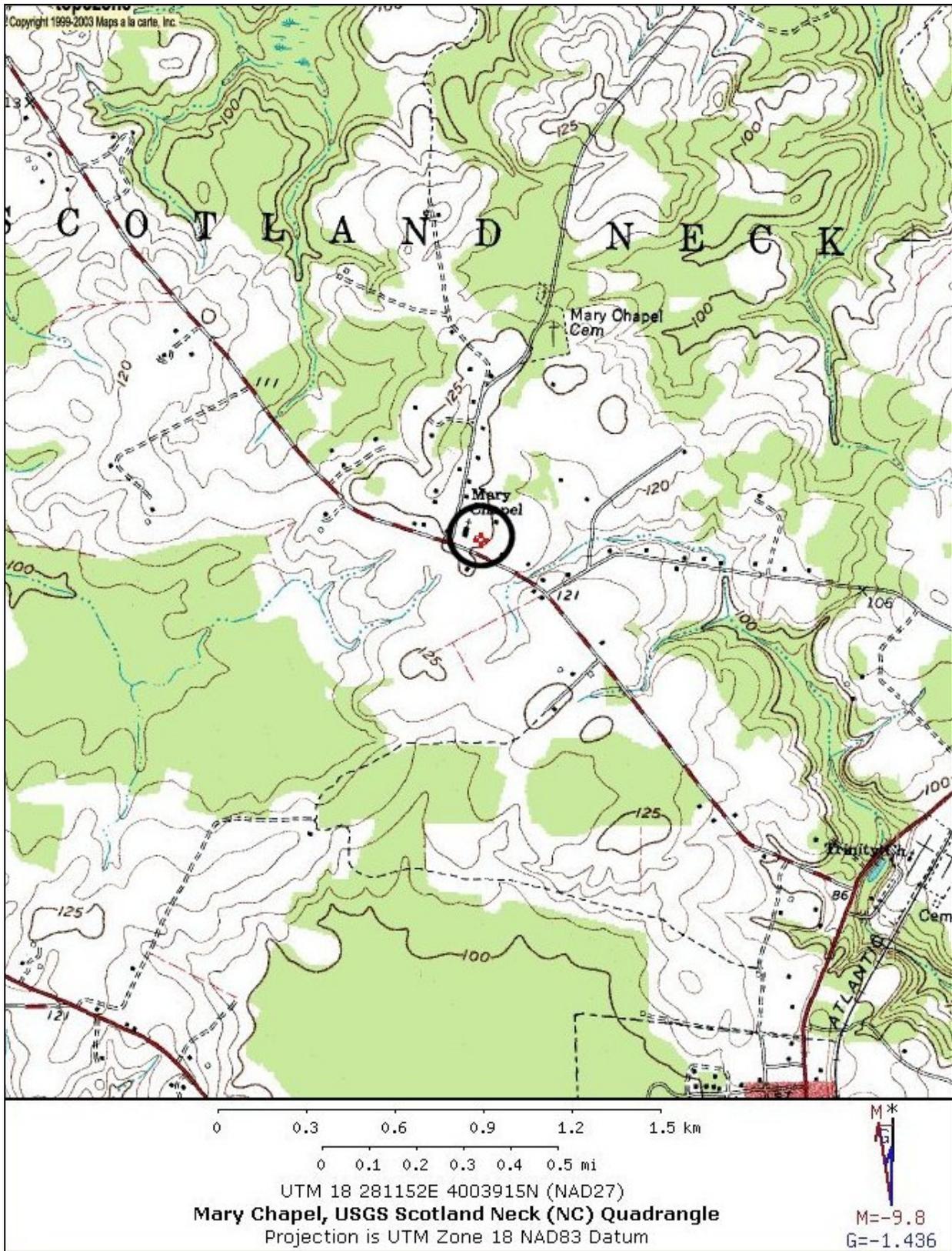


Figure 12. Marys Chapel School locator map (red cross in black circle)

SPRINGFIELD SCHOOL (HX-196)

**West side of SR 1200,
1.0 miles north of junction with SR 1608,
Aurelian Springs vicinity**

The Springfield School was built, in rural northwestern Halifax County, for a total of \$3,650. It was paid for with \$900.00 from the local black community, an unusually large contribution for a small school; \$2,050 from public sources; and \$700.00 from the Rosenwald Fund, which was allocated during the Fund's 1923-24 budget year. Following his recordation of the school in 1986, Henry Taves wrote:

Standing two miles south of Aurelian Springs, the Springfield School is a standard two-room school for blacks, one of at least 25 in the county built during the 1920s and 1930s by black contractor Cary Pittman. It resembles standard plan 200-R designed by Wilmington architect Henry Bonitz ca. 1920, but with a gable instead of a hip roof, a common variation. All were partially funded by the Julius Rosenwald Fund.

Two classrooms lit by large 9/9 sash windows form the bulk of the structure, sheltered by a gable roof with exposed rafter ends. A gabled front pavilion provides a smaller room for manual training and other specialized activities. As usual, alongside the pavilion are the two recessed entrance porches. Materials consist of German siding, concrete foundation piers, a standing-seam metal roof, and interior tongue-and-groove [actually early composite] sheathing.

The property served the county Board of Education until 1959; it was later boarded up but remains largely intact.

The 200-R plan was adapted by architect Henry Bonitz and the state from the standard, two-teacher type, Plan No. 20 of the Rosenwald Fund (Julius Rosenwald Fund 1924a).

Taves description remains largely accurate (Plates 89-100) (Figure 13). The school retains its gable-end roof, which is covered by a seam-metal that has partly rolled away from the battens at the north gable end. It stands on concrete piers, not original, and is sheathed with German siding. Some of the boards that covered its windows have been pulled away in the past 20 years, but it is still relatively tightly sealed. Its interior, not viewed by Taves, is also surprisingly intact, even though it was used as a barn after 1959. It retains exterior doors with six lights set above three cross-panels. Inside, at the cloakrooms, are doors with six cross-panels. The interior walls are covered with what appears to be original sheets of composite material, not boards yet not plaster. The school's 9/9 sash is in place behind sheets of plywood and is largely intact. Blackboards remain on the walls and on the sliding partition that divides the two classrooms. A hand-powered water pump to the building's north served it and/or Springfield Baptist Church just beyond.

The Springfield School stands on its original rural site, near a black Baptist church, in virtually unaltered condition. It is therefore believed to clearly retain sufficient integrity to support National Register listing.



Plate 89. Springfield School: east front elevation



Plate 90. Springfield School: east front and north side elevations



Plate 91. Springfield School: west rear and north side elevations



Plate 92. Springfield School: west rear and south side elevations



Plate 93. Springfield School: looking north toward school and Springfield Baptist Church



Plate 94. Springfield School: looking south pump



Plate 95. Springfield School: industrial room; note ghosts of posters and "SCIENCE" above blackboard



Plate 96. Springfield School: industrial room; note bank of windows at left, blackboard at lower right



Plate 97. Springfield School: north classroom with partition at left and bank of boarded-over windows



Plate 98. Springfield School: partition wall with sliding blackboard intact in north classroom



Plate 99. Springfield School: end wall with fixed blackboard in north classroom



Plate 100. Springfield School: cross-panel doors to north classroom at center and industrial room on right; glass panes completely hidden by sheet metal at classroom door

C. JOHNSTON COUNTY

An early 1920s study of Johnston County's schools, produced by the Rural Social Science Department of the University of North Carolina, provides timely contexts—economic, social, and racial—for the county's Rosenwald schools. Its authors noted that Johnston was, overall, relatively prosperous. In 1921 it ranked second among North Carolina counties in production of both cotton and corn and stood fourth in its tonnage of tobacco. In the "production of agricultural wealth," Johnston ranked 45th of all counties in the country. Although its agricultural production was high, the county's per capita wealth was low. This reflected limited manufacturing and the rate of farm tenancy, which topped 50 percent (Sanders and Ragsdale 1922:21-22, 25, 39-40).

The county lagged in particular in the education of its workforce and citizenry. As the report's authors put it, in the area of illiteracy "we are forced to hang our heads in shame." Sixty-eight counties ranked ahead of Johnston in native white literates over nine years of age. Blacks in this category fared better compared to other blacks in the state, but still trailed 25 other counties (Sanders and Ragsdale 1922:34-35).¹⁸

Rural school consolidation was low and most schools were small. "These little one-teacher and two-teacher, poorly equipped, schools scattered here and there all over the county," the authors alleged, "are scarcely worth their upkeep." The teachers—"generally raw recruits from grammar grades, teaching on pitifully low salaries"—were little better. Attendance, at about two-thirds, was poor. The educational picture was brighter in the city systems of Smithfield, Benson, Selma, and Clayton, which had "modern, well-equipped buildings" and "the very best of teachers" (Sanders and Ragsdale 1922:46-49).

Not surprisingly, the authors recommended manufacturing diversity, farm ownership, school consolidation, and better-trained teachers to solve these shortcomings, at least for the county's white residents. They viewed Johnston's black citizens as an unfortunately necessary, albeit pliable, component of the work force:

A large number of these negroes serve the county only in the capacity of day laborers on farms or in the towns. That the number of negroes in the county is low is doubtless a great blessing to the county, for there is no doubt but that this backward and uneducated race is a detriment to any community or society when they are found in large numbers. Professor Collier Cobb has aptly said that the black man has seldom accomplished anything except under the leadership of the white man. Yet, one cannot afford to say too much against the negro population of Johnston. They are undoubtedly useful to us, in that they serve as our labor in both agriculture and industry, and, they are on the whole well behaved and law-abiding. It is doubtful if there are better-behaved or better negroes in the state than those in Johnston. As a rule they are law-abiding, industrious and thrifty. Whites and blacks in Johnston get along together remarkably peacefully.

In the face of such attitudes, the county's black citizens had to tread carefully in their search for better schools. J.H. Skinner, the principal of the Kenly Negro Graded School—a three-teacher type erected

¹⁸ The illiteracy rate of the county's ten and older white residents was 9.5 percent. The rate of comparable black residents was 21.7 percent (Sanders and Ragsdale 1922:37).

with Rosenwald support about 1922-23—was exceedingly cautious.¹⁹ In his first “Colored Column,” which he began in the new *Kenly Observer* on February 11, 1926, he wrote (Skinner 1926a):

I feel proud of the opportunity to say a word each week for my race, especially the deserving ones, to let the world know we are moving upward here, as well as elsewhere.

This but tells the story that we have a broadhearted white citizenry, a people who wish us well. No where in this South land have we a better white people, especially kind to our people along these lines.

All that is required of us here is to strictly attend to our affairs: in other words stay on our side of the fence and all is well....I repeat, I am proud to have the chance to say a word for my pepple [sic], and I wish each reader to understand what I shall write will apply to my race only, as the white race is able to take care of itself, and I shall not attempt to advise them, only of the doings of my own race.

In subsequent columns, the conservative Skinner expostulated against sloth and other perceived sins in his community. He also referred to the Kenly campus and the surrounding community. On February 18 he wrote (Skinner 1926b): “The campus of the graded school, has been cleaned off by the students and it looks very neat and pleasant there. Many of the roots and stumps were taken up by the young ladies.” He noted the development of a small community, including neat houses, near the school. On May 20 Skinner (1926d) again pressed for discipline and hard work and reported on the progress of the school and community. Speechmaking and displays of handiwork by the students had crowned the school’s closing ceremonies and neighborhood development had continued.

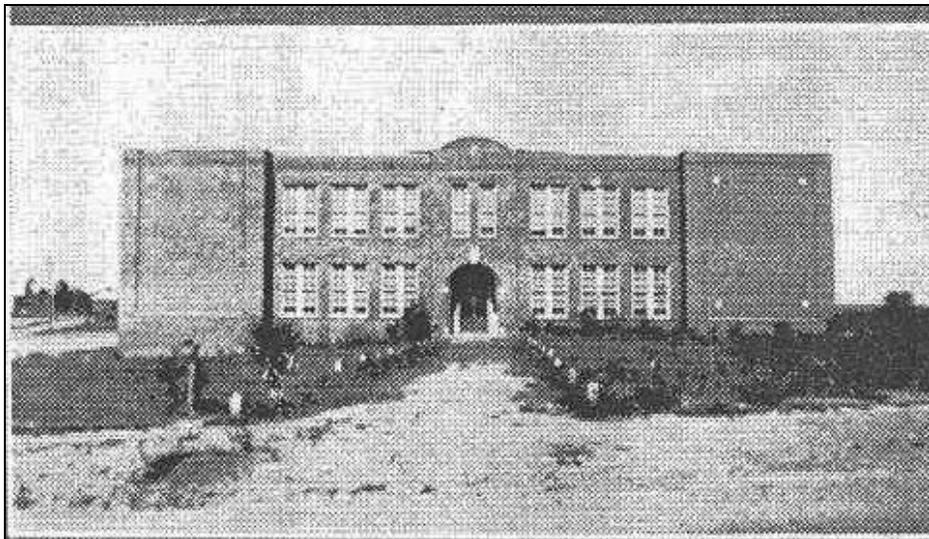


Plate 101. Eleven-teacher type Clayton High School expanded to 16 rooms and an auditorium by 1936 (source: Anonymous, *Illustrated Handbook of Clayton*)

¹⁹ A much later Kenly columnist (Boyette 1994:19), in resurrecting the columns, questioned whether Skinner, in the face of clear inequalities, was “writing ‘from his heart’ or ‘what he thought the whites wanted to hear.’”

The Johnston County Board of Education supported the construction of only ten Rosenwald schools but, perhaps in response to the calls by Progressives for consolidated schools, including the racist Sanders and Ragsdale, these schools were surprisingly large. The county's first three Rosenwald-supported buildings were small—two were one-teacher types and the other was a three-teacher type—but the seven following schools built between about 1921 and 1929 were on the whole unusually large. One was a three-teacher type; one a five-teacher type; two were six-teacher types, and one each were eight, nine, and 11-teacher types.

The school in Clayton was a substantial 11-teacher type that received \$2,100 from the Rosenwald Fund during the 1927-28 budget year. By 1936, when an image of it was included in an *Illustrated Handbook* of the town, it had 16 rooms and teachers and a large auditorium (Plate 101).

Johnston's large Rosenwald schools—Clayton, the Johnston County Training School, Princeton, and Short Journey—added classrooms and expanded from the 1920s through mid-century, and provided classes beyond the sixth grade for children throughout the county. Their presence contributed to a generally positive retrospective assessment of black education in the county (Johnston County Schools 1983a:30): "Despite deficiencies including inequities between white and black schools, Negro education in Johnston County by the 1920s had begun to acquire the reputation of being superior to Negro education in most counties of the state."

The Rosenwald Fund and its representatives assisted the board of education and the county's black communities in promoting and raising money for Fund-supported schools in the county. On February 28, 1922, the *Smithfield Herald* ran a story, written by Laura J.A. King, the county's supervisor of Negro schools, promoting the Fund. She summarized its efforts and those of black citizens to build schools throughout the state and urged all "school committeemen, teachers, and community workers interested in bettering schools" to come hear Dr. G.E. Davis—North Carolina's African-American Rosenwald Fund building agent, who traveled the state drumming up money for schools—speak the following month at the County Training School. On March 7 the *Herald* reported on Davis' visit and speech, which included two "clever...and very interesting stories." Seven years later, on October 29, 1929, the *Herald* again wrote about the Fund: "Julius Rosenwald, Chicago millionaire and heir of the Sears Roebuck company, has given Johnston county six new school busses to be used in the negro schools. These trucks will be operated by the county for the Princeton and Clayton negro schools."

Two of Johnston County's ten Rosenwald schools continue to stand. One is listed in the National Register; the other is believed to merit that listing as well. Their locations in the county are depicted on Figure 14.

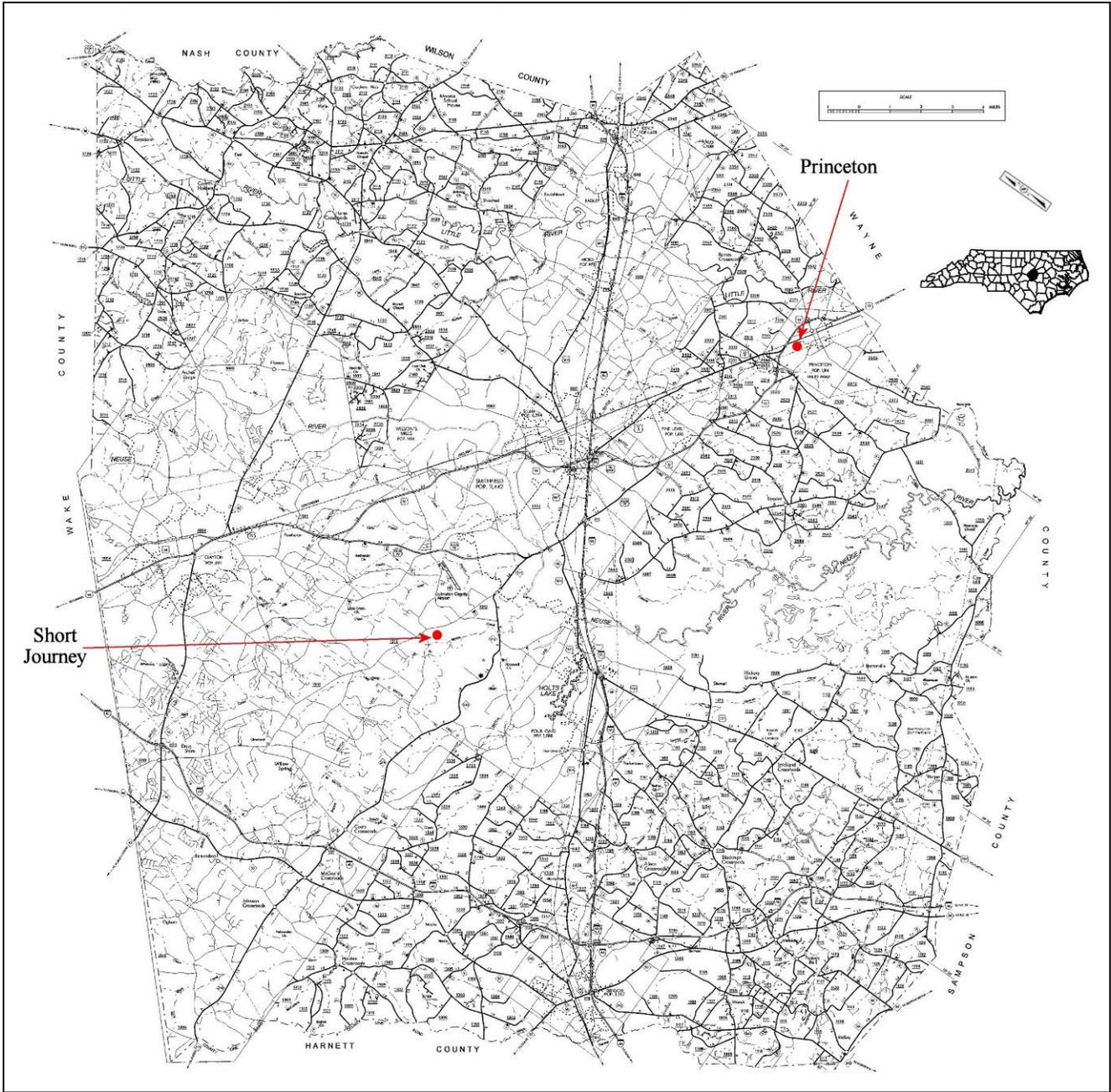


Figure 14. Extant Rosenwald schools in Johnston County

PRINCETON GRADED SCHOOL (JT-1288)
601-611 West Edwards Street (NC 70A/SR 2532),
Princeton

Architectural historian Nancy Van Dolsen prepared a comprehensive National Register nomination for the Princeton Rosenwald school in early 2005. The school was listed in the Register in October of that year. It has not changed in any notable way since it was listed and is believed to continue to merit National Register listing. It certainly meets the registration standards discussed above.

The 3.83-acre property includes the brick-veneered, six-teacher type school, built in 1925-26; a brick-veneered, concrete-block, cafeteria and classroom building erected in 1952; an African-American cemetery dating from c.1934 to 1961; and a c.1950 concrete septic tank. All of these but the cafeteria/classroom building, which is ruinous and has lost its integrity, are contributing resources. The school retains almost all of its original features, including its banks of 9/9 sash; its square-pillared porches; its five-cross-panel doors and folding partition wall; and, perhaps most notably, its intact auditorium, which is complete with a stage and metal and wood seating affixed to the floor. Van Dolsen (2005) summarized its eligibility as follows:

Princeton Graded School meets National Register of Historic Places Criterion A under two areas of significance—education and ethnic heritage/black—and Criterion C for architecture. Princeton Graded School stands in the small community of Princeton in Johnston County, North Carolina. Constructed in 1925-1926, the school was one of ten built in Johnston County with financial help from the Rosenwald Foundation, and only one of two extant. These ten schools were built between 1919 and 1929. A brick-faced concrete block building that served as the cafeteria and additional classroom space was built to the west of the older school in 1952. From 1925 through 1955, the Princeton Graded School served as an educational and social center for the African American community. Also, a local African American funeral home used a cemetery which was historically associated with the school property. Although the buildings continued to serve as a school within the past fifty years, this use does not meet Criterion Consideration G for exceptional significance.

The period of significance for the school is 1925/1926-1955. Van Dolsen notes that its builder was J.P. Rogers of Smithfield. She does not note any possible connection of Charlotte architect Charles C. Hook (discussed above Section II) with its design.

The National Register nomination includes photographs of the school's exterior and interior. More recent photographs of the exterior—the interior was not accessible—are included here, as is a historic photograph (Plates 102-109) (Figure 15).



Plate 102. Princeton Graded School: east side and north front elevations, c.1920s (source: North Carolina Department of Public Instruction Record Group, Division of Negro Education: Special Subject File. North Carolina State Archives, Raleigh)



Plate 103. Princeton Graded School: east side and north front elevations; cafeteria/classroom building at far right



Plate 104. Princeton Graded School: north front and west side elevations



Plate 105. Princeton Graded School: west side and north front elevations



Plate 106. Princeton Graded School: south rear elevation



Plate 107. Princeton Graded School: east side and south rear elevations; cafeteria/classroom building at far left



Plate 108. Princeton Graded School: looking south at cafeteria/classroom building; school at far left



Plate 109. Princeton Graded School: looking northwest at cafeteria/classroom building; septic tank in foreground

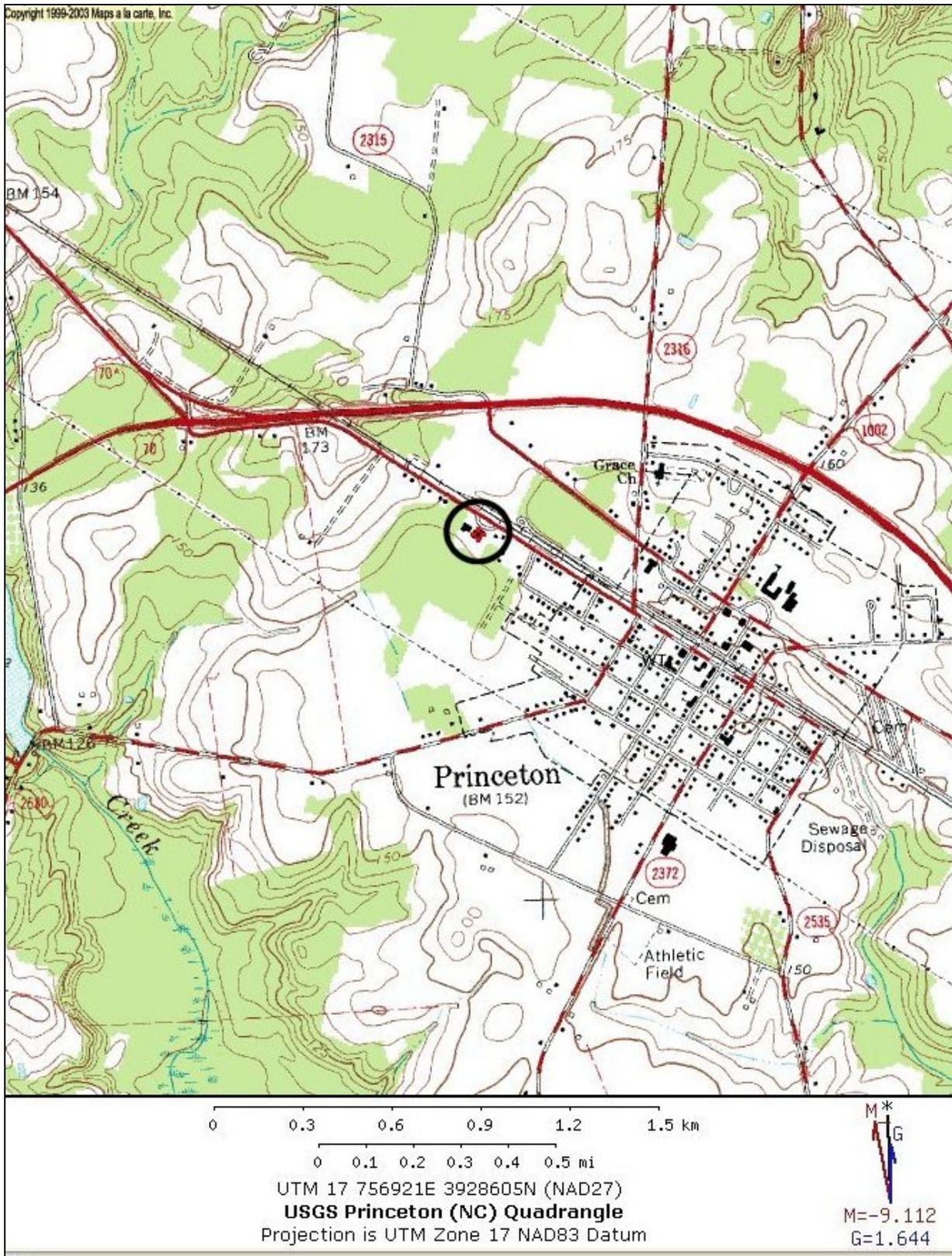


Figure 15. Princeton School locator map (red cross in black circle)

SHORT JOURNEY SCHOOL
South side of Cleveland Road (SR 1010),
0.1 mile east of junction with SR 1578,
Smithfield vicinity

Short Journey School was dedicated on December 6, 1926 (Anonymous 1968). A large, brick-veneered building, it cost the relatively substantial sum of \$19,317, provided by public monies (\$17,517), the local black community (\$500), and the Rosenwald Fund (\$1,300).

As discussed at Section II above, the school has two very different naming stories. The black community notes that the original school was built by John Avera, prior to 1887, “just a short journey” from Wesley Chapel Church, which Avera had erected at the same time (Anonymous 1968:2). The alternate tale of construction is based upon stereotypical racial notions of generous white slaveholders and their unappreciative and slothful chattel: David Avera built the original one-room schoolhouse before the Civil War at the far end of his plantation for his slave children, who fussed it was an oh-so-far walk in spite of his observation that it was just a little “short journey” away (Cleveland 8th Grade History Class 1984).

Rosenwald Fund records and a history of the school list the original Short Journey as a five-teacher type school (Anonymous 1968:6). Its plan, apparently designed with an addition or additions in mind, was modeled after Rosenwald Fund Plan No. 6-A for a six-teacher community school (Julius Rosenwald Fund 1924a). Noted Charlotte designer Charles C. Hook, who was Johnston County school system architect, modified the plan. State records note his involvement in the design of Princeton, Short Journey, and Wilson Mills schools in the county in the mid-1920s (Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor). School board minutes also track the design of the school and Hook’s involvement.

On March 24, 1926, the board instructed that a contract be drawn with J.P. Rogers, Jr. as superintendent of construction for two new schools, a white school in the Cleveland community and the “Short Journey negro school.” Reflecting the apparently dramatically different costs for the schools, Rogers’ contract for Cleveland was for \$1,800 and, for Short Journey, \$175.00. The board instructed that the schools be constructed simultaneously and that the superintendent of schools secure Rosenwald school plans from the North Carolina Department of Public Instruction for Short Journey. Of June 7, 1926, the board minutes note that bids had been received for the two schools and that architect Hook had approved the use of brick made by W.M. Sanders & Son at them. The minutes further describe the Short Journey brick as “hard Cherry Red.”

The physical plant of Short Journey grew substantially between 1926 and 1957. A school history describes its growth, physically and in the programs it offered (Anonymous 1968:8). It opened in December 1926 with four classrooms, a combined office/library, a homemaking room, and an assembly room. Four teachers taught its original 183 pupils. In 1931-32, following consolidation, the school added four rooms and four teachers to serve its increased enrollment of 365. Between 1932 and 1947, “Our school continued its growth in our instructional program as well as its physical growth. 437 pupils and 10 teachers. 2 rooms added. 1 full-time janitor.” By 1947-48 it had an eleventh teacher and 1949-50 saw the “Addition of 4 classrooms, Library, Indoor Restrooms and Central Heating System. One teacher added.” By 1953-1954, it had a “Grade A Lunchroom” with two workers. In 1956-1956 it

had a total of 13 classroom teachers, as well as a music/piano teacher and a speech instructor. A final two classrooms were added in 1956-1957.

From the description of the school's growth, which does not differentiate between classroom and other additions and which may not be entirely accurate year to year, it is difficult to tease out which rooms were added when. The appearance and historic photographs of the school suggest the following. It was built with a six-teacher H-plan in mind, with one of the rear legs of the H at the southwest, behind the industrial/homemaking room, absent. This is not physically apparent, but a photograph taken of the school in 1928 shows its curious initial truncation (Plate 110).²⁰ The placement of firewalls suggests that five classrooms were added to the school's rear as part of its 1931-32 expansion. Three were added at the truncated leg of the H and two at the other leg, giving the school a longer, symmetrical though off-center, H-shaped footprint. The added classrooms were in scale with the original classrooms and their placement conformed with plans for larger Rosenwald schools, such as Floor Plan 12-A of the Fund's 1931 version of its *Community School Plans*. The two rooms added in 1947 and 1949-50 in all likelihood consisted of the story-with-basement flank at the rear that closed the back of the H, thus creating a rear courtyard. The basement of the rear addition includes the "Class A" kitchen and lunchroom. The two additional classrooms that were added in 1956-57 were in all likelihood two kindergarten rooms, plus office space, placed in a separate extant building off the southeastern end of the school (Yang 2007).

In 1968 Short Journey held a program to honor its 41st anniversary and its one and only principal, Eva Johnson Cooper. Ms. Cooper grew up in Plymouth and attended elementary and high school in Elizabeth City. In 1926 the dean of Elizabeth City State Normal School, which she was attending, recommended that she become principal of and teach at the new Short Journey school. Ms. Cooper decided she would teach for four years, in order to save enough money to enroll in Howard University's law school. Both she and the community had their doubts upon her first visit in October, even though she was to remain at Short Journey throughout her warmly regarded career:

Miss Johnson had visited in New York prior to coming to the community. She was young and stylish which caused her to be eyed by the community people. The superintendent thought that the wrong person had been sent, so he called the Dean of the Normal School to make sure a mistake had not been made. He found that there was no mistake, so Miss Johnson was allowed to remain.

The school was built in a dense cluster of trees and could not be seen from the road. Miss Johnson was disgusted and wanted to return home, but her mother would not agree for her to leave (Anonymous 1968:6).

Ultimately a very large school by the standards of rural black education in North Carolina, Short Journey remained part of the county system until it closed about 1983 as a result of desegregation. In that year the Catholic Diocese of Raleigh acquired it and converted it into the Short Journey Retreat

²⁰ In 1928 Julius Rosenwald attended the dedication of the Method/O'Kelly School in Raleigh, which was designated the Fund's 4,000th school (Plate 15, above). While in the area, he was taken on a tour of other nearby Rosenwald schools which, according to photographs in an uncataloged scrapbook at the Fisk University library, included Short Journey, Princeton, and Wilson Mills in Johnston County. A series of photographs of the school, taken by Dorothy Hooks about 1945 (Johnson and Barbour 2000), is in the Henry Burwell Marrow Collection at the Johnston County Heritage Center. The overall photographic historic photographic coverage of the school, even without additional images that are likely part of the Fisk University collection but that were unavailable for this report, is exceptional.

Center, which remains its current use (Yang 2007). The center utilizes the earlier rooms in the H for classes and meetings and continues to operate the basement kitchen during retreats. The classrooms across the back of the H now contain bunk beds to house overnight retreat attendees.

The exterior of the school, as a comparison of historic and current photographs indicates, is largely intact (Plates 110-131) (Figure 16). The banks of classroom windows are clearly evident, although the windows have been replaced with shorter one-over one double-hung sash and a sliding glass door has been added in place of a few window bays at the east side elevation. The front elevation retains its original double-door entries set beneath six-light transoms, exposed rafter ends and, just beneath the eaves, six-pane clerestory windows. The west-facing side gable is still filled with faux half-timbering.

Inside the school also remains unusually intact. It retains wooden floors and beaded-board wainscoting and ceilings. Six-cross-panel doors remain beneath three-light transoms and blackboards still cross the walls. It also retains its stage, which extends into the raised floor of the industrial room to the rear (west), and two sets of folding partition doors that allowed the three rooms in the cross-piece of the H to be opened into a single large space for school and community events. Some changes have been made to the interior, including the wood-paneling of one of the classrooms and the addition of bathrooms.

The Short Journey School is believed to retain sufficient integrity of design to support National Register listing. Although it was extended over time, these extensions were in keeping—in scale, fenestration, and placement—with the design program of the Rosenwald Fund. Even the final closing in of the rear of the H plan was largely in keeping with the last set of Fund plans of 1931. Floor Plan No. 12-A for a school of similar size depicts a long “court” to the rear flanked on either side by a “cloister” and terminating in a separate building that almost, but not quite, closes off the back. (The use of the term cloister is ironic considering the building’s current ownership and use.) Were a National Register nomination to be prepared for the school, the other resources on its grounds would have to be researched and considered for inclusion as contributing resources. They include the separate classroom building of 1956-1957; a tiny, one-story, frame house and adjacent metal water tower at the west; and a merry-go-round at the east. A historic photograph suggests that this latter resource may have been on the grounds in 1945.

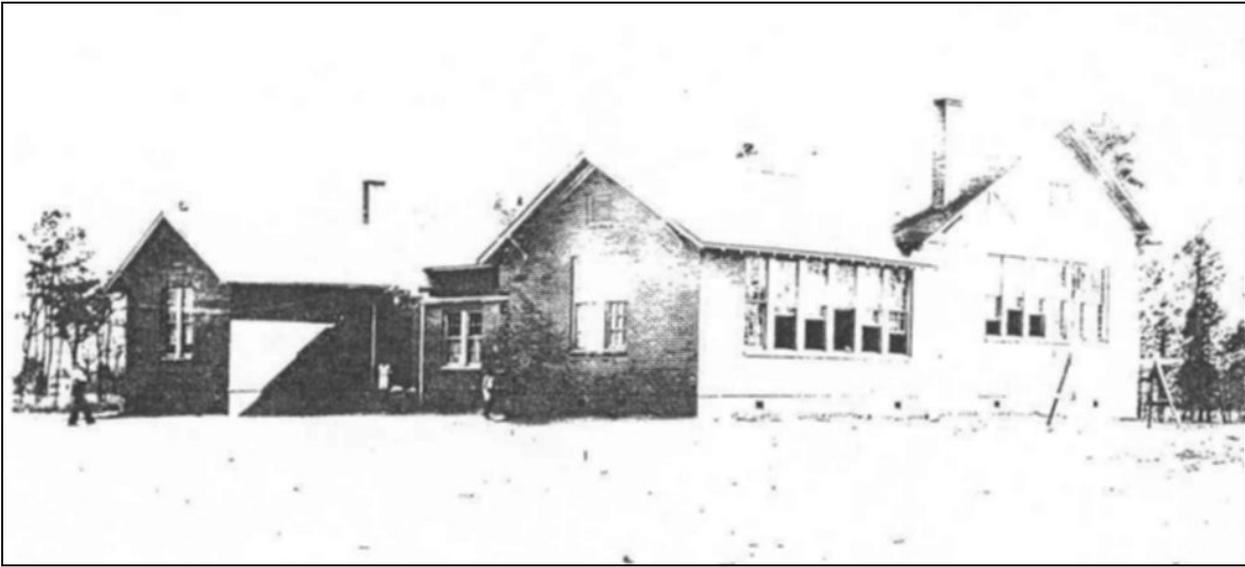


Plate 110. Short Journey School: west side and north front elevations in 1927; note absence of room behind gabled industrial room at far right and original presence of fake half-timbering in gable (source: Julius Rosenwald Fund Archives, Fisk University)



Plate 111. Short Journey School: west side and north front elevations



Plate 112. Short Journey School: north front elevation, c.1945 (Dorothy Hooks photograph in Henry Burwell Marrow Collection, Johnston County Heritage Center)



Plate 113. Short Journey School: north front elevation



Plate 114. Short Journey School: east side and north front elevations; 1956-1957 building at left and water tower at far right



Plate 115. Short Journey School: newest addition at east side and south rear elevations



Plate 116. Short Journey School: newest addition at west side and south elevations sealing off rear of H



Plate 117. Short Journey School: enclosed rear courtyard looking southwest from original building toward addition across back of H



Plate 118. Short Journey School: image labeled “teacher Dolly Sanders with her students,” c.1945 (Dorothy Hooks photograph in Henry Burwell Marrow Collection, Johnston County Heritage Center)



Plate 119. Short Journey School: same view of elevated industrial room (Dolly Sanders’ classroom), into which the stage on other side of folding doors opens



Plate 120. Short Journey School: industrial room with folding doors at right, blackboard at center, and bank of windows outside of image to left

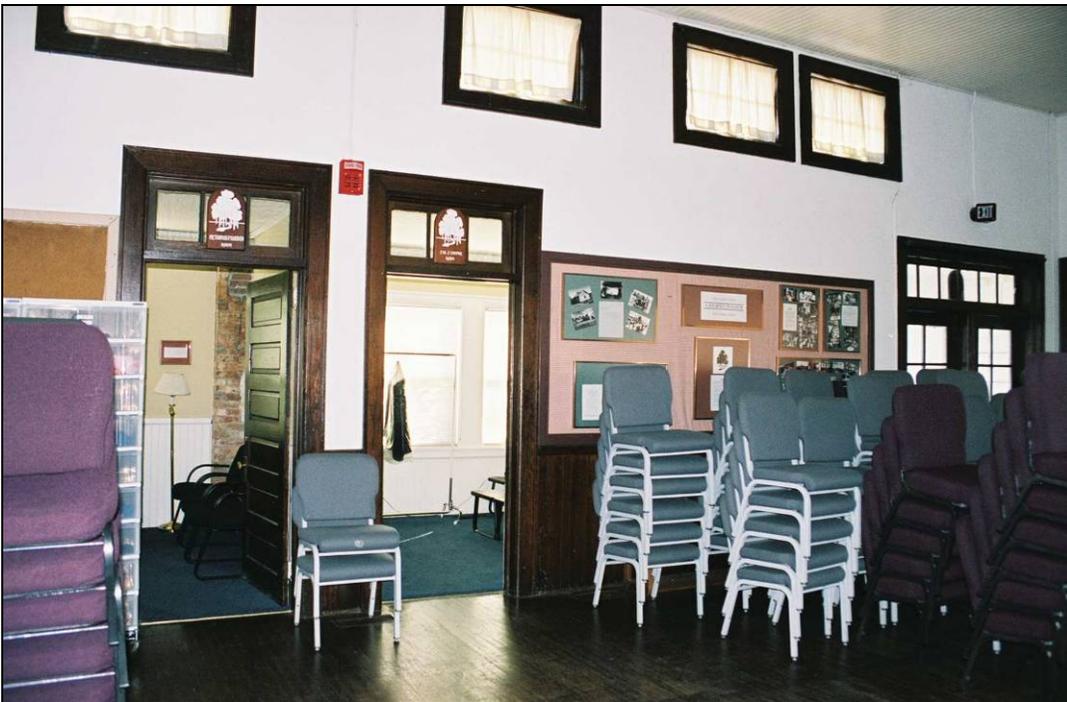


Plate 121. Short Journey School: view from auditorium toward office and library at front of school; note clerestory windows above and entry at far right

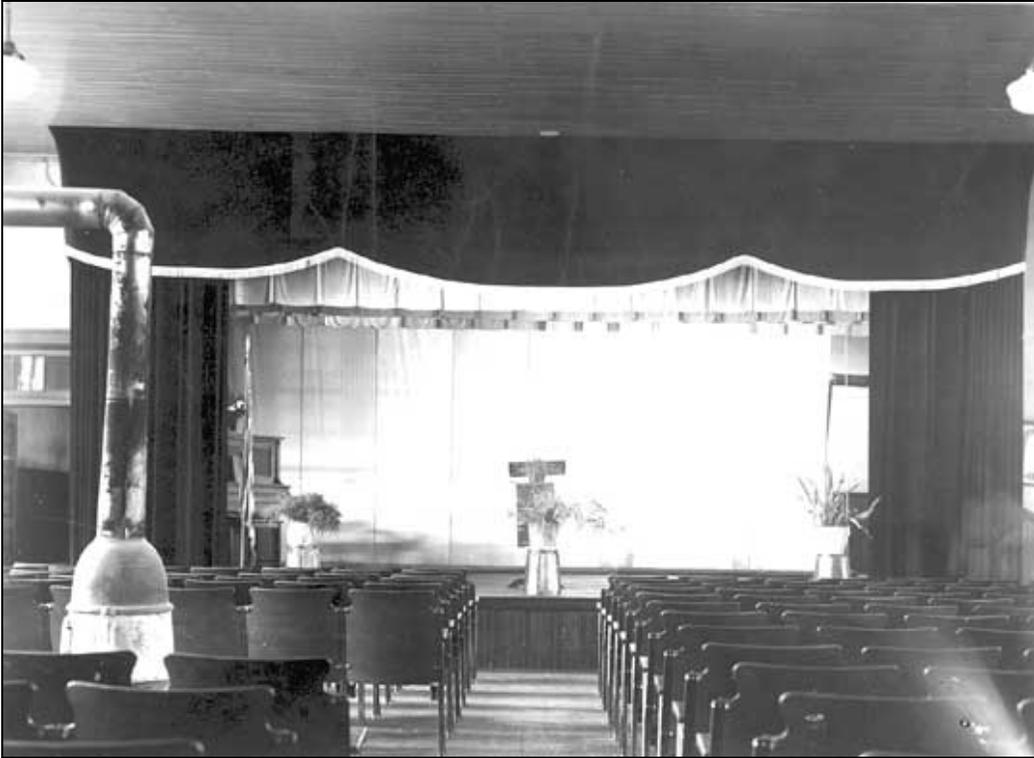


Plate 122. Short Journey School: looking from auditorium to stage and industrial room to rear, c.1945 (Dorothy Hooks photograph in Henry Burwell Marrow Collection, Johnston County Heritage Center)



Plate 123. Short Journey School: view from auditorium toward elevated stage and folding doors shielding industrial room



Plate 124. Short Journey School: view from auditorium toward altered classroom opposite stage



Plate 125. Short Journey School: view from auditorium toward altered classroom at left, note folding doors and entry; central door leads into backing classroom; door at right leads outside to enclosed court



Plate 126. Short Journey School: kitchen and lunchroom beneath rear addition of school



Plate 127. Short Journey School: house and water tower to west of school



Plate 128. Short Journey School: south side and east rear elevations of 1956-1957 building; school to left



Plate 129. Short Journey School: north side and west front elevations of 1956-1957 building



Plate 130. Short Journey School: playground with teeter-totters at right and girls seated at merry-go-round at far left, c.1945 (Dorothy Hooks photograph in Henry Burwell Marrow Collection, Johnston County Heritage Center)



Plate 131. Short Journey School: merry-go-round to east of school

C. NASH COUNTY

As noted at Section II above, monetarily the Nash County Board of Education treated white and black schools and their teachers equivalently in the mid 1880s, which harshly highlights the changes that were to come the following decade with Jim Crow and disenfranchisement. By the early twentieth century, black education in the county had declined. A brief history of county educational achievements at mid-century noted “remarkable” advancement in black education in the period between world wars, but only relative to where it stood early in the century (Inscoc 1945:146-147):

At the close of World War I (school year 1918-19) few Negro pupils were getting beyond the primary grades. Many of the schools had no pupils beyond grade 4. The total enrollment in grade 7 was 12. The first grade enrolled 1,504. No school attempted to do any high school work. Of the 45 Negro teachers only 6 held first grade or state certificates.

Starting in 1907, the school system offered free education, with the assistance of a small state grant, for white children through tenth grade. It was not until 1924, however, that the Nash County Training School for Negroes, with support from the Rosenwald Fund, provided a regular high school for county blacks (Mattson and Poff 1987:56-57) (Plate 132).

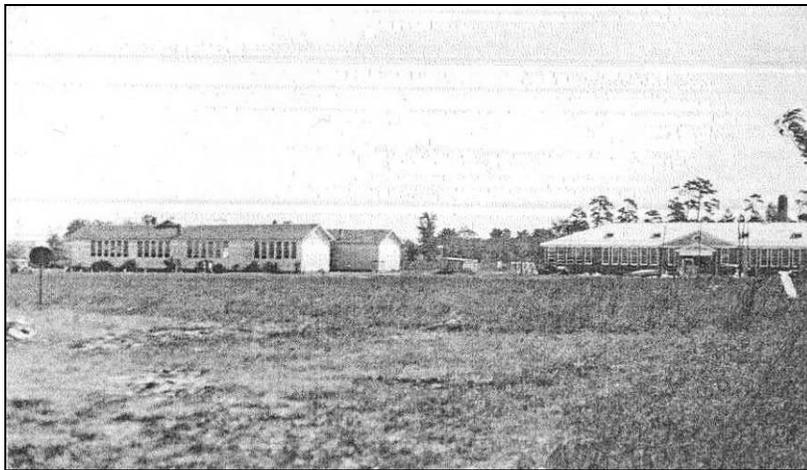


Plate 132. No-longer-extant Nash County Training School, c.1936; original frame Rosenwald school at left (source: Julius Rosenwald Fund Archives, Fisk University)

The Nash County school board held tight rein, at least in the late 1910s, on money for black *and* white schools. On January 6, 1919, for instance, the board denied the money for a new building for the white Lamm’s School, which it admitted was “unfit for use.” It suggested the school hold classes in a neighboring church building. On June 2 it offered to pay one half of expenses, not to exceed \$2,500, for an addition to the white Mount Pleasant school. On October 6 it made a similar offer to the Snow Hill Colored School, which served black children but was not Rosenwald funded: it would pay dollar to dollar, up to \$1,000, for a “very much needed” additional room. Overall, though, black schools, and certainly ones with Rosenwald funding, received less board funding than their white counterparts.

On March 3, 1919, the board noted that the black community had raised \$300 for the Evans School and that the Rosenwald Fund had allocated \$400 for the building. The board agreed to contribute \$500 if

the black community increased its contribution to the same level. The school (discussed further below) was erected in 1920 or 1921 with that elevated contribution from the black community.

The situation was even more difficult for supporters of the Lewis Ricks School, which the board took eight years to fund. On May 5, 1919, the patrons of a proposed consolidated Ricks and Thorpe school offered to raise \$1,000 for a new building and seek an additional \$800.00 from the Rosenwald Fund. Under those conditions, the board agreed to pay about a third of the building's total cost. On October 6 the board noted that the consolidated school districts were holding classes in an "insufficient" building and that the Rosenwald Fund had accepted the district's application for money, but there was "some question as to whether the district could afford to accept the help with the conditions attached." The board directed the county superintendent to meet with N.C. Newbold to come up with an acceptable financial plan. "[If] the building can be erected according to this plan with the available amount of money," the board stated, "then the aid is to be accepted, otherwise it will be rejected." Not until February 6, 1928, did board minutes note that the building was to be built, at a total cost of \$3,750. A three-teacher type, it received a \$700.00 contribution from the Rosenwald Fund. Similarly, the community at Bailey, which reported the need for a school building to the board on March 4, 1918, did not receive one until the 1925-26 Rosenwald Fund budget year (see further discussion below).

Other Rosenwald schools rose more quickly (Plate 133 and 134). Patrons requested a new school at Castalia (also discussed further below) on December 1, 1919. During the Rosenwald Fund 1921-22 budget year it was completed. The Middlesex School, which is first mentioned in board minutes on August 7, 1922, was erected during the 1922-23 budget year. Ultimately, 17 schools and a teacherage were erected with Rosenwald Fund support in Nash County. Perhaps because of board intransigence, the county's black community contributed unusually large sums of money toward the construction of Rosenwald schools. For most of the schools, they raised the substantial sum of \$1,000 or more. The locations of the six extant schools and one extant teacherage in the county are depicted on Figure 17.

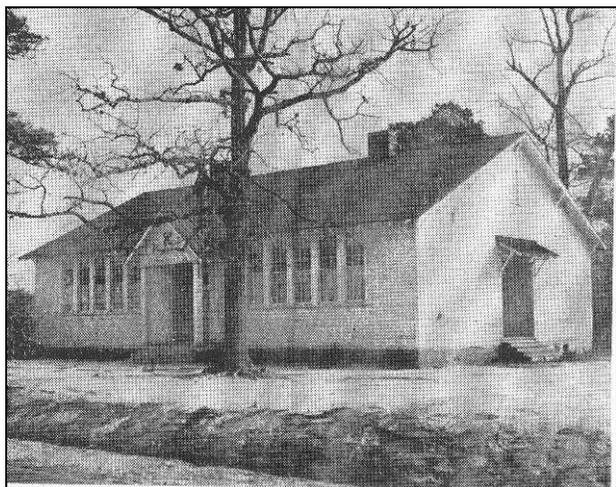


Plate 133: Little Easonburg in 1956 after conversion to community center—note added gable-end entry—but before destruction (source: Rocky Mount *Sunday Telegram*, February 26, 1956.)

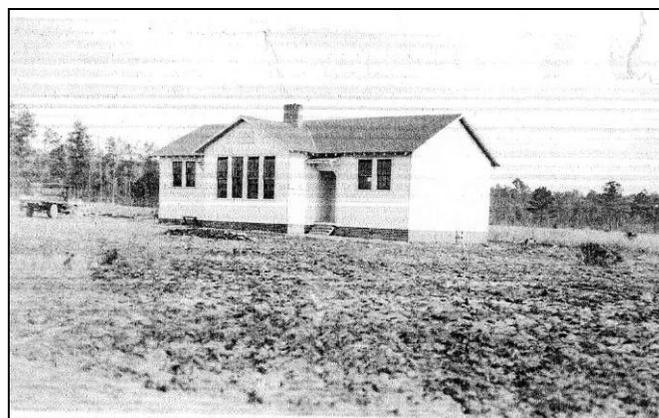


Plate 134. No-longer-extant, two-teacher type Maclin School (c.1926), for which the black community provided \$1,050 of the total cost \$2,965 cost (source misplaced)

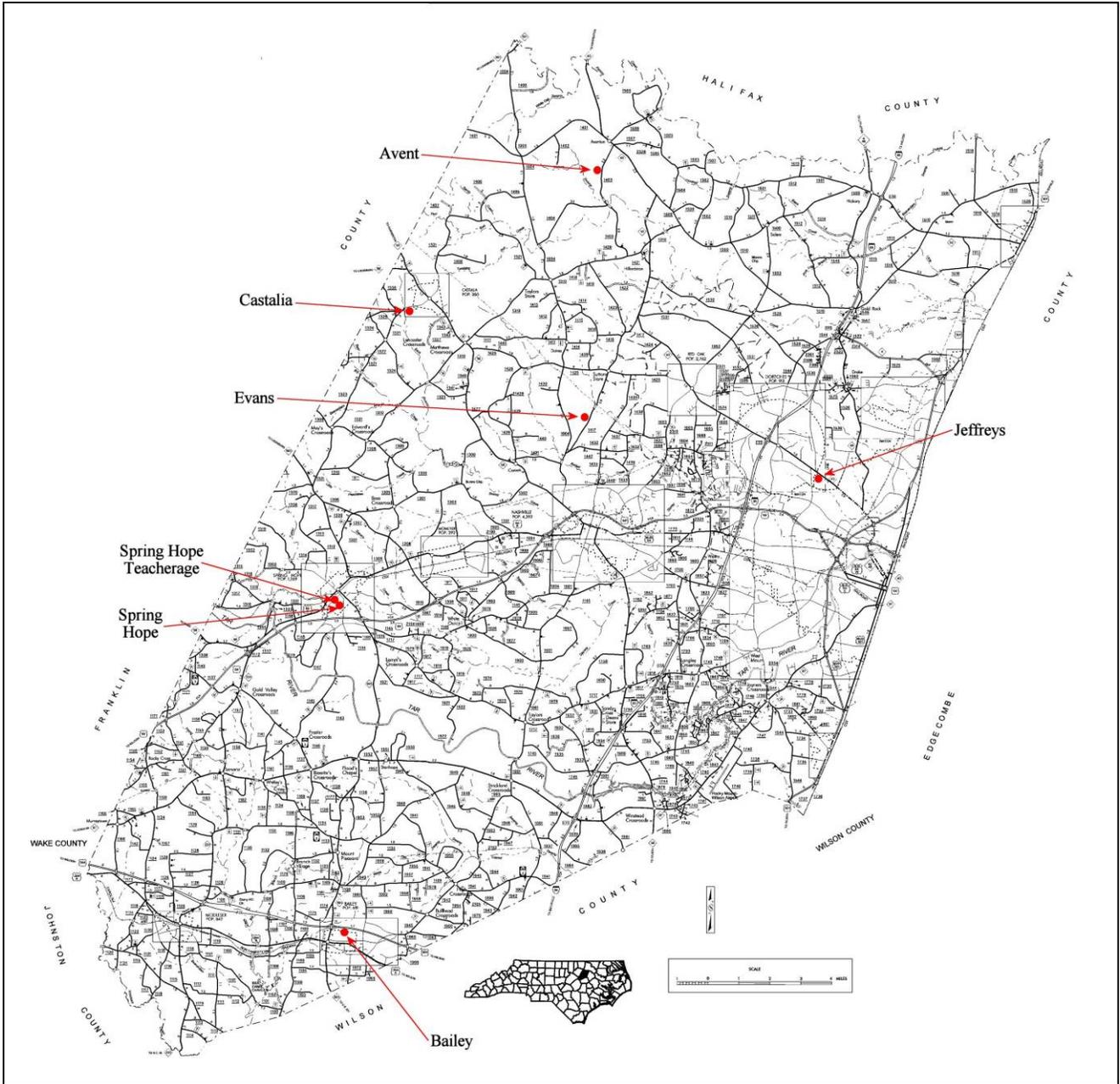


Figure 17. Extant Rosenwald schools in Nash County

AVENT SCHOOL (NS-1099)
West side of Cooper Road (SR 1403),
0.8 miles south of junction with SR 1401,
Aventon vicinity

On August 6, 1923, according to its minutes, the Nash County Board of Education discussed the construction of two new black schools:

The County Superintendent of Schools asked for instructions relative to the erection of the Avent and Whitakers colored schools. Also the matter of accepting a note from Frank Cooper for the funds to be secured for the Avent School from the colored people being taken by the Board of Education. The Board agreed to accept this note, giving Frank Cooper the responsibility for collecting from the colored people. Also plans and costs of the said building were discussed and it seems at present there are hardly sufficient funds available. The County Superintendent is to try to find out if the house can be built for the money in hand. If not, further steps of some kind will be taken at an early meeting.

At the meeting the board agreed to construction of the Whitakers school and, on December 3, agreed to let the contract on the Avent school as well at the “earliest practicable date.” Both buildings rose during the 1922-23 Rosenwald Fund budget year. The school at Avent cost a total of \$3,046. African-Americans raised the substantial amount of \$1,646, more than half of this money; the remaining \$1,400 came half from the Rosenwald Fund and half from public funds.

The two-teacher type, Plan No. 20 Avent School is a good example of a Rosenwald school that remains sufficiently intact to merit National Register listing, even though its banks of classroom windows have been altered. A weatherboarded, frame building, Avent has two side-by-side classrooms set beneath a gable-end roof and an industrial room projecting from its east-facing front elevation (Plates 135-142) (Figure 18). The front elevations of the classrooms are intact, retaining their entries with doors of six cross-panels and their pairs of 6/6 breeze windows, which lit the cloakrooms and allowed air to flow through the building. Only two truncated 6/6 windows survive at the industrial room’s bank of windows, but the bank’s location is clear from the weatherboard infill. The north and south side elevations continue to be unbroken but for small ventilators at their gable peaks. Both the banks of windows at the rear elevation are altered, though their original outlines are clearly visible. The north classroom has two truncated windows, one 6/6, the other 1/1. The south classroom retains two original 9/9 sash windows. The school stands on its original brick piers, which were subsequently infilled. Its seam-metal roof and central chimney stack continue to rise above exposed rafter ends.

The south classroom is largely intact. It has tongue-and-groove walls and ceilings. A six-cross-panel door leads to its vestibule between the industrial room and the cloakroom. An opening, lacking a door, still leads to the cloakroom. The blackboard has been removed, but the five-cross-panel, folding partition wall between the two classrooms is intact and in place. The room, vacant when it was viewed, appears to be used for temporary worker housing. Workers occupy the other classroom, which was not viewed. The industrial room has been divided in two, to better serve the building’s current use.

