Historic and Architectural Resources Associated with the Rosenwald School Building Program

The Rosenwald School Building Program in Texas, 1920-1932

Name/Title: Karen D. Riles

Organization: Texas Historical Commission

Street & Number: P.O. Box 12276

City or town: Austin

State Historic Preservation Officer, Texas Historical Commission

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

Signature of the Keeper

Date

Signature and title of certifying official

Date
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E. Historic Context

Introduction
The road to literacy for African Americans at the turn of the 20th century was paved with hope and determination. Illiteracy for blacks was being systematically eliminated throughout Texas and the nation. Of all the southern states, Texas could boast of having the lowest illiteracy rate for African Americans, a rate that dropped from 38.2% in 1900 to 17.8% by 1920.\(^1\) This reduction in illiteracy was due in part to the charitable contributions of such philanthropic organizations as the George Foster Peabody Fund, the John F. Slater Fund, the General Education Board, the Anna T. Jeanes Fund, and the Julius Rosenwald Fund. These organizations contributed to the education of African Americans by providing funds for teacher’s salaries, school equipment, and the construction of school buildings. However, it was the founding of the Julius Rosenwald School Building Program that marked the beginning of the most important educational initiative of the early 20th century. By the time the Fund ended operations in 1932, the Program had contributed to the construction of 5,357 schools.

Julius Rosenwald 1862-1932
Julius Rosenwald was born in Springfield, Illinois on 12 August 1862. (see E-42) He was the son of a German Jew who came to America to seek economic opportunity in 1854. With only twenty-two dollars to his name upon arrival to this new country, Julius’ father quickly found his niche in the city as a member of a clothing firm. As a youth, Julius attended public school and made money in his spare time by doing odd jobs.\(^2\) Even before he acquired his great wealth and had established his philanthropies, Rosenwald concerned himself with the needs of his fellow man. It was his goal in life to earn enough money to support his family, save for the future, and have yet enough to give to charity.

Julius began his business career at the age of seventeen as an apprentice in his uncles’ clothing firm. Within five years he had learned the clothing business well enough to set himself up as an independent clothing merchant in partnership with his brother. After several years of moderate success, other opportunities presented themselves. Namely, a chance to become partners with a young but thriving mail-order business owned by Richard Sears. Rosenwald and his brother-in-law, who presented the idea to Julius, together invested seventy-five thousand dollars in a partnership with Sears.\(^3\)

Rosenwald became active in the firm of Sears, Roebuck and Company in 1897. At the turn-of-the century the company’s annual sales were more than eleven million dollars. Business was so great that it was necessary to build a plant to accommodate all the incoming mail orders. In 1906, the company completed the construction of


\(^{3}\) Ibid., 12.
a mail-order plant that covered nearly one hundred acres. The plant operations were a fine example of efficiency and accuracy in handling customer orders. Julius became president of the company in 1909, by that time annual sales were over fifty million. In 1924 when he retired from the presidency, annual sales were almost two hundred million.4

Julius Rosenwald believed that America could not prosper "if any large segment of its people were left behind." His generosity to the African American race was influenced by two books: the biography of William H. Baldwin, Jr., a northern white man who had devoted himself to promoting African American education in the South, and Up From Slavery, the autobiography of Booker T. Washington.5 On the occasion of his fiftieth birthday, Julius Rosenwald wrote a letter to Washington, founder of Tuskegee Institute in Alabama, stating that he wanted to "... extend a helping hand to the Negro schools that have grown out of Tuskegee Institute or schools that are doing the same kind of work and with which Tuskegee Institute is in close touch."6 Washington outlined what he felt was the best way to go about implementing the project in a letter to Rosenwald on 12 June 1912:

1) The work should be started in various states, with the county as a unit of operation;
2) Some man should be put in charge of the Fund who should work through county officials;
3) The work should be started in a few favorable counties, and should include the building of schoolhouses, the extension of school terms, and an increase of teacher's salaries;
4) Care should be taken to keep any county from relying on the Fund, but rather each county should be stimulated to do more for itself than had been done in the past; and,
5) The person in charge should discuss with the white leaders the possibility of securing larger support for the education of the colored people.7

In that same year, Tuskegee was given $25,000 by Rosenwald of which $2100 was distributed as matching grants to build schools for Alabama's rural black population.8 The administration of funds for the construction of these schools was given to Washington.

The Rosenwald School Building Program, 1913-1932
The Rosenwald School Building Program (RSBP) funded the construction of schools that were to serve as models of rural school design. During the early years of the Fund, Rosenwald contributed monies from his personal holdings. Once he contributed twenty thousand shares of Sears, Roebuck and Company stock to the

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4 Ibid., 8.
5 Ibid, 25.
7 Ibid., 79.
Fund—a gift that was then worth approximately twenty million dollars.9 ‘The first Rosenwald School was built in 1913 near Tuskegee at a total cost of $942.50, Mr. Rosenwald gave $300, local blacks raised $150 and contributed in labor the equivalent of $142.50, and local white citizens gave $350. Public authorities maintained the school.’10

As the demand for these schools grew, Rosenwald consolidated his financial contributions and formed the Julius Rosenwald Fund in 1917. Although African Americans contributed a larger portion of the total cost of construction, equipment, and grounds, the buildings became universally known as “Rosenwald Schools”. 11 In the early years of the Fund, there were no standardized plans. Consequently, the buildings during this time were constructed of inferior materials and workmanship. These buildings soon fell into disrepair thus making it necessary to conduct a “thorough investigation” in the fall of 1919 of the condition of these buildings. All funding of new schoolhouses was suspended in 1920 pending a report by Fletcher B. Dresslar, an authority on schoolhouse construction. Dresslar’s report found that the new buildings, although an improvement over the former, were in need of improvement. As a result, the Fund was reorganized and the report used as the standard specifications in the construction of future school buildings.12

Teacher Type Plans
Until the mid-1920s, the six-teacher type schoolhouse was the largest building for which the fund provided aid. After that year, schoolhouses as large as nine-teacher types were funded and in 1927 ten-teacher types and larger with maximum aid of $2100 for any type building. Aid for one-teacher type schools was discontinued after July 1, 1930. To encourage the erection of permanent buildings (those constructed of masonry-type materials) the Fund offered an additional $50 per room. Historian Ullin Leavell wrote in 1930 that, “The extension of the type of school assisted is a definite effort on the part of the Rosenwald Board to increase the number of well-equipped high schools, which will be comparable to the high schools for whites throughout the South.”13

Members of the Tuskegee Conference in 1920 recommended that the Fund offer assistance for the construction of teacher’s homes. Thereafter, $1,000 was given to assist in the erection of such buildings on the campuses of rural schools. The conference members believed that the school property would be better taken care of and that the teacher would become a part of the community, if there were a teacher’s home nearby. However, only 217 teacher’s homes were recorded being built by the time the Fund ceased operations in 1932.14 Further research is needed to determine why so few homes were built. Perhaps one reason might be that often African American

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9 Ibid., 30
10 Embree and Waxman, 42.
11 Ibid., 48.
12 Ibid., 113.
13 Leavell, 140.
14 Ibid., 141.
families would accommodate these teachers in their homes as a cultural onus of “taking care of one's own”.

Revision of the Community Plans
The “Community School Plans” were revised in 1931 to “meet the growing demands and trends in education”. One of the trends S. L. Smith was writing about was rural school consolidation. By this time, the Fund was already aiding the cost of transportation to bus students in rural areas to larger schools. Architect Walter R. Mc Cornack was consultant on the revisions project. Mr. J. E. Crain who was formerly with the Fund designed and drafted the plans. The revisions included plans for only one-story buildings: and two plans were designed for each teacher type. One plan showed the orientation of the building facing east or west, and the other to face north or south, so that all classrooms would receive east or west light only. In order to give architectural character to the communities where these schoolhouses would appear, all plans were revised to reflect the Georgian-Colonial style.

Attention was given to standardization of room arrangements in plans above a three-teacher type. For example, a small library room was placed at the rear of a classroom in each plan, for ease of supervision. Additionally, all teacher types featured a “community room” that could also be used for group meetings, improvised health clinics, or home economics. All plans were designed to make future addition easier. To insure that these buildings were well constructed, arrangements were made with the State Departments of Education to give personal attention to the adaptation of plans and supervision of construction in all the larger types of buildings and for all types in some states. Now the school was heated with central units and modern indoor toilets were included in larger types.  

Other Expenditures of the Fund
The Rosenwald Fund granted monies for more than just schoolhouse construction. With the purpose of improving the state of African American education, the Fund addressed the need for transportation, the extension of school terms, better trained teachers, equipment, libraries, additions and others. The following is a list of expenditures for the various programs sponsored by the Fund.

Various Expenditures of the Rosenwald Fund  

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction: schoolhouses, teacher’s homes, and shops</td>
<td>$4,209,210</td>
</tr>
<tr>
<td>School Bus Transportation</td>
<td>$142,141</td>
</tr>
<tr>
<td>Extension of School Terms</td>
<td>$88,671</td>
</tr>
<tr>
<td>State Building Agents—toward salaries</td>
<td>$42,100</td>
</tr>
<tr>
<td>Interstate Service for Schoolhouse Planning</td>
<td>$29,750</td>
</tr>
</tbody>
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16 Ibid., 54.
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the Rosenwald School Building Program

Section _E_ Page 7

Equipment 43,535.
Supervisors of Shop Work 23,241.
Conferences and Studies 6,949.
Fellowships to Southern School Officials 9,060.
Rosenwald School Day Program 15,003.
Industrial High Schools 202,708.
Summer Institutes for Teachers, Preachers and Agricultural Agents 82,776.
Administration of Nashville Office 467,217.
Total: 5,362,361.

Other Sources of Funding for African American Education
Julius Rosenwald was not along in his concern for the education of blacks in the rural South. The Fund often worked in concert with the John H. Slater Fund, Anna T. Jeanes Fund, General Education Board and others. Each of these foundations had their own areas of interest, and provided much needed financial support to the lagging educational conditions of African American schools in the South.

The John F. Slater Fund
The John F. Slater Board was established in 1911 for the purpose of training rural teachers in the environment in which they would be teaching. The Slater Board funded what would be called “County Training Schools” in rural areas in the South. These schools were built to provide practical training for black teachers and schooling to rural black children beyond the one-teacher type schoolhouse. The schools were generally located in a central part of the county. These rural industrial schools were the forerunners of the modern-day high school. In addition to teacher training, the Slater Fund supplemented teacher’s salaries. And like the Rosenwald School Building Program that would follow after, the Fund also provided financial assistance in the erection of shops and teacher’s homes, in the purchase of industrial and agricultural equipment.

The Anna T. Jeanes Fund
In 1907 shortly before her death, Anna T. Jeanes presented to Dr. Hollis S. Frissell, Dr. Booker T. Washington, and Mr. George Peabody securities worth a million dollars. This money was to be used for benefit of rural communities and schools for southern blacks. The Foundation would come to be known as the “Negro Rural School Fund.” Just as important as the monies provided by the Jeanes Fund were the “Jeanes Supervisors,” a team of black educators, mostly women, who visited rural schools to help and encourage the rural teachers. The Jeanes supervisors introduced simple home industries; gave talks and lessons on sanitation and cleanliness; promoted the improvement of schoolhouses and school grounds; and organized clubs for the betterment of the

17 (Bulletin No. 212), 5.
school and community. Another important capacity of the Jeanes Supervisor was organizing fund raising rallies for Rosenwald Schools. When it was necessary to go into the various communities desiring a Rosenwald School, these women’s efforts proved invaluable in getting financial support for building.

