

**United States Department of the Interior
National Park Service**

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

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

New Submission Amended Submission

A. Name of Multiple Property Listing

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

B. Associated Historic Contexts

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

C. Form Prepared By

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D. Certification

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

Signature and title of certifying official

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

Date

State or Federal Agency or Tribal government

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

Signature of the Keeper

Date

Table of Contents for Written Narrative

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

	Page Numbers
E. Statement of Historic Contexts (If more than one historic context is documented, present them in sequential order.)	3-67
F. Associated Property Types (Provide description, significance, and registration requirements.)	68-75
G. Geographical Data	76
H. Summary of Identification and Evaluation Methods (Discuss the methods used in developing the multiple property listing.)	77-79
I. Major Bibliographical References (List major written works and primary location of additional documentation: State Historic Preservation Office, other State agency, Federal agency, local government, university, or other, specifying repository.)	80

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

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**United States Department of the Interior
National Park Service****NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**Section E Page 3name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina**E. Historic Context****Introduction**

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

African-American Education in South Carolina

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

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

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

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

**United States Department of the Interior
National Park Service****NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**Section E Page 4name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

Northern Philanthropy

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

In South Carolina between 1917 and 1928, the General Education Board donated money for a variety of projects. The GEB provided \$63,351.68 for industrial buildings and equipment, \$2,768.54 for other types of equipment, and \$2,190.33 for furniture and equipment. It also spent \$37,004 to supplement salaries for county training school teachers. Other donations included \$1000 for aid for worthy schools, \$3,997.50 for Home Makers' Clubs, \$275 for libraries, \$27,431.43 for summer schools, and \$42,000 in special contributions.⁷ The GEB sponsored summer schools for teachers throughout the state by paying teachers' salaries and provided funds for Rosenwald teachers and Jeanes supervisors to travel to summer schools at Tuskegee and Hampton Institute. The GEB contributed money for the salary and traveling expenses for a State Agent for Negro Schools in South Carolina beginning in 1917. J.H. Brannon was the first State Agent from 1917 to 1919, followed by J.B. Felton from 1919 to 1948.⁸ Felton supervised the construction of most of the County Training Schools and Rosenwald Schools and oversaw the growth of the Jeanes program in South Carolina.

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

⁴ "Report of State Agent," 1920, Volume 2, p. 137.

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

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

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

⁸ "Report of State Agent," 1920, Volume 2, p. 129.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 5

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

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

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

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

⁹ Quoted in Carbaugh, p. 47.

¹⁰ Riles, E7.

¹¹ “Report of State Agent,” 1920, Volume 2, p. 134.

¹² Riles, E8.

¹³ Goforth.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 6

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

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

¹⁴ Quoted in Carbaugh, p. 60.

¹⁵ Quoted in Carbaugh, p. 63.

¹⁶ Riles, E7.

¹⁷ Goforth.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 7

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Philanthropic Contributions to African-American Education in South Carolina, 1917-1918 to 1927-1928¹⁸

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

Philanthropic Contributions to African-American Education by County, 1917-1918 to 1927-1928¹⁹

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

¹⁸ *Ibid.*

¹⁹ *Ibid.*

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 8

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

The Julius Rosenwald Building Fund, 1913-1937

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

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

²⁰ Carbaugh, p. 71.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 9

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

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

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

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

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

²¹ Quoted in Riles, E4.

²² Riles, E4.

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

²⁴ “Report of State Agent,” 1920, Volume 2, pp. 135-6.

²⁵ Hoffschwelle, *Preserving Rosenwald Schools*, p. 5.

United States Department of the Interior
National Park ServiceNATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEETSection E Page 10name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

The Rosenwald Fund was reorganized in 1919 when its administration overwhelmed Tuskegee. The Rosenwald Fund reviewed the program’s operation and hired Fletcher B. Dresslar, professor of school hygiene and architecture at George Peabody College for Teachers, to examine the Tuskegee Plans. In his 1920 report, *Report on the Rosenwald School Buildings*, Dresslar argued that the Tuskegee plans were not adequate in terms of lighting, ventilation, and sanitation and that cheap materials, unskilled carpentry, and changes to the plans caused problems for the actual buildings. The Rosenwald Fund’s response was to move administration of the Fund to a new office, the Rosenwald Fund Southern Office, in Nashville in 1920.²⁹

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

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

²⁶ Hoffschwelle, *Preserving Rosenwald Schools*, p. 1.

²⁷ Information on Rosenwald school plans with images are available at www.rosenwaldplans.org.

²⁸ Hoffschwelle, *Preserving Rosenwald Schools*, pp. 3-4.

²⁹ Hoffschwelle, *Preserving Rosenwald Schools*, pp. 4-5.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 11

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

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

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

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

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

Various Expenditures of the Rosenwald Fund:³³

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

³⁰ Riles, E6.

³¹ Hoffschwelle, *Preserving Rosenwald Schools*, p. 1.

³² Information on number of structures from Hoffschwelle, *Preserving Rosenwald Schools*, p. 7.

³³ From Riles, E6-E7.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 12

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

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

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

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

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

³⁵ Quoted in Carbaugh, “The Philanthropic Confluence,” p. 86.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 13

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

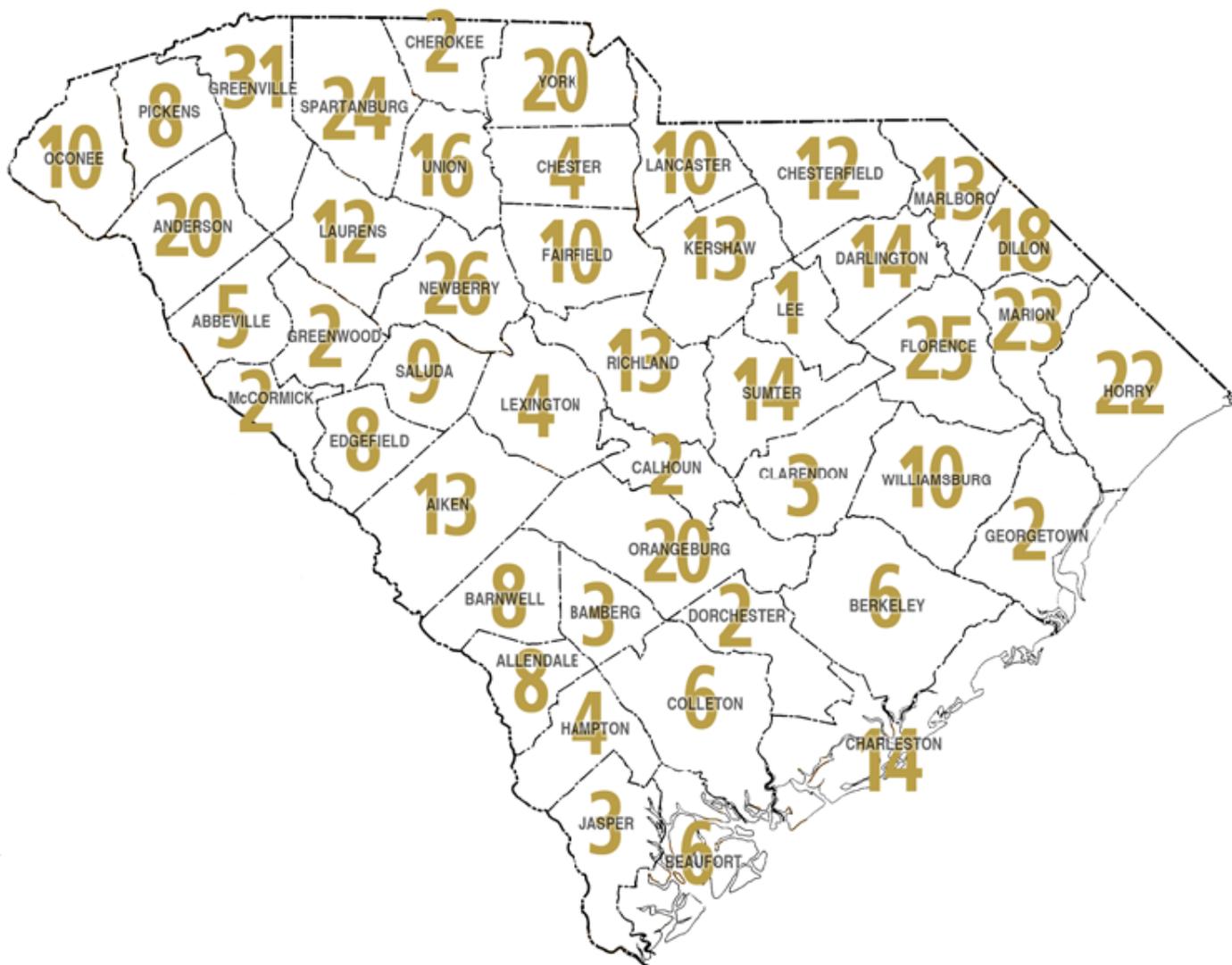
³⁶ Goforth.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 14

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



Rosenwald Schools in South Carolina³⁷

Abbeville County

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 15

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Abbeville County, Continued

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

Aiken County

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

Allendale County

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

Anderson County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 16

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Anderson County, Continued

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

Bamberg County

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

Barnwell County

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

Beaufort County

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

Berkeley County

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

Calhoun County

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

Charleston County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 17

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Charleston County, Continued

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

Cherokee County

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

Chester County

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

Chesterfield County

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

Clarendon County

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

Colleton County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 18

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Colleton County, Continued

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

Darlington County

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

Dillon County

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

Dorchester County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 19

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Edgefield County

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

Fairfield County

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

Florence County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 20

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Georgetown County

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

Greenville County

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

Greenwood County

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

Hampton County

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

Horry County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 21

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Horry County, Continued

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

Jasper County

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

Kershaw County

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

Lancaster County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 22

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Lancaster County, Continued

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

Laurens County

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

Lee County

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

Lexington County

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

Marion County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 23

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Marion County, Continued

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

Marlboro County

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

McCormick County

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

Newberry County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 24

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Newberry County, Continued

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

Oconee County

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

Orangeburg County

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

Pickens County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 25

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Pickens County, Continued

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

Richland County

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

Saluda County

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

Spartanburg County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 26

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Spartanburg County, Continued

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

Sumter County

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

Union County

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

Williamsburg County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 27

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Williamsburg County, Continued