Although altered, the Avent School is believed to retain sufficient integrity of design and materials to merit National Register listing.



Plate 135. Avent School: east front and south side elevations



Plate 136. Avent School: east front elevation



Plate 137. Avent School: east front and north side elevations



Plate 138. Avent School: north side and west rear elevations



Plate 139. Avent School: west rear side elevation; bank of windows at south classroom



Plate 140. Avent School: south classroom; door to vestibule and outside at left, entry to cloakroom at right



Plate 141. Avent School: south classroom



Plate 142. Avent School: south classroom with intact folding doors at partition wall



Figure 18. Avent School locator map (red cross in black circle)

BAILEY SCHOOL (NS-1100)

**6930 Lee Street,
Bailey**

On April 5, 1926, the Nash County Board of Education aired a dispute over the siting of the new Bailey school. A Mr. Simpson, who owned land next to the proposed site, requested that the board relocate the school or move his tobacco barn and packhouse, as he desired to build a home near the site. The board noted that it had secured the site with “great difficulty” and had managed to do so without condemnation, and that Simpson had “plenty of other places” on which to build. It stated that the site was not near any white residence and that the school would not “in any way destroy the fitness of the location for a residence.” Accordingly, it refused to make any changes in the school location or to move any of Simpson’s buildings. Apparently still on its original location, the school is now sited amidst overgrown grounds, at the edge of farmland on the north side of the small town of Bailey.

During its 1925-26 budget year, the Rosenwald Fund provided \$700.00 toward the construction of the two-teacher type, Plan No. 20 school. The black community provided an additional \$800.00 and public monies paid the remaining \$2,000 cost of the building and property.

The Bailey School was never altered, but it has also gone without maintenance for decades (Plates 143-156) (Figure 19). It originally had two classroom and, at its west-facing front elevation, a central projecting industrial room with flanking projecting cloakrooms. Early in the school’s history but without Rosenwald Fund support, probably in the 1930s, a third classroom was added to the north. The classroom’s proportions are like those of the other two classrooms and it has its own small cloakroom. This linear addition is similar to the additions made to a number of two-teacher type Rosenwald schools in Halifax County to the north.

The school is elevated on a stretcher-bond brick foundation and topped by a seam-metal, gable-end roof edged by exposed rafter ends. Triangular knee braces and a rectangular louver mark the gable of its industrial room. A frame building, it was originally clad in weatherboards, many of which have fallen away. The bay of windows at the industrial room is in place, although none of the double-hung 9/9 sash windows are intact. The weatherboards at the south gable end are largely gone, exposing the studs and interior of the south classroom to the outside. The opposite north gable end wall is in place. The three banks of windows at the east rear elevation are also in place, although none of the windows are intact.

Doors with five cross-panels set beneath three-light transoms lead into the classrooms. The end wall of the south classroom is largely reduced to studs. In that classroom the wall that holds the openings to the cloakroom, the vestibule, and the industrial room has lost its beaded-board siding, exposing its studs and weatherboards. The openings, though, retain five-cross-panel doors and three-light transoms. Beaded-board siding is in place at the ceiling and the partition wall that divides the south classroom from the central one. The blackboards that once slid up into the partitions are no longer evident. Indeed, none of the school’s blackboards are in place. The cloakroom wall of the central classroom is gone, although its studs remain. The partition between that classroom and the later northern classroom is also reduced to studs at its bottom half.

Due to a significant loss of materials—weatherboards, beaded-board siding, sash—the Bailey School is not believed to retain sufficient integrity of materials to merit National Register listing.



Plate 143. Bailey School: west front elevation with projecting industrial room at left



Plate 144. Bailey School: industrial room bank of windows



Plate 145. Bailey School: north side and, at right, west front elevation



Plate 146. Bailey School: north side and, at left, east rear elevation



Plate 147. Bailey School: north classroom bank of windows at east rear elevation



Plate 148. Bailey School: center classroom bank of windows at east rear elevation; cornerboard at far right marks original end of school



Plate 149. Bailey School: south side elevation at left and east rear elevation behind trees at right



Plate 150. Bailey School: west front elevation at left and south side elevation with exposed studs at right



Plate 151. Bailey School: south classroom with doors to industrial room and exterior at right and pair of doors to cloakroom at center; exposed studs of south wall at left



Plate 152. Bailey School: south classroom looking toward partition wall and center classroom



Plate 153. Bailey School: center classroom looking toward studs of partition wall and north classroom and, at left, exposed cloakroom



Plate 154. Bailey School: north classroom looking through partitions to center and south classrooms



Plate 155. Bailey School: bank of windows in north classroom



Plate 156. Bailey School: industrial room

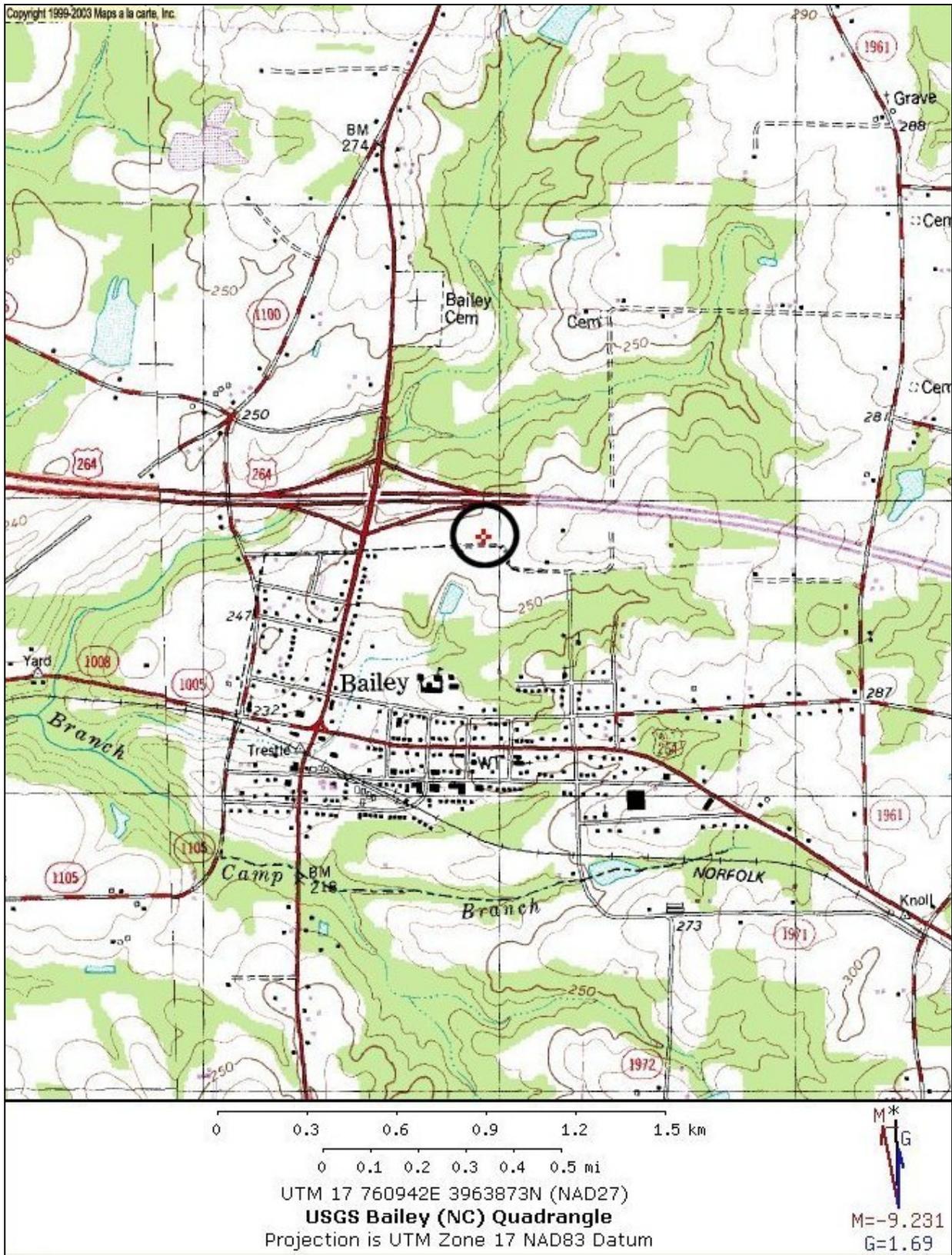


Figure 19. Bailey School locator map (red cross in black circle)

CASTALIA SCHOOL (NS-407)
South side of SR 1321,
0.1 mile east of junction with SR 1328,
Castalia vicinity

On January 6, 1919, the Nash County Board of Education declined to set aside money for a new school at Castalia. The community persevered, though, and on December 1, according to board minutes:

Patrons of the Castalia Colored School presented plans for a new building which they propose to erect at an early date, the cost of which will probably be between \$2500 and \$3000. The board agreed to give dollar for dollar to the amount of \$1000 on such a building. Private sale of the old Castalia Colored School was made to Harvey Lee, colored, of Castalia.

By February 2, 1920, the school patrons had “raised \$600⁰⁰ toward their part of the necessary amount” for erecting the new building. By June 7 the school was still on the drawing boards and the community continued to press for it by presenting the board with a deed for two acres adjacent to the site of the old school. The board agreed to allow the Sunday School Union, which owned the deeded land, to meet in the old schoolhouse “as long as they behave themselves properly and do not destroy any of the school property.” Apparently in response to the donation of the land, the board agreed to put an additional \$250.00 toward construction of the new school. During the Rosenwald Fund’s 1921-22 budget year, the three-teacher type school finally rose, at a cost of \$3,200. The black community, the Fund, and tax dollars each contributed \$1,000 and the white community contributed \$200.00, the only money whites contributed toward the construction of any Rosenwald school in Nash County.

The Rosenwald Fund, through its state agent, reportedly “required this building’s contractor, S.J. Bartholomew, literally to turn the completed schoolhouse 90 degrees so that its main axis conformed to the specified north-south orientation.” In the 1940s the school received a substantial addition, which included a cafeteria (Mattson and Poff 1987:34). Prior to 1977, the community converted the building to a community center (Mattson 1984a).

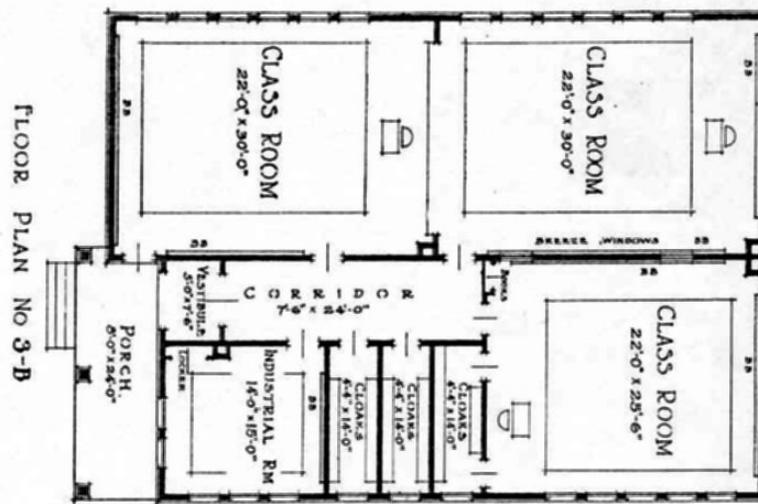
Castalia was erected as a rectangular, three-teacher type, Plan No. 3-B school that turned its gabled front elevation north toward the road. The L-shaped addition of the 1940s, which was affixed to the west of the school, gave it its current U-shaped configuration (Plates 157-163) (Figure 20). The front elevation of the original block retains a single 6/6 window and a replaced door set beneath an early shed roof. The east side elevation originally had two banks of windows to serve the two classrooms that extended along that side. These are still apparent, although only the 6/6 windows at the ends of the banks are in place; weatherboards fill the space of the middle windows. The south rear elevation of the original block has no bays, as was likely originally the case.

The west side elevation retains, at its rear, evidence of the bank of windows that served the third classroom. Like the other two banks, it has been filled with weatherboards but for its outermost 6/6 sash. Only part of the sash of the left-hand side of the south elevation is visible. One bay has been filled with weatherboards and one retains its original 9/9 sash; the others are hidden by the addition. The use of 6/6 and 9/9 sash is not irregular, but rather reflects Plan 3-B. The banks of 6/6 sash served the classrooms. The other sash, now largely obscured, lit the cloakrooms and industrial room, which were clustered along with a corridor in one corner of the building.

Two additional classrooms and a cafeteria extend to the west of the original school. The classrooms reflect the original ones in scale and treatment of bays. Two banks of four 6/6 windows serve them at the south; two original five-cross-panel doors lead into them at the north. The gabled frame wing across the southern end of the school was the cafeteria wing. Due to the falling terrain, it is raised high over a brick foundation. The interior of the school was not accessible, but photographs on file at the North Carolina State Historic Preservation Office depict blackboards and partitions that appear to be in place.

The Castalia School is believed to retain sufficient integrity to support National Register eligibility. Its banks of windows are still evident, although they have in part been filled in. Its interior appears to retain much of its integrity. Its early addition—in its materials and finish and the size of its classrooms and placement of windows and doors—conforms with Rosenwald school design ideals. Due to their additions, Rosenwald schools such as Castalia remained in use, rather than being abandoned as black schools consolidated in North Carolina at mid-century.

COMMUNITY SCHOOL PLANS



THREE TEACHER COMMUNITY SCHOOL

TO FACE NORTH OR SOUTH ONLY

Plate 157. Three-teacher type Plan No. 3-B (source: Rosenwald Fund's *Community School Plans*, 1924)



Plate 158. Castalia School: north-facing front elevation of original block beneath foremost gable and east side elevation at left; later addition extends along road to right



Plate 159. Castalia School: east side elevation of original block



Plate 160. Castalia School: east side and south rear elevations of original block; African-American Castalia Baptist Church across road at right



Plate 161. Castalia School: south elevation of classroom addition, with original banks of windows, at center; cafeteria at left



Plate 162. Castalia School: looking southeast at classroom and cafeteria addition at right and original block of school at left



Plate 163. Castalia School: looking south at front elevation of original block of school at left and classroom and cafeteria addition at right

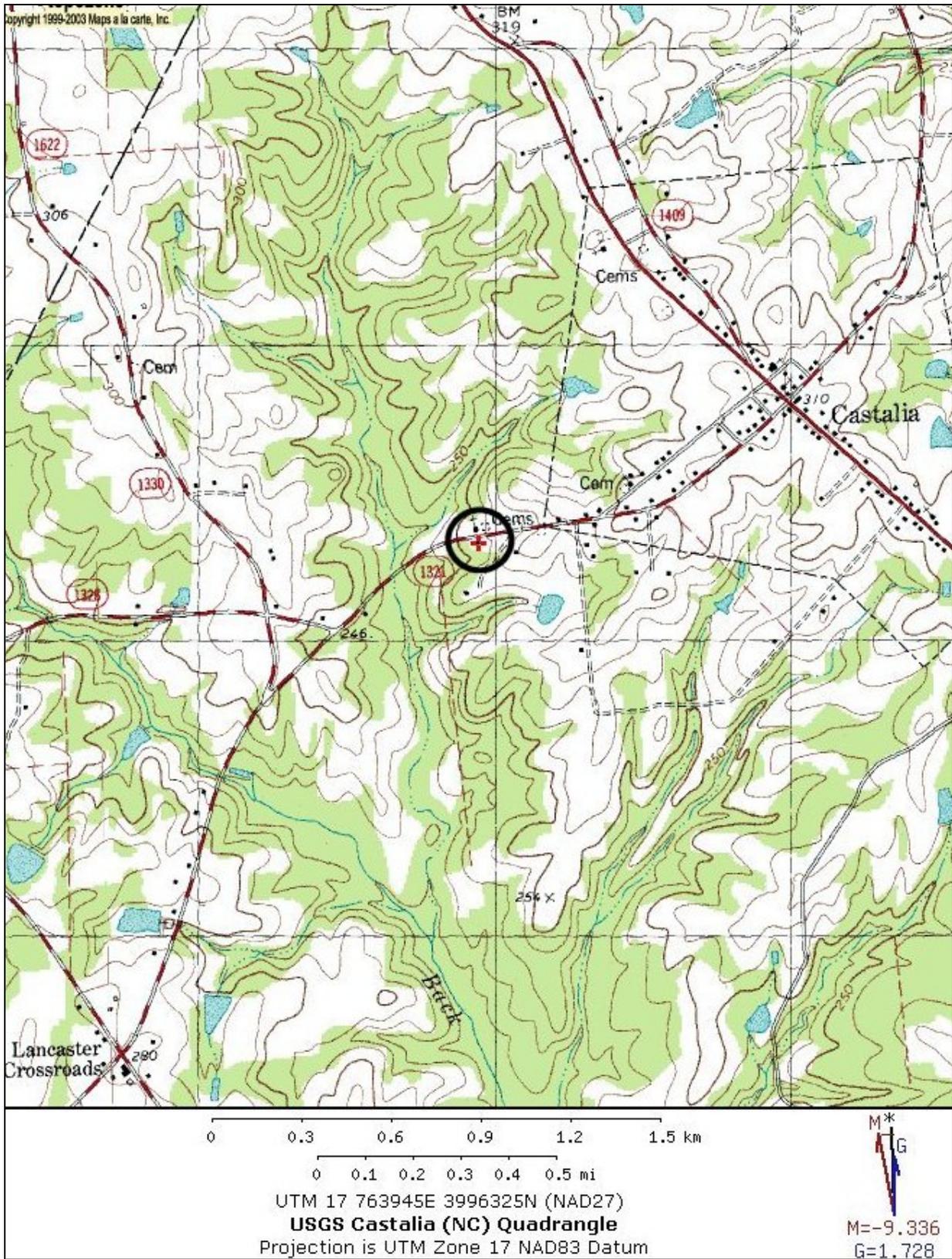


Figure 20. Castalia School locator map (red cross in black circle)

EVANS SCHOOL (NS-1102)
West side of Red Road (SR 1417),
1.1 mile north of junction with Beulah Road (SR 1432),
Nashville vicinity

The Evans School and its contemporary, Castalia, were the first Rosenwald schools in Nash County. County Board of Education minutes of March 3, 1919, suggest that Evans would have been erected even earlier were it not for World War I:

The matter of the school building for Evan's School (col) in Nashville Township was taken up and discussed by the Board. The community had raised something over three hundred (\$300) dollars and four hundred (\$400) dollars had already been appropriated by the Rosenwald Fund for the said building. The building had been delayed somewhat on account of the War and the people of the district are very anxious that it shall be put up at once as it very much needed. The Board agreed to give five hundred (\$500) dollars if the community would raise five hundred (\$500) dollars.

The school was ultimately erected for \$2,100, with \$500.00 provided by the local black community, \$1,200 by the board, and \$400.00 by the Rosenwald Fund, which it allocated during its 1920-21 budget year.

Evans is the most thoroughly and unsympathetically altered Rosenwald school in the six-county study area (Plates 164-171) (Figure 21). (Its alterations, however, reflect its subsequent and continuing reincarnation as a modern church building.) Fund files indicate that it was erected as a two-teacher type school, but its many changes make its original orientation unclear. It is currently a T-shaped, gable-front, frame and weatherboard building. Its east-facing front gable holds three windows, one in the gable and one to either side of a boarded-over entryway. These windows, like all but one other at the school, are modern. The north side elevation likely had two banks of windows, serving back-to-back classrooms; only one original 6/6 sash window survives toward its rear. In sum, the school's original bays have been almost entirely obscured by new siding and windows. Beneath modern siding pulled from the west rear elevation during the ongoing renovations of the building, a few different generations of weatherboard are visible. The south side elevation has only one bay, a modern window; its other bays have been filled. A gabled wing extending from this elevation may once have held the industrial room. If so, it has been lengthened. Like the other section of the building, its siding and bays have been altered and replaced. Parts of the school's original sash windows are heaped on the ground just east of the church, along with weatherboards, later siding, and interior sheathing. The inside, viewed through gaps in the weatherboards, has been stripped down to its studs.

Due to numerous alterations, which make its original plan unclear and compromise its integrity of materials and design, the Evans School is not believed to retain sufficient integrity to merit listing in the National Register.



Plate 164. Evans School: south front and east side elevations



Plate 165. Evans School: looking northeast at south front and west side elevations



Plate 166. Evans School: west side elevation



Plate 167. Evans School: north rear and east side elevations



Plate 168. Evans School: east side and north rear elevations



Plate 169. Evans School: east side elevations with infilled bays, later sash and, at right, last remaining original window sash



Plate 170. Evans School: original materials in scrap pile adjacent to building



Plate 171. Evans School: interior stripped to studs; boarded-over front entry to left of water heater

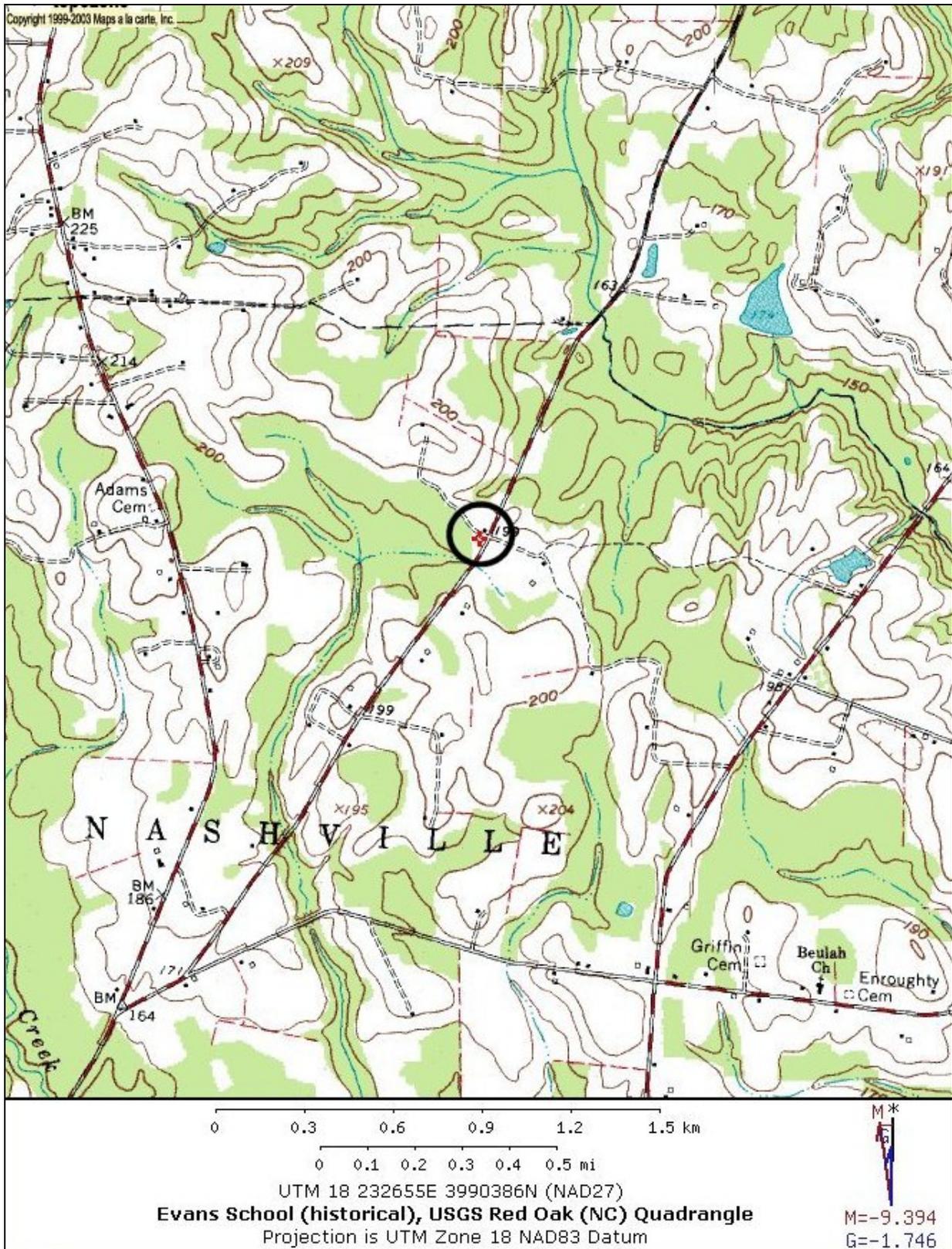


Figure 21. Evans School locator map (red cross in black circle)

JEFFREYS SCHOOL (NS-629)
West side of NC 43,
0.8 miles north of junction with SR 1535,
Nashville vicinity

The original main block of Jeffreys School was built for \$5,250. Local blacks contributed \$1,000 toward the cost, the school board provided \$3,150, and the Rosenwald Fund, during its 1923-24 budget year, donated the remaining \$1,100. The school was built on the property of Joseph P. Ramsey, a local businessman and farmer, who apparently informally ceded its two-acre lot to the county. Ramsey died in 1927 and the following year his widow sold the lot to the county for \$450.00. The county then added a room to the school, the cost of which was in part subsidized by a Rosenwald Fund contribution of \$150.00 during the 1928-29 budget year. In 1958 the county closed the school and sold its lot at public auction (Patrick and Sandbeck 2005:19).

Difficulties in determining whether or not the Jeffreys School merited National Register listing prompted this report. The school was included in three studies prepared by the NCDOT and reviewed by the North Carolina State Historic Preservation Office in 1997 (Owen), 1999 (Silverman), and 2005 (Patrick and Sandbeck). Not until the final study in 2005 was it found to be potentially National Register eligible. Due to changes to the building's materials, condition, and setting, as well as the lack of comparative information on the county's and region's surviving Rosenwald schools, it was difficult to properly assess the school. This study is intended to help make determinations of eligibility of Rosenwald schools less daunting.

The original block of the Jeffreys School follows Rosenwald Fund Floor Plan No. 400 for a four-teacher community school (Julius Rosenwald Fund 1924a) (Plates 172-183) (Figure 22). Two classrooms extend across the east-facing, gable-end, front elevation; the other two classrooms are lined up behind them. At the left (south) is a narrow recessed wing with entries front and rear that held a vestibule and cloakrooms. At the right (north) is another similar wing with a recessed front entry leading into a vestibule, a cloakroom and, tucked into its rear, a small industrial room with a separate exterior entrance. The additional classroom wing is affixed to the right (north) of this wing. The bank of six 9/9 windows at the north wing is in place and has not been boarded up.

The exterior of the frame building retains weatherboard siding, exposed rafter ends, and a seam-metal roof. The two banks of classrooms windows at its front are boarded over. The entry at the left, also boarded up, is shaded by a corner porch with its square column in place. It also retains its two-light transom. The original paneled door at the right, also topped by a transom, continues to allow access to the building and broken 6/6 sash windows at the side elevations continue to light the small rooms within. At the rear elevation, a five-cross-panel door leads into a cloakroom. A more elaborate treatment of bays—two 9/9 sash windows flanking a door with two wooden panels topped by a six-light window—serves the industrial room. The classrooms between are still lit by their banks of 9/9 sash.

The interior of the school retains its wooden floors and beaded-board ceilings and walls. The boarded-over 9/9 sash windows of the front classrooms are in place inside. The partition between these classrooms has largely been removed, however, as have the blackboards. The classrooms to the rear have also largely lost their partition and no longer have blackboards. The walls and ceiling of the wing are intact, but it too has lost its blackboards.

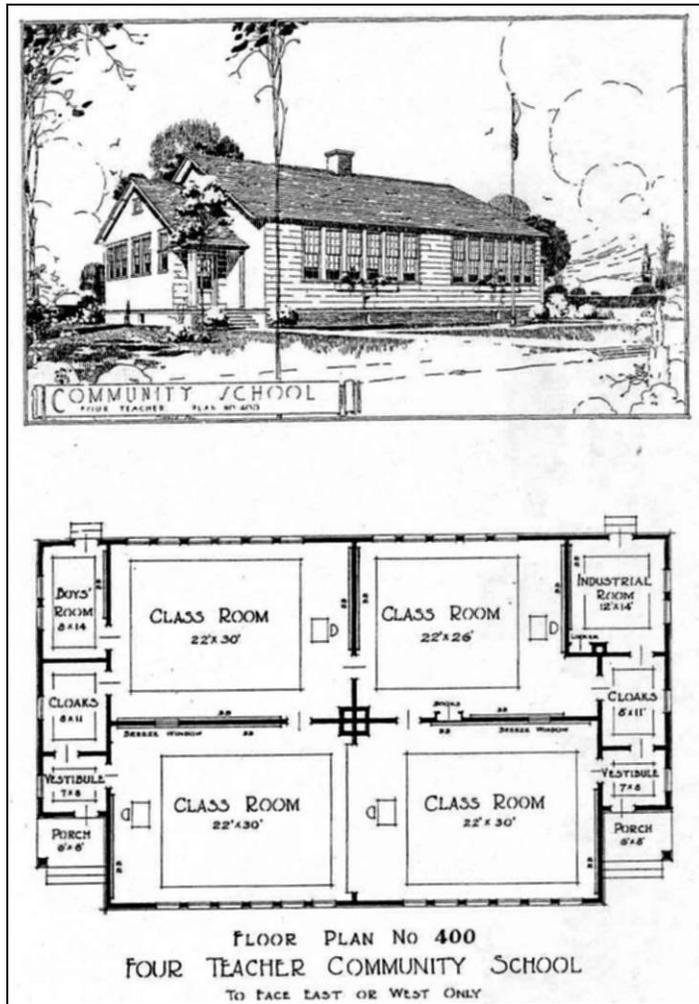


Plate 172. Four-teacher type Plan No. 400 (source: Rosenwald Fund's *Community School Plans*, 1924)

The Jeffreys School continues to retain its form and plan, banks of windows, doors, and most of its original materials. Trees hem it in on three sides, but do not rise through its floor, and it remains on its original site. It is therefore believed to still retain sufficient integrity of setting, materials, and design to be eligible for National Register listing.



Plate 173. Jeffreys School: south side and east front elevations

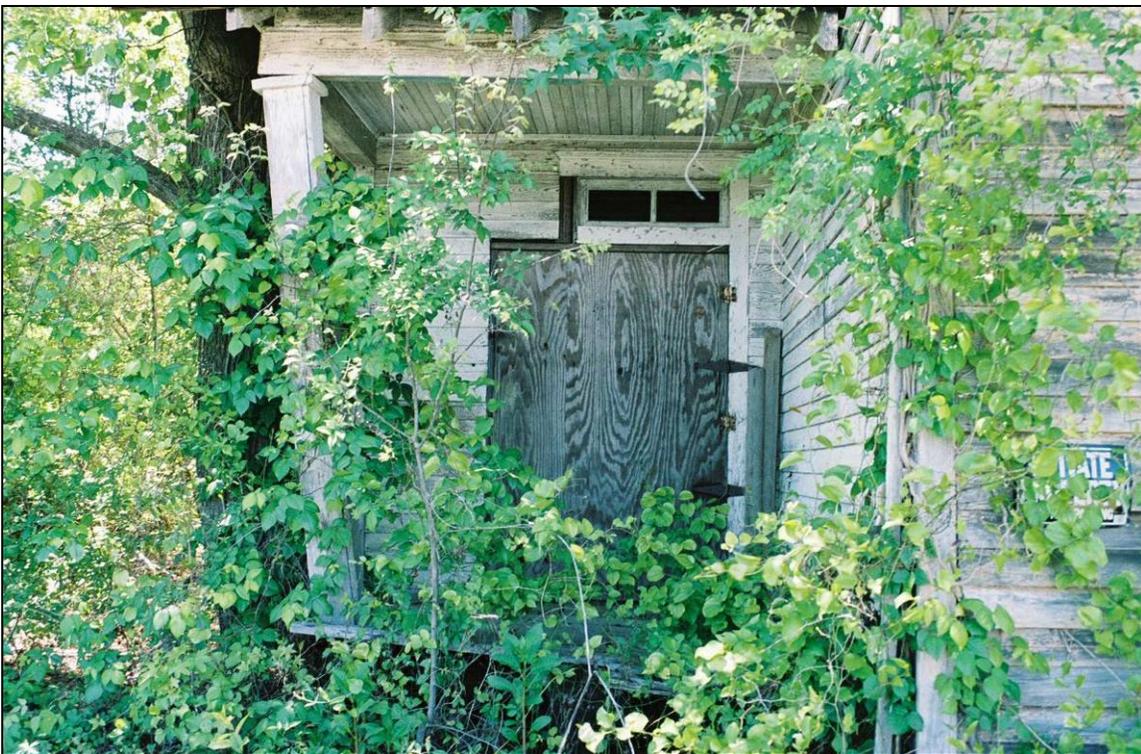


Plate 174. Jeffreys School: entry and porch at southeast corner of front elevation



Plate 175. Jeffrey School: east front and north side elevations; later wing extends to right

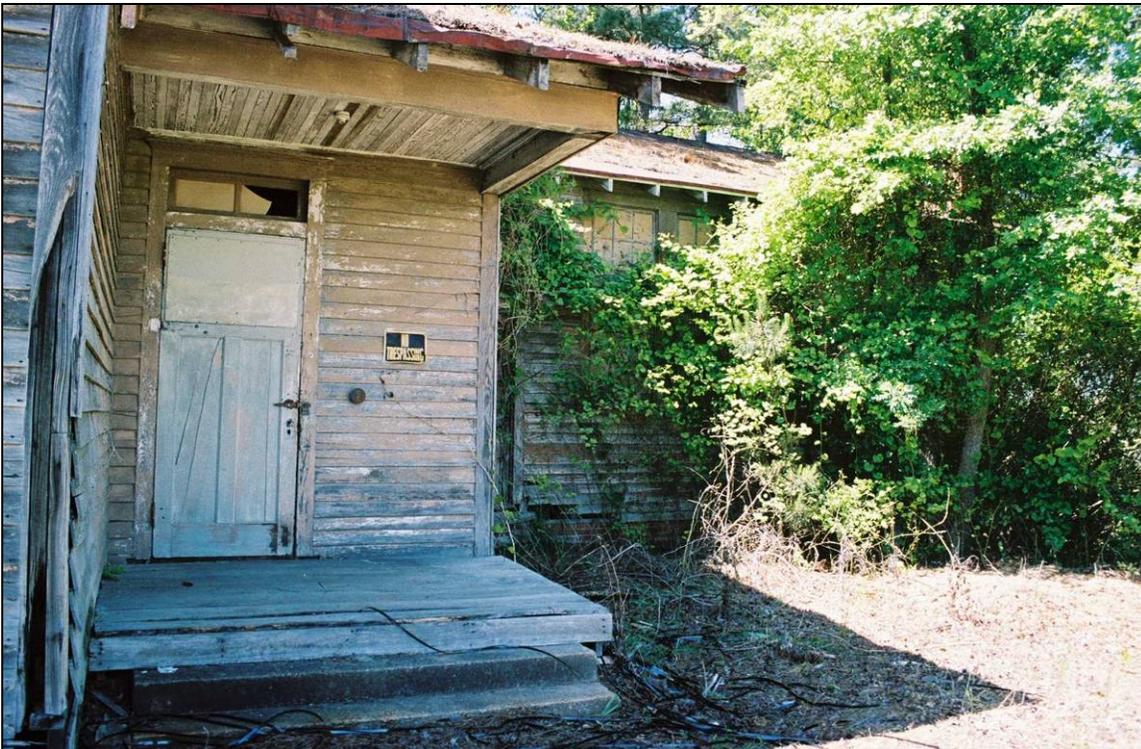


Plate 176. Jeffrey School: entry and porch at northeast corner; later wing at right



Plate 177. Jeffrey School: north side and west rear elevations of later wing



Plate 178. Jeffrey School: west rear elevation of main block; note loss of some weatherboards between the two banks of classroom windows



Plate 179. Jeffrey School: west rear and south side elevations; note cloakroom windows at right



Plate 180. Jeffrey School: looking from northeast front classroom through missing partition to southeast front classroom; note banks of windows, floors, and beaded boards in place



Plate 181. Jeffreys School: looking from northwest rear classroom to southwest rear classroom



Plate 182. Jeffreys School: north classroom addition; note ghost of blackboard at left



Plate 183. Jeffreys School: entry to industrial room at west rear elevation

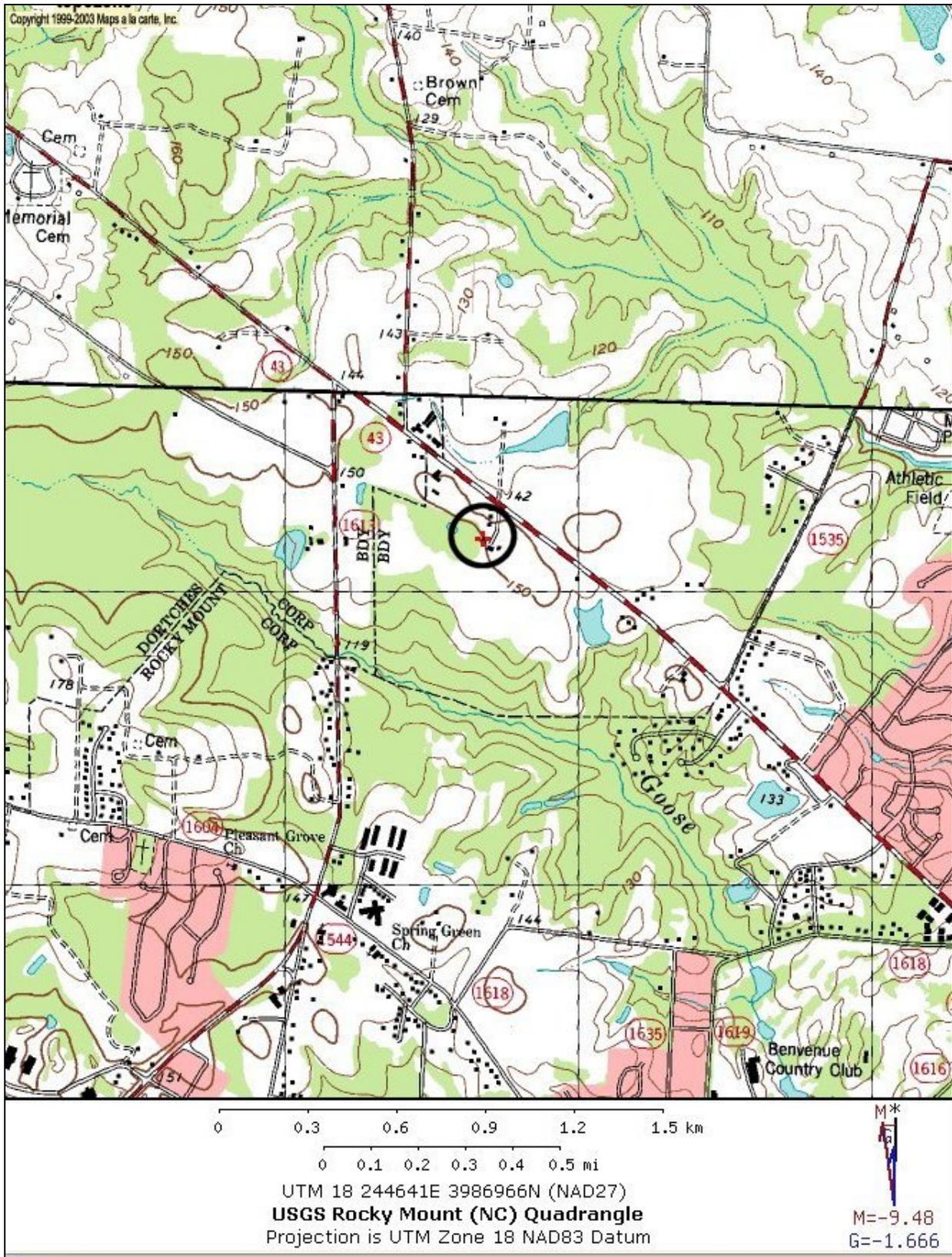


Figure 22. Jeffreys School locator map (red cross in black circle)

MORGAN SCHOOL
Northeast corner of junction of
SR 1106 and SR 1109,
Bailey vicinity

The Nash County Board of Education on November 2, 1925, authorized placing the new Morgan School near the intersection of the road from Mount Pleasant with the road leading from Strickland's Store to Underwood Mills. It noted, however, that it would not let the contract until the local black school district had raised its part of the necessary funds. This was soon in coming, for the school was erected during the 1925-26 Rosenwald Fund budget year for a total of \$3,191. The Fund contributed \$700.00 for the building, public funds \$1,491, and black citizens \$1,000.

The Morgan School was placed on the National Register in 2006. Its nomination states (Stephenson 2005):

[The] Morgan School building closely resembles "Floor Plan No. 20, Two Teacher Community School, To Face East or West Only" illustrated in Rosenwald *Bulletin No. 3*, published in 1924. Morgan School is associated with events that have made a significant contribution to the broad patterns of local history in the areas of education and African American ethnic heritage in Nash County. In service from 1926 until the mid-1950's, Morgan School served not only the educational needs of the surrounding African American families, but also as the meeting place for PTA and other community gatherings. In the wake of school consolidation, the school was closed and the property auctioned in 1956. The school building was converted to a private residence soon after.

The Morgan School now stands vacant but, in spite of its use as a residence, it remains largely intact. Since its listing in the National Register, it has not been altered and continues to merit its designation.

The frame building has weatherboard siding and a gable-end, seam-metal roof over exposed rafter ends (Plates 184-193) (Figure 23). A central industrial room extends forward from its west-facing front elevation. The front elevation retains its pairs of 6/6 breeze windows, which open into the two cloakroom. Entries with vestibules that open into the classrooms, on either side of the industrial room, are also in place. The bank of windows of the industrial room, however, has largely been covered with weatherboards; two truncated modern sash windows mark its lower corners. The east and west side elevations are blank, but for louvered vents and tiny triangle knee braces that mirror those above the two entries. (A small modern window has also been added at the south elevation.) The bank of six 9/9 windows at the rear of the north classroom is almost entirely intact. The bank for the other classroom has been altered in a fashion similar to that of the industrial room.

Considering its use once as a residence, the interior of the school is surprisingly intact. It retains beaded wall and ceiling board. Its partition wall is largely intact as is, even, one of its sliding blackboards. A wall-mounted blackboard is in place in the north classroom as well. Three-light transoms continue to top the doorways to the cloakrooms and outside, and five-cross-panel doors are still hung or lean against the wall.

The school's setting is also surprisingly intact. It continues to be quiet, rural, and open although a few large pines have grown up immediately in front of the building. The school continues to overlook the crossing roads that once carried its students.



Plate 184. Morgan School: west front and north side elevations



Plate 185. Morgan School: west front elevation



Plate 186. Morgan School: west front and south side elevations



Plate 187. Morgan School: south side and east rear elevations



Plate 188. Morgan School: east rear and north side elevations



Plate 189. Morgan School: looking northeast toward school from crossroads



Plate 190. Morgan School: industrial room; note altered bank of windows



Plate 191. Morgan School: looking from south classroom to north classroom; note blackboard at right center partially lifted up into partition wall



Plate 192. Morgan School: largely intact bank of windows in north classroom; note blackboard at left



Plate 193. Morgan School: north classroom; exterior door at far left and removed and cloakroom doors at center and right

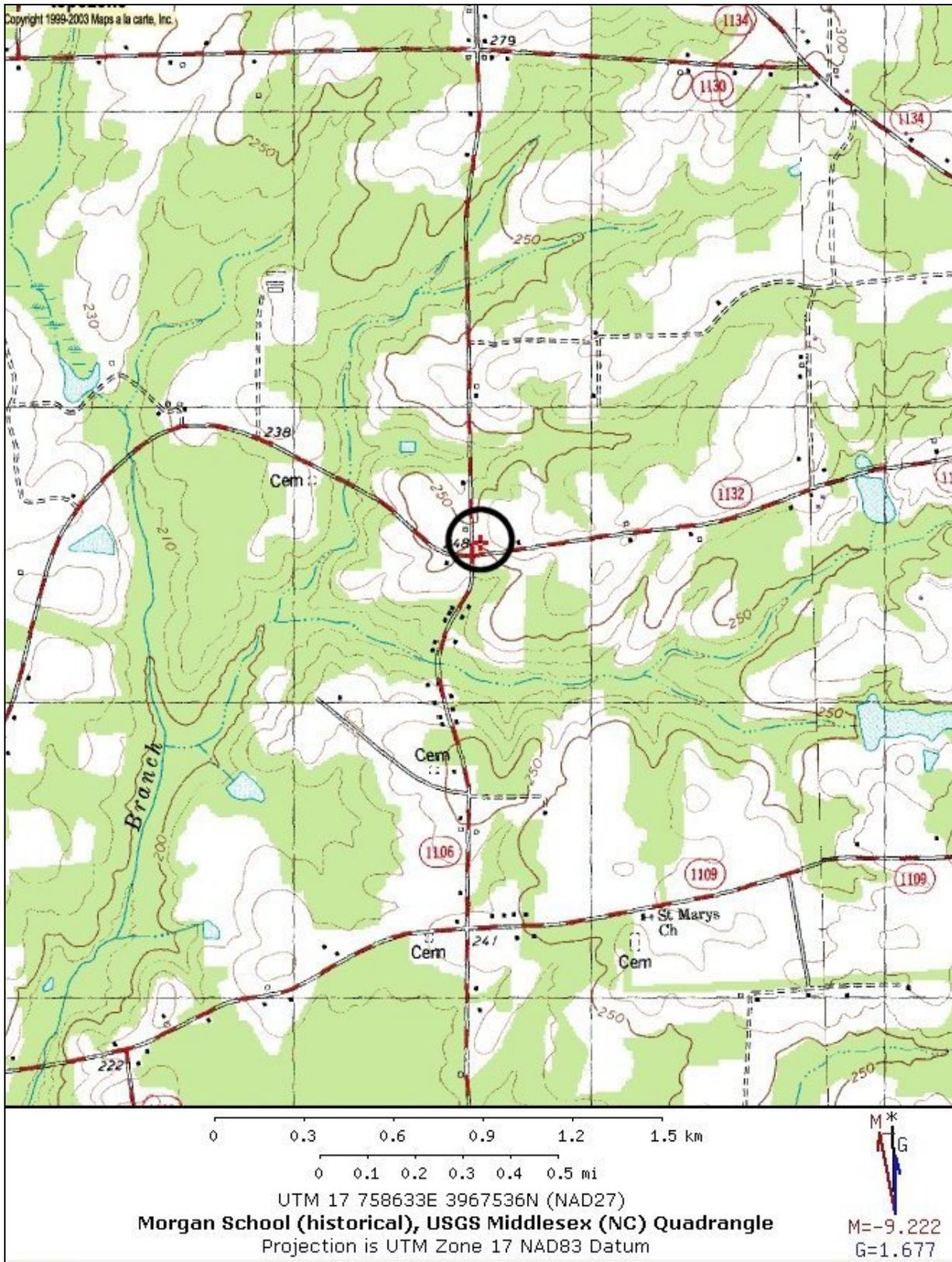


Figure 23. Morgan School locator map (red cross in black circle)

SPRING HOPE SCHOOL (NS-952)
Southwest corner of junction of
South Pine Street and West School Street,
Spring Hope

The Rosenwald Fund allocated \$1,500 for the Spring Hope School during its 1922-23 budget year, to supplement \$1,000 raised by the local black community and \$14,500 in public monies. According to two typescript accounts of the school's history, however, the original school was not dedicated until 1926 (Anonymous n.d.; Anonymous 1984). The building was originally a six-teacher community school that likely closely conformed to the Fund's Floor Plan No. 6-A (Plate 194). A teacherage, discussed separately below, was erected about the same time as the school. In 1931 the school burned, just as it was set to receive its high school accreditation. The Division of Negro Education asked the Rosenwald Fund for money to purchase sufficient equipment to let the accreditation proceed. The Fund replied that they hoped to provide support for a "new eight-room building of the revised type" (JRFA, Box 341, Folder 5: request letter of March 4, 1931, and response letters of March 21, 1931, and March 25, 1931).

The new building, which was erected with Rosenwald Fund support, was an eight-teacher type (Plates 195-210) (Figure 24). However, instead of following Plan No. 6-A, it utilized its old H-shaped footprint, with two additional classroom tacked on to the end of the western leg of the H. Subsequently two more classrooms, demarcated by an elevated firewall, were added to the other leg of the H, evening out the plan. This unusual design, which may have been drawn to re-use the original building's foundation and footprint, is confirmed in photographs of the school taken about 1936 as part of a Rosenwald Fund-supported project in Nash to maintain and beautify the county's schools and grounds

In the 1930s a frame building for agricultural classes and a tin-covered gymnasium, both gone, were added to the campus. In 1941, to relieve overcrowding, the county erected a large, one-story, brick-veneered high school building to the east, which still fronts on Pine Street. At that time, the school was renamed Spaulding High School, for Charles Clinton Spaulding.²¹ Additional brick-veneered buildings, including a six-classroom building, a four-classroom building, an auditorium, and a gymnasium—all of which are extant—were added in the 1950s (Anonymous n.d.; Anonymous 1984).

The campus and school buildings, with the exception of the teacherage, remain in the hands of the Nash County Board of Education, although they are no longer part of the public school system. The board uses the Rosenwald school for storage. The 1941 high school building anchors the campus' current function as the Spaulding Family Resource Center.

A comparison of the exterior of the school with the c.1936 photographs of it confirms that it is unusually intact. It retains its wire-cut brick veneer and a seam-metal roof. Its north-facing front elevation has projecting blank walls holding classrooms and, set back on the hyphen between the legs of the H, two entries and three pairs of flanking 6/6 sash windows. Above this sash are three pairs of recessed, fixed, three-light clerestory windows that help light the central auditorium. Five banks of 9/9

²¹ Charles Clinton Spaulding (1874-1952) founded the North Carolina Mutual Life Insurance, headquartered in Durham, in 1898. By the time of his death in 1952, the company was the largest black-owned business in the country (*New York Times*, August 2, 1952; *Encyclopedia Britannica* on-line entry for Charles Clinton Spaulding).

sash windows punctuate the building's east side elevation, denoting the placement of the five classrooms on that leg of the H. At the west side elevation are, from the front, a bank of 9/9 windows, a bank of smaller 6/4 windows at the industrial room, and another bank of 9/9 sash. A firewall rises behind this portion of the leg of the H, where the building initially terminated. Behind it are two additional classrooms with banks of 9/9 sash. Banks of windows open into the courtyard at the rear (south) of the hyphen. (All of the banks of windows, but for those in the industrial room, have lost one original window, probably to no-longer-extant air-conditioning units.) The classrooms along the long rear legs of the H open onto shaded porticoes, called cloisters in Rosenwald Fund drawings, and the courtyard.

Although no earlier photographs of the building's interior were located, it also appears to be largely intact. Its moveable partition walls have been opened and acoustic tiles hang from its ceilings, but it retains plaster walls, beaded-board wainscoting, cross-panel doors with three-light transoms, and early blackboards.

The Spring Hope School clearly retains its integrity of setting, materials, and design and is believed to be individually eligible for National Register listing. In all likelihood, the entire campus, along with the teacherage, is Register-eligible as a historic district. However, that assumption is not fleshed out here, as a study of the entire campus is beyond the scope of this project.

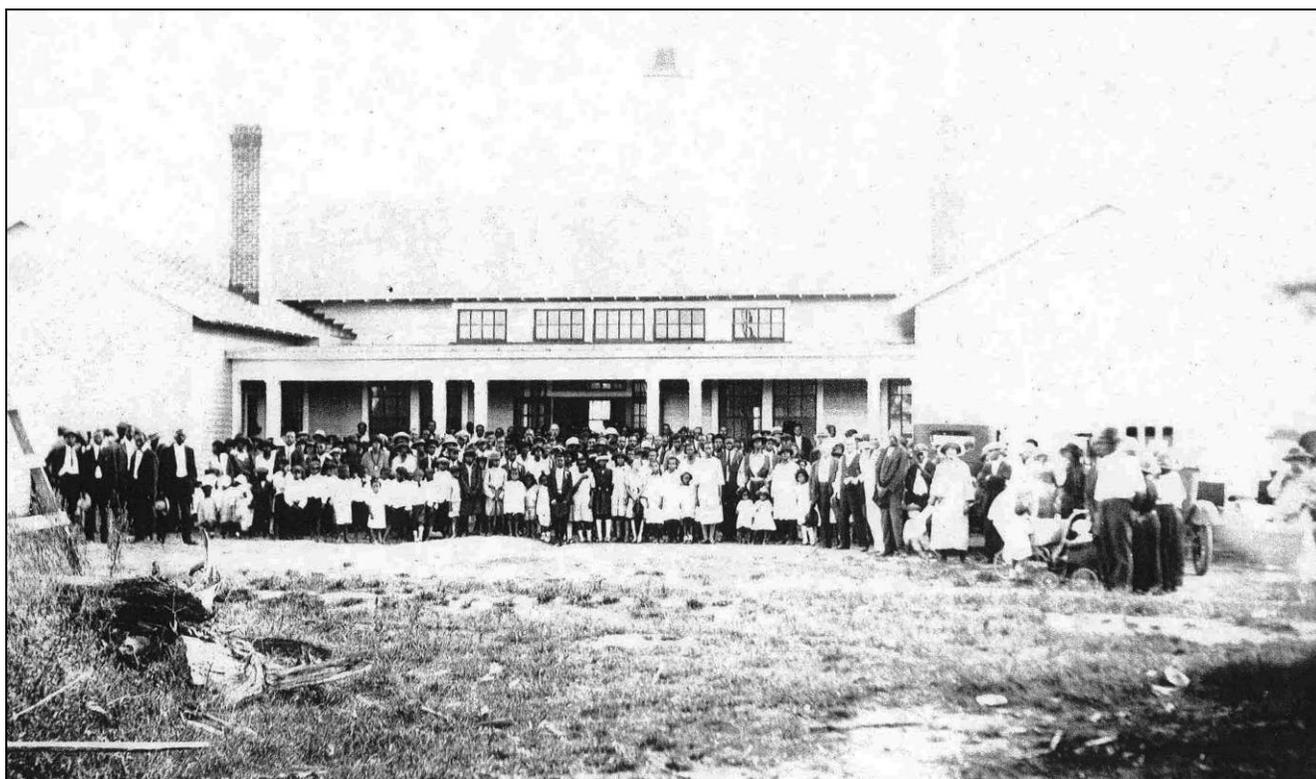


Plate 194. Original weatherboarded frame Spring Hope School, c.1920s (source: Julius Rosenwald Fund Archives, Fisk University)



Plate 195. Spring Hope School: east side and north front elevations

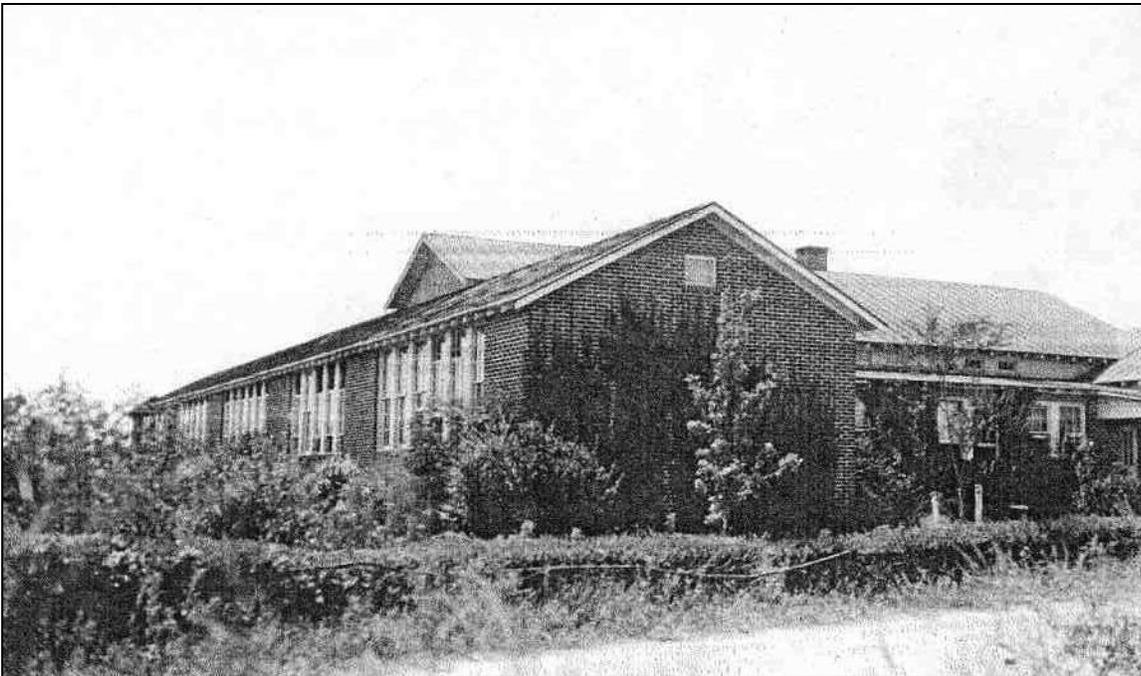


Plate 196. Spring Hope School: east side and north front elevations, c.1936 (source: Julius Rosenwald Fund Archives, Fisk University)



Plate 197. Spring Hope School: west side and south rear elevations with additional classrooms at center behind elevated firewall



Plate 198. Spring Hope School: west side and south rear elevations, c.1936 (source: Julius Rosenwald Fund Archives, Fisk University)



Plate 199. Spring Hope School: north front elevation



Plate 200. Spring Hope School: edge of north front and east side elevations; note shorter windows of industrial room and firewall raised between initial end of school and later addition



Plate 201. Spring Hope School: courtyard at rear (south) of school



Plate 202. Spring Hope School: view south from interior of courtyard toward later campus buildings



Plate 203. Spring Hope School: east side and south rear elevations



Plate 204. Spring Hope School: early or original Murdock fountains behind south rear of school



Plate 205. Spring Hope School: view from hyphen to east central classroom



Plate 206. Spring Hope School: view through removed partitions from east central classroom to hyphen



Plate 207. Spring Hope School: view from hyphen through removed partition to industrial room



Plate 208. Spring Hope School: west central classroom; note original doors, transoms, and replaced blackboard



Plate 209. Spring Hope School: looking northwest from Pine Street at campus with 1950s building at right, Rosenwald building at center between trees, and 1941 high school building at left



Plate 210. Spring Hope School: looking southwest from Pine Street at campus with 1941 high school building at right and 1950s buildings at center and left

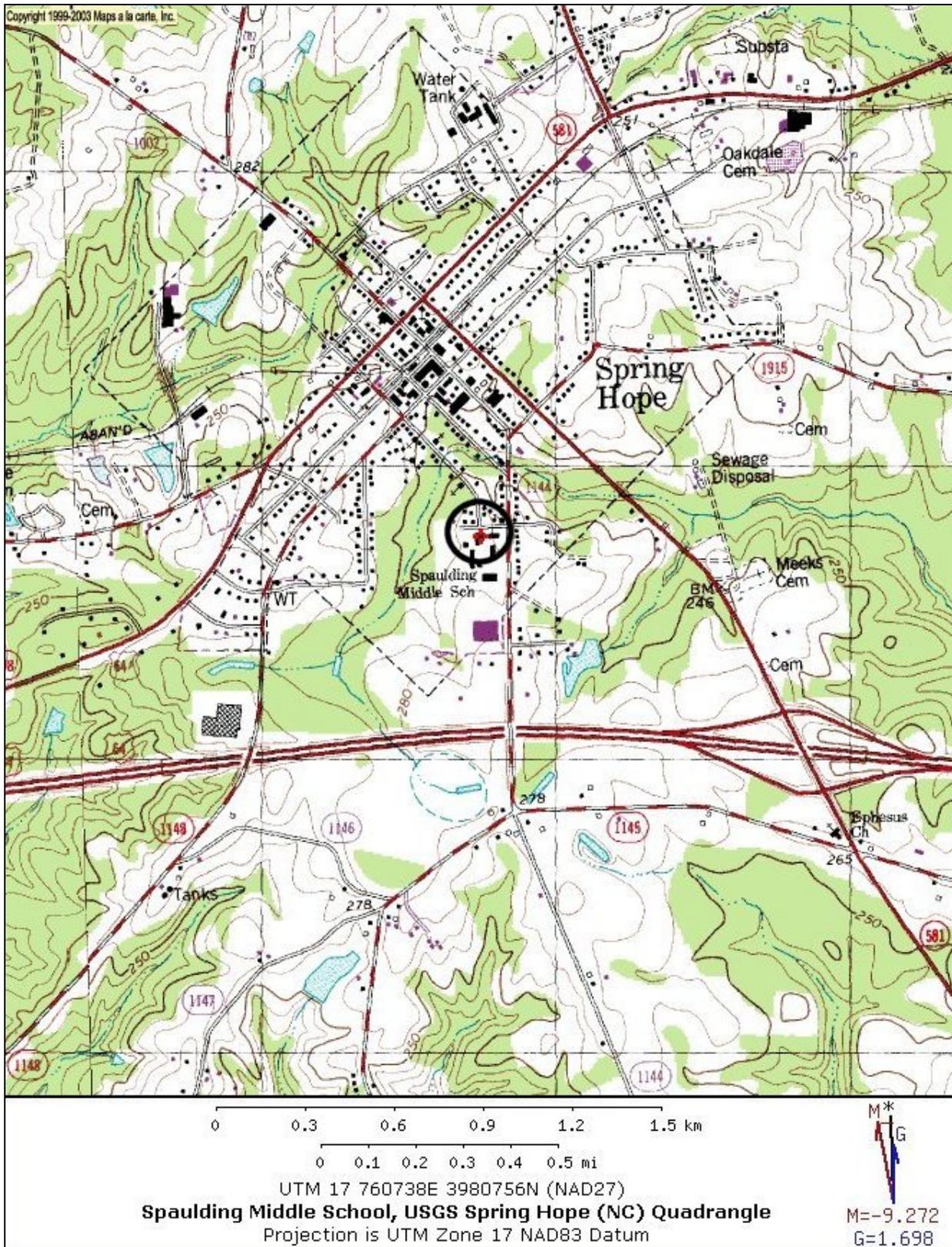


Figure 24. Spring Hope School locator map (red cross in black circle)

SPRING HOPE TEACHERAGE (NS-952)

**North side of School Street,
0.05 miles west of Poplar Street,
Spring Hope**

The Spring Hope Teacherage is contemporaneous with the original Spring Hope School that was dedicated on the other side of School Street in 1926 (Anonymous n.d.; Anonymous 1984). As did the school, the teacherage required about four years of local fundraising before it could be erected. The Rosenwald Fund allocated \$900.00 for it as part of its 1922-23 budget and the county ultimately contributed \$1,100 in public funds toward it. However, the lion's share of the cost--\$3,000—was provided by the local black community.