The General Education Board
The General Education Board (GEB) was established through the philanthropy of John D. Rockefeller. The GEB was incorporated 12 January 1903 for “the promotion of education within the United States of America without distinction of race, sex, or creed.”

The General Education Board aided black education in the South by offering assistance to private institutions established by northern church organizations and by southern blacks, and by stimulating the development of an efficient system of public education. From 1902 to 1920 the GEB provided grants to supervisory facilities for this purpose. The Board employed for this work state agents for black schools, county training schools, the Jeanes Rural School Fund, grants to the Slater and Jeanes Funds, Home Makers Club’s, summer schools for black teachers and scholarships for teachers in attendance at teacher training institutions.

The Rosenwald Fund was established primarily to benefit African American education, however, from 1928-32 whites were encouraged to use the standardized plans to build themselves schoolhouses. More than fifteen thousand white schools, which otherwise had no relation to the Fund, took advantage of this offer. Rosenwald’s death in 1932 marked the end of the School Building Program. By this time, the Rosenwald School Building Fund had contributed to the construction of over five thousand schoolhouses throughout the South. Just as important as the money provided, was the spirit of self-help it evoked in the African American communities the Fund benefited. Blacks in the South could now help determine their own futures because the Fund offered grants for construction of any size schoolhouse the community could raise money for. Moreover, the Rosenwald School Building Program also encouraged the involvement of school officials in improving the abysmal state of African American education through the Fund’s offers of financial incentives. These incentives prompted changes in school administration as it pertained to providing for the education of blacks. Now school terms were longer, black teachers were paid more, black communities had schoolhouses they could be proud of as a result of the Rosenwald Fund. It was Julius Rosenwald’s wish that the Fund not be held in perpetuity. So with the expenditure of principal and income, the Fund ended its philanthropic work on 30 June 1948.

The Rosenwald School Building Program in Texas, 1920-32.
I am asking all public school officials, administrators and supervisors who have in their hands the matter of providing

19 Texas Department of Education, 179
20 Leavell, 66.
21 Ibid., 99-104
22 Ibid., 55-56.
23 Ibid., 36.
educational opportunities for the training of healthy, law-abiding, and productive citizens in Texas to assist us in seeing to it that our minority racial groups are given a “square deal”. The law provides for it; our health and prosperity depend upon it; and Christianity presupposes it.


The state of African American education in Texas, in the early years of the 20th century, was not unlike that of other southern states—in need of much improvement. These abysmal conditions, according to S.M.N. Marrs, State Superintendent of Public Instruction in Texas, were due in part to: (a) inadequate supervision; (b) improper housing and lack of adequate equipment; (c) the failure of local school officials to employ competent teachers and to provide essential equipment and supplies; and (d) irregularity of attendance. Marrs adds that in many counties and districts, schools for African Americans were inadequately supported; their terms too short for efficient work; teachers were not prepared well enough for the work; classrooms were overcrowded and lacking in essential equipment and supplies; and many of the schools were housed in buildings unsuitable for school work.24 (see E88-E92)

However, the decade of the 1920s experienced great advancements in the area of education for blacks in Texas. Illiteracy had been reduced from 24.6 per cent to 17.8 per cent between the years 1910 and 1920. G. T. Bludworth, Special Rural School Agent for the Department of Education in Austin, in his report to the Special Supervisor of “Colored” Schools, stated that “These schools have made advancement in erecting modern buildings, purchasing equipment, the selection of better teachers, beautifying their playgrounds, the study of vocational subjects, sanitation, good citizenship, and correct standards of living.”25 Mt. Prairie School in Walker County Texas became the 3000th Rosenwald School in the South in 1925. (see E93)

The Slater Board responded to requests for county training schools by appropriating money for the establishment of rural industrial high schools. Five Texas counties received these schools during the year 1919-1920. These schools were located in Camp, Guadalupe, Lavaca, Trinity, and Walker Counties. According to Bludworth’s report, each of these schools received $500 annually for a period of three years from the Slater Board toward paying the salary of an industrial teacher or a “first class” primary teacher.

Industrial (vocational) Education
The industrial curriculum, prevalent in southern educational systems at the turn of the century, was designed “to promote habits of industry, thrift and morality”26 in addition to the traditional academic curriculum. This type curriculum was developed and taught at Hampton Normal and Agricultural Institute in Hampton, Virginia and Tuskegee Institute in Tuskegee, Alabama. These two institutions became the standard bearers in industrial

24 "Negro Education in Texas: Special Activities and Industrial Aid, Bulletin No. 212, (State Department of Education, Austin), Foreword.
25 Texas State Department of Education, 178.
education of which other educational institutions imitated. Northern philanthropist embraced the notion of industrial education for African Americans, thus, their interest in providing financial aid for the establishment of schools that taught such a curriculum and training teachers to teach in them. By the 1920s, the word “industrial” had changed to “vocational” education.

During the years 1919-32, several philanthropic organizations offered aid for the advancement of industrial education for southern African Americans. Charitable organizations, such as the Slater Fund, Anna T. Jeanes Fund, the General Education Board and the Julius Rosenwald Fund granted substantial amounts of aid to assist in the erection of schoolhouses, shops, teacher’s homes, in the purchase of vocational and other equipment, and for the supplementing of teacher’s salaries. In 1926, an ‘attempt was made to modify and revise the courses of study in these schools as to make them in fact, as well as in name, rural vocational high schools.’ In Texas, vocational work was offered in all of the county training schools. This work included courses in home economics, agriculture and farm shop work.

From 1920-26, the Slater Fund contributed $28,550 for teacher’s salaries in Texas and the General Education Board $111,045. During the same years, the General Education Board contributed $17,133.70 for the purchase of vocational equipment. The Jeanes Fund contributed $45,130 to support the work of the Jeanes supervising industrial teachers, 1919-1926. And the Julius Rosenwald School Building Program sponsored 279 projects (schools, homes, and additions) in Texas at a cost of $1,037,091. These foundations gave with the “purpose of stimulating educational interests among the colored schools with the cooperation of the school authorities in every case.” The General Education Board administered the contributions of these “outside” organizations in 1931. By this time, the amounts received from outside funds from 1919-1931 totaled $209,986.70.

In the decade of the 1920s, special efforts were being made to improve the facilities for training black teachers, particularly in summer schools. At this time Prairie View State Normal (Prairie View A & M University) was the only institution of higher learning in the state offering summer school for teachers. In later years however, other black colleges would join Prairie View. Summer school courses included emphasis in primary and intermediate level teaching methods and subject matter, vocational and industrial work, applicable to rural schools.

In addition to improving facilities was the need to train teachers to teach in the summer schools. A select group of teachers was sent to attend summer school at Tuskegee and Hampton Institutes. At the Institutes the teachers received special training in school administration, methods, and industrial work. Once trained, these teachers were employed in the county training schools, as county supervising industrial teachers, or in black colleges where teacher-training work was being done. The Rockefeller-funded General Education Board paid their expenses.27

27 Ibid., 180.
The Jeanes Fund was busy in the 1920s placing Supervising Industrial Teachers in counties throughout Texas. In the year 1919-1920, seven counties had these teachers. That number increased to thirteen in the year 1922-23. It was the duty of the Jeanes supervisor to offer support to the rural teachers in their daily school activity planning. The Jeanes supervisor was employed for a minimum of eight months, at a salary ranging from $80 to $125 per month. Her salary was paid partly by the county and the Jeanes Fund.

The Julius Rosenwald School Building Program was at the center of the progress being made in African American education during the decade of the 1920s. Texas was among those states whose application for funding was put on hold in 1920. After July 1 of that year, the Fund aided in the construction of 19 school buildings in the state. By 1924, seventy-nine schoolhouses had been constructed under the supervision of the Department of Education, local authorities and the Julius Rosenwald Fund at a total cost of $344,501. Of the seventy-nine buildings there were 19 one-teacher, 33 two-teacher, 13 three-teacher, 6 four-teacher, 4 five-teacher, and 4 six-teacher schoolhouses. In addition, there were five teacher’s homes constructed at a total cost of $9,591.

Before funds were distributed, certain conditions had to be met. The Rosenwald Fund required schools requesting aid to have school terms of at least five consecutive months or more. The site and buildings had to be deeded to the public school authorities. Also, the schools were to be built on no less than two acres for one-teacher type schools or more for larger schools. There are conflicting reports on the number of Rosenwald buildings constructed in the state. The Fund reports that 527 buildings were built. But the Department of Education records indicate that 547 buildings were constructed from 1920 through 1931. Whatever the final tally, these schoolhouses were the visual representation of progress in black education.

Additions to Rosenwald Schools
In the summer of 1921, aid for “Additions” to Rosenwald Schools that were already completed became a program of the Fund. This type aid eventually became popular, even though in the first year only eight additions were actually built. There were 260 additions made to Rosenwald Schools by 1929 at a cost of $636,114. The public gave the larger portion of the cost of these buildings with African Americans giving the second largest and the Rosenwald Fund contributing the least amount. As of June 30, 1931, a total of 29 additions were recorded for Texas in the Department of Education’s report on “Negro Education.”

29 Ibid., 181.
30 Texas Department of Education (1922-1924), 182.
31 Leavell, 142-143.
32 Texas Department of Education (1931), 12.
Teacher's Homes
Teacher's homes housed educators who would otherwise have to board with local families or make accommodations elsewhere. Sometimes more than one teacher stayed in a home. Like the schoolhouses, the teacher's homes were constructed using standardized plans and aid was given according to the number of rooms in the building. Even though the Fund offered assistance for teacher's homes as early as 1920, the first documentation of homes in Texas doesn't appear until 1923 when 3 were constructed. Two homes were built in 1924, four in the year 1925-26, sixteen in the years 1928-31. Archival records indicate that there were a total of 31 teachers homes built in Texas. Additional research is needed to determine in what years the other six homes were built.\(^{33}\)

After the reorganization in 1928, the Fund initially offered a bonus of fifty percent of the regular amount to a county for the first Rosenwald home, provided ten percent of the population was black. This amount was later reduced to 25 percent in 1931. Also during this time, the Fund began to offer financial assistance for vocational equipment, school term extension, transportation, libraries and a visiting librarian, and the Rosenwald School Day Program. These programs were created to stimulate schoolhouse construction. In addition, monetary incentives were offered to school districts for the construction of schoolhouses in every county where there was no Rosenwald School or had a 10 percent or more black population. Special Rural School Agent Bludworth submitted a list of fifteen such counties in 1930 to Samuel L. Smith in Nashville. The list included, in order of largest percentage, Colorado, Chambers, Lamar, McLennan, Orange, Rock Wall, Jackson, Dewitt, Victoria, Dallas, Goliad, Hill, Bell, Hays, and Grayson Counties. Only Dewitt and Grayson Counties later built Rosenwald Schools. Interestingly, many of the counties that never built a Rosenwald School had large black populations. Colorado, Chambers, and Lamar had 33.9%, 26%, 23.3% black population in 1930, respectively.\(^{34}\)

Vocational Equipment
The Fund contributed $75 per room in special aid for the equipping of vocational buildings. These funds were offered with the understanding that the contribution of the Fund would not exceed one-fourth the total sum expended for such equipment, which was selected by or with the approval of the state supervisors of agriculture, of trades, and home economics. Up to 1931, the Fund assisted in the construction of 25 vocational rooms and 29 home economics rooms in Texas at a total cost of $4,462.93.