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

York County

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

Rosenwald Shops and Other Secondary Buildings

Anderson County

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

Beaufort County

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

Chester County

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 28

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Florence County

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

Greenville County

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

Pickens County

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

Sumter County

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

Rosenwald Teachers' Homes/Teacherages

Chesterfield County

Teachers' Home at Cheraw School

Greenville County

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

Lancaster County

Teachers' Home at Lancaster School, 7-room

Orangeburg County

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

Pickens County

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

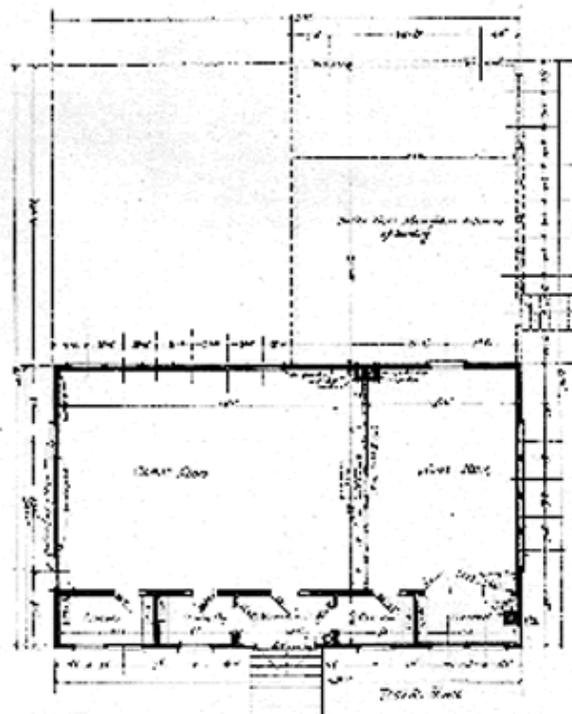
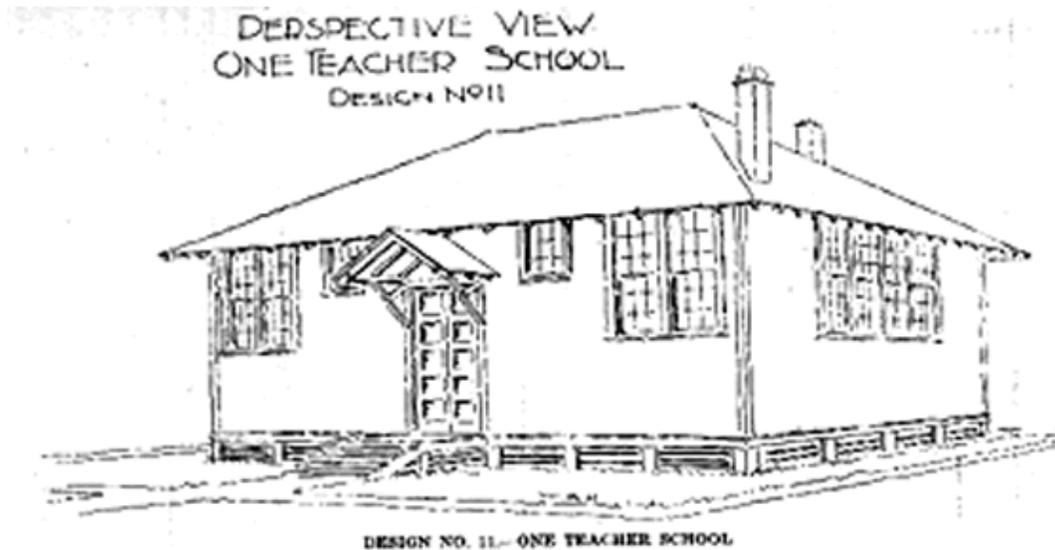
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National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 29

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Tuskegee School Plans



**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 30

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



Tuskegee Plan No. 21
Rosenwald Colored School, Richland County, ca. 1935-1950
One-teacher plan

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 31

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



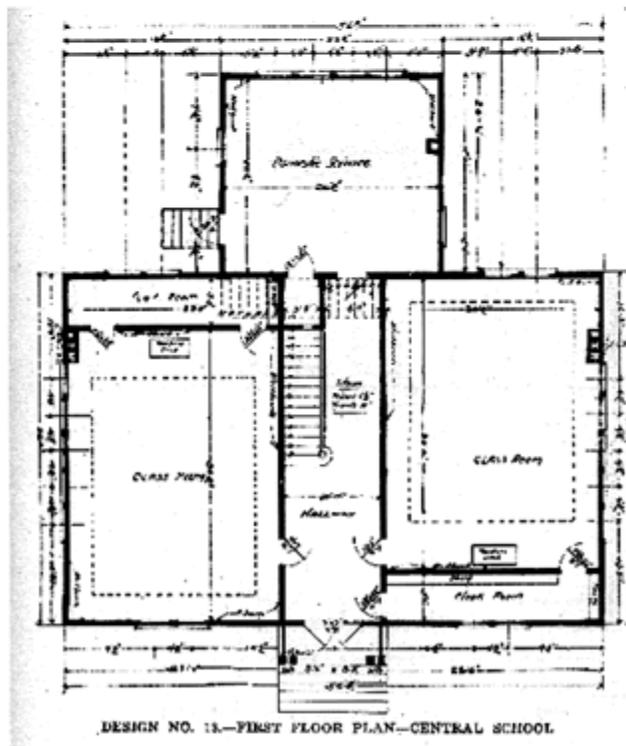
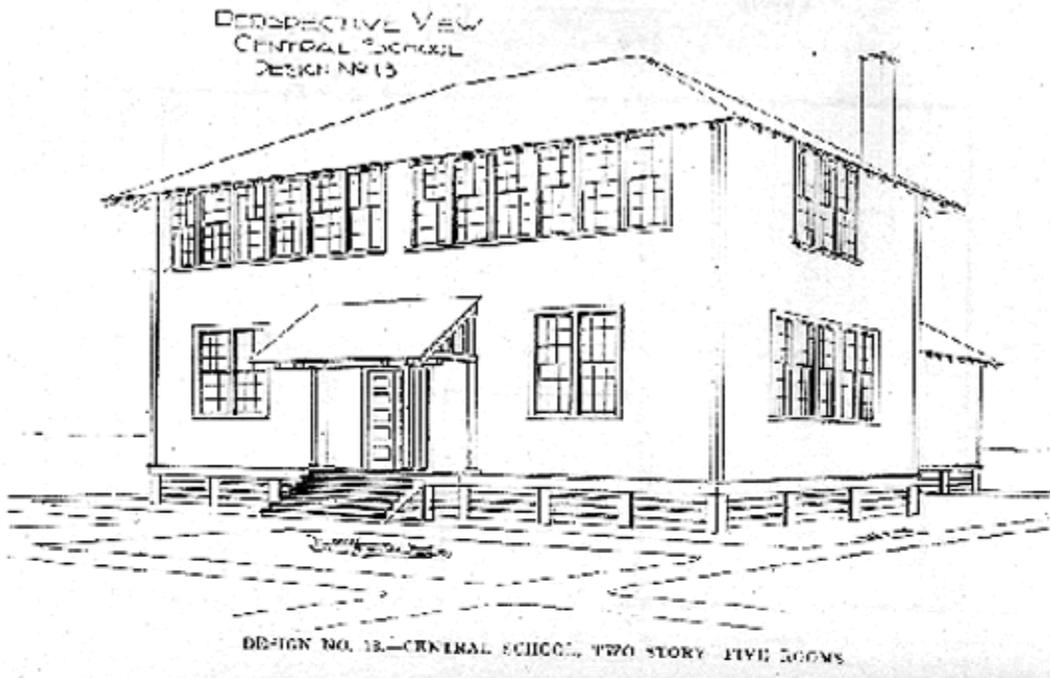
Mountain View Colored School, Spartanburg County, ca. 1935-1950
Two-teacher Tuskegee plan

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 32

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 33

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



Leesville Colored School, Lexington County, ca. 1935-1950
Six-teacher Tuskegee plan

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National Park Service

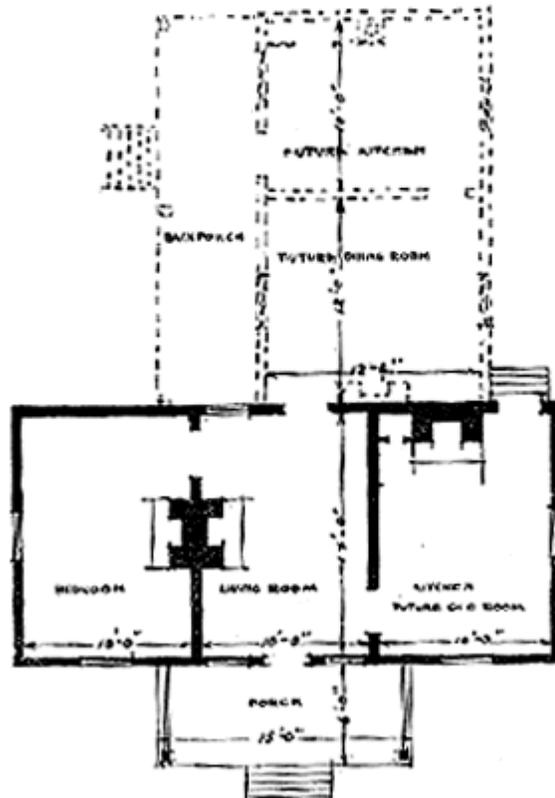
NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 35

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



DESIGN NO. 16.—TEACHER'S HOME—THREE ROOMS
(Front Elevation)



PLAN
THREE ROOM COTTAGE
DOTTED LINES SHOWS FUTURE ADDITIONS
SCALE 3/16" = 1'-0"
DESIGN NO. 16.—FLOOR PLAN, TEACHER'S HOME—THREE ROOMS