In 1974 graduates of the Spring Hope School organized the C.C. Spaulding Alumni Association. The association, which maintains the teacherage, acquired title to the property in 1995. In 1998 it submitted an application to have the teacherage listed on the North Carolina Study List of potentially National Register-eligible resources. In 1999 the State Historic Preservation Office placed the teacherage on the Study List.²²

The teacherage does not follow any published Fund plan. Rather, it utilizes a two-story, foursquare plan and Craftsman-style details common to its period of construction (Plates 211-222) (Figure 25). It is a frame weatherboarded building on a brick foundation. Its full-façade, south-facing, Craftsman-style porch has three squat brick piers and compressed battered columns, and a hip roof with wide overhanging eaves. Its principal roof has a similar hip and eaves. In the porch's shadow are three bays: a door and window at the right (east) and a paired window at the left. As are most of its windows, these are 6/1 double-hung sash. The east side elevation has two paired windows at its first story and single windows above. The west side elevation is similar, but has only one paired window. The two-bay rear elevation is extended, at the northwest, by a one-story, shed-roofed ell with 4/4 sash, which may be a later addition. The teacherage's plan reflects its use as the home of multiple unrelated residents. Side-by-side parlors span the front of the first floor. Behind them are a third parlor or dining room and a kitchen and bathroom. A second small bathroom occupies the ell. The stairway to the second floor rises through the middle of the house. It opens on a small central hallway that provides access to the four upstairs bedrooms. The interior retains its plaster walls, brick first-floor mantels, stair newels and balusters, and five-cross-panel doors.

As only one teacherage was included in this study, it was not possible to develop particular registration requirements for the type. The Spring Hope Teacherage, however, is believed to be clearly eligible for National Register for its historical association with the Rosenwald Fund program and for its architecture. It is little altered and stands on its original site, with the same orientation to the Spring Hope School that continues to stand across the street. It therefore is believed to retain its eligibility of setting, materials, and design. As noted at the discussion of the Spring Hope School, it may be part of a historic district that includes the entire campus.

²² In a letter of February 11, 1999, to the Nash County Board of Education, the preservation office informed the trustees that it had placed the teacherage on the Study List. The letter noted the presence of the 1931 and 1941 school buildings across the street and recommended that, if a National Register nomination was ever prepared, all of the buildings be considered together.

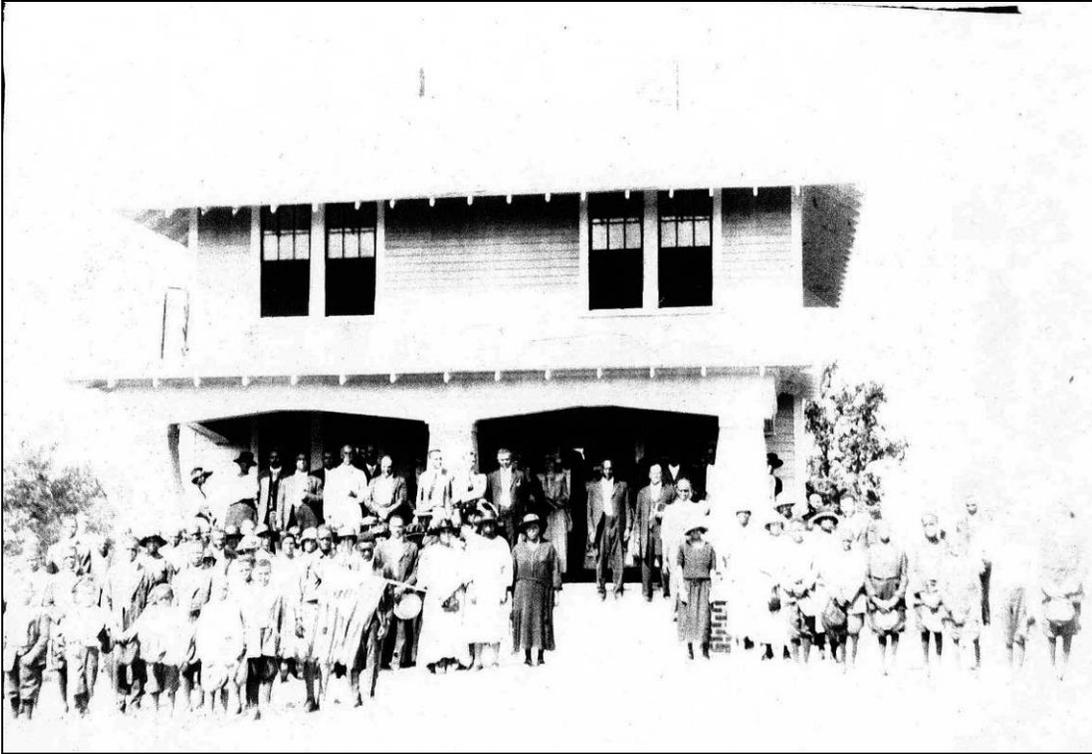


Plate 211. Spring Hope Teacherage: south front elevation, c.1920s (source: Julius Rosenwald Fund Archives, Fisk University)

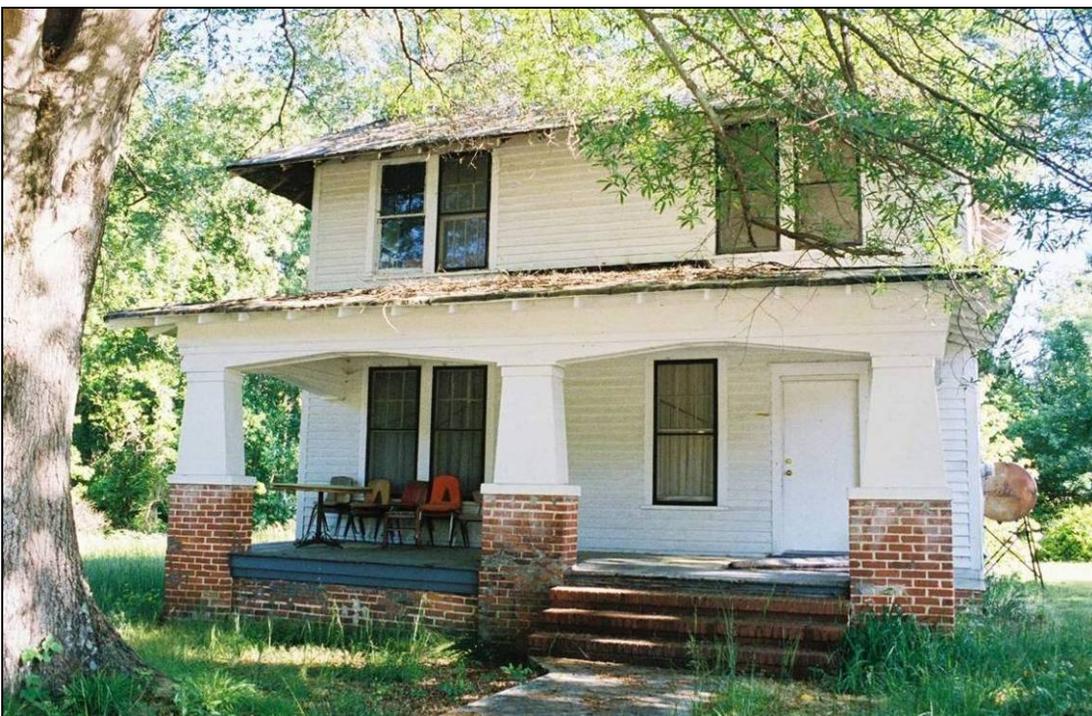


Plate 212. Spring Hope Teacherage: south front elevation



Plate 213. Spring Hope Teacherage: west side and south front elevations



Plate 214. Spring Hope Teacherage: north rear and west side elevations



Plate 215. Spring Hope Teacherage: east side and north rear elevations



Plate 216. Spring Hope Teacherage: south front and east side elevations



Plate 217. Spring Hope Teacherage: view southeast from front door across School Street to Spring Hope School



Plate 218. Spring Hope Teacherage: kitchen at northwest corner of first floor



Plate 219. Spring Hope Teacherage: first floor front parlors from entry; door in far parlor leads to kitchen



Plate 220. Spring Hope Teacherage: right-hand first floor front parlor with stair at left and entry to rear parlor or dining room at center



Plate 221. Spring Hope Teacherage: second floor hallway with entries to bedrooms; note intact cross-panel doors, surrounds, and stair newel and balusters

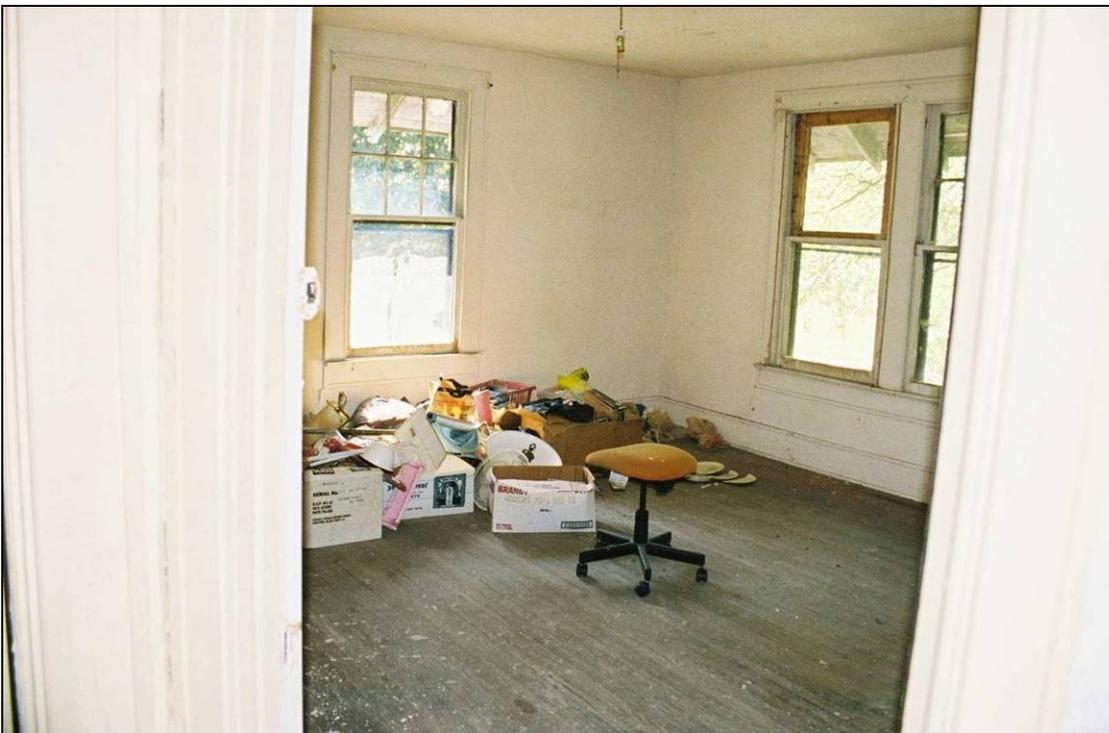


Plate 222. Spring Hope Teacherage: northwest upstairs bedroom

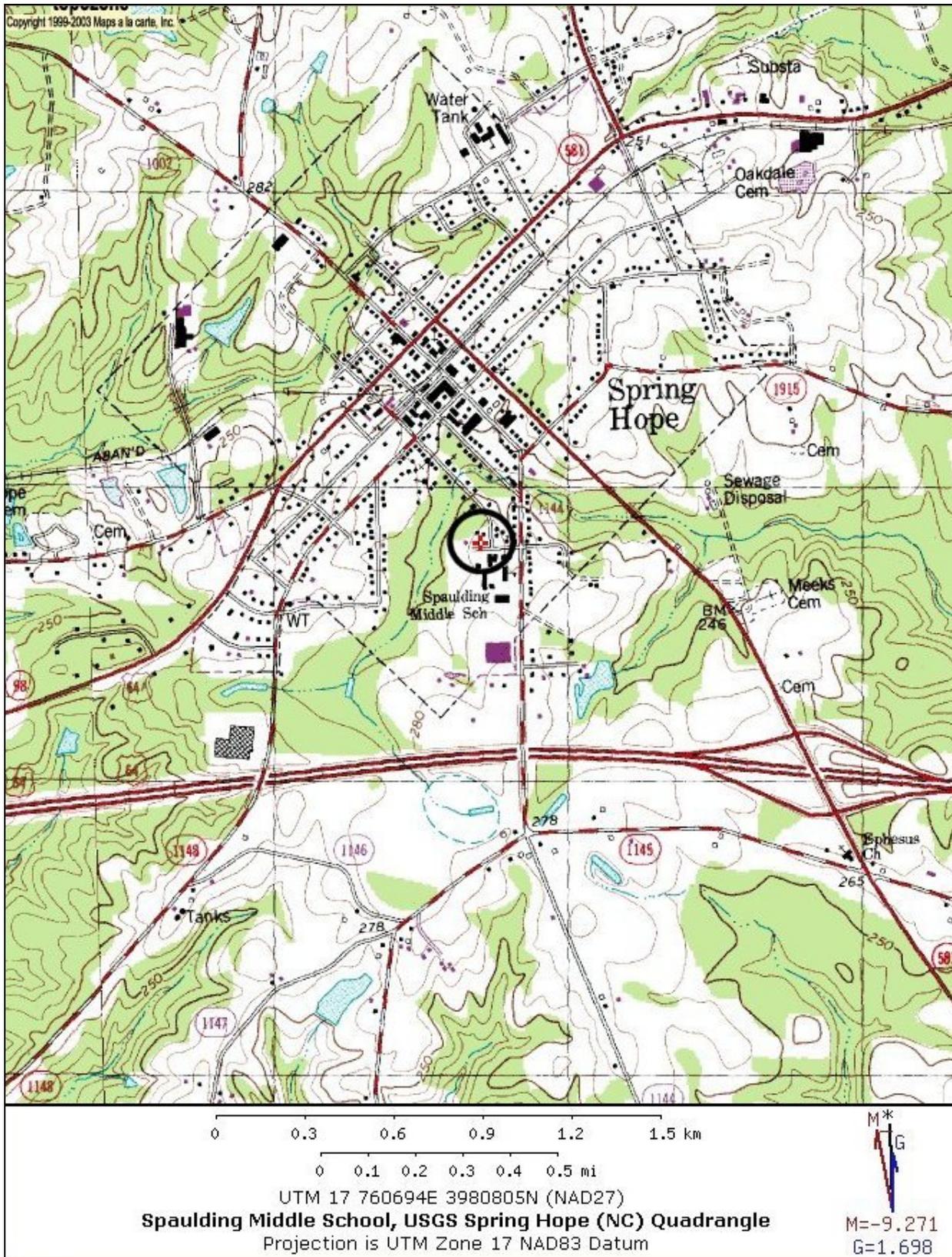


Figure 25. Spring Hope Techerage locator map (red cross in black circle)

E. WAYNE COUNTY

Wayne County's Rosenwald school program was limited. The county built only 12 schools with support from the Fund and, in Goldsboro, one teacherage. Not only was this a relatively small number of schools, but the schools themselves were small. Only one of the 12, the eight-teacher Mount Olive School, was initially larger than two rooms. (The eight-teacher school in the town of Mount Olive in Wayne is not the same as the Mt. Olive School in Edgecombe County inventoried above.) Five of the remaining schools were two-teacher types and six had but a single classroom. The one-teacher types were built into the late 1920s, even though the Fund was providing less money for and discouraging the construction of such small schools at that late date. Additions increased the size of a few schools. The two-teacher Barnes School added a classroom and the two-teacher Dudley school reportedly added two rooms in the late 1920s. The county's engagement with the Rosenwald program overall, though, remained limited.

Only two of Wayne County's Rosenwald schools continue to stand, Dudley—near a crossroads between Goldsboro and Mount Olive—and Bunn in central Wayne near the Lenoir County line. Both of these have been moved and altered and are believed to have lost their integrity. The locations of the two surviving Wayne County schools are depicted on Figure 26.



Figure 26. Extant Rosenwald schools in Wayne County

BUNN SCHOOL (WY-147)
South side of SR 1003,
0.2 miles east of junction with SR 1179,
Best vicinity

On June 8, 1922, the Wayne County Board of Education instructed the secretary to locate a suitable site for a “new colored school” at Bunn. During its 1922-23 budget year, the Rosenwald Fund provided \$700.00 for the two-teacher type school. The balance of its cost came from public monies (\$2,400) and the fundraising efforts of local black citizens (\$700.00).

The school never expanded beyond its two-classroom size and its enrollment of 69 students during the 1934-1935 school year was small. This small enrollment, however, allowed its two teachers to offer more individual attention to its first through seventh graders (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Articles and Speeches by N.C. Newbold). It is not known when the school ceased to operate, but it appears to have been converted to a dwelling relatively early in its life.

The Bunn School has been moved from its unidentified original location, which would at least have been closer to the road. It now stands amidst heavy overgrowth behind a vacant early twentieth-century house and a few dilapidated outbuildings (Plates 223-235) (Figure 27). A survey of the school in 1991 (Mattson), at which time its site was clear, avers that it was moved in the 1930s. A subsequent 1996 survey (Smith), which also pictures the school in an open field, states that the Best family, the owners of the property at that time, moved it in the 1960s. The surveyors described the condition of the school in the 1990s as deteriorated. It is now better characterized as ruinous.

The wooden frame of the Bunn School is raised on cinderblock piers that are not original and sided with weatherboards that have pulled away in places. It is simply finished, with plain board surrounds and cornerboards, and exposed rafter ends beneath its seam-metal, gable-end roof. Part of the roof has fallen at the building’s northwest corner and part has pulled away from the rafters at its northeast corner. It is a common two-teacher type that utilized the Rosenwald Fund’s Floor Plan No. 20. (One physical piece of evidence suggesting that the school has been moved, aside from its unusual distance from the road, is its orientation. The plan calls for east or west orientation only; Bunn faces south.) The front elevation has a projecting industrial room flanked by porches and recessed vestibule entries. The industrial room has three 6/6 windows at its front and retains an entry off of the left-hand (west) porch. Two 4/4 windows at its west elevation that do not conform with the standard Rosenwald plan were likely added when the school was converted to a residence. Adjacent to the vestibules that originally led into the two classrooms are single 6/6 windows that provide light for the school’s two cloakrooms. These windows also do not conform with the standard Rosenwald plan and may have been part of the residential conversion. The northwest corner of the east classroom has collapsed, taking most of the classroom’s rear (north) bank of 4/4 windows with it to the ground. The 4/4 sash of the west classroom’s bank of windows, along with that classroom’s exterior walls, is in place. The school’s east side elevation retains its blank wall. Two 4/4 windows at the west side elevation, one of which has collapsed, are later insertions.

Inside, the school retains wooden floors, beaded-board walls and ceilings, and the ghosts of some blackboards. It also has numerous early four-, five-, and seven-panel doors, some of which may be original. Its floor plan has been entirely reshaped, however, by the removal and alteration of some

partitions and the addition of others. An added partition, which runs right up to the middle of the industrial room's center window, divides the room in two. The partition wall between the two classrooms, which in all likelihood either had folding doors or a sliding blackboard, has been supplanted by a solid wall. Additional partition walls divide each classroom into three small rooms. In order to increase the modest size of these rooms, the cloakroom walls were removed. In total, eight rooms have replaced the school's original industrial room and pair of classrooms and cloakrooms.

Due to the loss of original materials—walls, windows, partitions—and the entire reworking of the interior through the addition of windows and the addition and removal of partitions—the Bunn School is believed to have lost its integrity of materials and design. It is therefore recommended as not eligible for National Register listing.



Plate 223. Bunn School: south front elevation with industrial room projecting at left and east entry and cloakroom/classroom at right



Plate 224. Bunn School: original bank of windows at south elevation of industrial room



Plate 225. Bunn School: entries to west classroom and industrial room off of porch, at center and later-added 4/4 window at side of industrial room, at right



Plate 226. Bunn School: collapsed walls near juncture of east side and north rear elevations.



Plate 227. Bunn School: in-place bank of windows at east classroom along north rear elevation



Plate 228. Bunn School: east side elevation with north rear elevation at right



Plate 229. Bunn School: looking northeast toward school at center from vacant house and outbuildings



Plate 230. Bunn School: eastern half of industrial room with later-added partition wall at left; windows at right are likely later insertions



Plate 231. Bunn School: eastern half of industrial room with later-added partition wall at right; note ghost of blackboard extending to either side of partition



Plate 232. Bunn School: ghost of blackboard in western half of industrial room



Plate 233. Bunn School: east classroom looking toward entries to industrial room and outside at right; later partition walls at left divide classroom into two additional rooms



Plate 234. Bunn School: east classroom looking toward rear bank of windows; two later-created rooms to right and altered or replaced partition wall between classrooms at left



Plate 235. Bunn School: looking from partition wall into west classroom; note added partition walls dividing classroom into three rooms and ruinous condition of walls, roof, and floor



Figure 27. Bunn School locator map (red cross in black circle)

DUDLEY SCHOOL (WY-450)
South side of SR 1120,
0.5 miles east of junction with US 117,
Dudley vicinity

The Wayne County Board of Education finalized plans for the new Dudley school at its April 2, 1923, meeting: "The Secretary was instructed to enter a contract with E.C. Hall for a three-room frame house for the Dudley Colored School District, for the sum of \$3,000.00; to be built according to the plans and specifications furnished by the Julius Rosenwald Fund." According to Fund records, Dudley was built with a two- rather than a three-room plan at a total cost, including land, building, and fixtures, of \$3,800. The Fund provided \$700.00 of this amount, the county \$2,100, and the local black community the substantial sum of \$1,000. The Fund provided another \$300.00 for a two-room addition to the school during its 1927-28 budget year. Whether this money was actually used and the building extended is not clear.

According to a survey of the school in 1996, it originally stood closer to the town of Dudley, to the west. It was moved to this location in the 1960s (Smith 1996). Alterations to the building make it the most difficult to read of the Rosenwald schools studied in the six counties (Plates 236-244) (Figure 28). Dudley as it stands is a two-classroom, frame building with weatherboard siding and a seam-metal roof. It has a single six-panel door set beneath a two-light transom at its south-facing front gable. The west side elevation has only one opening, a cross-panel door cut so close to the rear of the elevation that it appears to be a later addition. The rear elevation also has a cross-panel door. Placed away from the edge of the elevation, beneath a roof supported by triangular knee braces, it appears to be an early or original feature. The east side elevation, in typical Rosenwald fashion, originally had two banks of windows, each with six 9/9 double-hung sash. All six of the windows at the north rear classroom are intact. Three of the windows at the south front classroom are also intact; the other three have been boarded over. A modern frame and metal shed affixed to the elevation has fortunately not disturbed its bays or weatherboards.

The building could not be entered, but views through the window banks show worn beaded boards at the ceiling, the walls, and the partition between the two classrooms. A blackboard is affixed to the long blank wall of the front classroom. The partition wall between the two classrooms appears to have never been open or to have been sealed with beaded board early in the building's history.

The back-to-back (or side-by-side) placement of the two classrooms, their proportions, and their banks of windows conform most closely with Floor Plan No. 20, the Rosenwald plan typically used at two-teacher type schools in the six-county study area. However, numerous other elements are misplaced or missing. The partition wall between the two rooms does not appear to have any sliding or folding blackboards or doors, a feature called for in Rosenwald plans and found at all other non-ruinous Rosenwald schools in the six studied counties. The entry in the gable-end is not found in plans for two-classroom Rosenwald schools. A one-classroom, gable-end plan (No. 1-A) does exist, but it includes windows to either side of the door that light internal cloakrooms and, of course, just a single classroom. Dudley does not have windows flanking its entry nor even cloakrooms, which is another oddity, as all Rosenwald schools called for cloakrooms. Plan No. 20 placed the cloakrooms along the wall opposite the banks of windows, along with two recessed entries and a projecting industrial room. (Plan No. 20-A alternatively placed one of the cloakrooms at the back of a classroom.) Dudley has

none of these—no side entries, no cloakrooms anywhere, no industrial room. Further, at numerous spots on the north, south, and west elevations of the building, weatherboards have pulled away revealing early diagonal sheathing throughout. This, coupled with the coherent finish of the interior, suggests that the west elevation either never had a projection, recesses, and bays or that it was substantially altered early in the building’s history.

Perhaps the reported early two-room addition in some way affected the plan and finish of the building that remains. Or perhaps the current building is that two-room addition. The remaining original or early fabric of the building obscures its original appearance and plan to such an extent that this could not be determined.

Due to its many changes in material and design—the shifting of the entrance to the gable-end; the loss of the cloakrooms and industrial room and original entries; the filling of the interior partition; the addition of the modern shed-roofed extension—the Dudley School is not believed to retain sufficient integrity of materials and design to support National Register eligibility.



Plate 236. Dudley School: south front elevation; modern shed-roofed addition at right



Plate 237. Dudley School: south front and west side elevations



Plate 238. Dudley School: rear of west side elevation; note placement of door hard against corner and exposed vertical sheathing beneath weatherboards



Plate 239. Dudley School: east side and west rear elevations



Plate 240. Dudley School: east side and west rear elevations; note banks of windows



Plate 241. Dudley School: south front and east side elevations; note partial infill of window bank at front classroom



Plate 242. Dudley School: rear classroom with beaded-board walls, partition, and ceiling visible through bank of windows



Plate 243. Dudley School: front classroom with entry at left and long blind wall at right; note blackboard



Plate 244. Dudley School: front classroom with long blind wall at left and partition wall between classrooms at right; note unbroken application of beaded boards at walls, ceiling, and partition

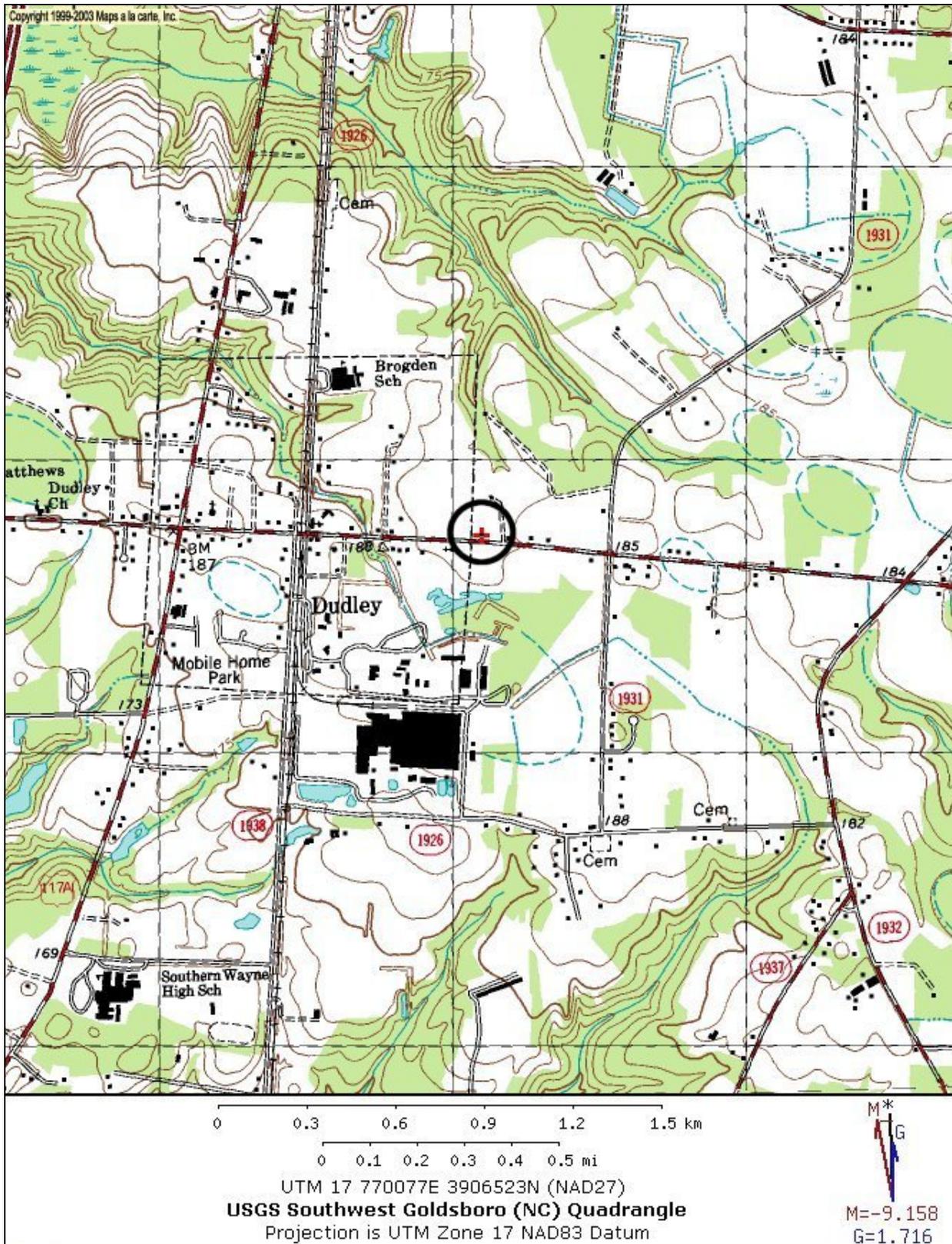


Figure 28. Dudley School locator map (red cross in black circle)

F. WILSON COUNTY

The situation of Wilson County's black students was different than that of most, if not all, of the state's black children in the early twentieth-century, due to the presence of Charles Lee Coon, an outspoken figure who coupled advanced Progressive views with a not atypical paternalistic and patronizing view of blacks.²³ Coon, according to George-Anne Willard's biographical dissertation, served North Carolina for more than three decades as an "advocate, publicist, and organizer of educational change." From 1907 until his death in 1927, he was superintendent of the Wilson City schools. From 1913 on he superintended the county schools as well. His local programs, at least for white children, reflected the state's reform priorities for education, as he "presented local citizens with a definite plan of reform, secured their financial support, reduced the number of school districts, hired qualified supervisors and teachers, modernized the curriculum, lengthened the school term, constructed central brick schools, and increased attendance by the use of bus transportation" (Willard 1974:1, 172).

Coon was aware of the limitations of the county's educational programs, particularly in the construction of fitting schools for black pupils. In the Wilson city system, he successfully pushed proposals to advance black education. He had less success in the county system, for his building program for the county's black children had apparently "just shifted into high gear" when he died. Willard, on the basis of Coon's history of the county's public schools, recounted his achievements and relative failures in black education:

From 1913-1914 to 1923-1924, the number of black city teachers increased from 14 to 23, with their average salaries rising from \$313 to \$542; the number of country teachers increased from 30 to 64 and salaries went from \$136 to \$326 per year. The city spent \$58,629.08 on buildings and repairs in the school year of 1922-23 alone, and soon boasted of a new brick high school, one of the few in the state. In a typical year the county board allotted \$5,000 for colored buildings. It did not agree on a highly expansive program until 1926.

On the positive side, Coon acquired additional means for upgrading the rural black schools from the Rosenwald Fund, appointed a Negro school supervisor at the same salary as his white counterpart, held teacher's meetings to provide in-service training, and reduced the number of one-room school shacks.

The new brick building was the Wilson Colored High School, which was an exceptional 16-teacher type school (Plate 245). With support from the Rosenwald Fund, it was completed in 1924.²⁴ (In the 1990s the building was razed.) Coon included the "New School" in the tables he created for his 1924 account of the county's schools. This account included figures on black school enrollment by age and grade in the five school systems in the county. The numbers of black students attending school past

²³ Coon was not only controversial for his outspokenness. He was a martinet who had "a history of single-mindedness and bad temper, as confirmed by complaints throughout his career. These included claims of assault and the choking of the son of a prominent, white, Wilson physician (Valentine 2002:155-156)."

²⁴ Also known as Charles H. Darden High School or the Darden-Vick School, the building was erected between 1923 and 1924 (Ohno n.d.; Mattson 1987a and 1987b). The Rosenwald Fund contributed to its construction, but its summary records do not list a contribution until budget year 1927-1928, when it received a \$2,100 grant (Julius Rosenwald Fund 1928a).

sixth grade in 1923-24 were minimal, especially for a system that was purportedly one of the finest in the state. Wilson City schools, the best the county had to offer, taught 1,225 black pupils in 1923-24. Only 107 of these children, less than nine percent, were in grades seven through eleven. Only 38 of the county system's 3,093 black students, about one-tenth of one percent, had continued their education past sixth grade. Thirty-seven of these children were in the seventh grade, one was in the eighth. The schools in the towns of Elm City, Lucama, and Sharpsburg served 508 black students. Twenty-five of these students, in Lucama and Elm City, were in sixth or seventh grade. The Sharpsburg system taught no black children that school year beyond the fifth grade (Coon 1924:77-78).



Plate 245. Wilson Colored High School, 1926 (source: North Carolina Department of Public Instruction Record Group, Division of Negro Education: Special Subject File. North Carolina State Archives, Raleigh)

Coon and the county and city school boards certainly did make use of Rosenwald funding for erecting larger schoolhouses. At the end of the 1923-24 school year, the systems contained a total of about 25 black schools (the high school had an old and a new building). Of the six that were Rosenwald schools—Williamson, Rocky Branch, and Kirby's (1917), Lucama (1918), Barnes (1920), and the new high school (1924)—only Williamson had one room. In contrast, 75 percent of the non-Rosenwald black schools were one-room buildings (Coon 1924:20-21). The property rolls in 1924 included another eight black schools that had "no house." Five of these were subsequently erected with Rosenwald Fund assistance, Evansdale, Saratoga, Stantonsburg, and Yelverton in 1925-26, and Sims in 1928-29. Further, in 1925-26 Rosenwald funds helped build a new two-teacher type school that was far more valuable than its two-room predecessor. The old school and its site were valued at \$700.00. The total cost of the new facility was \$3,619. In 1929-30 two other Rosenwald funded schools took the

stead of schools that were standing in 1924. The two-teacher type Jones Hill school replaced an earlier two-room structure, while the two-teacher type Holdens school doubled the size of its predecessor (Coon 1924:20-21).

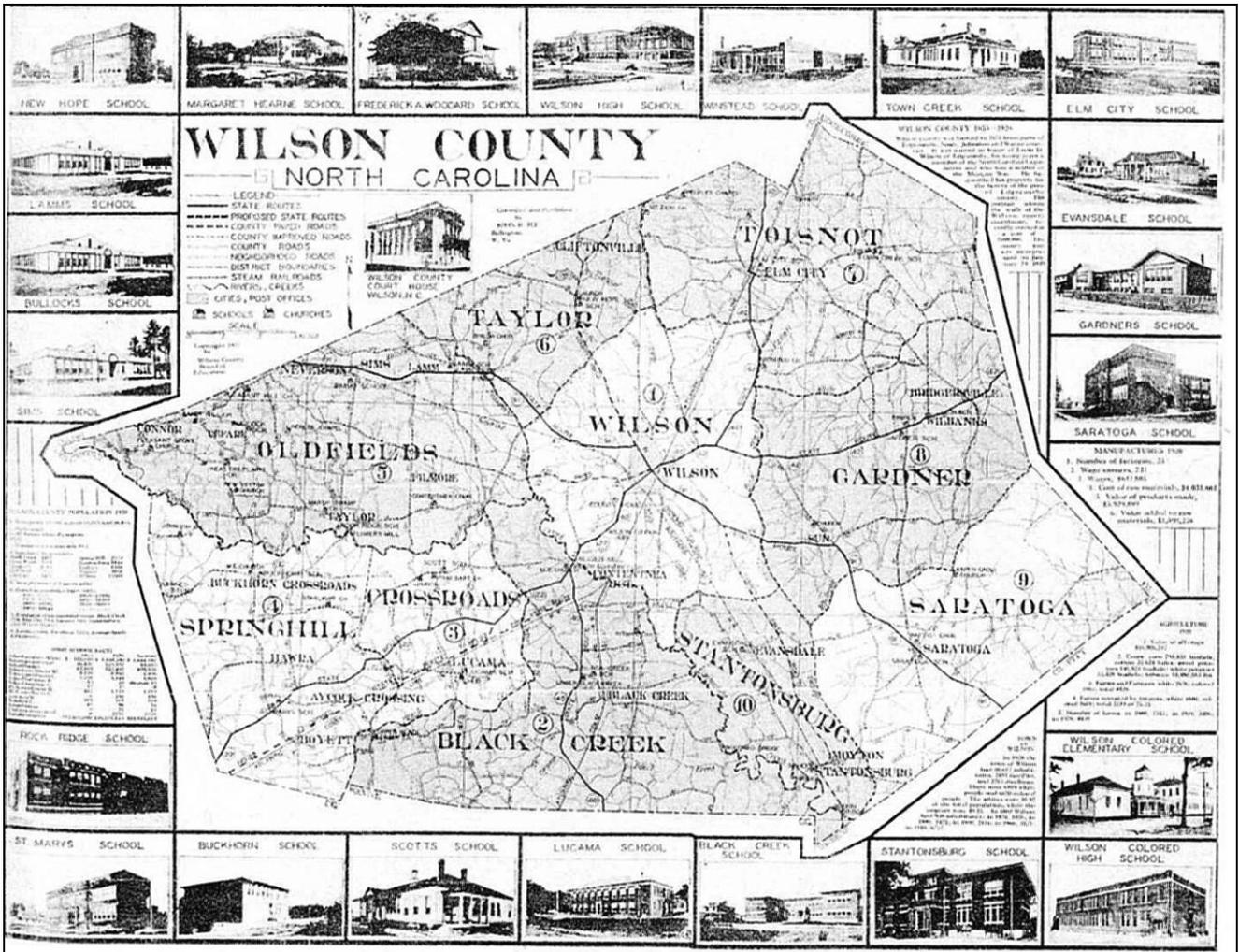


Plate 246. Wilson Colored map with school locations, 1927; Wilson Colored High School at lower right-hand corner with Wilson Colored Elementary School immediately above (source: Ohno, *Wilson County's Architectural Heritage*)

Even with Coon's efforts, black facilities and education lagged far behind that of whites in Wilson County in the teens and twenties (Plate 246). Things were no better in the ensuing decades. An article on the history of education in the county in the journal *North Carolina Education*, after praising Coon, stated: "It is interesting to note, however, that Negro education in the county's rural area has not kept pace, even in 1944, with its white program. For, outside of Elm City, there is only one Negro high school in the area [at Williamson] and that only a six-room building which partially houses an elementary school too" (Thomas 1944:179).

Wilson County's black citizens used various means to secure a better education during the years of the Rosenwald school program. According to one account, for a short time around 1918 they were so "angered by mistreatment" that they withdrew from the Wilson city school system. They established the Independent Training School, which they funded in part by holding elaborate musical performance at the local Globe Theater (Wilson Chamber of Commerce 1993:78-79).

African-Americans had to persevere for public schools, Rosenwald or not, as the example of the construction of the Barnes school indicates. On March 3, 1919, the Wilson County Board of Education agreed, as recorded in its minutes, to expend \$100.00 for an acre of land for the school. They also agreed to sell the school's apparent predecessor to the Colored Masonic Lodge of Stantonsburg for \$900.00 (a surprisingly large sum of money), provided that that the "colored people of the district" would raise \$600.00 for erecting a new schoolhouse. If these conditions were met, they would appropriate \$250.00 for the new building. On October 6 a Charles Knight appeared before the board and requested again that a new building be erected for the Barnes Colored School. The board told him that this was "now impossible" and asked that he look for a house to be temporarily acquired for the winter. On December 1, however, the board reversed course once more and authorize the erection of a two-room Barnes schoolhouse.²⁵

The Rosenwald Fund required that its schools have proper desks. On October 5, 1925, the board instructed the superintendent "to provide for the new colored schools at Old Fields, Spring Hill, Stantonsburg, and Saratoga townships." The latter two were Rosenwald schools. Coon did indeed follow the direction, but did so with substandard, perhaps old, seats.

The conditions of the Stantonsburg and Saratoga schools, along with the Evansdale, New Vester, and Yelverton Rosenwald schools, were public knowledge, for the board entered into its April 26, 1926, minutes a report on them that had been prepared by William F. Credle. (A copy can also be found at North Carolina Department of Public Instruction Record Group, Division of Negro Education: Correspondence of the Supervisor.) Credle, the state's assistant agent for Negro schools, reported the following.

Yelverton was a "good two-teacher school" with cloak rooms and an industrial room that was "properly located on a good site." (As the Yelverton school still stands, it is discussed in more detail at a separate entry below.) Saratoga was a "good" three-teacher type school. Both schools, Credle recommended, could do with more blackboards; safer chimneys and better stoves; cloakroom hooks and shelves; and reconditioned, more smoothly finished seats. Their privies needed to be upgraded and their grounds—in a comment directed to the school's "patrons"—needed to be cleaned up so they could be used for play. The Evansdale and Stantonsburg schools and privies were in good condition, as were their grounds. It was evident at Evansdale that the teachers "took a pride in their work and in the building." The school's equipment, however, needed reconditioning and the building was short on seats. New Vester's assessment was the poorest of the five. The windows were too close to the floor, a major concern, for the Fund vigorously promoted proper window placement to provide adequate

²⁵ It seems unlikely that the Barnes schoolhouse discussed in the board minutes is the same as the one that the Rosenwald Fund supported during the 1921-1922 budget year. Coon notes that a five-room Barnes school, valued with its land at \$9,300, was erected in 1920 in the city of Wilson, but the county board references the sale of any earlier building in the town of Stantonsburg. Further, the school that the Fund supported was a three-teacher type that cost \$6,000, with \$700 in Fund support, \$1,000 in public funds, and a whopping \$4,300 contribution from the black community (Coon 1924:19 Stantonburg Historical Society 2004:108-109).

ventilation and light. There was “but little equipment” in the school—proper equipment was another Fund requirement—and “modern desks” needed to be supplied. There was no lattice between the brick piers, which were themselves inadequate: “A further criticism of this building is that the piers under the center girders were very crude. Good piers should be provided as early as possible for if the building once sags it will be almost impossible to ever get it in good condition again.”

At least some of Credle’s recommendations were addressed by the board, although perhaps only orally. At its November 1 meeting, the board authorized its chairman to “have some seats made” for Stantonsburg and “some other colored schools.” The issue of inadequate seating and lack of equipment was to arise at least once more. At its October 7, 1929, meeting the board authorized “necessary desks and other equipment” for the Rosenwald schools of Sims (1928-1929) and Jones Hills (1929-1930). (See further entry on Sims, which still stands, below.) The board reported at its next meeting, on November 4, that the desks and stoves had been provided. It additionally reported that a “good well” had been driven at Jones Hill, but that there was trouble with the one at Sims.

Although Wilson County made good use of the Rosenwald Fund, Coon apparently had mixed feelings about it. A recent history of the city of Wilson (Valentine 2002:174, 259 note 31) avers:

Coon had little patience required for the paperwork and outside supervision necessary to secure Rosenwald or other northern philanthropic help. “I am asking that you mark me even on your books and I’ll not *pester* you further and shall be delighted if you will not *pester* me further,” Coon wrote [in 1920] to Nathan Carter Newbold, the white supervisor of Negro education who administered all the Rosenwald monies in the state. Wilson County, Coon decided, was wealthy enough to build its own schools.

This appears to overstate the case, as the county did indeed build a number of Rosenwald schools after 1920, in spite of Coon’s obstreperous nature.

Perhaps because of Coon’s Progressive belief in government-provided good schools for its children, white and black, the African-American citizens of Wilson County were not required to provide large subsidies for Rosenwald schools. While blacks in the other counties studied were generally required to raise between \$500.00 and \$1,000 for their Rosenwald schools, many of those built in Wilson County minimally burdened the local black community. The five Rosenwald schools supported by Fund money during the Fund’s 1925-26 budget year, at the end of Coon’s oversight of the county schools, received a total financial contribution from local blacks of only \$256.00. The New Vester community contributed \$71.00; Evansdale, Stantonsburg, and Yelverton contributed \$50.00; and Saratoga provided but \$35.00. The locations of the only two extant Rosenwald schools in Wilson County are depicted on Figure 29.

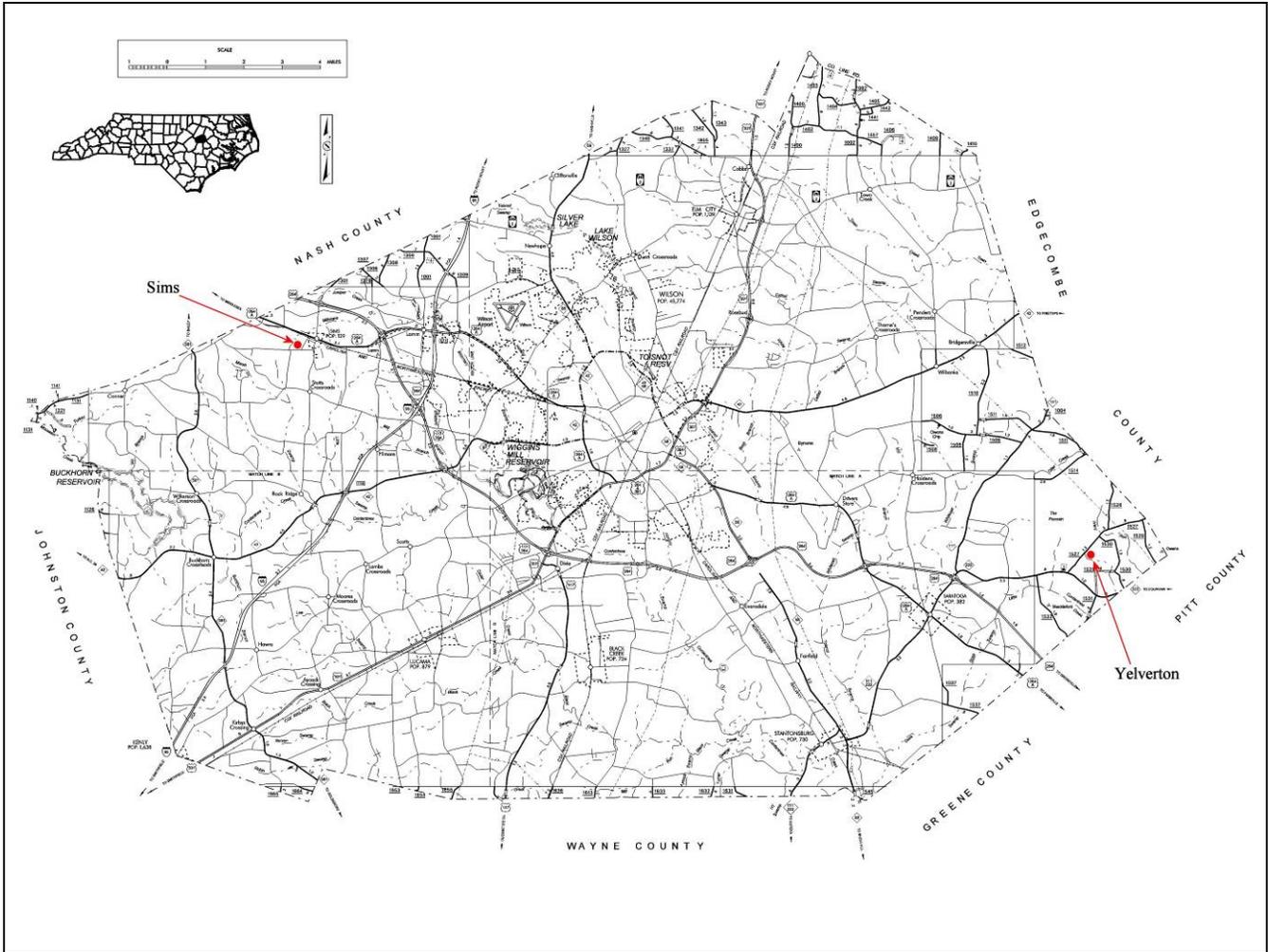


Figure 29. Extant Rosenwald schools in Wilson County

SIMS SCHOOL

**Down dirt lane behind Flat Rock Church Disciples of Christ Church
and mobile home on north side of Flat Rock Road (SR 1137),
0.5 miles west of junction with SR 1149,
Sims vicinity**

As was generally the case with Wilson County's Rosenwald schools, the process of building and equipping the Sims school dragged out for well over a year. On April 2, 1928, a Richard Jones asked the County Board of Education for a school at Sims. On June 4 he appeared before the board again and offered his lot for the site, even though it was not large enough for a school. The board then agreed to look at adjoining lands and to purchase the best site at the lowest price. By September 3 the board had located a lot and assured Jones that work would soon begin. The board ordered condemnation proceedings on two acres owned by a Ruben Peele for the school site on October 1. It concurrently instructed the superintendent to seek bids at the end of the month for new schools at Sims and Jones Hill. On November 5 the board laid off for Sims the two acres of Peele's land, which it valued at \$400.00. However, the bids received for Sims and Jones Hill were "in excess of available funds," so it directed that new bids be sought. At its next meeting on December 3, the board deferred the re-bidding process until the spring. On January 18, 1929, Peele asked the board to exchange the two condemned acres for other property of his. By October 7 the two schools had finally been erected, although they lacked "necessary desks and other equipment." Not until November 4, 19 months after Richard Jones had requested a school at Sims, did the board report that desks and stoves were in place at Sims and Jones Hill.

During the 1934-35 school year, Sims had 148 students. Its three teachers handled grades one through seven in its three classrooms (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Articles and Speeches by N.C. Newbold).

Unless the road pattern has shifted significantly, Sims School does not stand on its original site. It is located further from Flat Rock Road than a Rosenwald-funded school would have been located. Even if original, its site does not reflect its original setting. The grounds are heavily overgrown and the building is hemmed in on its south and west by scores of heavily deteriorated cars from the late 1940s and 1950s that appear to have been in place for decades.

The school was a Plan No. 20 two-teacher type with side-by-side classrooms and a projecting industrial room. A frame building, it is sided by weatherboards and topped by a seam-metal, gable-end roof set on exposed rafter ends (Plates 247-255) (Figure 30). At the center of its south front elevation, its industrial room projects forward. The room retains the openings for its forward bank of four windows, but virtually all of the wooden sash has fallen. Indeed, while the school retains all of its original bays, almost all of its wooden sash is gone, as are its doors. Recessed vestibules flank the industrial room. In turn, the vestibules are flanked by pairs of windows, two to each side, that open into the cloakrooms. Many of the weatherboards and much of the interior sheathing of the east side elevation are no longer in place, opening the east classroom to the elements. The west side elevation is in an even more advanced state of collapse. The south elevation continues to be crossed by the pairs of window bays that lit the classrooms. The bays, though not the windows, of the west classroom are in place. Those of the east classroom have only partially collapsed. This elevation cannot be closely approached, as the old cars form an unbroken, if heavily rusted, mat right up to its weatherboards.

Inside, the school retains wooden floors and some of its beaded-board walls and ceilings. Due to its advanced state of collapse, the building could not be safely entered. However, this collapse also allows views of the interior from the outside. The cloakroom wall of at least the west classroom has been removed. So has the movable partition that once divided the two classrooms. Doors have been removed or have fallen to the floor.

Due to its compromised setting and heavy loss of original materials—window sash, weatherboards and interior sheathing, the central partition, a cloakroom wall—the Sims School is not believed to retain sufficient integrity of setting or materials to merit National Register listing.