School Term Extension
To address the problem of school terms that were too short for efficient work, the Fund in 1928-29 gave

\(^{33}\) Annual reports of the Julius Rosenwald Fund Archives, 1924-26 and 1928-31, Fisk University Library Specials Collection/Archives Nashville, Tennessee.

\(^{34}\) G.T. Bludworth, Austin, Texas, to Mr. S.L .Smith, 10 November 1928, 21 October 1930, Rosenwald Fund Archives, Fisk University Library Special Collection/Archives, Nashville, Tennessee.
assistance to financially weak schools for the extension of the school term. Assistance was given as follows: one-half the salary for one month the first year, one-third the second year, and one-fourth the third year. After the third year however, the school authorities had to carry on the extended term without aid. However, funding for this program was withdrawn after the second year. Twenty-four schools took advantage of this program before its termination in 1931. The total cost to the Fund was $10,402.54. Although already terminated, the Fund aided in the term extension of 10 schools in nine Texas counties at a cost of $1,343.88.

Transportation
To encourage consolidation, the extension of school terms, and adequate pay for teachers, the Fund offered aid for transportation. The Fund gave as follows: one-half the cost the first year, not to exceed $500, one-third the second year, and one-fourth the third year. However, to qualify for the money, the school term could not be less than six months, no teacher’s salary could be less than $50 per month and that the school authorities continued transportation after the third year. Seven Texas counties received transportation aid from this short-lived program—Anderson, Bowie, Cass, Liberty, Newton, Walker, and Wharton. Bowie and Liberty Counties were the only recipients in the first year, receiving $500 and $461, respectively. In July 1931, the amount of aid was reduced as follows: for the purchase and operation—one-fourth the first year, not to exceed $250; one-fifth the second year, not to exceed $80; one-sixth the third year, not to exceed $60. The Fund contributed a total of $5,343.75 from 1929 to 1931.

Libraries
Among the many mitigating factors effecting black education during the 1920s was the lack of proper teaching supplies. Textbooks were, in most cases, hand-me-downs from the white schools. Until the mid-1920s, libraries were almost unheard of in black schools. To encourage the purchase of books for libraries, the Fund offered one-third the cost of books purchased. It offered aid on three different libraries: 1) Elementary library for $120, 2) An elementary library for $90, 3) A high school library in any amount not to exceed $720. The Fund would also pay for the expenses of a visiting librarian from the State Library to assist in conducting the library. Only 55 schools took advantage of this program. Just one high school library was funded during the period from 1927 through 1931. The total cost of the program for these years was $6,639.51. Of that cost, community contributions totaled $4,426.34, and the Rosenwald Fund paid $2,213.17.

Rosenwald School Day Program
State Agent, A. C. Lewis, held the first Rosenwald day in Louisiana in 1927. He received no aid from the Fund. The program was such a success that it became a program of the Fund in 1928-29. The following

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35 Texas Department of Education (1931), 13
36 Annual Report to Julius Rosenwald Fund, 1931-32 “Disbursements For Extension Of Terms.”
37 Texas Department of Education (1931), 14.
38 Leavell, 146.
enumerates the goals of the program:

1) To bring the people of the community together at the schoolhouse for the purpose of getting better acquainted with each other through informal intermingling, and to get more intimately acquainted with the school and its needs.

2) To present reports from the state Agent to show the progress made and to give his plans for further improving and developing the Negro school system.

3) To get acquainted with the special agencies that are at work to advance the people and improve the schools.

4) To present personal sketches of philanthropists and other prominent persons engaged in directing educational advancements in co-operation with the State Department of Education.

5) To show how funds provided by private agencies have stimulated larger public appropriations for Negro schools.

6) To study the needs of the school and devise ways and means for supplying these needs.

7) To express appreciation to the school authorities and to all other agencies for their financial assistance and cooperation in the development of the Negro schools. 39

Vocational Buildings or Shops
The Fund began to offer monies for vocational buildings or shops in the year 1927-28. This aspect of the building program was to “...promote the work of other boards supporting industrial education.” This explanation of the reason for such structures reflects the Funds symbiotic relationship with other foundations, like Slater Board, the General Education Board, and the Jeanes Supervising teachers, who were doing similar work. Funding for construction of shops and vocational buildings was based on the number of rooms contained within the building. The vocational division of the State Department of Education directed vocational work with assistance of the Rural School Division and the Division of “Negro” Schools. These cooperating departmental agencies rendered assistance in the selection of equipment and other materials. Oddly, there were only 163 shops built in the entire South. 40 Of these, Texas and Arkansas had the most with 32 buildings. 41 The low numbers may reflect the fact that all, but one-teacher type schoolhouses, had “industrial rooms” as part of the room arrangement. There were 14 vocational buildings constructed in the year 1930-31: 2 one-room, 3 two-room, 3

39 Texas Department of Education, 16.
40 Leavell, 143.
41 Anderson, 155.
three-room, 2 four-room, 2 five-room, and 2 six-room. Nine were constructed of wood and 5 of “permanent” materials.\footnote{42 Budget report from the Department of Education 1930-31, Rosenwald Fund Archives, Fisk University Library Special Collections/Archives, Nashville, Tennessee.}

Records from the Rosenwald Archives indicate that the Fund made expenditures for the purchase of radios and the purchase of pictures of Mr. Rosenwald in the year 1929-1930. Bethlehem School in Bowie County reported having a radio and Ratcliff School in Houston County had a portrait of Mr. Rosenwald that hung on the wall of one of the classrooms.
Rosenwald Schools listed by county name, school name, school year built, outbuildings, and type plan used.

<table>
<thead>
<tr>
<th>County</th>
<th>School</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Flint Hill</td>
<td>1927-28</td>
<td>three-teacher, shop and home, plan # 3</td>
</tr>
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# National Register of Historic Places

## Continuation Sheet

**Section E**  Page 17

### Historic and Architectural Resources Associated with the Rosenwald School Building Program

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<td>Gethsemane</td>
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# Historic and Architectural Resources Associated with the Rosenwald School Building Program

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Schulenburg 1922-23, four-teacher, plan # 400

Fort Bend
Bassett Farm 1928-29, two-teacher, plan # 2-C
Crabb 1924-25, two-teacher, plan # 2-C
Mt. Pleasant 1922-23, two-teacher, plan #20
Powell Point 1924-25, six-teacher, two-room, home, plan # 6-A
Rosenberg 1923-24, two-teacher, library, plan # 2-C
Sugarland 1927-28, one-room shop, library, plan #20
Thompson 1922-23, one-teacher, photo not available

Franklin
Mt. Vernon 1928-29, two-teacher, plan # 20 (school remains)

Freestone
Aguilera 1922-23, two-teacher, plan # 20
Lone Star 1923-24, two-teacher, plan # 20
Owens Chapel 1923-24, one-teacher, plan # 1
Palm Creek 1922-23, two-teacher, plan # 20
Rocky Branch 1923-24, two-teacher, home (plan # 200), plan #20
Shilo 1923-24, two-teacher, plan # 20
Wortham 1925-26, five-teacher, home, library, plan # 5-A

Frio
Pearsall 1926-27, two-teacher, RNS plan # ?

Gonzales
Slayden 1926-27, two-teacher, plan #20
(Canoe Creek)

Grayson
Maribelle 1930-31, two-teacher, no photo

Gregg
Camp Switch 1930-31, two-teacher, plan # 2-C
Elderville 1927-28, five-teacher, plan # 5-A
Glade water #1 1922-23, one-teacher, plan # 1-A
Greenville No data
Fredonia 1930-31, three-teacher, no photo
Longview 1922-23, one-teacher, library, plan #1-A
Longview 1930-31, ten-teacher, no photo
Mt. Pisgah 1930-31, two-teacher, no photo
North Chapel 1923-24, two-teacher, no photo
Pine Hill 1929-30, two-teacher, plan # 2-C
Pleasant Hill 1927-28, two-teacher, plan # 20
Pleasant Green 1926-27, two-teacher, plan # 20
Post Oak 1923-24, two-teacher, plan # 2-C
Rollins #1 1920-21, three-teacher (burned 12/22/23), plan # 3-B
Rollins #2 1924-25, three-teacher, plan #3-B
Sabine Valley 1929-30, two-teacher, plan # 20-A
Shilo(h)(w) 1920-21, two-teacher, no style
West Point 1929-30, two-teacher, plan # 2-C
United States Department of the Interior  
National Park Service

National Register of Historic Places  
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Historic and Architectural Resources Associated with the  
Rosenwald School Building Program

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<thead>
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<th>Location</th>
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<td>Morning Star (in Woodlawn)</td>
<td>1925-26</td>
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<td>1923-24</td>
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<td>Wilson</td>
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## Lavaca
- Eilers Industrial: 1929-30, five-teacher, plan # 5-A
- Eilers Industrial: 1923-24, teacher type not known, RNS plan # 12, 2-stories

## Lee
- Antioch: 1922-23, four-teacher, home (plan # 200), plan # 400
- Doak Springs: 1924-25, three-teacher, plan # 3-B
- Elmott: 1930-31, three-teacher, no photo
- Fairview: 1922-23, three-teacher, RNS plan # 12 modified
- Globe Hill: 1920-21, two-teacher, plan # 20-A modified
- Mt. Olive: 1925-26, two-teacher, plan # 20
- Nally: 1924-25, one-teacher, plan # 1
- Wiley (Willy ?) Branch: 1922-23, two-teacher, no photo

## Leon
- Galilee: 1926-27, two-teacher, plan # 20
- Leona: 1928-29, two-teacher, plan # 20

## Liberty
- Dayton: 1927-28, four-teacher, no style (school remains)
- Green Hill: 1925-26, two-teacher, plan # 20-A
- Rayburn: 1926-27, two-teacher, plan # 2-C

## Limestone
- Billington: 1923-24, one-teacher, no photo
- Groesbeck: 1922-23, five-teacher, RNS # 12
- Echols: 1922-23, three-teacher, plan # 3-B
- Kate Long: 1925-26, four-teacher, plan # 400
- Kosse: 1927-28, two-teacher, plan # 20-A
- Rocky Crossing: 1929-30, three-teacher, plan # 20
- Shiloh: 1925-26, two-teacher, plan # 20
- Tehuacana Valley: 1927-28, two-teacher, plan # 20
- Thornton: 1923-24, two-teacher, plan # 20
- Woodland: 1923-24, six-teacher, two-room shop, home, no style

## Madison
- Antioch: 1925-26, three-teacher, plan # 3-B
- Greenbrier: 1925-26, one-teacher, plan # 1-A
- Hopewell: 1925-26, two-teacher, plan # 20
- Madisonville: 1929-30, four-teacher, library, plan # 400
- Midway: 1922-23, three-teacher, plan # 20