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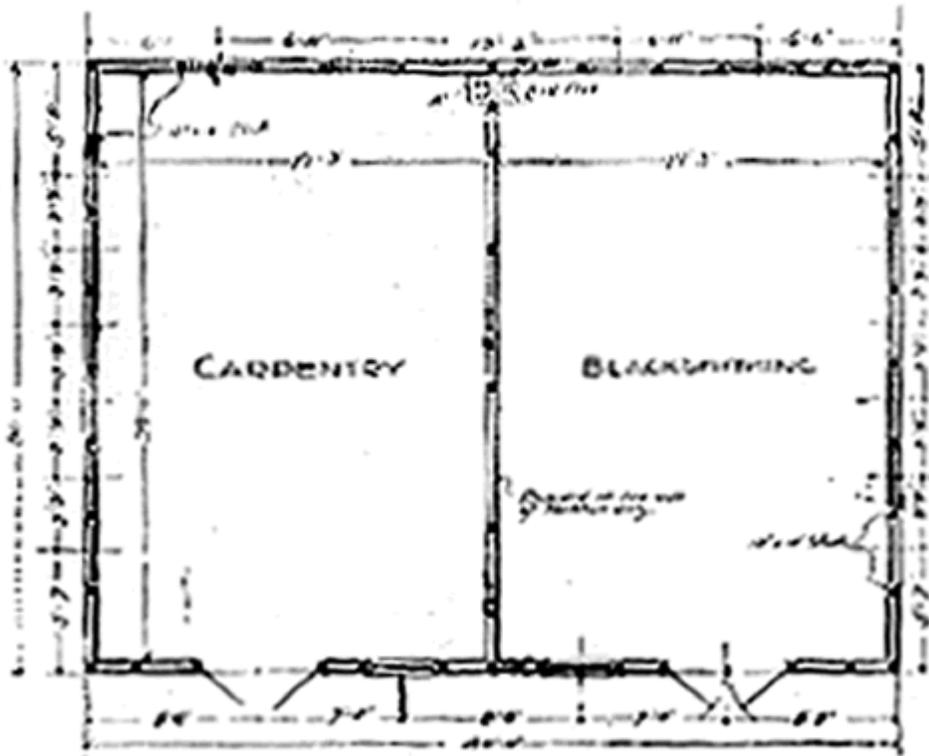
NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 36

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



FRONT ELEVATION
DESIGN NO. 14—INDUSTRIAL BUILDING



PLAN

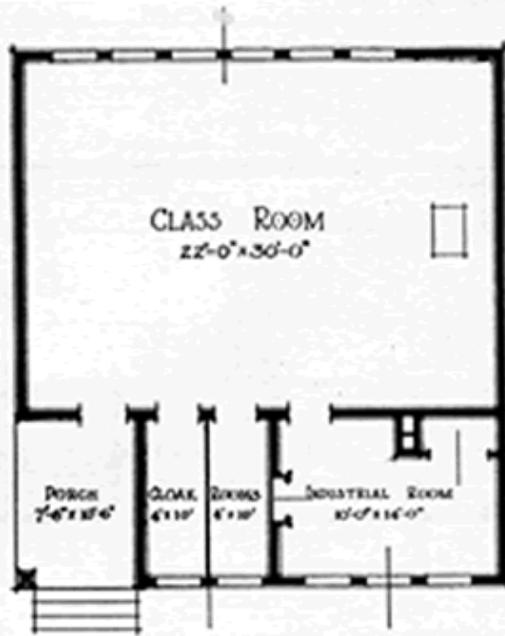
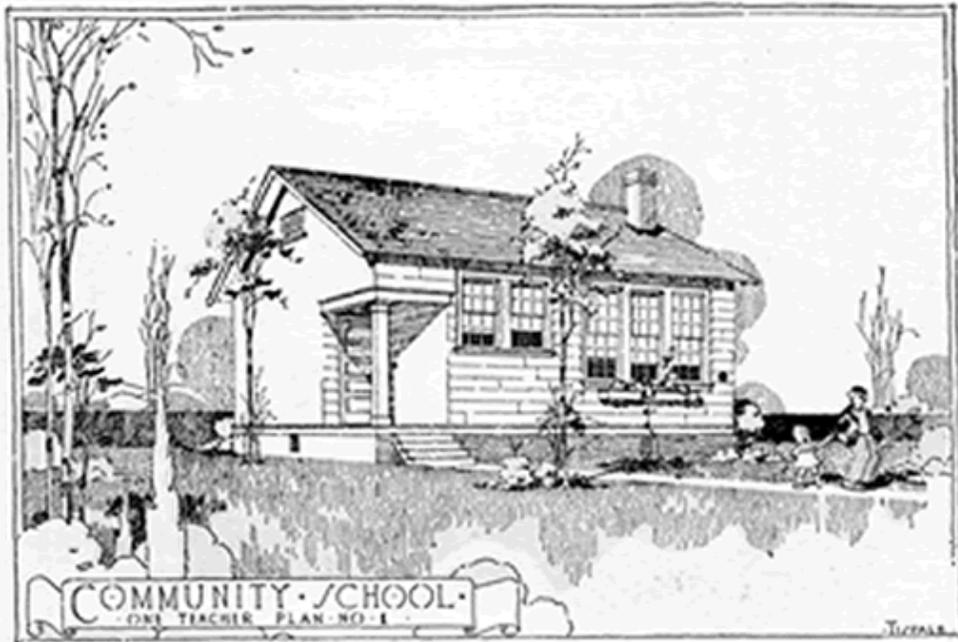
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National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 37

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

Nashville School Plans



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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 38

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



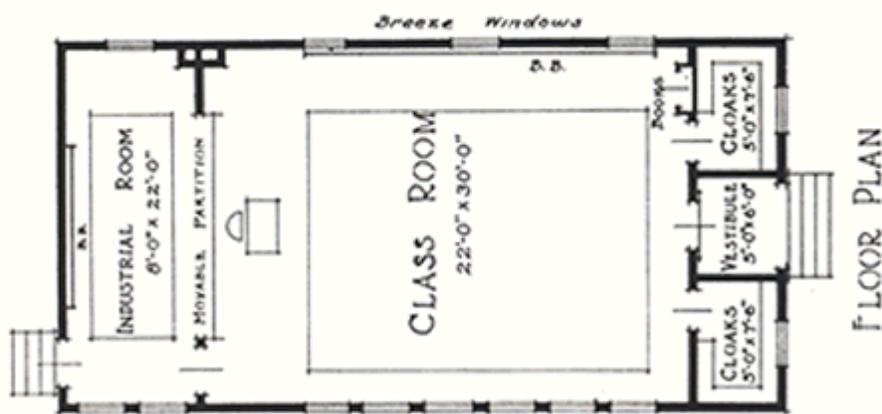
Hopewell School, McCormick County
Community School Plan # 1

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 39

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 40

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



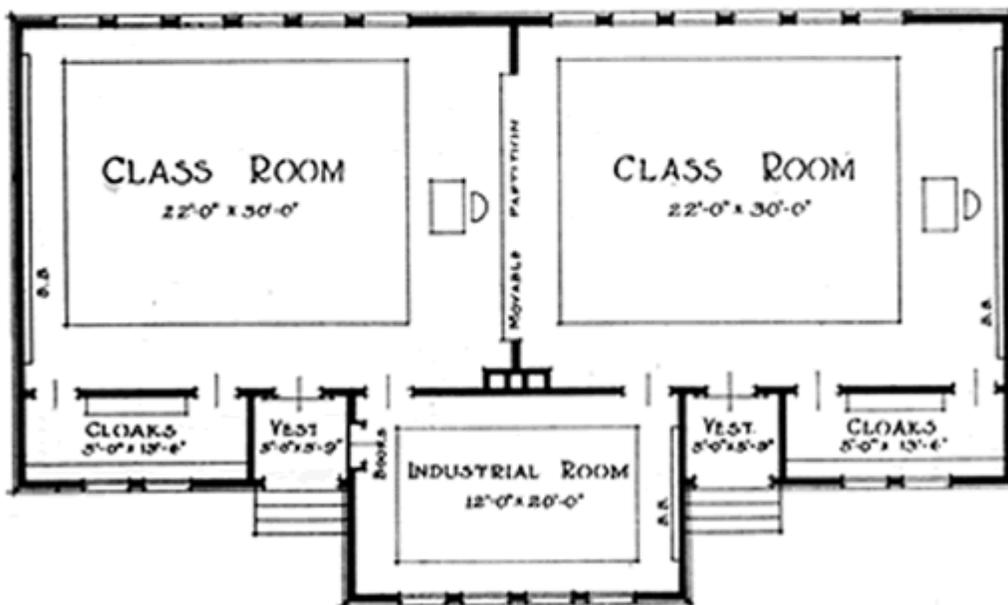
Mt. Temon (Mt. Tema) School, Darlington County