Plate 247. Sims School: bank of window openings for west classroom at south rear elevation



Plate 248. Sims School: south rear elevation at left and east side elevation at right; Plymouths in foreground



Plate 249. Sims School: east side elevation



Plate 250. Sims School: left-hand side of north front elevation; wall of industrial room at right, vestibule entry at center, and two cloakroom windows at left



Plate 251. Sims School: left-hand side of north front elevation with industrial room's bank of windows



Plate 252. Sims School: north front elevation; industrial room in foreground, classrooms set back to either side



Plate 253. Sims School: interior of industrial room



Plate 254. Sims School: looking from fallen west side wall into west classroom and, at rear, east classroom; note absence of partition wall and damage to exterior walls



Plate 255. Sims School: looking from fallen west side wall into west classroom; note loss of wall at west cloakroom and loss of beaded-board siding beyond

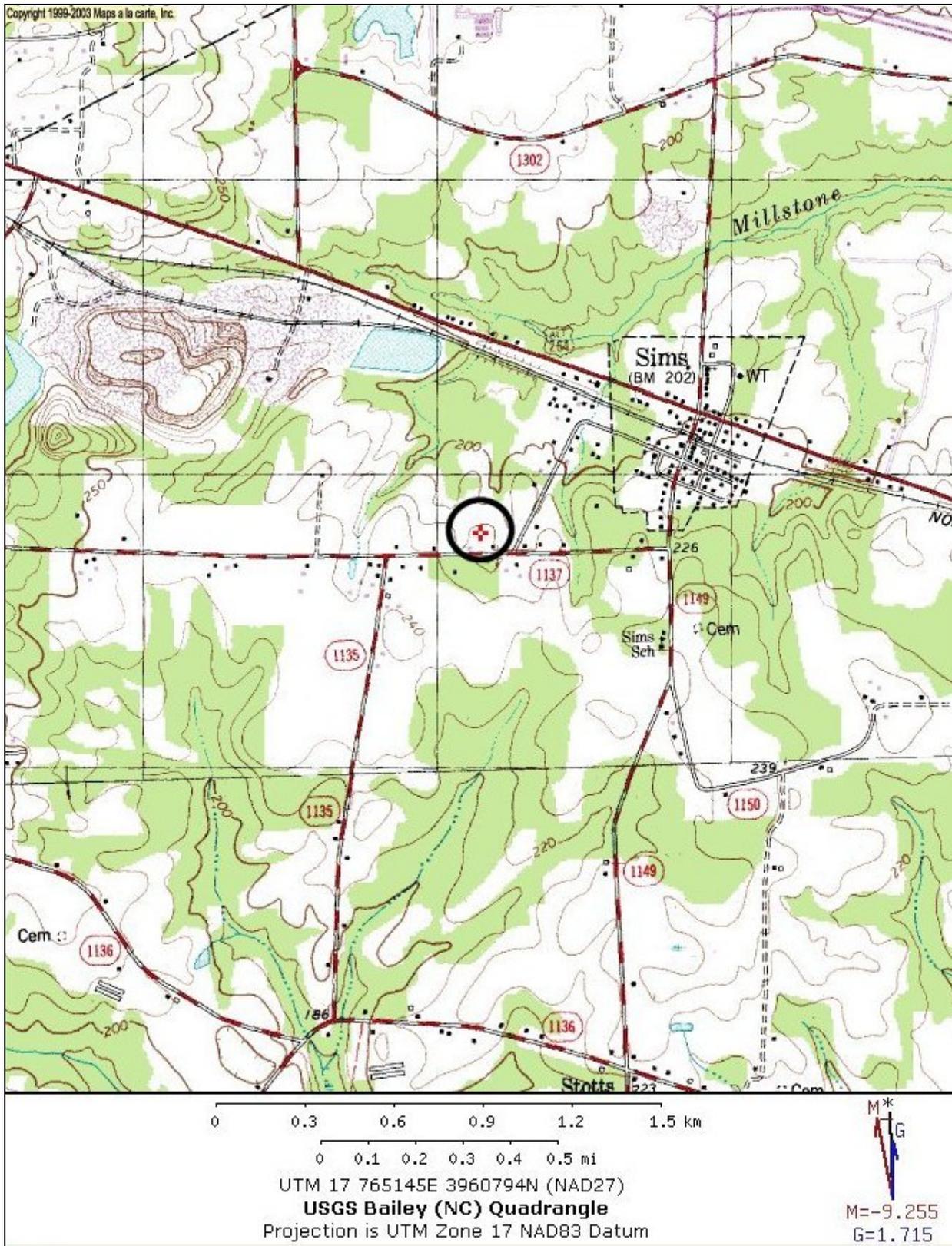


Figure 30. Sims School locator map (red cross in black circle)

YELVERTON SCHOOL
East side of Aspen Grove Church Grove (SR 1527),
0.3 miles north of junction with NC 222,
Saratoga vicinity

The total cost of the Yelverton School was only \$2,775. The Rosenwald Fund provided \$700.00, the county \$2,025, and the local black community the modest sum of \$50.00, which was in line with what four other county communities contributed toward Rosenwald schools in 1925 and 1926. State assistant agent for Negro schools William C. Credle reported in detail on the new school to the Wilson County Board of Education on April 26, 1926, as follows:

This is a good two-teacher school with cloak rooms and industrial room. It is properly located on a good site. I recommend that the following improvements be made:

Put in at least 30 feet of blackboard to the room. This should be provided with a chalk rail.

Put in terra cotta thimbles in all chimneys.

Provide good stoves. Jacketed stoves are to be desired. We furnish blue prints for jackets and they can be made for about \$20.00 a piece at any good tinner's.

Hooks for cloaks and shelves for lunch boxes should be provided in the cloak rooms.

The seats now in the building should be reconditioned and a sufficient number of new ones provided to accommodate the enrollment. The old seats that are badly cut can be put in very good condition by planing off the rough tops and staining and varnishing.

Finally the privies should be removed to the line of the school property. They should be provided with pits and the houses should be made fly proof.

The patrons should be encouraged to clean off the lot so as to provide play ground for the children.

At Yelverton during the 1934-35 school year, three teachers taught 123 first through seventh graders. The average daily attendance of 108 or 88% far exceeded the county average of 76% for enrollees at black schools (North Carolina Department of Public Instruction Record Group, Division of Negro Education: Articles and Speeches by N.C. Newbold). The school is now owned by Charles Reid, whose mother was one of its students. According to Mr. Reid, its previous owner used the school as an outbuilding. Mr. Reid's comments about the building, which stands vacant just north of his house, reflect the threats to and thin promise of most surviving Rosenwald schools. If he was to win the lottery, he would restore it (Reid 2007). However, its unsightly condition, relative to the neatly kept buildings elsewhere on his property, might lead him to one day tear it down.

The Yelverton School is an excellent, largely intact example of Rosenwald Fund Floor Plan No. 20 for a two-teacher community school. A frame, weatherboarded building, it stands on its original brick foundation in a setting that remains rural (Plates 256-266) (Figure 31). Exposed rafter ends support the gable ends of its side-by-side classrooms and cloakrooms, as well as the projecting gable of its industrial room. The bays of its west-facing front elevation are sealed on the outside, but all remain in place. On the right is the entry that led to the vestibule and the south classroom. To the right of the

entry, beneath sheets of plywood, are the two breeze windows, tucked beneath the gable, that lit the south cloakroom and provided ventilation for the building. The same though reversed treatment of entry and window bays is in place at the left-hand side of the front elevation. The four-window bay at the front of the industrial room is boarded up, as is the ventilator at its gable peak. The north and south side elevations continue to be fully closed, but for upper ventilators. In the shade of a modern frame and sheet-metal shed affixed to the building's east rear elevation, the two banks of classroom windows survive intact but for broken panes of glass. Each bank has six 9/9, double-hung, sash windows.

The school's inside could not be entered, but is largely open to view through classroom's windows. The original beaded-board walls and ceilings of the classrooms are intact. The partition wall between the classrooms is also in place, although its sliding blackboards are not evident. The ghosts of removed blackboards shadow the walls and five-cross-panel doors are in place at most doorways. The walls of the cloakrooms and vestibules also appear to be intact.

The Yelverton School is one of the most intact Rosenwald schools of those that survive in Edgecombe, Halifax, Johnston, Nash, Wayne, and Wilson counties. It stands on its original foundation on its original site, in a still quiet, rural area of Wilson County. Its form, plan, finish, and bays appear to be intact, even if the windows and doors on the front elevation have been boarded over. The banks of windows of its two classrooms are in place, as is most of the inside finish of these rooms. The Yelverton School is recommended as eligible for listing in the National Register.

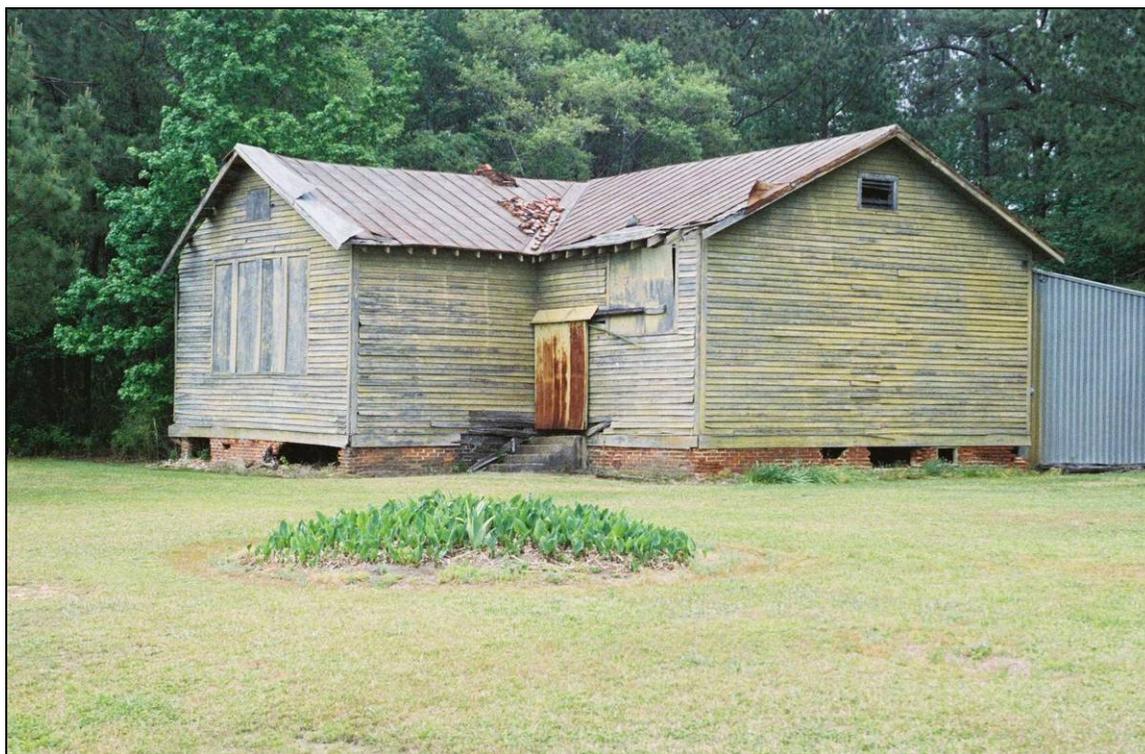


Plate 256. Yelverton School: west front and south side elevations



Plate 257. Yelverton School: west front elevation



Plate 258. Yelverton School: west front elevation of industrial room with house of owner Charles Reid at right



Plate 259. Yelverton School: north side elevation



Plate 260. Yelverton School: modern shed across east rear elevation



Plate 261. Yelverton School: north classroom bank of windows at east rear elevation



Plate 262. Yelverton School: east rear and south side elevations



Plate 263. Yelverton School: south side elevation



Plate 264. Yelverton School: south classroom with shadow of blackboard at left and entries into cloakroom and vestibule at right



Plate 265. Yverton School: view from south classroom into north classroom; note partition wall with sliding blackboards no longer evident



Plate 266. Yverton School: north classroom with beaded-board sheathing and five-cross-panel doors in place



Figure 31. Yelverton School locator map (red cross in black circle)

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VII. APPENDICES

APPENDIX A: Rosenwald Schools of Edgecombe County

| Name | Fund Budget Year | Fund School Type | Total Cost \$ | Black \$ Contributed | White \$ Contributed | Tax \$ Contributed | Rosenwald \$ Contributed |
|------------------------|------------------|------------------|---------------|----------------------|----------------------|--------------------|--------------------------|
| Logsboro No.1 | 1921-22 | 2 | 2,600 | 600 | 200 | 1,000 | 800 |
| Logsboro No.2 | 1923-24 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| White's Chapel | 1921-22 | 2 | 2,600 | 800 | 0 | 1,000 | 800 |
| Acorn Hill | 1922-23 | 3 | 4,300 | 500 | 0 | 2,900 | 900 |
| Bellamy | 1922-23 | 3 | 4,300 | 500 | 0 | 2,900 | 900 |
| Chinquapin | 1922-23 | 3 | 4,325 | 500 | 0 | 2,925 | 900 |
| Kingsboro | 1922-23 | 2 | 2,850 | 500 | 0 | 1,650 | 700 |
| Willa Grove | 1922-23 | 2 | 2,800 | 500 | 0 | 1,600 | 700 |
| Bryan | 1923-24 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| <i>Dogtown (Keech)</i> | <i>1923-24</i> | 2 | <i>3,200</i> | <i>500</i> | <i>200</i> | <i>1,800</i> | <i>700</i> |
| Harry Knight | 1923-24 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| <i>Lawrence</i> | <i>1923-24</i> | 3 | <i>4,400</i> | <i>700</i> | <i>0</i> | <i>2,800</i> | <i>900</i> |
| St. Luke | 1923-24 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| Tarboro | 1923-24 | 8 | 32,000 | 4,950 | 0 | 25,550 | 1,500 |
| <i>Coakley</i> | <i>1924-25</i> | 2 | <i>3,360</i> | <i>660</i> | <i>200</i> | <i>1,800</i> | <i>700</i> |
| Dixon | 1924-25 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| Draughan | 1924-25 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| Lancaster | 1924-25 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| Leggetts | 1924-25 | 4 | 7,500 | 500 | 0 | 6,300 | 700 |
| Living Hope | 1924-25 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| Mark's Chapel | 1924-25 | 2 | 3,200 | 500 | 200 | 1,800 | 700 |
| <i>Mt. Olive</i> | <i>1924-25</i> | 2 | <i>3,200</i> | <i>500</i> | <i>200</i> | <i>1,800</i> | <i>700</i> |
| <i>Wimberly</i> | <i>1924-25</i> | 3 | <i>4,200</i> | <i>700</i> | <i>200</i> | <i>2,400</i> | <i>900</i> |
| Pittman Grove | 1925-26 | 2 | 3,350 | 500 | 200 | 1,950 | 700 |
| Hickory View | 1926-27 | 2 | 3,300 | 500 | 0 | 2,100 | 700 |
| Providence | 1926-27 | 3 | 4,850 | 725 | 0 | 3,225 | 900 |

Sources: The source for complete entries is various year-end typescript reports of the Rosenwald Fund (Julius Rosenwald Fund 1921a, 1921b, 1922, 1923, 1924a, 1924b, 1925, 1926, and 1927). The source for entries with dates and Fund contributions is Hanchett, "The Rosenwald Schools and Black Education in North Carolina," 1988. *Italics* indicate extant resources.

APPENDIX B: Rosenwald Schools of Halifax County

| Name | Fund Budget Year | Fund School Type | Total Cost \$ | Black \$ Contributed | White \$ Contributed | Tax \$ Contributed | Rosenwald \$ Contributed |
|----------------------|-------------------------|-------------------------|----------------------|-----------------------------|-----------------------------|---------------------------|---------------------------------|
| <i>Mary's Chapel</i> | <i>by 1920</i> | 2 | 2,300 | 725 | 0 | 1,075 | 500 |
| Farm Life | by 1920 | 2 | 1,350 | 450 | 0 | 750 | 150 |
| Pine Chapel | by 1920 | 1 | 950 | 325 | 0 | 475 | 150 |
| Weyman | by 1920 | 1 | 1,650 | 400 | 500 | 400 | 350 |
| “ Addition | 1926-27 | 1 | 1,750 | 500 | 0 | 1,050 | 200 |
| Everetts | 1920-21 | 2 | 5,050 | 900 | 0 | 3,650 | 500 |
| London | 1920-21 | 2 | 5,801 | 1,084 | 0 | 4,217 | 500 |
| Eastman | 1920-21 | 3 | 11,280 | 500 | 6,200 | 4,080 | 500 |
| “ Addition | 1923-24 | 1 | 1,500 | 0 | 0 | 1,300 | 200 |
| Dilolia | 1921-22 | 2 | 3,000 | 500 | 0 | 1,700 | 800 |
| <i>Allen Grove</i> | <i>1921-22</i> | 2 | <i>2,800</i> | <i>500</i> | <i>0</i> | <i>1,500</i> | <i>800</i> |
| Drapers | 1921-22 | 2 | 2,800 | 500 | 0 | 1,500 | 800 |
| Dobgood No.1 | 1921-22 | 3 | 3,000 | 500 | 0 | 1,500 | 1,000 |
| Little Zion | 1921-22 | 2 | 2,822 | 522 | 0 | 1,500 | 800 |
| Quanquay | 1921-22 | 2 | 2,803 | 503 | 0 | 1,500 | 800 |
| Pleasant Grove | 1921-22 | 2 | 2,800 | 500 | 0 | 1,500 | 800 |
| Ward | 1921-22 | 2 | 2,800 | 500 | 0 | 1,500 | 800 |
| <i>Eden</i> | <i>1922-23</i> | 2 | | | | | <i>700</i> |
| Haywood | 1922-23 | 2 | | | | | 700 |
| Day's Cross Roads | 1922-23 | 2 | | | | | 700 |
| McDaniel | 1922-23 | 2 | | | | | 700 |
| Pleasant Hill | 1922-23 | 2 | | | | | 700 |
| Albert Tillery | 1923-24 | 2 | 3,621 | 870 | 0 | 2,051 | 700 |
| Bloomfield | 1923-24 | 1 | 2,390 | 475 | 0 | 1,515 | 400 |
| Chaloner | 1923-24 | 7 | 20,000 | 1,000 | 1,500 | 16,000 | 1,500 |
| “ Teacherage | 1930-31 | | | | | | 1,075 |
| Dickens | 1923-24 | 2 | 3,613 | 942 | 100 | 1,871 | 700 |
| Mullens | 1923-24 | 2 | 3,641 | 870 | 0 | 2,081 | 700 |
| Pea Hill | 1923-24 | 2 | 3,440 | 870 | 0 | 1,870 | 700 |

Rosenwald Schools of Halifax County (continued)

| | | | | | | | |
|----------------------|----------------|----------|--------------|------------|----------|--------------|------------|
| Tabron | 1923-24 | 2 | 3,493 | 870 | 0 | 1,923 | 700 |
| Tillery | 1923-24 | 2 | 3,546 | 870 | 0 | 1,976 | 700 |
| Weldon | 1923-24 | 6 | 24,100 | 200 | 0 | 22,400 | 1,500 |
| White Oak | 1923-24 | 3 | 5,160 | 1,000 | 0 | 3,260 | 900 |
| Airlie | 1923-24 | 2 | 3,800 | 900 | 0 | 2,200 | 700 |
| Bear Swamp | 1923-24 | 2 | 3,650 | 900 | 0 | 2,050 | 700 |
| <i>Chestnut</i> | <i>1923-24</i> | <i>2</i> | <i>3,750</i> | <i>900</i> | <i>0</i> | <i>2,150</i> | <i>700</i> |
| Edgewood (Lt. Creek) | 1923-24 | 2 | 3,750 | 700 | 0 | 2,350 | 700 |
| Ita | 1923-24 | 1 | 2,545 | 550 | 0 | 1,595 | 400 |
| Lebanon | 1923-24 | 2 | 3,818 | 900 | 0 | 2,218 | 700 |
| New Light | 1923-24 | 3 | 5,250 | 950 | 0 | 3,400 | 900 |
| <i>Springfield</i> | <i>1923-24</i> | <i>2</i> | <i>3,650</i> | <i>900</i> | <i>0</i> | <i>2,050</i> | <i>700</i> |
| Terrapin | 1924-25 | 2 | 3,780 | 900 | 0 | 2,180 | 700 |
| Enfield | 1925-26 | 7 | 16,500 | 500 | 0 | 14,500 | 1,500 |
| Eure | 1925-26 | 2 | 3,600 | 900 | 0 | 2,000 | 700 |
| Sam's Head | 1925-26 | 3 | 5,380 | 996 | 0 | 3,484 | 900 |
| Spell Branch | 1925-26 | 2 | 3,738 | 900 | 0 | 2,138 | 700 |
| Gold Mine | 1926-27 | 4 | 7,025 | 1,500 | 0 | 4,425 | 1,100 |
| Littleton | 1926-27 | 4 | 11,330 | 1,350 | 0 | 8,800 | 1,100 |
| Scotland Neck | 1927-28 | 8 | | | | | 1,700 |

Sources: The source for complete entries is various year-end typescript reports of the Rosenwald Fund (Julius Rosenwald Fund 1921a, 1921b, 1922, 1923, 1924a, 1924b, 1925, 1926, and 1927). The source for entries with dates and Fund contributions is Hanchett, "The Rosenwald Schools and Black Education in North Carolina," 1988. *Italics* indicate extant resources.

APPENDIX C: Rosenwald Schools of Johnston County

| Name | Fund Budget Year | Fund School Type | Total Cost \$ | Black \$ Contributed | White \$ Contributed | Tax \$ Contributed | Rosenwald \$ Contributed |
|----------------------|-------------------------|-------------------------|----------------------|-----------------------------|-----------------------------|---------------------------|---------------------------------|
| Pineville | by 1920 | 1 | 850 | 450 | 0 | 300 | 100 |
| Ransom's Academy | by 1920 | 3 | 2,250 | 950 | 0 | 1,200 | 100 |
| Hodge's Chapel | 1920-21 | 1 | 2,402 | 277 | 0 | 1,725 | 400 |
| County Training | 1921-22 | 9 | 37,975 | 0 | 0 | 36,375 | 1,600 |
| Kenly | 1922-23 | 3 | 6,754 | 1,000 | 0 | 4,854 | 900 |
| <i>Princeton</i> | <i>1925-26</i> | <i>6</i> | <i>21,838</i> | <i>1,000</i> | <i>0</i> | <i>19,338</i> | <i>1,500</i> |
| Wilson Mills | 1925-26 | 6 | 22,091 | 1,000 | 0 | 19,591 | 1,500 |
| <i>Short Journey</i> | <i>1926-27</i> | <i>5</i> | <i>19,317</i> | <i>500</i> | <i>0</i> | <i>17,517</i> | <i>1,300</i> |
| Clayton | 1927-28 | 11 | | | | | 2,100 |
| Four Oaks | 1928-29 | 8 | | | | | 2,100 |

Sources: The source for complete entries is various year-end typescript reports of the Rosenwald Fund (Julius Rosenwald Fund 1921a, 1921b, 1922, 1923, 1924a, 1924b, 1925, 1926, and 1927). The source for entries with dates and Fund contributions is Hanchett, "The Rosenwald Schools and Black Education in North Carolina," 1988. *Italics* indicate extant resources.

APPENDIX D: Rosenwald Schools of Nash County

| Name | Fund Budget Year | Fund School Type | Total Cost \$ | Black \$ Contributed | White \$ Contributed | Tax \$ Contributed | Rosenwald \$ Contributed |
|-----------------------|------------------|------------------|----------------------|----------------------|----------------------|--------------------|--------------------------|
| <i>Evans</i> | <i>1920-21</i> | <i>2</i> | <i>2,100</i> | <i>500</i> | <i>0</i> | <i>1,200</i> | <i>400</i> |
| <i>Castalia</i> | <i>1921-22</i> | <i>3</i> | <i>3,200</i> | <i>1,000</i> | <i>200</i> | <i>1,000</i> | <i>1,000</i> |
| Middlesex | 1922-23 | 4 | 5,000 | 1,383 | 0 | 2,517 | 1,100 |
| <i>Spring Hope</i> | <i>1922-23</i> | <i>6</i> | <i>17,000</i> | <i>1,000</i> | <i>0</i> | <i>14,500</i> | <i>1,500</i> |
| “ <i>Teacherage</i> ” | <i>1922-23</i> | | <i>5,000</i> | <i>3,000</i> | | <i>1,000</i> | <i>900</i> |
| <i>Avent</i> | <i>1923-24</i> | <i>2</i> | <i>3,046</i> | <i>1,646</i> | <i>0</i> | <i>700</i> | <i>700</i> |
| <i>Jeffreys</i> | <i>1923-24</i> | <i>4</i> | <i>5,250</i> | <i>1,000</i> | <i>0</i> | <i>3,150</i> | <i>1,100</i> |
| “ <i>Additions</i> ” | <i>1928-29</i> | <i>1</i> | | | | | <i>150</i> |
| Nashville | 1923-24 | 6 | 16,166 | 1,000 | 0 | 13,666 | 1,500 |
| “ <i>Addition</i> ” | 1926-27 | 2 | 2,259 | 0 | 0 | 1,850 | 400 |
| Whitakers | 1923-24 | 4 | 5,990 | 1,000 | 0 | 3,890 | 1,100 |
| Rawlins | 1924-25 | 4 | 4,900 | 1,700 | 0 | 2,100 | 1,100 |
| <i>Bailey</i> | <i>1925-26</i> | <i>2</i> | <i>3,500</i> | <i>800</i> | <i>0</i> | <i>2,000</i> | <i>700</i> |
| Maclin | 1925-26 | 2 | 2,965 | 1,050 | 0 | 1,215 | 700 |
| <i>Morgan</i> | <i>1925-26</i> | <i>2</i> | <i>3,191</i> | <i>1,000</i> | <i>0</i> | <i>1,491</i> | <i>700</i> |
| Easonburg | 1926-27 | 3 | 5,000 | 1,000 | 0 | 3,100 | 900 |
| Little Raleigh | 1926-27 | 4 | 7,800 | 1,500 | 0 | 5,200 | 1,100 |
| Taylor-Shiloh | 1926-27 | 3 | 5,250 | 1,200 | 0 | 3,150 | 900 |
| Lewis Rick | 1927-28 | 3 | \$3,750 [#] | | | | 700 |
| Taybron | 1928-29 | 2 | | | | | |

Sources: The source for complete entries is various year-end typescript reports of the Rosenwald Fund (Julius Rosenwald Fund 1921a, 1921b, 1922, 1923, 1924a, 1924b, 1925, 1926, and 1927). The source for entries with dates and Fund contributions is Hanchett, “The Rosenwald Schools and Black Education in North Carolina,” 1988. *Italics* indicate extant resources.

= Amount for construction recorded in February 6, 1928, Nash County Board of Education minutes.

APPENDIX E: Rosenwald Schools of Wayne County

| Name | Fund Budget Year | Fund School Type | Total Cost \$ | Black \$ Contributed | White \$ Contributed | Tax \$ Contributed | Rosenwald \$ Contributed |
|------------------------------------|----------------------------------|-------------------------|----------------------|-----------------------------|-----------------------------|---------------------------|---------------------------------|
| Vail | 1920-21 | 2 | 4,398 | 450 | 500 | 2,948 | 500 |
| Barnes “ Addition | 1922-23 1927-28 | 2 1 | 3,800 | 800 | 0 | 2,300 | 700 150 |
| Buckhorn | 1922-23 | 1 | 2,000 | 500 | 0 | 1,000 | 500 |
| <i>Bunn</i> | <i>1922-23</i> | <i>2</i> | <i>3,800</i> | <i>700</i> | <i>0</i> | <i>2,400</i> | <i>700</i> |
| <i>Dudley</i> “ <i>Addition</i> | <i>1922-23</i> <i>1927-28</i> | <i>2</i> <i>2</i> | <i>3,800</i> | <i>1,000</i> | <i>0</i> | <i>2,100</i> | <i>700</i> <i>300</i> |
| Springbank | 1924-25 | 1 | 2,000 | 500 | 0 | 1,100 | 400 |
| Mt. Olive | 1925-26 | 8 | 31,590 | 1,500 | 0 | 28,590 | 1,500 |
| Roundabout | 1927-28 | 1 | | | | | 200 |
| Patetown | 1927-28 | 1 | | | | | 200 |
| Miller’s | 1927-28 | 1 | | | | | 200 |
| Sasser’s | 1927-28 | 1 | | | | | 200 |
| Pikeville | 1928-29 | 2 | | | | | |
| Goldsboro Teacherage | 1929-30 | | | | | | |

Sources: The source for complete entries is various year-end typescript reports of the Rosenwald Fund (Julius Rosenwald Fund 1921a, 1921b, 1922, 1923, 1924a, 1924b, 1925, 1926, and 1927). The source for entries with dates and Fund contributions is Hanchett, “The Rosenwald Schools and Black Education in North Carolina,” 1988. *Italics* indicate extant resources.

APPENDIX F: Rosenwald Schools of Wilson County

| Name | Fund Budget Year | Fund School Type | Total Cost \$ | Black \$ Contributed | White \$ Contributed | Tax \$ Contributed | Rosenwald \$ Contributed |
|----------------------------|----------------------|------------------|---------------|----------------------|----------------------|--------------------|--------------------------|
| Kirby's Crossing | 1917 [#] | 2 | 1,650 | 600 | 0 | 550 | 500 |
| Lucama | 1918 [#] | 2 | 1,650 | 550 | 0 | 600 | 500 |
| Rocky Branch | 1917 [#] | 3 | 2,150 | 750 | 0 | 900 | 500 |
| Williamson | 1917 [#] | 2 | 1,100 | 550 | 0 | 350 | 200 |
| Barnes | 1920 [#] | 3 | 6,000 | 4,300 | 0 | 700 | 1,000 |
| Evansdale | 1925-26 | 2 | 2,486 | 50 | 0 | 1,736 | 700 |
| New Vester | 1925-26 | 2 | 3,619 | 71 | 0 | 2,848 | 700 |
| Saratoga | 1925-26 | 3 | 3,846 | 35 | 0 | 2,911 | 900 |
| Stantonsburg | 1925-26 | 3 | 4,355 | 50 | 0 | 3,405 | 900 |
| <i>Yelverton</i> | <i>1925-26</i> | 2 | <i>2,775</i> | <i>50</i> | <i>0</i> | <i>2,025</i> | <i>700</i> |
| Wilson Colored High School | 1927-28 [*] | 16 | | | | | 2,100 |
| <i>Sims</i> | <i>1928-29</i> | 2 | | | | | |
| Jones Hill | 1929-30 | 2 | | | | | 500 |
| Holdens | 1929-30 | 2 | | | | | 500 |

Sources: The source for complete entries is various year-end typescript reports of the Rosenwald Fund (Julius Rosenwald Fund 1921a, 1921b, 1922, 1923, 1924a, 1924b, 1925, 1926, and 1927). The source for entries with dates and Fund contributions is Hanchett, "The Rosenwald Schools and Black Education in North Carolina," 1988. *Italics* indicate extant resources.

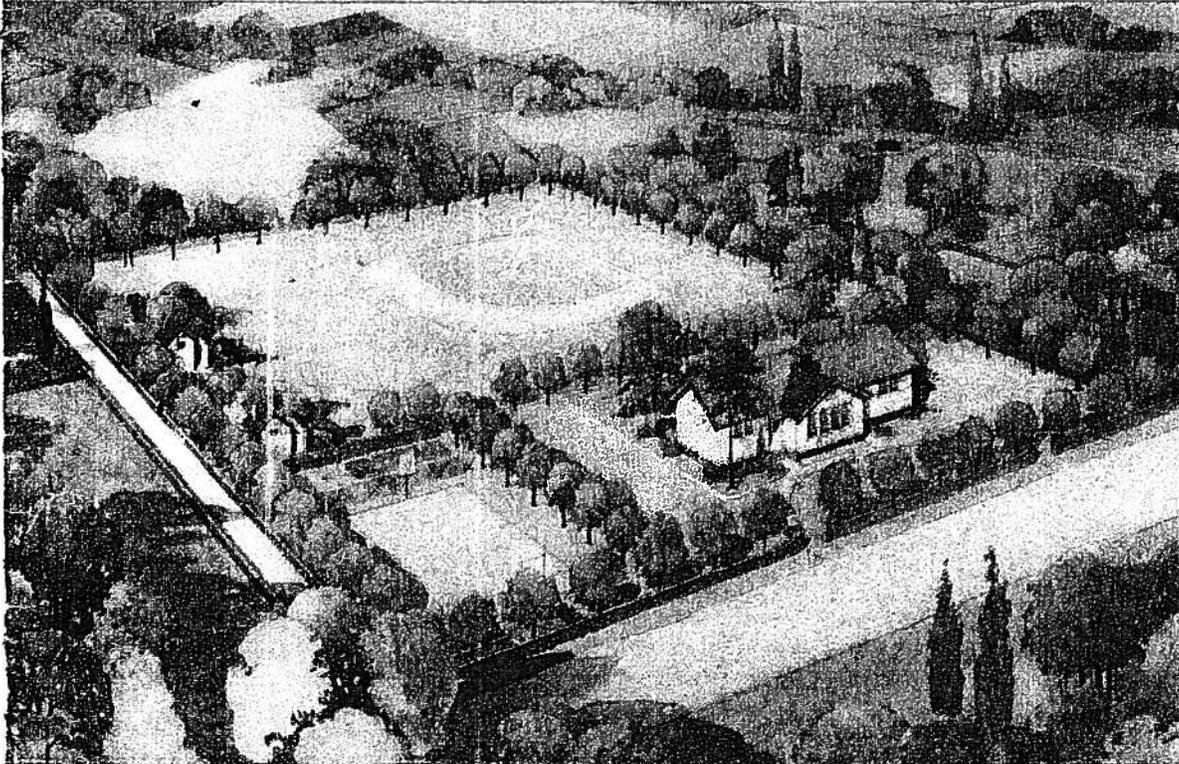
- precise completion date from Charles L. Coon's *Public Schools of Wilson County* (1924:20)

* - school was completed in 1924, but Fund shows \$2,100 grant during 1927-1928 budget year

**APPENDIX G: Julius Rosenwald Fund *Community School Plans* (Bulletin No. 3) of
1924**

Community School Plans

Bulletin No. 3



Issued by
THE JULIUS ROSENWALD FUND
Nashville, Tennessee
1924

Community School Plans

THE SCHOOL GROUNDS

The school should be erected as near the center of population as is possible, provided there can be found at this point a good site large enough and well drained, where satisfactory arrangements can be made for an ample supply of pure water on the school grounds. It is necessary, too, that the school be located near the public highway, even if by so doing it is removed somewhat from the center of population.

The site must contain at least two acres of land for a one-teacher or two-teacher school. Larger schools should have more. This will give ample space for the schoolhouse, two sanitary privies, a teachers' home, playgrounds for the boys and girls, a plot for agricultural demonstrations, and proper landscaping. Wherever a two acre site is selected it would be well to have it 210 feet wide and 420 feet deep, or if more convenient and suitable, 420 feet wide and 210 feet deep. This proportion seems more desirable than a square or a triangular site. The same proportion would be satisfactory for a larger plot. In a consolidated school community where they expect to have a four-teacher building or larger, a teachers' home, hitching stalls or parking sheds, playgrounds, agricultural plots, trees, shrubs, vines, and flowers, FIVE ACRES would make a very desirable school site.

THE BUILDING

1. Service to Community

In planning the schoolhouse it should be kept in mind that the best modern school is one which is designed to serve the entire community for twelve months in the year. Hence in all larger buildings at least a room for industries and for the use of the adult members of the community is important. Wherever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium, two adjoining classrooms with a movable partition may be made to serve this purpose. While movable partitions are not always satisfactory, they are much preferred to no assembly facilities.

2. Size of the Schoolhouse

Most buildings are made too small to accommodate the additional pupils that a new, modern school is sure to attract and hold. This should be considered in selecting the plans. A plan that may be added to without affecting the sanitary conditions or marring the beauty of the building is much preferred over one offering no such opportunity for enlargement. In determining the number of rooms necessary for a particular locality, officials should take into consideration the total number of children of school age in the community and grades to be served rather than the number attending the old school. The new school will generally attract larger numbers than the old. A one-teacher community school will accommodate not more than 45 pupils, a two-teacher not more than 90, a three-teacher about 115 to 125, etc.

Foreword

The demands for full sets of COMMUNITY SCHOOL plans, pamphlets 1 to 17, have been so great that it was decided best to issue Bulletin No. 3, which includes all the COMMUNITY SCHOOL plans prepared to July 1, 1924, specifications worked out in more detail than those in the four-page pamphlets, and in addition general directions for selecting school grounds, determining the size of the house, where it should be located, what plan to use, and a bird's eye view of the lay out of a two-teacher school located on a two acre rectangular plot, with a reprint of Leaflet No. 2 on Beautifying School Grounds.

Much time has been spent in planning these buildings with a view to furnishing modern schoolhouses meeting all the requirements for lighting, sanitation, classroom conveniences, etc. Great care has been taken to provide a maximum space for instruction at a minimum cost. In order to do this it was necessary to omit corridors in several of the plans. Wherever there is ample money to provide these we suggest that it be done. Plans will be furnished with these added conveniences on request. The candle of ratios of the National Education Association Committee on Schoolhouse Planning and Construction, comparing the area used for instruction with the total floor area, has been applied to each of these plans. While 50 per cent for instruction was set as a minimum by the N. E. A. Committee, it was found that not one of the COMMUNITY SCHOOL plans falls below 65 per cent; most of them are about 75 per cent.

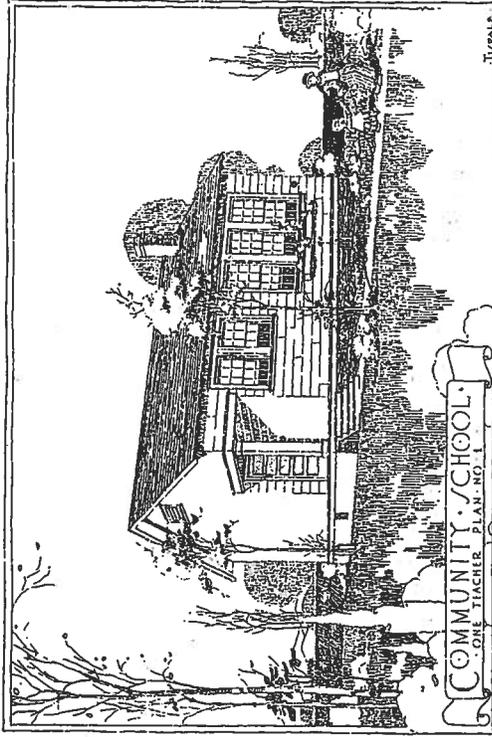
The Foot-Candle Meter has been used to measure the amount of day light illumination in a sufficient number of schools built on these plans to demonstrate clearly that they have ample light at all times of the year, provided the windows are constructed according to plans, the interior painted in keeping with directions, and the high sky light not shut out by dark green roll shades fastened at the tops of the windows or by trees or other obstructions too near the windows.

Blue prints worked out in detail for each of the plans shown in this bulletin together with specifications and bills of material will be furnished through the State Department of Education after a community has carefully selected the plan to be used in accordance with directions given in this bulletin.

S. L. SMITH,
General Field Agent for Rural Schools.

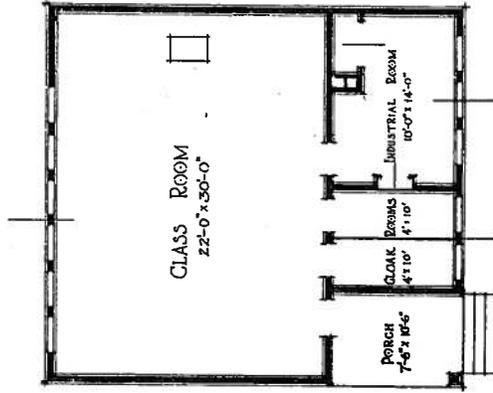
September, 1924.

COMMUNITY SCHOOL PLANS



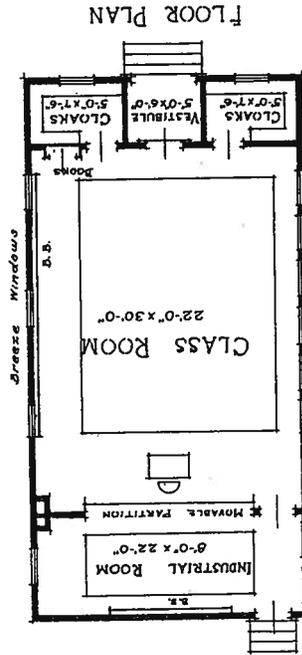
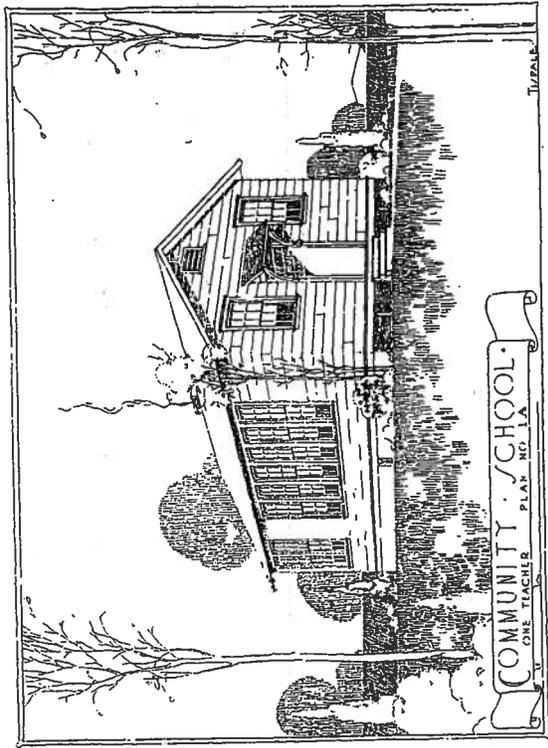
3. Location on the Plot

The building should be so located on the plot as to give the maximum space for playgrounds, gardens, etc., and with due regard for their accessibility. Generally, if the plot is rectangular, it is best to locate the school-house near one corner at a distance of sixty to seventy-five feet from the front road, and about forty feet from one side of the lot, depending on which side is the most desirable from the standpoint of drainage and convenience. This location will furnish a maximum proportion for ball grounds and other major games in the rear, and for minor games at one side of the building. THE BUILDING SHOULD ALWAYS BE SET WITH THE POINTS OF THE COMPASS, AND THE PLAN SO DESIGNED THAT EVERY CLASS ROOM WILL RECEIVE EAST OR WEST LIGHT. A PLAN DRAWN TO FACE EAST OR WEST COULD NOT PROPERLY BE USED TO FACE NORTH OR SOUTH, AND VICE VERSA. In the larger buildings it is generally best to employ a competent school architect, to adapt the plan to the location and particular needs of the community. (See elsewhere in this bulletin a "bird's eye" view of the lay-out for a two acre plot and also the article on beautifying the school grounds.)



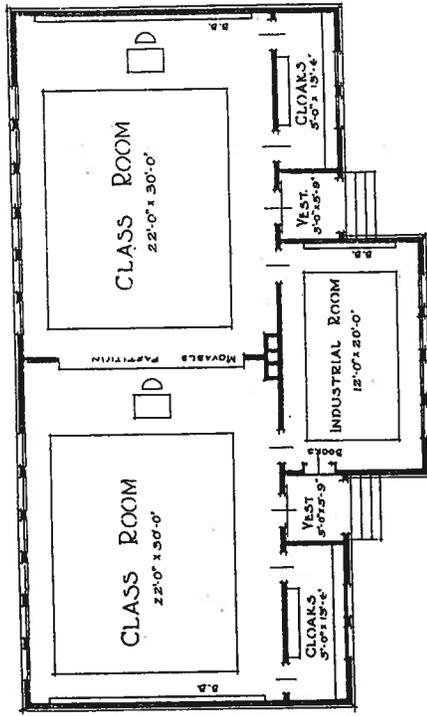
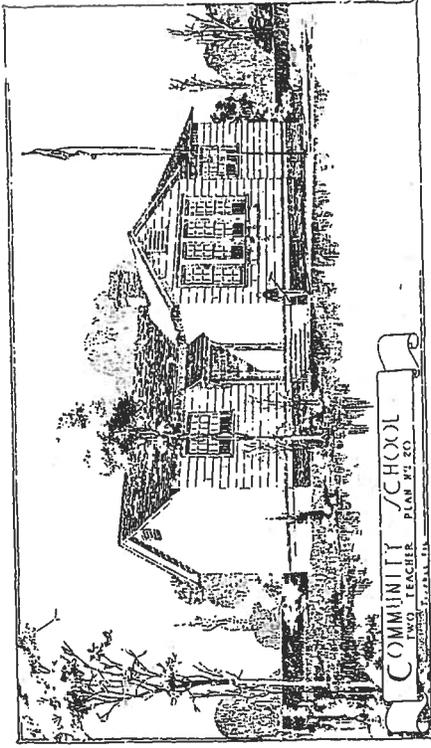
FLOOR PLAN
COMMUNITY SCHOOL · PLAN · NO. 1 ·
TO FACE EAST OR WEST ONLY

COMMUNITY SCHOOL PLANS



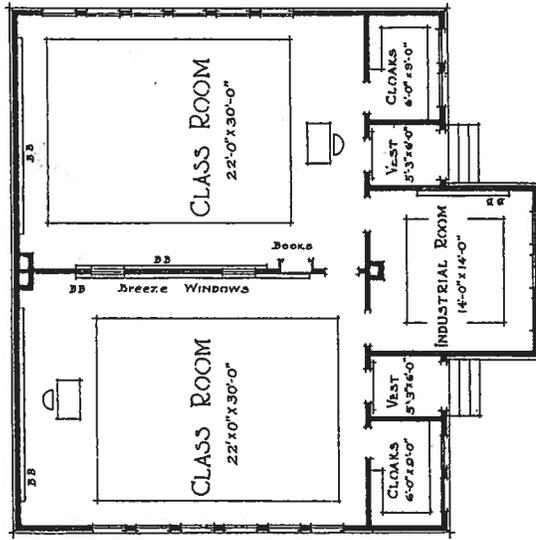
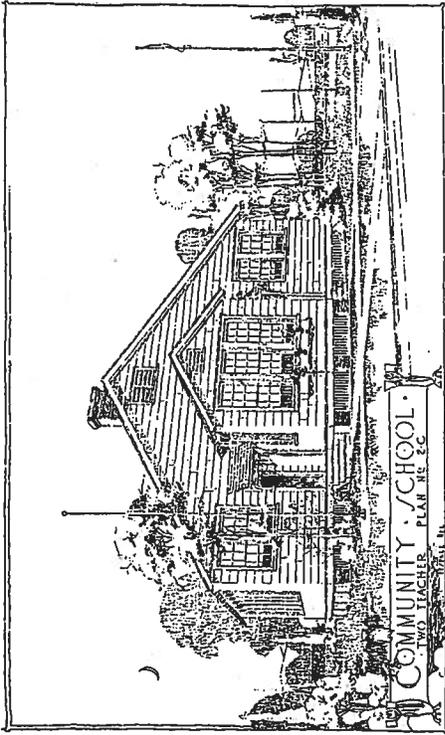
ONE-TEACHER
COMMUNITY SCHOOL PLAN NO 1A
TO FACE NORTH OR SOUTH ONLY

COMMUNITY SCHOOL PLANS



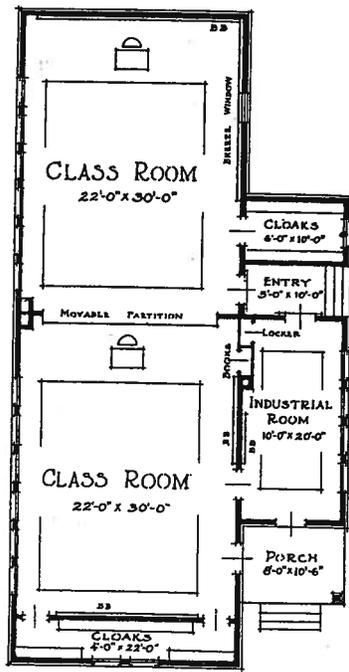
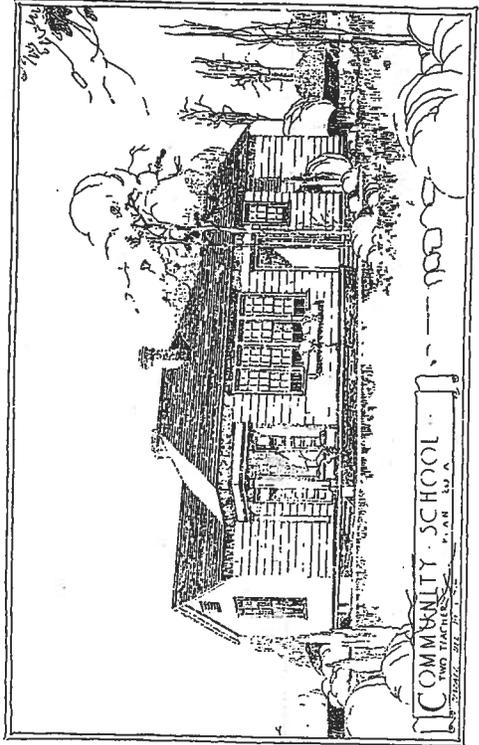
FLOOR PLAN NO 20
TWO TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

COMMUNITY SCHOOL PLANS



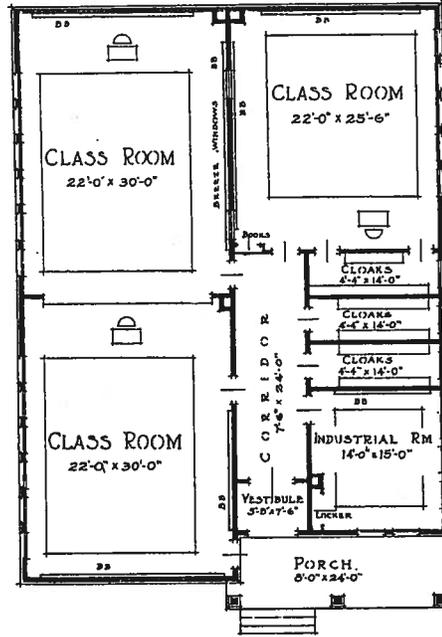
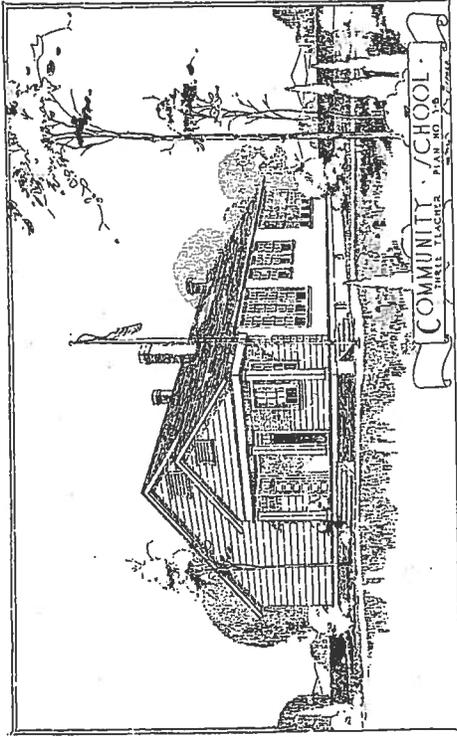
FLOOR PLAN No 2-C
TWO TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

COMMUNITY SCHOOL PLANS



FLOOR PLAN No 2U-A
TWO TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

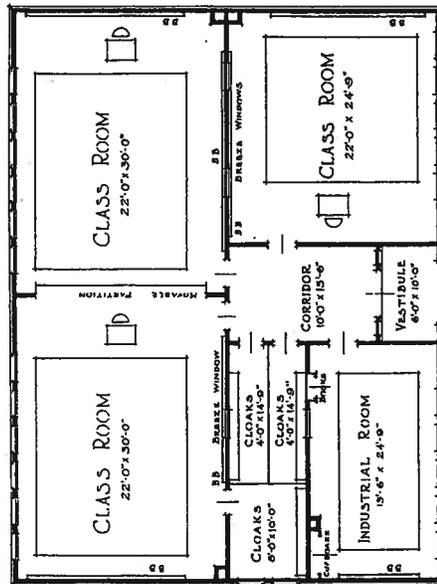
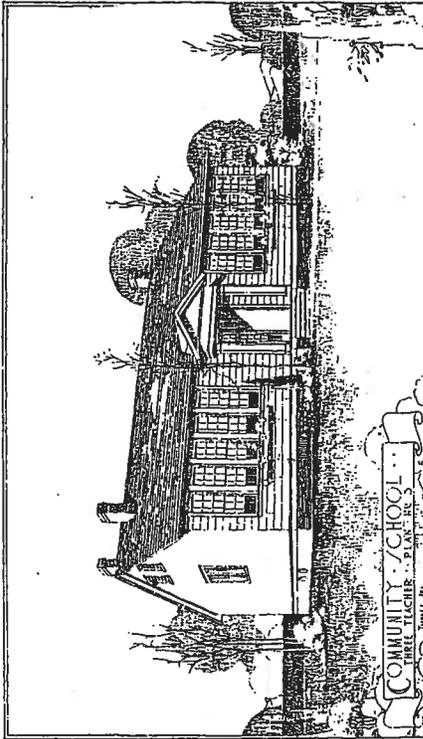
COMMUNITY SCHOOL PLANS



FLOOR PLAN No 3-B

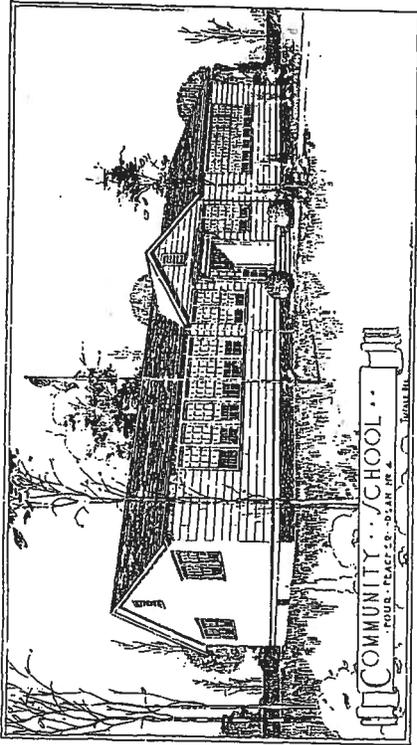
THREE TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

COMMUNITY SCHOOL PLANS

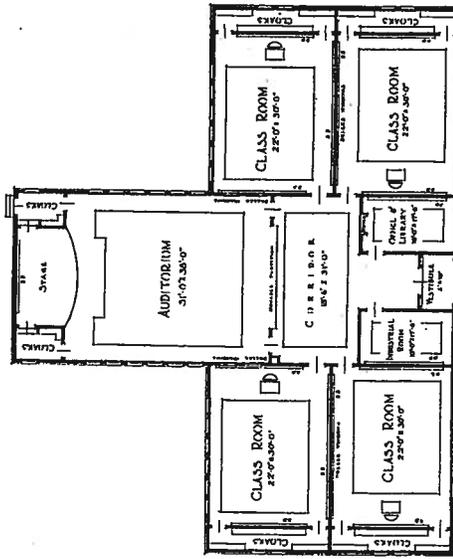
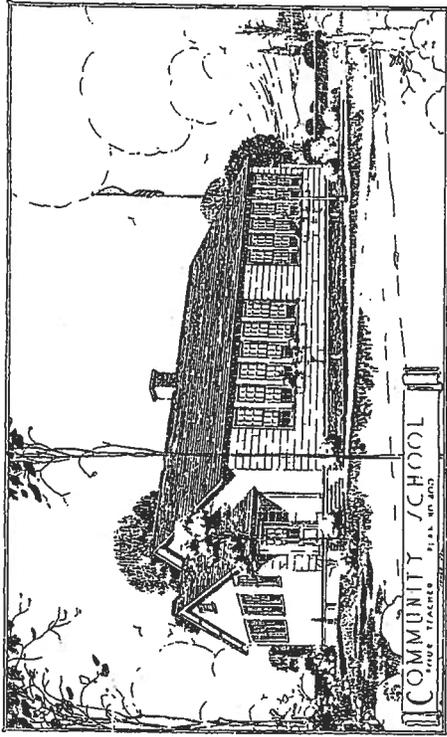