## Marion
- Bethlehem: No date, three-teacher, no photo
- Douglas Chapel: 1924-25, one-teacher, plan # 1-A
- Lodi: 1924-25, two-teacher, plan # 20
- Lewis Chapel: No date, three-teacher, no photo
- Lodwick: 1924-25, one-teacher, plan # 1
- Macedonia: 1921-22, two-teacher, plan # 20
- Murray League: 1926-27, two-teacher, plan # 20
- Warlock: 1922-23, one-teacher, (photo missing)
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<th>Matagorda</th>
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<td>Milam County Training School</td>
<td>1924-25, two-teacher, plan # 20-A (school remains)</td>
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<td>Davila</td>
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<td>Milano</td>
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<td>Rockdale</td>
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<thead>
<tr>
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<tr>
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<td>Mt. Moriah</td>
<td>1921-22, three-teacher, plan # 3-B</td>
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<td>Mt. Zion</td>
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<td>Naples</td>
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<td>Union Chapel</td>
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<tr>
<td>Sand Ridge</td>
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<td>1928-29, three-teacher, plan # 3-B</td>
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<td>Garrison</td>
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<td>Powell</td>
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<td>Kerens</td>
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<td>Washington</td>
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<td>Kerens</td>
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# Historic and Architectural Resources Associated with the Rosenwald School Building Program

## Section E Page 24

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<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
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<td>Jumbo</td>
<td>1927-28, two-teacher, plan # 20</td>
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<td>Shiloh</td>
<td>1928-29, one-teacher, plan # 1</td>
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<tr>
<td>Woods (New Salem)</td>
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**Polk**

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**Rains**

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**Red River**

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**Robertson**

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**Refugio**

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**Rusk**

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United States Department of the Interior  
National Park Service  

National Register of Historic Places  
Continuation Sheet

Historic and Architectural Resources Associated with the  
Rosenwald School Building Program

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<table>
<thead>
<tr>
<th>Location</th>
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<td>Oak Hill</td>
<td>1926-27</td>
<td>two-teacher, plan # 20</td>
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<tr>
<td>Pertle</td>
<td>1927-28</td>
<td>two-teacher, plan # 20</td>
</tr>
<tr>
<td>Smith's Chapel #14</td>
<td>1924-25</td>
<td>two-teacher, plan # 2-C</td>
</tr>
<tr>
<td>Star-Bailey</td>
<td>1928-29</td>
<td>two-teacher, plan # 20</td>
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<tr>
<td>Sulphur Springs</td>
<td>1926-27</td>
<td>four-teacher, plan # 400</td>
</tr>
<tr>
<td>Tatum</td>
<td>1929-30</td>
<td>four-teacher, plan # 400</td>
</tr>
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<td></td>
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<td>two-teacher, plan # 20</td>
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<tr>
<td>Sabine #1</td>
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</tr>
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<td>San Augustine</td>
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<td>1927-28</td>
<td>four-teacher, plan # 400</td>
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<tr>
<td>San Jacinto</td>
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</tr>
<tr>
<td>Camilla</td>
<td>1926-27</td>
<td>three-teacher, plan # 3-B</td>
</tr>
<tr>
<td>Lake Pool</td>
<td>1925-26</td>
<td>two-teacher, plan # 20</td>
</tr>
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<td>Lake Station</td>
<td>1925-26</td>
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<td>1929-30</td>
<td>two-teacher, plan # 20</td>
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<td>1929-30</td>
<td>two-teacher, plan # 20</td>
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<td>1926-27</td>
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<td>Snow Hill</td>
<td>1930-31</td>
<td>two-teacher, no photo</td>
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<td>Shelby</td>
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<td>Center</td>
<td>1928-29</td>
<td>five-teacher, plan # 5-A</td>
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<td>Huber</td>
<td>1927-28</td>
<td>two-teacher, plan # 2-C</td>
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<td>1926-27</td>
<td>six-teacher, no style</td>
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<td>1927-28</td>
<td>three-teacher, (photo missing)</td>
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<tr>
<td>Smith</td>
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<tr>
<td>Antioch</td>
<td>1929-30</td>
<td>three-teacher, plan # 3-B</td>
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<td>Arp</td>
<td>1929-30</td>
<td>two-teacher, plan # 20</td>
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<td>Black Fork</td>
<td>1921-22</td>
<td>two-teacher, plan # 20</td>
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<td>Bullard</td>
<td>1923-24</td>
<td>three-teacher, plan # 3-B</td>
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<td>Center</td>
<td>1929-30</td>
<td>two-teacher, plan # 20</td>
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<td>Clayton</td>
<td>1930-31</td>
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<td>Douglass</td>
<td>1927-28</td>
<td>three-teacher, plan # 3</td>
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<tr>
<td>Jackson</td>
<td>1926-27</td>
<td>four-teacher, three-room shop, library, plan # 400</td>
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<tr>
<td>Jamestown</td>
<td>1921-22</td>
<td>two-teacher, plan # 20</td>
</tr>
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<td>Langly</td>
<td>1928-29</td>
<td>three-teacher, plan # 3-B</td>
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<td>Midway</td>
<td>1924-25</td>
<td>four-teacher, plan # 400</td>
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<tr>
<td>Mt. Zion</td>
<td>1929-30</td>
<td>four-teacher, plan # 400</td>
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<tr>
<td>Rabbit</td>
<td>1923-24</td>
<td>two-teacher, plan # 2-C</td>
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<td>Troup</td>
<td>1927-28</td>
<td>three-teacher, plan # 3-B modified (brick)</td>
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<td>Waters Bluff</td>
<td>1924-25</td>
<td>two-teacher, plan 2-C</td>
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<tr>
<td>Whitehouse</td>
<td>1923-24</td>
<td>three-teacher, plan # 3-B</td>
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<td>Winona</td>
<td>1923-24</td>
<td>two-teacher, plan # 2-C</td>
</tr>
<tr>
<td>Location</td>
<td>Year</td>
<td>Description</td>
</tr>
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<td>---------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Tarrant</td>
<td>1924-25</td>
<td>four-teacher, plan # 400 <em>(school remains)</em></td>
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<td>Titus</td>
<td>1926-27</td>
<td>eight-teacher, library, plan # 8</td>
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<td>1926-27</td>
<td>one-teacher, plan # 1-A</td>
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<td></td>
<td>1925-26</td>
<td>two-teacher, plan # 20</td>
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<td>Travis</td>
<td>1931-32</td>
<td>two-teacher, plan # 2-C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No date, two-teacher, no photo</td>
</tr>
<tr>
<td></td>
<td>1928-29</td>
<td>one-teacher, plan # 1-A</td>
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<td>1927-28</td>
<td>two-teacher, plan # 20 <em>(school remains)</em></td>
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<tr>
<td></td>
<td>1930-31</td>
<td>two-teacher, no photo</td>
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<tr>
<td>Trinity</td>
<td>1927-28</td>
<td>two-teacher, plan # 2-C</td>
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<tr>
<td></td>
<td>1930-31</td>
<td>two-teacher, no photo</td>
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<td></td>
<td>1927-28</td>
<td>four-teacher, three-room shop, plan # 4</td>
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<td>1928-29</td>
<td>six-teacher, plan # 6-A</td>
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<tr>
<td>Upshur</td>
<td>1929-30</td>
<td>four-teacher, plan # 400</td>
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<td></td>
<td>1924-25</td>
<td>three-teacher, plan # 3-B</td>
</tr>
<tr>
<td></td>
<td>1926-27</td>
<td>one-teacher, plan # 1</td>
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<td>1924-25</td>
<td>one-teacher, plan # I-A</td>
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<tr>
<td></td>
<td>1920-21</td>
<td>two-teacher, RNS plan # 11 modified</td>
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<tr>
<td></td>
<td>1925-26</td>
<td>two-teacher, plan # 20 <em>(3000th Rosenwald School)</em></td>
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<td>1920-21</td>
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<tr>
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<td>1920-21</td>
<td>two-teacher, plan # 20</td>
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<tr>
<td></td>
<td>1921-22</td>
<td>two-teacher, no photo</td>
</tr>
<tr>
<td>Van Zandt</td>
<td>1927-28</td>
<td>three-teacher, plan # 3-B</td>
</tr>
<tr>
<td></td>
<td>1925-26</td>
<td>three-teacher, home, two-room shop, library, plan # 3-B</td>
</tr>
<tr>
<td></td>
<td>1928-29</td>
<td>two-teacher, plan # 20</td>
</tr>
<tr>
<td></td>
<td>1926-27</td>
<td>three-teacher, plan # 3</td>
</tr>
<tr>
<td>Walker</td>
<td>1923-24</td>
<td>?, no photo</td>
</tr>
<tr>
<td></td>
<td>1923-24</td>
<td>one-teacher, plan # 1-A</td>
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<tr>
<td></td>
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<td>two-teacher, RNS # 11 modified</td>
</tr>
<tr>
<td></td>
<td>1925-26</td>
<td>two-teacher, plan # 20 <em>(3000th Rosenwald School)</em></td>
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<td>two-teacher, RNS plan # 11 modified</td>
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<td>1920-21</td>
<td>two-teacher, plan # 20</td>
</tr>
<tr>
<td></td>
<td>1920-21</td>
<td>two-teacher, no photo</td>
</tr>
<tr>
<td>Waller</td>
<td>1927-28</td>
<td>eight-teacher, plan # 8-A</td>
</tr>
<tr>
<td></td>
<td>1930-31</td>
<td>four-teacher, library, no photo</td>
</tr>
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<td></td>
<td>1924-25</td>
<td>four-teacher, plan # 400</td>
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<tr>
<td>Washington</td>
<td>1927-28</td>
<td>ten-teacher, library, plan # 10</td>
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</tbody>
</table>
Chapel Hill 1927-28, five-teacher, plan # 5-A
Goodwill 1930-31, four-teacher, plan # 4-A
Henderson (Mt. Zion) 1927-28, two-teacher, plan # 20
Mt. Fall 1924-25, two-teacher, plan # 20
Petersville 1925-26, two-teacher, plan # 20
Saucy Chapel 1930-31, five-teacher, no photo
Stone District 1925-26, two-teacher, plan # 2-C
Wellman 1928-29, two-teacher, plan #20
William Penn 1924-25, one-teacher, plan # 1

Wharton

Danevang 1925-26, one-teacher, plan # 1
El Campo 1925-26, two-teacher, no style (school remains)
Iago 1921-22, one-teacher, plan # 1-A modified
Sorrell 1926-27, two-teacher, plan # 20-A
Wharton Training 1927-28, eight-teacher, library, plan # 8-A

Wilbarger

Vernon 1929-30, six-teacher, no style

Williamson

Circleville 1926-27, one-teacher, plan # 1-A
Round Rock County Training School 1921-22, five-teacher, no photo
Coupland 1923-24, two-teacher, plan # 20 (school remains)
Granger 1920-21, two-teacher, two-room shop, plan # 20-A modified

Wood

Fauke 1922-23, two-teacher, home, plan # 20-A
Hawkins Rosenwald 1927-28, two-teacher, one-room shop, # 20
Lloyd 1927-28, two-teacher, plan # 20
McMillan 1923-24, one-teacher, plan # 1
Muddy Creek 1921-22, two-teacher, one-room shop, home, plan # 2-C
Reinhardt 1927-28, one-teacher, plan # 1
Webster 1924-25, two-teacher, plan # 20
Winnsboro No date, two-teacher, no photo

The following is a list of Rosenwald schools by “teacher type”, county and school name, and year built.