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 41

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



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**

Section E Page 42

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



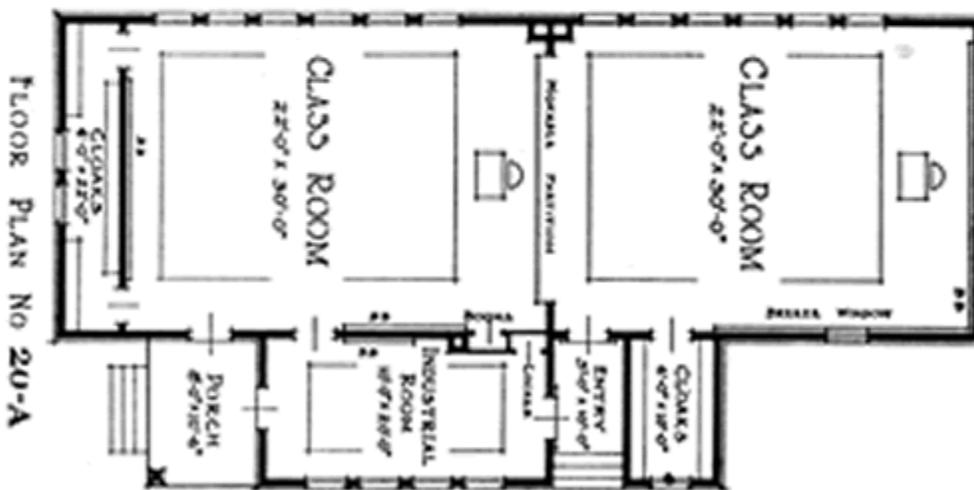
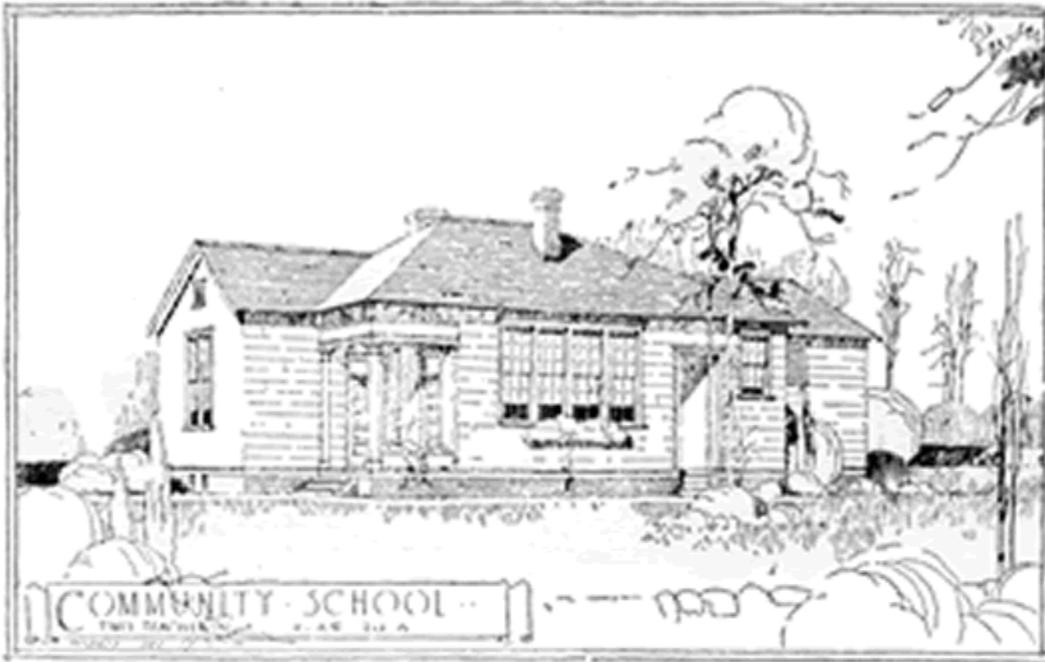
Sweet Home Colored School (Cedar Branch School), Horry County, ca. 1935-1950
Two-Teacher Community School Plan #20

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 43

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



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**

Section E Page 44

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



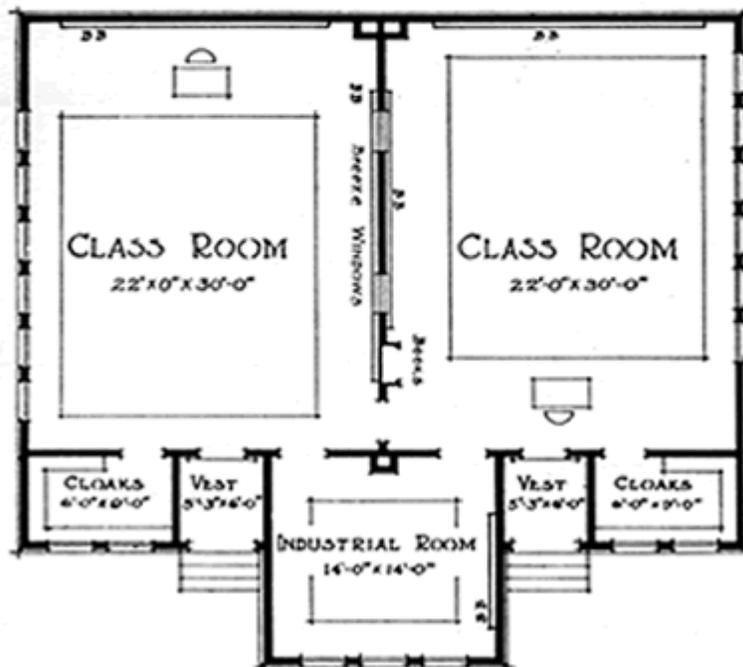
Bermuda Colored School, Horry County, ca. 1935-1950

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 45

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



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**

Section E Page 46

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



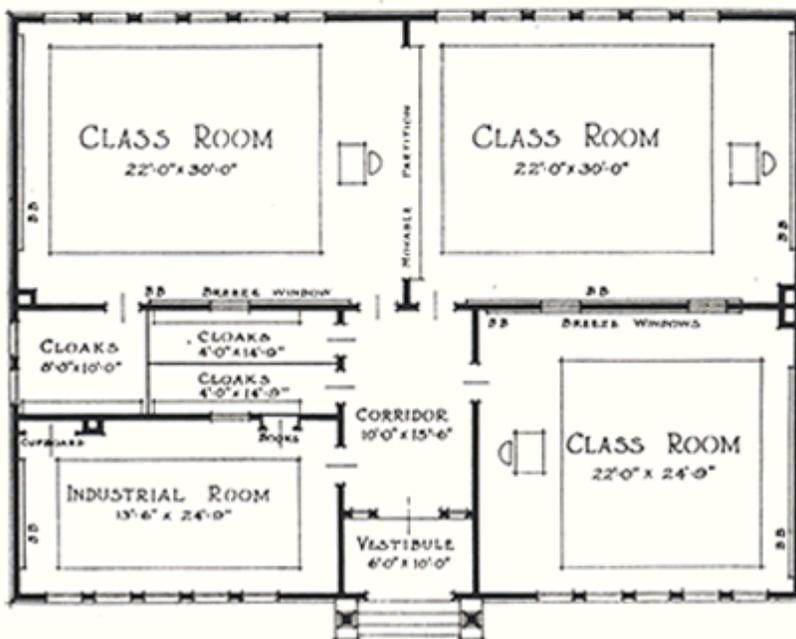
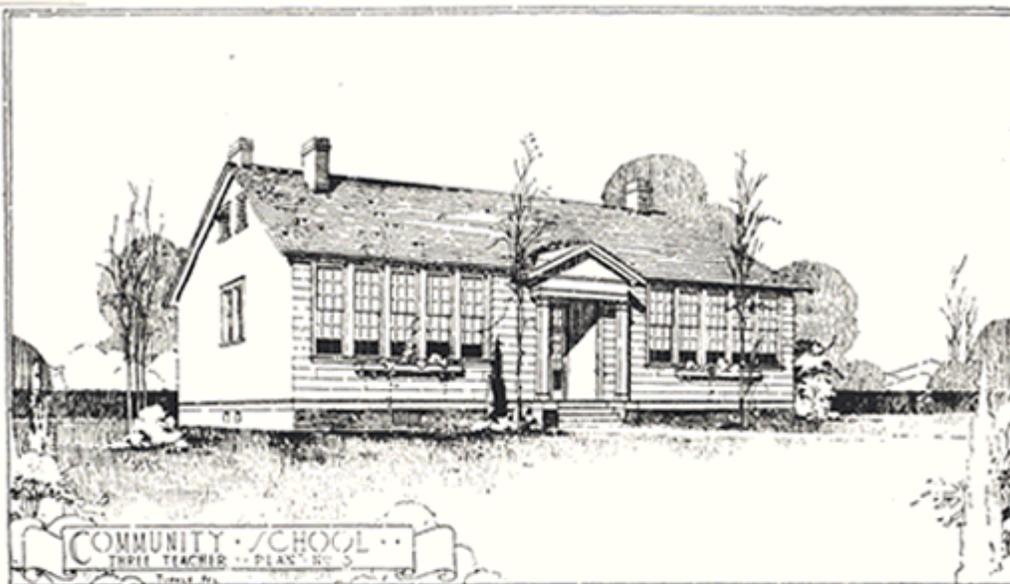
Flint Hill School, Greenwood County, ca. 1935-1950
Two Teacher Community School, Plan #2-C

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 47

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



FLOOR PLAN No 3
THREE 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**

Section E Page 48

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



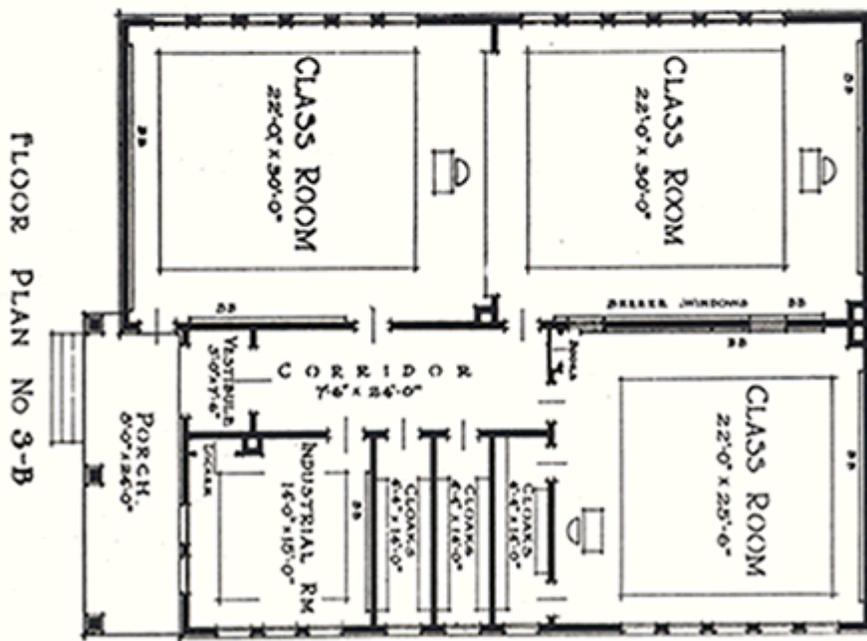
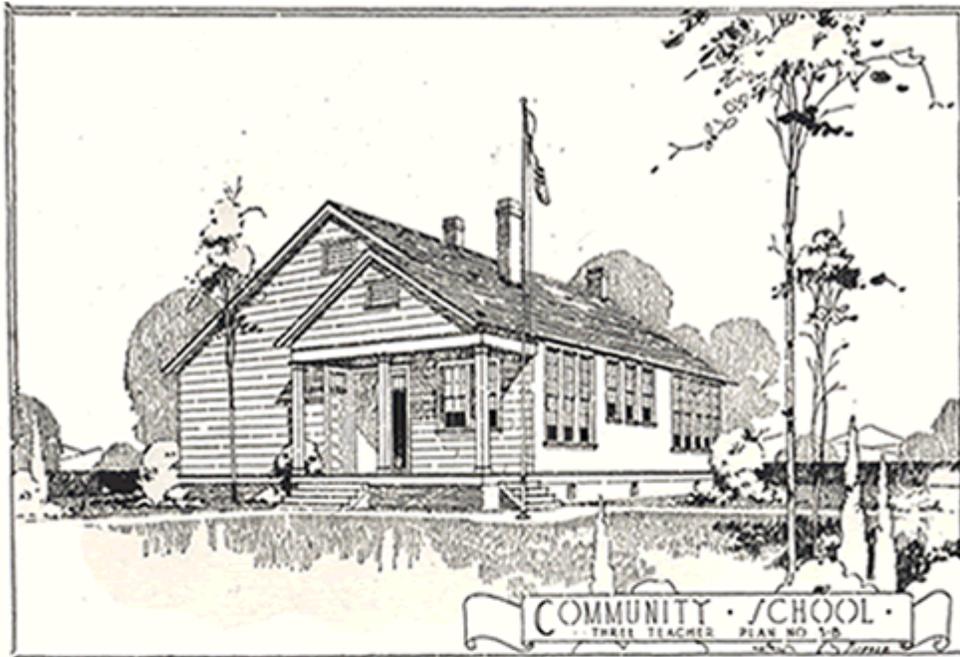
Carroll Colored School, York County, ca. 1935-1950
Three-Teacher Community School Plan #3