FLOOR PLAN No 3
THREE TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

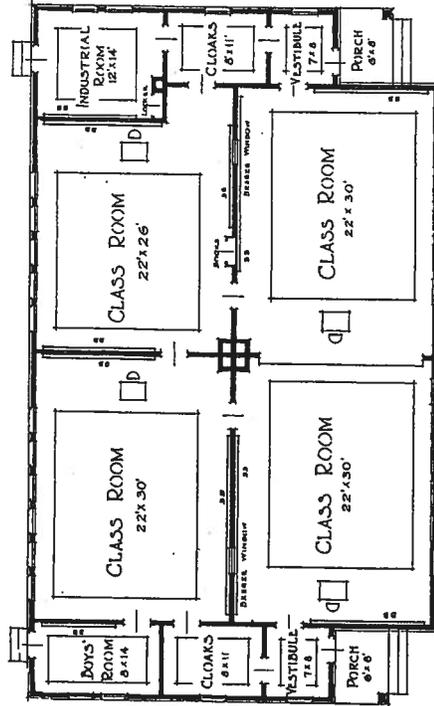
COMMUNITY SCHOOL PLANS



COMMUNITY SCHOOL PLANS

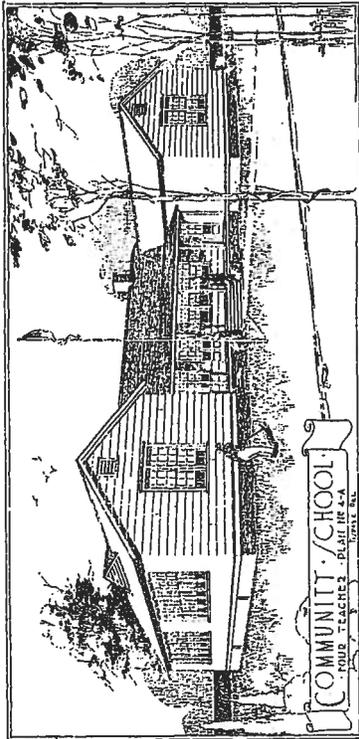


FLOOR PLAN NO 4
FOUR-TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

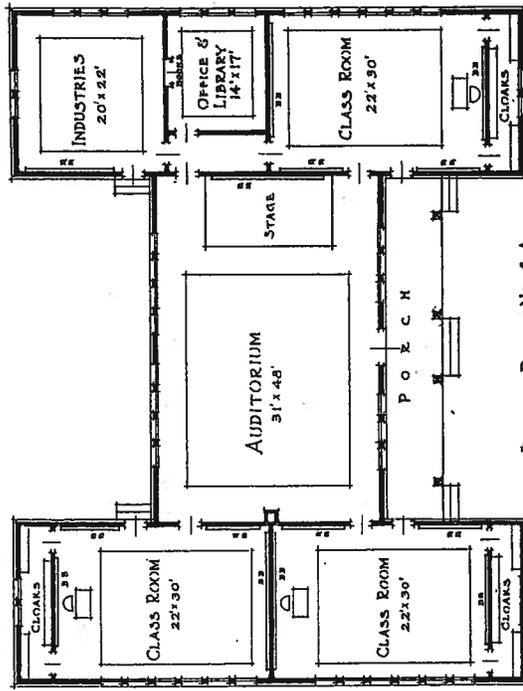
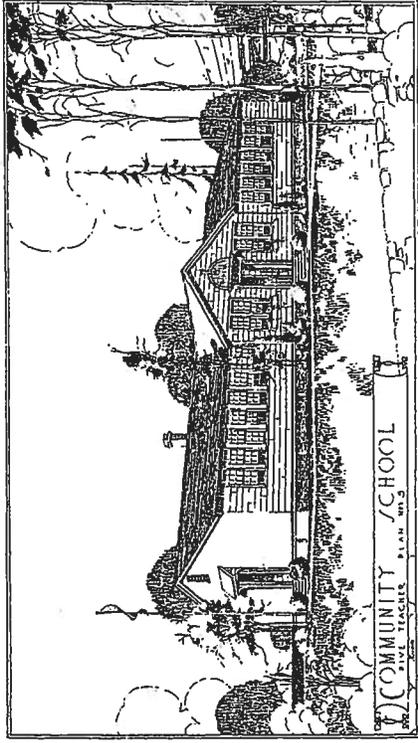


FLOOR PLAN NO 400
FOUR-TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

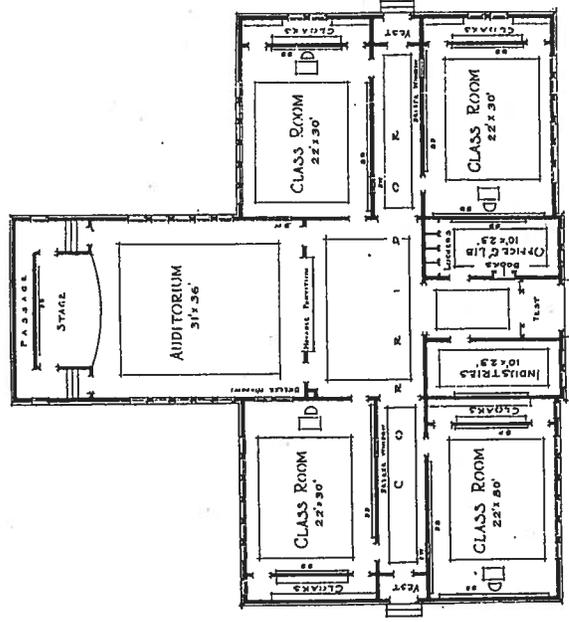
COMMUNITY SCHOOL PLANS



COMMUNITY SCHOOL PLANS

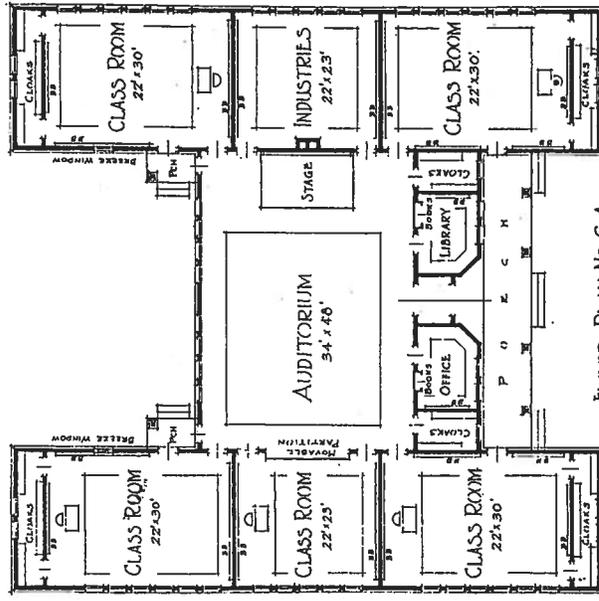
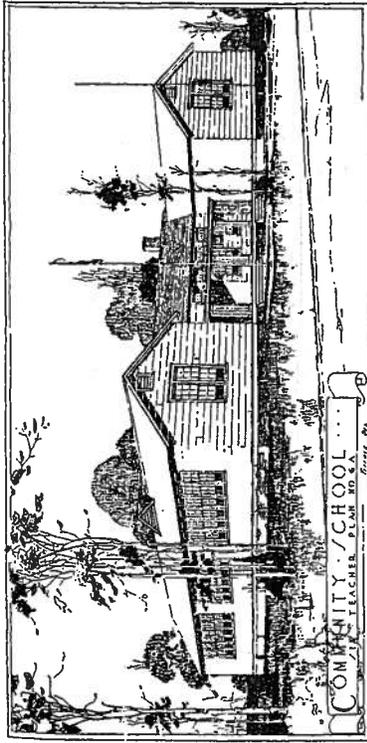


FLOOR PLAN No. 4-A
FOUR TEACHER COMMUNITY SCHOOL
To Face North or South Only



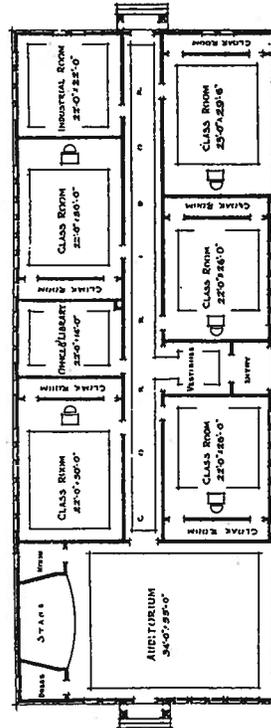
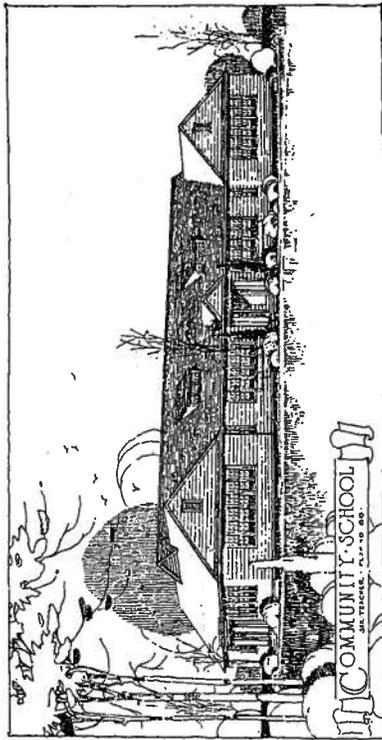
FLOOR PLAN No. 5
FIVE TEACHER COMMUNITY SCHOOL
To Face East or West Only

COMMUNITY SCHOOL PLANS



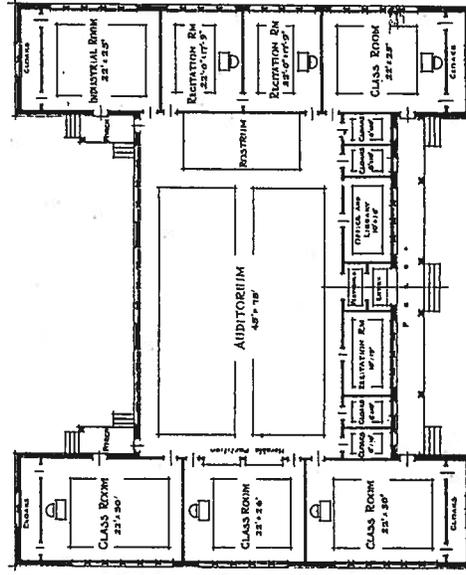
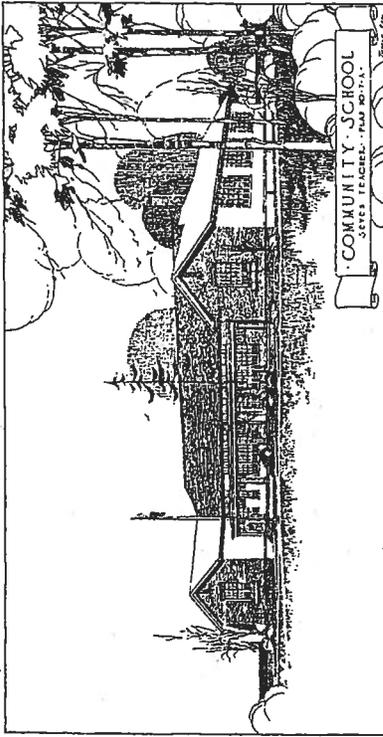
FLOOR PLAN NO 6-A
SIX TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

COMMUNITY SCHOOL PLANS



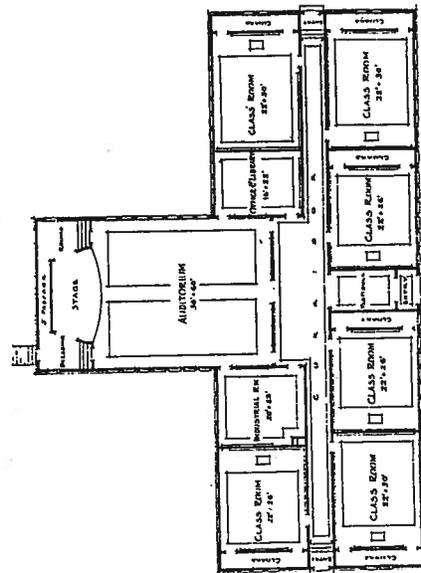
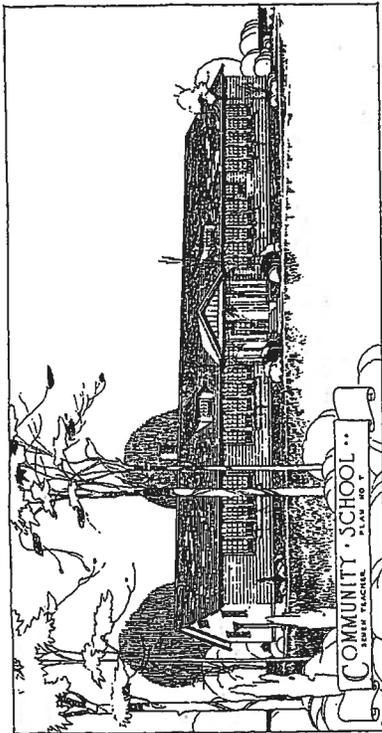
FLOOR PLAN NO 60
SIX TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

COMMUNITY SCHOOL PLANS



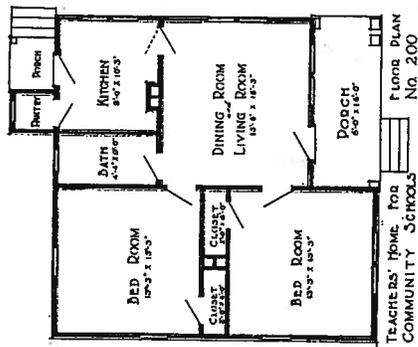
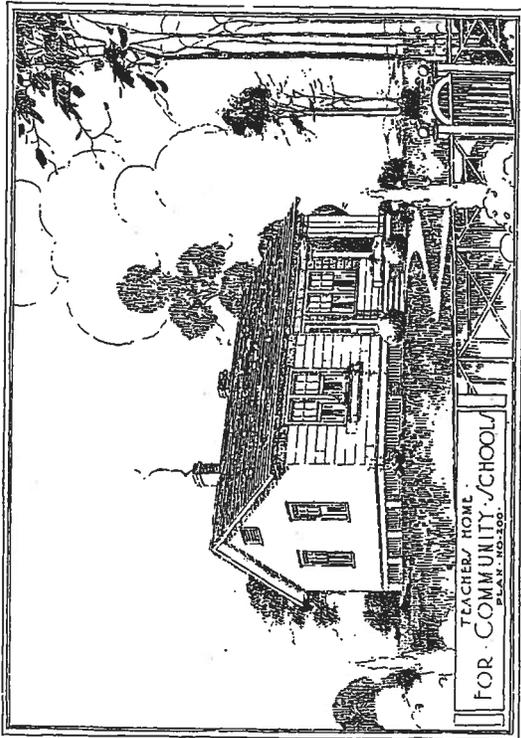
FLOOR PLAN No. 7-A
SEVEN TEACHER COMMUNITY SCHOOL
To FACE NORTH OR SOUTH ONLY

COMMUNITY SCHOOL PLANS

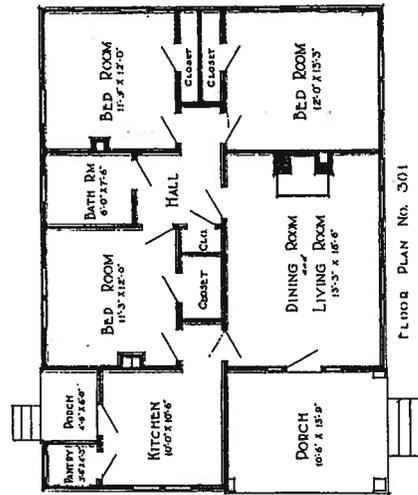
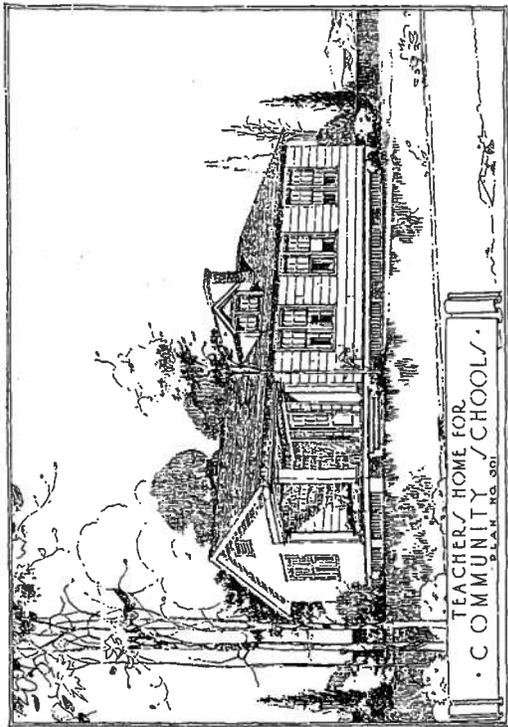


FLOOR PLAN No. 7
SEVEN TEACHER COMMUNITY SCHOOL
To FACE EAST OR WEST ONLY

TEACHERS' HOME FOR COMMUNITY SCHOOLS



TEACHERS' HOME FOR COMMUNITY SCHOOLS



Rural Sanitary Privies

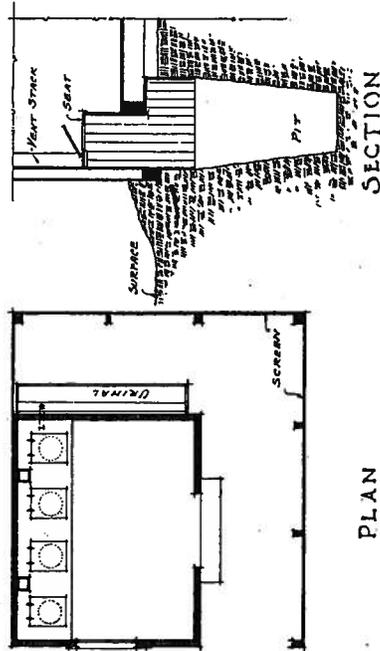
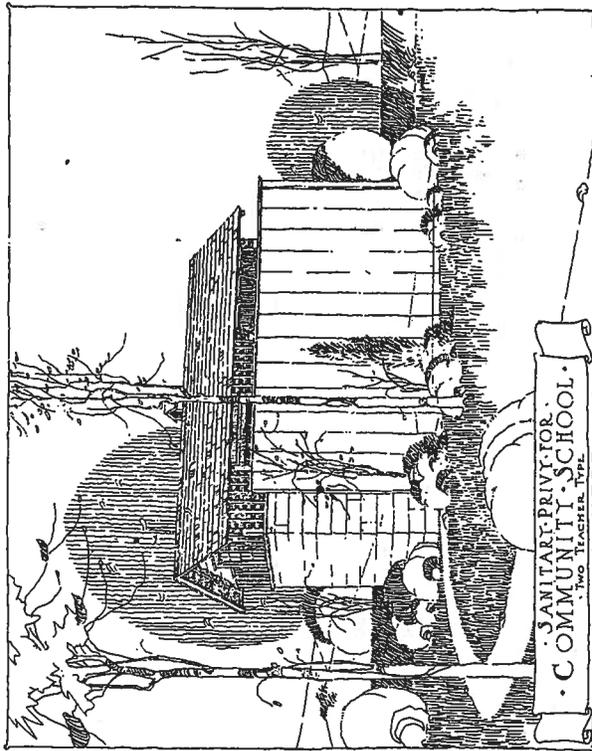
It is not our purpose in issuing this pamphlet to set up standards for sanitation in any of the Southern States, as this duty belongs to the State Board of Health in each state. What we are trying to do is to get every community where a Rosenwald school is built in touch with the State Board of Health through the County Superintendents and State Department of Education in every state through which we cooperate. If, however, the state plans for sanitary privies are not available, one of the three types shown in pamphlet No. 15 should be selected and built. This office will furnish blue prints, etc., through the various State Departments of Education on request.

Every school receiving aid from The Julius Rosenwald Fund is required to have two sanitary privies built on a plan approved by the State Board of Health of that state for that particular section in which the building is erected. These should be located a safe distance from the schoolhouse and sufficiently far from the water supply to eliminate any possible danger of contamination through soil pollution and improper up-keep. They should be painted in keeping with the school and properly screened from view. Final payment on the building will be withheld by the State Department of Education until the community meets this part of the agreement. Every teachers' home should have at least one sanitary privy; the larger houses should each have two.

No one type of rural privy is considered suitable for all sections of a state, owing to certain geological variations. It would, therefore, be unwise to suggest a type that would be sanitary for all states in the South through which The Fund operates. The only safe method is to consult the Director of Sanitation of the State Board of Health, giving him the necessary information as to the county in which the school is located, the character and slope of the land, and the number of pupils in the school. He will, doubtless, supply a blue print of the plan to use, accompanied by a bulletin and necessary details to enable any carpenter to construct a sanitary privy at a reasonable cost.

The three types most commonly used in the South are:

1. The Pit Type, made fly-proof, for areas where the distance to rock in horizontal strata formation is generally not nearer than 10 feet of the surface, and located so that the adjacent water supplies are not menaced.
 2. The Concrete Septic Tank Type, where the Pit Type is not safe; i. e., where the soil is too shallow and the water supply would be in danger of pollution. This type is more expensive than the Pit, but is generally considered more sanitary if properly cared for.
 3. The Concrete Vault Type, or removable water-tight receptacle, for localities where neither the Pit nor the Septic Tank is considered safe. This type will have to be emptied at regular intervals.
- In making the privy house at least one seat should be made low enough for the small children. The number of seats necessary in a privy will depend on the number of children in school—generally one seat for every fifteen to twenty children is satisfactory.



General Specifications and Directions for "Community School Plans"

Foreword

First locate a good site, containing two acres or more, well drained, but level enough to serve all the needs for the buildings, playgrounds, agricultural plot, etc.; then determine the number of children to be served, the direction the building is to face and select the plan accordingly. A plan designed to face east or west would not be suitable to face north or south, and vice versa. If care is taken in selecting the plan and facing it according to directions, every classroom will receive either east or west light. No classroom should receive north or south light.

General Conditions

The board reserves the right to reject any and all bids and to require satisfactory bond from the contractor or foreman for the faithful execution of the contract.

The contractor will be required to supply all labor and material of every kind necessary for the completion of the building in strict accordance with the plans and specifications. (If the building is to be erected by furnishing the material and employing a foreman, he should be required to do the work exactly according to plans and specifications, and be held responsible for any errors in construction.)

All materials must be the best of their respective kinds, as herein specified, the work executed in the best, most thorough and workmanlike manner. The contractor shall lay out the work and be responsible for its correctness. Should any error appear on the plans, it must be reported at once to the board for correction, otherwise it will be done at the contractor's risk. The plans are a part of the specifications and should anything be shown on the plans and not mentioned in the specifications or vice versa, the same is to be considered a part of the contract and carried out in full.

Wherever free labor, material or anything of value is contributed as a part of the contract price, accurate account of this should be kept in detail, including the estimated value, and reported to the school authorities.

The contractor will be held responsible for the safety and good condition of the work and materials until completion and final acceptance and he shall make good any defects due to improper workmanship or material which may appear in the work either before or after final acceptance of same.

The board of education and their authorized representatives at all times have access to all parts of the work for the purpose of inspection and may reject any or all workmanship and material not in accordance with the contract. Upon notice of poor workmanship or material, the contractor shall promptly remove same and replace according to plans and specifications without additional cost.

Any extra work, not called for in the contract, must be authorized in writing by the board and the cost agreed upon before such work is begun, otherwise the board will not be obligated to pay the extra charge.

Upon completion of the work the contractor is to remove all scraps of material and other rubbish from the grounds and buildings and leave the premises "broom clean." If paint is dropped on the floor, windows, etc., it must be cleaned off by the contractor before the building can be accepted as completed.

Excavation

Excavate for the basement, foundation walls, piers and chimneys to the depth shown on the plans. Excavate underneath the building to clear joists and girders 12 inches. The bottom of the footings shall be level and the difference of level must be made by horizontal stepped courses. All bases and trenches must be kept clear of water. Surplus dirt is to be used to fill in around new walls and for grading the lot as may be directed.

Foundation

The foundation, footings and piers may be built of brick, stone or concrete, perfectly true and plumb, in accordance with dimensions shown on plans.

All brick must be good, red, hard-burned, common brick, thoroughly wet when laid in dry weather. The mortar for the brick should be one part Portland cement to three parts clean sharp sand; 15 per cent of lime in putty form may be added after the cement, sand and water have been thoroughly mixed.

When concrete is used for the foundation a skilled workman should be employed and the materials should be of good quality. Portland cement, clean sand, and broken stone or gravel are to be used in the following proportions: one part cement, three parts sand and five parts of broken stone or gravel.

Native stone makes a desirable foundation and will be accepted if well done by a skilled mason.

Flues

Flues are to be built from the ground up according to the size and location shown on the plans and are to be lined with fireclay or cement troweled smooth to insure safety and service.

That part of the flue exposed between the floor and ceiling is to be plastered, and painted to harmonize with the interior of the room.

Framing Timber

All framing timbers, including sills, girders, joists, studs, plates, rafters, etc., are to be No. 1 pine, or equivalent, of sizes shown on the drawings.

All work is to be framed, braced and planned in the best manner, perfectly true and plumb and in accordance with the drawings.

Bridge all joists with continuous rows of cross bridging, using 1x3 inch material with 2 nails at each end. Bridging shall not be over 8 feet apart. Bridge all bearing partitions twice and others once.

Partition studs will be either 2x4 or 2x6 as shown on plans. Form all angles solid by blocking and spiking together. Double the studs at all openings and truss over openings wider than 3 feet between studs. All timber not otherwise specified shall be of good grade merchantable timber free from any defects that will impair its strength and durability.

Sheathing

Cover the sidewalls, gables and roof with 7/8 inch No. 2 sheathing, put on diagonally and securely nailed on each bearing.

Weatherboarding

The building is to be weatherboarded with well seasoned No. 1 siding, jointed only on bearings and well nailed. Knot holes, large knots, and other defects are to be cut out.

Exterior Finish

Exterior finish, cornice material, outside baseboard, corner boards, etc., are to be well seasoned No. 1 material. Knot holes, large knots, and other defects are to be cut out. All exterior work is to be well done, and put up to line and substantially nailed.

Ceiling

Note: The interior of the building may be finished with plaster or T. & G. ceiling. Brief details of both are given and the school board may make choice.

1. Wood Ceiling:

All interior walls and overhead ceiling are to be ceiled with No. 1 well seasoned T. & G. ceiling not over $3\frac{1}{4}$ inches wide and not less than one-half inch thick, secret nailed on each bearing and well driven up. Avoid hammer scars.

Wainscoting

Entrance vestibules and halls should be wainscoted 4 feet high complete with wainscoting cap, base and shoe.

It would aid to the beauty and utility of the classrooms without additional cost if wainscoting should be used up to the bottoms of the windows. In placing wainscoting under the blackboards, the carpenter will be guided entirely by the height of the blackboard shown on the plan.

2. Interior Plastering:

The interior is to be lathed with good quality of pine lath, (or equivalent) well seasoned, free from sap, bark or dead knots, and of uniform thickness, laid $\frac{3}{8}$ of an inch apart, with four nailings or more to the lath. Joints are to be broken every 18 inches. Before being put on the laths are to be thoroughly wet. If metal laths are used a standard grade should be bought.

Note: Generally it is much better, especially in the smaller frame buildings, to use T. & G. ceiling, or metal ceiling for the overhead, plastering only from the wainscoting to ceiling. The school board is to determine the kind of ceiling to be used and specify it in the contract.

At least two coats of standard quality of plastering is to be put on by a skilled workman and in a workmanlike manner. The last coat is to be sand finish, floated to an even surface, with a texture corresponding to No. 1 sand paper.

Flooring

Every building is to have a sub-floor and a finished floor. The sub-floor is to consist of $\frac{3}{4}$ inch No. 2 pine, laid diagonally across the floor joists driven closely together and securely nailed on each bearing.

The finished floor shall be No. 1 well seasoned pine flooring, or equivalent, not more than $3\frac{1}{4}$ inches wide, secret nailed and well driven up. Avoid hammer scars. No two end joints shall occur together. After completion the floors shall be carefully planed to a smooth surface.

Roof

The building is to be covered with wood shingles of good quality dipped in green preservative stain, or with the best quality of composition shingles, guaranteed for fifteen years. In either case the shingles are to be put on in a workmanlike manner.

Note: The Board of Education is to decide which roof is to be used, specifying this in the contract.

If composition shingles are used the sheathing should be laid close. The exposed side of all sheathing for roof extending outside the walls at the eaves and gables is to be smoothly dressed.

Roof valleys and chimneys are to be flashed with ample tin of good quality painted on both sides.

Ridges may be covered with galvanized iron or hip roll. In case of wood shingles either the iron or 1x6 inch ridge saddle boards might be used.

Windows

Window sizes and location are to be the same as shown on the plans. Windows are to be double hung with standard cords, weights, and pulleys. Window sash is to be $1\frac{1}{2}$ inch thick, check rail, made of good grade of pine, cypress or poplar glazed with D. S. glass and accurately balanced over pulleys so that they will run smoothly. The weight boxes should be so constructed that access may be easily had to the weights and cords. Window fasteners and lifts are to be put on each window.

Doors

All doors are to be the same as that shown in schedule of doors on plans. The doors throughout are to be made of B grade yellow pine, cypress, or equivalent, hung with three 4 inch loose pin butts and furnished with good mortise locks.

Frames for Doors and Windows

Window frames are to be made of No. 1 well seasoned lumber, built according to details for check rail windows and must fit sash accurately. Set window frames exactly as shown on plan under window details, being careful to have multilines no wider and windows no lower than shown on plans.

Door frames are to be substantially made of No. 1 well seasoned material, carefully put together and set plum in openings.

Breeze Windows

The location and size of breeze windows are to be the same as that shown on the plans. The sash is to be $1\frac{1}{2}$ inches thick, pivoted with heavy cast iron pivots and provided with transom lifts or other satisfactory means of opening and closing. Outside breeze windows should be screened to prevent excessive cross light.

Interior Finish

All interior finish is to be No. 1 well seasoned material closely jointed and put up with casing nails. No hammer scars must be shown.

The baseboard shall be No. 1 material beveled at top with quarter round or shoe mold at the bottom, extending all the way around the room.

Put quarter round in all corners and angles. Where picture mold is used it should be placed about 18 inches below the ceiling and painted the same color as the other interior trim.

Built-in hookcases and cabinets are to be made of material to match the interior trim and located as shown on plan. Every regular size class room is to have approximately 40 lineal feet of standard grade blackboards, located as shown on the plan, set 25 inches above the floor for primary grades, 30 inches for intermediate and about 34 inches for upper grades.

Movable Partitions

Where movable partition is desired for auditorium purposes it is suggested that a standard make of folding doors be bought and installed ac-

cording to directions given by manufacturers. Care must be taken to truss and support the folding doors overhead to prevent sagging. Or, where there is a scarcity of money, the blackboard partition with blackboard on both sides of the frame should be installed according to details shown on plans. (This latter method seems to be a satisfactory device for movable partitions.)

Privies

The school must have two sanitary privies, built according to a plan approved by the State Board of Health and painted to harmonize with the schoolhouse. (See special plan and directions for privies elsewhere in this bulletin, and also Pamphlet No. 15.)

Painting

The building is to be painted inside and outside by a skilled workman, according to directions and color chips shown on blue print and in Pamphlet No. 14. All paint dropped on floors, walls, or windows must be removed by the contractors.

Cleaning

After the building is completed all rubbish, scraps of material, etc., are to be removed from the building and grounds. Every building should be furnished with a good type of modern, patent desks, and other necessary equipment.

General Directions for Painting Community Schools

Every schoolhouse should be attractively painted on the inside and outside.

The priming coat should be put on as early as possible to preserve the lumber.

The interior of the building should be painted for the four following reasons, any one of which will fully justify the outlay:

- (1) It will materially increase the amount of light in the classroom.
- (2) It will add beauty to the interior and will be more pleasing and restful to the eyes.
- (3) It will better the sanitary conditions.
- (4) It will increase the durability of the building.

As one of the reasons for painting the interior of the school is to increase the amount of light, great care should be given to see that non-gloss paint is selected and that the color and character of the paint are such as not to injure the eyes of the teacher and pupils who must remain inside the classrooms for six hours or more each day.

The floors should be oiled when the building is completed and as often thereafter as is needed. This will make the school more sanitary and increase the life of the floors. None but high grade light oil should be used.

One of the approved color schemes shown on the opposite page should be selected and the colors matched exactly in every "Community School" building improperly lighted and painted.

COLOR SCHEME NO. 1—Cream ceiling, buff walls and walnut wainscoting or dado—is very desirable for the interior of a classroom, as it is pleasing to the eye and reflects an abundance of light.

COLOR SCHEME NO. 2—Ivory cream ceiling, light gray walls and walnut stain wainscoting or dado—if the paint is properly mixed and applied, is generally satisfactory.

Unless a skilled painter can be employed who understands thoroughly well how to mix paint, it is generally better to buy a good quality of paint already mixed. The painter should be cautioned not to mix lamp black with white paint in order to make a gray for the interior walls, as such a mixture will reflect very little light. A warm gray, prepared by mixing red and green with white, has high reflective properties and should be used instead of the lamp black mixture.

For the exterior, white trimmed in gray or gray trimmed in white would be attractive. If it is desired to use a wood preservative stain, a nut brown trimmed in white or cream would be satisfactory.

Wherever wood shingles are used it is best to dip them in a green preservative stain. This will add to the life of the roof and the beauty of the building.

Suggestions for Beautifying School Grounds

Leaflet No. 2, July, 1923

In selecting a site for a schoolhouse, care should be taken to secure a plot with a gentle slope, containing rich, black loam soil that can be plowed readily. But if the building is already constructed on a site containing poor soil, it should be well manured before beginning to beautify the grounds.

Grading and Surfacing

As soon as the building is completed the surface must be cleared of all building debris, rubbish, rocks, or other materials which would interfere with plowing. Grade the top by plowing and scraping off any high bumps and filling in low places so as to leave the surface of a gentle, harmonious appearance. Carefully measure and stake off the walks leading from the public road to the building, from the school to the privies and the well, etc. Plow all the area which is to be planted to grass, shrubs, trees, and vines.

Principles in Laying Out Roads and Walks

Very short walks should usually be straight. Longer ones should have gentle, graceful curves. Make walks wide enough so that two persons can comfortably walk side by side on them. Driveways should be wide enough so that two vehicles can pass if necessary. Definite edgings should be made for walks and driveways. These may be of rocks, bricks, or concrete curbs. Place the walks and roads where they will be most convenient and usable. Make the surfaces of the most durable materials available, considering economy and hindrs; cinders, broken stone, gravel, sand-clay, brick, or concrete.

Starting Lawns

Grass should be started on all areas not to be used for agricultural purposes or particular parts of playgrounds where it would be objectionable. Tennis courts and basketball courts should be left free from sod. Grade the edgings near roads and walks to blend harmoniously with the grades of said roads and walks. Hand rake the surface and clear away any litter left by the plowing. Any steep slope or terrace should be sodded with blue grass sod or Bermuda grass sod, carefully placed, tamped, and pegged. If such sod is not too expensive, it may be used on much of the surface; but usually seeding is satisfactory and economical. Seed at the rate of about one pound of good grass seed per square rod. The grass mixture for most Southern States should include perennial rye grass. The mixture should consist of three pounds of perennial rye grass, one pound of Kentucky blue grass, one-half pound of white clover, and one-half pound of *Lespedeza*. Mix the seeds together before sowing. Rake the grass seed in with a hand rake as soon as it is sown. Never cover it very deep. When the grass is up six inches or so, mow it with a hand blade and after the finer grasses have established themselves use the lawn mower frequently to prevent seeding. Spread top dressing of well-rotted manure on lawns every winter, and let that remain until early spring.

Planting of Shrubs

Shrubby of a number of kinds should be chosen for planting at suitable places. Among the best kinds for Southern school grounds are the following: Native—raspberries, blackberries, roses, shumac, dogwood, blue-

bush, small cedars or pines, hazelnut or elderberry. Common shrubs from home yards—hac, sweet syringa (mock orange), bush roses, Japanese barberry, hydrangea, snowball, hibiscus (*Althea*), golden bell (*Forsythia*), deutzia, privet, spirea, weigela, bush honeysuckle, azalea, rhododendron, laurel, small arbor vitae, small spruces, and other smaller evergreens.

Places for Planting Shrubs

They should be planted at the angles and curves and near the ends of walks and roads; along foundations and corners of the building; as borders or screens to hide shop buildings, privies, wood houses, etc., and in the corners of the grounds, suiting the shrubs to the places.

Plant low shrubs along low foundations, near the ends of walks, and under windows, and higher shrubs to serve as a screen or to occupy a conspicuous place in the back corners of the grounds. Always mass the shrubs in a natural way, never in formal manner. Imitate nature in this regard.

Flowers may often be planted around clumps of shrubbery. There are so many varieties of flowers suitable for all parts of the South that no teacher will have any trouble in selecting several beautiful kinds in any community.

Uses of Vines

Perennial vines which will endure many years should be planted where their growth will add to the beauty of the situation. Grape, honeysuckle, clematis, wisteria, Virginia creeper, and bitter sweet grow best on fences and trellises.

Quick effects are secured by planting annual vines for a single season, but perennials should eventually be used. Good annuals are morning-glory, cypress, Japanese bean, and other flower beans—gourds, etc.

Trees Planting

Avoid the destruction of large shade trees as far as possible, unless they obstruct the light in classrooms, or needed space in playgrounds, etc. Walks or roads may be curved around them to save them.

Plant rows of trees along the public road 20 to 40 feet apart; along the outer lines of the school ground, and scatter a few in places where shade will be desirable, as on the sunny side of the main building, near edges of the playgrounds and near the sides of the front lawn. Never plant trees close enough to classroom windows to cut off the sky light.

Along the roads plant permanent trees, such as native oaks, hackberry, elm, gum, ash, spruce, pine, cedars, magnolia, etc. For quick effects, good kinds are walnut, pecan, hickory, maple, etc.

Transplanting Trees

When native trees are to be transplanted, select those which have no other trees near them. More roots can then be secured. When a tree is dug with an abundance of root, it should be replanted as quickly as possible. Dig a hole larger than the expanse of the roots and deep enough so the tree may be planted a few inches deeper than before. Trim the top of the tree abundantly, so as to more than balance the pruning of the roots caused by the digging. Fit the roots into the hole nicely. Then place plenty of good rich dirt next to the roots and tramp it in well. Proceed to fill the hole with other dirt, tramping it firmly. The surface should be well dressed with loose soil.

Trees of all kinds may be planted in late fall, winter, or early spring, but not during the growing season.

For further information, consult the Farm Demonstration Agent, the State Agricultural College, Hampton Institute, Tuskegee Institute, or your State Department of Education. (See bird's eye view on front cover.)

Lighting the Classroom

After a modern schoolhouse is built with sufficient window area to furnish ample light and ventilation, too often the value of such arrangement is practically nullified by the improper installation and use of shades.

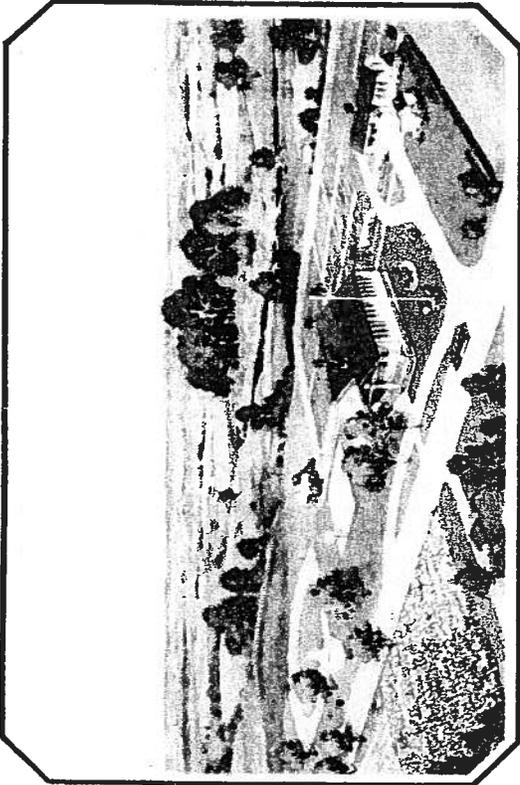
A dark green roll shade fastened at the top of the window and pulled down just half way shuts out more than three-fourths of the light on the dark side of the classroom, and at the same time prevents ventilation from the top of the window—the only means of getting rid of the hot air which naturally arises to the ceiling. While a light tan roll shade fastened at the top of the window will not obstruct so much light as the green shade, it affects the ventilation just the same.

A child needs more light by which to read or study than an adult. When a child studies from day to day with an insufficient amount of light the tendency is to draw the book too close to the eyes. If this condition is allowed to exist long enough, the muscular adjustment of the eyes is so changed that the child becomes "near sighted." It is said that more than two million school children in the United States have defective eye sight, due in a large measure to improper lighting in the school room. An insufficient amount of light decreases the child's rapidity and accuracy in doing its task, and causes unnecessary fatigue that tends to produce nervousness.

Where shades are installed, either an adjustable tan shade should be used, or two roll shades so fastened in the middle of the window that the lower one will roll downward and the other upward. In either case, care should be taken to see that at least one foot at the top of the window is never covered. If one piece green roll shades are already purchased, they should be fastened 10 to 12 inches below the tops of the windows to allow the high sky light to reach the desks on the dark side of the classrooms. One foot at the top of a window that reaches 11½ feet above the floor will give more light on the last row of desks opposite the window than would be received from the whole lower half of the window. To protect the eyes of those seated on the light side of the classroom the windows should be set 4 feet above the floor to prevent outside reflection. If the windows are lower, then window boards should be used at the bottom. Sash curtains or adjustable tan shades covering part of the lower sash, leaving the upper sash clear will protect the eyes of the children near the windows and will not impair the light for those on the dark side.

Since we now have instruments that will measure daylight illumination in the classroom just as accurately as a thermometer registers the heat and since the approximate amount of light in foot candles needed for a child to do its best work without injury to the eyes is known, there is no longer any reason for this gross neglect which is handicapping so many children for life. The first commandment in the Bible—"Let there be light,"—should be religiously kept by every teacher and school official.

APPENDIX H: Julius Rosenwald Fund *Community School Plans*, revision of 1928



a Three Teacher Community School on a Three Acre Site

Community School Plans

(REVISED 1928)

NOTE: Julius Rosenwald Fund, incorporated in 1917 under the laws of Illinois, is for "The well-being of mankind." Its home office is at Honan Avenue and Arthington Street, Chicago, Illinois. Its headquarters for the work of schoolhouse construction is in the Chamber of Commerce Building, Nashville, Tennessee, in charge of its General Field Agent.

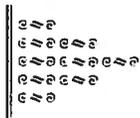
Issued by

JULIUS ROSENWALD FUND

Nashville, Tennessee

September, 1928

Community School Plans



Issued by
JULIUS ROSENWALD FUND
NASHVILLE, TENN.



FOREWORD

COMMUNITY SCHOOL PLANS have been revised to include designs for permanent construction from a three-teacher type up, in addition to the regular plans for wood construction heretofore used, and also plans for shops and teachers' homes, drawn both for wood and permanent construction. In addition to these are given Rural Sanitary Privies, General Specifications for Frame and Permanent Construction, Suggestions for Beautifying School Grounds, and Some Important Little Things Often Omitted in the School Plan.

Much time has been spent in designing these buildings with a view to furnishing modern plans meeting all the requirements for lighting, sanitation, classroom conveniences, comfort, etc. Great care has been taken to provide a maximum space for instruction and recreation at a minimum cost. In order to do this it has been found necessary to omit corridors in several of the plans. Wherever there is ample money to provide these we suggest that they be added. All designs shown in this bulletin are of the one-story type in order that the lives of the children may be safeguarded against fire and storm. This type of construction is generally found less expensive than a two or three-story building and greatly assists in the administration of the school.

The shop plans have been designed to meet the needs of vocational work for boys and girls in rural consolidated communities, county training schools and high schools. In designing these plans Federal and state supervisors of vocational education were consulted from time to time with a view to adapting them to the general needs of the schools where they are to be built. Certain interior features will have to be modified in some cases to suit the needs of particular schools and programs.

The teachers' homes have been planned to provide not only comfortable living quarters for teachers in rural consolidated and county training schools, but to furnish a model type of home for the community, which can be built at a reasonable price. Every plan provides for a bath room.

Helpful suggestions have been offered from time to time by the fourteen Southern State Departments of Education through which the Fund co-operates, the N. E. A. Committee on Schoolhouse Planning, members of the National Council on Schoolhouse Construction, Dr. Fletcher B. Dresslar of George Peabody College, various contractors who have built many of these schools, county superintendents, and others.

Blue prints worked out in detail for each of the plans shown in this bulletin together with specifications and bills of material will be furnished through the State Department of Education after the community has carefully selected the plan to be used in accordance with directions given. In larger buildings it is generally best to employ a competent school architect to adapt each plan to the particular site in which it is to be located and supervise the construction, unless the State Department has a man trained in schoolhouse planning to do this.

S. L. SMITH,
General Field Agent.

September 1, 1923.

COMMUNITY SCHOOL PLANS

LOCATION

In locating the school site careful consideration should be given to the distance from other schools with a view to consolidating two or more small communities wherever possible. Failure to do this often results in placing the schools too close together, thereby retarding consolidation. A large central school is more economical in money, time and efficiency and should be built wherever practicable, replacing two or more small schools.

The school grounds should be rectangular in shape with one axis about one and one-half times the other and should contain at least two acres for a one or two-teacher school. More than this should be provided for larger types to furnish ample space to meet all the demands of a modern school—proper location of the buildings, space for playgrounds, agricultural plots, and parking. It is a decided advantage to select a site with shade trees, for it requires several years to grow these. The land should be the best and most fertile in the community. Last but not least, due consideration should be given to the selection of a place where an ample supply of pure water may be had on the school ground.

On the front cover of this bulletin is shown a layout for a three-teacher school located on a three-acre site with the long axis parallel to a highway running east and west. Elsewhere in the bulletin is a layout for a two-teacher school on a two-acre site with the short axis parallel to a road running north and south. These will furnish an idea for locating buildings on larger sites.

THE SCHOOLHOUSE

In selecting the design for the building due consideration should be given in securing a plan large enough to accommodate the pupils belonging, with allowance for an increased enrollment which a new modern school is sure to draw.

When the location is agreed on, determine what direction the building is to face, keeping in mind the fact that a plan

IMPORTANT DIRECTIONS FOR ORDERING BLUE PRINTS SCHOOLHOUSES

| Teacher Type | To Face | Plan Number | Wood |
|--------------|----------------|--------------|--------------|
| Ten | North or South | 10-A | |
| Ten | East or West | 10 | |
| Eight | North or South | 8-A | |
| Eight | East or West | 80 | 8 |
| Seven | North or South | 7-A | |
| Six | North or South | 6-B | 6-A |
| Six | East or West | 6 | 60 |
| Five | North or South | { 5-A 5-C | 5-B |
| Five | East or West | 50 | 5 |
| Four | North or South | 4-B | 4-A |
| Four | East or West | 40 and 45 | 4 and 400 |
| Three | North or South | 3-C | 3-B |
| Three | East or West | 35 | 3 and 30 |
| Two | North or South | | 2-C and 20-A |
| Two | East or West | | 20 |
| One | North or South | | 1-A and 1-C |
| One | East or West | | 1 |

SHOPS AND TEACHERS' HOMES

In ordering plans for shops and teachers' homes use numbers shown in this bulletin, stating whether brick or wood (frame) is desired.

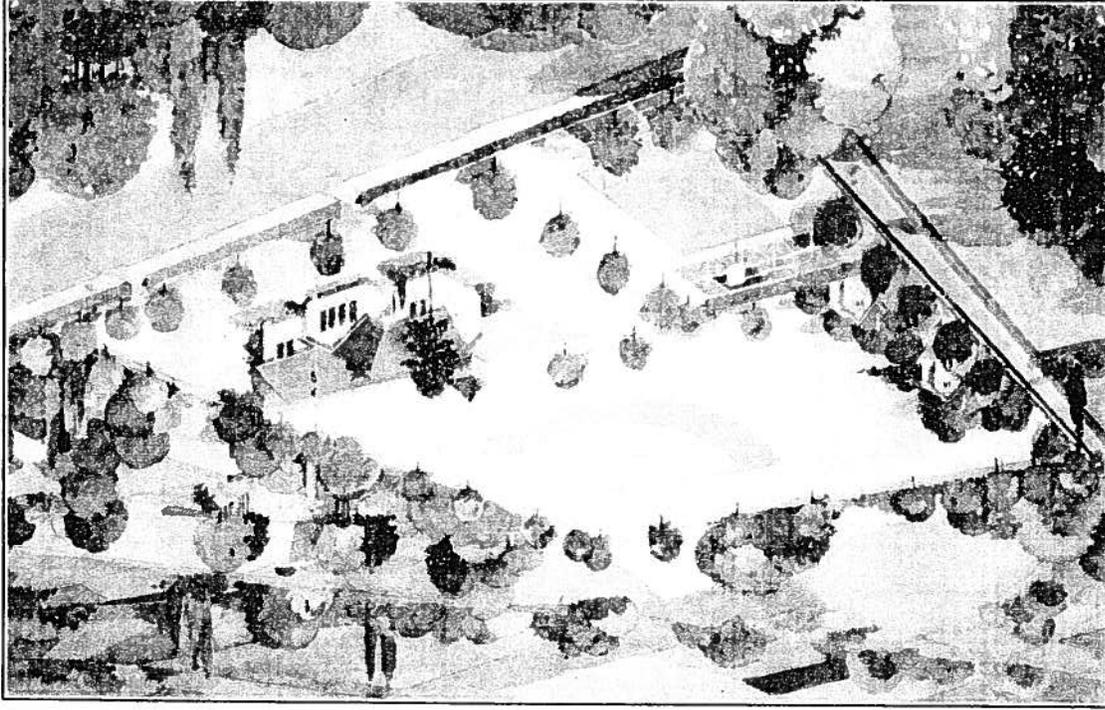
designed to face east or west will not suit to face north or south and vice versa. The direction each plan is to face is shown on the blue print. All plans are so arranged that every *classroom will receive east or west light only.*

In addition to the designs for wood buildings, plans and specifications for schools above a two-teacher type have been prepared for brick veneer. Community School Plans (Revised 1928) shows the elevations and floor plans of the various types of plans furnished by the Fund through the State Departments of Education in the South. It is cheaper in the long run to erect permanent buildings, as it will add to the durability, safety and dignity of the school and greatly decrease the cost of up-keep in repairs and painting. Select from this bulletin the exact plan desired and order by number from your State Department of Education.

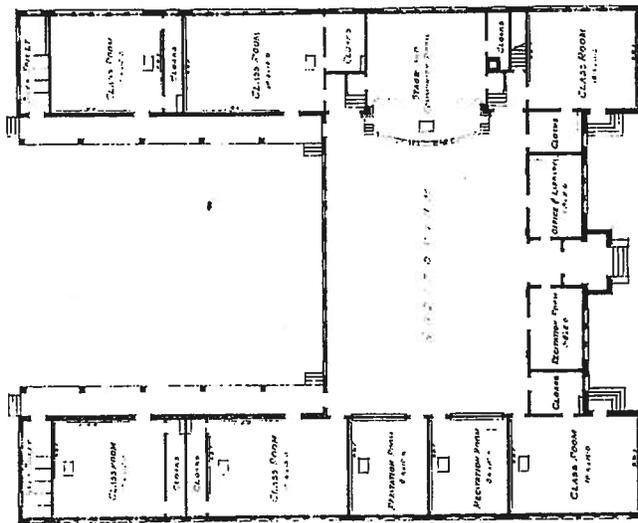
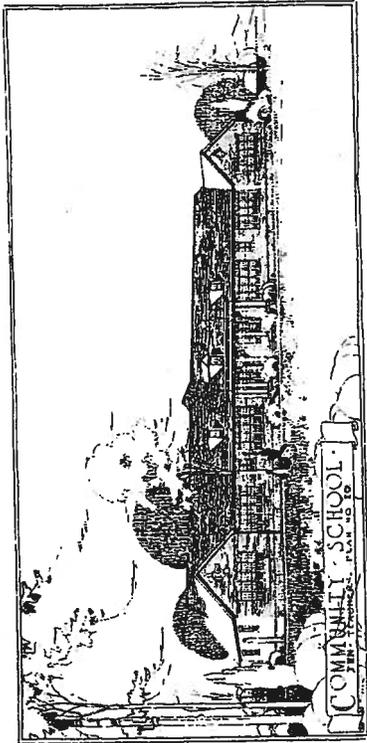
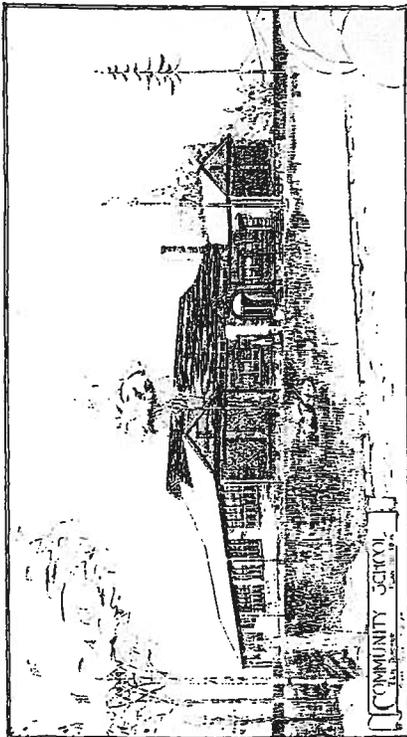
Every plan from the one-teacher type up has a community room which may be used for industries, health clinics, and community meetings. No building meets the demands of a modern school without this important feature. Each plan above the three-teacher type includes an auditorium. The two and three-teacher types have assembly facilities provided by the use of movable partitions.

Much care should be exercised in locating shops and teachers' homes where they will be most convenient and at the same time not interfere with the playground space.

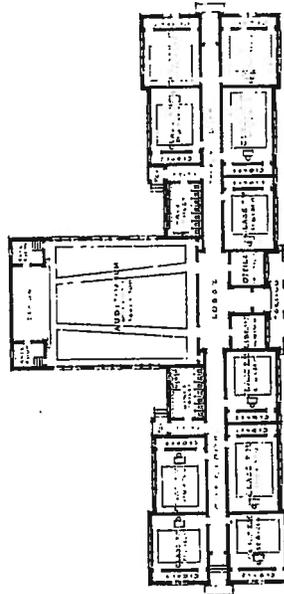
Plans for privies are also worked out in detail, using the most inexpensive type of construction to be sanitary. Secure a suitable plan from your State Board of Health and get suggestions from the sanitary engineer as to how and where to build them. In case you are not able to get these plans from the State Board of Health, use the plan shown in this bulletin. Each school should have at least two, properly located. The plan shown in this bulletin can be enlarged without difficulty to suit the needs of the school. Generally one seat for each 15 to 20 pupils enrolled will be sufficient.



Layout for a Two-Teacher School on a Two-Acre Site

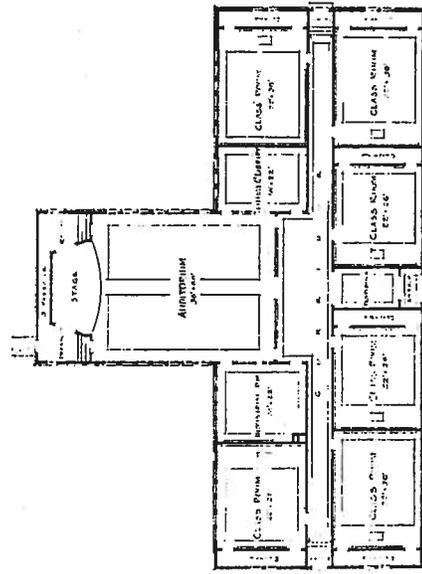
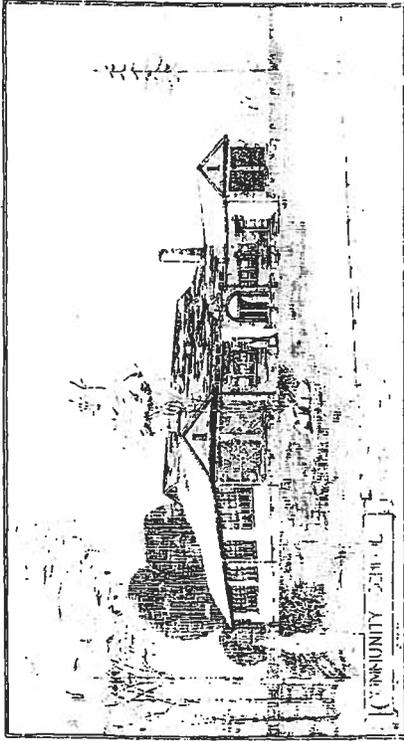
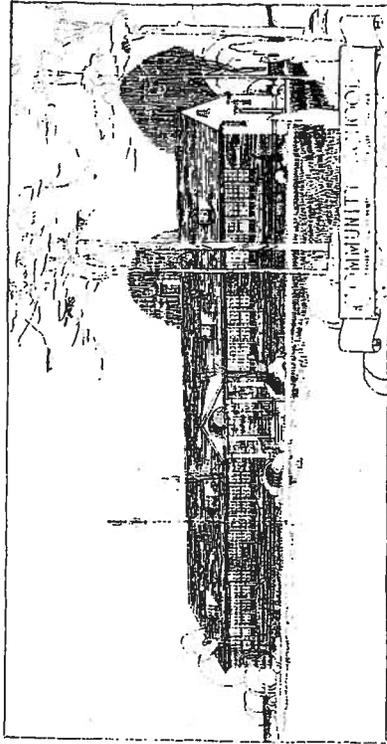


FLOOR PLAN NO 10A
TEN TEACHER COMMUNITY SCHOOL
Blue prints for brick only.