One-Teacher Types

Bastrop

Hopewell '21

Brazoria

Columbia '21
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the Rosenwald School Building Program

Section _E_ Page 28

Bowie

- Spring Lake Park '29
- Bassetts '26
- Corley '29
- Dalby Springs '27
- Hughes '29
- Leary '27
- Oak Ridge '29
- Red Bayou '25
- Simms '27

Burleson

- Chriesman '24
- Sandy Grove '23
- Zion '21

Cass

- Bryant's Mill '27
- Moores Branch '27

Cherokee

- Linwood '20
- Reklaw '25

Fort Bend

- Thompson '22

Freestone

- Owens Chapel '23

Gregg

- Gladewater #1 '22
- Longview '22
- Willow Springs '24

Grimes

- John Conn '24
- Singleton '23

Guadalupe

- Brushy '26
- Mill Creek '21
- York Creek '23

Harris

- Cedar Bayou '20

Harrison

- Atlas '25
- Friend Enterprise '20
- Golden Hill '26
- Mason Springs '26
- Potter's Creek '28
- Village Creek '26

Henderson

- Jones Farm '24
Historic and Architectural Resources Associated with the Rosenwald School Building Program
National Register of Historic Places
Continuation Sheet

Wharton
  Iago '21
  Danevang '25

Williamson
  Circleville '26

Wood
  Mc Millan '23
  Reinhardt '27

Two-Teacher Types

Anderson
  Lost Prairie '29
  Mound Prairie '25

Angelina
  Cedar Grove '25

Bastrop
  Hill Prairie
  St. Mary's '25

Brazoria
  Sandy Point '28

Bowie
  Arkadelphia '29
  Beaver Dam '29
  Buchanan '24
  De Kalb '30
  Liberty Hill Dist. (Almont) '25
  Moores '28
  Oak Grove '27
  Pleasant Grove '25
  Post Oak 26
  Red Water '28
  Rosborough #1 '27
  Shady Grove '27

Brazos
  Templeman '28

Burleson
  St. Matthews '23
  Smith Graded '24
  Sulphur Springs '24

Calhoun
  Port Lavaca '23

Camp
  Center Point '26
Historic and Architectural Resources Associated with the Rosenwald School Building Program

Section E Page 31

Garfield '21
Leesburg '21
Myrtle Springs '26

Cass
Hughes Springs '24
Linden '26
Mt. Zion '27
Pleasant Hill '27
Rocky Point '27
Spring Hill '24

Cherokee
Bradford '23
Cold springs '28
Larissa '22
Mt. Haven '26
Pine Grove '24
Shady Grove '21

Cottle
Paducah '30

Ellis
Boyce '23

Falls
Lott '29

Fort Bend
Bassett Farm '28
Crabb '24
Mt. Pleasant '22
Rosenberg '23
Sugarland '27

Franklin
Mt. Vernon '28

Freestone
Aguilera '22
Lone star '23
Palm Creek '22
Rocky Branch '23
Shilo '23

Frio
Pearsall '26

Gonzales
Slayden '26

Grayson
Maribel '30

Gregg
Camp Switch '30
Mt. Pisgah '30
North Chapel '23
Pine Hill '29
Pleasant Green '26
Pleasant Hill '27
Post Oak'23
Sabine Valley '29
Shilo (h) (w)? '20
West Point '29

Grimes
Courtney '24
Navasota '30
San Prairie '26

Harrison
Athens '27
Canaan '27
Friendly '25
Long Ridge '26
Mt. Pleasant '23
Rosenwald '20
St.Mark'20
Shady Grove '22
Sweet Home '29
Woodlawn '20
Woodside '25

Henderson
Antioch '29
Eureka '29
Malakoff '25
St. Paul '23

Hopkins
Rocky Hill '29
Sandifer '30

Houston
Cedar Branch '21
Creek '25
Holly '26

Hunt
St. Paul '23

Jasper
Grant '26
Walnut Hill '24

Kaufman
Kemp '25
Wilson '24

Lee
Globe Hill '20
Mt. Olive ’25
Wiley or Willy? Branch ’22

Leon
Galilee ’26
Leona ’28

Liberty
Green hill ’25
Rayburn ’26

Limestone
Kosse ’27
Shiloh ’25
Tehuacana Valley ’27
Thornton ’23

Madison
Hopewell ’25

Marion
Lodi ’24
Macedonia ’21
Murray League ’26

Matagorda
Mt. Pilgrim ’22

Milam
Davila ’24

Morris
Mt. Moriah ’20
Omaha ’21
Rocky Hill ’23
Sun View ’26
Union Chapel ’29
Williams Chapel ’20

Nacogdoches
Macedonia ’26

Panola
Beckville ’26
Byfield ’26
Jumbo ’27
Shady Grove ’26
Woods ’25

Polk
Barnes ’20
Camden ’21
Denver ’25
Moscow ’21

Robertson
Dorsey-Lockeridge ’29
Refugio
Refugio '28

Rusk
Big Springs '29
Clover '30
Friendship '27
Gladesprings '27
Goldberry Chapel '28
Lone Star '28
Mt. Moriah '25
New Hope '30
Oak Hill '26
Pertle '26
Smiths Chapel #14 '24
Star-Bailey '28

Sabine
Rosenwald #1 '29

San Jacinto
Lake Pool '25
Lake Station '25
Moody '29
Point Blank '29
Rose Hill '26
St. Marion '29
Shepherd '26
Snow Hill '30

Shelby
Huber '27

Smith
Arp '29
Black Fork '21
Center '29
Clayton '30
Jamestown '21
Rabbit '23
Winona '23

Titus
Piney '25

Travis
Comanche '30
Littig '27
Pilot '30

Trinity
Oak Grove '27
Pennington '30

Upshur
Sand Hill '21
Van Zandt
    Watts '28
Walker
    Pleasant Grove '20
    Riverside '25
    Rosenwald #1 20
    Mt. Prairie (no date)
    Mt. Zion '20
    San Jacinto '20
Washington
    Henderson (Mt. Zion) '27
    Mt. Fall '24
    Petersville '25
    Stone District '25
    Wellman '28
Wharton
    El Campo '25
    Sorrell '26
Williamson
    Coupland '23
    Granger '20
Wood
    Fauke '22
    Hawkins Rosenwald '27
    Lloyd '27
    Muddy creek '21
    Webster '24

Three-Teacher Types
Anderson
    Flint Hill '27
Austin
    Wallis '29
Bowie
    Bethlehem '24
    Burns '26
    Grandview '28
Camp
    Union Chapel '21
Cass
    Bethlehem '25
    Duncan '21
Gethsemane '24
Mt. Olive '30
Roach '30

Cherokee
   Church Hill '26

Fannin
   Ladonia '22

Gregg
   Fredonia '30
   Rollins #1 '20
   Rollins #2 '24

Grimes
   Anderson '27

Guadalupe
   Roosevelt '21

Harrison
   Coopersville '25
   Morning Star '25

Houston
   Pleasant Grove '25

Hunt
   Wolfe City '22

Lee
   Doak Springs '24
   Elmott '30
   Fairview '22

Limestone
   Echols '22
   Rocky Crossing '29

Madison
   Antioch '24
   Midway '22

Morris
   Mt. Zion '21
   Shady Grove '24

Nacogdoches
   Bethel '28
   Central Heights '27
   Washington '26

Polk
   Livingston '22
   New Hope '25
   Onalaska '30

Rusk
   Anadarko '25
   Concord '24
Fredonia '27
Rusk (continued)
   Mt. Enterprise '24
   New Prospect '24
San Jacinto
   Camilla '27
Shelby
   Shelbyville '27
Smith
   Antioch '29
   Bullard '23
   Douglass '27
   Langly '28
   Troup '27
   Whitehouse '23
Upshur
   Bethlehem '24
Van Zandt
   Prairie Creek '27
   Redland '25
   Wills Point '26

Four-Teacher Type
Bastrop
   Elgin '23
Bowie
   Macedonia '23
   Piney Grove '27
Caldwell
   Luling '25
Camp
   Rocky Mound '25
Cass
   Alamo '21
   Atlanta '22
   Lanier '27
   Perfection '25
   Rambo '27
Cherokee
   Alto '24
   Cuney '25
Fayette
   Schulenberg '22
   Sweet Home '24
Historic and Architectural Resources Associated with the Rosenwald School Building Program

Hardin
   Silsbee '21

Houston
   Fodice '22
   Gudeblye '23
   Post Oak '29

Jefferson
   Oak ridge '24

Jones
   Stamford '26

Lee
   Antioch '22

Liberty
   Dayton '27

Limestone
   Kate Long '25

Madison
   Madisonville '25

Morris
   Naples '27

Navarro
   Ash Creek '21
   Kerens '24

Panola
   Carthage '24

Rusk
   Harris Chapel '29
   Sulphur Springs '26
   Tatum '29

San Augustine
   San Augustine '27

Smith
   Jackson '26
   Midway '24
   Mt. Zion '29

Tarrant
   Sagamore Hill '24

Trinity
   Pine Island '27

Upshur
   Valley View '29

Waller
   Mt. Zion '30

Washington
   Goodwill '29

Nacogdoches
Garrison '28

Five-Teacher Types

Bowie
   Garland '23
Gregg
   Elderville '23
Jefferson
   French '22
Lavaca
   Eilers Industrial '29
Limestone
   Groesbeck '22
Montgomery
   Willis '29
Navarro
   Powell '25
Robertson
   Hearne '23
Shelby
   Center '28

Washington
   Chapel Hill '27
   Sauney Chapel '30
Williamson
   Round Rock Training School '21
Freestone
   Wortham '25
Henderson
   Campbell's Chapel '27

Six-Teacher Types

Bowie
   New Town '29

Burleson
   Somerville '28

Caldwell
   Lockhart Vocational '23

Camp
   Center Point '29

Cherokee
United States Department of the Interior  
National Park Service  

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Historic and Architectural Resources Associated with the Rosenwald School Building Program  

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Jacksonville '22  
Fort Bend  
Powell Point '24  
Houston  
Crockett District '24  

Limestone  
Woodland '23  
Montgomery  
Montgomery '29  
Panola  
Holland's '30  
Shelby  
Timpson '26  
Trinity  
Trinity '28  
Wilbarger  
Vernon '29  

Eight-Teacher Types  
Johnson  
Cleburne '30  
Milam  
Milam County Training '25  
Titus  
Booker T. Washington '26  
Waller  
Hempstead '27  
Wharton  
Wharton County Training '27  

Nine-Teacher Types  
Brazos  
Bryan '30  

Ten-Teacher Types  
DeWitt  
Yoakum County Training '30  
Washington  
Brenham '27
Twelve-Teacher Types

Cherokee
  Jacksonville '30

Robertson
  Calvert County Training '29
Historic and Architectural Resources Associated with the Rosenwald School Building Program
Rural Negro School Plans

DESIGN NO. 11—FLOOR PLAN—ONE TEACHER SCHOOL
(Shewing provision for future addition.)
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Section E Page 44

Rural Negro School Plan
Grandview School in Bowie County, c. 1928.
Rural Negro School Plans

DESIGN NO. 12 -- FIVE ROOM SCHOOL -- ONE STORY

NOT TO SCALE

DESIGN NO. 12 -- FLOOR PLAN, FIVE ROOM SCHOOL -- ONE STORY
Historic and Architectural Resources Associated with the Rosenwald School Building Program