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 49

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



THREE 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**

Section E Page 50

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



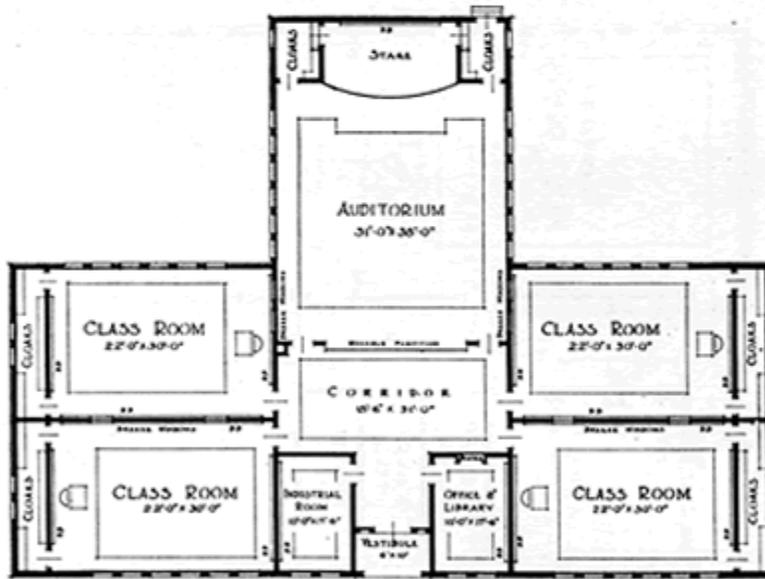
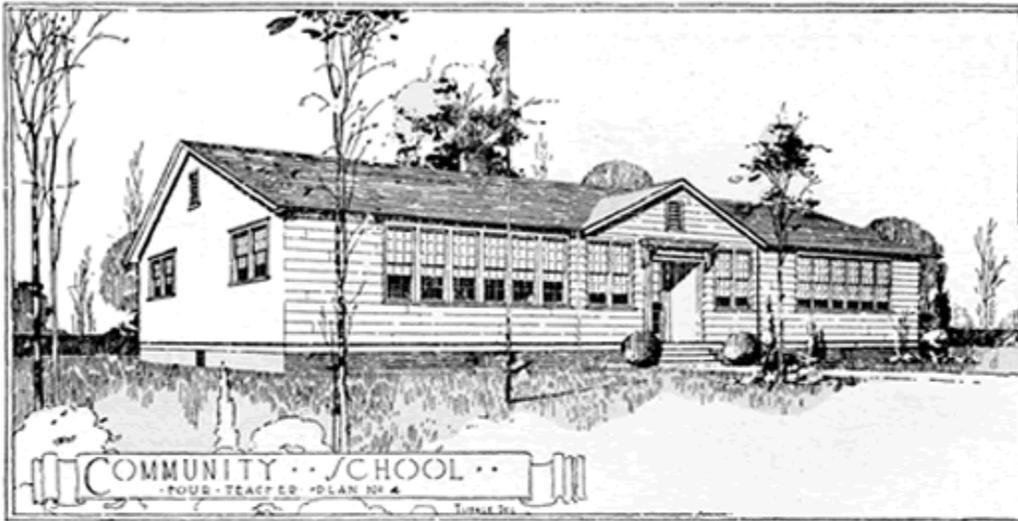
Providence Colored School, Darlington County, ca. 1935-1950

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 51

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



FLOOR PLAN NO. 4
FOUR 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**

Section E Page 52

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



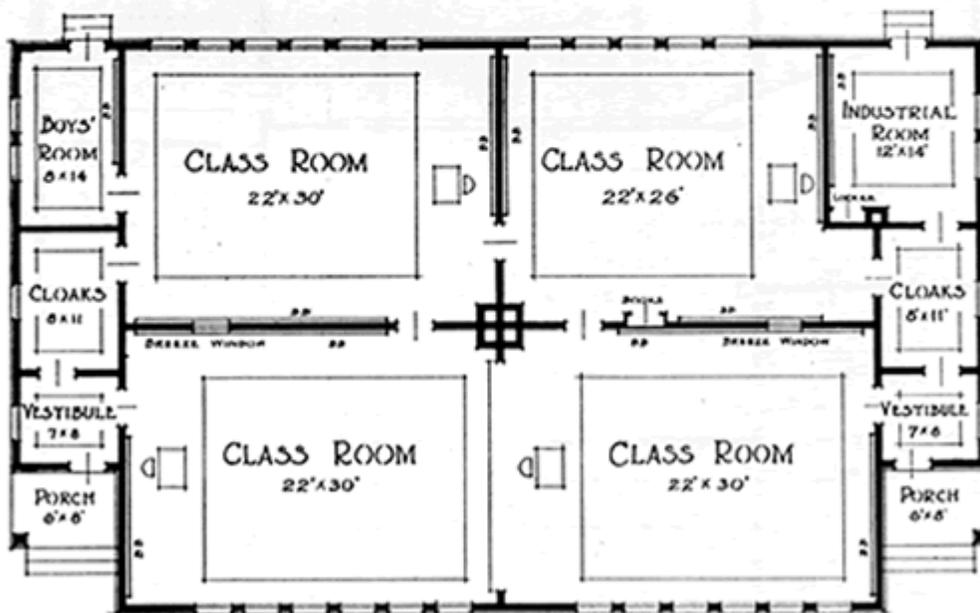
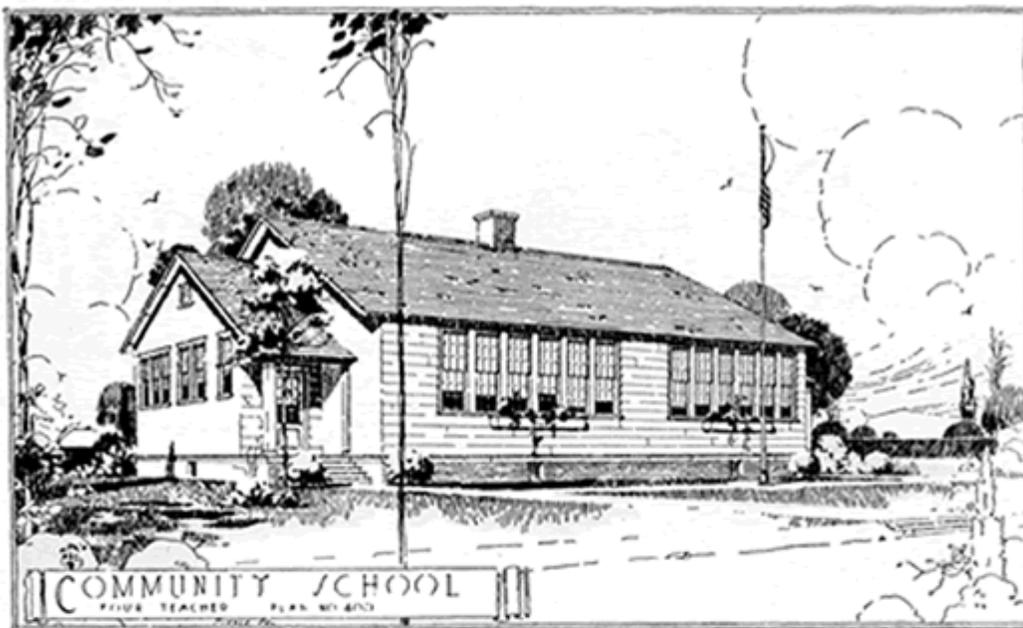
Gadsden Colored School, Richland County, ca. 1935-1950
Four-Teacher Community School Plan #4