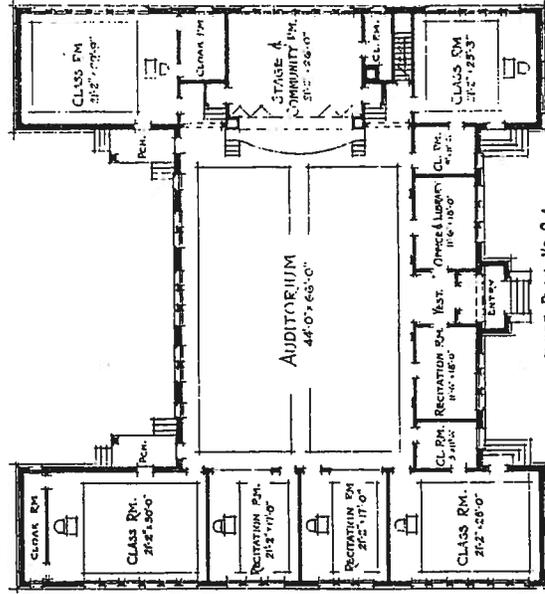
FLOOR PLAN NO 10
TEN TEACHER COMMUNITY SCHOOL
Blue prints for brick only.

Blue prints for brick only.



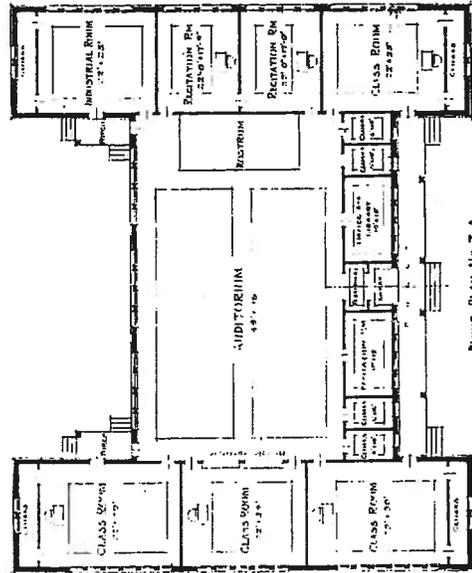
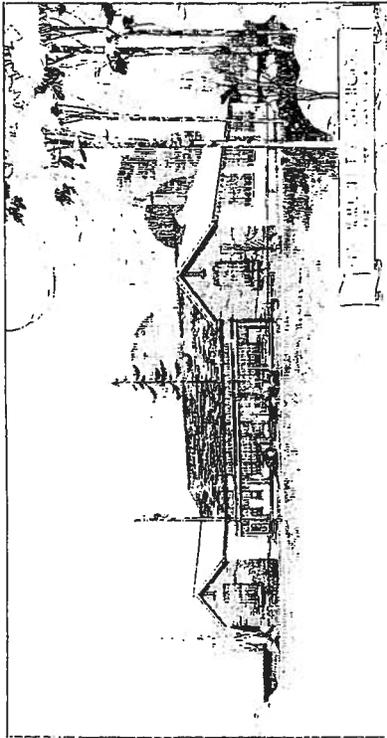
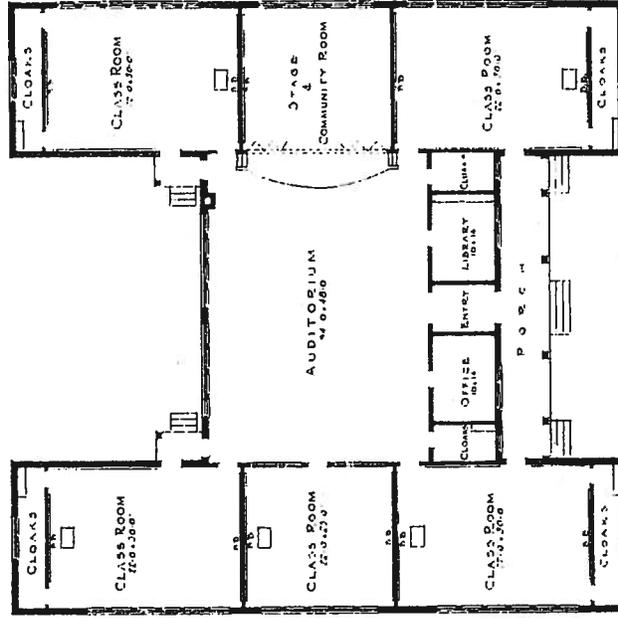
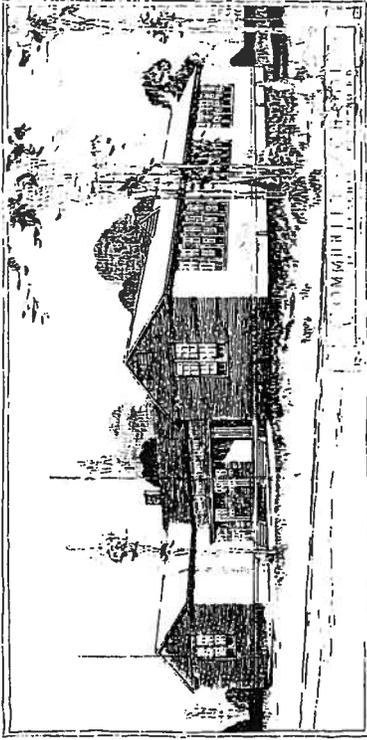
FLOOR PLAN NO. 80
EIGHT TEACHER, COMMUNITY SCHOOL
7 1/2 FACE NORTH AND SOUTH ONLY

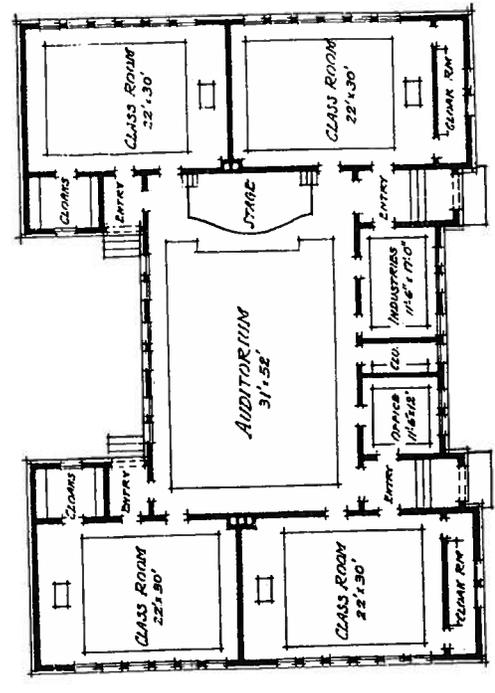
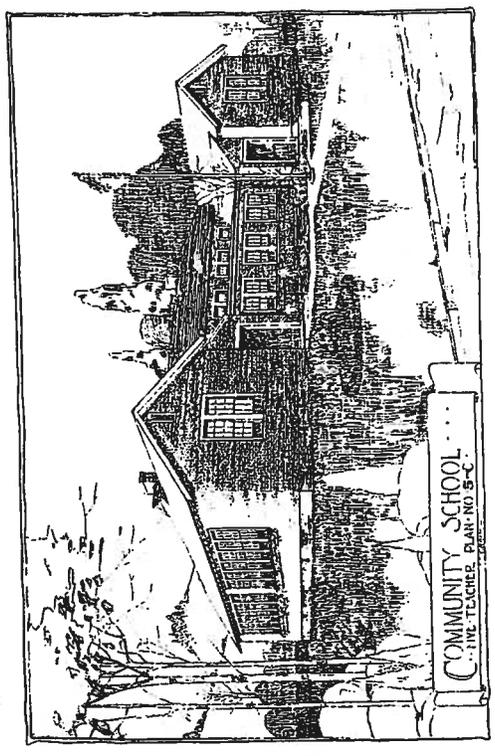
Blue prints for brick or wood.



FLOOR PLAN NO. 84
EIGHT TEACHER, COMMUNITY SCHOOL
7 1/2 FACE NORTH AND SOUTH ONLY

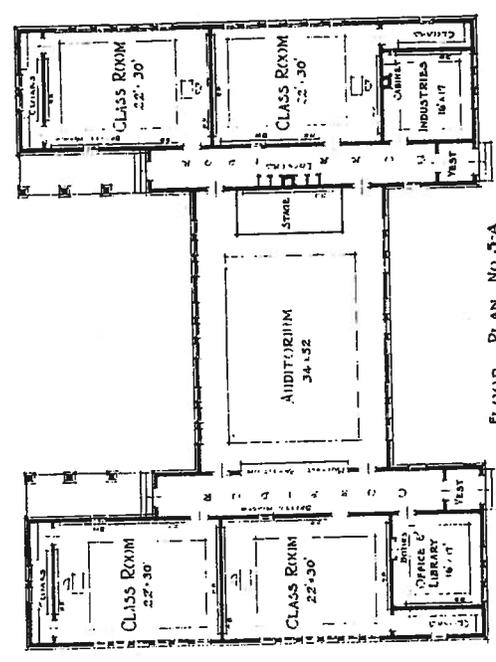
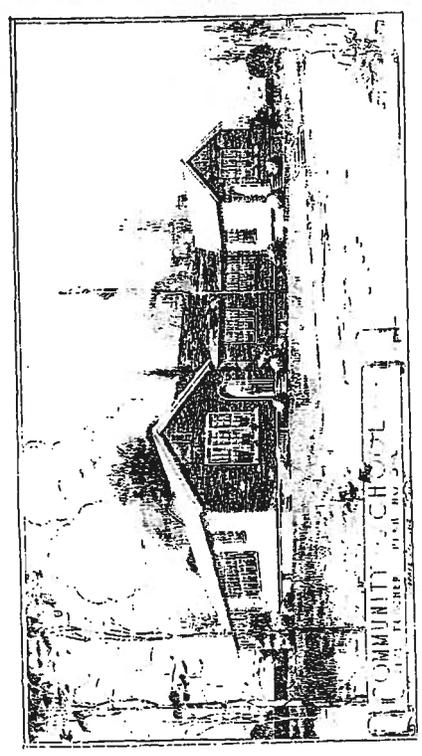
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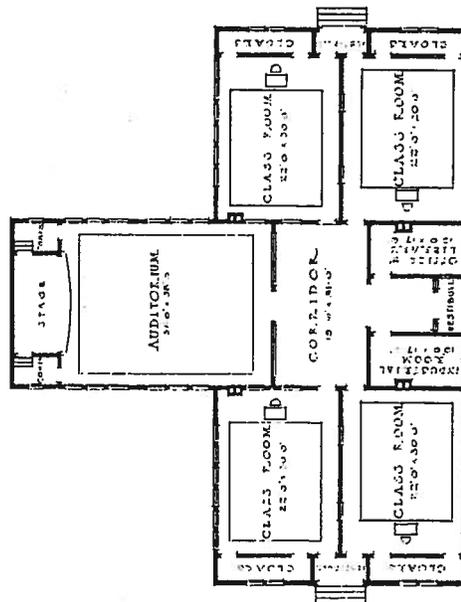
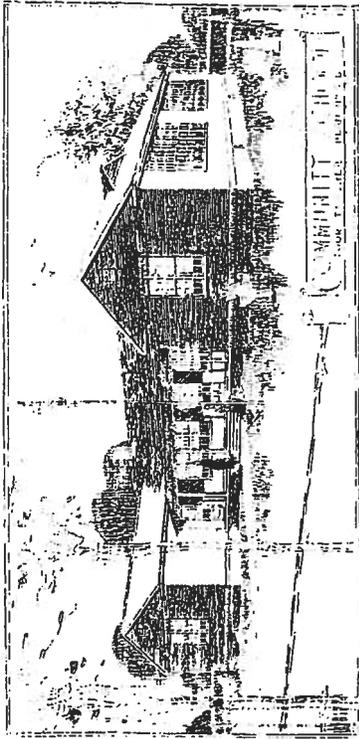
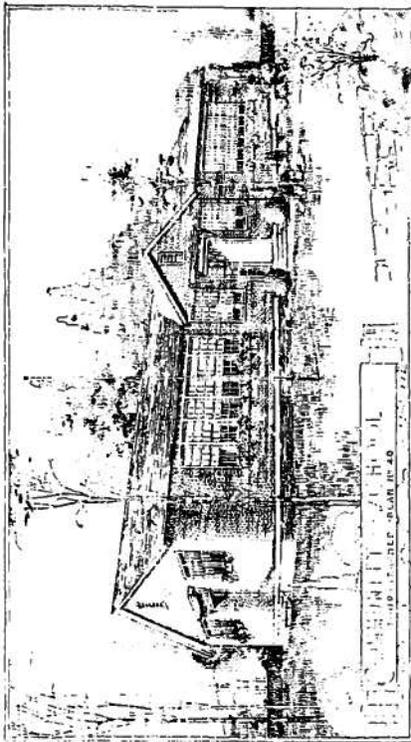
FLOOR PLAN NO 5-C
 FIVE-TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

Blue prints for brick or wood.

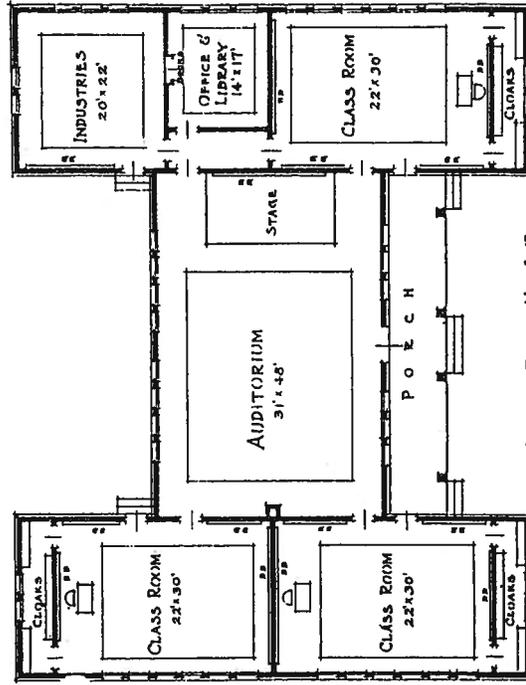


FLOOR PLAN NO 5-A
 FIVE TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

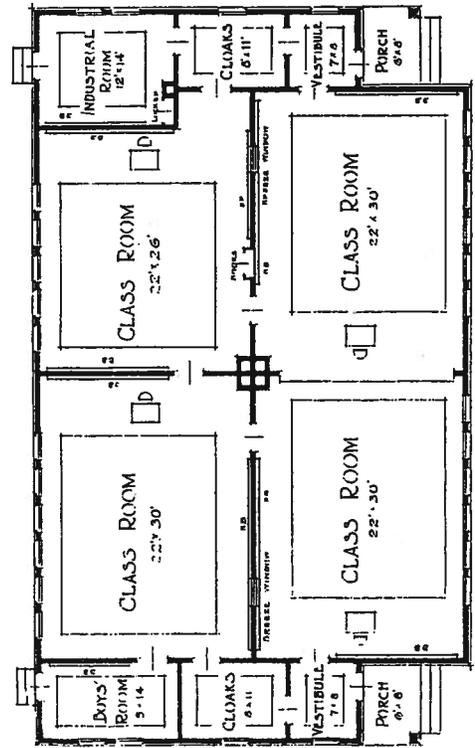
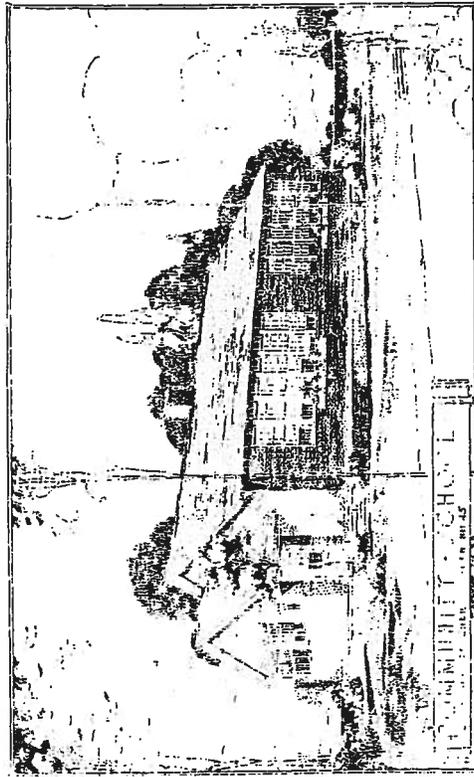
Blue prints for brick only.



Blue prints for brick or wood.

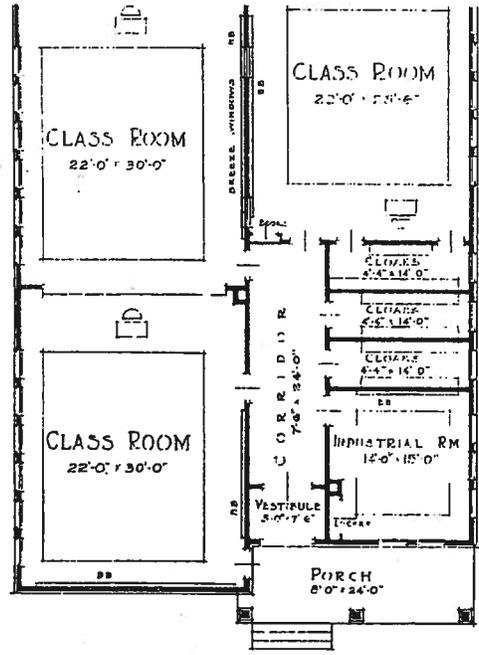
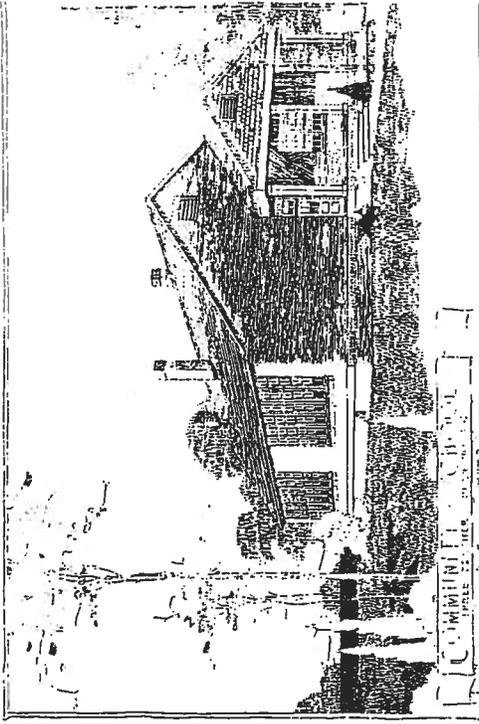


Blue prints for brick or wood.



FLOOR PLAN No 45
 FOUR TEACHER COMMUNITY SCHOOL
 TO FACE EAST OR WEST ONLY

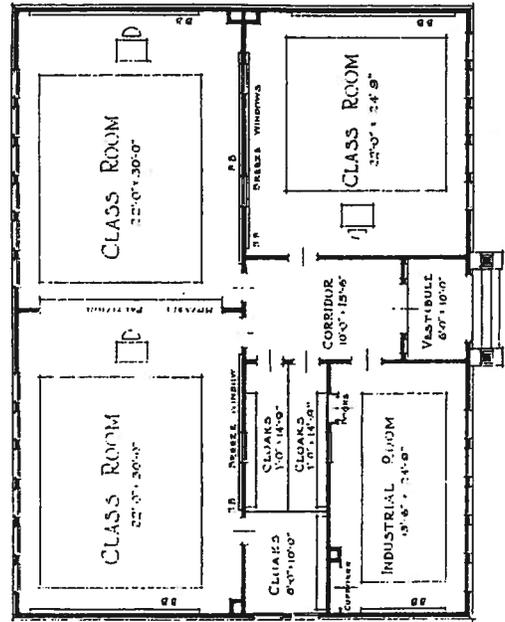
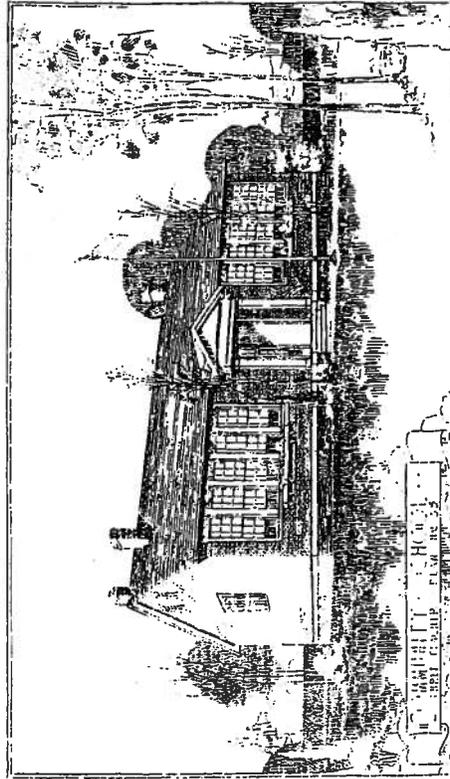
Blue prints for brick or wood.



FLOOR PLAN No 3-C.

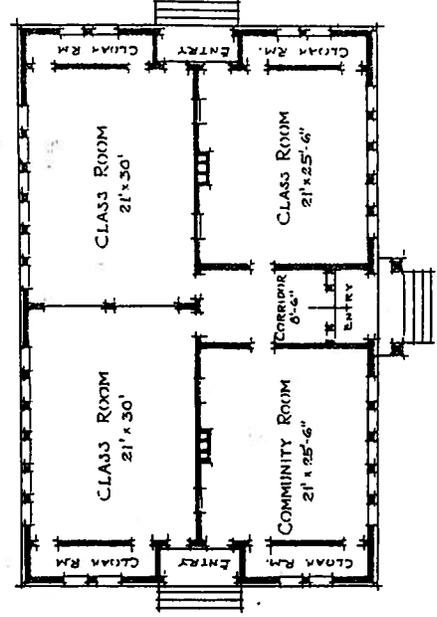
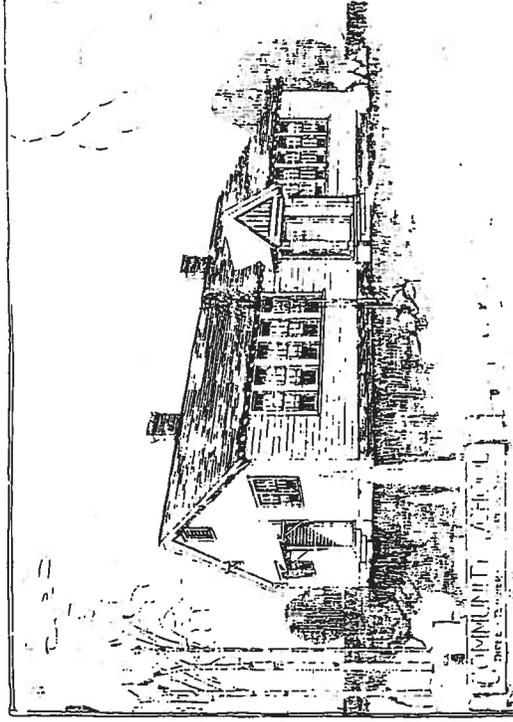
THREE TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

Blue prints for brick or wood.



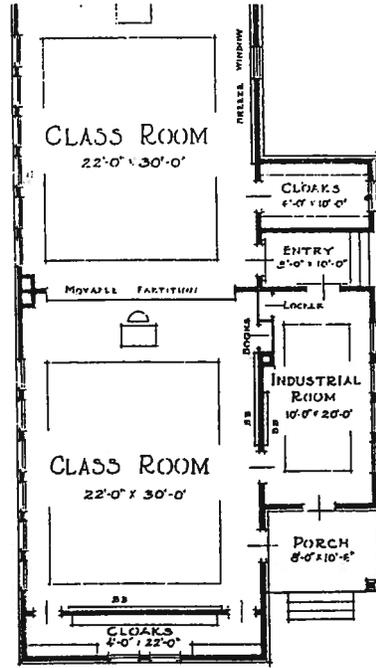
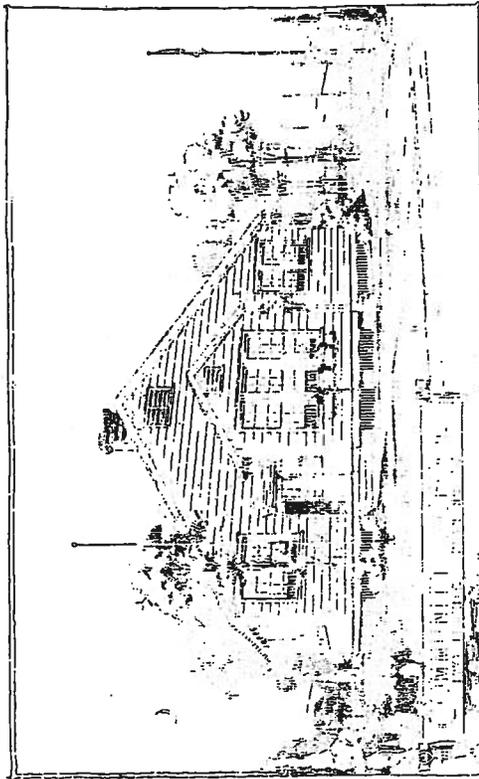
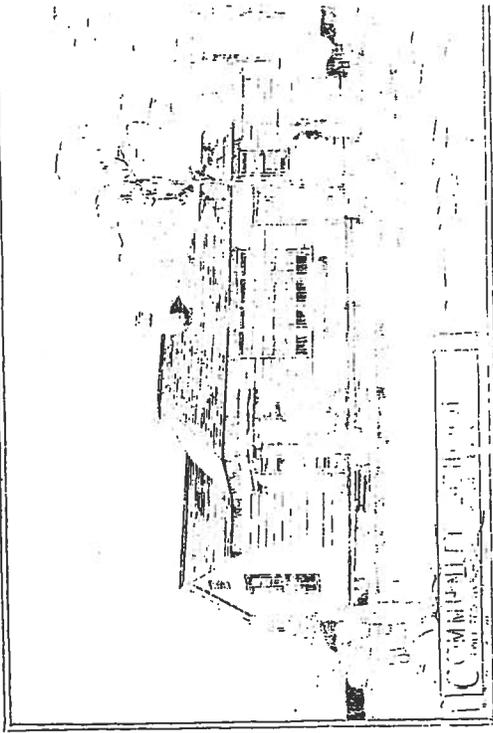
FLOOR PLAN NO. 35
THREE TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

Blue prints for brick or wood.



FLOOR PLAN NO. 30
THREE TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

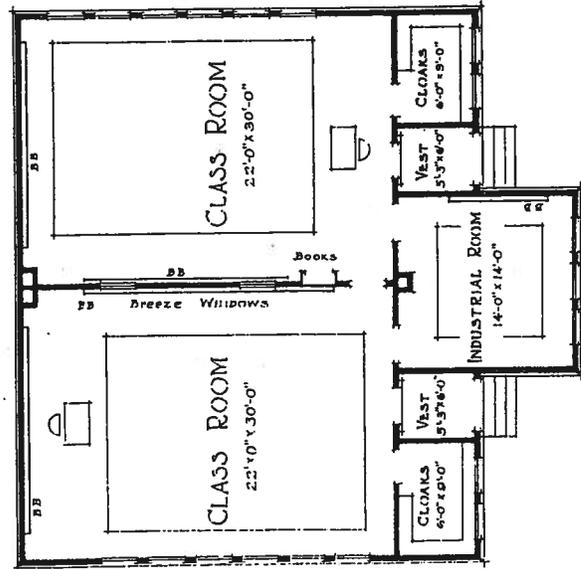
Blue prints for brick or wood.



FLOOR PLAN No 20-A

TWO TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

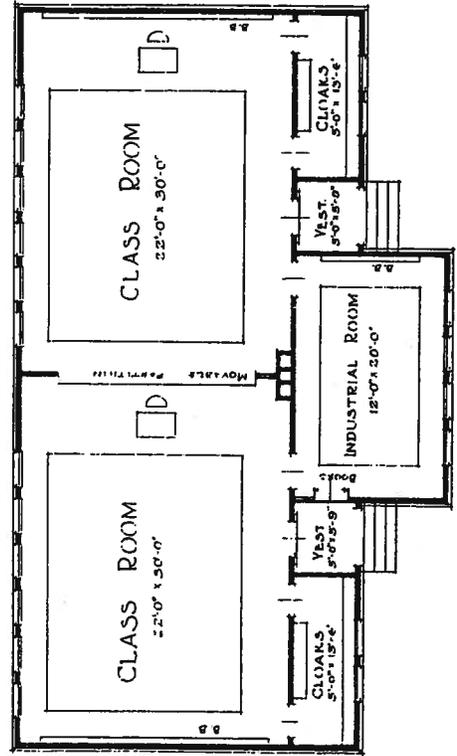
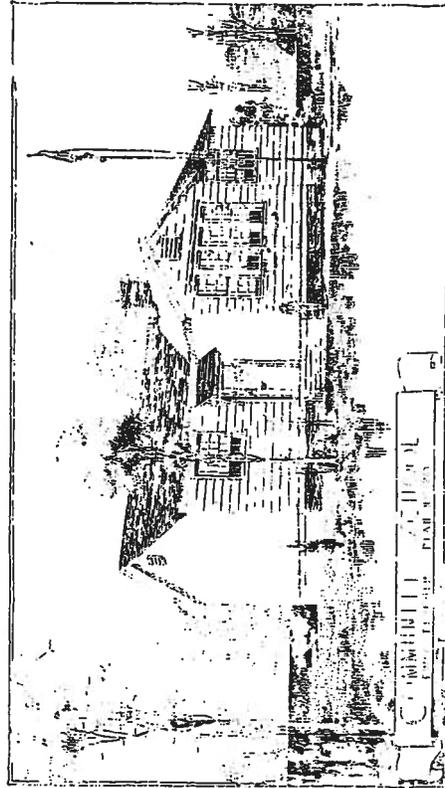
Blue prints for wood only.



FLOOR PLAN No 2-C

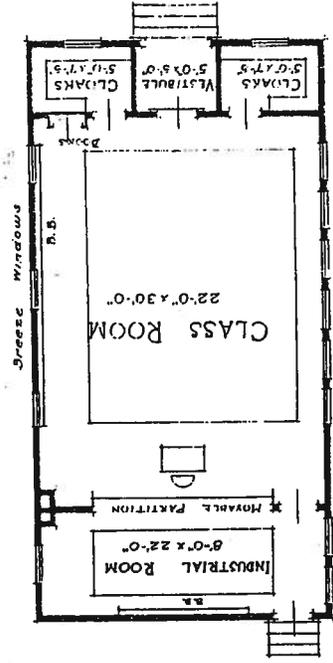
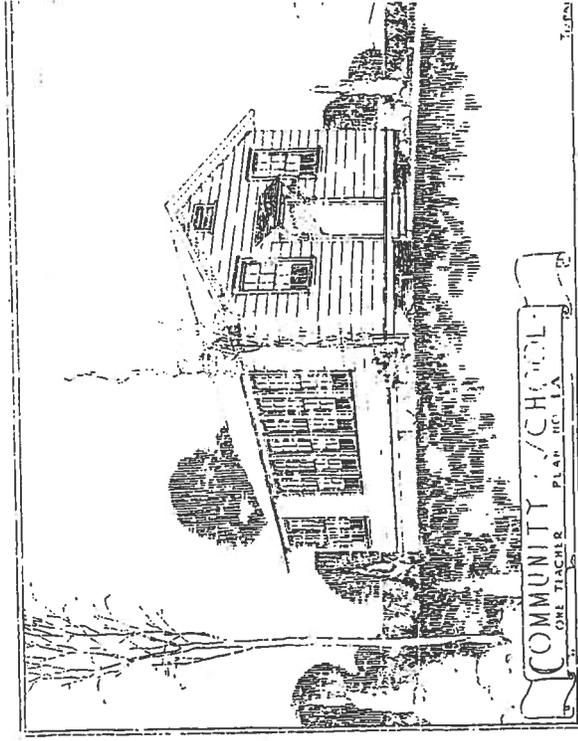
TWO TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

Blue prints for wood only.



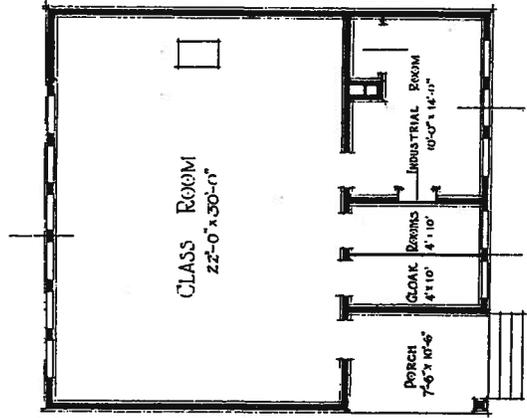
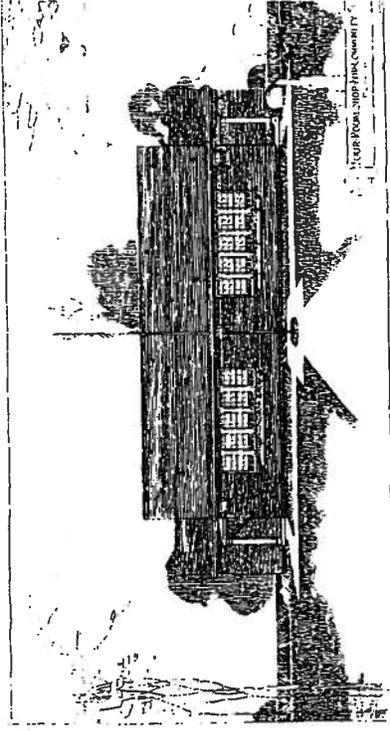
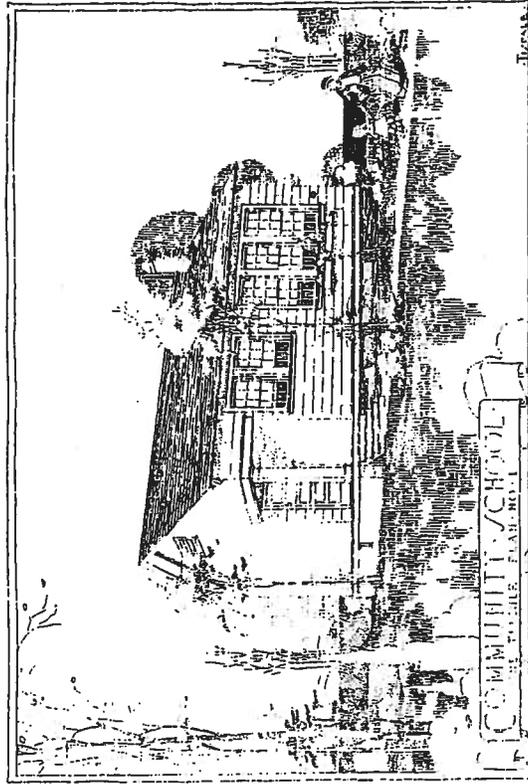
FLOOR PLAN No 20
TWO TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

Blue prints for wood only.

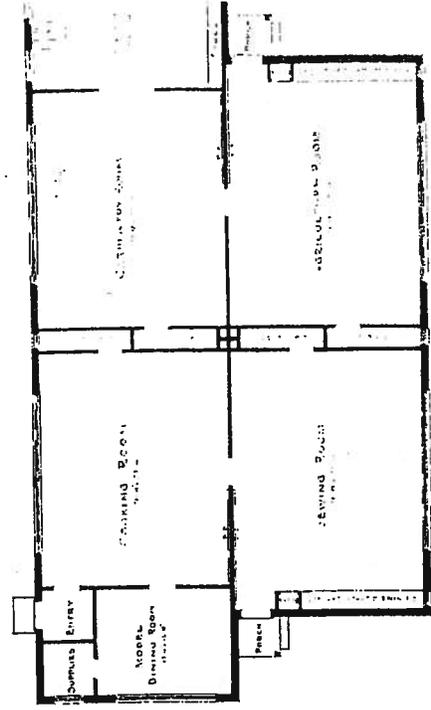


ONE-TEACHER
COMMUNITY SCHOOL PLAN No 1-A
TO FACE NORTH OR SOUTH ONLY

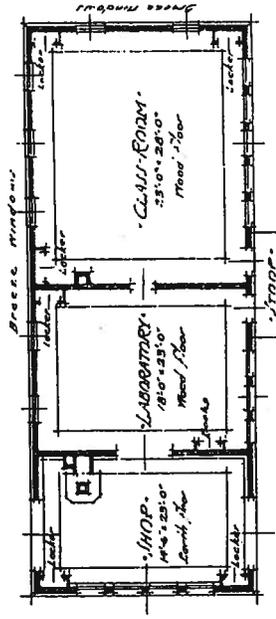
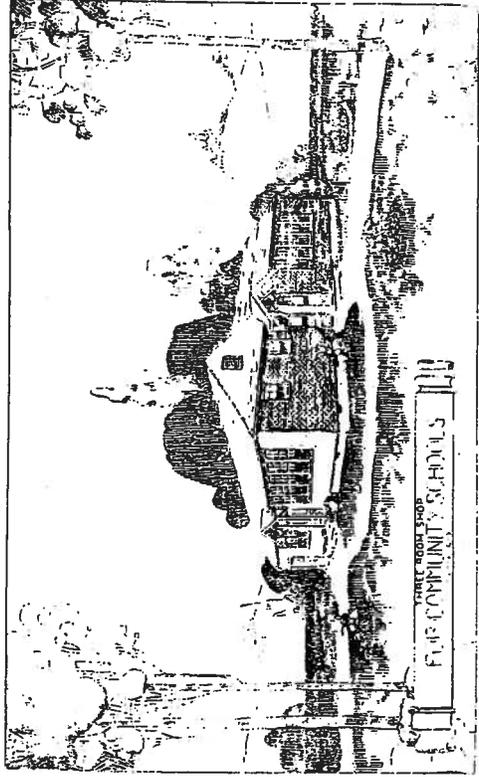
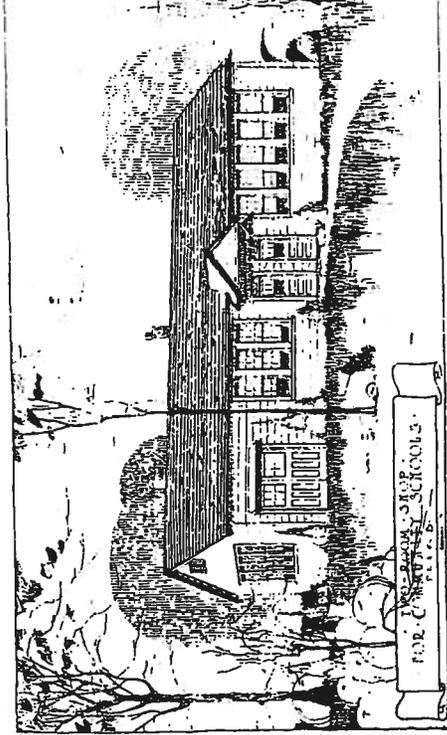
Blue prints for wood only.



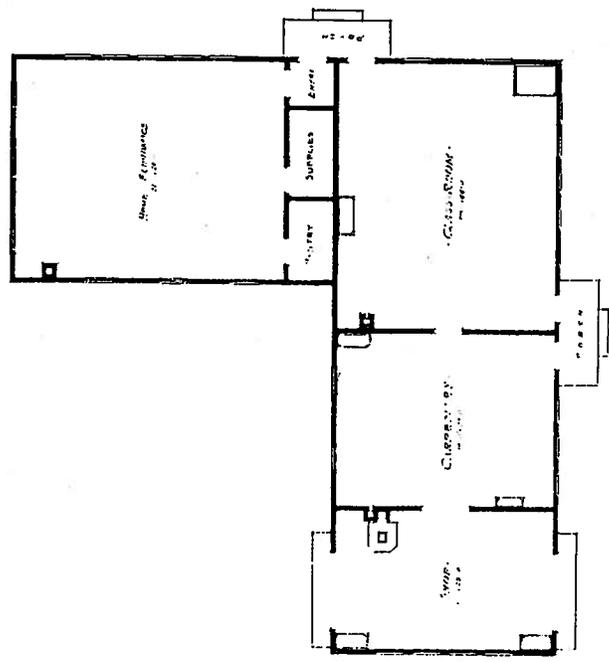
FLOOR PLAN
 COMMUNITY SCHOOL - PLAN - NO. 1
 TO FACE EAST OR WEST ONLY
 Blue prints for wood only.



FLOOR PLAN
 COMMUNITY SCHOOL - PLAN - NO. 2
 TO FACE EAST OR WEST ONLY
 Blue prints for brick or wood.



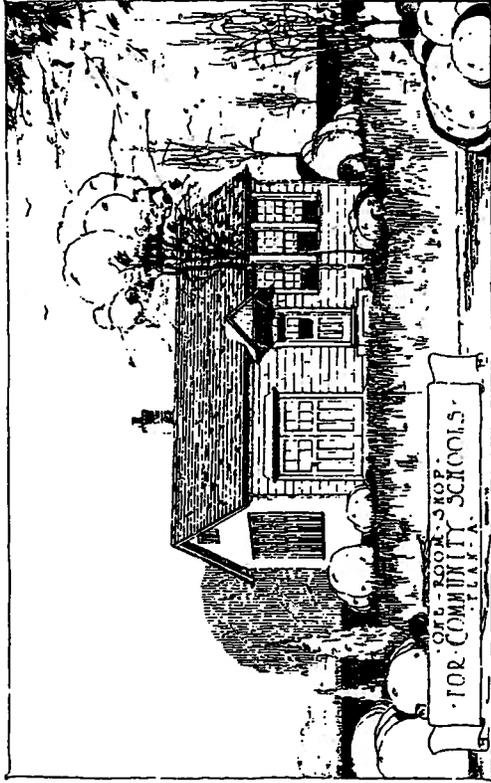
SHOP - PLAN - B



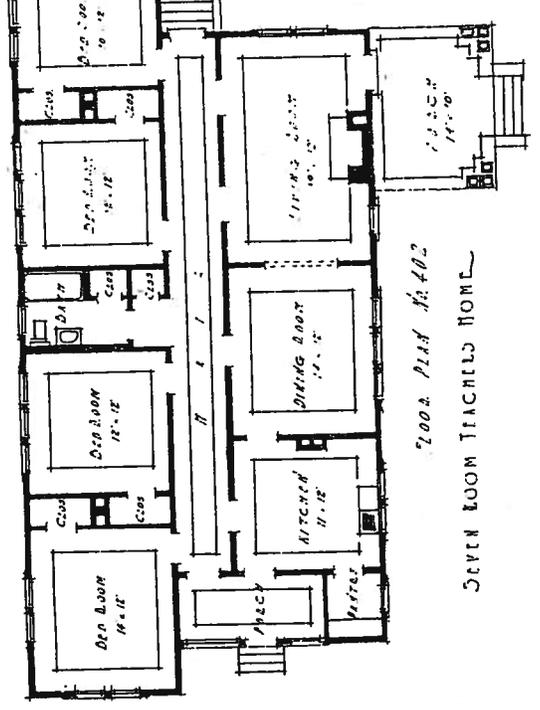
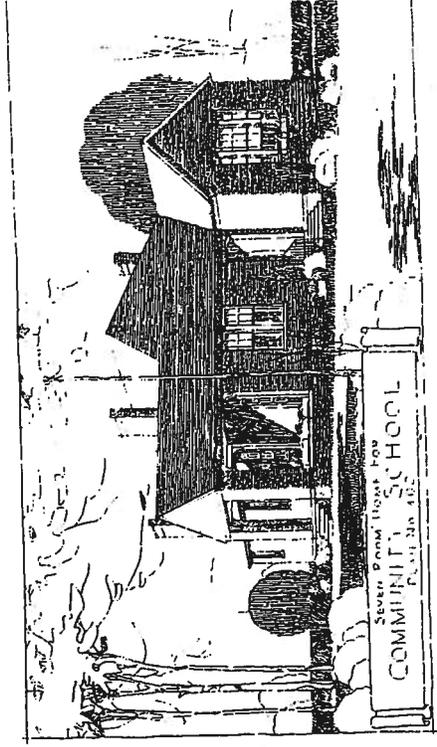
PLAN C
FIVE ROOM SHOP FOR COMMUNITY SCHOOLS

Blue prints for brick or wood.

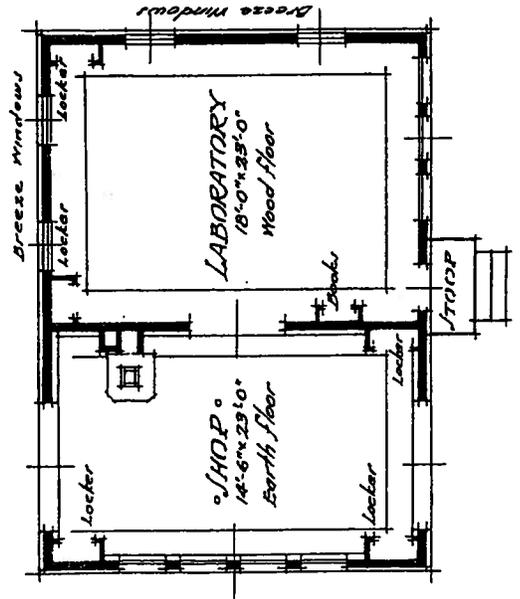
Blue prints for brick or wood.



Page 12 COMMUNITY SCHOOL PLANS

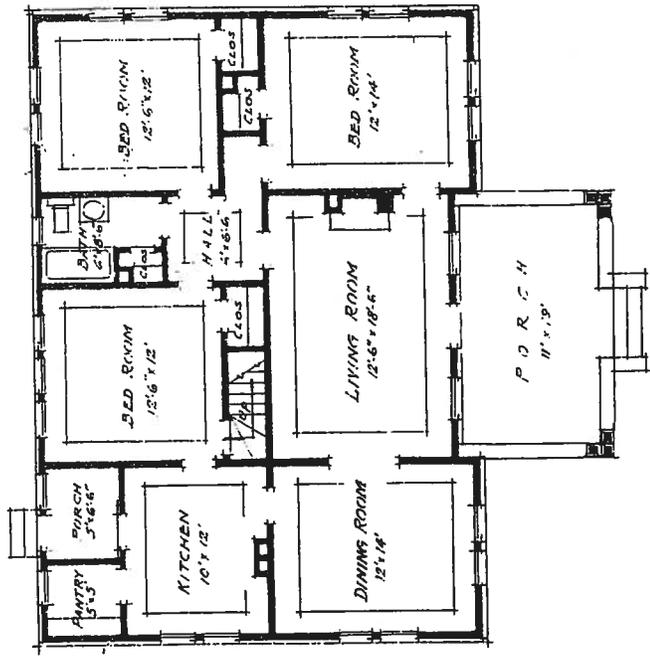
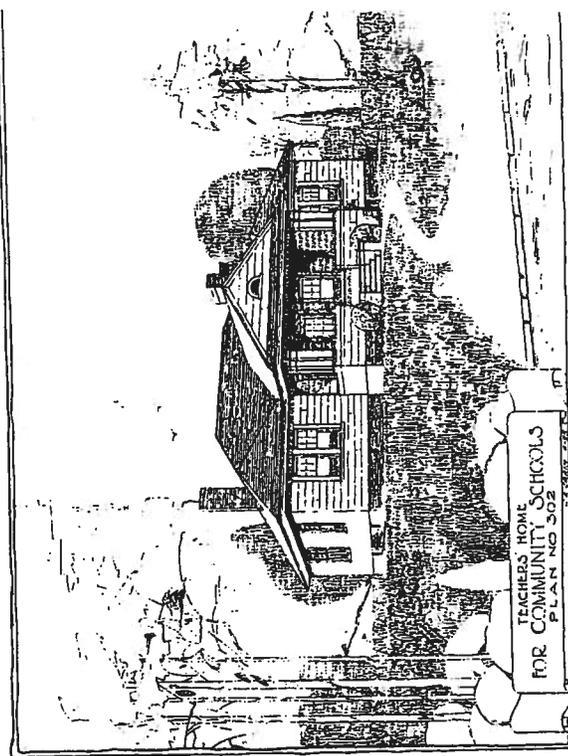
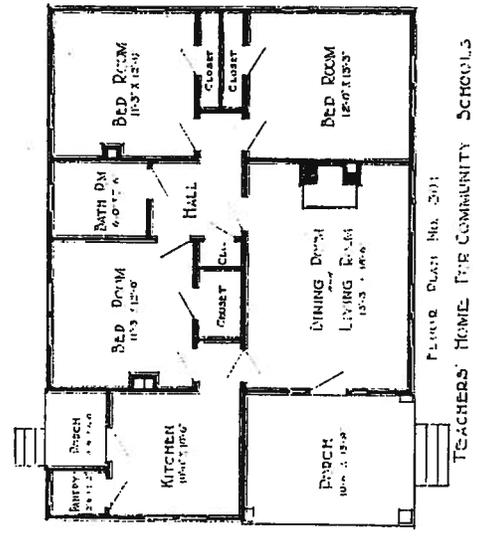
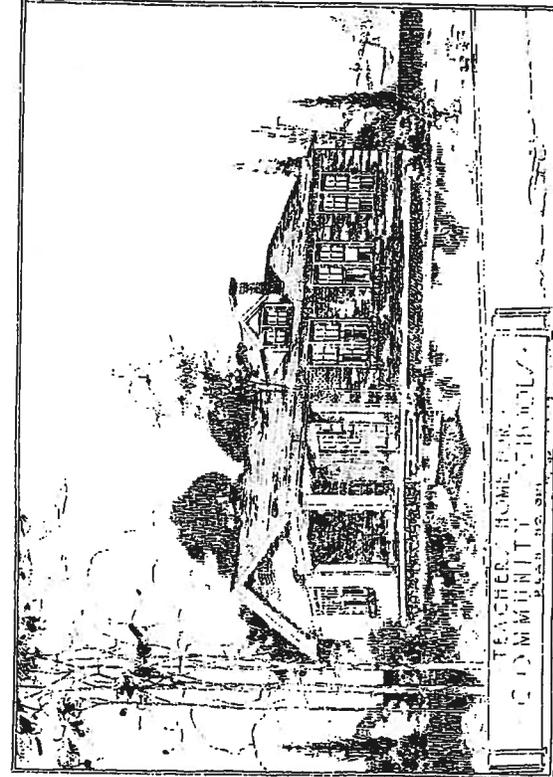


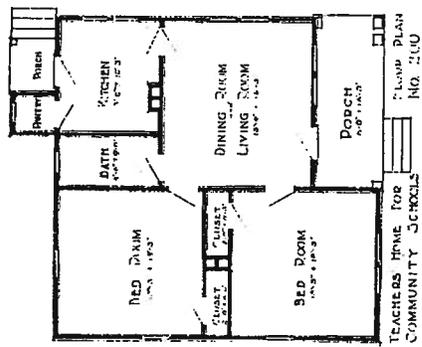
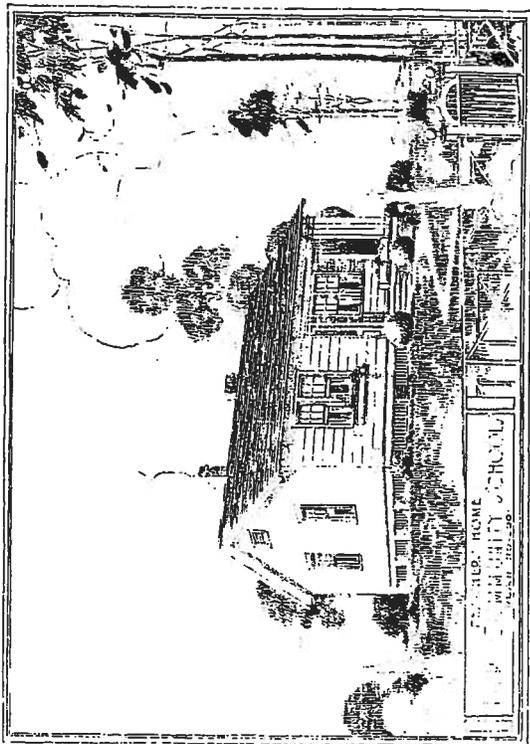
Blue prints for brick or wood.



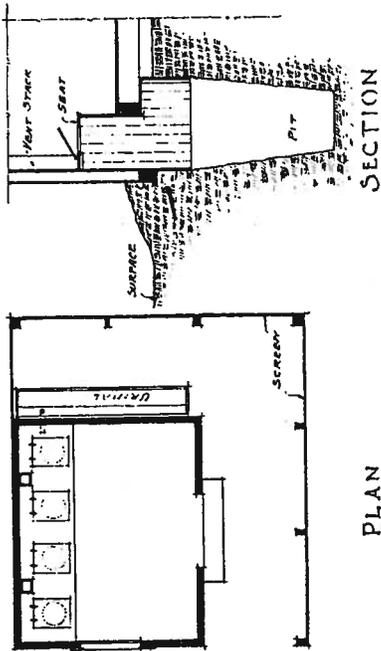
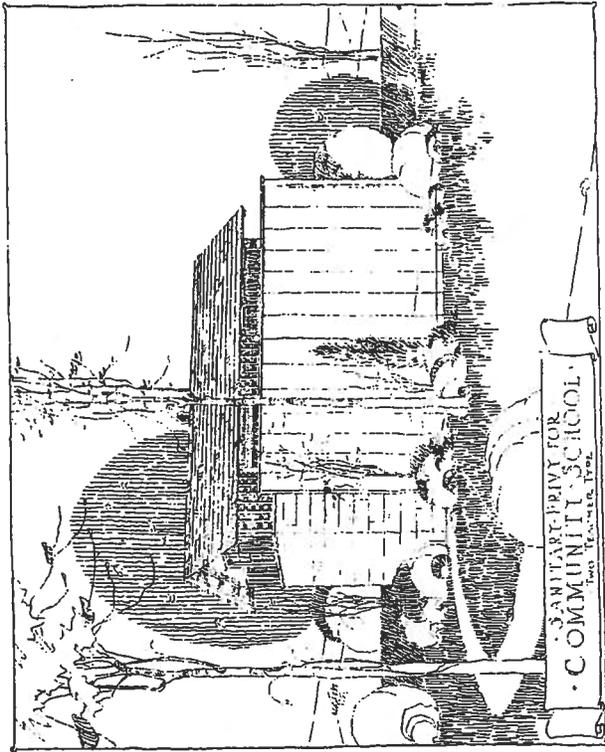
SHOP-PLAN-A

Blue prints for wood.





Blue prints for brick or wood.



RURAL SANITARY PRIVIES

It is not our purpose in issuing this pamphlet to set up standards for sanitation in any of the Southern States, as this duty belongs to the State Board of Health in each state. What we are trying to do is to get every community where a Rosenwald school is built in touch with the State Board of Health through the County Superintendents and State Department of Education in every state through which we co-operate. If, however, the state plans for sanitary privies are not available, one of the three types shown in Pamphlet No. 15 should be selected and built. This office will furnish blue prints, etc., through the various State Departments of Education on request.

Every school receiving aid from the Julius Rosenwald Fund is required to have two sanitary privies built on a plan approved by the State Board of Health of that state for that particular section in which the building is erected. These should be located a safe distance from the schoolhouse and sufficiently far from the water supply to eliminate any possible danger of contamination through soil pollution and improper up-keep. They should be painted in keeping with the school and properly screened from view. Payment on the building will be withheld by the State Department of Education until the community meets this part of the agreement. Every teachers' home should have at least one sanitary privy; the larger houses should each have two.

No one type of rural privy is considered suitable for all sections of a state, owing to certain geological variations. It would, therefore, be unwise to suggest a type that would be sanitary for all states in the South through which the Fund operates. The only safe method is to consult the Director of Sanitation of the State Board of Health, giving him the necessary information as to the county in which the school is located, the character and slope of the land, and the number of pupils in the school. He will, doubtless, supply a blue print of the plan to use, accompanied by a bulletin and necessary details to enable any carpenter to construct a sanitary privy at a reasonable cost.

The three types most commonly used in the South are:

1. The Pit Type, made fly-proof, for areas where the distance to rock in horizontal strata formation is generally not nearer than 10 feet of the surface, and located so that the adjacent water supplies are not menaced.
2. The Concrete Septic Tank Type, where the Pit Type is not safe; i. e., where the soil is too shallow and the water supply would be in danger of pollution. This type is more expensive than the Pit, but is generally considered more sanitary if properly cared for.
3. The Concrete Vault Type, or removable water-tight receptacle, for localities where neither the Pit nor the Septic Tank is considered safe. This type will have to be emptied at regular intervals.

In making the privy house at least one seat should be made low enough for the small children. The number of seats necessary in a privy will depend on the number of children in school—generally one seat for every fifteen to twenty children is satisfactory.