DESIGN NO. 13 — CENTRAL SCHOOL, TWO STORY, FIVE ROOMS

DESIGN NO. 13 — FIRST FLOOR PLAN — CENTRAL SCHOOL
Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Rural Negro School Plans

Classroom

Classroom

Design No. 13 - Second Floor Plan - Central School
Historic and Architectural Resources Associated with the Rosenwald School Building Program

Rural Negro School Plans

DESIGN NO. 15 -- TEACHER'S HOME -- FIVE ROOMS

BEDROOM
DINING ROOM
BEDROOM
LIVING ROOM
FRONT PORCH

NOT TO SCALE
RIGHT ELEVATION
Rural Negro School Plans

DESIGN NO. 17 -- A COUNTY TRAINING SCHOOL -- GROUPED

DESIGN NO. 17 -- FIRST PLAN -- COUNTY TRAINING SCHOOL

DESIGN NO. 17 -- SECOND FLOOR PLAN -- COUNTY TRAINING SCHOOL -- GROUPED

Historic and Architectural Resources Associated with the Rosenwald School Building Program
Rural Negro School Plans

DEPARTMENT VIEW
Teacher's Home - County Training School

DESIGN NO. 16 - TEACHER'S HOME - COUNTY TRAINING SCHOOL

Note—Design No. 19 includes individual plans for Girls Dormitory and Industries.
Design No. 20 gives individual plans of the Academic Building, County Training School.
Rural Negro School Plans

Design No. 11 - Industrial Building

Carpentry

Blacksmithing

Plan

Not to Scale

Cross Section

Side Elevation
National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Floor Plan
- Community - School - Plan - No. 1

Class Room
22'6" x 35'4"
National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

One Teacher Community School Plan #1
Corley School in Bowie County, c. 1929.
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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ONE TEACHER
COMMUNITY SCHOOL PLAN NO. 1-A
One Teacher Community School Plan # 1-A
Dalby Springs School in Bowie County, c. 1927.
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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FLOOR PLAN NO. 20
TWO TEACHER COMMUNITY SCHOOL
(to face east or west only)
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Two Teacher Community School Plan # 20
Buchanan School in Bowie County, c. 1924.
Historic and Architectural Resources Associated with the Rosenwald School Building Program
 Historic and Architectural Resources Associated with the Rosenwald School Building Program

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FLOOR PLAN NO. 2-C
TWO TEACHER COMMUNITY SCHOOL
(to face north or south only)
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Two teacher Community School Plan # 2-C
Moore's School in Bowie County, c. 1928.
National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Historic and Architectural Resources Associated with the Rosenwald School Building Program

FLOOR PLAN 3-B
THREE TEACHER COMMUNITY SCHOOL
(to face north or south only)
Historic and Architectural Resources Associated with the Rosenwald School Building Program

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Historic and Architectural Resources Associated with the Rosenwald School Building Program

FLOOR PLAN NO. 400
FOUR TEACHER COMMUNITY SCHOOL
(to face east or west only)
Four Teacher Community School Plan
Kate Long School in Limestone County, c. mid-1920s.
Historic and Architectural Resources Associated with the Rosenwald School Building Program

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Four Teacher Community School
Cuney School in Cherokee County, c. 1925.
Historic and Architectural Resources Associated with the Rosenwald School Building Program

FLOOR PLAN NO. 4-A
FOUR TEACHER COMMUNITY SCHOOL
(to face north or south only)
Historic and Architectural Resources Associated with the Rosenwald School Building Program

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FLOOR PLAN NO. 5
FIVE TEACHER COMMUNITY SCHOOL
(to face east or west only)
Historic and Architectural Resources Associated with the Rosenwald School Building Program

FLOOR PLAN NO. 5-A
FIVE TEACHER COMMUNITY SCHOOL
(to face north or south only)
National Register of Historic Places
Continuation Sheet

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Historic and Architectural Resources Associated with the Rosenwald School Building Program

Five Teacher Community School Plan # 5-A
Chapel Hill School in Washington County, c. 1927.
Historic and Architectural Resources Associated with the Rosenwald School Building Program

FLOOR PLAN NO. 6
SIX TEACHER COMMUNITY SCHOOL
(to face east or west only)
Historic and Architectural Resources Associated with the Rosenwald School Building Program

FLOOR PLAN NO. 6-A
SIX TEACHER COMMUNITY SCHOOL
(to face north or south only)
National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the Rosenwald School Building Program

Six Teacher Community School Plan # 6-A.
Trinity School in Trinity County, c. 1928.
Historic and Architectural Resources Associated with the
Rosenwald School Building Program

FLOOR PLAN NO. 60
SIX TEACHER COMMUNITY SCHOOL
(to face east or west only)
Historic and Architectural Resources Associated with the Rosenwald School Building Program

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FLOOR PLAN NO. 7
SEVEN TEACHER COMMUNITY SCHOOL
(to face east or west only)
National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

FLOOR PLAN NO. 7-A
SEVEN TEACHER COMMUNITY SCHOOL
(to face north or south only)
Historic and Architectural Resources Associated with the Rosenwald School Building Program

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Historic and Architectural Resources Associated with the Rosenwald School Building Program

TEN TEACHER PLAN FOR COMMUNITY SCHOOLS
Historic and Architectural Resources Associated with the Rosenwald School Building Program
Historic and Architectural Resources Associated with the Rosenwald School Building Program

TEACHER'S HOME FOR COMMUNITY SCHOOLS
Historic and Architectural Resources Associated with the Rosenwald School Building Program
National Register of Historic Places
Continuation Sheet

Teacher’s Home for Community School
Limestone County Training School, c. mid-1920s
Teacher's Home for Community School
Wortham School in Freestone County, c. mid-1920s.
National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

SANITARY PRIVY -- TWO TEACHER TYPE -- COMMUNITY SCHOOL
Privy with concrete vault, "Texas Plan."
Mt. Prairie School, Walker County, TX., c. 1920s.
Old Midway School in Madison County, c. 1922.
Old Waters Bluff School in Smith County, c. 1924.
Old Bullard School in Smith County, c. 1923.
Old Mill Creek School in Guadalupe County, c. 1921.
Old Mt. Zion School in Cass County, c. 1927.
Historic and Architectural Resources Associated with the Rosenwald School Building Program
F. Associated Property Types

Rosenwald Buildings

Property Type Description
Schools

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

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Rosenwald resources may be placed into two major property types; buildings (schoolhouses and teacher’s homes); and structures (industrial buildings, shops and sanitary privies). There are two distinct subtypes based on their physical and associative characteristics, which are those school buildings constructed based on the designs published in the booklet The Rural Negro School and Its Relation to the Community, and those constructed between the years 1920 to 1937 under the supervision of the Rosenwald Southern Office in Nashville according to designs and specifications prepared by Samuel L. Smith. Although the Rosenwald School Building Fund provided monies for the construction of additions to or the renovation of existing buildings, and the standardized plans made available to white as well as other ethnic groups, the focus of this Multiple Property Nomination is to identify those school buildings that were built with monies contributed by the Rosenwald School Building Fund.

After the reorganization of the Fund in 1920, demand for the “Rural Negro School” plans (see E43-E52) was replaced with demands for the “Community School Plans”. (see E53-E87) Research reveals that only 15 buildings in Texas were constructed using the former plans and that the overwhelming majority used the “Community School Plans” developed by Samuel L. Smith. Most of the Rosenwalds constructed in the state were 2-teacher types. And most of the 2-teachers were constructed using Community School Plan #20 (121 of the 186 documented in Texas). (see E57-E58)

All plans were labeled according to how many teachers taught in the school. For instance, if one teacher taught the plan was called a one-teacher type, whereas if ten teachers taught, it was called a ten-teacher type. In the early years of the Fund the plans included up to six-teacher only, then were later expanded to include plans large as twelve-teacher types. Texas had occurrences of all teacher types in the state. All plans called for the use of weatherboard. However, the revised plans of 1931 strongly suggested the use of masonry type or “permanent” materials. There were eleven schools in Texas that reported using these type materials in the year 1930-31. However, the majority of schools in the state were constructed using weatherboard. To date, research indicates that only 14 of the 82 recorded counties had such buildings. To assure the optimum amount of light and ventilation, the plans specified how the building should be oriented on the site. This was determined for each teacher type and its variations. For example, a 2-teacher type faced east or west, whereas, 3 and 6-teacher types faced north or south. For those Rosenwald schools that remain in Texas, all seem to adhere to this requirement.

According to the Rosenwald Fund archival records, there were 464 schoolhouses and 63 associated features (teacher’s homes, shops, and sanitary privies) built in Texas from 1920-1932. However, Texas Historical Commission only has documentation for 425 of these school buildings. Additional research is needed to
determine the location of the 39 missing buildings.

The Rosenwald plans were free to any school desiring the them. Moreover, white schools were encouraged by the Fund to obtain these plans for their use. More than fifteen thousand white schools took advantage of this offer. Research has found only one example of an extant school building constructed using the Rosenwald standardized plans that was not used for the education of African American children. This building is Jackson School located in Beeville. Historically, it was the school for Beeville’s Mexican American children. Like the Lott-Canada School, built in the year 1931-32 for African Americans and also in Beeville, this 4-teacher type building used Community School Plan #4-A. (see E69) Both buildings are still being used by the independent school district in that city.

**Subtype 1:** The *Rural Negro School and Its Relation to the Community*, published by Booker T. Washington, principal of Tuskegee Normal and Industrial Institute and Clinton J. Calloway, Director of Tuskegee’s Extension Department, served as a guide for communities that were interested in building a Rosenwald school. The booklet provided plans for schools, central schools, industrial buildings, county training schools, teacher’s homes, and boys and girls dormitories. (see E43-E87) Since the Program was not initiated in Texas until the year 1920, there are few schools in the state that were constructed using the Rural Negro School Plans.

**Subtype 2:** When the Southern office was relocated to Nashville in 1920, Samuel L. Smith published a series of pamphlets showing various floor plans and specifications to be used by communities interested in building a Rosenwald school. In addition, the pamphlet contained information suggesting possible site selection, landscaping and bird’s eye views of an ideal Rosenwald school campus. These school buildings are easy to identify. In the late 1910s and throughout the 1920s, Tuskegee and the Southern Office began the process of photographing each school and keeping the photograph on file providing a very useful visual record.

Rosenwald schools were built in the South from 1913 to 1937. In Texas however, construction didn’t begin until 1920 and ended in the 1931-32 school year. All schools in Texas are either one or two-story buildings with an east/west orientation. Although the building plans were all designed to be constructed of wood, several of the Texas schools were constructed of brick or other masonry-type materials. The detailing varies from hints of the simple Colonial to simple Craftsman. Most of the schools are located in rural areas or small communities. As for associative characteristics, all Rosenwald schools were built to accommodate elementary/industrial education for rural African Americans.

**Description Subtype #1 Schools**

Featured in the publication *The Rural Negro School and Its Relation to the Community* by Booker T. Washington and Clinton J. Calloway, these standardized school plans included specifications for “one-teacher,” “five teacher,” Central and Training schools. (see E43-E52) Few schools in Texas were built using these plans. Typically, these buildings featured minimal Colonial Revival and Craftsman detailing, specifically exposed rafter
ends and brackets, and wide-overhanging eaves. Buildings display hipped or gabled roofs, groupings of double hung sash windows symmetrically placed, and interior chimney flues. The exterior of the building is covered in weatherboard and rest on a pier and beam foundation. The Rural Negro School Plans, like the later designs of Samuel L. Smith, offered variations on the same design that required east/west orientation for maximum lighting. The interior floor plan featured classrooms with small cloakrooms and industrial rooms.