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 53

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



FLOOR PLAN No 400
FOUR 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**

Section E Page 54

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



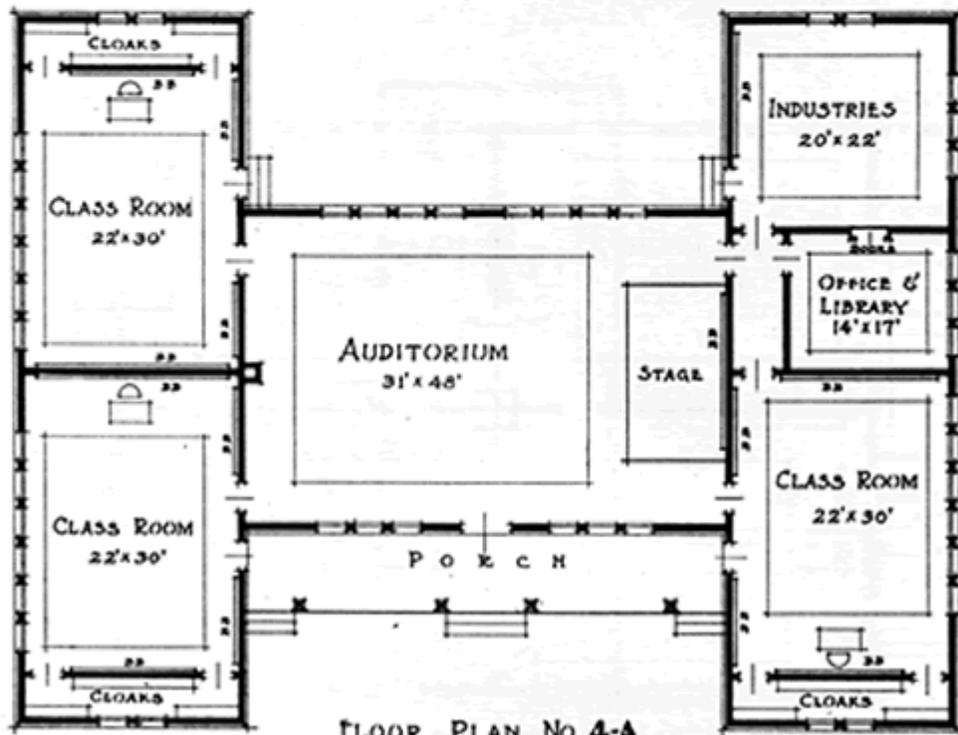
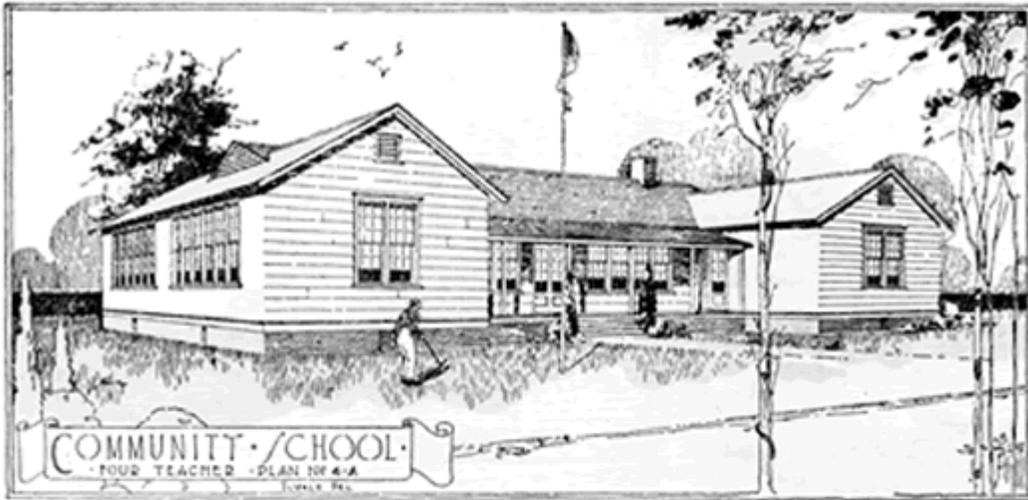
Howard Junior High School, Newberry County
Four-Teacher Community School Plan #400

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 55

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



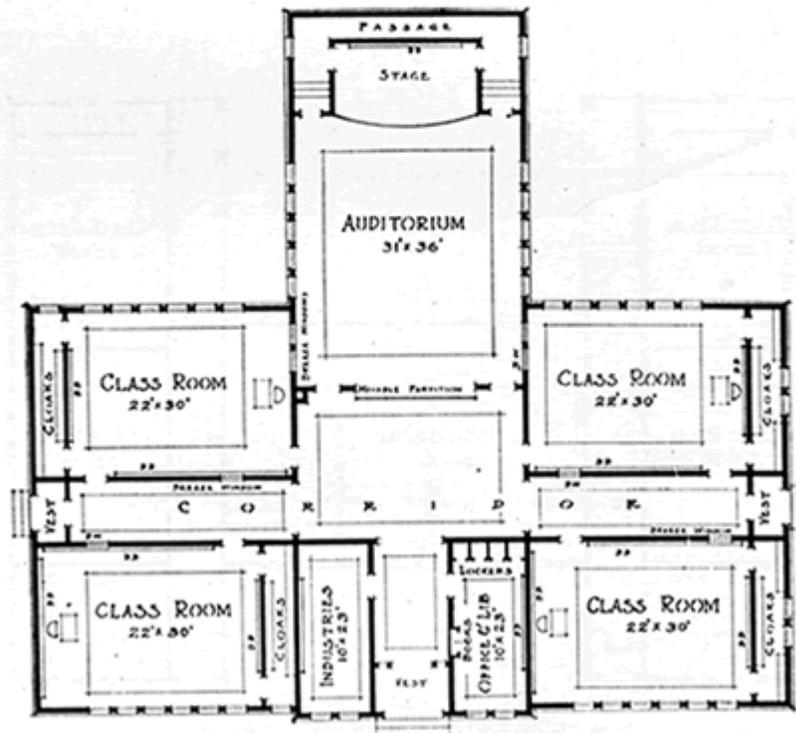
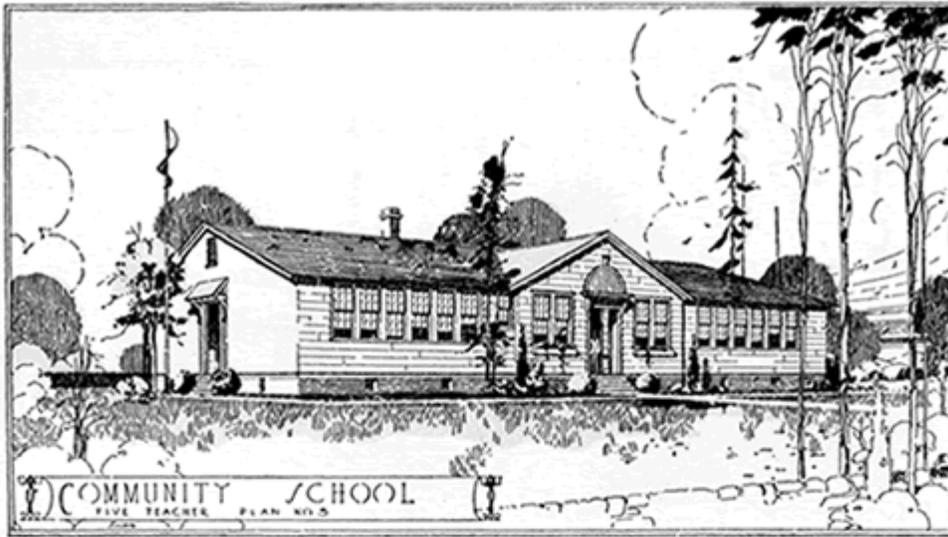
FLOOR PLAN No 4-A
FOUR TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 56

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



FLOOR PLAN NO 5
FIVE 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**

Section E Page 57

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



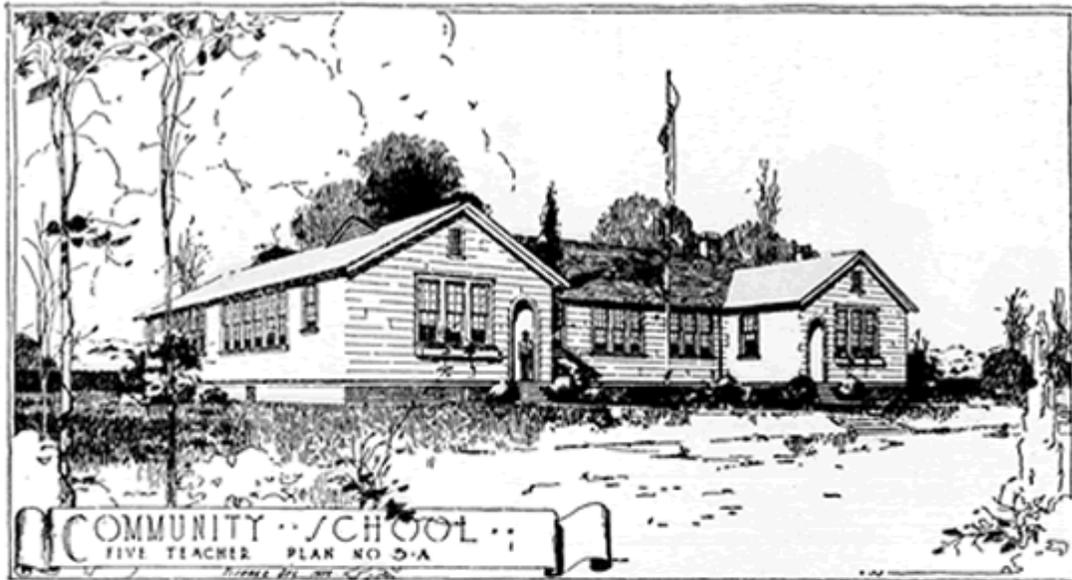
Green Colored High School, Dillon County, ca. 1935-1950