GENERAL SPECIFICATIONS AND DIRECTIONS FOR "COMMUNITY SCHOOL PLANS"

Frame, Brick Veneer and Brick on Hollow Tile Construction. One-story Buildings

Foreword

First locate a good site, containing two acres or more, well drained, but level enough to serve all the needs for the buildings, playgrounds, agricultural plots, etc.; then determine the number of children to be served, the direction the building is to face and select the plan accordingly. A plan designed to face east or west would not be suitable to face north or south, and vice versa. If care is taken in selecting the plan and facing it according to directions, every classroom will receive either east or west light. No classroom should receive north or south light.

General Conditions

The board reserves the right to reject any and all bids and to require satisfactory bond from the contractor or foreman for the faithful execution of the contract.

The contractor will be required to supply all labor and material of every kind necessary for the completion of the building in strict accordance with the plans and specifications. If the building is to be erected by furnishing the material and employing a foreman, he should be required to do the work exactly according to plans and specifications, and be held responsible for any errors in construction.)

All materials must be the best of their respective kinds, as herein specified, the work executed in the best, most thorough and workmanlike manner.

The contractor shall lay out the work and be responsible for its correctness. Should any error appear on the plans, it must be reported at once to the board for correction, otherwise it will be done at the contractor's risk.

The plans are a part of the specifications and should anything be shown on the plans and not mentioned in the specifications or vice versa, the same is to be considered a part of the contract and carried out in full.

Wherever free labor, material or anything of value is contributed as a part of the contract price, accurate account of this should be kept in detail, including the estimated value, and reported to the school authorities.

The contractor will be held responsible for the safety and good condition of the work and materials until completion and final acceptance and he shall make good any defects due to improper workmanship or material which may appear in the work either before or after final acceptance of same.

The board of education and their authorized representatives at all times have access to all parts of the work for the purpose of inspection and may reject any or all workmanship and material not in accordance with the contract. Upon notice of poor workmanship or material, the contractor shall promptly remove same and replace according to plans and specifications without additional cost.

Any extra work, not called for in the contract, must be authorized in writing by the board and the cost agreed upon before such work is begun, otherwise the board will not be obligated to pay the extra charge.

Upon completion of the work the contractor is to remove all scraps of material and other rubbish from the grounds and buildings and leave the premises "broom clean." If paint is dropped on the floor, windows, etc., it must be cleaned off by the contractor before the building can be accepted as completed.

The contractor is to carry insurance on the building during construction to take care of both his own and the owner's interest until the completion and acceptance of the building.

Excavation

Excavate for the basement, foundation walls, piers and chimneys to the depth shown on the plans. Excavate underneath the building to clear joists and girders 16 inches. The bottom of the footings shall be level and the difference of level must be made by horizontal stepped courses. All basins and trenches must be kept clear of water. Surplus dirt is to be used to fill in around new walls and for grading the lot as may be directed.

Foundation

The foundation, footings and piers are to be built of brick, stone or concrete, perfectly true and plumb, in accordance with dimensions shown on plans. Footings should be at least 8 inches wider than walls.

All brick must be good, red, hard-burned, common brick, thoroughly wet when laid in dry weather. The mortar for the brick should be one part Portland cement to three parts clean sharp sand; 15 per cent of lime in putty form may be added after the cement, sand and water have been thoroughly mixed.

When concrete is used for the foundation a skilled workman should be employed and the materials should be of good quality. Portland cement, clean sand, and broken stone or gravel are to be used in the following proportions: one part cement, three parts sand and five parts of broken stone or gravel.

Native stone makes a desirable foundation and will be accepted if well done by a skilled mason. If stone is used mortar is to be the same specified for brick work.

Iron Work

Furnish and erect the necessary iron work to substantially complete the building according to the plans and specifications, including cast iron ventilators, wall plates, truss rods, tie rods, joist hangers, anchors and all other iron work necessary for the substantial completion of the building.

If buildings are to be brick veneered angle iron lintels are to be furnished for all openings coming in brick walls where necessary to support brick above. Angle irons are to have 6 inches bearing on the brick wall on each side of opening.

Flues

Flues are to be built from the ground up according to the size and location shown on the plans and are to be lined with fireclay to insure safety and service. If lining is not used walls must be 3 inches thick.

That part of the flue exposed between the floor and ceiling is to be plastered and painted to harmonize with the interior of the room. Thimbles are to be placed at the proper height for pipe. Where ventilating stoves are to be installed the flues should be left open from floor line for the extraction of foul air.

Framing Timber

All framing timbers, including sills, girders, joists, studs, plates, rafters, etc., are to be No. 1 pine, or equivalent, of sizes shown on the drawings.

All work is to be framed, braced and securely nailed in place in the best manner, perfectly true and plumb and in accordance with the drawings.

Bridge all joists with continuous rows of cross bridging, using 1x3-inch material with 2 nails at each end. Bridging shall not be over 3 feet apart. Bridge all bearing partitions twice and others once.

Partition studs will be either 2x4 or 2x6 as shown on plans. Form all angles solid by blocking and spiking together. Double the studs at all openings and truss over all openings between studs. All timber not other-

wise specified shall be of good grade merchantable timber free from any defects that will impair its strength and durability.

The framing for roofs is to be done as indicated on the drawings using struts, windbeams, etc., as indicated. In all cases the bearing for said struts, is to be made over a bearing partition and with brick piers placed to receive the load. All wind beams and struts are to be cross tied together with 1x3 strips securely nailed.

In buildings where large rooms or auditoriums are shown trusses are to be built to support the roof and ceiling joists as indicated.

All timbers used in the construction of trusses are to be thoroughly seasoned. Said trusses are to be securely bolted using large washers, plates, etc., as indicated on the drawings. Bearing for trusses is to be made as shown, and trusses well anchored in place. They are to be set true and straight and securely braced until the roof and ceiling framing has been properly fastened in place.

Sheathing

Cover the sidewalls, gables and roof with 3/4-inch No. 2 yellow pine or equal sheathing, put on diagonally and securely nailed on each bearing with 2 nails.

Weatherboarding

The building is to be weatherboarded with well seasoned No. 1 cypress or yellow pine siding, jointed only on bearings and well nailed. Defects are to be cut out. Corners are to be lapped.

Exterior Finish

Exterior finish, cornice material, outside baseboard, corner boards, etc., are to be well seasoned white pine or equal. Defects are to be cut out. All exterior work is to be well done, and put up to line and substantially nailed. All joints are to be weather proof joints.

All exterior wood finish including cornices, exterior trim, door and window frames, etc., is to be thoroughly seasoned before being worked.

Water tables with the proper wash and drip are to be placed over all windows, doors, etc., as indicated on the drawings. Where water tables are not indicated, the wood trim is to be sharply beveled and the siding beveled on top of same to make a thoroughly waterproof joint. All window sills, base moldings, etc., are to have drip.

Louvers in all exterior walls in attic space, etc., are to be set close together at a sharp angle to make them waterproof. They are to be screened on the back side with 16-mesh copper screen wire. The ceilings under louvers are to have an apron on top of same extending 12 inches into the attic, and set at an angle of 30 degrees to drain water which may blow through the louvers back to the outside.

All outside entrance vestibules are to have walls covered same as the outside of the building.

If the sheathing on exterior walls and on sub-floors is covered with one thickness of 15-pound saturated roofing felt securely nailed in place, it will add to the comfort of the children.

All joints are to be neatly made leaving no cracks or air holes.

Brick Veneer

Where the building is to be brick veneer the wood siding will be omitted but the detail for sheathing will be the same as in the frame building. The frame work, window detail, and foundation for brick veneer are slightly different from those of wood construction, making it most necessary that the contractor use the blue prints for brick veneer and follow the details of the drawings closely. Complete plans—three-teacher and larger—are drawn up for brick veneer construction, giving details and bill of material of each; also for shops and teachers' homes.

All face brick are to be approved red line brick designated as hard common brick.

Keep all courses level and true and vertical joints plumb to preserve the bond. Headers shall be laid in every fifth course for bonding. Brick are to be tied to the frame walls with an approved brand of wall ties, placed every 18 inches in each direction.

Build in all chases for pipes and conduits as indicated on the drawings or as specified.

All mortar used in brick work shall be made of one part cement, two parts lime, and five parts clean, sharp sand. Brands of cement and lime shall be standard grade and approved by the superintendent and board of education. Joints shall be struck with a quick strike of the trowel and left rough on the outside.

At completion the walls are to be thoroughly cleaned, using muriatic acid and water, if necessary.

Brick on Hollow Tile

Brick on hollow tile will cost somewhat more than brick veneer on frame and less than solid brick, but this kind of structure makes a most satisfactory building, practically fireproof, and said to be cooler in summer and warmer in winter than solid brick.

If this type of construction is selected, omit the framework, using the same dimensions and same specifications as shown on blue print plans for brick veneer. One skilled in the use of hollow tile should be employed to do this work.

Solid Brick

If desired, solid brick may be used by omitting framework, following the same dimensions and general specifications as shown on blue prints for brick veneer. A skilled bricklayer should be employed to do the work in a first-class manner.

Ceiling

Note: The interior of the building may be finished with plaster, T. & G. ceiling or other standard material. Brief details for wood ceiling and plaster are given. The school board may take choice.

1. Wood Ceiling:

All interior walls and overhead are to be ceiled with No. 1 well seasoned T. & G. ceiling not over 3 1/4 inches wide and not less than 1/2 inch thick, secret nailed on each bearing and well driven up. Avoid hammer scars.

Entrance vestibules and halls should be wainscoted 4 feet high complete with wainscoting cap, base and shoe.

It would add to the beauty and utility of the classrooms without additional cost if wainscoting should be used up to the bottoms of the windows. In placing wainscoting under the blackboards, the carpenter will be guided entirely by the height of the blackboard shown on the plan.

2. Interior Plastering:

The interior is to be lathed with good quality of wood lath, well seasoned, free from sap, bark or dead knots, and of uniform thickness, laid 3/8 of an inch apart with four nailings or more to the lath. Joints are to be broken every 18 inches. Before being put on the laths are to be thoroughly wet. If metal laths are used a standard grade should be bought. If hollow tile is used no laths will be needed, the plaster being placed directly on the tile.

Note: Generally it is much better, especially in the smaller buildings, to use T. & G. ceiling, or metal ceiling for the overhead, plastering only from the wainscoting to ceiling. The school board is to determine the kind of ceiling to be used and specify it in the contract.

At least two coats of standard quality of plastering are to be put on by a skilled workman. The last coat is to be sand finish, floated to an even surface, with a texture corresponding to No. 1 sand paper. The plaster is to be mixed in proportions of one part plaster and one part lime putty.

Flooring

Every building is to have a sub-floor and a finished floor. The sub-floor is to consist of 3/8-inch No. 2 pine, laid diagonally across the floor joists driven closely together and securely nailed on each bearing.

The finished floor shall be No. 1 well-seasoned pine flooring, or equivalent, not more than 3 1/4 inches wide, secret nailed and well driven up. Avoid hammer scars. No two end joints shall occur together. After completion the floors shall be carefully planed to a smooth surface, and should be oiled.

Roof

The building is to be covered with wood shingles of good quality dipped in green preservative stain, or with the best quality of composition shingles, guaranteed. In either case the shingles are to be put on in a workmanlike manner.

Note: The Board of Education is to decide which roof is to be used, specifying this in the contract.

If composition shingles are used the sheathing should be laid close. The exposed side of all sheathing for roof extending outside the walls at the eaves and gables is to be smoothly dressed, unless box cornice is used.

Roof valleys and chimneys are to be flashed with ample tin of good quality painted on both sides.

Ridges may be covered with galvanized iron or hip roll. In case of wood shingles either the iron or 1x6-inch ridge saddle boards might be used.

Windows

Window sizes and location are to be the same as shown on the plans. Windows are to be double hung with standard cords, weights, and pulleys. Window sash is to be 1 1/2 inches thick, check rail, made of good grade of pine, cypress or poplar glazed with D. S. glass and accurately balanced over pulleys so that they will run smoothly. The weight boxes should be so constructed that access may be easily had to the weights and cords. Window fasteners and lifts are to be put on each window. 1 3/8-inch sash will be satisfactory for double-hung, 13-light windows with panes 10"x14". If larger panes are used or if the size of the windows is increased, the sash should be 1 1/2 inches thick.

Doors

All doors are to be the same as that shown in schedule of doors on plans. The floors throughout are to be made of B grade pine, cypress, or equivalent, hung with three 4-inch loose pin butts and furnished with good mortise locks, to be selected by the owner.

Frames for Doors and Windows

Window frames are to be made of No. 1 well-seasoned lumber, built according to details for check rail windows and must fit sash accurately. Set window frames exactly as shown on plan under window details, being careful to have mullions no wider and windows no lower than shown on plans. If brick veneer construction is used follow closely the detail for brick veneer.

Door frames are to be substantially made of No. 1 well-seasoned material, carefully put together and set plumb in openings, following carefully detail drawings for wood, or for brick veneer construction.

Breeze Windows

The location and size of breeze windows are to be the same as that shown on the plans. The sash is to be 1 1/2 inches thick, pivoted with heavy cast iron pivots and provided with transom lifts or other satisfactory

means of opening and closing. Outside breeze windows should be screened to prevent excessive cross light. Every classroom must have breeze windows for cross ventilation.

Interior Finish

All interior finish is to be No. 1 well-seasoned material, closely jointed and put up with casing nails. No hammer scars must be shown.

The baseboard shall be No. 1 material beveled at top with quarter round or shoe mold at the bottom extending all the way around the room.

Put quarter round in all corners and angles. Where picture mold is used it should be placed about 18 inches below the ceiling and painted the same color as the other interior trim.

Built-in bookcases and cabinets are to be made of material to match the interior trim and located as shown on plan. Every regular size classroom is to have approximately 40 lineal feet of standard grade blackboards, located as shown on the plan, set 28 inches above the floor for primary grades, 30 inches for intermediate and about 34 inches for upper grades.

Movable Partitions

Where movable partition is desired for auditorium purposes it is suggested that a standard make of folding doors be bought and installed according to directions given by manufacturers. Care must be taken to truss and support the folding doors overhead to prevent sagging. Or, where there is a scarcity of money, the blackboard partition with blackboard on both sides of the frame should be installed according to details shown on plans. (This latter method seems to be a satisfactory device for movable partitions in small schools.)

Privies

The school must have two sanitary privies, built according to a plan approved by the State Board of Health and painted to harmonize with the schoolhouse, except where indoor toilets are to be used. (See special plan and directions for privies in Community School Plans (Revised 1928), and also Pamphlet No. 15.)

Painting

The building is to be painted inside and outside by a skilled workman, according to directions and color chips shown on blue print and in Pamphlet No. 14. All paint dropped on floors, walls, or windows must be removed by the contractors.

Heating

Where school buildings are to be heated by stoves, only the jacket ventilating type should be installed, which provides fresh air intake through outside wall and foul air extractor. This system insures not only proper ventilation but even distribution of heat and is recommended in lieu of the old radiating type of stove.

Where heating is to be done by means of a furnace, the basement should be made as near the center of the building as possible and the floor plans of the building sent to the heating company for a layout of the piping, etc. The heating company is to install the plant in accordance with state laws and guarantee it to heat all rooms of the building to 70 degrees Fahrenheit in coldest weather of that community.

Cleaning

After the building is completed all rubbish, scraps of material, etc., are to be removed from the building and grounds. The grounds should be graded and beautified by the community in accordance with directions found in Community School Plans.

SUGGESTIONS FOR BEAUTIFYING SCHOOL GROUNDS

In selecting a site for a schoolhouse, care should be taken to secure a plot with a gentle slope, containing rich, black loam soil that can be plowed readily. But if the building is already constructed on a site containing poor soil, it should be well manured before beginning to beautify the grounds.

Grading and Surfacing

As soon as the building is completed the surface must be cleared of all building debris, rubbish, rocks, or other materials which would interfere with plowing. Grade the top by plowing and scraping off any high bumps and filling in low places so as to leave the surface of a gentle, harmonious appearance. Carefully measure and stake off the walks leading from the public road to the building, from the school to the privies and the well, etc. Plow all the area which is to be planted to grass, shrubs, trees, and vines.

Principles in Laying Out Roads and Walks

Very short walks should usually be straight. Longer ones should have gentle, graceful curves. Make walks wide enough so that two persons can comfortably walk side by side on them. Driveways should be wide enough so that two vehicles can pass if necessary. Definite edgings should be made for walks and driveways. These may be of rocks, bricks, or concrete curbs. Place the walks and roads where they will be most convenient and usable. Make the surfaces of the most durable materials available, considering economy and funds; cinders, broken stone, gravel, sand-clay, brick, or concrete.

Starting Lawns

Grass should be started on all areas not to be used for agricultural purposes or particular parts of playgrounds where it would be objectionable. Tennis courts and basketball courts should be left free from sod. Grade the edgings near roads and walks to blend harmoniously with the grades of said roads and walks. Hand rake the surface and clear away any litter left by the plowing. Any steep slope or terrace should be sodded with blue grass sod or Bermuda grass sod, carefully placed tamped, and pegged. If such sod is not too expensive, it may be used on much of the surface; but usually seeding is satisfactory and economical. Seed at the rate of about one pound of good grass seed per square rod. The grass mixture for most Southern States should include perennial rye grass, one pound of Kentucky blue grass, one-half pound of white clover, and one-half pound of lespedeza. Mix the seeds together before sowing. Rake the grass seed in with a hand rake as soon as it is sown. Never cover it very deep. When the grass is up six inches or so, mow it with a hand blade and after the finer grasses have established themselves use the lawn mower frequently to prevent seeding. Spread top dressing of well-rotted manure on lawns every winter, and let that remain until early spring.

Planting of Shrubs

Shrubbery of a number of kinds should be chosen for planting at suitable places. Among the best kinds for Southern school grounds are the following: Native—raspberries, blackberries, roses, sumac, dogwood, hick

bush, small cedars or pines, hazelnut or elderberry. Common shrubs from home yards—Hlac, sweet syringa (mock orange), bush roses, Japanese barberry, hydrangea, snowball, hibiscus (Althea), golden bell (Forthia), dent-zia, privet, spirea, weigela, bush honeysuckle, azalea, rhododendron, laurel, small arbor vitae, small spruces, and other smaller evergreens.

Places for Planting Shrubs

They should be planted at the angles and curves and near the ends of walks and roads; along foundations and corners of the building; as borders or screens to hide shop buildings, privies, wood houses, etc., and in the corners of the grounds, suiting the shrubs to the places.

Plant low shrubs along low foundations, near the end of walks, and under windows, and higher shrubs to serve as a screen or to occupy a conspicuous place in the back corners of the grounds. Always mass the shrubs in a natural way, never in formal manner. Imitate nature in this regard.

Flowers may often be planted around clumps of shrubbery. There are so many varieties of flowers suitable for all parts of the South that no teacher will have any trouble in selecting several beautiful kinds in any community.

Use of Vines

Perennial vines which will endure many years should be planted where their growth will add to the beauty of the situation. Grape, honeysuckle, Clematis, wistaria, Virginia creeper, and bitter sweet grow best on fences and trellises.

Quick effects are secured by planting annual vines for a single season, but perennials should eventually be used. Good annuals are morning-glory, cypress, Japanese bean, and other flower beans—gourds, etc.

Tree Planting

Avoid the destruction of large shade trees as far as possible, unless they obstruct the light in classrooms, or needed space in playgrounds, etc. Walks or roads may be curved around them to save them.

Plant rows of trees along the public road 20 to 40 feet apart, along the outer lines of the school ground, and scatter a few in places where shade will be desirable, as on the sunny side of the main building, near edges of the playgrounds and near the sides of the front lawn. Never plant trees close enough to classroom windows to cut off the sky light.

Along the roads plant permanent trees, such as native oaks, hackberry, elm, gum, ash, spruce, pine, cedars, magnolia, etc. For quick effects good kinds are walnut, pecan, hickory, maple, etc.

Transplanting Trees

When native trees are to be transplanted, select those which have no other trees near them. Move roots as far as possible, select those which have no other trees near them. More roots can then be secured. When a tree is dug, with an abundance of root, it should be replanted as quickly as possible. Dig a hole larger than the expanse of the roots and deep enough so the tree may be planted a few inches deeper than before. Trim the top of the tree abundantly, so as to more than balance the pruning of the roots caused by the digging. Fit the roots into the hole nicely. Then place plenty of good rich dirt next to the roots and tramp it in well. Proceed to fill the hole with either dirt, tramping it firmly. The surface should be well dressed with loose soil.

Trees of all kinds may be planted in late fall, winter, or early spring, but not during the growing season.

For further information, consult the Farm Demonstration Agent, the State Agricultural College, Hampton Institute, Tuskegee Institute, or your State Department of Education. Layouts on front cover and on page 3 of this bulletin will offer helpful suggestions in locating the buildings.

SOME IMPORTANT LITTLE THINGS OFTEN OMITTED IN SCHOOL PLANS

In planning the school provision should be made to purchase a sufficient number of modern, substantially built, single desks to suit sizes of the children in each classroom. A classroom 22 feet by 30 feet furnishes ample space for 45 single desks—3 rows with 9 to the row. Since a first-class desk can likely be bought delivered in quantities for \$3.00 to \$5.50 and will last at least 20 years, the cost per pupil a year is very small—not more than 13 cents for the use of a comfortable desk a whole year. The fine spirit created in building a new schoolhouse is often killed by placing old knife-carved, lime-worn desks or benches in the classrooms. Then, too, every classroom should have a teacher's desk and chair and the auditorium should be seated with a good type of opera chairs.

The floor when completed should be properly oiled and swept with a good floor brush, using a satisfactory sweeping compound. Scrubbing the floor with mop and water is detrimental, causing it to swell and splinter. The oil and sweeping compound will add to the life of the floor as well as to the comfort and health of the children. The leather duster should have no place in the school room, but a soft cloth used to rub the furniture instead.

The school should have an ample supply of pure water which should be kept in a modern water cooler so that the children may use individual cups, where arrangements cannot be made for a large tank and drinking fountains. The common dipper spreads communicable diseases, often causing epidemics which necessitate the closing of school for weeks.

Where window shades are to be bought care should be taken to secure the proper kind. A good grade of double roll or adjustable tan shade will be satisfactory. A dark green roll shade fastened at the top of the window does more harm than good and should be prohibited by school authorities. It not only shuts out all the sky light from the dark side of the room, but prevents proper ventilation from the top of the window. Where this kind of shade is already purchased it should be fastened about 15 inches below the top of the window to furnish proper ventilation and ample high sky light for the pupils on the side opposite the windows. All classroom windows should be set approximately four feet above the floor in order to protect the eyes and health of the children seated near the window side by preventing reflected light from the ground and outside objects and keeping drafts from reaching their bodies. Where the windows are already built too low, window boards properly installed will be found most helpful.

Crayon dust in the room is detrimental to the health of the pupils and teachers. Much of this dust can be avoided by placing a wire net over the chalk trough so that the eraser may not come in contact and absorb the dust in the trough. The details for blackboards on COMMUNITY SCHOOL PLANS include this important feature.

APPENDIX I: Julius Rosenwald Fund *Community School Plans*, revision of 1931

COMMUNITY SCHOOL
PLANS

REVISED IN 1931



ISSUED BY
JULIUS ROSENWALD FUND
SOUTHERN OFFICE
NASHVILLE, TENNESSEE

J. O. Johnston
Director

J T T U

FOREWORD

All school plans of the Fund, known in the states as "Community School Plans," have been carefully restudied and revised wherever needed to meet growing demands and trends in education. We have had Mr. Walter R. McCornack as consultant architect in this important work. The actual direction of designing and drafting the plans and details has been under the supervision of Mr. J. E. Crain, who was formerly with the Fund. No important changes were made except after consultation with and agreement of the staff of the southern office. Mr. W. F. Credle, Associate in the southern office, who is chairman of the Executive Committee of the Interstate School Building Service, called into conference with the staff and architects the members of this Committee for their reactions and final approval of the revisions.

In keeping with the principles adopted by the Fund for the past eleven years, which are now generally accepted for rural and village schools by the National Council on Schoolhouse Construction and the Southern Interstate School Building Service and leading school architects, all the plans are for one-story buildings; and two plans are designed for each teacher-type. One of these is to face east or west, the other to face north or south so that, as a result, all classrooms will receive east or west light only.

The Georgian-Colonial style has been used throughout, since it is important to the community to have architectural character in these buildings. This style

is well defined in the east-west plans but blends into the classical in the north-south plans.

There are a number of standards of room arrangement in the plans for schools above a three-teacher type. For example, there is a small library room so placed in each plan at the rear of a classroom that it may be supervised easily by the classroom teacher. Likewise, there is a community room in each building from the one-teacher type up, which may be used for group meetings, improvised health clinics, home economics, etc. All plans are so arranged that they lend themselves easily to future additions: an eight-teacher building may be extended to have the same appearance and functions as the twelve-teacher type. In schools from the six-teacher type to the twelve-teacher, two vocational units, one for the boys' work and the other for the girls', are joined direct to the auditorium on the airplane style plans and by cloister to the H plans. A central heating plant and modern indoor toilets are included in each of the larger plans.

In order to furnish flexibility in the size of rooms to meet the needs of new ideas in educational programs, each plan is so arranged that the rooms may be reduced or enlarged with but slight added cost.

Since but few buildings have been built by aid of the Fund for the larger types in odd numbers, no plans are offered for types seven, nine, and eleven, using only the even numbers from the six-teacher type up. The number of shop plans has been reduced from six to four; and the teachers' homes, to three.

As a further step toward better construction, we have arrangements now with the State Departments of Education whereby the State Directors of Schoolhouse Planning and Construction are to give personal attention to

the adaptation and supervision of construction in all the larger types of buildings and for all types in some states. They will work in cooperation with the State Agents of Negro Schools in securing better construction and equipment, based on careful study of conditions and adapted to the needs of each community.

In its work of schoolhouse construction the Fund cooperates with and receives many helpful suggestions from the Interstate School Building Service, an organization composed of the various southern state directors of schoolhouse construction and their associates, with headquarters at George Peabody College, Nashville.

The Fund will continue to furnish plans, without cost, to all the southern states for both colored and white schools, through the State Departments of Education. This service has been given since 1920 and has stimulated wholesome developments in education for both groups.

If other plans prepared by the State Departments of Education or by architects are to be used, preliminary sketches should be submitted to this office by the State Departments (wherever aid from the Fund is expected) before the contract is let or work of construction is begun.

S. L. SMITH

Director for Southern Schools
JULIUS ROSENWALD FUND

LOCATION

In locating the school site, careful consideration should be given to the distance from other schools with a view to consolidating two or more small communities wherever possible. Failure to do this often results in placing the schools too close together, thereby retarding consolidation. A large central school is more economical in money, time, and efficiency, and should be built wherever practicable. But before making final decision as to the exact location, a careful study of the population to be served and the present and charted permanent highways should be made. All things being equal, preference should be given to a site at or near well established crossroads.

The school grounds should be rectangular in shape with one axis about one and one-half times the other, and should contain at least two acres for a one- or two-teacher school. More than this should be provided for larger types, to furnish ample space to meet all the demands of a modern school—proper location of the buildings, space for playgrounds, agricultural plots, and parking. It is a decided advantage to select a site with shade trees, for it requires several years to grow these. The land should be the best and most fertile in the community. Last but not least, due consideration should be given to the selection of a place where an ample supply of pure water may be had on the school ground.

THE SCHOOLHOUSE

In selecting the design for the building due consideration should be given in securing a plan large enough to accommodate the pupils belonging, with allowance for an increased enrollment which a new modern school is sure to draw. Before final decision is made it is necessary to know the number of grades and approximate

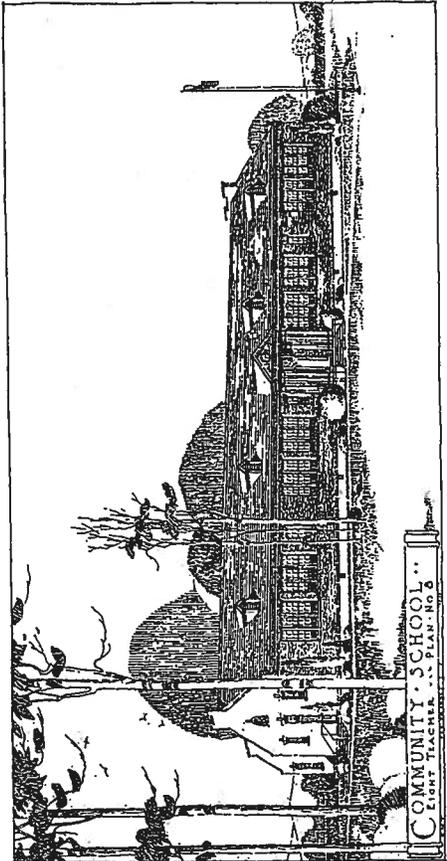
number of pupils in each grade, the proposed program of studies, including vocational work for both boys and girls, and the needed library facilities. It is important to select a plan that lends itself easily to future additions.

When the location is agreed on, determine what direction the building is to face, keeping in mind the fact that a plan designed to face east or west will not suit to face north or south and vice versa. The direction each plan is to face is shown on the blue print. All plans are so arranged that every classroom will receive east or west light only.

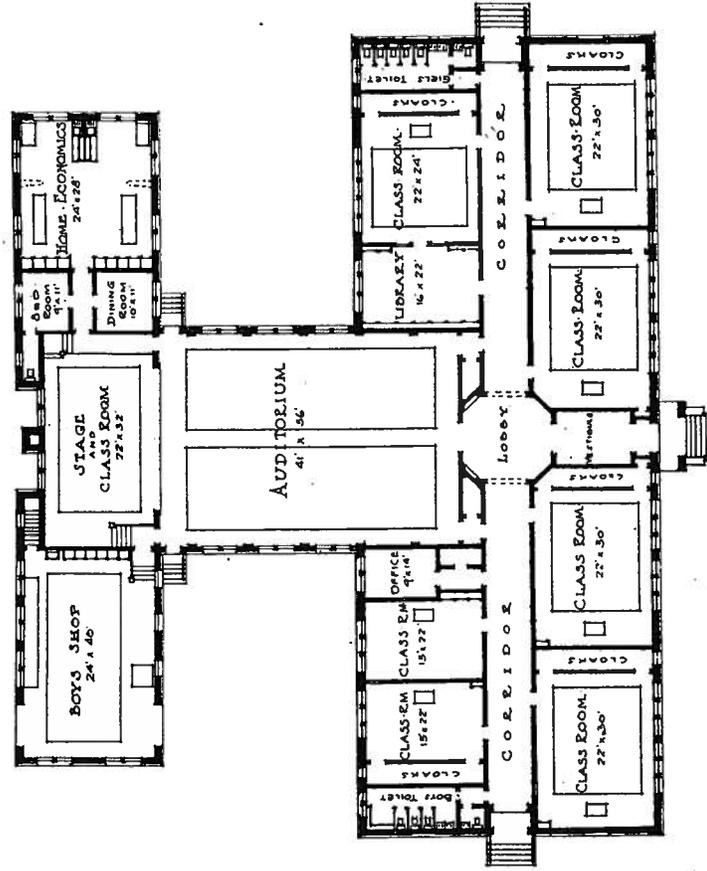
In addition to the designs shown in this bulletin, the Fund has available plans below the six-teacher type worked out in detail for wood construction, which will be furnished through your State Department of Education on request. It is cheaper in the end to erect permanent buildings, as they are more durable, safer, and more attractive, and the cost of up-keep in painting and repairs will be much less—more than enough over a period of a few years to offset the added initial cost.

Much care should be exercised in locating shops and teachers' homes where they will be most convenient and at the same time not interfere with the playground space.

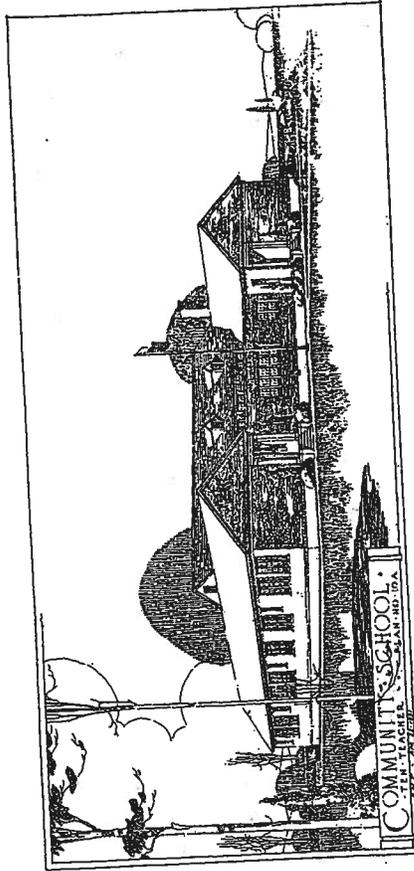
Plans for privies are also worked out in detail, using the most inexpensive type of construction to be sanitary, for use where indoor toilets are impracticable. Secure suitable plans from your State Department of Health and get suggestions from the sanitary engineer as to how and where to build them. In case you are not able to get these plans from the State Department of Health, use the plan shown in this bulletin, which can be enlarged without difficulty to suit the needs of the school. Generally one seat for each 20 to 25 pupils enrolled will be sufficient. Every school should have two privies.



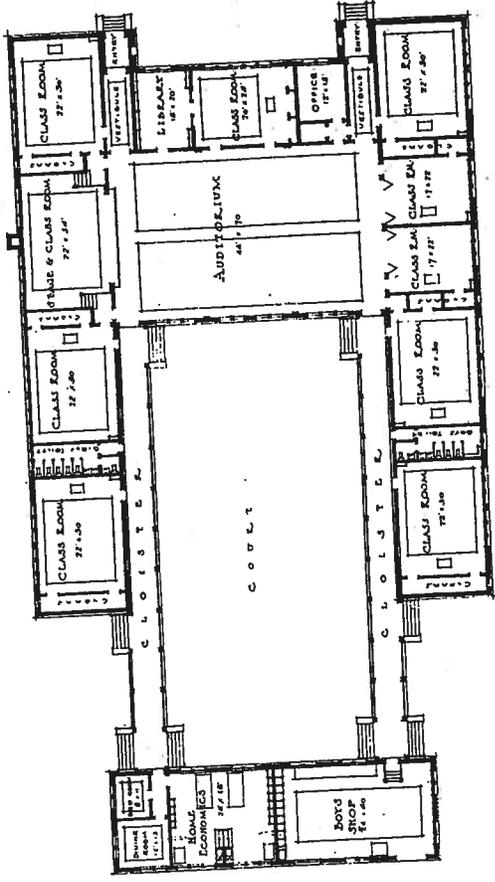
COMMUNITY SCHOOL
EIGHT TEACHERS - PLAN No. 8



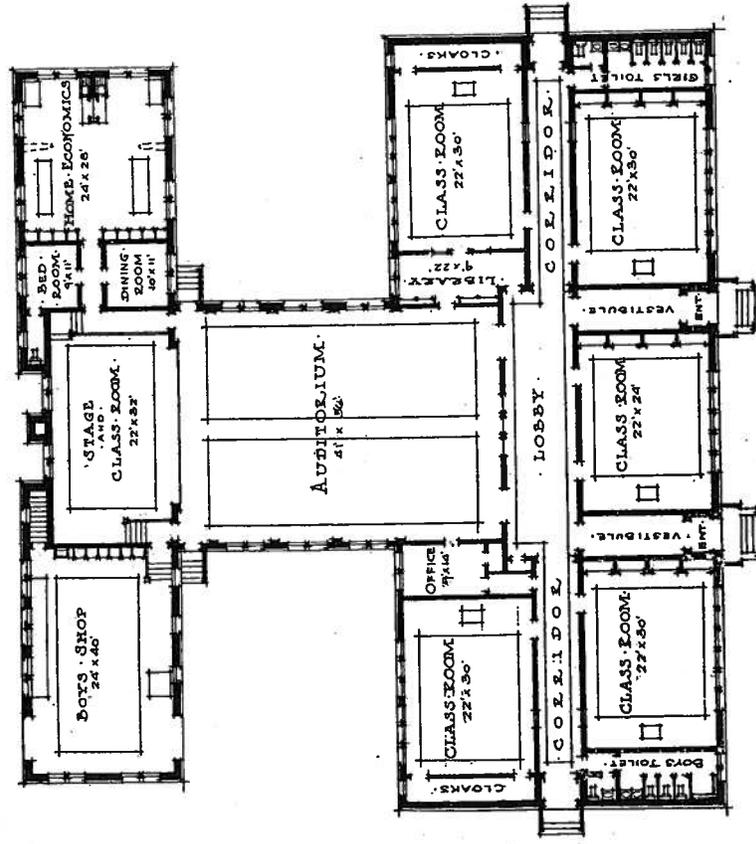
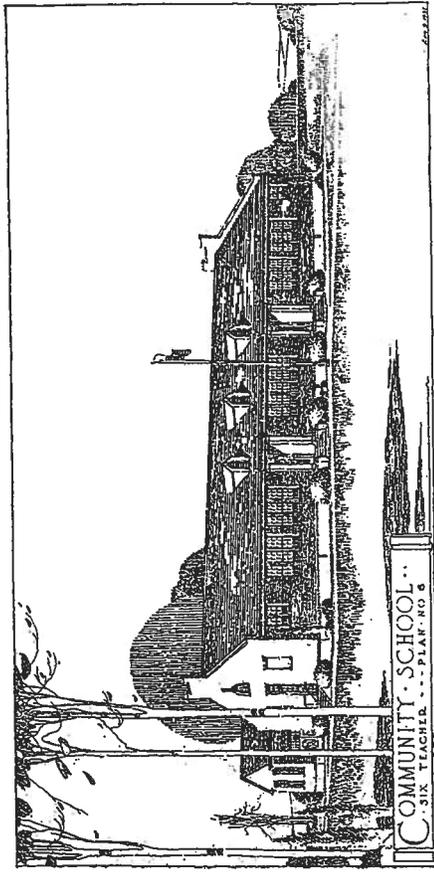
FLOOR PLAN No. 8
COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY.



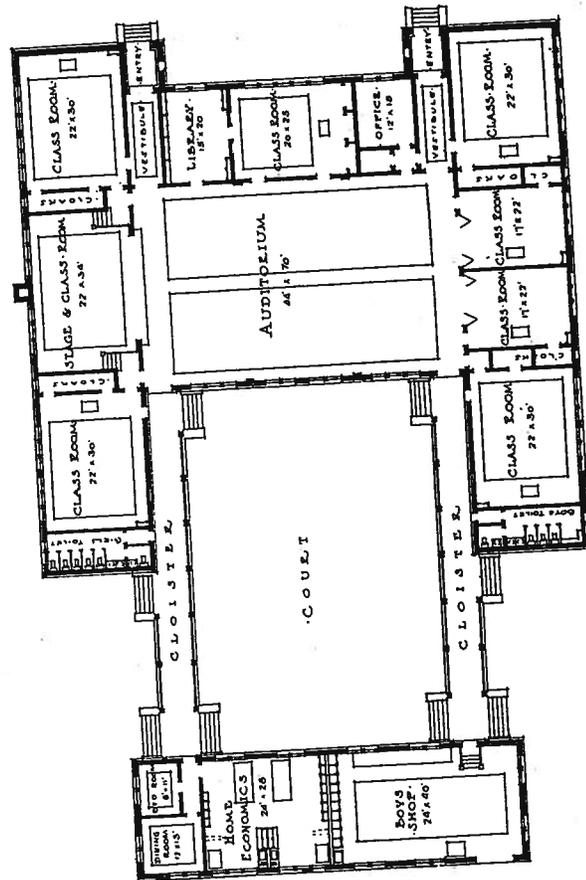
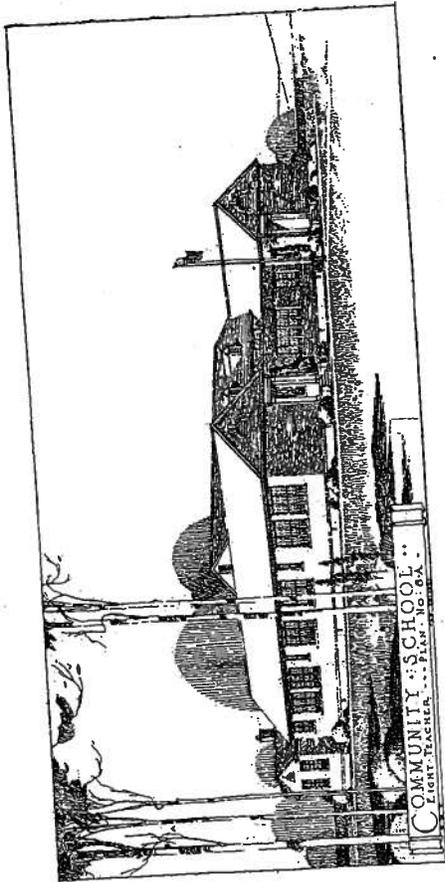
COMMUNITY SCHOOL
TEN TEACHERS - PLAN No. 10-A



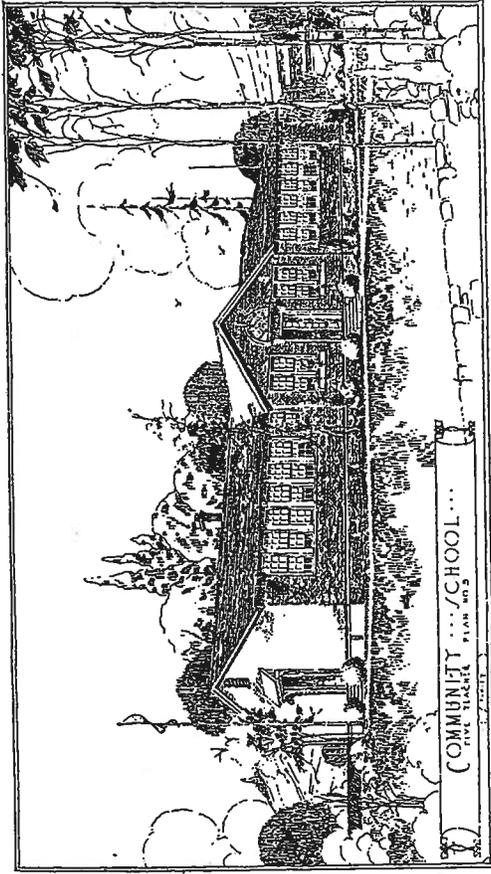
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COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY.



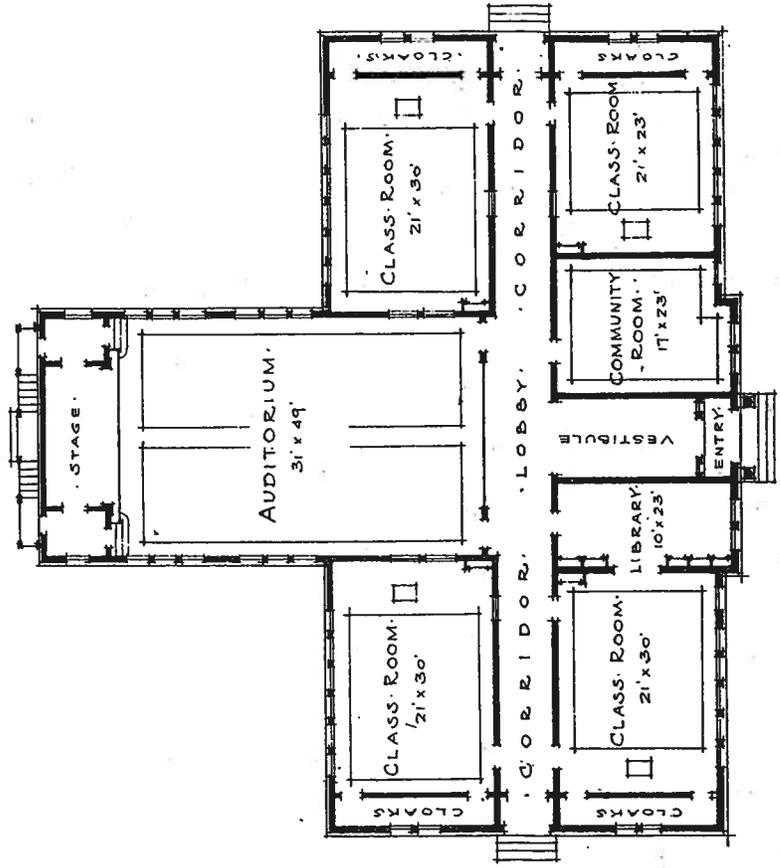
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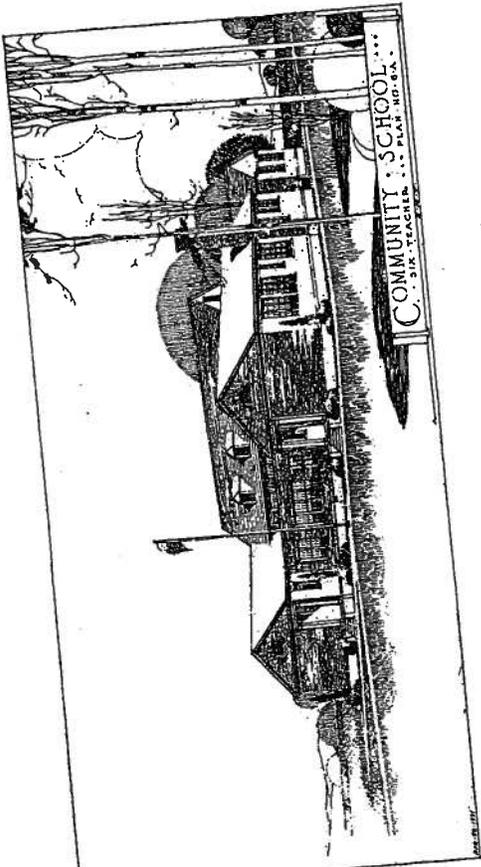
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 COMMUNITY SCHOOL
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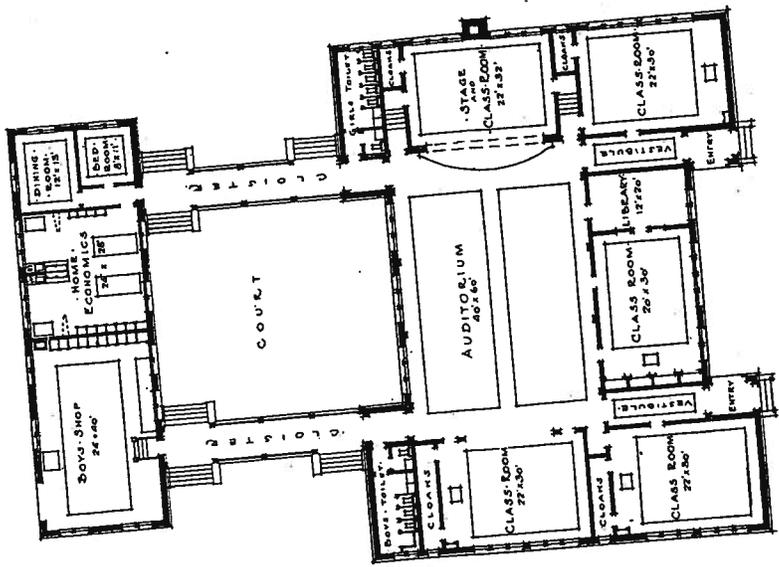
COMMUNITY SCHOOL
PLAN NO. 5



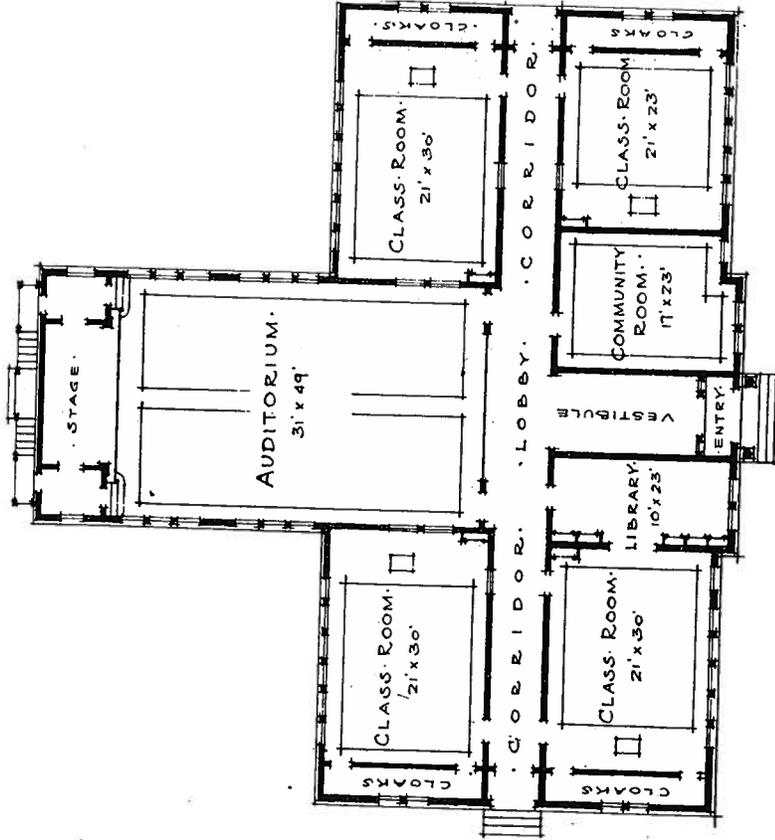
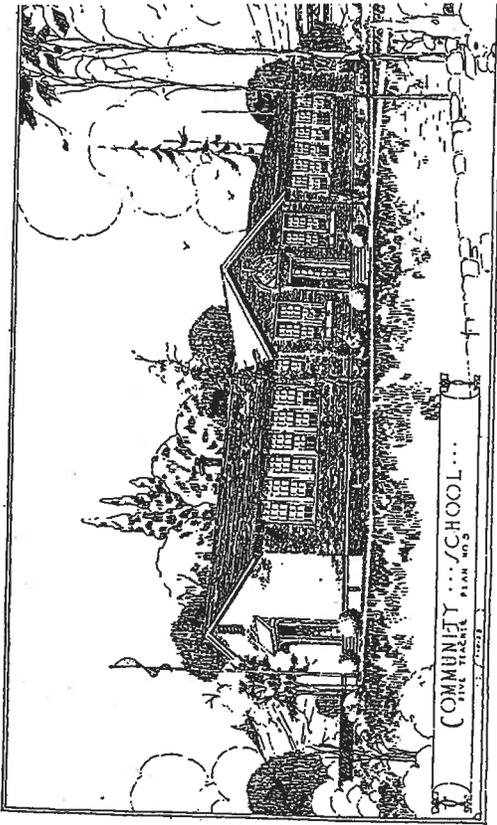
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TO FACE EAST OR WEST ONLY.



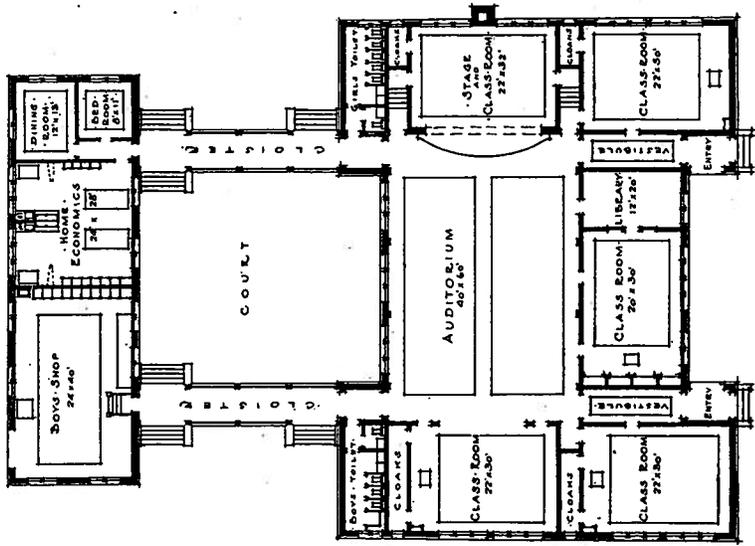
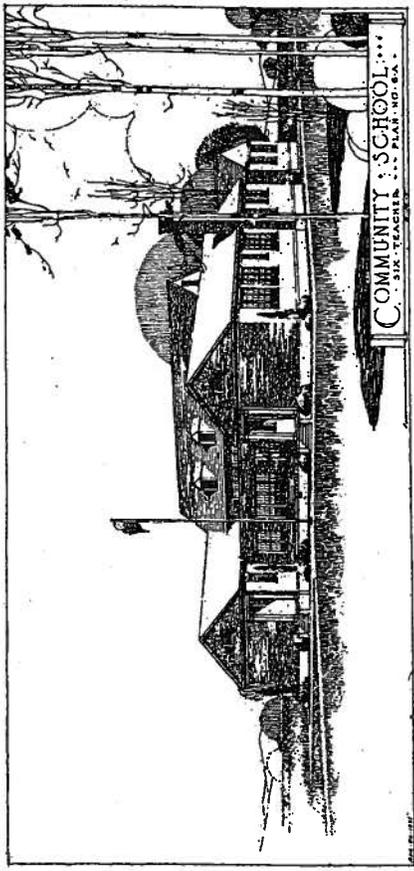
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PLAN NO. 6-A



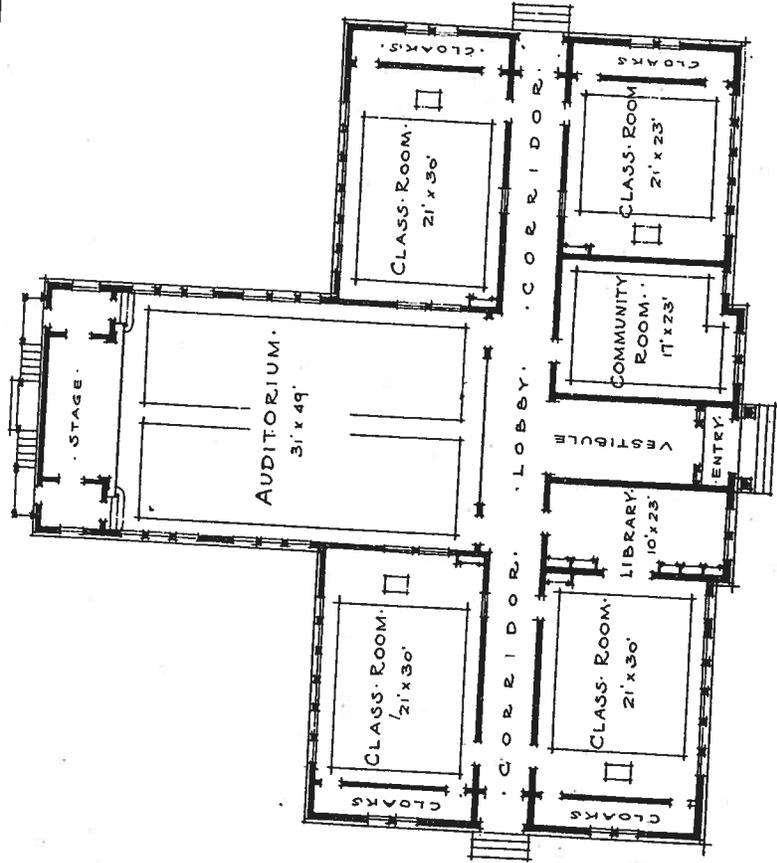
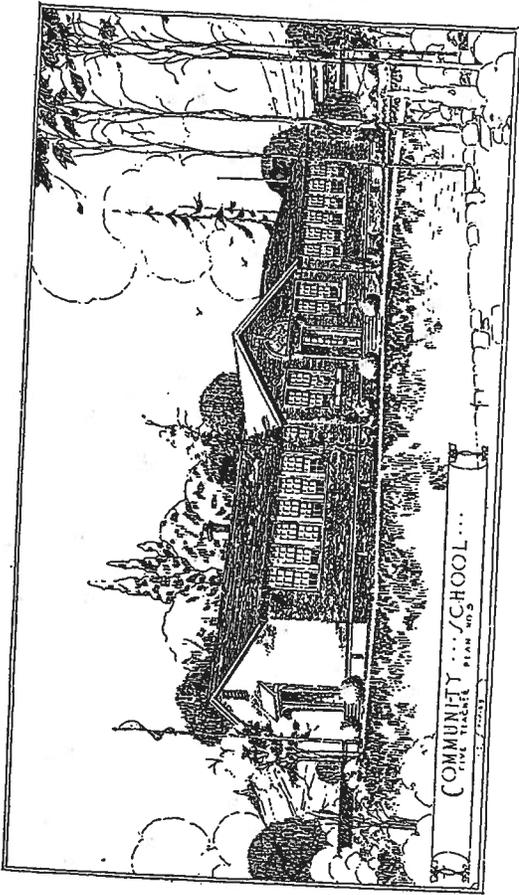
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TO FACE NORTH OR SOUTH ONLY.