Examples of schools from subtype #1 have been identified in 11 Texas counties. Most are variations of the One Teacher or a modified Central School plan. These are Grandview, Spring Lake Park Schools in Bowie County; Columbia School in Brazoria County; Shady Grove in Cherokee County; Pearsall School in Frio County; Jakes Colony, Roosevelt, and Sweet Home Schools in Guadalupe County; Friend Enterprise and St. Mark Schools in Harrison County; Belott School in Houston County; Eilers Industrial School in Lavaca County; Globe Hill in Lee County; Groesbeck School in Limestone County; Pleasant Grove, Rosenwald #1, and Mt. Prairie Schools in Walker County. Almost all of these schools were built at the beginning of the 1920s when the Rosenwald Building Program began its philanthropic work in Texas.

Description of Subtype #2 Schools

Schools in this category reflect the changes in administration after the reorganization of the Julius Rosenwald Fund in 1919. The reorganization established the Southern Office of the Fund in Nashville, Tennessee. Description of schools in this category are based upon the standardized plans developed by Samuel L. Smith, state agent of Negro education in Tennessee and director of the Rosenwald Fund’s southern office in Nashville. The great demand for Smith’s plans prompted the issuance of a booklet entitled Community School Plans in 1924. The booklet contained drawings for “one teacher” to “seven” teacher size schools. (see E53-E87) Included in these plans were two designs for teacher’s homes, and a “Sanitary Privy for Community Schools.” In addition to the designs, contractor’s specifications and advice on site location and size, painting, and landscaping were given.

The most popular of these plans was the two-teacher type school. According to the 1931 State Department of Education’s bulletin on “Negro Education in Texas,” there were 211 two-teacher type schools constructed in the state. Two-teacher and other types contained movable partitions between rooms to accommodate meetings or to be used as an auditorium. Research reveals that several of the larger teacher types that remain altered the plans to include movable partitions.

Rosenwald schools were established during a time when emphasizes were being put on industrial-type education for African Americans in the South. There were standardized plans for industrial buildings and shops that contained as many as four rooms. Even though the Fund provided aid for the construction of these type structures, very few were built anywhere in the South. Texas and Arkansas had the largest number of these buildings with 32 each. Most of the other southern states however had industrial buildings that numbered only in the single digits.
Significance
Rosenwald schoolhouses are eligible for listing on the National Register of Historic Places under Criterion A (Education and Ethnic Heritage—African American) and Criterion C (Architecture).

Criterion A—Education
Rosenwald School Building Fund provided the means whereby African Americans could achieve a better education in the first part of the 20th century. From 1913 to 1937, the matching funds given by the Julius Rosenwald Fund contributed to the construction of 5,358 elementary schools, teacher’s homes, and industrial buildings in 15 southern states. In Texas, 464 schoolhouses, 31 teacher’s homes, and 32 vocational shops were built with aid from the Fund. The Fund also provided aid for transportation, radios, collections of library books, and the extension of the school term. The schools that remain are visible testaments to the generosity of one man and the determined search of the African American people for equal educational opportunities during the Jim Crow era.

Criterion A—Ethnic Heritage—African American
By the time of its termination in Texas in 1932, over 600,000 African American students throughout the South had benefited from improved educational environments as a result of the Julius Rosenwald School Building Program. Not only did students benefit from the well lit classrooms, industrial shops, sanitary privies, and other modern schoolhouse construction, but their education was greatly advanced by teachers who were by now better educated and a school term that exceeded five months, and the school was supported by the independent school district. These were terms that had to be met if a school district wanted to receive Rosenwald funds.

These schools symbolized a tremendous sense of pride and accomplishment among the people in the communities in which they appeared. Blacks in these communities had to forego their most basic needs to insure that the needed monies were raised. In addition to their use as a place of learning, these schoolhouses were also intended to serve the whole community. They became the place, for county extension demonstrations, dances, Juneteenth celebrations, plays, fundraisers, church services and political activism. At the center of the betterment of the community were the Jeanes Supervisors and teachers who imparted their knowledge in modern agricultural techniques, gardening, mattress making, establishment of homemakers’ clubs, and home product exhibits.

Even though, the people may not of been able to say “Thank you!” to Mr. Rosenwald personally, they were able however to express their gratitude and hope for their children’s future in more visible ways. For instance, the names of these schools seem to express in one or two written words the feelings of the people within the communities where these schools appeared. Schools bore names like Rosenwald, Thankful, Friendship, Sweet Home, Friendly, New Prospect, Perfection, Goodwill, Hopewell, and God Send-Rosenwald. And the African American practice of “giving God the praise and glory” was not lost in the naming of these schools either. There were biblical names like, Zion, Canaan, Bethlehem, Gethsemane, Shiloh, Galilee, Jerusalem, Antioch, Macedonia, Mt. Pilgrim Mt. Moriah, Mt. Zion, Mt. Olive, St. Mark, St. Matthews, St. Paul, and Morning Star.
Criterion C—Architecture
The Rosenwald School Building Fund contributed monies toward the construction of over 5000 school buildings in 15 southern states. It has been called one of the most important educational initiatives for African Americans since Reconstruction. The schools reflect the innovations in architectural design of educational buildings. These schoolhouse designs set the standard for modern schoolhouse construction. The specifications and floor plans for a variety of school plans, emphasized proper orientation of the building on the site, tall windows for maximization of light, the inclusion of cloak and industrial rooms. The plans also specified the proper paint selection, blackboards, window shades, heating apparatuses, and sanitary privies. To make the schools multi-purposed and accessible to the community, movable partitions were used to separate classrooms.

The design of these schoolhouses reflect the work of three important men in school building—Booker T. Washington, Principal of Tuskegee Institute in Alabama, Clinton J. Calloway, Director of Tuskegee's Extension Department, and Samuel L. Smith, Director of the Southern Office of the Rosenwald Fund. The "Rural Negro Plans," published by Washington and Calloway, are associated with the years 1915 to about 1920 when the operations of the Fund were still conducted at Tuskegee. These plans included specifications of schools, industrial buildings, central schools, county training schools, teacher’s homes, boy and girl’s dormitories. The hipped roofs of these buildings serve as the single most identifying feature of the Rural Negro Plans.

The “Community School Plans” were used from 1920 to the time the Rosenwald School Building Program ended in 1932. Samuel L. Smith designed these plans while a student of schoolhouse design and construction. He applied his knowledge to the development of a series of plans that incorporated the elements of modern schoolhouse design. These plans were very popular and were available to white as well as black schools. Included in the plans were designs for “teacherages” or teacher’s homes and sanitary privies. The booklet these plans were published in contained recommendations and specifications on siting, painting, and landscaping. The Community School Plans were revised in 1931. (see E79-E81) All plans for the 1931 revisions featured schoolhouses that reflected the Georgian-Colonial Style. The majority of Rosenwald Schools constructed in Texas used the Community School Plans.

By 1928, one in five rural schools for African Americans in the South was a Rosenwald School. These schools housed one third of the South’s black schoolchildren and teachers. By the time the Building Program ended in 1932, thousands of old shanties that served as schoolhouses had been replaced by new, and in most cases larger buildings constructed from modern schoolhouse designs. (see E88-E92) As was hoped by the Fund, these schoolhouses influenced the architecture and quality of buildings in rural African American communities.

Description “Teacherages” or Teacher’s Homes
Teacher’s homes or “teacherages” were similar in concept, style and design to the Rosenwald Schools. These homes housed teachers within the communities they served. In some cases, more than one teacher stayed in the
home. Like the schoolhouses, these homes were constructed mostly of wood using standardized plans. However, there were a few examples of those constructed of brick. In the year 1930-31 six homes were recorded being built of brick. And like the schoolhouse plans, the teacher’s homes had two subtypes: The Rural Negro School designs and the Community School Plans.

The Rural Negro School plans designed by Washington and Calloway offered two plans for teacher’s homes, design #15 and #16. Teacher’s Home, design #15 contained five rooms: living and dining rooms, two bedrooms, a kitchen, bathroom and pantry, as well as, front and back porches. (see E48) The house was designed with a spraddle roof with rear hipped roof over the kitchen ell. The house would rest on a pier and beam foundation and the exterior covered in simple weatherboarding. (see E82) A central flue serviced the four corner fireplaces of the principal rooms. Teacher’s Home, design #16 featured three rooms: a bedroom, a living room, and a kitchen. The plans included drawings for proposed “future additions”, which featured a dining room and kitchen. (see E49) This plan proposed a hipped roof, two interior chimneys, brick piers, and a four bay with central single leaf entrance.

There were four plans in the Community School Plans by Samuel L. Smith: two reformulations of plan No. 200, a third in the popular Craftsman/Bungalow style, No. 302, and a large home resembling a streamlined Colonial Revival cottage, Plan 301. (see E82-E85) These designs were more compact than the earlier Tuskegee plans. They were oriented more toward family, community and social gatherings. Plan 200 contained a large living/dining room, two bedrooms, kitchen, bath and small pantry. The house was designed to rest on brick piers, have a side gable roof and be clad in simple weatherboarding. (see E82) Plan #302 resembled a typical Craftsman bungalow with a small gable roof porch supported by tapered posts. The interior contained two bedrooms, a bathroom, kitchen, and combination living room/dining room. (see E83) Plan #301, the Colonial Revival cottage featured a small gable roof dormer in the center of the roofline, a small recessed porch, side gable roof, brick pier foundation an simple weatherboarding exterior. The interior plan contained three bedrooms, a bath, living room, kitchen, pantry and rear recessed porch.

In 1931, as a means to stimulate construction of Rosenwald schools and teacher’s homes in those counties where there was none, the Fund offered a bonus of 50% of the regular amount to a county for the first Rosenwald house. This was contingent upon whether the population was 10% African American. This amount was reduced however at the beginning of July 1, 1931. Also, aid for two-teacher type homes was discontinued that same year. Aid for one-teacher homes had already been discontinued the year before. Research conducted thus far indicates that 31 teacher’s homes were constructed in Texas. However, additional research is needed to determine which plans predominated. Since construction of Rosenwald buildings did not begin in the state until after the Fund was moved to the Southern Office in Nashville, TN., it is most likely that the Community School Plans were used more often. To date only one extant teacher’s home has been located in Texas—Sweet Home School in Sequin, in Guadalupe County. This home was built using plan #200.
Significance
Teacher's Homes are eligible for listing on the National Register of Historic Places under Criterion A—
Education (Ethnic Heritage-African American) and Criterion C (Architecture).

Criterion A-Education, Ethnic Heritage-African American
The Rosenwald teacherages symbolize the commitment to education of the African American teachers who lived
in them and served in the various communities throughout the South. Their interaction with the people, through
civic leadership and cooperation fostered a symbiotic relationship. For instance, the home symbolized the
standard for all other homes in the community to imitate. And the home became a social center for community
clubs and activities. According to Arthur Stern, director of special projects for the Rosenwald Fund, studies
indicated that the best results in regard to educational achievements were obtained from schools where the
teacher lived nearby. He noted that the property was “usually kept in good condition because the teacher’s home
was part of the establishment and could easily supply the required supervision.” As a result of the teacher living
near the school, the school term could now be longer. Often, these teachers, along with the Jeanes Supervisors
participated in fundraisers for the many needs of the school. The standardized plans recommended that the
school site be constructed on two acres to provide enough space for a teacher’s home.