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 58

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



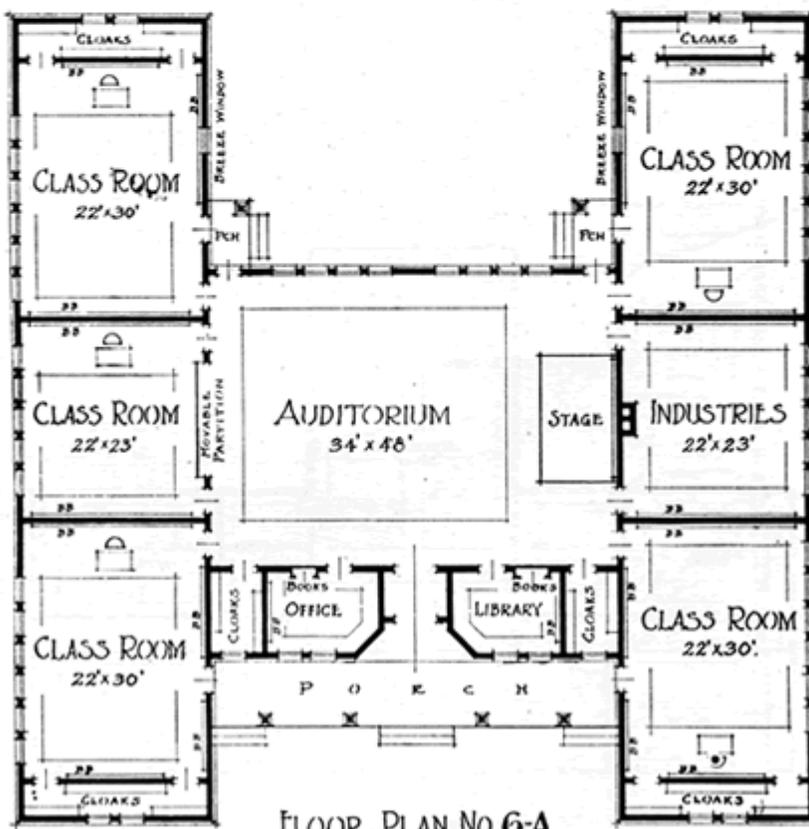
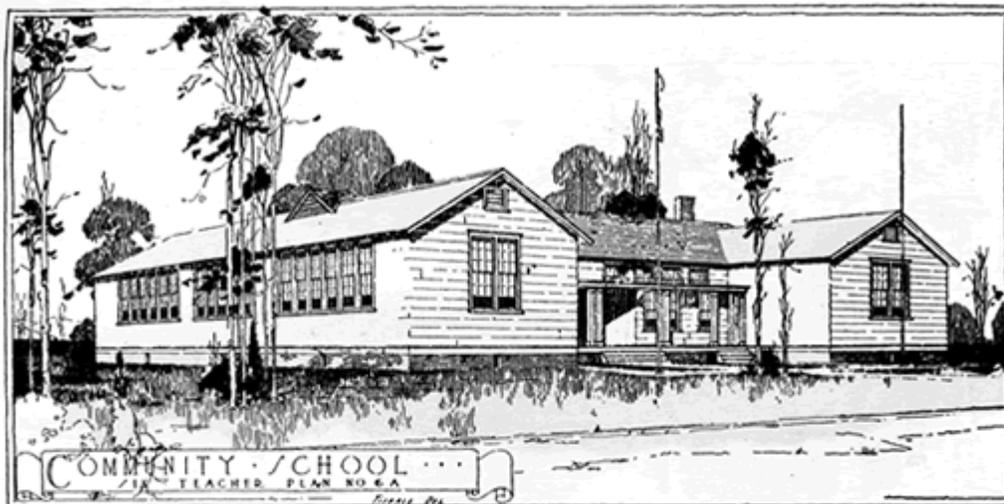
FLOOR PLAN No 5-A
FIVE TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 59

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



FLOOR PLAN NO 6-A
SIX 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**

Section E Page 60

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



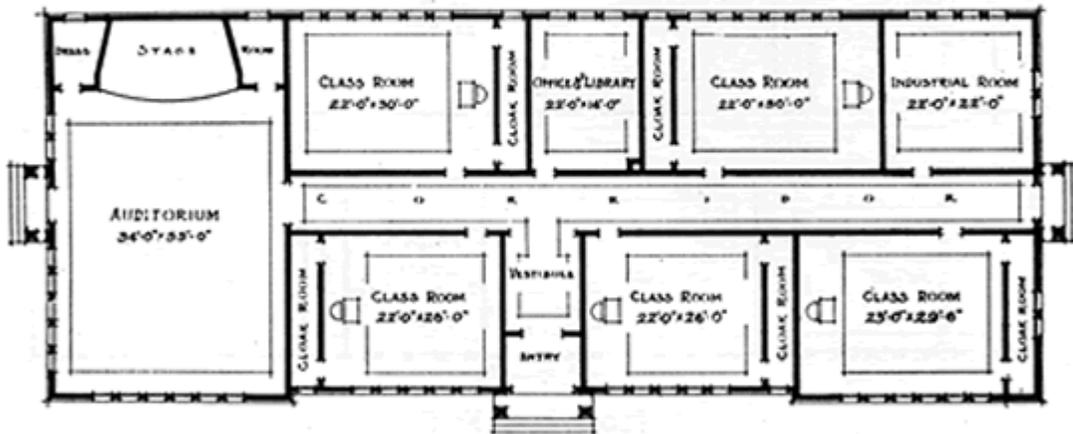
Webber Graded Colored School, Richland County, ca. 1935-1950
Six-Teacher Community School Plan #6-A

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 61

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



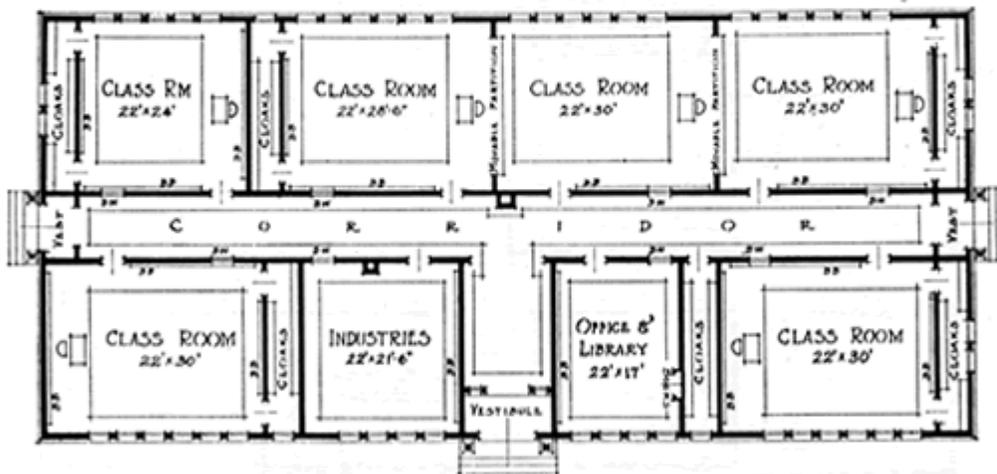
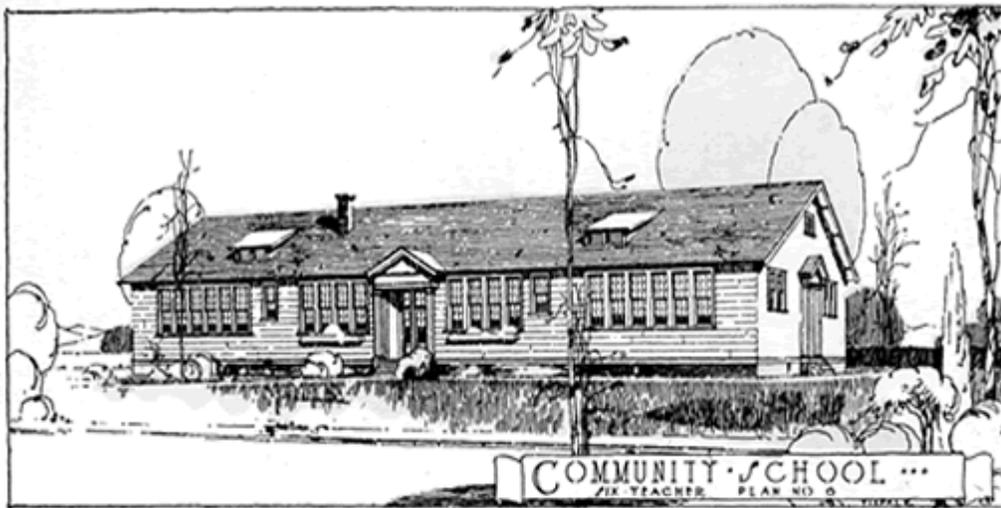
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SIX TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 62

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



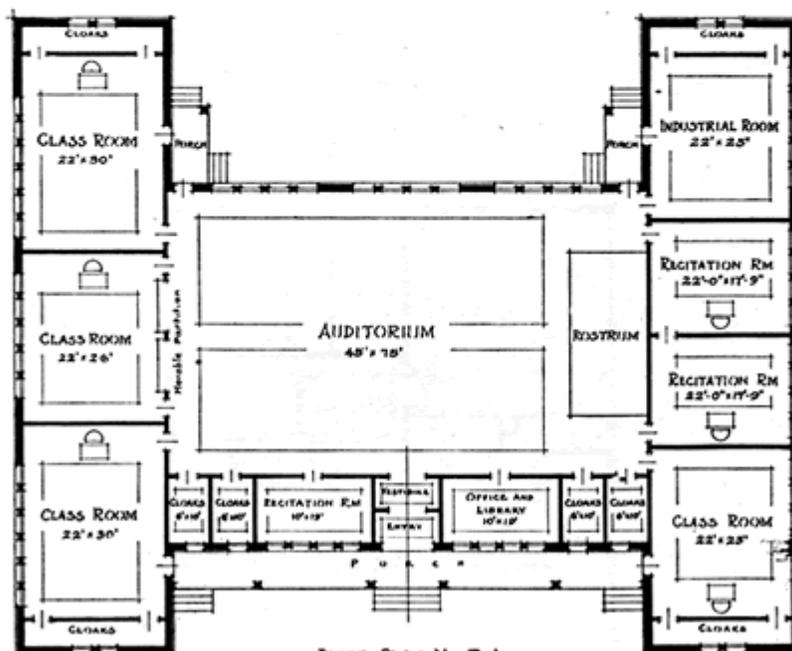
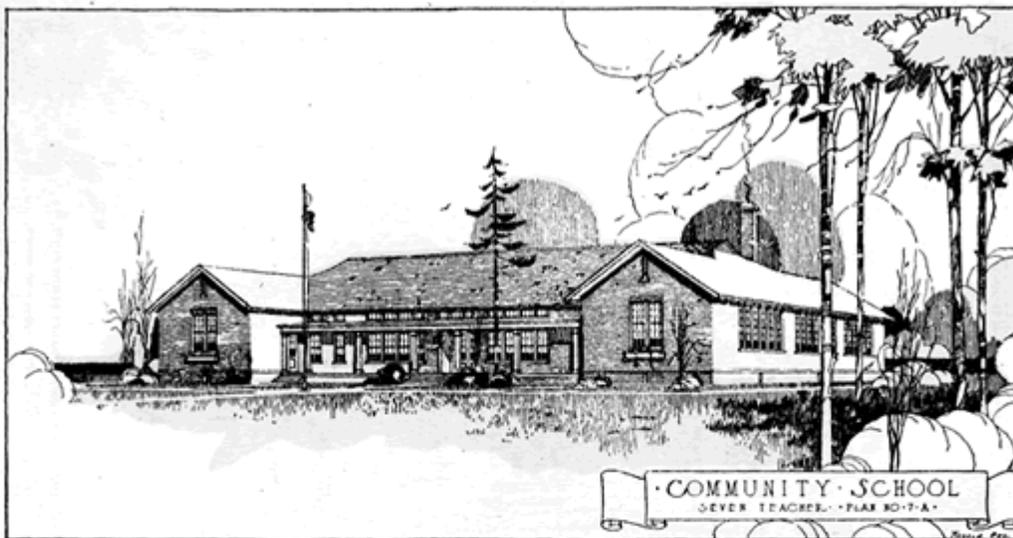
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SIX TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 63