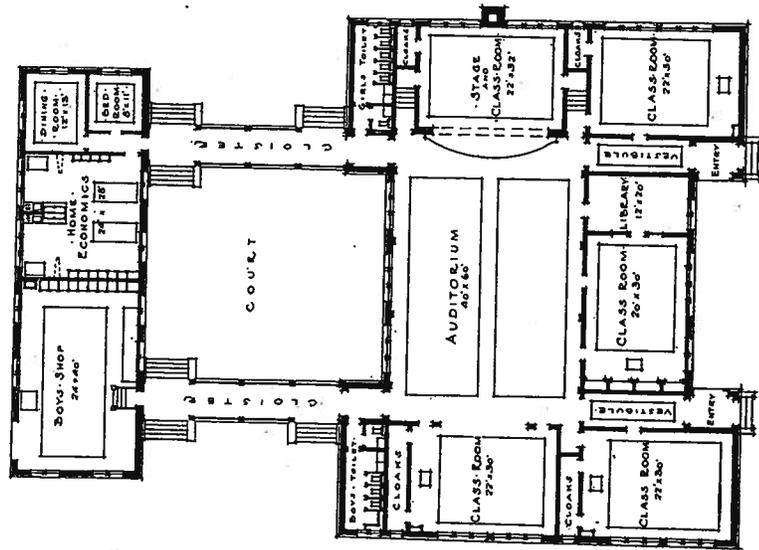
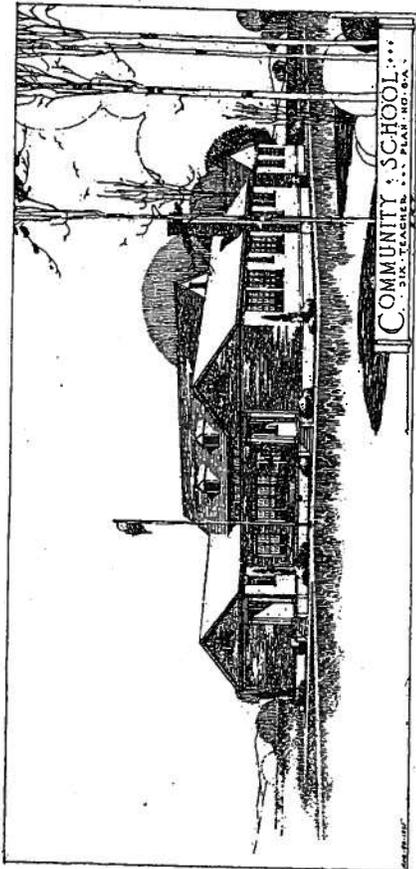
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TO FACE EAST OR WEST ONLY.



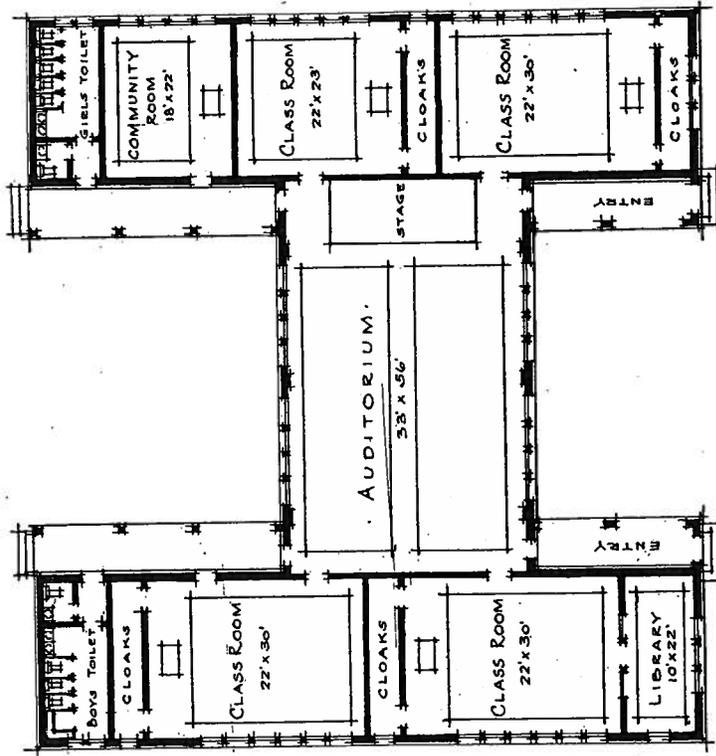
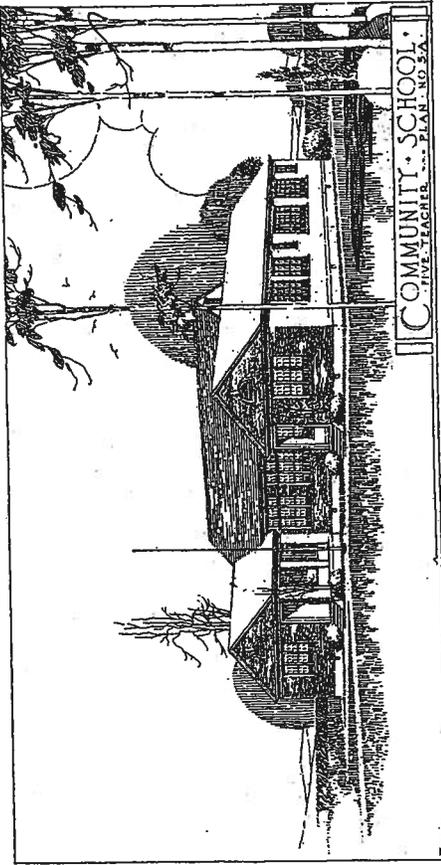
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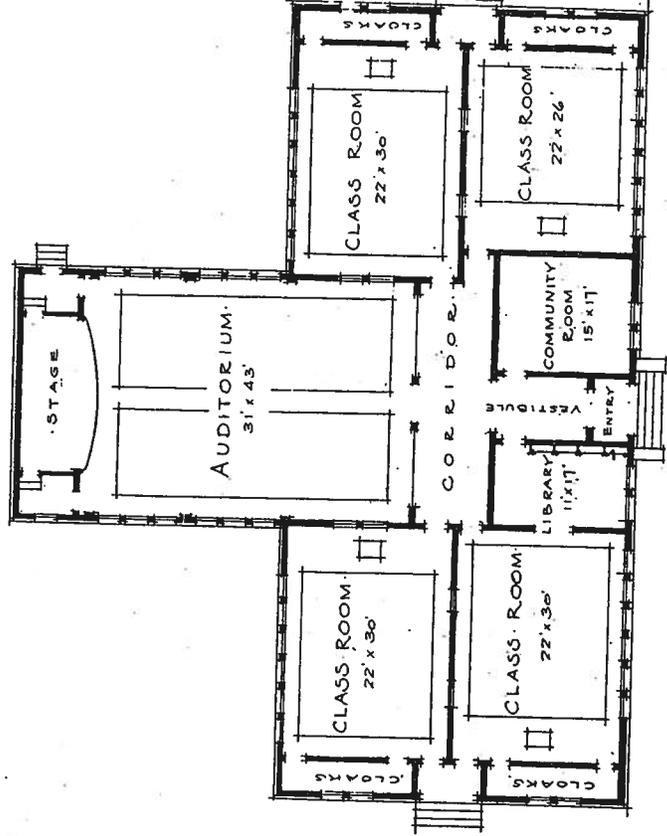
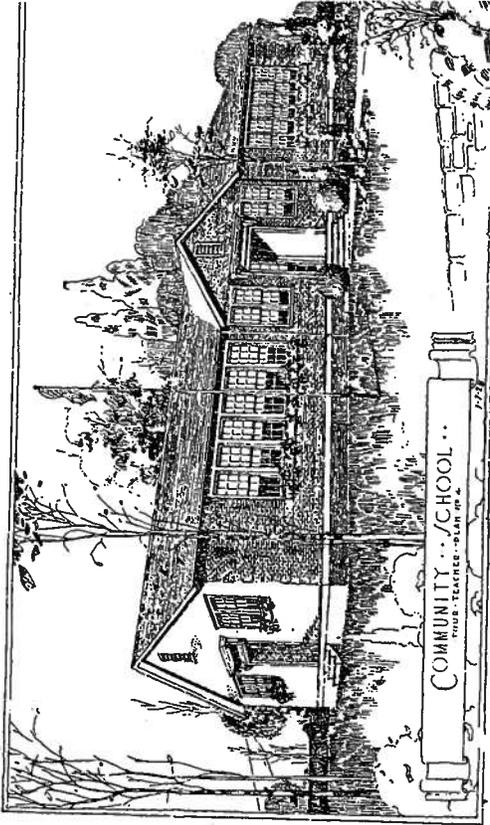
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COMMUNITY SCHOOL.
TO FACE EAST OR WEST ONLY.



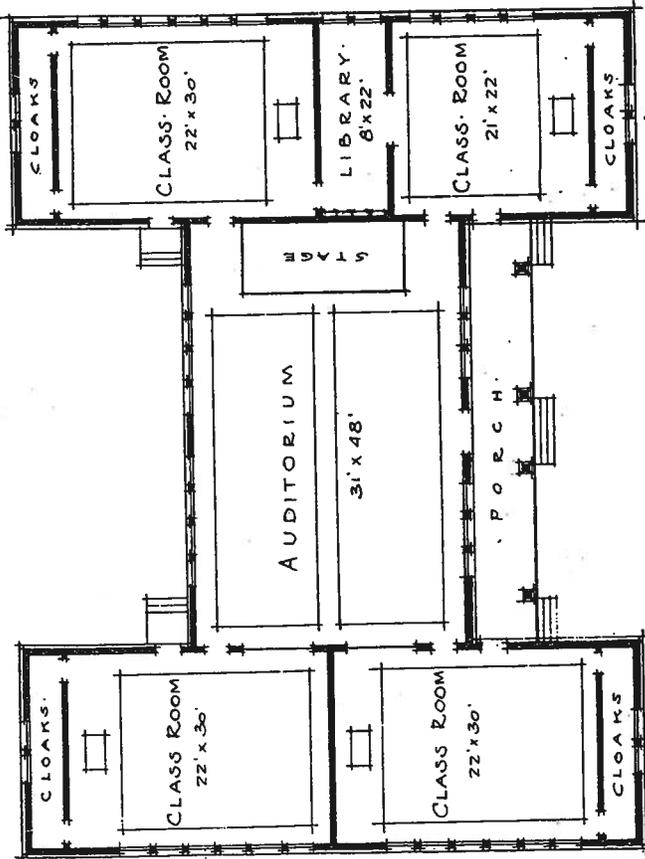
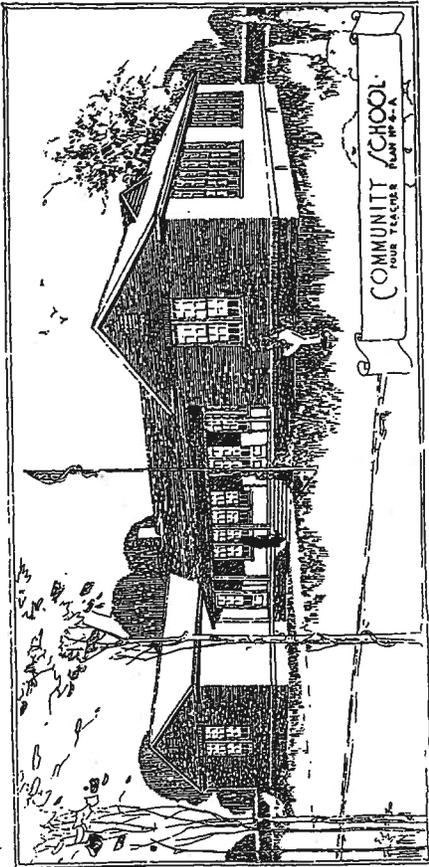
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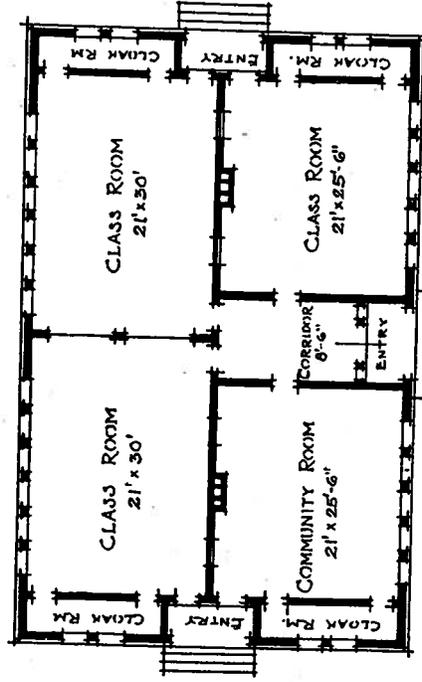
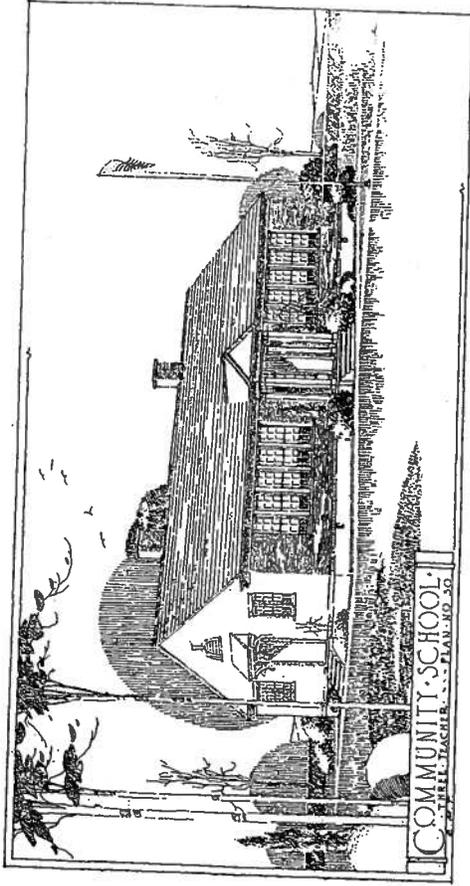
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 COMMUNITY SCHOOL.
 TO FACE NORTH OR SOUTH ONLY



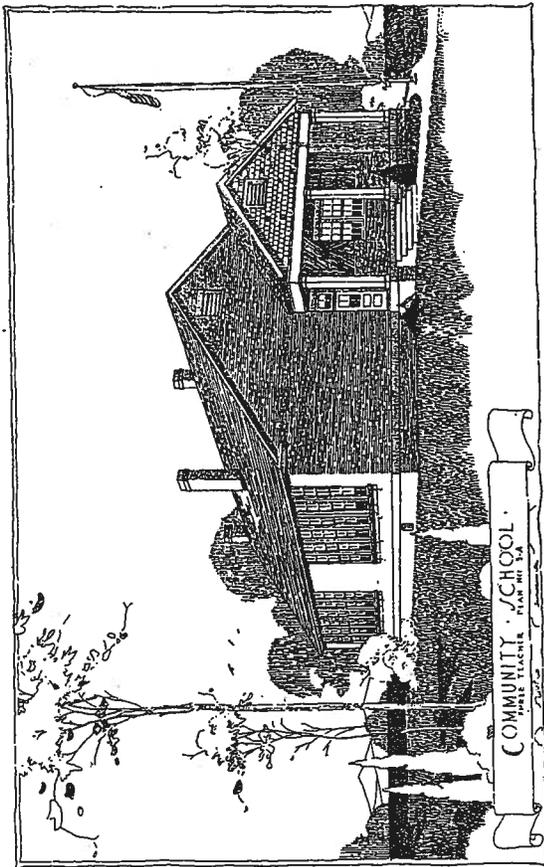
FLOOR PLAN No. 4.
 COMMUNITY SCHOOL.
 TO FACE EAST OR WEST ONLY



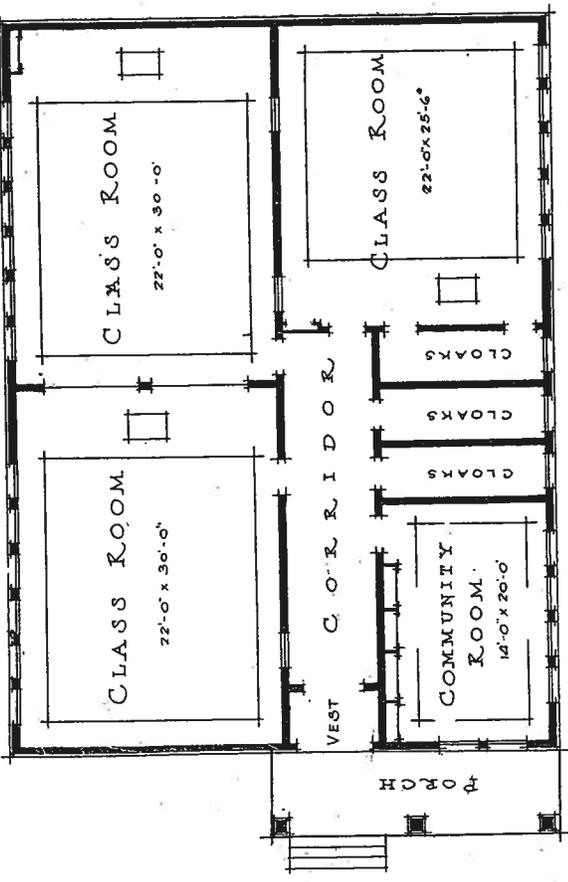
FLOOR PLAN No. 4-A.
COMMUNITY SCHOOL.
TO FACE NORTH OR SOUTH ONLY



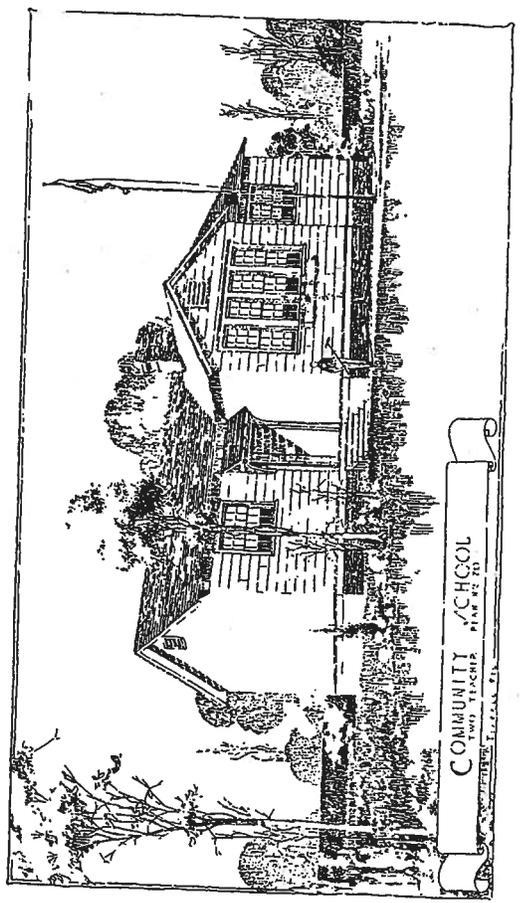
FLOOR PLAN No. 30
THREE TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY



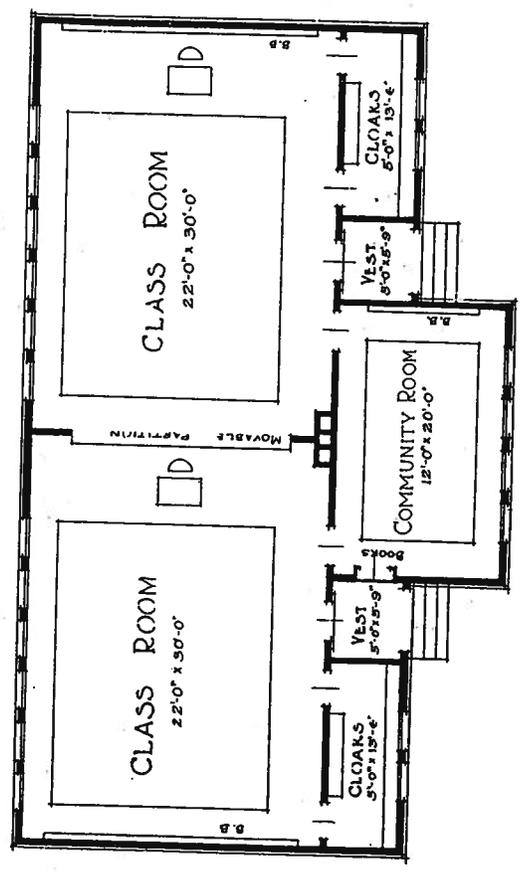
COMMUNITY SCHOOL
TWO TEACHER PLAN No. 3-A



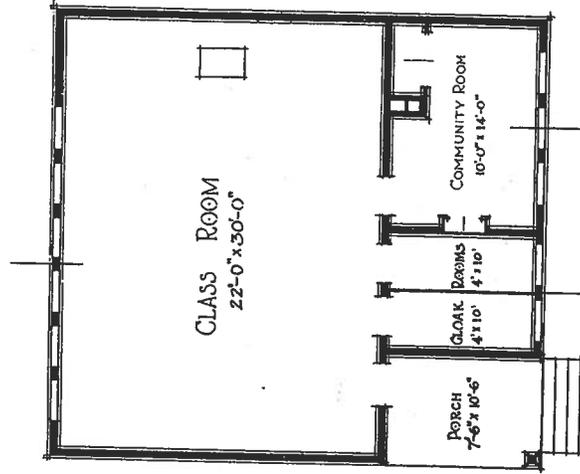
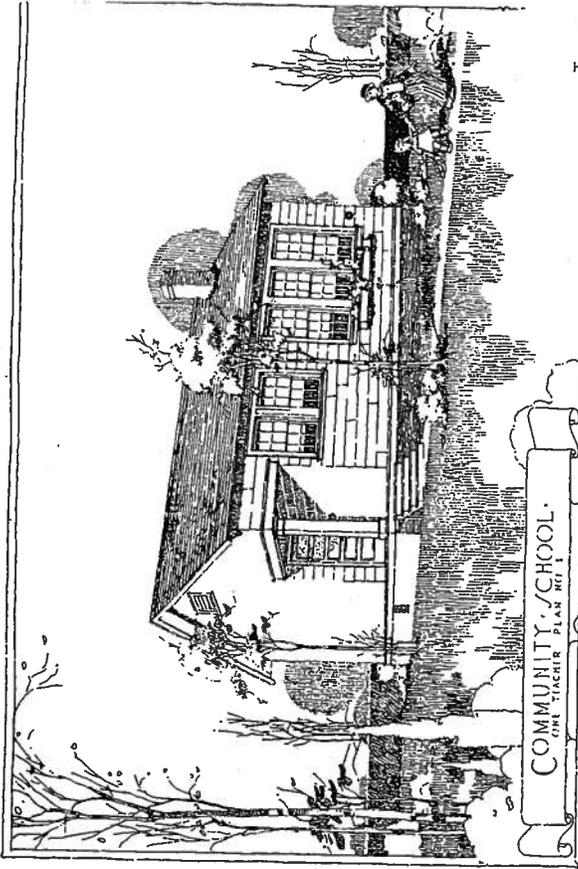
FLOOR PLAN NO 3-A
COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY.



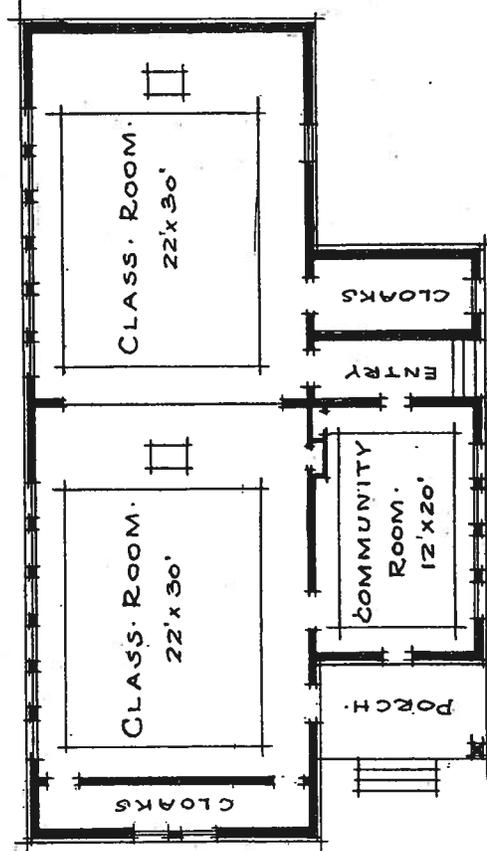
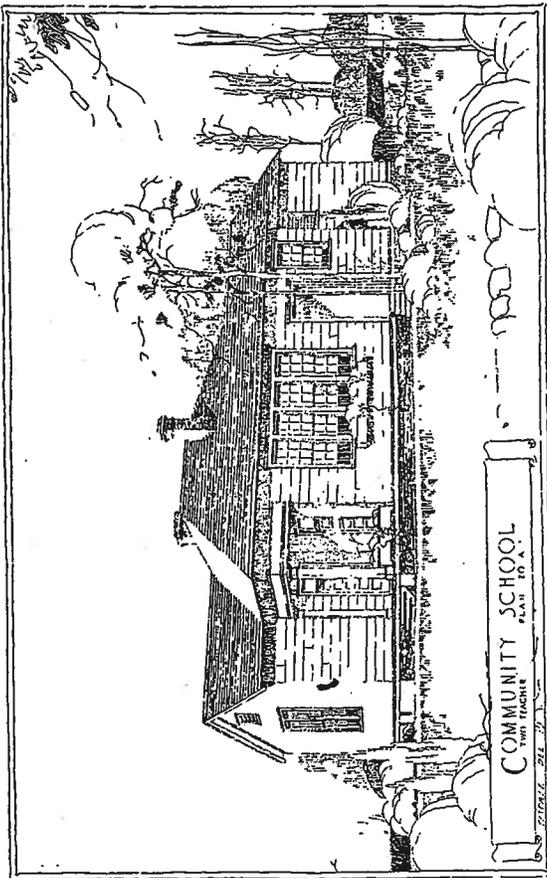
COMMUNITY SCHOOL
TWO TEACHER PLAN No. 20



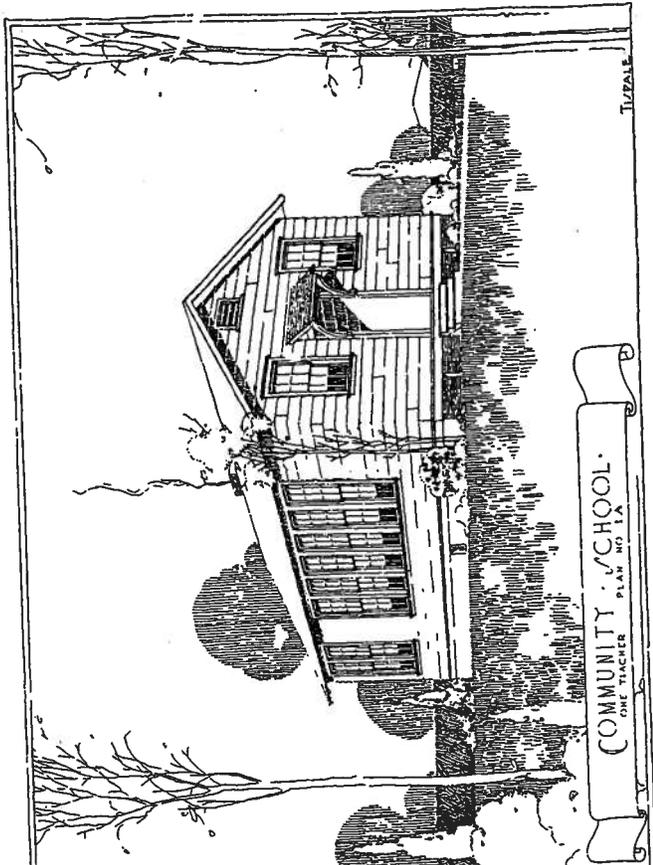
FLOOR PLAN No 20
TWO TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY



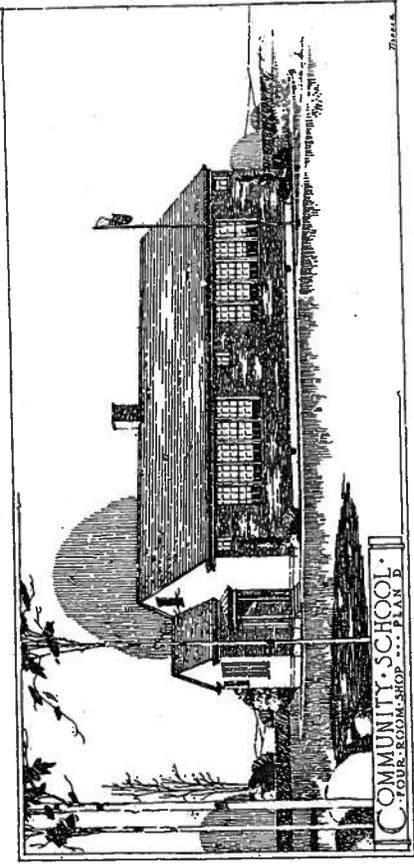
FLOOR PLAN
COMMUNITY SCHOOL PLAN - No. 1
TO FACE EAST OR WEST ONLY



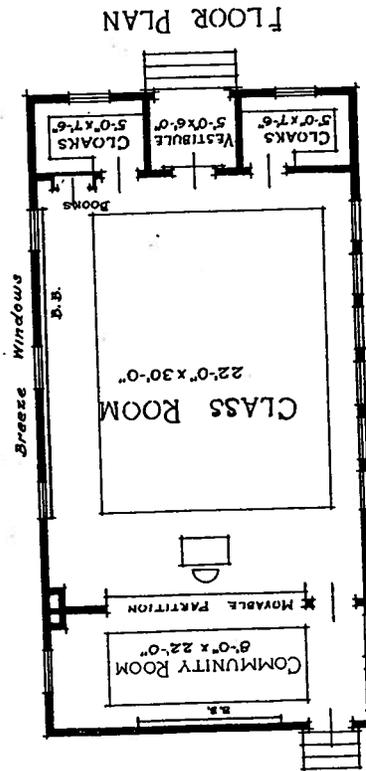
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COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY



COMMUNITY SCHOOL
ONE TEACHER PLAN NO 1A

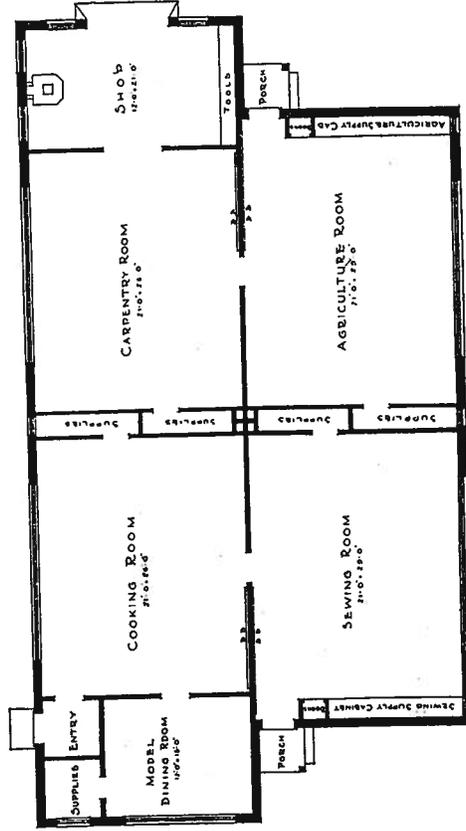


COMMUNITY SCHOOL
FOUR ROOM SHOP PLAN D

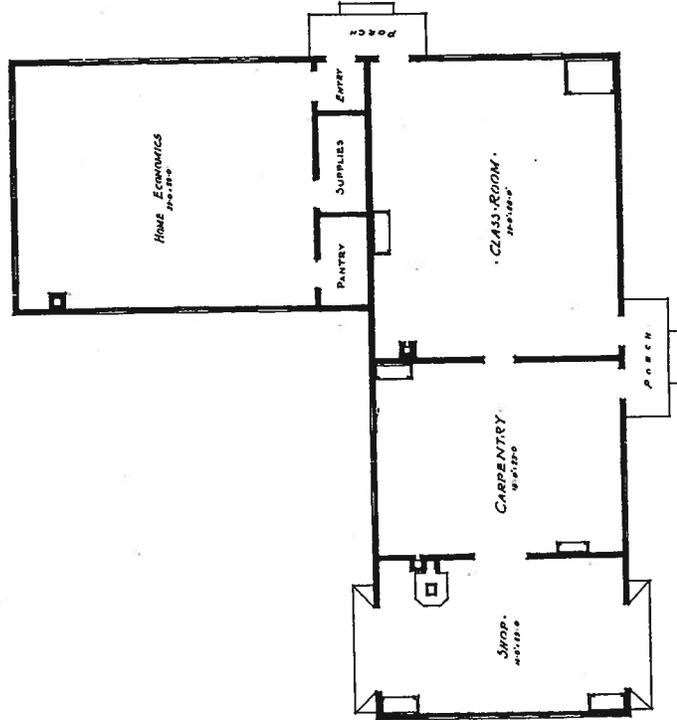
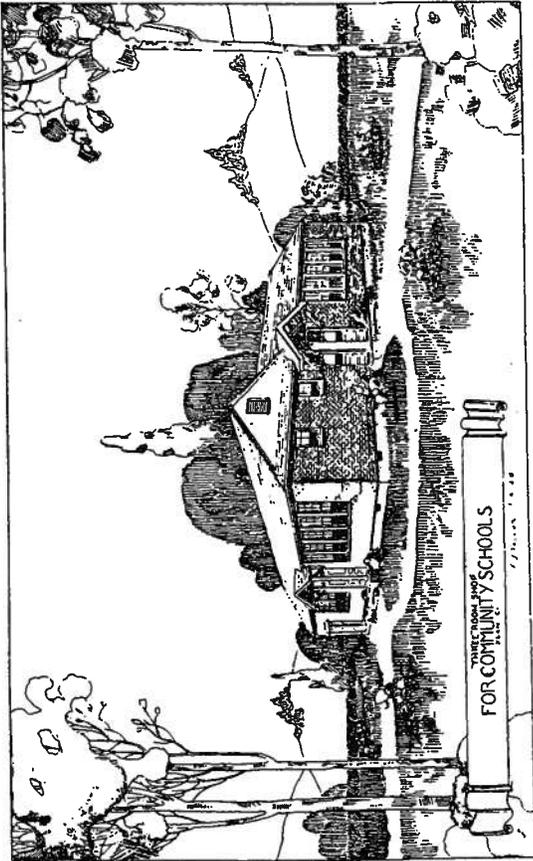


FLOOR PLAN

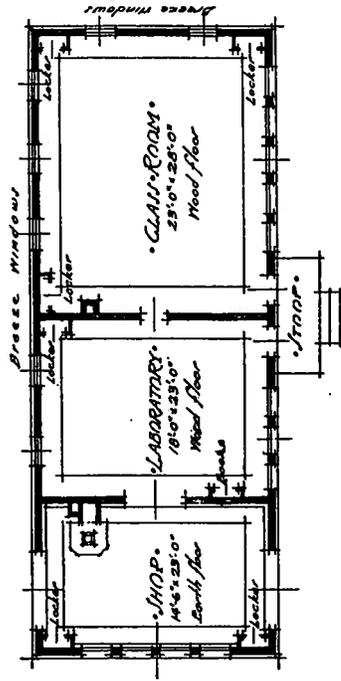
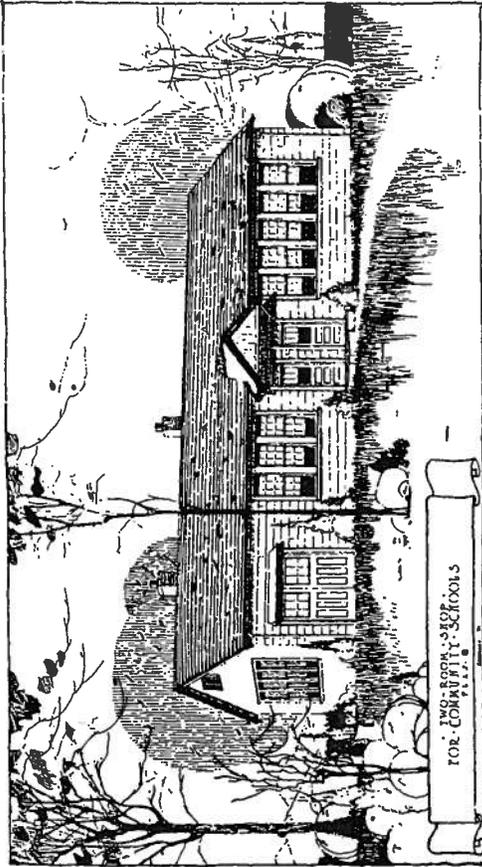
ONE-TEACHER
COMMUNITY SCHOOL PLAN NO 1A
TO FACE NORTH OR SOUTH ONLY



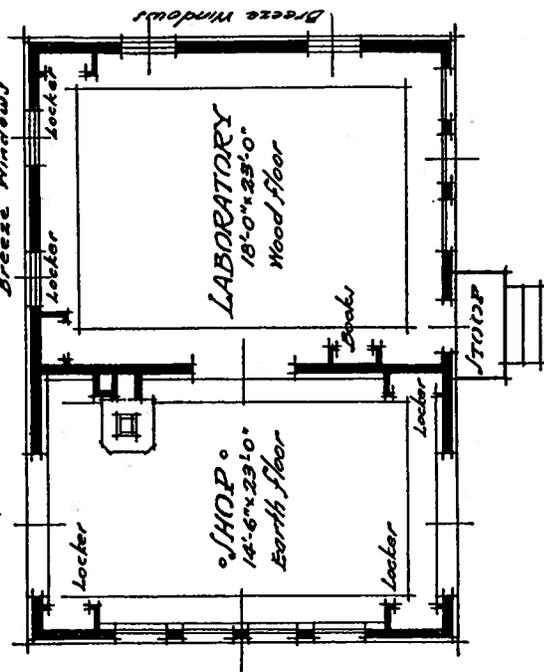
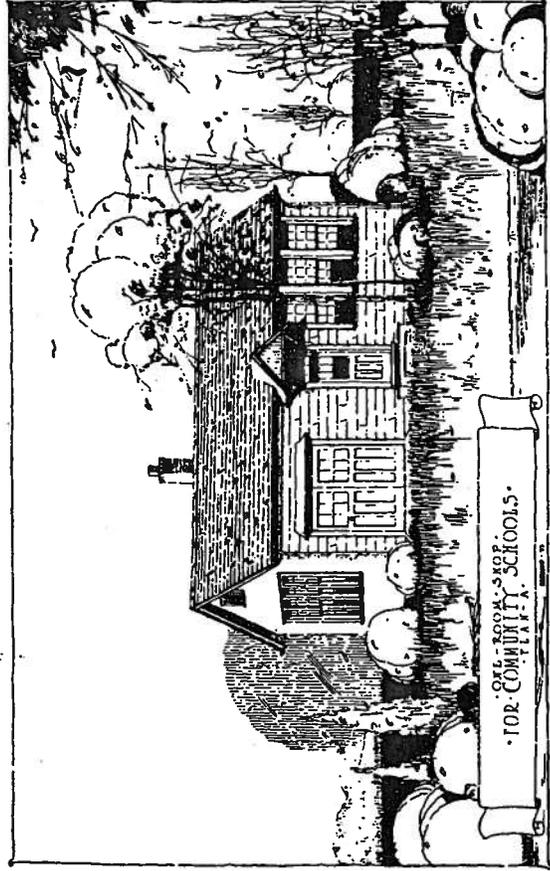
PLAN D
FOUR ROOM SHOP FOR COMMUNITY SCHOOL



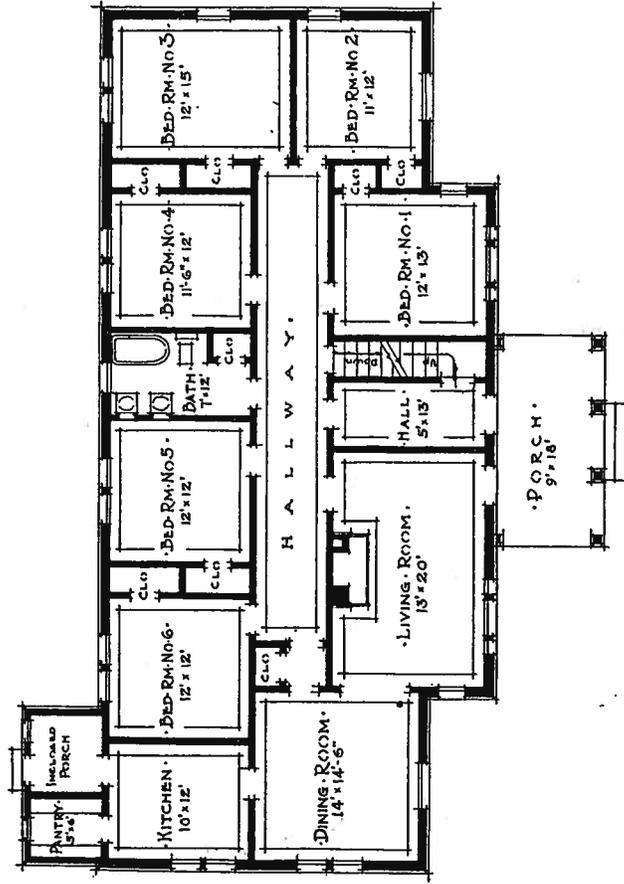
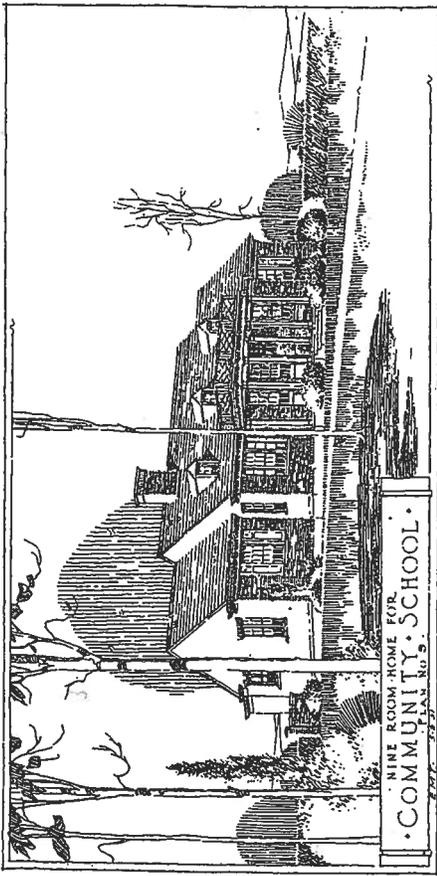
PLAN C
THREE ROOM SHOP FOR COMMUNITY SCHOOLS



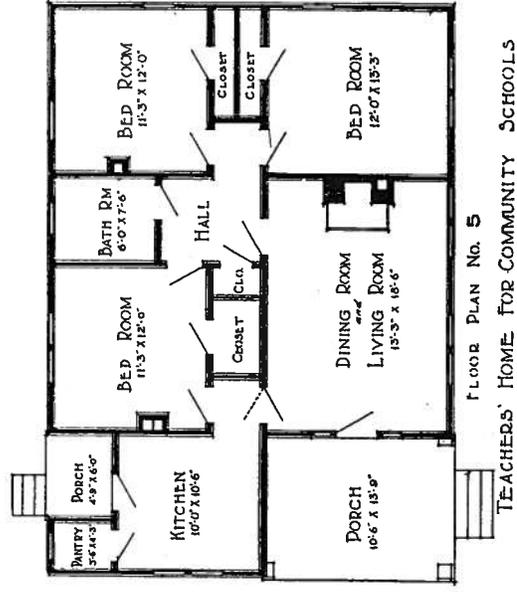
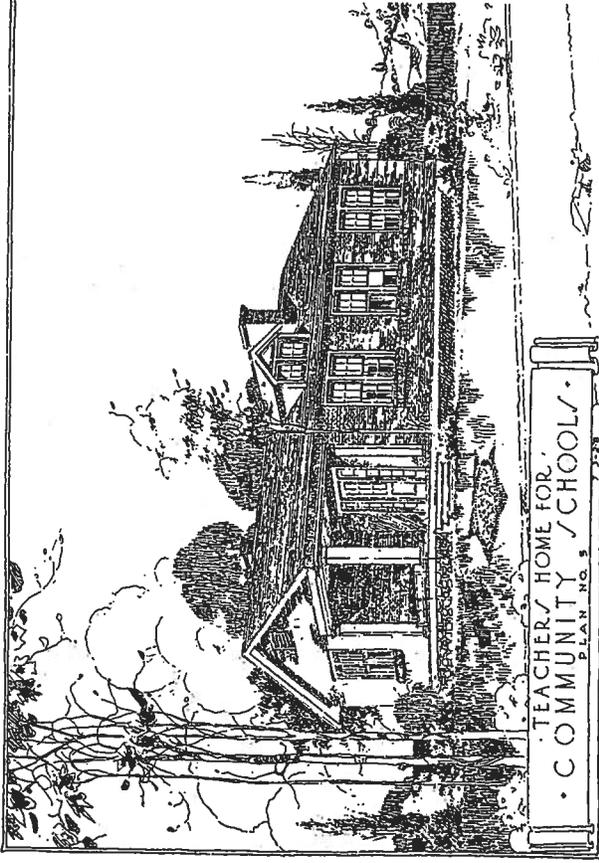
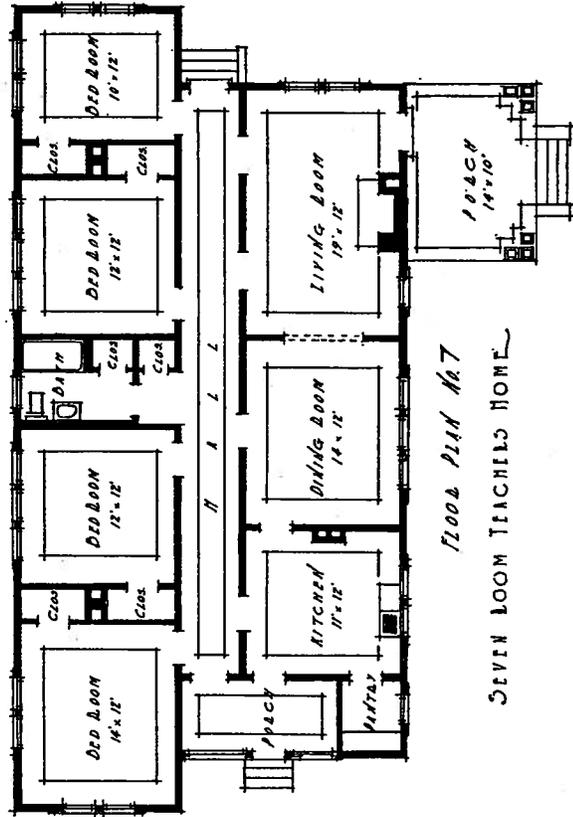
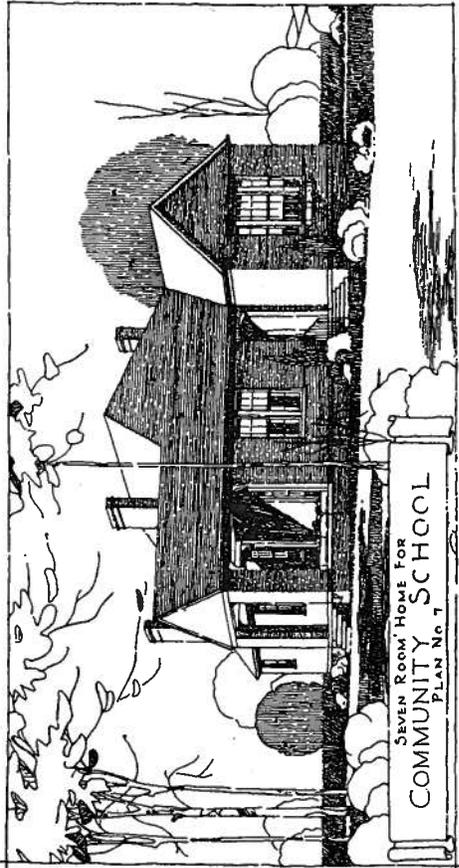
SHOP - PLAN - B



• SHOP PLAN - A •



• FLOOR PLAN No. 9 •
• TEACHERS' HOME FOR COMMUNITY SCHOOLS •

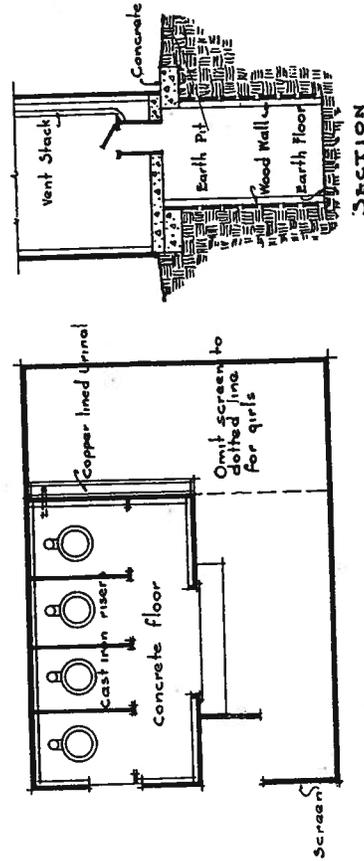
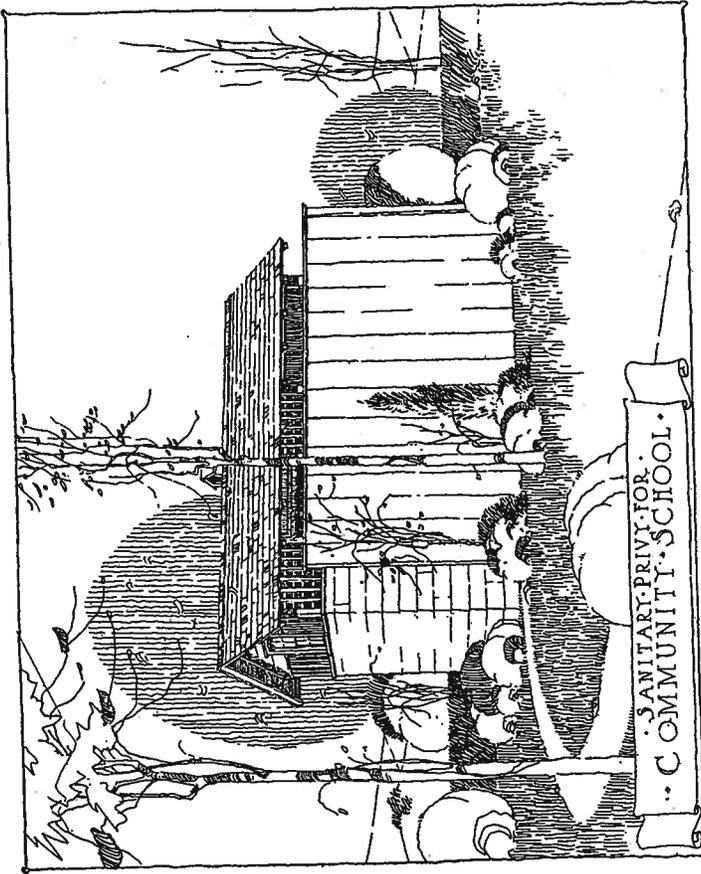


SANITARY TOILETS

Every school receiving aid from the Julius Rosenwald Fund is required to have two sanitary toilets or privies built on plans approved by the State Department of Health. Where an ample and satisfactory water supply is available, the inside water-flush type is desirable. If, however, it is necessary to build outside privies, they should be located sufficiently far from the water supply to eliminate any possible danger of contamination through soil pollution and improper upkeep. They should be painted in keeping with the school and properly screened from view. Every teachers' home should be provided with ample toilet facilities.

It is not our purpose to set up standards for sanitation in any of the southern states, as this duty belongs to the State Department of Health in each state. If, however, state plans for outside sanitary privies are not available, the one shown in this bulletin should be selected and built. This office will furnish blue prints and specifications through the State Department of Education in every state in which we cooperate.

No one type of rural privy is considered suitable for all sections of a state, owing to certain geological variations. It would, therefore, be unwise to suggest a type that would be sanitary for all states in the South through which the Fund operates. The only safe method is to consult the Director of Sanitation of the State Department of Health, giving him the necessary information as to the country in which the school is located, the character and slope of the land, and the number of pupils in the school. He will, doubtless, supply a blue print of the plan to use, accompanied by a bulletin and necessary details to enable any carpenter to construct a sanitary privy at a reasonable cost.



PLAN FOR PIT PRIVY

SUGGESTIONS FOR BEAUTIFYING SCHOOL GROUNDS

In selecting a site for a schoolhouse, care should be taken to secure a plot with a gentle slope, containing rich soil that can be plowed readily. But if the building already constructed on a site containing poor soil, it could be well manured before beginning to beautify the grounds.

GRADING AND SURFACING

As soon as the building is completed the surface could be cleared of all building debris, rubbish, rocks, and other materials which would interfere with plowing. Grade the top by plowing and scraping off any high mounds and filling in low places so as to leave the surface of a gentle, harmonious appearance.

PRINCIPLES IN LAYING OUT ROADS AND WALKS

Carefully measure and stake off the walks leading from the public road to the building, from the school to the privies and well, etc. Very short walks should usually be straight. Longer ones should have gentle, graceful curves. Make walks wide enough so that two persons can comfortably walk side by side on them. Driveways should be wide enough so that two vehicles can pass if necessary. Definite edgings should be made for walks and driveways. These may be of rocks, bricks, or concrete curbs. Place the walks and roads where they will be most convenient and usable. Make the surfaces of the most durable materials available, considering economy and funds: cinders, broken stone, gravel, sand-clay, brick, or concrete.

STARTING LAWNS

Plow all the area which is to be planted to grass, shrubs, trees, and vines. Grass suitable for the soil and climate should be started on all areas not to be used for agricultural purposes or particular parts of playgrounds where it would be objectionable. Hand rake the surface and clear away any litter left by the plowing before sowing the seeds.

PLANTING OF SHRUBS AND FLOWERS

Native shrubbery of a number of kinds should be chosen for planting at suitable places, generally at the angles and curves and near the ends of walks and roads; along foundations and corners of the building; as borders or screens to hide shop buildings, privies, wood houses, etc.; and in the corners of the grounds, suiting the shrubs to the places. Always mass the shrubs in a natural way, never in formal manner. Imitate nature in this regard.

Flowers may often be planted around clumps of shrubbery. There are so many varieties of flowers suitable for all parts of the South that no teacher will have any trouble in selecting several beautiful kinds in any community.

TREE PLANTING

Avoid the destruction of large shade trees as far as possible, unless they obstruct the sky-light in classrooms, or needed space in playgrounds, etc. Walks or roads may be curved around them to save them. Plant rows of native trees along the road and border of the site 30 to 40 feet apart, and scatter a few in places where shade will be desirable.

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SOME SUGGESTIONS ON SCHOOL HOUSEKEEPING FOR HEALTH AND COMFORT OF PUPILS

In planning a school, provision should be made to purchase a sufficient number of modern, new, single desks to suit sizes of the children in each classroom. A classroom 22 feet by 30 feet furnishes ample space for 45 single desks—5 rows with 9 to the row. The fine spirit created in building a new schoolhouse is often killed by placing knife-carved, time-worn desks in the classrooms. Then, too, every classroom should have a teacher's desk and chair, and the auditorium should be seated with a good type of opera chairs or folding chairs if a combination auditorium-gymnasium is used. These can be placed under the stage when not in use.

The floor should be properly oiled and swept with a good floor brush, using a satisfactory sweeping compound which will add to the life of the floor as well as to the comfort and health of the children. Scrubbing the floor with mop and water is detrimental, sometimes causing it to swell and splinter. The feather duster should have no place in the schoolroom, but a soft cloth should be used to rub the furniture instead.

The school should have an ample supply of *pure water*, which should be kept in a modern water cooler, so that the children may use individual cups, where arrangements cannot be made for a large tank and drinking fountains. The common dipper spreads communicable diseases, often causing epidemics which necessitate the closing of school for weeks.

Where window shades are to be bought care should be taken to secure the proper kind. A good grade of double roll or adjustable tan shade will be satisfactory. A dark green roll shade fastened at the top of the window

should be prohibited by school authorities. It not only shuts out all the sky light from the dark side of the room, but prevents proper ventilation from the top of the window. A single roll shade should be fastened 12 to 15 inches below the top of the window to furnish proper ventilation and high sky light to intensify illumination on the dark side of the room.

Crayon dust in the room is detrimental to the health of the pupils and teacher. Much of this dust can be avoided by placing a wire net over the chalk trough so that the erasers may not come in contact with and absorb the dust in the trough. The details for blackboards on *Community School Plans* include this important feature.

Where earth-pit privy is used it should have personal attention: (1) the seat covers should be kept closed and dark when not in use to exclude flies, and should be kept clean; (2) a can of concentrated lye should be added occasionally to assist in decomposition and the prevention of acid odors; (3) a cup of kerosene should be poured in at intervals through the spring and summer to prevent mosquito breeding; (4) a new pit should be dug and the house moved over it if or when the old pit is practically filled; (5) by no means should the principal allow any obscene writing to remain on the walls for a day; and (6) the word *Boys* or *Girls* should be prominently posted on the outside screen.