In Texas, the teacher’s who lived in these homes, in most cases, were graduates of the several historically black
colleges around the state. At Prairie View in Waller County, students from the college taught in a four-teacher
Rosenwald School located near the campus.

Criterion C-Architecture
The School Building Program began to offer aid for the construction of Teachers’ homes in 1920. These
buildings were to serve the community by providing a place for the teacher to live, a place to conduct home
economics classes and a meeting place for community clubs. Only 217 homes were built throughout the South.
Texas had 31 of these buildings. Since the Rosenwald School Building Program did not offer aid for this type
building until 1920, it is most likely that the teacher’s homes will reflect the design of the Community School
Plans.

Registration Requirements—Buildings
Rosenwald Schools and teacher’s homes were basically modest, wood-frame buildings constructed in the rural
South to improve African American education. While the majority of these schools were frame, a few examples
of brick schools have been identified and others probably exist. The same holds true for teacher’s homes. To be
eligible for listing, a Rosenwald School building in Texas must have been built between 1920 and 1932 utilizing
monies provided by the Julius Rosenwald Fund. The extant building will usually meet registration requirements
because of their design, floor plans, workmanship and materials. Stylistic details are minimal, although some
schools display Craftsman or Colonial Revival influences. In general, to qualify for listing, the schools should
retain their original location in a rural or small town setting, design, floor plans, workmanship and materials that evoke their period of construction and the conditions of the time. They should also retain a high degree of architectural integrity. Their settings enhance the integrity of association and feeling. However, those Rosenwald Schools nominated solely under Criterion A for Education and Ethnic Heritage do not have to possess as high a degree of integrity as those school buildings that are also nominated under Criterion C for architecture.

Rosenwald Structures

Vocational Buildings or Industrial Shops

Description—Vocational Buildings or Industrial Shops
Vocational buildings or industrial shops were added as a Rosenwald construction project in the year 1927-28. The construction of these structures was aided by the Fund to promote the work of other charitable organizations, like the Slater Board, the General Education Board, and the efforts of Jeanes supervising teachers, which were supporting industrial education at that time. Plans were designed for one up to six-room type vocational buildings. By this time, the Fund now offered financial incentives of those buildings constructed of "permanent" materials such as brick. Buildings constructed of such materials were given an additional $50 per room. The building contained classrooms and rooms for carpentry, home economics, agriculture, sewing, cooking, and a model dining room. All size plans included a shop and various type storage areas. The two room industrial building contained a laboratory. The exterior of these buildings reflects the Georgian-Colonial style. The plans called for the use of weatherboard or brick. In Texas, other type masonry materials were used, such as stucco over brick and indigenous field stone. To date no extant examples of these buildings have been found.

Significance
Although vocational education was the focus of Rosenwald Schools, only 32 of the 464 Rosenwald Schools in Texas had these type buildings. Rosenwald vocational buildings or industrial shops are eligible for listing on the National Register of Historic Places under Criterion A (Education and Ethnic Heritage-African American) and Criterion C (Architecture).

Criterion A-Education
The year 1913 marked the beginning of the most important educational initiative for African Americans since Reconstruction. The first Rosenwald School was built that year in Alabama. The next twenty-four years would see the construction of over 5000 elementary schools, teacher’s homes, and industrial buildings in 15 southern states. Some form of vocational education for African Americans in the South had been an integral part of school curriculums since before the 20th century. The inspiration for the establishment of the Rosenwald School Building Program came when Mr. Rosenwald visited Tuskegee Institute in Tuskegee, Alabama. Booker T.
Booker T. Washington, principal of Tuskegee, espoused the concept of vocational education. Thus Tuskegee became the model for other such institutions of learning for blacks. Mr. Rosenwald was impressed with the work being conducted at Tuskegee and subsequently donated monies from his personal funds for this work. The Rosenwald Fund looked for ways to facilitate the betterment of education for African American. In the year 1927-28, the Fund added the erection of vocational buildings and shops to its list of programs. The Fund envisioned that the erection of such buildings would help the efforts of other charitable organizations doing the same kind of work.

**Criterion A - Ethnic Heritage**

Over 600,000 African American children were educated in over 5000 Rosenwald buildings throughout the South from 1913 to 1932. For the first time black children attended school in modern buildings that they could be proud of. Most of the African American population lived in the rural South during this time. And most were employed in some type of agricultural work. It was important for them to be educated in the most up-to-date agricultural and industrial techniques. The addition of vocational buildings as a program of the Fund in the late 1920s reflects its commitment to such educational endeavors. However, few of these type buildings were constructed—only 163 recorded in the 15 states that had Rosenwald buildings.

**Criterion C - Architecture**

The Rosenwald modern school campus was a cohesive collection of buildings (schoolhouses, shops, teacher’s homes, and sanitary privies) that reflected either the simple Colonial or Craftsman styles, and in later years the Georgian-Colonial style. Plans for vocational buildings or shops were an additional program offered by the Fund in the year 1927-28. Like the schoolhouses, the number of rooms contained in the building determined the amount of aid granted. These buildings could have up to six rooms. The plans were a part of the “Community School Plan” series of plans designed by Samuel L. Smith, director of the Southern Office of the Fund. The several plan designs reflect the Funds continued desire to provide for the needs of the communities it assisted.

**Sanitary Privies**

**Description—Sanitary Privies**

In addition to standardized plans for schoolhouses the Fund also provided plans and specifications for sanitary privies. (see E86-E87) Sanitary privies or outhouses were an integral part of the Rosenwald concept of the modern school campus. Plans for these simple but important outbuildings suggested the use of the most inexpensive type of construction to be sanitary. Suggestions for the location of the privy were obtained from the State Department of Health. It was possible to enlarge these plans to suit the needs of the school, and each school was required to have two privies. The pits for the toilets were to be 6 to 8 feet deep. It was essential that there be seat covers and that the toilets be fly-tight from the seat down. Cast-iron risers and concrete floors were recommended. Special attention was given to the location of the toilet so that no possible drainage to the
school's or neighboring water supply occurred. The plans also suggested that paint be applied to the walls inside and out. To date only two extant examples of Rosenwald sanitary privies have been found. These structures appear on the campus of Sweet Home Vocational and Agricultural School outside of Seguin in Guadalupe County.

**Significance**

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

**Criterion A-Education**

Even though sanitary privies were just outbuildings, these structures were an important aspect of the Rosenwald modern school campus and the educational goals of the Fund. The Fund sponsored the efforts of other charitable organizations doing similar work, such as the Jeanes supervising teacher. During the 1920s and '30s Jeanes supervisors visited rural black schools throughout the South in an effort to render assistance to school officials and teachers by giving talks on sanitation, cleanliness, and better standards of living. The Rosenwald Fund facilitated such educational efforts by providing designs for these type structures.

**Criterion A-Ethnic Heritage**

Physical plant maintenance on the campuses of African American schools was often neglected because of lack of funds and planned programs of rehabilitation. In addition to the improved schoolhouses and teacher's homes, the Rosenwald School Building Program made a concerted effort to improve the physical environments of the school campuses. The Fund together with the Jeanes supervising teachers provided information and demonstrations on the proper care of school grounds. The Fund published “bulletins” with such titles as “Suggestions for Improvement and Beatification, School Plants.” Topics on the selection of a school site, grading and surfacing, laying out roads and walks, planting of shrubs and flowers, and tree planting were thoroughly addressed in this bulletin. The bulletin even addressed proper school housekeeping “for health and comfort of students.” And like other projects that requested aide, the Fund emphasized enlisting the involvement of public school authorities and the African Americans for whom these building projects benefited.

**Criterion C-Architecture**

The Rosenwald Fund aided in the erection of school buildings and structures as part of their mission to better educational opportunities for African Americans in the rural South. Plans for sanitary privies were provided as a part of the Fund’s concern that the campuses of these schools be examples of modern design. Since these schools were located in rural areas, most did not have indoor toilets, thus making it important and necessary to have sanitary privies. On the exterior these structures were simple and constructed of inexpensive materials, wood in most cases. Information, such as geological variations, slope of the land, and the number of pupils in the school were taken into consideration when determining where or how big to build a privy. A picture in the Rosenwald Archives at Fisk University shows Mt. Prairie School in Walker County in east Texas whose pit toilet
had a concrete vault. This particular design was called the “Texas plan.” However, further research is needed to determine what the Texas plan was.

Registration Requirements—Structures
Rosenwald vocational buildings or shops and sanitary privies were constructed on the campuses of Rosenwald Schools throughout the rural South. While the plans specified wood or brick construction, further research is needed to determine which of the two materials was used more often. To be eligible for listing, structures in Texas must have been built between 1927 and 1932 for vocational buildings and 1920-32 for sanitary privies, utilizing monies from the Julius Rosenwald Fund. The extant structures must retain integrity of design, floor plan, workmanship, materials, setting and association from their period of construction and the conditions of the times. Those structures nominated solely under Criterion A for Education and Ethnic Heritage do not have to possess as high a degree of integrity as those structures which are also nominated under Criterion C for architecture.
G. Geographical Data

The geographical area that contains the historic Rosenwald resources encompasses the Northern, Eastern, Central, and parts of the Southern, and Gulf Coast regions of Texas.
H. Summary of Identification and Evaluation Methods

The multiple property listing of "Historic and Architectural Resources Associated with the Rosenwald School Building Program" is based upon a 1996 survey of Rosenwald resources in Texas, a National Register nomination project conducted by Karen D. Riles, staff member of the Texas Historical Commission. Survey forms were submitted to each county historical commission office where Rosenwald resources were documented through archival sources. In addition, THC staff member Riles conducted a physical search in those counties where buildings were believed to still exist. For those buildings that remain, black and white photographs and color slides were made. The historic context was determined by the subject of the survey, Rosenwald resources in Texas. A survey of particular regions of the state was conducted based upon information about the location of these buildings provided by Fisk University Special Collections Library, in Nashville, TN. Since the Rosenwald School Building Program began in Texas in 1920 and ended in 1932, this determined the period of significance of the historic context. The significant property types were based on the various Rosenwald standardized school plans provided by the Fund to school authorities throughout the South.

The survey identified 18 properties that still exist. Most of these properties reflect the "Community School" designs of architect Samuel L. Smith of the Rosenwald Fund. These building designs first appeared in Texas in 1920. The Rosenwald Fund published bulletins that contained drawings of the several types of buildings and suggestions for landscaping. Therefore, the requirements for integrity are based upon the plans and specifications found in Rosenwald bulletins from the period of significance and other archival materials from the Rosenwald Fund. The search for additional Rosenwald resources in Texas is on-going. There were 527 buildings constructed in the state and additional buildings may be found.
Historic and Architectural Resources Associated with the
Rosenwald School Building Program

I. Bibliography


Rosenwald, Julius Fund. "Community School Plans, Revised 1931" Nashville, TN: Middle Tennessee State College Library, Murfreesboro, TN.