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



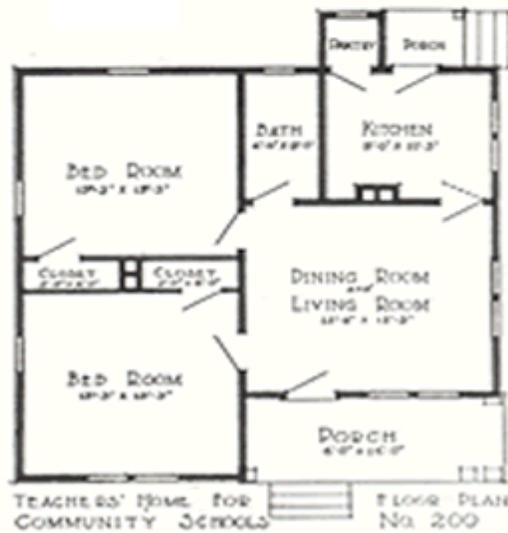
FLOOR PLAN No 7-A
SEVEN TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 64

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



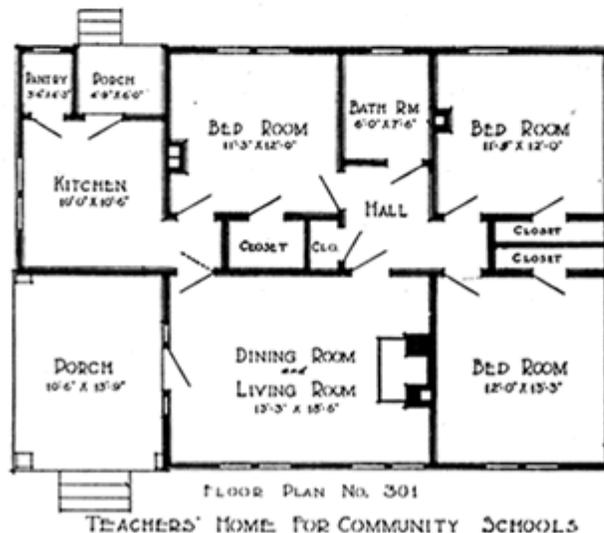
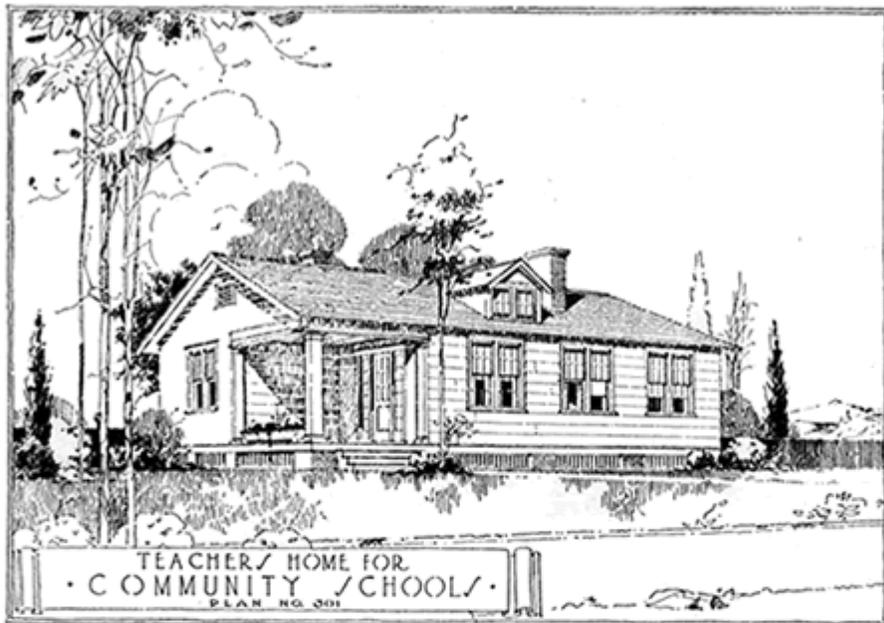
United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 65

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

TEACHERS' HOME FOR COMMUNITY SCHOOLS



**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section E Page 66

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



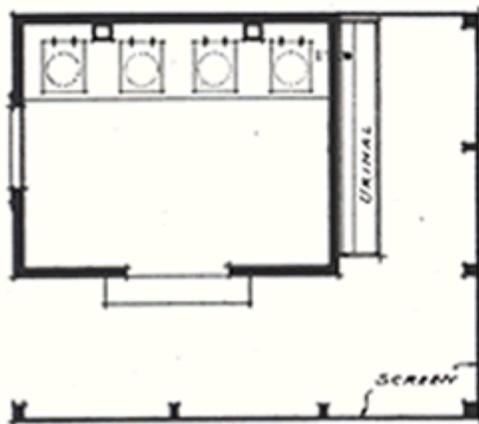
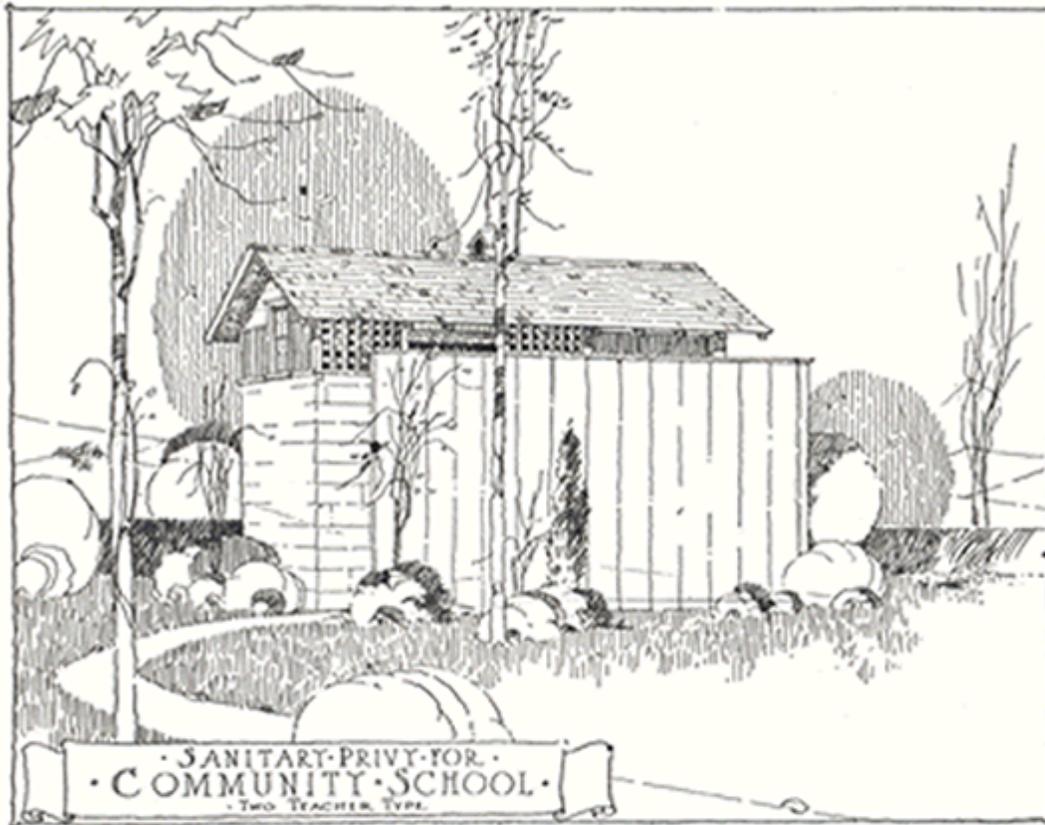
Great Branch Teacherage, Orangeburg County

United States Department of the Interior
National Park Service

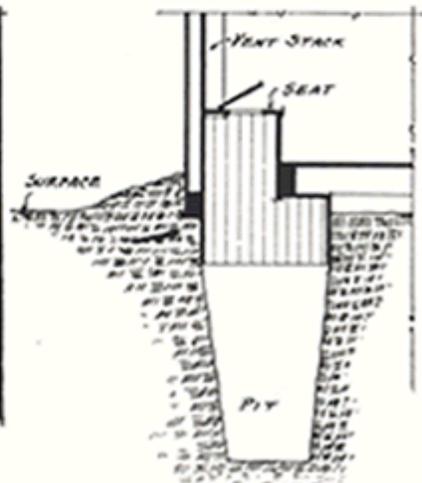
NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section E Page 67

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina



PLAN



SECTION

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section F Page 68

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

F. Associated Property Types

I. Rosenwald Schools

A. Property Type Description

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

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

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

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section F Page 69

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

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

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

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

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

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

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

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

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

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section F Page 70

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

B. Significance

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

Criterion A – Education

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

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

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

Criterion A – Ethnic Heritage – African-American

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

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section F Page 71

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

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

Criterion C – Architecture

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

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

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

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

¹ Carbaugh, p. 88.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section F Page 72

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

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

C. Registration Requirements

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

II. Teacherages or Teacher's Homes

A. Property Type Description

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section F Page 73

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

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

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

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

B. Significance

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

Criterion A – Ethnic Heritage – African American

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section F Page 74

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

easily supply the required supervision.”² A teacher’s home at a school also increased the likelihood that a school would have a full school term.

Criterion C – Architecture

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

C. Registration Requirements

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

III. Industrial Vocational Buildings

A. Property Type Description

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

Eleven shops were built in South Carolina using Rosenwald funds.

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section F Page 75

name of multiple property listing: The Rosenwald School Building Program in S.C., 1817-1932
county and State South Carolina

B. Significance

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

Criterion A – Education/Ethnic Heritage – African American

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

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

Criterion C – Architecture

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

C. Registration Requirements

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section G Page 76

Name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
County and State South Carolina

G. Geographical Data

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section H Page 77

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

H. Summary of Identification and Evaluation Methods

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

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

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

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

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

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section H Page 78

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

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

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section H Page 79

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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

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

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 1 Page 80

name of multiple property listing: The Rosenwald School Building Program in S.C., 1917-1932
county and State South Carolina

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